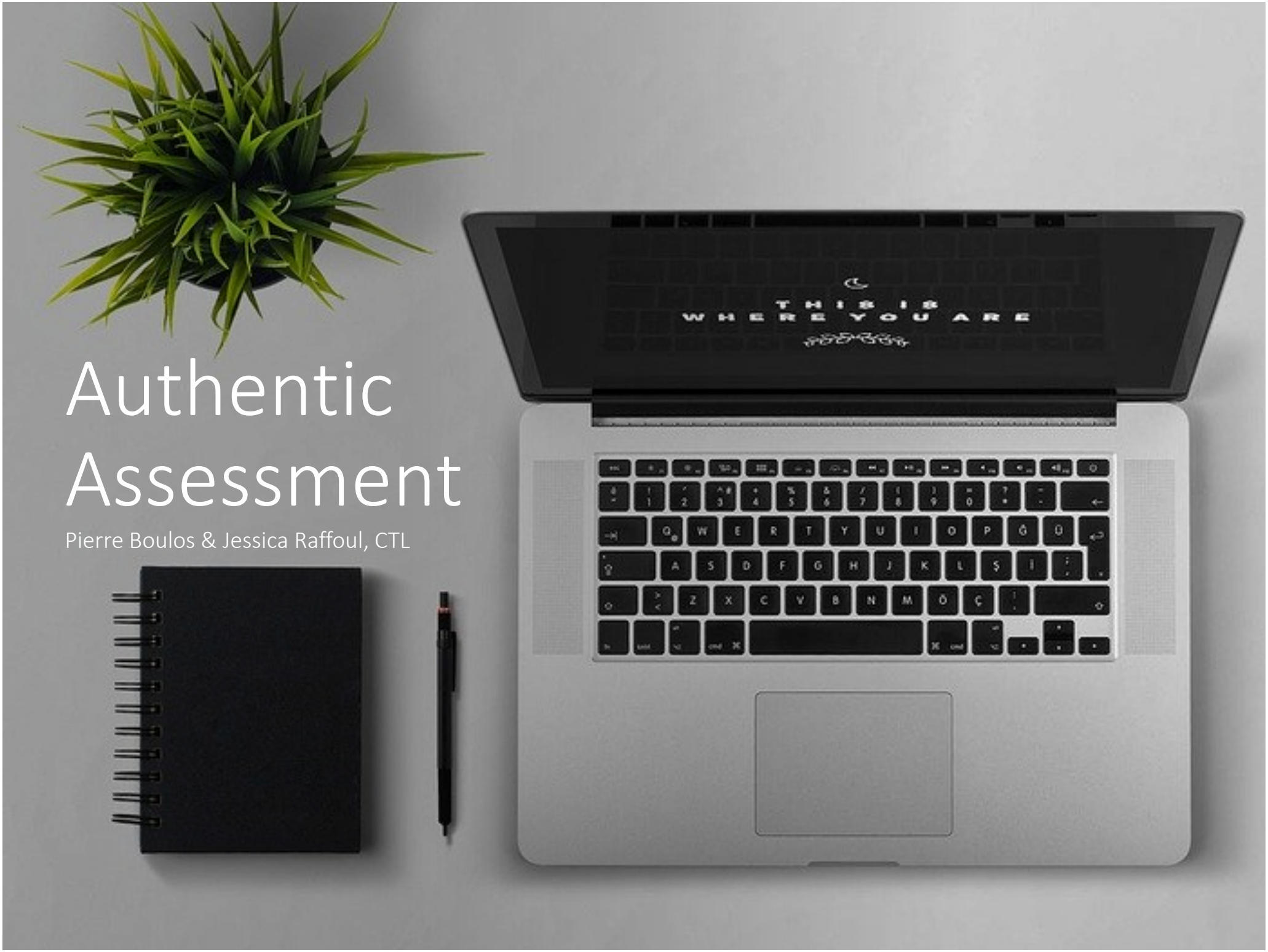


Authentic Assessment

Pierre Boulos & Jessica Raffoul, CTL

How can assessment be used to prevent learning?

Assessment = Evaluation of student achievement, learning, progress

Traditional Assessments

- Curriculum drives assessment
- Content is not explored beyond the confines of the classroom

Authentic Assessments

- Assessment drives the curriculum
- Identified outcomes inform assessments
- Assessments mimic a context and format that closely simulates performance conditions

Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.

