http://jfmueller.faculty.noctrl.edu/toolbox/

Authentic Assessment Toolbox

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NEW **Examples** as of August 1, 2014

to the **Authentic Assessment Toolbox**, a how-to text on creating authentic tasks, rubrics, and standards for measuring and improving student learning. Inside, you will find **chapters** on

What is it? A good place to start -- In this chapter I identify the characteristics, strengths and limitations of authentic assessment; compare and contrast it with traditional (test-based) assessment.

Why do it? Why has authentic assessment become more popular in recent years? When can it best serve assessment needs?

How Do You Do It? After a brief overview, follow a detailed, four-step process for creating an authentic assessment.

Standards All good assessment begins with standards: statements of what we want our students to know and be able to do. What do we *really* value?

Tasks Authentic assessments are often called "tasks" because they include real-world applications we ask students to *perform*.

Rubrics To assess the quality of student work on authentic tasks, teachers develop rubrics, or scoring scales.

Portfolios A collection of a student's work specifically selected to tell a particular story about the student -- and a great opportunity to develop self-assessment skills

Thanks to all of you who have adopted this text for your courses. I hope your students have found it useful.

Jon's Book

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Critical Skills

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We ask students to memorize reams of information that they will rarely if ever use again, but we often fail to teach them the critical skills needed to meet the daily challenges of the 21st century, skills such as information literacy, collaboration, metacognitive reflection, and self-assessment. One reason we have shied away from teaching such skills is that we are unsure how to assess them. Thus, in this text I offer a detailed set of steps and examples, including rubrics, of how to summatively and formatively assess the