



Designing assessment for skills learning trajectories

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Programme

- Intro: why and what to assess?
- Prep: speed-inventory
- Seed: assessment types and cases
- Harvest: translate to your own programme/skills trajectory/course
- Wrap-up: insights, next steps + needs



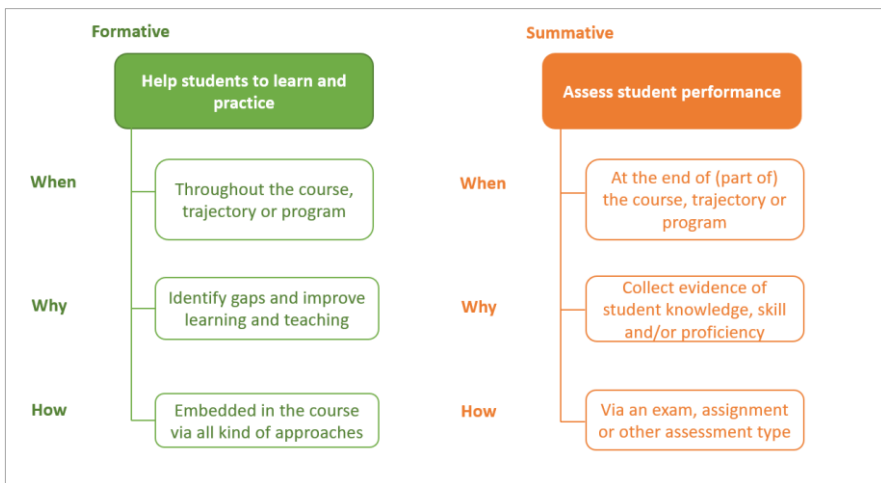
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Assessment & backward design



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Functions of Assessment



Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. doi:10.3102/00346543029848

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Formative

- It is not inherent to the assessment method you choose
- It is determined by what you do with the result!

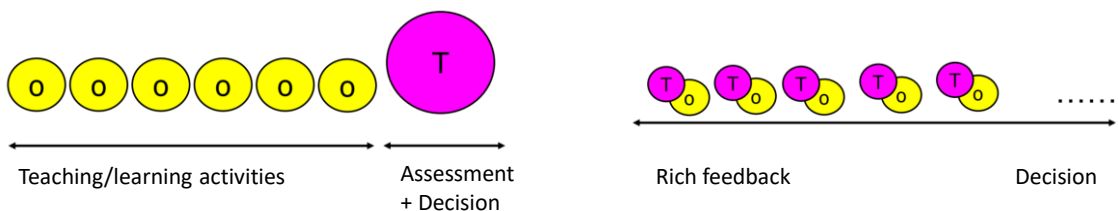
Input for learning

Summative

Decision
pass/fail consequence

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A key element of the concept
'programmatic assessment'



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Assessment design decisions

FORMATIVE or SUMMATIVE

WHAT

- Assignment product
- Assignment performance (observation)
- Portfolio assessment -> based on a collection of products/information

WHO

- Self-assessment
- Peer-assessment
- Assessment by teacher

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DESIGN REQUIREMENTS

Determine for each skills learning trajectory what the curriculum elements look like by moving the dot on the scale (either on one of the extremes, or somewhere in between) and writing a short explanation. Select the dot by clicking on it and move it around using the arrow keys on your keyboard.



SKILL(S):

Placement	Integrated in courses	Continuous course
Timing	Fixed	Flexible
Capacity	Low	High
Responsibility	Programme driven	Student driven
Materials	General	Programme specific
Criteria	Equal	Ascending
Results	Curriculum level	Course level

Several aspects that may influence your assessment strategy for skills:

- placement (integrated – continuous course)
- timing (fixed - flexible)
- responsibility (programme - student)
- criteria (equal - ascending)
- results (curriculum - course)

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Generic skills in higher education – teachers' conceptions, pedagogical practices and pedagogical training

Generic skills teaching approaches

- Integrative
- Non-integrative (taught separately)
- Participatory (authentic projects, transdisciplinary)

Tarja Tuononen, Heidi Hyytinen, Katri Kleemola, Telle Haalikari & Auli Toom

(18 Aug 2023): Generic skills in higher education – teachers' conceptions, pedagogical practices and pedagogical training, Teaching in Higher Education, DOI: 10.1080/13562517.2023.2248003

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Assessment in a skills trajectory (10' plenary)

Speed inventory

- Challenging is
- Needed is ...
- To be avoided is ...
- Questions I have ...



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Student Sessions on Skills Development WU



Main insights

Characteristics of Good Ways to Assess Skills:

Group dynamics, interaction, and support are crucial in assessing skills.

A safe space for personal development and information sharing is vital.

Students prefer frequent, shorter assessment moments over large assignments.

