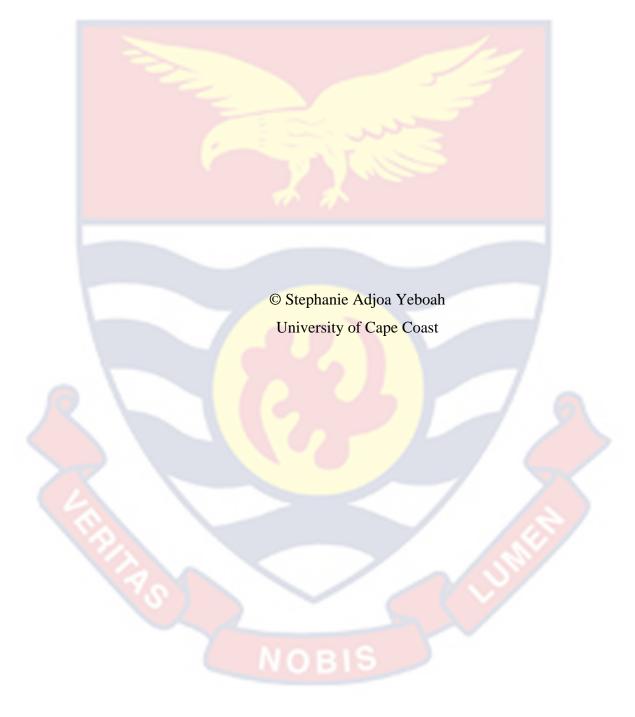
UNIVERSITY OF CAPE COAST

AUTHENTIC ASSESSMENT PRACTICES OF TECHNICAL TEACHERS IN SELECTED SECONDARY/TECHNICAL SCHOOLS IN THE ASHANTI **REGION**

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UNIVERSITY OF CAPE COAST

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REGION

BY

STEPHANIE ADWOA YEBOAH

Thesis submitted to the Department of Education and Psychology, of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy degree in Measurement and Evaluation.

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NOVEMBER 2021

DECLARATION

Candidate's Declaration
I hereby declare that this is the result of my original research and that no part of it
has been presented for another degree at this university or elsewhere.
Candidate's SignatureDate
Name:
Supervisors' Declaration
We hereby declare that the preparation and presentation of the thesis were
supervised following the guidelines on supervision of thesis laid down by the
University of Cape Coast.
Principal Supervisor's Signature

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ABSTRACT

This study aims to investigate the authentic assessment practices of technical teachers in Senior High and Technical Schools within the Ashanti Region. A descriptive survey was employed for the study. The population for the study was all technical teachers in the secondary/technical schools in the Ashanti Region. Purposive sampling technique and census were used to select 70 technical teachers for the study. Data is collected from 70 technical teachers across seven Senior High and Technical Schools selected within the Region. Data collection is done with the aid of a well-structured questionnaire. Data analyses were carried out using frequency and percentages. Concerning teachers' perceptions of authentic assessment, the study revealed that teachers know authentic assessment practices. Regarding how teachers practice authentic assessment, it was found that the technical teachers practice authentic assessment. With respect to how teachers use authentic assessment results to better their teachings, the study indicated that most teachers do not use these results. Finally, teachers encounter many challenges with the use of authentic assessment practices, as 93% are in support of the statements presented to them. Even though the teachers understand this assessment and its uses, a few still lag. Based on the findings, it was recommended that coordinators for schools in the Region and the headmasters should ensure that teachers indoctrinate authentic assessment practices into their general lessons. Teachers should receive intensive in-service training to prepare them for authentic assessment procedures. Teacher professional development in designing realistic assessment activities can help students learn and perform better.

KEYWORDS

ASSESSMENT



ACKNOWLEDGEMENTS

I want to express my deepest gratitude to my supervisor, Dr. Clara Akuamoah-Boateng under whose guidance and supervision this research has become a success; I remain grateful. I thank you all to the teachers who took time off their busy schedules to help fill and complete the questionnaires. Again, my appreciation goes to my colleague students and all the lecturers of the Department for their well-grasped lectures. Finally, I thank my family and friends for all their support.



DEDICATION

To my lovely family



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LIST OF ACRONYMS

CLT	Constructivist I	Learning Theory
CLI	Combinactivist	Dourning Incory

CRDD	Curriculum and Research Development Division
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KNUST Kwame Nkrumah University of Science and Technolog

MOE Ministry of Education

SHS Senior High School

TS Technical School

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teaching and learning are both dependent on assessment. Assessment data is required to make educated decisions about students' learning ability, level placement, and accomplishments. According to Nguyen and Phan (2020), assessment refers to evaluating students' overall performance and generating assumptions regarding their learning and production education-wise, including the quality or achievement in tasks such as tests, projects, reports, and examinations. The right interpretation of students' performance and the successful selection and application of relevant methodologies are critical to any assessment's effectiveness. As a result, evaluation techniques aid in reviewing the curriculum, instruction, and teaching methodology for suitability and effectiveness.

Assessment is still a hot topic in education reform discussions. Whether the evaluation is standardised, theories, approaches, practices, applications, and outcomes are invariably included in the assessment of student learning (Idham, Islami, Nadrun & Darmawan, 2015; Ramírez Ortiz & Artunduaga Cuéllar, 2018). Assessment as a measure of educational outcomes is intended to improve teaching and learning and contribute to overall school improvement, according to the premise (Swaffield, 2011; Thuy & Gloria, 2013). According to Bekoe, Eshun, and Bordoh (2013), evaluation allows teachers to determine the students' level of

comprehension and abilities. According to Quansah (2018), the goal of assessment is to teach and enhance student performance rather than to audit it.

Schools typically teach students how to pass simple multiple-choice assessments that neither measure what is valued nor provide feedback on how to educate and learn. The inclination is to put score accuracy and efficiency ahead of what should be judged. Reforms could not be done simply by eliminating traditional assessments. Montessori (2013) claimed that to foster greatness, instructors must shift their minds about how evaluation is unrelated to learning and should thus be completed quickly. She stated that assessment is of no value unless it is educative and instructive to students, teachers, school clients, and overseers. The importance of learning is communicated to teachers and students through assessment. Rather than the mechanistic idea that if the exam is improved, so will the teaching, assessment tasks must represent true teaching and learning processes (Dwi & Saputri, 2017; Gyamfi, 2022). This emphasises the significance of evaluation in the teaching and learning process.

Traditional testing has recently been chastised by authorities in education for focusing on outcomes that do not serve students outside of the classroom. In response to this critique, authentic assessment has sprung to the fore, promising that assessment can be designed to benefit both learning and teaching. The critique is valid. From the classroom to the national level in Ghana, traditional testing dominates evaluations. However, the focus on real outcomes has created both issues and answers.

As the debate over traditional versus authentic assessment becomes more heated, the assessment conundrum becomes front and centre in education. Erzoah, Gyamfi, Yeboah and Langee (2022) believed that if educators feel assessment reform is vital, they must establish an educational assessment system to increase student performance. Trisanti (2014) advocated that a framework be built to comprehend a reformed view of assessment, in which assessment is seen as an integral part of teaching and learning. Authentic assessment, alternative assessment, performance assessment, portfolio assessment, and classroom-based assessment are all terms that can be used interchangeably. Authentic assessment is defined as utilising tasks as near to those performed by adults in the real world as possible. Students would be challenged to perform at high levels, and instruction and evaluation would be seamlessly linked to developing a mastery-learning environment (Pantiwati, 2013). Authentic assessment, alternative assessment, performance assessment, portfolio, authentic pedagogy, authentic learning, and classroom-based assessment, comprising assessment of learning, assessment for learning, and assessment as learning, appear to be included.

Furthermore, educators must shift away from traditional (pen and paper) assessment, which concentrates on specifics, standards, and immediate outcomes, and toward more long-term assessment, which can help students become more active learners not only in managing their learning but also in assessing themselves to life beyond the course (Hanifah, & Irambona, 2019). They went on to say that both the inadequacies of existing classroom evaluation procedures and external examination have been heavily criticised. They also pointed out that most

of the criticism has centred on the impact on learning during courses rather than learning beyond graduation. However, they pointed out that an assortment of authentic assessment methodologies has sprung up to address the limits of typical unseen summative and norm-referenced standardised examinations. Due to students' ability to demonstrate knowledge and abilities, authentic assessments, according to Larkin (2014) allow various paths to demonstrate learning in comparison to standard exams, such as answering multiple-choice questions that lack diversity. Authentic assignments, such as business ideas, projects, portfolios, artwork, and movies, among other tangible goods, provide students more latitude to demonstrate their abilities (Koh, 2017; Nasab, 2015).

According to the CRDD (2012), an outcome-based approach entails authentically testing what is deemed most essential in understanding, skill, principles, and attitudes. As a consequence, if problem-solving, critical thinking, positive attitudes and values, analytical skills, and civic competence are highly valued, students must be able to demonstrate mastery of these skills through meaningful activities that meet society's needs and expectations, entailing the use of authentic assessment in our various classrooms. The traditional paper and pencil evaluation in the classroom is a quick and straightforward technique to learn about students' subject understanding. These tests have a consistent delivery and response pattern, with only one correct answer offered in a forced-choice response format like multiple-choice, matching, or true/false. These tests have the benefits of being quick to score,

simple to administer, and reliable, and they can be given to small or large groups of students at once.

Furthermore, they appeal to teachers who are already pressed for time and cannot assess their students' attitudes and values, which is the hallmark of education. Authentic assessment may test critical and analytical thinking skills, problem-solving, positive attitudes, and values, so educators should embrace it. Some pupils gain from doing multiple-choice tests regularly, while others do not (Nasab, 2015). This led Bekoe et al. (2013) to remark that while assessment can occur in various ways, authentic assessment must always be completed formally under the teacher's supervision. According to the available literature, there are few formal authentic assessment-training programmes for social studies instructors in Ghana. The current study examines whether Secondary/Technical (Sec/Tec) School teachers in Ghana know authentic assessment to improve learning in their classrooms.

Statement of the Problem

In the views of Quansah (2018), traditional assessment has focused on appropriate exercises and examinations that are perceived as showing the student's educational ability. According to Amoako, Quainoo and Adams (2019), it has been established that under high-stakes accountability pressure. Science, social studies, and even untested reading and arithmetic objectives are all denied by teachers who adapt their instruction to the content of basic skills examinations. As a result, assessment skill training starts to resemble multiple-choice exams, with students learning the correct responses rather than their solutions to problems

(Gyamfi, 2022). As indicated by the deterioration in higher-order thinking skills on the National Assessment of Educational Progress in the United States during the 1990s, such measurement-driven training has proven detrimental to learning. Another prevalent concern about traditional evaluations is that they are biased against minority students due to cultural biases.

Placing the evaluation in a real-world setting is seen to be a solution to this issue (Fitriani, 2014). Current assessment systems, according to Langee (2021), do not examine the whole range of relevant student outcomes, and teachers struggle to use the data for instructional preparation. For example, multiple-choice exams have focused on testing certain abilities while failing to adequately depict classroom activities, interpersonal relationships, resource use, or real-life circumstances. Despite these concerns, schools continue to emphasise conventional evaluation as the main form of student evaluation.

Traditional evaluation has been criticized to focus on the gap between the narrow set of abilities taught in the classroom and the challenges students will confront in the real world (Nasab, 2015; Metin & Birişçi, 2011). Fakhri and Isa (2016) claimed that reflective and social knowing skills are poorly examined in traditional assessments and that this may and should be remedied by using more authentic assessment methods. Authentic assessment is becoming more popular as a more holistic technique to evaluate students (Fitriani, 2014).

In Ghana, Attom (2017) conducted a study to investigue into the authentic assessment knowledge and practices in the Central. In the study, like others student outside the country, the attention was all teachers. The nature of the

technical subjects/course which are authentic might implies that technical teachers are familiar with authentic assessment. This study therefre seeks to find if the nature of the course/subject the technical teachers teach influence their practice of authentic assessment.

According to Charin, et al. (2015) authentic assessment goes beyond standard rote and memorising learning strategies and enables students to develop responses. Despite the growing advantage of authentic assessment in general, there is a dearth of study on how technical teachers within the Ashanti Region practice it. A careful review of the extant literature showed that no study had been conducted in the Ashanti Region in Sec/Tec with respect to the practices of Authentic Assessment by technical teachers. The current study finds out how technical teachers within the Ashanti Region practice Authentic Assessment in their classrooms.

Purpose of the Study

The study aims to assess technical teachers' practice of authentic assessment in Secondary/Technical Schools in the Ashanti Region. The following specific objectives were formulated;

- i. examine the perceptions of authentic assessment by Sec/Tec teachers in the Ashanti Region.
- ii. explore how Sec/Tec teachers use authentic assessment results
- iii. examine how Sec/Tec teachers practice authentic assessment
- iv. find out the kinds of authentic assessment strategies Sec/Tec teachers use to assess the learning outcomes of their students

v. identify some of the challenges teachers face in the use of authentic assessment

Research Questions

The study was guided by the following research questions:

- i. What are the perceptions of authentic assessment by technical teachers in the Ashanti Region?
- ii. How do technical teachers in Ashanti Region use authentic assessment results?
- iii. How do technical teachers in the Ashanti Region practice authentic assessment?
- iv. What kinds of authentic assessment strategies do technical teachers in the Ashanti Region use to assess their students' learning outcomes?
- v. What are some of the challenges technical teachers in the Ashanti Region encounter in the use of authentic assessment in their various subjects?

Significance of the Study

The findings are expected to provide ways for teacher monitoring by analysing Sec/Tec instructors' skills in terms of content teaching and assessment of learning performance in the affective domain in Technical Schools in the Ashanti Region. This can be accomplished by providing them with the resources they need to increase their ability to teach material and assess learning outcomes in the affective domain across diverse courses. The outcomes of the study will help teachers better understand assessment in broad and authentic assessment in distinctive. The outcomes of this study will aid curriculum writers, educators, and instructors in

better understanding the impact of authentic assessment procedures by teachers on student performance and educational goals. This study would enlighten instructors on the significance of authentic assessments and their impact on classroom instruction. The outcomes of this study will help curriculum developers, educators, and teachers better grasp the difficulties in conducting genuine assessments for effective evaluation. The findings of this research will help educational scholars, policymakers, test professionals, and examination organisations better grasp the importance and influence of authentic assessments on student learning and the necessity to include more authentic assessment procedures into the curriculum. The findings could also be used to provide inservice training to teachers who have been in the classroom for more than five years or supplement the training provided to incoming social studies teachers by their pre-service training institutes. Finally, this research would substantially contribute to the country's authentic assessment literature.

Delimitations of the Study

Only Sec/Tec institutions and no other degrees of education were included in the study. It was again limited to Sec/Tec schools in the Ashanti Region. The study is limited to authentic assessment and does not include any other kind of assessment in terms of content. Practices, real assessment issues, and authentic assessment instruments were also left out.

Limitations of the Study

Because the study's questionnaire is a self-report survey, respondents may give answers that do not correctly represent the conditions on the ground.

Furthermore, the questionnaire's administration was complicated by the unavailability of certain targeted respondents. In the former, the problem was overcome by explaining the questions to the respondents. In the latter case, the researcher visited the selected schools on several occasions to ensure that teachers who were absent during other visits were captured.

Definition of Key Terms

Assessment: A method of obtaining evidence of a student's abilities and providing comments on their progress to stimulate further development.

Alternative assessment: It is a method of grading student performance that provides a more holistic approach to student evaluation.

Authentic assessment: It is a continuous assessment that takes place in a meaningful learning environment and reflects actual and worthwhile learning experiences that can be documented through observation, anecdotal records, journals, logs, work samples, conferences, portfolios, writing samples, discussions, experiments, presentations, exhibits, and projects.

Performance-based assessment: Students must perform a task rather than choose an answer from a pre-made list; it is called an authentic or alternative assessment. In other words, performance assessment evaluates students' abilities by asking them to exhibit their talents through real-world tasks such as activities, exercises, or challenges.

