

Teaching & Learning Innovation Series

EKU ONLINE IDC | 2024

CREATING AUTHENTIC ASSESSMENT

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TODAY'S SESSION

- 1 Part I: Planning Authentic Assessment**
- 2 Part II: Designing Authentic Assessment**
- 3 Part III: Evaluating Your Authentic Assessment**

TODAY'S OBJECTIVES

Objective 1

Create authentic assessments by articulating clear learning objectives, designing tasks integrating higher-order thinking skills and real-life contexts, and establishing transparent evaluation criteria.

Objective 2

Design for learner engagement and reflection with tasks that are inherently motivating, relevant to learners' lives, and incorporate elements fostering critical self-reflection.

TODAY'S OBJECTIVES

Objective 3

Design inclusive and accessible assessments.

Objective 4

Reflect and implement changes based on feedback from your learners.

PART I: PLANNING AUTHENTIC ASSESSMENT

Define the Context

[!\[\]\(bd1a142de767a21e5362c595f844a4ff_img.jpg\) Online vs. Authentic Assessment Worksheet from Seneca](#)

Establish Relevance

[!\[\]\(74d4806277d7e73349d8e8c0897931e9_img.jpg\) Types of Authentic Assessment from UIC](#)

Integrate Higher-Order Thinking Skills

[!\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\) Learning Objectives Builder from ASU](#)

Identify Learning Objectives

[!\[\]\(8bba887393ca45b761e5cb49e755e762_img.jpg\) Authentic Assessment Planning Worksheet from Seneca](#)

PART II: CREATING AUTHENTIC ASSESSMENT

Seek Authenticity in Products and Performances

If possible, have the outcome of the assessment be a product or performance that could be used or presented in a real-world setting.



[Authentic Assessment Products or Performances from UIC](#)

Design the Task

Create a task or set of tasks that closely resemble real-world situations. These could be projects, problem-solving tasks, case studies, research assignments, presentations, or role-playing exercises.

Establish Clear Criteria and Rubrics

Develop clear, transparent criteria and rubrics for evaluation. Students should understand how their work will be assessed and what constitutes a good performance



[Rubric Development from ECU](#)



[ChatGPT Rubric Prompt Template](#)

Facilitate Scaffolding

Provide structured support and guidance, ensuring that learners progressively develop the necessary skills, knowledge, and competencies to successfully navigate and complete complex, real-world tasks.

PART II: CREATING AUTHENTIC ASSESSMENT



Provide Opportunities for Feedback

Before the actual assessment, give students opportunities to practice similar tasks and receive feedback. This helps them prepare and improve.

Consider Collaboration

If applicable, include elements of teamwork or collaboration, as many real-world tasks require working with others.

Include Reflection

Encourage students to reflect on their learning process, the choices they made during the task, and the application of their knowledge and skills. This fosters deeper learning and self-assessment skills.



Reflective Practice Toolkit from
Providence College

Evaluate & Revise

Ensure your assessment has been designed with accessibility in mind. Request and listen to feedback from your learners. Make changes based on feedback!

PART III: EVALUATING YOUR AUTHENTIC ASSESSMENT

Evaluate Accessibility and Fairness

Make sure the assessment is accessible to all students, including those with disabilities, and that it fairly evaluates each student's learning.

Review and Revise

After implementing the assessment, review its effectiveness. Get feedback from students and colleagues, and be prepared to make revisions for future iterations.

