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Faculty Rubric Tool

Reimagine Higher Education

Authentic Assessment

June 2023

Contents

Introduction/ Background

High-quality and meaningful assessment is imperative to a valuable learning experience. At least some assessments in every course should be "authentic". Like authentic assessment itself, getting to a place where assessments are authentic is a messy, iterative, and reflective process. This tool provides a number of rubrics to apply to your own assessments for consideration. The idea is not to "perfect" every assessment, but rather to influence habit of mind and provide points for consideration throughout the process of creating, implementing, refining, and re-implementing learner assessments.

There are two foundational documents connected to this tool; the Authentic Assessment definition, as developed by the Authentic Assessment working group, and the Assessment Principles document, a college-wide document. Please note that while the tool has evolved over time and iterations, the Assessment Principles document has not been updated to match those changes.

By framing this work with these two documents, we can see the already extant connection between authentic assessment and NorQuest College's Assessment Principles. That is, authentic assessment is integral to the Assessment Principles. By using the authentic assessment definition as a starting point, users will be able to then hone in on an assessment principle to enhance the assessment's authenticity.

Authenticity is a spectrum. It is unusual that an assessment would either "be" or "not be" authentic. Rather, each assessment will likely have some facets of authenticity, as well as areas to improve. This tool can (and should) be used iteratively. For example, on a first pass, perhaps you focus on the Variety Rubric. Later, as you plan to use the assessment again, you may choose to look at it through the lens of the Transparency Rubric.

We Are Who We Include

Equity, Diversity, and Inclusion (EDI); Anti-Racism (AR); and Decolonization and Indigenization (DI) are core to the value system at NorQuest. Elements of these values can be found throughout all themes and principles. Some instances where we have identified them, they will be denoted with acronyms in brackets (EDI), (AR), and/or (DI). This is not an exhaustive list. We encourage you to take this further through reflecting on questions such as:

- Who benefits from this assessment? Who does not?
- What are the reasons behind my choices in assessment practices?
- Is there another way?
- Am I falling back on "the way it has always been"?

Additionally, there are rubrics for Inclusive and Anti-Racist principles below. Consider these at all steps of assessment, from inception to deployment and at each iteration of the assessment. These considerations are integral to any assessment being truly authentic.

Universality
Inclusive Rubric

All learners should have the opportunity to succeed in assessment equitably, as there is no advantage to the dominant culture or demographic. We are mindful and watchful for discrimination and actively work to reduce it in all forms.

Diversified Reflects diversity and avoids stereotypes and misconceptions. This includes the use of voice, photos, content, and perspectives of diverse and racialized populations.	Lack of variety in photos, voice, and content. Perspectives are predominantly colonial. Other perspectives are absent, marginalized, or inaccurate (stereotypes).	Includes some variety in photos, voice, and content. Perspectives are largely colonial. Other perspectives are accurately represented but represented to a lesser degree.	Includes variety in photos, voice, and content. Perspectives are balanced and are accurately represented.
Inclusive Opportunities are given to demonstrate competence through a learning situation that is considerate of their gender, age, disability, sexuality, and ethnicity. Choice is given for how competence is demonstrated.	Individual learner identities and/or expression of identity are not allowed for through rigid requirements for successful completion.	Individual learner identities and/or expression of identity are somewhat allowed for through some flexible requirements for successful completion.	Individual learner identities and/or expression of identity are allowed for through flexible requirements for successful completion.

Notes:

Anti-Racist Rubric

We look at our assessments critically and honestly to ensure we are not perpetuating systemic and racist bias. Observing the validation of learner's identity, relationship building and their capacity to gain/build racial equality perspective in a way that the learner outcomes align with the anti-racism approach; meaning we are helping learners develop a racial justice perspective.

Representation Assessments and academic materials lift the voices and experiences of members of the BIPOC (Black, Indigenous, and Persons of Colour), examine historical and systemic barriers faced by BIPOC communities, and materials do not uphold, but critically examine, issues of white privilege and settler colonialism.	Does not incorporate BIPOC experiences or literature; does not acknowledge historical and systemic barriers; does not critically examine issues of white privilege and settler colonialism.	Incorporates some BIPOC experiences or literature; acknowledges but does not examine historical and systemic barriers; acknowledges issues of white privilege and settler colonialism.	Places significant importance on BIPOC experiences or literature; acknowledges and examines historical and systemic barriers; acknowledges and critically examines issues of white privilege and settler colonialism.
Introspection Instructors and those in positions of power have engaged in vigilant self-awareness, reflection and understanding of how racial bias manifests, and are mindful of how power and privilege may show	Developers and/or creators of the assessment have not engaged in anti-racist training, education, or professional/self-development.	Developers and/or creators of the assessment have engaged in some anti-racist literature, trainings, education, or professional/self-development. There is an understanding of the ways in which	Developers and/or creators of the assessment have engaged in substantial anti-racist literature, training, education, or professional/self-development. There is a significant understanding in the ways in which power and privilege

up in the assessment of learner's work.		power and privilege intersect with issues of race and racism. Knowledge gained is reflected in the assessment.	intersect with issues of race and racism. Knowledge gained is clearly reflected in the assessment.
Notes:			

Defining Authentic Assessment at NorQuest College

NorQuest College has adopted the following definition of Authentic Assessment based on the work of Wiggins (1998). It has six facets to be inclusive and representative of all programs. Not all facets will be applicable to all programs. Authentic assessment…

- involves messy, realistic situations
- requires application, judgement, and innovation
- asks learners to do (produce or perform)
- replicates or simulates workplace/real world contexts
- assesses the use of knowledge, skills, and professional judgement
- allows for research, rehearsal, collaboration, practice, and feedback (Wiggins, 1998).

