Authentic Assessment
By: Raghad Ebied (MSc.)
Founder and Director of Ihsan Education
www.IhsanEdu.com
Copyright 2017

About Ihsan Education

Our Vision:

Ihsan Education (™) inspires academic, moral and spiritual excellence to empower students to thrive and contribute to the betterment of humanity in a diverse, complex, and global context.

Our Philosophy:

Ihsan Education employs a moral or values based framework that cultivates the growth of *Ihsan* or beautiful morals which enable students to understand the essence of their faith and how to embody it in a diverse, pluralistic, complex society. The outcome is students who are well rooted in the understanding of their faith and spiritual traditions yet open-minded, compassionate, generous, and collaborative with people of all faiths and backgrounds, in order to be a catalyst for positive change and peace in our world.

Our Services:

Educator Training (Online and In-Person), Consulting and Coaching, Curriculum Development, School Certification, Student Programs

About Presenter

Raghad Ebied

- Bachelor in Arts with a major in psychology, a Bachelor of Education, and training in teaching adults, leadership, and life coaching in Canada.
- Masters in Educational Leadership from the U.K., with a dissertation on case studies and best practices for teacher development programs in the U.K., U.S and the Middle East.
- Training in compassion cultivation and spiritual care at Stanford University in the U.S.
- Islamic Courses in Aqidah, Fiqh, Tafseer, Tajweed, and Islamic History
- Over 10 years' experience in teaching, school administration, coaching, training, consulting, and program development in educational excellence and well-being, leadership development, and diversity management in both public and private schools, universities, government, and non-profit organizations in Canada, the U.S., and the Middle East.
- Recent experiences included developing and delivering training and coaching to Arabic and Islamic Education teachers in the UAE on 21st-century teaching and learning and student engagement

Ihsan Education

Please Note:

The concept and presentation of this training is copyrighted to Raghad Ebied, Ihsan Education, 2017. If you would like to share this training with anyone, please contact Raghad for permission and details. You are welcome to share the activity handouts - Thank you for your amanah :)

Ihsan Education

Feedback on Assignment 5

Would like to see more explicit use of inquiry based strategies including see-think-wonder, KWHL Chart, Gallery Walk and more awareness of the inquiry steps:

1) Ask تساءل
2) Investigate ابحث
3) Create إصنع
4) Discuss ناقش
5) Reflect تأمل

Examples from Assignment 5

Ex: Using See think Wonder with two pictures to compare and contrast before introducing a hadith

Ex: KWHL Chart for learning about countries

Ex: Environment investigation: ". We also looked at (investigated) different places that might help us implement a cleaner school yard, including the playground, and parking area, and around the mosque. We looked at a place that sells lots of eco-friendly products in Waterloo. We are also looking at some local business's such as Home Depot, and Staples and some students asked our custodians to help us as well. The custodians are providing some students with gloves and garbage bags so they can pick up any litter and we can see an immediate improvement!! We are hoping the companies we email will be willing to donate some reusable lunch bags, refillable water bottles and other products we can raffle to the school. We want everyone to stop using non-refillable water bottles! Part of our class discussion was that we all agreed we should have a "Green Team" that includes one member from each class to be environmental watch-dogs and keep the whole school clean." and "have asked if we can make a little garden so more students can learn how to grow food!"

Example from Assignment 5

Used KWHLAQ Chart for planning event:

Before the event:

K What do I know is confirmed about the event?

W What do I want to confirm about the event?

H How will I follow up on this?

After the event:

L What have I learned after completing this project?

A What actions can I take & will I take now?

Q What questions do I have now?

What is the purpose of assessment?

Video: The Problem of Grades and Test Scores:
https://www.youtube.com/watch?v=G_39TcxPhaE

Purpose of Assessment

Assessment for Learning

- Recognizes all educational achievement
- Develops capacity for self- and peer-assessment
- Part of effective planning
- Focuses on how students learn
- Central to classroom practice
- Key professional skill
- Sensitive and constructive
- Fosters motivation
- Promotes understanding of goals/criteria
- Helps students know how to improve

