

<b>Procedure for Developing Evaluation Tools in Support of Learning</b>
<b>The Work of the Program Team</b>
<ol style="list-style-type: none"> <li>1) Decide which competencies or elements of competencies pose problems for the candidates in the training program.</li> <li>2) Determine ways to support the students in acquiring the elements of these competencies. <ul style="list-style-type: none"> <li>▪ Distributing the hours and the competencies during the training period (ideal sequence, order, number of competencies addressed at one time, number of hours per week, etc.)</li> </ul> </li> <li>3) Implement the means selected, always keeping in mind how it will positively impact on student success.</li> </ol>
<b>Planning the Learning Activities and the Evaluation</b>
<ol style="list-style-type: none"> <li>1) Plan and schedule the learning activities for the competency (module). <ul style="list-style-type: none"> <li>▪ Make sure that all performance criteria are evaluated at least two times during the acquisition of the competency.</li> </ul> </li> <li>2) Decide whether a diagnostic evaluation is pertinent at the beginning of training to verify prerequisite knowledge.</li> <li>3) Choose the precise moment and the content to be evaluated in support of learning. <ul style="list-style-type: none"> <li>▪ Dividing the content in blocks: diagnostic evaluation, block tests, synthesis evaluation</li> </ul> </li> <li>4) Using the Program of Study, create a list of competency elements and the established evaluation criteria for the competency. Class the performance criteria into blocks.</li> </ol>
<b>Tools for Gathering and Interpreting Information in Support of Learning</b>
<ol style="list-style-type: none"> <li>5) Select and develop the appropriate evaluation tools for each block of content: <ul style="list-style-type: none"> <li><i>Instruments</i> <ul style="list-style-type: none"> <li>▪ Verification Lists, Portfolio, Interviews, Evaluation Grids, Tasks (linked to elements of the product, the process or attitudes), Quizzes</li> </ul> </li> <li><i>Means</i> <ul style="list-style-type: none"> <li>▪ Self-evaluation, Peer Evaluation, Co-evaluation</li> </ul> </li> </ul> </li> <li>6) Validate the tools with colleagues or an education consultant.</li> <li>7) Select and develop the remedial activities or enrichment activities to consolidate learning.</li> </ol>
<b>Evaluation in Support of Learning</b>
<ol style="list-style-type: none"> <li>8) Administer the selected evaluation tools, according the pre-established schedule.</li> <li>9) Gather and assess the information from each student, interpret the results and communicate each student's strengths and weaknesses.</li> </ol>
<b>Possible Decisions-Actions</b>
<ol style="list-style-type: none"> <li>10) Carry out corrective teaching, remedial or enrichment, according to the needs of the students.</li> <li>11) Adjust the scheduling of the teaching, teaching strategies, evaluation tools or the remedial work, as needed.</li> </ol>
<b>Integration</b>
<ol style="list-style-type: none"> <li>12) Evaluate the efficiency of each tool and of each measure used. Take corrective measures as necessary.</li> </ol>