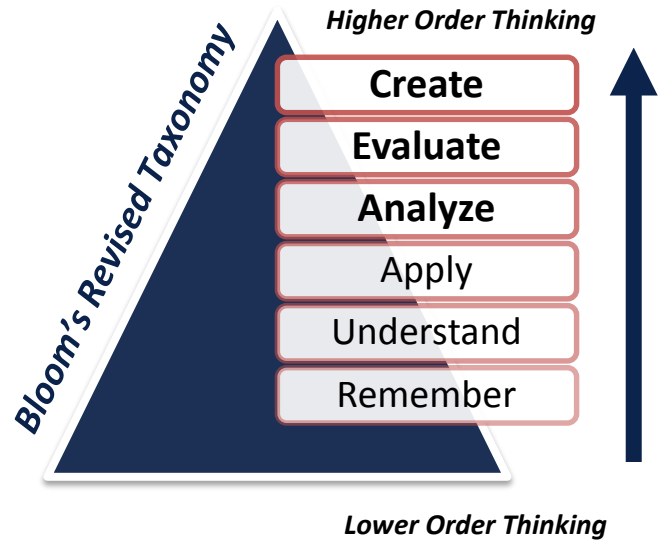


**100% Engagement and Bloom's Taxonomy Learning Domains**

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Higher order thinking skills are grounded in lower order skills such as Bloom's Taxonomy domains *remember* (recognize, identify), *understand* (explain, interpret), and *apply* (implement, execute) and are linked to prior knowledge of subject matter content, or beginning experiential activities and learning.

100% Engagement activities at the advanced or capstone level are associated with the delivery of experiences and achievement of higher order thinking skills *analyze* (differentiate, experiment), *evaluate* (critique, assess) and *create* (predict, test) domains of Bloom's Revised Taxonomy. Blooms Taxonomy verbs are used to create well-written student learning outcomes to ensure they are observable and measurable behaviors as a result of a 100% Engagement Experience.



**Bloom's Revised Taxonomy Learning Domain Verbs**

**ANALYZE: BREAKING DOWN KNOWLEDGE INTO PARTS AND SHOWING ORGANIZATIONAL PATTERNS AND INTERRELATIONSHIPS**

analyze	conclusion	divide	motive
argue	contrast	examine	relationships
categorize	discover	function	simplify
classify	dissect	inspect	survey
compare	distinguish	list	theme

**EVALUATE: PRESENT AND DEFEND OPINIONS BY MAKING JUDGEMENTS ABOUT INFORMATION, VALIDITY OF IDEAS, OR QUALITY OF WORK BASED ON A SET OF CRITERIA**

agree	decide	influence	prioritize
appraise	deduct	interpret	prove
assess	defend	judge	rate
award	determine	justify	recommend
choose	disprove	measure	select
conclude	evaluate	opinion	support
criteria	explain	perceive	value

**CREATE: COMPILER INFORMATION TOGETHER IN A DIFFERENT WAY BY COMBINING ELEMENTS IN A NEW PATTERN OR PROPOSING ALTERNATIVE SOLUTIONS**

adapt	create	formulate	plan
build	delete	happen	predict
change	design	imagine	propose
choose	develop	improve	solution
combine	discuss	invent	solve
compose	elaborate	modify	test
construct	estimate	originate	theory

**Main Components of a Student Learning Outcome**

**A**  
Audience

**B**  
Behavior

**C**  
Condition

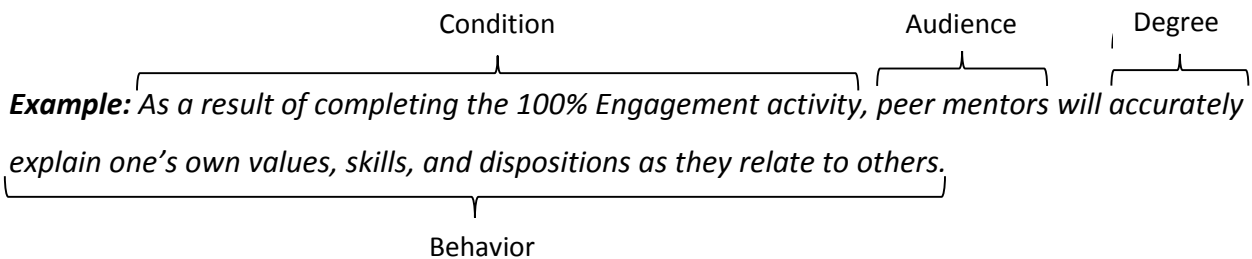
**D**  
Degree

**Audience:** Who are the student learners?

**Behavior:** What will the students be able to think, know, or do?

**Condition:** What 100% Engagement activity will occur?

**Degree:** How well or how much must the behavior be performed?



**List the main components of your 100% Engagement Student Learning Outcome**

Audience \_\_\_\_\_

Behavior \_\_\_\_\_

Condition \_\_\_\_\_

Degree \_\_\_\_\_

**Write your 100% Engagement Student Learning Outcome**

**Is your 100% Engagement Student Learning Outcome S.M.A.R.T.?**

Specific – Be explicit about what will happen, where, and to whom

Measurable – Establish concrete criteria for success

Achievable – Know the outcome is something your students can accomplish

Relevant – The outcome must be logically relevant to your objectives, goals, and mission

Time sensitive – The outcome should be bound to a specific time frame