MODULE 3

DEVELOPING AUTHENTIC SUMMATIVE ASSESSMENTS

MODULE OBJECTIVE

You will be able to apply the principles of authentic assessment to develop authentic summative assessments and rubrics

WHAT IS AUTHENTIC ASSESSMENT?

Assessment is about more than formal testing. Assessing learning is a multidimensional process, one designed to assist, to adjust, and to advance (Stiehl & Lewchuk, 2008; Leskes & Wright, 2002). Assessment is an ongoing component of learning; it is not a one-time event. Assessment should start when learning begins and continue until the student has the opportunity to summatively demonstrate that he/she has mastered a course outcome(s).

Shephard (2000) maintains that our focus as instructors should be on creating a learning culture rather than a grading culture—one in which students know "why what they are studying is important and how it connects to things that they've studied before" (p. 41). Changing the assessment framework from its focus on *grading for the sake of grades* is not easily achieved: the elusive A+ is embedded in much of our history—as both students and teachers. Here's where authentic assessment can help us. Because an authentic assessment directly aligns with the course outcome(s) and is indicative of real-world, on-the-job situations students will encounter once they have left NAIT, the focus of assessment can begin the seismic shift from emphasizing passing the test to motivating learning engagement.

> Authentic assessments involve giving students opportunities to demonstrate their abilities in a real-world context. Ideally, student performance is assessed not on the ability to memorize or recite terms and definitions but on the ability to use the repertoires of disciplinary tools… to analyze and solve a realistic problem they might face as practitioners in the field (Jafee, 2012, para. 13).

Authentic assessment aligns with three key principles of outcomes based education (OBE):

1. Curriculum must ready students for the real world.

2. The learning intentions of curriculum must be clearly stated and shared with students.

3. Appropriate standards must be set to ensure robust curriculum.

> [Authentic assessment] is not assessment that simply tests the ability to memorize and regurgitate knowledge that we hope students will apply to the working world. It is knowledge creation, not knowledge reproduction that creates competitive advantage.
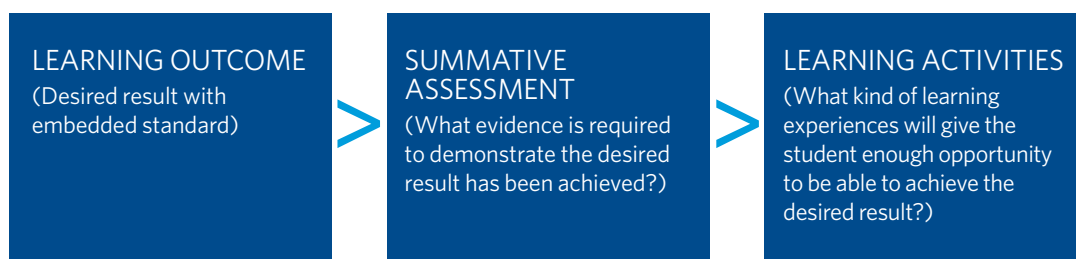>
> ~ Graham Gibbs

According to the Conference Board of Canada (2012), today's hires (whether hired domestically or abroad, and regardless of career path) are required to:

- Demonstrate responsibility, adaptability, self-directed learning and collaboration

- Assess situations and identify problems

- Seek different points of view and evaluate them based on facts

- Recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem

- Identify the root cause of a problem

- Be creative and innovative in exploring possible solutions

- Readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions

- Evaluate solutions to make recommendations or decisions

- Implement solutions

- Check to see if a solution works and act on opportunities for improvement

To master these skills, students need multiple opportunities to learn and practice them— *authentically*. For post-secondary institutions, the global imperative for informed, adaptable, and immediate practice requires an institutional shift in curriculum design and delivery. While traditional paper-based assessments provide an idea of what students can memorize and recognize, they often fail to provide evidence that students can apply their knowledge across real-world scenarios. Our challenge as curriculum developers is to conceptualize assessment strategies/designs that support emergent professional practice.

