

# Examples: Communicating the link between outcomes and assessments to students

*Excerpted from HOPR 3700: "In the Wild West"*

## COURSE COMPETENCIES AND LEARNING OUTCOMES

A **course competency** is an academic area in which I expect you will improve upon or strengthen during your time spent on required and supplementary readings and activities designed to help you learn. Competencies are gained as students complete learning outcomes. Multiple learning outcomes are required to meet a competency.

In this course you will deepen your ability to **inquire** creatively and critically, which are essential skills that will help you move toward your academic, professional, and personal goals and successes. We will **connect** how deep creative thinking applies to your life beyond the walls of this classroom. In general, this course should strengthen your communication, research, presentation, and analytical thinking and writing skills, and your close reflection should **transform** your awareness of how you learn. Finally, you will **share** your findings with the greater community through a group project of your design.

Course competencies are the focus of the required self-assessments.

A **learning outcome** is a measurable skill that will be assessed throughout the course. Individual assignments in this course each fulfill one or more learning outcome.

As an active participant in this course, students will:

1. Understand how different populations and cultures in the American West have been portrayed in popular culture [**inquire/connect**];
2. Analyze and interpret primary and secondary source materials as artefacts that reveal information about individual and cultural ideals and beliefs [**inquire/connect**];
3. Understand the interconnectedness of history, popular culture, and tourism in the creation of a contemporary western imagination [**inquire/connect**];
4. Use artistic approaches to think through challenging ideas; employ creativity as a means to answer academic questions and create academic responses [**transform/share**];
5. Articulate the ways in which these studies could integrate into our daily lives, belief systems, family systems and traditions, work and economic systems, other studies at BSU or elsewhere, and more [**transform/share**];
6. Cultivate an ability to write/present substantive revisions [**transform/share**].

## ASSESSMENT OF COMPETENCIES AND LEARNING OUTCOMES:

*What does it mean to be a member of the honors community?*

As a member of the honors community, we expect that you'll excel. Your instructors, the director, and the program office will do all that we can to support you in this endeavor! Because our focus is helping you think, write, and speak at a high level, in this particular class, we remove grading/scoring from individual assignments – such an approach is intended to motivate students to master the course competencies and learning outcomes of a course instead of motivating students through a desire to achieve a “good grade.”

**Excel/Revise [E/R] GRADING:** Honors community members generally seek to earn “A” or “B+” level work, so in this class, the score of “E” (Excel) falls within this range. Written work that falls below B+ range is scored as an “R” (Revise). Community members may revise (using the revision policy and process) until the work falls within the “E” range, which indicates that the assignment moves the community member towards mastery of the associated learning outcome.

Assignments that “Excel” lead toward your final letter grade in the course. Assignments to be “revised” will only lead toward the final letter grade upon satisfactory revision (which may include multiple revisions).

This grading system takes the focus away from grades/scores, is less subjective and, thus, fairer to you. Instead, the focus is on the tasks that we need to accomplish together in this class. While it may seem a strange system for you at the outset, most students eventually find freedom from stress and worry because they know they may revise should they (unintentionally) not meet the expectation on a paper. An added reward is that if you excel on the first try, you need not revise. However, a word of caution—doing so is challenging because the standard for excellence is set high and is intended to promote work about which you will be proud.

### **IN THIS CLASS, MAJOR ASSIGNMENTS THAT EXCEL WILL RECEIVE AN “E” AND FULL “CREDIT”.**

In general, written and oral/group assignments that deserve to excel are those that take the material far beyond the basic requirements of the assignment. Excellent assignments are carefully written/planned; raise a number of questions about the material at hand; address the reading and/or research material as specifically as possible; seem comprehensive in their scope YET instead of addressing ALL materials, they find a specific angle, lens, or path through the material that imbue your written assignments and presentations with depth and critical insight. Excellent assignments and visual aids contain few to no spelling, mechanical, or grammatical errors. Excellent assignments always give proper credit to resources.

**IN THIS CLASS, MAJOR ASSIGNMENTS THAT DO NOT EXCEL WILL RECEIVE AN “R” AND ZERO CREDIT. TO RECEIVE CREDIT, YOU ARE EXPECTED TO REVISE.**

In general, assignments that need improvement lack excellence, which means that the writer/speaker may have fulfilled the basic parameters of the assignment but did little more with the materials. These written or oral assignments often appear superficial in their approach to the materials; lack detail; or manifest a lack of attention to the reading assignments, production, or research. Often the assignment is missing a key point or issue or maintains a position without sufficient support or clarification. These assignments may or may not contain grammatical and spelling concerns and/or may or may not properly cite resources. Additionally, these assignments may or may not include plagiarism.

