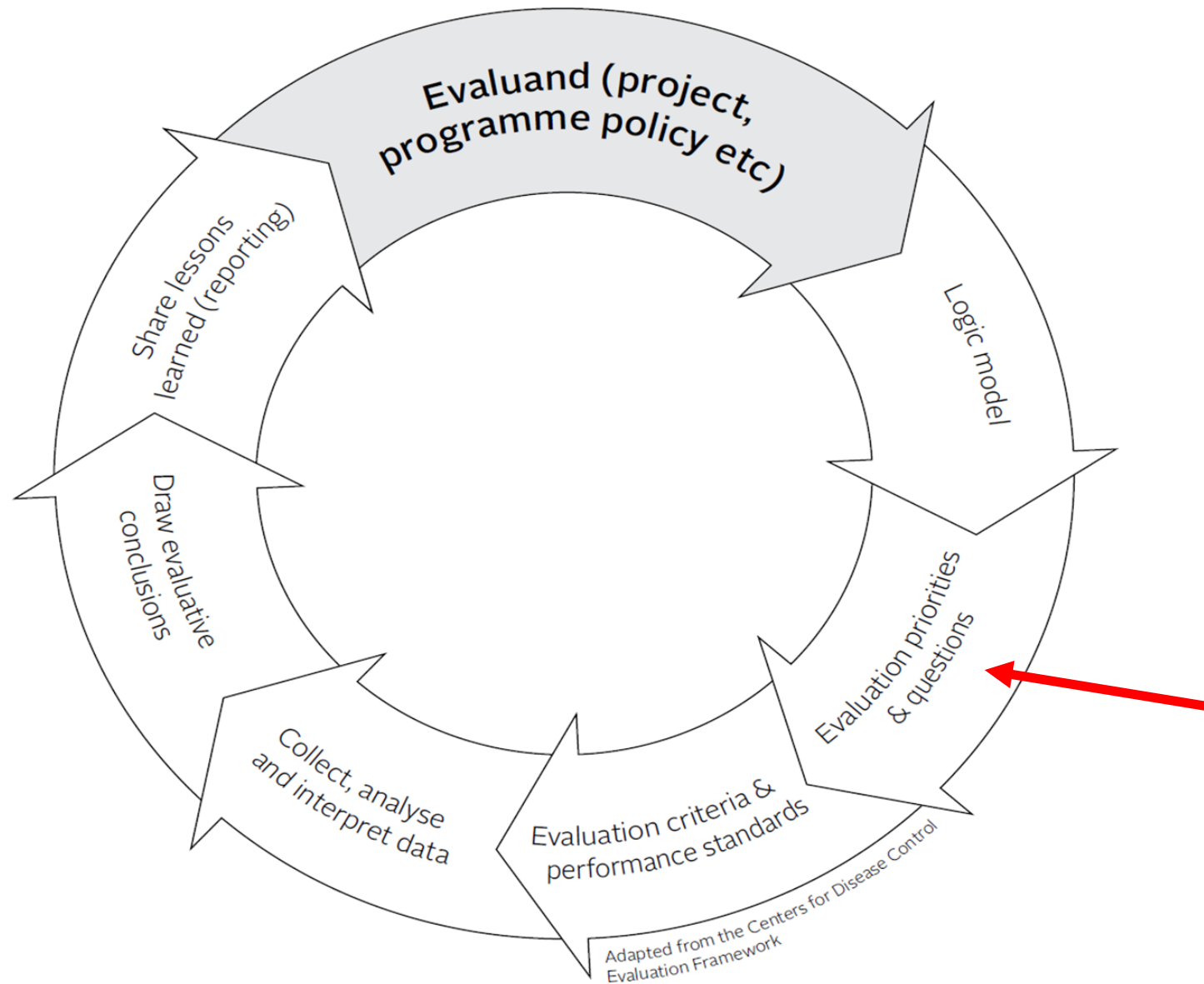


# Easy Evaluation – Online

Jeff Adams PhD  
Verne McManus

## Aims

- Greater familiarity and more experience with developing programme logic models
- An increased understanding of different forms of evaluation
- **Gained knowledge, skills and confidence about planning and conducting evaluation**