Two assessment strategies support authentic assessment: they're called summative and formative assessment, and a range of assessment designs exist under each of these strategies. An OBE assessment protocol requires formative and summative assessment. Stiehl and Lewchuck (2008) describe formative assessment as assessing **to assist** (assessment *for* learning) and summative assessment as assessing **to advance** (assessment *of* learning). As a curriculum developer, you'll find it helpful, however, to focus initially on conceptualizing the summative assessment(s) for your course. This process is called backward design:

| LEARNING OUTCOME (Desired result with embedded standard) | > | SUMMATIVE ASSESSMENT (What evidence is required to demonstrate the desired result has been achieved?) | > | LEARNING ACTIVITIES (What kind of learning experiences will give the student enough opportunity to be able to achieve the desired result?) |

The principle of backward design begins with defining your desired results. When you mapped your program and courses, those intentions—called learning outcomes—were collaboratively developed. The next step is to determine what evidence is required to demonstrate that the learning outcome has been achieved. At this step of the process, you'll determine the kind of summative assessment best suited to providing that evidence. Why do this first? Because once you've determined how an outcome would best be assessed, you can determine—with relative ease—the kinds of learning activities that will support being able to demonstrate the achievement of the desired result.

So let's begin with an overview of summative assessment and how it fits in with the authentic assessment framework of outcomes based education.

WHAT IS SUMMATIVE ASSESSMENT?

Summative assessment provides information about the learning process *after* it has happened. It's a snapshot of what students are able to do with what they have learned. This type of assessment is the final judgment of whether or not an outcome has been met.

A student's grade for a course is determined by combining the results of all summative assessments.

WHAT IS AUTHENTIC SUMMATIVE ASSESSMENT?

Outcomes based education emphasizes the achievement of outcomes—what the student will be able to do upon completion of a course/program. Outcomes are developed by identifying what graduates are expected to *do out there* (typically in the workplace) that post-secondary institutions are responsible for teaching in here (typically in the classroom, lab, shop, practicum). The emphasis on achievement of outcomes means summative assessments require that students demonstrate the intended outcome. If a course outcome indicated that students will be able to *build something*—a business plan, a quanta hut, a menu, or a treatment protocol, for example—students would have to be assessed on their capacity to actually build that thing. A summative assessment that asked them to *describe* the process of building, or that asked them to *define* key components of the process, or *to select* the materials required would not demonstrate that they had capacity to actually build anything.

Authentic summative assessments, on the other hand, provide students with opportunities to demonstrate their abilities in a real-world context. Student performance is assessed not on the ability to memorize or recite terms and definitions, but by the ability to put all aspects of their learning together in a task that analyzes and solves a realistic problem the learner might face as a practitioner in the field (Jaffee, 2012).

MAKING THE CHANGE FROM TRADITIONAL TO AUTHENTIC

Traditional test methodologies are typically paper-based tests that measure knowledge acquisition. They include forced-choice assessments like multiple-choice, fill-in-the-blank, and short-answer tests. However, 21st century workplace imperatives demand more than simply knowing; they require *doing*.

> [Learners] are seen not as mere recorders of factual information but as creators of their own unique knowledge structures. To know something is not just to have received information but to have interpreted it and related it to other knowledge one already has. In addition, we now recognize the importance of knowing not just how to perform, but also when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information–which is typically the focus of traditional multiple-choice tests–is not of primary importance in the assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve complex problems (Dietel, Herman & Knuth, 1991, para. 12).

In addition to ensuring students are able to transfer and apply their learning to various situations, we also want to ensure students are retaining the information for later use. A growing amount of research literature consistently reports that short-term memorization does not contribute to retention or transfer. As long as we have relatively high-stakes exams determining large parts of the final grade in a course, students will cram for exams, and there will be very little learning (Jaffee, 2012).

Traditional and authentic assessments have significantly different goals and evaluative depth:

THE DIFFERENCES ARE SIGNIFICANT

TRADITIONAL ASSESSMENT	AUTHENTIC ASSESSMENT
Typically paper-based, forced-choice measures	Integrates a variety of measures
Indirect measures of achievement of target skills	Direct measures of achievement of target skills
Encourages memorization of correct answers	Encourages divergent thinking in generating possible answers
Goal is to measure acquisition of past knowledge	Goal is to enhance development of meaningful skills
Goal is to measure learning primarily in the comprehension domain	Goal is to measure learning in the application, synthesis, and creation domains
Emphasis on developing a body of knowledge	Emphasis on ensuring proficiency at real-world tasks
Promotes *what* knowledge	Promotes *how* knowledge
Provides a one-time snapshot of student understanding	Provides an examination of learning over time
Emphasizes competition	Emphasizes cooperation
Targets simplistic skills or tasks in a concrete, singular fashion	Prepares students for ambiguities and exceptions found in realistic problem settings
Adapted from Park University Center for Excellence in Teaching and Learning. (2010)	

