



# Learning Outcome Framework Performance Assessment Task

## Directions

For this assessment, you will build a *Learning Outcome Framework* report for your course. You will complete part of this assessment in Learning Plans 2 and the remainder in Learning Plan 3.

For **Learning Plan 2** complete the following sections of your Learning Outcome Framework:

- Course Information
- Related Outcomes (if applicable)
- Competencies (at least 5)
- Assessment Strategies

Use the criteria detailed in the scoring guide to self-assess your completed Learning Outcome Framework prior submission. Your instructor will provide feedback on your work.

For **Learning Plan 3** complete the following sections of your Learning Outcome Framework:

- Add your Learning Objectives for each competency
- Revise any other components as needed based on instructor feedback.

Use the criteria detailed in the scoring guide to self-assess your completed Learning Outcome Framework prior to final submission.

## Target Course Competencies

1. Write competencies
2. Write learning objectives

## Scoring

### Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

## Scoring Standard

You must receive a rating of "met" on each criterion in order to successfully complete this assessment.

Performance Assessment Tasks - Page 1 of 2

## Scoring Guide

	Criteria	Ratings
1.	Learning Outcome Framework includes the course number and title	Met Not Met
2.	Learning Outcome Framework includes a course description	Met Not Met
3.	Learning Outcome Framework report includes the course credits or contact hours	Met Not Met
4.	Learning Outcome Framework defines the target population	Met Not Met
5.	Learning Outcome Framework includes at least 5 competencies with related learning objectives	Met Not Met
6.	Learning Outcome Framework includes any related outcomes or external standards addressed by the course	Met Not Met
7.	competencies describe what you want your learners to be able to do with what they know at the end of the learning experience	Met Not Met
8.	competencies begin with a single action verb (application/applying level or above on Bloom's Taxonomy)	Met Not Met
9.	competencies are measurable and observable	Met Not Met
10.	competencies are clear and concise	Met Not Met
11.	competencies describe the learner's performance	Met Not Met
12.	competencies can be accomplished within the timeframe of the course or learning experience (3-6 competencies per credit or 9-18 hours of learning)	Met Not Met
13.	Learning Outcome Framework includes a summative assessment strategy for each competency	Met Not Met
14.	learning objectives number 2-10 per competency	Met Not Met
15.	learning objectives include supporting skills, concepts, procedures, processes, and/or principles a learner needs to perform the competency	Met Not Met
16.	learning objectives begin with action verbs (at or below the Bloom's Taxonomy verb level of the competency)	Met Not Met
17.	learning objectives are measurable and observable	Met Not Met
18.	learning objectives are clear, concise, and precise description of skills, knowledge, and attitudes	Met Not Met
19.	learning objectives specify a single performance/outcome (one verb)	Met Not Met