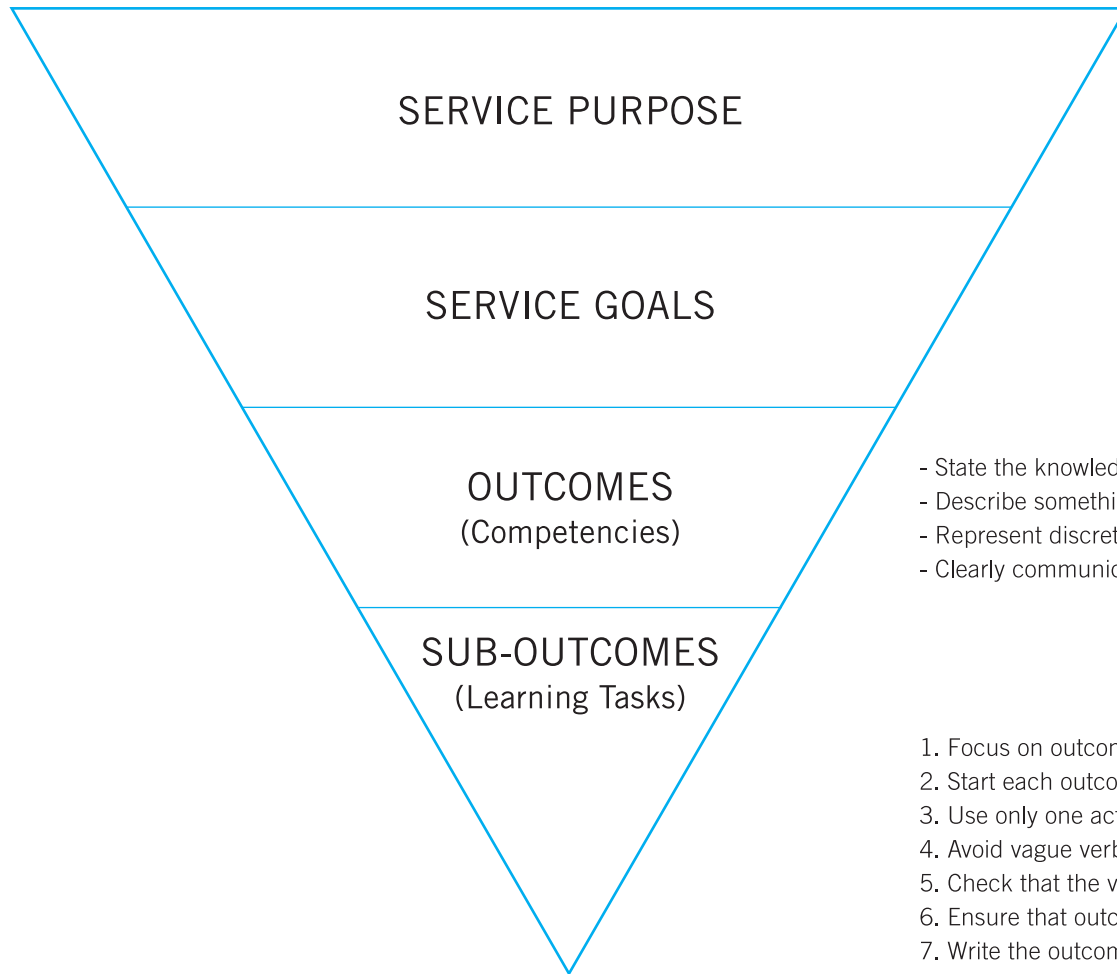