**ON DRAFTS:** One of the most important parts of this course is learning to revise thoroughly and beyond simple edits. You should recognize that a first draft ALWAYS leaves room for improvement; however, you should still ALWAYS submit the best work you can in the present moment. On drafts, you will earn a score of either “E” or “R”, and feedback that includes a focus on organization, content development, purpose statements, and main ideas, in addition to mechanics and syntax. It is YOUR responsibility to seek feedback beyond the instructor’s thoughts in order to craft the best revision possible should you decide to revise. Keep in mind—ALL drafts are expected to be “FINAL DRAFTS” (in other words, you should have already revised on your own **many times** before handing in a “draft” to the instructor).

**ON REVISIONS:** Your revisions should be significantly stronger than your drafts. You should focus not only on incorporating the instructor’s (or peers’) original notes but also on critiques you receive from the writing center, your family, friends, and other honors community members. Make sure you focus your revisions on altering not only editing changes but also on organization, content development, purpose statements, main ideas, and other areas of high order concern. Revisions may receive scores that “E” or “R” (again) regardless of the quality of the first draft. Remember that good writing occurs during the revision process and RARELY in the drafting process [Example: Dr. Ellison once revised a published essay 26 times]. **With all revisions, you must include: a summary of how you addressed the instructor’s initial notes AND other help you sought; a description of how you incorporated these critiques; and a justification of why you feel you should “E” the assignment this time.** Revision summaries will be approximately 250 words and should be formatted into the SAME document (at the start) as the revision itself. Please submit the original assignment and notes alongside the revision.

### **Course Assessment Details**

All written assignments, presentations, and group projects are due on the date listed in the course calendar.

*This is just ONE example of how I ask students to consider the course outcomes consciously. It’s probably the most important example because self-assessment and critical reflection are key to making the revise/excel grading system function.*

<b>Self-Assessments (full semester)</b>
<u>Pre-Class Assessment:</u> To provide a base-line for your main mid-and-final-self-assessments, spend some time reflecting about the <b>course competencies</b> (inquire, connect, transform, share, p. 6). What are your

strengths and weaknesses related to these competencies? What do you hope to improve upon in this class? What strengths do you have to share with others? How do you envision the Revise/Excel grading system and the series of required self-assessments contributing to your growth? 2.5 – 3 pages. Due: 9/8 by 11:59 p.m.

Mid-Term Self-Assessment:

Review the **course competencies and learning outcomes** for the class on page 6 of this syllabus—what progress are you making toward achieving these outcomes? Are there things we might do differently to strengthen your progress? In addition, outline your productive failures thus far in this class, what you learned from them, and how these failures might influence your choices going forward, either in class or in daily life. 2.5 – 3 pages. Due: 10/29 by 11:59 p.m.

Final Self-Assessment:

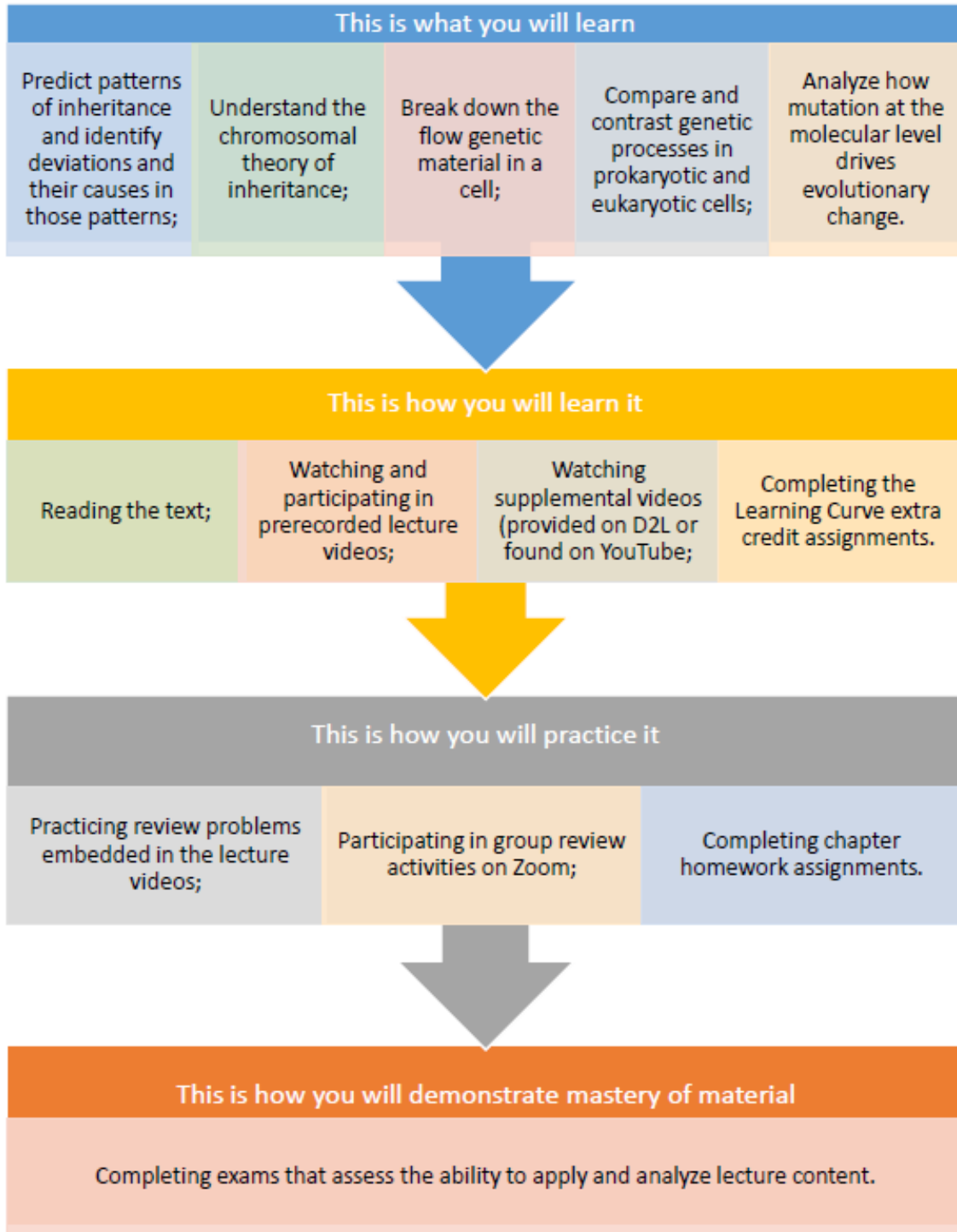
Review the **course competencies and learning outcomes** for the class on page 6 of this syllabus—what progress did you make toward achieving these outcomes? Review the initial and mid-term self-assessment documents. How have you grown as a scholar, author, speaker, or creative thinker? How could you use the concept of productive failure to continue growing in these areas beyond this class? Give yourself a final letter grade for the class and justify your score using evidence/examples. 3+ pages. Due: 12/10 by 11:59 p.m.

