

**Irvine Valley College
Instruction**

A Rubric for Rating the Quality of "Robust" Student Learning Outcomes (SLOs)
51512005

The learning outcome statement...	No or unsure (0)	Not quite (1)	Clearly YES (2)	Points
Describes a behavior or skill that is beyond recognition or recitation of content knowledge.				
Uses action verbs from Bloom's level 3 or higher* (see Bloom guide below).				
Specifies the conditions (e.g., given a case study, a set of data, tools, materials, media explanations of behavior).				
Is a real life skill that students will use beyond the end of the course.				
Would be considered a high priority learning outcome by most experts in the discipline.				
Has an explicit or implied standard of performance (e.g., a benchmark for excellence).				
Is amenable to assessment using a scoring rubric				
Is an overarching outcome (course or program) rather than smaller in scope (lesson or unit)				
Is a skill that represents thinking and/or behaving like the discipline expert (e.g., historian, neurologist, biologist, author)				
<i>Total Points =</i>				

***Bloom's Taxonomy Guide**

Level 3 - Application	Apply what was learned in the classroom to novel situations (e.g., apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, or write).
Level 4 - Analysis	Break down material or concepts into component parts so that the organizational structure may be understood (e.g., analyze, appraise, categorize, compare, contrast, criticize, differential, discriminate, distinguish, examine, experiment, question, test).
Level 5 - Synthesis	Use component parts to form a new whole, with emphasis on creating a new meaning or structure (e.g., arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up).
Level 6 - <u>Evaluation</u>	Judge the value of material (e.g., appraise, argue, assess, defend, estimate, judge, predict, rate, support, value, evaluate).