

A Survey of Authentic Assessment in the Teaching of Social Sciences

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1. Objectives

The study looked-into the different Authentic Assessments used in the teaching of Social Sciences. Specifically, it considered the following:

(1) Identification of the authentic assessment tools used by the faculty of BUCSSP. (2) Categorization of the identified authentic assessment tools as: (2.1) Performance Based Assessment (2.2) Student Self-assessment; and (2.3) Portfolio Assessment. (3) Determination of the focus of the identified authentic assessment as development of: (3.1) Higher Order Thinking Skills, (3.2) Social Communication Skills, (3.3) Values Internalization; and(3.4) Scientific Skills

2. Brief Description of Methodologies

The data of the study were taken from three (3) sources. These are the responses from two sets of Survey Questionnaires accomplished by the 20 faculty and 35 the students, the Table of Specifications with the mid-term and final examinations for the second semester, S.Y. 2011-2012 and the syllabi submitted for the same semester.

3. Abstract

The study looked-into the different Authentic Assessments used in the teaching of Social Sciences. Specifically, it considered the following: (1) Identification of the authentic assessment tools used by the faculty of BUCSSP. (2) Categorization of the identified authentic assessment tools as: (2.1) Performance Based Assessment (2.2) Student Self-assessment; and (2.3) Portfolio Assessment. (3) Determination of the focus of the identified authentic assessment as development of: (3.1) Higher Order Thinking Skills, (3.2) Social Communication Skills, (3.3) Values Internalization; and(3.4) Scientific Skills

Data were drawn from the responses from two sets of Survey Questionnaires accomplished by the faculty and the students, the Table of Specifications with the mid-term and final examinations for the second semester, S.Y. 2011-2012 and the syllabi submitted for the same semester.

Anchored on the Theory of Social Constructivism “*individuals create meaning through their interactions with each other and the objects in the environment*”. It generated the following findings and conclusions: The authentic assessment tools used by the faculty of BUCSSP are clustered into Graphic Organizers, Interviews, Observations, Performance Tasks, Creative Performances and Self and Peer Evaluations. The categorization of the identified authentic assessment tools is representative of the three common groupings which are Performance Based Assessment, Student Self-assessment and Portfolio Assessment. The clustering is representative of all the types. The identified authentic assessment tools are not yet fully focused on the development of higher order thinking skills. The development though of the social communication skills is addressed. Similarly, there were authentic assessment tools that provided the students for values internalization. Although, limited in terms of scientific skills.

4. Key Words: Authentic Assessment, Performance Based Assessment, Student Self-assessment, Portfolio Assessment, Higher Order Thinking Skills, Social Communication Skills, Values Internalization, Scientific Skills

5. Theoretical Framework:

The study was anchored on the Theory of Social Constructivism which states that “individuals create meaning through their interactions with each other and the objects in the environment”. This suggests that the learning environment will provide opportunities for learning which in turn will help in the learner’s construction of their own learning.

The authentic assessments which similarly substantiate the “real world” provide opportunities for the learners to simulate and think of possible actions and solutions responsive to what the situation calls for. The learners then will think beyond the information presented to them but instead will think analytically and critically.

6. Review of Related Literature and Studies

Excellence in the world of academe is exemplified in various ways. One of them is on how the teaching-learning process takes place. The teaching-learning process demands congruency among the objectives set, strategies used and the assessment designed in order to determine both the quality of learning gained by the students or even the performance of the teacher as well as the effectiveness of the teaching strategies used. One of the evolutions in the milieu of the assessments is the use of assessments more or less related to “real world”. This is dubbed by the educational experts as authentic assessments.

The switched from the traditional to authentic assessments is prompted by the goal to dissolve the dichotomy in what is being learned in the classroom with what is happening in the real world. In fact, “Authentic assessment has become increasingly popular, as a perception has grown that there is a need for more holistic approaches to evaluating students. Authentic assessment moves beyond learning by rote and memorization of traditional methods and allows students to construct responses. Authentic assessment captures aspects of students’ knowledge, deep understanding, problem-solving skills, social skills, and attitudes that are used in a real-world, or simulation of a real-world situation”

(https://education.alberta.ca/media/6412562/literature_synopsis_authentic_assessment_2004.pdf.)

The use of authentic assessment exposes the learners to tasks which challenge them to think beyond the information presented and instead they are encouraged to deduce meaning from these information and later be applied to a particular situation hence, addressing a specific issue. The use of authentic assessment prompts the learners to perform certain tasks that will need the application of the knowledge learned and skills acquired. Educational theorists believes that in doing so, learners are being prepared to meet the complexities of the life lived by adults and professionals.

Some of the presumptions of authentic assessment is “students will produce something that reflects not a narrow, compartmentalized repetition of what was presented to them, but an integrated scholarship which connects their authenticity...learning housed in other disciplines and which is presented in a setting consistent with that in which the learning is likely to be most useful in the future” (<http://calpro-online.org/eric/docs/custer/custer4.pdf>.) Authentic assessment is believed to be a reliable measure of both the depth and breadth of what had been learned by the learners.

Considering the many facets of authentic assessment, it is similarly considered synonymous to “performance assessment, appropriate, direct or alternative assessment” (<http://www.scribd.com/doc/13473274/Authentic-Assessment-Review-of-Literature#scribd>). Assessment being an important part of the teaching-learning process takes many forms. The Michigan Department of Education for example developed a set of authentic assessments for Social Studies classes. Certain standards were set in order to objectively track-down the progress of the students. For instance “Conducting investigations requires students to demonstrate their ability to engage in extended inquiry. The inquiry process involves gathering data, formulating questions, and presenting information to an audience” (https://www.michigan.gov/documents/MI_Auth_12350_7.AssmtMan.pdf).