Evaluating Development

ERICKSON'S PSYCHOSOCIAL STAGES

Stages	Crisis	Favorable Outcome	Unfavorable Outcome
Childhood			
1st year of life	Trust vs. Mistrust	Faith in the environment and future events	Suspicion, fear of future events
2nd year	Autonomy vs. Doubt	A sense of self-control and adequacy	Feelings of shame and self-doubt
3rd through 5th years	Initiative vs. Guilt	Ability to be a "self-starter," to initiate one's own activities.	A sense of guilt and inadequacy to be on one's own
6th year to puberty	Industry vs. Inferiority	Ability to learn how things work, to understand and organize.	A sense of inferiority at understanding and organizing.
Transition years			
Adolescence	Identity vs. confusion	Seeing oneself as a unique and integrated person.	Confusion over who and what one really is.
Adulthood			
Early adulthood	Intimacy vs. isolation	Ability to make commitments to others, to love.	Inability to form affectionate relationship.
Middle age	Generativity vs. self-adsorption	Concern for family and society in general.	Concern only for self—one's own well-being and prosperity.
Aging years	Integrity vs. despair	A sense of integrity and fulfillment; willingness to face death.	Dissatisfaction with life; despair over prospect of death.

Types of Assessment

Diagnostic Assessment (Preparing)	Formative Assessment (Improving)	Summative Assessment (Judging)
• provides an indicator learner's existing knowledge and capabilities • develop self regulated learner. • identify possible learning support needs .	• provide learners with timely feedback/forward • intended to have an impact on current learning and ultimately to be connected to improved performance	• progression and certification purposes • students often use performances in summative tasks as a proxy measure of learning

Crisp (2012)

Authentic Assessment

"Authentic assessment aims to evaluate students' abilities in 'real-world' contexts.

In other words, students learn how to apply their skills to authentic tasks and projects.

Authentic assessment does not encourage rote learning and passive test-taking.

Instead, it focuses on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills.

It values the learning process as much as the finished product."[1]

In authentic assessment, students:

- **do science experiments**

- **conduct social-science research**

- **write stories and reports**

- **read and interpret literature**

- **solve math problems that have real-world applications**
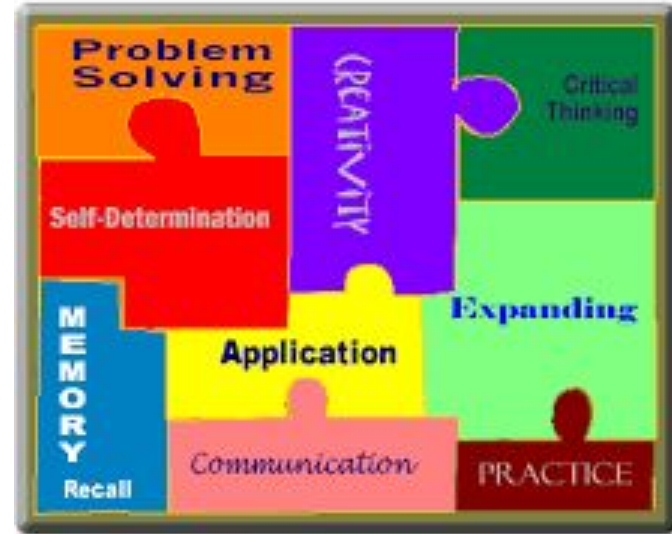
Why might I use authentic assessment methods in my classroom?

"Many teachers are dissatisfied with only using

traditional testing methods.

They believe these methods do not test many skills

and abilities students need to be successful.

These educators assert that students must be prepared

to do more than memorize information and use algorithms to solve simple problems.

They believe students should practice higher-order thinking skills"1

How do you Create Authentic Assessments?

Authentic Assessment Process

Step 1
- Identify what you want your students to know and be able to do.

Step 2
- Select a task (or tasks) students perform or produce to demonstrate that they have met the standard from Step 1.

Step 3
- Identify the criteria for the task

Step 4
- Create a rubric to measure student performance on the task.

Source: Leeward Community College. (2013). *Authentic Assessments* at http://blogs.leeward.hawaii.edu/iteach/step1-assessments/, accessed 3 December 2013.

