

# MEASURE WHAT MATTERS EVALUATION & ASSESSMENT

INSTRUCTIONAL DESIGN SUMMIT 2023

JEAN MARRAPODI, PHD, CPTD  
APPLESTAR PRODUCTIONS  
@JMARRAPODI



# TODAY'S GOAL

**At the end of this session**

you should



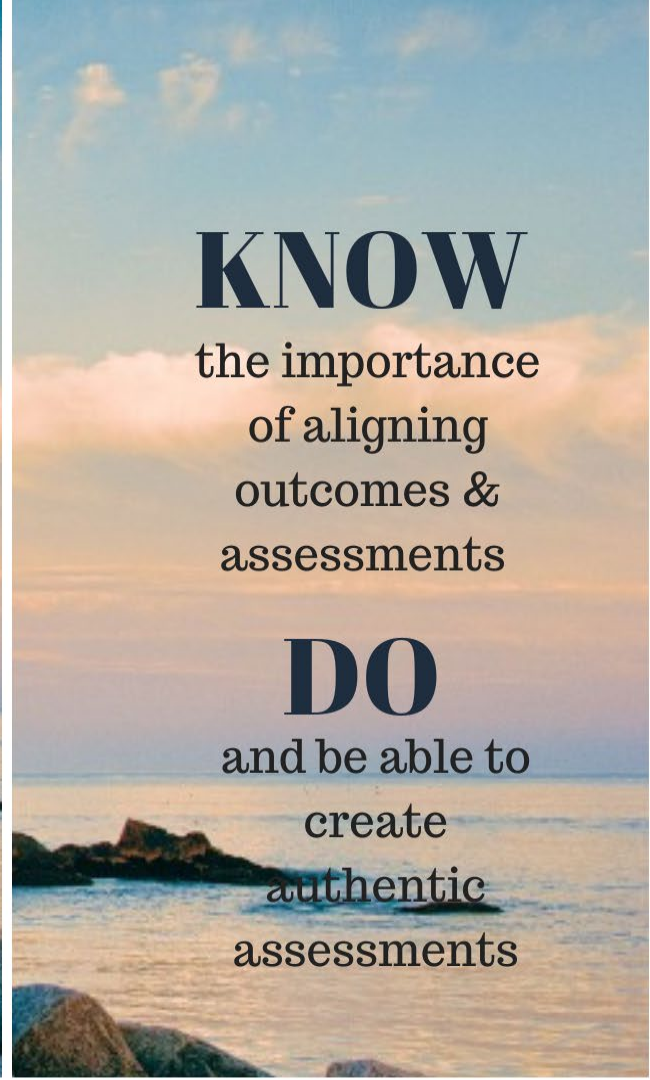
**Know and Do**

**KNOW**

the importance  
of aligning  
outcomes &  
assessments

**DO**

and be able to  
create  
authentic  
assessments



# TODAY'S GOAL

**At the end of this session**

you should also

**Know and Do**

## KNOW

why we should  
evaluate our  
work

## DO

and be able to  
create  
evaluations to  
do so.

# Clarification

LET'S CLEAR UP SOME OF THE FUZZY TERMINOLOGY DIFFERENCES



**Assessment**



**Survey**



**Evaluation**



**Assessment**  
examines the  
learner



**LEARNING**

**Evaluation**  
examines the  
course



# Kirkpatrick Method

Level 1

Did they like it?

**Reaction**

Level 2

Did they learn it?

**Knowledge**

Level 3

Can they do it?

**Behavior**

Level 4

Was it worth it?

**ROI/ROE**



# Kirkpatrick Method

Level 2

Did they learn it?

**Knowledge**

Level 3

Can they do it?

**Behavior**

Level 1

Did they like it?

**Reaction**

Level 4

Was it worth it?

**ROI/ROE**

**Assessment**

**Evaluation**



WHAT IS THE GOAL?

**IN THE END,  
WHAT DO YOU WANT  
YOUR LEARNER TO  
KNOW ?  
AND DO !**



HOW DO WE KNOW  
THAT THEY KNOW?

**They show it!  
They do  
something.**



HOW DO  
THEY SHOW  
THAT THEY  
KNOW?