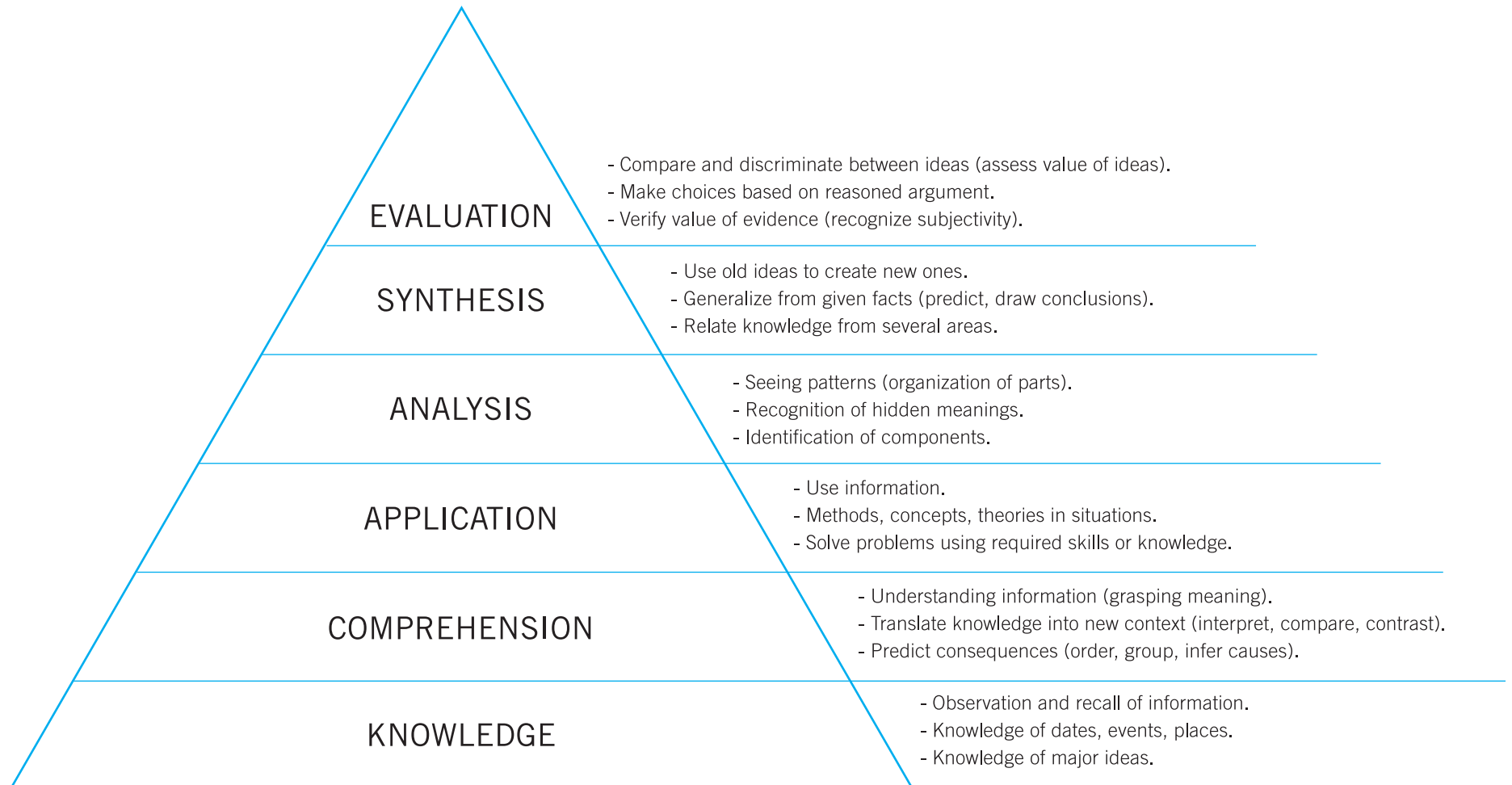

