UNIVERSITY OF
LIVERPOOL

Authentic Assessment: a C2021 hallmark

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Session Outcomes

- **Express the purpose and nature** of authentic assessment and be able to translate its significance for course design to your respective educational disciplinary contexts.
- **Communicate the significance** of authentic assessment as a course design principle to peers within your subject area.
- **Critically evaluate, select and apply** appropriate forms of authentic assessment to your current programme and/or module.

Session Outline

- What is authentic assessment?
- Sharing case studies & benefits
- Some practical ideas

- Module level:
  - Mapping the authentic aspects of an assessment task
  - Making an assessment more authentic (radar diagram)

- Programme-level:
  - Embedding authentic assessment progressively

- Links with other hallmarks and attributes
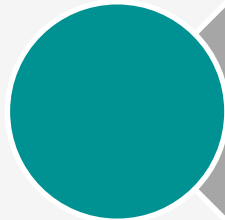- Trailer for Network event after lunch
- Workshop evaluation

Hallmarks
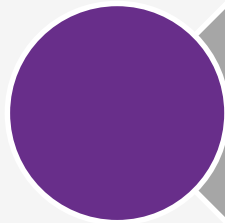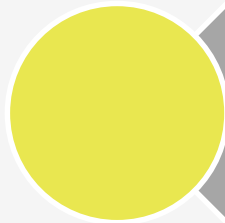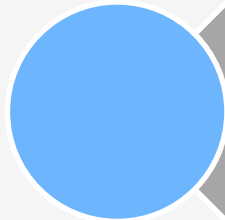
Research Connected Teaching
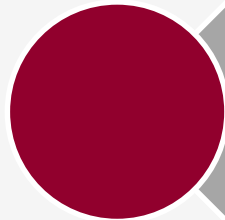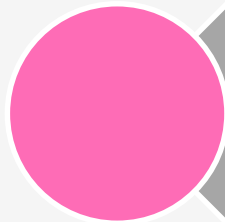
Active Learning

Authentic Assessment

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Principles

1. All students undertake a capstone research- or enquiry-based project, which may be synoptic (allowing them to draw on a wide range of elements from the modules they have taken)

2. All programmes include applied enquiry-led learning in at least one required module each year (UG only).

3. The use of authentic assessment is built up progressively and maximised across all programmes.

4. Formative assessment and feedback/feedforward are used to engage students in active learning in all modules.

5. Students' digital skills are developed progressively.

6. All students can undertake a substantial work placement and/or experience a period of study abroad.

Authentic assessment

- Authentic assessment requires students to undertake tasks which demonstrate meaningful and integrated application of relevant academic knowledge, skills and understanding.

- These tasks mirror those that students can expect to undertake as a graduate-level professional or citizen.

See References

Authentic assessment 2
(Definition from C2021 booklet)

- 'Authentic', or mimicking real life, could refer to the format of the output (e.g. performance, report, video), the intended audience or the purpose of the task.

Authentic assessment 3
(Definition from C2021 booklet)

- In addition, authentic could refer to the nature of available resources, the collaborative nature of the task, its typical duration, or the potential scope for negotiation in the brief.

C2021 resources on AuA online

Some ideas 1

- e.g. projects, group exercises, peer assessments, portfolios, case studies, debates, videos, essays, practicals, teaching experiences, scientific lab assignments, or wikis.

- project-based or practical assignments to give your students the opportunity to apply their learning in a real-life situation

- collaborative tasks that deliver real-world 'products' or 'performances'.

Some ideas 2

- students needing to adopt different perspectives, roles, or address different audiences.
- involving alumni, practitioners, employers or community groups in the task setting / as audience / feedback & assessment.
- completing tasks under the same or similar conditions as practitioners outside academia (tools, resources, etc.).
- students negotiating some parts of the task, e.g. setting the problem, selecting the tools or delivery format, or perhaps some of the assessment criteria.

Your case studies?

https://tinyurl.com/livuniaa2

Benefits 1
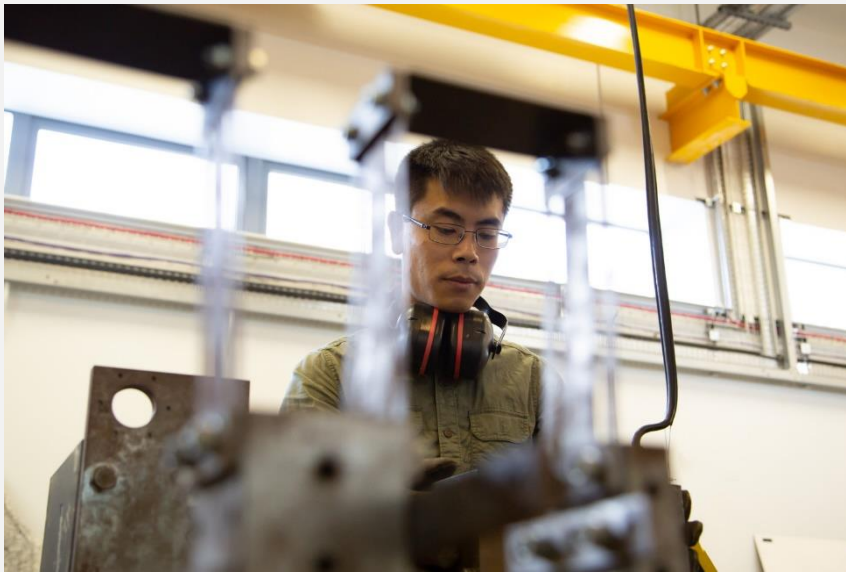
- Helps your students become intrinsically motivated by engaging in tasks that are relevant outside academia (Coon & Walker 2013).