In a study for an elementary level, recommendations were forwarded specifically identifying authentic assessments to be used. The recommendations include “portfolios, open-ended questions, classroom observations, and other alternatives” (<http://eric.ed.gov/?id=ED4561340>). This reinforces the analysis on the essence of authentic assessment which is “any assessment format that is non-traditional, usually requiring student construction, demonstration, or performance” (as quoted by Licup, 2009). The different types of authentic assessment are performance based assessment, student self-assessment, and portfolio assessment (Callison, 1998).

Any learner exposed to varied learning opportunities will have the chance to be able to develop different skills. And, it most important if these skills are the “must” skills in order for him/her to easily and better adjust to the real world. And, this is what the authentic assessments offer.

7. Materials and Methods

The data of the study were taken from three (3) sources. These are the responses from two sets of Survey Questionnaires accomplished by the faculty and the students, the Table of Specifications with the mid-term and final examinations for the second semester, S.Y. 2011-2012 and the syllabi submitted for the same semester.

There were a total of twenty (20) faculty members of the Bicol University College of Social Sciences and Philosophy (BUCSSP) who participated in the study. They accomplished the Survey Questionnaires (SQs) and at the same time participated in the classroom observations. The BUCSSP has as total of thirty-seven (37) faculty members however, for the purpose of this study, the following were not included. The Dean, the six (6) department heads were similarly not included in the observations of classes and were not given SQs, the two (2) faculty researchers in-charge of this study were likewise not included in the counting as well as the two (2) faculty members who were on official leave thus, should have left with a total of twenty-six (26) participants. However, of the twenty-six (26) only twenty (20) signified to participate.

The twenty (20) faculty participants were distributed among the following disciplines: five (5) from those who are teaching history, one (1) for Peace Studies, three (3) for Philosophy, four (4) for Political Science, two (2) for Psychology, two (2) for Sociology, and three (3) for Social Work.

Meanwhile, there were a total of thirty-five (35) students who accomplished the Survey Questionnaires. They evenly represented the seven (7) disciplines of History, Peace Studies, Philosophy, Political Science, Psychology, Sociology and Social Work.

8. Results and Discussion of Accomplishments per Objective

Identified Authentic Assessment Tools Used by the BUCSSP Faculty

As teaching-learning process evolves, and so is the form of assessment which is meant to measure the level of learning of the students. One of the evolutions in assessment “is the evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities” (Callison, 1998). This is the authentic assessment.

The authentic assessment is an alternative form of assessment which exposes the students to real life situations thus, doing away with dichotomy in learning. In this form of assessment, the students are expected to exhibit their ability and skills in terms of performing certain tasks, solving problems or expressing knowledge in ways which will more or less guide the students of what is “real” and “reel”. The authentic assessment is more process-oriented.

The authentic assessment tools presented to the faculty of Bicol University College of Social Sciences and Philosophy (BUCSSP) were clustered into the following: (1) Graphic organizers; (2) Interviews; (3) Observations; (4) Performance tasks; (5) Creative Performances; and Self and Peer Evaluations. Each cluster has its sub-clusters.

The table on the next page shows the summary of the graphic organizers claimed to be used by the faculty of Bicol University College of Social Sciences and Philosophy. There were a total of twenty (20) faculty members who accomplished the Survey Questionnaires represented as follows: five (5) from those who are teaching history, one (1) for Peace Studies, three (3) for Philosophy, four (4) for Political Science, two (2) for Psychology, two (2) for Sociology, and three (3) for Social Work

Table 1
Summary of the Graphic Organizers Used by the Faculty by Department

Social Science Disciplines	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Graphic Organizers								
Flow Chart	2	0	0	2	3	1	2	10
Webbing	0	0	0	0	0	1	0	1
Venn Diagram	0	0	0	0	1	0	1	2
KWL Chart	0	1	1	0	1	2	0	5

The data presented on table 1 reflect the kinds of graphic organizers used by the faculty of the college. These are their claims as shown in their answers in the accomplished survey questionnaires. The results show that among the flow chart, webbing, venn diagram and the KWL chart, the faculty used flow chart the most. This implies that considering the disciplines of Social Sciences, the said graphic organizers helped in the explanations of certain processes, tracing the course of events, clarification of certain concepts as well as theories and principles. This is substantiated by the specific disciplines of Social Sciences where the flow chart is often used.

The graphic organizers are often used for classification of ideas as well as to establish flow of concepts. They are designed in order to facilitate the easy understanding of key concepts due to the visual presentations of key points and other relevant ideas. They are believed to enhance the mastery of subject matter faster and more efficient. (<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>)

Among the disciplines of Social Sciences, the faculty teaching Psychology who participated in the study claimed to use flow chart. This implies that flow chart supports the clarification of certain processes in Psychology. This implies further that certain concepts, theories and principles which are common in Psychology are further illustrated through the use of flow chart as one of its authentic assessments. This may also suggest that students are able to exhibit how well they understood certain concepts, theories and principles based on the use of flow chart.

Meanwhile, two (2) of the five (5) faculty members teaching History also claimed to use flow chart, two (2) among the four (4) faculty teaching Political Science and two (2) of the three (3) Social Work also used flow chart as a form of evaluation on how well the students understood what had been discussed in class. In the teaching of history, the flow chart may show the level of understanding of the students for example on the chronology of events, or connecting one event with the series of events that happened.

