**Measurable Learner Outcomes**

The ability to measure defined learning outcomes allows for a curriculum design to provide a measure of effectiveness. Learning outcomes should be clearly outlined for the student to provide clear expectations and goals of learning the subject/lesson being taught. Additionally, it is good practice to provide goals at each step or subunit of the curriculum. The units that provide the framework for the developed writing curriculum have clearly defined outcomes that provide a map for the learner to navigate in the writing process.

First, the process of creating a draft in the prewriting stage of the lesson is the first measurable step of the writing lesson process. The lesson outlines a topic selection that is meaningful and memorable for the student. Once the topic is selected the student then organizes thoughts into an outline. In the design this can be single or multiple paragraphs. The final measure of this first step is the development of a first draft/ordering of the events of the memorable and meaningful topic that the student selected.

Next, the curriculum design encourages the early writer to develop the draft. To do this, the topic is expanded upon with details and events from the meaningful topic. The information generated to this point starts to take shape of a paragraph. This is measured by identifying a good topic sentence and body sentences that support the topic sentence. The process then requires an assessment by the teacher to determine if the prewriting process to this point has followed and achieved the desired outlined learning goals. To move onto the next step, the measure is to demonstrate good sentences that will make up a good paragraph. If the assessment from the teacher determines that this goal has been achieved the student moves onto the next step.

Next, the student revises the paragraph(s) they have constructed to this point. The revision process includes ensuring that proper capitalization and punctuation is used. This is done through the proofreading process or even peer review. The last measurable outcome of the curriculum design for this large part of the subject matter for the course is a well written assignment that demonstrates good punctuation, capitalization, and clear explanation of the meaningful topic which the student selected.

Last, once the assignment has made its way through the concept map achieving defined learning goals and assessment process by educator, the student is allowed to share their work with classmates. Since the topic is relevant and/or meaningful to the writer, the opportunity to present the topic/writing is last step of contextual learning process. Additionally, the final goal to present topic also encourages early writer to create a piece that they are proud of and willing to share with peers.