

## Standards for Authentic Instruction

Sources:

See Newmann, F. (1993). Crafting authentic instruction. *Educational Leadership*, 50(7), 8-12.  
 Newmann, King, Carmichael (2007). Authentic instruction and assessment: Common standards for rigor and relevance in teaching academic subjects. Prepared for the Iowa Department of Education, 2007.

Table 3. Criteria and Standards for Authentic Pedagogy and Student Work

CRITERIA	STANDARDS		
	Instruction	Assignments	Student Work
Construction of Knowledge	Higher Order Thinking	Construction of Knowledge	Analysis
Disciplined Inquiry	Deep Knowledge	Elaborated Written Communication	Disciplinary Concepts for Writing, Grammar, Usage, Mechanics, Vocabulary, see Appendix B
	Substantive Conversation		Elaborated Written Communication
Value Beyond School	Connections to the World Beyond the Classroom	Connections to Students' Lives	

**Standards for Instruction (Teaching & Learning Activities).** Each standard is scored on a rubric from low quality (score of 1) to high quality (score of 5). Rubrics are anchored at each point with descriptions of the quality of learning. The following are brief definitions of each standard.

- *Higher Order Thinking: Instruction involves students in manipulating information and ideas by synthesizing, generalizing explaining, hypothesizing, or arriving at conclusions that produce new meaning and understandings for them.*
- *Deep Knowledge: Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.*
- *Substantive Conversation: Students engage in extended conversational exchanges with the teacher and/or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.*
- *Connection to the World Beyond the Classroom: Students make connections between substantive knowledge and public problems or personal experiences they are likely to have faced or will face in the future.*

**Standards for Assignments.** Each standard is scored on a rubric from low quality (score of 1) to high quality (score of 3-4 depending on the standard). The following are brief definitions of each standard for quality of assignment.

- *Construction of Knowledge: The assignment asks students to organize and interpret information in addressing a concept, problem, or issue relevant to the discipline.*
- *Elaborated Written Communication: The assignment asks students to elaborate on their understanding, explanations, or conclusions through extended writing in the relevant discipline.*
- *Connection to Students' Lives: The assignment asks students to address a concept, problem, or issue in the relevant discipline that is similar to one that they have encountered or are likely to encounter in their daily lives outside of school.*

Raj

**Possible Example for Paper:**

**Learner Outcomes:** By the end of this class period students will be able to *critically examine major themes in the field of corrections and criminal justice.*

**What evidence will show they have learned this?**

(ex: observation of student discussion, questioning of students in small groups and individually, students turn in group notes –or whatever else you would use to show in a formative way that they are understanding the day’s activity)

<b>Previous Method of Instruction</b>	<b>New Method of Instruction</b>
<p>What I did as the instructor</p> <p>I use the textbook reading to indulge students in a discourse about the themes in relation to corrections and criminal justice. I assign a chapter a week and when we gather in class, I talk about the content and invoke discourse.</p>	<p>What I am now doing as the instructor</p> <p>However, after the review by Moriah Miles, I have introduced some changes to the class. I involve them in the discussion – post question on line and give them a chance to hear each other thinking through the larger questions. I am also posting possible examples of exam questions that will serve as a review for their preparation. The presentations are picking up, more and more students are willing to come to the front and present various concepts found in their readings. I observe a greater camaraderie in class.</p>
<p>What the students did.</p> <p>Students came to class under or not at all prepared – the few who did the reading were also frustrated with their peers. Students were less engaged in the discourse and simply were trying to avoid being called in class</p>	<p>What the students are now doing.</p> <p>They are bringing their text and are talking to their peers about the content and hearing each other – along with challenging each other. They are also forming alliance with each other to make the presentations, etc.</p>

<p>How I assessed their understanding.</p> <p>Their level of participation, attendance, exam scores and SCOT evaluation.</p>	<p>How I am assessing their understanding.</p> <p>I am going to ask them to write an individual assessment, apart from the standard campus evaluation.</p>
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