**ASSESSMENT**



# HOW DO THEY KNOW THAT THEY KNOW?

- Feedback
  - Self measures
  - Progress checks
  - Reviews
- and

## **ASSESSMENT**

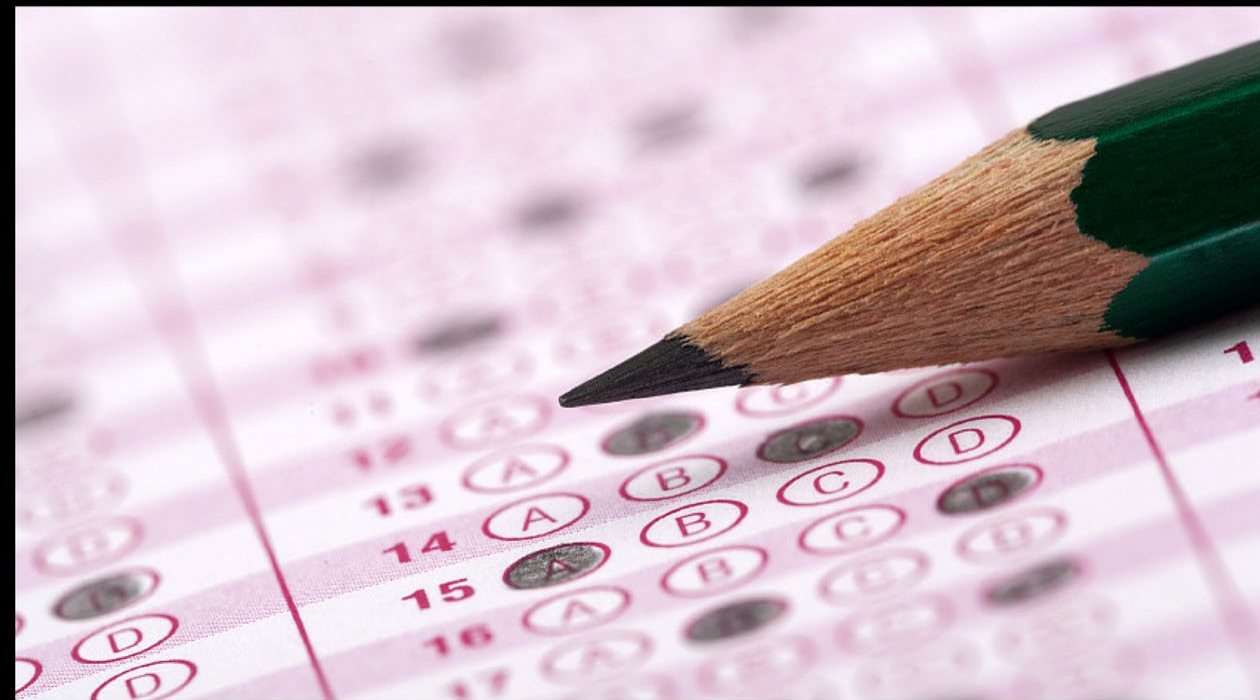
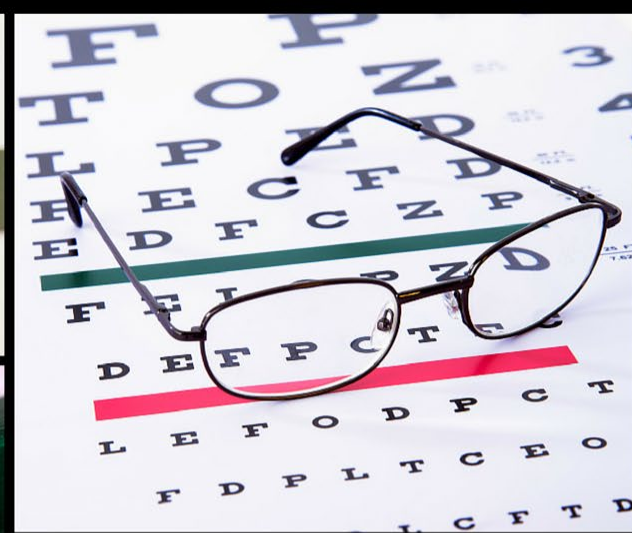
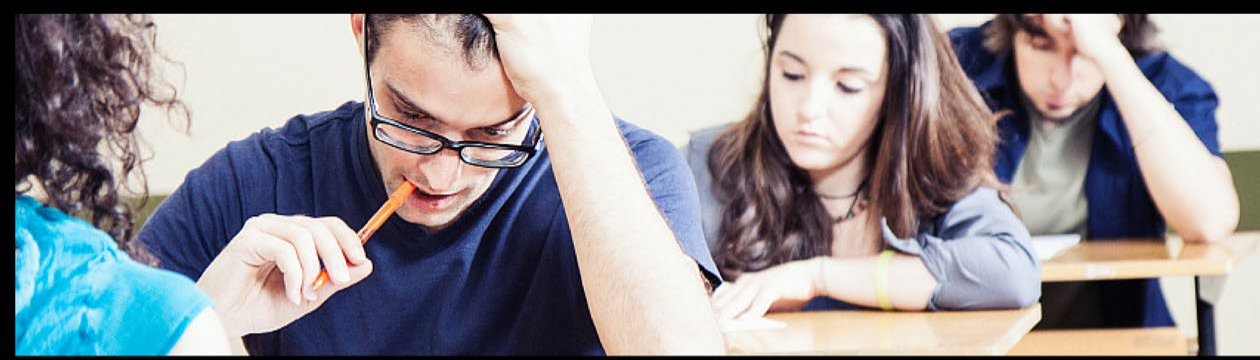
When a student is confident that they know, they are more likely to be successful.





