

Co-Created Multidisciplinary Authentic Assessment Types with Several School Districts across the United States

Authentic Assessment Types <i>Multidisciplinary</i>	Profile of a Learner Skills <i>Assessment Must Include:</i>	Profile of a Learner Skills <i>Assessment May Include:</i>
Problem/Solution: Identify and define a problem and generate a possible solution(s) (or solution paths), evaluate the viability of each solution, and offer a recommendation.	<ul style="list-style-type: none"> ● problem-solving ● critical thinking ● communication 	<ul style="list-style-type: none"> ● creativity & innovation ● social responsibility ● information literacy ● collaboration
Inquiry/Investigation: Systematically develop questions and pursue an explanation/pattern based on, but not limited to, known information.	<ul style="list-style-type: none"> ● critical thinking ● problem-solving ● initiative & self-direction ● information literacy 	<ul style="list-style-type: none"> ● creativity & innovation ● communication ● collaboration ● social responsibility
Source/Comparative Analysis: Analyze data, information, artifacts, and/or textual evidence to develop an explanation, interpretation, and/or determine impact.	<ul style="list-style-type: none"> ● critical thinking 	<ul style="list-style-type: none"> ● communication ● collaboration ● information literacy
Critique/Self-Analysis: Evaluate a given text, performance, or problem based on established criteria.	<ul style="list-style-type: none"> ● critical thinking ● communication 	<ul style="list-style-type: none"> ● initiative & self-direction ● collaboration ● problem-solving ● information literacy
Debate, Panel, Role Play: Present and participate in a debate, panel, or role play to provide information, gain insight and/or promote a particular point of view.	<ul style="list-style-type: none"> ● critical thinking ● communication 	<ul style="list-style-type: none"> ● social responsibility ● information literacy ● collaboration
Performance / Product: Generate a performance/product using visual, multimedia, sound, writing, and /or speech to demonstrate understanding and/or communicate creative intent.	<ul style="list-style-type: none"> ● critical thinking ● communication ● initiative & self-direction 	<ul style="list-style-type: none"> ● information literacy ● collaboration ● creativity & innovation
Modeling/Simulation: Given a model or set of criteria/data/experiences, create representations to illustrate/predict outcomes or to deepen understanding.	<ul style="list-style-type: none"> ● critical thinking ● creativity & innovation 	<ul style="list-style-type: none"> ● problem-solving ● communication ● collaboration ● information literacy
Correspondence/Interviews: Appropriately communicates to an audience and/or responds to an idea, point of view, concern, request or proposal to achieve a desired result.	<ul style="list-style-type: none"> ● communication ● critical thinking 	<ul style="list-style-type: none"> ● collaboration ● social responsibility ● information literacy
Persuasive statement: Develop an argument/artifact using supporting information and persuasive techniques to promote a particular point of view and/or to cause action.	<ul style="list-style-type: none"> ● communication ● critical thinking 	<ul style="list-style-type: none"> ● creativity & innovation ● social responsibility ● collaboration ● information literacy
Portfolio/Reflection: Collect work over time to demonstrate mastery in one or more modes of expression/College, Career & Citizen-Ready Skills, reflect on growth, and/or set goals.	<ul style="list-style-type: none"> ● communication ● critical thinking ● initiative & self-direction 	<ul style="list-style-type: none"> ● creativity & innovation

Key Skills that Run through Academy Tasks

- Ability to pose and respond to pointed questions
- Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary
- Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan
- Collaborate with others to complete an assigned task
- Analyze range of sources/points of view to identify bias, logic in order to develop informed opinion
- Use evidence (information, data, statistics, salient quotations) to support thinking
- Develop an idea/position and advocate for it through the development of texts (written, visual, oral, multi-media)
- Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention
- Think “outside of the box” – agile, innovative approaches to a given problem
- Make connections to current events at the local, national and global levels
- Deliver a professional/publishable presentation
- Research a topic to gain background knowledge – ability to select pertinent information
- Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made
- Use key technology tools (software, hardware) to communicate with others

