

## Suggested Format for Your Full Set of Specific Learning Outcomes (SLOs)

1. List SLOs for each *major* topic area. The purpose is to make sure that you do not inadvertently focus too much or too little on just part of your overall achievement domain.
2. There need *not* be an SLO for every Bloom level under each topic.
3. You can use the *same* SLO for different topics (e.g., “Identify definitions”)
4. Give each *different* SLO a different identifying number (1.1, 1.2, etc.).
5. Make it clear what Bloom level each SLO applies to. You can do this by the way you number it (e.g., 1.x for knowledge, 2.x for comprehension—or K1, K2, C1, C2, etc.), or by simply writing (“knowledge,” etc. in parentheses at the end of the SLO.
6. It is common to have SLOs that cut across topics, so you may want to have a final topic category of “Relations among the Topics.”

### Example (based on first chapters in this course).

(1=remember, 2=comprehend, 3=apply, 4=analyze, 5=evaluate, 6=create)

#### History and controversy of testing

- 1.1 Identify definition of key terms
- 2.1. Select explanation of important events (e.g., trends in testing)
- 3.1 Predict reactions to proposed reforms
- 4.1 Analyze pros and cons of proposed reforms

#### Objectives of assessment

- 1.1 Identify definitions of key terms
- 2.2 Identify purpose of procedures (e.g., different forms of assessment)
- 4.2 Compare kinds of evidence required for kinds of validity
- 5.1 Evaluate appropriateness of sets of objectives
- 6.1 Construct table of specifications

#### Types of assessment and their proper use

- 1.1 Identify definitions of key terms
  - 3.2 Select best item type for a given purpose
- etc.

#### Relations among topics

- 6.2 Create a summative test

See next page for 2 ways to put these into a table of specifications. There are other ways too. The second may be the clearer portrayal of your achievement domain.

Topic/SLO	Remember	Comprehend	Apply .	Analyze	Evaluate	Create
1.1 Identify definitions	X					
2.1 Select explanations		X				
2.2 Identify purposes		X				
3.1 Predict reactions			X			
3.2 Select best item type			X			
4.1 Analyze reforms				X		
4.2 Compare evidence				X		
5.1 Evaluate objectives					X	
6.1 Construct table of specs						X
6.2 Create a test						X
Number of items						

OR

**Note: If you do it this way, you can just number the SLO's from 1-12, instead of 1.1, etc.**

Topic/SLO	Remember	Comprehend	Apply .	Analyze	Evaluate	Create
<b>History and controversy</b>						
1.1 Identify definitions	X					
2.1 Select explanations		X				
3.1 Predict reactions			X			
4.1 Analyze reforms				X		
<b>Objectives of assessment</b>						
1.1 Identify definitions	X					
2.2 Identify purposes		X				
4.2 Compare evidence				X		
5.1 Evaluate objectives					X	
6.1 Construct table of specs						X
<b>Types of assessment</b>						
1.1 Identify definitions	X					
3.2 Select best item type			X			
<b>Relations among topics</b>						
6.2 Create a test						X
Number of items						

Note: The X's will be replaced by question numbers after you have actually created your 40 MC questions and 3 restricted response questions (one of the three being a performance-based item). The 40 MC questions will be under the first 3 Bloom levels. Your restricted response questions should be targeted at the highest 3 levels (though pieces of them—or the entire performance-based item—might be at the apply level).