

Assessment and Evaluation

Evaluating the Event

A process for evaluating the event — including the service-learning, the curriculum, and the logistics — provides guidance in future event development. The challenge with event evaluation is often getting volunteers and students to spend the time to provide written thoughtful information at the end of the experience. The evaluation needs to be brief, to the point, and designed as a tool to making the event more responsive and successful for students and staff. Some questions only require a yes or no, while others must be open-ended to instigate the thoughtful reflective process and glean meaningful and helpful responses.

Most importantly,

- Plan the evaluation to gain information from students, the service-learning partner, the staff, and the planning community.
- Summarize the evaluations and use them in planning your next event.
- Use the summary evaluations to report to your volunteers, funding sources, partners and the media on the effectiveness of service-learning and the achievement of your students.

General Evaluation Questions

SAMPLE OVERALL QUESTIONS

- How would you rate the event overall?
- What did you like most about the event?
- How would you rate the registration for participation in the event?
- Were the opening activities appropriate?
- What would you change about the (opening, closing, lunch, etc.) speaker?
- What would you change about the organization of the service project?
- What would you change about the closing session?
- How would you grade communication concerning logistics?
- Were the site staff helpful?
- How would you rate the facility?
- Did you feel the event was too long? too short? just right?
- Were the breaks timely?
- What would you change about the food?
- How would you improve the event?
- What other suggestions do you have for us?
- What was important to you about the reflection?
- What do you feel was the most important outcome of the event?

SAMPLE STAFF-SPECIFIC QUESTIONS

- Did you have all of the materials you needed?
- Were the instructions with the curriculum activities helpful?
- What additional information would have been helpful?
- Were your communications with other staff positive?

List each curriculum activity and ask:

- Did the students achieve the stated outcomes?
- Was the activity effective? very effective? not effective?
- Leave space for comments/suggestions for each activity.
- What will you tell other adults about this experience?
- What other comments or suggestions do you have for us?

SAMPLE STUDENT SPECIFIC QUESTIONS

- What did you learn?
- About what do you want to learn more?
- How will you apply what you learned at home? At School? In your community?
- What was the most valuable part of the event?
- What will you tell other students about your experience?
- What goals do you have now that you did not have when you began this event?
- What other comments or suggestions do you have for us?

Form: Sample Overall Service-Learning Event Evaluation

Service Learning Goal:	Very Well	Yes	No	Comments
1. The service-learning event goals were clearly articulated.				
2. The service-learning goals were realistic to accomplish.				
3. Involvement of community members was evident.				
4. Involvement of students in selecting and designing the event was evident.				
5. Student tasks involved real responsibility and trust.				
6. The event was appropriate for the development level of the students.				
7. There were tangible results.				
8. There were clear connections between the event and classroom learning and work skills.				
9. The service-learning event makes a difference to the community.				
10. There was community support of the event.				
11. Students learned about the policy dimensions of issues addressed in their service activities.				
12. There was critical and thoughtful reflection of the service event				
13. The reflection included:				
a. Conditions that create the need for the service				
b. The group dynamic				
c. The effect on the recipient of the service				
d. The impact on the student				
e. The connections between the event and specific classroom learning and work skills.				
f. How what the student learned from the experience will translate to action				

Form: Sample Student Evaluation of Service-Learning Site

Name: _____

Date: _____

Work _____

Site: _____

Instructions: Beside each statement, write the number that best describes your response.

1 = Never

2= Occasionally

3= Frequently

4= Always

_____ I have enough work to keep me busy

_____ What I do is interesting

_____ I find my tasks challenging

_____ I'm given enough training to do my tasks

_____ I do things myself instead of just observing

_____ I have adult responsibilities

_____ I am learning things that will help me in my future employment and education

_____ I am given clear directions

_____ I have a variety of tasks to do at the site

_____ Staff at my work site take a personal interest in what I do

_____ I feel I am helping people or improving my community

_____ I would like to volunteer at this site again

_____ I think the site is a safe place to work

_____ I am appreciated when I do a good job

_____ I get help when I need it

_____ I feel I'm doing a good job at this site

_____ I make important decisions

Form: Site Evaluation of Student Participation

Name: _____

Date: _____

Agency/Site: _____

Supervisor: _____

Department: _____

Instructions: Beside each statement, write the number that best describes your response.

