



Writing Learning Outcomes – ABCD Method

A
Audience

B
Behavior

C
Condition

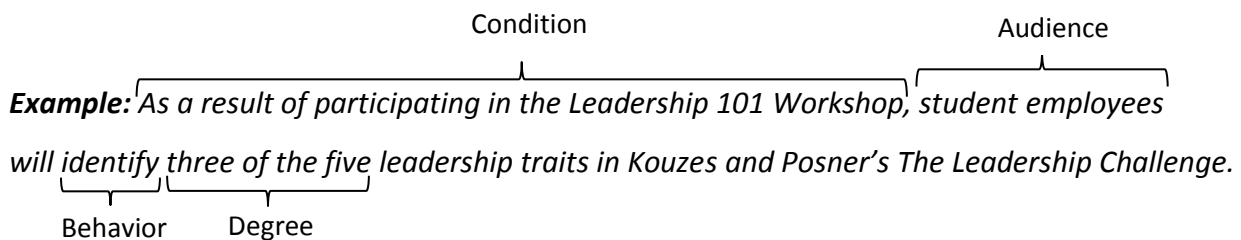
D
Degree

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?



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 measurable 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