Organization of the Study

The research was divided into five sections. The first chapter covered the introduction, study background, statement of the problem, study purpose, research

questions, study significance, delimitations, and limitations. The second chapter looked at the theoretical framework, conceptualisations, literature review, research, and the perspectives of other authors. Design, population, sampling techniques, data collection instrument, pre-testing, validity and reliability of research instruments, data collection procedures, data processing and analysis, and ethical issues were all discussed in Chapter three. The results were given, and the outcomes were reviewed in Chapter four. The study summary, significant findings of the study results, conclusions, recommendations, and research suggestions were all included in Chapter five.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

The study aims to assess technical teachers' practice of authentic assessment in Technical Schools in the Ashanti Region. This chapter comprises the conceptual, theoretical, and empirical reviews. The conceptual review covered authentic assessment, performance-based assessment, the need for authentic assessment, authentic assessment forms and characteristics, genuine assessment tools, and authentic assessment problems. The constructivist learning theory, which underpins the study, was the subject of the theoretical review. Teachers' opinions and assessment methods, usage of authentic assessment results, tools, and problems of using "authentic assessment" were all examined empirically.

Performance-Based Assessment

Students must demonstrate mastery of specific skills and competencies by performing or producing something to pass a performance evaluation (Quansah, 2018). Performance evaluations that measure advanced thinking and reasoning skills, when properly created, can serve as models for assessments that excite and enrich learning rather than simply act as indications of learning (Gyamfi, 2022). When carefully designed, performance assessments that evaluate abstract thought and reasoning skills can serve as examples for assessments that affect and enrich learning rather than just provide evidence of

learning. Experiment design and execution; producing essays that allow individuals to reconsider, incorporate, or apply information; collaborating with other students to fulfil assignments demonstrating mastery of a piece of technique; constructing models; producing, understanding, employing maps; compiling data; giving speeches; composing term papers, critiques, poetry, or short tales (Wiggins as cited in Langee, 2021). Proponents of performance evaluations, he claims, feel that performance criteria should be included in every assignment for at least two reasons:

- the standards specify the type of behaviour or product features required of students and others.
- ii. the educator, students, and others can measure performance or output using a well-defined scoring system.

Gyamfi (2022) also claims that provided performance criteria are adequately stated, a student will receive virtually the same grade from another individual working independently. Additionally, well-written performance criteria will enable the teacher to score consistently across time.

According to Stiggins as cited in Espinosa (2015), a teacher who does not have a thorough understanding of the complete spectrum of performance, from poor to excellent, will be unable to teach students how to perform at their best in assessing their performance. Stiggins says that while constructing performance criteria, one must first define the component(s) being assessed before creating a performance spectrum. According to Stiggins as cited in Langee (2021), a teacher who does not have a thorough understanding of the complete spectrum of

performance, from poor to excellent, will be unable to teach students how to perform at their best or support students in assessing their performance. Stiggins says that while creating performance criteria, one must first define the component(s) being evaluated before creating a performance continuum. The following are their questions, with examples:

- i. What critical characteristics do I want my students to acquire? (For example, to effectively communicate in writing; analyse topics utilising primary sources and reference materials; to solve everyday problems using algebra).
- ii. What social and emotional skills or traits do I want my students to develop? (For example, working independently, collaborating with others, having faith in their talents, and being diligent).
- iii. Which metacognitive abilities do I want my students to master? (to consider their writing process, assess the usefulness of their research methodologies, and track their development over time).
- iv. What kinds of problems should they be able to deal with? (to do research, comprehend the various types of practical circumstances in which geometry might be useful, and solve issues with no single correct answer).
- v. What concepts and principles do I hope my pupils apply? (For example, comprehending cause-and-effect relationships and applying ecological and conservation principles in daily life).

According to Espinosa (2015), performance assessments should be assessed for the quality and comprehensiveness of the information and processes being assessed and potential bias issues in task difficulty, language, and context. Knowledge is constructed during learning (Eshun et al., 2014). Performance-based evaluation encourages students to learn knowledge for themselves rather than obtaining information.

Authentic assessment is comparable to performance evaluation in principle. Zoubi (2013) contrasts performance and real assessments, claiming that performance is authentic and focused on difficult and engaging activities akin to how people conduct their work. This implies that students are given ample time to prepare, complete, self-evaluate, modify, and discuss an authentic task or evaluation with others. Mueller (2012) concurs that legitimate evaluations should be judged using the same criteria (standards) as adult performance on related tasks.

Concept of Authentic Assessment

When an assessment measures goods or performances that have meaning or value beyond academic success, it is authentic (Odeh, 2015). Assessments that ask questions and pose issues to students with "real world" meaning fit one requirement for legitimate intellectual activity; however, there are two additional connected with a method of understanding independent of the realism of the assessment tasks (Newman et al as cited in Bruce, et al. 2012). Wiggins was the first to use the term authentic to describe evaluation with a practical application (Serin, 2015). Authentic Assessment refers to the situational or contextual reality

of the specified tasks (Sangmeister, 2017; Bohemia, & Davison, 2012). Alruqeishi and Al-humaidi (2016) has qualms about Wiggins' and others' use of the phrase, interpreting it as a broad condemnation of traditional assessment methods as less authentic or inauthentic. Traditional assessment is not inauthentic, according to Wiggins; it is simply less direct and thus less beneficial to students. Traditional evaluation does not adequately reflect the areas of performance and circumstances that are most essential for higher-order thinking and learning, according to Wiggins as cited in Langee (2021). As he phrased it, "authenticity is the key to integrity.

An examination requiring students to employ the same competencies or combinations of knowledge, abilities, and attitudes that they need to apply in the criterion situation in professional life, Gulikers et al. cite in Larkin (2014) describe genuine assessment. Authentic evaluations should include real-life issues with several responses for the learner and should reflect noteworthy performances in real-world contexts. On authentic evaluation, there are at least a dozen books and hundreds of academic papers (Nasab, 2015). They claim that while some of these publications use the term without offering a specific definition, the bulk does at least provide a set of criteria that can be regarded as a definition. An analysis of those publications reveals that the phrase is defined in various ways, coinciding with other terms like performance-based assessment and formative assessment in the classroom (Bohemia & Davison, 2012). Fitriani (2014) claimed that best practices, "hot" or fresh subjects or techniques frequently suffer from a lack of uniformity in terms of concepts in education. The conceptual resemblance

between performance evaluation, formative assessment, and authentic assessment complicates things if one tries to construct objective criteria (or at least criteria approaching objectivity) for assessing the authenticity of an assessment (Bruce, et al. 2012).

To achieve educational goals, the constructive interconnection between instruction, learning, and assessment (ILA) is well established (Spiller, 2012). The development of capable students and future personnel is at the forefront of current educational aims, notably in Europe (Muhammad & Nurahimah, 2016). "ILA approaches that describe these goals include learning and competency development, learning focusing on reflective-active knowledge generation, and reframed, interpretative, and performance-based assessment (Razmawaty & Othman, 2017). A crucial component of alternative or competency-based assessment that aligns with contemporary educational goals is the requirement to contextualise testing in interesting, real-life, and realistic activities (Van Viegen Stille, et al., 2016). According to Fakhri and Isa (2016), the main purpose of alternative assessments is to assess the application of knowledge to genuine, reallife (authentic) scenarios. According to Herlo (2014) achieving the expert level of problem-solving necessitates the authenticity of the evaluation assignments. Furthermore, improving the authenticity of an evaluation is likely to positively affect student learning and motivation, as reported by students (Kricsfalusy, et al., 2018; Liu, et al., 2015; Sammons, et al., 2016). Authentic assessment, according to Amzat (2017) and Hoque, et al. (2012) is a continuous assessment that reflects actual and worthwhile learning experiences that can be recorded through observation, anecdotal records, work samples, journals, logs, conferences, portfolios, writing, discussions, experiments, presentations, exhibits, projects, and other methods. Individual and group tasks may be included in the authentic assessment. Instead of responding primarily to the memory of discrete information, the attention is on self-reflection, comprehension, and growth (Ibrahim, et al., 2013; Keeley, et al., 2016).

When students are given enough time to plan, finish, self-evaluate, revise, and communicate with others, they complete an authentic assessment or task (Sparapani, Callejo Perez, Gould, Hillman & Clark, 2014). They further contends that valid assessment should be evaluated using the same criteria (principles) as adult performance on comparable tasks. The task, the setting, and the evaluation criteria, according to Wiggins as cited in Ramírez Ortiz and Artunduaga Cuéllar, (2018), determine the legitimacy of an assessment. An authentic task is when the learner must apply information or abilities to create a product or perform a task (Moon, 2014). Memorizing a formula is not an actual action, according to this definition; however, applying the formula to a practical problem is (Ibrahim, et al., 2013; Keeley, et al., 2016). According to Noor and Nurahimah (2018), there should be as much realism as feasible. They believes that the surroundings (including the amount of time allotted to finish the assignment) should reflect or replicate the situations that professionals, citizens, and consumers confront. According to him, a test in which the student has only rudimentary previous knowledge of the questions posed, limited time to perform the activity, and no opportunity to consider or contact relevant services are not legal. Miller and Crocker as cited in Lee and Rofe (2016) also contend that test creators from many perspectives are developing increasingly sophisticated assessments that may provide a more accurate picture of student learning if more tightly linked to curriculum and instruction. He says that they are developing these evaluations to examine children's fitness for the real difficulties that await them in the twenty-first century. If successful, such examinations may give educators incentives to accomplish what they already want to do: teach children in engaging ways to be well-rounded persons and lifelong learners, rather than drill the life out of school with dry test preparation (Scott, 2017).

Features of Authentic Assessment

Several authors have highlighted various aspects of this method in research and other works relevant to authentic assessment (Aziz, Yusoff & Yaakob, 2020; Al Fama, 2015; Sridharan & Mustard, 2015). Authentic tasks, according to this recent literature, include:

- i. They are related to real-world work and emphasise situational and contextual information and the development of appropriate professional attitudes and capabilities.
- ii. Encourage students to develop an understanding of professional skills and are performance-based. The more realistic the duties are, the higher the degree of authenticity.
- iii. Show that targeted learning goals, curriculum material, and future careerbased knowledge agree.

- iv. Align essential workplace skills with academic requirements at universities.
- v.Instead of grading, emphasise evaluation for learning, which includes cognitive, social, and reflective learning processes.
- vi. They are objective and unbiased; therefore, they do not favour or restrict student groups.
- vii. They are stimulating, fun, engaging, and demanding but attainable.
- viii. These are based on criteria that students set or negotiated to demonstrate that they comprehend the nature of the assignment and what defines the quality of the product.
- ix. They are concentrated so that neither too little nor too much assessment is done.
- x. Strike a proper balance between too complicated and too basic activities.
- xi.Self, peer, and customer evaluations are frequently combined with academic instructor evaluations.
- xii. Assist students in developing critical thinking and problem-solving skills and the cognitive and performance skills associated with graduate attributes.
- xiii. Provide concrete proof that students have met the learning objectives.
- xiv. Require timely input on criteria that students can use to make decisions.
- xv.Because they represent a variety of real-world situations, they are frequently interdisciplinary.

Sridharan and Mustard(2015) said authentic assessments should resemble significant performances in real-world contexts" and "involve real-life activities with many answers for the students. Another way to distinguish authentic evaluation from traditional assessment, according to Mueller (2012), is by their distinguishing characteristics. Traditional and authentic assessments differ greatly in their formats. Traditional evaluations tend to lean towards the left end of the continuums of traits given below, while authentic assessments tend to fall towards the right. Refer to Table 1.

Table 1: Traditional Versus Authentic Assessment

Table 1: Traditional Versus Authentic Assessment

Traditional	Authentic
Selecting a Response	Performing a Task
Contrived	Real-life
Recall/Recognition	Construction/Application
Teacher-structured	Student-structured
Indirect Evidence	Direct Evidence

Selecting a Response to Performing a Task

Mueller (2012) claimed that in traditional tests, students are often given multiple options (a, b, c, or d; true or false; which correspond with those) and asked to choose the correct answer. On the other hand, authentic assessment requires learners to develop understanding by accomplishing a more challenging assignment that is often representing a more significant application (Aziz, Noor bin & Yusoff, 2015).

Contrived to Real-life

Mueller (2012) says that pupils are rarely asked to choose from a list of options to reflect their expertise in something outside of school. He says that assessments use fake kinds of assessment to increase the number of times students can be asked to demonstrate proficiency in a short period of time. Students are routinely expected to demonstrate their abilities in real-world scenarios, such as authentic exams (Ashford-Rowe, Herrington & Brown, 2014).

Recall/Recognition of Knowledge to Construction/Application of Knowledge

Traditional evaluations (such as tests and quizzes) can successfully evaluate whether or not students attain a body of knowledge, according to Mueller (2012). Authentic evaluations, on the other hand, request that students exhibit their comprehension by completing a more challenging activity that is often reflective of an essential application (Abualrob & Al-Saadi, 2019). In real life, pupils are frequently required to recall or recognise facts, concepts, and propositions; thus, examinations are somewhat realistic in that regard. Recall and recognition on tests, on the other hand, asked to develop a product or complete a task using data, ideas, and propositions, reveal significantly less about what they truly know and can do (Zaim & Moria, 2017). Authentic evaluations, according to Mueller, generally require students to critically examine, synthesise, and integrate what they have learned while also generating new meaning.

Teacher-Structured to Student-Structured

When doing a typical assessment, according to Mueller (2012), the person(s) who prepared the exam have carefully structured what a student can and

will exhibit; as a result, the concentration of a student is naturally drawn to and restricted to what is on the test. Authentic evaluations, on the other hand, provide students more say and control over what is utilised as a measure of aptitude (Zaim & Moria, 2017). Even when students are unable to choose their themes or forms, there are often numerous valid methods to make a product or accomplish a work and that more student-structured assignments have benefits and drawbacks that must be addressed when selecting and designing an assessment.

Indirect Evidence to Direct Evidence

What does the teacher know about a student who selects the correct answer to a multiple-choice question that asks them to analyse or apply their knowledge to a new context rather than simply recalling data, according to Mueller (2012). Is it possible that the student got fortunate and chose the correct answer? What factors influenced the student's decision? He says that teachers can only make educated guesses about what a student knows and can do with that information and that the evidence is often shaky, especially when it comes to claims of practical use in complex, real-world scenarios. On the other hand, genuine assessments provide more definitive proof of knowledge application and development (Suneetha, 2014). Students can be successfully inquired to critique the assertions of others (an essential trait often needed in the real world); so, rather than answering a series of multiple-choice, analytical questions on a text, having students write a critique should provide more meaningful proof of that skill, while both assessments may be valuable (Sridharan & Mustard, 2015).

Significance of Authentic Assessment

The construct validity of authentic assessments and their influence on student learning, often known as consequential validity, are the two most essential reasons for utilising them (Sridharan & Mustard, 2015). Construct validity refers to the accuracy of inferences drawn from observations or measurements (typically test scores), specifically whether a test adequately assesses the target construct (Suneetha, 2014). Competency assessment procedures must properly represent the mastery that needs to be undertaken, that assessment content should include authentic activities that reflect real problems in the knowledge domain being assessed, and that assessment tasks should necessitate the same thinking processes that doyens use to solve real-life problems (Zaim & Moria, 2017). Based on these criteria, "authentic assessments" have higher construct validity for evaluating abilities than objective or traditional tests. One of the most serious threats to construct validation, according to Ashford-Rowe, Herrington and Brown (2014), is construct lack of representation, which can be reduced by strengthening the assessment's authenticity. He claims that authenticity is concerned with not leaving anything out of a construct's evaluation, resulting in minimal construct lack of representation.

Assessment's expected and unanticipated consequences on instruction or teaching and student learning are important validity (Al Fama, 2015; Aziz, Noor bin & Yusoff, 2015). The impact of authentic assessment on student learning is twofold (Scott, 2017; Aziz, Yusoff & Yaakob, 2020). To begin with, it is designed to encourage the development of professional skills. Second, authentic

evaluations are more exciting and important because they recognise their significance and utility in their future lives, which is thought to increase students' motivation to learn.

Forms of Authentic Assessment

It is easy to see how evaluation can take various forms, provided it is authentic, ongoing, and linked with classroom learning (Noor & Nurahimah, 2018; Lee & Rofe, 2016). Authentic assessments can take many different shapes.