In other assignments, I ask students to identify the competencies and learning outcomes the assignments engage with and then I ask them to create a paragraph to reflect on how their achievements on the assignment impacts their progress in the competency and outcome area.

For my honors courses, I ask students to identify the outcomes themselves. For my other classes, I identify the outcomes for the students but I ask them to engage in a similar process of reflection.

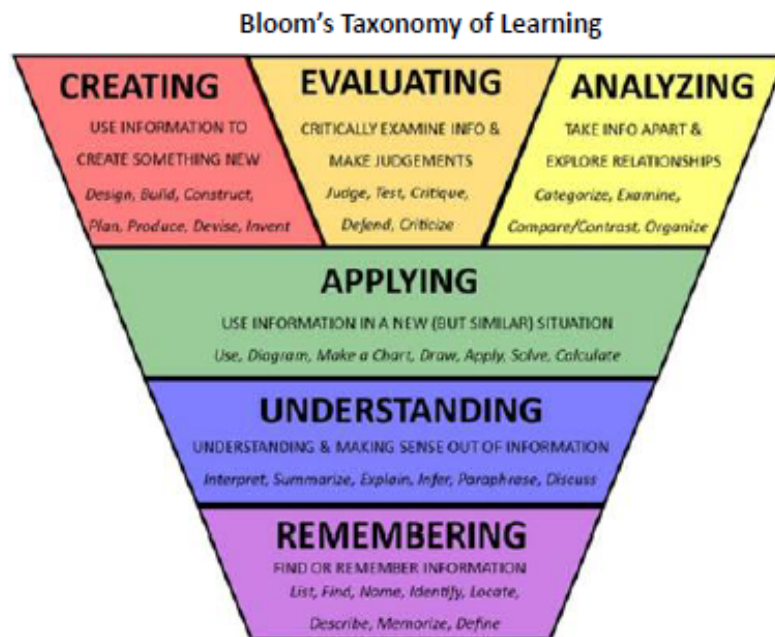
# Student Learning Outcomes

These are the goals we have for our student to learn or accomplish by the end of the semester.



## Assessment and Evaluation

All assessments and means of evaluation are design to build on the learning process. I will be using the levels of Bloom's taxonomy to describe the goal of each assessment. The learn and practice assessments have built in mechanisms that allow for collaboration or trial and error (we all learn best from our mistakes).



### Learn

**Learning Curve Assignments** - These assignments are designed to help you learn the definitions or basic concepts of the chapter. They will assess students' ability to remember or understand chapter content. These assignments are completed on the Sapling site. You can earn full credit for these assignments once you complete all topic areas. Questions in topic areas are asked until the correct answer is achieved, therefore, a wrong answer will not count against you. Rather it is an opportunity to revisit and learn. The Learning Curve assignments are extra credit, and therefore optional and are worth 2 to 3 points. Assignments are due Fridays at 11:59 pm. Late submissions are not accepted. Grades are available in D2L upon submission.

