

# Authentic Assessment

**Promotes academic integrity**

Do the tasks encourage students to gather information, use metacognition and submit their own unique responses? Are the assessment tasks current, relevant, meaningful, and designed to support and scaffold learning?

**Is valid, reliable and fair**

Do the assessment tasks align to course (and program) objectives and are they developed in consultation with peers and students to ensure expectations are clear and free from bias that advantages or disadvantages particular groups?

**Provides feedback that is actionable**

Do the assessment tasks provide actionable feedback, allowing students to identify their progress and develop evaluative judgement?

**Promotes academic integrity**

**Provides feedback**

**Is valid, reliable and fair**

**Identifies the attainment of program and course objectives**

**Connects learning to real life**

Do the tasks resemble and complement those used in professional practice now and in the future?

**Encourages students to adopt higher order thinking**

Are the tasks cognitively challenging such that they encourage students to apply, analyse, synthesise, evaluate, create and/or demonstrate critical thinking?

**Motivates students to become problem solvers**

Do the tasks motivate students to engage in problem-solving as they would be expected in professional practice?

**Inspires the application of relevant knowledge and skills**

Are the tasks meaningful and relevant such that they inspire learning through the application of knowledge and skills across different contexts?

Do the tasks pose sufficiently complex and messy problems that allow students to think from multiple perspectives?

**Stimulates students to think from multiple perspectives**

