



A Letter from the Competency-Based Education Network (C-BEN)

Organization Endorsement for ACCELERATE: Assessment Principles for Best Practice

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Letter of Support for ACCELERATE: Assessment Principles for Best Practice

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To the ACCELERATE Working Group,

On behalf of the Competency-Based Education Network (C-BEN), I am writing to express our support for the ACCELERATE: Assessment Principles for Best Practice framework. The principles provide a thoughtful articulation of assessment practices that promote meaningful learning, institutional improvement, and public confidence in higher education.

Many of the ideas reflected in the ACCELERATE framework align with work that C-BEN has advanced over the past decade through competency-based education (CBE). Across our network, we have worked with colleges and universities to strengthen assessment practices that are transparent, evidence-based, and grounded in clearly defined competencies.

This alignment is particularly evident in C-BEN's [Hallmark Practices of Competency-Based Education Assessment](#). The Hallmark Practices emphasize authentic demonstrations of learning, clear and transparent expectations, multiple forms of evidence, consistent evaluation, meaningful feedback, and continuous improvement. While developed in the context of competency-based education, these practices reflect broader principles of effective assessment that support both learner success and institutional quality. We see considerable overlap between these practices and the principles articulated in ACCELERATE.

The framework also aligns with C-BEN's more recent work through the [Partnership for Skills Validation](#). As higher education and employers place increasing emphasis on demonstrable skills, the Partnership has brought together leaders from education, workforce, and industry to develop shared principles for trustworthy skills validation. These principles emphasize reliable evidence of learning, fairness and accessibility, transparency in validation processes, and approaches that enable skills to be understood and recognized across educational and workforce settings. Together with ACCELERATE, this work reflects a shared interest in assessment systems that produce credible evidence of learning while supporting continuous improvement.

As assessment continues to evolve, there is value in strengthening connections among institutional assessment, competency-based education, and emerging approaches to skills validation. Each contributes to a common objective: ensuring that assessment provides meaningful evidence of what learners know and can do while maintaining confidence in the quality of higher education.

We appreciate the opportunity to support the ACCELERATE principles and look forward to continued conversations with AALHE and colleagues across the assessment community as this work progresses.

Sincerely,

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