



Humber Arboretum, March 2023

We acknowledge that the land that we are meeting on is in the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. Toronto is covered by Treaty 13 with the Mississaugas of the Credit, also known as the Toronto Purchase, and is in the “dish with one spoon territory, which is a treaty between the Anishinaabe, Mississaugas and the Haudenosaunee bounding them to share the territory and protect the land. Indigenous Nations and peoples, Europeans and all newcomers have since been invited into this treaty in the spirit of peace, friendship and respect.



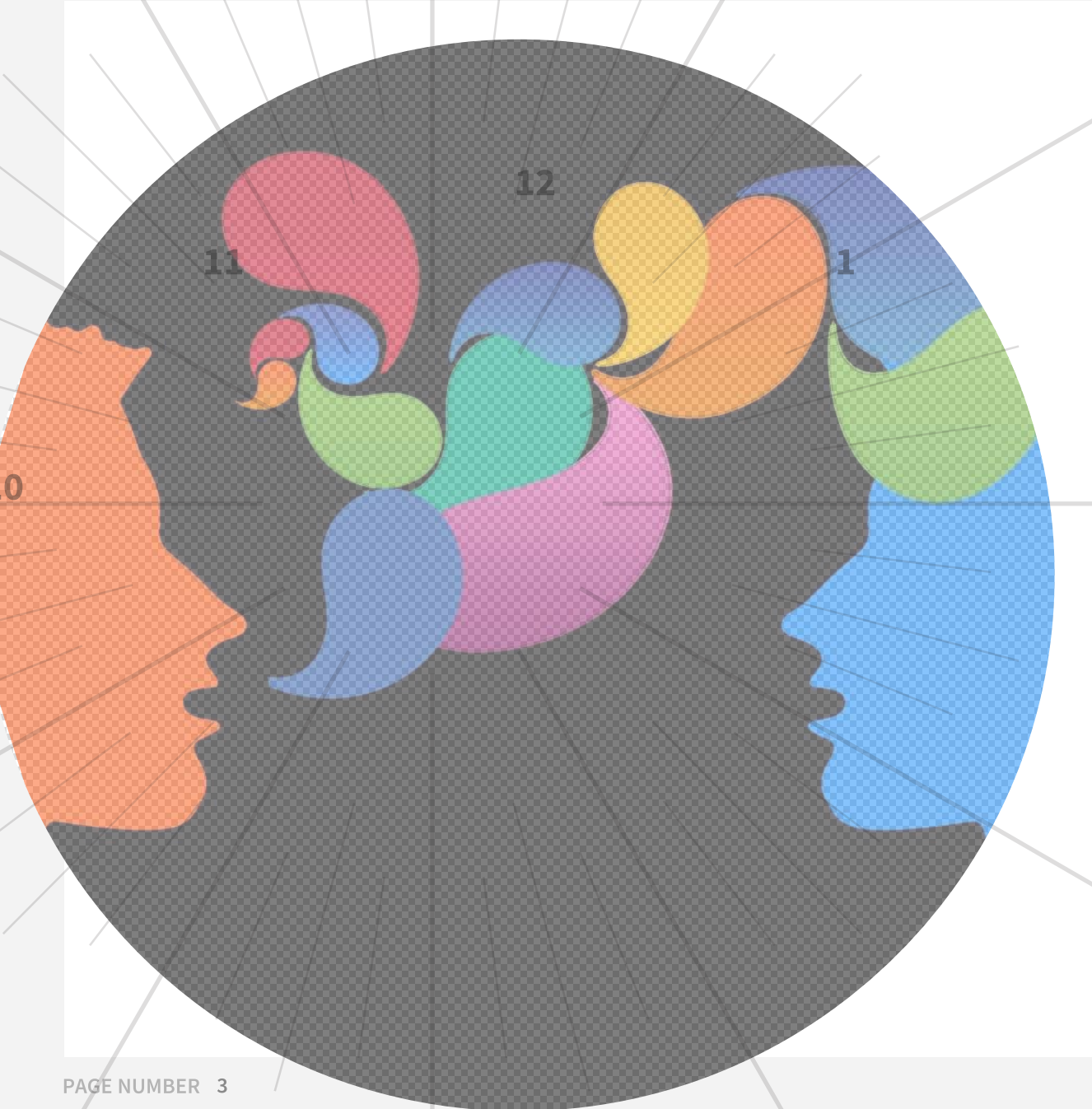
**PART-TIME TEACHERS'  
CONFERENCE**

# **Creating Authentic Assessments for Adult Learners**

**Presenters – Cheryl Francis-Nurse & Cynthia Young  
International Graduate School**

**April 29, 2023**



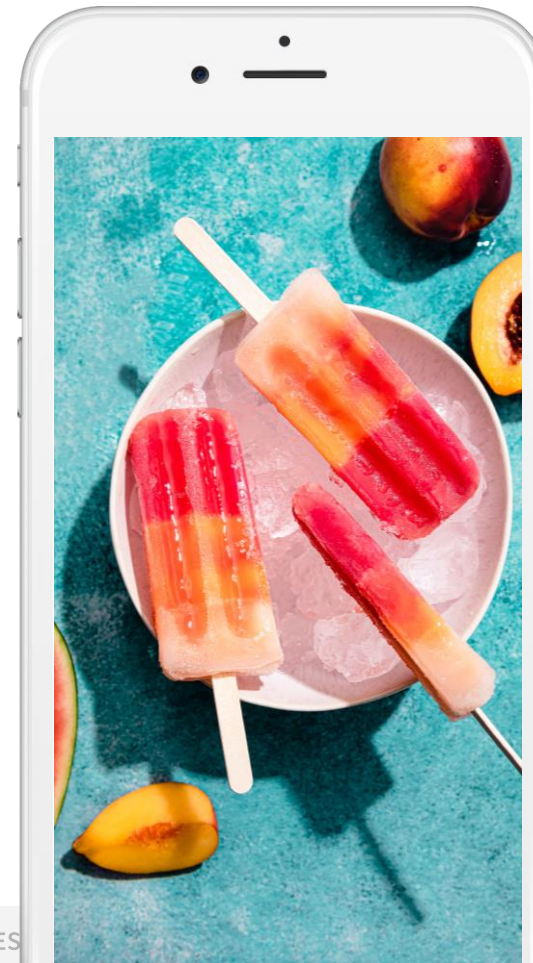
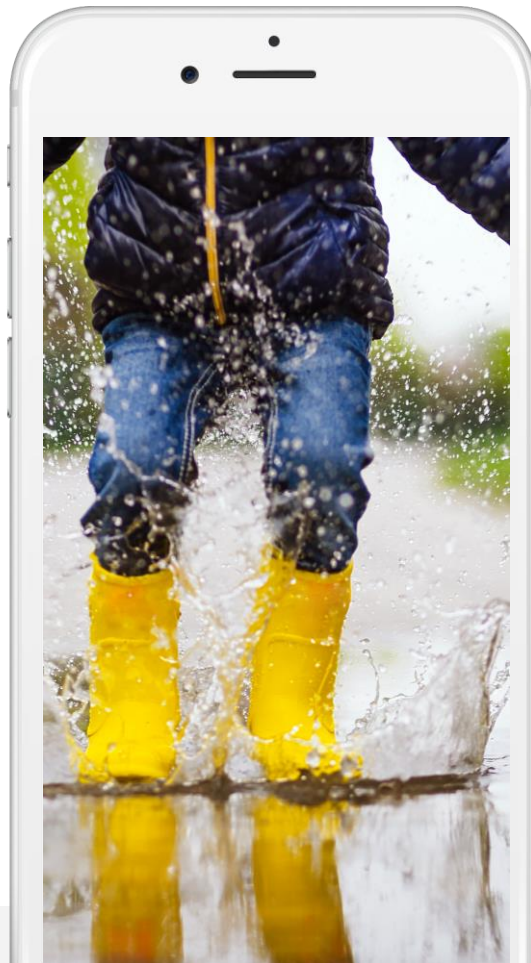
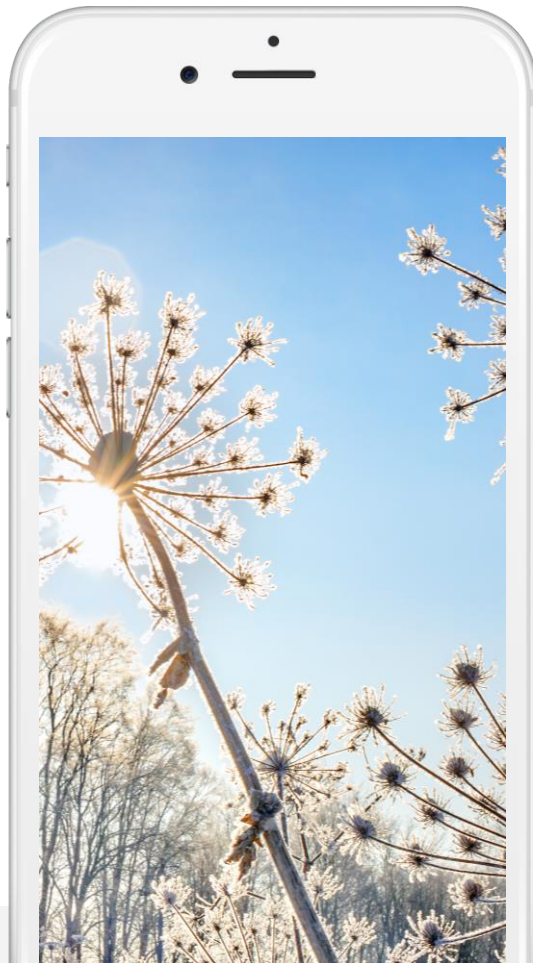


