

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

Acronym	Definition	Example
Specific	- Tells what students should be doing to pursue the outcome. - Should include an <u>action verb</u> indicating what the learner will be able to do. - Should be something that can be seen or heard	Instead of, "Demonstrate writing", or "write better", try, "Write an essay"
Measurable	- Make the outcome quantifiable so that it can be measured. - Where applicable, indicate whether change is expected	"Write a 300-500 word argumentative essay with fewer than 10 mechanical errors."
Attainable	- The outcome must be able to be accomplished in the proposed time frame with the available resources and support. - Must fit in with the scope of the work in the course or activity. - Use short statements and avoid including multiple skills or tasks in one outcome statement.	"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."
Results-focused	- The outcome should provide a connection between the program's goal and the assignment. - The task must be relevant and have an impact on the program's goal.	"Students will be able to apply Communications and Interpersonal Effectiveness competencies (Domain 3 in MHA Program Competency Model) to health services organizations."
Time-framed	The learning outcome must include the time frame in which the work is to be done.	"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)

