

Rubric for Assessing Learning Objectives

Use this rubric to assess how clear your learning objectives are and how well they relate to the assessments/activities in your course.

4=Very Good, ready for distribution 3=Good, some revisions suggested 2=Fair, needs significant revision 1=Poor, start over

Specific	Measurable	Clear	Related
4 Each objective is distinct from the others and highlights learning that will result by the end of the course or unit. The students have a good idea about what is expected of them and why.	4 The objectives utilize only active verbs that can be measured and that are not redundant. All objectives can be linked to the various levels of skill on Bloom's Taxonomy of Learning.	4 Taken together, the objectives present a very clear picture of course/unit purpose and outline a set of actions that students would understand and could readily complete.	4 Although distinct, the objectives provide a sense of how knowledge and meaningful learning will build in the course. There is a logical order to the objectives, e.g., higher-order objectives build upon lower-order objectives.
3 Most objectives are distinct, but one or two may have some overlap that can be eliminated with some additional rewriting. Students have a good idea about what is expected of them and why.	3 Most of the objectives utilize active verbs that are measurable and not redundant, and most could be easily linked to levels on Bloom's Taxonomy.	3 With one or two exceptions, the objectives present a clear picture of the course purpose and outline a set of actions that students would understand and could readily complete, although they may ask for a few clarifications.	3 Objectives provide a sense of how knowledge and meaningful learning will build in the course. Although one or two objectives don't quite fit into the larger picture, there is a logical order to the objectives, e.g., higher-order objectives build upon lower-order objectives.
2 There is a fair amount of overlap in objectives, and many are not specific enough to be distinguishable from the others or to give a sense of what the course is about. Significant rewriting is needed.	2 The objectives utilize a mix of measurable and non-measurable verbs, many of which could not easily be linked to levels on an educational taxonomy. Significant rewriting is needed.	2 Taken together, the objectives present a somewhat vague or confusing picture of the course purpose. Students would need more information for understanding what is required of them.	2 Students will need to exert some effort or guesswork to discern a logic to the arrangement of the objectives, although the relation between some of them is explicit.
1 Course objectives are so broad and vague that one has no idea what this course is really about. The objective could apply to almost any learning situation.	1 The objectives use few if any measurable verbs that could be linked to levels on an educational taxonomy.	1 It is unclear what students would be doing in this course, or why. They would lack confidence in the purpose of the course and would likely drop it.	1 Objectives seem to be unrelated and in random order. Students would have no sense of how knowledge and learning will build in the course.

Adapted from R. Neill Johnson, Schreyer Institute for Teaching Excellence, Penn State,
http://www.schreyerinstitute.psu.edu/pdf/Learning_outcomes_rubric.pdf