
*Instructional Presentation &
Evaluation Skills*
Job Aids

Developed by Human Technology, Inc.
McLean, Virginia

Overview

Why Are Instructional Presentation and Evaluation Skills Important?

The best-designed training is nothing without effective training delivery and evaluation. Training is more likely to succeed if the trainers are well prepared and all logistics have been taken care of. Disorganization and chaos will detract from the trainer's presentation and interfere with learning. Also, when personnel enter the training environment, they should be able to get a break from the stress and chaos surrounding them.

Experienced trainers know that unexpected problems often occur during a training session (especially pilot-test sessions). Training at a field location provides even more planning challenges. Some telltale signs of poor training implementation are:

- Students arrive late due to confusion about the location and time of the training.
 - Training is interrupted to locate materials and supplies.
 - There are more students than materials and seats.
 - The room is dirty and disorganized.
 - Instructors appear to be winging it.
 - There is conflict among co-instructors.
-

What Steps Are Used To Implement Training?

You can use the following steps to implement training:

Step 1: Take Care of Logistics

- 1.1 Notify students/presenters and post signs.
- 1.2 Get, check, and arrange all needed materials.
- 1.3 Set up the training room.
- 1.4 Check all equipment.

Step 2: Prepare Yourself and Other Team Members

- 2.1 Review the training materials.
- 2.2 Work with co-instructors to clarify responsibilities.
- 2.3 Get ready to present (practice, relax, etc.).

Step 3: Conduct the Training

- 3.1 Present the session.
- 3.2 Elicit feedback from the students.

Step 4: Evaluate the Training

- 4.1 Identify your own strengths and areas for improvement.
- 4.2 Review student feedback and test results.
- 4.3 Meet with the training team to debrief.
- 4.4 Summarize results and identify any needed actions.

Overview

Following are suggestions to help you design training in the most efficient manner possible:

→ **Create Checklists**

Taking time to create a comprehensive logistics checklist for a training course will save you many hours and mistakes on future deliveries of the same course.

→ **Reorganize Training Materials After Each Session**

At the end of the training session, you should reorganize the training materials that will be used again in future training sessions. Dumping these training materials into a box or stacking them on a shelf will cost you time later. An even worse result would be if the materials were thrown away or misplaced. So even though you are tired, it is important to sort the materials back into sets, rewind the videotapes, sequence the visuals, and so on.

→ **Do Not Read or Lecture to the Group**

Think back to the last class you attended. If the instructor lectured continually, chances are you tuned out and did not learn much. The content in the Instructor Guide is a guide, not your script. And do **not** read the visuals to the students. Rather, summarize the points being made.

→ **Make Yourself Part of the Group**

Do not separate yourself physically from the students by standing behind a podium, an overhead projector, or a table. Feel free to walk around the room while you are speaking. Be sure to circulate among the table groups during exercises.

→ **Don't Go Too Long Without a Break**

As a general rule, students need a break every hour for about 10 minutes. Watch for nonverbal signs, including glazed eyes, shifting in seats, falling out of seats, or snoring. Try to find natural breaking points in the training as needed. **It is important to enforce break time limits. Resume training promptly at the end of a break—do not linger!**

→ **Have a Backup Strategy**

It is critical that you develop backup strategies in advance for when you are unable to conduct your training as planned. You should have alternative strategies for all training requiring equipment and power. For example, you should know ahead of time that an exercise or hand-drawn charts could be used in place of a videotape.

→ **Thank the People Who Helped Make It Work**

Make sure that you thank the people who helped with the logistics.

Job Aids

The following job aids are designed to help you present and evaluate training sessions.

Title	Page
Arranging Logistics	1
Preparing Materials, Supplies, and Equipment	3
Preparing Yourself	5
Analyzing Your Target Audience	7
Understanding Adult Learning Principles	8
Putting Yourself at Ease	12
Presenting Lessons	13
Using Your Voice Effectively	14
Speaking Through an Interpreter	15
Observing Students	16
Encouraging Interaction	17
Asking Effective Questions	18
Responding to Students' Answers and Questions	19
Providing Clear and Concise Instructions	20
Using a Variety of Training Methods	21
Using Training Media: Charts	23
Using Training Media: PowerPoint Visuals & Overheads	25
Using Training Media: Video Segments	26
Managing Time and Making Midcourse Corrections	27
Dealing With Difficult Students	28
Understanding Training Evaluation Levels	29
Understanding Types of Knowledge Tests	30
Reviewing Knowledge Tests	33
Reviewing Performance Tests	36
Using Alternative Training Evaluation Techniques	37
Administering Tests	38
Providing Feedback Following Tests	39

Job Aids

Arranging Logistics

Page 1 of 2

Instructions: Use this checklist to help you arrange logistics. Tailor the checklist to your needs.

Notification and Transportation

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Have all students and presenters been notified of the training time and location? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Has any needed transportation been arranged? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Condition of Room

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Is the training room clean? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Does the room accommodate individuals with disabilities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is seating capacity adequate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is seating arrangement (round tables, conference tables) satisfactory? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is the placement of tables and chairs in the training room adequate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are there pads and pencils on the tables for the students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is the room identified with a sign showing the title of the course? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Safety

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Are there adequate exits from the training room? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are exits clearly marked? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Do any hazards exist (e.g., loose wires/cables, narrow aisles, loose carpet, sharp edges on tables, AV equipment in aisles)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Displays

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Is the size of the displays suitable for the room and number of students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the displays visible from all points in the room? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are there enough markers? Do they work? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is there sufficient tape or tacks? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Electricity

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Is there an adequate power supply? (You may need to adapt your presentation to do without power.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are wiring and cords conveniently and safely located? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are extension cords available (if needed)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Job Aids

Arranging Logistics

Page 2 of 2

Equipment

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Is all equipment in place and functioning properly (e.g., computer, projector, VCR, television, projector stand, screen, slides)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the screens visible from all points in the room? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the screens angled so there is no distortion? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is the size of the screens suitable for the room and the number of students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Instructor Materials

Do instructors have:

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Agendas? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Presenters' names and biographies? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Any special announcements? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Instructor Guides? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Student Manuals? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Other student materials (e.g., handouts, job aids, exercises, newsprint, markers)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Visuals? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Registration Materials

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Are there enough student name cards and registration forms? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are badges/tickets needed? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is there a registration table and attendant? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is the registration table conveniently located where it won't create a bottleneck? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Post-Training Details

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Have all signs been taken down? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Has all equipment been turned off? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have all materials been recovered? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have training evaluations been summarized? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have needed course changes been identified? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have thank-you notes been sent to presenters? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Job Aids

Preparing Materials, Supplies, and Equipment

Page 1 of 2

Instructions: Use this worksheet to help you prepare your materials, supplies, and equipment.

Item	Quantity	Notes
Student Manuals		
Handouts and evaluation forms		
Name tents		
Note paper		
Pens/pencils		
Markers		
Masking tape		
Chart paper pads		
Easels		
Computer		
Computer projector and spare bulb		
Slides, files, or transparencies		

Job Aids

Preparing Materials, Supplies, and Equipment

Page 2 of 2

Item	Quantity	Notes
Screen		
Video equipment		
Videotapes		
Audio equipment		
Audiotapes		
Extension cord(s)		
Other equipment: (list)		
Special supplies for conducting exercises: (list)		
Other items: (list)		

Instructions: Use these suggestions to help you prepare to conduct training.

