# ATTACHMENT 1: Screening matrix

# study programme assessment committee

Education:

* Assessment type and organisation
	+ …
	+ …
	+ …
* Assessment vision: how do we assess learning outcomes, and what is the link with the study programme competency? Crucial components are:
	+ **Objective ( subject competence),** interpretation of the relationship of the subject competence with the study programme competence
		- Clear / unclear /…
	+ **Grading method** : list criteria and link those criteria to grade levels
		- **Criteria?**
			* Clear / not so clear / unclear /…
			* … (possibly explain how)
		- **How to transfer from criteria to grades?**
			* Clear / not so clear / unclear /…
			* Formalised or not?
	+ Formulating **a link** between the learning outcomes and grade levels (overview table - see assessment matrix for the Master's dissertation, research paper)
		- The criteria are strongly in line with / good in line with / not good in line with final competencies.
* Assessment communication
	+ **Syllabus:** overview of study material, assessment vision, annual planning (describe how (well) these are worked out):
		- …
		- …
		- …
	+ **Feedback:** planning, approach (how? What is good / not good?)
		- …
		- …
		- …
* Coordination
	+ **Instruction of employees regarding assessment and feedback**
		- Clear / not clear how it is organised
		- …

Actions / conclusions from this screening:

* …
* …
* …
* …

 *Addendum: How to prepare a file / interview, request what from lecturer?*

- Course sheet

- Exam form or description of the assignment (as given to students)

- Ask how the exam is organised (how much time ....), and how the exam is corrected (who, correction key, assessment criteria, ...)

- Any additional explanation from the lecturer himself/herself from his / her (positive / negative) experiences.

- Score distribution course