Recommendations

1. Tailored Skill Development
2. Personal Connection and Mentoring
3. Creative and Interactive Assessments: Embrace creative and interactive methods for assessing skills in a safe and supportive environment.

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Other examples,
different approach?



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Assessment design decisions

FORMATIVE or SUMMATIVE

WHAT

WHO

WHEN

HOW -> assessment method(s)

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Assignment products

- Report / Paper
- Essay / Article
- Model
- Design
- Video / Stop motion animation
- Poster
- Presentation
- Podcast
- (Lab) Journaling
- Blog / Vlog
- Drawing
- Written exam
- Etc.

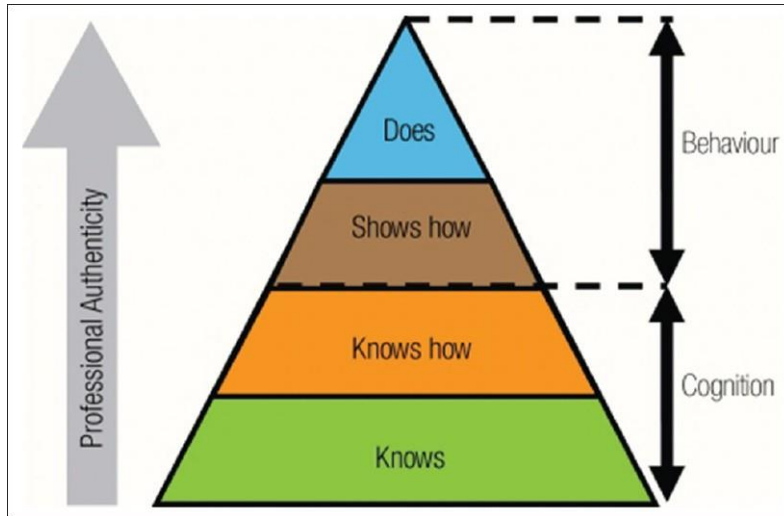
Assignment tasks

- Interview (e.g. oral exam)
- Give feedback
- Collaborate
- Try-out different behaviours
- Discuss argued choices
- Sketch different scenarios
- Etc.

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Millers' pyramid



A model that may help you to consider what assessment type is best fit-for-purpose in your case.

Miller GE. The assessment of clinical skills/competence/performance. Acad Med. 1990 Sep;65(9 Suppl):S63-7. doi: 10.1097/00001888-199009000-00045.

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Examples of methods for skills assessment

Next to the 'familiar types', you could also think of:

- Situational judgement test -> to test 'knows how'
- Simulations, role play -> to test 'shows how'
- Behaviour in authentic situation -> to observe 'does'
- Attitude tests (self-reporting) -> for self-awareness, starting dialogue
 - - Motivational compass
 - - Value test
 - - Etc.

Tip: these type of instruments are often used in human resource / recruiting settings. For inspiration there is a lot to be found on internet.

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Imagine a group of fourth grade students presenting their group work results to the class. The other student groups are sitting at their tables. The teacher notices that one student is off-task and that he tries to distract his neighbor. What can the teacher do to get the student on-task?		Grade					
		A	B	C	D	E	F
a.	She can tell the disruptive student: "Please stop talking to your neighbor." <i>Giving a succinct command</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
b.	She can ignore the student's behavior because he is speaking quietly. <i>Distractor</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
c.	She can glance seriously at the student and point at the presenting student group. <i>Nonverbal intervention</i>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	She can use the disturbance as an opportunity to discuss the classroom rules with the whole class. <i>Distractor</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
e.	She can ask the student to say something about the presentation of the group. <i>Incorporating the name into the lesson or calling on the student to participate</i>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	She can state the student's name and make a gesture requesting silence. <i>Stating the student's name</i>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instead of ranking all options, some SJTs ask to pick best and least optimal choice.

Some SJTs include an open question to give argumentation for choices made.

https://www.researchgate.net/figure/Example-scenario-of-the-situational-judgment-test-for-assessing-preservice-teachers_fig4_282513055

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It's Monday morning, and during your weekly team meeting, you volunteer to take the lead on an exciting new product development project. After the meeting, a colleague approaches you, and asks whether you would like to generate some ideas together.

What do you do?

Please RANK ORDER the options below, with 1 being what you are most likely to do and 4 being what you are least likely to do:

1 **B** You immediately agree, and book in some time with your colleague. You know combining your ideas will produce the best result. ↑

2 **C** You book in some time with your colleague later in the week to discuss any initial ideas you have had. You know their input will add value. ↑

3 **D** You thank your colleague for their offer, but politely decline. You know that you focus best when working alone, and you will produce better ideas this way. ↑

4 **A** You thank your colleague, and tell them you will get in touch if you are struggling for ideas. You would prefer to focus on generating your own ideas initially. ↑

<https://www.apititudeprep.com/free-situational-judgement-test-practice/#free-situational-judgement-test-example-practice>

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You have been working hard on a project report for the last two days, and have almost completed it. You suddenly receive some new information from a colleague which could be of use, but have little time left to make any changes. You need to submit the report by the end of the day.