EXEMPLAR

HLS 461 Disaster Resilience - Fully Online Hazard Mitigation Planning Project

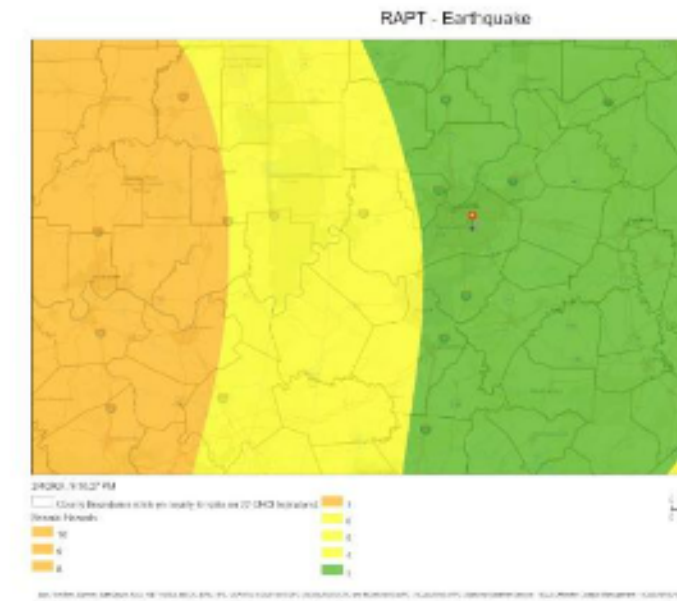
Chad Foster

Scenario: You are a county mitigation planner. Your region just experienced a disaster, and your director is puzzled why some community vulnerabilities were missed as part of the previous planning process.

Specifically, your director is interested in how geospatial analysis might be used as a tool for assessing risks. To this end, you are tasked with sharing an ArcGIS StoryMap to help illustrate the value of geospatial analysis as a “proof of concept” or example application at the county level that might be implemented on a much larger scale in the future.

Earthquakes

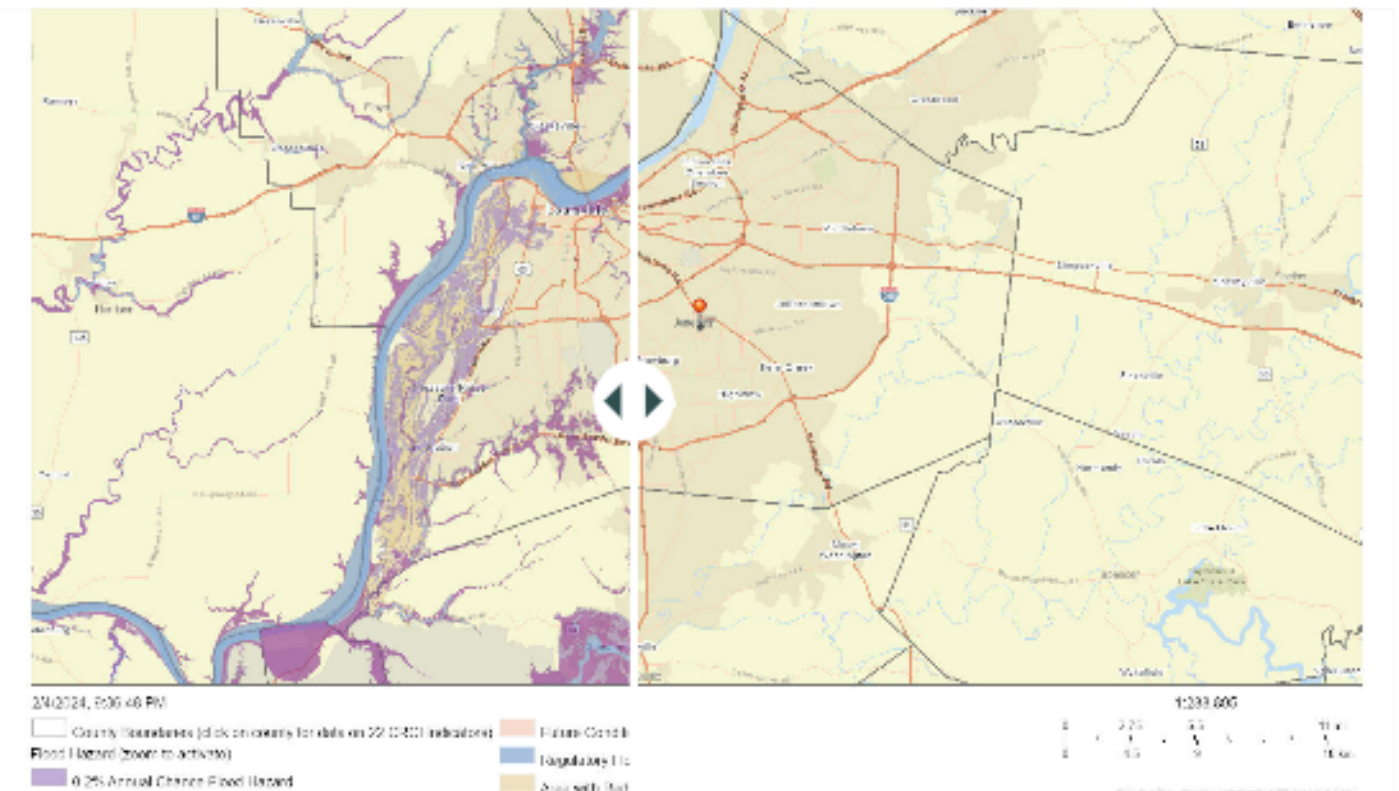
While most of Jefferson County is relatively low on the scale, a small portion is within the moderate zones. The county is also positioned between two moderate zones that are likely to see seismic hazards.



