



## Reflect and Apply (5.2.2)

### Weak and Strong Learning Outcomes

The list below contains both weak and strong learning outcomes, written for hypothetical BLL courses:

- a. Decide whether each outcome is strong or weak by checking the appropriate box. Think about what distinguishes strong from weak outcomes, paying special attention not only to the verbs in each statement, but also to the condition, degree, behavior, and method.
- b. Change the weak outcomes into strong ones.
- c. Write the outline of one or more activity and task that would need to be performed to achieve each outcome.

Examples of learning outcomes	Weak	Strong
1a. When asked to compare and contrast the differences and/or the similarities of culture-specific topics, students will be able to write an individual essay comparing and contrasting the role of bread in meals among francophone countries with sufficient detail and good control of aspect.	<input type="checkbox"/>	<input type="checkbox"/>
1b. Activity and Task Outline		
2a. When asked to demonstrate oral competence, students will be able to give personal information related to self, family, home, daily activities, interests, and personal preferences.	<input type="checkbox"/>	<input type="checkbox"/>
2b. Activity and Task Outline		
3a. When shown a picture of a house, students will be able to describe it producing basic household vocabulary and using adjectives to qualify nouns, both orally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>
3b. Activity and Task Outline		

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