



## Drafting Competency Statements

### Purpose:

This template will help faculty use the approaches discussed in the Direct Assessment CBE Blueprint to develop competency statements for each relevant competency.

- **Step One:** List:
  - potential learning objectives that will comprise the competency and
  - topics or content areas that will comprise the competency.

### Learning objectives:

### Topic or content areas:

- **Step Two:** Choose an action verb using [Bloom's taxonomy](#) that aligns with the level of learning (e.g., remember, classify, create, justify, etc.).

- **Step Three:** Write a clear, measurable outcome statement that targets the highest level of Blooms' taxonomy.

- **Step Four:** Review the competency statement using the table below.

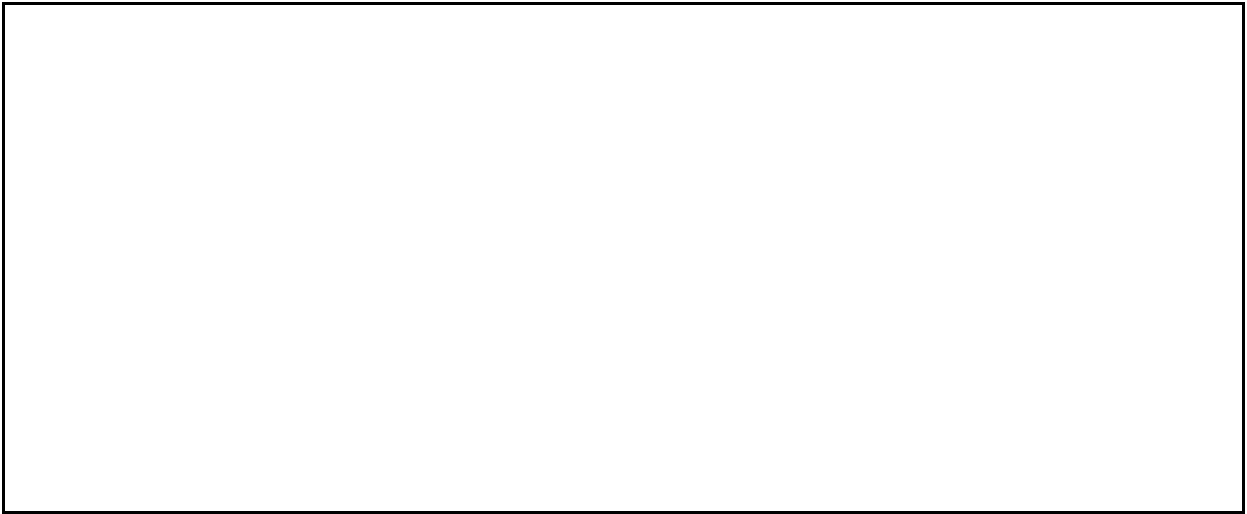
### Competency Statement Dos and Don'ts

Do	Don't
Use simple and clear language.	Write a long, descriptive competency statement.
Ensure each competency focuses on one measurable, observable outcome.	Write more than one target outcome in the competency statement.
Use the highest level of learning that represents the competency. (See <a href="#">Bloom's taxonomy</a> ).	Use more than one action verb in the competency statement. (See <a href="#">Bloom's taxonomy</a> )
Write a competency statement that captures what the student will be learning.	Write a competency statement about what the faculty will be teaching.

- **Step Five:** Discuss and review the competency statements with internal stakeholders to ensure they are clear (i.e., faculty, assessment specialist, department chair, dean, etc.).

- **Step Six:** Revise competency statements based on feedback from stakeholders.

**Final competency statements:**

A large, empty rectangular box with a black border, intended for the user to write their final competency statements.