

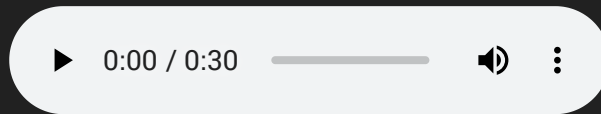
# **Criterial and Interpretive Evaluation**

**Key Concepts, Discussion Points, and  
Group Activities**

**Dr. Abhik Roy**




# Welcome!

Some information about the audio files. Firstly and importantly, I'm no Morgan Freeman but each page will have some audio that will hopefully help you understand a bit more about what's on the page



# Defining Evaluations

**Evaluation** is the act or process of determining the *merit*, *worth*, or *significance* of something or the product of that process.

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# Explaining it to Everyone Else

Evaluation answers *if it works?* and *why does it work?*

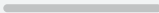


We typically leave the *if it works?* to people with grounded knowledge in a particular area - aka *content experts*.

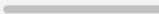


# Merit, Worth & Significance

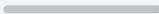


First consider these questions

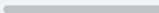


- What do *merit*, *worth*, and *significance* mean to you both separately and combined?
- Can you think of real world examples of each?

Now listen to these

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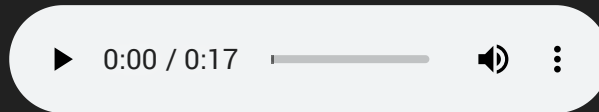
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# Evaluation

- Evaluation is the act or process of determining the *merit* (**quality**), *worth* (**value**), or *significance* (**importance**) of something or the product of that process.



# Evalu...

- *Evaluand*. This is not always as obvious to define in practice as it may seem. Where are the boundaries of a particular program? Do the evaluator, their employer, and various other stakeholders agree on those boundaries?
- *Evaluator*. Who you are matters... more on this later

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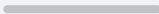




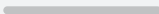


# Criteria, Standard, and Indicator

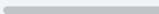


First consider these questions

- In addition to defining these for ourselves, what are examples from everyday?
- Which of the three is harder to identify? Why?

Now listen to these

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# Purposes of Evaluation - Primary

- *Formative* - Conducted with the intent to improve
- *Summative* - Conducted with the intent to inform decision making and/or determine judgment

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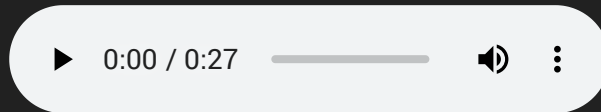


# Purposes of Evaluation – Secondary

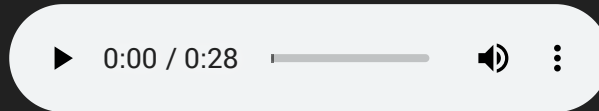
- *Developmental* - To help develop an intervention or program
- *Accountability* - To hold accountable
- *Monitoring* - To assess implementation and gauge progress toward a desired end
- *Knowledge Generation* - To generate knowledge about general patterns of effectiveness
- *Ascriptive* - Merely for the sake of knowing

# Developmental vs Formative Evaluation

# A bit more on Developmental Evaluation





# Try This at Home

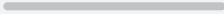





	What might the purpose of the evaluation be?	What questions might the evaluation try to answer?
<p>***Formative Evaluation***</p> <p>The program has been designed and piloted with a group of 20 principals. What kind of evaluative feedback should the ASDC seek?</p> <p>***Summative Evaluation***</p> <p>The program has been delivered to all principals in the county. What kind of evaluative feedback should the ASDC seek?</p>		

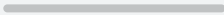

# Introduction to Roles and Styles

- Evaluator Roles: Independent, Topical, External, Internal
- The one that you fill in your evaluation will determine a lot!

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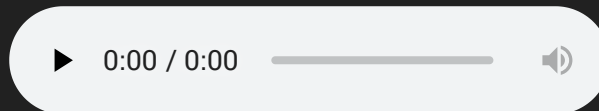
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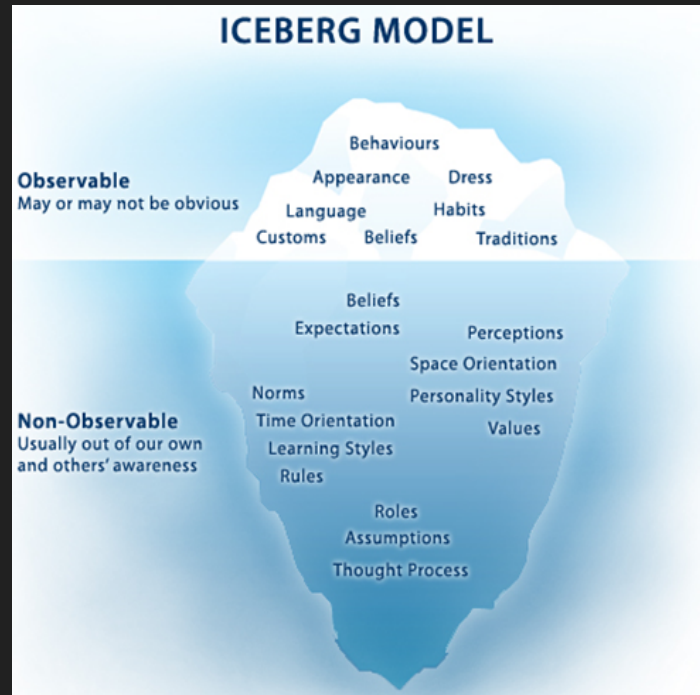
# Defining Culture

