

Day 3: Creating Authentic Assessments

Office of Instructional Innovation

Special Guest:

Undergraduate Experiential Learning

PCOE Online Beginner Series

6/19/2020

PCOE Beginner Series Review



Day 1
Writing Course
Outcomes



Day 2
Using Backwards Design
to Map Your Course





Day 3 Agenda



EXPERIENTIAL LEARNING
OVERVIEW



WHAT IS AUTHENTIC
ASSESSMENT?



AUTHENTIC ASSESSMENT
EXAMPLES



AUTHENTIC ASSESSMENTS
IN EXPERIENTIAL CONTEXTS



Experiential Learning Overview

Experiential Learning: A Cycle

Preflection --> action--> reflection --> action

When done best:

- Engagement
- Mentorship
- Challenge
- Ownership
- Self & Social Awareness
- Authentic context



Defining Authentic Assessment

- “Gold standard” assessments both assess learning and help students improve understanding of course content
- Authentic assessments require application of knowledge/skills to messy, complex real-world situations
- Learning outcome driven

Defining Authentic Assessment

- Requires judgement and/or innovation
- Asks the student to “do” the subject
- Allows appropriate opportunities to practice, consult resources, get feedback and refine their "products"

Why Should we use Authentic Assessment?

Four Dimensions of Motivation

- **Competence** – The student believes he or she has the ability to complete the task.
- **Control/autonomy** - The student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.
- **Relatedness** – Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.
- **Interest/value** - The student has some interest in the task or sees the value of completing it.



Comparison of Typical and Authentic Assessment

Typical Test	Authentic Tasks	Indicators of Authenticity
Require correct responses	Require a high - quality product or performance and a justification of the solutions to the problems encountered	Correctness is not the only criterion. Students must be able to justify their answers
Must be unknown to the student in advance to be valid	Should be know in advance to the student, as much as possible	The tasks and standards for judgement should be known or predictable

Typical Test	Authentic Tasks	Indicators of Authenticity
Are disconnected from real-world contexts and constraints	Are tied to real-world contexts and constraints; require the student to "do" the subject	The context and constraints of the task are like those encountered by practitioners in the discipline
Contain items that isolate particular skills or facts	Are integrated challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex, even if there is a right answer

Typical Test	Authentic Tasks	Indicators of Authenticity
Include easily scored items	Involve complex tasks; May not have a single correct answer; May not be easily scored	The validity of the assessment is not sacrificed in favor of reliable scoring
Student gets one chance to show their learning	Are iterative: contain recurring tasks	Students may use particular knowledge or skills in several different ways or contexts
Provide a score	Provide usable diagnostic information about students' skills and knowledge	The assessment is designed to improve future performance and students are important consumers of such information



Examples

Authentic Assessment Examples



Nursing – Provide a case study of a patient and ask students to assess and create a plan of care



Business – develop a business/marketing/sales plan for an imaginary or real company in a student's area of interest.



Computer Science - Troubleshoot a problematic piece of code; Develop a website/app to solve a particular problem and/or meet a set of criteria.

Authentic Assessment Examples



Psychology - Examine/critique a case study from multiple theoretical positions



Public Affairs or Service Learning Course – Consider how a community agency might be impacted by a particular challenge (budget cuts, infrastructure, outage, public health crisis, etc.)



Biology/Chemistry - Draw a diagram of how a process works, indicating what happens if X occurs



History – Engage in a role play of a particular event in history; Describe what might have happened if one element of a historical event had changed.

Course Outcome

Develop fundraising skills and strategies required of nonprofit practitioners in the acquisition of resources essential to nonprofit survival

Aligned Assignment

Students will work in teams of 2-3 to **plan and carry out a simulation**/role play relating to either: a solicitation interview for a major gift, planned gift, or capital campaign gift. At a minimum, your simulation must include contextual information (e.g., the role and identity of each participant, the location, the organization, etc.); a direct solicitation; a response; and follow-up. Demonstration of mastery of core concepts covered in class will be expected.

In each team of three, you will decide appropriate roles.

- Perhaps two members of the group play a partnered (in whatever way makes sense for you) couple who has been asked to dinner by the development director of the couple's alma mater.
- Or maybe, the football coach and a player are asking a community business owner to underwrite the costs of re-grading and sodding the field.
- There really are limitless scenarios, and you are free to decide the one that works best for your team of three

Prepare your role-play. Work collectively to decide the parameters of the ask (how much, for what, over what time period); a rationale as to why this particular person is being asked (**this means you will need to link donor intent with organizational goals and opportunities**); and a response (please do not feel like you need to respond favorably to the ask, part of fundraising is learning how to deal with the "no" as well).

- Record your role play then post your simulation on VoiceThread. Once you have posted your simulation, the second team in your group will observe your role play and offer feedback (e.g., what went well, where did the group seem to struggle, what might have they done differently).

Read/listen/watch the feedback and respond to the discussion board prompt. *Please limit your response to 250 words.*

- *What are the two or three key takeaways that you have learned from this exercise (related to course content not technology or technology challenges)?*
- *What advice might you offer a novice fundraiser about how to ask for money?*

You will get out of this role play, what you put into it! Challenge yourself! Have fun! There is no right or wrong – just a deepening awareness and understanding of the solicitation process and, hopefully, the chance to practice asking for money and aligning interests in ways that help your organization to attract the resources it needs for long-term sustainability.

