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Doing Evaluation

Task analysis as a pathway to progress evaluation education

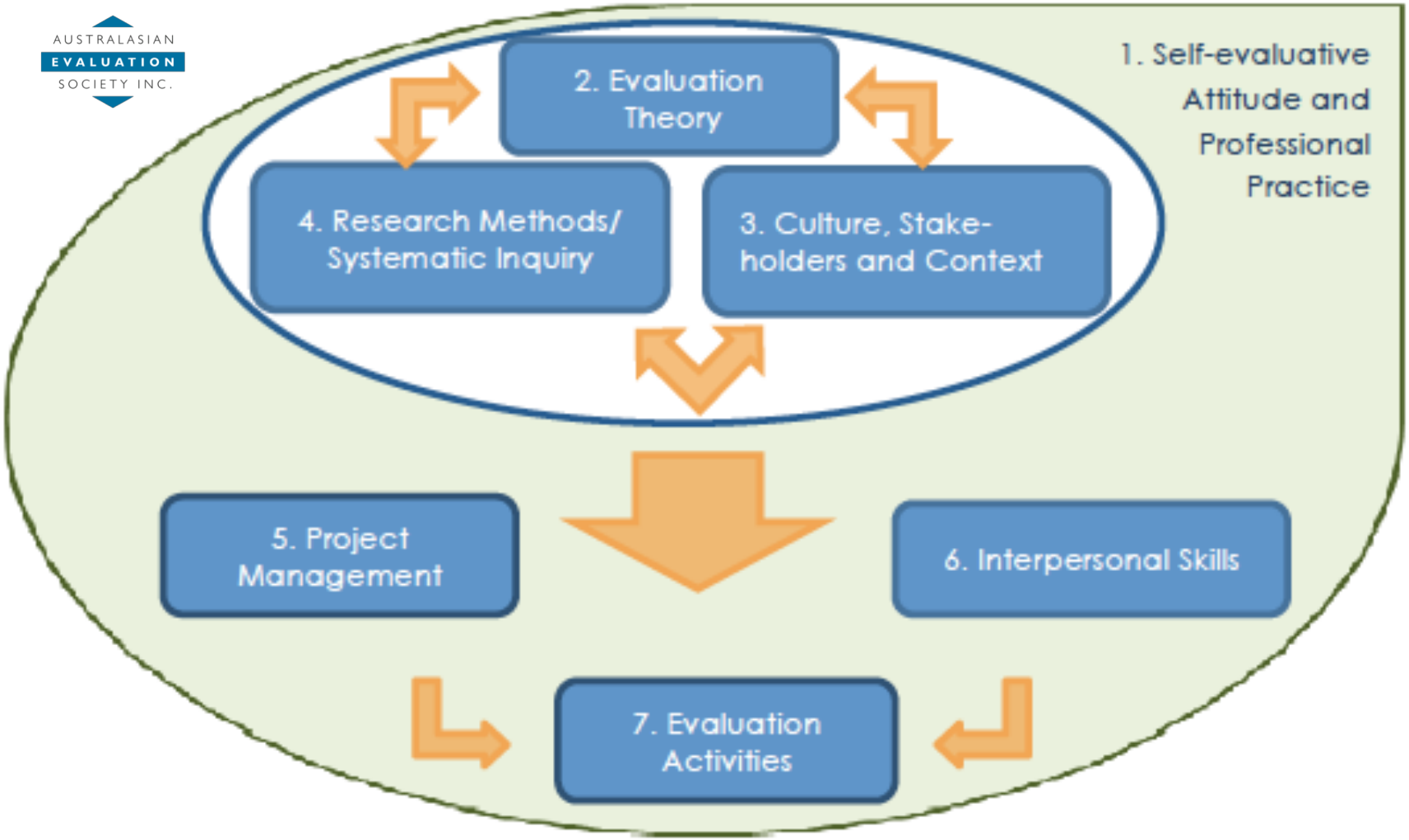
Amy Gullickson, University of Melbourne

AES Conference 21 Sept 2018

Agenda

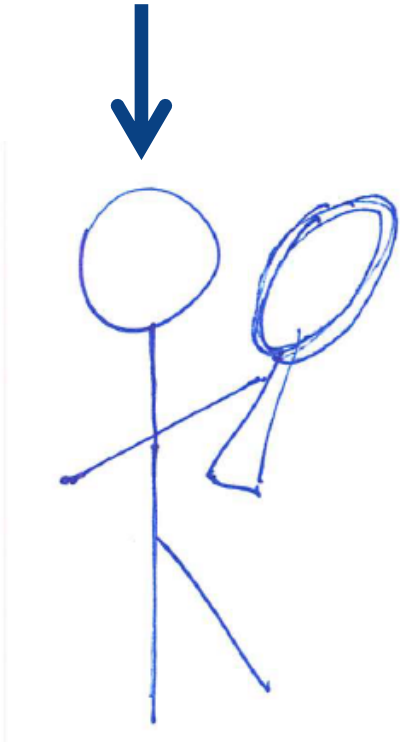
- AES Competencies
- Competencies vs Tasks
- Task analysis on the logic of evaluation
- Discussion

