

How Do You Create Authentic Assessments?

Questions to Ask:

1) What should students know and be able to do?
This list of knowledge and skills becomes your . . .

STANDARDS



2) What indicates students have met these standards?
To determine if students have met these standards, you will design or select relevant . . .

AUTHENTIC TASKS



3) What does good performance on this task look like?
To determine if students have performed well on the task, you will identify and look for characteristics of good performance called . . .

CRITERIA



4) How well did the students perform?
To discriminate among student performance across criteria, you will create a . . .

RUBRIC



5) How well should most students perform?
The minimum level at which you would want most students to perform is your ...



CUT SCORE or BENCHMARK



6) What do students need to improve upon?
Information from the rubric will give students feedback and allow you to ...



ADJUST INSTRUCTION

Summary of Steps

1. Identify your **standards** for your students.
2. For a particular standard or set of standards, develop a **task** your students could perform that would indicate that they have met these standards.
3. 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.
4. For each criterion, identify two or more levels of performance along which students can perform which 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).

For more detail on each of the steps, go to:

<http://jfmueLLer.faculty.noctrl.edu/toolbox/howdoyoudoit.htm#top>

For examples of authentic assessments, go to:

<http://jfmueLLer.faculty.noctrl.edu/toolbox/examples.htm>