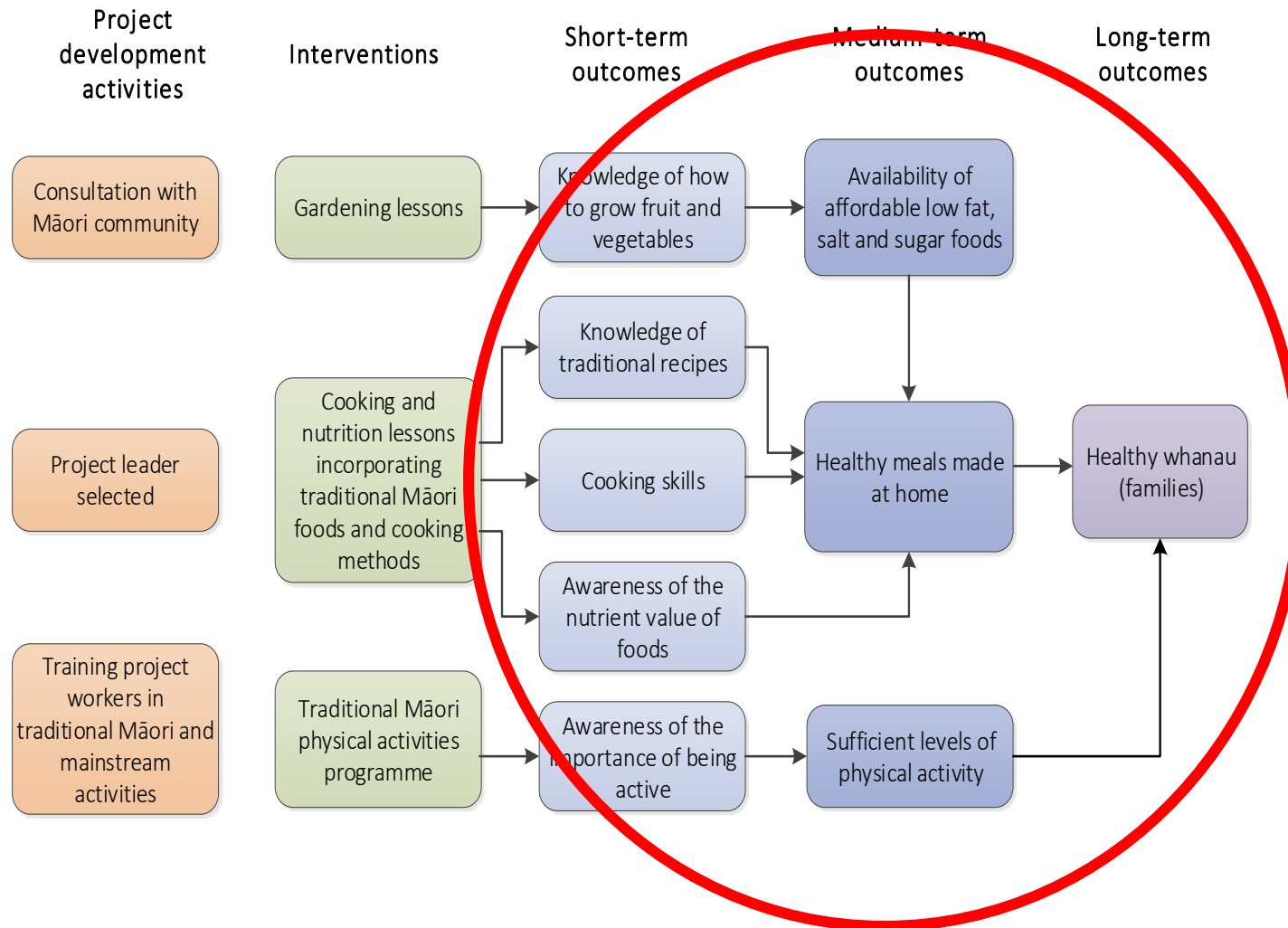


## Evaluation questions

Keep it simple and do-able!

- **How well were the outcomes achieved?**
- What was the quality of the intervention?

