

Writing Measurable and Observable Learner Outcomes Assessment of Learning Outcomes

This information on writing learning outcomes provides all the information necessary to successfully register continuing education activities.

Well-developed learning outcomes are participant oriented, *and* OBSERVABLE *and* MEASURABLE. On page 2 of the Activity Form, requirement #2 is learning outcomes. The form states: ***Describe the skills, knowledge, and/or attitudes (learning outcomes) participants will be able to demonstrate as a result of this activity. (For example: As a result of this activity, the participant will be able to....).*** When writing your learning outcomes use ACTION VERBS. See examples below.

USE: EASY TO OBSERVE OR MEASURE

- The participant will be able to perform cerumen management procedures.
- The participant will be able to identify language disturbances due to dementia.
- The participant will be able to list three benefits of the new AAC device.

These use ACTION VERBS and are OBSERVABLE and MEASURABLE.

AVOID: DIFFICULT TO OBSERVE OR MEASURE

- Participant will understand the importance of cochlear implants.
- Participant will become familiar with oral motor therapy techniques.
- Participant will learn about accent reduction strategies.
- Participant will appreciate the value of a FEES procedure.

These are not OBSERVABLE or MEASURABLE actions.

To further assist you, a list of ACTION VERBS is attached. They should prove helpful in writing learning outcomes that meet the Continuing Education Board's requirement that participants will be able to identify/demonstrate what they have gained by attending your activity.

HELPFUL HINT

When you write correct Learning Outcomes, your Assessment of Learning Outcomes writes itself!

Example:

Learning Outcome:

1. The participant will be able to identify two fluency intervention strategies.

Assessment of Learning Outcome

1. Name two fluency intervention strategies discussed in this activity.

ACTION VERB LIST

SUGGESTED VERBS TO USE IN EACH LEVEL OF THINKING SKILLS					
KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
count define describe draw identify labels list match name outlines point quote read recall recite recognize record repeat reproduces selects state write	associate compute convert defend discuss distinguish estimate explain extend extrapolate generalize give examples infer paraphrase predict rewrite summarize	add apply calculate change classify complete compute demonstrate discover divide examine graph interpolate interpret manipulate modify operate prepare produce show solve subtract translate use	analyze arrange breakdown combine design detect develop diagram differentiate discriminate illustrate infer outline point out relate select separate subdivide utilize	categorize combine compile compose create derive design devise explain generate group integrate modify order organize plan prescribe propose rearrange reconstruct relate reorganize revise rewrite summarize transform specify	appraise assess compare conclude contrast criticize critique determine grade interpret judge justify measure rank rate support test

Learning Outcomes

The Provider (organization) has clear and concise written statements of intended learning outcomes (e.g., behavioral or performance objectives) that are based on identified needs for each continuing education activity.

Guidelines

Intended learning outcomes are synonymous with behavioral and performance objectives. Unlike program objectives that identify the instructional goals of the presenter, learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience. Learners should be informed of these intended learning outcomes before and during the activity. Learning outcomes should be published in promotional materials about the activity. If publication of learning outcomes is not possible, information should be available to prospective participants upon request. Learning outcomes are the foundation for planning, instruction, measuring progress, obtaining periodic feedback, and making final assessment.

Required Practices

- Written learning outcomes that reflect what learners will be able to demonstrate are established for each continuing education activity. If learning outcomes are established for a large activity such as a convention, then each session within that activity must be keyed to one or more of the overall activity outcomes, or each individual session must have its own learning outcomes.
- Learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience.
- Written learning outcome statements are clear, concise, measurable, observable (when applicable), and focused on the performance of the learner.
- Planned learning outcomes are based on identified needs.
- The number of planned learning outcomes is limited and reasonable.
- Learners are informed of intended learning outcomes.

Assessment of Learning Outcomes

The Provider (organization) ensures that achievement of the activity's intended learning outcomes is assessed using procedures established during the activity's planning.

Guidelines

Learning assessment refers to the measurement of individual performance or behavior in relation to intended learning outcomes. Assessments may be made during and at the conclusion of the learning activity. Learning assessment made during the activity may help reinforce learning and provide a point of reference for the learner's progress.

The learning assessment procedure, its timing, and its application are part of the planning process. Because the learning assessment procedure depends on the intended learning outcomes, the outcomes must be measurable, observable (when applicable), clearly stated, and focused on the performance of the learner. If satisfactory completion of the activity and/or the earning of ASHA CEUs is based on satisfactory completion of a learning assessment, then the assessment is considered "formal," and participants must be informed about the nature of the required assessment before the start of the activity.

Learning assessments may take diverse forms, such as performance demonstrations under real or simulated conditions, written or oral examinations, a question-and-answer session, written reports, completion of a project, self-assessment, or locally or externally developed standardized examinations. A self-examination may be used to elicit participants' opinions about the degree to which learning took place. For example, questions may be developed to ask participants if they learned new information, how they intend to use the information, and so forth. Learning assessments may be made during, at the conclusion of, or some time after the learning experience.

Required Practices

- Learning assessment procedures are established during activity planning.
- Learning assessment procedures measure intended learning outcomes achieved.
- Participants are informed in advance when formal learning assessment procedures are to be used to determine satisfactory completion of the activity and/or the earning of CEUs.