(c) 2013 Anita Chiou

16

15

Steps 1 and 2:

Goal	Goal Path	Example Assessment Activities
Enter the workforce or re-enter the workforce in a different job	Employment	• Completing a variety of job application forms • Doing occupation-based tasks that require math, finding information and communicating
Do my own banking	Independence	• Filling out cheques or deposit slips • Completing forms to apply for an account or debit card • Reporting a lost debit card by phone or in person
Improve reading and filling in documents at work	Employment	• Using manuals, charts or diagrams to locate information (including on computers or other screens) • Completing report sheets or payroll stubs
Prepare for further schooling	Credit or Postsecondary	• Completing example tests • Reading sample text books to find information and answer questions

How can I use authentic assessment in my classroom?

"Authentic assessment utilizes *performance samples* – learning activities that encourage students to use higher-order thinking skills. There are five major types of performance samples:

1. Performance Assessment

Performance assessments test students' ability to use skills in a variety of authentic contexts. They frequently require students to work collaboratively and to apply skills and concepts to solve complex problems. Short- and long-term tasks include such activities as:

- writing, revising, and presenting a report to the class

- conducting a week-long science experiment and analyzing the results

- working with a team to prepare a position in a classroom debate" 1
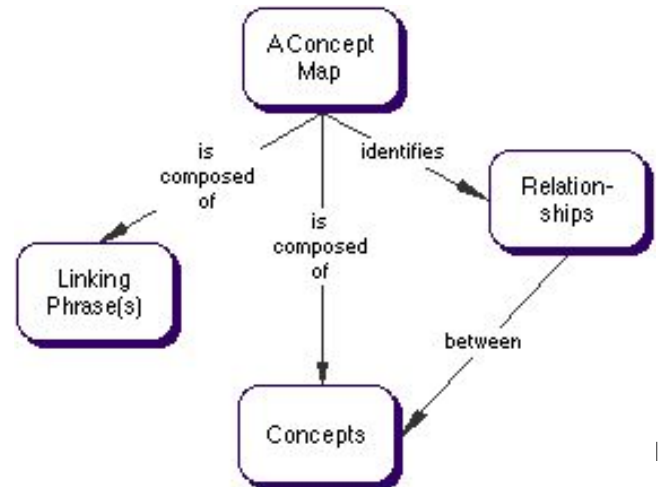
Short Investigations

"Many teachers use short investigations to assess how well students have mastered basic concepts and skills.

Most short investigations begin with a stimulus, like a math problem, political cartoon, map, or excerpt from a primary source.

The teacher may ask students to interpret, describe, calculate, explain, or predict.

These investigations may use concept mapping, a technique that

assesses how well students understand relationships among

concepts."1

Open-Response Questions

Open-response questions, like short investigations, present students with a stimulus and ask them to respond. Responses include:

- a brief written or oral answer
- a mathematical solution
- a drawing
- a diagram, chart, or graph

Self-Assessment

"Self-assessment requires students to evaluate their own participation, process, and products. Evaluative questions are the basic tools of self-assessment. Students give written or oral responses to questions like:

- What was the most difficult part of this project for you?
- What do you think you should do next?
- If you could do this task again, what would you do differently?
- What did you learn from this project?

Many teachers find that authentic assessment is most successful when students know what teachers expect. For this reason, teachers should always clearly define standards and expectations. Educators often use rubrics, or established sets of criteria, to assess student work.

Because authentic assessment emphasizes process and performance, it encourages students to practice critical-thinking skills and to get excited about the things they are learning. Try it in your classroom!"[1]

