Authentic Assessment

Center for Innovation in Teaching & Learning

Meet the Team

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Session Resources

Session will be recorded.

Slide deck will be shared.

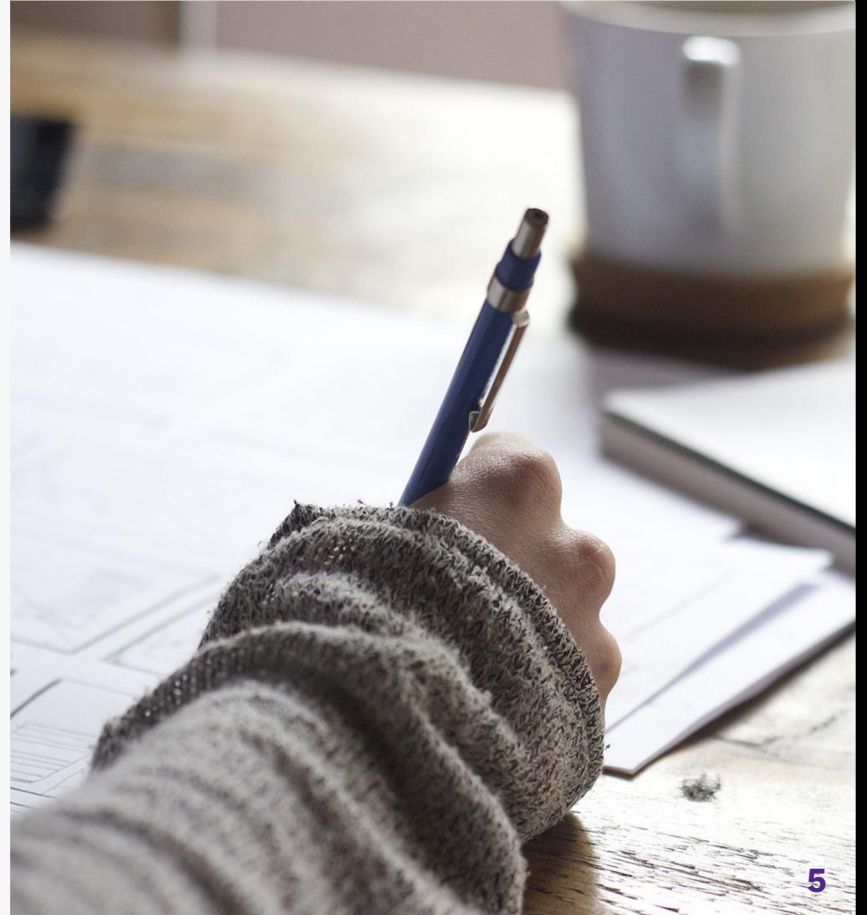We will be in the chat to answer any questions.

Book a <u>consultation</u> with your instructional designer!

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Poll Question

Agenda

- What is Authentic Assessment?

- Why incorporate Authentic Assessments?

- Backwards Design - Where do Authentic Assessments fit?

- Assessment options

- How can we use AI to enhance practice?

Understanding is revealed in performance. Understanding is revealed as transferability of core ideas, knowledge, and skill, on challenging tasks in a variety of contexts.

- Wiggins & McTighe, *Understanding by Design*

What is Authentic Assessment?

Authentic assessment is a form of evaluation that measures students' performance on real-world tasks and situations relevant to their learning objectives.

It focuses on students' ability to apply knowledge and skills in practical contexts, rather than on rote memorization or isolated skills.

"What's in a name?"

Performance task

Performance-based assessment

Project-based assessment (PBL)

Alternative assessment

Real-world assessment

Inquiry-based assessment

Authentic tasks

Application-based assessment

Problem-based assessments

Assessment Samples:

- Final draft of paper
- Portfolio
- Performance Assessments
- Lab Reports
- Essay Exams
- 1 Minute Paper
- Reflection Essay
- Peer & Self Assessment
- Debates
- Discussions
- True/False questions
- Homework problems

- Case Studies
- Group project
- Observations
- Peer Teaching
- Scenarios
- Midterm
- Speeches
- Research Projects
- Capstone Projects
- Final Exam
- Standardized tests
- Multiple Choice
- Fill in the blank

Checklist: Is it Authentic?

- ✓ Real world scenarios
- ✓ Requires judgement and innovation
- ✓ Asks students to "do" the subject
- ✓ Replicates real life, challenging situations

- ✓ Assesses students' ability to use a variety of knowledge and skill to navigate a complex and multistage tasks (Transfer of knowledge)
- ✓ Opportunities for students to practice, consult, refine, and get feedback

Authentic Assessment?