Formal Assessment

Scott (2017) posited that formal evaluations offer teachers a methodical means to measure how well pupils are developing in a certain educational programme. According to Stiggins as cited in Ramírez Ortiz and Artunduaga Cuéllar, (2018) teachers may want to measure how well students have absorbed the subject skills and concepts after a four to a six-week topic. Teachers can give students a theme test in which they read, answer questions, and write about a similar theme concept, allowing the teacher to assess all of the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that correspond to the instruction. Teachers may utilise a skills test in other circumstances or with specific students to check specific abilities or methods taught in a topic (Moon, 2014). Teachers, parents, and administrators, according to Sparapani, Callejo Perez, Gould, Hillman and Clark (2014), may wish to learn how well kids are reading and writing in general, regardless of the actual instructional programme, and hence necessitates a distinct manner of formal evaluation. According to him, some school districts use a standardised norm-reference test or a state test only administered to specified grade levels or once a year. Other times, teachers want the same information but want more freedom in terms of when and how often they assess their students (Ibrahim, et al., 2013; Keeley, et al., 2016).

Teachers, for example, may want to know how well learners perform in reading and writing at the start, middle, and end of the school year in comparison to other students in the same grade level (Kricsfalusy, et al., 2018). This type of baseline test supports teachers in measuring how well students grow throughout the year and provide important data to parents and administrators (Liu, et al., 2015; Sammons, et al., 2016). There are two points of comparison: the student's improvement over time and the student's achievement compared to his or her grade-level peers (Fakhri & Isa, 2016). Teachers can use out-of-level evaluations to track student development because this formal classroom evaluation is more adaptable than typical norm-referenced tests (Amzat, 2017). According to Herlo (2014), if specific students perform significantly below or above grade level, the instructor might conduct the evaluation that best matches their requirements. Furthermore, the flexibility allows the teacher to directly observe students while they work and adapt the evaluation (Hoque, et al., 2012).

Informal Assessment

Other forms of authentic evaluation, according to Fitriani (2014), are more informal and include group or individual projects, experiments, oral presentations, exhibitions, or performances. Informal assessments can be found in assignments, notebooks, essays, reports, literature discussion groups, and reading logs

(Bohemia & Davison, 2012). Teachers will need to keep notes or checklists to record their observations from student-teacher conferences or casual classroom interactions (Spiller, 2012). According to him, informal evaluation might be as simple as pausing during class to observe or evaluate how students' learning improves. These evaluations can be made more official by laying out specific criteria for what to do and how to do it, or they can be made more casual by enabling students and teachers to customise them to their individual needs (Muhammad & Nurahimah, 2016). In certain cases, the teacher may prefer that all students take the same examinations, while in others, evaluations will be designed for specific needs. All offer an excellent opportunity for assessment.

According to Van Viegen Stille, et al., (2016), using various evaluation methods is crucial since written work can be difficult for some students, and depending on it too heavily can place them on the defensive. Again, some tasks or themes will encourage some children to excel while aggravating others (Razmawaty & Othman, 2017). According to him, having a variety of assessment methodologies ensures that students have adequate opportunities to showcase their competencies and that teachers have the data they need to develop a thorough, complete perspective of each student.

Assessment Standards

According to Larkin (2014) and Nasab, 2015), authentic assessment activities must be contextualised, integrative, relevant to the curriculum taught, adaptable (requires many applications of knowledge and skill), exposed to peer

feedback evaluation, and encompass specific content benchmarks. They underline that authentic evaluation tasks must take into account the following criteria:

Organization of Information: To address an idea, problem, or issue, students must organised, synthesised, interpret, explain, or assess the entire information.

Consideration of Alternatives: To solve an idea, problem, or issue, students must evaluate alternative solutions, techniques, viewpoints, or opinions.

Disciplinary Content: Students must demonstrate understanding of and/or application of important concepts, theories, or viewpoints in a certain academic or professional field.

Disciplinary Process: Students must apply academic or professional inquiry, investigation, or communication approaches in order to complete the work.

Elaborated Written Communication: Students must write extensively to demonstrate their learning, justifications, and conclusions.

Problem Connected to the World beyond the Classroom

Students are challenged to deal with an idea, problem, or concern that they have or will experience in their lives outside of the classroom. Students create links between their academic knowledge and public issues or personal experiences (Muhammad & Nurahimah, 2016). They following have been cited by Liu, et al. (2015), Sammons, et al. (2016) and Fakhri and Isa (2016) as some of the challenges:

NOBIS

Audience beyond the School

Students are asked to share their knowledge, exhibit a product or generate performance for an audience outside of the teacher, classroom, or school premises.

Standards of Authentic Instruction

Teachers must guarantee that authentic assessment criteria incorporate the following to obtain the desired result: Higher-Order Thinking (Students organise data and ideas by combining, generalising, clarifying, or drawing conclusions that provide new information and meaning) and Deep Knowledge (The key concepts of a topic or discipline are examined sufficiently to investigate connections and links and generate a comprehension that is extremely challenging)

Substantive Conversation

Students participate in extensive interpersonal communication on the topic matter with the teacher and/or peers in order to improve and share their comprehension of ideas or themes.

Moving Toward Authentic Assessment

Measuring pupils' knowledge has always been challenging, according to Nasab, (2015), especially in today's standards-driven educational climate. He believes that teachers confront challenges such as meeting curriculum standards, assessing students' progress, emphasising different learning styles, and training students for employment and life outside the classroom. According to Larkin (2014), measuring students' knowledge has always been challenging, particularly

in today's standards-driven educational environment. Teachers, he argues, face obstacles such as meeting curricular standards, evaluating students' progress, emphasising diverse learning styles, and preparing pupils for work and life outside the classroom. Multiple-choice examinations, for example, have traditionally been intended to assess discrete abilities and do not accurately reflect classroom instruction, interpersonal connections, resource utilisation, or real-life circumstances (Al-rugeishi & Al-humaidi, 2016).

Meeting the needs of an increasingly diverse student group is another concern. According to research, today's students are culturally diverse, with varying learning demands and styles (Odeh, 2015; Bruce, et al. 2012). Teachers also commonly overlook racial and language distinctions that can have an impact on how students learn (Eshun et al., 2014). Because of this lack of knowledge, he claims, teachers may struggle to accept diversity and successfully adjust to pupils' needs. As a result, teachers must accept the differences that each student brings to the classroom to educate them individually (Zoubi (2013; Mueller, 2012).

Students must also read informative literature, write creative papers, incorporate resource information with personal views, collaborate on projects in groups or other collaborative settings, share information while summing up their conclusions, and use information from one content area (such as science or math) to solve problems and integrate information from other content areas (Wiggins as cited in Langee, 2021). (Such as social studies, history, or economics). According to Wiggins as cited in Langee (2021), the shift toward authentic assessment is intended to:

- i. equip pupils with the knowledge they need to be effective learners.
- ii. offer students with a diverse set of abilities (e.g., research, writing, revising, oral skills, debating, and other critical thinking skills).
- iii. show that the student can develop complete and valid responses to the activity or problem at hand
- iv. provide consistency by providing appropriate and uniform grading standards for such tasks and challenges
- v. allow students to 'practise' critical thinking to succeed in their adult and professional life.
- vi. allow for assessment that meets the requirements of learners by ensuring that outcomes are real and relevant while also allowing students and teachers more freedom in their instruction.
- vii. Provide for assessment that meets the needs of learners by assuring authentic and relevant outcomes while also giving students more opportunities to improve their learning and teachers more flexibility in their teaching.

Authentic Assessment Tasks and Strategies

The authentic assessment instruments must be specially designed so that students can practice and finish meaningful tasks that resemble life outside of the classroom (Espinosa, 2015). Teachers must match assessment procedures to the purpose or result objectives (Gyamfi, 2022). He added that teachers should consider the following questions when choosing authentic assessment instruments: Is it necessary to assess what we wish to examine? Why are we

assessing it, and what will we do with the findings? How should we assess, and where can we get the required data? How can we evaluate without causing harm? The most important issue here is tool selection (Quansah, 2018). Teachers must learn to ask, "What is the best tool for the job?" when faced with a specific problem, situation, or set of questions (Zoubi (2013). Teachers must use a variety of assessment procedures and approaches to provide a comprehensive review of all students' progress and accomplishments (Mueller, 2012). Assessing students with excellent evaluation procedures allows them to examine their strengths and weaknesses, which leads to better teaching practice. When students are involved in the teaching and learning process, they better understand the material (Eshun et al., 2014).

Graphic Organizers and Concept Mapping

Ashford-Rowe, Herrington and Brown (2014), opined that graphic organisers are visual representations of mental maps that use essential skills such as ordering, measuring, contrasting, and grouping to engage students in active thinking about linkages and relationships, allowing them to clearly express their expectations. According to Ibrahim, et al. (2013), many students fail to connect or integrate new subjects with existing knowledge because they cannot recall it, and visual organisers assist them in remembering by making abstract concepts more visible and tangible. This is especially true for visual learners who rely on graphic organisers to help them organise information and recall key topics (Suneetha, 2014). By modelling and using easy subjects, teachers can aid pupils in using graphic organisers (Zaim & Moria, 2017). Abualrob and Al-Saadi (2019) also claims that allowing students to work in small groups and choose a theme

linked to the course content allows them to build abilities in developing graphic organisers.

Although graphic organisers are used for learning, they can also be utilised for authentic evaluation (Mueller, 2012). He says that teachers who employ graphic organisers with kids should create excellent models that can be assessed. To make evaluations more objective, Metin and Birişçi (2011) advises that rules specifying what material and linkages should be visually demonstrated in the following student work be established and employed in rubric (score) style. He notes that, like essay questions, graphic organisers ask students to convey material in both written and visual formats. Students can use graphic organisers to assess their learning as a test item style, providing them a unique and engaging way to communicate what they know and can do (Al Fama, 2015). Students can use graphic organisers to assess their learning as a test item style, providing them a unique and engaging way to communicate what they know and can do (Abualrob & Al-Saadi, 2019).

Live Performances and Presentations

The key to effectively appraising live performances and demonstrations, according to Lee and Rofe (2016), is to specify the parameters and performance measures ahead of time. They say that criteria and performance indicators well organised into scoring rubrics show pupils what they must accomplish to illustrate that they have learnt at a certain level. The most significant assessment technique for live performances and presentations, according to Muhammad & Nurahimah, 2016), is to make it easier for students to evaluate their own performance,

supported by instructor evaluation and a chance for students and teachers to discuss assessment results immediately. The quality of the prescribed work and the exhibition of presentation abilities are the two key assessment components in live presentations. These elements must be included in scoring rubrics (Alruqeishi & Al-humaidi, 2016).

Portfolios

Portfolios are another alternate assessment method that has received much attention (Bruce, et al. 2012). Portfolios are compilations of student work acquired over time, according to Sangmeister, 2017; Bohemia, & Davison, 2012), with contents ranging from comprehensive coverage spanning a wide range of resources to extremely selective portfolios with a small number of student-selected things. Serin,2015) claimed that student portfolios provide flexibility that appeals to various teachers and programmes. Portfolio evaluation has several benefits, but according to Metin & Birişçi, 2011), the most crucial advantage is that it allows pupils to assess their work. Portfolio evaluation also empowers students to take ownership of their learning (Charin, et al., 2015). It also promotes pride, autonomy, and strong self-esteem. The fundamental components of a portfolio, according to Fitriani, 2014), include accumulating meaningful samples of students' work that demonstrate their efforts, development, and level of comprehension throughout time.

However, the format and substance of the portfolio have evolved through time, making it more relevant and purposeful. Unlike traditional types of assessment that take a "picture" of pupils at a specific point in time, portfolios work like a photo album containing a variety of photos taken at different periods and diverse circumstances, according to Langee (2021). Portfolios can be stored for years and used as "passports" as students advance through school levels (Charin, et al. (2015). Teachers and students must consider and plan portfolio exams carefully (Zoubi, 2013).

Portfolios can be kept for years and used as "passports" as students go through grades (Metin & Birişçi, 2011). Teachers and students should carefully analyse and plan portfolio assessments (Sangmeister, 2017; Bohemia, & Davison, 2012). Another benefit of a portfolio is that, in contrast to typical synoptic assessments such as final examinations or any one-time standardised test, it allows students to follow their development over time as their knowledge, talents, and proficiencies improve marginally (Quansah, 2018). Because they are centered on classroom activities, portfolios are real (Bruce, et al, 2012). In most cases, they measure learning and reflect in-process alterations to educational techniques and assessment (Fitriani, 2014).

Learning Logs and Journals

Learning journals and logs allow students to evaluate their experiences (Hanifah, & Irambona, 2019). They stimulate student self-assessment and give a tool for drawing linkages across academic areas when used effectively (Koh, 2017). Journals have been widely used in English classes for many years, and other teachers are now incorporating them to help students make connections, study complicated ideas, and identify opportunities to utilise what they have learned over time (Gyamfi, 2016). According to Etsey and Gyamfi (2017), the

main goal of learning logs and diaries is to enable students to communicate directly with the teacher concerning individual progress, unique concerns, and thoughts on the learning process.

There is a difference between learning journals and learning logs. Student responses are typically brief, factual, and impersonal because learning logs typically comprise short, objective submissions under specific headings such as problem-solving, findings, questions about content, lists of outside readings, homework assignments, or other categorisation needed to allow record-keeping (Etsey & Gyamfi, 2017). According to Montessori (2013), teachers should give students lead-ins or stem statements that encourage analytically (breaking something down into its constituent parts), synthetic (putting something together into a whole), and evaluative responses. (Making a decision on something's worth). Journals are a written collection of notes, observations, thoughts, and other relevant materials that allow students to connect past information, understand the challenges of acquiring that knowledge, and track their personal growth and development (Gyamfi, 2016). Journals, according to Dwi and Saputri (2017), are excellent instruments for students to keep track of their learning.

For students who desire to enhance their thinking and communication skills, learning journals and logs can be excellent educational aids. Students can communicate with the teacher, the material of the lecture, textbooks, and their classmates. They also allow students to consider the subject's importance, clarify misunderstandings, debate important concepts with others and connect to prior learning and experiences. They keep note of what has been presented and what

they have learned over time. Furthermore, while logs and diaries are frequently used to promote formative evaluation, they can also be used to provide summative assessment data.

Projects

A project is a collection of interconnected and sometimes depends entirely on tasks that must be performed within a specific time frame while considering specific expenses, resources, and other constraints (Trisanti (2014). According to him, a project is a collection of inputs and outputs that must be coordinated to achieve a specific purpose. The project necessitates assessment approaches that guarantee that all students are aided in their learning (Dwi & Saputri, 2017). Many alternative projects might be created to encourage students to create rather than just repeat information on standard assessments. Communication, technical, interpersonal, organisational, problem-solving, and decision-making skills can all be demonstrated through projects (Bekoe, Eshun & Bordoh, 2013). Students can also use projects to determine the quality of the planning and design procedures, the construction process, and the result.

Computer-based Simulation Task

According to Hanifah and Irambona (2019), computer-based simulation activities are assessment tools that measure sophisticated thinking skills that are difficult to test using more traditional ways. An assessment can give a vast problem-solving space with varying difficulty levels using extended, integrated tasks (Koh, 2017). Computer-based simulation activities can evaluate student expertise in formulating, testing, and evaluating hypotheses, identifying the best

solution strategy, and adapting techniques based on the degree of progress to a solution, according to Trisanti (2014). One of the compelling advantages of computer-based simulation projects, according to the authors, is that they can provide immediate feedback to students based on their activities. Computer-based simulations are notable for the variety of student engagements with problem-solving tools and the monitoring and recording of how a student uses these resources (Pantiwati, 2013).

A technology used in computer-based simulations allows evaluations to give more meaningful information by capturing students' processes, approaches, and products. The steps a student takes to reach a particular emotion or conclusion can guide education and track student progress (Nguyen & Phan, 2020). Using automated scoring systems to evaluate student performance on computer-based simulation exercises saves money and time (Thuy & Gloria, 2013). Examinee good understanding of the navigation rules and controls imposed by the computer interface and testing network requirements, the potential necessity for examinees to record their answers exceptionally, and a large amount of data that needs to be summarised in a significant way are all problems that must be taken into account when designing computer-based simulations (Swaffield, 2011).

O'Malley and Pierce (1996) have also classified the various sorts of authentic assessment and the student actions that should be observed and recorded. Their examples include the following:

Oral Interviews: The teacher enquires about the students' personal histories, pastimes, favourite books, and hobbies. This casual and laid-back task takes many

days to complete, with each student documenting his or her impressions on an interview guide.