## Marae-based Nutrition and Exercise Programme

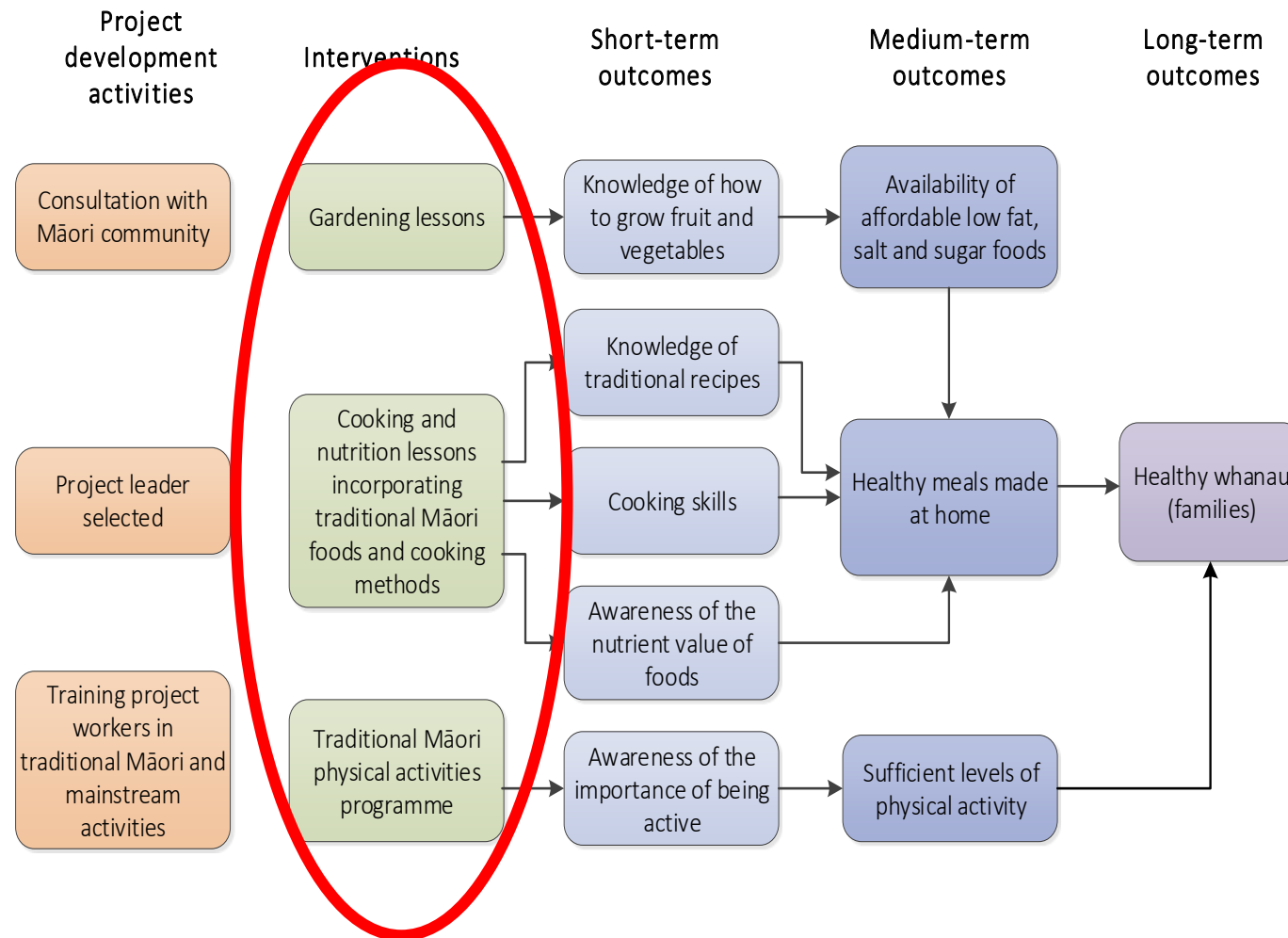


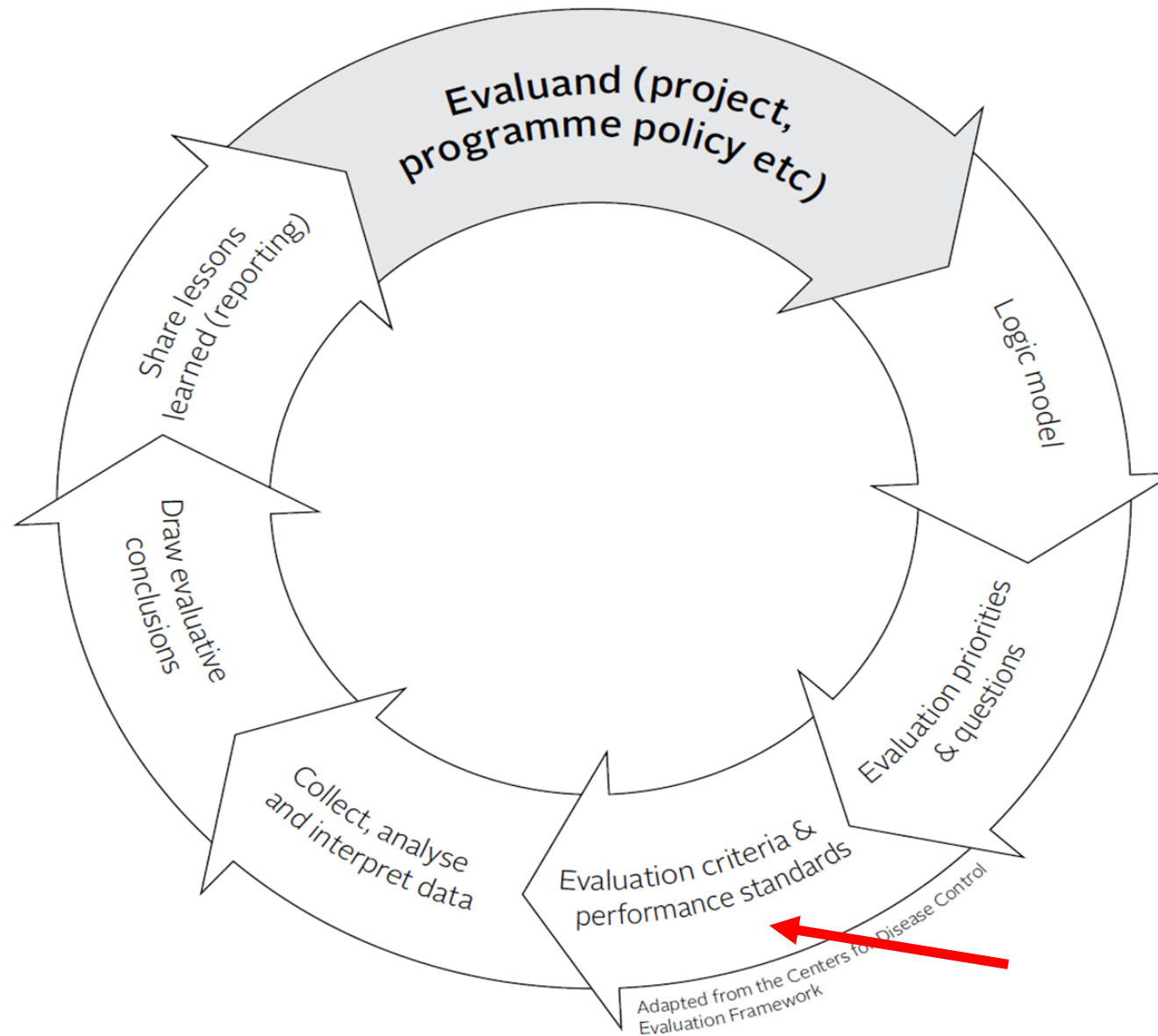
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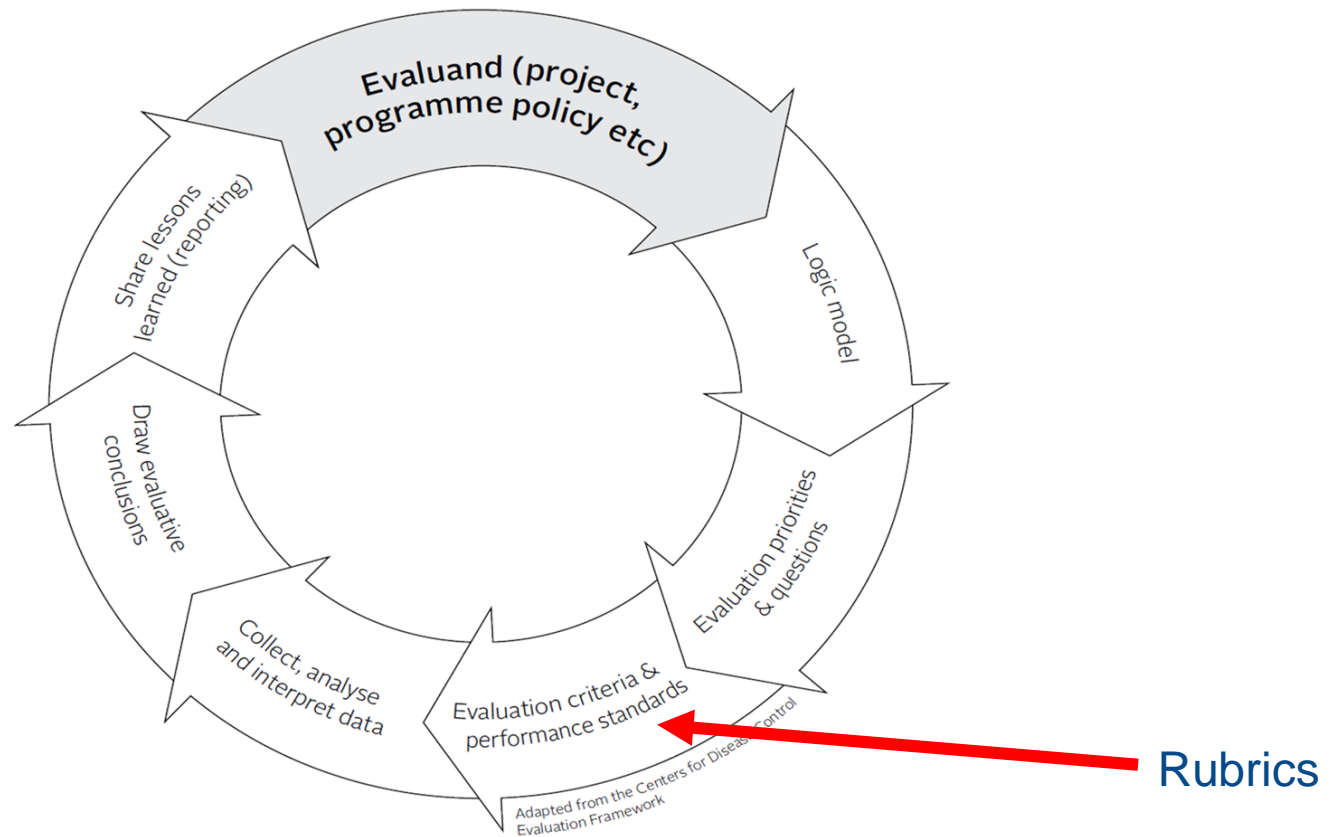
## Marae-based Nutrition and Exercise Programme



