

Authentic Assessment – Task Generator

The principle of authenticity [regarding assessment] ... helps us think about the long-term value of the tasks we set, and helps us to stimulate genuine, high order learning where students really get to grips with building complex ideas and grasp them so thoroughly they can integrate and apply them to novel situations.

Brown and Sambell, 2022

For staff who are not familiar with authentic assessment it can be difficult to know where to start with this approach. The **Authentic Assessment Task Generator** provides a blueprint to help staff to create more authentic assignments.

STEP 01

Learning outcomes

Start with the learning outcomes. Our assessment approaches should be referring to the intended learning outcomes and authentic assessment is no different in this regard.



STEP 02

Doing

Focus on the powerful verbs in your learning outcomes, for example, present, demonstrate, illustrate, develop, plan, prioritise, select, investigate ... Where the verbs seem vague or ambiguous they may need re-working so that they are more readily fit for purpose.



STEP 03

Application

Apply the verbs to what you want your students to do, for instance, 'research data relating to planning applications', or 'illustrate your findings using three different media'. Think clearly about how students will work with the learning outcomes and look at the learning outcomes from their perspective in order to help to ensure clarity and transparency.



STEP 04

Context

Introduce the subject or professional context through the creation of scenarios or plausible contexts. This will involve some thinking, but can be enjoyable and rewarding for both staff and students and there is the possibility for re-working scenarios and professional contexts for subsequent iterations of the assessment.



STEP 05

Outcomes and evidence

Identify outcomes and evidence of achievement. This may involve outputs that show the achievement of the learning outcomes, that are for real audiences, across a range of registers, genres and media. There are lots of examples of ways of evidencing achievement of learning outcomes [in these compendia](#).



STEP 06

Modifiers and developments

Include modifiers, developments and range statements. All of these guide the students about the scale and scope of what is required and give students a clear idea of what is expected.



You can find lots of examples of authentic tasks [in these compendia](#).

References:

Brown, S. and Sambell, K. (2020-2021) *Assessment, Learning and Teaching in Higher Education*, Sally Brown. Available at: <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

Sambell, K. and Brown, S. (2022) *Authentic Assessment. A Maynooth University 'Assess for Success' Guide*. Maynooth: Maynooth University.



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