- Contributes to your students' development as self-managing practitioners and self-directed learners by encouraging high-level learning (Lester & Costley 2010).

- Improves assessment validity as a measure of student learning by broadening the range of assessment tasks (Mueller 2005).

Benefits 2

By exposing students to socially-situated, collaborative, real-life tasks, academics can help students close the gap between
the competencies and skills associated with graduate-level life
(Ashford-Rowe et al. 2014; Cranmer 2006; James & Casidy 2016; Mungal & Cloete 2016).

Image: GoogleMaps

Case study: Using authentic assessment and outreach activity to upskill students studying Portuguese (link) - Ana Bela Almeida

Task 1. 'Audit' a module assessment task

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

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

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

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

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

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

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

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?

Authentic assessment

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

adapted by CIE, Univ of Liverpool from Ashford-Rowe et al., 2014; Gulikers et al., 2004; Osborne et al., 2013; Whitelock & Cross, 2012

Mapping an assessment: Case study example
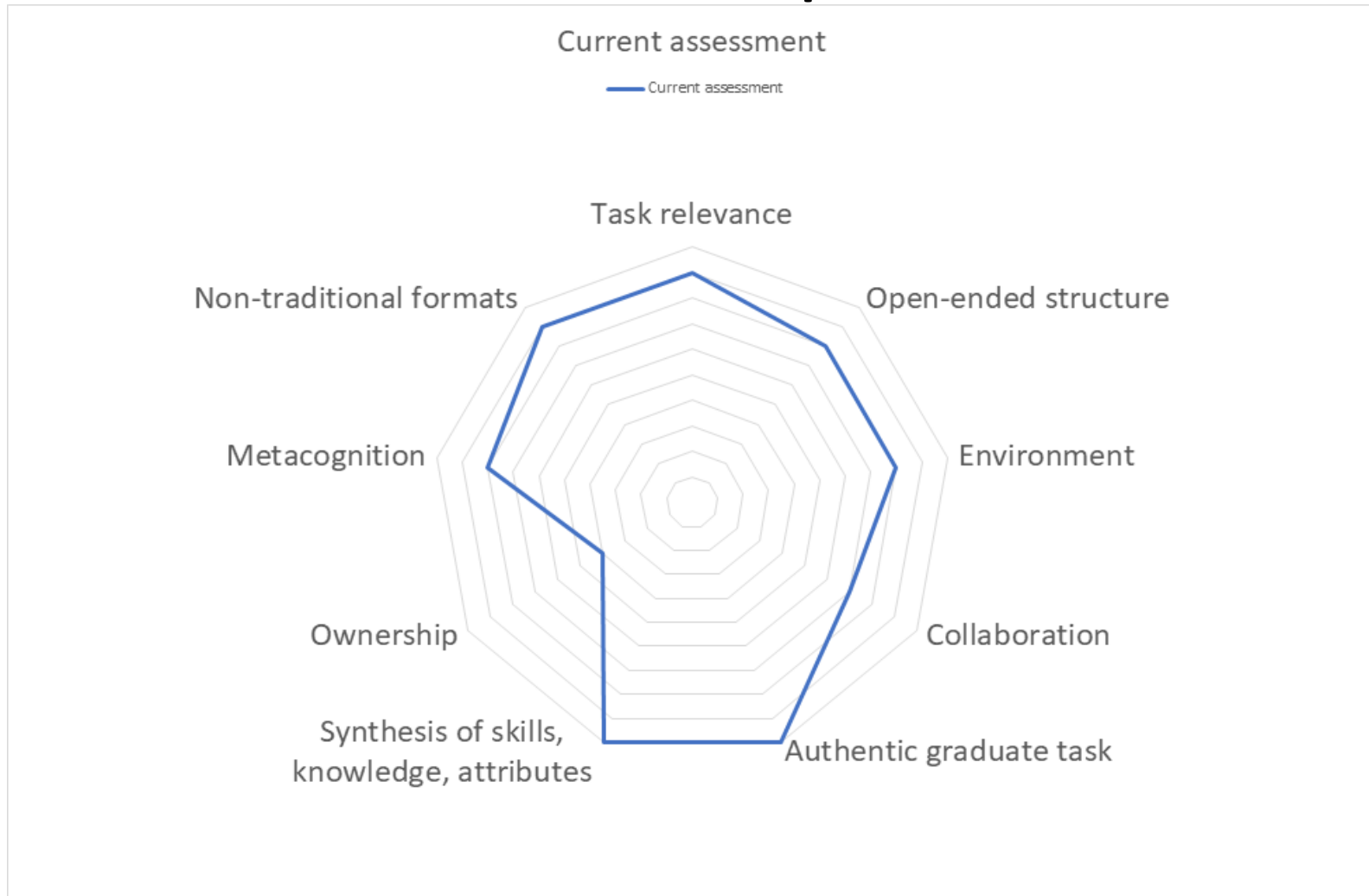
Task 2. How could it be made 'more' authentic?

