

Authentic Assessment Statement: Examples






The authentic assessment statement **reflects the authenticity** of each assessment within a course, and how that articulates across a program within a discipline. It provides clarification of the connection between assessment and professional competencies, to students and teaching staff. Authentic Assessment statements are one of the two key deliverables of Stream 2 – Assessment25 as identified in the Authentic Assessment Project Plan (AAP). The AAP states that “By 2025, all assessments at UniSA will be deemed as authentic based on the assessment statement”. From 2024, assessment statements will appear in course outlines. Refer to the authentic assessment writing guide for processes on how to curate the statements.

The writing of authentic assessment statements is not overly taxing as indicated by a course coordinator:

“While the task of writing the Authentic Assessment statements may seem initially daunting, once I read some completed statement examples, I realised that all I needed to do was to focus upon the UniSA Authentic Assessment Definition diagram as a reference and combine this with my existing assessment information. Once set, I devoted a day to this project and completed ten authentic assessment statements across 4 courses in one sitting. It is not as difficult as it first appears” (Stephanie Mallen, Senior Lecturer, ALH)

The following are some assessment statement examples shared with permission from course coordinators. The **purpose**, **context**, **format** and **audience** have been highlighted in the statements. The closer these principles align to students’ professional careers, the more authentic the task will be.

NOTE: Whilst the **purpose**, **context**, **format** and **audience** are important considerations, the authentic assessment statements should focus on a **reflection of how authentic the assessment tasks are** with reference to UniSA’s authentic assessment definition as identified by the following legends, in the examples below. Some examples explicitly refer to the characteristics, whilst others are implicit.

-  Encourages students to adopt higher order thinking.
-  Inspires the application of relevant knowledge and skills.
-  Stimulates students to think from multiple perspectives.
-  Motivates students to become problem solvers.
-  Connects learning to real life.

Critical analysis    

The **Critical Analysis** task requires students enrolled in the **first year Understanding Crime and Criminology** course to **analyse an academic journal article that discusses alternative ways of defining crime critically reading, analysing, synthesising, and evaluating the main arguments of the text**. These skills are important in the **Bachelor of Criminology and Criminal Justice**. Students are required to apply their knowledge of definitions of crime and think from multiple perspectives about the various ways crime can be defined. The task encourages students to connecting their conceptual learning to real life contexts and developing their ability to engage with current crime events in a critical manner.

Case presentation

This case presentation provides third year, Speech Pathology students, an opportunity to verbally discuss a pediatric or adult case within a clinical conference environment and demonstrate clinical reasoning and problem solving in an enquiry-based approach. Students will revisit content from prior years' theoretical courses and their two placement experiences to present the client case, enabling students to demonstrate intermediate to entry-level skills in the CBOS professional and occupational competencies. Case presentations are commonly used in professional practice such as case conferences and team meetings.

Continuous assessment

Assessment 1 comprises three continuous assessment tasks that require first year Business students to adopt higher order thinking, apply the relevant knowledge and skills acquired from the course, think from multiple perspectives, and solve complex problems through tasks that are similar to the student's future workplace such as the completion of a Team Wiki, individual presentation video and a skills assessment task. The Team Wiki requires students to work collaboratively to develop a detailed solution to a case study problem, promoting the development of teamwork skills and higher order thinking, which is critical in many business environments. Students would also need to become problem solvers to complete this task. The Individual Presentation Video provides the opportunity to students for explaining a technical aspect of the course to a non-specialist audience, applying the relevant knowledge and skills. Making complex technical matters understandable to clients and other non-specialist users is a key skill in the accounting profession. The Skill Assessment Checks are designed to test the development and application of technical knowledge at a first-year level under time bound conditions. This task requires students to think critically, apply their acquired knowledge to solve simple business problems and be ready to be reviewed by a manager within an organisation.

Exam

The purpose of the Exam is to test first year Business students' ability to apply skills and knowledge by calculating/recording specific accounting information and communicating that information to a non-specialist audience. In this time bound, unsupervised assessment students are required to produce technical accounting information in written form and supplement this with a video recording explaining aspects of the technical answers they have produced. Students are expected to provide technically correct and clear explanations to business stakeholder/client with non-specialist knowledge. The task is designed to mimic a typical client interaction.