On the other hand, flow chart is also preferred by two (2) of the four (4) faculty teaching Political Science since it may clearly illustrate the depth of understanding of the students regarding certain processes reflective of certain concepts, theories and principles. The same may also be applicable to the discussions of contents in the discipline of Social Work.

Next to flow chart, the preferred graphic organizer used by the faculty as a form of authentic assessment is the KWL Chart. KWL stands for Knowledge, Will or Want and Learned. This means that the learners are measured for the prior knowledge and what had learned from the topics discussed in class acquired based on what had been discussed in class. (<http://www.readingquest.org/strat/kwl.html>)

Among the identified graphic organizers, the webbing and the venn diagram are the least preferred as reflected in the accomplished survey questionnaires. The webbing as a form of assessment is meant for the use of showing or establishing relationships among concepts. This is true with venn diagram.

However, in terms of the disciplines, History, Peace Studies, Philosophy and Political Science registered the least number of faculty using the graphic organizers. Meanwhile, Psychology and Sociology have the more number of faculty using these particular authentic assessments. Looking at the profile of the faculty teaching Psychology and Sociology they are all passers of the Licensure Examination of Teachers (LET) thus, this suggests that they are familiar with the pedagogy.

The entries in table 1 suggest that only a few of the faculty of Bicol University College of Social Sciences are into authentic assessment particularly the use of the graphic organizers. This implies that the use of graphic organizer is still limited even though it may facilitate the quality of teaching-learning especially in terms of evaluating the extent of learning acquired by the students.

The data generated from the answers of the faculty in the accomplished SQs none among them claimed that their teachers are using the above cited authentic assessment tools. Meanwhile, as counter-checked in the syllabi although there were authentic assessments indicated yet, none of them belong to the category of graphic organizers.

Table 2 illustrates the responses of the faculty involved in the study showing their use of interviews as another form of authentic assessment.

Table 2
Summary of the Interviews Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Interviews									
Project Interview	1	0	0	0	0	0	2	2	5
Questioning Suggestion	2	1	1	1	2	2	2	1	11
Problem Solving	1	1	1	1	1	2	1	1	8

In terms of interviews used as a form of authentic assessment the following were presented to the BUCSSP faculty: Project Interview, Questioning Suggestion and Problem Solving. Among the three (3) kinds of interviews identified, the Questioning Suggestion has the most number of responses. The table registers eleven (11) of the twenty (20) faculty chose this particular interview as a form of authentic assessment. This kind of interview involves prepared questions on a particular topic. This suggests that the faculty of the college prefer the Questioning Suggestion among the kinds of interviews as one of the authentic assessment tools over Project Interview and Problem Solving. This particular kind of interview presents propositions pertaining to specific concept, theory or principle presented in a form of queries. The students then weigh each question as a form of alternative in order to respond to certain issue. This could be the preferred authentic assessment among the kinds of interviews because it will give the learners the chance to ponder on each question presented.

The Questioning Suggestion illustrates Ornstein classification of the types of question specifically the thinking process. This category involves the presentation of questions from the low to high level or from knowledge to evaluation. The stem of the questions however are in the form of suggestions. This shows the level of understanding of the students that even though alternatives are given in forms of questions yet, the degree will still be determined based on the level of understanding of the learners.

The data on the Questioning suggestion is supported by the claims of the twenty-four (24) of the thirty-five (35) students who participated in the study. These students support the assertions made by the faculty that among the kinds of interviews this is the most preferred. The data implies that both the faculty and the students have the same points of view thereby making the data valid.

Meanwhile, eight (8) of the twenty (20) faculty checked Problem Solving Interview as the next preferred kind of interview as authentic assessment tool. This implies that with the nature of Social Science as discipline that explores issues, dilemmas, crises and other factors that affect the lives of the people thus, the choice of the faculty. This particular assessment may evaluate the understanding of the learners of the concepts, theories and principles discussed and their applications in the real life situations. The ideas presented during the discussions are reinforced when the learners are given for examples scenarios or situations that they themselves are asked how such can be properly and/or effectively addressed.

On the other hand, the Project Interview has questions specific to a certain task that students are involved in. This form of authentic assessment will determine the degree of understanding of the learners primarily on the extent of their involvement in the project. The faculty of the BU College of Social Sciences and Philosophy could have preferred this form of assessment due to the nature of the discipline. However, the data shows that the Social Work the discipline which primarily works on Case Studies has only 1 faculty that used this particular assessment. This is contrary to the common expectations that Problem Solving as a form of interview assessment tool will be chosen by the faculty of the Social Work. The same numerical data is reflected in other disciplines except Psychology. Both faculty teaching Psychology registered to be using Problem Solving as a form of assessment. This implies the congruency in terms the tools used for assessment as well as with the nature of the subject.

Meanwhile, the next table captures the summary of the observations used by the faculty per discipline.

Table 3
Summary of the Observations Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Observations									
Observation Checklist		1	1	0	1	1	1	6	11
Problem Solving Observation Checklist		1	0	0	0	2	1	5	9
Cooperative Group Work Checklist		2	1	1	1	1	3	9	18
Cooperative Group Work Likert Scale		1	0	0	0	0	1	3	5
Cooperative Performance Indicators Holistic Scale		1	1	1	1	1	0	7	12

Among the 5 kinds of observations as forms authentic assessment, the Cooperative Group Work Checklist has the most number of responses followed by the Cooperative Performance Indicators Holistic Scale, closely followed by Observation Checklist then by Problem Solving Observation Checklist and last the Cooperative Group Work Likert Scale. Basically, these kinds of authentic assessment necessitate the collaboration among the members of the group. This applies almost to all except for the Observation Checklist and Problem Solving Observation Checklist.

