

Authentic and Cornerstone Assessment



By: Ivona Comba

If I taught someone to play golf I would not check what they have learned with just a written test. I would want to see more direct, **authentic** evidence. I would put my student out on a golf course to play. Similarly, if we want to know if our students can interpret literature, calculate potential savings on sale items, test a hypothesis, develop a fitness plan, converse in a foreign language, or apply other knowledge and skills they have learned, then **authentic** assessment will provide the most direct evidence.



What is Authentic Assessment?

- A student is asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
- Student performance on a task is typically scored on a rubric to determine how successfully the student has met specific standards.

- Authentic Assessment aims to evaluate a student's ability in 'real-world' contexts.
- A student learns how to apply his/her skills to authentic tasks and projects.
- Authentic Assessment does not encourage rote learning and passive test-taking. This does not lead to real-world success.
- Authentic Assessment has clearly defined standards and expectations.

Authentic Assessment Complements Traditional Assessments

*An appropriate use of AA and TA best meets
the
needs of the students.*

Traditional	-----	Authentic
Selecting a Response		Performing a Task
Contrived		Real-life
Recall/Recognition		Construction/Application
Teacher-structured		Student-structured
Indirect Evidence		Direct Evidence

In **authentic assessment** the teachers first determine the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as Backwards Design (UbD).

So... What are some examples
of “authentic assessments”?

So... What are some examples of “authentic assessments”?

- Model building
- Measurement taking
- Oral reports
- Written report
- Lab report
- Debates
- Portfolios
- Science notebook/journals
- Student talk
- Active listening
- Concept maps
- Open-ended questions

So... What are some examples of “authentic assessments”?

- Lab performance
- Interviews
- Stand and deliver
- Skills check list
- ?

Assessment is a two-sided coin

1. Assess the student
2. Assess the activity

When do you assess Inquiry?

When do you assess Inquiry?

1. Pre-instruction
2. During Instruction
3. Post-instruction

When do you assess Inquiry?

1. Pre-instruction

Goal: Assess students' prior knowledge, ideas, beliefs and attitudes in order to help them construct new knowledge.

When do you assess Inquiry?

1. Pre-instruction

Strategies: ?

When do you assess Inquiry?

1. Pre-instruction

Strategies: T-charts, journal writing, drawings, interviews/conversations, surveys, concept maps

When do you assess Inquiry?

2. During instruction

Goal:

When do you assess Inquiry?

2. During instruction

Goal: To gain insight into how (or if) students' knowledge, ideas, beliefs and attitudes are changing.

When do you assess Inquiry?

2. During instruction

Strategies: ?

When do you assess Inquiry?

2. During instruction

Strategies: Portfolios, journals, logs, field books, skills assessments (can the students use a balance?), product assessment (videos, websites, audio), tests, quizzes etc.

When do you assess Inquiry?

3. Post-instruction

Goal: ?

When do you assess Inquiry?

3. Post-instruction

Goal: To evaluate students' progress and reflect on the effectiveness and quality of instruction.

When do you assess Inquiry?

3. Post-instruction

Strategies: ?

When do you assess Inquiry?

3. Post-instruction

Strategies: Teacher evaluation forms, student interviews, written assignments, standardized tests, performance assessments (problem-solving)

Rubric Evaluation

- Does it assess what you think it assesses?
- Does it really reflect what the students were actually doing?
- Is it fair and is it doable?
- Do the students know about it ahead of time?

When do you assess the
Inquiry activity?

When do you assess the
Inquiry activity?

You never **stop!!**

Summary of Steps for Authentic Assessment

- Identify your **standards** for your students.
- For a particular standard or set of standards, develop a **task** your students could perform that would indicate that they have met these standards.
- Identify the characteristics of good performance on that task, the **criteria**, that, if present in your students' work, will indicate that they have performed well on the task, i.e., they have met the standards.
- For each criterion, identify two or more levels of performance along which students can perform that will sufficiently discriminate among student performance for that criterion. The combination of the criteria and the levels of performance for each criterion will be your **rubric** for that task (**assessment**).

Authentic Assessment Websites

Authentic Assessment Toolbox:

[http://jonathan.mueller.faculty.noctrl.edu/
toolbox/whatisit.htm](http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm)

Authentic Assessment Book (click on book)



Authentic Assessment Websites (cont)

Authentic Assessment Tools (PDF)
articles:

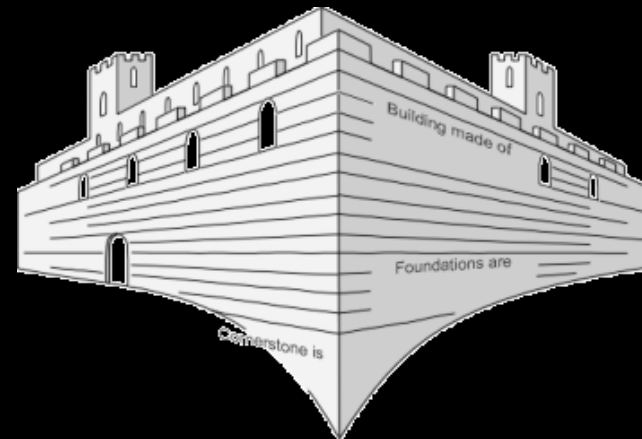
[http://www.calpro-online.org/eric/docs/
custer/custer5.pdf](http://www.calpro-online.org/eric/docs/custer/custer5.pdf)

[http://education.alberta.ca/apps/aisi/
literature/pdfs/
Authenticated Assessment UofAb UofL.PD
F](http://education.alberta.ca/apps/aisi/literature/pdfs/Authenticated%20Assessment%20UofAb%20UofL.PDF)

Corner Stone

cor-ner-stone (n):

- 1. the first stone laid at a corner where two walls begin and form the first part of a new building.**
- 2. something that is fundamentally important to something**



Cornerstone Assessment

“..that students truly understand and can apply their learning.educators identify cornerstone performance assessment, of increasing complexity and reflecting authentic contexts, to anchor the curriculum Just as an anchor prevents boats from aimless drift, these assessments are designed to prevent curriculum drift by focusing content instruction around important recurring performances.” (Wiggins and McTighe)

Cornerstone Assessments

- *Anchor the curriculum around important, recurring tasks.*
- *Require understanding and transfer of learning.*
- *Provide evidence of authentic accomplishments.*

Cornerstone Websites

The UbD Big Ideas portal that lists great websites for assessment!

[http://www.authenticeducation.org/
ae_bigideas/article.lasso?artId=113](http://www.authenticeducation.org/ae_bigideas/article.lasso?artId=113)

Any Questions?
Sharing?

Savage Chickens

by Doug Savage

TRAIN A LEAVES THE STATION TRAVELING AT 50 KM/HOUR. TWO HOURS LATER, TRAIN B LEAVES THE SAME STATION TRAVELING IN THE SAME DIRECTION AT 70 KM/HOUR. WHO GIVES A DAMN?



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