

# Assessments allow students to reflect on learning

FOR eight years Chatham High School has been holding 'Authentic Assessment' for students in year 10.

Each year, every student in the year is required to compile a portfolio of three works of their choosing from the different assessment tasks they have completed throughout the year, and present them to a panel of judges for assessment.

The purpose of the task is to encourage students to reflect on their learning, giving the students the opportunity to present what they have learnt as a result of their year 10 educational experience.

Regular panelist for authentic assessment, Tracey Beckett, said personal reflection is one of the most important aspects of the task for the students.

"Having them reflect on their work is so important because it helps the students to understand how they learn and gives meaning to their tasks," she explains.

"It validates their hard work and shows that the assignments are going towards something."

Although there are plenty of nerves, the students are often surprised at the outcomes of the interview and many ways in which it can benefit them.

The panel is made up of one teacher, one student and one community representative who is often representing a local business.

Coordinator of the authentic assessment program, Kim Porter, said the business representative was particularly important in creating a connection between the school and the local community and showcasing the great work of the students to a wider audience.

"It really helps to show what's happening in schools today and the wonderful things our kids are doing," she says.

"And one of the biggest outcomes of the relationship with local business was a student from a few years ago securing a traineeship with the NAB as a result of the interview, so it's putting our students in touch with prospective employers."

For many of the students the authentic assessment is their first formal interview, and the experience and feedback is a great tool for their future.

"The skills they develop as a result are widespread and it helps them to realise the different aspects that are assessed in an interview like planning, presentation, and communication," says Kim.



**Bridget Emmett, Samuel Sheridan, Tracey Beckett and Linda Brook-Franklin during last week's authentic assessment of year 10 students at Chatham High.**

It also helps students to develop decision making and problem solving skills, planning and self discipline, time management and resource management skills as well.

Bridget Emmett was one of the first students assessed this year and although she was apprehensive, she said it was a great experience.

"The whole experience was really helpful and allowed me to look at my work differently and identify things I would do differently," she says.

"I learnt a number of problem solving skills that I can now take with me into my year 11 and 12 assessment tasks."