

# Learning Outcomes Checklist

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This checklist will help you assess the quality of your learning outcomes to ensure they are well-written and use measurable verbs and statements that accurately reflect the level of learning in which you intend the learner to be engaged in and assessed.

## Tips

- Each objective needs one verb. Either a student has mastered the objective, or they have not mastered it. If an objective has two verbs (e.g. define and apply), what happens if a student can define but not apply? Are they demonstrating mastery?
- When you are ready to write, it can be helpful to list the level of Bloom's taxonomy next to the verb you choose, in parentheses.
  - This trick will help you quickly see what level verbs you have.
  - It will also let you check that the course level objective is at least as high of a Bloom's level as any of the lesson level objectives underneath.
  - For example: 1. (apply) Apply important chemical concepts and principles to draw conclusions about chemical reactions.

	There is one measurable verb in each outcome.
	The verb has been carefully chosen to describe the intention.
	If these are course level outcomes, the verbs chosen are at a level at least as high as the highest lesson level objective that supports them.
	All the statements are written in active voice.
	The statements describe what you envision students doing "after" and "outside" this academic experience, as a result of this experience.
	The language is concise and clear, easily understood by students and stakeholders.
	You have considered whether the outcomes reflect what the learners must understand or do to demonstrate the intended outcome(s).
	You have considered whether the outcomes reflect what skills the learners must master to demonstrate the intended outcome(s).
	You have considered how will you assess learners to give them the opportunity to demonstrate evidence of the outcome(s).
	You have considered how what learners need to be able to do to demonstrate continued mastery of the outcome, beyond the conclusion of their program.
	Given time and resources, the outcomes represent reasonable expectations for students.
	The statements have sufficient substance to drive decisions about what students need to learn in this experience.