The Cost of Living	
Task Summary	Students will work in small groups to quantify specific programs, policies or life-changing events. The goal is to determine the true costs and reasonable estimates in order to make informed decisions about current and future behavior. Collaboration on this task is critical because of the range in students’ prior mathematical knowledge and life experience. In addition, there are multiple solution paths to these open-ended questions that can be developed to calculate/estimate the costs to make sense of the situation.
Academy Skills	<ul style="list-style-type: none"> ● Collaborate with others to complete an assigned tasks ● Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made ● Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan ● Use evidence to support thinking ● Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention
Link to Capstone Project	Strategy for change requires fiscal transparency in order to be politically viable and perceived as trustworthy by the citizenry. Students are expected to calculate/estimate the costs of the position and effectively communicate both the costs of injustice as well as the costs of reform.

Interview (student as interviewee)	
Task Summary	Students know how to market themselves or their ideas in order to achieve a given goal (admission into a program, employment, scholarship, funding, public support). The student first is expected to research the interviewer and their organization so that the supporting documents (resume, portfolio, multi-media clips) and verbal responses are appropriate and professional. During the interview process, the student strategically shares information and anecdotes to illustrate strengths and potential contributions that will benefit both the student (or the organization the student represents) and the organization. In addition, students are expected to embody professionalism through their physical appearance, body language, choice of words, and sincerity.
Academy Skills	<ul style="list-style-type: none"> ● Research a topic to gain background knowledge – ability to select pertinent information ● Deliver a professional/publishable presentation ● Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary ● Ability to pose and respond to pointed questions ● Use evidence to support thinking
Link to Capstone Project	Advocacy of a position requires students to be able to market their position to others in order to convince them that the strengths and potential contributions that the reform would bring is worth their support (financial, political).

Interview (student as interviewer)	
Task Summary	Students conduct an interview in order to elicit information from the subject to achieve a desired result (i.e. deepen knowledge, determine guilt, make decisions). This task requires extensive preparation in order to develop appropriate questions and questioning techniques that will serve as the foundation of the interview. In addition, students are expected to demonstrate effective listening/observational skills and agility through the spontaneous creation of questions based on the responses they are receiving during the experience. After the interview, the student analyzes the information provided to effect the desired result.
Academy Skills	<ul style="list-style-type: none"> ● Research a topic to gain background knowledge – ability to select pertinent information ● Analyze range of sources/points of view (interview subject) to identify bias, logic in order to develop informed opinion ● Ability to pose and respond to pointed questions ● Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary
Link to Capstone Project	Conducting interviews can be an important component both in the description of injustice (gathering of information) and the development of a strategy (seeking feedback and guidance from advocacy groups and other related organizations). Students are expected to be able to elicit information and ideas from community members in order to inform their decisions.

Community Beautification	
Task Summary	Students collaborate to develop and execute an idea that will contribute to the aesthetic beauty and health of a place/community. This development process includes: survey of the area/neighborhood to determine current condition, interview people who live in/use the space to find out their concerns and ideas, propose and get approval for the project, develop a plan of action, and complete the task. Technology is expected to be used in order to collect data, effectively document the process, solicit volunteers/contributions, and/or advocate for its significance.
Academy Skills	<ul style="list-style-type: none"> ● Collaborate with others to complete an assigned task ● Collect data, analyze to determine patterns/trends, display appropriately so that decisions can be made ● Analyze range of sources/points of view to identify bias, logic in order to develop informed opinion ● Think “outside of the box” – agile, innovative approaches to a given problem ● Develop an idea/position and advocate for it through the development of texts ● Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention ● Calculate budget: estimate costs, propose ways to finance, and execute/revisit plan ● Use key technology tools (software, hardware) to communicate with others
Link to Capstone Project	Because this task is a form of community renewal, it requires the identification of an area of real concern and a solution that has perceived and actual value to those who live in/use the space. The strategy for change and the advocacy of the position are important from conception of the project through approval through completion so that the work is significant to the intended audience.