> If you go into the work place, they don't give you a multiple-choice test to see if you're doing your job. They have some per-formance assessment, as they say in business.
>
> ~ Grant Wiggins

Arguably, it's unfortunate that the term *traditional assessment* is used to differentiate paper-based, forced-choice assessment methodologies from authentic assessment: traditional assessments can be authentic provided they align with the learning intentions expressed in the associated course outcome and reflect real-world situations. The challenge for curriculum developers is to avoid defaulting to paper-based summative assessment strategies: strong alignment between the intentions expressed in the learning outcome and the associated summative assessment must drive design. Weak alignment is a strong indicator that the summative assessment you're considering isn't authentic.

Asking the question, *Will a student do this in the real world?* will steer you in the direction of authenticity.

ABOUT MIDTERMS AND FINALS

Midterm and final exam weeks are a long-standing tradition in post-secondary education. This is doubly true for those programs preparing students to sit professional certification exams. The movement to assessing students according to course outcomes can feel like it doesn't support students being able to pass their certification exams.

Too often, the midterms/finals assessment construct imposes an artificial assessment deadline that may not align with course content and sequencing. The result? Assessment that focuses on knowledge of isolated facts and superficial analysis rather than on the deep synthesis and creative, real-world problem solving required under the OBE construct.

The timing of an authentic assessment is as critical as the assessment design itself. Timeliness provides students with the opportunity to demonstrate achievement of the outcome(s) at strategic junctures in the learning process. Authentic assessments—both formative and summative—"honor [sic] the complexities of the teaching and learning paradigm" (Montgomery, 2002. p. 37); the *how* and the *when* of assessment are purposefully rather than arbitrarily determined.

PLANNING FOR AND SELECTING AUTHENTIC SUMMATIVE ASSESSMENTS

Being a course developer doesn't mean you have to do it alone, it just means that you're leading the process. NAIT advises that all faculty who teach a course should collaboratively select the summative assessment that will be linked with each course outcome. While teaching methodologies might differ, course outcomes are common across all offerings of a course; therefore, the summative assessment must be similar in goal, scope, and weighting across all iterations of the same course.

You might find it reassuring to know that even experienced curriculum developers sometimes struggle with selecting an appropriate summative assessment to authentically measure successful completion of learning outcomes. For those of us who have primarily experienced assessment as written exams (both as former students and as teachers), the use of authentic assessment can be an exercise in thinking out of the box. In the OBE construct, the most important consideration is what a particular assessment strategy is capable of doing. Answering the following three questions will help you select an authentic summative assessment approach that measures what you want it to:

1. What cues does the verb in the learning outcome give me about how success should be measured?

2. What real-world task(s) or circumstance(s) is this learning outcome *getting at*?

3. How might a summative assessment meaningfully imitate real-world tasks/circumstances?

WHAT CUES DOES THE VERB IN THE LEARNING OUTCOME GIVE ME ABOUT HOW SUCCESS SHOULD BE MEASURED?

Each course outcome must be linked to a summative assessment. Planning for assessment begins with the developer having a clear understanding of the outcome to be attained and of what success will look like once it's achieved.

Ideally, the summative assessment will have the student perform exactly what the outcome is asking him/her to do. The verb contained in the outcome (the action word describing what students will be able to do) points to the summative assessment approach that will best support determining achievement of that outcome. The following table provides a sampling of outcome verbs and corresponding assessment approaches:

COURSE OUTCOME VERB	SUMMATIVE ASSESSMENT
You will be able to ANALYZE …	Provides an opportunity to ANALYZE something, applying appropriate concepts/skills/issues
You will be able to CREATE…	Provides an opportunity to CREATE something, applying appropriate concepts/skills/issues
You will be able to DESIGN…	Provides an opportunity to DESIGN something, applying appropriate concepts/skills/issues

After you've identified the verb, consider the remainder of the outcome for information regarding how best to authentically assess its achievement.

WHAT REAL-WORLD TASK(S) OR CIRCUMSTANCE(S) IS THIS LEARNING OUTCOME GETTING AT?

