

Authentic Achievement	Authentic Assessment Tasks	Authentic Instruction	Authentic Student Performance
CONSTRUCTION OF KNOWLEDGE	<p>Organization of Information</p> <p><i>Require students to interpret, synthesize, and evaluate complex information</i></p> <p>Consideration of Alternatives</p> <p><i>Provide opportunities for students to consider divergent perspectives</i></p>	<p>Higher Order Thinking</p> <p><i>Lead students to manipulate information by synthesizing, generalizing, hypothesizing, and arriving at conclusions that produce new understandings for them</i></p>	<p>Analysis</p> <p><i>Student performance demonstrates thinking about disciplinary content through organizing, synthesizing, interpreting, hypothesizing, describing patterns, making models or simulations, constructing arguments, or considering alternative points of view.</i></p>
DISCIPLINED INQUIRY	<p>Content & Concepts</p> <p><i>Ask students to show understanding, rather than mere awareness, of core ideas in the subject</i></p> <p>Process</p> <p><i>Expect students to demonstrate methods and procedures used by experts in the field</i></p> <p>Elaborated Written Communication</p> <p><i>Require students to present explanations and conclusions through extended forms of oral, written, and symbolic language</i></p>	<p>Deep Knowledge</p> <p><i>Address ideas central to the discipline with enough thoroughness so that conceptual relationships can be explored and complex understandings produced</i></p> <p>Substantive Conversation</p> <p><i>Engage students in extended conversational exchanges with teacher and peers in a way that builds shared understanding</i></p>	<p>Disciplinary Concepts</p> <p><i>Student performance demonstrates understanding of important disciplinary concepts central to the assignment.</i></p> <p>Elaborated Written Communication</p> <p><i>Student performance demonstrates an elaboration...(either WRITING or DISCIPLINE SPECIFIC WRITING – slightly nuanced description)</i></p>
VALUE BEYOND SCHOOL	<p>Problem</p> <p><i>Ask students to address problems and issues similar to ones they are likely to encounter outside school</i></p> <p>Audience</p> <p><i>Ask students to direct performances to someone other than the teacher</i></p>	<p>Connections to the World Beyond the Classroom</p> <p><i>Help students make connections between disciplinary content and either public problems or personal experiences</i></p>	