Assessing Student Progression of Learning: Introduce, Reinforce, Master

When deciding if an outcome is introduced, reinforced or mastered, consider the depth to which an outcome is addressed in the course. Topics related to the outcome should be covered in some degree and evidence of student learning should be collected (through a classroom assessment).

1. Introduce – Key ideas, concepts or skills related to the learning outcome are introduced and demonstrated at an introductory level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry-level complexity.

2. Reinforce – Learning outcome is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.

3. Master – Students demonstrate learning outcome with high level of independence, expertise and sophistication expected upon graduation from the program. Instructional and learning activities focus on and integrate the use of the content or skills in multiple levels of complexity.

Also appropriate for the highest level of progression is the noun proficient; if mastery seems too sophisticated, consider it as a synonym:

3. Proficient — Students demonstrate the learning outcome with the degree of competence or skill expected upon graduation from the program. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.