All course outcomes are developed under the umbrella of program outcomes—faculty and industry's identification of what program graduates are expected to be able to do out there that we are responsible to teach in here. When course outcomes are developed, they must meet the following criteria:

1. Outcomes must be something that students will be expected to do out there.

2. Outcomes must be assessable.

In developing the assessment task, we look at what the course outcome represents as a real-world task or circumstance and ask, *What sorts of things might a graduate of this program encounter in the workplace that parallels this course outcome?* This becomes a brainstorming exercise for assessment developers: looking at the course outcome to come up with a list of what learners will be expected to *analyze* or *create* or *design* out there. While brainstorming, remember that authentic assessment according to OBE also stresses the importance of using a variety of tools.

HOW MIGHT AN AUTHENTIC SUMMATIVE ASSESSMENT MEANINGFULLY IMITATE REAL-WORLD TASKS/CIRCUMSTANCES?

The key to this question is looking for *meaningful imitation* of real-world tasks/circumstances. According to OBE, we accept the responsibility to prepare learners for successful, meaningful engagement with the real world. In some cases, we have the opportunity to directly engage our learners with the real world. In many cases, however, providing learners with a genuinely real-world, live assessment just isn't an option. In these circumstances, the only option is to generate something that imitates a real-world task or circumstance to a reasonable degree.

This means selecting assessment tasks that are imitable outside a real-world setting and present enough depth to challenge students to the same extent as a real-world setting. Authentic assessment allows students to synthesize the concepts, skills, and issues represented by this outcome to deliver creative, innovative responses.

LET'S LOOK AT AN EXAMPLE AND PROPOSE SOME SUMMATIVE ASSESSMENT STRATEGIES

Let's use an outcome from the Course Design Document:

Present oneself professionally in writing and conversation in the workplace.

What are some assessment approaches that would substantially and authentically demonstrate achievement of the outcome? To help us align our proposed summative assessment strategy with the course outcome, let's first unpack the course outcome:

COURSE OUTCOME INFORMATION	ASSESSMENT STRATEGY DECISIONS
Verb: **Present**	Learner must have the opportunity to **present something**
Present **oneself**	Assessment must be focused on **individual performance** rather than on group performance
Present oneself **in writing and conversation**	Will require **two discrete assessment tasks or a single two-pronged assessment** since it would be difficult to assess writing and conversation simultaneously

Now let's ask ourselves, *What real-world task or circumstance is this learning outcome getting at?*

WRITING
Real-world expectations: technical, analytic, and research reports; internal and external emails; letters to clients and shareholders; estimates; proposals

CONVERSATION
Employee interviews, patient histories, product/process presentations and pitches, training, conducting and participating in meetings, facilitating

Next let's ask ourselves, *How might an assessment meaningfully imitate these real-world tasks/ circumstances?*

WRITING
Written case assignment, portfolio of written work

CONVERSATION
Oral case assignment, interview, presentation, mock meeting

Finally, let's consider some summative assessment strategies:

- "Present oneself professionally by developing a written portfolio consisting of a resume and cover letter, a request for professional development funding, and an email response to a client inquiry."

- "Present oneself professionally by giving a 10-minute product-demonstration presentation for a workplace team meeting."

- "Read the following workplace scenario and develop a written document that could be used by your organization to respond to this incident."

- "Read the case study. From the list of options that follow, select the option that best exemplifies professionalism in the workplace and explain your choice below. "

Once you've collaboratively selected a summative assessment strategy, you're ready to populate the summative assessment block in the Course Design Document.

DEVELOPING AUTHENTIC SUMMATIVE ASSESSMENTS

Outcome(s):	Related Program Outcome(s)	Related summative assessment
Present oneself professionally in writing and conversation in the workplace	1. Display professional and ethical behaviour in accordance with occupational obligations and expectations 2. Select effective communication techniques for use with clients, colleagues, and other professionals	Present yourself professionally by 1. Developing a written portfolio based on workplace scenarios 2. Delivering an oral presentation suitable for a workplace situation