Earthquake Zone Map of Jefferson County, KY (FEMA)

Flooding

Given the proximity to the Ohio River, flooding has been a considerable hazard in Jefferson County's history. Dubbed the "Great Flood," a devastating river rise in 1937 flooded nearly 70 percent of the city. The Great Flood remains the most disastrous to this day. However, the area has continued to see severe flooding in the downtown and suburban regions. Another river flood struck again in 2021, where homes could be seen floating down the river.



Flood Risk Map of Jefferson County, KY (FEMA & ANL, 2024)



HLS 461 Disaster Resilience Hazard Mitigation Planning Project (HMPP) *Guidelines*

Project Purpose and Scenario: The purpose of this activity is to apply hazard mitigation risk assessment steps using geospatial analysis tools. In other words, it is intended to give you practice using online mapping applications in support of select tasks from the *Local Mitigation Planning Handbook*. We will cover these tasks in Modules 3 and 4; however, this project will span the entire length of the course to give you sufficient time to work on it. You will also have a chance to use ArcGIS StoryMaps for communicating the results of your analysis to external stakeholders. This activity reinforces the following skills: communicate effectively, think critically and geospatially, and use information for decision making. Relating to the project purpose is the following scenario:

Scenario: You are a county mitigation planner. Your region just experienced a disaster, and your director is puzzled why some community vulnerabilities were missed as part of the previous planning process. Specifically, your director is interested in how geospatial analysis might be used as a tool for assessing risks. To this end, you are tasked with sharing an ArcGIS StoryMap to help illustrate the value of geospatial analysis as a “proof of concept” or example application at the county level that might be implemented on a much larger scale in the future.



Tasks: At a high level, this activity requires both critical and creative thinking. The creative thinking will come in the form of the development of an ArcGIS StoryMap that will take your viewer on a journey of a selected county from the perspective of disaster resilience. StoryMaps combine maps with multimedia content and text to tell a professional story. Many professional products are centered on text as the primary form of communicating information. For this activity, your maps and images will take center stage and the text entries will take an important, but supporting communication role. To this end, be creative and professional with your StoryMap! Note that the final StoryMap is due on the date identified in the Course Schedule during Module 7. By that date, please publish your StoryMap to the Group HLS 461 Disaster Resilience.

Let's get started! This project is segmented into four phases beginning with some simple preparations as part of Module 1. Note that the instructor will provide additional tips for completing the following phases in the respective learning modules.

Learners gained experience working with industry specific tools: ArcGIS StoryMaps, FEMA Resiliency and Planning mapping tool, and National Risk Index mapping tool.

“Very sad that this rewarding course has come to a close, the amount of valuable tools I've gained from this class to use in my current job was very pleasantly surprising. Thank you so much for that!”

Learners created a final StoryMap product, including: an Introduction, Potential Hazards, Community Assets, Exposure Analysis, Disaster Mitigation Strategies, and an Executive Summary video.

Dr. Foster broke the project down into four phases over the eight week course, communicating consistently via course content, announcements, and email.

Offered specific feedback to the learners based on their phased submissions.

Created and consistently referred to concise, student-centered rubric.

