



Measurement Best-Practices Quick-Audit

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Best Practice	Rationale	Self-Rating	New Goal
Level 1 Smile Sheets	Why?	Circle If Done	Write New Goal
Ask learner not just about satisfaction, but also about how valuable training is to job performance.	Asking about value is more relevant and meaningful.	Done Well Done	
Ask learner to evaluate each topic separately in terms of its value.	Learners are better at assessing details than generalities.	Done Well Done	
Ask learner these questions after they've gotten back to the job and can really evaluate the value.	Enables learners to focus on relevant applicability.	Done Well Done	
Level 2 Learning	Why?	Circle If Done	Write New Goal
Measure Learning at end of program and after a week or more delay.	Measures both understanding and forgetting-prevention.	Done Well Done	
Or, measure learning after a week or more delay.	Delayed is better predictor of on-the-job retrieval.	Done Well Done	
Avoid asking memorization questions on perfunctory information.	Such questions are not relevant, and lead learners astray.	Done Well Done	
Avoid asking memorization questions on critical information, unless directly prerequisite or relevant to performing on the job.	Memorization questions not as relevant as other types.	Done Well Done	
Utilize scenario-based decision-making questions.	Such questions are moderately realistic and predictive.	Done Well Done	
Utilize simulations as measurement instruments.	Simulations are relatively realistic and predictive.	Done Well Done	
When using pretests for pretest-posttest comparisons, also include a no-pretest condition.	Pretests bias results, so must be compared to see their effect.	Done Well Done	
Avoid the use of questions that have been seen previously (on a pretest, quiz, or during learning).	Previously seen questions inflate results.	Done Well Done	
Avoid the use of incidental background information that is similar to that presented earlier in previous questions or in learning material.	Using similar background context can inflate results.	Done Well Done	
If assessing to build learner understanding, utilize substantial feedback and provide more practice.	Feedback and more practice are helpful for new material.	Done Well Done	
If assessing to boost remembering, utilize repeated realistic retrieval practice opportunities.	Repeated retrieval practice bolsters remembering.	Done Well Done	
Level 3 Behavior	Why?	Circle If Done	Write New Goal
Determine, in advance, what on-the-job (or real-life) improvements you expect the training to facilitate. Measure that or some proxy of that.	It's good to measure what you most care about.	Done Well Done	
Consider legal requirements. Tests must validly & reliably predict job performance—not create unfair disadvantages. Not okay to document post-hoc.	If your tests don't meet legal requirements, your organization may face legal consequences.	Done Well Done	
Level 4 Results	Why?	Circle If Done	Write New Goal
Look for metrics already measured by organization, if possible. Use comparison-group strategies to isolate effects of learning from other factors.	Results measures are influenced by multiple factors.	Done Well Done	
Using Measurement for Continuous Improvement	Why?	Circle If Done	Write New Goal
Measure all strategically-critical learning interventions in a manner that enables you to make decisions about their effectiveness.	Improvement requires feedback. Important efforts ought to be assessed.	Done Well Done	
Measure some (or many occasionally) of your learning programs and make improvements based on what you learn from measuring your results.	Improvement requires feedback. We need to learn generally about our strategies.	Done Well Done	

Use this job aid to understand, benchmark, and improve your current practices. Also, consider posting this at your desk.