

Dimensions of Authentic Assessment: Scholarship matrix

CONCEPTS & PRINCIPLES (1) REFERENCE	VALID Clearly aligned with (i.e. measuring achievement of) course objectives and/or graduate outcomes	MEANINGFUL, RELEVANT (as perceived by students) TRANSFERABLE Knowledge and skills Relevant to personal and professional goals Importance of student's evaluation of authenticity	FAIR Different ways in which students can demonstrate competencies Students have opportunities to practice before they are assessed Level of challenge is appropriate to student level	TRANSPARENT Students understand what is expected of them (what quality or achievement looks like)	FOCUS on LEARNING Main purpose is to promote/support student learning (Assessment <i>for</i> and <i>as</i> learning) Promotes <i>deep</i> rather than <i>surface</i> learning	Involves creative, critical thinking & problem solving. Cognitively demanding (at appropriate level) Higher-order thinking, reflection, self-evaluation <i>Knowledge construction</i> rather than <i>knowledge reproduction</i>	Real or realistic contexts (e.g. case studies) and products - Complexity, detail of context. - Similar conditions for task completion (e.g. availability of resources, time, etc.). - Outputs align with professional/real-life standards	Authentic feedback practices E.g. Opportunities to receive feedback on drafts, revise, etc. Peer- as well as Self-assessment	Collaboration and communication with variety of audiences
Seraphin, SB, Grizzell, JA, Kerr-German, A, Perkins, MA, Grzanka, PR & Hardin, EE 2019, 'A Conceptual Framework for Non-Disposable Assignments: Inspiring Implementation, Innovation, and Research', <i>Psychology Learning & Teaching</i> , vol. 18, no. 1, pp. 84–97.	✓	✓	✓		✓	✓	✓	✓	✓
Villarroel, V, Boud, D, Bloxham, S, Bruna, D & Bruna, C 2019, 'Using principles of authentic assessment to redesign written examinations and tests', <i>Innovations in Education and Teaching International</i> , pp. 1–12.	✓	✓		✓		✓	✓	✓	✓
Swaffield, S 2011, 'Getting to the heart of authentic Assessment for Learning', <i>Assessment in Education: Principles, Policy & Practice</i> , vol. 18, no. 4, pp. 433–449.	✓			✓	✓	✓		✓	✓
Herrington, J, Reeves, TC & Oliver, R 2009, <i>A practical guide to authentic e-learning</i> , Routledge.	✓	✓	✓			✓	✓		✓
Gulikers, JT, Bastiaens, TJ & Kirschner, PA 2004, 'A five-dimensional framework for authentic assessment', <i>Educational Technology Research and Development</i> , vol. 52, no. 3, p. 67.	✓	✓	✓	✓	✓	✓	✓	✓	✓

NOTES:

- (1) RELIABILITY can be relevant to authentic assessment (e.g. improved to moderation, ensuring that the same criteria are used even if contextual parameters change in an assessment task over several course iterations, etc.). However, Reliability is possibly less important when focusing on assessment *for* learning rather than *of* learning. Reliability tends not to be discussed in relation to Authentic Assessment (whereas it is obviously central to standardized assessment through tests, etc.). Swaffield (2011:445) also notes that accuracy and reliability are "properties of summative rather than formative assessment". Standardised assessment focuses "very tightly on whether particular objectives have been met, not seeking to understand what and how learners are learning." (Swaffield 2011:446)
- (2) A tick mark indicates that the authors have explicitly mentioned a criterion. Therefore, the absence of a tick does not imply that an author disagrees, but rather that they simply haven't explicitly mentioned this criterion.