**Teacher Interview R – conducted on 19 Nov, 2010**

**Name:** Mr R

**Role at the school:** Principal and class teacher for Year 5/6/7.

**What role does authentic assessment play in your classroom:** Wherever possible, I try to include an authentic aspect to the units for assessment.

**Which KLAs are the most conducive to authentic assessment:** You can do it in all of them.

In Maths, I like to encourage problem solving in real-world terms, using money, measurement, space and time especially. In science, we did a unit where we monitored the growth of our own vegetable garden. In SOSE, we completed an Irish project which was very much student led – they could choose from a number of topics how to complete the assignment. Also, a look at the Commonwealth through the Commonwealth Games which then brought us to our current Indian project.

**What are the advantages of authentic assessment:** The advantage of authentic assessment is that the students are engaged in the learning process. They can see the point of learning what they are learning. It allows for student creativity within the task and can give the students some autonomy with their learning. If they feel like they are driving their learning, they are much more engaged in the tasks.

**What are the disadvantages of authentic assessment:** Few, really.One disadvantage of authentic assessment is that it can be time consuming to implement and it can make for extra work for the teacher. Also, keeping the students on task is sometimes difficult and sometimes it encourages behaviour problems.

**Is authentic assessment suited to units with a cross-curricula theme:** Very much so. The Science and SOSE unit we have done this year have included other KLAs such as English, Art, Maths and PE, with an emphasis on real-world, authentic assessment.

**Do you use ‘Backward Design’ when designing units of work:** Wherever possible, yes. In Art the students are often shown a model of a finished product and scaffolded through the steps to complete the task. In SOSE and science, the big units are presented as a whole. The challenge is to do it in Maths and English.

**Do you consider ‘Backward Design’ to be an appropriate form of design when implementing authentic assessment:** Yes. Knowing the end goal first allows the teacher to plan relevant tasks and allows the students to see what it is they are trying to achieve. It gives them real meaning and a real reason to learn.