

# eBISTRO Module Assessment

**Module Title:** Creating Authentic Assessments

**Module Description:** As teachers, we want our students to know more than just the content of the disciplines when they graduate. We want them to be able to use their knowledge and skills in the real world.

"The goal of assessment has to be, above all, to support the improvement of learning and teaching." (Frederikson & Collins, 1989)  
If you want your students to apply what they have learned in authentic situations, then you need to use a mix of traditional and authentic assessments. This will allow you to see whether or not students are able to apply what they have learned in different ways and from different perspectives.

## **ISTE NETS Addressed by Module:**

- 1. TECHNOLOGY OPERATIONS AND CONCEPTS. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:**
  - A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
  - B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- 2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. Teachers plan and design effective learning environments and experiences supported by technology.**
  - A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
  - C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- 4. ASSESSMENT AND EVALUATION. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.**
  - A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
  - C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
- 5. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Teachers use technology to enhance their productivity and professional practice.**
  - A. Use technology resources to engage in ongoing professional development and lifelong learning.

## Rubric for Evaluating Creating Authentic Assessment Module

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Preparation</b>					
<b>Overall Understanding of Authentic Assessments</b>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• <b>definition</b> of authentic assessments.</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• <b>definition</b> of authentic assessments, and</li> <li>• a <b>discussion</b> on why authentic assessments should be used in the classroom.</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• <b>definition</b> of authentic assessments,</li> <li>• a <b>discussion</b> on why authentic assessments should be used in the classroom, and</li> <li>• <b>1</b> example of how to apply authentic assessments in the classroom.</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• <b>definition</b> of authentic assessments,</li> <li>• a <b>discussion</b> on why authentic assessments should be used in the classroom, and</li> <li>• <b>2</b> or more examples of how to apply authentic assessments in the classroom.</li> </ul>	
<b>Overall Understanding of Major Types of Performance Samples</b>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• a <b>discussion</b> of <b>2</b> major types of performance samples, and</li> <li>• a <b>list</b> of activities for the <b>2</b> types of performance samples</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• a <b>discussion</b> of <b>3</b> major types of performance samples, and</li> <li>• a <b>list</b> of activities for the <b>3</b> types of performance samples</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• a <b>discussion</b> of <b>4</b> major types of performance samples, and</li> <li>• a <b>list</b> of activities for the <b>4</b> types of performance samples</li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>• a <b>discussion</b> of <b>5</b> major types of performance samples, and</li> <li>• a <b>list</b> of activities for the <b>5</b> types of performance samples</li> </ul>	
<b>Engagement</b>					
<b>Creating Authentic Assessments Worksheet</b>	Portfolio includes the following activities from the Creating Authentic Assessments Worksheet:	Portfolio includes the following activities from the Creating Authentic Assessments Worksheet:	Portfolio includes the following activities from the Creating Authentic Assessments Worksheet:	Portfolio includes the following activities from the Creating Authentic Assessments Worksheet:	

	<ul style="list-style-type: none"> <li>• a specific <b>standard</b> identified,</li> <li>• a <b>list</b> with <b>1</b> authentic task,</li> <li>• a <b>list</b> of criteria to be assessed, and</li> <li>• an <b>analytical or holistic rubric</b> example.</li> </ul>	<ul style="list-style-type: none"> <li>• a specific <b>standard</b> identified,</li> <li>• a <b>list</b> of <b>2</b> authentic tasks,</li> <li>• a <b>list</b> of criteria to be assessed, and</li> <li>• an <b>analytical or holistic rubric</b> example.</li> </ul>	<ul style="list-style-type: none"> <li>• a specific <b>standard</b> identified,</li> <li>• a <b>list</b> of <b>3</b> authentic tasks,</li> <li>• a <b>list</b> of criteria to be assessed, and</li> <li>• an <b>analytical or holistic rubric</b> example.</li> </ul>	<ul style="list-style-type: none"> <li>• a specific <b>standard</b> identified,</li> <li>• a <b>list</b> of <b>4</b> or more authentic tasks,</li> <li>• a <b>list</b> of criteria to be assessed</li> <li>• an <b>analytical or holistic rubric</b> example.</li> </ul>	
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## Reflection

