

Meeting Blueprint #2: Assessment, Evidence and Learning Experiences

Duration: 2 hours

Objective: List types of evidence that may indicate a learner has achieved competencies; identify different types of learning experiences that address competency and assessment needs.

Agenda:

1. Review & Overview (20 min)
2. Small Group Work - Identifying Potential Evidence (30 min)
3. Brainstorming - Identifying Learning Experiences (30 min)
4. Open Group Discussion - Analysis (30 min)
5. Overview of Next Session (10 min)

Review & Overview (20 Min)

Review what was accomplished at last session. Display the *Developing Learning Pathways* worksheet (see example below) with the competencies filled in so the group can see how their work is coming together.

	Knowledge	Skills	Disposition
Beginner			
Intermediate			
Advanced			

A Sprout staffer will begin by giving an overview of assessments and how they relate to badges and learning pathways. This will be covered in the Working Group Orientation by Sprout staff but a review will be helpful.

Inform the group that they will now be asked to brainstorm what types of evidence is needed to show a learner is progressing toward the competencies. This evidence might be considered a “badgeable moment” and come together in the form of a portfolio.

Small Group Work – Identifying Potential Evidence (30 Min)

Ask participants to join one of three groups: BEGINNER, INTERMEDIATE, ADVANCED. Ideally, these groups will be at separate tables. Then prompt each group to brainstorm different kinds of assessments (or evidence) that correspond to each competency. Write them on Post It notes and place them in the Evidence of Learning space on the master chart (large butcher paper chart at front of room).

Brainstorming – Identifying Learning Experiences (30 Min)

Transition the Working Group from thinking about assessment to thinking about what types of learning experiences would provide the identified assessments in addition to meeting the previously defined competencies.

Provide each participant with a stack of index cards and ask them to review the competencies and assessments that have been identified, and write learning experiences that correspond to the information. They should display these on the chart for others to see. These can be experiences that already exist in the community or opportunities that are needed.

Open Group Discussion – Analysis (30 Min)

Have members review all learning experiences and then facilitate a conversation that addresses any gaps and how they could be filled. Add any suggestions to the chart and take good notes.

- Where do you see gaps?
- How can they be filled?
- What other types of evidence would be valuable?
- Which competencies need more attention?

Overview of Next Session (10 Min)

End the session by summarizing what has been accomplished and preview the next meeting, as well as the (*educators forum*).

After giving an overview of the next session, the question, “Who else should be in the room for that session?” should be asked. Once individuals have been identified and listed on a board/wall, ask the participants to invite at least one but no more than two from the list. There may be a need for a larger space depending on the number of individuals that will be invited by the participants.

After-Action: Facilitators must update the Developing Pathways Worksheet with assessments and learning experiences and make available to participants via Basecamp.