Portfolios

A portfolio documents learning over time. This long-term perspective accounts for student improvement and teaches students the value of self-assessment, editing, and revision. A student portfolio can include:
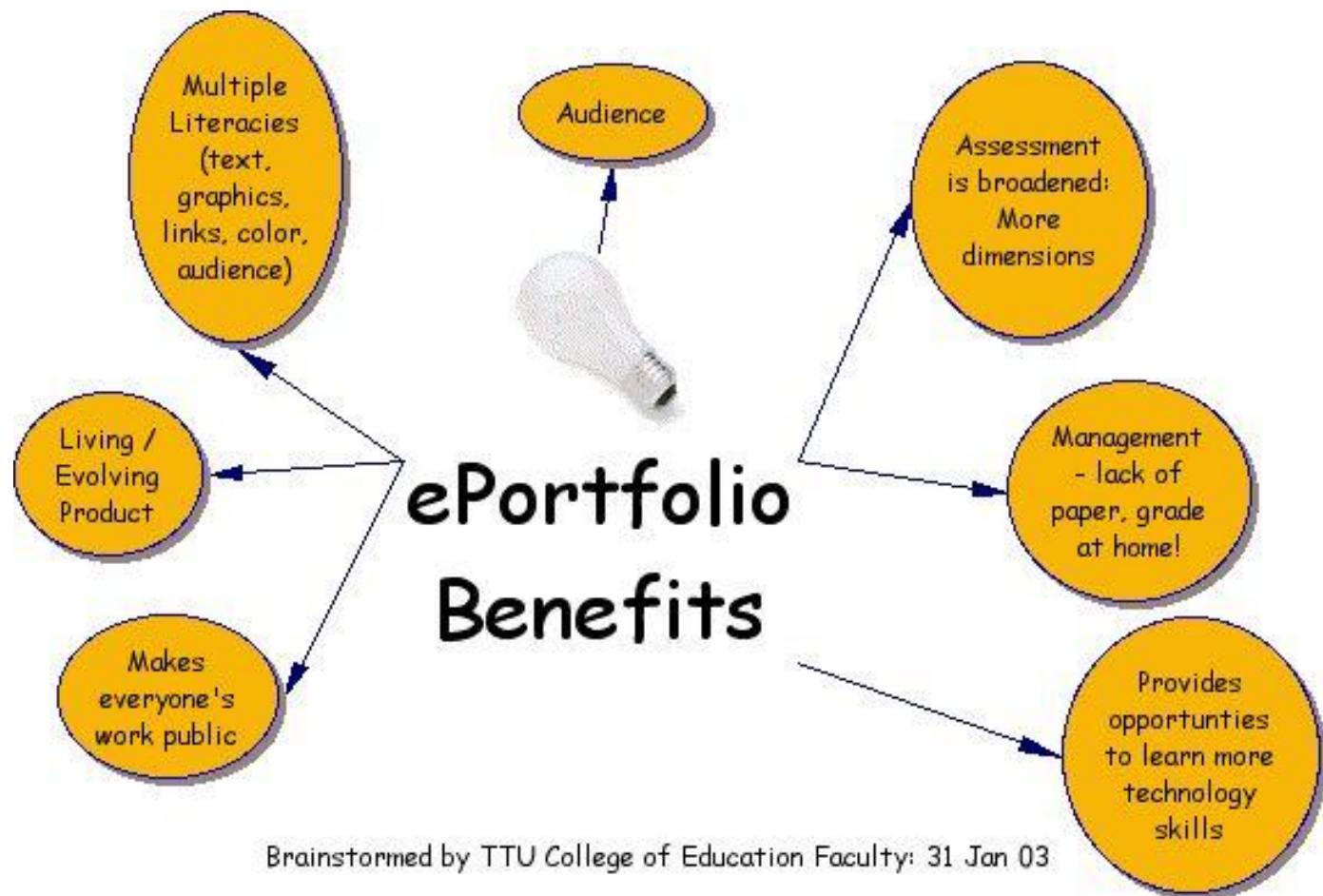
- journal entries and reflective writing
- peer reviews
- artwork, diagrams, charts, and graphs
- group reports
- student notes and outlines
- rough drafts and polished writing

Advantages of Using Classroom Portfolios

1. Learning progress over time can be clearly shown (e.g., changes in writing, thinking, or research skills

2. Focus on student's best work provides a positive influence on learning (e.g., best writing samples, best examples of reasoning, and problem solving)

3. Comparing work to past work provides greater motivation than comparison to work of others (e.g., growth in knowledge and skills)

4. Self-assessment skills are increased due to the student selection of best samples of work (e.g., focus is on criteria of good performance)

5. Reflective learning is encouraged as students are asked to comment on each portfolio entry (e.g., why do you consider this your best work?)

6. Providing for adjustment to individual differences (e.g., students work at their own levels but work toward common goals)

7. Providing for clear communication of learning progress to students parents, and others (e.g., work samples obtained at different times can be shown and compared)

8. Increasing teacher-student collaboration in the teaching-learning-assessment process

PURPOSE OF PORTFOLIO

- **Showcase portfolio**: Selection of best works. Student chooses work, profile are accomplishments and individual profile emerges.
- **Documentation portfolio**: Like a scrapbook of information and examples. Inlcudes observations, tests, checklists, and rating scales.
- **Evaluation portfolio**: More standardized. Assess student learning with self-reflection. Examples are selected by teachers and predetermined.

