LEARNING OUTCOMES & TO KNOW AT A GLANCE

LEARNING OUTCOMES

A learning outcome is a measurable statement that describes what every student will be able to do or demonstrate by the end of the lesson.

LEARNING OUTCOMES MUST:

- Begin with: “By the end of this lesson, you will be able to (verb)…”
- Contain 1 verb (e.g., explain, apply, analyse) that captures the core skill or process
- Be singular: only one outcome per lesson

Remember

- A Learning Outcome is not a task; it states what students will be able to do by the end of the lesson
- A Learning Outcome is the same for all students; what varies is the level of scaffolding, support, or challenge provided

QUICK TIP

Consider this formula when writing a learning outcome
By the end of this lesson + **verb** + **measuarble learning**

Learning outcomes state the procedural knowledge (know how to) i.e., what students will be able to demonstrate

Only include 1 learning outcome per lesson

By the end of this lesson, you will be able to determine the area of a triangle by identifying the base and height and applying the formula.

Always start the learning outcome with

“By the end of this lesson, you will be able to + (Verb)”

Carefully select one verb that reflects the level of cognitive processing required

Clearly state the measurable learning to be observed

TO KNOW

To Know are the essential knowledge components (facts, concepts, principles) that underpin the learning outcome.

TO KNOW STATEMENTS MUST:

- Begin with a noun, not a verb
- Identify the essential knowledge students must know to achieve the Learning Outcome
- List the facts, concepts, or principles

Remember

- To Know is not a skill; it is the substantive knowledge that underpins the Learning Outcome
- To Know is not what students do; it is the core knowledge, facts, and vocabulary they must know to achieve the Learning Outcome

QUICK TIP

For To Know statements, test them by adding the stem: “I know that/the…”.
If the sentence still makes sense, it is a clear knowledge component.

Write it: Explain the problem in the story

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Test it with the stem: *“I know that explain the problem in the story.”*

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Result: Does not make sense. This is procedural, not a knowledge statement.

Write it: The problem is the challenge or conflict the characters face

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Test it with the stem: *“I know that the problem is the challenge or conflict the characters face”.*

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Result: Makes sense! This is a knowledge statement.

NON-EXAMPLE

LEARNING INTENTION: To describe the stages of the water cycle, identify examples of each stage in different environments, analyse how climate change affects the cycle, compare it to other natural processes, and evaluate its importance for sustaining life on Earth.

- ✗ Begins with “To…” instead of the required stem
- ✗ Overloaded with multiple verbs (describe, identify, analyse, compare, evaluate)
- ✗ Unclear what the core focus is; difficult to assess meaningfully

SUCCESS CRITERIA:

- Compare different climate zones and their features
  - ✗ Verb-led (compare)
- Climate, evaporation, and condensation
  - ✗ Vague
- Investigate how rainfall varies across the world
  - ✗ Activity-based
- Explain how global warming impacts the water cycle
  - ✗ Belongs in Learning Outcome
- Find examples of drought and flooding
  - ✗ Task-focused

EXAMPLE

LEARNING OUTCOME: By the end of this lesson, you will be able to explain how different climates affect the stages of the water cycle and the impact of climate change on water availability.

- ✓ Begins with the required stem: “By the end of this lesson, you will be able to…”
- ✓ Focuses on procedural knowledge rather than simply knowing facts
- ✓ Contains a clear, assessable skill students can demonstrate
- ✓ Includes only one outcome for the lesson, not multiple separate objectives

TO KNOW:

- The characteristics of different climate zones (e.g., tropical, arid, polar)
  - ✓ Names specific content students must recall
- Temperature and humidity influence evaporation and condensation rates
  - ✓ A factual statement
- Rainfall patterns vary between climates and affect the collection stage
  - ✓ Clearly states a knowledge component underpinning the outcome
- Global warming can disrupt the balance of the water cycle
  - ✓ Substantive knowledge directly connected to the skill of explaining climate impacts