

## I. Subject & Assignment (Re)Design–A Grid for Categorizing Intended Learning Outcomes (ILOs)

Core Knowledge What we expect students to learn	What we expect learners to do with that core knowledge					
	Remember	Understand	Apply	Analyze	Evaluate	Create
<b>Information</b> <i>Factual Knowledge</i>						
<b>Concepts</b> <i>Conceptual Knowledge</i>						
<b>Skills</b> <i>Procedural Knowledge</i>						
<b>Applications</b> <i>Conditional Knowledge</i>						
<b>Self-Mastery</b> <i>Metacognitive Knowledge</i>						

Adapted from a workshop handout prepared by Irina Elgort, Educational Technologist, University Teaching Development Centre, Victoria University of Wellington (20.08.05) and from Anderson, L. & Krathwohl, D.R. (Eds.) (2001). A Taxonomy for Learning, Teaching, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged Edition). New York: Allyn & Bacon.

## II. Course & Assignment (Re)Design–A Frame for Mapping Intended Learning Outcomes (ILOs)

### **Intended Learning Outcomes (ILOs)**

What & how well are students expected to know and be able to do by the end of course?

### **Diagnostic Assessments**

How will you find out what students already know and can do – and how well – re: ILOs, when they begin?

### **Major Learning Assignments/Tasks**

What will students actually do in order to develop/ practice/ master those Intended Learning Outcomes?

### **Formative Assessments**

How & when will you provide feedback for learning before high-stakes assessments?

### **Summative Assessments**

How & when will you assess, mark, and grade individual achievement of Intended Learning Outcomes?