Story or Test Retelling: Students recount the major concepts or specific details of a text they have heard or read. Students must also prepare an oral report, for which they will be scored on both topic and language. Following that, a rubric or rating system is used to score the task. This task can help you evaluate your understanding of the text, reading skills, and literacy skills.

Writing Samples: Students write narratives, expository essays, argumentative essays, and reference papers. Students are instructed to write a document that can be graded on topic and language. Their writing processes are also graded using a rubric or grading system.

Projects/Exhibitions: This challenge requires students to complete a content-area project. They can work alone or in groups, give a formal presentation, write a report, or do both. Students are also required to watch oral or written products to improve their critical thinking abilities. After then, the task is graded using a rating system.

Experiments/ Demonstrations: Students must execute an experiment or show how to use materials. Students may also deliver an oral presentation, write a report, or do both. Oral and written goods are also available for students to witness. This helps them think more clearly. After then, the task is graded using a rubric or a rating system.

Constructed-response items: Students react to open-ended inquiries in writing. Students write a report that is mostly graded based on content. They are also graded on a scale.

Teacher Observations: Students' attention, reactivity to educational materials, and interactions with other students are all monitored by the teacher. The classroom environment is employed for this job, and the observation takes only a few minutes. The teacher uses anecdotal notes or rating scales to record observations.

Challenges of Using Authentic Assessment

One of the biggest drawbacks of authentic evaluation is that it does not mesh well with existing school structures and cultures (Zaim & Moria, 2017). The organizational aspects of schools are built for traditional instruction and narrow assessment, incorporating teacher workload, class schedule, material resources, and tests that assess basic fact understanding. He further adds that school traditions often require students to learn directly from the teacher or a textbook. Authentic activities demand a new way of thinking about work in the classroom, additional instructional time and resources, a different instructional position from teachers, and greater student effort (Ashford-Rowe, Herrington & Brown (2014).

According to Abualrob and Al-Saadi (2019, using authentic assessment has various drawbacks, including cost-effectiveness, effort and time needs, and public misgivings about authentic assessment's neutrality. While the effort is useful, The expense and effort required to create and score authentic assessment activities year after year, according to Al-ruqeishi and Al-humaidi (2016), may

make it unfeasible, and artificial intelligence will most likely play a crucial role in exam scoring. Time and money are the most significant impediments to implementing the authentic assessment, according to Schleicher (as mentioned in Lee & Rofe, 2016). Complex tests need more time and resources to plan and execute. Authentic assessments can help detect how well teachers teach or pupils acquire a skill, according to Ashford-Rowe, Herrington and Brown (2014), but they are too broad to capture the nuances at the school and classroom level.

There are various barriers to implementing authentic assessment methodologies, according to Sangmeister (2017). They include balancing the time commitment, guaranteeing curricular validity, and reducing evaluator bias. According to Yang (2015), authentic evaluation has two primary obstacles. He claims that real assessment takes more time than typical evaluation. He says that to enable higher cognitive learning, teachers devote more effort to lesson planning and student performance analysis. The subjective nature of accurate appraisal is the second difficulty (Yang, 2015). The cognitive learning level evaluations on which authentic assessment is centred (analyse, produce, and evaluate) are more subjective than traditional assessments. As a result, it is considered that the teacher is in a better position to assess students. This is not always true, as students are occasionally involved in decision-making. Despite these obstacles, efforts must be made to properly evaluate all students and promote assessment methodologies that allow students to take charge of their learning and develop critical thinking skills (Suneetha, 2014).

Theoretical Framework

A theoretical framework is necessary for directing research, ensuring coherence, and establishing study boundaries (Ertmer & Newby, 2013). Theories and constructions act as glasses for the researcher to perceive the subject more effectively. Although theories come in various shapes and sizes, many scholars agree that they aid in interpreting and comprehending occurrences. One of the most important roles of theory is to use concepts to organise experience. Lack of consistency is a major criticism addressed against the use of theories. A study's primary concepts and constructs should be consistent with the theory's framework, which reduces the study's originality. The teachers' knowledge, understanding, and perspective of assessment practice are the foundation for effective and good assessment practice. This study's theoretical review is based on Constructivist Learning Theory (CLT).

According to the CLT, all knowledge is built on preceding knowledge (Umida, Dilora & Umar, 2020). Children are not blank slates, according to Vygotsky (cited in Umida, Dilora & Umar, 2020), and knowledge cannot be conveyed without the child making sense of it according to their current conceptions; thus, children learn best when they are permitted to construct a personal understanding premised on experiencing and reflecting on things. According to Ertmer and Newby (2013), learners create meaning and knowledge, and constructivist teaching promotes critical thinking and the formation of motivated, self-directed pupils. Learning always builds on previous knowledge that a student previously possesses; this prior knowledge is referred to as a

schema (Cooper, 2016). Constructivists think that learning is more successful when students actively engage in the learning process rather than merely obtaining knowledge because pre-existing schemata regulate all learning.

According to Brau (2018), constructivists investigate how individuals organize structures, ideas, and norms into schema to generate meaning and comprehend the world (mental models). Prior knowledge, according to Ertmer and Newby (2013), is a crucial determinant of a student's capacity to learn new material. They say that cognitive constructivists place a premium on "understanding"; therefore, problem resolution is a setting for knowledge production. According to Cooper (2016), processing methods such as deductive reasoning from concepts and making inferences from the evidence are significant, and as a result, how professionals organise knowledge structures and their ability to apply processing strategies differentiate experts from novices. The relationship between instructor and pupil, according to Taber (2019), goes beyond determining if the student has attained the required actions, as in behaviourism.

In a test situation, teacher-student contact extends beyond the reporting of test results, progress assessments, and supplementary teaching to encompass the teacher's role in supporting the pupil in comprehending and engaging with new ideas and challenges (Umida, Dilora & Umar, 2020). They believe that the evaluation procedure, as much as the product or result, has an impact on the student. According to Taber (2019), the constructivist approach to learning refers to learning processes and learners' roles. Teachers urge students to assess

themselves and use their assessments to establish their current levels of understanding and skill.

Authentic Assessment Task

An authentic assignment is a challenging activity that exposes students to professional-level behaviours (Nguyen & Phan, 2020). They say that a genuine task is similar to the criterion task in terms of knowledge, skills, attitudes, integration, complexity, and ownership. The importance of a genuine task for a genuine evaluation cannot be overstated (Swaffield, 2011; Dwi & Saputri, 2017). Users should consider the assessment task as a representative, appropriate, and relevant, according Bekoe, Eshun, and Bordoh (2013). In a genuine test, students must combine knowledge, talents, and attitudes in the same way that professionals do (Thuy & Gloria, 2013). Like the criterion task, the assessment task should be challenging (Montessori, 2013; Ashford-Rowe, Herrington & Brown, 2014). This is not to argue that each assessment activity must be challenging. Although most genuine problems are multifaceted, multidisciplinary, ill-structured, and have multiple potential answers (Sangmeister, 2017; Bohemia & Davison, 2012; Alruqeishi & Al-humaidi, 2016), real-life situations can also be simple and wellstructured (Abualrob & Al-Saadi, 2019).

Ibrahim, et al. (2013) emphasised the importance of similarity for task ownership and the solution development process. Students' ownership in the assessment task should be similar to experts' in the criterion task (Suneetha, 2014). According to Zaim and Moria (2017), giving students ownership of the challenge and the process of generating a solution is crucial for engaging students

in authentic learning and problem-solving. Employers routinely impose assignments, and experts frequently use traditional tools and methods to solve problems in the real world, decreasing the employer's level of ownership (Al Fama, 2015).

Lee and Rofe (2016) posited that the theoretical framework indicates that the assessment assignment should approximate the intricacy and ownership levels of the real-life criterion circumstance are designed to prepare students to interact with professional issues. If students are to (a) recognise the connection to a problem in the real world or a professional context or (b) consider it a valuable transferable skill, they must consider a task to be relevant (Muhammad & Nurahimah, 2016). Before students regard the work as relevant, Bruce, et al. (2012) emphasised that they must see a relationship between the assessment task and their interests. The perceived importance or relevance of the work will differ from student to student and may even change as students acquire more experience (Al Fama, 2015).

Physical Context

Swaffield (2011) stipulated that individuals determine how we do things, the actual world is typically dirtier than secure learning facilities. A battle zone, bad weather, space, and equipment are all possibilities for the physical environment (Al-ruqeishi & Al-humaidi, 2016). Even if a task is valid, According to Bruce, et al. (2012), evaluating students in a clean and safe environment does not correctly reflect their opportunity to utilise their abilities in real-life settings. An authentic assessment's physical setting should represent how information,

skills, and attitudes could be applied in professional conduct (Muhammad & Nurahimah, 2016). In high-fidelity situations, authentic evaluation occurs regularly (Nguyen & Phan, 2020). According to Zoubi (2013), the degree of fidelity is determined by the presentation of material and the amount of detail supplied in context. Similarly, the number and types of resources provided should reflect those accessible in the criteria situation (Sangmeister, 2017; Bohemia, & Davison, 2012). According to Thuy and Gloria (2013), most school evaluations involve memory work, whereas out-of-school tasks are closely linked to tools and resources (calculators, tables, and standards), making such tests less realistic.

Mueller (2012) claimed that denying students resources would be unauthentic because professionals rely on them. Another significant element for providing an accurate physical setting is the number of times students are given to complete the assessment assignment (Quansah, 2018). Langee (2021) claimed that in real life, professional tasks often take place over several days or, on the contrary, necessitate a split-second reaction. According to Nasab (2015), an authentic assessment should not be based on arbitrary and unrealistic time limits. In conclusion, the physical context's level of authenticity is determined by how closely these factors (time, place, and equipment) resemble the criterion circumstance.

Social Context

The physical and social settings have an impact on the judgment's legitimacy (Idham, Islami, Nadrun & Darmawan, 2015). Working together is more common than not in real life, and Ramírez Ortiz and Artunduaga Cuéllar

(2018) emphasised that learning and performance outside of school are mostly based on social structures. As a result, a model for true evaluation should consider the social dynamics that occur in real-life circumstances (Hanifah & Irambona, 2019). What counts most in an authentic assessment is that the social processes replicate real-life social processes in a similar situation. According to the framework, Larkin (2014) felt that if the real issue necessitates teamwork, so should the assessment; nevertheless, if the problem is normally addressed separately, so should the assessment. When assessing students, teachers must include social interaction, positive interdependency, and individual accountability when the assessment requires teamwork (Charin, et al., 2015). However, when it comes to individual assessments, social backdrop should stimulate competition among students.

Authentic Assessment Result

According to Bekoe et al. (2013), an assessment should include an assessment assignment (in a particular physical and social environment) that results in an assessment result that is then contrasted to stated assessment criteria (rubrics). Regardless of the assessment's content, according to Charin, et al. (2015), the assessment outcome is linked to the assessment task's type and output. Four characteristics characterise an authentic product or form in the framework.

i. It should be an excellent product or performance that students would be expected to give in the actual world (Hoque, et al., 2012).

- ii. The outcome or performance should be a representation that enables valid conclusions about the underlying competencies (Liu, et al., 2015).
- iii. Because proving relevant competencies in a single exam is not always achievable, a real assessment should comprise a variety of tasks and numerous learning markers to obtain objective conclusions (Keeley, et al., 2016). According to Amzat (2017), a collection of assessment methodologies appropriately covered the entire range of professional teaching behaviour.
- iv. Students should show their work to others verbally or in writing to ensure that their supposed talent is genuine (Eshun, Kankam, Bordoh, Bassaw & Korang, 2014).

Authentic Criteria and Standards

The qualities of the evaluation result that are appreciated are referred to as criteria. Standards are the expected levels of achievement from students in different levels and ages (Sammons, et al., 2016; Bohemia & Davison, 2012). They also believe that defining criteria for accurate assessment and keeping them clear and transparent to students is critical. This is because it directs learning, and employees usually know what parameters will be used to assess their performance in real life (Spiller, 2012). This means that genuine evaluation necessitates criterion-based judgement (Amri, 2013).

Some factors should be connected to a practical consequence, revealing product, performance, or solution features or needs that students must create

(Zaim, 2013). Furthermore, criteria and standards should be based on criteria utilised in real-life situations and should involve the development of important professional competencies. Aside from basing the criteria on real-world considerations, Bohemia and Davison (2012) propose that authentic assessment criteria can also be based on an awareness of the framework's other four components. According to Liu, et al., (2015), if the physical environment necessitates a five-hour accurate assessment of competency, a requirement should be that students must complete the exam in that time. In other words, the framework assumes that the criterion component and the other four components have a mutual relationship.

Considerations in Authentic Assessment

What does this signify for instructors and curriculum developers who want to offer authentic assessments? What should teachers think about? According to Sammons, et al., (2016), the first factor to assess is predictive validity. According to Quansah (2018), strengthening the authenticity of an evaluation will be useful if the educational aim of qualified training people is pursued. Langee (2018) contends that increased authenticity will probably improve the assessment's predictive validity because the evaluation and real professional practice are Langee (2018) suggested that objective examinations are still helpful for some reasons, such as high-stakes summative assessments of individual success, when the goal is not to forecast student capacity to function satisfactorily in future professional practice.

Another thing to keep in mind while creating authentic assessments is that teachers should keep in mind the learners' educational level (Eshun, Kankam, Bordoh, Bassaw & Korang, 2014). They say that lower-level students may be unable to deal with the realities of a real-world, complex professional position. If they are forced to do so, they may develop cognitive overload, which will have a negative impact on their learning (Amri, 2013). As a result, a criterion circumstance will usually need to be an abstraction of genuine professional practice in order to be accessible to students at a certain educational level. According to Bohemia and Davison (2012), an abstraction of true professional practice (i.e., the criteria situation) might be realistic if it forces students to perform the entire skill as a jumble of distinct competencies.

A third point to consider is the subjective nature of authenticity. Education, Personal interest, age, and professional activity experience can all influence one's assessment of authenticity (Liu, et al., 2015). This means that the five dimensions articulated in the framework for authentic evaluation are flexible rather than absolute. Designers must also consider changing student viewpoints while constructing realistic evaluations, according to Spiller (2012). The contrasts and similarities along a small number of criteria can help define and construct authentic evaluations (Amri, 2013).

Empirical Review

Perceptions of Teachers' About Authentic Assessment

Researchers have investigated teachers' evaluation perspectives in various methods (Arigusman, 2017; Attom, 2017). According to Arigusman (2017),

teachers viewpoints on authentic assessment are significant because they show how different types of authentic assessment are used or abused and what can be done to improve the situation. Perceptions influence conduct, which is even more important (Yati, 2020; Imansyah & Sumarni, 2018). Imansyah and Sumarni (2018) enlisted the help of 25 teacher volunteers from six rural secondary schools in New South Wales, Australia, for a study. The researchers employed the Structure of Observed Learning Outcome (SOLO), which is a cognitive structural model that provides a framework for both measuring students' comprehension and identifying approaches to improve students' learning (Imansyah & Sumarni, 2018). The University hosted three to two-day workshops for the 25 teachervolunteers concentrating on the SOLO model assessment tasks and instructional methodologies. The researchers mostly relied on two data sources. Interviews with teachers and "scripts written by students utilising the SOLO methodology." They wanted to know about the teachers' experiences with the new teaching style (SOLO) and evaluation practices to help pupils learn more. The researchers discovered that all of the teachers who took part in the project shifted their mindset, allowing them to use collaborative attempts to engage students' comprehension in their classes. In the view Setiawati (2018), the study assisted teachers in recognising that constraining the type and style of questions used in both teaching and evaluation limits students' ability to demonstrate conceptual knowledge. Overall, the researchers noted that teachers reported a shift in their learning concepts, which was mirrored in their teaching and evaluation procedures, and that students and other teachers noticed this transition (Setiawati, 2018).

Retnawati, Hadi and Chandra Nugraha (2016) found that teachers' perceptions of classroom assessment, standardised testing, and alternative assessment approaches influenced their processes in a study of in-service teachers at Debre Markos University in Ethiopia. They discovered that teachers who placed a lower priority on classroom evaluation frequently employed standardised assessments in their classes. Teachers who have had unpleasant experiences with alternative assessment and standardised testing, according Retnawati, Hadi and Chandra Nugraha, are less likely to recognise the usefulness of various forms of assessment for their classroom. In-service training, they suggested, should focus on assisting instructors realise the importance of various evaluation approaches rather than on "how to" do an assessment.

