**Exam matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Bloom | Remembering | Understanding | Applying | Analysis | | Evaluating | Creating |
| Romiszowski | Factual knowledge | Conceptual knowledge | Reproductive skills | | Productive skills | | |
| Miller | Knows | Knows how | Shows | Does | | | |
|  |  |  | Assessment criteria | | | | |
| The student, as a starting professional, works on complex practical issues in an interdisciplinary project  group. |  |  | 5, 6, 7, 8 | | | | |
| The student demonstrates his or her research skills in an interdisciplinary project group through their attitude, the application of research conducted by others, and by conducting their own  research. |  |  | 1, 2, 3 | | | | |
| The student is able to address the complex practical issue well enough to answer the question of  the client. |  |  | 3, 4 | | | | |

**Pass mark**

Fail = 0 points

Sufficient = 1 point

Good = 2 points

The total number of points is 16.The pass mark is 8 points, which means that a student with 8 points has achieved a six (out of ten).The portfolio is achieved when the student has obtained a maximum of 1 insufficient (compensated with a good).In the event that a student achieves an insufficient mark for more than 1 criterion (irrespective of the number of successful marks), the student receives an insufficient mark for the portfolio.

# For everyone within Smart Solutions Semester (with the exception of SET pilot)

|  |  |  |
| --- | --- | --- |
|  | **Assessment criteria** | **Assessor** |
| From demand to innovative product | | |
| 1 | The student has conduct research using a suitable research and design model and substantiates the choice of model and the steps taken. | First assessor  Second assessor |
| 2 | The student collected, analyzed, and processed relevant information in a traceable manner. | First assessor  Second assessor |
| 3 | The student applied knowledge from his or her own particular discipline and substantiates their choices. | First assessor  Second assessor |
| 4 | The student has provided an innovative solution or problem-solving approach for the client. | Second assessor  Client |
| Communication | | |
| 5 | The student communicated in a respectful, purposeful, and professional manner with all internal and external stakeholders. | Second assessor  Client |
| Student’s role and reflection | | |
| 6 | The student has taken responsibility within the group for the solutions and partial solutions as well as the processes. | Second assessor  Client |
| 7 | The student described how they have looked at the project/question from the perspective of another discipline and what this means for  the choices that were made. | First assessor  Second assessor |
| 8 | The student reflected on his or her actions and adjusts these actions based on this reflection. | First assessor  Second assessor |

**Roles in assessment procedure:**

1. First assessor: examiner appointed by Smart Solutions Semester (from the pool of tutors)
2. Second assessor: own tutor

# Assessment of Pilot Learning Community SET

1. Content/professional product = Learning Community (tutor, content expert, client, project group)
2. Interdisciplinary collaboration = Smart Solutions Semester (tutor + assessor)
3. Inquisitive attitude/critical ability = Smart Solutions Semester (tutor + assessor)

|  |  |  |
| --- | --- | --- |
|  | **Assessment criteria** | **Who assesses?** |
| From demand to innovative product | | |
| 1 | The student has conduct research using a suitable research and design model and substantiates the choice of model and the steps taken. | Smart Solutions Semester |
| 2 | The student collected, analyzed, and processed relevant information in a traceable manner. | Learning community |
| 3 | The student applied knowledge from their own particular discipline and substantiates their choices. | Learning community |
| 4 | The student has provided an innovative solution or problem-solving approach for the client. | Learning community |
| Communication | | |
| 5 | The student communicated in a respectful, purposeful, and professional manner with all internal and external stakeholders. | Learning community Smart Solutions Semester |
| Student’s role and reflection | | |
| 6 | The student has taken responsibility within the group for the solutions and partial solutions as well as the processes. | Learning community Smart Solutions Semester |
| 7 | The student described how they have looked at the project/question from the perspective of another discipline and what this means for  the choices that were made. | Learning community |
| 8 | The student reflected on their actions and adjusts these actions based on this reflection. | Smart Solutions Semester |