



- ▶ 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.

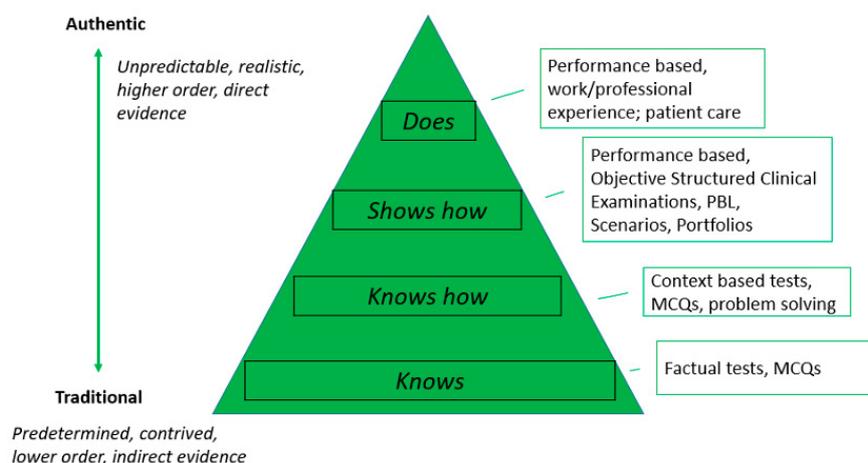


Figure 1: A continuum of assessment types (inspired by Muller 2003, Miller 1990)

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](#)