UC San Diego
Student Affairs

Assessment Toolbox:
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/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 explain 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 connect to your objectives, goals, and mission
Time specific**:** 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 is explained by six domains, 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

define	label	name
describe	list	recall
identify	match	recognize

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

classify	extend	relate	summarize
contrast	illustrate	rephrase	translate
demonstrate	infer	restate	
explain	outline	show	

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

apply	generalize	organize	solve
examine	interpret	operationalize	utilize
employ	model	select	

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

analyze	compare	discover	inspect
argue	conclusion	dissect	simplify
categorize	contrast	distinguish	

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	judge	prove
choose	determine	justify	rate
conclude	disprove	measure	recommend
decide	evaluate	prioritize	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	test
compose	develop	invent	
construct	formulate	modify	

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.