Albert Einstein

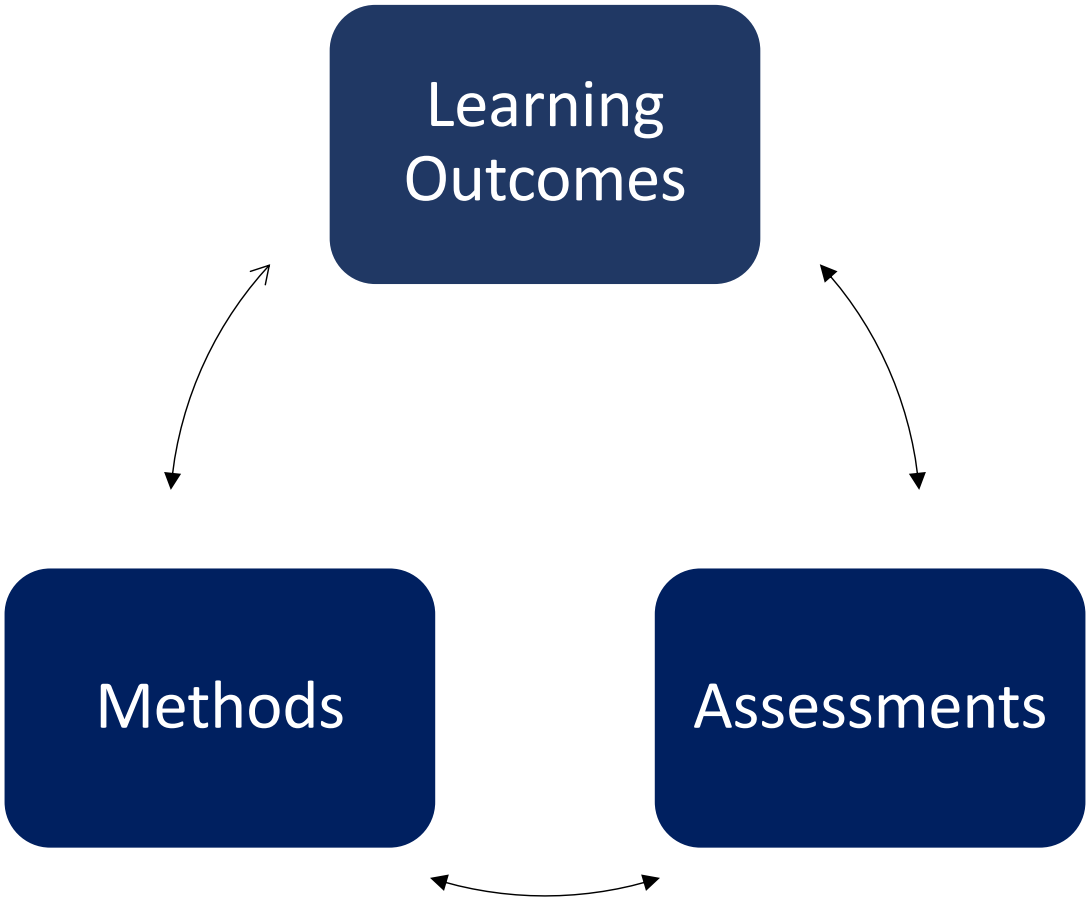
Assessment ≠ Learning

The Principles of Authentic Assessment

- Situated and relevant
- **Aligned = outcomes, assessments, teaching methods**
- **Assessment of multiple domains: content, skills, values**
- Opportunities for collaboration and teamwork; to discover and solve problems; to find, use, evaluate information
- Practical and meaningful
- Standards-referenced and criterion-based
- Rigorous and reliable
- Cognizant of steady progress
- Matter of degree: **nothing is perfectly authentic**