Evaluators' Professional Learning Competency Framework



http://www.aes.asn.au/images/stories/files/Professional%20Learning/AES_Evaluators_Competency_Framework.pdf

Competencies



(King, et al., 2001, p.231; Brannick, et al., 2007, p.136)

Competencies

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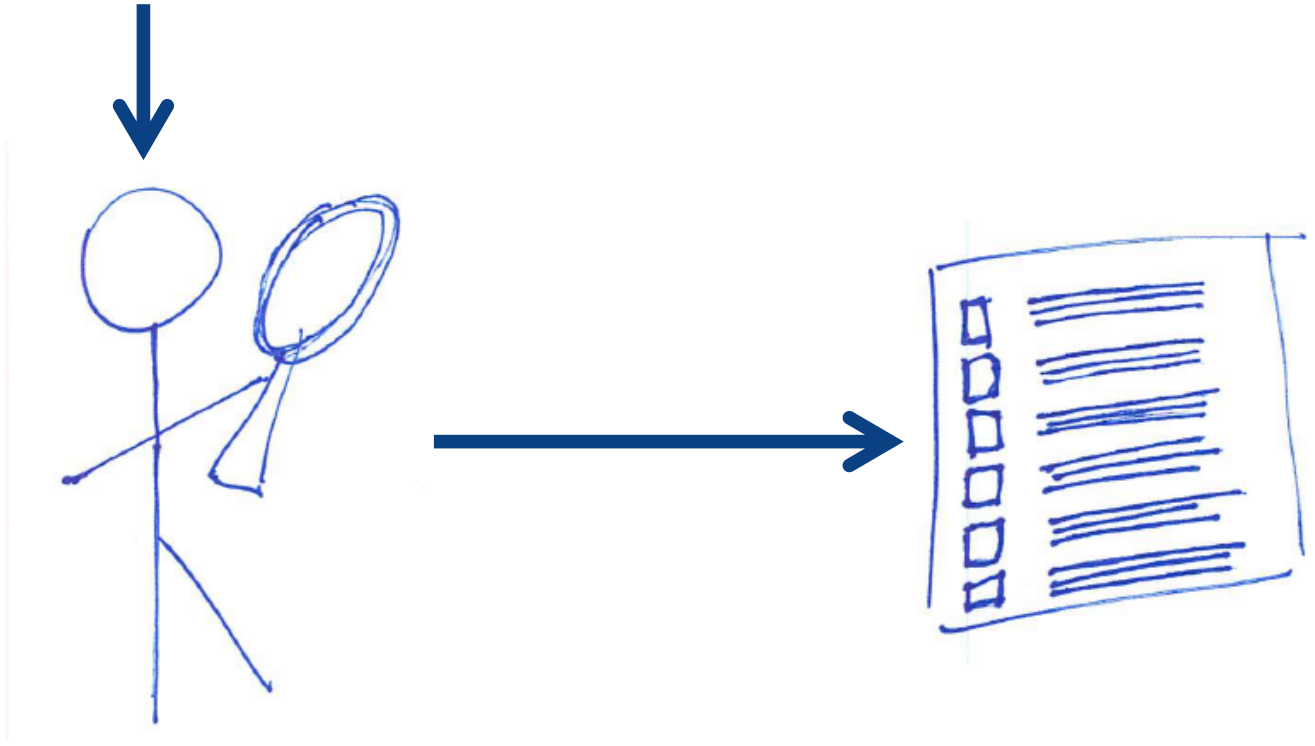
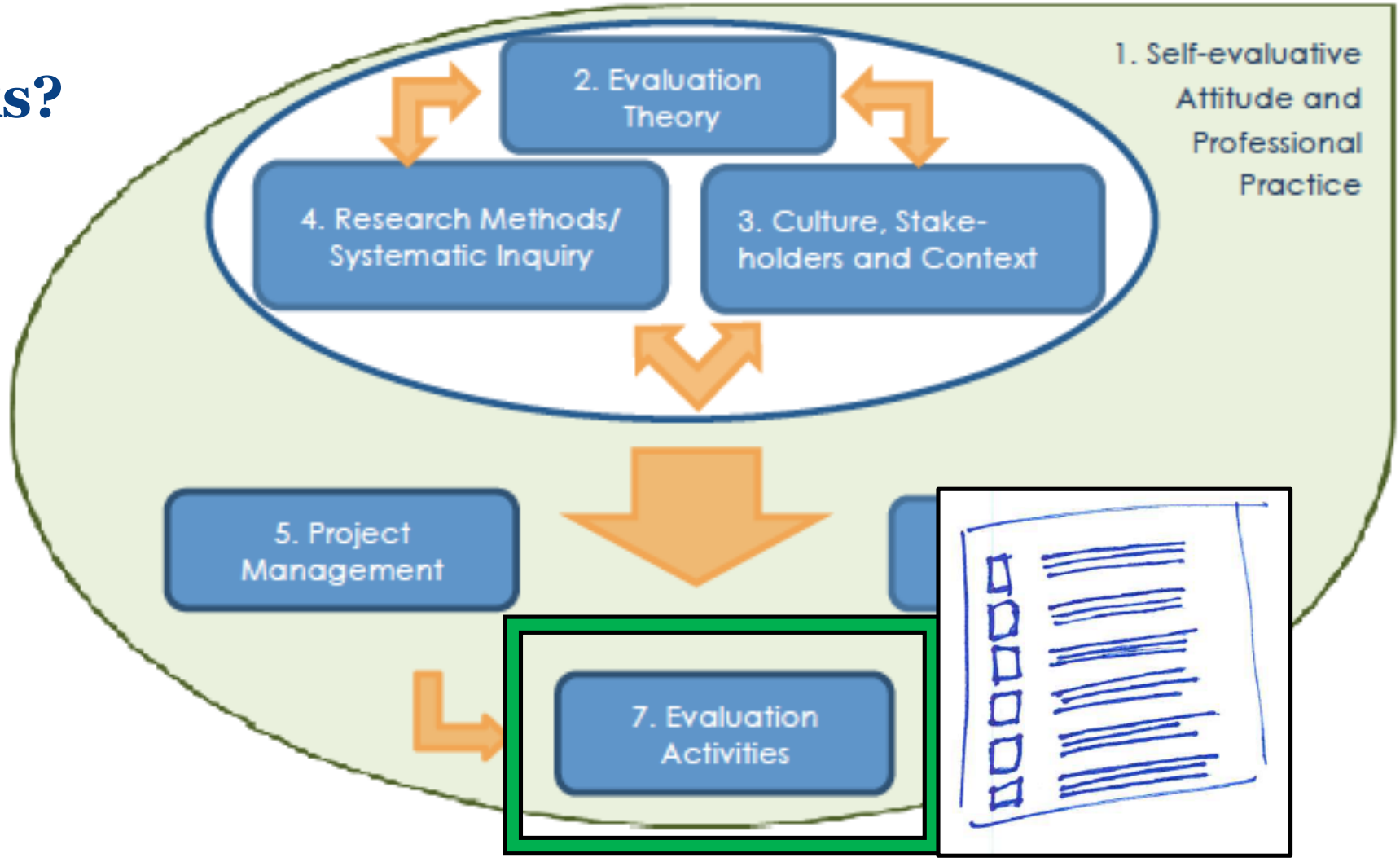
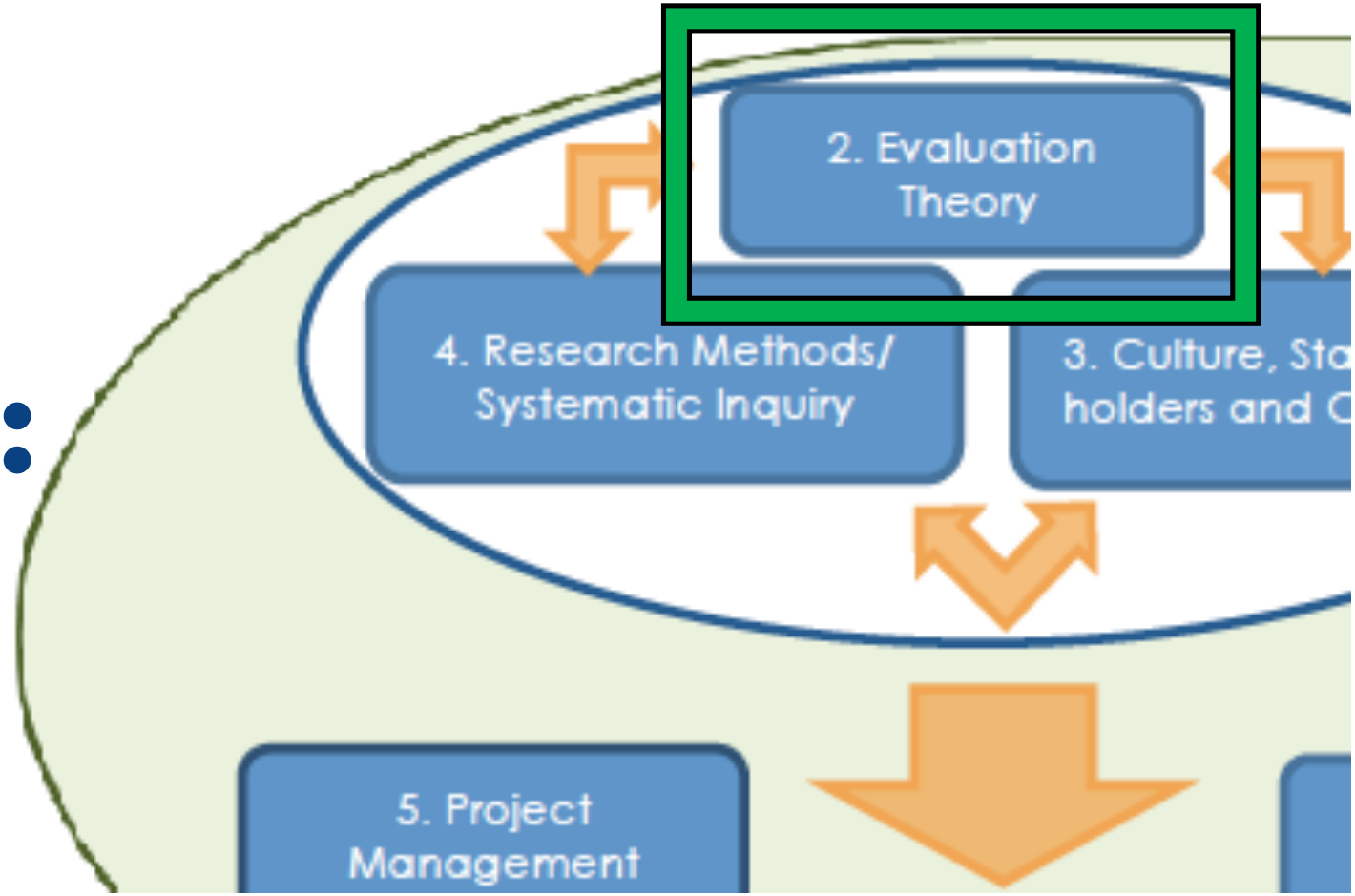


