**Kennedy-King College SLO Rubric**

**Score \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Category** | **Criteria** | Proficient | Developing | Limited |
| **Measurable Learning Outcomes** | **SLO statements are written with measurable and specific action verbs**-*faculty expectations of their graduates* | All SLO's are stated in terms of measurable knowledge, skills, or behaviors. Used content areas to clearly identify student learning. | At least three SLO statements are stated in measurable terms. Only a few SLO's effectively demonstrate what students are able to demonstrate upon completion of course. | Outcomes were too broad to be measurable.  Uses action verbs that are simple, too vague, and not easily measured. |
| **Use of Bloom’s Taxonomy** | **SLO statements reflect appropriate levels of learning** | Higher levels of learning are reflected. | Adequate match between verbs and levels of learning. Shows evidence of building towards higher thinking skills. | Verbs and levels do not match. Verbs are used to list trivial task and not higher levels of thinking. |
| **Attainable-**  **Instructors are able to deliver the SLO’s in the given timeframe** | **Criteria for success***-SLO's are attainable faculty is able to deliver SLO's in a manner that students understand and can reach success* | Number of SLO’s appropriate and realistic (3-10); student can realistically achieve learning outcome in the given time of the course. | Student achievement is not clearly defined, therefore not all SLO’s will be achievable during the course timeframe. | Student achievement is either too vague or unrealistic for student to attain during set time of the course. |
| **Learning can be assessed in the SLO** | **Assessment methods are appropriate to SLO statements**-*how faculty will collect evidence to determine how well students meet their expectations* | Assessment methods clearly match SLO’s. Two or more appropriate measures were used for each learning outcome. | Assessment methods match SLO’s. At least one direct measure was used for each learning outcome. | Assessment methods do not match SLO’s. Appropriate measures were not used or inadequate. |
| **Readability and comprehension of SLO’s** | **Uses language that is easily understood by students** –faculty is able to write SLO statements using clear and specific language, which focuses on one element of learning per SLO statement. | Provides specific and clear use of langue for each SLO. Focuses on one element of learning in each SLO. | Demonstrates some use of specific and clear language; some use of awkward langue is present; focuses on two learning elements. | Exhibits wordiness and awkward use of language that is not clear to students. |

Bloom's Taxonomy of Cognitive Skills

Higher

Middle

Lower

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Blooms Category** | **Definition** | **Action Verb** | **What the**  **Teacher Does** | **Learning Activities** |
| **Knowledge**  Information Gathering | Recalling or remembering something without necessarily understanding, using, or changing it | Choose, cite, count, describe, define, draw, identify, indicate, know, label, list, locate, match, memorize, name, observe, point, quote, read, recall, recite, recognize, record, remember, repeat, report, reproduce, select, state, tell, underline, write | Directs  Tells  Shows  Examines | Lecture, reading, audio/visual, demonstration, question and answer period, memorize and recite |
| **Comprehension**  Deeper Understanding of Knowledge | Understanding something that has been communicated without necessarily relating it to anything else | Arrange, associate, clarify, compare similarities and differences, compute, convert, defend, derive, describe, diagram, discuss, distinguish, estimate, explain, extend, extrapolate, find, generalize, give examples, illustrate, infer, interpret, outline, paraphrase, predict, relate, restate, review, rewrite, summarize, transform, locate, report, translate | Demonstrates  Listens  Questions  Compares  Examines | Discussions, reflection, illustrate main idea, |
| **Apply**  Use of Knowledge | Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations | Add, apply, calculate, change, classify, collect, complete, construct, demonstrate, discover, divide, dramatize, draw, employ examine, graph, illustrate, interpolate, interpret, investigate, manipulate, modify, operate, organize, paint, practice, predict, prepare, produce, put in order, report, solve, show, schedule, sketch, subtract, summarize, translate, use | Shows  Facilitates  Observes  Criticizes | Role plays, case studies, fishbowl activities, construct a model, collection of photographs |
| **Analyze**  Compare and Contrast | Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles | Analyze, appraise, categorize, break down, combine, compare, contrast, criticize, debate, design, dissect, detect, deconstruct, develop, diagram, determine evidence and conclusions, differentiate, discriminate, distinguish, examine, experiment, focus, find coherence, identify, illustrate, infer, inspect, inventory, investigate, outline, point out, question, relate, separate, select, structure, subdivide, survey, test, utilize | Probes  Guides  Observes  Acts as a resource | Practice by doing, simulated job settings, write a commercial to sell a product, make a flow chart, put on a play or skit, write a biography, plan an event |
| **Evaluate**  Judging the Outcome | Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria | Assess, compare, conclude, coordinate, contrast, criticize, critique, decide, discriminate, estimate, evaluate, explain, grade, interpret, judge, justify, monitor, measure, rank, rate, recommend, revise, score, summarize, support, verify, value | Accepts  Lays bare the criteria  Harmonizes | Use in real situations, on the job training, create a new product, write a new language code and write in it, persuasively present an idea, devise a way to solve a problem, compose a rhythm or put new words to a song |
| **Create**  Original or new creation | Creating something new by putting parts of different ideas together to make a whole. | Argue for arrange, assemble, bring together, categorize, collect, combine, compile, compose, construct, create, deduce, design, devise, discover, drive, explain, formulate, generate, group, hypothesize, imagine, improve, induce, integrate, invent, manage, modify, order, organize, perform, plan, predict, prepare, present, prescribe, pretend, produce, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, solve (more than one answer), specify, suppose, transform | Reflects  Extends  Analyzes  Evaluates | Self study, learning through mistakes, create criteria to judge material, conduct a debate, write a half yearly report, |

**University of Oregon | Division of Student Affairs Source:** [**http://sa-assessment.uoregon.edu/ResourcesandTraining/WritingStudentLearningOutcomes.aspx**](http://sa-assessment.uoregon.edu/ResourcesandTraining/WritingStudentLearningOutcomes.aspx) **&** <http://www.csuchico.edu/vpaa/assessment/documents/WritingSLOs.pdf>