**HOW DO YOU  
KNOW THAT  
THEY KNOW  
THAT THEY  
KNOW?**

**They show  
you in the  
assessment**



## Let's Talk

What tests have you taken that stood out to you? What made them memorable?



What emotions  
were connected  
to that event?





**Our elearning  
shouldn't do this.**



**Why do we assess  
learners??**



# To measure learning, right?



Thank you, Captain Obvious.

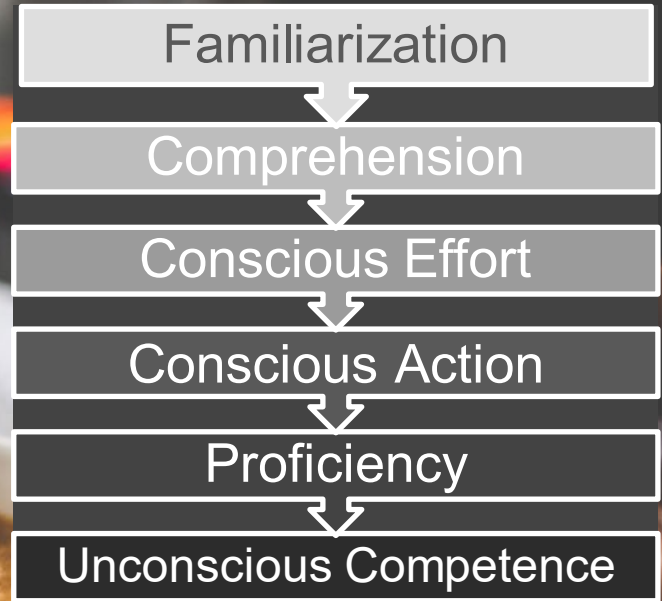
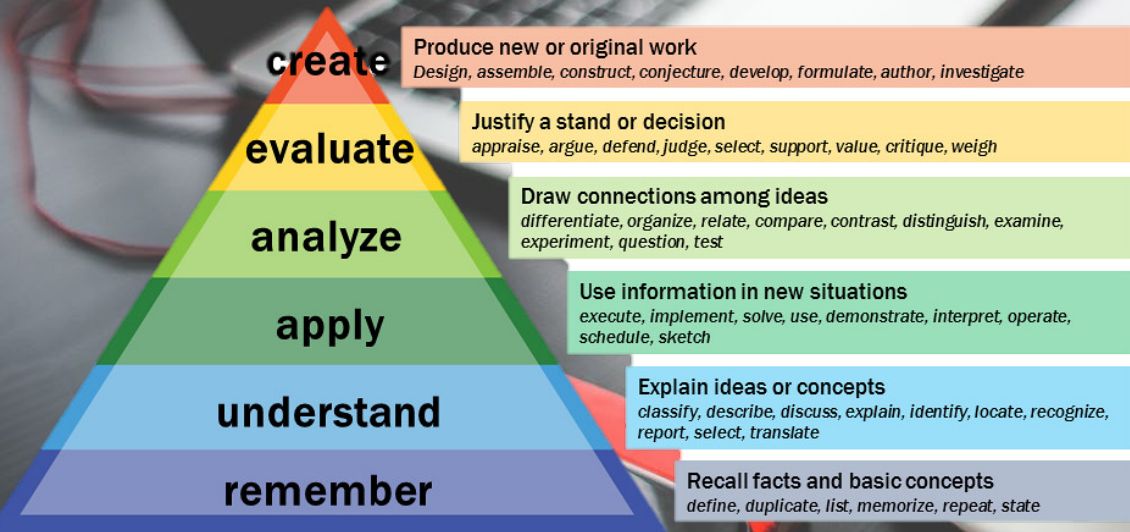
Captain Obvious is a trademark of hotels.com



