

**UNIVERSITY OF NAIROBI**

Department: \_\_\_\_\_ Course Code: \_\_\_\_\_

**Learning Outcome Assessment**

Standard PROG/STD/02, in the Universities Standards and regulations 2014, requires each level of academic programmes to be differentiated by specific attributes and specifies Bloom's Taxonomy as basis for the differentiation.

The following active verbs, when used in programme and component units learning objectives, and aligned with relevant subject benchmark descriptors, will locate the programme at the appropriate level in Blooms Taxonomy so as secure academic standards<sup>1</sup>.

1. Sections 1 to 3 are applicable to UNDERGRADUATE PROGRAMMES.
2. Sections 4 to 5 must be assessed in MASTERS PROGRAMME modules and assume sections 1 to 3 have been achieved in prior learning.
3. Sections 5 and 6 must be assessed in DOCTORAL PROGRAMME modules and are anchored on prior learning that will have enabled performance of tasks in sections 1 to 4.

**Instructions**

- This document can be used to plan and assess achievement of Learning Outcome objectives. It can be structured as a student self-assessment proforma to enable the students in a specific course module to perform self-assessment by themselves so as to determine what they have achieved through independent private study, group study, or facilitated learning sessions.
- The active verbs grouped under each section are separated in different rows for illustration only. The module developers are to choose relevant active verbs from the list and a subject-based object for each row.
- The evaluator (can be the facilitator in outcome assessment or the student if set out for self-assessment) completes the column on the right hand side by listing evidence sought or of what has been achieved to show that the student can perform the tasks.
- A tick should be placed in the box if the task is to be assessed or, if self-assessment by the student, the task can be performed comfortably. Where there is "and" or a comma, a tick is placed ONLY IF both sides of "and"/comma can be performed.

1. Facts to remember [Use relevant topic title as in course outline]. At the end of learning, can the student achieve the following with respect to objects in the subject area?	Summarize the task the student ought to have ability to perform as per any of the active verbs
<input type="checkbox"/> Define / Describe / Identify / Recognize;	
<input type="checkbox"/> Relate / Indicate / Draw / Memorize / Repeat;	
<input type="checkbox"/> Quote / Pronounce / State Name / Outline /	
<input type="checkbox"/> Point / List / Recall / Recite / Record;	
<input type="checkbox"/> Reproduce / Restate / Pick / Label?	
<input type="checkbox"/>	

<sup>1</sup> Reagan, P. (2008)



<b>2. Understanding/ Comprehension to demonstrate. At the end of learning, can the student achieve the following with respect to objects in the subject area?</b>	<b>Summarize the task the student ought to have ability to perform as per any of the active verbs</b>
<input type="checkbox"/> Classify / Clarify / Convert / Contrast;	
<input type="checkbox"/> Defend / Describe / Differentiate / Discuss;	
<input type="checkbox"/> Distinguish / Estimate / Explain / Equate;	
<input type="checkbox"/> Express/ Give examples / Group / Identify;	
<input type="checkbox"/> Interpret / Locate / Paraphrase / Predict	
<input type="checkbox"/> Reorder / Rephrase / Select / Sort / Specify;	
<input type="checkbox"/> Substitute / Summarize / Translate?	
<input type="checkbox"/>	
<b>3. Application to actual situations. At the end of learning, can the student achieve the following with respect to objects in the subject area?</b>	<b>Summarize the task the student ought to have ability to perform as per any of the active verbs</b>
<input type="checkbox"/> Apply / Change / Choose / Compute;	
<input type="checkbox"/> Demonstrate / Discover / Dramatize;	
<input type="checkbox"/> Employ / Illustrate / Implement / Manipulate;	
<input type="checkbox"/> Model / Operate / Execute / Practice;	
<input type="checkbox"/> Prepare / Produce / Relate / Schedule;	
<input type="checkbox"/> Show / Sketch / Solve / Use / Write	
<input type="checkbox"/>	
<b>4. Analysis – (breaking down objects or ideas into simpler parts and find evidence to support generalizations). At the end of learning, can the student achieve the following with respect to objects in the subject area?</b>	<b>Summarize the task the student ought to have ability to perform as per any of the active verbs</b>
<input type="checkbox"/> Analyze / Appraise / Arrange / Breakdown;	
<input type="checkbox"/> Criticize / Diagram / Discriminate / Distinguish;	
<input type="checkbox"/> Examine / Experiment / Illustrate / Infer;	
<input type="checkbox"/> Integrate / Model / Point out / Question;	
<input type="checkbox"/> Separate / Subdivide / Test.	
<input type="checkbox"/>	



<p><b>5. Evaluation – (Make and defend judgments based on internal evidence or external criteria). At the end of learning, can the student achieve the following with respect to objects in the subject area?</b></p>	<p><b>Summarize the task the student ought to have ability to perform as per any of the active verbs</b></p>
<p><input type="checkbox"/> Appraise / Argue / Assess / Attach / Choose;</p>	
<p><input type="checkbox"/> Compare / Conclude / Critique / Debate;</p>	
<p><input type="checkbox"/> Deduce / Diagnose / Defend / Evaluate;</p>	
<p><input type="checkbox"/> Forecast / Judge / Justify / Rate / Support;</p>	
<p><input type="checkbox"/> Value / Prioritize / Prove / Resolve.</p>	
<p><input type="checkbox"/></p>	
<p><b>6. Creation – (Putting elements together to form a coherent whole / reorganizing into a new pattern/structure) At the end of learning, can the student achieve the following with respect to objects in the subject area?</b></p>	<p><b>Summarize the task the student ought to have ability to perform as per any of the active verbs</b></p>
<p><input type="checkbox"/> Assemble / Categorize / Collect / Combine;</p>	
<p><input type="checkbox"/> Compile / Compose / Construct / Create;</p>	
<p><input type="checkbox"/> Design / Develop / Devise / Formulate;</p>	
<p><input type="checkbox"/> Generate / Modify / Plan / Prepare;</p>	
<p><input type="checkbox"/> Rearrange / Reconstruct / Rewrite / Set up;</p>	
<p><input type="checkbox"/> Synthesize / Theorize / Write.</p>	
<p><input type="checkbox"/></p>	
<p><b>Total ticks</b></p>	<p>Out of <span style="float: right;">% score</span></p>

**Interpretation:**

Group #		Applicable at Level	Total rows	Rows with ticks	% with ticks
1	Facts to remember	Undergraduate			
2	Understanding/ Comprehension to demonstrate	Undergraduate			
3	Application to actual situations	Undergraduate			
4	Analysis	Masters			
5	Evaluation	Masters/Doctoral			
6	Creation	Doctoral			
	<b>TOTAL</b>				