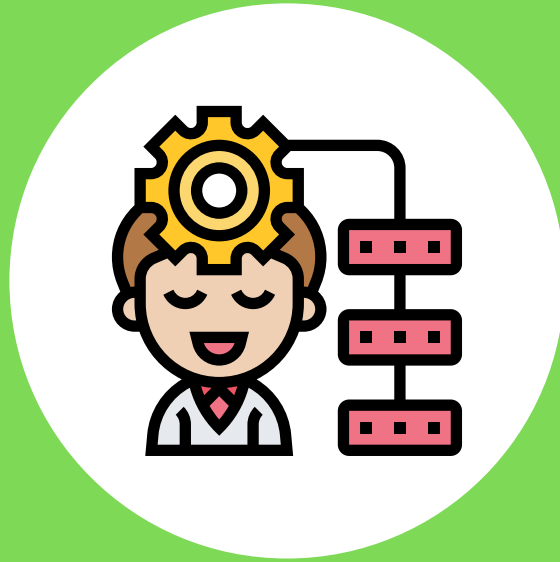


Assessment methods guide



**A tool for thoughtful
assessment**

Assessment methods

In this guide, you will find an alphabetical overview of various assessment methods.

For each assessment method, the first page provides a brief explanation. On the second page, you will find information on the levels of mastery that can be assessed, the type of assessment involved, and the contexts in which the assessment method can be used. In addition, each assessment method includes a number of general tips and inclusivity tips that support the design of high-quality and accessible assessments for diverse student groups. Finally, references to relevant sources are provided.

Do you have comments, questions, or inspiring examples you would like to share?

Please contact echo@uantwerpen.be.

Assessment methods

LEVELS OF MASTERY

Levels of mastery describe the cognitive level at which learning content is processed. They range from recalling knowledge to more complex forms of thinking, such as analysing, evaluating, and creating. These levels build on one another: each higher level assumes mastery of the preceding levels.

In addition to these cognitive levels, an assessment method may also focus on skills (e.g. performing actions, applying techniques, or working with specific tools or instruments) and attitudes (e.g. working accurately according to guidelines, handling materials safely, or collaborating constructively).

TYPE

Formative: assessment during the learning process, with the aim of supporting and stimulating learning. This type of assessment focuses on feedback and adjustment and usually does not, or only partially, contribute to the final grade.

Summative: assessment at the end of a completed unit of learning content or a course unit, with the aim of determining the extent to which the learning objectives have been achieved. This type of assessment contributes to the final result.

Process-oriented: assessment that focuses on the learning process, with attention to how students pursue and achieve the learning objectives. This may include, for example, their approach, strategies, reasoning steps, effort, and reflection.

Product-oriented: assessment that focuses on the final product or outcome of learning, such as a paper, report, or presentation.

Assessment methods

CONTEXT

The **context** describes the conditions under which an assessment method can be used. It indicates whether the assessment is conducted individually or collaboratively, online or offline, and orally or in writing.

GENERAL TIPS

The **general tips** provide practical suggestions for designing the assessment method in a didactically sound and high-quality way. They support you in the design, implementation, and assessment of the test.

INCLUSIVITY TIPS

The **inclusivity tips** offer concrete guidance on how to design the assessment method so that all students have fair opportunities to demonstrate their competencies. They help to identify and reduce potential barriers, for example in terms of language use, pacing, or background.

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Case-based assessment

A case presents a detailed description of a (sometimes simplified) realistic situation, event, or problem within a specific context. In a case-based assessment, students' ability to analyse and solve such realistic problems is evaluated. Case-based assessments can take many different forms, ranging from very short and focused cases to more extensive and complex ones, and they may include both open-ended and closed questions.

CASE-BASED ASSESSMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Prepare students for case-based assessments by offering opportunities for practice.
- Align the complexity of the case and the openness of the questions with the level you intend to assess.
- Choose cases that are as authentic as possible. Prefer examples drawn from real, recognisable professional or practice-based contexts.

INCLUSIVITY TIPS

- Use broadly recognisable cases to avoid assessing incidental prior knowledge or cultural background.
- Use clear and neutral language when describing the case and remove any unnecessary or distracting information, except when judging relevance contributes to the intended learning outcomes.
- Break down the analysis of a complex case into separate, focused sub-questions.

