

# How to design a good assessment of skills?

Key ideas  
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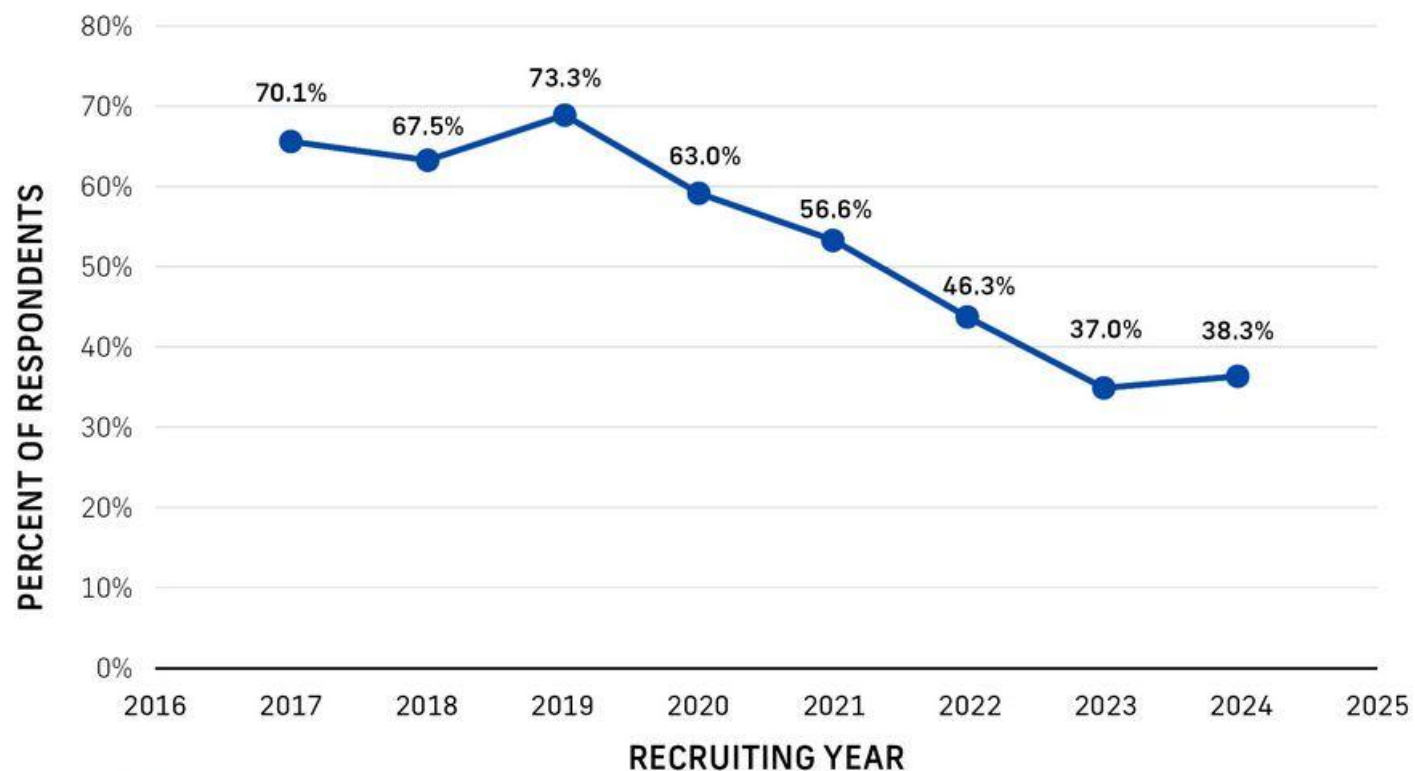
# Social context in the United States

- Grade inflation - took off decades ago and efforts to curb it have largely failed
- Reconsideration of degree requirements - “tearing the paper ceiling” and STARs
- Robust private sector non-degree/microcredential offerings

# Employer indifference

- Stunning drop in employers screening for grade point average (73% in 2018-19 to 37% in 2022-23)
- Employers say in surveys that unproctored certificates (e.g., LinkedIn Learning) are almost as good as accredited postsecondary credentials
- Employers have high level of confidence in their own ability to screen job applicants per research by GWU/Workcred

## Figure 2 Screen Candidates by GPA, by Percent of Respondents



**Source:** *Job Outlook 2024*, National Association of Colleges and Employers



National Association of  
Colleges and Employers



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# Innovative practices in the U.S.

- Continuous assessment through smartphone apps, e.g., ASE certification for auto mechanics
- Efforts to enable learners, especially those without baccalaureate degrees, to demonstrate skills through non-academic assessment (e.g., Education Design Lab's X-Credit Project)
- Embedding of industry certifications and microcredentials in the curriculum, supported by incremental credentialing efforts such as Credential as You Go



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