



More Fundamentals Module – Section 2

Instructions: Although there are no “hands-on” activities to complete, please take a few minutes to review the information below. The table provides examples of possible activities/assessments and performance measures for each objective type from Bloom’s Revised Taxonomy. Once you’re done, return to the module to continue on to the next section.

Type of Learning Objective	Examples of Types of Assessment	Examples of How to Measure
<p>Remember</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Recall Recognize 	<p>Objective Test items that require students to recall or recognize information:</p> <ul style="list-style-type: none"> Fill-in the Blank Multiple Choice items with question stems such as, “what is a...”, or “which of the following is the definition of) Labeling diagrams <p>Reciting (orally, musically, or in writing)</p>	<p>Accuracy – correct vs incorrect responses</p> <p>Item Analysis</p> <ul style="list-style-type: none"> Are there items that had higher error rates? Did some items result in the same errors?
<p>Understand</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Interpret Exemplify Classify Summarize Compare Explain 	<p>Papers, oral/written exam questions, class discussions, concept maps, or homework assignments that require:</p> <ul style="list-style-type: none"> Summarizing readings, films, speeches, etc. Comparing and/or contrasting two or more theories, events, processes, etc. Classifying or categorizing cases, elements, events, etc., using established criteria Paraphrasing documents or speeches Finding or identifying examples or illustrations of a concept, principle 	<p>Scoring or performance rubrics</p> <ul style="list-style-type: none"> Identify critical components of the work Discriminate between differing levels of proficiency in addressing the components
<p>Apply</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Execute Implement 	<p>Activities that require students to use procedures to solve or complete familiar or unfamiliar tasks;</p> <ul style="list-style-type: none"> Problem sets Performances Prototyping Simulations 	<ul style="list-style-type: none"> Accuracy scores Checklists Rubrics Primary Trait Analysis



More Fundamentals Module – Section 2

Type of Learning Objective	Examples of Types of Assessment	Examples of How to Measure
Analyze <i>Students will be able to:</i> <ul style="list-style-type: none">• Differentiate• Organize• Attribute	Activities that require students to discriminate or select relevant from irrelevant parts, determine how elements function together, or determine bias, values or underlying intent in presented materials: <ul style="list-style-type: none">• Case studies• Critiques• Labs• Papers/Projects• Debates• Concept Maps	<ul style="list-style-type: none">• Rubrics• Juries• External experts• Employers• Internship supervisors
Evaluate <i>Students will be able to:</i> <ul style="list-style-type: none">• Check• Critique	Activities that require students to reflect, test, monitor, judge or critique: <ul style="list-style-type: none">• Journals• Critiques• Problem Sets• Product Reviews• Case Studies	<ul style="list-style-type: none">• Rubrics• Juries• External experts• Employers• Internship supervisors
Create <i>Students will be able to:</i> <ul style="list-style-type: none">• Generate• Plan• Produce	Activities that require students to design and develop original artifacts: <ul style="list-style-type: none">• Research projects• Musical compositions• Performances• Essays• Business plans• Website design• Prototyping• Set design	<ul style="list-style-type: none">• Rubrics• Juries• External experts• Employers• Internship supervisors

From <http://www.cmu.edu/teaching/assessment/howto/basics/objectives.html>