(Based on Wiggins, G. (1998). *Education Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Joey-Bass Publishers.)

Starting with the Definition

Look at the graphic below. With a specific assessment or course in mind, ask yourself if the assessment meets each criterion. Then, pick one to dive deeper!

Authentic Assessment at NQC (is)...
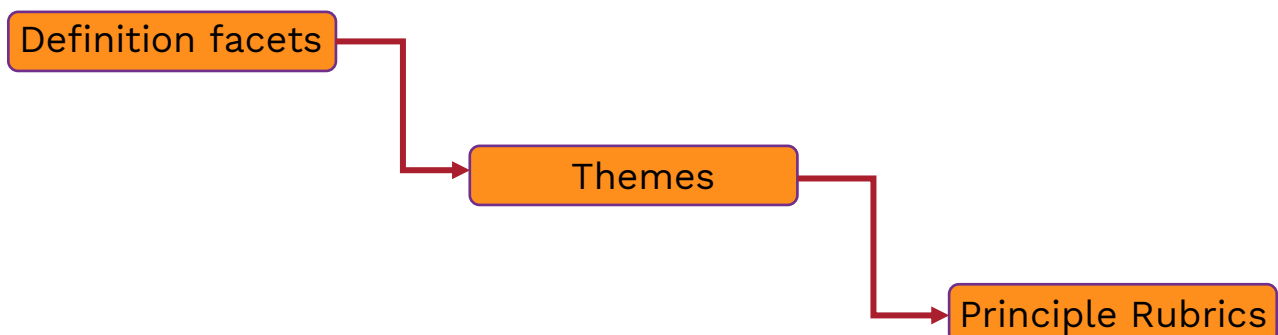
NORQUEST COLLEGE

Realistic — Involves messy, realistic situations

Applicable — Requires application, judgement and innovation

Doing — Asks learners to do (produce or perform)

Contextual — Simulates real-world contexts

Using — Assesses the use of knowledge, skills and professional judgement

Iterative — Allows for support through research, rehearsal, collaboration, practice, and feedback?

Learners demonstrate understanding if they can: explain, interpret, apply, relate perspectives, show empathy and self-reflect.

Adapted from Wiggins, G. (1998). Education assessment: Designing assessments to inform and improve student performance. San Francisco: Joey-Bass Publishers.

This high-level definition, and its facets, are the start of a cascade to a more focused review of your assessment.
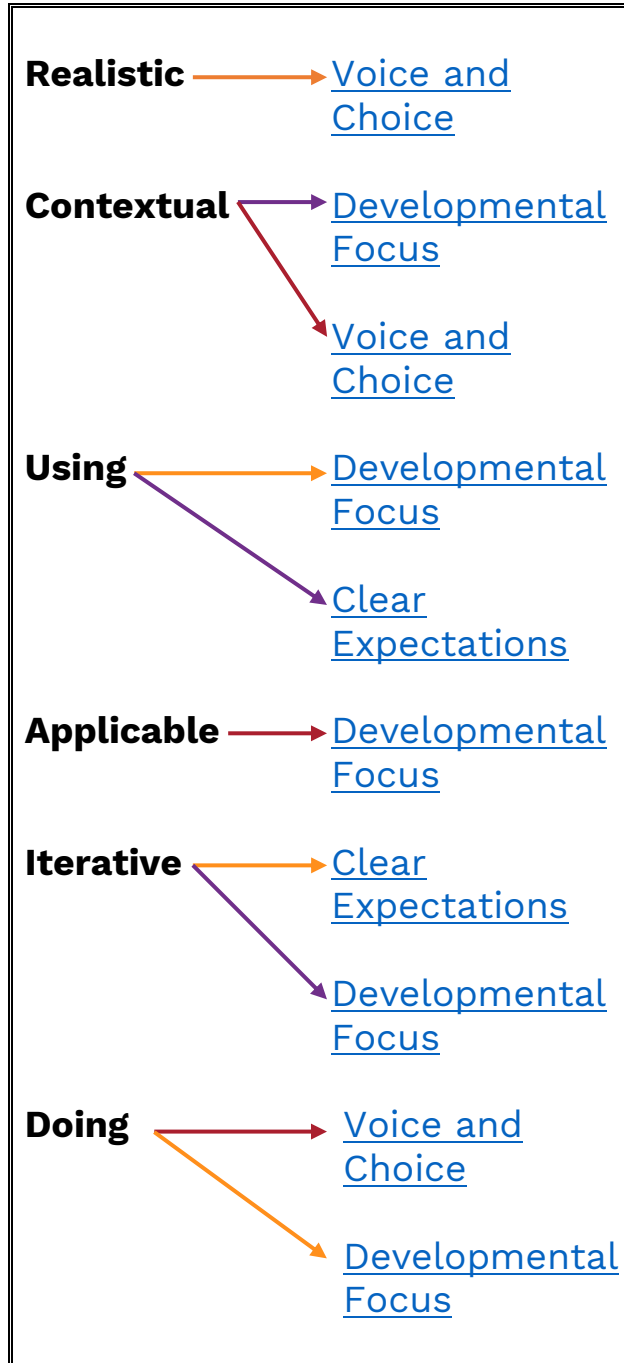
Once you have selected a facet of the definition to explore, the legend on the next page will show themes connected to the facet you are interested in exploring. Opt for the theme you prefer.