**Lecture Questions** – Questions are embedded in the prerecorded instructional videos on D2L to assess the students' ability to remember and understand the lecture content. There are two to four questions in each video. Students may attempt the questions for an individual lecture five times, with the best attempt recorded. Grades will be available in D2L upon submission. There is no due date for the lecture questions, however, it is strongly encouraged that students follow the course schedule listed in this syllabus.

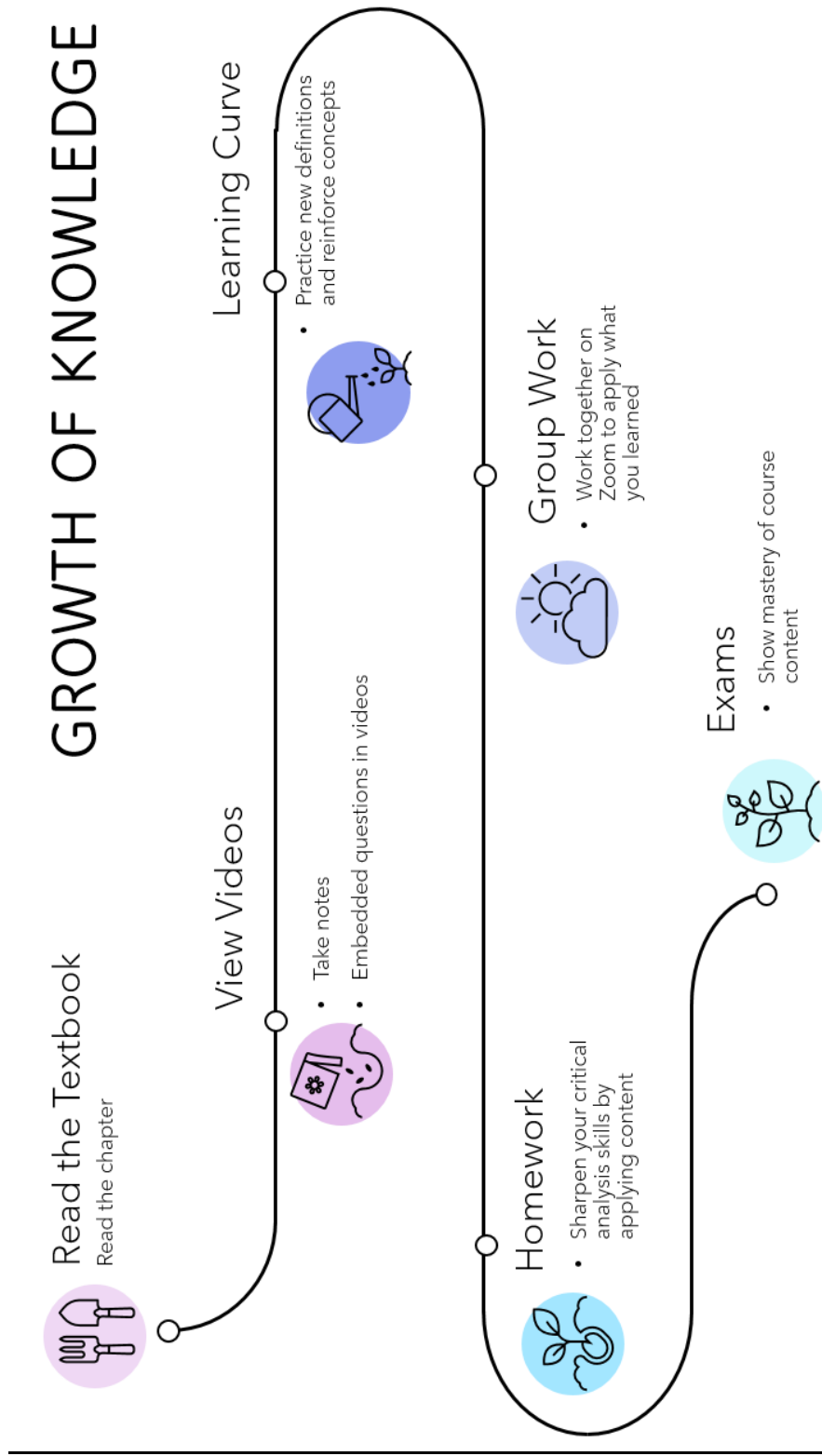
## Practice

**Homework** – Chapter homework assignments allow you to practice applying the lecture content to problems and real-life situations. These assignments are completed on the Sapling site. If you answer a question incorrectly, feedback and a hint will be immediately provided, and you have a chance to attempt to answer again. Subsequent answers will be deducted 5% per try. As the concepts in genetics build upon themselves, it is important that you complete the homework assignments prior to starting the next chapter. Late homework assignments will be accepted but are deducted by 5% per day.

