

Authentic Achievement	Authentic Assessment Tasks	Authentic Instruction	Authentic Student Performance
<b>CONSTRUCTION OF KNOWLEDGE</b>	<p><b>Organization of Information</b></p> <p><i>Require students to interpret, synthesize, and evaluate complex information</i></p> <p><b>Consideration of Alternatives</b></p> <p><i>Provide opportunities for students to consider divergent perspectives</i></p>	<p><b>Higher Order Thinking</b></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><b>Analysis</b></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>
<b>DISCIPLINED INQUIRY</b>	<p><b>Content &amp; Concepts</b></p> <p><i>Ask students to show understanding, rather than mere awareness, of core ideas in the subject</i></p> <p><b>Process</b></p> <p><i>Expect students to demonstrate methods and procedures used by experts in the field</i></p> <p><b>Elaborated Written Communication</b></p> <p><i>Require students to present explanations and conclusions through extended forms of oral, written, and symbolic language</i></p>	<p><b>Deep Knowledge</b></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><b>Substantive Conversation</b></p> <p><i>Engage students in extended conversational exchanges with teacher and peers in a way that builds shared understanding</i></p>	<p><b>Disciplinary Concepts</b></p> <p><i>Student performance demonstrates understanding of important disciplinary concepts central to the assignment.</i></p> <p><b>Elaborated Written Communication</b></p> <p><i>Student performance demonstrates an elaboration...(either WRITING or DISCIPLINE SPECIFIC WRITING – slightly nuanced description)</i></p>
<b>VALUE BEYOND SCHOOL</b>	<p><b>Problem</b></p> <p><i>Ask students to address problems and issues similar to ones they are likely to encounter outside school</i></p> <p><b>Audience</b></p> <p><i>Ask students to direct performances to someone other than the teacher</i></p>	<p><b>Connections to the World Beyond the Classroom</b></p> <p><i>Help students make connections between disciplinary content and either public problems or personal experiences</i></p>	