What is culture? How do we recognize it ?

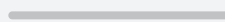
“Culture can be defined as the shared experiences of people, including their languages, values, customs, beliefs, and more. It also includes worldviews, ways of knowing, and ways of communicating. Culturally significant factors encompass, but are not limited to, race/ethnicity, religion, social class, language, disability, sexual orientation, age, and gender.” (American Evaluation Association, 2011).



# The Iceberg

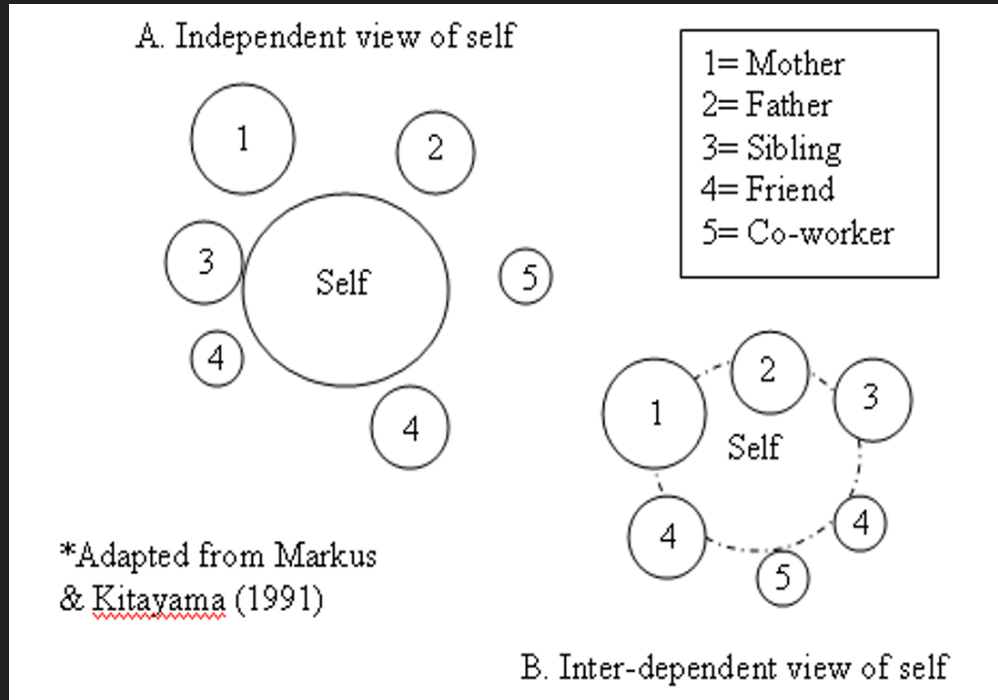


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# Markus & Kitayama (1991)



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# Cultural Influences Activity

How might each of the following influence an evaluation's design and implementation?

- Language of participants
- Role of food and eating
- Evaluators attire when interacting with participants
- Concept of time
- Communication styles
- Importance of family relationships
- Values/norms re: individualism, independence, conflict
- Understanding of social structure



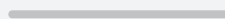
# Increasing your cultural sensitivity

Try to

- Assess your own attitudes, beliefs, values
- Incorporate culturally diverse groups and perspectives throughout evaluation process
- Build in sufficient time to negotiate access and build trust in community / organization
- Demystify evaluation, avoid jargon, build buy-in
- Be flexible in choice of evaluation methods, use multiple data sources, multiple data collection methods, multiple perspectives



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# Meta-evaluation

- A *metaevaluation* is an evaluation of an evaluation or evaluations.
- There are two main types
  - *Formal* - Extra, external study to authenticate the process or product of the evaluation.
  - *Informal* - Evaluating your own evaluation.



# Final Thoughts?

What made sense or connected well for you in the things we focus on this week? What didn't quite fit together or make sense in your mind? Anything in the reading you wondered about that we didn't address? Any remaining questions about the course, syllabus, assignments, etc.?



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