Hanifah (2019) interviewed fifth-grade teachers at Deerfield Elementary School in Lexington, Kentucky, to ensure that teachers understand the shortcomings of standardised exams. They also disclosed that the teacher stated that the curriculum should stress areas such as arithmetic, reading, social studies, and science, which are measured by the state accountability test. Furthermore, the teacher noted that test results do not adequately reflect her students' abilities and are too general to help her identify specific needs. The instructor expressed her need for an evaluation that includes more than simply written issues and can capture the more diversified talents seen in her classroom and appreciated in the

business, such as artistic ability, computer surveying, and the ability to diagnose and correct mechanical device difficulties (Hanifah, 2019).

Teachers and Practices of Authentic Assessment

Huang and Jiang (2020) investigated the impact of authentic assessment on student learning. A year-long experiment was launched to assist teachers in 13 third-grade classes in incorporating authentic assessment into regular reading and mathematics instruction. The qualitative research demonstrated consistent changes in students' responses to math problems, showing that, at the very minimum, in some classroom projects, complete groups of students were given opportunities to improve their mathematical understandings that they had not initially had. From 13% to 55%, the number of collaborating classroom participants who could write explanations identifying a mathematical pattern or how to use a mathematical table grew considerably. Even pupils who had taken the incorrect answers from their table could articulate the pattern. Although student performance is substantially greater in both schools, Huang and Jiang (2020) revealed that collaborative classrooms showed distinct advances in student performance that could be connected to the project.

Marhaeni and Dantes (2014) used a nationwide teacher survey in the Netherlands to examine the concept of classroom evaluation and grading processes. They discovered that teachers were primarily concerned with evaluating students' competence or achievement and that performance assessment was often used. Sahyoni and Zaim (2017) investigated secondary school teachers' real classroom assessment and grading techniques for certain classes.

They also conducted research to see any meaningful links between teacher assessment procedures, grade level, topic area, and student aptitude levels. Sahyoni and Zaim discovered that teacher evaluation processes, grade level, subject area, and ability level did not correlate.

Adeyemi (2015), investigated authentic assessment approaches versus traditional assessment. The study looked at how well teachers and students completed their assignments. Expert teachers were trained to assess the quality of assignments (projects and learning logs) and students' work using two criteria and scoring rubrics. According to the study, expert teacher scores had good inter-rater reliability. "A random stratified sample" of 30 high schools was employed to collect instructor assignments and student work samples. The real intellectual quality of instructors' assignments varied significantly across grade levels and topic areas. Similarly, in the schools studied, there were large and varied disparities in authentic evaluation quality for students' work. In all subject areas, there was a strong and significant relationship between the quality of teachers' assigned tasks and student output. According to the study, when teachers assigned more cognitively rigorous assignments, students were more likely to produce high-quality work or artefacts. According to the researchers, teacher professional development in designing realistic assessment activities can help students enhance their learning and performance.

Application of Authentic Assessment Results

Mardjuki (2018) found that instructors and educators agree that if tests are only given at the end of the semester, The findings are difficult to apply to

changing instruction or improving learning. The findings are difficult to apply to changing instruction or improving learning. Adeyemi (2015) on the other hand, acknowledged in their study that traditional tests are only useful for qualitative comparisons of students, programmes, and institutions. Furthermore, Sahyoni and Zaim (2017) advocated for the proper application of assessment results, concluding that assessment results improve learning and instruction. He went on to say that in an educational evaluation technique, the instructor gives students descriptive feedback, indicating progress and providing recommendations for future performance or corrective work. According to Retnawati, Hadi, and Chandra Nugraha (2016), the good element of grade marking is that if a student earns lower grades in one or two terms, pupils and teachers will believe that the student has strong learning skills or is not intellectually capable. According to Attom (2017), teachers share the same understanding of the goal of authentic assessment, which is to enhance the teaching and learning process.

Assessment Tasks and Strategies

In a study of Nigerian teachers' authentic assessment strategies and tools, Adeyemi (2015) found that the students in lower grades prefer collaborative projects, computer-based simulation tasks, storytelling, and demonstrations. In contrast, students in upper grades excel at working competitively with writing samples, performance products, and graphic organiser. The study also indicated that education systems that prioritise exams and examinations penalise some students.

Mardjuki (2018) investigated the many methods of authentic assessment utilised in higher education in Malaysia. To acquire relevant data in the classroom, the researchers used a qualitative research strategy that included interviewing, document analysis, and classroom observations. Different sorts of legitimate assessments were identified by the researchers. Teachers used the following evaluation tools: portfolio (10%), article review (10%), performance product (20%), project (40%)" and test (40%) according to the study (20 percent). Alternative and authentic assessment had higher student acceptance and should thus be considered as an alternative to traditional standardised evaluation, according to the findings. The study found that assessment procedures in various subject areas, such as Mathematics, Science, and Social Studies, suggested a favourable emphasis on formative assessment, with ongoing assessment accounting for 80% of total marks and the exam accounting for 20%. Furthermore, students interviewed believed that the project and portfolio assignments they were given were mostly authentic responsibilities that they might use in their future profession.

Retnawati, Hadi, and Chandra Nugraha (2016) investigated the evaluation and grading processes of 19 high school mathematics teachers. According to their findings, exams and quizzes were the most commonly used evaluation instruments, accounting for 77 percent of students' grades. Twelve teachers employed other evaluation modes, including written projects, experiments, demonstrations, and student interviews. Teachers reported a high amount of student participation in written projects and experiments, according to the survey.

Challenges Encountered with the Use of Authentic Assessment

In a study conducted Fithriyani, (2014) identified three reasons teachers do not use different assessment methods. For starters, several teachers were unfamiliar with various types of assessment. Second, teachers said they did not have enough time to generate or develop authentic assessments. Third, teachers perceived little or no professional support, and as a result, they were hesitant to try out authentic assessments.

According to Rutherford and Slade (2018), authentic assessment can take much time and effort to plan and administer, as well as to develop a well-defined criterion-referenced marking scheme to ensure you have a dependable and valid approach of measuring success. It may provide for a bigger margin of evaluator bias in performance evaluations. Learn more about these and other difficulties by clicking here (Rutherford & Slade, 2018). According to Zaim (2013), teachers who were inappropriate for assessing skills used several rubrics. Furthermore, the teachers did not completely utilise the authentic assessment. As a result, some teachers would assess students' progress without consulting the scoring rubrics. Furthermore, in his (Zaim) study, the lack of assessment criteria and the need for teacher training on the execution of authentic assessment were identified as issues.

Also, Amri (2013) discovered that teachers were still unwilling to convey the concept of authentic evaluation. It appears that they did not fully comprehend the true assessment. Trisanti (2014) added that many teachers did not understand authentic assessment. For them, the usage of a scoring rubric in the assessment was still unclear. As a result, they need more training in the execution of authentic

assessment. In a study conducted by Khasanah (2015) at grade X of SMAN 1 Rembang, another conclusion revealed teachers' lack of expertise in applying authentic assessment. She claims that the best strategies for implementing authentic assessment have yet to be established. As a result, the teachers utilised alternative non-authentic assessment activities to test students' proficiency.

Conceptual Framework

A conceptual framework is a presentation paradigm in which researchers graphically portray the relationships between study variables. According to Fithriyani (2014), a conceptual framework aids researchers in immediately seeing the correlation between variables, which is exactly what this study has done. Figure 1 shows a single model that contains all of the variables mentioned in the study. Teachers' Authentic Assessment Practices are the dependent variable in the framework, while Teachers Perceptions, Different Types of Authentic Assessment Practices, Teachers Use of Authentic Assessment Results, and Challenges Teachers Face in Implementing Authentic Assessment are the independent variables.

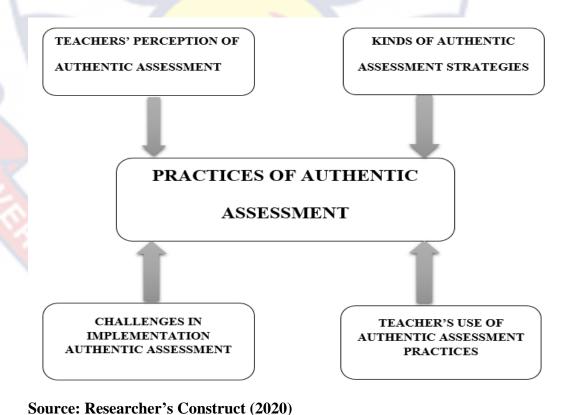


Figure 1: Conceptual Framework

Teacher perceptions, kinds of authentic assessment practices, teacher use authentic assessment results, and challenges teachers encounter in implementing authentic assessment affect how a teacher practices authentic assessment. Also, a teacher's perception about these assessments influences the kinds of authentic assessment strategies he/she uses, thereby affecting how the teacher uses these results.

CHAPTER THRE

RESEARCH METHODS

Introduction

The purpose of the study is to explore technical teachers practice of authentic assessment in the Senior High/Technical Schools (SH/TSs) within the Ashanti Region. In order to determine, this chapter describes the procedures utilised to conduct the study. It goes over the study's research design, the research area, the population, the sample and sampling techniques, and the data collection apparatus. The processes for data collecting and the method of data analysis for the research are also described.

Research Design

Research designs are a set of principles and directions for carrying out research. The research design for a given study was determined by the study's objectives (Creswell, 2013). A descriptive survey employed a quantitative approach was deemed appropriate for this investigation. According to Yin (2014), a descriptive survey is an approach to acquiring data from members of a population in order to determine the group's status with respect to one or more factors. This explains the researcher decision to employ a descriptive survey design because that is exactly what this study is about. The researcher gathered information from members of the population to determine the population's status in relation to one or more variables. Thus, a descriptive survey was used since it was purposed to assess teachers' practice of authentic assessment in the Sec/Tec schools. According to Braun and Clarke (2013), descriptive survey study depicts a

scenario or population. All types of studies must appraise the situation to make inferences and generalisations. Descriptive research design is beneficial because it can reveal crucial information about a group's average members. A researcher can identify the average member, or the average performance of a member, of the group being researched by collecting data about them. In the social sciences, where huge populations are dealt with through questionnaires, descriptive research design is highly regarded by policymakers, and it is commonly employed in educational research since data obtained through descriptive surveys represents field circumstances (Braun & Clarke, 2013).

In contrast to laboratory or field studies, surveys allow the researcher to explore numerous factors at once. It is a quick and accurate way to find out information about a group of people. Survey findings are available quickly, and they are more reliable than other methods. According to Baumgartner, Strong, and Hensley (2002), a descriptive survey entails interviewing or administering a questionnaire to determine a group's beliefs or behaviours.

The researcher, on the other hand, was well aware of some of the flaws in the survey design. According to Creswell (2013), the descriptive study may face low response rates, negatively affecting the survey's results. The following suggestions were used to eliminate the bias inherent in descriptive surveys: The responses to the questions were thoughtful and honest because the questions were straightforward and not misleading.

Study Area

The study was confined to the Ashanti Region, where SH/TSs were selected randomly, whiles teachers were selected conveniently. The selection of the schools in Ashanti Region and the teachers was ideal, considering personnel and financial resources available to the researcher.

Population

The study population was Technical teachers from SH/TSs in the Ashanti Region. The study population was teachers' from SH/TSs in the Ashanti Region. There are 21 SH/TSs in the Ashanti Region (MOE, 2019). The number of technical teachers in all the secondary/technical is 324 in the Ashanti Region.

Sample and Sampling Technique

Yin (2014) defined a sample as a fraction or subset of a larger group. If the main features are spread proportionally in both groups, it is representative of the population. He says that the accuracy with which a sample represents the target population is critical. According to Braun and Clarke (2013), sampling is choosing the elements of the target population that will be studied. According to Creswell (2013), sampling is not a technique for data collection in and of itself, but it ensures that any technique utilised will help collect data from a smaller group that can correctly represent the entire group. He described sampling as a method of picking from a broader population, a group from whom a broad conclusion might be drawn.

In the first stage, the research adopted proportional stratified random sampling to select seven schools (secondary/technical) from the category of

school according the classification by the Ghana Education Service. This method assumes that each school in a common district is homogenous in character and hence provides a representative sample. Simple random sampling was then used to select the schools within each stratum.

The public SH/TSs in Ghana have already been grouped by the GES into categories 'A', 'B,' 'C,' and 'D' based on the availability of school facilities (GES, 2019). The Ashanti Region has 21 SH/TSs, of which none of them is a category 'A' school. Also, there are 2 schools in category 'B,' 5 in the category 'C,' and 14 schools in the category 'D' (MOE, 2019). The categories were utilised as strata, and a percentage of schools from each stratum was chosen using simple random sampling. The researcher utilised a sampling fraction of 33% (or one-third) to sample schools from each stratum. The 33 percent figure was chosen since it fairly represented the region's institutions. By this, 7 out of the 21 schools were selected. This comprised 2 schools from category 'B,' 5 from category 'Cs,' and 14 from 'D.' Refer to Table 2 for computations on the number of schools selected for the sample and the number of technical teachers in each category of school. Out of the 7 selected schools, all are mixed or cohabitation schools.

In the second stage, a census was used to select all technical teachers in the selected schools were involved in the study. By this, 70 technical teachers were selected from the seven secondary/technical schools in the Ashanti Region for the study. The distribution of the sample is presented in Table 2.

Table 2: Sample Selection for Schools

		Percentage		Total
Category	No	(33%)	Name of School Selected	(Teachers)
A	-	-	•	-
В	2	1	KNUST SH/TS	3
			Obuasi SH/TS	19
C	5	2	Akrofuom SH/TS	5
			Maabeng SH/TS	7
D	14	4	Ofoase SH/TS	3
-	-	_	Armed Forces SH/TS	20
-	-		Action SH/TS	13
Total		7		70

Researcher's Computation (2020)

Table 2 shows the distribution of the sample. The table shows one school was selected from Categorty A with 3 technical teachers, two from category C with 24 tehnical teachers and four from category D with 43 technical teachers.

Data Collection Instrument

The research tool for this study was a questionnaire. According to Braun and Clarke (2013), the questionnaire is useful for gathering survey data, giving organised, numerical data, and being able to be completed without the researcher's presence. There were open-ended questions on the form. Based on the study's research topics, the questionnaire was divided into five components. All the items on the questionnaire were anchored on a three-point

Likert-type scale. The items on the Likert type scale were scored, ranging from one (1) for Disagree to four (3) for Agree. The respondents' backgrounds were reviewed in Section A, whereas authentic evaluation techniques were covered in Section B. Teachers' utilisation of real assessment results was the subject of section C. The fourth segment (Section D) focused on the many types of authentic assessment instruments, while Section E addressed some of the issues teachers face while using authentic assessment.

Validity and Reliability of the Instrument

The questionnaire submiteed to my supervisors for review and critique, the content validity of the questionnaire was determined. They made suggestions, identified, and worked on improving the questionnaire's content validity. The Cronbach alpha coefficient was used to determine the surveys' reliability (internal consistency). Cronbach's alpha (Newman, Lim & Pineda, 2013; Park, Bahrudin & Han, 2020) can calculate the reliability of a measure composed of items with various point values, such as essays or attitude scales with responses such as strongly agree and strongly disagree, as well as moderate response possibilities.

Data Collection Procedures

Before beginning data collection, the researcher received a letter of introduction from the Department of Education and Psychology - College of Distance Education (Appendix B) and ethical clearance from the Institutional Review Board (IRB), University of Cape Coast (Appendix C). The letter was sent to the district office for approval before the researcher sent it to the selected technical schools. Permission to administer the instrument was sought after

establishing essential contact with the school principals. The researcher explained to respondents the study's goal and the procedure for responding to the questionnaire. To guarantee that the questionnaire was carried out successfully, the researcher personally distributed the questionnaires to all participants in the selected in the Region. The researcher visited all of the sampled schools for a month to give the questionnaire. Before the researcher went to the schools to collect the data, participants were provided one week to complete the questionnaire.

Data Analysis

Data screening was performed to confirm that the data was properly recorded and that the variable distribution used in the analysis was normal. This study used descriptive statistics as its statistical strategy. Data were analysed using the Statistical Package for Social Sciences (SPSS) version 22. The data were analysed using both qualitative and quantitative methods. The data was depicted in tables and translated into frequencies and percentages for clarity. As a result, the data collected was subjected to descriptive statistical analysis, which included determining the mean and standard deviation (SD) and item sub-scales.

