



Standard Evaluation and Assessment

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Evaluation and Assessment

Summative vs Formative Evaluation

System Analysis Approach Design

Criteria for Successful Objectives

Standardization for Excellence

Assessing Assessment Training Program

Teacher, Student, and Program Assessment



Evaluation and Assessment

- **Evaluation is:** Giving a professional decision about effectiveness of planning, goals, programs, solutions, methods, or products using measurement and criteria.

Assessment is: Giving a professional appraisal of the value of something, for credibility and accreditation. Such as systems, Organizations, proposals, programs, personalities, training development programs, courses, homes, car, etc.,



Summative Vs Formative Evaluation

Summative Evaluation is:

"evaluation at the conclusion of an activity or plan to determine its effectiveness"



Formative Evaluation is:

"evaluation that is used to modify or improve products, programs, or activities, and is based on feedback obtained during their planning and development"



Pre-Training Evaluation?

Definition

“Pre-training evaluation is a method of **judging** the worth of a program **before** the program activities **begin**”



Evaluation Types in terms of Size

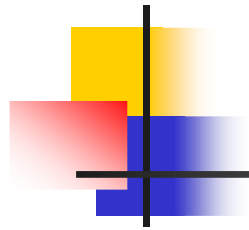
Micro Evaluation

MACRO Evaluation



Evaluation In Terms of Agency

Formal vs Informal
Evaluation



Evaluation In Terms of Info

Qualitative vs
Quantitative
Evaluation

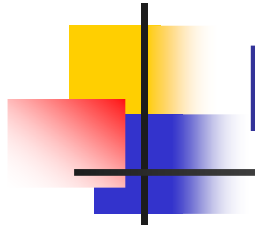


Evaluation In Terms of Who?

Internal Ex-external

Evaluation **U**p-**D**own

Both I & E or U & D



Eval. In terms of space

Local

Global

National

Regional



Evaluation In terms of Data

Descriptive Evaluation

Comparative Evaluation

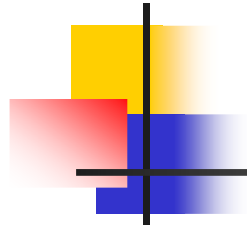
Analytic Evaluation



Evaluation In terms of Goals

Goal-Based Evaluation

Goal-Free Evaluation



Eval. In terms of Philosophy

Classical Evaluation

I & O Evaluation

Operational Evaluation

Step By Step Evaluation



OBJECTIVES OF LEARNING

Participant should be able to

- A. read, write, understand, and communicate effectively
- B. use statistics, arts, computers, and other technologies effectively
- C. define, analyze, and solve complex problems
- D. acquire, integrate, and apply essential knowledge
- E. study and work effectively
- F. demonstrate personal, social, and civic responsibility



Objectives of Learning Plus

Objectives of Learning and Teaching with Curriculum Frameworks

Participant should be able to show ability to

A. read, write, understand, and communicate effectively

Thematic curricula Interactive instruction

B. use statistics, the arts, computers, and other technologies effectively

Project-based learning Performance-based assessment

C. define, analyze, and solve complex problems

Multidisciplinary tasks Heterogeneous groups

D. acquire, integrate, and apply essential knowledge

Critical thinking Inclusion Exploratory learning

E. study and work effectively

Cooperative learning Site-based management

F. demonstrate personal, social, and civic responsibility

Multiple intelligence



Planning, Process, Objectives, & Feedback Design

SYSTEM ANALYSIS APPROACH

PIO CFDR ■ Planning INPUT

- Process - IMPLEMENTATION
- Objectives - OUTCOMES
 - Feedback - Continuous
 - Design for Re-Planning



Criteria for Successful Objectives

- Criteria is qualified conditions to measure something
- Criteria is a description of steps to evaluate a proposal, a program, a person, or a book.
- A criteria is standardized measurement does not change with what is measured



Standardization for Excellence

- Standardization is a formal aptitude test of levels or knowledge, learned, achieved, and experienced. (e. g. 6th grade, GC, SAT, TOEFL, GRE, MCAT, A & O levels, etc., comparatively).
- Standardization is a level where all applicants should have until they **pass** successfully or satisfactorily.



Assessing Assessment Training Program

- Can students learn how to assess their achievement, performance, or study habits?
 - Can Teachers assess their instructional design, performance, learning methods, or students' achieved objectives, etc.,?



Teacher, Student, and Program Assessment

- Why, How, and When program assessment is needed?
- What programs are necessary to train students why, how, and when to assess a program, a proposal, or instructional method?
- Lectures, workshops, and seminars



Types of Evaluation Criteria

Internal-External Validity

Reliability, Objectivity

Relevance, Importance

Scope, Credibility Timeliness,

Pervasiveness Efficiency



Models of Evaluation

Coperative Evaluation

- Two-Times Series – One-Time samples
- One location or More locations
- After –Summative or During- Formal
- Goal-Based or Customer – Based Evaluation



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