

Writing Outcomes



Parts of an Outcome

Condition

Under what circumstances is the student expected to perform?

Behavior

What is the student expected to do?

Criterion

Is the performance sufficient?

Conditions

- Given a set of whole numbers...
- In the presence of an audience..
- After a detailed examination of the causes...
- Given a list of chemical elements...
- By using the design principles...

Behavior (a measurable outcome)

- Describe
- Apply
- Analyze
- Support
- Evaluate
- Design

Criterion

Quality

- effectively, successfully

Accuracy

- precisely

Speed

- immediately, in two hours

Example

↓
criterion

behavior →

Design *functioning* programs

condition →

**using structured and
object-oriented approaches.**

Example



behavior

Develop strategies for broadening perspectives for reaching educational and personal goals.

Example

behavior



```
graph LR; behavior --> presentations; condition --> evidence; presentations --- evidence;
```

Prepare presentations

condition

using relevant evidence and examples from original sources.

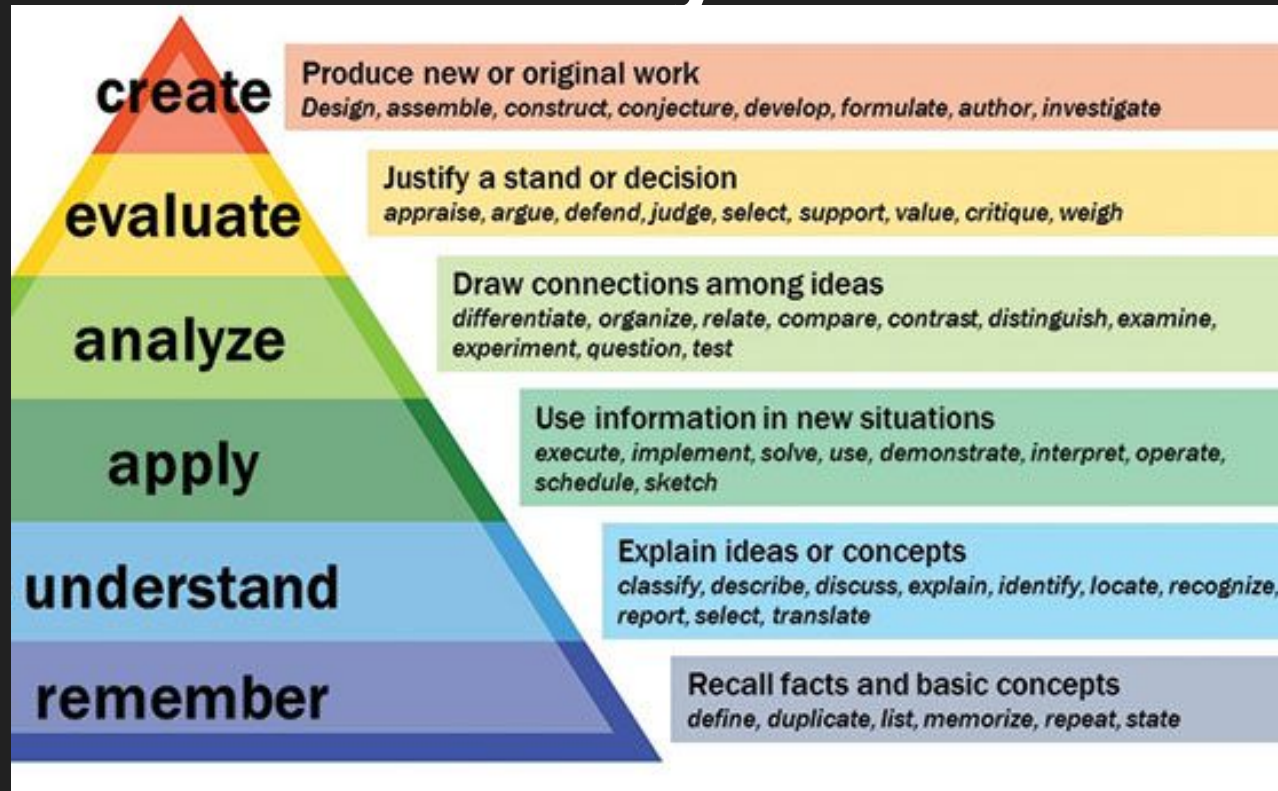
More Examples

- Design and implement a hardware component and/or system to meet desired needs
- Solve engineering problems related to computer systems and applications
- Produce a technical report by participating in the writing process of planning, drafting, revising and editing

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Bloom's Taxonomy



Action Verbs for **Create** Level

Can the student
create a new product
or point of view?

arrange

assemble

build

attach

combine

compile

design

develop

devise

discuss

elaborate

enforce

estimate

evaluate

integrate

invent

manage

modify

organize

perform

plan

predict

prepare

produce

propose

review

solve

test

verify

write

...

Action Verbs for **Evaluate** Level

Can the student
justify a stand or
decision?

appraise

argue

arrange

assess

compare

conclude

decide

defend

estimate

evaluate

explain

incorporate

interpret

judge

justify

manage

measure

predict

prioritize

prove

qualify

rate

recommend

reconstruct

review

set up

select

solve

supervise

support

...

Action Verbs for **Analyze** Level

Can the student distinguish between the different parts?

advertise

analyze

appraise

breakdown

calculate

categorize

compare

contrast

criticize

differentiate

distinguish

edit

examine

experiment

investigate

participate

question

review

simplify

test

...

Action Verbs for **Apply** Level

Can the student use
the information in a
new way?

apply	complete	estimate	modify
appraise	construct	experiment	operate
build	contrast	follow	organize
calculate	criticize	identify	plan
carry out	demonstrate	illustrate	practice
change	develop	interpret	produce
choose	diagnose	interview	relate
classify	dramatize	make use of	report

...

Action Verbs for Understand Level

Can the student explain ideas or concepts?

associate

classify

compare

contrast

convert

defend

demonstrate

describe

discuss

distinguish

estimate

explain

extend

generalize

give

examples

identify

indicate

illustrate

interpret

match

organize

outline

paraphrase

predict

recognize

relate

report

review

select

show

summarize

...

Action Verbs for Remembering Level

Can the student recall or remember the information?

define

describe

duplicate

enumerate

examine

identify

label

list

locate

match

memorize

name

observe

omit

outline

quote

recall

recognize

repeat

reproduce

select

state

tabulate

tell

visualise

Thank you!

blg@bilkent.edu.tr