Ethical Consideration

Ethical issues or considerations are critical for any research project or study (Braun & Clarke (2013). This is especially relevant for investigations involving human beings. Participants have the right to be informed about the research, how it will affect them, the dangers and rewards of involvement, and the fact that they have the option to withdraw participation if they so desire.

Participants were guaranteed complete anonymity and that the data was solely used for academic purposes. They were also informed of the study's potential impact. The ethical clearance from the Institutional Review Board (IRB), University of Cape Coast was made to participant to assure them of the of the eithical consideration disscused with them. According to Creswell (2013), gaining access requires obtaining authority to sites and individuals and negotiating permission with these individuals at a site who can support the collection of research data. To acquire access to important informants, the University provided a letter of introduction to inform respondents of the study's purpose.

Chapter Summary

The study sought to explore technical teachers practice of authentic assessment in the Senior High/Technical Schools (SH/TSs) within the Ashanti Region. The chapter elaborated the research methods employed. A descriptive research design and a self-developed questionnaire were used. Stratified and census were used to select the sample for the study. The data were analysed using descriptive statistics (means and standard deviations), and frequency and percentages.

NOBIS

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study aims to assess technical teachers' practice of authentic assessment in the Technical Schools in the Ashanti Region. This section looked at the results of data gathered from the field and discussions. In analyzing the data, frequencies and percentages were employed. Again, tables were also used to present the results to illustrate the interpretation more valid. Seventy (70) teachers were used in the study. The results presentations were based on the research objectives postulated to guide the study, and SPSS was used in the data analysis.

Demographic Characteristics of Respondents

In this study, information was collected on the demographic variables of the respondents. Information was collected on gender, age, marital status, highest academic qualification, highest professional rank, and the length of service. The result is presented in Table 3.

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Table 3: Demographic Characteristics of Respondents

Demographic Variables	Frequency	Percentage (%)
Sex		
Male	45	64.3
Female	25	35.7
Age		
20-30	29	41.4
31-40	36	51.4
41-50	5	7.1
51-60		
Marital Status		
Single	39	55.7
Married	30	42.9
Widow/Widower	1	1.4
Divorced/Separation		
Academic qualifi <mark>cation (Highest)</mark>		
Diploma	3	4.3
First Degree	50	71.4
Postgraduate De <mark>gree</mark>	15	2.4
Others	2	2.9
Highest Professional Rank Superintendent	34	48.6
Senior Superintendent	21	30.0
Principal Superintendent	6	8.6
Assistant Director	7	10.0
Other	2	2.9
Length of Service		
1-5years	28	40.0
6-10years	24	34.3
11-15 years	14	20.0
16-20years	4	5.7

Researcher's Computation (2020)

Table 3 provides information on the demographic features of the teachers. It was indicated that the majority (about 64%) of the teachers were males, whiles the least were males. This is because about 36% were males while the rest were females. This is not surprising, though, as most technical courses are deemed difficult and, for that matter, a male-dominated programme. Concerning the age distribution of the teachers involved in the study, it was observed that about 41% were between 20 to 30 years, whiles the least was those between the ages of 41 to 50 years with only about 7%. However, there was no respondent between 51 to 60 years. This means that most (about 92%) of the teachers were between 20 to 50 years old. On the marital status of the teachers, it was seen that about 56% were single, whiles about 43% were married. The least was only about 1% for widows and those separated. More than half (56%) of the participants were single. With respect to the academic qualifications of the teachers, it was seen that about 71% were first-degree holders, whiles about 21% were postgraduate degree holders. The least was about 4% and 3% for those with a diploma and other certifications.

Similarly, this indicates that most (71%) of the teachers were first-degree certificate holders. Regarding the highest professional qualifications of the teachers, it was observed that about 49% were superintendents, 30% were senior superintendents, 10% were assistant directors, and about 9% were principal superintendents. The least was only about 3% for those with other positions. This means that most (about 79%) teachers were superintendents and senior superintendents. Finally, the researcher sought to examine the teachers' length of service. The longest length of service of teachers was 40% for those who have

been working for the past 1 to 50 years. This was followed by about 34% for those working between 6 to 10 years. Twenty percent (20%) have also worked for 11 to 15 years. The least was about 6% for those working for the past 16 to 20 years as teachers. This indicates that most (94%) of the teachers have been working as teachers for the past 1 to 15 years.

Analysis of Data on Research Questions

Research Question one

Awareness about Authentic Assessment Practices

The teachers were provided with statements on authentic assessment practices and were to show their level of agreement or disagreement with each of them. The responses are presented in Table 4.

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Table 4: Awareness about Authentic Assessment Practices

Statement	Disagree	Neutral	Agree
Authentic assessment requires students to			
construct original response rather than	4	4	62
choose from a list of possibly correct	(5.7%)	(5.7%)	(88.6%)
answers	38	6	26
Authentic assessment tasks foster higher			
order thinking Authentic assessment assesses the	(54.3%)	(8.6%)	(37.1%)
	(22.9%)	8	46
process of creating final product directly	(22.9%)	(11.4%)	(65.7%)
Authentic assessment requires a	20	4	46
collaborative effort to solve problems	(28.6%)	(5.7%)	(65.7%)
	10	7	53
Authentic assessment assesses projects	(14.3%)	(10%)	(75.7%)
Students learn to evaluate their own work			
using predetermined criteria during	30	3	37
authentic assessment.	(42.9%)	(4.3%)	(52.9%)
Authentic assessment uses student work	13	9	45
which has been collected over time	(18.6%)	(12.9%)	(64.3%)
Authentic assessment is based on clear	26	4	40
criteria given to students	(37.1%)	(5.7%)	(57.1%)
Authentic assessment allows for a	12	6	52
particular task to yield multiple scores in	(17.1%)	(8.6%)	(74.3)
different content domains		(0.070)	(74.5)
Authentic assessment requires evaluation	2	23	35
of changes in performance over time	(2.9%)	(32.9%)	(50%)
Authentic assessment requires students to	38	11	21
incorporate information from many areas	(54.3%)	(15.7%)	(30%)
Authentic assessment reflects students'			
competencies in applying their		15	39
knowledge and cognitive skills to solve	16	(21.4)	(55.7%)
substantive, meaningful tasks	(22.9)	(==-9	(=====

Researcher's Computation (2020)

Table 4 shows the teachers' perspectives on authentic assessment procedures. It was found that roughly 89 percent of teachers believed that authentic assessment enables students to develop original responses rather than selecting from a list of potentially correct answers, while about 6% disagreed. However, only about 6% were indecisive. Concerning the issue of "authentic

assessment" tasks fostering higher-order thinking, we observed that about 54% disagreed, whiles 37% agreed. However, only about 9% did not take sides. Regarding authentic assessment, assessing the process of creating the final product directly, about 66% of the teachers agreed that it does so, while about 33% disagreed. However, only about 11% were not sure about the statement. In addition, another 66% of the teachers believed that authentic assessment requires a collaborative effort to solve problems, whiles about 29% disagreed. In addition, about 6% were undecided. On the issues of the teachers' awareness about authentic assessment assessing students' projects, we observed that about 76% of them agreed, while 14% thought otherwise. However, 10% neither agreed nor disagreed with the statement. In terms of authentic evaluation that assists students in learning to evaluate their work using preset criteria, roughly 53% believe it does. About 43% also disagreed, whiles only 4% did not take any side.

Furthermore, when questioned whether authentic assessment involves student work that has been accumulated, it was discovered that approximately 64 percent of instructors agreed with the statement, while approximately 195 disagreed. Only approximately 13% of respondents were undecided. Concerning the views on "authentic assessment" being based on clear criteria given to students, about 57% of the teachers agreed, whiles only about 37% disagreed. Nevertheless, about 6% were undecided. Correspondingly, concerning teachers' awareness on authentic assessment allowing a particular task to yield multiple scores in different content domains, it was observed that about 74% agreed, while 17% disagreed.

Nonetheless, only about 9% did not take a stand on the statement. Again, concerning the awareness of the teachers on authentic assessment requiring evaluation of changes in performance over time, we observed that a little more than half (57%) remained neutral to the statement whiles about 21% each disagreed and agreed, respectively. Furthermore, 54% of teachers disagreed with the notion that authentic evaluation requires pupils to integrate information from various sources, whereas 30% disagreed. Nevertheless, about 16% did not have much to say about the statement. Finally, roughly 56 percent of teachers agreed with the assertion that "authentic assessment" represents students' abilities to apply their knowledge and cognitive capabilities to solve significant, relevant problems, while about 23% disagreed. The least was 21% for those who remained neutral.

Practices of Authentic Assessment by Teachers

Teachers were provided with statements that describe authentic assessment practices that teachers normally use. They were to indicate how often you use such assessment practices. The results are shown in Table 5

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Table 5: Practices of Authentic Assessment

Statement	Never	Occasionally	Often
Students are guided to effectively			
translate issues and situations into	7	4	59
meaningful tasks that have a clear	(10%)	(5.7%)	(84.3%)
purpose.			
Students are asked to write simple	36	10	24
sentences expressing a complete	(51.2%)	(14.3%)	(34.3%)
thought.			
Students are asked to create and	29	13	24
organize ideas with a purpose.	(41.4%)	(18.6%)	(34.3%)
Students are asked to use symbols and	46	14	10
words to show meaning	(65.7%)	(20%)	(14.3%)
Students are assisted to collaborate to	40	14	16
create editorials, reports, recipes	(57.1%)	(20%)	(22.9%)
Students are assisted to prepare a	11	13	46
criteria for assessing their own project	(15.7%)	(18.6%)	(65.7%)
Students are guided to apply their	16	8	46
knowledge to real life problems	(22.9%)	(11.4%)	(65.7%)
Students are asked to demonstrate	,		,
their ability to organize ideas	20	4	46
effectively	(28.6%)	(5.7%)	(64.7%)
Students are guided to use hands-on	53	7	10
tasks to conduct several investigations	(75.7%)	(10%)	(14.3%)
Students are asked to provide	14	5	51
explanations for their responses.	(20%)	(7.1%)	(72.9%)
Students are assisted to add supportive	48	9	13
details to stories	(68.6%)	(12.9%)	(18.6%)
Students are asked to co-operate with	4	13	53
peers and school personnel	(5.7%)	(18.6%)	(75.6%)
Students are asked to reflect on their	, ,		,
learning process to take control of their	53	4	13
learning	(75.6%)	(5.7%)	(18.6%)
Students are assisted to communicate	17	8	47
meaning through pictures	(24.3)	(11.4%)	(67.1%)
Observation on how students are	11	7	52
responding to instruction	(15.7%)	(10%)	(74.3%)

Researcher's Computation (2020)

Table 5 provides information on the practices of authentic assessment by teachers. Approximately 84 percent agreed that encouraging students to effectively convert difficulties and events into meaningful assignments with a

clear goal is an authentic assessment approach they generally use, while 10% disagreed. However, only about 6% did not indicate their levels of agreement. Roughly 34% agreed, and 51% disagreed that teachers should require students to write simple words expressing a comprehensive notion. Those who remained neutral accounted for about 14%. Similarly, roughly 34% of teachers ask pupils to produce and arrange ideas for a specific purpose, whereas 41% do not. About 19% neither agreed nor disagreed with the statement. With respect to the practice of teachers asking students to utilised symbols and words to show meaning as an authentic assessment, it was observed that only about 14% agreed, whereas 20% did not take sides. However, about 66% disagreed with the statement. On the practices of teachers assisting students to collaborate to provide editorials, reports, and recipes as an authentic assessment procedure, the study revealed that only about 23% agreed, whiles about 57% disagreed. But 20% remained neutral to the statement. Regarding the practice of students being assisted in preparing a criterion for assessing their project as an authentic practice, the study indicated that about 66% agreed, whereas about 16% thought otherwise. About 19%, however, did not take a stand on the statement. When asked whether in assessing students authentically they guide them to use their understanding of real-life problems, 66% of the teachers do so against about 23% who do not. Meanwhile, only about 11% neither nor agreed with the statement. Approximately 65 percent of teachers indicated that they ask students to demonstrate their capacity to arrange their thoughts effectively during assessments, whereas approximately 29 percent do not. Only about 6% did not support the statement or otherwise. Also,

almost 76 percent of teachers disagreed with helping students to do many investigations using hands-on tasks as an authentic evaluation, while approximately 14 percent agreed. However, 10% did not indicate their levels of agreement. Also, with respect to the practice of teachers asking students to provide explanations to responses as an authentic assessment practices, we observed that only 73% do so, whereas 20% do not. However, about 71% did not take sides. Similarly, regarding the practice of students being assisted in explaining their responses as an authentic practice, the study indicated that about 73% agreed, whereas about 20% thought otherwise. About 7%, however, did not take a stand. Also, we observed that about 76% of the teachers disagreed with guiding students to use hands-on tasks to conduct several investigations as an authentic assessment, whiles about 14% agreed. However, 10% did not indicate their levels of agreement. Similarly, the study indicated that about 69% of the teachers do not assist students in adding supportive details to stories, whereas about 19% thought otherwise. About 13%, however, did not take a stand. Approximately 76 percent agreed that teachers should ask children to cooperate with peers and school personnel, while only 6% disagreed. Around 18% of those polled chose to remain impartial. The study found that roughly 76 percent of students disagreed with asking students to reflect on their learning processes to take control of their learning as an authentic practice, while about 19 percent thought otherwise. However, about 6% did not take a position. About 67% of the teachers also agreed that they assist students in communicating meaning through pictures during an assessment, while about 24% do not. Only about 11% did not support the statement or otherwise. Finally, on the practices of teachers observing how students are responding to instructions as an authentic assessment practice, the study revealed that only about 74% agreed, whereas about 16% disagreed. Nevertheless, 10% remained neutral.

Use of Authentic Assessment Results by Teachers

In knowing some of how teachers use the results of their authentic assessments, the researcher provided the teachers with some of such uses. The teachers were to indicate the extent to which they use the results of their authentic assessment by indicating their level of agreement or disagreement. The results is shown below in Table 6

Table 6: Teachers use of Authentic Assessment Results

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Table 6: Use of Authentic Assessment Results by Teachers

Statement	Disagree	Neutral	Agree
Designing learning activities which are suitable	11	4	55
for students	(15.7%)	(5.7%)	(78.6%)
Supporting and following up students'	5	2	63
development	(7.1%)	(2.9%)	(90%)
Improving and developing teaching and	15	5	50
learning	(21.4%)	(7.1%)	(71.4%)
Helping administrators understand how groups	10	6	54
of students are progressing	(14.3%)	(8.6%)	(77.1%)
Helping parents understand more about their	42	8	20
children's progress as learners	(60%)	(11.4%)	(28.6%)
Helping students become more self-reflective	23	7	40
and take control of their own learning	(32.9%)	(10%)	(57.1%)
Helping students set their own goals to further	30	15	25
their learning	(42.9%)	(21.4%)	(35.7%)
Helping other teachers focus their instructions	35	9	26
more effectively	(50%)	(12.9%)	(37.1%)
Providing students the opportunity to make	7	3	60
choices and reflect on their own learning both	(10%)	(4.3%)	(85.7%)
individually and socially			

Researcher's Computation (2020)

Table 6 presents information on the use of authentic assessment results by teachers. In terms of using authentic assessment to design learning activities that are appropriate for children, approximately 78% of instructors stated that they do so, while approximately 16% disagreed. Only about 6% did not take sides. Concerning the statement about teachers using the assessment to support and follow up on students' development, we observed that 90% of the teachers do, whiles only about 7% disagreed. Nonetheless, about 3% were in middle-of-the-road. That is, they neither agreed nor disagreed with the statement. With reference to the statement of improving and developing teaching and learning as usage of authentic assessment by teachers, the study indicated that half of the teachers do

so, whiles about 21% do otherwise. Meanwhile, 7% neither agreed nor disagreed with the statement. About 77 percent of teachers agree with the statement that authentic assessment can help administrators understand how groups of students are improving, while 14 percent disagree. Those who did not align themselves formed about 9%. With respect to the statement "helping parents understand more about their children's progress as learners," we observed that 60% of the teachers disagreed with the statement, whereas about 29% agreed. About 11% neither supported the statement. The researcher also wanted to know if teachers use assessment to assist students to become more self-reflective and in charge of their learning, and it was discovered that 10% of teachers did not take a position, 33% disagreed, and 57% agreed. Concerning the use of authentic assessment in assisting students in setting their own learning goals, about 43% disagreed, whereas about 21% neither nor agreed. However, about 36% agreed. statement "Helping other teachers focus their instructions more effectively" was supported by only about 37% of the teachers' whiles 13% did not take sides.

