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. These verbs must still be used in the appropriate context to achieve their intended outcome. We understand it can be challenging to identify appropriate learning outcomes for your course. Your colleagues at the OSU Center for Teaching and Learning and the Office of Academic Programs and Assessment are available for consultation or advice. Please reach out if you have any questions.

Higher order thinking skills, complex and more abstract

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

Analyzing
Analyze  Categorize  Combine  Compare  Contrast
Diagram  Examine  Experiment  Find  Modify
Sketch  Solve  Survey  Test

Understanding
Applying
Apply  Calculate  Change  Classify  Construct
Demonstrate  Diagnose  Illustrate  Interpret  Show  Teach

Remembering
Convert  Discuss  Explain  Indicate  Organize
Paraphrase  Reorganize  Report  Restate  Rewrite
Summarize  Transform  Translate

Lower order thinking skills, concrete and more simple

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

VERBS TO AVOID: Appreciate  Realize  Recognize  Comprehend  Understand  Know  Think  Experience  See  Perceive
(these are not measurable)