Longitudinal Tracking Tool for Authentic Assessment

A mechanism for monitoring whether skills developed through authentic assessment are sustained and transferred across courses or semesters

Instructions for Teachers/Program Coordinators

This tool helps track student progress over time to determine the sustained impact of authentic assessment on skill development. Use it when students encounter authentic tasks in multiple courses, projects, or years of study. The aim is to capture **transfer of learning** (do students use skills gained in one context in later contexts?) and **skill retention** (do the competencies persist over time?).

Data can be collected at three points:

- **During the course** (immediate outcomes);

- **End of semester** (short-term retention);

- **Following year or capstone course** (long-term transfer)

1. Student Information

- Student name/ID: _____

- Course(s) tracked: _____

- Academic year(s): _____

2. Target Skills Developed Through Authentic Assessment

Select or define the skills you want to monitor (examples below/edit as needed).

☐ Critical thinking & problem-solving
☐ Collaboration & teamwork
☐ Creativity & innovation
☐ Communication skills (oral/written/digital)
☐ Digital literacy
☐ Self-regulation & reflective capacity
☐ Other (specify: _____)

3. Data Collection Points

Skill	Initial Evidence (Course 1)	Retention Evidence (End of Semester)	Transfer Evidence (Later Course/Capstone)	Notes/ Comments
Critical thinking	e.g., quality of analysis in case study	e.g., student reflection demonstrates reasoning	e.g., applied analysis to new context in thesis project	
Collaboration	peer-feedback scores in group project	student survey on teamwork skills	instructor observation in later team assignment	
Communication	clarity of presentation in authentic task	improved writing in reflective portfolio	professional-style presentation in internship project	

4. Data Sources

	Rubric-based assessment results from authentic tasks
	Student self-reflection surveys or journals
	Peer feedback ratings/comments
	Instructor evaluations across different courses
	Capstone, thesis, or internship performance evidence
	Alumni or employer feedback (if available

5. Analysis & Interpretation

- Which skills showed clear **improvement** across courses?
- Which skills showed **sustained retention** (e.g., maintained quality over time)?
- Which skills demonstrated **transfer** (applied in new, unfamiliar contexts)?
- Which skills require **further scaffolding** or curricular support?

6. Summary & Action Points

- Key findings on sustained/transferable skills:

- Implications for course design or program-level curriculum:

- Suggested follow-up actions (e.g., workshops, scaffolding activities, revision of assessment tasks):

This tool can be adapted to work at **course level (1–2 authentic assessments)** or **program level (tracking across several semesters/years)**. It provides both **qualitative and quantitative evidence** for whether authentic assessment has long-term impact, making it useful for program evaluation, accreditation, and continuous improvement.