

Authentic Assessment

The California Academic Senate recommends that faculty use “**Authentic Assessment**” and defines it in the following way: “Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluation the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.” (The Academic Senate for California Community Colleges, 2010, SLO Terminology Glossary - A Resource for Local Senates, pages 2-3.

<http://www.asccc.org/sites/default/files/SLO-Glossary-2010.pdf>

“**Authentic Assessment**” can be further defined as:

- ✚ Meaningful, engaging, and worthwhile for both students and faculty: the assignments being assessed simulate “real-world” experiences.
- ✚ Relevant to course material (the student learning outcomes): focused on performing meaningful tasks instead of generating memorized knowledge on a test. Students should be able to *do* the subject as well as *know* it.
- ✚ A performance assessment which includes (1) the assignment with clear directions explaining student expectations and (2) a scoring guide or rubric for evaluation.
- ✚ Inclusive of student input: Students are encouraged to contribute to the choice of the assignment. Instructors need to provide the scoring criteria (i.e., rubric) in advance *or* allow students to help create the performance measurements.
- ✚ An individual or group activity: teamwork is a common expectation for many employees.
- ✚ Examples of Authentic Assessment : Portfolios (sampling of student work), projects, performance assessments, skills assessment, conducting laboratory experiments, writing assignments, analyzing case studies, completing internships, testing when “real-life” situations are included.
- ✚ Resources:
 - <http://pareonline.net/getvn.asp?v=2&n=2>
Case for Authentic Assessment by Jon Mueller, Ruth Stiehl, and Grant Wiggins, 1990.
 - Suskie, Linda. (2009) Assessing Student Learning, a Common Sense Guide, 2cd edition, S.F., Jossy-Bass. pp 26.