LEARN MORE?

[ECHO: Working with case studies \(2024\)](#)

[ECHO vijftig onderwijstips: Tip 35 'Casustoetsen' \(2013\)](#) (Dutch)

[Hogeschool Utrecht: Casus](#) (Dutch)



Comparative judgement

In comparative judgement, multiple assessors repeatedly choose between pairs of objects. In an educational context, this means that different instructors compare two student assignments at a time and indicate which of the two demonstrates a given competence more strongly. Based on this series of judgements, a reliable rank order can be established, ranging from the weakest to the strongest work. To assign grades, benchmarks are used. These are reference assignments against which other work is compared. Scores are awarded based on the position of an assignment in the rank order relative to these benchmarks. During the comparison process, assessors can also provide feedback to students, helping them gain insight into their performance and areas for improvement.

COMPARATIVE JUDGEMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Use the [Comproved](#) tool via Blackboard or request access through your institution.
- Comparative judgement is less suitable for assessing extensive assignments, as comparisons between large volumes of work can become unclear and time-consuming.
- The method can be used with as few as two assessors, but a minimum of four is recommended.
- Comparative judgement can also be applied in the context of [peerfeedback](#) or [peerassessment](#).

INCLUSIVITY TIPS

- Anonymise submitted work to minimise the impact of unconscious bias.
- Limit the emphasis on mutual ranking and focus instead on constructive feedback to support each student's learning process.

LEARN MORE?

[ECHO: Comproved: why make assessing difficult when it can be easy? \(2021\)](#)

[Comproved](#)



Debate exam

A debate is a discussion in which students are required to defend a specific proposition. Students aim to persuade one another using well-founded arguments and respond critically to counterarguments. The assessment can take different forms, for example by focusing on the quality of the arguments, the use of evidence, and/or the presentation.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Clearly define in advance which roles students will take on and what is expected from each role.
- Map students' initial opinions beforehand and assign them to groups with differing viewpoints, if appropriate by deliberately asking them to defend an opposing position.
- Allow students sufficient time to prepare for the debate.
- Encourage students to actively respond to one another's arguments rather than only presenting their own viewpoints.

INCLUSIVITY TIPS

- Allow the use of keyword lists or personal notes so that students can organise their ideas more clearly and experience less stress.
- Allocate the available speaking time strictly among students to prevent dominant speakers from overshadowing others.
- Reduce the impact of unconscious bias by basing the assessment on predefined criteria.

LEARN MORE?

[VU Education Lab: Debate](#)

[KU Leuven: Debat met jury \(2023\)](#) (Dutch)



Electronic discussion forum

Electronic discussion groups or forums are a standard component of most digital learning environments. Instructors can use them, for example, to have students answer questions, engage in discussions with one another, or respond to a proposition. In some cases, the online discussion forum is not used solely as a learning tool, but students' contributions are also assessed.

ELECTRONIC DISCUSSION FORUM

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Clearly define the purpose and focus of the discussion forum in advance, for example a proposition or a case, to give direction to the discussion.
- Be explicit about your expectations regarding the frequency of participation, the quality of contributions, and the assessment criteria.
- Do not assess only the number of contributions, but also the content and quality of the posts.

INCLUSIVITY TIPS

- Establish clear guidelines that promote respect, equality, and safe participation for everyone.
- Consider anonymous participation in formative assessment to minimise the impact of unconscious bias among students.

LEARN MORE?

[ECHO: Beoordelen van elektronische discussiefora \(2016\)](#) (Dutch)

[Hogeschool van Amsterdam: Discussieforum](#) (Dutch)



Group work

In group work, students collaborate on a shared assignment in which they not only apply subject-specific knowledge but also develop skills such as collaboration, communication, and planning. The assignment is typically more complex in nature and requires students to divide tasks, exchange ideas, and work together towards a joint outcome. Both the final product and the collaboration process can be included in the assessment.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Make deliberate choices about how groups are formed.
- Use interim deadlines or progress reports to support collaboration throughout the process.
- Make individual contributions visible by using, for example, peer assessment, reflections, or individual explanations to limit free-riding behaviour.

INCLUSIVITY TIPS

- Support groups with concrete guidance on task division and collaboration so that students have a clear framework at the start of the group work.
- Provide moments at which you, as an instructor, can gain insight into group dynamics and quickly identify and address potential issues.