E = Excellent, G = Good, F = Fair, P = Poor

_____ Reports regularly

_____ Is punctual

_____ Attends to tasks assigned by the agency

_____ Attired and groomed appropriately

_____ Performs tasks with a positive and willing attitude

_____ Works independently

_____ Responds appropriately to feedback

_____ Aware of own strengths and goals

_____ Handles problem situations well

_____ Makes an effort to learn about the agency and clients

_____ Establishes good rapport with all

_____ Overall rating of student's performance

Additional comments: _____

I understand that my comments will be used to aid in evaluating the student's performance.

(Supervisor Signature)

(Date)

(Student Signature)

(Date)

Form: Overall Event Evaluation by Student

Instructions: Check the box which best describes your answer.

E = Excellent G = Good F = Fair P = Poor

	RATING			
	E	G	F	P
Event staff were easily accessible and helpful				
I benefited from the event				
I learned about career opportunities				
The event helped me earn credit toward graduation				
I would recommend the event to others				
I would participate in the event again				
Overall rating of the event				

I improved my skills in: (check all that apply)

- Communication Problem solving Serving my community
 Reading Goal setting Other (please specify)
 Writing Making choices _____

Things that I would change about the event: _____

Additional comments: _____

Student Signature: _____ Date: _____

Form: Overall Project Evaluation by Site

Instructions: Check the box which best describes your answer.

E = Excellent G = Good F = Fair P = Poor

	RATING			
	E	G	F	P
The project staff were easily accessible and helpful.				
Our site benefited from the students placed through the project.				
Our clients benefitted from the students' service-learning.				
The students at the site learned about career opportunities.				
The students' participation at the site improved with time				
I would recommend the service-learning to other providers as a way to secure volunteers to help address their mission.				
I would participate in a project like this again.				
I would be interested in coordinating with the high school to see that this opportunity continues for migrant students.				
Overall rating of the event.				

Generally, the students participating at our site improved their skills in:

- Communication Problem solving Serving the community
- Reading Goal setting Other (please specify)
- Writing Making choices _____

I would improve the project by : _____

Additional comments (Please use the other side of this paper if more space is needed.)

Prepared by: _____ Position: _____

Site Name: _____

Date: _____

Form: Sample Overall Project Evaluation - Other Community Partners and Schools

Instructions: Check the box that best describes your answer to the following questions.

E = Excellent/Definitely G = Good/Maybe F = Fair/Probably Not
 P = Poor /Definitely Not

	RATING			
	E	G	F	P
The staff were easily accessible and helpful.				
The community benefited from the service of the students placed through the project.				
The project goals and approaches were clear.				
The project was well organized.				
I would recommend the service-learning approach to others as a way to secure volunteers to help address the community.				
I would participate in the project again.				
I would like to participate in helping to see that this opportunity continues for migrant students.				
Overall rating of the project.				

Generally, the students participating improved their skills in:

- Communication Problem solving Serving the community
 Reading Goal setting Other (please specify)
 Writing Making choices

I would improve the project by: _____

Additional Comments (Please use the other side of this paper if more space is needed.)

Prepared by: _____ Position: _____

Address: _____

Date: _____

Evaluating Curriculum Activity

Facilitator evaluation of specific curriculum activities provides opportunity for comment related to ways to improve the presentation of the curriculum activity information to make it more relevant and easier to manage. The Student Leadership Program uses this evaluation information to determine edits to curriculum activity, to make suggestions to other facilitators, and to share with other agenda planners who are planning to serve a similar population. Over time these evaluations may provide a research basis to evaluate:

- Effectiveness of the activity with different demographic groups
- Effectiveness of the timing and sequence in which the activity occurs
- General appropriateness of the activity relative to age, culture, experience, etc.

Form: Effectiveness of Curriculum Activity Evaluation

This is very important! Please indicate the level of effectiveness the curriculum activity had in meeting its stated student learning objectives and outcomes by checking the most appropriate box and in the space provided for comments enter any specific information that will help us make our curriculum more responsive to student needs and/or easier to facilitate!

