

# 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.)

Condition	Audience	Behavior	Degree of Achievement
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*Example:*

<u>After attending the leadership retreat,</u>	<u>participants</u>	<u>will compare and contrast</u>	<u>three leadership models.</u>
Condition	Audience	Behavior	Degree of Achievement

Bloom’s Taxonomy	Traditional	Revised	Sample Verbs
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
Lower Order Thinking	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

\*Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Institutional Media and Technologies for Learning* (7<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.