SCOPE OF GOALS AND OUTCOMES



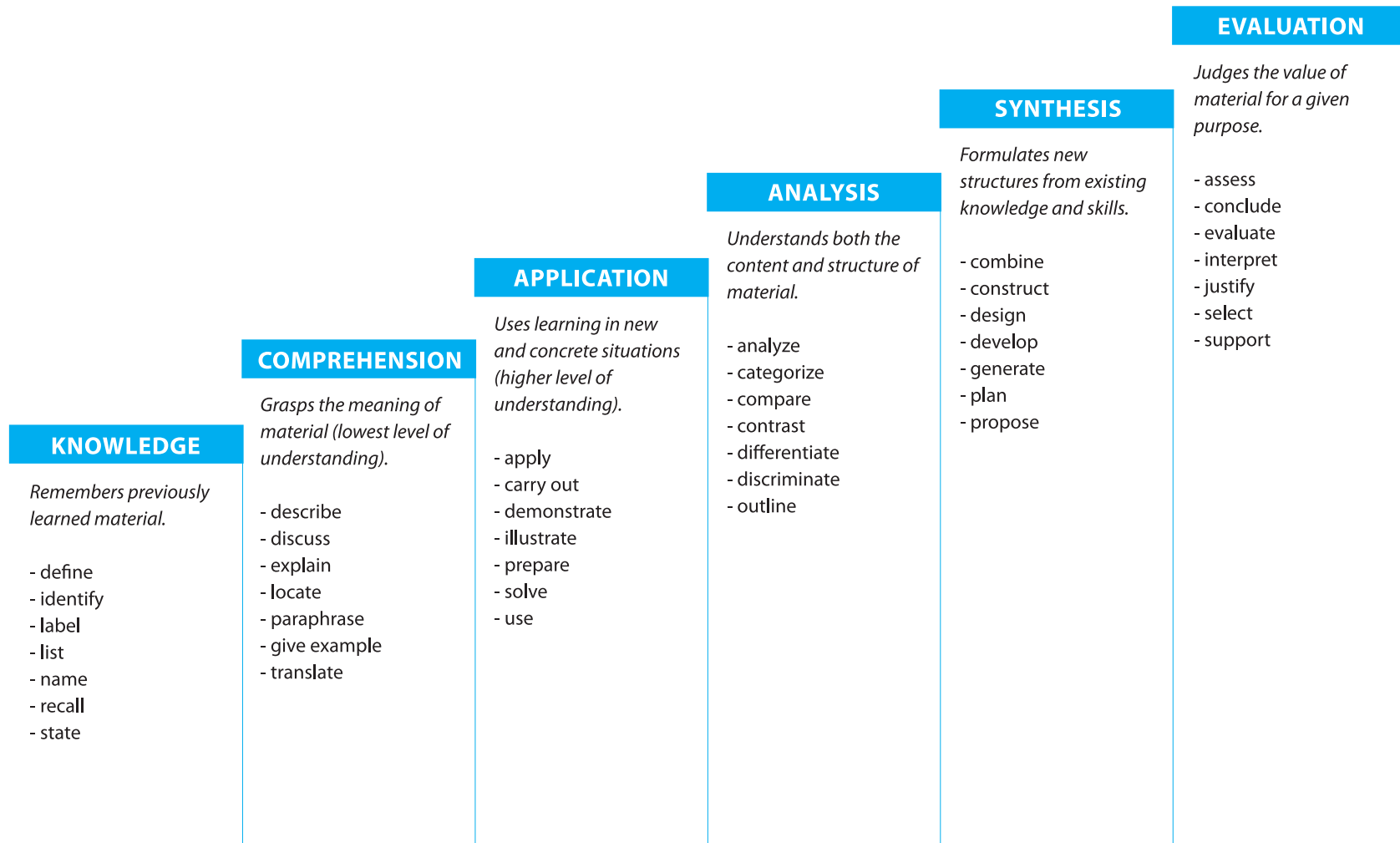
- State the knowledge, skills, and attitudes learned.
- Describe something observable or measurable.
- Represent discrete units of instruction.
- Clearly communicate expectations to learner.

1. Focus on outcomes, not processes.
2. Start each outcome with an action verb.
3. Use only one action verb per learning outcome.
4. Avoid vague verbs such as know and understand.
5. Check that the verbs used reflect the level of learning required.
6. Ensure that outcomes are observable and measurable.
7. Write the outcomes in terms of what the person does, not what the design does.
8. Check that the outcomes reflect knowledge, skills, or attitudes required in the situation.
9. Include outcomes that are woven into the entire service.
10. Check that there are the appropriate number of outcomes (about 3 per topic).
11. List the sub-outcomes for each outcome.
12. Check that the outcomes fit within the larger service purpose and goals.