Activity	Very Effective	Effective	Not Effective	Comments
THURSDAY				
People Bingo				
Group Juggling Activity				
Personal Name Tags				
Full Value Agreement				
Concept of Leadership				
Getting to Know You				
Mucho Dinero				
Positive Images				
What's Important to Me				
Success Sharing				
FRIDAY				
Hog Call				
The New Game				
My Mask				
Head Bands				
Good, Not So Good				
Goalie				
Stepping Stones				
"Fly Your Flag"				
Success Reinforcement				
Un Que? A What?				
Who's Who Mentoring Fair				
Curiosity Continuum				
High School Mentoring Student Facilitated				
Group Juggling				
Full Value Agreement				
On a Log				
My Greatest Strength				
Blindfold Square				
Service Learning Project Planning				
Success Reinforcement - Variation 1				
Other comment:				

Evaluating Logistics

Form: Logistics Evaluation by Staff

How would you rate this conference overall?

Excellent Good Fair Poor

What did you like about the conference? _____

How would you rate the registration/check in process?

Effective Fair Not effective

Comments: _____

Were the opening activities appropriate for the group? Yes No Don't know

How would you grade the opening session speaker? A B C D F

How would you grade the closing session speaker? A B C D F

Was the staff on site helpful? Yes No Accessible? Yes No

Was the building/room conducive to the conference set up? Yes No

If no, please explain: _____

Did you have all the materials you needed? Yes No

If no, which materials did you need? _____

Did you feel comfortable co-facilitating (if applicable)? Yes No

Please explain: _____

Did you feel the conference was: too short just right too long

Were the breaks timely? Yes No

Were the breaks: not long enough just right too long

How would you improve the conference? _____

Form: Logistics Evaluation by Staff (Continued)

We are always looking for recommendations for new staff. Are there any people you would recommend we contact to serve as role models/staff at the Student Leadership Program Conferences?

Name	Address	Phone

(OPTIONAL) Can we contact you for further feedback? If so, please complete:

Name: _____ Phone: _____

Address: _____

Mail: _____ Fax: _____

May we count on you to be involved in future Student Leadership Conferences?

Yes No

Student Evaluation

Form: Conference Evaluation by Students

Name: _____ Grade: _____

WHAT YOU WANT IS WHAT YOU GET

How would you rate this conference?

- Excellent
- Good
- Fair
- Poor
- A waste of time

What did you like about the conference? _____

Did you feel the conference was: too long too short just right

How would you improve the conference? _____

WE CAN MAKE A DIFFERENCE

TELL US WHAT YOU LEARNED/WANT

What is the most important skill you feel you learned? _____

How will you use your newly acquired skill? Will you use it in dealing with your family, school, friends, or in your future plans? _____

Are you now interested in a specific career? Yes No

In what field?

- Science (Engineer, Scientist)
- Art/Drama (Actor/Actress, Singer, Interior Designer..)
- Journalism (Reporter, Anchorperson...)
- Military (Army, Navy, Marines, Air Force..)
- Construction (Carpenter, Bricklayer, Floor/Carpet Layers...)
- Business (Accountant, Business Manager, Business Owner..)
- Food Svcs (Chef, Cook, Waiter/Waitress, Flight Attendant...)
- Personal Care (Cosmetologist, Barber, Fitness Consultants, Embalmers, Massage Therapists)
- Social Services (Social Worker, Counselor, Caseworker, Interpreter...)
- Mechanics (Auto Mechanic, Aircraft Mechanic, Appliance Repair, Jewelers...)
- Administrative Assistant (Secretary, Clerk Typist, Data Entry Operators, Hotel/Motel Desk Clerks, Library Assistants...)

Health (Doctor, Nurse, Dentist...)

Education (Teacher)

Law (Attorney, Police Officer, Paralegal...)

Other: _____

Would you like to attend a college or university? Yes No

Name of college/university: _____

A technical or vocational school? Yes No

What would you like to be doing in 5 years? _____

Does your dream seem impossible? Why/Why not? _____

*Student Evaluation***Form: Conference Evaluation by Students**

Nombre:_____

Grado:_____

LO QUÉ QUIERES SE TE DARA

¿Como calificas la Conferencia-SLC?