**Group work** – You will have the opportunity to discuss and collaborate with your classmates to complete group assignments on Zoom. Students will work together in small groups to complete an assignment that assesses the groups' ability to evaluate and analyze course content or have a productive dialogue about a topic relating to genetics. On the first day of the semester, the class will work together to establish set of community norms that the class will be held to. The majority of the work will be done in the synchronous Zoom meetings (Mondays at 9:00 – 9:50 am), however, there may be the need to finish the group assignment outside of that time. Because this is a collaborative process, you do need to be present to complete the task. However, I do acknowledge that there will be times when it is not possible for you to attend a scheduled Zoom meeting. To accommodate for what life throws at us, you may drop one group work assignment.

## Mastery

**Exams** – Exams will assess your ability to apply and analyze lecture and reading material. Exams will be administered on D2L synchronously on Mondays from 9:00-9:50 am. I ask that you are on Zoom with your video on during the exam. This will help be ensure that everyone is representing themselves. You will need an authorized excused absence (see course policies) in order to schedule the exam at a different time. There will be four exams throughout the semester that will cover everything since the last exam. The final exam will cover the final lectures and will be cumulative. The final exam is scheduled for Wednesday, May 5 at 9:00 – 9:50 am.





Example of an outcomes and assessment table for a syllabus

	<b>This is what you'll learn</b>	<b>This is how you'll learn it</b>	<b>This is how you'll show you've learned it</b>
Outcome #1	Explain the cardiac conducting system.	<ul style="list-style-type: none"><li>•Quiz</li><li>•Homework worksheet</li><li>•Virtual ECG lab activity</li></ul>	<ul style="list-style-type: none"><li>•ECG case study</li></ul>
Outcome #2	Identify the parts of a heart.	<ul style="list-style-type: none"><li>•Field trip autopsy</li><li>•Sheep heart dissections</li></ul>	Practical exam on the heart
Outcome #3	Compare and contrast the benefits of transplanting a mechanical vs. a xerograph heart.	<ul style="list-style-type: none"><li>•Group case studies</li><li>•Class role-playing debate</li></ul>	Formal Presentation

### Module 3 Objective and Instructions

**Topic:** Immune System

**Dates:** September 14-20

**Description:** This module will cover the basic organization and function of the immune system and compare innate and acquired immunity. Discussion of hypersensitivities and immune disorders will help apply the concepts of the immune system.

#### Module Learning Objectives (MLO):

By the end of this module, students will be able to:

- MLO1- Describe the function of the immune system. (CLO3, CLO5)
- MLO2- Differentiate between innate and acquired immunity. (CLO 3)
- MLO3- Compare the types of hypersensitivity. (CLO5)
- MLO4- Analyze how immune dysfunction leads to disease. (CLO1, CLO 2, CLO5)

#### To do List:

##### Activities:

1. Watch video 1 – Immune Cells and Innate Immunity (MLO 1, MLO3)
2. Watch video 2 – Acquired Immunity (MLO3)
3. Watch video 3 – Hypersensitivity of the Immune System (MLO3)
4. Watch video 4 – Immunodeficiency Syndromes (MLO4)
5. (Optional) – Read Chapter 5 in Robbin's Pathology (MLO1-4)

#### Assessments:

1. FlipGrid Weekly Discussion (MLO1-4)
  - Instruction sheet on D2L
    - Initial Video
      - Post by Sep 18
    - Response Video
      - Post by Sep 22
2. Quiz (MLO1-MLO4)
  - D2L
    - Due Sep 20

#### Course Learning Outcomes (CLO):

At the end of the semester, students will be able to:

