

# Online Learning Assessment Levels of Authenticity

## Level 1 Non-Authentic Performance

- Learners solve math or science problems without context
- Learners list or identify the parts of a standard process or procedure without having to relate it to an actual example

## Level 2 Minimally Authentic Performance

- Learners answer essay questions on the causes of a historic event
- Learners describe the components of a typical marketing or business plan in response to an essay question
- Learners explain the steps for responding to an emergency procedure in response to an essay question

## Level 3 Response to Case Study or Scenario

- Learners develop a business or marketing plan based on a scenario providing data for a real or imaginary company
- Learners create a material requirements plan for a manufacturing process based on a case study containing data and information from a real or imaginary company
- Learners develop an emergency response plan base on a case study situation

## Level 4 Simulation/Role Play Performance

- Learners arrest a suspect in a simulated arrest situation
- Learners demonstrate emergency medical procedures in a simulated accident scene
- Learners role-play conflict resolution strategies

## Level 5 Authentic Performance

- Learners give a speech to an audience that they locate such as a community organization
- Learners develop a marketing plan for a local business that they identify
- Learners perform designated competencies in a college run business
- Learners perform designated competencies in an internship or clinical setting

## Online Performance Assessment Checklist

	Assessment effectively evaluates the performance of the target learning outcome(s)
	Assessment reflects a level of authenticity that is effective and practical
	Assessment can be accomplished online OR in an environment accessible to the learner
	Assessment includes criteria for performance that are defined and available to learners as a scoring guide
	Assessment documents performance for evaluation and feedback
	Assessment results in an artifact that will be of use to learners in the future
	Assessment makes effective use of tools/resources available online for accessing and sharing information

# Online Learning Assessment Planner

<b>What outcome(s) will the learners demonstrate (target skills, knowledge, and/or attitudes)?</b>													
<p><b>What should this assessment do?</b></p> <ul style="list-style-type: none"> <li>— Provide feedback about learning and teaching</li> <li>— Require learners to document performance of a skill in a simulated setting</li> <li>— Require learners to document performance of a skill in a real world setting</li> <li>— Require learners to apply knowledge to hypothetical problems or decisions</li> <li>— Require learners to apply knowledge to “real” problems or decisions related to their current or future roles as workers, citizens, or family members</li> <li>— Require learners to explain knowledge or information</li> <li>— Require learners to recite/repeat information</li> <li>— Other _____</li> </ul>	<p><b>Performance Assessment Strategy</b>  <i>How will your learners show that they have achieved the intended performance results?</i></p> <ul style="list-style-type: none"> <li>— Performance Skill Demonstration</li> <li>— Technical Skill Demonstration</li> <li>— Soft Skill Demonstration</li> <li>— Service Skill Demonstration</li> <li>— Product Development</li> <li>— Decision-Making</li> <li>— Development of a Solution</li> <li>— Critical Thinking Analysis</li> <li>— Other _____</li> </ul>	<p><b>Physical Environment</b></p> <ul style="list-style-type: none"> <li>— Online Platform</li> <li>— Internet</li> <li>— Community</li> <li>— Workplace</li> <li>— Student’s Learning Space</li> <li>— Classroom</li> <li>— Lab</li> </ul>	<p><b>Interpersonal Environment</b></p> <ul style="list-style-type: none"> <li>— Individual</li> <li>— Small Group Online</li> <li>— Large Group Online</li> <li>— Classmates (face-2-face)</li> <li>— External community members</li> </ul>										
<p><b>What level of authenticity is optimal and reasonable?</b></p> <ul style="list-style-type: none"> <li>— Level 5 – Authentic Performance</li> <li>— Level 4 – Simulation or Role Play</li> <li>— Level 3 – Response to Scenario or Case Study</li> <li>— Level 2 – Minimally Authentic</li> <li>— Level 1 – Non-Authentic</li> </ul>	<p><b>Evidence/Artifacts/Documentation</b>  <i>What evidence will show that your learners have achieved the intended outcome?</i></p>	<p><b>Evaluator(s)</b>  <i>Who will provide feedback and rate performance?</i></p> <table border="0" style="width: 100%;"> <tr> <td>— Instructor</td> <td>— Employer</td> </tr> <tr> <td>— Self</td> <td>— Outside</td> </tr> <tr> <td>— Peer</td> <td>— Other</td> </tr> </table>		— Instructor	— Employer	— Self	— Outside	— Peer	— Other				
— Instructor	— Employer												
— Self	— Outside												
— Peer	— Other												
<p><b>Facilitation Strategies/Logistics</b></p>		<p><b>Online Tools</b></p> <table border="0" style="width: 100%;"> <tr> <td>— Discussion Forum</td> <td>— Email</td> </tr> <tr> <td>— Chat</td> <td>— Worldwide Web</td> </tr> <tr> <td>— Whiteboard</td> <td>— Learning Objects</td> </tr> <tr> <td>— Group Workspace</td> <td>— Resources</td> </tr> <tr> <td>— Personal Workspace</td> <td>— Other</td> </tr> </table>		— Discussion Forum	— Email	— Chat	— Worldwide Web	— Whiteboard	— Learning Objects	— Group Workspace	— Resources	— Personal Workspace	— Other
— Discussion Forum	— Email												
— Chat	— Worldwide Web												
— Whiteboard	— Learning Objects												
— Group Workspace	— Resources												
— Personal Workspace	— Other												

