

Authentic Assessment Peer Observation Form

Instructor Name: Rafael Pulmano	Date: December 5, 2012
Observer Name: Snyther Biza	Course No. & Title: AC131 - Accounting 1
<p>Student Learning Outcome being assessed:</p> <p>1.5 Perform the steps in the accounting cycle for a merchandising type of business operations.</p> <p>2.2 Record business transactions in the journals, and post business transactions from the journal to the ledgers.</p>	
<p>Description of Assessment Strategy (what the students will do):</p> <p>The students will perform real-life work activities by completing an accounting practice set in which they will assume the role of an administrative staff of a merchandising firm and handle it's financial transactions for one month.</p>	

Comments/General Observations:

Observation was conducted from 11:00am to 12:00pm in room B103. The instructor gave each student an accounting practice set, which consists of the narrative instructions book, a journal, a ledger, a check book, and a mini filing cabinet. Though the journal, ledger and the filing cabinet are smaller as compared to the actual office type, each of these practice set documents and materials represents a real 'in the accounting office/world' type and put the students in a situation where they are actually doing the real accounting work in a classroom.

The instructor directed the class with the activities listed in the narrative instructions and showed them how to complete the activities by doing the first two tasks. After that each student worked on the other tasks provided in the narrative instructions book.

The assessment activity clearly showed that an active learning, which connects the students to real working activity, was evident in this class, rather than passive learning, which includes listening to lectures, taking notes, reading text and memorizing notes or answers.

Feedback for instructor (Look at the box below with descriptions of authentic assessment) Place a check mark next to each one that was observed. 5 descriptors checked = excellent; 4 descriptors checked = very good; 3 descriptors checked = satisfactory; 2 descriptors checked = needs improvement; 1 descriptor checked = not acceptable. The observer and instructor should work together to make improvements on the assessment strategy where the descriptors were not checked.)

Descriptions	√	Comments
Assessment required student to create solutions to a problem(s) that is like one they would have to solve in the real world.	√	Upon receipt of a payment request, students filled out a check stub and then wrote the company check using a company check book, stamped the check 'PAID', recorded the transaction in the right journal, and then filed the business documents in the correct 'filing cabinet'. Other activities that the

		class did include recording and posting company sales, and recording and posting cash receipts. All these activities that the instructor assigned provided excellent simulations that the students will most likely encounter in a real accounting world.
Assessment required student to analyze, synthesize and apply what they have learned.	√	The assessment involved each student to perform a real accountant's work as a role of an administrative staff of a merchandising firm where they receive requests and/or payments, and then log, record, calculate dollar amounts, write checks, and then file as records.
Assessment was direct evidence of learning. (Instructor didn't have to assume or guess that student would be able to apply knowledge in a real life situation.)	√	The assessment activity clearly showed that an active and direct learning, which connects the students to real accountant activity/task, where students were doing hands-on type of work, was going on, rather than passive learning, which includes listening to lectures, taking notes, reading text and memorizing notes or answers. The students were actually calculating dollar amounts, recording in the journals, posting to the ledgers, filling out check stubs and writing, and signing checks, carefully tearing out the check from the check book and filing it in the 'OUTGOING PAPERS' file drawer.
Assessment allowed student multiple acceptable routes to presenting evidence of learning.	√	Use of the accounting practice sets, which kept the students engaged, and the use of visual aids, which the instructor used to assist the students for each assigned task, and for sample illustrations. Students, however, were encouraged to develop and pursue work strategies that they find most efficient and in harmony with their own individual working style and preference. Students are also allowed, and are in fact highly encouraged, to engage in collaborative learning by consulting and helping each other.
Assessment required that the student perform a task.	√	Each student is required to perform several accounting tasks following the steps in the accounting cycle, which include (a) recording business transactions in the correct journal, (b) posting transactions in the ledgers, (c) preparing check stubs and writing checks for payment requests, and then (d) filing in the correct filing cabinet.

Photos taking during assessment activities:



Prepared by:
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Observer



Discussed with, and noted by:
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Instructor