Learning Objectives

- Discuss the importance of fostering a data-driven culture using authentic assessment.
- Compare and contrast traditional vs. authentic assessment methods.
- Explore how performance-based measures encourage the integration of teaching, learning, and assessment to form the big picture.
- Explain characteristics and types of—and examine the steps used to create—authentic assessments.
- Explore methods of selecting relevant, authentic, and real-world assessments aligned to course- and program-level outcomes.

21st Century Authentic Learning

- Learning-by-doing is generally considered the most effective way to learn.

Includes: authentic context & activities, multiple perspectives, collaboration, reflection, articulation, coaching, and authentic assessment.

Competency-based Education

BEHAVIOR

KNOWLEDGE (Cognitive)

PRACTICE (Apply)

SKILL (Practice)

Opportunity

Motivation

Structure

ASSESSMENT

ASSESSMENT

ASSESSMENT

Competition-based Education
Slide 4

21st Century Skills

- Critical Thinking
- Lifelong Learning
- Creativity & Innovation

THINKING

REAL WORLD

- Citizenship/ Social Responsibility
- Cultural Competence
- Global Awareness Responsibility

CORE COMPETENCY SKILLS

- ICT Literacy
- Information Literacy

WAYS OF WORKING

- Flexible & Adaptable
- Effective Communication

TOOLS

STUDENT CENTERED

Partnership for 21st Century Skills, 2014

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Slide 5

Data Driven Decision Making

- Take Action (use data to guide implementation)
- Predictions and Assumptions (activating and engaging)
- Explanation/ Causation (confirm with data)
- Exploration/ Observation (multiple sources)

CLOSE THE LOOP

Feedback and Action

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Slide 6

Data-Driven Decisions

Must be deeply embedded in the school's culture and a top priority.

Assessment Data

Assessment Data

Faculties-Analyzed Data

Recommendations for Improvement

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Slide 7

**SET THE STAGE**

**TRIARCHIC Theory**

- **Analytical**
  - Compare, Evaluate, & Analyze
- **Creative**
  - Insights, Synthesis, & Adapting
- **Practical**
  - Dealing with Everyday tasks; Relating to the World

Sternberg RJ, 1970

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Slide 8

**Authentic Assessment**

**Traditional Assessment**
- Chapter quiz: Skill: Remembering
- Pre-reading self-assessment: Skill: Evaluating

**Authentic Assessment**
- Discussion post: Skills: Understanding, Evaluating, Applying
- Discussion response: Skills: Understanding, Evaluating, Applying
- Chapter assessment (blog, journal or project) Skills: Understanding, Evaluating, Applying, Creating

Tell me and I forget. Show me and I remember. Involve me and I understand. ~John Gay (1685-1732)


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Slide 9

**Traditional vs. Authentic Assessments**

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Authentic Assessment</th>
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<tbody>
<tr>
<td>Generally relies on forced-choice, written measures</td>
<td>Promotes integration of various written and performance measures</td>
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<tr>
<td>Relies on proxy measures of student learning to represent target skills</td>
<td>Relies on direct measures of target skills</td>
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<tr>
<td>Encourages memorization of correct answers</td>
<td>Encourages divergent thinking in generating possible answers</td>
</tr>
<tr>
<td>Goal is to measure acquisition of knowledge</td>
<td>Goal is to enhance development of meaningful skills</td>
</tr>
<tr>
<td>Curriculum directs assessment</td>
<td>Assessment directs curriculum</td>
</tr>
<tr>
<td>Emphasis on developing a body of knowledge</td>
<td>Emphasis on ensuring proficiency at real-world tasks</td>
</tr>
<tr>
<td>Promotes “what” knowledge</td>
<td>Promotes “how” knowledge</td>
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<tr>
<td>Provides a one-time snapshot of student understanding</td>
<td>Provides an examination of learning over time</td>
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<tr>
<td>Emphasizes competition</td>
<td>Emphasizes cooperation</td>
</tr>
<tr>
<td>Targets simplistic skills or tasks in a concrete, singular fashion</td>
<td>Prepares students for ambiguities and exceptions that are found in realistic problem settings</td>
</tr>
<tr>
<td>Prior on summative outcomes or product</td>
<td>Prior on the learning sequence or process</td>
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Benefits of Authentic Assessment

1. Can be successfully used with any student.
2. Tasks more interesting/reflective of real world.
3. Promotes a student-centered approach to teaching and learning.
4. Teachers assume a larger role in the assessment process.
5. Provides valuable information to the teacher on student progress as well as instruction.

Hart, D.

Formative Assessment

- Allows both for fine tuning of instruction and student learning progress.
- Immediate assessment helps ensure meaningful feedback.
- Specific, rather than global, assessments allow students to see concretely how they can improve.

Brookhart 1997, 2007; Black and Wiliam 1998a; McMillan 2004

Formative Assessment

- Seen now as integrated part of teaching and learning process.
- Designed to help student close learning gaps.
- Helps faculty look at their teaching methods.
- Student self-assessment, peer assessment and feedback by faculty bring it full circle.
- Accountability

Build deep understanding across/among core subjects/themes.

Stress deep understanding with real world data and tools.

**Active Learning Environment**

- Collaboration around a discrete project with pedagogical and/or curriculum design considerations
- Sustained project collaborations with pedagogical and/or curriculum design considerations and leadership engagement

**Assessment Environments**

**Didactic Environment**
- Basic Didactic: Tests with binary responses
- Applied Didactic: Consists of prompts for short answer or essay answers

**Experiential Environment**

**Discussion Environment**

**Case/Report Assessment**
- Problems or clinical scenarios are presented for student research which require final presentation or report.

**Problem-based Learning**
- Open discussion between student and faculty to explore various topics.
- The goal of PBL is not prescriptive.

**Authentic Assessment Environments**

1. Constructed Response Tests (written or oral)
2. OSCE’s (Objective Structured Clinical Exams)
3. Portfolios and Journaling
4. Writing Papers
5. Case-based learning (Scenarios)
6. Simulations and Direct Observation
7. Exhibitions and Demonstrations
8. Self-Assessment and Peer-Assessment
9. Internships/Exterships
10. Problems-based learning

**Types of Authentic Assessments**

- Summative Assessment
- Interim Assessment
- Formative Assessment
Developing Authentic Assessment

- Present Problem/Set Standards
- Design Authentic Tasks and Determine Criteria for Grading
- Create Rubric & Determine Benchmarks
- Formative Assessment Process
- Final Project Submitted/Summative Assessment

Rubrics

- A scoring scale used to assess student performance along a task-specific set of criteria.
- Authentic assessments typically are criterion-referenced measures.
- To measure student performance a scoring scale is typically created which contains the essential criteria for the task and appropriate levels of performance for each criterion.

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