Kay Sambell and Sally Brown: Authentic Assessment

Please look at our free-to-download materials on our website (Kay Sambell and Sally Brown: Covid-19 Assessment Collection - Sally Brown Sally Brown (sally-brown.net)**),** particularly:-

'Writing better assignments in the Post-Covid19 era: approaches to good task design'
https://sally-brown.net/download/3179/

Plus the Compendia of Examples we have curated in a range of disciplinary, institutional and international contexts:

A compendium of examples of authentic assessment in practice from diverse disciplines

https://sally-brown.net/download/3309/

A second Authentic assessment compendium

https://sally-brown.net/download/3334/

Episode Three: Authenticity Strikes Back!

https://sally-brown.net/download/3366/

Compendium 4: Thirteen authentic assessment examples from Hong Kong.

https://sally-brown.net/download/3409/

The Task Generator

Our current focus particularly centres on a systematic approach to devising more authentic assessment tasks using out six-step process. We call our design blueprint the Task Generator**.**

Six steps to designing authentic assignments

Whenever writing assignments, it's a good idea to start with the learning outcomes,

Identify powerful, driving verbs at their centre to direct student effort, such as 'interpret', 'research and review', 'set up and calibrate', 'evaluate' and 'compile'.

Consider the object of the verb i.e. what students do which provides a focus for action e.g. produce a digital learning pack, or provide a professional opinion in the form of a letter with appendices;

Next indicate what outcomes/evidence of achievement you require so you could be confident the outcome has been achieved;

Wrap round with detail around the subject or professional context/plausible scenario relevant to the subject area/ discipline/ course to bring the assignment to life;

Complete it with modifiers/developments/ range statements to guide the students about the scale and scope of what is required of them.

You can see some indicative examples of how this might work in the following table

Verb/educational outcome	What? i.e. object	Outcome/ evidence of achievement	Modifiers/ developments/ range statements
Interpret	complex and sometimes incomplete or conflicting data	compile a summary meaningful for experts and laypersons	leading to a viable action plan.
Review	data from a variety of sources	produce an executive summary	for a specific audience
Set up	specialised equipment appropriately	draw up a 'quick guide' for peers	to enable them to use it safely and appropriately
Evaluate	three proposed solutions to a problem	propose a further two of your own	with suggestions about what might work best
Compile	contingency plans for a professional environment	produce disaster recovery in case of a serious emergency	leading to mitigations and remediation

We enjoy working with colleagues on this approach, so if you would like us to work with you, for example, through an online workshop for your faculty and staff, please contact us at

S.Brown@leedsbeckett.ac.uk

Kay.sambell@cumbria.ac.uk