



Authentic Assessments

Typical Task	Authentic task	Indicators of authenticity
Requires one or more correct responses	Requires a high-quality product or performance, and a justification of the solutions to problems encountered.	Correctness is not the only criterion; students must be able to justify their answers.
Must be unknown to the student in advance to be valid	Should be known in advance to students as much as possible.	The tasks and standards for judgment should be known or predictable.
Are disconnected from real-world contexts and constraints	Aligned to real-world contexts and constraints; requires the student to “do” the subject.	The context and constraints of the task are like those encountered by practitioners in the discipline.
Contain items that isolate particular skills or facts	Integrates challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex, even if there is a right answer.
Include easily scored items	Involves complex tasks for which there may be no single answer.	The validity of the assessment is not sacrificed in favour of reliable scoring.
Are “one shot”; students get one chance to show their learning	Iterative; contains recurring tasks.	Students may use particular knowledge or skills in several different ways or contexts.
Provide a score	Provides usable diagnostic information about students' skills and knowledge.	The assessment is designed to improve future performance, and students are important “consumers” of such information.

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