

## A Method for Writing SLOs

This method starts with the Performance Objectives on the Course Outline.

1. Obtain a copy of the outline of your course, so you have your Performance Objectives to work from.
    - Outlines are housed on Curricunet: [www.curricunet.com/pccd](http://www.curricunet.com/pccd)
    - For help, contact CIC Chair, Jon Drinnon for help: [jdrinnon@peralta.edu](mailto:jdrinnon@peralta.edu)
  1. Group your Performance Objectives into 3 or 4 more general categories as best you can. Write an SLO for each category that indicates a higher level of cognitive skills than just listing or naming.
    - Verbs to use (Bloom's Taxonomy) are on CurricUNET, and SLOAC web site. USE VERBS FROM LEVEL 3 OR HIGHER IN BLOOMS TAXONOMY (see APPENDIX for Bloom's taxonomy of cognitive, affective and psychomotor skills)
    - See the following SLO Scoring Guide to assess your SLOs
  3. Note that some Performance Objectives may be used exactly as they are written as an SLO if they describe overarching skills, knowledge or attitudes rather than specific details.
  4. After writing the first draft of your SLOs, take a step back and ask yourself a couple of questions.
    - "If I think about what my students will **Do** differently in the community, the workplace, their families or in further education as a result of this course, is there something missing?" If so, write another SLO.
    - "Did this process help me see that my Performance Objectives on the outline should be changed?" If so, make notes for next time that you update your outline.
  5. Think about the assessment methods that you already use in your classroom to test each SLO – you will have to list these on the SLO addendum and note of these when you enter each SLOs into CurricUNET. Identifying assessment methods grounds our SLOs in reality.
1. Do an alignment check. There should be an alignment that moves as follows:

Performance Objective > Course SLO > Program SLO > College ILOs

**Note:** if you are writing a new class, the alignment should be the reverse: College ILOs, then program and then course SLOs, ending with the specific skills, concepts and knowledge students need to master the outcomes (performance objectives).
  2. Enter your SLOs into Curricunet, adding them one at a time and connecting EACH SLO to one or more ILO and one or more assessment methods/tasks.

<b>Writing Student Learning Outcomes Scoring Guide</b>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
1. Does the SLO begin with AN ACTION VERB FROM BLOOM'S TAXONOMY? 2. Use action verbs at level 3 or higher. (See APPENDIX for Bloom's Taxonomy of Cognitive, Affective and Psychomotor Skills)* 3. <u>TIP</u> : if you get stuck on "understand" ask yourself what students will use their understanding to do: "Use their understanding of _____ to _____." Then drop the "use their understanding."			
4. SCOPE: Is the outcome complex enough to embody a significant knowledge base of concepts, issues and skills (performance objectives in the course that help students master the outcome?) 5. Given the time and resources available, is the SLO a reasonable expectation of what students can learn in the course?			
6. REAL LIFE SKILL: Does the SLO address a real life skill that students will use beyond the end course?			
7. AMENABLE TO ASSESSMENT: Is the SLO written with a specific assignment (assessment task) in mind that could be used to gather evidence of student learning and that could be assessed using a rubric or scoring guide? (See APPENDIX for list of Assessment tasks and resources for rubrics)			
8. UNDERSTANDABLE LANGUAGE: Is the SLO written in language that students and those outside the field can understand?			
9. WORKS FOR ALL INSTRUCTORS: Is the SLO general enough to work for any instructor teaching the course at this school?			
10. Are there a total of 3-8 SLOs for the class?			

\* Bloom's Taxonomy and resources for Rubrics can be found on the SLO Assessment Website: (Go to Merritt, to the A-Z index, to "S" for SLO <http://merritt.peralta.edu/apps/comm.asp?Q=40647>)

For more on Bloom's Taxonomy, go to:

<http://tip.psychology.org/taxonomy.html>

<http://www.officeport.com/edu/blooms.htm>

<http://www.coun.uvic.ca/learn/program/2aldosta/bloom.html>

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

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## Student Performance Objectives versus Student Learning Outcomes

English 1A Performance Objectives	English 1A SLOs
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read college-level materials with comprehension and discrimination, discerning main ideas and relationships between details and generalizations, and understanding implications, tone, audience, and a variety of rhetorical techniques.</li> <li>2. Evaluate evidence; distinguish between fact and inference; use critical thinking to recognize faulty logic in reasoning.</li> </ol> <hr/> <ol style="list-style-type: none"> <li>3. Develop essays – in response to readings – which demonstrate critical reading skills and the ability to analyze expository prose.</li> <li>4. Write well-organized and coherent essays of 1000 words or longer, developed with appropriate support from class readings such as examples, quotations, paraphrased support, and statistics with minimal errors in grammar, spelling, and punctuation.</li> <li>5. Use modes of development in writing essays such as persuasion, analysis, classification, comparison and contrast, definition, précis, and description.</li> <li>6. Write effective introductory and concluding paragraphs.</li> <li>7. Demonstrate sentence variety and style, using such structures as relative clauses, appositives, verbal phrases, and introductory adverbs.</li> <li>8. Use appropriate college-level diction in writing.</li> </ol> <hr/> <p>(This SLO was added when we reviewed what was missing. Next time we update English 1A we will add to the objectives knowledge, skills and concepts that will address these outcomes.</p>	<p><u>Reading SLO</u></p> <p><u>Read</u> actively and think critically, to comprehend, evaluate, synthesize and analyze college level texts.</p> <hr/> <p><u>Writing SLO</u></p> <p>Write focused, reading-based, well supported essays that demonstrate effective organization and argument, analysis of the reading, critical thinking and syntactical maturity.</p> <hr/> <p><u>Learning to Learn SLO</u></p> <p>Internalize the learning process to pursue educational opportunities as competent, independent and engaged students and members of their communities.</p>