## Standardized vs. Authentic Assessments

|  |  |  |
| --- | --- | --- |
|  | **Standardized** | **Authentic** |
| **Task Type** | * Tasks take the form of specific questions asking about a single isolated area of content.
* Students perceive tasks as detached from real-world application.
* Tasks require nothing but the exam sheet and the students’ own brains.
* Tasks are limited to the information necessary to come to a correct answer.
* Tasks focus on recall of content or limit the application of knowledge and information to a specific set of skills in isolation.
 | * Tasks are drawn from activities that are carried out in a professional practice and require critical thinking.
* Students perceive tasks as relevant and linked to the real world.
* Tasks require interacting with the real world, including persons with little or no connection to the classroom.
* Both relevant and irrelevant material is presented. Tasks should reveal the interconnection of knowledge.
* Tasks require integrating knowledge, skills, and attitudes within a single activity, drawing on ability to *synthesize*, *apply*, and *evaluate* information.
 |
| **Task Context** | * Assessment is presented as a single evaluative moment in the classroom.
* Assessment is administered individually.
* Assessment occurs over a typical classroom period.
* Assessment is presented as a way to sort and rank students.
 | * The physical presentation of materials reflects the task at hand, often mimicking the professional world.
* Social processes in the real world are considered, which may require students to work individually, with a partner, in a group, or in competition.
* Elements of the assessment may be shortened or lengthened to reflect real-world conditions.
* Assessment is presented as a way to inform teaching and improve learning.
 |
| **Answer Format** | * There is one correct answer for each task.
* There is one way to achieve a correct answer.
* Answers are exclusively directed to the teacher or test.
 | * Problems may have multiple correct answers that can change depending on the students’ approaches.
* Correct answers require multiple stages, each of which can be scored independently.
* Final products or responses are geared toward an audience with students presenting their work to others and defending their answers.
 |