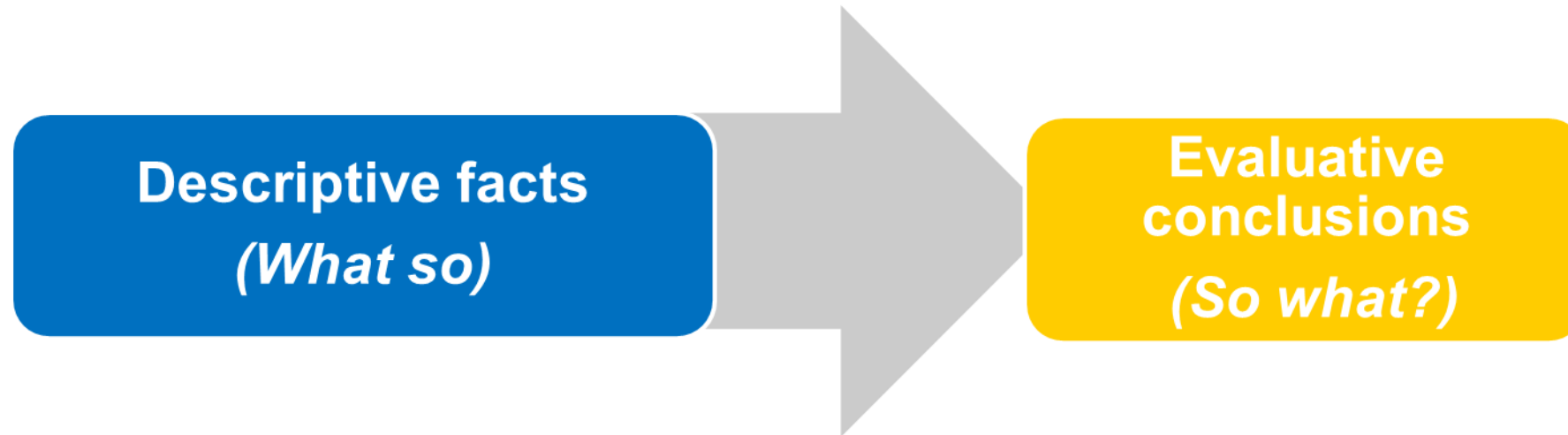




# Criteria, standards and rubrics



## E-VALUATION



Evaluations should generate not just evidence, but evaluative conclusions  
(Davidson, 2013)

