Writing Student Learning Outcomes
(A. B. C. D. Model)*

A. Audience: Who is the learner? (students, participants, freshmen, clients, etc.)
B. Behavior: What is the measurable behavior? (Action verb that is observable. Use Bloom’s Taxonomy as a resource: articulate, describe, compare, analyze, create, evaluate, etc.)
C. Condition: Under what circumstances should the learner be able to perform? (After the workshop, at the end of their leadership experience, after three months on the job, etc.)
D. Degree: At what level does the behavior need to be performed? (100% of the time, how many, etc.)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Audience</th>
<th>Behavior</th>
<th>Degree of Achievement</th>
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</thead>
<tbody>
<tr>
<td>Example:</td>
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<tr>
<td>After attending the leadership retreat, participants will compare and contrast three leadership models.</td>
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Bloom’s Taxonomy | Traditional | Revised | Sample Verbs
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Higher Order Thinking | Evaluation | Creating | assemble, construct, create, compose, design, develop, formulate, hypothesize, plan, produce
| Synthesis | Evaluating | appraise, argue, citizen, defend, judge, recommend, select, support
| Analysis | Analyzing | categorize, compare, contrast, differentiate, discriminate, distinguish, question
| Application | Applying | choose, demonstrate, employ, illustrate, operate, sketch, solve, use, show
| Comprehension | Understanding | describe, discuss, explain, report, give example, paraphrase, summarize
| Knowledge | Remembering | describe, recognize, list, recall, repeat, label, identify

WEAVEonline Terms

**Goal:** Broad statements about desired ends.

**Outcome:** Action verb description of a desired end result related to the mission—can be assessed. (Typically, what we think of as a student learning outcome)

**Objective:** Action verb description of specific point or task the entity will accomplish—can be assessed. (Typically, what we think of as a program outcome)

**Achievement Target:** Overall level for satisfactory performance on a Measure-Outcomes/Objective sequence. (Criteria for success: how many, how much, completion date)

**Measure:** *Method* to gauge achievement. (It is a noun—survey, focus group, observation, rubric, reflection paper.)

**Finding:** Assessment *results* for comparison of actual vs. expected achievement level.

**Action Plan:** Activity sequence designed to help the entity better accomplish the intended outcomes/objectives.