Before the Training

Study the Training Materials

- ✓ Become familiar with the design and content of the training.
- ✓ Understand the objectives of the units and the content flow.
- ✓ Highlight key points.
- ✓ Mark up your Instructor Guide with your own words, examples, and experiences.
- ✓ Make notes so that you minimize the need to read directly from the text.
- ✓ Preview all of the videotape segments prior to the training in order to familiarize yourself with the content.
- ✓ Complete all of the exercises and be prepared to answer the many questions that the students will ask while completing the exercises themselves.
- ✓ Determine how to incorporate personal examples and port-specific information where appropriate.
- ✓ Review the Student Manual. Learn how it's organized. Compare it with the Instructor Guide. Review each exercise as if you were the student.
- ✓ Rehearse and talk through the material.

Know Your Audience

Answer the following questions about the individuals attending each session:

- ✓ Who will be attending the class? What is the experience level and background of the students?
- ✓ What are their learning styles and preferences?
- ✓ Do they have any special needs or requirements?
- ✓ What is their motivation level? What are they hoping to gain?

Training Day

Arrange the Logistics

At the beginning of each day of the training, it is important to arrive early to prepare the classroom, check equipment, distribute materials, and be ready to greet the students in a relaxed way when they arrive. Listed below are some suggestions for getting ready on the day of the training.

- ✓ Arrive well before the beginning of class.
- ✓ Organize instructor materials.
- ✓ Make sure room is set up properly.
- ✓ Check equipment (VCR, monitor, computer projection system). Arrange for technical assistance to be available during training in the event of equipment malfunction. If audiovisual equipment is not needed immediately, roll it into place, mark a spot with masking tape on the floor so it is easy to move equipment into place later, and roll equipment out of the way.
- ✓ Cue up the video.
- ✓ Make sure electrical cords are taped to the floor.
- ✓ Test chart markers to make sure they are visible from the back of the room (some reds, yellows, and other light colors are often hard to see).
- ✓ Place student supplies and materials at tables.
- ✓ Locate restrooms, break, and lunch facilities, if necessary.
- ✓ Get a glass of water for yourself.
- ✓ Be prepared to greet students as they enter.

Job Aids

Analyzing Your Target Audience

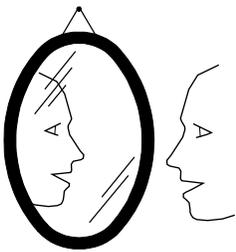
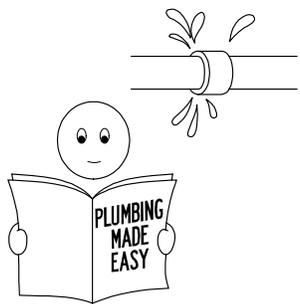
Instructions: Answer the following questions to develop a profile of your target audience.

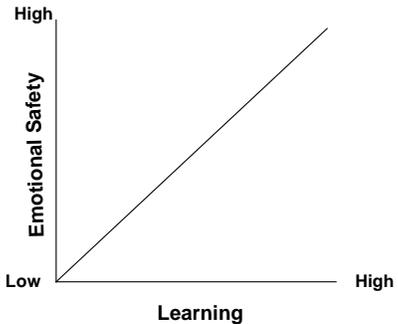
Who will be trained?	List job titles.
What are their past experiences?	Summarized the range of experience.
What are their levels of expertise?	<input type="checkbox"/> Novice Performer <input type="checkbox"/> Immediate Performer <input type="checkbox"/> Accomplished Performer
What learning modes do they prefer?	<input type="checkbox"/> Auditory (hearing) <input type="checkbox"/> Visual (seeing) <input type="checkbox"/> Kinesthetic (doing)
What training methods do they prefer?	<input type="checkbox"/> Lecture <input type="checkbox"/> Reading Assignments <input type="checkbox"/> Demonstrations <input type="checkbox"/> Visuals, Videos <input type="checkbox"/> Discussions <input type="checkbox"/> Individual Exercises <input type="checkbox"/> Small Group Activities <input type="checkbox"/> Role Plays <input type="checkbox"/> Games <input type="checkbox"/> Simulations
What prerequisite knowledge and skills do they possess before beginning the training?	List the knowledge and skills.
What accommodations may be needed to adapt training to individuals with disabilities or language differences?	Describe any required accommodations.
How motivated are they to attend training?	<input type="checkbox"/> Not motivated. <input type="checkbox"/> Neutral. <input type="checkbox"/> Motivated.
How many individuals need to be trained?	List the total number of individuals to be trained.

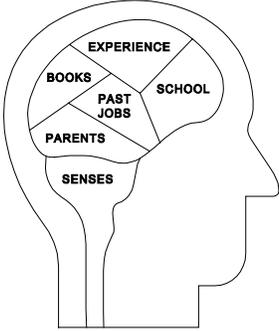
Job Aids

Understanding Adult Learning Principles

Instructions: Use these guidelines to ensure your training is consistent with adult learning principles.

Adult Learning Principles	Guidelines
<p>Self-Concept</p> <p>Adult learners see themselves as capable of self-direction and want others to see them in the same way.</p> 	<ul style="list-style-type: none">▪ Provide students with opportunities to:<ul style="list-style-type: none">✓ Identify what they want and need to learn.✓ Plan and carry out their own learning activities.✓ Evaluate their own progress toward self-selected goals.▪ Assume the role of “learning resource” rather than the traditional role of teacher.▪ Allow adult learners to direct their own learning. Do not structure training too rigidly.▪ Treat adults as adults. Avoid activities that will embarrass them or make them feel belittled.
<p>Motivation</p> <p>Adult learners are motivated to learn when they have a need to do so. They want to know how the training will help them immediately.</p> 	<ul style="list-style-type: none">▪ Begin the training by providing students with an opportunity to explore why they need to learn the knowledge and skills to be presented.▪ Explain the benefits to be derived from the training.▪ Allow students to try out new learning quickly. Instructors may motivate adults by convincing them of the potential benefits of learning. However, to stay motivated, adults need a chance to experience the benefits for themselves.

Adult Learning Principles	Guidelines
<p>Emotional Frameworks</p> <p>Adults have established emotional frameworks consisting of values, attitudes, and tendencies. Learning involves changing behaviors and, possibly, changing parts of this emotional framework. All change can be disorienting and can provoke anxiety. An adult's ability to change (and, therefore, learn) is directly proportional to the degree of emotional safety he or she feels.</p> 	<ul style="list-style-type: none"> ▪ Design training to create a learning environment that is nonthreatening. ▪ Do not require students to change too many behaviors all at once. Have students learn one new behavior and master it before attempting to learn another behavior. ▪ Allow adult students to hang on to established values, attitudes, and tendencies, UNLESS they get in the way of learning. ▪ Support training with the implementation of organizational change management programs.
<p>Reinforcement</p> <p>Adult learners respond to reinforcements. Although adult learners are usually self-directed, they do need to receive recognition.</p> 	<ul style="list-style-type: none"> ▪ Design training to allow for a sense of accomplishment. Long units or exercises may make the students feel that they are not progressing. Break training into small segments. ▪ Provide opportunities for peer feedback and reinforcement. Reinforcement from other adult learners can be as powerful as recognition provided by the instructor. ▪ Use training evaluation results as a form of reinforcement for both the students and the instructors.

