

Friesen, Kaye and Associates



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The Experts in Knowledge Transfer
and Workplace Performance

Developing Level 2 Learning Assessments

Facilitated Virtually

When developing and delivering workplace learning, it is critical to analyze its effectiveness. One of the most commonly used methods to evaluate learning solutions identifies four levels:

1. Reaction
2. Learning
3. Performance
4. Results

Level 1 assessment—the questionnaires we all use at the end of the learning program—only capture the learners' feelings about the learning. FKA's Developing Level 2 Learning Assessment focuses on level 2 assessment that confirms learning has actually occurred. Using your real-world content and FKA's proven guidelines and checklists, you will create assessment questions that are reliable, valid, fair, and defensible for your learning solutions.

The program also examines the actions required to ensure that the learning transfers back to the job, is measurable (level 3 assessment), and achieves the desired performance improvement outcome.

Who Should Attend?

- Course designers and developers charged with implementing Level 2 evaluation.
- Learning professionals who need to design effective higher level assessment questions.
- Learning Managers who must develop a rationale for level 2 and 3 assessment.

Key Benefits

1. Use examples, guidelines, and checklists to create a variety of effective questions for your own program assessments.
2. Facilitator feedback lets you build your skills quickly as you practice writing test items.
3. Collaborate with other learners to build a portfolio of great questions and Best Practices.
4. Incorporate test for understanding questions that keep learners engaged and assess accomplishment of learning objectives.
5. Find out what it takes to create reliable, valid, and defensible tests.

Post-Learning Sustainment

As a participant in an FKA program, you are entitled to complimentary Post-Learning Sustainment:

- Transfer Strategy: one-hour online, live-facilitated coaching session (2-3 weeks post program) to maximize and reinforce learning.
- One-Year Hotline: connect with our experts to discuss your learning initiatives, lessons learned, successes, challenges and best practices.

"I liked the natural progression through the topic agenda and how each new understanding was continuously used to develop a new concept. The session maintained a high level of interactivity which kept participants involved and interested." D Watson, Unica Insurance

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Objectives

Upon successful completion of this program, you will be able to:

- Identify the five criteria for “good” tests.
- Relate “assessment” and “evaluation”.
- Discuss how the Model of Performance (MoP) defines the required performance.
- Write effective objectives for formal learning initiatives.
- Create effective “test for understanding” questions for ongoing learner assessment.
- Develop true/false, multiple-choice, matching, short answer, essay, and scenario-based test questions for Level 2 assessments.
- Develop questions that assess learners’ ability to remember, understand, apply, analyze, evaluate, and create.
- Applying Learning Science to boost retrieval.
- Write effective feedback for online questions.
- Use checklists to validate your own questions.
- Align test questions with the learning objectives.
- Incorporate processing questions when debriefing an application.
- Develop strategies for transfer of learning back to the job.
- Describe a process to create reliable, valid and defensible assessments/tests.

Developing Level 2 Learning Assessments

Agenda

Live Session 1

- Introductions, Purpose, Objectives and Ground Rules
- “Good” Tests
- Effective Instructional Design
 - Instructional Systems Design Methodology
 - Test Design Process
 - Levels of Evaluation
 - Adult Learning Principles
 - Systematic Learning Process
- Model of Performance
- Performance Objectives
- Types of Test Questions
- Assignment 1: Creating Different Types of Questions

Live Session 2

- Review of Session 1
- Debrief Assignment 1
 - Written and Oral Feedback
- Best Practices
- Scenario-Based Questions
- Why Ask Questions?
- Testing for Understanding
- Higher-Level Questions
- Aligning Objectives and Questions
- Assignment 2a) Creating Questions for Different Levels of Cognitive Processing. 2b) Creating Scenario-Based Questions

Live Session 3

- Review of Session 2
- Debrief Assignment 2
 - Written and Oral Feedback
- Psychomotor Domain
- Increasing Learner Commitment and Confidence
- Effective Feedback for Online Questions
- Facilitating an Application
- Assignment 3a) Create two Review Questions from content from this course for a Peer Review. 3b) Write Effective Feedback for an Online Question 3c) Review Your Own Program Against Guidelines and Make Recommendations for Changes

Live Session 4

- Review of Session 3
- Debrief Assignment 3a)
 - Written and Oral Feedback
- 3 b) Answer one-set of Peer Review Questions
- 3c) Present recommendations for your Program
- Learning Transfer Strategies
- Test Design
 - The Process
- Assignment 4: Review Questions in the Test Design Process and Identify Which Ones Resonate

Live Session 5

- Review Session 4
- Debrief Assignment 4
 - Oral Feedback
- Reliability and Test Length
- Legal Defensibility
- Achieving Performance and Results from a Learning Program
- Summary and a Look Forward