



## 8.1.1 | Create: Non-Traditional Assessment Guidelines

### **Other names for non-traditional assessments:**

Authentic Assessments, Performance Assessments, Alternative Assessments, and Direct Assessments.

### **Examples of Non-Traditional Assessments:**

Portfolios, projects, journals, discussion posts, interviews, self-assessments, peer assessments, papers/reports, checklists and inventories, and multimedia products.

### **Authentic or non-traditional assessments should:**

- Be performance-oriented, measuring both the learner's response and the thought processes and/or group processes involved in arriving at that response.
- Prompt learners to reflect on their own learning and success.
- Require learners to apply the knowledge and skills they have mastered, demonstrating their grasp of the material.
- Focus on real-world, meaningful tasks that are relevant to the learner.
- Start with the identification of tasks that the learner should be able to perform following instruction and the knowledge they should possess, and may also address the interpersonal skills and attitudes they should acquire.
- Be developed by (1) Identifying the standards, (2) Selecting an authentic task, (3) Identifying the criteria for the task performance, and (4) creating a rubric.
- Be pilot-tested prior to use, or, should be flexibly administered the first time they are used to allow for designer errors in identifying criteria or indicators of mastery or proficiency.