This is Not a Quiz: How Do We Create and Evaluate Authentic Assessments?

Jef Fisher  
*Western Michigan University, jeffrey.1.fisher@wmich.edu*

Megan Hess  
*Western Michigan University, megan.hess@wmich.edu*

Alyssa Moon  
*Western Michigan University, alyssa.moon@wmich.edu*

Matt Strock  
*Western Michigan University, matthew.strock@wmich.edu*

Wendy Swalla  
*Western Michigan University, wendy.r.swalla@wmich.edu*

Follow this and additional works at: https://scholarworks.wmich.edu/assessment_day

 WMU ScholarWorks Citation  
 Fisher, Jef; Hess, Megan; Moon, Alyssa; Strock, Matt; and Swalla, Wendy, "This is Not a Quiz: How Do We Create and Evaluate Authentic Assessments?" (2021). *Assessment in Action Conference*. 79.  
https://scholarworks.wmich.edu/assessment_day/79
Authentic Assessment Design

Authentic assessment design

To make an editable copy, click “File” in the menu in the upper left-hand corner of the page and then “Make a copy.”

1

Identify a soft skill or mental process you want your students to learn:

a) What do you want students to be able to do or demonstrate after your class?
b) How does this skill or mental process reflect what students should be able to do in your class and how does it connect to concepts outside or beyond the classroom?

2

Identify behaviors:

a) What behaviors would tell you your students have acquired the target skill or process?
b) Consider behaviors that an “expert” would demonstrate.

3

Identify a task that would allow students to develop and demonstrate these behaviors:
Does your task... (right click to on a box to check it)

- ✓ Have a real-world audience?
- ✓ Simulate the real-world?
- ✓ Involve “ill-structured” problems or challenges that don’t have specific answers?
- ✓ Display authenticity and relevancy from the student’s perspective?

---

Break the task into skills and knowledge and prioritize them:

a) What are the essential elements of the task?
b) Within the essential elements, which skills are transferable and which skills are course specific?
c) Do students know how to use the information they need in order to complete this task?
d) What do students need in order to think about the task like an expert?

---

Will you be grading...

- ✓ Process
- ✓ Product

---

Determine performance criteria:

a) What transferable or course specific skills are most important for you to measure and assess to determine success?
b) What does good performance on this task or experience look like?
c) Define the success criteria for each skill to be measured.
Create a rubric:

a) Organize the success criteria in a way that makes sense in relation to the task and your students.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>