## Completed Example 1 – Online Assessment Planner

<p><b>What outcome(s) will the learners demonstrate (target skills, knowledge, and/or attitudes)?</b>  <b>Competency:</b> Prescribe a regulatory compliance management system <b>Core Abilities:</b> Think critically and creatively, Access information resources</p>													
<p><b>What should this assessment do?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide feedback about learning and teaching</li> <li><input type="checkbox"/> Require learners to document performance of a skill in a simulated setting</li> <li><input type="checkbox"/> Require learners to document performance of a skill in a real world setting</li> <li><input checked="" type="checkbox"/> Require learners to apply knowledge to hypothetical problems or decisions</li> <li><input type="checkbox"/> Require learners to apply knowledge to “real” problems or decisions related to their current or future roles as workers, citizens, or family members</li> <li><input type="checkbox"/> Require learners to explain knowledge or information</li> <li><input type="checkbox"/> Require learners to recite/repeat information</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>Performance Assessment Strategy</b>  <i>How will your learners show that they have achieved the intended performance results?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance Skill Demonstration</li> <li><input type="checkbox"/> Technical Skill Demonstration</li> <li><input type="checkbox"/> Soft Skill Demonstration</li> <li><input type="checkbox"/> Service Skill Demonstration</li> <li><input checked="" type="checkbox"/> Product Development</li> <li><input type="checkbox"/> Decision-Making</li> <li><input checked="" type="checkbox"/> Development of a Solution</li> <li><input type="checkbox"/> Critical Thinking Analysis</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>Physical Environment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Online Platform</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Workplace</li> <li><input type="checkbox"/> Student’s Learning Space</li> <li><input type="checkbox"/> Classroom</li> <li><input type="checkbox"/> Lab</li> </ul>	<p><b>Interpersonal Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual</li> <li><input checked="" type="checkbox"/> Small Group Online</li> <li><input type="checkbox"/> Large Group Online</li> <li><input type="checkbox"/> Classmates (face-2-face)</li> <li><input type="checkbox"/> External community members</li> </ul>										
<p><b>What level of authenticity is optimal and reasonable?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Level 5 – Authentic Performance</li> <li><input type="checkbox"/> Level 4 – Simulation or Role Play</li> <li><input checked="" type="checkbox"/> Level 3 – Response to Scenario or Case Study</li> <li><input type="checkbox"/> Level 2 – Minimally Authentic</li> <li><input type="checkbox"/> Level 1 – Non-Authentic</li> </ul>	<p><b>Evidence/Artifacts/Documentation</b>  <i>What evidence will show that your learners have achieved the intended outcome?</i></p> <ul style="list-style-type: none"> <li>• Workplace Assessment Checklist</li> <li>• Contributions to Discussion Forum</li> <li>• Recommendation Summary</li> </ul>	<p><b>Evaluator(s)</b>  <i>Who will provide feedback and rate performance?