Adult Learning Principles	Guidelines
<p>Previous Learning</p> <p>Adult learners possess a large bank of previous learning. This previous learning can be both an asset and a deficit.</p> <p>Adults learn best when they are able to link new knowledge and skills to those they learned previously. This linkage allows adult learners to use existing knowledge and skills and decreases anxiety about learning.</p> <p>Existing knowledge and skills can also be a hindrance to learning. If the new knowledge and skills to be acquired are contradictory to the learners' existing knowledge and skills, then the learners may:</p> <ul style="list-style-type: none"> ▪ Stick with what they already know and can do. ▪ Experience interference from existing knowledge and skills. They may need to "unlearn" previous learning and habits. 	<ul style="list-style-type: none"> ▪ Help the students build bridges between existing learning and new learning by: <ul style="list-style-type: none"> ✓ Using analogies and common examples. ✓ Allowing students to explore what they already know about an area before providing new instruction. ✓ Giving students credit for what they know or are able to do. ✓ Telling students explicitly what has changed and the reasons for the change. ✓ Demonstrating and comparing old and new procedures. ▪ Provide job aids or assist students to develop their own job aids to help them "unlearn" previous learning that is interfering with new learning.

Adult Learning Principles	Guidelines
<p data-bbox="204 390 643 422">Passive Versus Active Learning</p> <p data-bbox="241 453 737 512">Studies show that over a 3-day period, the retention of learning is as follows:</p> <ul data-bbox="248 546 781 947" style="list-style-type: none"><li data-bbox="248 546 542 573">▪ 10% of what we read<li data-bbox="248 606 542 634">▪ 20% of what we hear<li data-bbox="248 667 532 695">▪ 30% of what we see<li data-bbox="248 728 643 756">▪ 50% of what we see and hear<li data-bbox="248 789 532 816">▪ 70% of what we say<li data-bbox="248 850 781 947">▪ 90% of what we say as we do (stating the reasoning or the steps as they are performed) <p data-bbox="241 978 756 1066">Adults can learn by reading, listening, and watching, but they will learn more if they are actively involved in the learning process.</p> <p data-bbox="464 1203 667 1262">...1-2-3-turn, 1-2-3-turn...</p> 	<ul data-bbox="826 453 1414 1094" style="list-style-type: none"><li data-bbox="826 453 1409 541">▪ Minimize passive learning (lectures and reading assignments) and maximize “learning by doing.”<li data-bbox="826 590 1382 705">▪ Pair information presented in lectures or reading assignments with such activities as discussions, exercises, role plays, and job simulations.<li data-bbox="826 758 1403 816">▪ Use a blend of learning technologies to increase involvement in the learning process.<li data-bbox="826 867 1414 955">▪ Make sure that you have students do something active for every 20 to 30 minutes of instruction.<li data-bbox="826 1005 1393 1094">▪ Allow students to summarize what they have learned by asking them to state the major principles or steps.

Job Aids

Putting Yourself at Ease

Instructions: Use these tips to help put yourself at ease.

Getting Ready

- ✓ Practice, practice, practice! Know your subject. Practice until you feel comfortable with your presentation.
- ✓ Familiarize yourself with the classroom and its environs.
- ✓ Mentally rehearse. Imagine walking into the room, introducing yourself, delivering the training content with enthusiasm, leading great discussions, and leaving the room knowing you did a great job.
- ✓ Learn how to operate any audiovisual equipment you plan to use. Practice using training aids in advance of your presentation.
- ✓ Organize your notes and other materials.
- ✓ Write out the first few sentences of your introduction to the class.
- ✓ Get as much rest as possible the night before the training.

Starting Training

- ✓ Make sure the classroom is set up and has an orderly appearance.
- ✓ Greet students as they enter.
- ✓ Chat with some of the students before class begins.
- ✓ Read the first few sentences of your introduction to the class as you warm up.

During Training

- ✓ Take a few deep breaths before speaking.
- ✓ Radiate enthusiasm.
- ✓ Keep a glass of water handy to alleviate “cotton mouth.”
- ✓ Have a sense of humor (but never tell a joke for the sake of telling a joke).
- ✓ Deliberately look at students’ faces before beginning to speak. Connect with them. The eye contact should help you to relax because you become less isolated from the audience.
- ✓ Don’t be afraid of silence. Take a moment to gather your thoughts if you feel you are “getting lost.”

Job Aids

Presenting Lessons

Instructions: Use this table as a reminder of important presentation do's and don'ts.

Do's . . .	Don'ts . . .
<i>Eye Contact</i>	<i>Eye Contact</i>
<ul style="list-style-type: none">✓ Look at people's eyes.✓ Continually scan the group with your eyes.✓ Look at the whole group.	<ul style="list-style-type: none">✗ Avoid eye contact.✗ Scan the group too rapidly or infrequently.✗ Only look at one or two people <u>or</u> at only one side of the room.
<i>Body Movement</i>	<i>Body Movement</i>
<ul style="list-style-type: none">✓ Position your body so you face the majority of the people.✓ Vary your position in the room.✓ Stand with good posture.✓ Walk toward people when they speak.	<ul style="list-style-type: none">✗ Talk to your notes, easel, or board.✗ Turn your back to part of the group.✗ Stand in fixed positions.✗ Slouch.✗ Distance yourself from people.
<i>Facial Expressions</i>	<i>Facial Expressions</i>
<ul style="list-style-type: none">✓ Smile and be animated.✓ Convey emotion affirmatively.	<ul style="list-style-type: none">✗ Look disinterested.
<i>Voice/Speech</i>	<i>Voice/Speech</i>
<ul style="list-style-type: none">✓ Speak loud enough to be heard.✓ Vary the pace of your presentation.✓ Slow down for important points.✓ Use the pause.	<ul style="list-style-type: none">✗ Mumble.✗ Use "crutch" words such as "like" or "um."✗ Speak with a monotone voice✗ Be afraid of pauses.
<i>Gestures</i>	<i>Gestures</i>
<ul style="list-style-type: none">✓ Use natural and spontaneous gestures.	<ul style="list-style-type: none">✗ Engage in distracting behavior such as looking at your watch, or jingling change.

Job Aids

Using Your Voice Effectively

Instructions: Use these tips to help you project and protect your voice.

Projecting Your Voice

- ✓ Have plenty of water to drink. Avoid tea and coffee to prevent dehydrating your vocal area.
- ✓ Stand when presenting (if possible).
- ✓ If the room is large, use a mike.
- ✓ Take a deep breath.
- ✓ Use short phrases and slow your pace.
- ✓ Lower your pitch to reduce stress and to make your voice carry.
- ✓ Don't try to talk over noise or side conversations.
- ✓ Rest your voice between presentations and take a drink of water.

