Task 1. 'Audit' an assessment task

Is the task meaningful/relevant for the student and their future aspirations?

Task relevance

Are more non-traditional assessment formats (beyond MCQs and exams) involved?

Non-traditional formats

To what extent does the assessment task have an open structure or requires and open-ended solution?

Structure

To what extent are students required to demonstrate metacognition by means of critical reflection, self-assessment or evaluation?

Metacognition

Environment

Is the physical and virtual environment the same or similar to the real-world setting (resources, tools, data etc.)?

Authentic assessment

Ownership

To what extent can students negotiate the subject/focus of the task, format, tools or criteria?

Collaboration

To what extent does the task require collaboration similar to those experienced by practitioners/experts in the field?

Synthesis of skills, knowledge, attributes

Authentic graduate task

To what extent are students required to demonstrate their ability to analyse the task and synthesise from a range of skills, knowledge and attributes ….?

To what extent is the development of skills, knowledge, and attributes recognised as authentic by practitioners, professionals, or experts in the field?
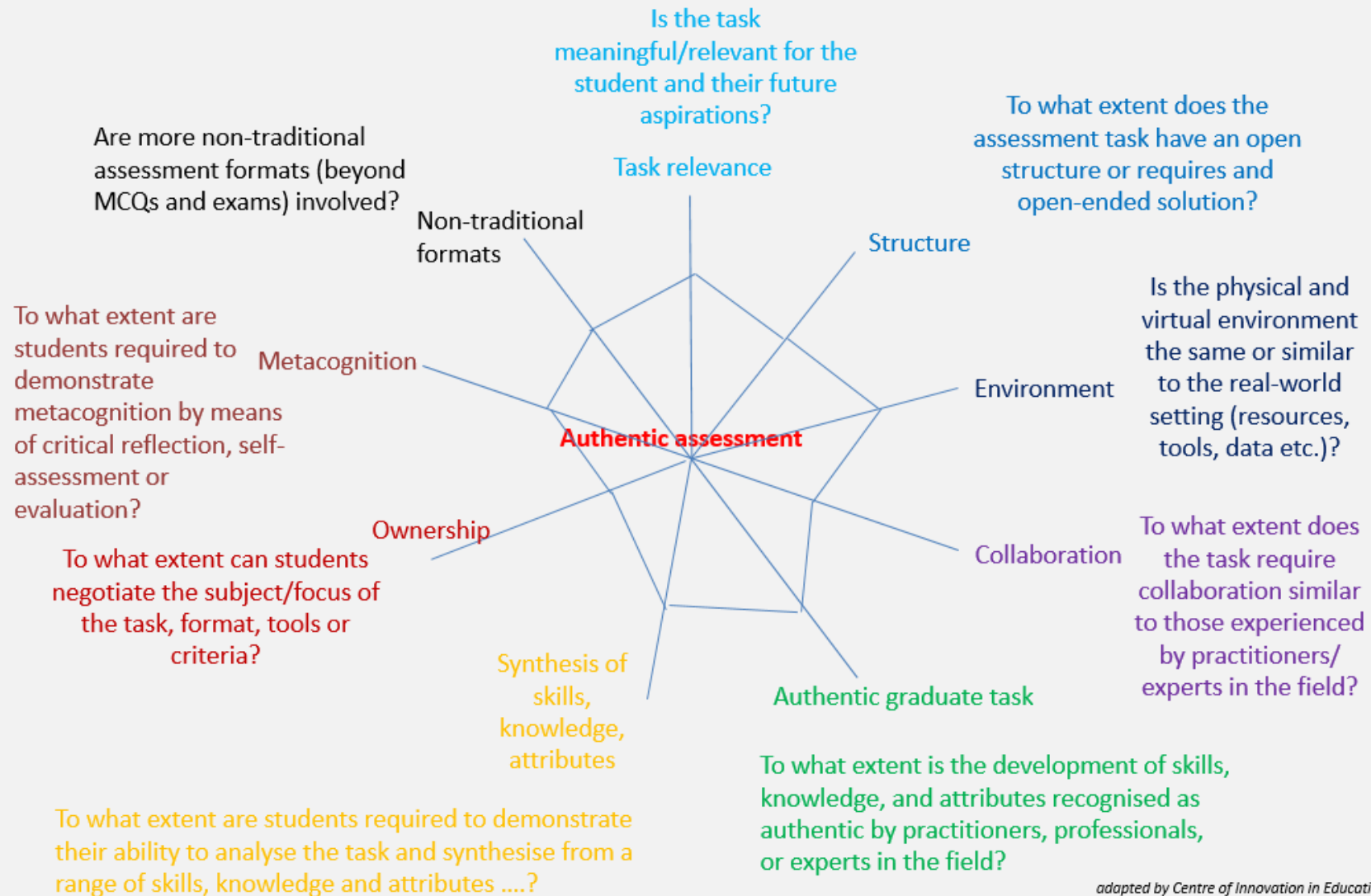
1. **Task relevance:** The task is meaningful in the eye of the student, and relevant to their future aspirations;

2. **Task structure**: Authentic assessment typically involves tasks with open structures or open-ended solutions, which require the student to draw knowledge and skills from multiple units of learning already undertaken (e.g. modules);

3. **Environment**: Authentic assessment often takes place in a similar or simulated environment to the real-world setting, drawing on resources and tools appropriate to that environment, e.g. documents, data, digital tools or research;

4. **Collaboration**: An authentic assessment task typically involves collaboration similar to that experienced by practitioners, professionals, or experts in the field.

5. **Authentic graduate task**: Authentic assessment requires the development of knowledge, skills, attributes, products or performance that could be, or is, recognised as authentic by a practitioner, professional, or expert in the field;

6. **Synthesis of skills, knowledge, attributes**: Students are required to demonstrate their ability to analyse the task and synthesise, from the range of skills, knowledge and attributes that they have acquired, those which will be necessary for the completion of a specific outcome;

7. **Metacognition**: Authentic assessment requires students to demonstrate metacognition by means of critical reflection, self-assessment or evaluation. As such, it usually involves elements of self- and peer-review as an explicit part of the assessment process;

8. **Ownership**: Typically, students will have a degree of ownership of/within the task. For example they may negotiate the subject focus of the task, or have freedom in choosing the format, tools used or assessment criteria;

9. **Non-traditional formats**: Authentic assessment is usually presented via more non-traditional assessment methods (e.g. beyond exams and MCQs) and at different assessment points (versus a one-off).

Working towards authentic assessment

Current assessment ——— Future assessment ———

- Task relevance
- Open-ended structure
- Environment
- Collaboration
- Authentic graduate task
- Synthesis of skills, knowledge, attributes
- Ownership
- Metacognition
- Non-traditional formats