Examples

Projects

Presentations

Portfolios

Performance-based assessments

Scenarios

Non-Examples

Standardized tests

Multiple choice questions

Fill-in-the-blank exercises

True/False questions

Traditional Tests	Authentic Assessments	Rationale
Require Correct Responses	Require a high-quality performance or product and the justification to the solution for problems encountered	Correctness is not the only criteria; students must be able to justify their answers
Secure- unknown to students beforehand	Not Secure- Should be known to students beforehand, as much as possible.	The tasks and standards of judgement should be known or predictable
Disconnected from real-world contexts and constraints	Tied to real-word contexts & constraints- asks the students to "do" the subject	The contexts and constraints are like those encountered in the real world, by a practitioner
Contain items that isolate skills or facts	Are integrated challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex, even if there is a right answer
Include easily scored items	Involve complex tasks for which there may be no right answer and that may not be easily scored	The validity of the assessment is not sacrificed in favor of reliable scoring
Are "one shot"- students get one chance to show their learning	Are iterative, contain recurring tasks	Students may use knowledge and skills in several different ways across contexts
Provide a score	Provide usable diagnostic information about students' skills and knowledge	Assessment is designed to improve future performance

Adapted from *Authentic Assessment in Action,* Alaniz & Cerling

Why should we use Authentic Assessments?

Performance tasks and projects:

Set in authentic contexts-makes learning relevant.
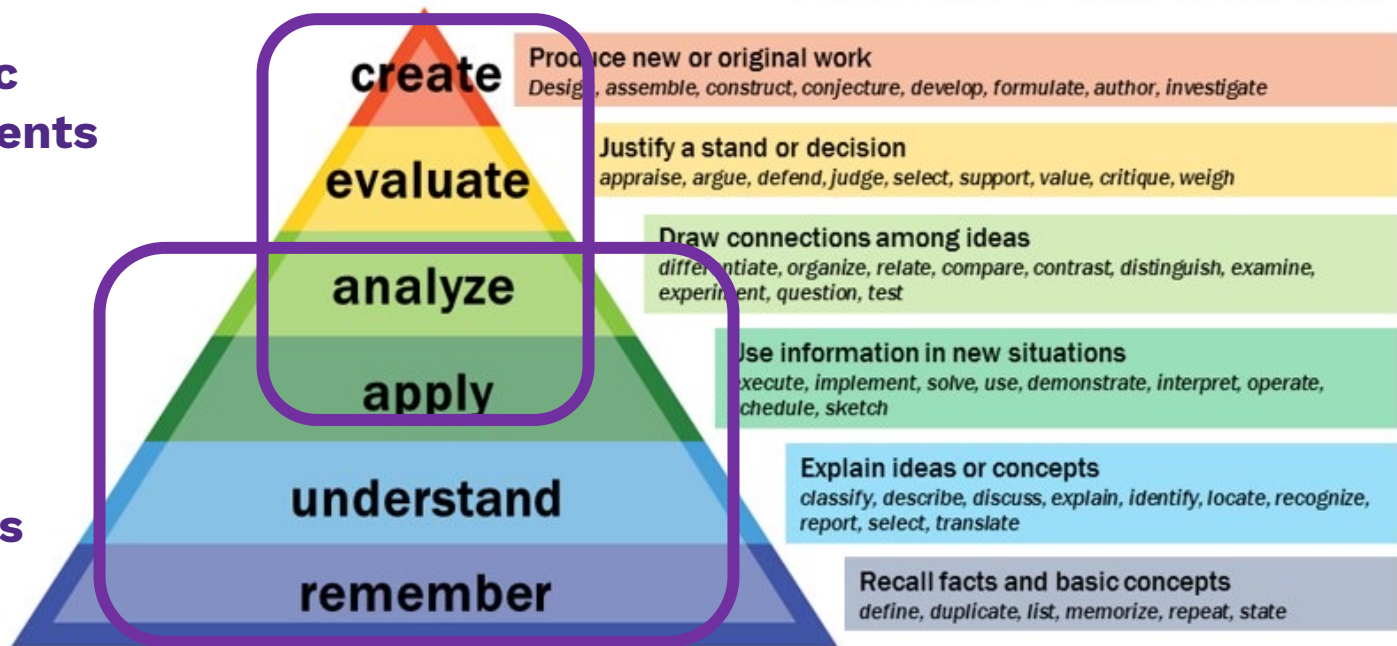
Help synthesize knowledge and skills.

Promote transfer of knowledge

Assess understanding and application of learning.

Authentic Assessments

Traditional Assessments

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state
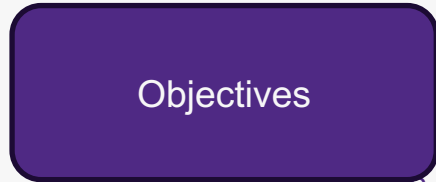
Vanderbilt University Center for Teaching

Where do Authentic Assessments fit within Course Design?