Avoiding Fillers (um's and ah's)

At transition points, or when you hear yourself adding a filler:

- ✓ Pause
- ✓ Take a breath
- ✓ Gather your thoughts.

Remember . . . Pauses will feel longer to you than to your audience!

Job Aids

Speaking Through an Interpreter

Instructions: Following are guidelines for presenting training with an interpreter.

Guidelines	Explanation
Speak to Your Audience	<ul style="list-style-type: none">▪ Maintain eye contact with the audience, not the interpreter.
Provide Your Materials in Advance	<ul style="list-style-type: none">▪ Allow the interpreter to review your materials and lecture notes ahead of time. Interpreters may be more effective when they are familiar with the subject area and terminology.
Provide Visuals and Handouts	<ul style="list-style-type: none">▪ Make sure that all symbols and colors used in materials will not be misinterpreted.▪ Use handouts when the audience has proficiency in reading English.
Simplify and Clarify Your Content	<ul style="list-style-type: none">▪ Use simple sentence structures.▪ Make clear transitions between topics.▪ Restate your main point several times.
Avoid Jargon or Cliches	<ul style="list-style-type: none">▪ Avoid analogies, metaphors, expressions, or stories that are culturally based and will lose their meaning when translated.▪ Avoid U.S.-centric references or examples.
Adjust Your Pace	<ul style="list-style-type: none">▪ Simultaneous Interpretation: The interpreter translates your presentation concurrently. Your audience listens to the presentation using headsets. With this type of interpretation it is important to slow the pace of your presentation. You may want to put reminders within your lesson plans to go slow. Also, mark places in your notes where you can pause to allow the interpreters to catch up with you.▪ Consecutive Interpretation: In this method, the interpreter translates after you present a small segment. Mark your lesson plans to indicate natural stopping points after each idea. Ask the interpreter to give you a nonverbal cue to indicate that you need to stop or clarify a point.
Confirm Use of Translated Words or Phrases	<p>If you plan to use translated words or phrases in your presentation, make sure you know what they mean. Some famous translation mistakes are as follows:</p> <ul style="list-style-type: none">▪ The Chevy Nova means “No Go” in Spanish.▪ When Coca-Cola first was introduced in China, the name sounded the same, but the characters meant “Bite the Wax Tadpole.”▪ Clairol’s “Mist Stick,” a curling iron, translates in German to “Manure Stick.”

Job Aids

Observing Students

Instructions: Observing the group is important because it gives you verbal and nonverbal information about how the students are responding to the training. Your observation skills can help you determine when a group understands information and is interested in the topic or when they are bored or confused. The following table outlines some alternative actions.

If you observe . . .	And . . .	Then . . .
✓ Boredom ✓ Fatigue ✓ Distraction	Several students display the behavior.	<ul style="list-style-type: none">Take a break.Speed up the pace.Begin an engaging activity.Review the goal/purpose of the topic.
	One student displays the behavior.	<ul style="list-style-type: none">Talk with the person privately to find out what the problem is.
✓ Confusion ✓ Disagreement ✓ Discomfort	Several students display the behavior.	<ul style="list-style-type: none">Find out what is confusing them.Give them a new explanation.
	One student displays the behavior.	<ul style="list-style-type: none">Ask this person about the source of confusion and clarify.Talk with the person privately.

Job Aids

Encouraging Interaction

Instructions: Adults are more interested in being active versus passive students. If they are forced to be passive, they are likely to lose interest. Following are suggestions for encouraging interaction among students.

Tips for Fostering Interaction

- ✓ Get the student actively involved quickly. Have all the students introduce themselves or say something within the first hour of the training. It is important to get everyone comfortable speaking within the group setting.
- ✓ Ask for volunteers rather than putting someone on the spot. Try to draw out the quiet ones. Ask individuals to tell a true story that you know will illustrate the instructional point being made. For example: “Chris, could you explain the interviewing techniques you used during the XYZ seizure?”
- ✓ Use small groups (six or less) to foster interaction.
- ✓ Be patient and wait. People need time to process before responding.
- ✓ Don't be afraid of silence: When you are trying to encourage participation, it is critical that you are comfortable with a little silence. If you ask a question and nobody responds:
 1. Wait. Count to five. Students are far more uncomfortable with the silence than you are. Also, know that the time seems to pass slower when you are standing in the front of the room. Do NOT answer your own question!
 2. Next, restate the question and make eye contact with someone that you know is likely to answer.
 3. Again, wait for a response.
 4. If there is still no response, then suggest a partial answer and ask the students if they agree or if they have anything to add.
- ✓ Acknowledge responses.
 - Use the individual's name.
 - Record responses where everyone can see.
 - Tie the themes together.

Job Aids

Asking Effective Questions

Instructions: The ability to ask effective questions is also critical. Asking questions can help you evaluate what the group is thinking and how they are receiving information. Use the following information to help you formulate questions prior to a training session.

Type of Question	Description	Example
Closed Question	<ul style="list-style-type: none">■ Requires a simple “yes” or “no” answer or statement of fact.■ Stops discussion.■ Used to confirm facts.■ Often begins with “is,” “can,” “how many,” or “does.”	<ul style="list-style-type: none">■ “How many of you are new to emergency management?”■ “Does anyone want to hear the audio segment once again?”■ “Is it time for a break?”
Open-Ended Question	<ul style="list-style-type: none">■ Requires more than a “yes” or “no” answer.■ Stimulates thinking.■ Stimulates discussion.■ Usually begins with “what,” “how,” “when,” or “why.”	<ul style="list-style-type: none">■ “Why do passengers react this way?”■ “How would you respond to such a statement?”

Job Aids

Responding to Students' Answers

Instructions: When you ask open-ended questions, you will receive lots of answers and comments. You need to encourage the students by acknowledging their answers or comments. Never ignore a response or comment, and never judge a person's response or declare that an answer is wrong. Use the following guidelines for responding to students' answers.

If the Response Is . . .	Then . . .
✓ Unclear	<ul style="list-style-type: none">▪ Ask a clarifying question.▪ Provide sufficient time to allow the student to rephrase or clarify the response.
✓ Correct	<ul style="list-style-type: none">▪ Acknowledge the correct response.
✓ Incorrect	<ul style="list-style-type: none">▪ Use additional questions to guide the individual to discover the correct answer.▪ Reinforce and build on the correct part of the answer.▪ Allow other students to help correct the misunderstanding.

Responding to Students' Questions

Instructions: Students will want to ask you questions during discussions. Use the following guidelines for responding to students' questions.

If You . . .	Then . . .
✓ Think other students can answer the question.	<ul style="list-style-type: none">▪ Redirect the question to the group or an expert within the group.
✓ Are the only one who can answer the question.	<ul style="list-style-type: none">▪ Answer the question and follow it with another discussion question.
✓ Feel that the question is controversial or off-topic.	<ul style="list-style-type: none">▪ Offer to talk to the individual during a break.▪ Use a "parking lot" to list and refer issues.▪ If topic is covered later, explain when.▪ Reinforce and build on the correct part of the answer.▪ Allow other students to help correct the misunderstanding.
✓ Don't know the answer.	<ul style="list-style-type: none">▪ Tell the students where the answer can be found.▪ Make a commitment to find the answer.