## Making evaluative conclusions (Davidson, 2013)

### Rorschach inkblot



### Divine judgement



# Making everyday evaluative decisions



## Criteria for choosing a hotel

Cost

Location

Facilities

Room type

Loyalty programme

Reputation







# Criteria for choosing restaurant



# Where do criteria come from?

Literature

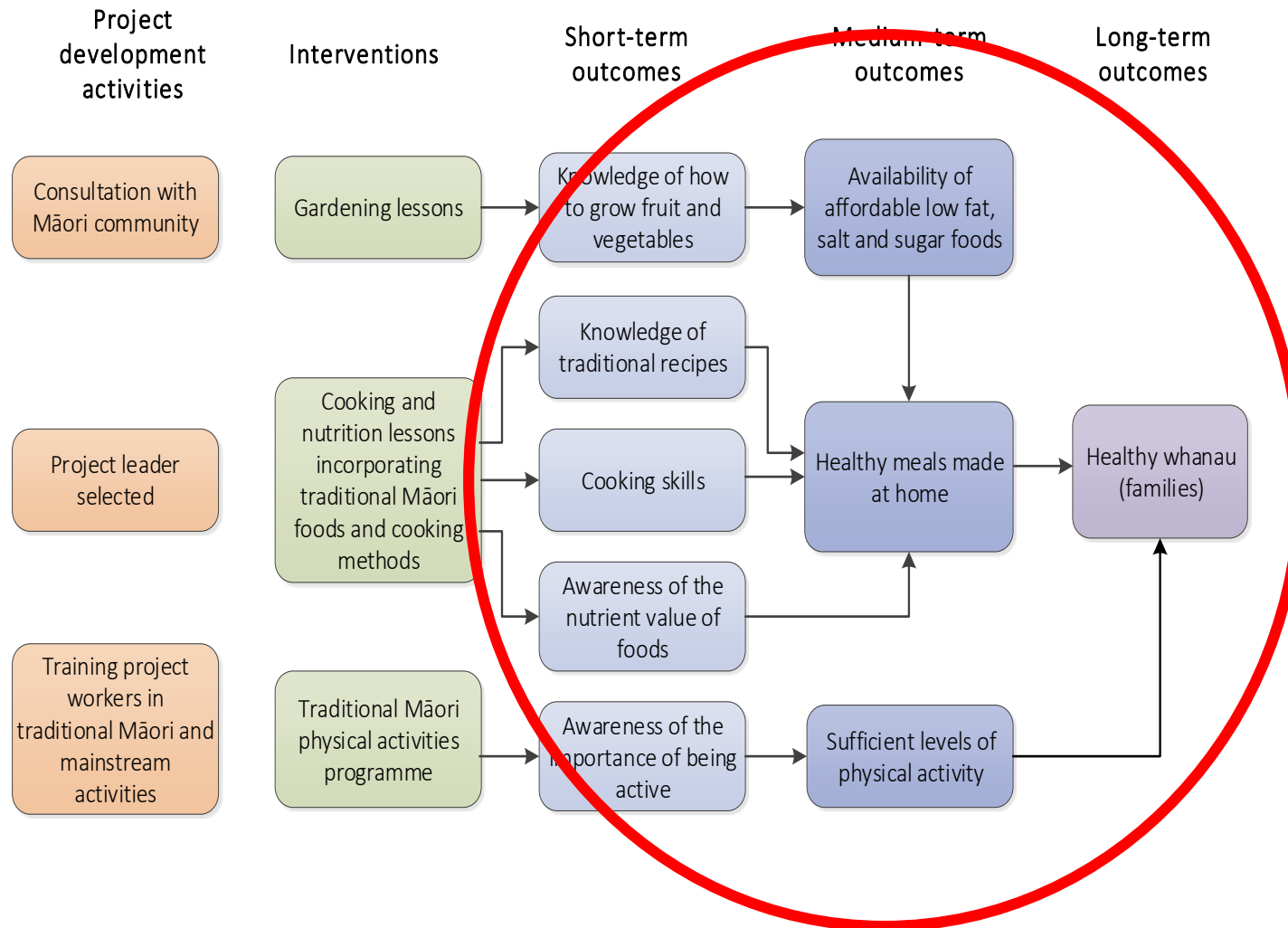
Pre-existing

Stakeholders

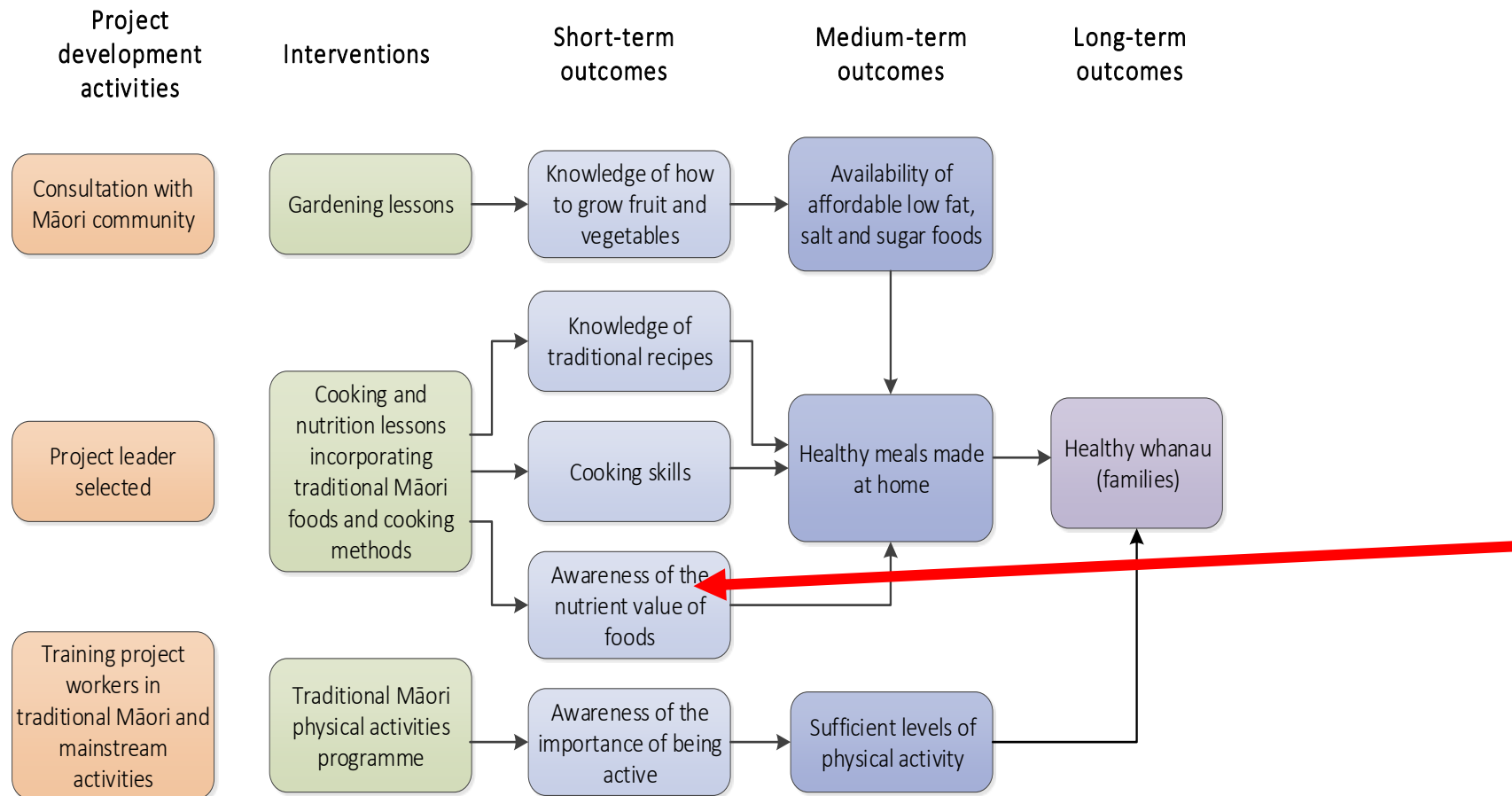
Experts



## Marae-based Nutrition and Exercise Programme



## Marae-based Nutrition and Exercise Programme



## Awareness of the nutrient value of foods

Evaluation Criteria	Key Sources of Data	Method
<ul style="list-style-type: none"><li>• Ability to identify the main food groups</li></ul>	<ul style="list-style-type: none"><li>• Course leader</li><li>• Participant</li></ul>	<ul style="list-style-type: none"><li>• Assessment</li><li>• Interview</li><li>• Questionnaire</li></ul>
<ul style="list-style-type: none"><li>• Ability to state which foods are the best sources of certain key vitamins and minerals</li></ul>	<ul style="list-style-type: none"><li>• Course leader</li><li>• Participant</li></ul>	<ul style="list-style-type: none"><li>• Assessment</li><li>• Interview</li><li>• Questionnaire</li></ul>
<ul style="list-style-type: none"><li>• Ability to design a balanced nutritious meal using fresh ingredients</li></ul>	<ul style="list-style-type: none"><li>• Participant</li></ul>	<ul style="list-style-type: none"><li>• Demonstration</li></ul>

## Awareness of the nutrient value of foods

Rating	Explanation (how you decide merit)
Excellent	All participants are able to identify the main food groups, explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C), and design a balanced, nutritious meal using fresh ingredients
Very good	Most participants are able to identify the main food groups, explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C), and design a balanced, nutritious meal using fresh ingredients
Good	Over half of the participants are able to identify the main food groups, and design a balanced nutritious meal using fresh ingredients although they may not be able to explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)
Poor	Fewer than half of the participants are able to identify the main food groups, and design a balanced nutritious meal using fresh ingredients or explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)

Rating	Explanation (how you decide merit)
Excellent	100% of participants are: <ul style="list-style-type: none"><li>• able to identify the main food groups</li><li>• explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C), and</li><li>• design a balanced, nutritious meal using fresh ingredients</li></ul>
