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Metadata Sheet — WP2 / Erasmus+ KA220-SCH, ref. 2025-1-IT02-KA220-SCH-000365213

OER 6.3.1

Designing Authentic Assessment Tasks Rooted in Real-World Contexts

Identifier	OER 6.3.1
Title	Designing Authentic Assessment Tasks Rooted in Real-World Contexts
Creator	University of Foggia - Italy
Description	The resource defines authentic assessment from Wiggins' formulation and organises its design criteria in the five-dimension framework of Gulikers, Bastiaens and Kirschner. It contrasts surrogate measures with authentic performance and introduces the construct of ecological validity. The practical focus is on designing tasks rooted in the real context of the classroom that are structurally resistant to automated reproduction alone, treating assessment as a learning architecture.
Keywords	authentic assessment; ecological validity; surrogate measures; Gulikers framework; real-world tasks; task design; assessment architecture; AI-resistant tasks
Language	EN (English)
Affiliation	University of Foggia - Italy
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-6.3.1
Citation	University of Foggia. (2026). *Designing Authentic Assessment Tasks Rooted in Real-World Contexts* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. Educational Technology Research and Development, 52(3), 67-86. https://link.springer.com/article/10.1007/BF02504676 Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. Assessment & Evaluation in Higher Education, 43(8), 1287-1301. https://doi.org/10.1080/02602938.2017.1412396 Villarroel, V., Boud, D., Bloxham, S., Bruna, D., & Bruna, C. (2019). Using principles of authentic assessment to redesign written examinations and tests. Innovations in Education and Teaching International, 58(1), 38-49. https://doi.org/10.1080/14703297.2018.1564882 Wiggins, G. (1990). The case for authentic assessment (ERIC Digest ED328611). ERIC Clearinghouse on Tests, Measurement, and Evaluation. https://eric.ed.gov/?id=ED328611 Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu (Y. Punie, Ed.). Publications Office of the European Union. https://doi.org/10.2760/159770 CAST. (2024). Universal Design for Learning guidelines version 3.0.

	CAST. https://udlguidelines.cast.org/ European Commission. (2022). Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators. Publications Office of the European Union. https://doi.org/10.2766/153756
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.3 - Designing Authentic Assessment Tests
Learning Objectives	Distinguish 'surrogate measures' from authentic performances and recognise the construct of ecological validity; apply the five-dimension framework of Gulikers, Bastiaens and Kirschner to design or redesign a test; design tasks rooted in the real context of the classroom, structurally resistant to automated reproduction alone.
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Date Available	13/09/2026
Date Modified	