IGS Room 511

# Our agenda

- 8:50 am** • Exploring Authentic Assessments
- 9:10 am** • Discuss Traditional and Characteristics of Authentic Assessment
- 9:20am** • Recraft an assessment to give it authenticity with adult learners
- 9:45 am** • Debrief and Close

# How are you doing this morning?



# What we want you to get out of today:

Here are our learning outcomes for today:

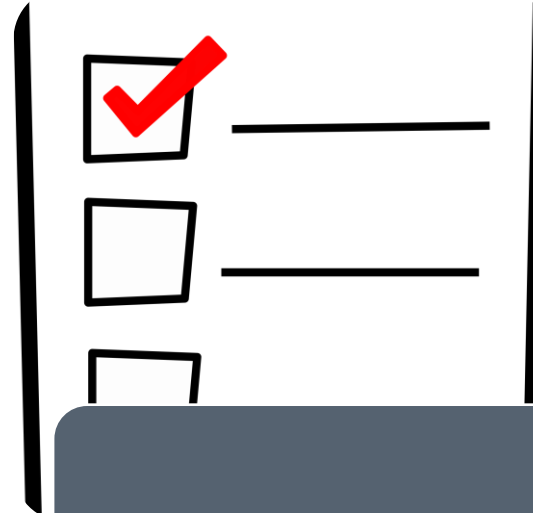
- ✓ Recognize the importance of authentic assessments in developing career-ready learners
- ✓ Critically assess current assessments for efficacy and inclusiveness
- ✓ Create an authentic assessment using a learner-centered, UDL approach