Lastly, once you have your theme to focus on, identify a descriptive statement of interest to you in a specific principle rubric to apply to your assessment.

Definition facets → **Themes** → **Principle Rubrics**

If you choose to explore whether your assessment is _____, explore the _____ theme(s).

Realistic → Voice and Choice

Contextual → Developmental Focus
→ Voice and Choice

Using → Developmental Focus
→ Clear Expectations

Applicable → Developmental Focus

Iterative → Clear Expectations
→ Developmental Focus

**Doing** → Voice and Choice
→ Developmental Focus

Cascading to Themes and Principle Rubrics
Voice and Choice

Which of the following statements resonates with you?

Follow the link next to the statement to view the related rubric.

Statement	Principle Rubric
Learners can show understanding, application, and judgement through a variety of ways. Providing a variety of assessment options and types, and a range of feedback modes and sources will allow learners to show competency through strengths not deficits.	**Variety**
When learners have input in how and when an assessment takes place, it builds motivation, engagement, and self-efficacy (Ownership).	**Agency**
Assessments, both formative and summative, should incorporate relevant, timely, "real-world" examples that are practical and feasible, and that acknowledge cultural and systemic bias (Relevance).	**Authenticity**
Quality assessments spark interest and respectfully engage learners, by providing challenges that do not frustrate or bore the learners.	**Engaging**
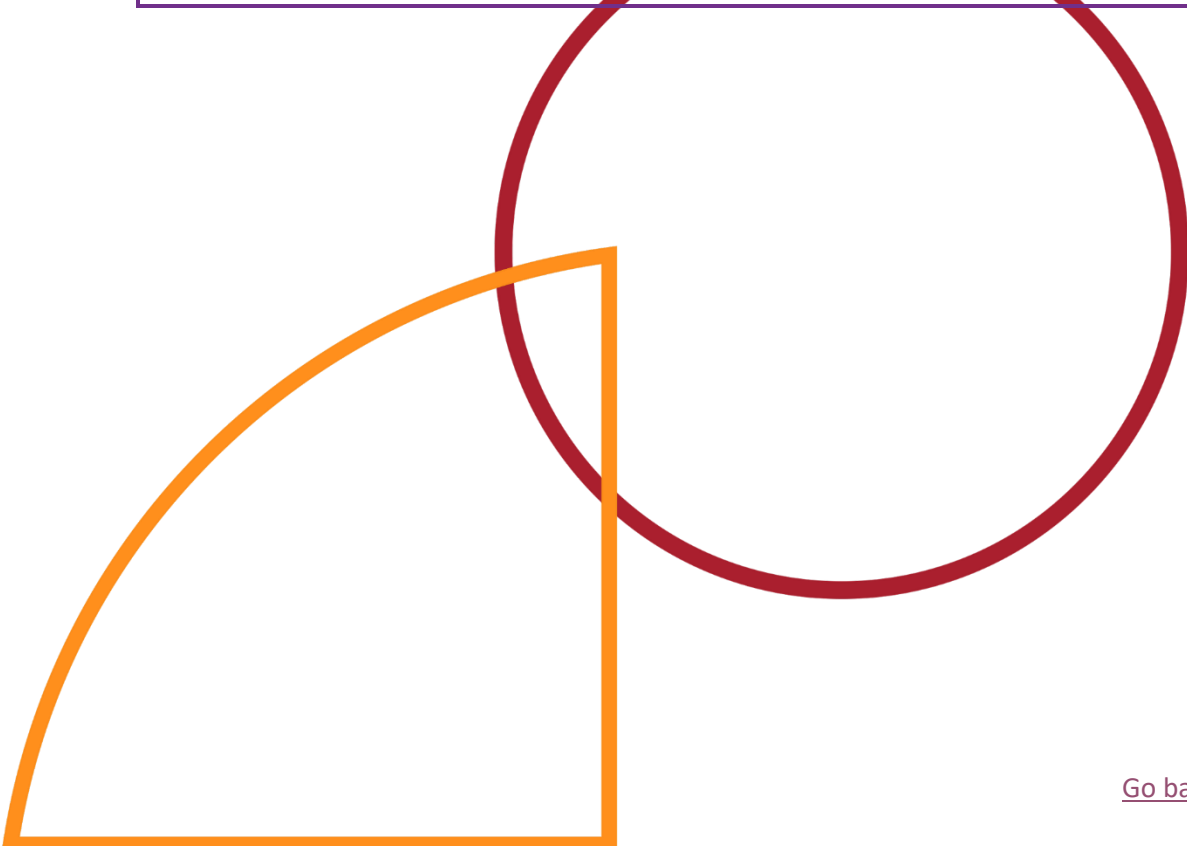
Variety Rubric

Learners can show understanding, application, and judgement through a variety of ways. Providing a variety of assessment options and types, and a range of feedback modes and sources will allow learners to show competency through strengths not deficits.

(DI) Variety in assessment and response formats Short answer, multiple choice, demonstration, essay, interview, reflection, portfolios, journals, self-evaluations, audio/ visual formats, etc.	Assessment/ response is predominantly 1 format.	Assessment/ response includes 2-3 formats.	Assessment/ response includes 3+ formats.
(EDI) Variety in feedback sources Self-assess, peers, instructors, external guests, experts.	One feedback source.	Assessment includes two feedback sources.	(If applicable) Assessment includes 3+ feedback sources.
(DI) Planned domain outcomes Learners are challenged to think differently and re-examine assumptions.	No perspective taking and/or reflection on assumptions.	Perspective taking and/or reflection on assumptions. Resulting cognitive dissonance is not addressed further.	Perspective taking and/or reflection on assumptions. Resulting cognitive dissonance is probed and utilized as space for reflection and growth.

