



Welcome to the module around assessment writing for adaptive courses. In this module, you will learn about best practices from instructional designers on how to craft assessment items that allow learners to show mastery in an adaptive setting.

What you will learn...

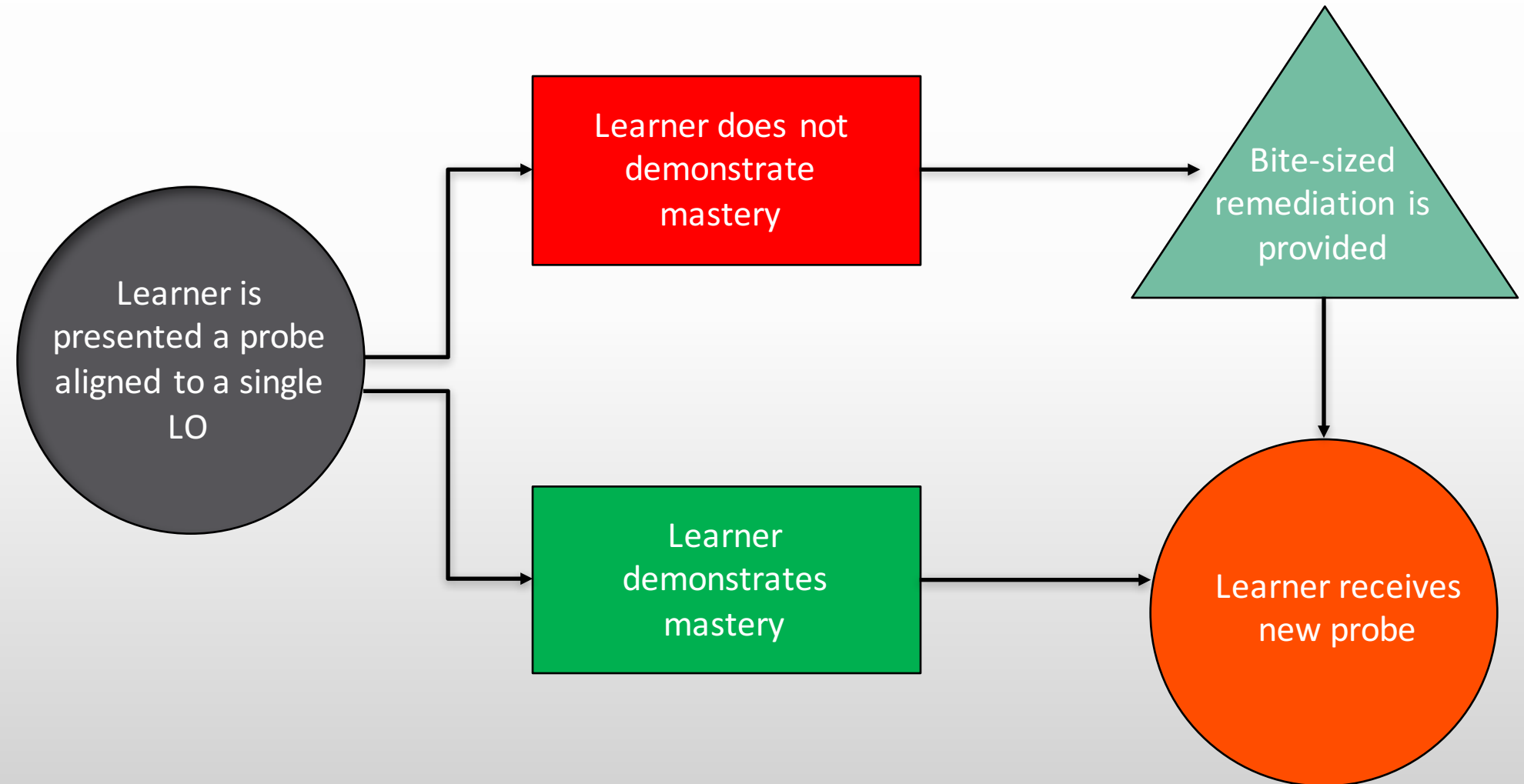
1. Understanding mastery in an adaptive course
2. Assessment diversity in an adaptive course
3. Learning objective-assessment alignment
4. Writing good assessment distractors
5. Learning through remediation text



Traditional courses typically involve presenting learners with content to review, and then assessing their knowledge of that content.

Adaptive courses start by probing the learner's knowledge. If the learner demonstrates mastery of the Learning Objective (LO), she or he moves on. If the learner does not demonstrate mastery, she or he is provided remediation for that LO.

Course Presentation in Adaptive Learning





Learners achieve mastery if they are able to demonstrate that they understand or can apply the learning objective.

The course determines mastery by the completion of probes aligned to specific learning objectives.

Mastery in Adaptive Learning

- **Mastery can be described as when a learner can demonstrate he or she understands the material.**

Learner is presented a probe aligned to a single Learning Objective

Learner correctly answers probe

Learner has demonstrated mastery of the Learning Objective