# Authentic Assessment Handout

Please feel free to use any of the language in this handout for your own work, with attribution to Stephanie Delaney.

## How do I assess?

Think about one class that you will teach Fall Quarter.

* **Assessment Type**: Bring to mind all of the different assessments that you have for that class
* **High or low stakes**: is this a high or low stakes assessment? Medium stakes can be an option too!
* **Multiple Means of Expression**: identify what skills the student will need to complete the assessment.

| **Assessment** | **High / Low** | **Text / writing** | **Listening /speaking** | **Moving / doing** | **Mixed / choice** |
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## Learn more:

* [**Universal Design for Learning Third Principle** **– Multiple Means of Expression of Learning**](http://www.temple.edu/studentaffairs/disability/faculty-resources/udl-expression.html), offers a very good explanation of how and why to create variety how students express their learning. This document is focused on learning objectives.
* [**Methods of Assessment**](http://ctl.utexas.edu/teaching/assess-learning/methods-overview) – includes several suggestions for low stakes / formative and high stakes / summative assessments.
* **CAST -** [UDL at a Glance](http://www.cast.org/our-work/about-udl.html) – CAST is THE website to learn about Universal Design for Learning.
  + Here is a quick [video that explains the concept of UDL](https://youtu.be/bDvKnY0g6e4). You’ll also find the video on the CAST homepage.

## Authentic Assessment Defined:

**Authentic assessment** refers to **assessment** tasks that resemble reading and writing in the real world and in school (Hiebert, Valencia & Afflerbach, 1994; Wiggins, 1993).

* [**Authentic Assessment Resources**](http://www.uwstout.edu/soe/profdev/assess.cfm) – a nice list of resources including suggestions for authentic assessments, examples and rubrics**.**
* [**Authentic Assessment**](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ_AuthenticAssessment_InfoPower.pdf) – a good article from Daniel Callison for the American Library Association. Includes an argument for authentic assessment, examples and rubric suggestions.
* [**Video Playlist from Teaching Channel**](https://www.teachingchannel.org/blog/2014/05/16/playlist-authentic-assessments/)– aimed at K-12, but ideas easily apply to college students.

## Some Examples

**Multi-Option Assessment**

Would it help to Give Up Meat?

Answer the following question in essay format. Be sure to consult the Essay Rubric before submitting your work (see the link below).

*In some of your readings this week, the authors explore whether you can save the planet by becoming a vegetarian. I provide an audio reading that argues that even limiting the meat in your diet to evening meals can help.*

*In your essay, review the arguments for giving up some or all meat from your diet. Do you believe the arguments? Have they convinced you to change the way you eat?*

*How do they eat in your country of choice? Is meat a central part of the diet as it is in the United States? What impact does the diet of your country have on the environment?*

Essays are due by Tuesdays at Midnight.

**Non-text Essay Option** - You may use alternate formats to answer the essay question. Examples include narrated slide shows, oral reports, photo essays, annotated web tours, short films - whatever you can think of that can be uploaded to Canvas.  Guidelines:

* The submission must be substantive and reflect critical thinking about the essay question
* The submission must incorporate ideas and themes from the assigned reading
* The submission must include at least one external research resource beyond the assigned reading (your sources can be listed in a separate document or in the message box)
* Contact Stephanie with your ideas and/or questions about the non-text essay option.

This is a work in progress, so the guidelines may be adjusted as the quarter goes forward.

## Contract Grading Rubric:

| Criteria | Description | Rating | Score |
| --- | --- | --- | --- |
| Think Critically | \* Author has clearly read all of the class materials and thought about the question. \* Rather than stating a collection of opinions, the author ties fact and thought together to create a complete exploration of the issues. \*Author makes explores the topic with appropriate depth, exploring main points | Complete /incomplete | 16 |
| Use Evidence & Supporting Citations | The author supports the arguments with cited evidence from the text or outside sources. \* The source relates clearly to the authors ideas. \* Author uses quotations wisely, avoiding quotations in excess of one line and preferring use of appropriate summaries and paraphrases. \* The author appropriately cites outside materials and avoids the appearance of plagiarism, including cutting and pasting material off of the internet or from other sources.  \* Citations follow a recognized format, including enough information for the instructor to find the cited document if needed. | Complete /incomplete | 6 |
| Essay Structure & Grammar | \* Essays are well constructed, with topic sentences, bodies, and concluding sentences.  \* Essays are free of spelling errors. \* Obvious grammatical errors are avoided. It is evident that the author proofread the document | Complete /incomplete | 5 |
| Format Requirements | \* Author submitted assignment on time. \* Author meets essay word requirement of 350 to 450 words (not including the citations) \* It is evident that the author read and followed the assignment directions. | Complete /incomplete | 3 |