Very good	75-99% of participants are: <ul style="list-style-type: none"><li>• able to identify the main food groups</li><li>• explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C), and</li><li>• design a balanced, nutritious meal using fresh ingredients</li></ul>
Good	50-74% of participants are: <ul style="list-style-type: none"><li>• able to identify the main food groups</li><li>• design a balanced nutritious meal using fresh ingredients, but</li></ul> Fewer than 50% of participants are able to explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)
Poor	Fewer than 50% of the participants are: <ul style="list-style-type: none"><li>• able to identify the main food groups</li><li>• design a balanced nutritious meal using fresh ingredients</li><li>• explain which foods are the best sources of key vitamins and minerals (e.g., iron, Vitamin C)</li></ul>

# Generic Rubric Example

Rating	Explanation (how you decide merit)
<b>Excellent</b>	<b>Performance is clearly very strong or exemplary performance in relation to the question. Any gaps or weaknesses are not significant and are managed effectively.</b>
<b>Very Good</b>	<b>Performance is generally strong in relation to the question. No significant gaps or weaknesses, and less significant gaps or weaknesses are mostly managed effectively.</b>
<b>Good</b>	<b>Performance is inconsistent in relation to the question. Some gaps or weaknesses. Meets minimum expectations/requirements as far as can be determined.</b>
<b>Poor</b>	<b>Performance is unacceptably weak in relation to the question. Does not meet minimum expectations/requirements</b>
<b>Insufficient evidence</b>	<b>Evidence unavailable or of insufficient quality to determine performance</b>

# Sample rubric for qualitative data

<b>Rating</b>	<b>Explanation (how you decide merit)</b>
Excellent	Evidence of strong positive impact: Very positive comments, with a substantial number that indicated a very strong impact; few if any neutral or negative comments.
Good	Evidence of a noticeable positive impact: A good number of positive comments (few neutral or negative) clearly showed that the programme had made a noticeable positive effect on recipients.
Satisfactory	Evidence of some positive impact: A mix of positive and negative comments, skewed somewhat towards the positive. Evidence points in the right direction, but not to a very noticeable impact.
Marginal	Little or no impact either way: A real mix of comments; no clear trend in either the positive or the negative direction.
Poor	Evidence of some negative impact: A mix of positive and negative comments, skewed somewhat toward the negative. Not enough evidence to call this a really noticeable negative impact.

