

CALIFORNIA BAPTIST UNIVERSITY

**A Rubric: Basic Criteria for Evaluating a Measurable<sup>1</sup> Student Learning Outcome (SLO)**

CRITERIA	1 - Missed Altogether	2 - Vague	3 - Implied	4 - Clearly Stated
Stated in terms of the learner	Missed; not stated in student terms; focus is on content covered or instructor activities	Ambiguous; cannot discern readily that the emphasis is on student learners	Somewhat ambiguous; emphasis on student learners is implied	No ambiguity; it is a statement focusing clearly on student learning
Focuses on a specific learning domain (know, feel, or do <sup>2</sup> )	Missed; a specific learning domain is not evident or even included	Ambiguous; cannot discern readily the intended learning domain; questionable	Somewhat ambiguous; the learning domain is implied, but not stated clearly	No ambiguity; the learning domain is obvious in the wording, no doubts; stated clearly
Uses terms and language that facilitate “measurement” (feedback, evidence)	Missed; main verb and language in general do not lend themselves to knowing if the intended learning is achieved	Ambiguous; main verb and language in general are abstract; lacks adequate specificity; unsure when or how intended learning is achieved	Somewhat ambiguous; the main verb and language in general imply learning but; achievement left to implication or interpretation	No ambiguity; main verb and language in general are well chosen, no doubts; clearly identifies the intended learning
Sets forth a realistic and reachable expectation <sup>3</sup>	Missed; expected learning is unrealistic and not achievable	Ambiguous; cannot tell exactly if it is reachable; thus, it is hard to tell if it is realistic	Somewhat ambiguous; the expected learning is perhaps achievable, but perhaps not	No ambiguity; the learning expectation is realistic and achievable; stated clearly

<sup>1</sup> The term “measurable” is used to denote student learning outcomes that lend themselves to assessment. That is, the words, phrases, and syntax used clearly identify a result or product and facilitate or suggest ways it is possible to discern (assess) if the intended learning expressed in the statement is achieved (or is in process of being achieved).

<sup>2</sup> *Know* = Cognitive, *Feel* = Affective, *Do* = Psychomotor

<sup>3</sup> What is realistic and reachable differs based on available resources, the specific student level (undergrad, grad, etc.), and shared professional judgment.

**NOTE:** Read, *Writing Appropriate Student Learning Outcomes*, prior to using this rubric.