Notes:

Agency Rubric

(Ownership) When learners have input in how and when an assessment takes place, it builds motivation, engagement, and self-efficacy.			
(DI) Ownership Learners design their own assessment, which may include format and rubrics, after carefully considering the outcomes.	Do not have input into the design of their own assessment(s).	Have some input into the design of their own assessment(s).	Have substantial input into the design of their own assessment(s).
Discretion Learners choose which samples of work to include (as in a portfolio, forum, or journal assessments).	Do not self-select work samples for assessment.	Self-select some work samples for assessment.	Self-select substantial work samples for assessment.
Notes:			

Authenticity Rubric

(Relevance) Assessment, both formative and summative, should incorporate relevant, timely, "real-world" examples that are practical and feasible, and that acknowledge cultural and systemic bias.

(EDI) Real-world contexts Questions, examples and problems are grounded in the learners' present reality or in professional roles they aspire to.	The assessment is "disposable"; applicable only to the course and does not extend to real-world situations.		Content and format are applicable to broader real-world contexts.
Cognitive challenge Assessment has learners perform a complex task, apply a principle, or unpack a challenging concept.	Requires learners to identify and/or provide information or facts.	Requires the application, analysis and organization of ideas, concepts, or skills.	Requires learners to synthesize or evaluate ideas, concepts, or skills.
(AR) Reflection and Cognitive Dissonance Requires analysis, perspective taking, and considered judgement. Encourages learners to think differently about the world, or exposes them to new ways of thinking, or pushes them out of their	Requirements for the assessment require only identified content, concepts, and ideas presented directly in the course.	Learners must use course content and apply it to real-world context.	Learners must examine and synthesize or evaluate course content against given or selected real-world contexts.

comfort zone - safely.			
Notes:			

Engaging Rubric

Quality assessments spark interest and respectfully engage learners by providing challenges that do not frustrate or bore the learners.

(DI) Flexible design Allows for creativity	Not flexible, with no space for creativity in format, topic, or content.	Somewhat flexible, with some space for creativity in format or topic or content.	Flexible with space for creativity in format, topic, and content.
(AR) Metacognitive Processes Challenges learners to explain, interpret, give perspective, apply principles, show empathy, and/or self-regulate through iteration. (Wiggins and McTighe)	Not iterative; does not allow for points and sources of feedback, reflection, and revision. It is only assessed as a final or completed product/project/ assignment.	Somewhat iterative; allows for at least one point and source of feedback, reflection, and revision.	Iterative; allows for multiple points and sources of feedback, reflection, and revision.

Developmental Focus

Which of the following statements resonates with you?

Follow the link next to the statement to view the related rubric.

Statement	Principle Rubric
Learners need opportunities to reflect, analyze and re-calibrate to demonstrate confidence and competence. In other words, they should be able to practice and to make mistakes while learning challenging concepts and skills prior to their summative assessments.	**Rehearsal**
Meaningful assessments are those that allow the learner to connect to the task in personal ways. Such assessments might include reflective papers, process-based assessments like tiered essays, or flipping the teaching environment.	**Connectivity**
Quality assessments spark interest and respectfully engage learners, by providing challenges that do not frustrate or bore the learners.	**Growth Oriented**

Rehearsal Rubric

Learners need opportunities to reflect, analyze and re-calibrate in order to demonstrate confidence and competence. In other words, they should be able to practice and to make mistakes while learning challenging concepts and skills prior to their summative assessments.

(EDI) Scaffolds Builds from earlier concepts and skills.	No incremental learning of concepts/skills to meet the learning outcomes.	Some incremental learning of concepts/skills to meet the learning outcomes.	Substantial incremental and supported learning of concepts/skills to meet the learning outcomes.
(DI) Expert collaboration Opportunities to observe experts in the field (instructors etc.) work through challenges and model problem solving.	No planned check points to collaborate with the instructor or other area experts on arising challenges or problems throughout the assessment.	One planned check point to collaborate with the instructor or other area experts on arising challenges or problems throughout the assessment.	Multiple planned check points to collaborate with the instructor or other area experts on arising challenges or problems throughout the assessment.
(EDI) Real-time practice Provides learners with the ability to practice, make mistakes and learn from mistakes in real-time.	No opportunity to practice or improve before summative assessment.	Limited opportunities to practice or improve before summative assessment.	Ongoing opportunities to practice or improve before summative assessment.
Notes:			

Connectivity Rubric

Meaningful assessments are those that allow the learner to connect to the task in personal ways. Such assessments might include reflective papers, process-based assessments like tiered essays, or flipping the teaching environment.

(DI) Ways of Knowing Opportunities are provided for the learner to relate their own lived experience and perspective. (Culturally responsive teaching (Lisa Delpit, 2020))	No opportunities to relate their own lived experience and perspective.	Limited opportunities to relate their own lived experience and perspective.	Multiple opportunities to relate their own lived experience and perspective.
Immediacy Immediate applicability of the learning/assessment task.	No clear skill/competency gained from completing the assessment that can be applied in a real-world (academic, professional, or personal) setting.		Clear skills/knowledge gained from completing the assessment that can be applied in a real-world (academic, professional, or personal) setting.
(EDI) Learner Review Opportunity for the learner to inquire and question the learning/assessment task.	No opportunities to inquire and question or revise the assessment.	Limited opportunities to inquire and question or revise the assessment.	Opportunities to inquire and question or revise the assessment.
Notes:			

Growth Oriented Rubric

Immediate, regular, and clear feedback lead to a growth mindset, better learning outcomes and confidence for learners.

