

Planning Your Proposal: Guidelines for Learner Outcomes and Assessments

These guidelines have been provided by the American Speech-Language-Hearing Association (ASHA).

Creating Learning Outcomes

Clear learning outcomes provide a roadmap for content developers and help the learner set expectations for their educational journey.

What It Looks Like

Learning outcomes are clear, concise statements of what the learner should know or be able to do after taking a course.

Learning outcomes:

- **focus on learner knowledge and performance;**
- describe what the learner will take away in **measurable and/or observable** terms;
- form the basis for **learning assessments**; and
- **relate course content** to the science and practice of audiology, speech-language pathology, or speech, language, and hearing sciences.

To write strong learning outcomes, **avoid using vague words or phrases** that are difficult to measure or observe—such as *understand*, *know*, *become aware of*, or *become familiar with*. **Instead, choose action verbs**—such as *perform*, *identify*, *describe*, *explain*, or *demonstrate*.

Learning outcomes may be thought of like treatment plan goals, defining what learners should achieve by a specific time (e.g., during or after a course). They may include performance targets, like scoring 80% on a test or demonstrating a skill independently or the targets may be reflected in the learning assessment.

When It Happens

Learning outcomes form the basis for the course's content, design, and assessment. Providers should use needs assessment data to inform learning outcomes and develop those learning outcomes early in the course planning process.

Learning outcomes also tell the learner what to expect from the course and help them decide if the course is appropriate for their level of knowledge and skills. Therefore, the Provider must share the **learning outcomes with learners prior to the course**—ideally, in promotional or registration materials.

Writing Learner Outcomes and Assessment Types

All learner outcomes must adhere to Bloom's Taxonomy framework and structure.

Bloom's Taxonomy

Benjamin Bloom developed this framework to categorize and align educational goals with instruction and assessment. It's a helpful tool for designing learning outcomes, planning teaching methods, and crafting learning assessments.

As you develop learning outcomes and assessments, consider the following questions:

- What should learners know or be able to do at the end of the course?
- What kind(s) of learning assessments would measure whether learners met the learning outcomes?
- What knowledge, skills, or competencies do I want learners to demonstrate?
- When is the assessment implemented?

Category	Teaching Methodology and Learner Outcome Examples
Knowledge	Teaching Methodology: Observe and recall information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter Skill Demonstration: Create opportunities that assess knowledge. Examples include: • List

	• Define • Tell • Describe • Identify • Show Learner Outcome Example: "As a result of this activity the participant will be able to list the clinical criteria for diagnosing autism." Assessment Type Example: Written or Oral Quiz/exam. This tests the learner's ability to recall facts and provide definitions.
Comprehension	Teaching Methodology: Understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences Skill Demonstration: Create opportunities that assess comprehension. Examples include: • Summarize • Describe • Interpret • Contrast • Predict • Associate Learner Outcome Example: "As a result of this activity, the participant will be able to summarize treatment strategies for individuals with auditory processing disorders." Assessment Type Example: Self-Assessment/Reflection and Intent to Change statements. Learners can clarify what or how much they learned, and how they might intend to use the latest information they've acquired. This type of assessment is not typically graded.

Application	Teaching Methodology: Use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge Skill Demonstration: Create opportunities that assess application. Examples include: • Apply • Demonstrate • Calculate • Complete • Illustrate • Show • Experiment Learner Outcome Example: "As a result of this activity, the participant will be able to apply a video head impulse test (vHIT) to diagnose vestibular deficits." Assessment Type Examples: • Completion of a project: Projects can assess how learners applied knowledge to a new topic or show the product of their learning. • Performance or equipment demonstrations: For physically implemented skills, this is a more direct method of assessing the learner's competence with that skill. • Presentation: One sign of effective learning is the ability to teach the content to others. A presentation can be used as a way for the learner to teach the content again or provide their own comprehension and "spin" on the topic.
Analysis	Teaching Methodology: See patterns; organize parts; recognize hidden meanings; identify components Skill Demonstration: Create opportunities that assess analysis. Examples include: • Analyze • Order • Explain

- Connect
- Classify
- Arrange

Learner Outcome Example: "As a result of this activity, the participant will be able to connect social determinants of health to their clinical scopes and responsibilities."

Assessment Type Examples:

- Written Report, Essay, or Summary: This form of assessment tests comprehension more deeply than a quiz or exam. It allows the learner to synthesize the information they've learned, make personal connections to the material, and write about their clinical setting or other information that extends beyond the content of the course.
- Peer Feedback: Peer feedback may be used in place of a formal assessment activity, where learners provide feedback to each other. Learners demonstrating their skill acquisition may happen in real time or with prepared materials. This may be useful in cases where learners are learning to assess or critique the work of others.

Synthesis

Teaching Methodology: Use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict; drawn conclusions

Skill Demonstration: Create opportunities that assess synthesis. Examples include:

- Combine
- Integrate
- Modify
- Rearrange
- Substitute
- Formulate
- Generalize

Learner Outcome Example: "As a result of this activity, the participant will be able to integrate play-based learning into their clinical sessions."

Assessment Type Examples:

	• Written Report, Essay, or Summary • Presentation • Completion of a project • Self-Assessment/Reflection and Intent to Change statements
Evaluation	Teaching Methodology: Compare and discriminate between ideas; assess value of theories; presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity Skill Demonstration: Create opportunities that assess evaluation. Examples include: • Assess • Decide • Rank • Grade • Test • Measure • Compare Learner Outcome Example: "As a result of this activity, the participant will be able to compare the outcomes of multiple treatment methods for childhood apraxia of speech." Assessment Type Example: • Written Report, Essay, or Summary • Written or Oral Quiz/Exam • Peer feedback