Although, the form of assessment will merely requires checking however, careful evaluation is still needed in terms of which item in the list will be checked in order to capture the real performance of the learners. This may offer convenience on the part of the teacher as soon as the tool had been already prepared. From the performance and/or outputs produced by the learners, evaluation can be done based on the learning objectives.

The Cooperative Group Work Checklist probably is the most preferred due to the various cooperative learning activities (CLA) introduced in various classes. Or, it may also imply that faculty has misconceptions on the real cooperative learning activities. One of the common misconceptions is any group activity is a CLA.

Kagan identified four basic principles of cooperative learning. These are as follows: (1) Positive Interdependence. There is a strong positive interdependence if team mates are well motivated to make sure everyone does well and does his/her best knowing that is one succeeds, all do, and if one fails, all fail. (2) Individual Accountability. Students may be held accountable if each member is made responsible for a portion of the learning material, product, presentation, also if members agree that the team may not proceed to another learning activity unless everybody finishes his/her task. (3) Equal Participation. To help students equalize participation, techniques like turn allocation, division of labor and assignment of roles may be used. Students are expected to contribute during their turn, to do their part of the work, and perform assigned roles. (4) Simultaneous Interaction. Interaction in a cooperative classroom is done mostly in pairs, within teams, or in small groups. Students interact with one another at any one time, maximizing participation in the learning process (Soro, 2001).

Considering the principles cited by Kagan, the data further implies that the faculty of BUCSSP are using the CLA either as a strategy for teaching and/or as a form of authentic assessment. This is supported by the idea postulated by Lund (1997) that “it requires the presentation of worthwhile and/or meaningful tasks that are designed to be representative of performance in the field”.

The Cooperative Group Work Checklist is followed by Cooperative Performance Indicators Holistic Scale with a difference of six (6) faculty members. There were eighteen (18) faculty members that chose Cooperative Group Work Checklist and twelve (12) faculty chose Cooperative Performance Indicators Holistic Scale. There is a thin line that separates the difference between the two forms of authentic assessment. The data implies that faculty has a penchant for the use of observation authentic assessment tools which are based on dividing the class into groups. The third most preferred however, the Observation Checklist can be done either individually or also by group.

Meanwhile, table 4 presents the performance tasks assessment used by the faculty of the college. Ferrer cited the three categories of the performance tasks as form of assessment. These are: (1) Short Assessment Tasks (SAT). This is often times used in order to determine the mastery of the students of concepts taught, procedures discussed, relationships and skills established in a certain area. The SAT basically begins with presentation of stimulus often in visual form. (2) Event Task. This often involves students to work in teams or groups. The Event Task is designed to assess broad competencies. This is also usually grounded on specific subject areas. (3) Extended task. This includes long term, multi-goal projects and often interdisciplinary.

Table 4
Summary of the Performance Task Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Performance Tasks									
Debate		1	1	2	3	1	1	0	9
Panel Discussion		2	0	2	2	0	1	2	9
Cooperative Learning Activities		3	1	0	1	3	3	2	13

Among the Performance Tasks identified, they basically fall under the Event Task. These are debate, panel discussion and cooperative learning activities (CLA). These specific performance tasks require the students to work in teams and/or groups. They basically measure the students' mastery of certain concepts taught or even theories or principles. The mastery of concepts, theories and principles are then assessed in terms of how they are put into use as reflected in debate, panel discussion and CLA.

The data shows that CLA has the most number of faculty using it as Performance Task form of assessment. This supports the assumption on the misconception among the faculty that any group work is a CLA. This is often used in the disciplines of History, Psychology and Sociology.

In terms of the responses of the students, nineteen (19) of the thirty-five (35) students who accomplished the Survey Questionnaires claimed that Cooperative Learning is one of the learning activities provided to them. The data suggests consistency in the claims of both the faculty and the students. The data implies further that students were "required to actively demonstrate what they know, skills then become an indicator of knowledge learned and abilities acquired" (<http://www2.ed.gov/pubs/OR/ConsumerGuides/perfasse.html>).

Another implication that can be drawn on the preference on the use of Cooperative Learning as a form of assessment is its principle to "improve the understanding of content through peer instructions" (<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>). In some instances, the students perform better if they are given the chance to interact with their fellow learners. Its either they feel comfortable that they confidently express their ideas or they are in a situation which they feel unthreatening. Cooperative Learning as experts pointed-out "capitalize on the natural social tendencies of the students". (<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>).

Meanwhile, the remaining two Performance Tasks as forms of assessments, debate and panel discussion registered the same number of faculty using them. Debate is not used in Social Work in as much as Panel Discussion is not used in Psychology.

The Performance Task as a form of authentic assessment requires "active learning". Previous researches explained that learning how and where information can be applied should be a central part of all curricular areas. The students are expected to exhibit greater interest and levels of learning which calls for the organization of facts based on certain concepts looked-into different perspectives (<http://www2.ed.gov/pubs/OR/ConsumerGuides/perfasse.html>).

Another authentic assessment claimed to have been used by the faculty of BUCSSP is the Creative Performance and Exhibitions. Educational Psychologists explained that another thinking process is creativity. It is defined as "a form of problem-solving characterized by novel, useful solutions to problems whether artistic, scientific, or practical" (Mumford and Gustafson, 1988). The data showing the summary of the said authentic assessment is presented in table 5.

Table 5
Summary of the Creative Performances and Exhibitions Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Creative Performances and Exhibitions									
Drama or Role Playing		3	1	0	2	2	2	3	13
Pictorial Problem Solving		2	0	1	1	2	0	0	6
Music Writing and Performing		1	0	0	0	0	0	0	1

The data in the above table suggests that most of the faculty are using drama or role playing. This implies the familiarity of the faculty on the said form of assessment. This is true even in terms of using drama or role playing as a form of strategy for teaching. The students are then challenged to respond best on a certain issue or situation given. The response in return will provide feedback on the students' understanding or mastery of the cognitive domain.

