



10 Tips for Planning Authentic Assessment

Keep These Planning Tips in Mind for Student Learning, Satisfaction & Success

1

Consider your learners. What motivates them? What are their learning challenges and needs? What skills and knowledge do they need to develop to be career-ready?

2

Align to outcomes. Create authentic assignments that align your course learning outcomes and course topics, issues and themes.

3

Use "transparent assignment" design and guidelines. State purpose, skills and knowledge, long-term relevance to students' lives, tasks, and criteria for success (TILT Higher Ed website).

4

Promote self-regulated learning. Help students direct their learning processes (Zimmerman, 2002).

5

Scaffold the assignment. Break into parts or phases. Provide feedback along the way as students progress & complete assignment.

6

Include student reflection. Have student provide feedback along the way about alternative or authentic assessments. Get their perspectives!

7

Incorporate sharing and peer feedback. Have students present their assignments to the class, and review each others' work, providing peer feedback.

8

Invite experts. Allow students to share & learn from experts and professionals working in the field, including Mason alumni.

9

Plan for additional time to complete assessments and for grading. Grading will require more time than more traditional assessment. Use a rubric for efficient and effective grading.

10

Gather data! Collect student feedback and also examine student learning. What do grades and rubrics tell you about student learning?

Resources to Explore

Center for Teaching and Learning | Wiley Education Services (2021). [Authentic assessment in the online classroom](#). (Accessed April 11, 2021).

[Transparency in Learning and Teaching in Higher Education project \(TILT Higher Ed\) website](#). Copyright © 2014 Mary-Ann Winkelmes. Work licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4. (Accessed April 11, 2021).

Zimmerman, B. J. (2002). [Becoming a self-regulated learner: An overview](#). *Theory Into Practice*, 41(2), 64-71.