Self-reflection Opportunity for learners to reflect upon their assessments.	No opportunity to self-reflect on challenges or successes encountered.	Some opportunity to self-reflect on challenges and/or successes encountered.	Multiple opportunities to self-reflect on challenges and successes encountered.
Constructive feedback Feedback provided that helps improve the quality of learner work.	Provided feedback in the form of a numerical or alphanumerical grade only.	Provided constructive or actionable feedback only after the assessment.	Provided constructive or actionable feedback throughout the assessment.
(EDI) Formative and/or Reflective Assessment is seen as an activity/task that is done with learners.	Assessment is limited to exams and/or standardized tests.	Assessment includes formative and diagnostic feedback.	Assessment includes formative, diagnostic, and comparative (to previous performance) feedback offered by peers, self, and instructors

Notes:

Clear Expectations

Which of the following statements resonates with you?

Follow the link next to the statement to view the related rubric.

Statement	Principle Rubric
Learners need clear communications about assessment expectations. They should be provided with clear instructions, rubrics or scoring guides and, as applicable, exemplars early in the learning cycle.	**Transparency**
Fair, reliable, and valid assessments need to be "blueprinted" to the course curricula and outcomes. Such alignment will allow for equitable assessments between all offerings of the same or similar courses and promote assessing based on standards rather than class norms.	**Alignment**
Instructors/subject matter experts should be accessible to their learners, and they should be able to clearly communicate what assessment results mean for their learners and their development.	**Accountability**

Transparency Rubric

Learners need clear communications about assessment expectations. They should be provided with clear instructions, rubrics or scoring guides and, as applicable, exemplars early in the learning cycle.

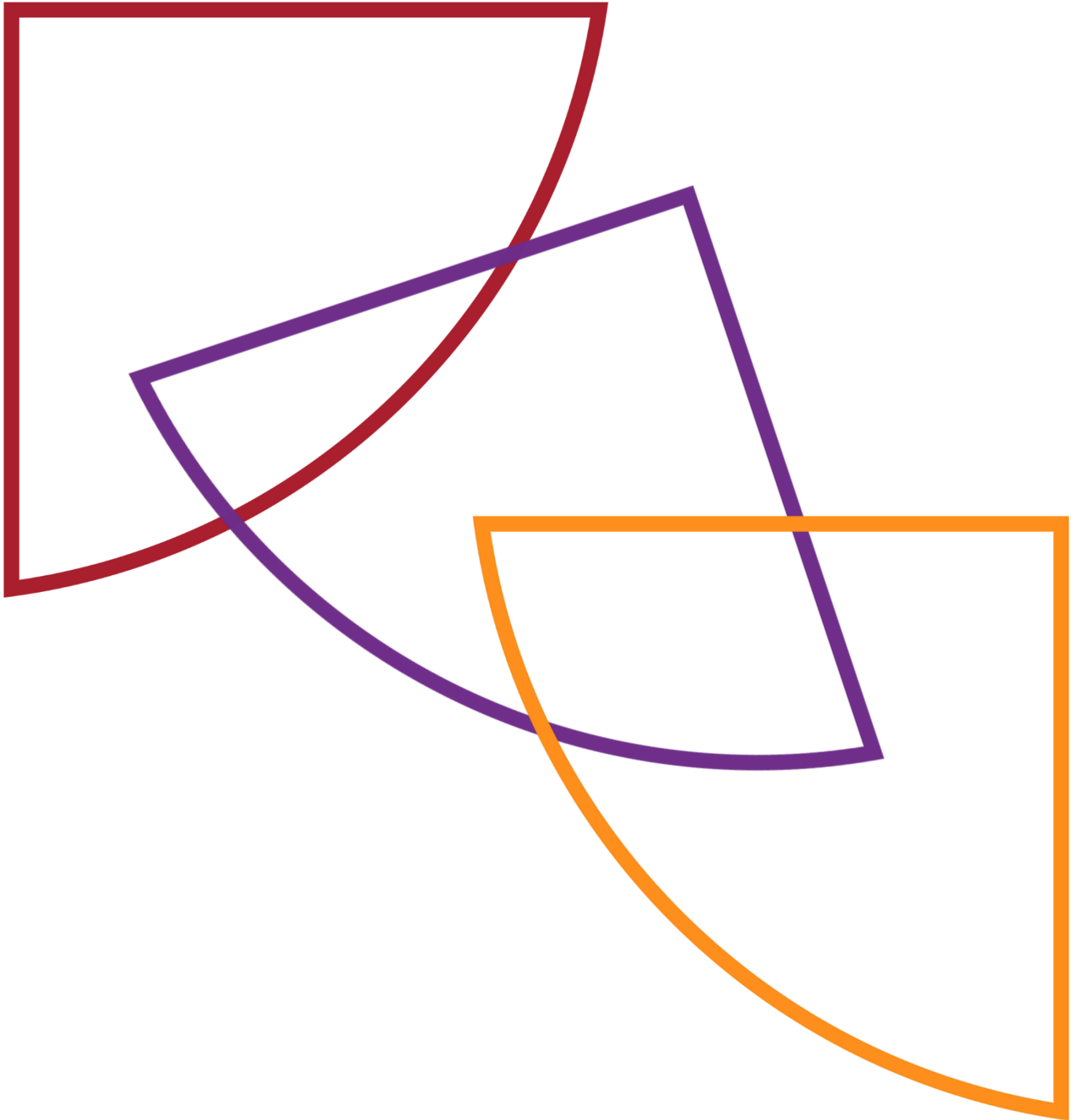|			
(EDI) Clearly defined outcomes	Learning outcomes not provided.	Learning outcomes are defined.	Learning outcomes are clearly expressed, and the rationale behind assessment is explained.
Explicit grading Weightings, marking breakdown (rubric) and overall grade are provided.	Rubric or marking guide is not provided.	Rubric or marking guide is provided. It is not explained and/or provided in learner-friendly language.	Rubric or marking guide is provided in learner-friendly language and opportunities for discussion are provided.
(EDI) Assistive Supports and resources are provided to help the learners be successful in the assessment.	No exemplars of the assessment or additional/ external supports are provided.	One exemplar is provided, if applicable. No additional or external supports are indicated (links to websites, videos, other resources to guide learner practice)	One or more leveled exemplars are provided, if applicable. Additional or external supports are indicated (links to websites, videos, other resources to guide learner practice)

