

Student learning outcomes are learner-focused statements reflecting what a student will be able to do as a result of an instructional activity. Each outcome statement should start with a measurable action verb that indicates the level of learning, followed by a precise description of the learned behavior, knowledge, or attitude. **Bloom's Revised Taxonomy** provides a helpful way of understanding the levels of cognitive processes (from basic to more advanced) and examples of measurable actions verbs that may be used to develop learning outcomes.

Creating

Arrange Assemble Compose Create Design

Develop Devise Formulate Generate Invent Manage

Plan Prepare Produce Propose Set up Write

Evaluating

Appraise Argue Assess Criticize Critique Debate

Defend Estimate Judge Justify Predict Rate

Recommend Support

ommend Support

Analyzing

Analyze Categorize Combine Compare Contrast

Diagram Examine Experiment Find Modify

Sketch Solve Survey Test

thinking skills, complex and more abstract

Apply Calculate Change Classify Construct

Demonstrate Diagnose Illustrate Interpret Show Teach

Applying

Lower order thinking skills, concrete and more simple

Convert Discuss Explain Indicate Organize

Paraphrase Reorganize Report Restate Rewrite

Summarize Transform Translate

Understanding

Copy Define Describe Identify Label List Locate Name Recall Recite Repeat Select State

Remembering

VERBS TO AVOID: Appreciate Realize Recognize

Comprehend Understand Know Think Experience

See Perceive (these are not measurable)

This list has been edited for clarity. For more information, contact the OSU Center for Teaching and Learning or the Office of Academic Programs and Assessment. 11/2020