A pair of hands is shown holding a metal caliper horizontally. The word "performance" is written in a bold, black, sans-serif font across the top beam of the caliper. The hands are positioned on either side of the tool, with fingers resting on the top and bottom beams. The background is plain white.

**performance**

# Gery's Levels of Proficiency Bloom's Taxonomy



Gloria Gery, 1991



# *Authentic Assessment*

.....  
*only the best will do*

EXAMINES  
LEARNER ABILITY  
IN REAL WORLD  
CONTEXT

PROMOTES  
BETTER **TRANSFER**  
BACK TO THE JOB



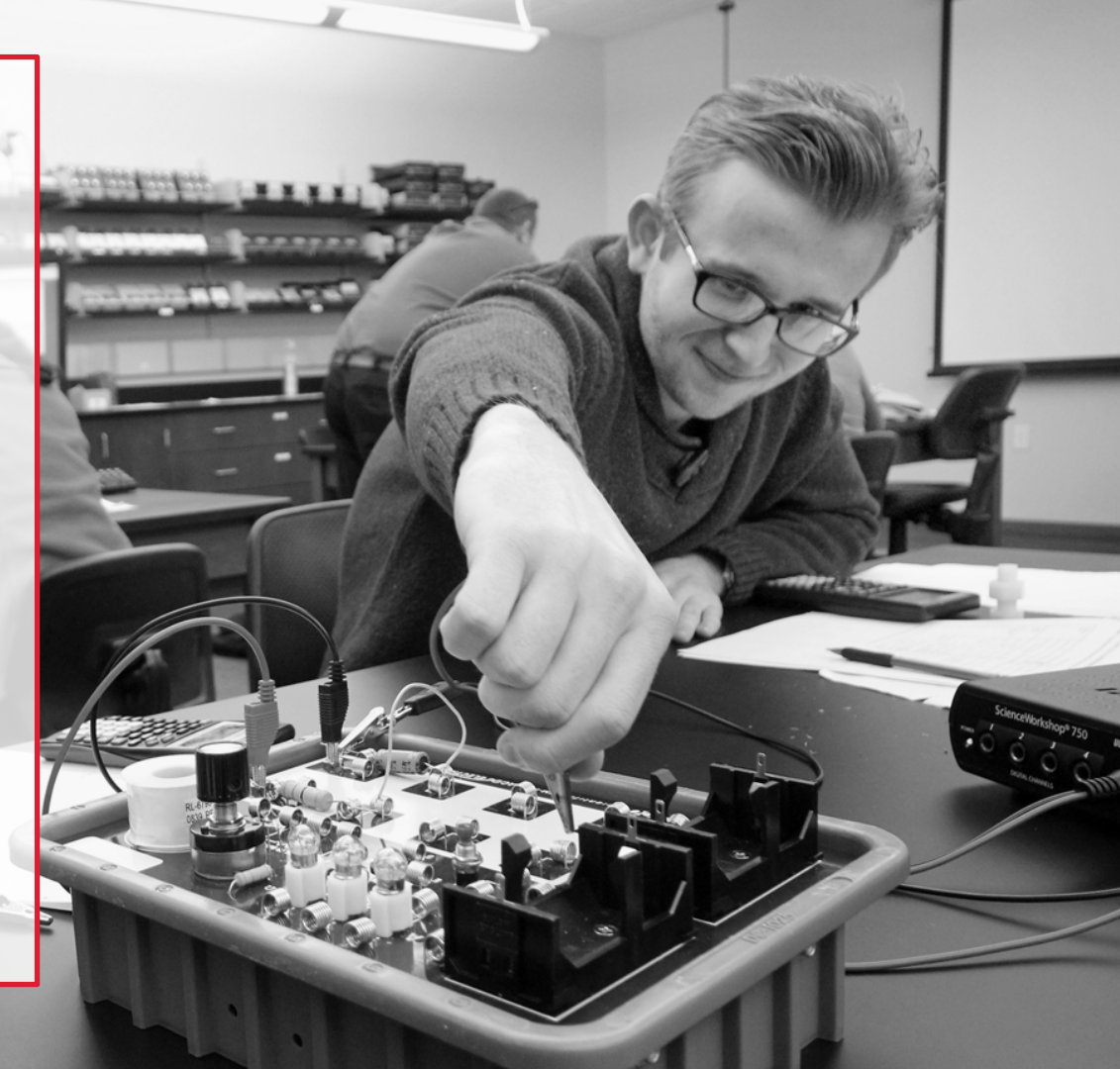
# Diagnostic

## Pretest

How much do you know  
before we start?

# Assessments

should be aligned with the **goals**, **outcomes** and **objectives** of the course, and allow the student to **show that they know** to meet them.



