Authentic Assessment Tasks

**Purpose:**
To explore the concept of "authentic" or "productive" assessment tasks.

**What you need:**
- 1 copy of pages 1 & 2 (back-to-back)
- 1 copy of activity 2.1C, where participants listed current assessment activities focused on deep understanding.
- a highlighter pen for each person

**Step 1:**
- Individuals read page 2, highlighting ideas that are meaningful.

**Step 2:**
- In pairs, COMPARE the notions of "authentic assessment" on page 2 with the tasks you have brainstormed in activity 2-1C
Authentic Assessment

Authentic assessment involves “engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.” (Grant Wiggins)

**A Rich Task:**
is an integrated intellectual and linguistic, social and cultural practice;
- represents an educational outcome of demonstrable and substantive intellectual substance and educational value;
- is trans-disciplinary;
- draws on a range of operational fields;
- engages knowledges and skills from at least two of the New Basics clusters;
- is problem-based;
- connects to the wide world;
- has face value for educators, parents and community stakeholders;
- has sufficient intellectual, cognitive and developmental depth and breadth to guide curriculum planning across a significant span of schooling;
- enables flexibility for schools to address the local context;
- has reasonable workload expectations for teachers. (Queensland Rich Tasks Booklet, 2001)

**7 characteristics of authentic assessment:** (Jan and Tony Herrington 1998, pp. 309-10)

**Context**
• Requires fidelity of context to reflect the conditions under which the performance will occur, rather than contrived, artificial, or decontextualized conditions

**Student’s Role**
• Requires the student to be an effective performer with acquired knowledge and to craft polished performances and products
• Requires significant student time and effort in collaboration with others

**Authentic Activity**
• Involves complex, ill-structured challenges that require judgement and a full array of tasks
• Requires the assessment to be seamlessly integrated with the activity

**Indicators**
• Provides multiple indicators of learning
• Achieves validity and reliability with appropriate criteria for scoring varied products”

Productive assessment (Debra Hayes et al 2006, 22-3 - see Module 1 Professional Reading)
“The term 'productive' was adopted in preference to the US term of 'authentic', as an indication that there was not a 'true' or 'real' form of performance, pedagogy or assessment.” (p. 21).

| Intellectual quality | • Higher-order thinking  
| | • Problematic knowledge (consideration of alternative knowledges)  
| | • Problematic knowledges (construction of knowledge)  
| | • Depth of knowledge (disciplinary content)  
| | • Depth of knowledge (disciplinary processes)  
| | • Elaborate communication  
| Connectedness | • Integrated school knowledge  
| | • Connectedness: link to background knowledge  
| | • Connectedness: problem linked to world beyond classroom  
| | • Connectedness: audience beyond school  
| | • Problem-based tasks  
| Supportive classroom environment | • Student direction of assessment task  
| | • Explicit quality performance criteria  
| Working with and valuing difference | • Cultural knowledges are valued  
| | • Group identities  

Office of Learning and Teaching, DE&T
• Active citizenship