LEARN MORE?

[ECHO: What makes a group assignment successful? \(2022\)](#)

[UGent: How to Organize Group Work? \(2025\)](#)

[KU Leuven: Groepswerk \(2025\)](#) (Dutch)



Jury assessment or oral defence

A jury assessment or oral defence is an assessment method in which students orally present their assignment or research and engage in a discussion with a jury. This typically includes a short presentation followed by a question-and-answer session in which students explain and justify their choices, approach, and results. The assessment is carried out by internal and preferably also external jury members.

JURY ASSESSMENT

ORAL DEFENCE

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Clearly communicate in advance what is expected of students in terms of presentation, content, and the questions they will be required to answer.
- Use rubrics with clearly defined criteria so that all jury members apply the same assessment framework.
- Ensure a mix of internal and external jury members to guarantee a range of perspectives.

INCLUSIVITY TIPS

- Create a safe starting point by beginning with a short, non-content-related question to reduce tension.
- Explicitly state at the start that taking time to think and asking for a question to be repeated is allowed, so that silence is not interpreted as failure.
- Formulate questions clearly and ask them one at a time to avoid unnecessary cognitive overload.

LEARN MORE?

[VU Education Lab: Defence](#)



Participation during contact moments

In this assessment method, students' active participation during face-to-face or online contact sessions is evaluated. This includes not only asking and answering questions, but also actively contributing to interactions, showing engagement in group activities, and responding constructively to others.

PARTICIPATION DURING CONTACT MOMENTS

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

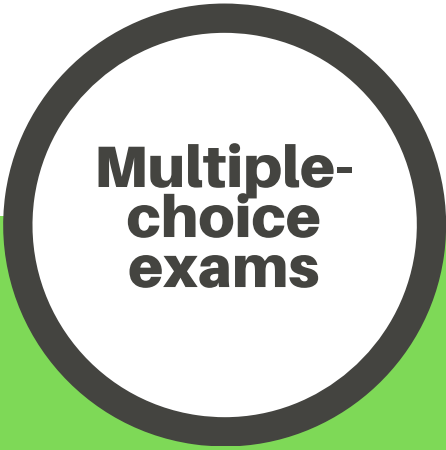
- Clearly indicate how active participation will be assessed and which types of contributions are taken into account, for example asking or answering questions, participating in discussions, and engaging in group activities.
- Use a combination of quantitative criteria, such as the number of contributions, and qualitative criteria, such as content and relevance.
- Alternate short questions, discussion tasks, and interactive exercises to encourage different forms of participation.

INCLUSIVITY TIPS

- Foster a safe and positive learning environment in which all students feel able to contribute.
- Use targeted teaching methods to distribute speaking time and limit dominance in discussions, such as structured rounds in which each student briefly has a turn or working in small groups.

LEARN MORE?

[KU Leuven: Participation in contact moments \(2023\)](#)



Multiple-choice exams

In multiple-choice exams, students are presented with several possible answers for each question and are required to select the correct one. When standard setting procedures are used to determine a higher cut score, incorrect answers are not penalised separately: both an incorrect answer and an unanswered question simply result in no points being awarded. This system encourages students to attempt all questions. At the same time, it removes the need for tactical answering strategies, allowing students to focus fully on demonstrating their actual knowledge and skills.

MULTIPLE-CHOICE EXAMS

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Base the exam on a previously developed test matrix.
- Have the multiple-choice questions reviewed by at least one colleague to avoid ambiguities.
- Be cautious when removing questions after the exam has been administered.
- The appropriate cut score depends on the type of multiple-choice question, in particular on the number of answer options.

INCLUSIVITY TIPS

- Place information that applies to all answer options in the question stem to improve readability.
- Align the allotted exam time with the number of answer options. On average, with a concise question stem, a student needs about 50 seconds for questions with two options and about 75 seconds for questions with four to five options.
- Use a strict time limit only when working under time pressure is an essential component of the intended learning outcomes.

LEARN MORE?