Content			Activity	Formative Assessment	Resources
Concept(s)	Skill(s)	Issue(s)	Sample teaching activities to support learning	Sample assessment strategies to guide teaching & learning	Materials to support learning
Codes of conduct Legal obligations (FOIP, HIA, etc.) Persuasive model Plain language Purposeful Conversation model …	Apply appropriate level to professional situations Apply plain language constructs to a professional communication Lead workplace activities that support diverse perspectives and ideas Turn conflict into opportunity …	Audience/ workplace diversity Change; resistance to change Ethics Mixed understandings of professional appropriateness …			Established materials Suggested/to be developed

ALIGNMENT WITH OUTCOME(S) UNDERPINS ALL ELEMENTS OF COURSE DESIGN

MEASURING PERFORMANCE: AUTHENTIC ASSESSMENT RUBRICS

To be authentic, summative assessment must not only replicate real-world tasks but also directly and fairly substantiate the extent to which learning goals have been met. Rubrics are an effective means of establishing performance criteria, sharing those criteria with students, and empowering success.

WHAT IS A RUBRIC?

The word *rubric* comes from the Latin word *rubrica* for the colour red. Medieval monks used red ochre to denote headings in their hand-rendered religious texts. Later, the word evolved to mean classification—particularly in medical circles. Today, a rubric is "at its most basic, a scoring tool that lays out the specific expectations for an assignment" (Stevens & Levi, 2005, p. 3). A rubric classifies the criteria and a variety of performance levels for a particular task.

A rubric can be used to evaluate student performance during the learning process and/or at the end of a learning unit. While a rubric can be a powerful informational tool during the learning process, for the purposes of this module, we'll focus on using a rubric as a summative assessment tool.

Authentic summative assessments transparently align with course learning outcomes, leaving little room for misunderstanding performance expectations and quality benchmarks. Rubrics distinctly communicate what it is you want to see and articulate the steps that will take the students where they need to go.

WHY USE A RUBRIC?

"The greater understanding the students have about what makes up good performance, the greater the likelihood of them achieving high levels of performance" (Stiehl & Lewchuk, 2008, p. 74). Rubrics support transparency, trust, and high expectations—three hallmarks of a high-functioning learning community. Typically, rubrics are either distributed at the same time the assignment/project is first mentioned or are included in the course syllabus. Adult learners want to know what is expected of them: a rubric tells them in well-defined, simple terms. Reviewing the rubric as a group when the assignment is given before any work is put into the product helps create a collaborative, open learning environment where questions are welcomed and success is accessible for all. The clear expectations expressed in a rubric lay the responsibility squarely at the feet of the learner. "By passing out the rubric in advance and allowing time for the components to be discussed, we make our implicit expectations explicit" (Stevens & Levi, 2005, p. 22).

> With rubrics, we focus our attention on what we expect in the best and worst assignments, and we do it the same way – in the same order – for each and every assignment.
>
> ~ Danielle Stevens & Antonia Levi

Stevens and Levi (2005) propose six key reasons for using rubrics:

1. Rubrics provide timely feedback.

2. Rubrics prepare students to use detailed feedback.

3. Rubrics encourage critical thinking.

4. Rubrics facilitate communication with others.

5. Rubrics help us refine our teaching skills.

6. Rubrics level the playing field.

Although time-consuming to develop, rubrics pay dividends in the classroom and during marking. Expectations are clearly presented before the assessment begins, feedback for all criteria is ready for quick selection, and the same process is used for every student. Rubrics can also provide more accurate result patterns that can be used to adjust instruction, resources, even the assessments themselves. Stevens and Levi (2005) argue that rubrics showing student development over time can allow us to gain a clearer view of teaching blind spots, omissions, and strengths.

Providing students with the opportunity to discuss performance expectations and grading criteria prior to an assessment typically enhances comprehension and performance. The transparency of the assessment process also acts to reduce student stress and underlines a commitment to objectivity.

WHEN NOT TO USE A RUBRIC
Sometimes a rubric isn't the answer. If an assessment task allows for only specific answers, (e.g, Yes or No, True or False, A, B, C, or D, single short answer with only one possibility, matching) something like a checklist or answer key will suffice.

CREATING EFFECTIVE RUBRICS
Rubrics can be applied to virtually every behaviour that can be observed. Rubrics make seemingly immeasurable things measurable and, therefore, comparable (Banta, 2007). Creating an effective rubric can be time consuming—especially if you've never done one before. Often, a collaborative effort between course developers produces the strongest, most effective rubrics. According to Rhodes (2010), rubrics are a series of choices, a balance between generality and specificity, a record of negotiated compromises, and a product of many minds at work to collaboratively create new knowledge.

