

# Authentic Assessments

## Definition

A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills

## Design Elements of Authentic Assessment

1. *Real-world relevance*: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic—and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.”
2. *Ill-defined problem*: Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.
3. *Sustained investigation*: Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.
4. *Multiple sources and perspectives*: Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information in the process.
5. *Collaboration*: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.
6. *Reflection (metacognition)*: Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.
7. *Interdisciplinary perspective*: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.
8. *Integrated assessment*: Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.
9. *Polished products*: Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.
10. *Multiple interpretations and outcomes*: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

Excerpt from “Authentic Learning for the 21st Century: An Overview” by Marilyn M. Lombardi, 2007

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# Authentic Assessment Options

List of ideas taken from <http://jfmuellet.faculty.noctrl.edu/toolbox/index.htm>

Essays, stories, or poems	Extended journal responses	Road trip directions
Ballads	Identification of goals	Map construction
Obituaries	Reading guides	Road trip budget
Satirical pieces	Feudal contracts	Scavenger hunt
Metaphors	Art exhibit or portfolio	Newspapers
School rules	Models; another example	Newscasts
Research reports; another example	Constructing objects	Editorials
Annotated bibliographies	Floor plans	Peer editing
Works cited pages	Musical compositions	Posters
Reading strategies and rubric	Photo compositions	Collages
Projects	Design an advertisement	Pamphlets
Literary analysis	Design an experiment	Brochures
Character analysis	Lab reports	Magazine covers
Diction analysis	Surveys	Bulletin boards
Advertisement analysis	Data recordings	Videos / rubric
Biography/Autobiography analysis	Graphing of data	Podcasts
Argument analysis / rubric	Data analysis	Games
Analyzing primary sources	Analysis of statistical use in media	Comic strips
Analysis of painting	Real-world problem solutions	Books; Booklets
Film analysis	Logical sequences	Timelines
Geometric analysis	Error analysis	Issue awareness campaigns
Article reviews	Planning for a task	Letter writing; persuasive letter writing; complaint letter
Book reviews	Preparing for a discussion	Advice letter; letter to Congress
Case study	Proposals and criteria	
Speech critiques		

## AUTHENTIC ASSESSMENT BRAINSTORMING

Brain storm an assessment for one or more of your classes. At the end of the session we will reconvene for a share out.

<b>Class</b>	
<b>Topic</b>	
<b>Authentic Assessment Ideas</b>	
<b>Learning Outcomes</b>	
<b>Instructional Scaffolds Needed</b>	
<b>Contacts &amp; Resources Needed</b>	
<b>Student Skills Development</b>	
<b>Grading/Feedback Scheme</b>	