

Competency Based Assessment



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Objectives

- Definition and principles of **competency based assessment**
 - Definition and concept of competency
 - Principle of being competent
 - Benefits of competency based assessment

- Organisation of the **assessment**

Types of evaluations and progress during the semester

- **Transposition** of the evaluation into a note

Precise rule to obtain a grade out of 20 from assessments

Competency



The Apprentice

- American reality television program “The Apprentice”

Judges business skills of a group of contestants

- **Competition** over several weeks to become the winner
 - Real world business case related tasks assigned to complete
 - Performance judged by show host and business savvy advisors



Competency Based Assessment

- Determining whether a person **can do a task** or group of tasks

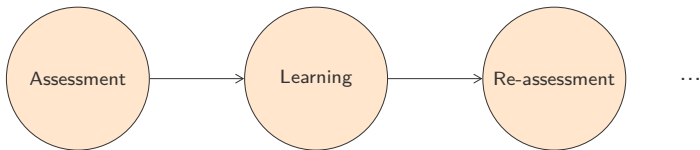
And also evaluate how well the task has been performed

- Evaluating persons to determine their **competencies**

Using their knowledge and skills in an on-the-job situation

- **Building the skills** and knowledge needed to perform a job

Not only an assessment exercise, but a complete learning process



Competency

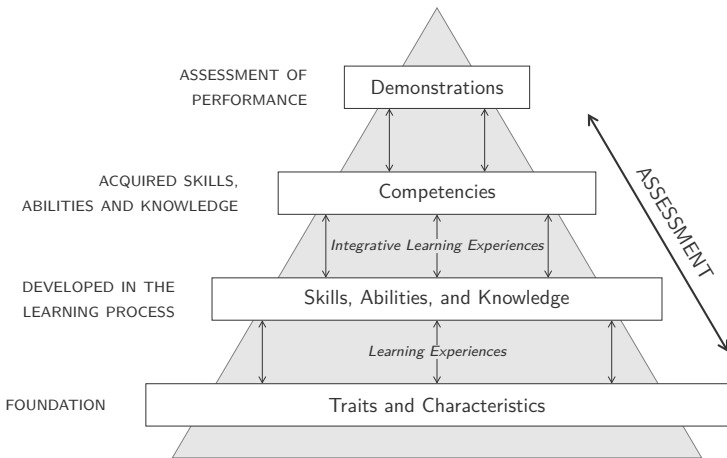
- Definition of **competency** according to NPEC work group

*“a combination of
skills, abilities, and knowledge
needed to perform a **specific task**.”*

- Competency or set of competencies **attained** by a learner

Development of a completely different learning system

Learning Model (1)



Source: U.S. Department of Education, 2001.

Learning Model (2)

- First rung of the ladder is **traits and characteristics**

Innate makeup of individuals on which experiences can be built

- Skills, abilities and knowledge acquired by **learning experiences**

Different levels and kinds depending on traits and characteristics

- Assembling **learning bundles** for a given task or set of tasks

Based on acquired skills, abilities and knowledge interactions

- Applying competencies result in **demonstrations**

Performance-based learning can be achieved at this last rung

Being Competent

- An individual **being competent** has sufficient/suitable:
 - **Knowledge**: sum of what is known gained through experience
 - **Skill**: ability to use one's knowledge effectively
 - **Experience**: practical knowledge, skill or practice derived from direct observation of or participation in events/activities
 - **Attitude**: mental position/feeling/emotion towards fact/state
- Always related to some **particular skill** or situation

Also always implies more than just having the skill

Assessment

- Opportunity for **demonstration of skills**

What I learned, how am I doing and what will I learn next

- Complete change on where to **put the focus**

- ↑ Empowering learners to demonstrate what they have learned
- ↓ Collecting data for the instructors

- Assessments are completely integrated in the **learning process**

Self-assessment, formative and summative assessments

Benefits

- Provide **specific feedback** to learners about their performances

Clearer understanding of progress and skills gained over time

- **Four main benefits** for competency based assessments
 - Better clarity and transparency about learner progress
 - Opportunity to individualise and personalise the learning
 - Development of a culture of assessments and diversification
 - Better understanding of their own learning profile for learners

Evaluation



Transition

- Current system requires a **grade** for each course

Need a transposition rule from competency based assessment

- Current system splits studies in **teaching units**

Need transversal assignments to cover shared competencies

- Current system tends to seclude **theoretical sessions and labs**

Need to rethink labs as the place to assess one's competencies

Zero Exam

- No more exams during the exam sessions

Students are assessed continuously during all the semester

- No more revision break before the exam sessions

Time should be used to put new competencies at work

- But more regular work during the semester

Continuous learning and integration to improve experience

Competencies List

- Detailed and complete **list of competencies** by teaching unit

Competencies are split in two categories

- **Basic competencies** must be acquired to succeed

These competencies are specific to the teaching unit

- **Advanced competencies** can be acquired through the course

Could be transversal to several teaching units

Assessments List

- **List of assessments** that can be taken by teaching unit
 - Several kinds: MCQ, quizz, mini-project, assignment, etc.
 - Can be taken at any time, after self-assessment
- List of competencies that **can be checked** for each assessment

To increase your level of mastery for these competencies
- **Overlapping competencies** among assessments

Possibility to choose best suited assessment given learning profile

Assessments Opportunities

- **Self-assessment** can be and should be taken at any time

Allows the learner to check his/her level of mastery

- Learners can propose **custom tailored project**

Specifications defined with the instructor to define competencies

- **Assessment interview** between learner and instructor

During the semester and some days during exam sessions

Grade Computation

- Each competency is graded on a **scale from 0 to 5 stars** ★

Corresponding to a mastery level from 0% to 100%

- First step is to acquire all the **basic competencies**
 - 100% mastery for all the basic competencies : 10/20
 - Otherwise : 0/20
- Second step is to acquire the n **advanced competencies**
 - Only available if 100% mastery for basic competencies
 - $\frac{2x}{n}$ points to get, with x the total number of obtained stars

References

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Credits

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