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| Outcome(s)  (can be listed as numbers) | Weighting  (% of test) | Number of questions  in each level of understanding[[1]](#endnote-1) | | | Question #’s | Total |
| Low Level | Mid Level | Higher Level |
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| **TOTAL # OF QUESTIONS** |  |  |  |  |  |  |

Notes:

* Bloom’s Taxonomy provides a framework for determining levels of understanding, however a simplified explanation is provided below.
* Some test questions may measure more than one outcome.
* If test questions do not align with any of your outcomes, you may need to consider if a) you need to include another outcome, if deemed necessary; b) the test question can be eliminated.
* The percentage of weighting dedicated to each outcome should be consistent with the significance of the learning outcome and the time you will spend on teaching and learning activities associated with that outcome.

1. Low: “Material is directly from the course presentation, with some changes in wording and phraseology.”

   Mid: “Course materials give needed background...There is a directly visible connection between the course material and the test question.”

   Higher: “Course materials give needed background...There is **no** directly visible connection between the course material and the test question.”

   Walvoord, B. E., & Anderson, V. J. (2011). *Effective grading: A tool for learning and assessment in college*. Wiley.com [↑](#endnote-ref-1)