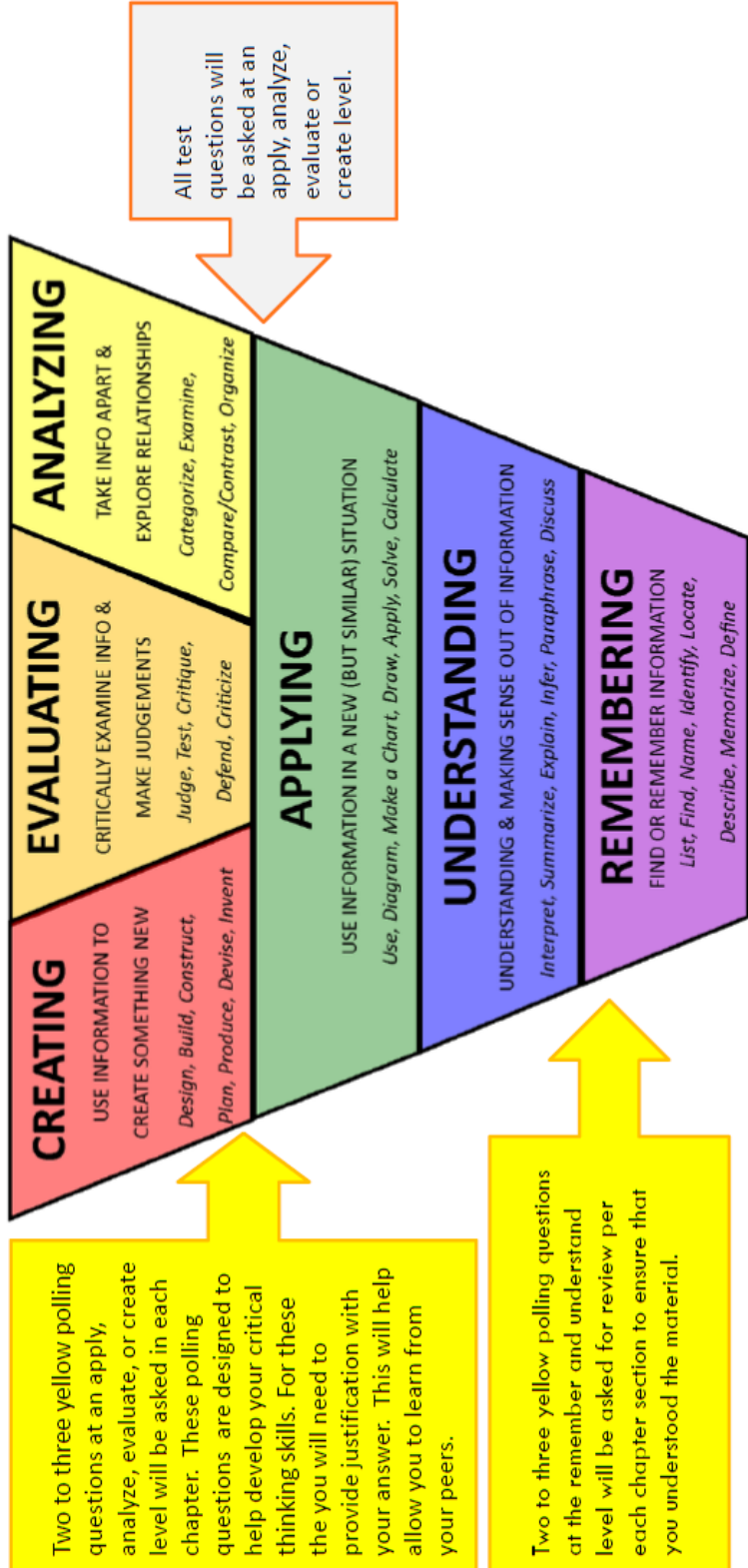
- CLO1- Identify the principles of pathology and how they relate to human disease.
- CLO2- Compare anatomical structures between health and diseased organ systems and tissue.
- CLO3- Analyze how cellular function influences disease processes.
- CLO4- Evaluate treatment options for diseases.
- CLO5- Describe how disruption of homeostasis of an organ system leads to disease.

## **Exam 1 breakdown - BIOL 1111**

<b>Chapter Learning Objective</b>	<b>Number of questions</b>
Chapter 1	
•Distinguish the difference between anatomy and physiology.	3
•Describe the scientific method.	3
•Identify the levels of organization in living organisms.	2
•Describe the characteristics that distinguish living things from non-living things.	2
•Apply the principles of homeostasis.	7
•Identify the types of gradients within the body.	2
Chapter 2	
•Distinguish between the types of ions.	1
•Define the types of chemical bonds.	2
•Describe the biologically important properties of water.	2
•Define acid and base and interpret the pH scale.	3
•Define the fundamental types of chemical reactions.	3
•Identify factors that govern the speed and direction of a reaction.	2
•Compare and contrast the types and functions of the organic biomolecules.	8
Chapter 3	
•Describe the structural and functional features of the plasma membrane.	4
•Compare and contrast the methods of membrane transport.	6
•Explain the process of osmosis and identify its significance in the body.	4
•Describe the structural and functional features of cellular organelles.	6
Total number of questions	60

# Bloom's Taxonomy

- Bloom's taxonomy categorizes the levels of cognitive learning.



<http://blog.curriculet.com/38-question-starters-based-blooms-taxonomy/>

*Using Outcomes to Address a Student Concern  
Example from HUM 1100: Human Culture and Ideas*

I was regularly getting feedback in my HUM 1100 class about the weekly annotated bibliography assignment being “busy work.”

Upon reflection, I realized this problem one of framing the assignment as related to course outcomes. I assumed the students would recognize the use-value/purpose of the assignment as it related to the learning outcomes of the class. They did not. Once I clearly articulated how the assignment related to the outcomes of the class, the feedback did a 180. The assignment went from being perceived of as the least valuable to the most valuable aspect of the class. I changed nothing about the assignment itself, only the way I framed the assignment for the students.

Here are the course competencies/outcomes as well as the before/after assignment description from the syllabus.