TYPES OF RUBRICS
There are two types of rubrics: *holistic* and *analytic*.

A holistic rubric evaluates performance across multiple criteria. Specific feedback for improvement is not necessarily communicated. Holistic rubrics are useful for a broad, global assessment of student performance, such as a portfolio or response journal.

An analytic rubric breaks down an assessment task into performance criteria with clearly articulated performance levels. Analytic rubrics identify what was done well and where improvement is required. Analytic rubrics are most useful for tasks with multiple criteria, performance levels, and weighting concerns.

At NAIT, analytic rubrics are used more frequently than holistic ones. So, for the purposes of this module, let's focus on the analytic rubric.

RUBRIC COMPONENTS
Rubrics typically have three components:

     1. Criteria/Dimensions

     2. Scale

     3. Task Descriptions

1. Criteria/Dimensions

The first step in developing a rubric is defining what quality demonstration of the learning outcome means. Examine the authentic assessment task developed for the outcome and articulate what will be necessary to accomplish that task. *What exactly are students expected to do? How do you want them to do it? What exactly are you looking for?* Consider the synthesis of the concepts, skills, and issues required to master the course outcome. Clearly state the details of the depths of knowledge and skills you want students to demonstrate and all parameters they must work within. Whether this results in a series of objective-like statements or a list of task components is up to you. These statements are the *criteria* or *dimensions* of the task.

Weighting of criteria can also be determined at this stage, if applicable. Weighting is the process by which some criteria are allotted more of the total score than others. This gives the rubric developer(s) the ability to place emphasis on certain criteria while still allowing supporting criteria to be reflected in the task expectations.

2. Scale

The second step to rubric development is deciding on a scale. The spectrum of the scale will communicate how well or poorly a task was completed. The number of categories in the scale is up to the discretion of the developer(s); however, a scale of 4 or 6 performance levels is typical. Generally speaking, an even number provides more direction for a student as there is no middle ground or average to nestle into. Huba and Freed (2000) have compiled some commonly scales:

- Sophisticated, competent, partly competent, not yet competent

- Exemplary, proficient, marginal, unacceptable

- Advanced, intermediate high, intermediate

- Accomplished, average, developing, beginning

> ...assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.
>
> ~ Trudy Banta

3. Task descriptions

The last component of rubric development is landing on the detailed descriptions of each criteria level. Students find assessment of coursework motivating, enabling them to learn during the assessment process. But they need more help to understand the assessment criteria and what is expected to meet these criteria (Harlen, 2005). Criteria descriptions illustrate exactly what is expected at each level of the scale and clearly delineate the differences between each level.

One of the most common areas rubric developers struggle with is the move from quantitative factors to qualitative factors. For example, if spelling and grammar are criteria for assessment, a flawed rubric might reference the number of errors allowed for each level, where a preferred rubric illustrates how the errors do (or do not) impact the meaning of the product or presentation. Numeric values are generally inappropriate for rubrics: they are more appropriate when absolutes are required. For a subjective assessment task requiring the use of a rubric, descriptors must reflect the extent to which students demonstrate the criteria (Bennett & Mulgrew, 2009).

LET'S LOOK AT TWO SAMPLE RUBRICS AND PROPOSE SOME CRITERIA AND DESCRIPTIONS

The following two rubrics provide examples of partially constructed criteria and descriptions. We'll continue using the professionalism outcome and CSIs from Module 2.

No single process for rubric construction works for all course developers; however, we can say it's not likely to be a linear process. Be prepared to go back and forth as you carefully consider and select the terminology that will best describe the criteria and descriptions.

