

# Authentic Assessment Continuum

## ASSESSMENT OF LEARNING

## ASSESSMENT FOR LEARNING

## ASSESSMENT AS LEARNING



Standardized multiple choice test of routine skills is most often practiced.

Assessments focus on academic knowledge. All students demonstrate learning using the same assessment type at the same time; usually after a unit or after a certain amount of time. Teacher or organization controls when and how students are assessed.

Performance is reported by percentages and rankings; usually as letters grades, a numbering system, GPA, class rank, etc.

Standardized tests with multiple choice, open-ended questions and some performance tasks of applied skills are most often practiced.

Assessments focus on academic knowledge. Most students demonstrate learning using the same assessment type at the same time; yet there are opportunities for some students to demonstrate learning in a different way and are given multiple opportunities to show their learning or "change their grade."

Performance is reported by percentages and rankings; usually as letters grades, a numbering system, GPA, class rank, etc.

Standardized performance tasks include teacher-structured inquiry, integrated skills and collaboration are most often practiced.

Students demonstrate mastery of learning standards that may or may not be in a grade level system or in separate content areas. Students are often given teacher created rubrics to describe a progression to mastery. The emphasis is on assessing academic knowledge, while assessing social/emotional learning happens but is secondary.

Teachers design a variety of ways for students to demonstrate their learning and are the primary evaluator. The teacher or organization may be transitioning to a competency-based system where all children work toward mastery, so letter grades and rankings are no longer necessary.

Performance tasks that require students to carry out their own inquiry, analysis, present findings and response to feedback are most often practiced.

Assessments allow students to demonstrate mastery of academic knowledge AND social/emotional skills with evidence of learning in a competency-based system.

Students create ways to demonstrate their learning and teachers provide guidance and feedback during the learning process.

Longer, deeper investigations requiring students to initiate, design, analyze, revise and present work to authentic audience are most often practiced.

Students use self reflection to adjust their learning and work. Students learn at their own pace in a competency-based system.

Assessments focus on academic AND social/emotional learning and are on-going as part of the process of learning.