Nevertheless, half of them (50%) disagreed with the statement. Finally, regarding the provision of opportunity to students to make choices and reflect on their learning both individually and socially as the use of authentic assessment by teachers, the study indicated that about 86% agreed, while 10% disagreed. However, only about 4% neither agreed nor disagreed with the statement.

Authentic Assessment Tasks and Strategies

Some of the assessment activities and procedures used to assess learning outcomes are described in the following statements. Teachers were asked how

frequently they used these types of assessment items. Table 7 shows the findings of the study.

Table 7: Authentic Assessmentn Strategies and Task used by Tehnical Teachers

Table 7: Authentic Assessment Tasks and Strategies

Authentic Assessment			
Tasks/strategies	Never	Occasionally	Often
Assessing work samples	10 (14.3%)	15 (21.4%)	45 (64.3%)
Role play	32 (45.7%)	13 (18.6%)	25 (35.7%)
Constructed Response Items	24 (34.3%)	20 (28.6%)	26 (37.1%)
Experiments/Demonstrations	5 (7.1%)	12 (17.1%)	53 (75.7%)
Projects	5 (7.1%)	10 (14.3%)	55 (78.6%)
Exhibitions	10 (14.3%)	20 (28.6%)	40 (57.1%)
Story Telling	45 (64.3%)	15 (21.4%)	10 (14.3%)
Presentations	2 (2.9%)	8 (11.4%)	60 (85.7%)
Drama	66 (94.3%)	4 (5.7%)	-
Report writing	10 (14.3%)	13 (18.6%)	47 (67.1%)
Oral interviews	50 (71.4%)	9 (12.9%)	11 (15.7%)
Picture-cued descriptions	13 (18.6%)	18 (25.7%)	39 (55.7%)
Video clips	55 (78.6%)	5 (4.1%)	10 (14.3%)

Researcher's Computation (2020)

Table 7 summarises some of the assessment activities and procedures used to evaluate learning outcomes. On the authentic assessment activities and strategies employed by teachers, the study showed that only about 64% agreed to the assessment of work samples as an authentic assessment task and strategy, whereas about 14% disagreed. Nevertheless, 21% remained neutral. With respect to the statement on whether the teachers use 'role play' as an assessment task and strategy used to assess learning outcomes, we observed that most of the teachers do not use role-play in assessing outcomes that much. Thus, about 46%, 35%, and 19% of the teachers disagreed, agreed, and did not take a stand on role-playing.

Additionally, 37%, 34%, and 29% agreed, disagreed, and remained neutral when asked whether they use constructed response items as an assessment task and strategy in assessing learning outcomes. Concerning whether teachers assess students' learning outcomes using experiments or demonstrations, it was seen that about 76% of them do so, whiles only 7% do not. However, about 17% were impartial. With respect to the statement on the use of the projects as assessment tasks and strategies in assessing students' learning outcomes, we observed that about 79% of the teachers use it, whereas 7% do otherwise. Some of the, however, did not take a stand. Referencing exhibitions as an assessment task and strategy in assessing students' learning outcome, we observed that about 57% use it and 145 do not. About 29% remained undecided. In addition, 64%, 43%, and 21% disagreed, agreed, and remained neutral when asked whether they use storytelling as an assessment task and strategy in assessing learning outcomes.

On whether teachers assess students' learning outcome using experiments or demonstrations, it was seen that about 76% of them do so whiles only 7% do not. However, about 17% were impartial. Regarding whether teachers assess the learning outcome of students using presentations, it was seen that about 86% of them do so, whiles only about 3% do not. However, about 11% were impartial. In addition, 94% and 6% disagreed and remained neutral when asked whether they use drama as an assessment task and strategy in assessing learning outcomes. Concerning whether teachers assess students' learning outcomes using reporting, it was seen that about 67% of them do, whereas 14% do not do so. However, about 19% did not show any interest in using such tasks and strategies.

Regarding the statement on whether the teachers use 'oral interviews' as an assessment task and strategy used to assess learning outcomes, we observed that most of the teachers do not use oral interviews to assess learning outcomes. Thus, about 71%, 16%, and 13% disagreed, agreed, and did not take a stand on oral interviews. Regarding whether teachers assess students' learning outcome using picture-cued descriptions, it was observed that about 56% of them do so, whereas 18% do not. However, about 26% were impartial. Finally, with respect to the statement on whether the teachers use 'video clips' as an assessment task and strategy to assess learning outcomes, we saw that most (79%) of the teachers do not use video clips in assessing outcomes. Thus, about 78%, 14%, and 4% of them disagreed, agreed, and did not take a stand on video clips in that regard.

Challenges with Authentic Assessment Practices

A Series of statements were provided to the teachers concerning some challenges with the use of authentic assessment. Teachers indicate their level of agreement with each statement as presented in Table 8.

 Table 8: Challenges with Authentic Assessment Practices

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Table 8: Challenges with Authentic Assessment Practices

Statement	Disagree	Neutral	Agree
The school assessment system makes it	50	9	11
difficult to use authentic assessment	(71.4%)	(12.9%)	(15.7%)
Lack of funds to embark on some activities	4	6	60
and projects	(5.7%)	(8.6%)	(85.7%)
Lack of support from the school authorities in	3	2	65
terms of logistics and facilities	(4.3%)	(2.9%)	(92.9%)
_	25	20	30
Lack of motivation from school authorities	(35.7%)	(28.6%)	(42.9%)
Developing authentic assessment task is	8	10	52
difficult	(11.4%)	(14.3%)	(74.3%)
Inadequate time allotted on the timetable for	6	3	61
various subjects does not permit the use of	(8.6%)	(4.3%)	(87.1%)
authentic assessment.			
Inadequate time to prepare in terms of	33	20	17
gathering information and materials to be used	(47.1%)	(28.6%)	(24.3%)
for authentic assessment.			
Large class size makes it difficult to assess	1	3	66
students using authentic assessment.	(1.4%)	(4.3%)	(94.3%)
Some topics are difficult to assess using	10	17	43
authentic assessment.	(14.3%)	(24.3%)	(61.4%)
Authentic assessment is time and labour	1	2	67
intensive to organize and manage	(1.4%)	(2.9%)	(95.7%)
Teachers often assess students' progress	2	5	63
generally without referring to the scoring	(2.9%)	(7.1%)	(90%)
rubrics.			
Lack of assessment guidelines and the needs	10	16	44
of teachers' training on the implementation of	(14.3%)	(22.9%)	(62.9%)
authentic assessment			
Teachers not really having strong concept of	40	15	15
authentic assessment	(57.1%)	(21.4%)	
The right methods in applying authentic	45	15	10
assessment have not been determined yet.	(64.3%)	(21.4%)	(14.3%)

Researcher's Computation (2020)

Table 8 shows the teachers' challenges with real assessment procedures. Concerning the difficulty of using authentic evaluation because of the school assessment system, it was found that roughly 57 percent agreed with this statement, while 16 percent disagreed. Only approximately 13% of respondents

were unsure. We found that roughly 86 percent agreed with the problem of not

having enough money to start particular activities and projects, while only 6% disagreed. Only roughly 9% of people did not pick sides. A lack of support from school administrators in terms of logistics and infrastructure is a barrier to authentic evaluation processes, according to 93 percent of teachers, while 33 percent disagree. Only about 3% of respondents disagreed with the statement. Another 43 percent of instructors said that a lack of motivation from school officials was an issue, while 36 percent disagreed. About 29%, however, were uncertain. On the issue of the challenge of the teachers finding it difficult to develop authentic assessment tasks, it was observed that about 74% of them agreed, whiles 11% thought otherwise. However, 14% neither agreed nor disagreed with the statement. We found that around 87 percent favored authentic evaluation usage due to insufficient time allowed on the timetable for various disciplines. Approximately 9% disagreed, while only 4% said they were undecided. Furthermore, when teachers were asked if having insufficient time to prepare to gather information and materials for authentic assessment was a barrier, roughly 47 percent said no, while about 24 percent said yes. However, approximately 29% were unsure. Furthermore, nearly 94 percent of teachers agreed that large class sizes make authentic assessment difficult, with only around 1% disagreeing. Around 4% of respondents, however, did not choose sides. Concerning the statement of some topics is problematic to assess using authentic assessment, it was observed that 61% of the teachers were in favour, whiles only about 14% disagreed. Nonetheless, about 24% were in middle-of-the-road. That is, they neither agreed nor disagreed with the statement. Regarding the time and labour intensiveness of organizing and managing authentic assessment, the study revealed that 95% agreed that authentic assessment is time and labour intensive to organize and manage, while about 1% think otherwise. Meanwhile, about 3% neither agreed nor disagreed with the statement. On the use of teachers often assessing students' progress generally without referring to the scoring rubrics, 90% of the teachers favoured the statement, and about 3% did not. Those who did not align themselves formed about 7%. On whether lack of assessment guidelines and the need for teachers' training on the implementation of authentic assessment was a problem, it was seen that about 63% of them agreed, whiles about 14% did not. However, about 23% were impartial.

Regarding the statement Teachers not having the strong concept of authentic assessment, it was seen that about 57% of them disagreed, whiles about 21% did not. However, about 24% were neutral. Finally, concerning the statement The right methods in applying authentic assessment have not been determined yet," it was seen that about 64% disagreed, whereas 14% did not. However, about 21% did not show any interest.

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Discussion of Results

Perception of teachers of authentic assessment

Concerning teachers' perceptions of authentic assessment, the study revealed that the teachers know authentic assessment practices, as they have confirmed their understanding of such practices. This conclusion is in line with that of the following studies. The researcher discovered that around 87 percent of respondents were in favour of using authentic evaluation due to insufficient time on the timetable for various disciplines. Only 4% of respondents stated undecided, while 9 percent disagreed. Furthermore, about 47 percent of respondents indicated no, while about 24 percent said yes when asked if not having enough time to prepare to gather knowledge and tools for authentic evaluation was a hindrance. However, around 29% were undecided. Furthermore, nearly 94% of teachers agreed that large class sizes make authentic assessment difficult, with only around 1% disagreeing. However, only about 4% of people did not choose sides. It was discovered that around 87 percent of respondents were in favour of using authentic evaluation due to insufficient time on the timetable for various disciplines. Only 4% of respondents stated undecided, while 9 percent disagreed. In addition, nearly 47 percent of respondents said no, while about 24 percent said yes when asked if not having sufficient chance to plan to collect knowledge and resources for authentic evaluation was a barrier. However, around 29% were undecided. Furthermore, nearly 94 percent of teachers agreed that large class sizes make authentic assessment difficult, with only around 1% disagreeing. However, only about 4% of people did not choose sides. The study is line with the studies

of Arigusman (2017), Attom (2017) and Yati (2020). They found perceives have positive perception on authentic assessment.

How Teachers Practice authentic assessment

Regarding how teachers practice authentic assessment, the study revealed that a large proportion of the teachers assist students in that. This is because the teachers are abreast with more than half of the practices presented. The following studies also came out with similar findings as in this study. Huang and Jiang (2020) and Sahyoni and Zaim (2017) described the characteristics of classroom assessment and grading processes in the Netherlands using a nationwide teacher survey. They discovered that teachers were primarily concerned with evaluating students' competence and often used performance assessment. Marhaeni and Dantes (2014) and Adeyemi (2015) investigated authentic assessment practices versus conventional assessment. The research looked at the quality of teacher assignments and student output. Using two sets of criteria and scoring rubrics, expert teachers were educated to assess the quality of assignments (projects and learning logs) and students' work. According to the study, expert teacher scores had good inter-rater reliability. The real intellectual quality of instructors' assignments varied significantly across grade levels and topic areas. Similarly, in the schools studied, there were significant and varied differences in authentic assessment quality for students' work.

Use of authentic assesment

With respect to how teachers use authentic assessment results to better their teachings, the study indicated that most teachers do not use these results. This is because the teachers adhere to only about 46% of the presented items. This conclusion is, however not conformant to the following researchers. This is because they have different views regarding how teachers use assessment results. For example, Mardjuki (2018) discovered that instructors and educators agree that if tests are only given at the end of the semester, the results are difficult to use to alter instruction and improve learning. Furthermore, Adeyemi (2015) advocates for the proper application of assessment results, concluding that assessment results aid in improving learning and instruction. He went on to say that in an educational evaluation technique, the instructor gives students descriptive feedback, indicating progress and providing recommendations for future performance or corrective work. Sahyoni and Zaim (2017) and Attom (2017) indicated that teachers agree that the goal of authentic assessment is to improve education and learning, according to the study.

Kind of authentic assessment

Adeyemi (2015) found that when exams are only given at the end of the semester, the findings are challenging to change instruction and increase learning. Mardjuki (2018) also supports the proper application of assessment results, claiming that they aid in improving learning and instruction. He went on to say that in an educational evaluation technique, the teacher gives students descriptive feedback, demonstrating progress and giving recommendations for future performance or corrective work. Teachers agree, according to Retnawati, Hadi, and Chandra Nugraha (2016), that the purpose of authentic assessment is to improve instruction and learning.

The alternative and authentic assessment had higher student acceptance and should thus be considered as an alternative to traditional standardised evaluation, according to the findings. Mardjuki (2018) researched the evaluation and grading processes of 19 high school mathematics teachers. According to the findings, exams and quizzes were the most commonly used evaluation instruments, accounting for 77 percent of students' grades. Twelve of the nineteen teachers, including written projects, experiments, demonstrations, and student interviews, employed other modes of evaluation. Teachers reported a high amount of student participation in written projects and experiments, according to the research.

Challenges Teachers face in Practicing Authentic Assessment

According to the findings, the alternative and authentic assessments showed higher student acceptability and should be an alternative to typical standardised evaluation. In another study by Rutherford and Slade (2018), the inclusion of authentic assessment can be time and labour intensive to arrange and manage the experiences and design a well-defined criterion-referenced marking scheme to guarantee you have a reliable and legitimate means of assessing achievement. It can allow a bigger margin of evaluator bias within judgements of performance. Read more about these and other challenges (Rutherford & Slade, 2018). Zaim (2013) notes that some rubrics in the teachers' practices were not appropriate for the skills to be assessed. In addition, the authentic assessment itself was not fully utilised by the teachers. As a result, some teachers would assess students' progress without consulting the scoring rubrics. Furthermore, in

his (Zaim) study, the lack of assessment criteria and the need for teacher training on the execution of authentic assessment were identified as issues. The study also indicated that education systems that prioritise exams and examinations penalise some students (Fithriyani, (2014)).

Furthermore, in his research, Amri (2013) discovered that teachers were still unwilling to convey the concept of authentic evaluation. It appears that they did not fully comprehend the true assessment. Furthermore, according to Trisanti (2014), many teachers did not understand authentic assessment. For them, the usage of a scoring rubric in the assessment was still unclear. As a result, they need more training to incorporate an authentic assessment. In a study conducted by Khasanah (2015) at grade X of SMAN 1 Rembang, another conclusion revealed teachers' lack of expertise in applying authentic assessment. She claims that the best strategies for implementing authentic assessment have yet to be established. As a result, the teachers utilized alternative non-authentic assessment activities to test students' proficiency.

Summary of Key Findings

Concerning teachers' perceptions of authentic assessment, the study reveals that the teachers know authentic assessment practices. Regarding how teachers practice authentic assessment, the study reveals that a large proportion of the teachers assist students. This is because the teachers are abreast with more than half of the practices presented. With respect to how they use these results to better their teachings, the study indicates that most of them do not use these results. The teachers adhere to only about 46% of the presented items. Teachers

utilise various real assessment tools to investigate their students learning results, about 67% of the strategies provided are being used by the teachers. Finally, the teachers encounter many challenges using authentic assessment practices, as 93% support the statements presented to them on such challenges.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study aims to assess technical teachers' practice of authentic assessment in the Technical Schools in the Ashanti Region. This chapter is the last of five chapters, which summarises the study, conclusions drawn from the findings, recommendations to stakeholders, and suggestions for further research. This study was designed with the following research objectives in mind: examine the perceptions of authentic assessment by Sec/Tec technical teachers in the Ashanti Region, examine how teachers practice authentic assessment, explore how teachers use authentic assessment results, and find out the kinds of authentic assessment strategies Sec/Tec teachers use to assess learning outcomes of their students as well as identify some of the challenges Sec/Tec teachers encounter in the use of authentic assessment. In all, 70 technical teachers were recruited from seven SHS/TS across the Ashanti Region through stratified sampling and convenience techniques, and data was collected with the aid of a well-structured questionnaire. At the end of the data collection process, all questionnaires were retrieved. The questionnaires were physically examined for completeness and accuracy of completing and missing values before being coded for analysis using SPSS software. The following is a summary of the findings.

