Memo about OER 2022-2023 in response to questions from the faculties

Addressed to: Faculty contact persons for OER, Heads of Education Offices and Heads O&O

A lot has changed in the format 2022-2023, which logically leads to many questions when the programs start writing the OER. In addition, as of 2022-2023, five main categories of test formats have been introduced, about which there are also questions. With this memo we hope to answer a number of questions and to clear up any ambiguities.

1. Using word ratings

From academic year 2022-2023, it is possible to conclude at the level of the unit of study with a word assessment, i.e. unsatisfactory/sufficient/good/excellent (Art 3.6.1). Word assessments at the unit level are particularly suitable for use with large units of study that are concluded with an assessment. An example: this is the intention with programmatic testing.

Note: This is only possible if the unit of study has only one exam and therefore does not consist of partial exams. This is because the existing word assessment for partial examinations is unsatisfactory/satisfactory (Art 3.6.2). Satisfaction is then a condition for the grade to be valid for the other test (or other partial tests). The word rating 'satisfactory' for a partial test is not converted into a grade and cannot be averaged. See question 3 for more explanation.

2. How can word ratings not be used?

In addition to the above mentioned impossibility to work with a word assessment if there are several partial exams, there are two other situations in which word assessments cannot be applied:

- Combinations of grade and word assessments for partial tests within one unit of study. N.B. It is possible to include a word assessment in a partial test as a condition, but these are not included in the final assessment. Other combinations are not possible.

- Conclude a unit of study with a word assessment with sub-tests that have been assessed with a grade.

Both situations create a need to convert word ratings into numbers, thus negating the usefulness of giving word ratings.

3. Why do we use the word assessments unsatisfactory/satisfactory and not the word assessments unsatisfactory/sufficient/good for partial tests?

If programs at the level of partial tests want to work with the word assessments insufficient/sufficient/good/excellent, an average must be made between partial tests. In practice this proves to be difficult and it is necessary to revert to converting word assessment into figures. But that negates the usefulness of giving word ratings. An example: a course has three partial tests, all of which are assessed with a word rating of unsatisfactory/sufficient/good/excellent. A student successively obtains the following word assessments: partial test 1 a pass, partial test 2 a good and partial test a pass. What final assessment can then be given? A solution would suffice+ but it doesn't exist. Then you cannot avoid calculating back to numbers and that undermines the idea behind word assessments.

4. Word ratings and cum laude: is there an average between grades and word ratings?

No, there is no average between the arithmetic weighted average and word ratings. They are next to each other (Art 6.4.4. options). A student must achieve an arithmetic weighted average of at least 8.0 and the weighted average of word ratings of at least 'good'. This prevents word ratings from having to be converted to numbers. SIS will be set up in such a way that there is no non-averaging between grades and word assessments.

5. Chapter 8/9 about test programs: how do I fill this in correctly?

A table is displayed in the OER format. This table can act as a template and can be imported into Excel for filling in. What has been adjusted in the table is that programs must state how often a student is allowed to take a test per year. In 2021-2022, this was standard two test opportunities. As of 2022-2023, more than two test opportunities may be offered (for example, three or four). This is partly due to the larger units of study that some degree programs offer.

It is possible that a study program offers a unit of study several times per academic year and therefore also offers the tests several times. The test program must state: how many opportunities a student has per academic year and the times at which the test is offered. For example, that the student has two opportunities and that the program programs the test four times.

Some programs want to put more information in this table, for example a minimum grade or compensation. In a previous revision of the OER format, we consciously chose to only include mandatory information based on the law in the OER. Further specifications can be included in the study guide. Finally, the tables must be drawn up in portrait format, otherwise they will not fit in the OER format.

6. New main test formats: what if we as a faculty postpone the introduction?

As of 2022-2023, we will use five main categories of test formats, which are further specified in the study guide. Faculties that choose to postpone the introduction by a year can use the 'old' test formats.

7. New main test formats: what do we do with phasing out units of study?

Phasing out units of study for which only the test is organized can continue to use the old classification into test formats in 2022-2023.

8. Do you choose one test format for each unit of study or do you choose a test format for each test?

The Memorandum on Updating Test Forms includes the following sentence: For each unit of study, you choose 1 of the 5 main categories for testing for registration in SIS. It can wrongly give the impression that you are only allowed to use one summative test per unit of study. Courses can of course still determine themselves how many partial tests they offer for a unit of study. The sentence has therefore been amended as follows: For each summative test of a unit of study, you choose 1 of the 5 main categories for testing for registration in SIS.

9. Presence as a test format

There are courses that use presence in SIS as a testable method. This applies to units of study where attendance is compulsory. This makes it possible in SIS to keep track of whether students were

sufficiently present. With the new division into five main forms, this remains possible, provided that Article 3.4 states that the relevant unit of study has compulsory attendance.