ACTION VERBS ---> ASSESSMENT TECHNIQUES

Concrete verbs such as "define," "apply," or "analyze" are more helpful for assessment than verbs such as "be exposed to," "understand," "know," "be familiar with."

Cognitive Learning	Action Verbs:	Assessment Techniques*:
Knowledge - to recall or remember facts without necessarily understanding them	arrange, define, duplicate, label, memorize, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote	Prior knowledge inventory, misconception/preconception check Focused listing, empty outlines Pre-post test, quiz, quick poll
Comprehension – to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report	Minute paper, muddiest (or clearest) point Observe and evaluate a student artifact or performance task using a rubric Directed paraphrasing Pre-post test, quiz Interviews
Application – to put ideas and concepts to work in solving problems	apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover	Observe and evaluate a student artifact, performance, or task using a rubric Directed paraphrasing, real-world application (apply learning in a new context) Test, quiz Job/internship evaluation, skill ratings
Analysis – to break information into its components to see interrelationships and ideas	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer	Pro and con grid, categorizing grid, compare and contrast, concept maps Observe and evaluate a student artifact, performance, or task using a rubric Journaling Job/internship evaluation, skill ratings
Synthesis – to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, rewrite, integrate, create, design, generalize	Observe and evaluate a student artifact, performance, or task using a rubric Observe and evaluate group work Concept maps Student portfolios Job/internship evaluation, skill ratings
Evaluation – to judge the value of information based on established criteria	appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize	Reflection component of a portfolio or experience Journaling Peer evaluation
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support	Reflection component of a portfolio or experience Journaling Observe and evaluate group work Surveys, interviews, focus groups

*Many of the above are specific Classroom Assessment Techniques (CATs) and more details on how to implement each can be found here:
50 CATs by Angelo and Cross – Compiled by Cunningham and Moore: http://tep.uoregon.edu/resources/newteach/fifty_cats.pdf

Other types of outcomes:	Retention, graduation, student success	Tracking students over time, analysis using institutional data, student achievements
	Satisfaction	Surveys, interviews, focus groups, program evaluation forms, point-of-contact evaluation
	Capacity	Service utilization trends, needs assessment, budget analysis, projections
	Reaching target population	Tracking program participation by demographics, surveys, focus groups, analysis using institutional data
	Efficiency of processes and organization	CAS Standards