Writing Learning Outcomes – Review Checklist

_____ Is the learning outcome measurable? Use specific terminology to ensure that students understand how achievement of standards will be measured.

_____ Does the learning outcome target one specific aspect of expected performance? Focus will allow the instructor to more accurately determine whether or not an outcome has been met.

_____ Is the learning outcome student-centered? To assist in maintaining a student-centered emphasis, start learning objectives with the phrase "The learner/student will be able to. . .".

_____ Does the learning outcome utilize an effective, action verb that targets the desired level of performance? Verbs such as know, comprehend, understand, be aware, learn, appreciate, or familiarize are difficult to assess and should be used with caution.

_____ Is the learning outcome written in terms of observable, behavioural outcomes? Make targeted statements about expected student performance.

_____ Does the learning outcome match instructional activities and assessments? Effective learning outcomes will be realistic to achieve with a time-bound deadline given a variety of instructional strategies and assessment techniques.

_____ Does the learning outcome specify appropriate conditions for performance? The conditions should communicate the situation, tools, references, or aids that will be provided for the student.

_____ Do the learning outcomes measure a range of educational activities? Outcomes should capture activities from all three domains identified by Bloom's Taxonomy of Educational Objectives (1956): cognitive domain, skills or performance domain, and affective domain.