Advocacy for a Position	
Task Summary	Students will take a stand on a given issue/problem/proposal based upon critical review of materials as well as prior knowledge and personal experience. In advocating for their position, students will use evidence to support their thinking as well as address flaws in other points of view. The presentation of their point of view must be persuasive but also respectful in both the articulation of information and the response to questions.
Academy Skills	<ul style="list-style-type: none"> ● Analyze range of sources/points of view to identify bias/logic in order to develop informed opinion ● Develop an idea/position and advocate for it through the development of texts ● Use evidence to support thinking ● Select appropriate language, techniques, processes, tools, and/or medium that communicate the desired message and capture others’ attention ● Ability to pose and respond to pointed questions ● Conduct oneself in a professional, intelligent manner: etiquette, appropriate language, technical vocabulary
Link to Capstone Project	Students are preparing for advocacy of position as they work to persuade others of the power/significance of their proposal as well as respectfully responding to critical questions. They demonstrate through their statements, responses and questions that their opinions are grounded in responsible analysis of information.

*Co-Created K-12 Authentic Assessments developed with History and Social Sciences
Teacher-Leaders from Carrollton Farmers Branch ISD, TX*

Performance Tasks and Descriptions	K-12 Performance Expectations
<p>Correspondence</p> <p>Appropriately communicates an idea, point of view, concern, request or proposal to a specified audience to achieve a desired result.</p>	<ul style="list-style-type: none"> ● Grades K-2: Use teacher prescribed format (Oral, letter writing, summary, etc.) to communicate a message to a target audience. ● Grades 3-5: Use standard format (Letter writing, phone calls, email, to lobbyist, senator, etc.) to communicate a position or request along with supporting details to a target audience. ● Grades 6-8: Use standard format (Letter writing, phone calls, email, to lobbyist, senator, etc.) to appropriately communicate information, ideas, and recommendations to engage a target audience. ● Grades 9-12: Use a range of formats (Letter writing, phone calls, email, to lobbyist, senator, texting, etc.) appropriately to create interpersonal connections, share information, verbalize point of view and/or develop a persuasive argument to achieve a desired result.
<p>Interview</p> <p>Crafts questions and conducts an interview to elicit desired information.</p>	<ul style="list-style-type: none"> ● Grades K-2: Ask questions and record answers. ● Grades 3-5: Generate and then ask questions to find out information about a topic. ● Grades 6-8: Conduct preliminary research to develop appropriate questions for the interview subject and use those questions to collect information. ● Grades 9-12: Develop an interview strategy and appropriate questions based on topic research, designed to elicit depth of information in a respectful and responsive manner.
<p>Investigation</p> <p>Pursue and communicate an explanation of what really happened based on, but not limited to, known information</p>	<ul style="list-style-type: none"> ● Grades K-2: Develop questions about an important event or issue that may help clarify that event or issue. ● Grades 3-5: Develop questions that clarify an important event or issue, research event and give report. ● Grades 6-8: Develop questions that clarify an important event or issue, research event and give report that shows a specific interpretation of the event for a specific audience. ● Grades 9-12: Develop questions that clarify an important event or issue, research event and give a report that shows in-depth or novel interpretation of an event for a specific audience.
<p>Problem-Solution</p> <p>Identifies and defines a problem, researches the problem and generates a range of possible solutions, and evaluates viability of each solution and offers a recommendation for action</p>	<ul style="list-style-type: none"> ● Grades K-2: Identify and define a problem and generate possible solutions to the problem. ● Grades 3-5: Identify, define and gather information about a problem and generate and evaluate possible solutions to the problem. ● Grades 6-8: Define and gather information about a problem and generate and evaluate possible solutions, and select the solution most likely to solve the problem. ● Grades 9-12: Define and gather information about a problem and generate and evaluate possible solutions. Select and a solution to the problem and evaluate the potential effectiveness of the solution.
<p>What If Scenarios</p> <p>Pause/replay time to wonder how if a change in an action, event, or</p>	<ul style="list-style-type: none"> ● Grades K-2: For a given sequence, students wonder about what would happen if part of the sequence changed. ● Grades 3-5: For a given sequence, students predict what would happen if a particular event changed or did not occur (cause and effect).

