# Rubrics: Traditional vs Authentic

## Table 1. Traditional vs. Authentic Assessment Methods

| Traditional Assessment | Authentic Assessment |
|---|---|
| Generally relies on forced-choice, written measures | Promotes integration of various written and performance measures |
| Relies on proxy measures of student learning to represent target skills | Relies on direct measures of target skills |
| Encourages memorization of correct answers | Encourages divergent thinking in generating possible answers |
| Goal is to measure acquisition of knowledge | Goal is to enhance development of meaningful skills |
| Curriculum directs assessment | Assessment directs curriculum |
| Emphasis on developing a body of knowledge | Emphasis on ensuring proficiency at real-world tasks |
| Promotes "what" knowledge | Promotes "how" knowledge |
| Provides a one-time snapshot of student understanding | Provides an examination of learning over time |
| Emphasizes competition | Emphasizes cooperation |
| Targets simplistic skills or tasks in a concrete, singular fashion | Prepares students for ambiguities and exceptions that are found in realistic problem settings |
| Priority on summative outcomes or product | Priority on the learning sequence or process |

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