This course supports the assessment for JQT2. The course covers 5 competencies and represents 2 competency units.

Introduction

Overview
Issues in Measurement and Evaluation focuses on the understanding of formative and summative evaluation, and quantitative and qualitative data collection tools, including rubrics and the processes of evaluation.

Getting Started
Welcome to Issues in Measurement and Evaluation. This course will test your ability to evaluate both quantitative and qualitative data collection tools, including rubrics and the processes of evaluation. Throughout this course you will read and reflect on articles and on materials from the textbook, and then complete activities related to what you have read. To demonstrate that you have mastered the course competencies, you will complete a performance assessment where you will create a one-day workshop for an educational conference.

Competencies
This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 506.2.1: Formative Evaluation**
  The graduate understands the fundamental elements of formative evaluations.

- **Competency 506.2.2: Summative Evaluation**
  The graduate understands the fundamental elements of summative evaluations.

- **Competency 506.2.3: Differences Between Formative and Summative Evaluation**
  The graduate understands the differences between formative and summative evaluation.

- **Competency 506.3.1: Qualitative Data Collection Tools and Techniques**
  The graduate employs appropriate qualitative data collection techniques and tools to collect data.

- **Competency 506.3.2: Quantitative Data Collection Tools and Techniques**
  The graduate employs appropriate quantitative techniques and tools to collect data.

Teaching Dispositions Statement
Please review the [Statement of Teaching Dispositions](#).

Course Instructor Assistance
Your Course Instructor is an important resource for you to take advantage of as you progress through your study of Issues in Measurement and Evaluation. Your Course Instructor will be able to help guide your learning, answer questions, and provide valuable information. Be sure to consult your Course Instructor frequently.

Pacing Guide
The suggested schedule for completing this course:
Prefering for Success

New Subject Short Description

Learning Resources

For this course, you will use the following textbook:


Qualitative Evaluation Methods

This section covers qualitative data collection tools and process. There are generally two categories of data: quantitative and qualitative. Each data type typically has its own method of collection and analysis (the differences are discussed in more detail later in this course), although it is possible to quantify qualitative data.

Advantages and Disadvantages of Tools

Read "Advantages and Disadvantages of Various Assessment Methods." Reflect on the qualitative data collection tools you can use in an evaluation and write about their advantages and disadvantages in your notebook. There are no right or wrong answers, but your response is expected to be thoughtful.

Other Qualitative Data Collection Tools

This section guides you to consider the qualitative data collection tools you can use in evaluation, and whether different or additional tools might be more effective.

Optional: Education Research

As you think about qualitative data collection tools, you might find it helpful to review chapter 14 ("Qualitative Data Collection") in the *Educational Research* text, which was assigned during the Foundations of Measurement and Evaluation course.
Quantitative Evaluation Methods

This section covers Quantitative data collection tools and process.

**Advantages and Disadvantages of Tools**

Read "Advantages and Disadvantages of Various Assessment Methods." Reflect on the quantitative data collection tools you can use for evaluations and write about their advantages and disadvantages in your notebook. There are no right or wrong answers, but your response is expected to be thoughtful.

**Other Quantitative Data Collection Tools**

This section guides you to consider the qualitative data collection tools you can use in evaluation, and whether different or additional tools might be more effective.

**Education Research**

You might find it helpful review chapter 6 ("Selecting Measuring Instruments") in the *Educational Research* text, which was assigned during the Foundations of Measurement and Evaluation course.

**Rubric Use**

Rubrics are an important part of scoring performance data. It is important that an appropriate grading scheme be developed in conjunction with the assignment. You will have noticed that WGU typically uses rubrics to aid in scoring performance tasks. The purpose of these rubrics is to objectify the grader's rating of materials that would otherwise be subjectively graded. Subjective grading is done when graders use their own understanding and perceptions to determine the value of a student's performance task response. This approach is open to bias and unfair grading.

You will discuss your prior use of rubrics.

**Advantages and Disadvantages of Rubrics**

Read "Advantages and Disadvantages of Various Assessment Methods." Reflect on the advantages and disadvantages you have found in your prior use of rubrics addressing the advantages and disadvantages of rubric use for both teachers and learners. Write your thoughts in your notebook.

**Reading Review**

Read the following article:


After completing the reading, write a performance task and develop a rubric to be used in scoring the task. Record these items in your notebook.

**Changes to Instructional Environment**

Reflect on how you might change your instructional environment to compensate for any
Evaluation Phases

Evaluation phases are different for formative and summative evaluations. In this section of the course, you will compare your experience with both formative and summative evaluations.

The main purpose of a formative evaluation is to locate weakness in the instruction so that the instruction can be revised. The stages of a formative evaluation include one-to-one, small group, and field trial.

The main purpose of the summative evaluation is to determine the overall effectiveness of the instruction in order to make decisions about adopting or discontinuing the instruction. The primary stage of summative evaluation is expert judgment.