Notes:

Fair, reliable, and valid assessments need to be "blueprinted" to the course curricula and outcomes. Such alignment will allow for equitable assessments between all offerings of the same or similar courses and push instructors to base their marks on standards rather than class norms.

(AR) Unbiased Knowledge, skills, and professional judgment are measured; not factors related to identity, relationship, conscientiousness, or personality.	Achievement is conflated with other learner attributes such as conscientiousness, extroversion, participation, or attendance.		Achievement is measured based on learning outcomes and not learner attributes such as conscientiousness, extroversion, participation, or attendance.
(AR) Valid and reliable Is the assessment valid (measures what it is supposed to) and reliable (instructors would grade the same and learners given a similar assessment would perform likewise) across departmental offerings and between individual instructors.	Validity and reliability of assessment tools varies across instructors and/or terms in the same departmental area.	Validity and reliability of assessment tools are somewhat in agreement across instructors and/or terms in the same departmental area.	Assessments are consistently valid and reliable. Reviews occur periodically within the department or subject area.
(EDI) Learning outcomes 2.0	The assessment is not directly aligned to course outcomes.	The assessment addresses some of the course outcomes it is meant to measure.	The assessment is aligned directly and clearly to course outcomes.

Accountability Rubric

Instructors/subject matter experts should be accessible to their learners, and they should be able to clearly communicate what assessment results mean for their learners and their development.

|			
(DI) Strategic support Dialogue and coaching are given throughout an assessment task (projects, essays, performances). Feedback helps shape the final product.	No opportunities for feedback and support (through dialogue/coaching) throughout the duration of the assessment.	One opportunity for feedback and support (through dialogue/coaching) throughout the duration of the assessment.	Multiple opportunities for feedback and support (through dialogue/coaching) throughout the duration of the assessment.
Timely response Instructors model conscientious practice in meeting deadlines of assessment turnaround	Turnaround time for assessments not given.	Turnaround time for assessments given.	Turnaround time for assessments given and honored.
(AR) Supported Learner Accountability Learners provided structured guidance to promote successful completion.	Assessment does not clearly state learner timelines, expectations, and/or avenues to navigate challenges.	Assessment provides some information about learner timelines, expectations, and avenues to navigate challenges.	Assessment clearly states learner timelines, expectations, and avenues to navigate challenges.
Notes:			

Keep Going!

Hopefully by now you have identified ways to improve at least one assessment in your courses. Now, keep going! Assessments should continuously evolve to reflect the educational landscape we are immersed in, but this only happens when you purposefully reflect on your work and make changes that advance your assessment practice! Some possibilities:

- Seek out books, articles, further reading sources
- Look for related sessions on LRN
- Explore the Academic Hub for resources and exemplars
- Connect with an assessment, content area, or other expert
- Connect with facultydevelopment@norquest.ca or curriculumdevelopment@norquest.ca for specific or general support
- Reconsider the same assessment under a different lens
- Consider another assessment for enhancement

Remember to stay connected with the Authentic Assessment team! We want to see and hear about your experience with Authentic Assessment and with this tool.

