

## Guidance: Measure and Outcome Alignment

**Type of Measure:** Direct Measure

**Example of Measure:** *Essay* is a piece of writing on a particular topic/subject. It is usually over 500 words and includes structured writing such as introduction, body, and conclusion.

| BLOOM'S LEVEL  | KNOWLEDGE   | UNDERSTAND   | APPLY   | ANALYZE   | EVALUATE   | CREATE   |
|--|---|--|---|---|--|--|
| <b>Appropriate Blooms verbs for this measure type</b>                        | Cite<br>Define  | Compare<br>Describe<br>Discuss<br>Explain<br>Express<br>Report<br>Review<br>Summarize    | Apply<br>Demonstrate<br>Interpret<br>Solve        | Analyze<br>Contrast<br>Differentiate<br>Distinguish<br>Examine<br>Outline<br>Point Out<br>Question            | Appraise<br>Argue<br>Assess<br>Compare<br>Conclude<br>Criticize<br>Critique<br>Defend<br>Evaluate<br>Judge<br>Synthesize       | Compose<br>Construct<br>Create<br>Design<br>Develop<br>Devise<br>Plan<br>Prepare<br>Produce<br>Write |
| <b>SAMPLE student learning objective at the COURSE level (more specific)</b> | <i>Define</i> the role of literary devices in Shakespeare's work.   | <i>Compare</i> the text, film, and theatrical versions of Shakespeare's Romeo and Juliet | <i>Interpret</i> allegory in Shakespeare's works. | <i>Contrast</i> the differences in the text, film, and theatrical versions of Shakespeare's Romeo and Juliet. | <i>Critique</i> the similarities and differences in the text, film, and theatrical versions of Shakespeare's Romeo and Juliet. | <i>Compose</i> an essay focusing on Shakespeare's works.   |
| <b>SAMPLE student learning outcome at the PROGRAM level (more broad)</b>     | <i>Example 1:</i> Students will develop and express ideas, opinions, and information in appropriate forms.<br><i>Example 2:</i> Students will analyze texts through primary and secondary research. |  |   |   |  |  |

**Type Sample Target:** 100% of students will earn a “meets expectations” or higher on all elements of the written communication rubric.

**Options for assessing:** AAC&U Written Communications Rubric, departmental developed rubric assessing written communication, departmental developed rubric assessing element(s) of the student learning outcome, discipline appropriate reliable and valid rubric.

For assistance with measure and outcome alignment, please contact Tara Rose ([trose@lsu.edu](mailto:trose@lsu.edu)) with questions.