3 Stages of Backward Design

1. Identify Desired Results

What should students

Objectives

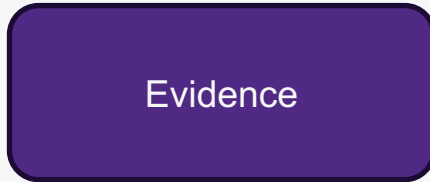need to understand?

What should students be able
to transfer to new situations?

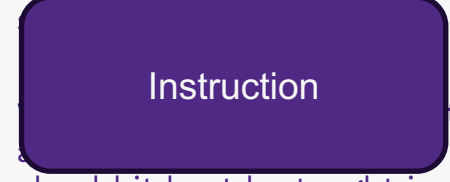## 2. Determine acceptable evidence

How will we know if students

Evidence

understanding and proficiency?

What enabling knowledge or skill will students need to perform effectively
and achieve desired results?

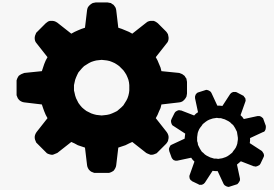## 3. Plan learning experiences and instruction.

What **activities** will equip

Instruction

should it best be taught in light of performance goals?

What **materials** and **resources** are best suited to accomplish these goals?

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Assessment Continuum

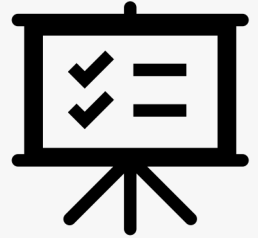| Formative- Checks for understanding | Observation & Class discussions | Tests & Quizzes | Academic Prompts | Performance Tasks |

Authentic Assessment Examples

Performance Examples

- Debate
- Demonstration
- Coding projects
- Prototypes
- Conference-style presentation

- Oral report
- Panel discussion
- Podcast
- Presentation
- Recorded interview

Writing Examples

- Action plan
- Agenda
- Analysis – Gap/SWOT/Comparative
- Article for a professional publisher
- Blog article
- Business report
- Editorial

- Executive summary
- Op-ed pieces
- Forecast
- Handbook
- Letter to…
- Grant proposals
- User guides

- Media review
- Outline for meeting, training, or presentation
- Professional Correspondence
- Podcast narrative
- Portfolio
- Proposal

Design Examples
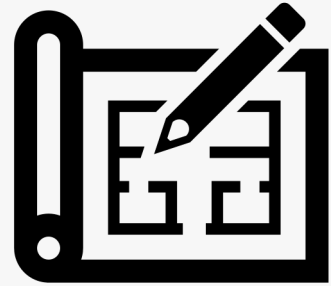
- Blueprints

- Diagram

- Drawings or sketches

- Flowchart

- Physical model

- Project plan

- Experiments

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How to get started. . .

1. Utilize Backward Design Principles

What should students know and be able to do?

Learning objectives and course outcomes?

Norms or practices to incorporate?

Transferable skill or workforce skills to incorporate?

Will there be opportunity for practice and feedback?

Is the evidence reliable to confirm learning outcomes?

3. Assessment Development

Authenticity

Format

Roles of students and instructor

Timeline & Progress

Deliverables

Feedback

Grading

4. Review & Reflect

Review data from assessment

Reflect on implementation

Make changes & improvements

Authentic Assessment Limitations

How can we leverage Generative AI in the development of Authentic Assessments?

You can use AI to:

Brainstorming realistic scenarios and problems

Generating diverse assessment formats

Build open-ended questions

Create rubrics to assist in grading

Education Example

Learning Objective: Students will be able to design and implement differentiated instruction tailored to meet the diverse learning needs of students.

Students know various differentiation strategies, learning disabilities, and instructional planning

Feedback & Collaboration: Students will work in small groups and can seek feedback from instructor.

Education Example, Continued

Is it authentic?

Format?

Timeline- two class periods

Deliverables? Lesson plan, Rationale, Reflection

Grading: Rubric given to students along with instructions

Questions, Comments, Concerns?

[Feedback Survey](#)

Next Week's Session:
Session Title
[Register](#)

Thanks!

Resources

- *Understanding by Design*, Wiggins & McTighe, 2005
- *Authentic Assessment in Action,* Alaniz and Cerling, 2023
- Messier, N. (2022). "Authentic Assessments." Center for the Advancement of Teaching Excellence at the University of Illinois Chicago. https://teaching.uic.edu/resources/teaching-guides/assessment-grading-practices/authentic-assessments/