 Excelente Bien Regular Poca Calidad Pérdida de Tiempo

¿Que te gusto de esta conferencia?_____

¿Crees que la conferencia estuvo (marca uno):

 muy larga muy corta apenas bien

¿Como mejorarías la conferencia?_____

PODEMOS HACER LA DIFERENCIA**DINOS LO QUE APRENDISTÉ/QUIERES**

¿Que fue lo mas importante que aprendiste hoy? _____

¿Como usaras lo que aprendiste? ¿Lo usaras con tu familia, escuela, amigos, o en tus planes para el futuro?_____

¿Hay alguna carrera, estudio que gustes perseguir? si no

Algunas de estas? Si? favor de marcar:

- | | |
|---|---|
| <input type="checkbox"/> Ciencia (Ingeniero, Científico) | <input type="checkbox"/> Salud (Doctor, Enfermera, Dentista...) |
| <input type="checkbox"/> Arte/Drama (Actor/Actris, Cantante, Diseño Interior..) | <input type="checkbox"/> Periodismo (Reportero, Anchorperson...) |
| <input type="checkbox"/> Educacion (Maestro/a) | <input type="checkbox"/> Militar (Army, Navy, Marines, Air Force..) |
| <input type="checkbox"/> Ley (Abogado, Policía, Paralegal...) | |
| <input type="checkbox"/> Negocios (Contador, Manejador, Negociante...) | |
| <input type="checkbox"/> Construcción (Carpintería, <input type="checkbox"/> Ladrillero, Instalador de Carpeta/Piso) | |
| <input type="checkbox"/> Servicios de Comida (Chef, Cocinero, Mesero/a, Aereomozo/a...) | |
| <input type="checkbox"/> Cuidado Personal (Cosmetología, Barbero, Consultante de Salud, Embalsador, Masajista) | |
| <input type="checkbox"/> Servicios Sociales (Trabajador Social, Consejero/a, Interprete...) | |
| <input type="checkbox"/> Mecánica (Mecanico Automoviles, Mecanico Aereo, Reparacion de Electrodomesticos, Joyero...) | |
| <input type="checkbox"/> Escribano (Secretaria, Oficinista, Operador de Data, Dependiente de Hotel/Motel, Asistente de Libreria...) | |
| <input type="checkbox"/> Otro:_____ | |

¿Te gustaría asistir a la universidad/colegio? si no

Nombre del colegio/universidad:_____

¿Una Escuela técnica oVocacional? si no

¿Que te gustaría hacer dentro de 5 años? _____

¿Se te hace posible tu sueño? ¿Porque/Porque no? _____

The Assessment of Student Learning

“People are generally better persuaded by the reasons which they themselves discover than by those which have come from the minds of others.”

—Blaise Pascal

In the student leadership through service learning and Leaders in Service models, students self-assess their learning. A portfolio is developed to organize journal response to specific questions and complete curriculum activity handouts. This provides a means by which teachers may assess student performance related to designated Essential Academic Learning Requirements.

Student Self-Assessment

WHAT IS THE STUDENT SELF-ASSESSMENT?

- An opportunity for students to reflect on what they have practiced at the conference and how what they have practiced relates to the Washington Essential Academic Learning Requirements.
- A tool used to assess student outcomes and reflect on the effectiveness of the curriculum in presenting concepts and skills identified in the learning objectives and outcomes for each learning unit.
- A document that students can present to their teacher, counselor, and /or parent to demonstrate what they accomplished at the conference.

SAMPLE: Implementation of Student Self-Assessment

- Distribute the identified self-assessment at or near the time indicated on the detailed agenda or in the transition statements in your curriculum binder.
- Share with the students that by completing the “Self-Assessment Handout” they can demonstrate what they learned at the conference and compare that with Essential Academic Learning Requirements — learning that they will need to demonstrate in order to graduate.
- Tell the students that you will collect the forms, they will be copied and all of their answers will be totalled together to find out how the curriculum is working. Their names will not be used in the report.
- Tell the students that their self-assessments will be returned to them and they can put them in their portfolio to share with their parents, teachers, and counselors.
- Collect the self-assessments from the students and check to make sure your group’s identification is on each paper. Provide instructions on what to do with completed forms.
- Your group’s self-assessment will be returned at the next facilitators’ meeting.
- Facilitators return the self-assessments to students and suggest that they be placed in student portfolios.

Authentic Assessment

Authentic assessment is a process by which actual student work completed in the course of the conference is used to demonstrate the performance of the students in relationship to the expectations and requirements.