**COURSE COMPETENCIES:**

A course competency is an academic area in which I expect you will improve upon or strengthen during your time spent on required and supplementary readings and activities designed to help you learn. The four overarching competencies are:

- Improve critical reading and analytical thinking skills
- Develop academic writing & communication skills
- Engage in creative thinking and problem-solving skills
- Explore failure as a generative experience and take an academic “risk”

**LEARNING OUTCOMES:**

Learning outcomes in this class are based on Liberal Education Goal Areas 6 and 8. As an active participant in this course, students will:

- Expand knowledge of the human condition and culture as represented in the arts
- Explore how the arts and humanities influence our understandings of the world
- Articulate an informed response to various artistic works and humanities texts
- Explore empathy and compassion as ways to understand cultures different from your own

**BEFORE: Annotated Bibliography**

As you read, to prepare to write an annotation:

1. Identify the THESIS.
2. Identify the INTRODUCTION & CONCLUSION.
3. Identify TOPIC SENTENCES.
4. Create a visual map OR outline (whichever works for you) that incorporates all of these above components (1-3) alongside a brief snapshot of supporting evidence for each component.
5. Identify to the side, any words you looked up and their definitions.

6. What is the purpose of the article? DID THE AUTHOR SUCCEED IN THE PURPOSE?
7. Describe the tone of the article (the author's voice). How does the tone/voice help or hinder the author in achieving his or her purpose?
8. To which rhetorical approach does the author appeal (ethos, logos, or pathos)? And what is the significance of this appeal?
9. What assumptions does the author make and how do those assumptions affect your understanding of his/her purpose?
10. What questions remain after your final read?

Write the annotation:

1. Write an annotation for the bibliographic source. Annotations include
  - a. Find and articulate the work's thesis
  - b. A two – three sentence summary of the work's essential ideas in your own words (For summary guidelines, see Austin, "Summarizing" pp. 617)
  - c. Your thorough evaluation of the source's main ideas, arguments, rhetorical approach. Analyze how the source is organized and why the organizational approach is important (see Austin, "Identifying Patterns," pp. 612 – 614). Use the above questions and the "Annotating" section of your textbook (Austin, 608 – 611).
  - d. To annotate visual texts, see Austin, "Reading Visual Texts" (614 -616) to guide your annotation.
2. Consult the MLA Style Guide or Purdue OWL Online MLA Style Guide (links on D2L in "Supplementary Materials") to familiarize yourself with the general guidelines used to create a "Works Cited" page as well as the specific guidelines for parenthetical citations within your writing.
3. Write the specific citation that accompanies your annotation.
4. PARTICULARS:
  - a. 150 - 200 words PER annotation
  - b. Double-spaced
  - c. Alphabetize

AFTER: Annotated Bibliography

*[I simply added this statement to the top of the assignment page.]*

**Why do we annotate?** When we think about the weekly annotations as a tool to help you think through the course material, we see that they are integral to helping us to expand our knowledge of the human condition. As your annotations gain complexity, you'll begin to integrate your own thoughts and perspectives into the assignment, which will help you explore how the arts and humanities influence your understanding of the world. Annotating regularly will help you to develop your writing and academic communication skills. At the end of the semester, the combined and revised annotated bibliography represents your informed response to the various artistic works and humanities texts we engage with over the course of the semester.

Contact:

Season Ellison ([season.ellison@bemidjistate.edu](mailto:season.ellison@bemidjistate.edu))

← LOW LEVEL THINKING SKILLS →

**Knowledge**

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Comprehension**

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

**Application**

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

**Key words:**

- |           |           |       |
|-----------|-----------|-------|
| Choose    | Observe   | Show  |
| Copy      | Omit      | Spell |
| Define    | Quote     | State |
| Duplicate | Read      | Tell  |
| Find      | Recall    | Trace |
| How       | Recite    | What  |
| Identify  | Recognise | When  |
| Label     | Record    | Where |
| List      | Relate    | Which |
| Listen    | Remember  | Who   |
| Locate    | Repeat    | Why   |
| Match     | Reproduce | Write |
| Memorise  | Retell    |       |
| Name      | Select    |       |

**Key words:**

- |             |               |           |
|-------------|---------------|-----------|
| Ask         | Extend        | Outline   |
| Cite        | Generalise    | Predict   |
| Classify    | Give examples | Purpose   |
| Compare     | Relate        | Relate    |
| Contrast    | Illustrate    | Rephrase  |
| Demonstrate | illustrate    | Report    |
| Discuss     | Indicate      | Restate   |
| Estimate    | Infer         | Review    |
| Explain     | Interpret     | Show      |
| Express     | Match         | Summarise |
|             | Observe       | Translate |