</i></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Instructor</td> <td><input type="checkbox"/> Employer</td> </tr> <tr> <td><input checked="" type="checkbox"/> Self</td> <td><input type="checkbox"/> Outside</td> </tr> <tr> <td><input checked="" type="checkbox"/> Peer</td> <td><input type="checkbox"/> Other</td> </tr> </table>		<input checked="" type="checkbox"/> Instructor	<input type="checkbox"/> Employer	<input checked="" type="checkbox"/> Self	<input type="checkbox"/> Outside	<input checked="" type="checkbox"/> Peer	<input type="checkbox"/> Other				
<input checked="" type="checkbox"/> Instructor	<input type="checkbox"/> Employer												
<input checked="" type="checkbox"/> Self	<input type="checkbox"/> Outside												
<input checked="" type="checkbox"/> Peer	<input type="checkbox"/> Other												
<p><b>Facilitation Strategies/Logistics</b></p> <ol style="list-style-type: none"> <li>1. Instructor develops and posts the following materials in the Resources section of the online platform:           <ul style="list-style-type: none"> <li>• Company Profile</li> <li>• EPA, OSHA, and other relevant regulation documents</li> <li>• Workplace Assessment Checklist</li> <li>• Sample Regulatory Compliance Audit Report 2000</li> </ul> </li> <li>2. Learners participate in teambuilding/decision-making practice activities in Learning Plan.</li> <li>3. Learners work in small groups to develop a regulatory compliance management system in response to a case study OR individual learners may develop compliance management systems for their workplaces.</li> <li>4. Learners post products to the Discussion Forum for class discussion and feedback.</li> </ol>		<p><b>Online Tools</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Discussion Forum</td> <td><input checked="" type="checkbox"/> Email</td> </tr> <tr> <td><input checked="" type="checkbox"/> Chat</td> <td><input type="checkbox"/> Worldwide Web</td> </tr> <tr> <td><input type="checkbox"/> Whiteboard</td> <td><input type="checkbox"/> Learning Objects</td> </tr> <tr> <td><input checked="" type="checkbox"/> Group Workspace</td> <td><input checked="" type="checkbox"/> Resources</td> </tr> <tr> <td><input type="checkbox"/> Personal Workspace</td> <td><input type="checkbox"/> Other</td> </tr> </table>		<input checked="" type="checkbox"/> Discussion Forum	<input checked="" type="checkbox"/> Email	<input checked="" type="checkbox"/> Chat	<input type="checkbox"/> Worldwide Web	<input type="checkbox"/> Whiteboard	<input type="checkbox"/> Learning Objects	<input checked="" type="checkbox"/> Group Workspace	<input checked="" type="checkbox"/> Resources	<input type="checkbox"/> Personal Workspace	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Discussion Forum	<input checked="" type="checkbox"/> Email												
<input checked="" type="checkbox"/> Chat	<input type="checkbox"/> Worldwide Web												
<input type="checkbox"/> Whiteboard	<input type="checkbox"/> Learning Objects												
<input checked="" type="checkbox"/> Group Workspace	<input checked="" type="checkbox"/> Resources												
<input type="checkbox"/> Personal Workspace	<input type="checkbox"/> Other												