<p>policy would impact the course of history or future actions.</p>	<ul style="list-style-type: none"> ● Grades 6-8: For a given scenario, students demonstrate understanding of cause and effect relationships through the articulation of a revised outcome based on the altered circumstances. ● Grades 9-12: For a given or student-generated scenario, students envision what could have happened or what might happen under altered circumstances.
<p>Expert</p> <p>Acquire deep knowledge about a topic, point of view or situation in order to impart information, to engage an audience and/or participate in an exchange with other experts.</p>	<ul style="list-style-type: none"> ● Grades K-1: Students investigate and share information with the class about their personal background and preferences. ● Grades 2-7: Students research an assigned topic with the express responsibility of sharing the information with students in the class who did not study the same topic. ● Grades 8-12: Students research an assigned or self-generated topic, in order to communicate salient information, offer insights, and appropriately address questions from the audience.
<p>Debate</p> <p>Researches a problem, policy, law, situation, or conflict and formally presents a position and deliberately engages the opposing sides through direct questions and dismantling of arguments.</p>	<ul style="list-style-type: none"> ● Grades K-2: Not applicable ● Grades 3-7: Using highly structured parameters, students deliver factual information to both defend their point of view and refute the opposing side. ● Grades 8-12: Using structured parameters student apply their deep content knowledge to engage the opposing side as well as the audience through the strategic use of information and rhetoric.
<p>Position Statement</p> <p>Develop an argument using supporting information and persuasive rhetoric.</p>	<ul style="list-style-type: none"> ● Grades K-2: Students state an opinion to an audience using appropriate supporting details. ● Grades 3-8: Using structured parameters, students present an argument that clearly communicates their point of view (main idea and supporting evidence) to influence the thinking of the audience. ● Grades 9-12: Students strategically use information, quotations, statistics, predictions and rhetorical devices to champion a point of view.
<p>Chronology</p> <p>Sequential description of a situation, conflict, life or movement that illustrates cause and effect as well as major turning points</p>	<ul style="list-style-type: none"> ● Grades K-1: Sequence key events on a timeline or flow chart. ● Grades 2-5: Sequence key events using an appropriate graphic organizer. ● Grades 6-8: Use a graphic organizer to establish and communicate cause and effect relationships. ● Grades 9-12: Students develop a point of view/interpretation as illustrated by the deliberate identification and sequence of pivotal events.
<p>Illustrations</p> <p>Explain historical events, identify patterns and predict future behavior through the creation of a map, model, and/or graphical display.</p>	<ul style="list-style-type: none"> ● Grades K-2: Students draw pictures/graphs to represent an idea or to illustrate a pattern. ● Grades 3-8: Students use given visual templates (maps, graphic organizers, tables) to represent a pattern, trend, or collection of information. ● Grades 9-12: Students develop models to represent behavior, patterns, trends, or collection of information, in order to influence decision making and interpretation of the target audience.
<p>Exhibition or display</p> <p>A presentation appropriate for public display of information that is a combination of written, visual and multimedia text.</p>	<ul style="list-style-type: none"> ● Grades K-1: Students select/create a visual along with accompanying explanation about its significance. Note: explanation can be transcribed by the teacher as needed. ● Grades 2-5: For an assigned topic (as part of a larger class project), students complete written/visual display according to established guidelines.

	<ul style="list-style-type: none"> ● Grades 6-8: For an assigned or selected topic, students complete a visual/written display that shows understanding of the topic and their interpretation of its significance. ● Grades 9-12: For an assigned or selected topic, students design a dynamic display of information and ideas intended to draw in an audience (emphasis on multi-media/web-based as frequently as possible).
<p>Simulations</p> <p>Opportunity for students to step into problem situations and or chronological era to deepen understanding or to make decisions to present models.</p>	<ul style="list-style-type: none"> ● Grades K-2: Given assigned roles/characters, students act out a situation. ● Grades 3-6: Given assigned roles or problem situations, students illustrate what happened/might happen in order to gain appreciation for multiple perspectives. ● Grades 7-8: Given assigned roles or problem situations, students use content knowledge to accurately illustrate what happened in order to deepen understanding of the historical era. ● Grades 9-12: Given a problem situation, students apply content knowledge to illustrate the significance of events, personalities, and ideologies in the given event, time period, or place to evoke a desired response from the audience.