What will YOUR next steps be?
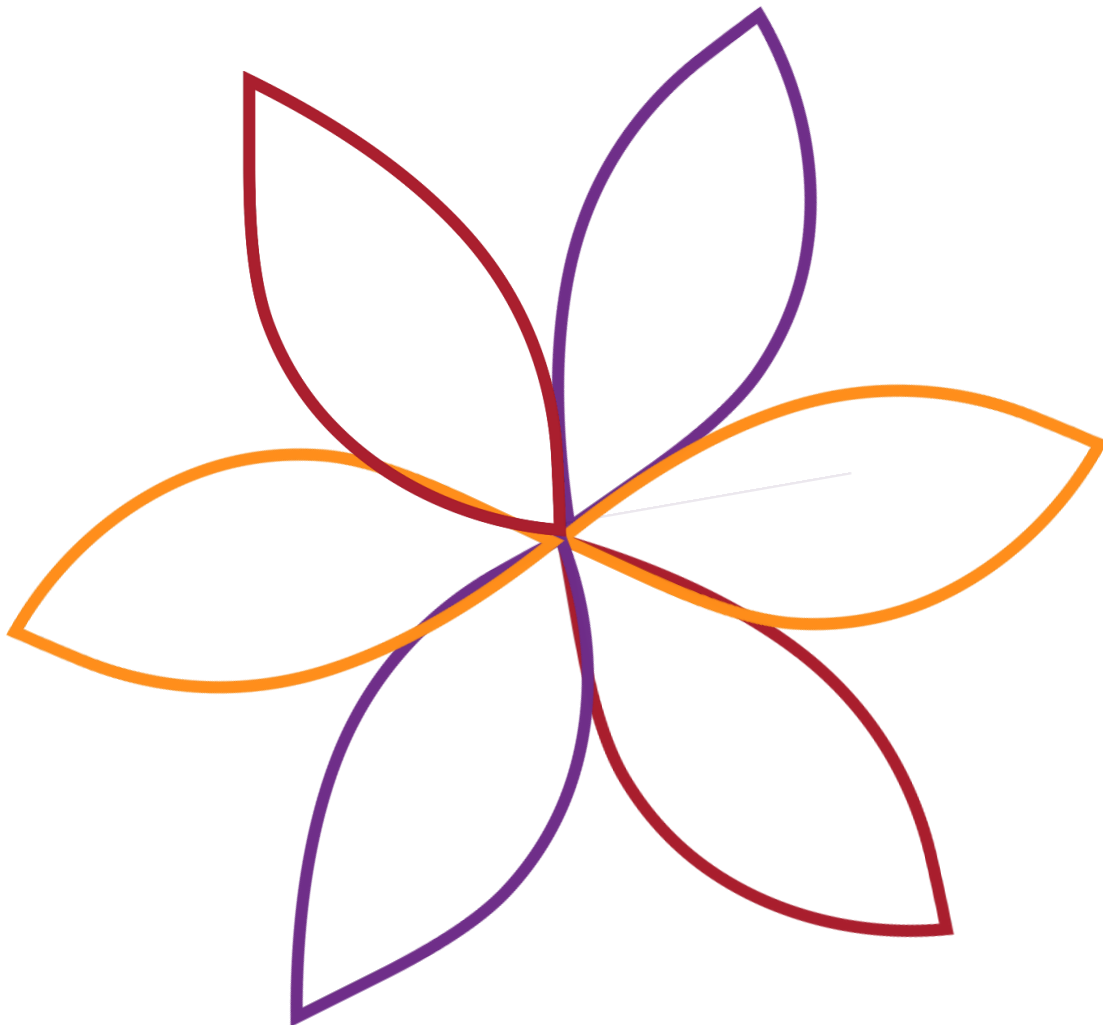
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Wiggins, G. (1998). *Education Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Joey-Bass Publishers

Appendix 1: Definitions

Authentic Assessment

1. involves messy, realistic situations
2. requires application, judgement, and innovation
3. asks learners to do (produce or perform)
4. replicates or simulates workplace/real world contexts
5. assesses the use of knowledge, skills, and professional judgement
6. allows for research, rehearsal, collaboration, practice, and feedback (Wiggins, 1998).

(Based on Wiggins, G. (1998). *Education Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Joey-Bass Publishers.)

Assessment Principles

Regardless of whether your assessment is authentic or not, it's critical to have equitable assessments. By implementing these assessment principles, you will build equity into your assessment. Not all authentic assessments are necessarily equitable, but all equitable assessments are authentic.

At NorQuest, quality assessment practice is marked by:

Voice & Choice	Developmental Focus	Clear Expectations	Universality
1. Variety 2. Agency 3. Authenticity 4. Engaging	5. Rehearsal 6. Connectivity 7. Growth-Oriented	8. Transparency 9. Alignment 10. Accountability	11. Inclusive 12. Anti-racist

Please note, in some courses or programs, it may be difficult to apply all twelve principles due to external requirements (e.g., agency in provincially mandated exams)

Voice & Choice

1. **Variety** Learners can show understanding, application, and judgement through a variety of ways. Providing a variety of assessment options, types, and a range of feedback modes and sources will allow learners to show competency through strengths not deficits.

    Learners demonstrate confidence and competence when given:
    - Variety in assessment types (short answer, multiple choice, demonstration, essay, interview, reflection, portfolios, journals, self-evaluations, etc.).
    - Variety in feedback sources: peers, instructors, external guests.
    - Layers and levels of assessment challenge (recall, demonstration, application, analysis, synthesis, interpretation, evaluation, and/or judgement).
    - Variety in cognitive experiences (challenging learners think differently and re-examine assumptions).

2. **Agency** (ownership) When learners have input in how and when assessment takes place, it builds motivation, engagement and self-efficacy.

   Learners demonstrate confidence and competence when given:
   - Some choice (empowerment) in assessment formats, rubric design, or overall weightings.
   - Discretion – letting learners choose which samples of work to include (as in a portfolio, forum or journal assessments).
   - Ownership – sometimes allowing learners to design their own assessment task after carefully considering the outcomes and professional competencies.

3. **Authenticity** (relevance) Assessment, both formative and summative, should incorporate relevant, timely, "real world" examples that are practical and feasible, and that acknowledge cultural and systemic bias.

   Learners demonstrate confidence and competence when given:
   - Questions, examples and problems grounded in their present reality or in professional roles they aspire to. These prompts will help learners make connections, synthesize ideas and more fully understand the value of their educational experiences and assessments.
   - Assessments that have them perform a complex task, apply a principle or unpack a challenging concept. Authentic assessments require analysis, perspective taking, and considered judgement.
   - Assessments that make them think differently about the world, or expose them to new ways of thinking, or push them out of their comfort zone - safely.