However, in the responses of the students reflected in their answers in the Survey Questionnaires, only five (5) out of thirty-five (35) claimed that said authentic assessment is being used. The claims of the faculty are not aligned with the claims of the students. The data further shows that Pictorial Problem Solving is the second frequently used among the identified authentic assessments. This kind of assessment may favor the visual learners. However, the data suggests that half of the faculty who participated in the study are yet to consider this particular kind of creative assessment.

Among the creative assessment, only one (1) faculty considered music writing and performing. And, this is in History. This implies the consideration on the relatedness of the assessment to the discipline where it was applied. History as a discipline looking-into the past explored the usefulness of music as a form of assessment thus, reflecting the historical concepts learned as well as the lessons learned.

As explained by the educational theorists there are certain characteristics shared by people who are identified as creative thinkers. These are the cognitive skills, motivation and/or interest and personality. It indeed supports the principles of authentic assessment since the Creative Performances and Exhibitions imply that students exhibit their ability to sense problems. And this ability is applied to address ambiguity.

Meantime, table 6 presents a summary of the Self and Peer Evaluations used by the faculty. Part of evaluating the mastery of the learning acquired by the students is to let them perform an actual evaluation. It could also be an evaluation of the performance of their peers. Or, the evaluation could be of their own performance. In some cases, it could be both.

Table 6
Summary of the Self and Peer Evaluations Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Self and Peer Evaluations									
Problem Solving Rating Scale		1	1	0	0	1	1	0	4
Portfolio Reflection Items		1	1	1	0	3	1	1	8
Questions Reflective Feedback		1	1	1	0	2	2	0	7
Students Reflective Focus Questions		2	0	1	2	0	1	1	7
Observation Checklist for Peer and Self Evaluations		1	0	1	2	0	2	3	9
Experimental Design Feedback		1	0	0	0	0	0	0	1
Cooperative Work/Self Checklist	Group Assessment	1	1	0	2	1	3	1	9

The above table shows that the use of checklist is the most used. It suggests the feasibility of its use since the criteria are already given. And, based on the performance exhibit one could simply identify the quality of performance based on the pre-identified criteria. The data similarly shows that indeed, both self and peer evaluations were done among the classes in BUCSSP.

The Question on Reflective Feedback ranked third among the Self and Peer Evaluations being used by the faculty as reflected in their responses in the accomplished Survey Questionnaires (SQs). However, in the answers of the students in the answered SQs, thirty-two (32) of the thirty-five (35) students claimed that faculty are using this as assessment tool. And, as an assessment tool it falls under the classification of Self and Peer Evaluations.

The data implies that as a college whose expertise is on the field of Social Sciences, the discipline that moulds the affective domain of learning, it is then expected that students are assessed in terms of the reflections written.

Table 7 outlines the data gathered showing the summary on the use of journals and learning logs as a form of authentic assessment.

Table 7
Summary of Journals and Learning Logs Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Journals and Learning Logs									
Reflective Log		1	0	1	0	2	2	3	9
Fractions Journal Entry		1	1	0	0	0	0	0	2
Learning Log		1	0	0	0	2	1	1	5
Social Science Log		1	1	0	1	1	0	0	4
Note-taking/note making		3	1	1	1	1	2	2	11

Among the kinds of journals and learning logs, the most used is the note-taking/note making. This reflects the important points of subject matter discussed culled-out from the memory of the learners. This determines the learning acquired based on what was stored in the memory.

The second preferred journal and learning log is the Reflective Log. This basically includes the reflections of the students on certain issues, concepts, theories and principles. This similarly captures the level of understanding on the part of the learners basically because they have to write their reflections.

Educational experts claim that the use of journal and/or learning log serves the following instructional reasons: First, to clarify one's thinking and prepare the students for discussion. And, second to apply the elements of effective writing (<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>).

The table below captures the familiar assessment tools used by the faculty of the college. The data shows that contrary to the claims made in the succeeding tables, the faculty are still into the use of traditional assessment.

Table 8
Summary of Familiar Assessment Tools Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Familiar Assessment Tools									
Fill-in the Blanks		3	1	0	3	3	1	1	12
Matching Type		3	1	0	3	3	1	2	13
True or False		3	1	0	3	2	2	3	14
Short Response		2	1	1	3	3	2	0	12
Essay		3	1	2	3	3	2	3	17

Although among the familiar form of assessment essay has the most number of responses but basically questions still revolve on the lower level thinking skills. This is contrary to the idea presented by Lund (1997), that authentic assessment “emphasize higher level thinking and more complex learning”.

The data in the table if compared to the rest of the tables imply that most of the assessment tools are still the conventional forms of assessment. This is supported by the questions formulated wherein students would select from the pre-determined responses on the basis of right and wrong.

Meanwhile, table 9 outlines the portfolios claimed to have used by the faculty of the college. “Portfolios are a collection of student work that allows assessment by providing evidence of effort and accomplishments in relation to specific instructional goals (Jardine, 1996). The learning goals set determine the kind of activities or specific outputs to be produced by the students. The learning activities then support the accomplishments of the students.

Based on the standards set by educational theorists, “portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students’ metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why”. (<http://www.education.com/reference/article/portfolio-assessment>). The entirety of the learning process provides certain aspects that help the students create self-understanding in the light of being learners.

Table 9 shows a summary of portfolios claimed to be used by the faculty of the college.