# Your Perspective...



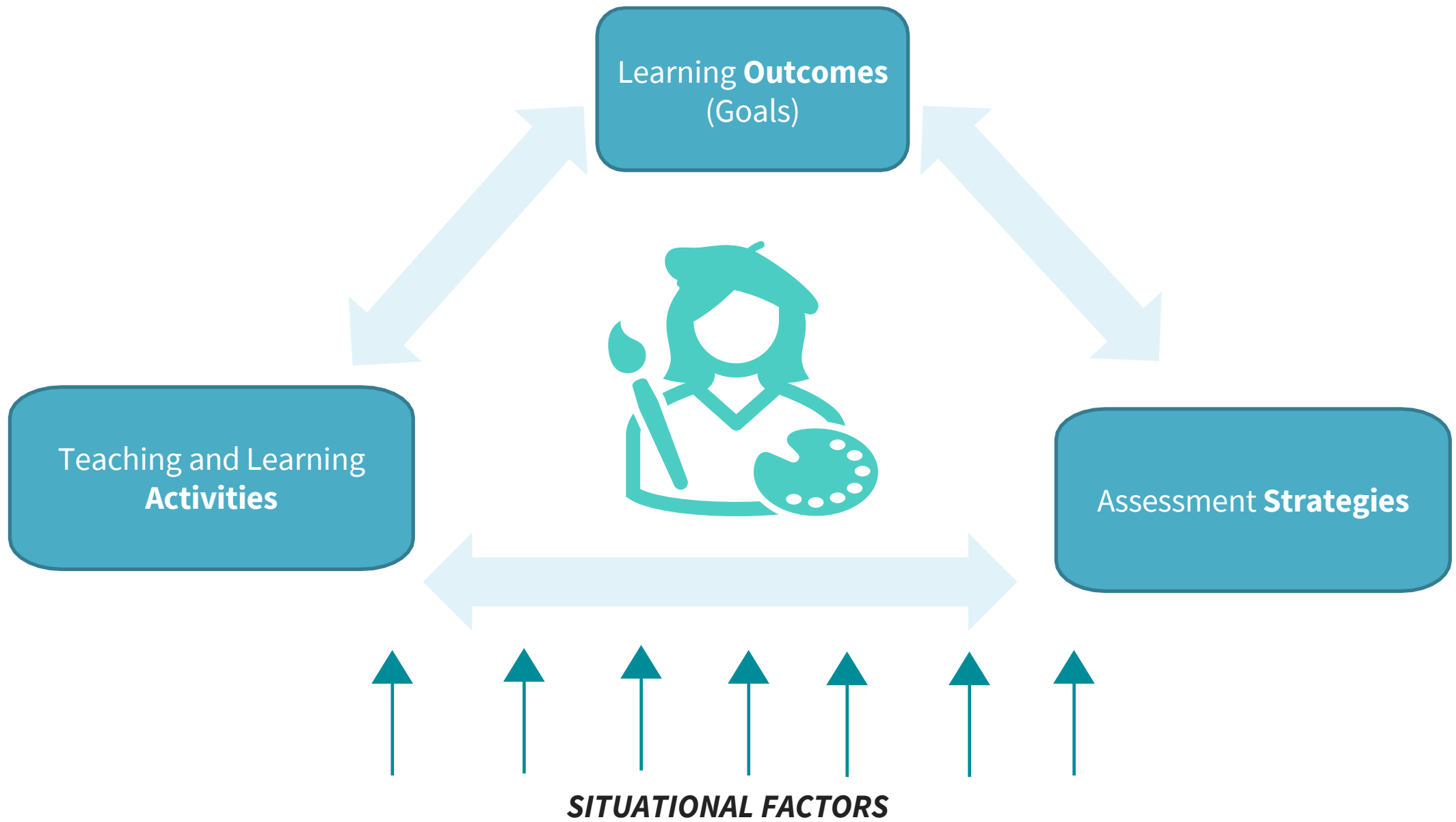
1. What factors do you consider when you design assessments for your course? What are the key influencing factors?



2. Identify a specific example of assessments that you utilize in the classroom.



3. Indicate with an 'S' or 'F', whether this is a formative or summative assessment or question mark (?), if uncertain.



Fink, L. D. (2003). A self-directed guide to designing courses for significant learning.

# Types of Assessments

## Formative assessment

refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps.

*Can we think of examples?*

- In-Class Discussion
- Clicker Questions
- Low-Stakes Group Work
- 1-minute reflection writing assignment
- Surveys
- Weekly/impromptu Quizzes
- Exit tickets
- Polls

## Summative assessments

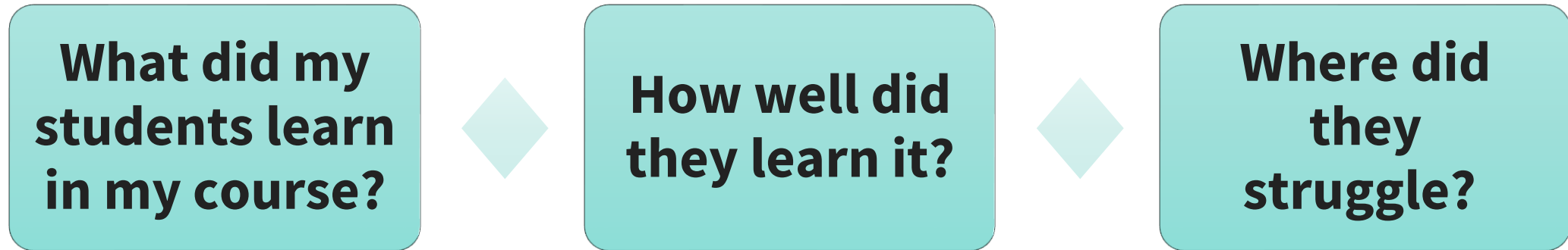
evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period. Summative assessments are almost always formally graded and may be heavily weighted.

