UW Flexible Option Competency-Based Learning Model

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Competency-Based Assessments *are*:

- Authentic measures of mastery in a given domain
- Self-diagnostic tools for learners
Competency-Based Assessments are not:

• Measures of proficiency for a specific class
• Dependent on one set of materials
• Tools that help faculty decide what to teach
Assessment Activities define the activities (writing a paper, taking a paper-pencil exam, doing a role-play interview, being observed in a clinical setting, etc.) that we expect students to engage in to demonstrate their learning and be evaluated. These activities will also take place in specified settings (online, in person, etc.) These activities will be evaluated using the method that is the most appropriate (grading the exam, using a rubric to evaluate a paper or clinical observation, etc.).
Our Approach: The Hierarchy

- Program Competencies
  - Assessment Competencies
    - Outcomes
Program Competencies

- High level and general
- Unlikely to change
- 10 to 20 per program or certificate
Apply the fundamental principles of the selling process to various contexts
Assessment Competencies

• Determine what is assessed
• May change over time
• Communicates what skills student has mastered
• Typically 1 to 7 nested beneath each program competency
Example

Apply the fundamental principles of the selling process to various contexts

Explain the role of the selling process in the marketing mix
Outcomes

• Explains how students will demonstrate mastery
• Informs students regarding how to prepare
• Likely to change over time
• Typically 3 to 7 are typically nested beneath each assessment competency
Example: Complete Hierarchy

Apply the fundamental principles of the selling process to various contexts

Explain the role of the selling process in the marketing mix

1. Describe stimulus response selling
2. Describe mental states selling
3. Describe consultative selling
4. Explain the 5 steps in the buying process
5. Explain SPIN selling structures
6. Explain ADAPT selling structures
7. Explain the 4 sales communications formats
Three Stages of Development

• Stage 1: Initial Planning
• Stage 2: First Draft and Feedback
• Stage 3: Additional Drafts
8 Assessment Considerations

- Alignment
- Cognitive Complexity
- Authenticity
- Fairness
- Consistency
- Fitness for Self-Assessment
- Transparency
- Usability
Stage 1: Initial Planning

Stage 2: First Draft
- Alignment
- Fairness
- Cognitive Complexity
- Authenticity

Stage 3: Additional Drafts
- Consistency
- Transparency
- Fitness for Self-Assessment
Stage 1: Initial Planning
Stage 1 Assessment Considerations

Usability
Goals and Decisions

Goals
• Identify assessment methods
• List of all assessment and supporting materials to create

Considerations:
• Assessment methods?
• Number of questions or tasks per assessment?
• Number of attempts?
• Rubrics needed?
• Practice assessments needed?
Choosing an Assessment Type

Select the type of item that is most appropriate for each competency. This will depend on:

• The specified **content knowledge**; and
• The delineated **process(es) and/or skill(s)**.
Considerations

- Maintenance
  - Technology
- Grading effort
- Creation effort
- Scalability
Stage 2: First Draft and Feedback
Stage 2 Assessment Considerations

- Alignment
- Cognitive Complexity
- Authenticity
- Fairness
Goals and Decisions

Goals
Create first drafts of assessments and supporting materials

Considerations – Assessments:
• Measure competencies?
• Appropriately require more than memorization?
• Mimic professional thought and practice?
• Accessible to students of different locations, financial statuses, languages, cultures?
Supporting Materials

• Rubrics
• Practice assessments
• Learning resources
Stage 3: Additional Drafts
Stage 3 Assessment Considerations

- Consistency
- Fitness for Self-Assessment
- Transparency
Goals and Decisions

Goals
• Create final drafts
• Finalize rubrics, practice assessments
• Finalize grading scheme

Considerations:
• Consistent grading across graders and time?
• Students can assess readiness for evaluated assessment?
• Students can see clear expectation information before assessments?
Details, Details, Details

- Minimum mastery scores
- Grading method, weighting, turnaround times
- Time limits
- Allowed resources
- Multiple attempts / resubmissions
- Rubrics
- Practice assessments
Resources


Resources


Resources