Job Aids

Providing Clear and Concise Instructions

Instructions: A critical role for you as an instructor of this training is to lead exercises and other activities. Listed below is a five-step process for giving clear and concise instructions.

Step One	State the rationale for the exercise. Provide the reason and purpose of the exercise (e.g., “This exercise will help you to...”). Students want to know why they are doing the exercise and what they should learn from it.
Step Two	Explain the task clearly and simply. Provide logical step-by-step instructions (e.g., “Turn to the worksheet on page 6 in your Student Manual.”). This helps students know what they’re doing.
Step Three	Give the context. Explain how they will do the task (e.g., as individuals or in groups) and how long it should take.
Step Four	State what is to be reported. Tell them what is to be reported or shared with the rest of the class once they’ve completed the exercise.
Step Five	Check for understanding. Clarify points or misunderstandings by asking someone to summarize their understanding of the exercise or asking students what questions they have for you. Walk around the room while people are working on the exercise or case study to see if they have additional questions.

Job Aids

Using a Variety of Training Methods

Page 1 of 2

Instructions: Use this chart to help you understand the purpose of different types of training methods.

Method	Definition	Use To
Lecture/ Presentation	A means of telling the students information they need to know. Describes a more formal presentation used to achieve an instructional objective.	<ul style="list-style-type: none">▪ Inform the students.▪ Orient the students to course policies, rules, procedures, purposes, and learning resources.▪ Introduce a subject, indicate its importance, and present an overview of its scope.▪ Give directions on procedures for use in subsequent activities.▪ Present basic material that will provide a common background for subsequent activities.▪ Set the stage for a demonstration, discussion, or performance.▪ Illustrate the application of rules, principles, or concepts.▪ Review, clarify, emphasize, or summarize.
Demonstration	The instructor or someone else actually performs an operation or does a job, showing the student what to do and how to do it. Explanations are used to point out why , where , and when the operation or job is done.	<ul style="list-style-type: none">▪ Show how something is done.▪ Teach manipulative operations or procedures (how).▪ Teach problem-solving and analytical skills.▪ Illustrate principles (why something works).▪ Teach the operation or function of equipment (how something works).▪ Teach teamwork (how people work together to do something).▪ Teach safety procedures.
Role Play	Enacts a real-life incident and gives the students a chance to practice and experiment new behaviors that they may use on the job or that they will face in the future.	<ul style="list-style-type: none">▪ Allow the students to practice and experiment with new behaviors.▪ Provide feedback on the students' behavior.▪ Force the students to apply theory to practice.▪ Increase the role of the students.

Using a Variety of Training Methods

Method	Definition	Use To
Group Discussion	Participative method relying on interaction and involvement of the students for its success. The group explores a topic or issue by analyzing, evaluating, or reviewing subject matter.	<ul style="list-style-type: none">▪ Develop imaginative solutions to problems.▪ Stimulate interest and thinking.▪ Emphasize the main content points.▪ Supplement lectures, readings, or laboratory exercises.▪ Determine how well the students understand concepts and principles.▪ Determine whether the students are ready to proceed to new or more advanced material.▪ Prepare the students for the application of theory or procedure to specific situations.▪ Summarize, clarify points, or review information.▪ Prepare the students for instruction that is to follow.▪ Determine student progress and the effectiveness of prior instruction.
Case Study/ Small-Group Activity	Involves indepth group discussion of real-life situations. Requires reading, study, analysis, discussion, and free exchange of ideas as well as decision-making and the selling of decisions to others.	<ul style="list-style-type: none">▪ Promote thoughtful discussion of the significant factors in a situation.▪ Develop judgment, critical thinking, and problem-solving ability.▪ Deduce principles of management or leadership.▪ Build human relations skills.
Simulation/ Drill	Devices, equipment, or situations designed to replicate or imitate real life. These exercises assume the appearance, characteristics, or capabilities of the real device, equipment, or situation.	<ul style="list-style-type: none">▪ Practice complex technical, mechanical, operational, and decisionmaking skills in hazard situations or emergency management.▪ Practice skills that involve life-or-death situations.
Games	A form of simulation, but generally with a more competitive element.	<ul style="list-style-type: none">▪ Help the students learn a concept or key idea.▪ Increase self-awareness.▪ Provide practice for risk-taking.▪ Develop a specific skill.

Instructions: A chart consists of an easel and attached pages that are written on with a felt-tip marker. Below are some guidelines for using charts.

Preparing Charts

- ✓ **Use pencil first.** Write your text lightly in pencil before using a marker.
- ✓ **Use water-based markers.** They will not bleed through to the next page, wall, or tabletop and have no unpleasant odor.
- ✓ **Use dark colors for text.** Black, blue, green, brown, and purple stand out and are easier to read. Avoid pastels, which are hard to read. Use them for highlighting only.
- ✓ **Alternate colors from line to line.** Use this technique to separate ideas or topics. It makes the chart easier to read.
- ✓ **Make letters at least 1 inch tall.** Smaller letters are hard to read.
- ✓ **Leave space between lines.** Lines of text that are too close together are hard to read.
- ✓ **Use the top 2/3 of the pad.** It can be hard to read text near the bottom of the page, especially for those in the back of the room. This technique also allows room to go back later, if necessary, to add something else related to the topic.
- ✓ **Highlight key points.** Use color, shapes, graphics, boxing, underlining, and pictures to focus attention on key points.
- ✓ **Use as few words as possible.** Too much text can be distracting.
- ✓ **Check readability.** Walk to various parts of the room to see if students will be able to see and read the chart.
- ✓ **Use tape tabs or Post-It notes.** Create tabs that will help you find your place or return to a page.
- ✓ **Cover errors with paste-on labels.** Use these labels to “white out” errors. This will save you from doing the whole chart over.
- ✓ **Use pencil notes.** These notes can help you complete a chart without referring to your Instructor Guide for details.
- ✓ **Use an overhead projector to size an object.** If you want to magnify a small drawing or chart, make a transparency on your office copier. Then project it onto the chart in the correct size and trace it with markers.