ECHO: Quality multiple-choice exams without correction for guessing.(2021)

ECHO vijftig onderwijstips: Tip 38 'Opstellen van meerkeuzetoetsen' (2013) (Dutch)

ECHO vijftig onderwijstips: Tip 39 'Meer dan kennis toetsen met meerkeuzetoetsen' (2013) (Dutch)



Oral exam

An oral exam is an assessment method in which the instructor engages in a dialogue with one or more students to evaluate the extent to which they have mastered the course content. The exam usually consists of open-ended questions that are answered orally. Depending on the circumstances, different variants can be used, for example with or without preparation time, with follow-up questions during the conversation, or in combination with written assignments.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Safeguard validity by developing a test matrix or by using an additional assessment method alongside the oral exam.
- Take notes during the exam so that you can reconstruct the assessment and provide meaningful feedback.
- Use a provisional indicative grade during the exam and determine the final score only after all exams have been completed.

INCLUSIVITY TIPS

- To prevent social bias, it is important to use assessment criteria that are not dependent on fixed student characteristics, such as gender or religion.
- Take into account that students who are assessed in a language other than their mother tongue may need more time to formulate their answers.
- Allow the use of scrap paper.

LEARN MORE?

[ECHO: A written exam with oral commentary: the best of both worlds? \(2021\)](#)

[ECHO vijftig onderwijstips: Tip 45 'Mondeling toetsen objectief beoordelen' \(2013\)](#) (Dutch)

[KU Leuven Learning Lab: Oral exam \(2024\)](#)



Open-book exam

An open-book exam is an oral or written assessment method in which students are allowed to make partial or full use of written and or electronic study materials and resources during the exam. This type of assessment places a strong emphasis on higher-order thinking skills.

OPEN-BOOK EXAM

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS


- Do not ask questions for which the answers can be found verbatim in the course materials.
- Two useful assessment instruments for open-book exams are checklists and rubrics.
- Ensure that the exam duration provides sufficient time for making connections, without unintentionally placing the emphasis on speed or stress resistance.

INCLUSIVITY TIPS

- Critically consider whether providing extra exam time for all students is valid, as this may offer an undue advantage when the assessment primarily involves information retrieval.
- Ensure that learning materials are accessible.
- Formulate questions clearly and unambiguously so that unnecessary language or interpretation barriers do not hinder the effective use of resources.

LEARN MORE?

ECHO: Open-book exams: what to be mindful of as a lecturer (2023)



Peer feedback and assessment

In peer assessment, students are involved in assessing the work of their peers. This can be done in a formative way, aimed at supporting the learning process, or in a summative way, used to make decisions about whether learning outcomes have been achieved. When the focus is on providing formative feedback rather than on summative evaluation, this is referred to as peer feedback.

PEER FEEDBACK PEER ASSESSMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Ensure that students have a clear understanding of the assignment and the evaluation criteria.
- Make sure students know how to provide high-quality feedback or assessments.
- Hold students accountable for the peer feedback or peer assessment they provide.
- Design peer feedback activities in a way that allows room for dialogue.
- Start with peer feedback and introduce peer assessment at a later stage with the same group of students.

INCLUSIVITY TIPS

- As an lecturer, assign the pairs or groups that will assess one another.
- Create a safe framework by establishing clear agreements about respectful and well-founded feedback.

LEARN MORE?

[ECHO: Peer feedback and assessment as an activating teaching method \(2024\)](#)

[ECHO: Peer reviewing written assignments \(2022\)](#)



Continuous assessment

Continuous assessment refers to the regular evaluation of students throughout a course unit, spread over the course of the semester. These assessments can have a formative purpose, aimed at supporting the learning process, as well as a summative purpose, where results count fully or partially towards the final grade.

Continuous assessment can be organised in a wide variety of forms and aims to encourage students to engage with the course content on an ongoing basis. In addition, it allows instructors to monitor students' progress and, where necessary, intervene or provide remediation in a timely manner.

CONTINUOUS ASSESSMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Explicitly communicate the purpose, format, and timing of the assessment moments so that students know what is expected of them throughout the semester.
- Provide targeted feedback after each assessment moment with the aim of supporting adjustments to the learning process, so that students know concretely what they need to improve for subsequent assessment moments.
- Use the results of interim assessments to adjust your teaching practice, for example by offering additional explanation or remediation.

