

When did we start talking about Authentic Assessments?

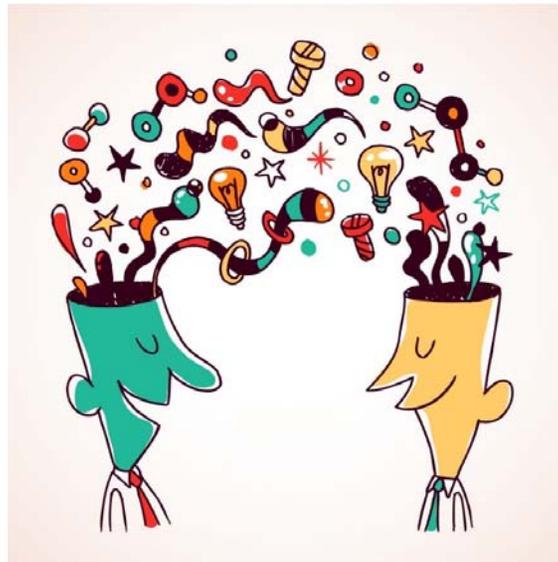
- Fred Newmann was the first to use the phrase in a book in 1988 entitled *Beyond standardized testing: Assessing authentic academic achievement in secondary schools*.
- Grant Wiggins first used the phrase in print in an article entitled “Teaching to the (Authentic) Test” in the April 1989 issue.

What is authentic assessment and why is it important?

- “Authentic work that big people actually do as opposed to fill-in-the-blanks, paper-and-pencil, multiple-choice, short-answer quiz, school-based assessment.”
- It's realistic. Jobs are about performance assessment.
- Wiggins was just making the point that students shouldn't leave school not knowing what big people actually do.

30 second sharing

Share with another person what your experience has been with authentic assessments.



How do we think like an assessor and not a test designer?

In designing authentic assessments Wiggins recommends a three question process:

1. What kind of evidence do we need to assess understanding?
2. What activity or performance task do we design that will give us the responses we are looking for?
3. Does this assessment reveal and distinguish those who really understood from those who only seem to?

What does this shift look like?

Traditional ----- Authentic

Selecting a Response ----- Performing a Task

Contrived Examples ----- Real-life problems

Recall/Recognition ----- Construction/Application

Teacher-structured ----- Student-structured

Indirect Evidence ----- Direct Evidence

Examples

- Forensics Science

- In the 2013-2014 school year the Forensics team, lead by Curriculum Coordinator Carrie Spano, redesigned their final assessment from an objective style assessment to an authentic assessment.
- Key findings:
 - The team realized that even though the students were performing well on the original exam, when the students were challenged to “think like a scientist” they could not.
 - After the exam was redesigned the teachers on the team were challenged with making sure that all their instruction, learning activities and other types of assessments prepared the students to perform on the new final exam. Classic backward design starts with the assessments and evaluates the teaching. The result was evaluating what was the “important information” and what was “worth being familiar with”.

Examples

- Freshman Religion

- About 15 years ago Br. Brendan Brennan designed an introductory unit for our freshman students on our founder St. Marcellin Champagnat.
- The summative assessment was to put together a timeline of Marcellin's life.
- In 2017 the team decided they wanted to students to make Marcellin relevant, like a real person.
 - The teachers did two simple things to transform the assessments:
 1. refined the directions with a the new goal
 2. allow the students to choose what type of project they wanted to do
 - a) Many students created social media accounts for Marcellin (Instagram, twitter Etc.).
 - b) A student created a conversation via text (a back and forth with Marcellin)
 - c) A few students wrote children's books about Marcellin

Final piece



- The final piece to 21st century authentic assessment is what I call the push out.
 - Ideas ...
 - 8th grade students can create a study guide/preparation brochure for 2nd graders preparing for first communion.
 - Kindergarteners can record videos for their parents their experience during the 1st 100 days of school (like the first 100 days of a presidency)
 - 5th grade science fair can revolve around the theme of helping the community, for example how efficient are the water fountains in your town's public spaces?

How do you think that these transformations will effect instruction?