It is important to note, that the role play/simulation will be assessed based on mastery of concepts, not your ability as an actor.

Artifact

- 250-word response identifying key takeaways and advice about asking for money

Course Outcome

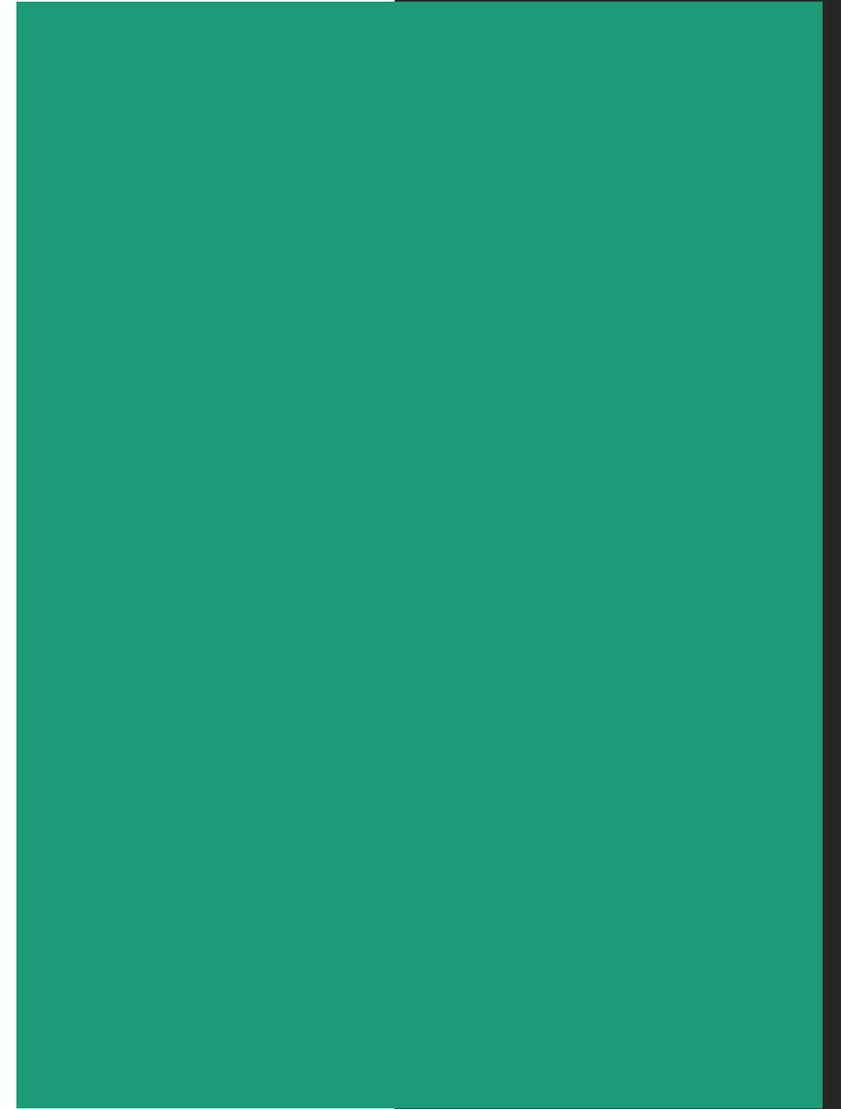
Develop fundraising skills and strategies required of nonprofit practitioners in the acquisition of resources essential to nonprofit survival



- **Plan and carry out a simulation/role play**
- **Observe role play and offer feedback**
- **Engage with the feedback**
- **Respond to activity**
 - *What are the two or three key takeaways that you have learned from this exercise*
 - *What advice might you offer a novice fundraiser about how to ask for money?*



Authentic Assessments in Experiential Contexts





Reflective Assessment: Build Your Scaffolding

Individual processing → group processing

Pre → during → post

Experiential → Disciplinary → Interdisciplinary

Thru-line: Self to Social



Negotiated Grading

- High lift
- Regular, cumulative check-ins on major course concepts
- Students participate in decision-making around criteria for grading
- Instructor gives feedback, student self-assigns grade, discussion ensues
- Goal is to measure learning/growth over time, not knowledge at a given moment
 - process, not merely outcome
 - Education as a journey, not only a destination



Low Stakes Simulation to Higher Stakes Action

- Ex: Learning group decision-making
- Instructions: Come to a consensus on how to make the perfect PB&J.
- Progressively larger groups (partner, group of 4, group of 8, full class)
- Debrief, individually and/or as group on what went well, what didn't, how they could have improved the process.
- Repeat process with course-related learning goal.
 - Ex: Come to a consensus on how to form groups for the final project.



Why might I want to keep at least some “inauthentic” assessments?

- Graduate entrance exams
- Professional Graduate entrance exams
- Professional Board exams
- Accreditation Requirements

It's authentic if it is true to your discipline!



Questions