

Learning outcomes should be **SMART**: **S**pecific, **M**easurable, **A**ttainable, **R**esults-focused, and **T**ime framed.

<b>Acronym</b>	<b>Definition</b>	<b>Example</b>
<b>Specific</b>	<ul style="list-style-type: none"> <li>• Tells what students should be doing to pursue the outcome.</li> <li>• Should include an <u>action verb</u> indicating what the learner will be able to do.</li> <li>• Should be something that can be seen or heard</li> </ul>	Instead of, "Demonstrate writing", or "write better", try, "Write an essay"
<b>Measurable</b>	<ul style="list-style-type: none"> <li>• Make the outcome quantifiable so that it can be measured.</li> <li>• Where applicable, indicate whether change is expected</li> </ul>	"Write a 300-500 word argumentative essay with fewer than 10 mechanical errors."
<b>Attainable</b>	<ul style="list-style-type: none"> <li>• The outcome must be able to be accomplished in the proposed time frame with the available resources and support.</li> <li>• Must fit in with the scope of the work in the course or activity.</li> <li>• Use short statements and avoid including multiple skills or tasks in one outcome statement.</li> </ul>	"As the final exam, the students will be able to write in 90 minutes a 300-500-word argumentative essay with fewer than 10 mechanical errors."
<b>Results-focused</b>	<ul style="list-style-type: none"> <li>• The outcome should provide a connection between the program's goal and the assignment.</li> <li>• The task must be relevant and have an impact on the program's goal.</li> </ul>	"Students will be able to apply Communications and Interpersonal Effectiveness competencies (Domain 3 in MHA Program Competency Model) to health services organizations."
<b>Time-framed</b>	<ul style="list-style-type: none"> <li>• The learning outcome must include the time frame in which the work is to be done.</li> </ul>	"Program participants will be able to apply all five elements of the SMART learning outcomes model with no mistakes by the end of the program."

*Adapted from: Zerwas and Calliotte, "Re-Opening the Assessment Toolbox", VAGDrive-In Workshop, Spring 2005.*

Diagram showing the Bloom's Taxonomy for the cognitive domain arranged as a pyramid from lower-order thinking skills to higher-order thinking skills.

Action Words for Learning Outcome Statements Aligned with Bloom's Taxonomy

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

