

**What is an Authentic Assessment in Art? Student Reflections on the Visual Arts  
Process Diary of New South Wales, Australia**

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Abstract Summary

This dissertation analyzes student responses to questions regarding the Visual Arts Process Diary (VAPD) of New South Wales, Australia. The VAPD is a journal kept by art students to record their art making processes in junior and senior high schools in New South Wales. It is also an assessment tool for student performance, a tool for feedback from the teacher, and documentation of the completion of a senior year art project. This study looks at the VAPD from the vantage of authentic assessment and analyses what the word authentic means in the field of education. Questions regarding learning style preferences, the relevant importance of contexts surrounding learning, and the role of assessment in the art classroom are also analyzed and discussed.

Dissertation Advisers:

Patricia Amburgy  
Mary Ann Stankiewicz  
Yvonne Gaudelius  
Frank Worrell