

WHERE WE ARE
HEADING:
AUTHENTIC
ASSESSMENT

PERFORMANCE





ASSESSMENT

- ◆ If we want students to analyze, interpret, synthesize, and evaluate information, we must assess those skills in a meaningful context.



PURPOSE OF AUTHENTIC ASSESSMENT

◆ TO HAVE STUDENTS DEMONSTRATE WHAT THEY KNOW ABOUT A CONCEPT THROUGH AN INSTRUMENT DIFFERENT FROM A PAPER AND PENCIL TEST



PERFORMANCE ASSESSMENT

- ◆ ASKS STUDENTS TO DEMONSTRATE CERTAIN BEHAVIORS OR ABILITIES IN TESTING SITUATIONS.
- ◆ ASKS STUDENTS TO DEMONSTRATE THAT THEY CAN PERFORM PARTICULAR TASKS
- ◆ TESTS PROCEDURAL KNOWLEDGE RATHER THAN DECLARATIVE



PERFORMANCE ASSESSMENT

- ◆ Authentic
- ◆ Constructivist
- ◆ Embedded
- ◆ Developmental
- ◆ Focused



PERFORMANCE TASK

- ◆ Is aligned with goals, objectives and content of curriculum
- ◆ Allows students to display their thinking and understanding
- ◆ Stresses depth more than breadth
- ◆ Stresses mastery more than speed
- ◆ Is divergent, that is, does not have one clear path of action specified at beginning



USE OF CHECKLIST TO PROVIDE FEEDBACK

- ◆ Names criteria for quality performance
- ◆ Provides advance look at expectations
- ◆ Provides feedback to students
- ◆ Phrased in terms of expected quality
- ◆ Does not provide numeric score



USE OF RUBRIC FOR GRADING

- ◆ Sets performance standard
- ◆ Provides advance look at expectations
- ◆ Rates a large variety of products
- ◆ Used for grading
- ◆ Contains a numeric scale



ADVANTAGES OF PERFORMANCE ASSESSMENT

- ◆ Permits students to compete with themselves rather than others.
- ◆ Permits students to gain a real understanding of what they know and what they can do
- ◆ Can take the fear out of learning
- ◆ Makes school learning more relevant to students' lives and to the real world



AUTHENTIC ASSESSMENT

- ◆ AUTHENTIC ASSESSMENT ASKS THAT THE DEMONSTRATION APPLY TO A REAL-LIFE SITUATION.
- ◆ AUTHENTIC ASSESSMENT TAKES THESE DEMONSTRATIONS A STEP FURTHER AND STRESSES THE APPLICATION OF THE SKILL TO A REAL-LIFE SITUATION.



AUTHENTIC ASSESSMENT

- ◆ TASKS ARE WORTHWHILE, SIGNIFICANT, AND MEANINGFUL
- ◆ LOOKS LIKE LEARNING ACTIVITIES INSTEAD OF TRADITIONAL TESTS
- ◆ INVOLVES HIGHER-ORDER THINKING SKILLS
- ◆ COMMUNICATES TO STUDENTS WHAT IT MEANS TO DO WORK WELL



WORTHWHILE, MEANINGFUL ACTIVITIES

- ◆ Having students perform in dance or music recitals
- ◆ Asking students to keep a journal
- ◆ Having students construct models to demonstrate their understanding of concept
- ◆ Asking students to present oral presentations for the class
- ◆ Asking students to create bulletin boards to show knowledge
- ◆ Asking students to show their skill through a portfolio



LOOKS LIKE LEARNING ACTIVITY, BUT...

- ◆ Students learn how to organize data
- ◆ Students learn to problem-solve
- ◆ Students learn to identify their mistakes
- ◆ Students demonstrate their own thinking



COMMENTS OF REFORMERS

- ◆ Linda Darling-Hammond (1996) and Jeannie Oakes (2003) believe that authentic assessments “can more closely capture the richness of what students understand about how they can apply this knowledge than can testing for ‘bits and pieces’ with conventional assessment procedures.”



AUTHENTIC ASSESSMENTS
ARE STANDARD-SETTING,
RATHER THAN
STANDARDIZED
ASSESSMENT TOOLS.



AUTHENTIC ASSESSMENTS

- ◆ “REPLICATE THE CHALLENGES AND STANDARDS OF PERFORMANCE THAT TYPICALLY FACE WRITERS, BUSINESSPEOPLE, SCIENTISTS, COMMUNITY LEADERS, DESIGNERS, OR HISTORIANS.”

Grant Wiggins



DESIGN OF AUTHENTIC ASSESSMENTS

- ◆ GO TO THE HEART OF ESSENTIAL LEARNING
- ◆ ARE EDUCATIONAL AND ENGAGING
- ◆ REFLECT REAL-LIFE
- ◆ PRESENT COMPLEX, OPEN-ENDED PROBLEMS AND TASKS
- ◆ CULMINATE IN PRODUCTS OR PERFORMANCES



STRUCTURE OF AUTHENTIC ASSESSMENTS

- ◆ CAN BE ATTEMPTED BY ALL STUDENTS, WITH TASKS SCAFFOLDED UP
- ◆ OFTEN REQUIRE COLLABORATION WITH OTHER STUDENTS
- ◆ ARE KNOWN TO STUDENTS IN ADVANCE
- ◆ ALLOW VARYING AMOUNTS OF TIME TO COMPLETE THEM
- ◆ ALLOW FOR A DEGREE OF STUDENT CHOICE



GRADING OF AUTHENTIC ASSESSMENTS

- ◆ Grant Wiggins (1997) believes the criteria and standards must be clear
- ◆ The use of scoring rubrics, which provide a detailed description of some type of performance, communicate criteria and standards to students before a performance.



GRADING

- ◆ EMPHASIZES SCORING BASED ON STANDARDS
- ◆ REVEAL STUDENTS' STRENGTHS
- ◆ ARE SCORED ACCORDING TO STATED PERFORMANCE STANDARDS, NOT A CURVE
- ◆ ENCOURAGE SELF ASSESSMENT
- ◆ DE-EMPHASIZE COMPARISONS



THE OLD MODEL

- ◆ “IF IT CAN’T BE TESTED, IT ISN’T WORTH TEACHING.”
- ◆ Accountability—are we getting value?
- ◆ Monitoring—how well are we doing?
- ◆ Placement—which students should be assigned to special programs?



THE NEW MOTTO

- ◆ “IF IT’S WORTH LEARNING, IT’S WORTH ASSESSING.”
- ◆ Modeling—what do we want teachers to teach and how?
- ◆ What do we want students to learn and how?