SAMPLE: Implementation of Student Authentic Assessment

In the course of the conference, please collect your student's work for the following handout activities. Conference leaders will take the work, copy it, and return originals to facilitators to return to students. Encourage students to place the completed handouts in their portfolios.

Handouts which might be collected include:

HIGH SCHOOL:

ACTIVITY	HANDOUT TITLE
Interview a Leader	"Student Interview Sheet"
My Mask	"My Mask"
Goal Setting Introductory Activity	"Goal Setting Work Sheet"
On the Road	"Action Plan"
Service-Learning Mentors Planning	"Service-Learning Quality Program Questionnaire" "Service-Learning Action Plan Handout"

MIDDLE SCHOOL:

ACTIVITY	HANDOUT TITLE
Getting To Know You	"Student Interview Sheet"
My Mask	"My Mask"
Goal Setting Introductory Activity	"Goal Setting Work Sheet"
On the Road	"Action Plan"
Service-Learning Mentors Planning	"Service Learning Action Plan Handout"
Service-Learning Project Planning (facilitated by high school students)	"Service-Learning Quality Program Questionnaire" "Service-Learning Action Plan"

Form: Student Self-Assessment

Student Name	Date
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Facilitator Name

Activity Objective (refer to the following page(s) for details on standards) for “My Mask” .

- To involve students in thinking about their relationships with others, and in symbolically representing their heritage, career aspirations, self-esteem and global influence.
- To have students visually and orally share their symbolic work with other students.



SELF ASSESSMENT INDICATORS

(Check those you believe you have demonstrated during this activity)

STANDARD: Arts 1

- I understand the meaning and importance of symbols.
- I created symbols to represent my answers to questions (Mask).
- I shared my Mask with my group and my group facilitator(s).
- My Mask shows my past experiences and my future goals.
- I looked at other group members’ Masks and noticed the different styles in my group.

STANDARD: Communication 2

- I created symbols/images in order to share my answers to questions (Mask).
- I orally shared my thoughts and feelings with my group.
- I was creative when I made my mask.

STANDARD: Communication 3

- I understand more about other people and how we influence each other.
- In some way, I have shared how I feel about myself and those around me.

COMMENTS: _____

LEARNING GOALS: _____

Form: Student Self-Assessment Continued

Washington State Essential Academic Learning Requirements

Demonstrated by Student Self-Assessment**Description of Activity: My Mask**

Students discuss people who influence them, their strengths and challenges. In response to questions that explore heritage, self-esteem, career and global influence, students draw their Personal Masks. Students present their drawing to the other students and the group facilitator(s).

Curriculum Areas:

Communication/Arts

Arts 3

The student communicates through the arts.

Component 3.1

Use the arts to express and present ideas and feelings.

Benchmark 2 (7th grade)

- Express ideas and feelings using artistic symbols in a variety of styles and forms.

Benchmark 3 (10th grade)

- Express ideas and feelings by synthesizing symbols, forms and styles.

Student Products (Curriculum Activity)

- Students will create a Personal Mask, representing their symbolic response to specific questions.
- Students will present an artistic rendering of their Personal Mask to their group.

Communication 2

The student communicates ideas clearly and effectively.

Component 2.5

Effective use actions, sound, and/or images to support presentations.

Benchmark 2 (7th grade)

- Use a variety of media to illustrate and support ideas.
- Use available technology as a presentation tool.

Benchmark 3 (10th grade)

- Communicates messages through oral, artistic, graphic, and/or multimedia presentation.
- Demonstrate sophisticated use of available technology to present ideas and concepts.

Student Products (Curriculum Activity)

- Students will create a Personal Mask representing their symbolic response to specific questions.
- Student will present their artistic rendering of their Personal Mask to their group.
- Students communicate their hopes, heroes, challenges and relationships that benefit and hinder their progress toward their goals through words, actions and art.

Communication 3

The student uses communication strategies and skills to work effectively with others.

Component 3.1

Use language to interact effectively and responsibly with others.

Benchmark 2 (7th grade)

- Use language to interact with others.
- Respond to different types of speech and audiences

Benchmark 3 (10th grade)

- Show awareness of cultural premises, assumptions, and views to effectively communicate across cultures.

Student Products (Curriculum Activity)

- Students will graphically/symbolically represent something of their heritage.
- Students discuss the nature of relationships, and practice communication styles.