Table 9
Summary of Portfolios Used by the Faculty by Department

Social Disciplines	Science	History	Peace Studies	Philo	Pol Scie	Psych	Socio	Soc Wrk	Total
Kinds of Portfolios									
Social Science Portfolio Content Guide		1	0	0	1	2	1	0	5
Social Science Autobiographies		2	0	0	0	0	1	0	3
Portfolio Entries		2	1	0	1	1	1	1	7

Portfolio as cited by Licup (2009) “is a systematic and organized collection of students’ work that demonstrates the students’ skills and accomplishments. It includes projects, reports, tests or any samples of work that illustrate the development of skills and conceptual understanding in a domain of knowledge or skills”.

The data in the above table shows that 7 out of the twenty (20) faculty used Portfolio Entries. Majority of the faculty that participated in the study claimed to use Portfolio Entries as another form of authentic assessment. This implies that the faculty provides the students with opportunities to explore other avenues of learning. The outputs of the various activities then are put-together thus, producing “portfolio”.

In terms of the assessment tools that are indicated in the syllabi the following were identified: for History: Structured Essay Test, Writing Reaction Paper, Writing Position Paper, and Film Review. Considering the number of assessment tools indicated in the syllabi for the entire semester majority of them are classified as authentic assessment. Based on the principles employed in the authentic assessment these evaluation tools are reflective of higher order learning skills.

Similarly, the tools used in assessing the teaching of history as a discipline are student-centered. It calls for the mastery of the content learned in the subject so as to be able to write essays, reactions and position papers as well as to come-up with substantial review of the movie watched. Acceptable contents of the students’ work will then be reflected in the outputs produced by the students.

However, contrary to the claims made by the faculty teaching history, the mid-term and the final examinations given to the students were the traditional assessment tools. These examinations were supported by the prepared Table of Specifications where most of the questions were still the traditional assessment.

Meanwhile, for Peace Studies the authentic assessment tools indicated in the syllabi are simple questioning techniques, short and long quiz, oral recitation, essay test and debate. Among the identified assessment tools, the authentic assessments are the simple questioning techniques, essay tests and debate. And, in terms of the frequency or the number of times these tools are reflected in the syllabus, the traditional form of assessment still outnumbered the authentic assessment.

On the other hand, for Philosophy the following were indicated in the syllabi: Case Analysis, Writing Reflection Paper, Essay, Journal Entry, Reaction Paper, Writing Position Paper and Movie Analysis. The Philosophy has the most number of evaluation tools classified under authentic assessment. The identified assessment tools provide the students with “the possibility that problem might have more than solution” (Licup, 2009). This is applicable for example in terms of writing position, reaction, reflection papers. This also holds true to the case analysis that students were asked to do as a form of evaluating the depth of understanding acquired by the students.

The authentic assessment tools indicated in the syllabi are supported by the sample mid-term and final examinations. Sample major examinations are indicative indeed of authentic assessment tools. The questions prepared asked the students to respond indicative of the “depth in place of breadth” (Callison, 1998). There were questions where students asked to solve problems in relation to the different philosophical theories that were discussed in class.

On the other hand, for Political Science, the evaluation techniques indicated in the syllabus are: simple questioning, quiz, recitation, reaction paper and essay test. Among the enumerated assessment tools, writing reaction paper and essay tests are classified under authentic assessment. These forms of authentic assessment “evaluate the understanding of the students as well as their ability to seek, select and use relevant resources” (<http://www.eed.state.ak.us/tls/Framework/langarts/40instru.htm>)

In terms of the assessment tools for Psychology which are indicated under the column of evaluation techniques/assessment are recitation, group discussion, interactive discussion, chapter exercises, socialized discussion, group dynamics, psychological tests and students’ demonstration. Among the enumerated assessment tools, those that fall under the authentic assessments are group discussion, interactive discussion, socialized discussion, group dynamics and students’ demonstration.

The above mentioned assessments are “based on the assumption that there is a much wider spectrum of student performance that can be displayed than that limited by short-answer, standardized test” (Callison, 1998)

For Sociology, the evaluation techniques indicated in the syllabus are short and long quizzes, written assignments, researches, rubrics for creative activities and submitted outputs. Among the assessments indicated the authentic assessments include researches, rubrics for creative activities and submitted outputs. The identified authentic assessments reflect what the experts considered as “introduction of assessment strategies to students and, when appropriate, give them samples of student work which demonstrate a range of performance levels, making the criteria clear and public” (<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>)

The use of rubrics in evaluating the works of the students “aid the judgments making it accurate and valid” (Callison, 1998). The criteria set in the rubrics guide the teacher in making an objective evaluation of the any output done by the students.

In the meantime the column for evaluation techniques reflects the following tools for the syllabi Social Work: discussion, sharing, interview with a group worker, role play, group case, observation analysis, group assignment and presentation. The identified assessment tools capture the principle of authentic assessment. These are reflections of the “involvement of students in worthwhile, significant and meaningful learning activities” (Ferrer).

As pointed-out by Lund (1997), the “assessment tools are firmly embedded in the curriculum that they are practically indistinguishable from instruction”. This sums up the assessment tools as captured by the responses of the faculty and the students in the accomplished questionnaires, the assessment tools indicated in the syllabi and those that are indicated in the submitted mid-term and final examinations along with the table of specifications.

