

Document 2 - SMART Outcomes

Specific: Outcome is focused on a specific category of student learning. If it is too broad it will be difficult to measure.

Measureable: Data can be collected to measure student learning.

Achievable (Attainable): The outcome is attainable given the educational experience.

Relevant: Learning is appropriate for what student will need to do to be successful in another context, such as continued education or employment. **(Results-Focused):** **(Results-Focused:** The program outcome is aligned with Divisional Student Learning Outcomes).

Timely: Able to be accomplished with the time available. **(Tailored-** Outcome is specifically tailored to the program).

Source: <http://sa-assessment.uoregon.edu/Resources-and-Training/Writing-Student-Learning-Outcomes> where they used items in parentheses as descriptors. Descriptions of relevant and timely are supplied by facilitator.

Outcomes Checklist

- Describe one of the major skills that is an intended outcome for a course or program
- Represent a skill that a competent individual would use outside the context of the course
- Begin with an action verb describing what the learner will be able to do upon completion of the this course
- Are measurable and observable
- Require application of skill, knowledge, or attitude/value (application or above on Bloom's)
- Present a clear, concise, and precise statement describing the action
- Specify a single performance/outcome, not a combination
- Describe learner performance, not the instructor's activities, learning plans, or instructional strategies

Source: adapted slightly from www.wids.org

Bloom's Taxonomy and Levels of Learning

Bloom's Taxonomy Verb Chart

Source: <https://tips.uark.edu/blooms-taxonomy-verb-chart/>

Bloom's Taxonomy provides a list of action verbs based on each level of understanding.

Following is a list of measurable action verbs that can be used when you are creating your learning objectives. . . . identify the most accurate verb that relates to how you will assess your student's mastery of the objective.

TIP: If you know what verb you want to use, but you are needing to know the Bloom's level, you can use the "find" function (press: Ctrl-F, or Command-F on a Mac) in your browser to locate specific verbs on this chart.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|--------------|-------------|--------------|-----------|------------|
| Cite | Add | Acquire | Analyze | Appraise | Abstract |
| Define | Approximate | Adapt | Audit | Assess | Animate |
| Describe | Articulate | Allocate | Blueprint | Compare | Arrange |
| Draw | Associate | Alphabetize | Breadboard | Conclude | Assemble |
| Enumerate | Characterize | Apply | Break down | Contrast | Budget |
| Identify | Clarify | Ascertain | Characterize | Counsel | Categorize |
| Index | Classify | Assign | Classify | Criticize | Code |
| Indicate | Compare | Attain | Compare | Critique | Combine |
| Label | Compute | Avoid | Confirm | Defend | Compile |

| | | | | | |
|-----------|---------------|-------------|---------------|--------------|------------|
| List | Contrast | Back up | Contrast | Determine | Compose |
| Match | Convert | Calculate | Correlate | Discriminate | Construct |
| Meet | Defend | Capture | Detect | Estimate | Cope |
| Name | Describe | Change | Diagnose | Evaluate | Correspond |
| Outline | Detail | Classify | Diagram | Explain | Create |
| Point | Differentiate | Complete | Differentiate | Grade | Cultivate |
| Quote | Discuss | Compute | Discriminate | Hire | Debug |
| Read | Distinguish | Construct | Dissect | Interpret | Depict |
| Recall | Elaborate | Customize | Distinguish | Judge | Design |
| Recite | Estimate | Demonstrate | Document | Justify | Develop |
| Recognize | Example | Depreciate | Ensure | Measure | Devise |
| Record | Explain | Derive | Examine | Predict | Dictate |
| Repeat | Express | Determine | Explain | Prescribe | Enhance |
| Reproduce | Extend | Diminish | Explore | Rank | Explain |
| Review | Extrapolate | Discover | Figure out | Rate | Facilitate |
| Select | Factor | Draw | File | Recommend | Format |
| State | Generalize | Employ | Group | Release | Formulate |
| Study | Give | Examine | Identify | Select | Generalize |

| | | | | | |
|----------|---------------------|--------------|-------------|-----------|-------------|
| Tabulate | Infer | Exercise | Illustrate | Summarize | Generate |
| Trace | Interact | Explore | Infer | Support | Handle |
| Write | Interpolate | Expose | Interrupt | Test | Import |
| | Interpret | Express | Inventory | Validate | Improve |
| | Observe | Factor | Investigate | Verify | Incorporate |
| | Paraphrase | Figure | Layout | | Integrate |
| | Picture graphically | Graph | Manage | | Interface |
| | Predict | Handle | Maximize | | Join |
| | Review | Illustrate | Minimize | | Lecture |
| | Rewrite | Interconvert | Optimize | | Model |
| | Subtract | Investigate | Order | | Modify |
| | Summarize | Manipulate | Outline | | Network |
| | Translate | Modify | Point out | | Organize |
| | Visualize | Operate | Prioritize | | Outline |
| | | Personalize | Proofread | | Overhaul |
| | | Plot | Query | | Plan |
| | | Practice | Relate | | Portray |
| | | Predict | Select | | Prepare |

| | | | | | |
|--|--|------------|-----------|--|-------------|
| | | Prepare | Separate | | Prescribe |
| | | Price | Subdivide | | Produce |
| | | Process | Train | | Program |
| | | Produce | Transform | | Rearrange |
| | | Project | | | Reconstruct |
| | | Provide | | | Relate |
| | | Relate | | | Reorganize |
| | | Round off | | | Revise |
| | | Sequence | | | Rewrite |
| | | Show | | | Specify |
| | | Simulate | | | Summarize |
| | | Sketch | | | |
| | | Solve | | | |
| | | Subscribe | | | |
| | | Tabulate | | | |
| | | Transcribe | | | |
| | | Translate | | | |
| | | Use | | | |