Summary of Findings

In terms of teacher demographics, the study found that most teachers (about 64 percent) were males, with the remaining proportion being males. This is not surprising, though, as most technical courses are deemed difficult and, for that matter, a male-dominated program. In addition, most (about 92%) of the teachers were between the ages of 20 to 50 years, whiles more than half (56%) of the respondents were single. Similarly, this indicates that most (71) teachers were first-degree certificate holders. Another (79%) of the teachers were superintendents and senior superintendents. Finally, most (94%) of the teachers have worked as teachers for the past 1 to 15 years.

In terms of teacher demographics, the study discovered that males made up the majority of teachers (about 64 percent), with females accounting for the remainder. Furthermore, most instructors (66%) agree that authentic evaluation evaluates the process of developing the final result effectively. In addition, a large proportion (76%) of the teachers agreed with the statement that authentic assessment assesses the projects of students. Similarly, around 53% of teachers feel that students learn to evaluate their work using set criteria during an authentic review. Similarly, most instructors (64 percent) agree that authentic assessment should include student work collected over time. Similarly, a slightly higher percentage of instructors (57%) believed that authentic evaluation is based on explicit criteria provided to students. Again, a high number of teachers believe that authentic assessment permits a single assignment to give various scores

across multiple academic domains. Another majority of teachers (57%) were unconcerned about the premise that true assessment necessitates evaluating performance over time. Furthermore, most teachers (54 percent) disagreed with the premise that authentic evaluation requires pupils to incorporate information from various sources, even though this percentage was not particularly high. Furthermore, the teachers agreed that authentic evaluation reflects students' abilities to apply their knowledge and cognitive capabilities to solve substantive, meaningful problems.

In terms of teacher authentic assessment techniques, the study found that, a substantial percentage of teachers (84 percent) generally guide students to effectively transform challenges and events into meaningful assignments with a clear aim. Furthermore, over half (51%) of teachers do not require pupils to write short phrases expressing a complete thought as an authentic assessment activity. Also, according to 41% of respondents, teachers do not require students to produce organised ideas with a purpose as an authentic assessment activity. Another majority of teachers (66 percent) do not require their students to use symbols or words to demonstrate meaning while assessing them. Also, roughly 57 percent saw aiding students in collaborating to develop editorials, reports, and recipes as an authentic assessment procedure. As an actual evaluation method, most teachers (66%) assist students in developing a criterion for evaluating their project. Furthermore, most teachers (66%) encourage learners to engage with realworld problems. Furthermore, approximately 65% of teachers regularly encourage students to engage their ability to properly arrange ideas. Furthermore, most teachers (76%) do not encourage pupils to perform several investigations using hands-on work. Another majority of teachers (73%) ask their students to explain their responses while evaluating them. Similarly, most professors (73%) aid students in providing explanations for their responses. Furthermore, most teachers (76%) do not encourage pupils to perform several investigations using hands-on work. Similarly, the majority of teachers (69%) do not aid pupils in adding supporting information to stories. Furthermore, more than half (76%) of teachers ask students to cooperate with peers and school employees as a form of real assessment. Another majority of teachers (76%) do not help students reflect on their learning processes and take responsibility for their education. In addition, about 67% of the teachers normally assist students in communicating meaning through pictures during the assessment. Also, most (74%) teachers observe how students respond to instruction as an authentic assessment procedure.

According to the study, most teachers (78%) use genuine assessment data to create appropriate learning activities for students. Most teachers (90%) employ authentic assessment to encourage and track their students' progress. In addition, half of the teachers (50%) employ assessment to improve and develop teaching and learning. Authentic evaluation, according to the majority of teachers (77%), assists administrators in understanding how student groups are improving. Furthermore, more than half of the instructors (60%) disagreed with the premise that accurate evaluation helps parents better comprehend their children's learning development. It was concluded that while the majority (57%) agreed with the statement, it was still a small majority.

Furthermore, less than half of the teachers (43%) agreed with the notion that accurate evaluation helps students determine their own learning goals. Furthermore, half of them (50%) disagreed that real assessment helps other teachers focus their teachings more successfully. Furthermore, according to the survey, teachers strongly support authentic assessment since it allows students to make decisions and comment according to their own learning on an individual and social level. The finding showed that the majority of teachers (64%) consider assessing work samples as an authentic assessment job and technique. Furthermore, teachers do not use role-play to assess students' learning outcomes. In addition, the teachers do not employ constructed response items as an assessment activity or approach for evaluating learning results. Another majority of teachers (76%) agreed to employ experiments or demonstrations as an assessment activity and approach to evaluating students' learning outcomes. Again most teachers (79 percent) employ projects as an evaluation assignment and approach for evaluating learning outcomes. Similarly, more than half of teachers (57 percent) employ displays as an evaluation activity and approach to evaluate students' learning outcomes. In addition, many teachers do not employ storytelling as an evaluation activity or approach for evaluating learning results. Another majority of teachers (76%) agreed to employ experiments or demonstrations as an assessment activity and approach to evaluating students' learning outcomes. Most teachers (86%) believed that using presentations as an assessment assignment and approach for evaluating student-learning outcomes was a good idea. A substantial percentage of teachers (94%) do not employ

theatre as an evaluation activity or approach for evaluating learning results. Another majority of teachers (67%) agreed to employ experiments or demonstrations as an assessment activity and approach to evaluating students' learning outcomes. In addition, 71% of teachers do not conduct oral interviews to measure students' learning outcomes. Furthermore, slightly more than half of the teachers (56%) believed using a picture-cued description assessment task and approach to measure learning outcomes was a good idea. Furthermore, most teachers (79%) do not use video clips to assess students' learning outcomes.

In terms of the difficulties in using real assessment techniques, the study found that most teachers (57%) believe that the school assessment system makes it difficult to employ authentic assessment. Furthermore, most instructors (86%) lament a lack of funding to engage in specific activities and projects as authentic assessment problems. Similarly, a substantial percentage of teachers (93%) believe that authentic assessment techniques are hampered by a lack of support from school officials in terms of logistics and infrastructure. Furthermore, most teachers (43%) felt that a lack of motivation from school officials is a problem, despite the fact that the percentage of teachers who disagreed was similar. Also, developing an authentic assessment task is a challenge for authentic assessment practices, as observed by about 74%. Similarly, a higher percentage of teachers (87%) complained about insufficient time given on the timetable for several subjects, preventing the implementation of the authentic evaluation. Furthermore, just 24% of teachers felt that a lack of motivation from school administrators is an issue, despite the fact that the percentage of teachers who disagreed was not much different. Another majority (94%) attributed a challenge of authentic assessment to large class size, making it difficult to assess students. In addition, most (61%) teachers believed that some topics are difficult to assess using authentic assessment. Likewise, more teachers (95%) believed that authentic assessment is time and labour intensive to organize and manage.

Moreover, (90%) of the teachers were of the view that assessing students' progress generally without referring to the scoring rubrics is a challenge to authentic assessment. Also, more than half of the teachers (63%) lamented on lack of assessment guidelines and the need for teachers' training on the implementation of authentic assessment as a challenge to authentic assessment. Most of them do not believe that teachers do not have a strong concept of authentic assessment. Also, (64%) were sure that the right methods for applying authentic assessment had not been determined yet.

Conclusions

Based on the summary of findings, the following conclusions were drawn;

Concerning the perceptions of authentic assessment by teachers, the results showed that they know authentic assessment practices, as they have confirmed their understanding of such practices. Agains, regarding how teachers practice authentic assessment, the study revealed that a large proportion of the teachers assist students in that. This is because the teachers are abreast with more than half of the practices presented.

With respect to how teachers use authentic assessment results to better their teachings, the study indicated that most teachers do not use these results. This is because the teachers adhere to only about 46% of the presented items. Also, with respect to the kinds of authentic assessment approaches teachers use to assess the learning outcomes of their students, we observed that the teachers are using about 67% of the authentic assessment strategies provided. The teachers encounter many challenges with the use of authentic assessment practices, as 93% are in support of the statements presented to them on these challenges.

Recommendations

Based on the summary of findings and conclusions, the following recommendations were made;

- i. Even though the teachers understand authentic assessment and its uses, a few still lag in that respect. As a result, school coordinators and headmasters in this city should guarantee that teachers incorporate authentic assessment procedures into their general classes. Teachers should receive intensive inservice training to prepare them for authentic assessment procedures.
- ii. The universities and other training institutions should also be strengthened with respect to equipping teachers with authentic assessment and its uses.

 Prepare in-service training programmes should therefore be also frequently for teachers to use the strategies for authentic assessment practices.
- iii. Headmasters and senior high school coordinators should keep an eye on whether teachers' qualifications reflect the usage of real assessment tasks.
- iv. The researchers suggested that teacher professional development (TPD) in authentic assessment tasks design could improve student learning and performance. Hence, TPD should be organised for teachers.

Suggestions for Further Studies

The study was based on the views of teachers in SHS within a specific metropolis. Future research on the problem should, it is urged, be expanded to encompass other metropolises, if not the entire country. A similar study can also be conducted with larger sample size, more municipalities, and more schools and teachers to generalise results to a larger population. The current research has some limitations. To begin with, the current study focused on teachers in a single community; therefore, the findings cannot be applied to other settings.

Furthermore, because the participants came from a single town, the sampling location constrained the conclusions. These limitations, nonetheless, the study gives an insight into the perceptions, practices, and challenges of authentic assessment practices by teachers in the said metropolis. Authentic assessment practices are expected to positively impact students, teachers, and the educational system. Therefore, one possible area for future research is identifying how these stakeholders think authentic assessment practices can be improved to benefit all.

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APPENDIX A: Questionnaire for Data Collection

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Background to the Study

Dear Respondents,

This study focuses on Authentic Assessment Practices. The goal of this study is to assess teachers' practices of authentic assessment in Senior High Schools in the Accra Metropolis. The study is purely academic-oriented, and as such I would like to assure you that your responses would not be used for any other purpose other than those stated before. For the purposes of improving the quality of the study, I humbly request you to take your time to read and understand the items on this instrument before you respond to them. Objective responses offered will be highly appreciated. Please read the instruction(s) under each section of the instrument to assist you in your responses.

Thank you so much for your willingness to participate in this study

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INSTRUCTIONS

PLEASE TICK ($\sqrt{}$) THE APPROPRIATE RESPONSES AND PROVIDE ANSWERS WHERE NECESSARY

SECTION A: DEMOGRAPGIC CHARACTERISTICS OF TEACHERS

1.	Sex:						
	Male [] Female []						
2.	Age:						
	20-30[] 31-40[] 41-50[] 51-60[]						
3.	Marital Status:						
	Single [] Married [] Widow/Widower [] Divorced/Separation [
4.	Highest academic qualification						
	Diploma [] First Degree [] Postgraduate Degree []						
	Others (Please specify)						
5.	Highest Professional Rank						
	Superintendent [] Senior Superintendent [] Principal Superintendent []						
	Assistant Director [] Other (Please specify)						
6.	For how long have you been teaching in your present school?						
	1-5years [] 6-10years [] 11-15 years [] 16-20years []						

SECTION B: PERCEPTIONS ABOUT AUTHENTIC ASSESSMENT PRACTICES

The following are statements about authentic assessment practices. Kindly indicate your level of agreement or disagreement with the statements by ticking $\lceil \sqrt{\rceil} \rceil$ in the spaces provided, where; Strongly Disagree= SD, Disagree= D, Neutral=N, Agree=A and Strongly Agree =SA.

Statement	SD	D	N	A	SA
Authentic assessment requires students to construct original response rather than choose from a list of possibly correct answers					
Authentic assessment tasks foster higher order thinking					
Authentic assessment assesses the process of creating final product directly					
Authentic assessment requires a collaborative effort to solve problems					
Authentic assessment assesses projects					
Students learn to evaluate their own work using predetermined criteria during authentic assessment.					
Authentic assessment uses student work which has been collected over time					
Authentic assessment is based on clear criteria given to students					
Authentic assessment allows for a particular task to yield multiple scores in different content domains					
Authentic assessment requires evaluation of changes in performance over time					
Authentic assessment requires students to incorporate information from many areas					
Authentic assessment reflects students' competencies in applying their knowledge and cognitive skills to solve substantive, meaningful tasks					

SECTION C: PRACTICES OF AUTHENTIC ASSESSMENT BY TEACHERS

Statement	N	O	C	A
I guide students to effectively translate issues and situations into meaningful tasks that have a clear purpose.				
I ask students to write simple sentences expressing a complete			П	
thought				
I ask students to create and organize ideas with a purpose				
I ask students to use symbols and words to show meaning			П	
I assist students to collaborate to create editorials, reports,				
recipes etc.				
I assist students to prepare a criteria for assessing their own				
project				
I guide students to apply their knowledge to real life				
problems				
I ask students to demonstrate their ability to organize ideas			П	
effectively				
I guide students to use hands-on tasks to conduct several			П	
investigations				
I ask students to provide explanations for their responses.				
I assist students to add supportive details to stories				
I ask students to co-operate with peers and school personnel				
I ask students to reflect on their learning process to take control of their learning				
I assist students to communicate meaning through pictures				
I assist students to demonstrate and extend their understanding about number meaning				
I make informal observation about how students are responding to instruction				

SECTION D: USE OF AUTHENTIC ASSESSMENT RESULTS BY TEACHERS

The following are statements about use of authentic assessment results by teachers. Indicate the extent to which you use the results of your authentic assessment by indicating your level of agreement or disagreement with the statements by ticking $\lceil \sqrt{\rceil}$ in the spaces provided; where, Strongly Disagree= SD, Disagree= D, Neutral=N, Agree=A and $Strongly\ Agree=SA$.

Statement	SD	D	N	A	SA
Designing learning activities which are suitable					
for students					
Supporting in additional teaching					
Supporting and following up the students'					
development					
Improving and developing teaching and learning					
Helping administrators understand how groups of					
students are progressing					
Helping parents understand more about their					
children's progress as learners					
Helping students become more self-reflective and					
take control of their own learning					
Helping students set their own goals to further					
their learning					
Helping other teachers focus their instructions					
more effectively					
Providing students the opportunity to make					
choices and reflect on their own learning both					
individually and socially					

SECTION E: AUTHENTIC ASSESSMENT TASKS AND STRATEGIES

The following statements describe some of the assessment tasks and strategies used to assess learning outcomes. Please indicate how often you use such assessment tasks and tools by ticking $\lceil \sqrt{\rceil}$ the appropriate responses.

Authentic Assessment	Always	Most of	Occasionally	Never
Tasks/strategies		the time		
Assessing work samples				
Role play				
Constructed Response Items				
Experiments/Demonstrations				
Projects				
Exhibitions				
Writing Samples				
Story Telling				
Presentations				
Drama				
Report writing				
Oral interviews				
Picture-cued descriptions				
Video clips				

SECTION F: CHALLENGES WITH AUTHENTIC ASSESSMENT PRACTICES

The following are statements about challenges with the use of authentic assessment. Indicate your level of agreement or disagreement with the statements by ticking $\lceil \vec{v} \rceil$ in the spaces provided by indicating the extent to which you encounter these challenges in using authentic assessment in your subjects areas, where; Strongly Disagree= SD, Disagree= D, Neutral=N, Agree=A and Strongly Agree = SA

Statement				A	SA
The school assessment system makes it difficult to use					
tic assessment					
f funds to embark on some activities and projects					
of support from the school authorities in terms of					
es and facilities					
f motivation from school authorities					
Developing authentic assessment task is difficult					
Inadequate time allotted on the timetable for various					
s does not permit the use of authentic assessment.					
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Any other challenges?	(Please specify)		
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THANK YOU FOR YOUR TIME AND CO-OPERATION