Tasks?

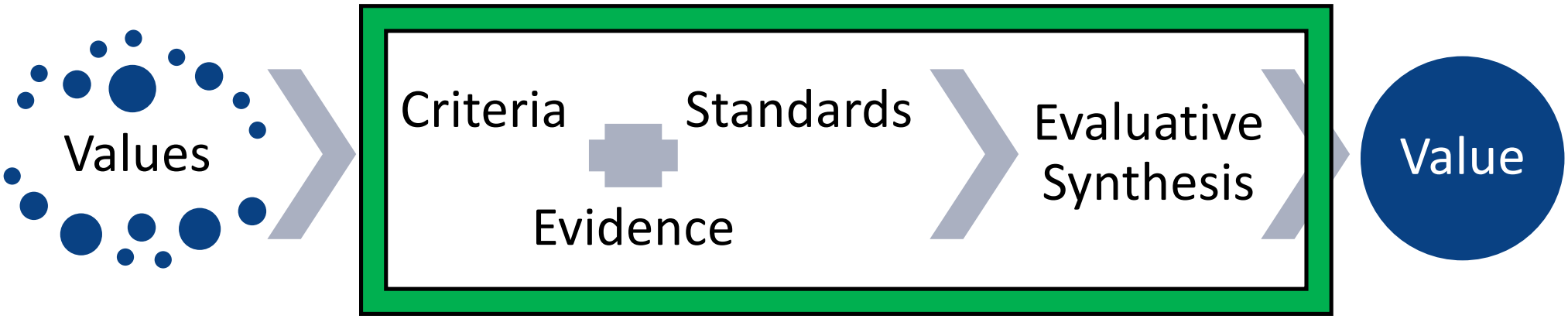


(AES PLC, 2013)