# INSTRUCTIONAL DESIGN 101

## GOAL

In the end, the learner will  
KNOW \_\_\_\_\_ and be able to  
(DO) \_\_\_\_\_

GOAL

## OUTCOMES

Outcome 1

Outcome 2

Outcome 3

## OBJECTIVES

Objective 1a

Objective 1b

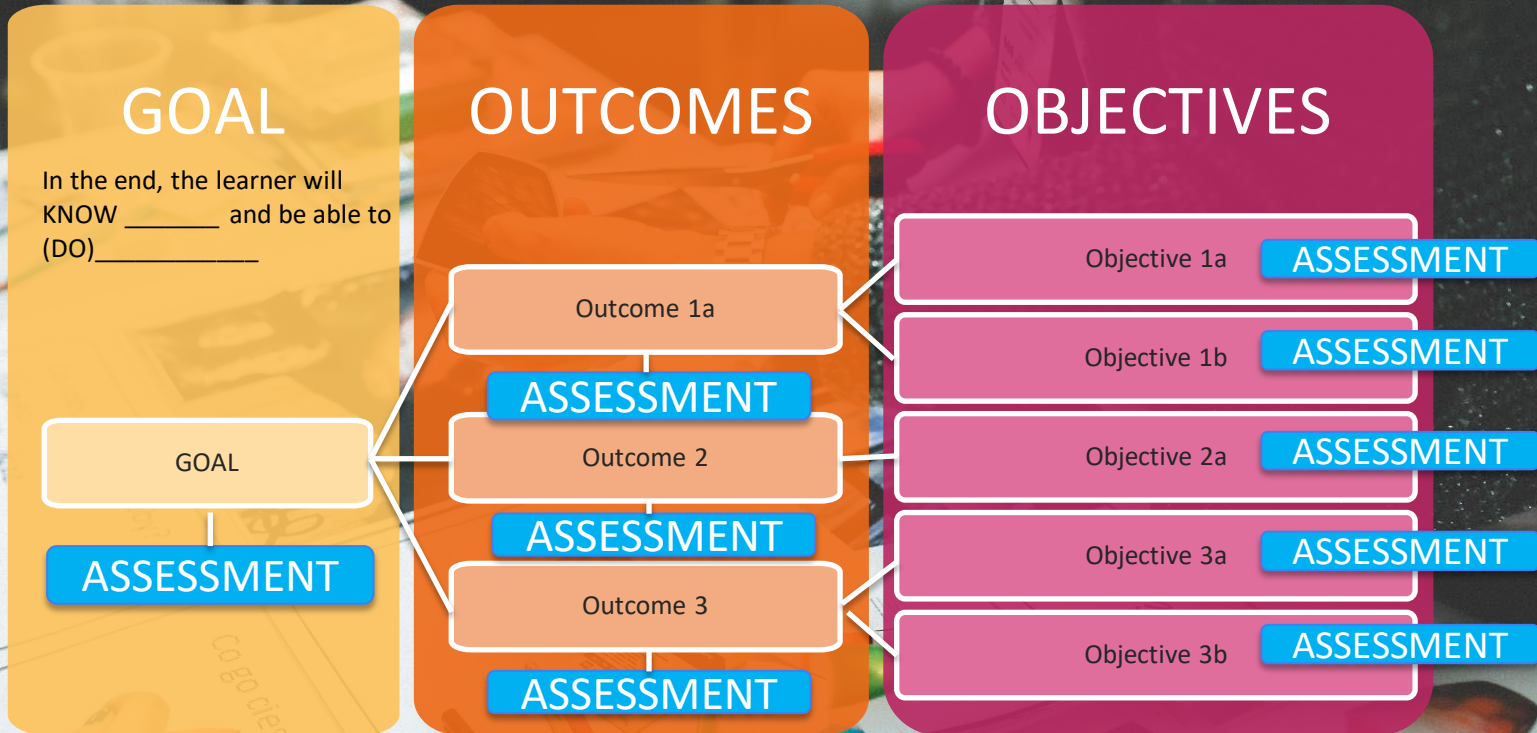
Objective 2a

Objective 3a

Objective 3b

**OUTCOMES** tell **WHAT** and **OBJECTIVES** tell **HOW**

# INSTRUCTIONAL DESIGN 101



ASSESS EACH COMPONENT



## GOAL

In the end, the learner will  
KNOW \_\_\_\_\_ and be able to  
(DO) \_\_\_\_\_

In the end, the  
learner will be able  
to select, assemble  
and measure  
ingredients to bake  
blueberry muffins

## OUTCOMES

Learner will be able to

Assemble correct  
ingredients and supplies

Accurately measure  
ingredients and prepare  
for baking

Bake to proper doneness

## OBJECTIVES

Learner will be able to

Locate correct supplies in pantry

Locate correct supplies in refrigerator

Locate measuring tools, bowls & baking pans

Measure liquid items

Measure dry items

Use appropriate tools for mixing

Mix to appropriate consistency

Pour appropriate amount into pan

Set oven temperature

Identify time in recipe

Locate and set oven timer

Determine doneness and adjust recipe

# LET'S BAKE SOME BLUEBERRY MUFFINS

## GOAL

In the end, the learner will  
KNOW \_\_\_\_\_ and be able to  
(DO) \_\_\_\_\_

In the end, the  
learner will be able  
to select, assemble  
and measure  
ingredients to bake  
blueberry muffins

## OUTCOMES

Learner will be able to

Assemble correct  
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Locate and set oven timer

