

# A Short Self-Assessment of Evaluation

We want this book to be practical and useful. This short assessment is designed to find out what you believe you and your organization should include in an evaluation. We cover several areas that an evaluation should or could include in its scope.

We ask you to take this self-assessment twice. Once now, and then once after you finish the book. If you keep a record of your responses now so you can compare them with your perceptions at the finish of the book, you can evaluate any changes in what you believe you and your organization should include in an evaluation.

## HOW YOUR ORGANIZATION “SEES” EVALUATION

Evaluation is essential to the success of learners, the educational system, and the citizens who pay for it. Please rate your organization on these questions. Note that as we move through the material in this book, we will be covering these critical elements of successful educational evaluation and ensure we have the “right” data for useful decisions and results.

For each item, first check each item in the *What Is* column that best describes your educational organization as it *currently* views evaluation. Then, in the *What Should Be* column, check each item for how you think your educational organization *should* view evaluation.

This exercise is a demonstration on how evaluation can help you decide what works and what doesn't, what to change and what to keep.

We suggest that you repeat this assessment at the end of the book so you can see for yourself the extent to which you have shifted from your entry assessment after going through the materials and concepts in the book. You may see how your views about evaluation have shifted from *What Is* to *What Should Be*.

## A Short Self-Assessment of Evaluation Readiness

For each item, check the item that best describes your educational organization, both for What Is and What Should Be.

<b>WHAT IS</b> Describes how you see your organization <i>currently</i> operating.	<b>1 = Strongly Disagree</b> <b>2 = Disagree</b> <b>3 = Somewhat Disagree</b> <b>4 = Somewhat Agree</b>	<b>5 = Agree</b> <b>6 = Strongly Agree</b> <b>7 = Not Applicable</b>	<b>WHAT SHOULD BE</b> Describes how you think your organization <i>should be</i> operating.
<b>HOW YOUR ORGANIZATION SEES EVALUATION</b>			
1 2 3 4 5 6 7	1. Concerned about results for individual performance accomplishment		1 2 3 4 5 6 7
1 2 3 4 5 6 7	2. Concerned about results for small groups		1 2 3 4 5 6 7
1 2 3 4 5 6 7	3. Concerned about results for a department		1 2 3 4 5 6 7
1 2 3 4 5 6 7	4. Concerned about results for the entire organization		1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. Concerned with the impact the educational agency has on learners upon graduation or completion		1 2 3 4 5 6 7
1 2 3 4 5 6 7	6. Concerned with the impact of the learners after they leave school in terms of their contributions to our shared society		1 2 3 4 5 6 7
1 2 3 4 5 6 7	7. Weak in terms of formal evaluation because of time restraints		1 2 3 4 5 6 7
1 2 3 4 5 6 7	8. Weak in terms of formal evaluation because of lack of evaluation abilities		1 2 3 4 5 6 7
1 2 3 4 5 6 7	9. Weak in terms of formal evaluation because of not knowing what to do with the evaluation data		1 2 3 4 5 6 7
1 2 3 4 5 6 7	10. Management is focused on results		1 2 3 4 5 6 7
1 2 3 4 5 6 7	11. Staff is focused on results		1 2 3 4 5 6 7
1 2 3 4 5 6 7	12. Our culture is results focused		1 2 3 4 5 6 7
1 2 3 4 5 6 7	13. Evaluation is seen as comparing results with intentions		1 2 3 4 5 6 7

<p><b>WHAT IS</b> Describes how you see your organization <b>currently</b> operating.</p>	<p><b>1 = Strongly Disagree</b> <b>2 = Disagree</b> <b>3 = Somewhat Disagree</b> <b>4 = Somewhat Agree</b></p> <p><b>5 = Agree</b> <b>6 = Strongly Agree</b> <b>7 = Not Applicable</b></p>	<p><b>WHAT SHOULD BE</b> Describes how you think your organization <b>should be</b> operating.</p>
1 2 3 4 5 6 7	<p>14. Evaluation is seen as comparing results with intentions and deciding what to stop, what to continue, what to modify</p> <p>15. Evaluation functions are included in planning</p> <p>16. Evaluation results are shared with all internal partners (include parents and learners)</p>	1 2 3 4 5 6 7
	<p><b>HOW YOUR ORGANIZATION GOES ABOUT EVALUATION</b></p>	
1 2 3 4 5 6 7	17. Collects "hard" <sup>1</sup> performance data	1 2 3 4 5 6 7
1 2 3 4 5 6 7	18. Collects "hard" performance data for impact on society or community	1 2 3 4 5 6 7
1 2 3 4 5 6 7	19. Collects "soft" <sup>2</sup> (perception) performance-related data	1 2 3 4 5 6 7
1 2 3 4 5 6 7	20. Collects "soft (perception)" performance-related data for impact on society or community	1 2 3 4 5 6 7
1 2 3 4 5 6 7	21. Uses both "hard" and "soft" data for assessing needs	1 2 3 4 5 6 7
1 2 3 4 5 6 7	22. Involves internal partners (staff) in setting objectives	1 2 3 4 5 6 7
1 2 3 4 5 6 7	23. Involves external partners (parents and community members) in setting objectives	1 2 3 4 5 6 7
1 2 3 4 5 6 7	24. Formally evaluates results external to the organization	1 2 3 4 5 6 7
1 2 3 4 5 6 7	25. Formally evaluates results within the organization	1 2 3 4 5 6 7
1 2 3 4 5 6 7	26. Prepares measurable objectives that state both what result is to be accomplished and how the accomplishment will be measured	1 2 3 4 5 6 7

(Continued)

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<p>1 2 3 4 5 6 7</p>	<p><b>THE BASIS FOR EVALUATION CRITERIA</b></p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>27. Plans on the basis of ends</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>28. Plans on the basis of consequences of results for society and community</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>29. Plans only on the basis of individual performance</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>30. Plans only on the basis of resources</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>31. Plans only on the basis of activities, programs, projects</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>32. Plans only on the basis of activities, programs, projects</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>33. Plans on the basis of results for society and community</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>34. Plans to link resources to activities, programs, projects</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>35. Plans to link resources to results that add value for clients and clients' clients</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>36. Plans only on the basis of activities, programs, projects</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>37. Choose means and resources (e.g., technology, curriculum, in-service training, restructuring, layoffs) without first identifying results to be achieved</p>	<p>1 2 3 4 5 6 7</p>
<p>1 2 3 4 5 6 7</p>	<p>38. Defines and uses needs assessment for identifying gaps in results for impact on external clients and society</p>	<p>1 2 3 4 5 6 7</p>

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1	2	3	4	5	6	7	1	2	3	4	5	6	7
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1	2	3	4	5	6	7	1	2	3	4	5	6	7
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