

# Towards a new balance in functions of assessment: shifting from formative and summative to a continuum of stakes

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A growing number of higher education programmes in the Netherlands has implemented programmatic assessment. Programmatic assessment is an assessment concept in which the formative and summative function of assessment is intertwined. Although there is consensus about the theoretical principles of programmatic assessment, programs make various specific design choices, fitting with their own context. In this factsheet we give insight into the design choices Dutch higher education programmes make when implementing programmatic assessment.

## 11 Design choices in Programmatic Assessment

1. There are only fixed data points or there is also an opportunity for free data points.
2. All feedback perspectives are prescribed or students can choose feedback perspectives themselves.
3. The submission opportunities for feedback are fixed or have been left free.
4. The programme does or does not have self-assessment as a data point.
5. Knowledge tests are or are not programmed as data points.
6. There is a feedback instrument that differs per data point or is the same for all data points.
7. A medium stakes decision has been set up to map out students' learning progress only or set up to make a decision (e.g. about remediation and/or admission to high stakes decision).
8. During the high stakes decision, *each* learning outcome is assessed separately or learning outcomes are assessed *holistically*.
9. During the high stakes decision, in addition to the portfolio, a performance of the student (criterion oriented interview and/or presentation) is or is not taken into account in the high stakes decision.
10. The teacher who supervises the learning process (e.g. mentor or coach) does or does not play a role in the high stakes decision.
11. The high stakes decisions take place every teaching term (quarterly) or every semester or every year.

**More information?**

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