INCLUSIVITY TIPS

- Combine different assessment methods, such as written, oral, individual, and group-based assessments, to accommodate the diverse preferences and strengths of all students.
- Align the scheduling of assessment moments with those of other course units in order to avoid peak workloads for students

LEARN MORE?

[ECHO vijftig onderwijstips: Tip 32 'Permanente toetsing' \(2013\)](#) (Dutch)

[KU Leuven: Continuous assessment \(2026\)](#)



Podcast

A podcast is a spoken audio recording that is made available online. The recording may focus on a specific topic or form part of a series. Podcasts can take various forms, such as a monologue, a conversation, an interview, or a documentary.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Specifieer in de opdrachtomschrijving een doelpubliek voor de podcast.
- Geef tussentijdse feedback op voorbereidende fases.
- Beklemtoon dat intellectuele eerlijkheid in een podcast even belangrijk is als in een academische paper: namen van auteurs/boeken/sprekers moeten expliciet benoemd worden. Een meer gedetailleerde bronnenlijst kan in een begeleidend schriftelijk document.

INCLUSIVITY TIPS

- Assess the podcast primarily on its content, not on technical quality or verbal fluency, unless these aspects are explicitly included in the intended learning outcomes.
- Provide supportive materials for students who are less confident with technical aspects.

LEARN MORE?

[ECHO: Podcasts as an assessment method \(2024\)](#)

[Universiteit Utrecht: Podcasts in je onderwijs? Zo pak je dat aan \(Dutch\)](#)



Portfolio

A portfolio is a collection of materials that students compile themselves to demonstrate their efforts, progress, and achievements. It may include papers, presentations, exercises, reports, reflections, and other artefacts. In this way, students not only showcase their work, but also the steps they have taken and the progress they have made. Portfolios are used to make the learning process visible and can be used for formative as well as summative assessment.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Provide a clear and consistent structure for the portfolio so that both students and assessors can work with it efficiently.
- Encourage students not only to showcase their work but also to reflect on their learning process, choices, and development.
- Provide interim feedback so that students can adjust their learning process and continue to develop.

INCLUSIVITY TIPS

- Include a variety of tasks in the portfolio to support diverse learning styles and encourage creativity.
- Where possible, allow students to tailor their portfolio to their personal learning goals and interests.

LEARN MORE?

[Radboud Universiteit: Portfolio-assessment](#)

[Hogeschool van Amsterdam: Portfolio-assessment \(Dutch\)](#)



Practical

A practical session is an assessment method in which students, individually or in small groups, practise and apply specific skills. This may take place through activities such as laboratory work, computer-based exercises, or scientific experiments. The aim is for students to actively apply knowledge and skills in a controlled environment.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Provide feedback moments so that students can adjust and improve their approach.
- Use rubrics to ensure consistency and transparency in assessment.
- Ensure a safe and well-equipped environment.

INCLUSIVITY TIPS

- Where possible, limit unintended time pressure so that students with additional support needs, for example due to learning difficulties or language challenges, are not disadvantaged.
- Encourage collaboration and peer support in formative assessment settings so that students can help one another and learn from each other

LEARN MORE?

[ECHO: Preparation and supervision of lab practicals \(2024\)](#)

[ECHO: Online practicals: why, what and how? \(2021\)](#)

[UGent: How to organize \(blended\) practicals? \(2024\)](#)



Presentation

In this assessment method, students orally present the results of an individual or group assignment to an audience. The focus may be on the content of the work, on the ability to present clearly, or on a combination of both. Presentations can take various forms, such as a traditional presentation, a poster session, or a screencast.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Work with clear assessment criteria and communicate them in a timely manner.
- Provide opportunities to practise presentation skills, especially when these skills are part of the assessment.
- Actively involve fellow students by asking them to formulate questions or provide feedback, so that presentations also remain meaningful learning experiences for the audience.

INCLUSIVITY TIPS

- Allow supportive aids such as slides, speaker notes, or keyword lists.
- Emphasise that content and argumentation take precedence over presentation style, unless speaking and or presentation skills are an explicit learning objective.
- Where possible, inform students in advance about the types of questions or focus points that will be addressed after the presentation, in order to reduce stress.

LEARN MORE?

