# Developing an Authentic Assessment ‘Audit’

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## Description:

This tool provides a space for you to rate a new/existing assessment against 9 different ‘dimensions’ of ‘authenticity’ and evaluate measures you may be able to take to improve any authentic aspect of an assessment. It also provides you with a space to muse on and evaluate the authenticity of an assessment, and give yourself a target to meet for each authenticity dimension.

## Instructions for Use:

Follow the instructions on the tool itself to complete the embedded spreadsheet and radar diagram, which will provide you with an overall picture of the different facets of ‘authenticity’ your assessment currently meets. The chart is then used in conjunction with the table-based exercise on pp. 2-3, which provides a space to rationalise and evaluate your ratings against each of the authenticity ‘dimensions’ and give yourself a target for each dimension.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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The purpose of this 'audit' is to see if you can improve the authenticity of a current or newly-created assessment.

## Instructions for Use

1. First, click on the chart, then under the ‘Design’ tab that appears at the top of the window, select ‘Edit Data’. This will open a mini-Excel spreadsheet within this document.
2. The chart below uses 9 dimensions of authenticity, which you need to score individually. Score your assessment for each dimension (between 0 and 10). The chart will update itself.
3. Do *not* fill in the ‘Target Score’ column at this point of the exercise.
4. Turn to the ‘Developing an Authentic Assessment Matrix’ on pp. 2-3. Complete the Matrix by inputting the score you gave for each dimension, and under ‘Existing Structure(s)’ justify why you scored it this way with reference to the relevant aspects of the current assessment practice.
5. Consider what measures you might take to amend aspects of the assessment to make it more ‘authentic’. Enter these into the relevant sections of the ‘Suggested Measure(s)’ column.
6. Return to the chart, open the Data Editor again (see Step 1) and input the new target score based on your amended assessment dimensions.

## Developing an Authentic Assessment Matrix

|  |  |
| --- | --- |
| **Assessment** **Title** |  |
| **Type/Word Count** |  |
| **New/Existing** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **St****ep** | **Audit Score (0-10)** | **Existing Structure(s)***Why did you score this assessment the way you did?*  | **Suggested Measure(s)***What might you change about the assessment to improve the score?* |
| Task RelevanceThe assessment is meaningful and relevant to the future aspirations of the student(s).  |  |  |  |
| Task StructureThe assessment involves tasks with open structures or open-ended solutions, which require the student to draw knowledge and skills from multiple units of study already undertaken (such as their other modules).  |  |  |  |
| EnvironmentThe assessment 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, tools or research).  |  |  |  |
| Collaboration The assessment task involves collaboration similar to that experienced by practitioners, professionals or experts in the field. |  |  |  |
| Authenticity to Graduate(s)The assessment task requires the development of knowledge, skills, attributes, products orperformance that could be, or is, recognised as authentic by the practitioner, professional, or expert in the field. |  |  |  |
| Synthesis of Skills, Knowledge or AttributesStudents 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 necessary for the completion of a specific outcome. |  |  |  |
| MetacognitionThe assessment task 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. |  |  |  |
| OwnershipStudents have some 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. |  |  |  |
| Tradition of FormatThe assessment task is usually presented via more non-traditional assessment methods (e.g. beyond exams and MCQs) and at different assessment points (versus a one-off). |  |  |  |