

Assessment can be considered authentic when the outcomes measured represent appropriate, meaningful, significant and worthwhile forms of accomplishment and the kinds of mastery demonstrated by successful practitioners. In short, when the task challenges a learner to demonstrate knowledge or skill that is needed to negotiate the requirements of a real-life setting, it may be considered authentic (UQ Teaching and Learning Plan, 2021).

Authentic assessment is a way of assessing student learning by having students apply what they learned to real-life scenarios. The goal is for students to demonstrate what they have learned from the material by transferring classroom knowledge to situations that resemble the outside world.

Higher education has shifted from an objective and standardized testing assessment culture to one that encourages:

- . Students being responsible for their own learning
- . Interpretation, performance and collaboration
- . Use of higher order cognition skills
- . Various assessment formats
- . Formative (multiple touch points with educator) and summative purposes
- . Focus on learning and competence development (Gulikers et al. 2004).

Why is it important to use authentic assessment?

While we can predict some attributes, knowledge, and skills that students will need in their future work life there are others that are unknown (Boud & Falchikov, 2006). As educators, we need to help students to be lifelong learners. An important benefit of using authentic assessment is the opportunity for students to learn soft skills and capabilities, often known as the twenty-first-century skills, which include:

Ways of thinking

1. Creativity and innovation
2. Critical thinking, problem-solving, decision making
3. Learning to learn, metacognition

Ways of working

4. Communication
5. Collaboration (teamwork)

Tools for working

- ▶ 6. Information literacy
- 7. ICT literacy

Living in the world

- ▶ 8. Citizenship – local and global
- 9. Life and career
- 10. Personal and social responsibility – including cultural awareness and competence (Binkley et al. 2012).

How to plan for authentic assessment?

- ▶ An active learning and student-centered approach to teaching and learning highlights the need for authentic assessment, which is linked to course learning outcomes and authentic learning activities and resources.
- ▶ It can be helpful to think about authentic assessment as a continuum of different task types, primarily undertaken in a university-based context on one end to primarily workplace-based on the other end.

Sample of authentic assessment types across a continuum of activity

Table 1: Some examples of authentic assessment types across a continuum of activity

Authenticity	Primarily university-based	←	→	Primarily workplace-based
High activity	Case studies	ePortfolio (portfolio, showcase and reflection on work) / capstone	Simulations / Industry mentors / OSCEs	Work placement / clinics
↑	Problem-based	Studio design work / working with primary sources	Role-play	Informal work experience
↓	Negotiated assessment	Showcase	Group work	Observation in workplace or society
Low activity	MCQ exam	Completing forms / simple work activities / artefacts	Industry guest lecture/assessor	Day in the office – seeing workplaces

Students Performance Assessment Form

Student Performance Assessment Form

Student's name : _____ Grade : _____
 Topic : _____
 Subject domain : _____
 Teacher's name : _____
 Date of lesson : ____ / ____ / ____ Number of period : ____ Periods

	Always	Often	Sometimes	Seldom	Never	comment	No
1. Learning Motivation/Attitude							
a) Able to focus on a topic for a long period of time							
b) Able to learn autonomously and independently							
c) Sustained interest in certain subjects or issues							
d) Persistent and refuse to give up when facing difficulties or failure							
2. Learning Characteristics							
a) Seek the "hows" and "whys" rather than taking them for granted							
b) Able to understand diagrams by intuition							
c) Able to understand the logical relationship between similar diagrams							
d) Able to appreciate the beauty of drawings and create different diagrams							
3. Behavioural Performance in Class							
a) Study or participate in activities in accordance with instructions							
b) Show courage to ask questions							
c) Able to concentrate on his/her study							
d) Able to cooperate with classmates							
e) Able to express his/her emotions effectively							
f) Able to listen to others patiently							

Teaching Performance Assessment

	Exceptional: Meets expectations at least 90% of the time. (4,000 pts)	Proficient: Meets expectations at least 80% of the time. (3,000 pts)	Developing: Meets expectations at least 70% of the time. (2,000 pts)	Needs Improvement: Does not meet program expectations. (1,000 pt)
Written Lesson Plan	Lesson plans are consistent: detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are typically: detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are inconsistent: in detail and clarity, in logical flow; in developmentally appropriateness and in building on student prior knowledge.	Does not meet program expectations.
Lesson Plan Objectives	Consistently clear, performance-based, relate to important concepts and/or skills, can be assessed, LO are reflected in the lesson and correlate with state standards.	Typically clear; performance-based; related to important concepts and/or skills; care assessable; LO are reflected in the lesson and correlate with state standards.	Inconsistently in clarity; in performance-based, in relation to important concepts and/or skills, unassessable, are not reflected in the lesson and LO may not correlate with state standards.	Does not meet program expectations.
Lesson Plan Subject Matter	Consistently demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address content misconceptions.	Typically demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and typically address content misconceptions.	Inconsistently demonstrate knowledge beyond the text and teachers' guides, have content errors, and fail to address content misconceptions.	Does not meet program expectations.
Pedagogical Content Knowledge	Consistently utilizes methods of instruction that are appropriate to content and context and encourage students to produce high quality work.	Typically utilizes methods of instruction that are appropriate to content and context and encourage students to produce high quality work.	Inconsistently utilizes methods of instruction that are appropriate to content and context and is inconsistent in encouraging students to produce high quality work.	Does not meet program expectations.
Differentiation	Consistently provide multiple ways for learners with differing abilities to engage with content and provide for early and late	Typically provide multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Inconsistently provides ways for learners with differing abilities to engage with content and provide for early and late finishers.	Does not meet program expectations.