

## Writing Measurable and Observable Learner Outcomes

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

I am including clear examples of Learning Outcomes and Assessment of Learning Outcomes. Well-developed learning outcomes are participant oriented, and OBSERVABLE and MEASURABLE. On page 2 of the Activity Form, learning outcomes are listed as Requirement 1. 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....) You should describe your learning outcomes using 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, I am including a list of ACTION VERBS that 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:**

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.

**Should you have any questions or concerns, please don't hesitate to call, fax or e-mail me.**

## 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