# ASCCC SLO INSTITUTE: JULY 14, 2011
## Creating Authentic Assessments

"By the end of this breakout session, participants will be able to evaluate assessment methods and techniques for their degree of authenticity."

| Assessment Criteria | Authentic | Emerging | Busy Work |
|---|---|---|---|
| **Degree of student engagement and involvement** | Students stay fully engaged, active and on-task | Students show moderate degree of interest | Students seems bored, listless throughout |
| **Application to "real-word" situations (e.g. society, the workplace)** | Assignments are simulations of similar tasks outside class (e.g. in workplaces) | A few parallels to similar possible workplace tasks can be seen | Assignments have no relevance to anything outside the classroom |
| **Degree of higher-order or "critical thinking" elicited (e.g. Bloom's Taxonomy)** | Students are able to create new learning by combining diverse points into more integral ones | Some applications and connections are being made to other tasks | Students are memorizing isolated facts & not connecting them |
| **Clarity of outcomes being assessed and instructions for assessment task** | Students understand both the assignment and the outcome being assessed | Some understanding of the purposes of the assignment are exhibited | Students are fulfilling assignment without knowing why |
| **Maps to other higher-level outcomes** | The actively clearly "maps" to GE, department and/or institutional outcomes | Some connections between activity and other outcomes exists | No connection between the activity and outcomes is evident |
| **Degree of data and dialogue generated** | Student results include a basis for dialogue and potential changes | Small groups of faculty might meet on their own for dialogue | Students results are isolated and not shared with other faculty |
| **Other criteria? (Fill in with your group)** | | | |