are always expressed in terms of the student.

A well-written SLO includes a concrete action verb that conveys the appropriate level of learning.

This can be accomplished by using Bloom's Revised Taxonomy¹, whose levels are:

- I. Remembering (action verbs include: WHVd][, [d[, [i h [,i[t] j,i]VV]])
- II. Understanding (action verbs include: [nf bWd, ikc c Whp[,] l[[nWc f li, f WW hW]])
- III. Applying (action verbs include: [c edi | Wf, Wf | b, f | h, f | h,
- IV. Analyzing (action verbs include: $d = \int f \, W \, dV \, db \, p[$, $ec \, f \, W \, df \, k \, bW \, f[$, $i \, eb \, f[$)
- V. Evaluating (action verbs include: h jgk[, ki jo, [lwkw][, [[d, hw][, wh] k[)]
- VI. Creating (action verbs include: h[W][, [i]d, ehc kbW][,][d[hW][,iodj[i]p]]

This can also be accomplished by using Dee Fink's Taxonomy², whose levels are:

- I. Foundational Knowledge understanding and remembering information and ideas (action verbs include: [nf bWd, Wie Wj[[i h [ikc c Whp[,] l [[nWc f li] i, f WW] hWi])
- II. Application skills; critical, creative, and practical thinking; management projects (action verbs include: \(\mathbb{W} \mathbb{W} p \big[, \mathbb{W} i [ii, \ h j g k \big[\ eeh \ d \mathbb{W} i \]
 - $ecckd \ Wj[\ ebbWehWj[\ bjW \ fhecej[\ hj \ bj \ [cfWj \ p[)$
- V. Caring Developing new feelings, interests, and values (action verbs include: [l[bef [nfh[ii i el[h dj[hfh]jh[e]dp[lWk[h[ji Wh[)]
- VI. Learning to Learn Becoming a better learner, inquiring about a subject, becoming self-directing learners (action verbs include: edi jhk jade lif][h jgk[[l[læf WlifWhd d] f lb\ld] i [b Wii[ii]][d[h\ld]bp[ade lif][ehc k \ld]wii [k\ld] k [gk[i jedi f hi] jf [hehc Wd [Wd\ld]bp[

¹ Anderson, Krathwohl, Bloom, Anderson, Lorin W, Krathwohl, David R, & Bloom, Benjamin S. (2001). *Medec o ehlf.Wdd] j[W d] Wd Wii[ii d] Wh[l i ed e leec i Whedec o e [k WjedWbe [jl[i (Complete ed.). New York: Longman.*

² Fink, L., & ProQuest. (2013). h[W]d]I]d WdjB[Whdd] nf[h[d[i[eeaSWddj]]hW]f ffheW je [i]dd] ebf[[ekhi[i]