BLOOM'S TAXONOMY (ex. cognitive domain)

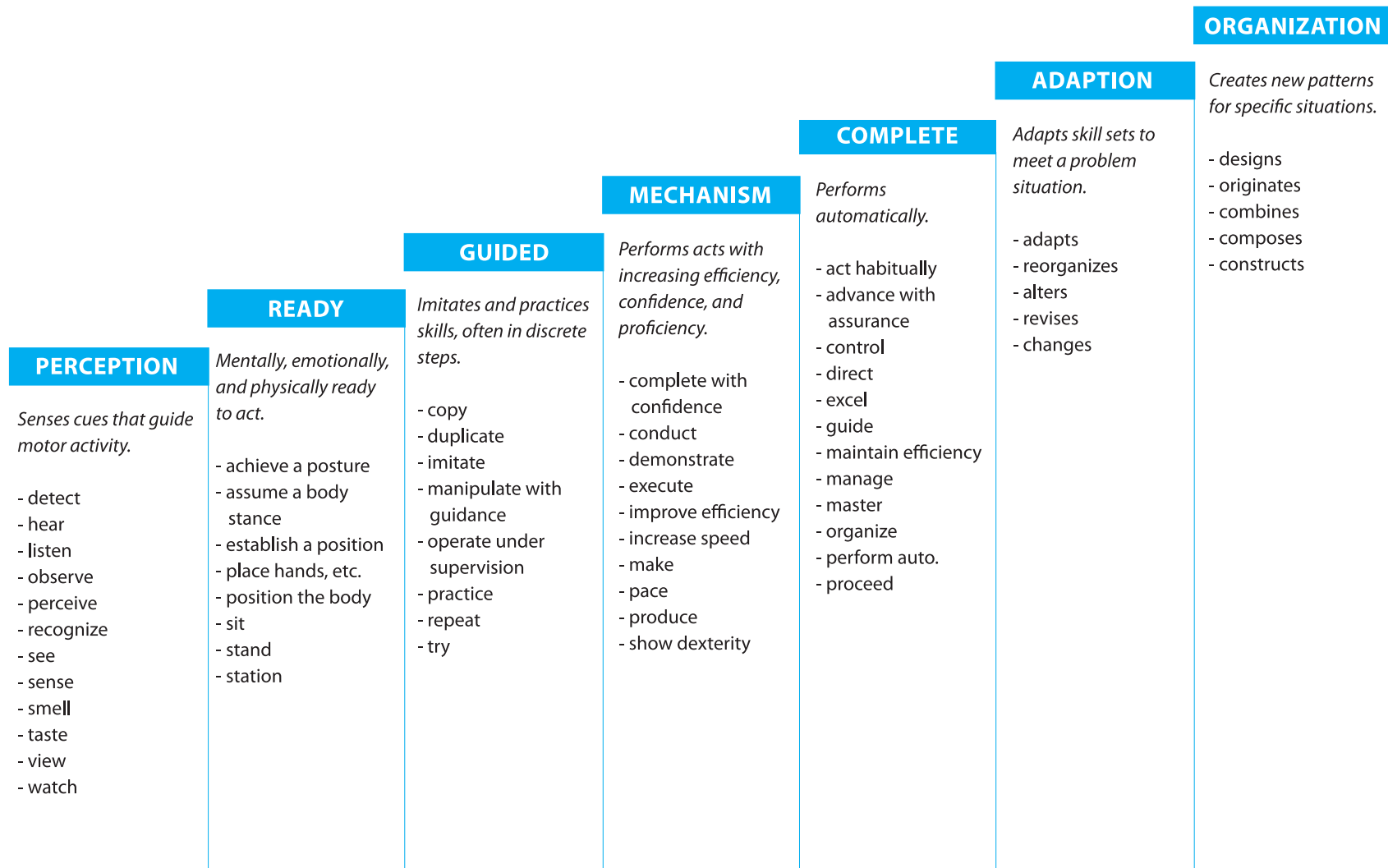


COGNITIVE DOMAIN (thinking- and knowledge-related outcomes)



Based on "Taxonomy of Educational Objectives"; B.S. Bloom Editor, 1956.

PSYCHOMOTOR DOMAIN (doing- and skill-related outcomes)



Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor, 1956.

AFFECTIVE DOMAIN (feeling- and attitudes-related outcomes)



Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor, 1956.