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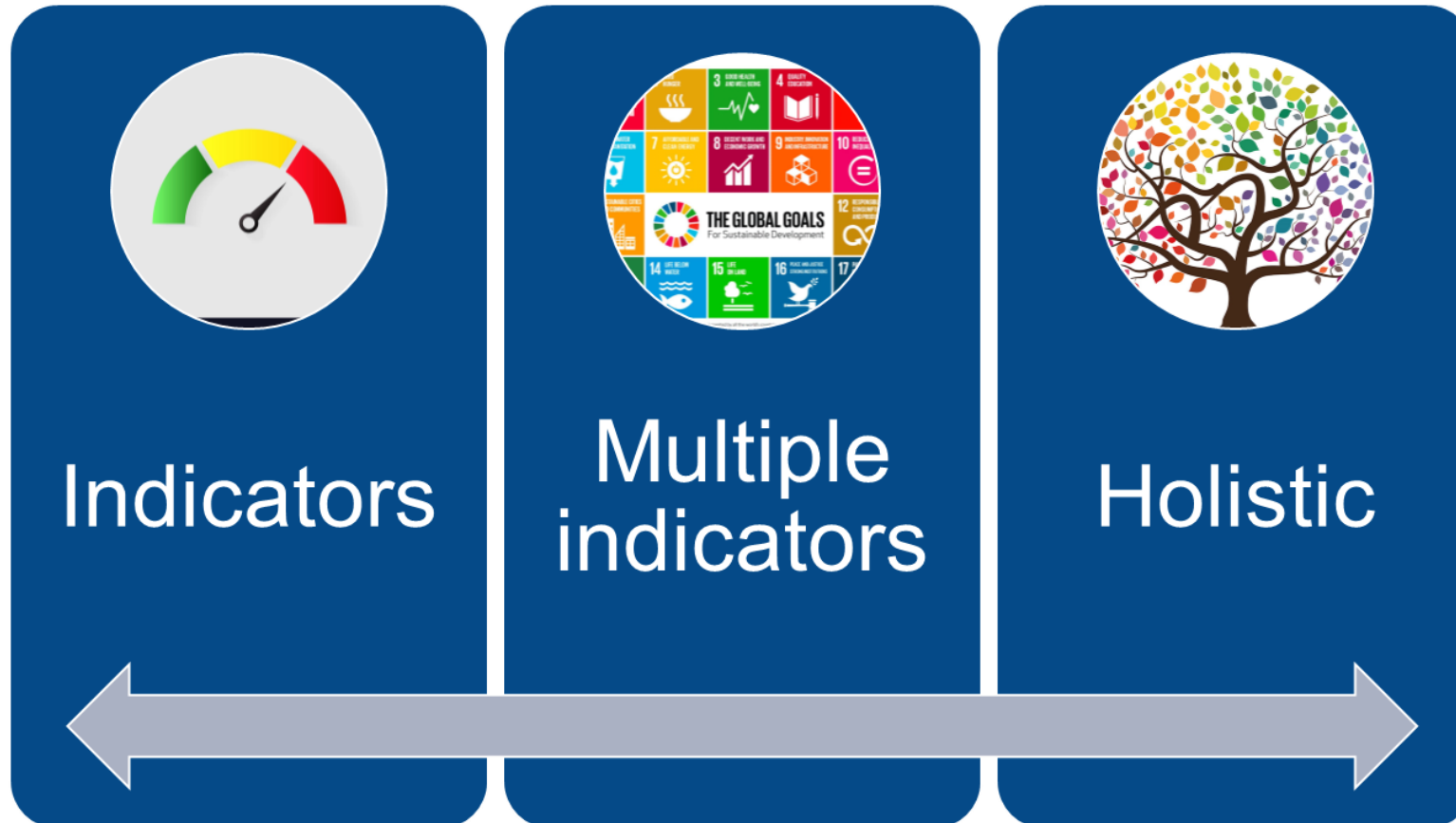
## **High capability**

Leaders (including Boards of Trustees, a group of parents elected by parents to govern the school) clearly make it a strategic priority to proactively create and sustain culturally intelligent, inclusive environments, particularly for Māori learners, Pasifika learners and learners with special education needs, including those learners transitioning from schooling where the language and/or methods of instruction were different. They are highly skilled at leading and changing this aspect of organisational culture for the benefit of learners. Their genuine personal commitment to inclusiveness is evidenced in their clear and deep knowledge of who their learners are, what they pay attention to, how swiftly they identify and react to emerging issues, how they advocate for minority groups, how adequately they resource and do the most important things, build their own knowledge, etc. (Davidson, 2013)

