Writing Observable and Measurable Student Learning Outcomes

The original 1956 Bloom’s Taxonomy was revised by Anderson and Krathwohl (2001) to be used as a guide when writing Student Learning Outcomes (SLOs). Effective SLOs include active verbs based on a hierarchy of cognitive learning from recalling basic facts to producing original work. Faculty select a single verb from the highest level that reflects the desired learning and student deliverable. “Active” learning begins with the Application level.

Verbs to consider when writing your SLO: apply, appraise, argue, arrange, assemble, assess, calculate, categorize, compare, compose, conclude, contrast, create, define, demonstrate, describe, differentiate, discuss, distinguish, evaluate, examine, explain, express, formulate, identify, integrate, interpret, memorize, modify, practice, predict, propose, recall, recognize, relate, report, review, summarize, translate, utilize, write.

Notice that these verbs were NOT on the list: appreciate, know, learn, understand.

Examples of Student Learning Outcomes Using Bloom’s Action Verbs

Students will be able to....
...identify the most appropriate resource applicable to their project.

...articulate the importance of ethics in a professional setting.

...analyze clinical lab data to articulate a solution.

...evaluate educational research critically.

...apply anger management techniques to assist classmates in resolving conflicts.

...utilize technology to create a professional resume.