Assessment & Research

Assessment Toolkit:
# Learning Outcomes

## Writing Learning Outcomes – ABCD Method

| A | B | C | D |
|---|---|---|---|
| **Audience** | **Behavior** | **Condition** | **Degree** |

**Audience:** Who are the student learners?
**Behavior:** What will the students be able to think, know, or do?
**Condition:** Under what circumstances or context will the learning occur?
**Degree:** How well or how much must the behavior be performed?

Condition — Audience

***Example:*** *As a result of participating in the Leadership 101 Workshop, student employees will identify three of the five leadership traits in Kouzes and Posner's The Leadership Challenge.*

Behavior — Degree

**List the main components of your student learning outcome**

Audience_____

Behavior_____

Condition_____

Degree_____

**Write your Student Learning Outcome**

**Is your Student Learning Outcome S.M.A.R.T.?**

Specific: Be explicit about what will happen, where, and to whom
Measurable: Establish concrete criteria for success
Achievable: Know the outcome is something your students can accomplish
Relevant: The outcome must be logically relevant to your objectives, goals, and mission
Time sensitive: The outcome should be bound to a specific time frame

# Bloom's Revised Taxonomy of Learning Domains

Bloom's Revised Taxonomy represents a continuum of increasing cognitive complexity from lower order thinking skills to higher order thinking skills. This cognitive development occurs through six domains in order, from fundamental memorization to advanced critical thinking skills. Bloom's Taxonomy verbs are useful for writing observable and measureable student learning outcomes.

**REMEMBER**: EXHIBIT MEMORY OF PREVIOUSLY LEARNED MATERIAL BY RECALLING FACTS, TERMS, BASIC CONCEPTS, AND ANSWERS

| | | | |
|---|---|---|---|
| choose | list | recognize | when |
| define | match | select | where |
| identify | name | show | who |
| label | recall | what | why |

**UNDERSTAND**: DEMONSTRATE UNDERSTANDING OF FACTS AND IDEAS BY ORGANIZING, COMPARING, TRANSLATING, INTERPRETING, GIVING DESCRIPTIONS, AND STATING MAIN IDEAS

| | | | |
|---|---|---|---|
| classify | explain | interpret | restate |
| compare | extend | outline | show |
| contrast | illustrate | relate | summarize |
| demonstrate | infer | rephrase | translate |

**APPLY**: SOLVE PROBLEMS TO NEW SITUATIONS BY APPLYING ACQUIRED KNOWLEDGE, FACTS, TECHNIQUES, AND RULES IN A DIFFERENT WAY

| | | | |
|---|---|---|---|
| apply | develop | interpret | plan |
| build | examine | interview | select |
| choose | identify | model | solve |
| construct | illustrate | organize | use |

**ANALYZE**: BREAK DOWN KNOWLEDGE INTO PARTS AND SHOW ORGANIZATIONAL PATTERNS AND INTERRELATIONSHIPS

| | | | |
|---|---|---|---|
| analyze | compare | dissect | list |
| argue | conclusion | distinguish | relationships |
| categorize | contrast | examine | simplify |
| classify | discover | inspect | theme |

**EVALUATE**: PRESENT AND DEFEND OPINIONS BY MAKING JUDGEMENTS ABOUT INFORMATION, VALIDITY OF IDEAS, OR QUALITY OF WORK BASED ON A SET OF CRITERIA

| | | | |
|---|---|---|---|
| assess | defend | interpret | prioritize |
| choose | determine | judge | prove |
| conclude | disprove | justify | rate |
| criteria | evaluate | measure | recommend |
| decide | explain | opinion | support |

**CREATE**: COMPILE INFORMATION TOGETHER IN A DIFFERENT WAY BY COMBINING ELEMENTS IN A IN A NEW PATTERN OR PROPOSING ALTERNATIVE SOLUTIONS

| | | | |
|---|---|---|---|
| build | create | imagine | plan |
| combine | design | improve | solution |
| compose | develop | invent | solve |
| construct | formulate | modify | test |

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.