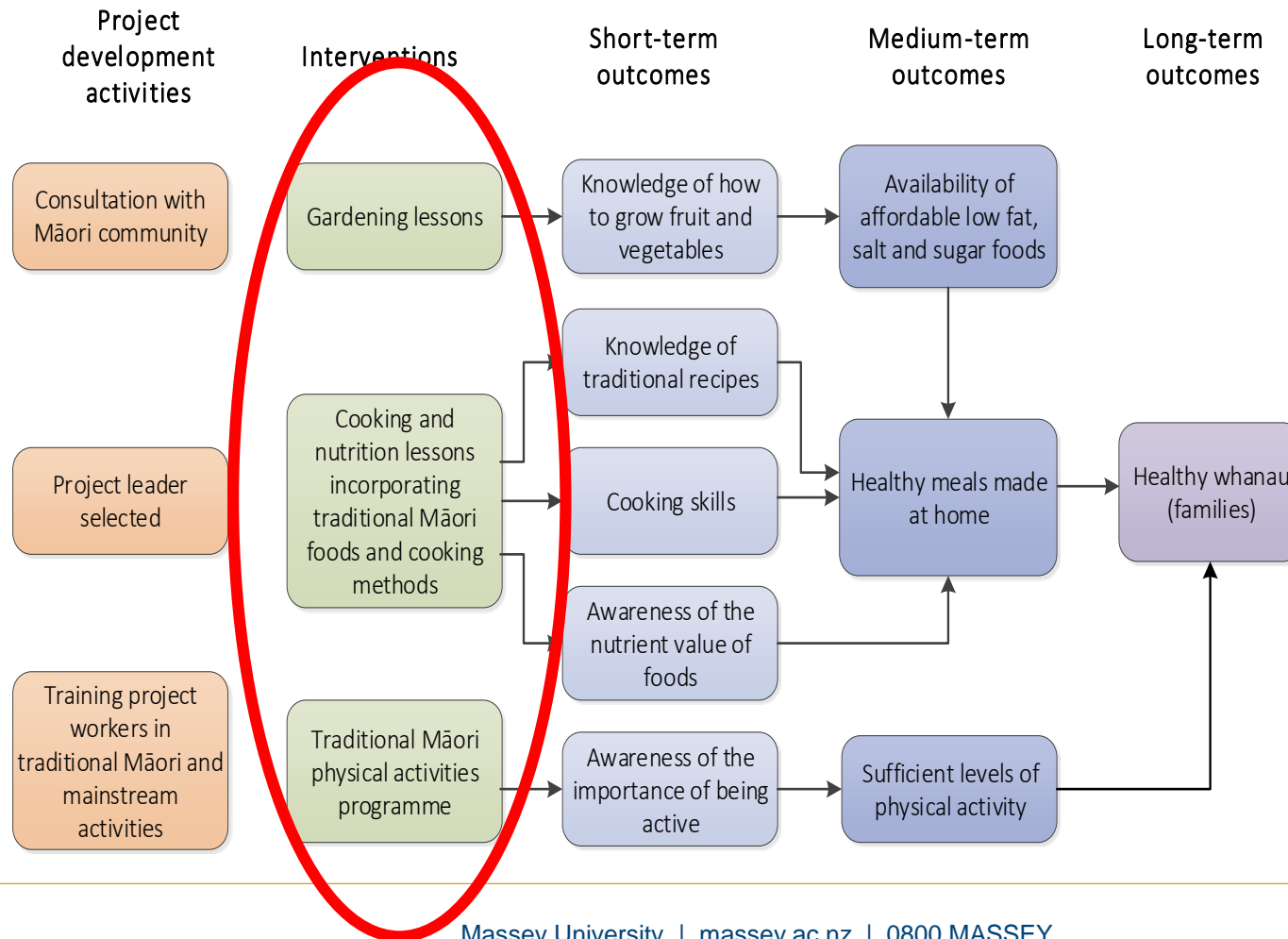
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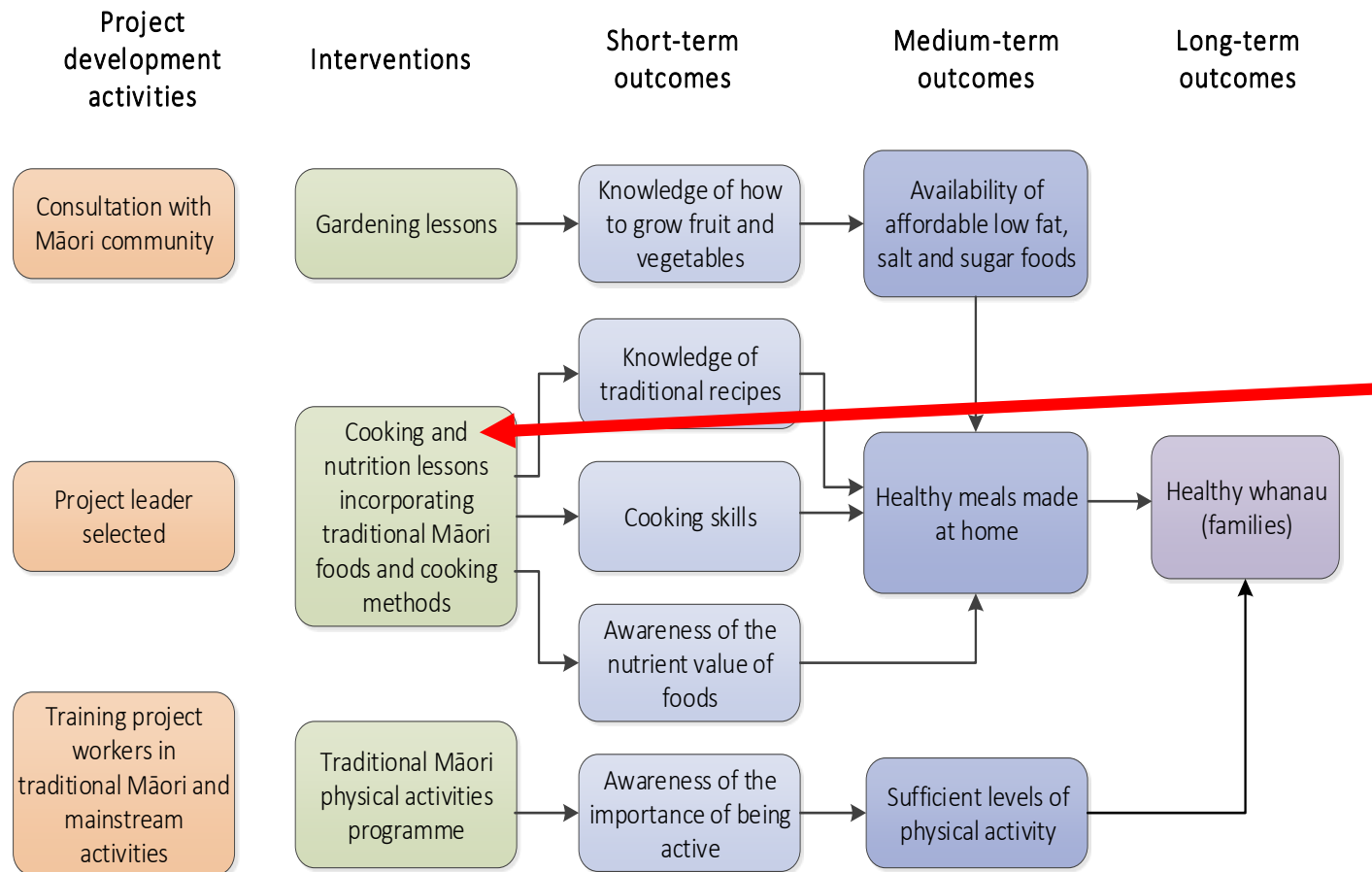
## Indicator(s) → Rubrics



### Marae-based Nutrition and Exercise Programme



## Marae-based Nutrition and Exercise Programme



## Cooking lessons incorporating traditional Maori foods and cooking methods

Evaluation Criteria	Key Sources of Data	Method
<ul style="list-style-type: none"><li>• The content covers skills required for cooking and accurate nutrition information</li><li>• The delivery of lessons is engaging, interesting and at the appropriate level for participants</li><li>• The lesson design allows participants time to practise new skills and apply knowledge</li></ul>	<ul style="list-style-type: none"><li>• Dietician or nutritionist</li><li>• Participant</li><li>• Course leader</li><li>• Participant</li></ul>	<ul style="list-style-type: none"><li>• Review of cooking lesson plans</li><li>• Feedback form</li><li>• Interview</li><li>• Reflection/assessment</li><li>• Feedback form</li></ul>

## Cooking lessons incorporating traditional Maori foods and cooking methods

<b>Rating</b>	<b>Explanation (how you decide merit)</b>
Excellent	All participants found the lessons interesting and engaging and they had time to practise their new skills. The content provided accurate nutrition information.
Very good	Most of participants found the lessons interesting and engaging although sometimes there was not enough time to practise their new skills. The content provided accurate nutrition information.
Good	Most of the participants found the lessons interesting and engaging but there was not enough time to practise. The content provided accurate nutrition information.
Poor	Most participants were bored with the lessons and quickly lost interest or the content dd not provide accurate nutrition information.