Task Analysis: Part 1

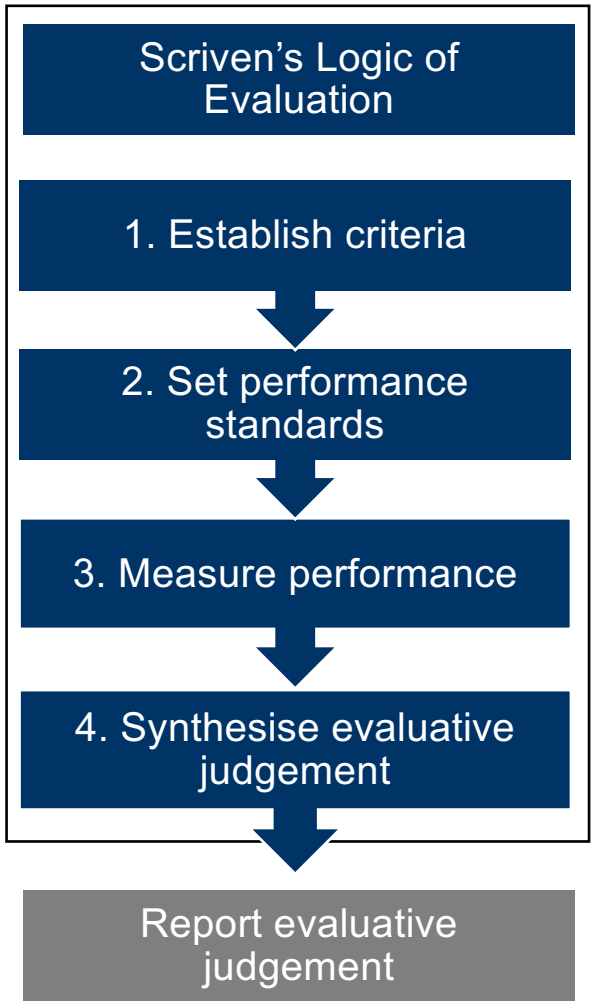


Logic of evaluation



Fournier, 1995; Davidson, 2005; Scriven, 1990

Image © 2018 AM Gullickson, from Hannum & Gullickson, 2018



(adapted from Scriven, 1991; Fournier, 1995)

Taylor (1961), Hare (1967), Rescher (1969

1. Identify the object (X) and the value to be applied to the object 2. Identify the "class of comparison" to which X belongs (Z) 3. Identify norms for Z
4. Develop a set of operational statements describing levels of performance for each of the norms of Z
5. Determine the characteristic(s) of X (the "good making characteristics")
6. Compare X's characteristics with the operational statements above to come to an evaluative conclusion

7. Justify the norms used

(Summary and comparison is a visually adapted version of Nunns, 2016, Table 4, p. 61)

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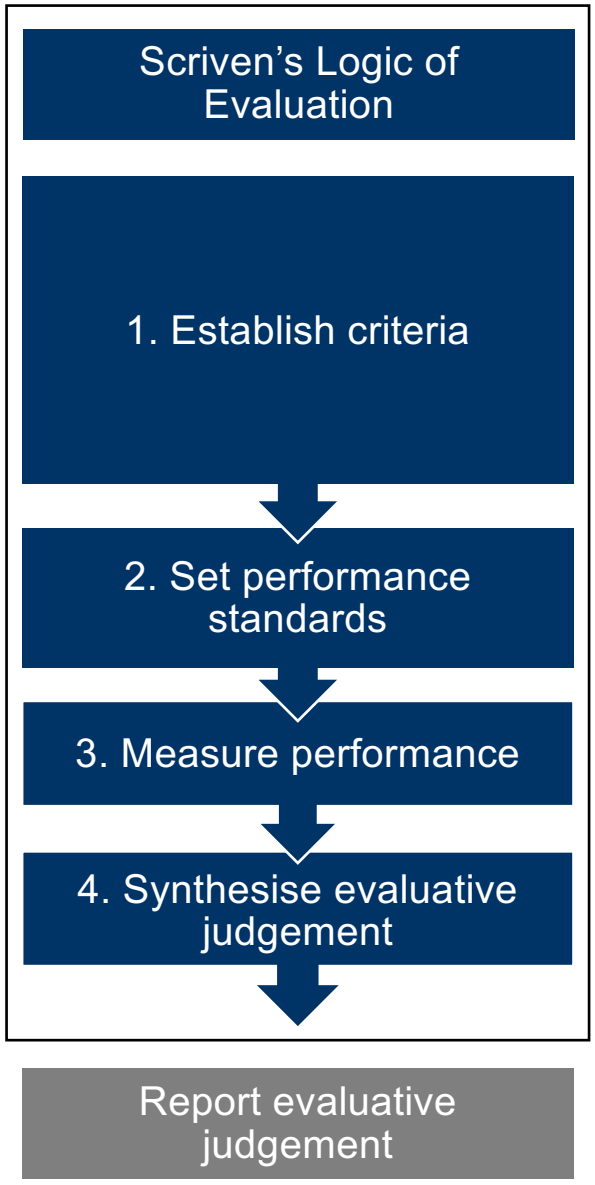