4. **Engaging** When assessment tests and tasks are poorly designed, they can decrease motivation and engagement and learners may drop out of courses and programs. Quality assessments spark interest and respectfully engage learners, by providing challenges that do not frustrate or bore the learners.

   Learners demonstrate confidence and competence when:
   - Assessments are well-developed (robust design), allow for creativity, and are multi-faceted.
   - Assessments challenge them to explain, interpret, give perspective, apply principles, show empathy, and/or self-regulate (use metacognitive processes) (Bowen, 2017).

Developmental Focus
5. **Rehearsal** (practice) Learners need opportunities to reflect, analyze and re-calibrate. In other words, they should be able to practice and to make mistakes while learning challenging concepts and skills prior to their summative assessments.

Learners demonstrate confidence and competence when given:
- Opportunities to develop understanding, skill and judgement through exploration, practice and often, failure. Learners need the freedom to make mistakes and learn from the mistakes in real time.
- Opportunities to watch their instructors work through challenges and model problem solving. Learners need to see that expertise is something that can be developed and worked at; it is not just a gift that some have (teachers), and others don't (learners).
- Scaffolding (I do, we do, you do) and interleaving (regularly returning to challenging concepts or skills).
- Strategic support (dialogue and coaching) given throughout a more developed assessment task (projects, essays, performances).

6. **Connectivity** Meaningful assessments are those that allow the learner to connect to the task in personal ways. Such assessments might include reflective papers, process-based assessments like tiered essays, or flipping the teaching environment.

    Learners demonstrate confidence and competence when:
    - They feel valued and validated for the life experience they bring to the learning situation.
    - They can see immediate applicability for the learning/assessment task.
    - They have room to inquire and question.
    - They complete meaningful assessments could include journaling, performances, scripts, and other various presentation styles that are not based on norms, such as papers.

7. **Growth-oriented** Immediate, regular, and clear feedback leads to a growth mindset and better learning outcomes and confidence for learners.

    Learners demonstrate confidence and competence when:
    - They can reflect upon their assessments and identify challenges and growth points.
    - They get "feedback that feeds forward" and are respectfully shown how they might improve the quality of their work and thinking in specific and tangible ways.
    - They see that assessment is not something done *for* them or *on* them but done *with* them (Assessment AS learning).

Clear Expectations

8. **Transparency** Learners need clear communications about assessment expectations. They should be provided with clear instructions, rubrics or scoring guides and, if possible, exemplars early in the learning cycle.

    Learners demonstrate confidence and competence when:
    - They can clearly see the learning target and are given the support and resources to hit that target.
    - Instructors explain weightings and grades clearly and reinforce these explanations with examples. Intercultural and international learners often come from quite different learning contexts and realities.

- Instructors explain how assessments reflect learning outcomes, course requirements, and professional competencies.

9. **Alignment** Fair, reliable and valid assessments need to be "blueprinted" to the course curricula and outcomes. Such alignment will allow for equitable assessments between all offerings of the same or similar courses and push instructors to base their marks on standards rather than class norms.

   Learners demonstrate confidence and competence when:
   - The course outcomes are clearly stated and they feel that they are competing on a level playing field.
   - Assessments measure knowledge, skills, and professional judgment and not factors related to identity, relationship, conscientiousness, or personality.
   - There is consistency in evaluation across departmental offerings and between individual instructors.

10. **Accountability** (fairness) Instructors/subject matter experts should be accessible to their learners, and they should be able to clearly communicate what assessment results mean for their learners and their development.

    Learners demonstrate confidence and competence when:
    - They can understand where their mark comes from.
    - They can have honest conversations with their instructors.
    - Strategic support (dialogue and coaching) is given throughout a more developed assessment task (projects, essays, performances).
    - They receive feedback in a timely manner.
    - Assessments clearly state learner timelines, expectations and avenues to navigate challenges.

Universality

11. **Inclusive** All learners should have the opportunity to succeed in assessment equally, as there is no advantage to the dominant culture or demographic. We are mindful and watchful for discrimination and actively work to reduce it in all forms.

    Learners demonstrate confidence and competence when:
    - Assessments reflect diversity and avoid stereotypes and misconceptions. This includes the use of voice, photos, content, and perspectives of diverse and racialized populations.
    - Ideas, concepts, examples, syntax and vocabulary (and other aspects) are reviewed to provide advantage to members of the dominant group.
    - They are given the opportunity to demonstrate competence through a learning situation that is considerate of their gender, age, disability, sexuality, and ethnicity.
    - They are extended accommodations that allow them to fully address the assessment challenge in a way that is suited to their learning needs.

12. Anti-Racist We look at our assessments critically and honestly to ensure we are not perpetuating systemic and racist bias. Observing the validation of learner's identity, relationship building and their capacity to gain/build racial equality perspective in a way that the learner outcomes align with the anti-racism approach; meaning we are helping learners develop a racial justice perspective.

Learners demonstrate confidence and competence when:
- Assessments and academic materials lift up the voices and experiences of members of the BIPOC (Black, Indigenous, and Persons of Colour), examines historical and systemic barriers faced by BIPOC communities, and materials do not uphold, but critically examine issues of white supremacy.
- Instructors and those in positions of power have engaged in vigilant self-awareness, reflection and understanding of how racial bias manifests, and are mindful of how power and privilege may show up in the assessment of learner's work.

These assessment principles echo and further elaborate on the "principles of adult learning". Adult learners are autonomous and self-directed, draw on a wealth of life experiences and knowledge, are concerned with relevancy and practicality, learn by doing, and are intrinsically motivated rather than extrinsically motivated (Knowles, 1984).