The data presented, analyzed and interpreted can be summarized what the experts claim that “instructional assessment should be a process that allows teachers to adjust their instruction continuously to match the needs of students. Assessment should not be seen as siphoning teachers’ energy away from their major task of instruction because assessment is not separated from instruction. Assessment is instruction, differing only how much it “counts” and when in the learning process it happens”

(<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>)

Categorization of the Identified Authentic Assessment Tools

Performance Based Assessment

Performance Based Assessment highlights the students’ ability to use their knowledge and skills to generate his/her own response in a variety of tasks that simulate real-life challenges and problems based on a known set of criteria or guidelines (Ferrer, 2006)

The Performance Based Assessment is categorized into three. These are the Short, Assessment Task, the Event task and the Extended Task. The Short Assessment Tasks (SAT) are sub-categorized into Open-ended Tasks, Enhanced Multiple-Choice Questions and Concept Mapping. The SAT provides scaffolding wherein the students are challenged to frame a response to certain information.

The response has to reflect the mastery of the students in terms of the concepts learned, the procedures expounded, the relationships among concepts established and skills developed within a content area. Often times, the SAT begins with the visual presentations as form of stimuli. Some examples are cartoon, maps, photographs and the like.

The Open-ended Tasks as a sub-category of the SAT are free-response questions. Based on the stimuli provided, the students are expected to present an original response. The response however may be presented in various forms. This could be done in a written form, drawings and diagrams.

On the other hand, the Enhanced Multiple-choice Questions challenged the students to think critically. Although the answers are presented among the choices given, yet, it still calls for the students to deliberate on the most appropriate answer based on the situations given.

The Concept-mapping as a form of SAT challenged the understanding of the students through establishing relationships among concepts which may be a manifestation of understanding on the part of the students.

Meanwhile, the Event Task as another category of Performance Based Assessment (PBA) is designed for the assessment of broad competencies although grounded on specific subject areas. This often mandates the students to work in teams and/or groups.

The Extended Tasks as PBA refer to the long term, multi-goal projects. They are often interdisciplinary. Some examples include play productions, culminating activity, investigatory projects and model making.

Considering the nature of the Performance Based Assessment (PBA) as a form of authentic assessment used by the faculty of the BUCSSP, among the ones identified the following are classified as PBA: (1) Graphic Organizer and (2) Performance Tasks. In terms of graphic organizers, 18 faculty claimed to be using this particular PBA.

The data implies that the use of Performance Based Assessment is still limited. Although, the faculty had already introduced PBA as an alternative assessment yet, still limited. This implies further that the Performance Based Assessments used to evaluate the performances of the students are not representative of all the sub-categories.

Student Self-assessment

For the Student Self-assessment the identified authentic assessment tools used by the faculty of the college are (1) the Self and Peer Evaluations and (2) the Journals and Learning Log. These two authentic assessment tools provide the student to evaluate their own performances without being biased. There are instances that when individuals are given the chance to rate themselves some would be influenced by their personal biases hence, the real measure of learning is not captured.

The Self and Peer Evaluations provide a mechanism for the students to look at their own performance objectively thus, identify the areas to be improved and the strengths to be sustained. The students are given the chance to assess themselves in terms of the objectives to be attained.

Similarly, the Journals and Learning Log are qualitative assessment of the performance of the students based on the entries. The entries then are indicators of how well they understood the concepts, principles and theories discussed in class. The entries are expected to be supported by the cognitive domain learned in class. In like manner, the arguments are anchored on certain premise that will strengthen the points raised.

The data gathered implies that the faculty of the college although are already using authentic assessment however in terms of Student Self-assessment, the use is quite limited. This implies further that students are not yet given opportunities wherein they can maximize their ability on rating themselves objectively. This suggests the need for the students to be exposed to more learning exercises wherein they will be trained to evaluate their own output without the influence of any biases.

Portfolio Assessment

Portfolio Assessment is defined as “the method that involves the students’ organized body of work collected over a period of time” (Ferrer, 2006). It serves the following purposes: (1) It enables the teachers to assess students’ growth and progress in context due to its long term perspective while allowing for individual differences. (2) It enables parents and teachers to communicate more effectively about a student’s work. (3) It addresses improvement, effort and achievement. (4) It enables students to be partners with teachers in the assessment process. And (5) It encourages a shift in ownership of learning to the students (Barton and Collins, 1997).

There are certain characteristics essential in Portfolio Assessment. It has to be multi-sourced. At the same time the authentic classroom instruction and portfolio contents are directly linked. It has to be a dynamic assessment. The purpose needs to be explicit. In like manner the integration or the contents of the portfolio should establish a correspondence between the subject area content and the student's life experiences. Lastly, there has to be student ownership.

In the design and development of the portfolio, the purpose and/or learning goals need to be determined. The teacher has to determine the target or what should the students need to learn in a particular subject area. Similarly, there have to be evidences on the various ways for which the students are engaged in different learning activities geared towards the achievement of the learning goal. The evidences may be in the form of proofs of verification, documentation of students' work in and out of the classrooms, documentation gathered by the teacher showing the students' academic progress and the very documents which were prepared by the students themselves.

Likewise, the assessment criteria have to be clarified between the teacher and the students. The students have to be guided that the evidences they will produce will be according to the standards set hence, achieve the learning goals.

In the data taken from the responses of the faculty from the accomplished survey questionnaires, it shows that a total of 10 faculty claimed to have used portfolio as a form of authentic assessment.

The data implies that the use of portfolio as an assessment tool is not yet maximized. This is corroborated by the assessment tools indicated in the syllabi.

Focus of the Identified Authentic Assessment as Development of Higher Order Thinking Skills

Being forms of authentic assessment, the data taken from the responses on the accomplished survey questionnaires reflect that they focus on the development of higher order thinking skills (HOTS). The identified assessment tools revolved around the assessment of situations or putting situations in a context of a "real world" and "real life". They allow the possibility of solving the problems presented addressed with more than one solution hence, an indicator of HOTS.