RUBRIC EXAMPLE #1

Task for assessment: Present yourself professionally by giving a 10-minute oral product demonstration for use in a workplace team meeting

LEVEL / CRITERIA	4 – EXCELLENT	3 – GOOD	2 – ADEQUATE	1 - LIMITED	INSUFFICIENT	WEIGHTING	TOTAL
Organizes content	Organizes information in a **precise** manner to **clarify** understanding	Organizes information in a **logical** manner to **support** understanding	Organizes information in a **simplistic** manner to **partially support** understanding	Organization is **haphazard** and **does little to assist** understanding	Insufficient evidence based on the requirements of the assignment	3	
Applies persuasive communication techniques	Communicates information in a **compelling** manner to **engage** the audience	Communicates information in an **effective** manner to **interest** the audience	Communicates information in an **straightforward** manner to **generally** hold the attention of the audience	Communicates information in an **in-effective** manner that **does little to sustain** the attention of the audience	Insufficient evidence based on the requirements of the assignment	2	
Demonstrates a professional demeanor	...				Insufficient evidence based on the requirements of the assignment	3	
Responds to audience questions and feedback	...	*WHAT DESCRIPTIONS CAN YOU THINK OF THAT WOULD SUPPORT THESE ASSESSMENT CRITERIA AT EACH LEVEL?*				2	
Total score/Total possible score							

RUBRIC EXAMPLE #2

Summative assessment task: Present yourself professionally by giving a 10 minute oral product demonstration for use in a workplace team meeting		**Course outcome:** Present oneself professionally in writing and conversation in the workplace	
Organization and Coherence			
Introduction			
Introduction is effectively developed and prepares the audience for the rest of the presentation 3	Introduction is somewhat developed and provides a partial sense of direction for the rest of the presentation 2	Introduction is undeveloped and does not orient the audience to what will follow 1	Insufficient evidence based on the requirements of the assignment 0
Subject Knowledge and Related Areas			
Content is relevant, emphasizing key points and supported by sufficient evidence 6	Content is appropriate, supported by basic points and partial evidence 4	Content is undeveloped and unsupported by evidence 2	Insufficient evidence based on the requirements of the assignment 0
General Organization			
Presentation is effectively planned and logically sequenced 6	Presentation is generally well planned and sequenced, with some improvement possible 4	Presentation is disjointed with poor sequencing and linkages 2	Insufficient evidence based on the requirements of the assignment 0
Delivery			
General Delivery Style			
Delivery style is fluid and engages audience 6	Delivery style is developing but not yet polished; delivery style informs audience 4	Delivery style is ineffective and does little to sustain audience interest 2	Insufficient evidence based on the requirements of the assignment 0
Language			
Language is ideal for a professional audience and enhances understanding 3	Language is acceptable for a professional audience and does not distract from understanding 2	Language is inappropriate for a professional audience or interferes with understanding 1	Insufficient evidence based on the requirements of the assignment 0
...etc			
			Insufficient evidence based on the requirements of the assignment 0

REFERENCES

Banta, T. W. (2007). Can assessment for accountability complement assessment for improvement? *Association of American Colleges and Universities, 9*(2).

Bennett, S., & Mulgrew, A. (2009). *Building better rubrics.* Edmonton, AB: Alberta assessment consortium.

Dietel, R.J., Herrman, J.L., & Knuth, R.A. (1991). What does the research say about assessment? In North central regional educational laboratory. Retrieved July 18, 2012, http://methodenpool. unikoeln. de/portfolio/What%20Does%20Research%20Say%20About%20Assessment. htm

Harlen, W. (2005). Teachers' summative practices and assessment for learning: Tensions and synergies. *The Curriculum Journal, 16*(2), 207-223.

Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.* Boston, MA: Ally & Bacon.

Jafee, D. (2012). Stop telling students to study for exams. *Chronicle of Higher Education, 58*(34).

Leskes, A., & Wright B. (2005). *The art and science of assessing general education outcomes.* Washington, DC: Association of American Colleges and Universities.

Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College Teaching, 50*(1), 34.

Park University Center for Excellence in Teaching and Learning. (2010). *Incorporating authentic assessment.* Retrieved July 18, 2012, from http://www. park. edu/cetl/quicktips/authassess. html

Rhodes, T. L. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics.* Association of American Colleges and Universities, Washington: D. C.

The Conference Board of Canada. (2012). Employability skills 2000+. In *The conference board of Canada: Insights you can count on.* Retrieved July 18, 2012, from http://www. conferenceboard. ca/topics/education/learning-tools/employability-skills. aspx

Shephard, L. (2000). The role of assessment in a learning culture. *Educational Researcher, 29*(7).

Stevens, D., Levi, A., & Walvoord, B. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning.* Virginia: Stylus Publishing.

Stiehl, R., & Lewchuck, L. (2008). *The assessment primer: Creating a flow of learning evidence.* Corvallis, OR: The Learning Organization.