| **Dimension** | **Excellent (4)** | **Common Errors (3)** | **Needs Revision (2)** | **Missed the Point (1)** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **Outcomes are observable and assessable.** | All outcomes are observable and assessable. Learning outcomes can be evaluated to determine learners’ performance and level of achievement. | Most outcomes are observable and assessable. Or some outcomes are too general or too specific. | Few outcomes are observable and assessable. They may use verbs that refer to internal state of mind such as “know” or “understand”. | Outcomes are not observable and assessable. Outcomes may be content-centered. They may use verbs that refer to internal state of mind. |  |
| **Variety in cognition levels, including higher order skills.** | Outcomes reflect a variety of cognitive complexities, including higher order skills such as application, evaluation, or creation. | Outcomes lack variety but include some higher order skills. | Outcomes lack variety and/or mostly reflect low levels of cognition. | Outcomes lack variety and reflect low levels of cognition. |  |
| **Outcomes are achievable.** | Outcomes are aligned to the level of the course and are realistically achievable during the length of the course. | Outcomes are aligned to the level of the course, or are realistically achievable during the length of the course. | Outcomes are not align to the level of the course and are not realistically achievable during the length of the course. | In addition to 2, outcomes are the same as the pre- or post-requisite course. |  |
| **Outcomes are relevant and meaningful to the learners.** | The learners would find outcomes relevant and meaningful to their personal and professional goals. | The learners would find most outcomes relevant and meaningful to their personal and/or professional goals. | The learner would find few outcomes relevant and meaningful to their personal and/or professional goals. | The learner would not find the outcomes relevant and meaningful to their personal and/or professional goals. |  |

*Adapted from* Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.).San Francisco, CA: Jossey-Bass.

**Notes:**

**Score: \_\_\_\_\_/16**