Multiple Literacies (text, graphics, links, color, audience)

Audience

Assessment is broadened: More dimensions

Living / Evolving Product

ePortfolio Benefits

Management - lack of paper, grade at home!

Makes everyone's work public

Provides opportunties to learn more technology skills

Brainstormed by TTU College of Education Faculty: 31 Jan 03

24

Steps 3 and 4: Criteria and Rubric

This rubric may be used for self-assessment and peer feedback.

EPortfolio (Digital Portfolio) Rubric

Criteria	Unsatisfactory – 0%	Limited – 80%	Proficient – 90%	Exemplary – 100%
Selection of Artifacts Weight for this criterion: 40% of total score	The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio.	Most artifacts and work samples are related to the purpose of the eportfolio.	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.
	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.
Reflection/Critique Weight for this criterion: 30% of total score	The reflections do not describe growth or include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	Most of the reflections describe growth and include goals for continued learning.	All reflections clearly describe growth, achievement, accomplishments, and include goals for continued learning (long and short term).
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical

Resources:

Authentic Assessment Toolbox:

http://jfmueller.faculty.noctrl.edu/toolbox/examples.htm

Example of Standards:

http://jfmueller.faculty.noctrl.edu/toolbox/examples/tatnall10/standards.pdf

Example of Tasks:

http://jfmueller.faculty.noctrl.edu/toolbox/examples/examples_tasks_elementary_languagearts.html then
http://jfmueller.faculty.noctrl.edu/toolbox/examples/tatnall10/evaluation.pdf

Mastery Learning and Teaching Students how to Learn

Video on Mastery Learning: https://www.youtube.com/watch?v=SCuG0WVTdGg

 Video on What if Schools Taught Us How to Learn:

https://www.youtube.com/watch?v=vtQzuwnyW6E

At the end, this is what it's all about:

There is a piece of flesh in the body if it becomes good (reformed) the whole body becomes good but if it gets spoilt the whole body gets spoilt and that is the heart.

- Prophet Muhammad (PBUH)

"Educating the mind without educating the heart is no education at all."

— **Aristotle**

Video - Educate the Heart: https://youtu.be/SOYOa4FIj-Y

Educating the Heart

"Educating the heart refers to the importance of not only focusing on developing the cognitive aspects (of our minds) but also all the qualities that make us human (our hearts) and ultimately give us meaning in our lives.

Why? Science clearly shows that teaching skills such as empathy, compassion, altruism and kindness helps children be successful in school and later in life"

How? Create the conditions where children feel connected with others and have the opportunity to practice social and emotional skills with others" 2

Foundation of Educating the Heart is Teaching Compassion

"Too often, our society encourages competition and only values power. The result of an education that teaches those skills, I worry, will be insecurity and isolation. True confidence, however, comes from being compassionate to others— which is the main foundation of educating the heart." 3

Resource: Educating the Heart https://www.charterforcompassion.org/educating-the-heart

Compassion Themed Books:

Preschool through Grade Five

https://www.charterforcompassion.org/index.php/compassion-themed-books-preschool-through-grade-five

Gr. 6-12

https://www.charterforcompassion.org/index.php/grades-6-12

Through their character...

Takes us back to purpose of Ihsan Education of focusing on Ihsan.

- **Al-Ghazali** emphasized the importance of cultivating a generation with strong faith and, according to him, "education should be in the service of society and bring up people with high moral standards" (Tawil 2001, 32). "In fact, an emphasis on moral education and service learning is recurring throughout Al-Ghazali's educational philosophy" (Reagan 1996 as cited in Ahmed, 2014).
- More recent researchers including **Al-Attas** cite that the purpose of education is to develop 'adab' and "elicit right action in every aspect of one's existence (2005, 28). He further explains this by providing examples of adab toward one's self, one's home and family, one's relationships, and also toward nature and the environment, language and literature, and art and music (Ahmed, 2014)

Moral Enterprise

Education is a moral enterprise in which "we need to re-engage the hearts, minds, and hands of our children in forming their own characters, helping them `to know the good, love the good, and do the good'" (Boston University, 1996).