**Key words:**

- |             |             |           |
|-------------|-------------|-----------|
| Act         | Employ      | Practice  |
| Administer  | Experiment  | Relate    |
| Apply       | with        | Represent |
| Associate   | Group       | Select    |
| Build       | Identify    | Show      |
| Calculate   | Illustrate  | Simulate  |
| Categorise  | Interpret   | Solve     |
| Choose      | Interview   | Summarise |
| Classify    | Link        | Teach     |
| Connect     | Make use of | Transfer  |
| Construct   | Manipulate  | Translate |
| Correlation | Model       | Use       |
| Demonstrate | Organise    |           |
| Develop     | Perform     |           |
| Dramatise   | Plan        |           |

**Actions:**

- Describing
- Finding
- Identifying
- Listing
- Locating
- Naming
- Recognising
- Retrieving

**Outcomes:**

- Definition
- Fact
- Label
- List
- Quiz
- Reproduction
- Test
- Workbook
- Worksheet

**Actions:**

- Classifying
- Comparing
- Exemplifying
- Explaining
- Inferring
- Interpreting
- Paraphrasing
- Summarising

**Outcomes:**

- Collection
- Examples
- Explanation
- Label
- List
- Outline
- Quiz
- Show and tell
- Summary

**Actions:**

- Carrying out
- Executing
- Implementing
- Using

**Outcomes:**

- Demonstration
- Diary
- Illustrations
- Interview
- Journal
- Performance
- Presentation
- Sculpture
- Simulation

**Questions:**

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did \_\_\_\_\_ happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ...?
- When did \_\_\_\_\_ happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

**Questions:**

- Can you explain what is happening . . . what is meant . . .?
- How would you classify the type of ...?
- How would you compare ...?contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

**Questions:**

- How would you use...?
- What examples can you find to ...?
- How would you solve \_\_\_\_\_ using what you have learned ...?
- How would you organise \_\_\_\_\_ to show ...?
- How would you show your understanding of ...?
- What approach would you use to...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

**Bloom's Taxonomy: Teacher Planning Kit**



## Analysis

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

### Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relation-
Categorise	Highlight	ships
Cause and effect	In-depth discussion	Reorganise
Choose	Inference	Research
Classify	Inspect	See
Differences	Investigate	Select
Discover	Isolate	Separate
Discriminate	List	Similar to
Dissect	Motive	Simplify
Distinction	Omit	Survey
Distinguish	Order	Take part in
Divide	Organise	Test for
Establish	Point out	Theme
		Comparing

### Actions:

Attributing  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Questions:

What are the parts or features of ...?  
How is \_\_\_\_\_ related to ...?  
Why do you think ...?  
What is the theme ...?  
What motive is there ...?  
Can you list the parts ...?  
What inference can you make ...?  
What conclusions can you draw ...?  
How would you classify ...?  
How would you categorise ...?  
Can you identify the difference parts ...?  
What evidence can you find ...?  
What is the relationship between ...?  
Can you make a distinction between ...?  
What is the function of ...?  
What ideas justify ...?

## Synthesis

To *change* or *create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

### Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

### Actions:

Constructing  
Designing  
Devising  
Inventing  
Making  
Planning  
Producing

### Outcomes:

Advertisement  
Film  
Media product  
New game  
Painting  
Plan  
Project  
Song  
Story

### Questions:

What changes would you make to solve...?  
How would you improve ...?  
What would happen if...?  
Can you elaborate on the reason...?  
Can you propose an alternative...?  
Can you invent...?  
How would you adapt \_\_\_\_\_ to create a different...?  
How could you change (modify) the plot (plan)...?  
What could be done to minimise (maximise)...?  
What way would you design...?  
Suppose you could \_\_\_\_\_ what would you do...?  
How would you test...?  
Can you formulate a theory for...?  
Can you predict the outcome if...?  
How would you estimate the results for...?  
What facts can you compile...?  
Can you construct a model that would change...?  
Can you think of an original way for the ...?

## Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we know?	Select
Convince	Importance	Support
Criteria	Infer	Test
Criticise	Influence	Useful
Debate	Interpret	Validate
Decide	Judge	Value
Deduct	Justify	Why
Defend	Mark	
Determine		

### Actions:

Attributing  
Checking  
Deconstructing  
Integrating  
Organising  
Outlining  
Structuring

### Outcomes:

Abstract  
Chart  
Checklist  
Database  
Graph  
Mobile  
Report  
Spread sheet  
Survey

### Questions:

Do you agree with the actions/outcomes...?  
What is your opinion of...?  
How would you prove/disprove...?  
Can you assess the value/importance of...?  
Would it be better if...?  
Why did they (the character) choose...?  
What would you recommend...?  
How would you rate the...?  
What would you cite to defend the actions...?  
How would you evaluate ...?  
How could you determine...?  
What choice would you have made...?  
What would you select...?  
How would you prioritise...?  
What judgement would you make about...?  
Based on what you know, how would you explain...?  
What information would you use to support the view...?  
How would you justify...?  
What data was used to make the conclusion...?