- Final Exams
- Final Papers
- Formal In-Class Presentations
- Standardized Tests
- Final Projects
- Final Reports

[Designing Authentic Assessments \(queensu.ca\)](http://queensu.ca)



# A Well-Designed Assessment Will Tell You:



## Reflection points:

What do I need to adjust now in my teaching and learning process? How might I improve this?

# Authentic Assessments

What is authentic and what characterizes an authentic assessment?

**Authentic assessment is often described as assessments that are genuinely relevant and meaningful to a student, course and in the overall program of study. Compared to traditional assessments, they assess real-life skills and abilities that are needed for future occupations.**

*career ready citizens*



[Authentic Assessments | Center for the Advancement of Teaching Excellence | University of Illinois Chicago \(uic.edu\)](#)

# How might we support what we want our learners to achieve?

There is utility in both forms of assessments depending on the course requirements and even certification preparatory examinations. Knowing and planning will facilitate the better outcomes.

Traditional Assessments	Authentic Assessments
Generally, relies on selections and written measures	Promotes integration of various written and performative measures
Encourages memorization of correct answers	Encourages divergent thinking in generating possible answers
Goal is to measure acquisition of knowledge	Goal is to enhance development of contextual skill
Curriculum directs assessment	Assessment directs curriculum design
Promotes the "what"	Promotes the "how"

Making the Grade: The Role of Assessment in Authentic Learning, [Marilyn May Lombardi](#), [Duke University](#)

# Characteristics of Authentic Assessment

Resemble real-world tasks and activities



Can be structured as written or oral assessments completed individually, in pairs, or in groups



Often presented as ill-structured problems with no right answers



Ask students to communicate their knowledge orally or in writing to a specific audience i.e. an audience or clientele specific to a profession and for specific purpose



Svinicki, M. (2004) Learning and Motivation in the Postsecondary Classroom. Anker Publishing, Bolton, MA.

# Steps To Create An Authentic Assessments- Summarized

1. Start with the learning goals/outcomes
2. Consider situational factors
3. Identify an authentic activity that would effectively test competences (demonstrable/observable task)
4. Determine criteria/characteristics for performance
5. Develop rubric with clear expectations for measuring performance
6. Include feedback/'feedforward' loop focusing on areas for improvement/proficiency



# Let's create an authentic assessment

## THE SCENARIO

IMAGINE YOU ARE: Faculty in the Bachelor of Science - Nursing Program

## THE ASSESSMENT:

3<sup>rd</sup> year students are to conduct research and create a report outlining the steps involved in measuring blood pressure for seniors over 70 years, using a blood pressure monitor (sphygmomanometer). The report will need to identify any challenges associated with this procedure.

ASSESSMENT VALUE: 15%

DUE DATE: Due the week immediately following midterm exams.

## THE TASK, In your small table groups consider:

- What type of assessment is this likely to be - summative, formative?
- How might we convert this into an 'authentic' assessment?
- What could the evaluation criteria/rubric look like?
- Consider Universal Design for Learning (UDL) principles in your design
- **Time allocated – 15 minutes**



# Authentic Assessments – Let's Discuss

*Pick a partner*

1. What is an Authentic Assessment in your field?
2. What examples can you bring back to your own classroom/course?

**Time allocated: 5 minutes**



# Lots of examples to learn from



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



Business example: Develop a business/marketing/sales plan for an imaginary (or real) company in a student's area of interest



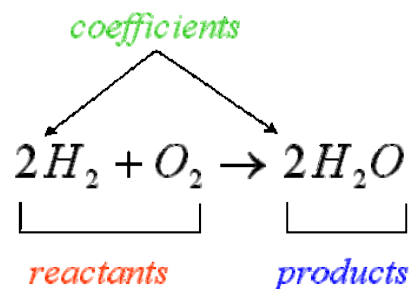
Computer Science example: Troubleshoot a problematic piece of code; Develop a website/app to solve a particular problem and/or meet a set of criteria



Psychology example: Examine/critique a case study from multiple theoretical positions



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



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



History example: 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



# Quotes to reflect on as you go...

**“Don’t just teach for the test.  
Teach for the future.”**

<https://quotesilove.com/quotes-about-assessment-in-education/>

**“Learning is not the product of teaching,  
learning is the product of  
ACTIVITY OF LEARNERS”**

**John Holt**



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# THANK YOU!



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