activity-based assessment: an approach to building evaluation into prevention curricula

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Question
Do you attempt evaluation methods beyond pre/post test?

Examples?

Today's learning objectives
You will be able to:
• describe activity-based assessment
• demonstrate understanding of the difference between learning and application activities
• create scoring templates for assessing application activities
What we won’t be talking about

pre/post tests & stuff
gauging satisfaction
larger outcomes evaluation

What we will be talking about

Micro-evaluation
(aka activity-based assessment)
Using what you’re already doing to assess participant integration of concepts/learning.

Thinking like an evaluator.
Using what you facilitate to evaluate.
Initial considerations when thinking like an evaluator!

**Start** with an idea of what "success" looks like.
- small success all the way to big success
- how will you record this?

**Know in advance** how you will use this information
- have a mechanism in place for feeding the information back into your process

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**The Improvement Loop**

- Make changes to previous iteration as needed
- Make changes as future sessions are needed

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**Establishing Learning Objectives...**

- Tells you on what success looks like
- Guides overall lesson and selection of activities
- Guides your facilitation strategy
- Gears your efforts toward achieving larger goals and objectives
So, let's build at an example:

Learning Objective:

Participants can identify ways gender norms operate in society.

Learning Activity:

Application Activity:

Scoring Tool:
Learning Activities

- Teach to the objective.
- Activities guided by one objective.
- Selection of each should be deliberate and include specific expectations
- Examples?

So, let's build at an example:

Learning Objective: Participants can identify ways gender norms operate in society.

Learning Activity:

Application Activity:

Scoring Tool:

So, let's build at an example:

Learning Objective: Participants can identify ways gender norms operate in society.

Learning Activity: Man/Lady Box

Application Activity:

Scoring Tool:
Application Activities

• Assess one objective (or maybe two).
• Opportunity to demonstrate learning
• Practice concepts and skills

Sample Application Activities

• Writing Exercises
  • Minute pages
  • Journaling
• Role plays
• Guided discussions
• Other ideas?
So, let's build at an example:

Learning Objective: Participants can identify ways gender norms operate in society.

Learning Activity: Man/Lady Box

Application Activity: Watch clips of Twilight and discuss gender norms operating in the relationships

Scoring Tool: How will you score that?

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Developing a scoring tool for application activities

- What will you see or hear to confirm that the participant has applied the learning?
- How will you score their success?
- How do you integrate this information into your process and plan?
- What is the best way to capture these changes? A checklist? A scale?
- How many “checks” make success? How much is enough?
Scoring Tool Basics

what is a score?

scale vs. checklist vs. count

quantifying what you see

determining “success”

Case Study. Put it to work.

Learning Objective: Participants can identify different modes of communication (e.g., passive, passive-aggressive, aggressive, assertive)

Learning Activity: How will you teach that?

Application Activity: Develop or identify an activity for participants to show that they actualize the learning objective.

Scoring Rubric: How will you score that?

Case Study. Put it to work.

Learning Objective: Participants can demonstrate at least one strategy for interrupting oppressive comments.

Learning Activity: How will you teach that?

Application Activity: Develop or identify an activity for participants to show that they actualize the learning objective.

Scoring Rubric: How will you score that?
QUESTIONS?
The Improvement Loop

- Establish/Revise Learning Objective
- Identify Learning Activities
- Identify Application/Assessment Activities
- Data Collection and Analysis
- Make changes with future sessions as needed
- Make changes to previous sessions as needed
Considerations in Developing a Scoring Tool

- What will you see or hear to confirm that the participant has applied the learning?
- How will you score their success?
- How do you integrate this information into your process and plan?
- What is the best way to indicate these changes? A checklist? A scale? How many “checks” make success?

Example

Learning Objective: Participants can identify the ways gender-norms operate appear in society.

Learning Activity: **Man/Lady Box**

Application Activity: **Watch clips of Twilight and discuss gender norms operating in the relationships.**

Scoring Tool: **How will you score that?**

Case Study 1

Learning Objective: Participants can identify different modes of communication (e.g., passive, passive-aggressive, aggressive, assertive).

Learning Activity: **How will you teach that?**

Application Activity: **Develop or identify an activity for participants to show that they actualize the learning objective.**

Scoring Tool: **How will you score that?**

Case Study 2

Learning Objective: Participants can demonstrate at least one strategy for interrupting oppressive comments.

Learning Activity: **How will you teach that?**

Application Activity: **Develop or identify an activity for participants to show that they actualize the learning objective.**

Scoring Tool: **How will you score that?**