Criteria	Meets or Mostly Meets Criteria	Does Not Meet Criteria
StoryMap Content: Accuracy, Completeness, and Significance	27 to 45 points Introduction to county clear and complete with a corresponding map image; displays 8 or more map images as noted in risk assessment steps in the guidelines; provides accurate and clear text descriptions and explanations of map images; demonstrates strong critical and geospatial thinking; recommendation provided along with an image	0 to 26 points Introduction to county not provided with a corresponding map image; missing map images as noted in risk assessment steps in the guidelines; text descriptions or explanations of map images not provided or unclear; problems with critical and geospatial thinking; recommendation not provided
StoryMap Organization and Appearance	27 to 45 points Includes a title and purpose statement; fully developed based on the steps in the assignment guidelines; includes references; maps are clear and labeled; StoryMap flows logically and is easy to comprehend (reflects effective story telling); uses complete sentences, correct grammar and consistent formatting; StoryMap design appears professional and aesthetically appealing	0 to 26 points Title and purpose statement missing; parts of the StoryMap not provided, including references; maps are difficult to view and not labeled; parts appear disjointed and do not flow logically; contains grammatical errors and inconsistent formatting; shows little thought and effort into the overall design and appearance
Executive Summary (Video Recording)	6 to 10 Video recording uploaded to StoryMap that provides an oral summary of the project, including key points and takeaways; video approximately three minutes in length; displays professional attire and setting	0 to 5 Video recording not uploaded to StoryMap or less than one minute in length; recording does not address multiple facets of the project; attire and video setting too casual or inappropriate

From Dr. Foster –

“Below are suggestions for including facets of that project on your professional resume. In fact, I recommend adding information from each course to your resume under the skills section or a separate one called Professional Work Products; this might showcase your best work.

Skills Section

Geospatial Analysis Skills – Experience conducting geospatial analysis using the following online applications: ArcGIS Living Atlas of the World, Federal Emergency Management Agency (FEMA) National Risk Index (NRI), FEMA Resilience Analysis and Planning Tool (RAPT), and the U.S. Census Bureau OnTheMap application.

ArcGIS StoryMaps – Experience developing a StoryMap, which combines interactive and static maps with text to tell professional stories.

Professional Work Products Section

ArcGIS StoryMap – Hazard Mitigation Planning Project for [INSERT COUNTY NAME]

Conducted geospatial analysis of flooding and other natural hazards for [INSERT COUNTY NAME] using the planning framework from the Federal Emergency Management Agency (FEMA) Local Mitigation Planning Handbook. Identified high priority hazards and conducted an exposure analysis by assessing social vulnerabilities, critical facilities, and infrastructure systems in areas susceptible to flooding. Recommended mitigation projects. Presented the results in the format of an ArcGIS StoryMap.”