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

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

Environment

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?

adapted by CIE, Univ of Liverpool from Ashford-Rowe et al., 2014; Gulikers et al., 2004; Osborne et al., 2013; Whitelock & Cross, 2012

Consider – module-level:

How could I adapt my module design to move it more in the direction of authentic assessment?

Observations

Feedback / Feedforward

Good assessment and feedback design should help empower and engage learners and provide opportunities for feedback dialogue (peer and/or teacher-learner)

Ulster Viewpoints Project, funded by the JISC

So far: module-level 'audit'

To what extent is authentic assessment currently embedded in module(s)?

Which elements of authentic assessment are closest to current practice in my module?

Consider these in the context of your overall programme,
your QAA subject benchmarks and professional body requirements.

Programme-level design

How can you embed the use of authentic assessment to build up progressively and maximised across your programme?

[C2021 principle]

What are the challenges of doing this from a programme design perspective?

TASK 3. 'AUDIT' YOUR PROGRAMME

Dr James Cooper: Authentic assessment in a non-vocational discipline: consultancy-led assessment

Centred on students forming a geotechnical consultancy (ENVS285)

Consultancy report:

1. Identify why landslides occur

2. Recommend intervention methods

How does (could) **authentic assessment** relate to other hallmarks / attributes
in your programme / subject?

Next

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Curriculum 2021 Symposium

8th – 10th January 2019

The Centre for Innovation in Education (CIE) will be running a three day Curriculum 2021 Symposium to launch the newly established Centre and provide staff with an overview of the CIE-supported Curriculum 2021 activities.

www.liverpool.ac.uk/cie

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Your feedback on this workshop

https://tinyurl.com/livuniaa3

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- **Osborne**, R., **Dunne**, E., & **Farrand**, P. (2013). Integrating technologies into "authentic" assessment design: an affordances approach. *Research in Learning Technology*, *21*(2). https://doi.org/10.3402/rlt.v21i2.21986
- **Whitelock**, D., & **Cross**, S. (2012). Authentic assessment: What does it mean and how is it instantiated by a group of distance learning academics? *International Journal of E-Assessment*, *2*(1), 9. http://oro.open.ac.uk/33622/

3.1a There are few opportunities within the programme (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to undertake authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs).

3.1b There are opportunities for students to undertake increasingly authentic assessment tasks such as those which mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the later stages of the programme (for example in final year of study).

3.1c The programme has been designed with authentic assessment as a core principle. There are opportunities for students to continuously undertake increasingly authentic assessment tasks such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the programme, with each authentic assessment task increasing in complexity and building on previous assessment requirements over the duration of the programme.

3.2a There are few assessments across the programme that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.

3.3a There are few instances of authentic assessment across the programme and these are contained to specialist modules or programme components (e.g. a placement module/ programme component).

3.2b There are frequent integrated assessments across the programme (e.g within at least 50% of programme credits) that require students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity.

3.2c The majority of assessments across the programme (e.g. around 75%) are integrated assessments that requires students to demonstrate an integration of skills and knowledge as part of a holistic assessment activity (including cross module or synoptic holistic assessments).

3.4a Formative assessment and feedback/feedforward are used in few modules (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) to engage students in active learning.

3.3b The use of authentic assessment within core modules/programme components increases through the duration of the programme.

3.3c The use of authentic assessment is built up progressively and maximised across the programme.

3.4b Formative assessment and feedback/feedforward are used to engage students in active learning in all modules/ programme components.

3.4c Formative assessment and feedback/feedforward are used to engage students in active learning in all modules/ programme components and students are taught how to use this to help them improve their future performance. Students have the opportunity in at least one module or programme component per year to provide peer feedback/feedforward to develop their skills further.

There is no criterion 3.5a within this document

3.5b External industry or sector professionals are involved in the development of relevant student assessments.

3.5c External industry or sector professionals are involved in the development and grading of relevant student assessments.

3.1a There are **few** opportunities within the programme … **for students to undertake authentic assessment tasks** such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs).

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3.1c The **programme has been designed with authentic assessment as a core principle.** There are opportunities for students to **continuously undertake increasingly authentic assessment tasks** such as those that mirror activities undertaken by graduate level professionals within the discipline (e.g. project work, group work, research/ enquiry-based assignments, work placements and/ or development of disciplinary relevant outputs) as they progress through the programme, with **each authentic assessment task increasing in complexity and building on previous assessment requirements over the duration of the programme**.

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