Practical   

The Practical task requires first year accounting students to apply accounting knowledge to a series of transactions using both manual and computerised techniques. The assessment is designed to emulate the style of task that may be required of graduate accountants comprising data entry and creation of reports suitable for review by a manager within an organisation. In the completion of this task, students to think from multiple perspectives to solve accounting problems similar to those in their future workplace.

Research report     

Assessment 1 in the first-year engineering course Sustainable Engineering Practice focuses on the role of engineers when working with local Aboriginal and international Indigenous communities. Students conduct individual research and write a referenced report by participating in a cultural awareness forum. Writing reports would be a norm and requirement in students' future workplace. Students employ higher order thinking skills to research and critically analyse the role of engineers when collaborating with Aboriginal and Indigenous communities. Students apply their relevant knowledge and skills to develop a better understanding of the ethical and cultural implications that can occur in engineering projects. This task connects to real-life where cross-cultural communication, empathy, and problem-solving are crucial when dealing with Aboriginal and Indigenous communities. Students are required to think from diverse perspectives and gain a comprehensive understanding of engineering projects when working with Indigenous communities.

Facilitation and Group Report     

This group assessment requires Masters level students to write a Facilitation and Group report adopting higher-order thinking and decision-making that International HRM practitioners use in the workplace. Students assume the role of a team of consultants reporting to the client organization (the class adopting the role of the 'client') to propose well-founded and actionable recommendations to improve the organization's International HR activities based on their analysis and learnings from the course. This assessment comprises two parts: Part A includes Group Facilitation and Part B includes Group Report. For Part A, students will demonstrate a high level of oral and interpersonal skills by working collaboratively to find valuable insights into real-world international HRM practices and challenges. For Part B, students will provide specific and evidence-based recommendations. This assessment prepares the students to develop skills working in a team honing their critical thinking, problem-solving, and communication skills, relevant to their future workplace.

Logbook

The logbook assignment provides first year speech pathology students with real-life opportunities to complete and reflect upon two 'live' observations with a typically developing child aged between 1-7 years of age. The students must perform all organisational arrangements with a family (meeting criteria for inclusion, consent, confidentiality, appointments, gathering background information) prior to the actual observations. This alone requires both logical and creative thinking to work around competing demands. The process of arranging sessions, developing aims, activities, performing an observation and collecting data is transferable to placement and clinical practice, across all ages and the range of practice areas. The outcomes of three language data collection aims, must then be critically matched to both evidence-based normative developmental data and representative stages within theories of language development. Importantly, a full clinical reflection upon professional capabilities & limitations, using Gibb's Reflective Cycle must be completed. The logbook assignment addresses all three areas of the Speech Pathology Australia Professional Standards, namely Professional Conduct (e.g., consent & confidentiality), Reflective & Lifelong Learning (reflective cycle) and Speech Pathology Practice (e.g., data collection) and provides students with the opportunity to apply their relevant knowledge and skills acquired in the course.

Essay

This course provides first year speech pathology students with an introduction to physical acoustic measurement of the perceptual features of speech and the voice. The essay requires students to firstly, demonstrate their understanding of the basics of frequency, amplitude, and duration of sound and then secondly, to explain ideal voice data collection for clinical purposes and finally, to analyse, interpret, explain and summarise an authentic set of voice data linked to brief case history information, collected from a local speaker using the Visipitch instrumentation at UniSA. Many of the concepts being introduced link to physics and mathematics and are new to the students, forcing new ways of thinking about the physical properties of sound and promoting higher order thinking. Students must link the *physical* data interpretation back to the case history *perceptual* information regarding voice use and synthesise the relationship between the two aspects. In completing the tasks students would be required to adopt higher order thinking, apply the relevant knowledge and skills acquired in the course and think from multiple perspectives. The requirements of this task will be expanded upon in the third-year course of study HLTH_3093 Voice: Assessment & Management. The assignment requires students to demonstrate Speech Pathology Australia Professional Standards Domain 1: Professional Conduct (provide safe and quality services) and Domain 3: Speech Pathology Practice (interpret, diagnose and report on assessments), which are requirements in students' future workplace.

The assessment statements presented in this guide are examples only. The examples highlight how course coordinators have curated their assessment statements and although written differently, they all reflect the degree of authenticity of each assessment task. It is also important to note that the assessment statement (reflection on the degree of authenticity) is not the same as assessment description (instructions on how to do a task).