<table>
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<tr>
<th>Traditional Assessment</th>
<th>More Authentic Version</th>
<th>What’s Assessed?</th>
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| Teacher or Textbook-Created Short-Answer Prompts | **Student-Created Prompts for Peers:** After learning about a particular topic, have students write questions to reflect their knowledge of the subject area. Create a list of prompts from the students’ creations for other students to choose from. Writing questions is an authentic way to assess content understanding.  
**Student-Created Prompts for Themselves:** After learning about a particular topic, have students write questions that reflect their further curiosity. What would they research further if they could? Allow students to research the answers to their own questions. | ● Question Development  
● Subject Area  
● Embedding Evidence |
| Multiple Choice End-of-Chapter Test | **Screencast Recording:** A teacher can assess any content area as well as oral fluency by using student-created recordings. For instance, a science teacher can ask a student to describe an observation or justify a hypothesis using the CER (claim, evidence, reasoning) structure when speaking. A math teacher can ask students to justify an answer or equation. Teachers can also assess listening and speaking by having students respond to a peer’s recording. | ● Oral Fluency  
● Subject Area  
● CER Structure  
● Listening and Speaking |
| 5-Paragraph Essay | **Speeches:** The TedTalk structure can be used to assess writing. During any given speech, you’ll hear elements of memoir, informational, and argument writing genres. There’s a theme, evidence, and a call-to-action. Use the rough draft of the speech to formatively assess the structure, writing quality, and content. Give feedback on the rough draft prior to any final presentation.  
**Debates:** Teach students the structure of debate. Use the structure of [Lincoln-Douglas](https://www.lincolndouglas.org/) to assess students as they argue a claim or [Big Questions](https://www.bigquestions.org/) structure to think through topics around science, philosophy, and religion.  
**Letter Writing:** Anything in an essay can be given a more authentic audience by having students write a letter instead. It encourages a more authentic written voice, and gives a more concrete purpose to the assignment. | ● Writing Quality  
● Subject Area  
● Oral Fluency  
● Embedding Evidence  
● Audience Awareness |

From Heather Wolpert-Gawron, via Edutopia