What do you do?

Please RANK ORDER the options below, with 1 being what you are most likely to do and 5 being what you are least likely to do:

- 1 D You read through the new information, and change the report to include it. You are happy to make last-minute changes. ↓
- 2 A You decide to continue working on the report as it is, and will look over the new information if you have time once you are finished. ↓
- 3 C You feel confident in submitting the report without using the new information. You know you do not have enough time to make any changes to your report so close to the deadline. ↓
- 4 B You scan through the new information, and check whether there is anything important to include. Although it is close to the deadline, you are willing to adapt the report. ↓
- 5 E You submit the report as it is. You will wait for your manager's feedback before you decide whether or not to include the new information. ↓

<https://www.apititudeprep.com/free-situational-judgement-test-practice/#free-situational-judgement-test-example-practice>

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ONDERWIJSKENNIS
van het NRO

<https://www.onderwijskennis.nl/kennisbank/international-teamwork-simulation-game>

Kennisbank › International teamwork simulation game

International teamwork simulation game

Gepubliceerd: 14 februari 2023

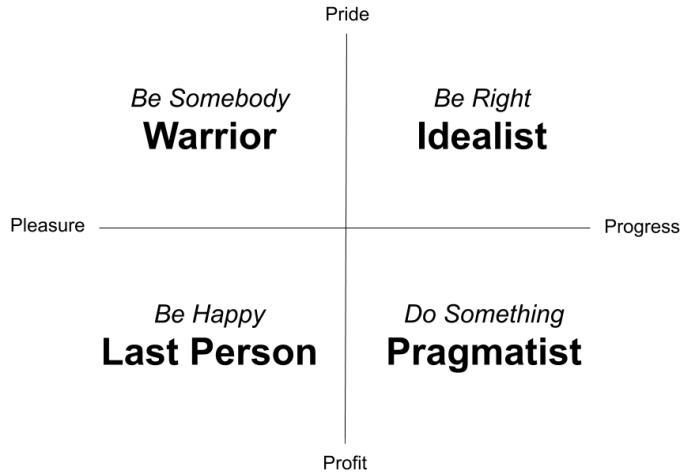
International student teams typically face problems and tensions due to different expectations, goals and mindsets. To prepare students for these challenges, this project developed a simulation game.



Realistic experiences of working with different others

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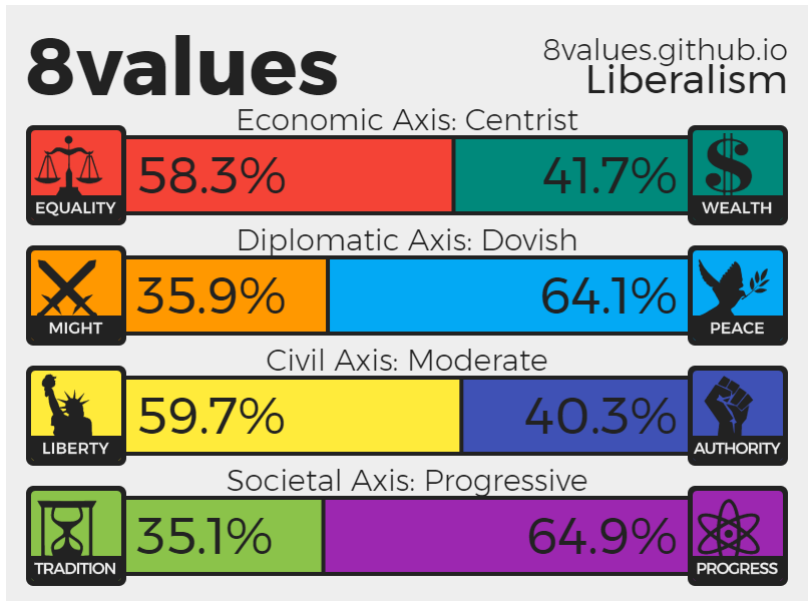
Motivational compass



<https://www.growwiser.com/2020/04/09/motivational-compass/>

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Values



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Design exercise

(in groups, ca. 25')

Draft the desired assessment strategy for a programme's skills learning trajectory

1. Choose a skill (or set of skills)
2. Draft your desired assessment strategy
 - Formative or summative?
 - What? Who? How? (assessment methods)
 - When? -> sketch a timeline
3. Note the rationale for your choices = why?



Tip: use the skills design requirements tool (hand-out)

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Wrap-up

- Share per group:
 - insights
 - next step
 - needs
- Individually:
 - What is your take-away?



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