



Evaluation of the Present Level 2 Assessment System

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Overview

- The assessments measure the participant's knowledge, skills, and ability to master the content of the course.
- We want the participants to recall the learning better to use in their jobs and to prepare them for certification.



Overview (cont.)

- Our Level 2 assessments are based on the second level of Donald Kirkpatrick's four levels of evaluation.
 - **Level 1:** Did participants react favorably to training?
 - **Level 2:** Did participants learn the objectives of training?
 - **Level 3:** Did participants apply their learning to change their behavior on the job?
 - **Level 4:** Did the organization benefit from the training?

Organization's Present Level 2 Assessment Considerations

- Various Multiple-choice questions
- Map questions to learning objectives and course content
- Graphics
- Long Case Scenarios
- Standards for questions and distracters





Terms and Definitions

- **Validity** measures the accuracy of the inferences made from an assessment's results.
- **Reliability** refers to the accuracy and consistency of assessment scores and pass/fail decisions based upon them.

Terms and Definitions (cont.)

- **Simulation-like-questions** are short-stem case scenario questions that provide learners with practice on the types of decision-making they will face in their real-world situations.
- **Full-blown simulation questions** are long case scenario questions.





Organization Mission

- The principal goal for our assessments is to create valid and reliable measurements of the participant's knowledge, skills, and ability to master the content of the course to prepare them for certification in their specific occupation or for use in their occupation.

Organization Objectives

- Create valid, reliable assessment questions
- Measure the participant's knowledge, skills, and ability to master the content of the course
- Expand each participant's application of his/her knowledge, skills, or ability to master the content of the course



Learning Outcomes

- Improved Knowledge – “What does the participant know?”
- Improved Skill – “What can participants do?”
- Improved Ability to Master the Course Content – “What has the participant learned?”





Results

- These scenario-based questions are working better; however, some assessment participants have had problems or issues with the following:
 - Vague instructions for using the long case scenarios
 - Misunderstanding the instructions for using the long case scenarios
 - Ability to comprehend the long case scenarios and apply it to questions



Decisions and Recommendations

- **Use short-stem simulation-like questions**
- **Use appropriate feedback**



Example: Before

- Learning Objective: Identify the proper placement of a network card when installed in a Windows server.
- Question: What slot is a network card installed in a Windows server?
 - One
 - Two
 - Three
 - The one the customer wants it in

Example: After

- Learning Objective: Identify the proper placement of a network card when installed in a Windows server.
- Question: Your customer wants to connect all its computers together on one network. You have gone to the customer site and need to install a network card in their Windows server. There are several slots available and you need to decide which slot is the best one to install the card. Some slots are designated for other cards, so it is important that you install the card in the correct slot. Which slot do you install it in?
 - One
 - Two
 - Three
 - Four





Assessment Demo

- Show the Docent questions



Job Aid

- Show the Writing Simulation-like Questions Job Aid



Conclusion

- Creating higher order thinking questions in the form of short-stem case scenarios allows the participants to have a more powerful learning experience.
- Short-stem case scenarios questions give the participants practice in the retrieval process, which then allows for better learning retention of knowledge, skills, and ability needed master the content of the course.



Resources

- <http://www.work-learning.com/ma/publications.htm>