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Alignment between e-portfolio design and programmatic assessment curricula in Dutch higher education **Keywords: assessment design, e-assessment, higher education, programmatic assessment**

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Assessment in higher education is often focused on concluding modules with one or more tests that students need to pass. In recent years, increasing attention has been paid to the formative function of assessment and focus has shifted from summative assessment towards how assessment can stimulate learning.

Programmatic assessment (PA) is a concept in which these two functions are embraced to strike a new balance. A growing number of higher education programmes has implemented PA. Although there is consensus about the theoretical principles that form the basis for the design of PA, programmes differ in their specific design choices based on these principles. These design choices within the principles of PA include choices regarding the design of an e-portfolio to monitor and assess students' learning process. This project investigates how the design of programmatic assessment in e-portfolios aligns with curricular design, considering context-specific design choices and associated considerations of teachers.

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

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Assessment in higher education is often focused on concluding modules with one or more tests that students need to pass. As a result, both students and teachers are primarily concerned with the summative function of assessment: information from tests is used to make pass/fail decisions about students. In recent years, increasing attention has been paid to the formative function of assessment to stimulate learning. However, this also leads to a search for balance between both functions of assessment. Programmatic assessment (PA) is an assessment concept in which their intertwining is embraced to strike a new balance. Although there is consensus about the theoretical principles that form the basis for the design of PA, programmes make various specific design choices based on these principles. This paper provides insight into the design choices that programmes make when implementing PA and into the considerations that play a role in making these design choices.

Teachers' assessment literacy unveiled: A quantitative exploration of teachers' conceptions

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Teachers' Assessment Literacy (AL) is an essential part of their teaching competence. Assessment literacy, defined as a dynamic, embedded social process, involves eight aspects: 1) (self-)reflecting, 2) updating, 3) conscientious decision-making, 4) aligning, 5) collaborating, 6) improving and innovating, 7) seeking new perspectives, and 8) dealing with tensions. This large-scale study aimed to explore teachers' conceptions of assessment literacy and distinguish differences across various assessment-related situations. Data were collected from 510 teachers at 18 universities of applied sciences through an online questionnaire.

Teachers conceived of the eight AL aspects as equally important. Intercorrelation among teachers' conceptions of the aspects indicate interdependency. Higher professional educational teachers' conceptions of assessment literacy appear to be stable across assessment-related situations.

Setting an international research agenda and starting collaborations on programmatic assessment

Keywords: assessment for learning, assessment of learning, programmatic assessment, programme assessment

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Programmatic assessment as a fundamentally different assessment paradigm is gaining increased attention in the Netherlands. Around 70 HE institutions collaborate in a professional learning community, working on programmatic assessment design, implementation and research. Related assessment concepts (e.g., continuous feedback, program-level assessment or dynamic assessment) seem to be used in other research/countries, but differences/similarities between these concepts have not been explored. The goals of this collaborative space session therefore are to reach shared understanding on programmatic assessment principles and related assessment concepts, to set an international research agenda and to formulate first plans and ideas for international collaborations. In the session, we will present and discuss programmatic assessment principles. You will be asked to bring in related assessment concepts/research to establish connections for future research. Together, promising themes for future research will be explored.