## Completed Example 2 – Online Assessment Planner

<p><b>What outcome(s) will the learners demonstrate (target skills, knowledge, and/or attitudes)?</b>  <b>Competency:</b> Persuade an audience to take action <b>Core Abilities:</b> Communicate clearly; Think critically and creatively; Act responsibly</p>			
<p><b>What should this assessment do?</b></p> <input checked="" type="checkbox"/> Provide feedback about learning and teaching <input type="checkbox"/> Require learners to document performance of a skill in a simulated setting <input checked="" type="checkbox"/> Require learners to document performance of a skill in a real world setting <input type="checkbox"/> Require learners to apply knowledge to hypothetical problems or decisions <input type="checkbox"/> Require learners to apply knowledge to “real” problems or decisions related to their current or future roles as workers, citizens, or family members <input type="checkbox"/> Require learners to explain knowledge or information <input type="checkbox"/> Require learners to recite/repeat information <input type="checkbox"/> Other _____	<p><b>Performance Assessment Strategy</b>  <i>How will your learners show that they have achieved the intended performance results?</i></p> <input checked="" type="checkbox"/> Performance Skill Demonstration <input type="checkbox"/> Technical Skill Demonstration <input type="checkbox"/> Soft Skill Demonstration <input type="checkbox"/> Service Skill Demonstration <input type="checkbox"/> Product Development <input type="checkbox"/> Decision-Making <input type="checkbox"/> Development of a Solution <input type="checkbox"/> Critical Thinking Analysis <input type="checkbox"/> Other _____	<p><b>Physical Environment</b></p> <input type="checkbox"/> Online Platform <input type="checkbox"/> Internet <input checked="" type="checkbox"/> Community <input type="checkbox"/> Workplace <input type="checkbox"/> Student’s Learning Space <input type="checkbox"/> Classroom <input type="checkbox"/> Lab	<p><b>Interpersonal Environment</b></p> <input type="checkbox"/> Individual <input type="checkbox"/> Small Group Online <input type="checkbox"/> Large Group Online <input type="checkbox"/> Classmates (face-2-face) <input checked="" type="checkbox"/> External community members
<p><b>What level of authenticity is optimal and reasonable?</b></p> <input checked="" type="checkbox"/> Level 5 – Authentic Performance <input type="checkbox"/> Level 4 – Simulation or Role Play <input type="checkbox"/> Level 3 – Response to Scenario or Case Study <input type="checkbox"/> Level 2 – Minimally Authentic <input type="checkbox"/> Level 1 – Non-Authentic	<p><b>Evidence/Artifacts/Documentation</b>  <i>What evidence will show that your learners have achieved the intended outcome?</i></p> <ul style="list-style-type: none"> <li>• Videotape of speech</li> <li>• Audience Feedback/Verification Forms</li> <li>• Self-Evaluation Form</li> <li>• Reflection</li> </ul>	<p><b>Evaluator(s)</b>  <i>Who will provide feedback and rate performance?</i></p> <input checked="" type="checkbox"/> Instructor <input checked="" type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Employer <input checked="" type="checkbox"/> Outside <input type="checkbox"/> Other	
<p><b>Facilitation Strategies/Logistics</b></p> <ol style="list-style-type: none"> <li>1. Learners submit videotape of their speeches. (Learners are notified before enrolling in the course that they will need to have the use of a video camera for several assignments.)</li> <li>2. Learners arrange for an audience and forum (ex. community organization or service club) in which to give a presentation.</li> <li>3. Learners develop presentation based on a stated purpose and analysis of their chosen audience.</li> <li>4. Learners submit written, signed, dated feedback/verification forms (based on scoring guide) from at least five audience members.</li> <li>5. Learners complete and submit self-evaluation based on scoring guide and reflection that compares self-evaluation with audience feedback.</li> </ol>		<p><b>Online Tools</b></p> <input type="checkbox"/> Discussion Forum <input type="checkbox"/> Chat <input type="checkbox"/> Whiteboard <input type="checkbox"/> Group Workspace <input type="checkbox"/> Personal Workspace <input checked="" type="checkbox"/> Email <input type="checkbox"/> Worldwide Web <input type="checkbox"/> Learning Objects <input type="checkbox"/> Resources <input type="checkbox"/> Other	