Instructional Environment

Evaluation can occur during a process, as when a chef samples a stew, or it can occur after a process, as when a food critic sits down to write the review after visiting a restaurant. These two types of evaluation are examples of formative and summative evaluations, respectively. When applied to instructional settings, a formative evaluation occurs before and during the learning to help guide the development and implementation of instruction. A summative evaluation is used after the learning has occurred to measure how much has been learned and, subsequently, decide if the instruction should be adopted for continued use.

Purpose of Formative Evaluation

This section covers the purpose of formative evaluations. If you recall, once you have the subject of an evaluation in mind, you must decide what you want to know. You also want to know if the instructional goal was accomplished and what portions of the product need revision. If the instructional goal is not achieved, no matter how interesting or how beautifully designed the product is, it is not serving its purpose. This would indicate the need for some major revision.

Whether or not the goal is met, you should seek to discover all areas of the product that can be improved through revision. This is not the time to look for a pat on the back or compliments on the product. It is the time to look for mistakes, glitches, and weaknesses in the product or program. A successful formative evaluation may or may not show that the instructional goal was met, but it will point out many areas that need to be revised.

There are three types of formative evaluation. Two types of formative evaluation are conducted before delivering instruction: one-to-one evaluation and small-group evaluation. The third type of formative evaluation can be conducted during the delivery of instruction with a trial group of learners: field trial evaluation.

Read Ch. 11 in The Systematic Design of Instruction

Evaluating Instruction before Delivery

Before delivering instruction, the instructional designer can collaborate one-on-one with
individual learners. The purpose of the one-on-one evaluation is to determine the aspects of the instruction that need improvement. Following the one-on-one evaluation, the instructional designer will use the data to improve the instruction.

Also before delivering instruction, the instructional design can conduct a small-group evaluation consisting of approximately eight to twenty learners. During this phrase, the learners can be tested on what they learned from the instruction to, again, determine the areas of instruction that need improvement. Following the small-group evaluation, the instructional designer will use the data to improve the instruction.

**Evaluating Instruction during Delivery**

The third phase of the formative evaluation process is the field trial. The field trial involves implementation of the instruction in a format that closely reflects the authentic context in which the instruction will be eventually conducted. During this phrase, the instructional designer can ensure previously made revisions were effective and determine any final revisions that need to be made.

**Collecting Data for a Formative Evaluation**

The formative evaluation process focuses on collecting feedback data from the target learners. However, it can be helpful to also collect feedback data from subject-matter experts. Instructional designers can design a variety of frameworks or tools to capture data about the instruction. When creating a framework or tool, the focus should be on capturing areas of the instruction that need improvement.

**Summative Evaluation**

Now that the instruction has been implemented, a summative evaluation is conducted to determine if the instruction actually worked as intended. The summative evaluation process is used to make decisions. The summative evaluation process involves an evaluation of the degree to which learners are transferring the knowledge and skills learned in the instruction to their work.

**Summative Evaluation Procedure**

Read the "Summative Evaluation Procedure" document.

**Collecting Data for a Summative Evaluation**

The summative evaluation process focuses on collecting feedback data from an external evaluator and can also involve collecting data from the learners after they have returned to their jobs. A variety of tools can be used to collect data for a summative evaluation, including rating
forms, interviews, and observations. When creating a tool for a summative evaluation, the focus should be on capturing data to guide decisions about adopting or discontinuing the instruction.

**Evaluation Plan Completion**

The activities for this section will guide you to complete your performance assessment.

**Evaluation Procedure**

Below is an outline of the components of evaluation. View the Designing the Evaluation Process document for more information.

- Identify the context for your instruction
  - Identify the learning objectives for the instruction.
  - Identified desired outcomes, which are longer-term outcomes.
  - Identify the audience/learners.
  - Ensure the topic is relevant to the learners.
- Determine the processes you will use for the formative evaluation.
  - Decide the process of formative evaluation you will use during the design and development of your instruction (before implementing the instruction).
  - Decide the process of formative evaluation you use during instruction (i.e., a trial-run of your instruction with target learners).
  - Determine which data collection tools will be most effective for formatively evaluating your instruction during the design and development of your instruction (before implementing the instruction).
  - Determine which data collection tools will be most effective for formatively evaluating your instruction during instruction (i.e., a trial-run of your instruction with target learners).
- Determine the processes you will use for the summative evaluation.
  - Determine which data collection tools will be most effective for summatively evaluating your instruction.
- How can you use the data from your formative and summative evaluations?

**Evaluation Procedure Narrative**

Read the "Evaluation Procedure Narrative" document.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course.

**Complete: Task 1 Performance Task**

Complete the following task in Taskstream:

- Issues in Measurement & Evaluation: Task 1

For details about this performance assessment, see the "Assessment" tab in this course.