



- ▶ How will I know if my assessments are already authentic? What are the differences between authentic and non-authentic assessments?
- ▶ What kind of assessment task is authentic for my unit and aligns with the content and learning activities?
- ▶ How can I design a task that reduces opportunities for cheating?
- ▶ What small changes can I make to existing quiz/exam questions to make them more authentic?

Authentic assessments have a strong relationship to tasks performed by practitioners within/in the social and physical contexts of a specific profession and thus, students are asked to demonstrate skills and knowledge reflective of those tasks and contexts.

A focus on what students **do** will help add authenticity to assessments and align with **higher levels of thinking** or **deeper learning**. For instance, rather than asking students to reproduce information/knowledge via memorisation, consider what students can **do** with the information; how can they **apply** it, and apply it in ways that are **realistic** or reflective of our world/workplace.

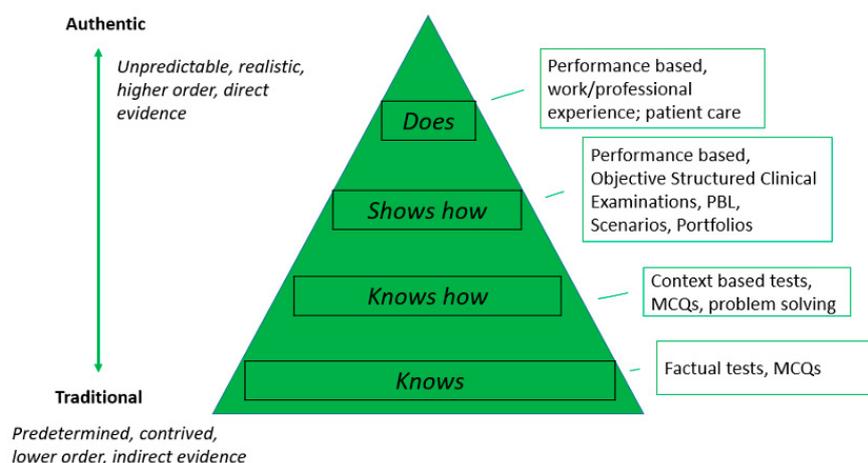


Figure 1: A continuum of assessment types (inspired by Muller 2003, Miller 1990)

DESIGNING FOR AUTHENTIC ASSESSMENTS

Authentic assessments build capabilities that enable students to **perform meaningful tasks** in the **real world**. They motivate learning, provide links to content and activities, promote higher levels of thinking, and test **what really matters**. Authentic assessments require students to create unique responses rather than select pre-existing ones and, as such, can help address academic integrity (Sotiriadou, Logan, Daly, & Guest, 2019). Figure 1 shows a continuum of assessment types from traditional, cognitive oriented ones to authentic, behavioural ones.

5 steps to add realism to your assessments/questions

(modified from Gulikers, Bastiaens and Kirschner (2004, pp.70-77):

| Steps | |
|---|--|
| Task – what will the student do? | <ul style="list-style-type: none"> ▶ Review professional requirements, graduate attributes, transferrable skills, course learning outcomes (these have a professional focus) ▶ Identify learning outcomes that promote higher levels of learning (e.g. evaluate, create/design, propose; disciplinary thinking – conceptual understanding, reasoning, communicating) (see Bloom’s revised taxonomy or Biggs & Tang SOLO taxonomy) ▶ Allow open book, simulate professional contexts & allow for collaboration, live case studies, interactive orals |
| Context – in what context will they do it? | <ul style="list-style-type: none"> ▶ Determine well-constructed scenarios and contexts for your question(s) – physical (where) and social (with whom) contexts ▶ Apply Universal Design for Learning principles to ensure assessments are inclusive – e.g. multiple modes of action and expression |
| Result – what is the result of the student efforts? | <ul style="list-style-type: none"> ▶ Typically, this is the first step in designing the assessment overall for your unit – what should students be able to do as a result of their learning in this unit/assessment? ▶ Develop scaffolding activities and resources to support student achievement of the assessment task |
| Criteria & standard – how is it evaluated or judged? | <ul style="list-style-type: none"> ▶ Design a rubric and feedback to indicate student performance levels and progress |
| Evaluate – what will you need to change? | <ul style="list-style-type: none"> ▶ Review student performance, feedback to make any needed improvements |

DESIGNING FOR AUTHENTIC ASSESSMENTS

Adding realism (context) to an existing exam question

For example: An assessor wants to test students' knowledge about urinary tract infection.

| Context-free | Context-rich (using the same answer options) |
|--|---|
| 1. What is the most appropriate investigation of detecting urinary tract abnormalities in toddlers? (a) Antegrade pyelogram (b) CT scan (c) KUB (d) DMSA scan (e) IVU | 2. A 2 year old girl who has had febrile illness and a proven urinary tract infection on two prior occasions has been diagnosed again with pyelonephritis. Which is the single most appropriate investigation to perform? Answer (d) |

Implementing academic integrity and creating authentic assessments

For example:

| Management assessments (all tasks are interconnected, draw on unit content & students' research) | |
|--|---|
| Report | Identify local industry, collect organisational evidence, including record interviews & communication with staff, documents, images |
| Case study | Collect information & link evidence to theory |
| Interactive oral assessments 10 mins per student | Mock job interview with examiner using information collected from previous assignments |

Technical considerations

► Relevant vUWS tools: Test & Pools, Turnitin, Feedback Studio, Blackboard Rubrics

References

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Gulikers, J., Bastiaens, T., & Kirschner, P. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), pp. 67-85.

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Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, pp. 1-17.

Villarroel, V., Boud, D., Bloxham, S., Bruna, D., & Bruna, C. (2020). Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Teaching International*, 57(1), pp. 38-49, DOI: 10.1080/14703297.2018.1564882

DESIGNING FOR AUTHENTIC ASSESSMENTS

Useful links

- ▶ [Writing better assignments in the Post-Covid19 era: approaches to good task design](#)
- ▶ [Griffith University interactive oral assessments](#)
- ▶ [UNSW authentic assessments](#)
- ▶ [Maths WIL](#)
- ▶ [UQ assessment ideas](#)
- ▶ [Handbooks of maths exams and engineering case study exams](#)
- ▶ [Supporting Good Practice in Assessment in Mathematics, Statistics and Operational Research](#)