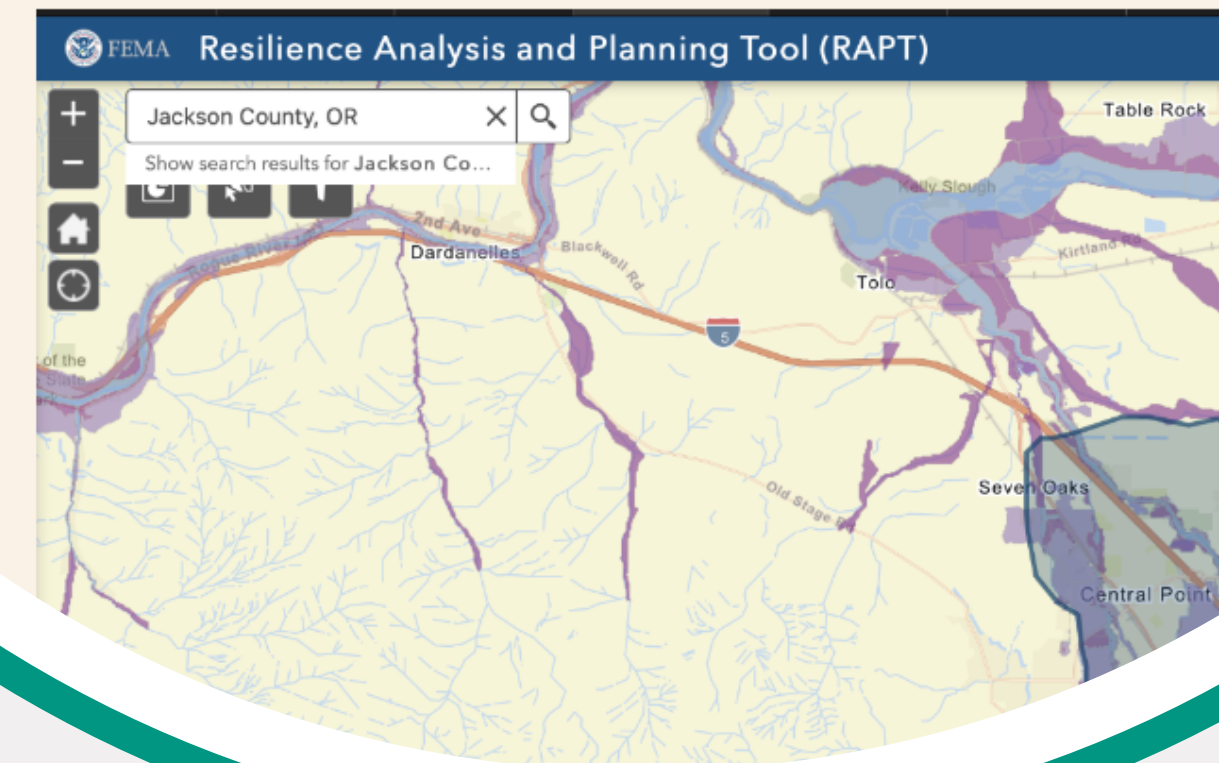
Communicated with learners a template for describing and citing the project in their portfolio or resume.

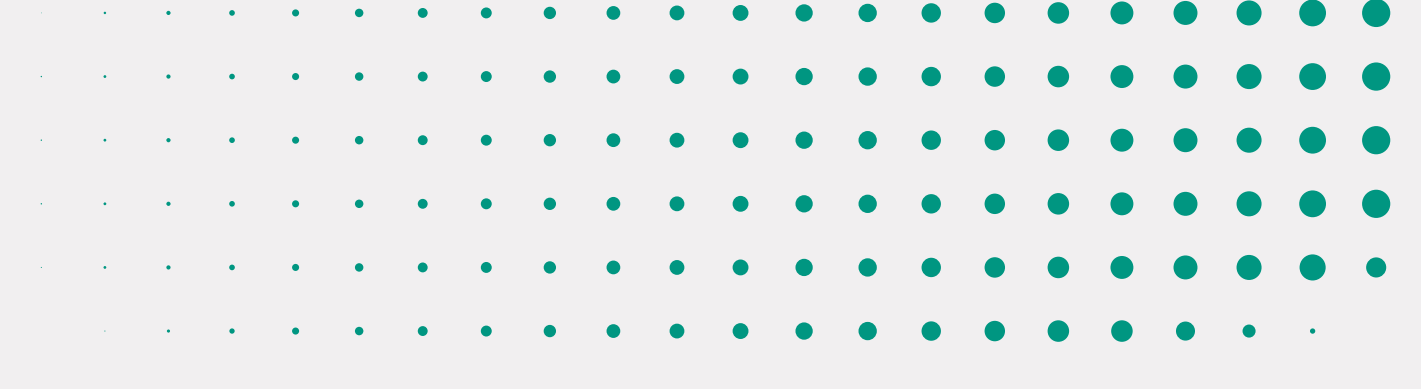
Consistent reflection and communication with Instructional Designer on successes, problems, and student feedback.

Commitment to improve the project and logistics for learners moving forward!

Exposure Analysis

Jackson County is no stranger to catastrophic flooding in the past century. The most destructive of these was the 1934 flood for many of the areas flood water levels. The New River caused \$10 million in damages including 1000 structures. The flood resulted in damaged homes, businesses and local infrastructure. The county is undeniably beautiful and provides for vast amounts of recreation. Though the Rogue River and its many tributaries pose a significant risk to the county. History shows the potential for destruction. (Howard, 2021)





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THANK YOU

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