## Online Performance Assessment Examples

Assessment Strategy	Artifacts Documentation	Online Facilitation Strategies and Logistic
<b>Collaborative Project</b>	<ul style="list-style-type: none"> <li>▪ Written Product</li> <li>▪ Graphic Support Materials</li> <li>▪ Multimedia</li> <li>▪ Written Reflection</li> <li>▪ Peer Assessments</li> </ul>	<p>Online collaborative projects can be accomplished with the help of a variety of online tools. Work groups using chat, email, and threaded discussion can accomplish planning, discussion, and decision-making. Students can collaboratively develop written products and other documents using a variety of file-sharing mechanisms including email and group workspaces.</p> <p>Students can submit final products as electronic files or post them to a web site. Students can be required to provide feedback to group members through peer-assessment and can be required to write a reflection summarizing what they learned through the project and how they contributed to the group. .</p>
<b>Debate</b>	<ul style="list-style-type: none"> <li>▪ Threaded Discussion Transcript</li> <li>▪ Written Reflection</li> <li>▪ Research Documentation</li> </ul>	<p>A debate can be facilitated through the online platform threaded discussion forum using established time/space limitations and other parameters. Students can be required to submit research documentation and a written reflection in addition to the threaded discussion transcript.</p>
<b>Graphic Representations</b>	<ul style="list-style-type: none"> <li>▪ Concept Map</li> <li>▪ Flowchart</li> <li>▪ Diagrams</li> </ul>	<p>Graphic representations can be used to illustrate conceptual models or the analysis of systems or organizations using flowcharting or other software tools. Students submit electronic files via email or the grade book, or post them in a group workspace.</p>
<b>Performance Demonstration</b>	<ul style="list-style-type: none"> <li>▪ Video Tape</li> <li>▪ Photo Essay</li> <li>▪ Reflection</li> <li>▪ Witness Verification</li> </ul>	<p>Most performance demonstrations need to take place off line at a location designated by the instructor or selected and arranged by the student.</p> <p>Performance demonstrations can be verified and documented in a variety of ways including videotape, photographs, and witness verification using a scoring guide or survey instrument. Students can also be required to write a reflection on their experience and submit it as part of the assessment.</p>
<b>Portfolio</b>	<ul style="list-style-type: none"> <li>▪ Written Products</li> <li>▪ Photographs</li> <li>▪ Graphic Support Materials</li> <li>▪ Reflection Paper</li> </ul>	<p>Students compile a portfolio of artifacts that illustrate their performance including written products, graphic support materials such as charts and graphs, and written reflections. Portfolio materials can be posted on a website where they can be shared with classmates or submitted as electronic files.</p>

Assessment Strategy	Artifacts Documentation	Online Facilitation Strategies and Logistic
<b>Presentation</b>	<ul style="list-style-type: none"> <li>▪ Electronic Presentation</li> <li>▪ Videotape</li> <li>▪ Photo Essay</li> </ul>	<p>Students post electronic presentations on a website accessible to the instructor and other students, or submit electronic files via email, through the platform grade book, or post them in an online group workspace.</p> <p>Students send a videotape of the presentation to the instructor through the regular mail.</p> <p>Students submit audience evaluations validated with signatures.</p> <p>Students submit reflection comparing audience evaluations with self-evaluation.</p>
<b>Research Project</b>	<ul style="list-style-type: none"> <li>▪ Virtual Museum</li> <li>▪ Interview</li> <li>▪ Cyberography</li> </ul>	<p>Students can conduct research on the internet or conduct interviews via email. Research results can be compiled into a cyberography, which is a bibliography of web-based resources including a description of the resource and a link to the resource. Research results can be compiled into a “virtual museum” using text and graphics presented on a website.</p>
<b>Role-play</b>	<ul style="list-style-type: none"> <li>▪ Chat or Discussion Transcript</li> <li>▪ Written Reflection</li> </ul>	<p>Role-plays can be conducted in a threaded discussion forum or a synchronous chat session with each student playing a specific role. The discussion or chat transcript can provide an artifact of the role-play. In addition, students can be required to write a reflection on their experience in the role-play.</p>
<b>Scenario/Case Study</b>	<ul style="list-style-type: none"> <li>▪ Written Proposal, Plan, or Report</li> <li>▪ Electronic Presentation</li> <li>▪ Graphic Representations</li> </ul>	<p>Students can respond to a case study or scenario by producing a written plan, presentation or report including a variety of graphic support materials.</p> <p>Electronic files can be submitted to the instructor or posted in a group workspace or the results could be posted on a website.</p>
<b>Web page</b>	<ul style="list-style-type: none"> <li>▪ Written Products</li> <li>▪ Graphic Support Materials</li> <li>▪ Multimedia Products</li> </ul>	<p>Students can use web pages to present a wide variety of artifacts including written material, graphics, and multimedia. Other students can easily access web pages, making them useful for sharing products among group members and for creating and presenting group projects.</p>
<b>Written Product</b>	<ul style="list-style-type: none"> <li>▪ Report</li> <li>▪ Newspaper Article</li> <li>▪ Letter or Memo</li> <li>▪ Brochure</li> <li>▪ Proposal</li> </ul>	<p>Students can develop and configure written products in a variety of ways. Authenticity can be increased by requiring a more authentic format such as a proposal, newspaper article, brochure, or memo rather than a simple report.</p> <p>Students can produce written products using a wide variety of software tools, submitting them via email, grade book, or posting them in a group workspace. Students can also submit written products as contributions or attachments to a threaded discussion.</p>