Capturing Student Comments on Charts or Whiteboards

- ✓ **Don't block students' view.** When writing on chart paper or a whiteboard, stand to one side so that you don't block students' view of what is being written. Also, make sure the easel does not obstruct other equipment such as projection screens or monitors.
- ✓ **Use bold printing.** Use bold printing, which is easier to see. Cursive writing may be faster, but it's harder to read. Use the fat side of the marker when you write.
- ✓ **Record key words quickly.** This technique keeps students interested.
- ✓ **Write exactly what people say.** Do not edit the content of what was said. If you are unsure of what the student meant, ask for further explanation. If a student's idea is long or needs clarification, ask him or her how to word it. Check to be sure that you are reflecting ideas accurately.
- ✓ **Get permission to abbreviate.** Use abbreviations where appropriate to keep the pace flowing. Make sure students are familiar with the abbreviations.
- ✓ **Write memory joggers.** Lightly write notes to yourself in the margins of the chart or on the edges of the board to use as presentation notes.
- ✓ **Use arrows, circles, and underlines.** These techniques help to reinforce ideas and encourage participation.
- ✓ **Pretear pieces of masking tape (for hanging charts).** Place strips of tape on the back or side edge of the chart easel. Place tape on the upper corners of the page before tearing off the page.
- ✓ **Hang pages on the wall.** After students' comments are captured on chart paper, tear off and hang on the wall to keep comments visible throughout the session. This makes it easier to refer back to previous discussions. If you have a prepared page that you will refer back to throughout the session, hang it in a central place where all students can easily see it.
- ✓ **Use two charts or boards.** A second chart is helpful when more than one idea is being discussed—for example, discussing the advantages and disadvantages of an item. Having both lists visible at the same time helps you and the students keep track of the ideas.
- ✓ **Use someone to record.** This technique allows you more freedom to facilitate the discussion. Using one or more recorders increases the involvement and level of participation. Be sure to ask the person(s) before inviting him or her to record.

Job Aids

Using Training Media: PowerPoint Visuals & Overheads

Instructions: Following are guidelines for using PowerPoint visuals and overheads.

Tips for Using PowerPoint Visuals and Overheads

- ✓ **Test the equipment.** Arrive early and test the equipment. Check the readability of your visuals for different locations within the training room.
- ✓ **Have backups.** If you are using a projector, have an extra bulb on hand. Have a second set of PowerPoint files. Recognize that equipment can fail so prepare to give your presentation without the hardware!
- ✓ **Dim lights as little as possible.** Dim the lights in the room (but don't make it too dark). If you can, darken the lights in the front of the room where the screen is located. Bring the lights back up to complete exercises or during discussions.
- ✓ **Position yourself.** Stand to either side (rather than in front) of the equipment and screen. Talk to the students, not to the projected image or your computer.
- ✓ **Use motion.** Motion attracts people's eyes. Gesture to the screen when appropriate. Stand still when you want the students to read the screen.
- ✓ **Pace yourself.** During the presentation, hold the image on the screen only until the students have had time to grasp the meaning.
- ✓ **Control attention.** Turn the projector off or make the screen black when it is not being used.
- ✓ **Be confident of the technology.** Listed below are some keyboard "shortcuts" that you may want to use when operating a computerized PowerPoint presentation:

To . . .	Use the Following Keys
Go to the next slide	N, ENTER, the SPACEBAR, Page Up, or mouse click
Return to the previous slide	P or BACKSPACE
Display a black screen	B
Return to the slide show from a black screen	B (Second Time)
End slide show	ESC

Tips: Turn off screen savers and energy saving settings before your presentation. Always plug in your laptop. Copy the PowerPoint files onto the computer's hard drive rather than show them from a CD or disk.

Job Aids

Using Training Media: Video Segments

Instructions: For students to get the most learning, instructors must know how to use the video equipment and how to set up and debrief the video segments. Following are guidelines for using videotapes effectively.

Tips for Using Video Segments

- ✓ **Prepare for showing the videotape.** Make sure you know how to use the equipment. Preview the tapes to gain an understanding of their content. Review the key points in the Instructor Guide and add any additional points about the video that you would like to convey.
- ✓ **Provide instructions.** Before showing the videotapes, tell the students what they should look for, whether they should take notes during the video, and what they will do after the video (e.g., critique someone's behavior in the film). Tell the students the approximate length of the video.
- ✓ **Play the videotape.** Before class and during breaks, cue the videotapes so they are ready to start. Adjust the picture and sound and the lighting in the room.
- ✓ **Break long videos into smaller segments.** Monitor student reaction during the showing of the videos. Stop videos at the appropriate points to conduct exercises or discussions. A video has to be excellent to capture students' attention for more than 10 to 15 minutes.
- ✓ **Avoid low energy times.** Try to avoid showing videos during low-energy times such as immediately following lunch.
- ✓ **Summarize learning points.** Use the discussion questions to summarize the key points you want students to take from each videotape segment.

Job Aids

Managing Time and Making Midcourse Corrections



Instructions: As an instructor, you are responsible for ensuring that the time in the classroom is managed effectively. Use the following guidelines to help you manage the classroom time.

Time Management Tips

- ✓ Track the actual time used to complete lessons.
- ✓ Use a clock to monitor the time rather than looking at your watch.
- ✓ Post completion time for guest speakers and co-trainers.
- ✓ Hold up reminders of time remaining.
- ✓ Deal with disruptive events and students.
- ✓ Organize the classroom and materials to avoid wasting time.
- ✓ Take a break about every hour. Use the break to setup and get organized for the next training topics or activities.

Break Management Tips

- ✓ Watch for nonverbal signs that a break is needed.
- ✓ Try to find natural breaking points.
- ✓ Enforce break time limits.
- ✓ Round up students at the end of the break.
- ✓ Begin at the designated time even if some students have not returned.

Making Midcourse Corrections

- ✓ Collect continuous feedback from students.
- ✓ Adjust the pace of the training to accommodate learning needs.
- ✓ Use break times to reassess and adjust the schedule.
- ✓ Don't eliminate interactivity to save time! Substitute a less time-consuming activity.
- ✓ Make sure your corrections will allow you to achieve all learning objectives.

Job Aids

Dealing With Difficult Students

Instructions: At some point, you may encounter a student whose behavior will interfere with the training. The following table describes some types of difficult people you may encounter and some solutions for dealing with them.

Dealing With . . .	Possible Reasons for Behavior	How To Deal With Behavior
Silent Students	<ul style="list-style-type: none">▪ May be connected and thinking but internalizing thoughts before speaking.▪ May be shy and unsure.▪ May be distracted by outside problems.▪ May not understand what is going on.▪ May feel superior—may “know it all” already.▪ May be bored.▪ May be resistant.	<ul style="list-style-type: none">▪ If you see a sign that they know an answer or agree with a comment, ask them to respond.▪ Be supportive.▪ Talk to them on a break about anything unrelated to the training—get to know them.▪ Don’t embarrass them or put them on the spot.▪ Observe nonverbal behaviors for interest, boredom, etc.▪ Do small group activities or discussions.▪ Include activities that initially allow students to work individually.
Overbearing Students	<ul style="list-style-type: none">▪ May be well informed and anxious to share information.▪ May be naturally talkative.▪ May feel defensive.	<ul style="list-style-type: none">▪ Don’t embarrass anyone or be sarcastic—you may need their skills later.▪ Redirect attention to the rest of the group by saying, “I appreciate your enthusiasm and your comments. Let’s see what others think.”▪ Be receptive while also letting them know you’re in charge.
Cynical Students	<ul style="list-style-type: none">▪ May have “seen it all” and feel nothing will change the system.▪ May not believe the cynicism is a problem.	<ul style="list-style-type: none">▪ Engage them in discussions.▪ Ask them for their suggestions.▪ Do not reinforce cynical behavior.▪ Ask them what they can control.
Conflicts Between Students	<ul style="list-style-type: none">▪ May have a past history of conflict you are unaware of.▪ May have different ideas, values, beliefs, or perceptions.▪ May have personality differences.	<ul style="list-style-type: none">▪ Emphasize points of agreement.▪ Refocus on the objective.▪ Ask a direct, closed question about the topic.▪ Ask that personalities or perceptions be omitted.▪ Ask each person to state the other’s concern or point of view.