Intentional Teaching

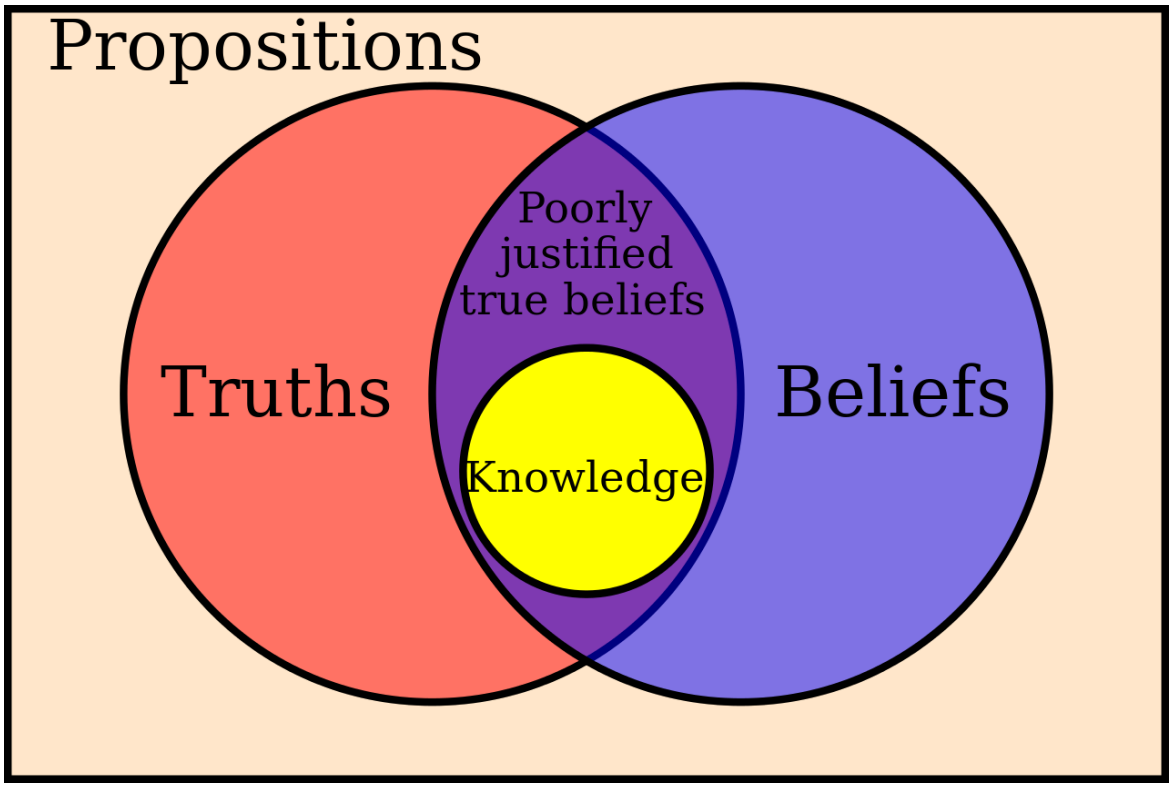
Intentional Teaching: Backward Design



Learning Outcomes

- Statements that indicate what students will know, value, or be able to do by the end of a course
- Written from the student's perspective
- Assessable and observed

Assessment of Multiple Learning Domains: Cognitive, Performative, and Affective



Declarative knowledge (Cognitive domain)