Determine doneness and adjust recipe

# HOW CAN WE ASSESS THESE THINGS?

# How would you assess....

Accurately measure ingredients and prepare for baking



Locate correct supplies in pantry



In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

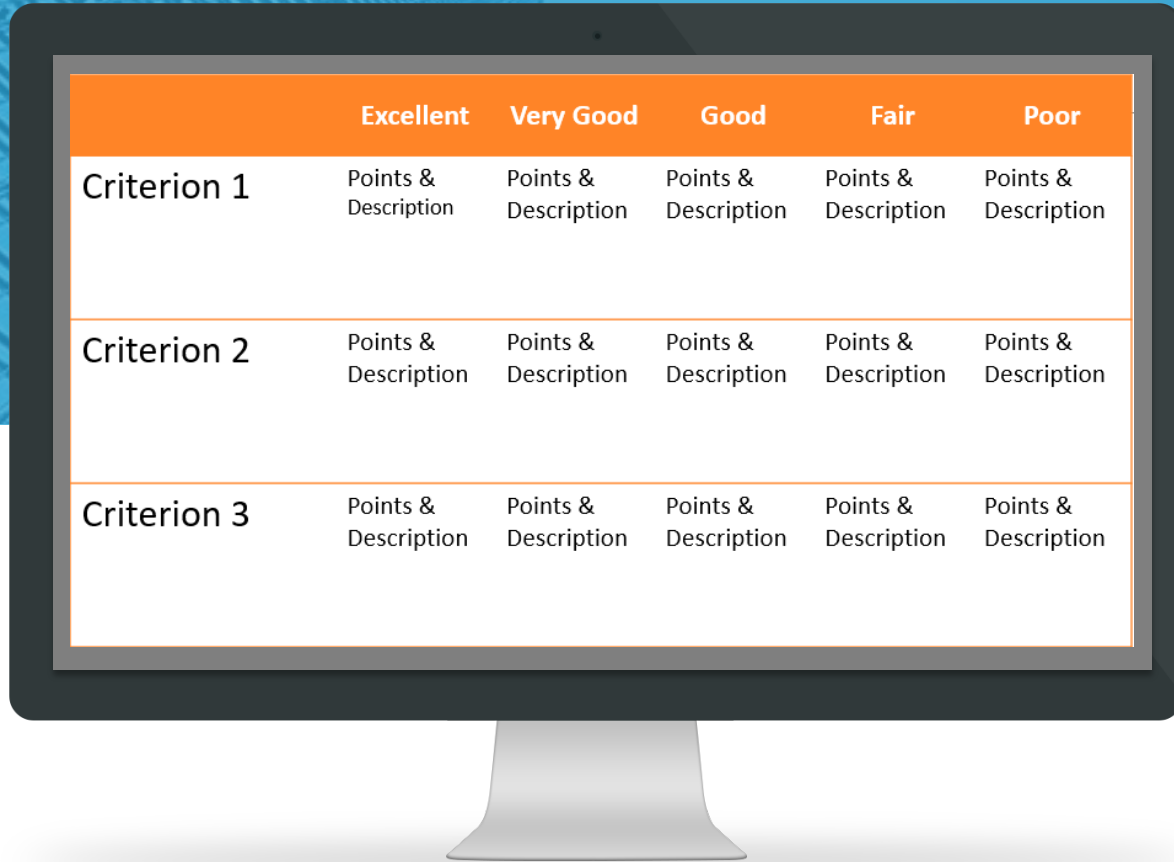


We can also use a rubric

# Rubrics 101

The down and dirty quick look





	Excellent	Very Good	Good	Fair	Poor
Criterion 1	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 2	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 3	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description

All rubrics have similar construction.

# RUBRICS HAVE TWO PARTS

## CRITERIA AND DESCRIPTIONS

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**CRITERIA** define the elements being reviewed. It answers **WHAT is being reviewed?** They must be appropriate, definable, observable, distinct, and able to support descriptions along a continuum.

**DESCRIPTIONS** describe the levels of performance on a scale, which is usually high to low. It answers **What does [excellent, very good, good, fair, poor] look like?** If the rubric is used for scoring, this section includes point values. They center the target performance (acceptable, mastery, passing) at the appropriate level.

	Excellent	Very Good	Good	Fair	Poor
Criteria	Descriptions				

In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

# Task: To bake an edible blueberry muffin

Criteria	Excellent	Good	Fair	Poor
Flavor	4 Blueberry, sweet cake, spices; nice balance	3 Blueberry, sweet cake	2 Tastes fake; Artificial flavors OR too much salt, sugar OR pockets of unmixed flour	1 Tasteless; no identifiable flavors
Texture	4 Moist, light, holds together; minimal crumbs, blueberries moist	3 Moist, holds together; some crumbs	2 Dry, overly crumbly, does not hold together OR too dense; heavy	1 Underdone, Soggy OR overdone, dry