Looking-into the sample mid-term and final examinations as supported by the table of specifications, most of the questions prepared fall under the lower order thinking skills or LOTS. These sample examination papers show that the level of cognitive process for the questions prepared fall mostly under remembering. This is contrary to the claims made by the faculty in their responses as shown in the accomplished survey questionnaires. The distribution of questions as plotted in the table of specifications show that the cognitive level of questions in the examinations are mostly in the remembering, a few in the understanding and rarely in the evaluating and creating. In fact the number of items show that more than half of the total number of items are in the remembering.

The analysis of data further revealed that selected table of specifications reflect items to have been spread-out among the levels of cognitive domain particularly HOTS however, counter-checking with the specific test items, data revealed that they belong to LOTS. An example of this is an item claimed to belong to evaluation when in fact it belongs to remembering.

Meanwhile, the same subject that claimed to be using HOTS specifically authentic assessment, the evaluation technique/assessment indicated in the syllabus reflected simple questioning, recitation, reaction paper and essay test. Among these assessment tools, those that are classified as authentic assessment are reaction paper and essay test.

Other disciplines however show congruency on the claims regarding the responses in the survey questionnaires, syllabus, TOS and mid-term and final examinations. An example of this is the Philosophy of Man. This is one of the few subjects that identified authentic assessment tools in the syllabi. The entries in the syllabi are supported by the rubrics submitted in order to evaluate the mid-term and final examinations given among the students.

Meanwhile, other disciplines that registered to use higher order thinking skills based on the responses in the Survey Questionnaires and syllabi yet, the claims were not substantiated in the classifications of questions based on the cognitive domains as shown in the tables of specification as well as mid-term and final examinations.

Social Communication Skills

Among the identified authentic assessment, the Interviews, Performance Tasks, the Creative Performances and Exhibitions allow the students to develop their social communication skills. These particular forms of assessment provides avenue for the students to interact with one another. In the process of interactions they are expected to convey the messages that they would like to get across thus, honing their social communication skills.

Social communication skills are deemed as one of the must skills for students whose field of specialization is Social Science because often times they would deal with people. Dealing with people will require skills on how to let them see one's argument objectively, getting one's point clearly, convincing others to believe in the cause that one is fighting for and among others. And, all of these will require skills in communication.

In some instances, conflicts are developed because messages are not conveyed properly. Or, the manner of delivering the message may be offending thus, will require the development of social communication skills.

Among the twenty (20) classes observed, only one made use of authentic assessment that provided the students the chance to interact with one another. Role playing activity was used both as teaching strategy and form of assessment. This aptly captures the claim that "all assessment tasks are appropriate for instruction, though all instructional tasks are not necessarily appropriate for assessment"

(<http://www.eed.state.ak.us/tls/Frameworks/langarts/40instru.htm>)

Values Internalization

In terms of the authentic assessments given to the students which may provide them the chance for values internalization, the following were identified: Journals and Learning Log, Self and Peer Evaluations, Portfolio. These authentic assessments will reflect the learning acquired by the students in terms of affective domain.

The authentic assessments identified which promote internalization of values provide the chance to "mirror" the attitude of the learners. The discipline of Social Science is often referred as the "soul" hence, expected to provide avenues for the learners to engage in learning activities that may reflect the attitude they had developed. Although, there might be other factors influential in the development of attitudes but assessments could be developed that may capture the attitude acquired by the learners as a result of their exposure to Social Sciences.

Scientific Skills

Interviews and Portfolio were the authentic assessments identified to have been used by the faculty which may provide them the chance of developing their scientific skills. In the conduct of interview, there is a need for a step by step process. Although, the forms of authentic assessments suggest that scientific skills are used, but then it can only be deduced. The development of scientific skills among these assessment tools is but implied.

In the fields of Social Science, although regarded as "soft science" yet, scientific skills are deemed important for a more objective analysis, interpretation and evaluation of facts. Thus, setting aside any possible biases. The situation is then properly assessed therefore properly responded through objective evaluation. And, this can only be done through objective evaluation possible with the use of scientific skills.

9. Findings

(1) The authentic assessment tools used by the faculty of BUCSSP are clustered into Graphic Organizers, Interviews, Observations, Performance Tasks, Creative Performances and Self and Peer Evaluations.

(2) The categorization of the identified authentic assessment tools is representative of the 3 common groupings which are Performance Based Assessment, Student Self-assessment and Portfolio Assessment. The clustering are representative of all the types.

(3) There were attempts made in terms of the development of Higher Order Thinking Skills among the identified authentic assessment tools used by the faculty. However, the focus has still to be clarified like the development of drawing inferences, drawing logical conclusion, analytical and critical thinking skills and among others.

(3.2) The authentic assessments used developed the communication skills of the learners like the use of interviews, debate, panel discussions and the like.

(3.3) There were provisions used in terms of values internalization like the use of writing reflection papers, journals, and logs.

(3.4) The development of scientific skills was found to be limited.

10. Recommendations

The following recommendations are forwarded:

- (1) For the Administration of the Bicol University College of Social Sciences and Philosophy to provide additional trainings, workshops and similar activities that may continuously expose the faculty on the use of authentic assessment.
- (2) For the Dean, the Department Heads and the Instruction Coordinator to consider the educational profile of the faculty. And, encourage those who are concern to enrol and/or finish the Certificate in College Teaching. And, eventually pass the Licensure Examination for Teachers.
- (3) For the Instruction Coordinator and the Department Heads to require at least a minimal number of authentic assessment be indicated in the syllabi.

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