Job Aids

Understanding Training Evaluation Levels

Instructions: Use this chart to help you understand the level(s) of your training evaluation. These levels are based on Donald Kirkpatrick’s evaluation model.

Evaluation Level	Information Collected
<p>Level 1: Student Reaction</p> <p><i>Were the students pleased with the training?</i></p>	<ul style="list-style-type: none"> ✓ Students’ impressions of: <ul style="list-style-type: none"> ▪ Instructors ▪ Training Materials ▪ Training Methods and Media ▪ Usefulness of Training Content ▪ Training Facilities ✓ Observers’ assessments of how the students reacted to the training. ☞ Always conduct a Level 1 evaluation. However, do not assume that positive reactions are equal to learning.
<p>Level 2: Student Learning</p> <p><i>What did the students learn as a result of the training?</i></p>	<ul style="list-style-type: none"> ✓ Students’ knowledge and skill levels before training and after training as measured by pre-tests and post-tests. ☞ Make sure to conduct a Level 2 evaluation if you are teaching critical knowledge or skills.
<p>Level 3: On-the-Job Behaviors</p> <p><i>Did the students change their on-the-job behaviors as a result of the training?</i></p>	<ul style="list-style-type: none"> ✓ Students’, co-workers’, supervisors’, and/or customers’ impressions of on-the-job performance following training. ✓ Measures of actual job performance and/or customer satisfaction. ☞ Select the most “high stake” areas if you are able to conduct a Level 3 evaluation.
<p>Level 4: Organizational Results</p> <p><i>Did the training help community achieve its goals?</i></p>	<ul style="list-style-type: none"> ✓ Students’, supervisors’, and/or managers’ impressions of the organizational benefits derived from training. ✓ Measures of the return-on-investment resulting from the training. ☞ Even if you cannot do a formal return-on-investment study, find out if the organization thinks your training is paying off.

Understanding Types of Knowledge Tests

Instructions: Use the following information to help you understand the use of the different types of knowledge test items.

Type of Test Item	Factors Impacting Use
<p>Multiple-Choice Items</p> <p>A multiple-choice item consists of a stem (the question or incomplete statement), the correct response, and several distractors (incorrect alternative responses). There are at least four types of multiple-choice items:</p> <p><u>Correct Answer:</u> Requires the learner to select the correct answer from several alternatives.</p> <p><u>Best Answer:</u> Requires the learner to select the best answer from several alternatives.</p> <p><u>Multiple Response Item:</u> Requires the learner to select several correct answers from a list of possible answers.</p> <p><u>Incomplete Statement Item:</u> Requires the learner to complete a statement by selecting the proper response.</p>	<p>Use when . . .</p> <ul style="list-style-type: none">✓ Measuring knowledge, comprehension, and application objectives.✓ Assessing reading and analysis skills.✓ Reducing the amount of time needed to take and score tests is critical. <p>Avoid using when . . .</p> <ul style="list-style-type: none">✓ Assessing recall of facts. Multiple-choice items only test the ability to <u>recognize</u> the correct answers.✓ Assessing original or creative thoughts.
<p>Matching Items</p> <p>A matching item presents the learner with a list of premises, a list of responses, and a set of directions for matching the elements of these two lists. Each premise (or statement) is scored as a separate item.</p>	<p>Use when . . .</p> <ul style="list-style-type: none">✓ Measuring comprehension of principles and concepts.✓ Assessing ability to classify information. <p>Avoid using when . . .</p> <ul style="list-style-type: none">✓ Assessing recall of information. Matching items only test the ability to <u>recognize</u> which items are a match. It does not mean that the learner could recall the information.✓ Assessing original or creative thoughts.

Type of Test Item	Factors Impacting Use
<p>True/False Items</p> <p>A true/false item requires the learner to determine whether a statement is true or false. There are actually several varieties of true/false items:</p> <p><u>Classic</u>: Requires the learner to mark a statement as true or false.</p> <p><u>Yes/No</u>: Requires the learner to respond either yes or no to a statement or question.</p> <p><u>Right/Wrong or Correct/Incorrect</u>: Requires the learner to determine whether a given statement is right or wrong (or correct or incorrect).</p>	<p>Use when . . .</p> <ul style="list-style-type: none"> ✓ Assessing the learner’s ability to discriminate between right and wrong. ✓ Assessing the learner’s ability to associate cause and effect. <p>Avoid using when . . .</p> <ul style="list-style-type: none"> ✓ It is not acceptable that the learner has a 50-50 chance to guess the answer correctly. ✓ Assessing if the learner can recall facts. ✓ Assessing if the learner can synthesize or analyze complex information.
<p>Short-Answer/Completion Items</p> <p>There are two basic types of short-answer or completion items:</p> <p><u>Direct Questions</u>: Requires the learner to respond in a few words. (What is the purpose of the Harmonized Tariff?)</p> <p><u>Completion Items</u>: Requires the learner to fill in the correct answer. (The toll-free telephone number to call for information is _____.)</p>	<p>Use when . . .</p> <ul style="list-style-type: none"> ✓ Testing recall of factual knowledge. ✓ Assessing the learner’s ability to interpret data and apply rules. ✓ Trying to eliminate students guessing the correct response. <p>Avoid using when . . .</p> <ul style="list-style-type: none"> ✓ Assessing complex concepts. ✓ More than one correct answer may be used to complete the items.

Type of Test Item	Factors Impacting Use
<p>Essay Items</p> <p>An essay item requires the learner to generate a response to a question, situation (case study or critical incident), or declarative statement (list three reasons for denying entry to the U.S. and write a description of each reason).</p> <p>Scoring of essay items may be done by using one of the following methods:</p> <p><u>Analytic Method</u>: Assessors assign points to each component of the correct answer. For example, if the learner correctly lists two of the three reasons requested, 2 out of 3 points would be granted.</p> <p><u>Holistic Method</u>: Assessors judge the overall quality of the response.</p>	<p>Use when . . .</p> <ul style="list-style-type: none">✓ Assessing higher levels of cognitive demands (i.e., learner’s ability to apply, synthesize, and evaluate information).✓ Assessing the learner’s ability to generate a response, not just recognize the correct answer.✓ Assessing writing, analyzing, problem-solving, and organizing skills. <p>Avoid using when . . .</p> <ul style="list-style-type: none">✓ Time is limited for taking and scoring tests.✓ Assessing straightforward recall of facts.✓ Assessors are unable to score the test’s reliability (i.e., when it is difficult to create guidelines and scoring methods).

Reviewing Knowledge Tests

Instructions: Answer the following questions to help you review tests that are designed to measure students' knowledge.