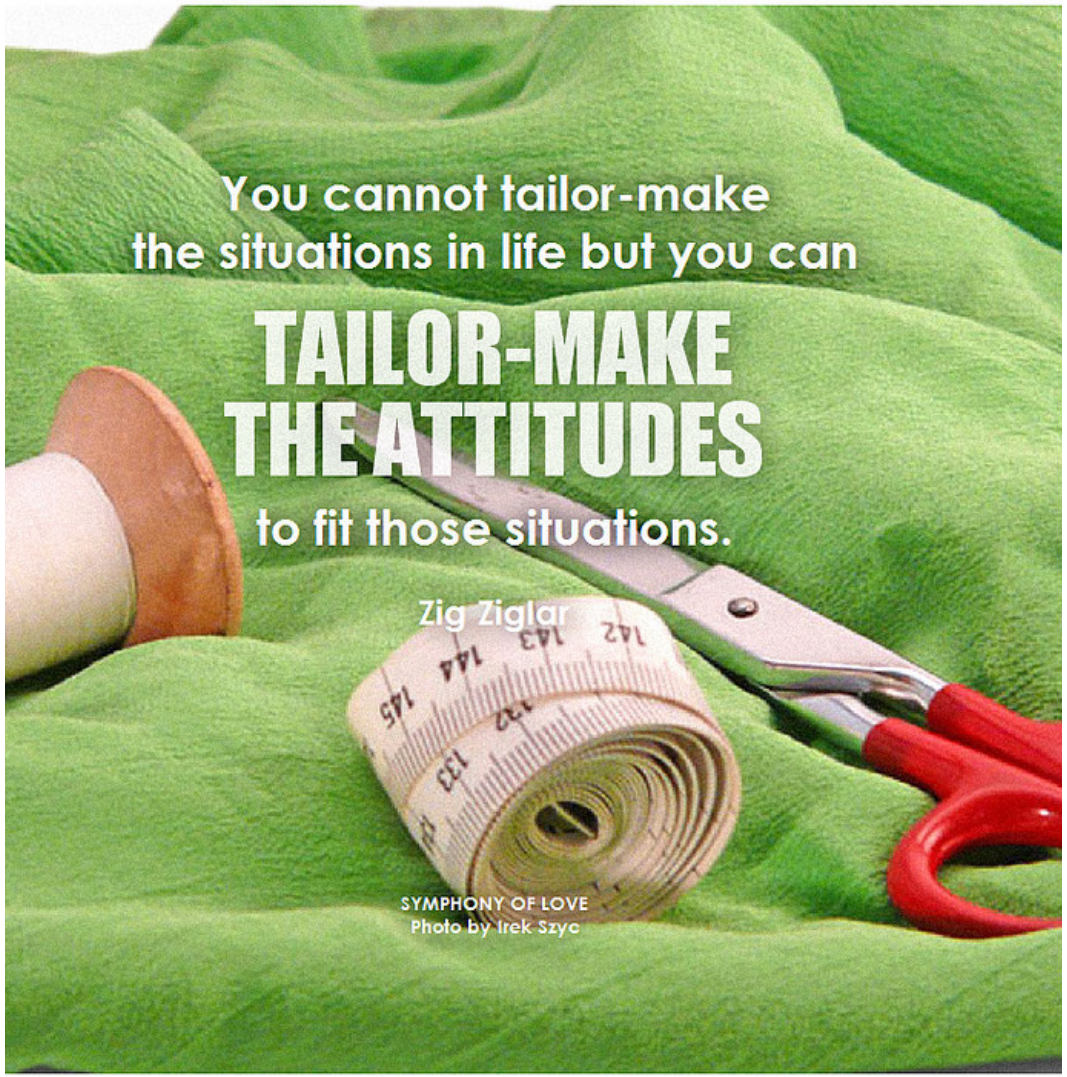
- Beliefs
- Propositional knowledge
- “Knowing that”

Assessment of Multiple Learning Domains: Cognitive, Performative, and Affective

Skills (Performative domain)

- Abilities
- Aptitudes
- “Knowing how”

Assessment of Multiple Learning Domains: Cognitive, Performative, and Affective



Attitudes and Values (Affective domain)

- Emotions
- Dispositions
- Ideals
- Principles
- “Caring about”

As we pivot…

Computer Concepts for End-Users
Winter 2008

- First-year, large enrolment course

Learning Outcomes

1. Describe the components of a computerized system and the interactions between these components in supporting end users.

Computer Concepts for End-Users
Winter 2008

- First-year, large enrolment course

Learning Outcomes

2. Describe the capabilities of the Internet and computerized networks, and use them effectively to find, send, and receive information.

Computer Concepts for End-Users
Winter 2008

- First-year, large enrolment course

Learning Outcomes

3. Use a productivity suite of applications, including presentation tools, database tools, spreadsheet tools, word processing tools.

Computer Concepts for End-Users
Winter 2008

- First-year, large enrolment course

Learning Outcomes

4. Create objects in one application and then link or embed them in a second application in order to manage and complete projects.

Computer Concepts for End-Users
Winter 2008

- First-year, large enrolment course

Learning Outcomes

5. Appropriately use and apply productivity software to demonstrate their knowledge and skills for the purpose of effectively managing and completing projects

Computer Concepts for End-Users
Winter 2008

Assessment of students taking 03-60-104 consists of various components.

Individual PROJECTS	10%	Week 6 Week 10
Class Test #1 MCQ/Short-Answers	20 %	Week 4
Class Test #2 MCQ/Short Answers	20 %	Week 8
Assignments	(10%) 4 @ each= 2.5%	Week 2,5, 9, 11
Final Exam (slot 24) CUMULATIVE	40%	Saturday 13th December 2008, 7:00 PM