

**APPLICATION OF AUTHENTIC ASSESSMENT IN A JUNIOR
SECONDARY SCHOOL PHYSICS IN SRI LANKA –
AN ILLUSTRATIVE STUDY ON GRADE 9 –
ENERGY, WORK AND FORCE**

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The lack of interest in Physics education at school is still greater. However, this is not only due to the students' low interest in Physics but especially due to the lack of pedagogical knowledge to handle the subject and the students. Authentic learning is a novel and effective instructional strategy, to address the above problem. It means that the complex Physics concepts connected to a real life situation and provide an experience. Therefore, this study was aimed to illustrate the application of authentic assessment in a junior secondary school is success or not.

Study was conduct using two groups of students who were taught using authentic learning and conventional learning method. Data were collected through participant observation, audio and video taping the lessons, interviews, a diagnostic test and an achievement test. Data collected from various sources were analyzed quantitatively as well as qualitatively.

The study revealed whether there is loss of learning content in using authentic instruction and assessment method oppose to the conventional method of teaching and assessment, the effect of using authentic instruction and assessment method oppose to the conventional method of teaching and assessment in learner achievement of the higher order learning outcomes such as problem solving, critical thinking, and meta cognition and the effect of using authentic instruction and assessment method oppose to the conventional method of teaching and assessment in learner achievement of the expected learning outcomes.

Teacher provided precious opportunity for the students' learning ability to pose their unmanifest learning skill. The students of conventional group were passive listeners, note takers, try to follow teacher's instructions and will to work alone. Authentic approach provided very worm and safe learning environment to develop collaborative skill, communicative skill, creative skill and critical thinking.

Finally this research reveals that the authentic learning is the most appropriate method which can be used in the 21st century classroom.