Appearance	4 Light brown; Abundant blueberries, Blossoms over top of wrapper	3 Some blueberries visible; at or above blueberry wrapper	2 Few visible blueberries, not rising above muffin wrapper	1 Burned top No evidence of blueberries

Passing Score=9



**An assessment should  
allow the learner to  
show that they know  
whatever it is that they  
are supposed to know  
and be able to  
do what they  
need to do at  
the end of the  
course.**





# Kirkpatrick Method

Level 2

Did they learn it?

**Knowledge**

Level 3

Can they do it?

**Behavior**

Level 1

Did they like it?

**Reaction**

Level 4

Was it worth it?

**ROI/ROE**

**Assessment**

**Evaluation**

# Level 1 Evaluation

Reaction

On a scale of 1 to 5, how would you rate:

- The overall quality of the training program you just completed?
- The amount of material covered in the program?
- The way the material was presented?

# Level 4 Evaluation

Return on Investment/Expectations

$$\text{ROI\%} = \frac{\$ \text{ benefit of training} - \$ \text{ cost of training}}{\$ \text{ cost of training}} \times 100$$



# Level 4 Evaluation

Return on Investment/Expectations

Did we meet the business goal?

- Have the stats increased?
- Are there less errors?
- Is production faster?
- Are they selling more?

# Have we met our goal?



# Do you KNOW

The importance of aligning  
outcomes and assessments?

Why we should evaluate our  
work?

# Can you CREATE

Authentic assessments?

Training evaluations?





**How could we  
assess that?**



**Please take a moment to complete your evaluation.**

**Thanks!**

**Jean Marrapodi**

[jmarrapodi@applestar.org](mailto:jmarrapodi@applestar.org)

[@jmarrapodi](#)

[www.applestar.org](http://www.applestar.org)