<p style="text-align: center;"><b>Authentic and Traditional Assessments Reflection</b></p>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> on the importance of using both authentic and traditional assessments in the classroom.</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> on the importance of using both authentic and traditional assessments in the classroom, and</li> <li>• a <b>list</b> of <b>1</b> specific situation when an authentic assessment is more effective than a traditional assessment.</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> on the importance of using both authentic and traditional assessments in the classroom, and</li> <li>• a <b>list</b> and <b>discussion</b> of <b>1</b> specific situation when an authentic assessment is more effective than a traditional assessment.</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> on the importance of using both authentic and traditional assessments in the classroom, and</li> <li>• a <b>list</b> and <b>discussion</b> of <b>2</b> different situations when an authentic assessment is more effective than a traditional assessment.</li> </ul>	
	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> that defines the differences between analytical and holistic rubrics.</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> that defines the differences between analytical and holistic rubrics, and</li> <li>• a <b>list</b> of a specific task that would be more effectively assessed using <b>either</b> an analytical rubric or holistic</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> that defines the differences between analytical and holistic rubrics, and</li> <li>• a <b>list</b> and <b>discussion</b> of a specific task that would be more effectively assessed using <b>either</b> a</li> </ul>	<p>Reflection includes:</p> <ul style="list-style-type: none"> <li>• a <b>discussion</b> that defines the differences between analytical and holistic rubrics, and</li> <li>• a <b>list</b> and <b>discussion</b> of a specific task that would be more effectively assessed</li> </ul>	

		rubric.	holistic or analytical rubric.	using <b>both</b> an analytical rubric and holistic rubric.	
<b>Exploration</b>					
<b>Rubric Evaluation</b>	Portfolio entry includes: <ul style="list-style-type: none"> <li>a <b>rubric</b> sample that receives a score of <b>less than 17 points</b> when evaluated with <b>* Aunt Olive's "Show-Me" Mother of all Rubric on Rubrics.</b></li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>a <b>rubric</b> sample that receives a score of <b>12-17 points</b> when evaluated with <b>* Aunt Olive's "Show-Me" Mother of all Rubric on Rubrics.</b></li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>a <b>rubric</b> sample that receives a score of <b>18-24 points</b> when evaluated with <b>* Aunt Olive's "Show-Me" Mother of all Rubric on Rubrics.</b></li> </ul>	Portfolio entry includes: <ul style="list-style-type: none"> <li>a <b>rubric</b> sample that receives a score of <b>24 points</b> when evaluated with <b>* Aunt Olive's "Show-Me" Mother of all Rubric on Rubrics.</b></li> </ul>	
<b>Implementation</b>					
<b>Artifacts</b>	Portfolio entry includes the following artifacts: <ul style="list-style-type: none"> <li>a detailed <b>lesson plan</b> that consists of student performance being assessed, and</li> <li>a <b>rubric</b> to evaluate students' performance task.</li> </ul>	Portfolio entry includes the following artifacts: <ul style="list-style-type: none"> <li>a detailed <b>lesson plan</b> that consists of student performance being assessed,</li> <li>a <b>rubric</b> to evaluate students' performance task, and</li> <li><b>1</b> student work <b>sample.</b></li> </ul>	Portfolio entry includes the following artifacts: <ul style="list-style-type: none"> <li>a detailed <b>lesson plan</b> that consists of student performance being assessed,</li> <li>a <b>rubric</b> to evaluate students' performance task,</li> <li><b>1</b> student work <b>sample,</b> and</li> <li>a <b>reflection</b> on experience.</li> </ul>	Portfolio entry includes the following artifacts: <ul style="list-style-type: none"> <li>a detailed <b>lesson plan</b> that consists of student performance being assessed,</li> <li>a rubric to evaluate students' performance task,</li> <li><b>2</b> student work <b>samples,</b> and</li> <li>a <b>reflection</b> on experience.</li> </ul>	

\* Aunt Olive's "Show-Me" Mother of all Rubric on Rubrics - <http://arc.missouri.edu/pa/olive.html>