



7.1 | Understand: Design Learning Outcomes Checklist

This is a copy of Table 7.8 Checklist for Designing Learning Outcomes from *Streamlined ID* (2027).

A STREAMLINED CHECKLIST FOR OUTCOMES

AUDIENCE (Describe the audience once for all outcomes listed under it)

BEHAVIOR (*identify the action verb and object of the action*)

- ☐ What knowledge, skills, and attitudes should the learner possess after taking the instruction?
- ☐ What type of learning outcome is involved? (Declarative knowledge? Intellectual skill? Cognitive strategy? Psychomotor skill? Attitude, value, belief, or another affective outcome?)
- ☐ For cognitive objectives, do any of the Bloom's thinking skills levels apply?
- ☐ Remember: What should the learner recall from memory?
- ☐ Remember: What should the learner recall with a memory aid?
- ☐ Remember: What should the learner recognize from a list?
- ☐ Understand: What must the learner understand and to what extent must it be understood? (i.e., Should s/he be able to explain it? Interpret it? Apply it? Demonstrate perspective? Empathize? Exhibit self-knowledge?)
- ☐ Apply: What does the learner need to apply?
- ☐ Analyze: What does the learner need to analyze and how should it be analyzed?
- ☐ Evaluate: What does the learner need to evaluate and how should it be evaluated?
- ☐ Create: What does the learner need to create and how should it be created?
- ☐ For psychomotor outcomes, what psychomotor behavior is involved, and what additional cognitive and/or affective components are involved?
- ☐ For affective outcomes, do any of the levels covered in Chapter 5 apply (receiving/attending to, responding to, valuing, organizing, and/or characterizing)?

CONDITIONS (GIVENS)

- ☐ What equipment, supplies, resources, assistance, or information will be given to the learner when s/he is required to perform the desired behavior?
- ☐ What will not be given to the learner when required to perform the desired behavior?
- ☐ Under what time, space, physical, environmental, or social conditions, restrictions, or circumstances will the learner be required to perform the desired behavior?

DEGREE (*i.e., the standard of mastery*):

- ☐ What are the expectations for the degree or standard of mastery expected for performing the desired behavior?
- ☐ What degree of accuracy, frequency, measure of time or amount, or quantitative or qualitative descriptive criteria will provide the learner with an accurate picture of the expectations for his/her level of success?

QUALITY CHECKS FOR CONTINUOUS IMPROVEMENT OF OUTCOME STATEMENTS

- ☐ Does the outcome clearly state an observable behavior, the conditions, or givens to be provided, and the degree of mastery targeted? (see **Table 7.1**)
- ☐ Is the outcome SMART?
 - S**pecific – Is it a precise statement of observable competency that learners will demonstrate after instruction?
 - M**easurable – Is it stated in a way that indicates how the learning will be measured or assessed?
 - A**ction-oriented – Does it feature an action verb that reflects an observable behavior that learners will exhibit?
 - R**ealistic – Can it realistically be achieved by learners, given the time and resources available?
 - T**imely – Does it define reasonable time-boundaries for completion?
- ☐ If assessments are identified, do the aligned outcomes and assessments measure the same type of behavior?
- ☐ Does the language of the outcome reflect the identified pedagogical approach?
- ☐ Is the outcome reasonable given the scope of the content, the learners, and the time available?