[Universiteit Utrecht: Effectief feedback geven op presentaties van studenten \(Dutch\)](#)

[KU Leuven Learning Lab: \(Oral\) presentation \(2024\)](#)



Project

In a project, students work on an authentic real-world problem from a specific role, such as designer, consultant, researcher, or policy officer. Projects are usually extensive in scope and are completed with a concrete output, for example a design, an advisory report, or a research report.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Start with smaller projects or limit the scope of extensive assignments, and gradually increase complexity and student autonomy as students progress through their programme.
- Define explicit assessment criteria in advance and make them transparent to students.
- Use peer assessment and/or individual sub-assignments to prevent free-riding behaviour and to make individual contributions visible.


INCLUSIVITY TIPS

- Work with interim deadlines and short progress reports to support students who have less experience with long-term planning or who benefit from additional structure.
- Gauge students' actual study time and align the scope of the project with the number of credits allocated to the course.

LEARN MORE?

[ECHO: Projectonderwijs in de praktijk \(2015\)](#) (Dutch)

[UGent: Project-based education: a cross-curricular solution to a complex problem \(2024\)](#)



**written exam
with oral
commentary**

By combining a written exam with an oral follow-up, the strengths of both assessment methods are brought together. This approach makes it possible to achieve both a broad and an in-depth evaluation. In addition, assessing both components gives students the opportunity to demonstrate their strengths, whether in written or oral communication.

WRITTEN EXAM WITH ORAL COMMENTARY

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Clearly communicate what is expected of students in the written exam and in the oral follow-up so that they can prepare effectively for both components.
- Make the distribution of points between the written and oral components explicit, so that students can align their preparation accordingly.
- Make use of an answer key and or evaluation criteria or a rubric.
- Where possible, involve more than one assessor.

INCLUSIVITY TIPS

- Formulate exam questions clearly and concretely so that all students fully understand the questions without cultural or language barriers.
- Where possible, provide a low-stimulus environment in which the student can calmly explain their answers after the written phase.
- Balance the written and oral exam components evenly so that students with different strengths, whether written or oral, are recognised.

LEARN MORE?

[ECHO: A written exam with oral commentary: the best of both worlds? \(2021\)](#)

[KU Leuven Learning Lab: Aan de slag met mondelinge toelichting \(2023\)](#) (Dutch)



Written exam with open questions

A written exam with open questions is an assessment method in which students formulate their own answers to questions, ranging from brief explanations to more extensive essays or case analyses. In contrast to closed question formats, students construct their responses independently and explicitly articulate their reasoning, argumentation, and connections.

WRITTEN EXAM WITH OPEN QUESTIONS

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Formulate clear and specific questions that can be answered independently of one another.
- Use predefined evaluation criteria during marking to ensure objective assessment.
- Provide a sufficient number of questions and adequate time to assess all intended learning outcomes reliably.

INCLUSIVITY TIPS

- Estimate the exam time by multiplying your own completion time by four, and allow additional time for reading the instructions and reviewing answers.
- The required time does not increase linearly with the length of the response, as more elaborate answers require making connections and developing a well-considered structure.
- Mark the exam question by question and consider anonymising submissions to reduce bias.

LEARN MORE?

[ECHO: Reliability of written examinations \(2018\)](#)

[KU Leuven Learning Lab: Written exam with open questions \(2024\)](#)



Writing assignment

A writing assignment can take various forms, such as a paper, a lab report, a policy plan, or an essay. Its scope may range from short and focused to more extensive and in-depth, depending on the purpose of the assignment and the competencies you intend to assess. Writing assignments give students the opportunity to demonstrate both subject-specific knowledge and skills in argumentation, reflection, and written communication.

WRITING ASSIGNMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- First read a number of writing assignments holistically to gain a clearer sense of the overall level of the submitted work.
- Select a number of exemplar assignments representing very good, good, sufficient, and insufficient performance to use as reference points for assessment.
- Assess the work as a whole and avoid awarding points for each individual concept or fact, as this would reduce the writing assignment to a knowledge test.

INCLUSIVITY TIPS

- Break down complex writing assignments into separate sub-questions to reduce cognitive load and to make the expected structure explicit.
- Limit assessment of stylistic features such as academic flair or complex language use, unless these are explicitly intended learning outcomes.

LEARN MORE?