Test Design and Construction

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Are the level of difficulty and types of questions consistent with the learning objectives being measured? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Do the test items measure the learning objectives? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Has the test been reviewed by content experts? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Has the test been tried out with a group of students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the instructions on how to take the test clear? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have test scores been compared with other performance measures (e.g., performance tests, supervisor ratings, etc.) to determine if they match? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Test Items in General

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Are test items worded as clearly as possible? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are clear and simple sentences used? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is all of the information needed to make a correct response presented during the training session? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are irrelevant clues to the correct response eliminated from the questions? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Would all content experts select the same correct response? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Does each item have only one correct answer? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Multiple-Choice Test Items

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Is a direct question or an incomplete statement used as the item stem? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are negatively stated item stems avoided (e.g., Which of the following statements is <u>not</u> true . . .)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are all possible responses (distracters) plausible and attractive to students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are all responses written in as few words possible, with each one equal in length to the others? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the same number of responses given for every question? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have you avoided using an observable pattern for correct responses? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the responses arranged in logical order (e.g., in a logical number or time sequence)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Does “none of the above” or “all of the above” appear in all of the questions (if used at all)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Matching Items

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Are there more possible responses than premises (or initial statements)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are all of the responses plausible matches to the premises? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Do premises appear in the left-hand column and responses in the right-hand column? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are premises numbered, and does a letter appear next to each response? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are all premises and responses on the same page? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the responses listed in a logical order (e.g., alphabetical, chronological)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are longer phrases used for premises and shorter phrases for responses? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the instructions stated clearly? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

True/False Test Items

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Are statements true or false <u>without</u> being qualified? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Does the true/false decision require the student to use the knowledge acquired? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are negatively stated statements avoided? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Short-Answer Items

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Can short-answer questions be answered with a unique word, phrase, number, or symbol? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Does the question include clear directions on how to answer the item? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is a consistent amount of space left for the students to enter their responses? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Essay Questions

- | | | |
|--|------------------------------|-----------------------------|
| ✓ Does the question/instruction specifically require a relatively brief response? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Is the wording clear, allowing for limited interpretation of what is being asked? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Can the essay be written in the time provided? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have subject-matter experts agreed on the qualities that comprise a correct/acceptable answer? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have sample answers and scoring instructions been written and tested? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Do the instructions explain how the answer will be judged? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Job Aids

Reviewing Performance Tests

Instructions: Answer the following questions to help you review tests that are designed to measure students' knowledge performance of critical job behaviors. Performance tests often include practical exercises, role-play situations, or simulations.

Test Design and Construction

- | | | |
|---|------------------------------|-----------------------------|
| ✓ Are the tasks being performed by the students during the test related to <u>activities</u> specified in the training objectives? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Do the test items measure the learning objectives? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the measurements being used consistent with the <u>standards</u> of performance specified by the training objectives? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Will multiple instructors rate the student consistently? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the instructions on how to administer and score the test clear? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the instructions provided on what to do if a student makes an error that may impact completion of the test? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Are the instructions to the students clear? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Has the test been tried out with a group of students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have content experts reviewed the test? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ✓ Have student test scores on the test been compared with other performance measures (e.g., on-the-job observation ratings, supervisor ratings, etc.) to determine if they match? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Job Aids

Using Alternative Training Evaluation Techniques

Instructions: Use this chart to help you select alternative methods for assessing how well students have learned the content.

Assessment Technique	Description
Observe Student Reactions 	<ul style="list-style-type: none">✓ Watch for nonverbal cues that indicate students are confused or frustrated.✓ Monitor the overall energy level of students.
Review Exercise Results 	<ul style="list-style-type: none">✓ Check to make sure that students have completed exercises correctly.✓ Monitor how long it takes students to complete exercises.✓ Make sure that you explain the reasons for the correct answers.✓ Review content areas that students found confusing or difficult.
Ask Questions 	<ul style="list-style-type: none">✓ Ask questions throughout the presentation to assess learning.✓ Use questions that require students to apply what they learned. (What-If, Why, and How Questions)
Have Students Present What They Learned 	<ul style="list-style-type: none">✓ Ask students to state in their own words what they have learned.✓ Have students summarize the main points of the lesson.
Encourage Self-Assessment 	<ul style="list-style-type: none">✓ Give students a set of questions and answers that they can use to assess their own learning.✓ Provide students with a checklist of expected job performance expectations that they can use to monitor their own performance on the job.

Job Aids

Administering Tests

Instructions: Following are suggested guidelines to follow when administering tests.

Guidelines for Administering Knowledge and Performance Tests

- ✓ Try out all equipment that you will be using. Review all materials used in the test.
- ✓ Ensure that assessors are trained and ready to begin the evaluation rating process.
- ✓ For written tests, provide answer sheets, copies of the exams, and any supplementary materials. Ask students to check to make sure that they have all parts of the exam. For oral exams, explain props or audiovisual equipment that will be used. For performance tests, provide necessary resources (i.e., equipment, props, and supplementary materials).
- ✓ Read the instructions and make sure that everyone understands them. Clearly state how long students will have to take the test. If students must attain a certain score in order to pass, let them know the passing score. Remind students to fill in their names and other required demographic information.
- ✓ When you tell students to begin, monitor the time. Let them know periodically how much time remains.
- ✓ End the test at the prescribed time. For performance tests and oral exams, use the accepted tools (i.e., checklist, observation form) for scoring. For written tests, assemble them and follow accepted procedures for scoring them and distributing test results.
- ✓ Review the results.

If . . .	Then . . .
A Majority of Students Miss a Test Item	<ul style="list-style-type: none">✓ Make sure that the material was adequately covered in the course. You may find that you're testing on material that was treated lightly in the course or not covered at all.✓ Examine the test items to ensure that they are clearly written and do not have misleading distractors.
All Students Answer a Test Item Correctly	<ul style="list-style-type: none">✓ Review your test to see if it is too easy. If you are training to mastery by using exercises before testing, it is acceptable to no wrong responses.

Job Aids

Providing Feedback Following Tests

Instructions: Feedback must be given in an appropriate manner to be effective. Use the following guidelines when providing feedback.

Guidelines for Providing Feedback

- Use feedback as an opportunity to continue the learning process. If course students missed important information, present the information again using a different instructional approach or using different examples.
- In some cases, you may need to protect the test items. In these cases, while providing feedback take any needed safeguards to ensure the test security by reviewing the content (objectives) missed rather than the specific test items.
- Provide feedback that is clear, specific, and accurate. Do not use hypothetical examples; instead, focus on stating examples that relate to the individual's actual performance.
- Base your feedback on actual observations, not on inferences or interpretations. Observations are things that can be seen or heard by anyone; inferences are your own interpretations or conclusions about what went on. Observations are always valid, but inferences and personal interpretations often are not.
- Avoid negative remarks or criticisms. Feedback is a tool for helping students improve their performance; therefore, the focus should be on explaining how performance can be improved or corrected.
- Be sensitive when providing feedback. When providing individual feedback, do it in a private setting. If you are giving general feedback to the group, ensure that individual results are not publicized by name. Respect individuals' privacy and distribute test results discreetly. You are careful not to embarrass the individual because you are sensitive to the fact that some individuals find it difficult to accept praise, particularly in public.
- Be sincere and relaxed, and listen empathetically. It is important to be attentive and acknowledge the person's concerns.