

Authentic Assessment: Tapping Into what you Already Do

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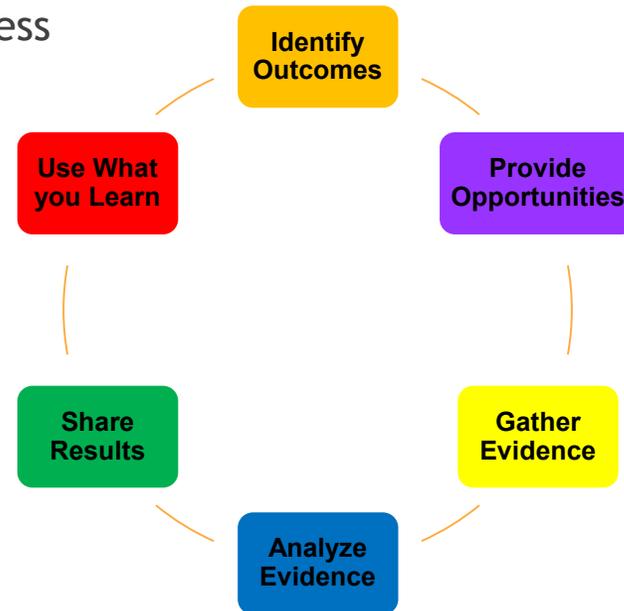
Workshop Outcomes

- ▶ Participants will be able to define authentic assessment
- ▶ Participants will be able to select assessments that will provide useful information on matched outcomes.
- ▶ Participants will be able to evaluate the alignment of a chosen assessment for a specific outcome.

Process vs Tool

- ▶ There are two different ways to look at assessment:

- ▶ Assessment is a process



- ▶ We use assessment tools

What is an Assessment Tool?

- ▶ Assessments are the tools we use to collect evidence of student growth. (surveys, papers, presentations, exams, etc.)
- ▶ Think of the following opportunities and what you would consider evidence to measure student growth.
 - ▶ Writing intensive course on how to make a written argument
 - ▶ Biology course on the structures/functions of an animal cell
 - ▶ Student fieldwork on the impacts of food deserts on Riverside communities
 - ▶ Chicano Student Programs' Chicano Link Mentor Program level of outreach
 - ▶ Residential Assistant training on Health and Wellness for students



What is an Assessment Tool?

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- ▶ **Learning Outcomes**

- ▶ Essays
- ▶ Projects
- ▶ MC Exams
- ▶ Presentations
- ▶ Labs
- ▶ Demonstrations/
Exhibits/
Performances

- ▶ **Implementation Outcomes**

- ▶ Counts
- ▶ Meeting
Minutes/Documents
- ▶ Web analytics

- ▶ **Satisfaction Outcomes**

- ▶ Surveys
- ▶ Focus Groups
- ▶ Interviews



What is an Authentic Assessment Tool?

- ▶ **Authentic assessment** is the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful," as contrasted to multiple choice standardized tests. **Authentic assessment** can be devised by the instructor/implementer, or in collaboration with students by engaging student voice.



Authentic Assessment Examples

- ▶ Blogs
- ▶ Student-led Teaching
- ▶ Debate
- ▶ Service Learning
- ▶ Interviews
- ▶ Digital Storytelling
- ▶ Problem Solving
- ▶ Observation
- ▶ Performance-based
- ▶ Portfolios
- ▶ Journals
- ▶ Designs and Art Work
- ▶ Model Construction



Preliminary Mapping Activity

- 1. Identify an outcome you want to assess.
- 2. Identify something that you already do to determine if the outcome has been met.
- 3. Describe how you will know if the outcome has been met.

	Student Experience	Specific Activity	Assessment/ Measure	Resources
Student Outcome	<u>When do students practice/ reinforce/ demonstrate the outcome?</u> (course, fieldwork, lab, presentation, workshop, event, etc.)	<u>What activities teach/ reinforce the outcome?</u> (specific assignment, lab, experience, activity, etc.)	<u>How do you know students have achieved the outcome and to what degree?</u> (test, thesis, paper, presentation, publication, demonstration, attendance, etc.)	<u>What supporting resources?</u> (technology, materials, etc.)

Assessment Mapping Activity

Student Outcomes	Activities	Assessments
Students will be able to write an effective argument.	<ul style="list-style-type: none">• Lecture on parts of an argument.• Assignments 1 through 3• Peer reviews• Writing center workshop on effective writing	Final argumentative paper on topic of their choosing.
There will be an increase in student participation in the Chicano Link Mentor Program.	<ul style="list-style-type: none">• Outreach event• Student emails• Workshops	Quarterly measure of how many students participated/joined program.
Students will be able to identify Health and Wellness resources on campus.	<ul style="list-style-type: none">• Outreach emails• Informational billboards• Quarterly Tabling events• Res. Life student workshops	Survey of student knowledge of Health and Wellness resources.

A Good Fit

- ▶ Not all assessments are created equal. You need to make sure it is a good fit.
 - ▶ Share with a colleague, try it out with a small group of people, or just self-reflect:
 - ▶ Did the information you get make sense?
 - ▶ Does it inform you about your outcome in a meaningful way?
 - ▶ Was it easy to use?
 - ▶ Would you be willing to use it again?

Assessment Tips

- ▶ Identifying assessments and matching them to what you are doing can be challenging. Here are some tips to help:
 - ▶ Take your time
 - ▶ Research what others are doing
 - ▶ Use what already exists
 - ▶ Share it with others and/or try it out
 - ▶ Keep it simple
 - ▶ Only assess what you need to
 - ▶ You can use TAs to help with the scoring
 - ▶ You can have students help with the scoring
 - ▶ You don't have to score everything (only a part of the assignment)

Don't worry if it isn't perfect. You can always change things around next time.

Thanks for participating!



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