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

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Authentic Assessment Design

Authentic assessment design

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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?

4

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?

5

Will you be grading...

- ☐ Process
- ☐ Product

6

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.

Skill	Exemplary	Competent	Developing	Beginning
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				