

## **Transcript: “Authentic Assessment: 3-step model for implementation”**

In this video, I introduce a three step model to implement authentic assessment, based on recent research on authenticity in assessment.

The steps are:

- graduate profiles
- design of the tasks and
- evaluative judgement and feedback.

The first step, graduate profiles, is about what learners must know after finishing their course and what are they able to do.

To design this step educators should answer the following two questions:

- How does the module I teach contribute to achieving the competencies that the course is committed to develop in students?
- How the skills and knowledge that the students gain in my module relate to real world problem solving situations.

The second step is about design of the tasks.

To do that educators should think about three things:

- real-life problem solving
- going beyond academic formats and
- higher-order cognitive skills.

Links to real world problem solving situations, or stimulation of real-world problems, is one of the key elements of designing authentic assessment.

This will allow students to develop skills they need for future professional performance.

Going beyond academic formats is another key element of designing authentic assessment.

To do that, educators need to think to whom the intended learning outcomes of the module or the course is important.

They need to think about employers, they need to check perhaps some job descriptions.

Higher-order cognitive skills is about contextualisation of the curriculum.

Educators should design the task in such a way to provide students with opportunities to apply, evaluate, judge, criticize, analyze, decide, innovate or invent something related to the knowledge that they gain.

The third step of the model is about evaluative judgement.

What is meant by evaluate of judgement is to provide opportunities for students in which they could develop skills to be able to evaluate the quality of their own work and their peers.

That means authentic assessments need a clear and transparent assessment criteria which has to be communicated with students.

The rubric will provide students with the information about what they are expected to do and also they will be able to evaluate their own progress through the task as well as evaluating the work of their peers.

And obviously providing effective and sustainable feedback and feedforward is crucially important to this process. By providing sustainable feedback, educators could reach between students' present needs and prepare them with their future needs.

This will improve their evaluative judgement skills, and enable them to make judgements on their own performance.