# Assessment Field Notes

## Resource for Teaching

### Plan: Align Course-level Outcomes & Opportunities

If you want students to:

<table>
<thead>
<tr>
<th>remember</th>
<th>understand</th>
<th>apply</th>
<th>analyze</th>
<th>evaluate</th>
<th>create*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieve, recognize, and recall relevant knowledge from memory.</td>
<td>Construct meaning from oral, written, and graphic messages by interpreting, exemplifying, classifying, summarizing, inferring, comparing, and / or explaining.</td>
<td>Carry out or use a procedure by executing or implementing.</td>
<td>Break material into constituent parts, determine how the parts relate to one another and to an overall structure or purpose by differentiating, organizing, and / or attributing.</td>
<td>Make judgements based on criteria and standards by checking and critiquing.</td>
<td>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure by generating, planning, or producing.</td>
</tr>
</tbody>
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Then you should:

- Write outcome statements that describe what students will do
- Develop assignments that provide appropriate practice

- Match vocabulary to definitions
- Provide definitions for core concepts
- List key ideas
- Label a diagram
- Discuss readings
- Report about an observation
- Summarize readings
- Explain a theory
- Make a presentation
- Solve a problem
- Use formulas or models
- Use equipment
- Compare and contrast
- Prepare for and participate in a debate
- Assemble equipment
- Draw connections between theories
- Rate items and rationals
- Develop an argument
- Evaluate research
- Rank models
- Use a rubric to critique work
- Write a strategic plan
- Create a new model
- Produce a film
- Invent a tool
- Design a rubric

*Revised Bloom's Taxonomy

**LOTS:** Lower Order Thinking Skills

**HOTS:** Higher Order Thinking Skills

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