[ECHO: Een schriftelijk werkstuk als toets \(2015\)](#). (Dutch)

[Vrije Universiteit Amsterdam: How to guide students with writing assignments?](#)



Internship

During an internship, students function in an authentic professional context over an extended period of time. They apply knowledge, skills, and attitudes in practice and demonstrate their competencies in real-life situations. The assessment may be based on observations, assigned tasks, reflections, and feedback from supervisors.

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Align learning objectives, assessment criteria, and roles with all supervisors involved.
- Ensure transparency in assessment by informing students in advance about the evaluation criteria, who is involved, the assessment procedure, and the weighting of each component.
- Provide regular formative feedback moments throughout the internship.
- Give reflection a central role in the assessment.

INCLUSIVITY TIPS

- Organise the internship evaluation as a dialogue in which the student can actively interpret their experiences and ask questions, rather than as a one-sided feedback moment led solely by the supervisor.
- Base the assessment on observable behaviour and achieved learning objectives.
- Encourage supervisors to critically reflect on their own frames of reference when assessing students.

LEARN MORE?

[ECHO: Feedback bij een stagebegeleiding.](#)(2017) (Dutch)

[KU Leuven: Stage](#) (2026). (Dutch)



Objective structured clinical examination

An objective structured clinical examination (OSCE) is used to evaluate acquired skills and competencies in a standardised manner. In practice, each student rotates through multiple stations, at each of which they are required to demonstrate a specific skill within a predefined scenario and time frame, possibly involving a simulated or real subject.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Inform students in advance about the structure of the station-based assessment, the types of tasks at each station, the time allocation, and the assessment criteria.
- Ensure that the stations are presented in a context that is as realistic and authentic as possible.
- Provide students with targeted feedback after the station-based assessment so that they understand their strengths and where improvement is possible.

INCLUSIVITY TIPS

- Use a strict time limit only when working under time pressure is an essential component of the intended learning outcomes.
- Use clear and unambiguous wording in station instructions and limit the information to what is functionally necessary to complete the task.
- Use checklists that focus on clearly observable behaviour to reduce bias.

LEARN MORE?

[ECHO vijftig onderwijstips: Tip 34 'Stationstoetsen' \(2013\)](#). (Dutch)

[VU Education Lab: Objective Structured Clinical Examination \(OSCE\) – Medical](#)



Performance assessment

A performance assessment is an assessment method in which students demonstrate the extent to which they have mastered a specific skill. Students perform a concrete task or action in a real or simulated practice-based situation. In some cases, students also explain how they would act in a particular situation and justify the choices they would make.

PERFORMANCE ASSESSMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Align the performance assessment with realistic and recognisable professional or practice-based situations.
- Provide opportunities for practice and formative feedback.
- Work with clear assessment criteria so that students know on what basis they are being assessed.

INCLUSIVITY TIPS

- Use criteria based on observable behaviour to ensure fair assessment.
- Apply strict time limits only when working under time pressure is an explicit component of the intended learning outcomes.

LEARN MORE?

[VU Education Lab: Skills test, performance assessment](#)

[KU Leuven Learning Lab: Skill test \(2024\)](#)



Self- assessment

Self-assessment is a form of self-reflection in which students evaluate their own performance or skills. It helps students develop self-regulation and metacognitive skills by encouraging them to reflect on their own work.

SELF-ASSESSMENT

LEVELS OF MASTERY

Remember	Analyse	Skills	Attitudes
Understand	Evaluate		
Apply	Create		

CONTEXT

Individual	Online	Oral
Collaborative	Offline	Written

TYPE

Formative	Process-oriented
Summative	Product-oriented

GENERAL TIPS

- Allow students to compare their work with model answers or exemplary peer work so that they can better evaluate their own performance.
- Use discrepancies between self-assessment and instructor assessment as a starting point for constructive dialogue about the learning process
- Integrate self-reflection into a [\(digital\)_portfolio](#) so that students can document their learning process and performance across multiple moments.

INCLUSIVITY TIPS

- Allow self-assessments to be submitted in a variety of formats, for example as text, audio, or video.
- Provide explicit reflection prompts at the beginning and gradually reduce the level of guidance as students gain more experience with self-assessment.

LEARN MORE?

[ECHO: Versterken van zelfregulerend leren in het hoger onderwijs \(2020\)](#). (Dutch)

[KU Leuven Learning Lab: Self-assessment \(2025\)](#).