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7. **Justify the norms used**

Scriven's Logic of Evaluation

1. Establish criteria
2. Set performance standards
3. Measure performance
4. Synthesise evaluative judgement

Report evaluative judgement

Expanded Logic of Evaluation

Define the evaluand (X) and the group/**context** (Z) to which it belongs

Identify criteria (norms) for Z, **weight as needed. Justify the criteria and weighting**

Operationalize the criteria by **identifying indicators**. Describe levels of performance on each (standards). **Justify the indicators and standards**

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

Expanded Logic of Evaluation

Define the evaluand (X) and the group/**context** (Z) to which it belongs

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Task Analysis: Part 2

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
Justify the criteria and weighting

Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

Write the task sentences

(Subject)	verb	object	infinitive phrase
(Workers)	what they do	to what or whom	how and or why the action is done

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
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Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

(Evaluators)

verb	object	infinitive phrase
Define	the evaluand	to understand it (i.e., its content, boundaries, goals, activities) and to delineate the scope of the evaluation

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
Justify the criteria and weighting

Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

(Evaluators)

verb	object	infinitive phrase
Define	the group/ context of the evaluand	to understand its likely characteristics, and the theory on which it operates.

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
Justify the criteria and weighting

Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

(Evaluators)

verb	object	infinitive phrase
Identify	criteria for the evaluand or its group (whichever makes sense)	to understand what is necessary for it to be good.

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
Justify the criteria and weighting

Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

Observe X's performance on each indicator

Compare X's performance to established standards to arrive at a judgement

Report judgement to stakeholders

(Evaluators)

verb	object	infinitive phrase
weight	criteria as needed (using appropriate methods)	to prioritise understand the most important aspects of goodness.

Expanded Logic of Evaluation

Define the evaluand (X) and the group/context (Z) to which it belongs

Identify criteria (norms) for Z, weight as needed.
Justify the criteria and weighting

Operationalize the criteria by identifying indicators. Describe levels of performance on each (standards). Justify the indicators and standards.

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Next steps

For teaching!

- Subtasks – list them out
- Align knowledge, skills, abilities and other characteristics to the tasks.
- Figure out best teaching and assessment strategies

For doing!

- What questions align with the steps?
- Put them into a checklist to guide your evaluation practice (email me if you want mine)

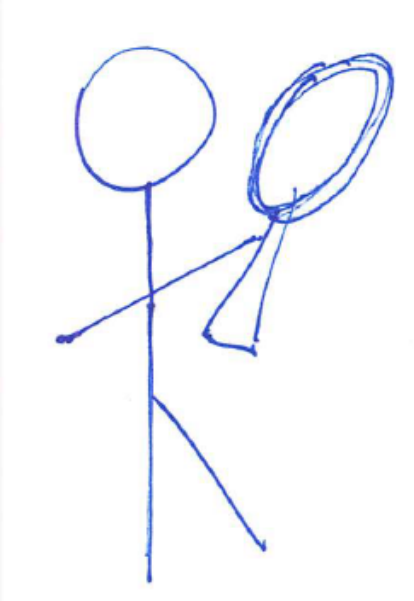
Next steps: Rating the Tasks

Difficulty	• Difficulty in doing a task correctly relative to all other tasks within a single job
Criticality	• Consequences of error – the degree to which an incorrect performance would result in negative consequences
Importance	• Difficulty + Criticality

Result

- Prioritisation of difficult and critical tasks
- Association of KSAOs with tasks
- A clear pathway of learning that leads to an assessed capability to perform specific tasks in evaluation

Q&A, Discussion



Thank you. Stay in touch!

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