Assignment

Create an authentic assessment using one of the tools we discussed in this training module. If you are going to use the idea of the student portfolio or have a multi part assessment, it is fine to show one example of an authentic assessment assignment that students complete so it is fine if the entire assessment is not complete. Please describe the assessment and show a few examples from students by sending pictures to info@ihsanedu.com.

Submission Link: https://goo.gl/forms/dgonDhd3f67ozCNH2

Deadline: Sunday April 23rd

Deadline for all assignments: Sunday April 23rd (Please ensure you are submitting at proper submission link)

Next Steps:

- New Islamic Studies Curriculum focusing on inquiry, creativity, morals and global citizenship - Aim to complete JK-Gr.3 in Summer 2018 to be ready for educators to use in September 2018 in sha Allah
- Future trainings on innovation in schools and other topics important for educators
- Hadi's Adventures series in English and Arabic: Titles include Inventing at the Beach, Haneen Loves Science, and My Many Friends, Our One Heart - found on Amazon.com or contact info@ihsanedu.com for bulk orders.

Hadi's Adventures

Visit http://www.ihsanedu.com/books.html
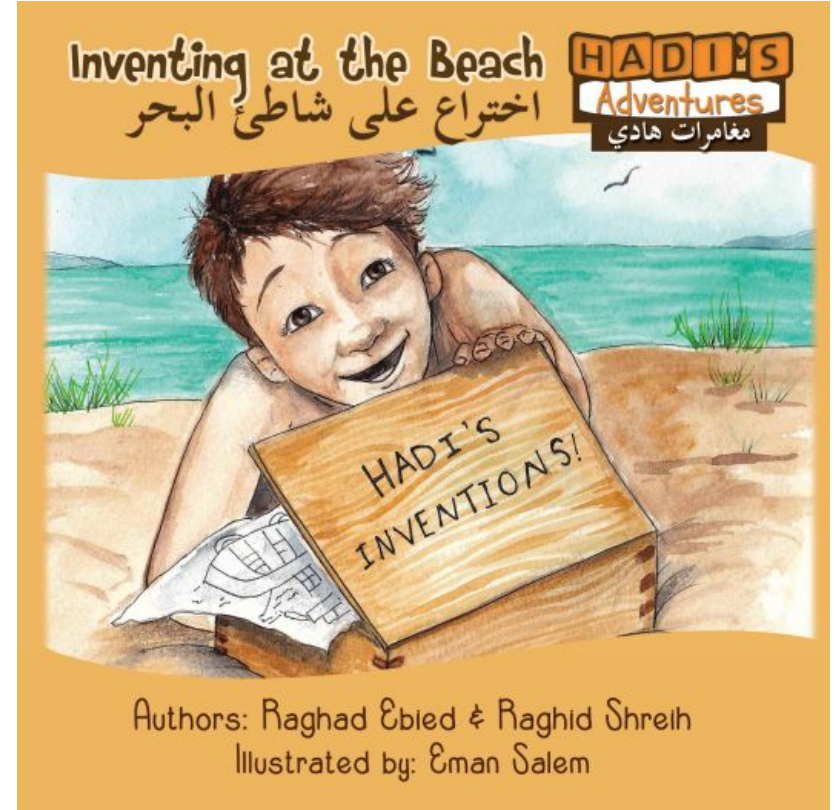
Thank you so much!

We hope you benefited from this program and wish you all the best with your future efforts in education!

Please stay in touch by visiting www.ihsanedu.com and registering for the newsletter by joining our facebook page at Ihsan Education.

References

1-https://www.teachervision.com/teaching-strategies/authentic-assessment-overview

2 http://heartmindonline.org/resources/kim-schonert-reichl-why-educate-the-heart

3-Educating the Heart: The Dalai Lama's Message to the Students of Hawaii (PHOTOS) | The Huffington Post http://m.huffpost.com/us/entry/1427423

http://jfmueller.faculty.noctrl.edu/toolbox/examples.htm

http://www.nea.org/tools/lessons/57730.htm

4- Sprouts Channel on YouTube

Thank You

For more information, please feel free to email us at info@ihsanedu.com.

Ihsan Education