



## Measurement Best-Practices Quick-Audit

© Copyright 2008 by Will Thalheimer  
 Phone: 888-579-9814  
 Email: info@work-learning.com

Work-Learning Research, Inc.  
[www.work-learning.com](http://www.work-learning.com)  
[www.willatworklearning.com](http://www.willatworklearning.com)

| Best Practice  | Rationale   | Self-Rating           | New Goal              |
|--|---|-----------------------|-----------------------|
| <b>Level 1 Smile Sheets</b>  | <b>Why?</b>   | <b>Circle If Done</b> | <b>Write New Goal</b> |
| 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        |                       |
| <b>Level 2 Learning</b>  | <b>Why?</b>   | <b>Circle If Done</b> | <b>Write New Goal</b> |
| 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        |                       |
| <b>Level 3 Behavior</b>  | <b>Why?</b>   | <b>Circle If Done</b> | <b>Write New Goal</b> |
| 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        |                       |
| <b>Level 4 Results</b>   | <b>Why?</b>   | <b>Circle If Done</b> | <b>Write New Goal</b> |
| 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        |                       |
| <b>Using Measurement for Continuous Improvement</b>  | <b>Why?</b>   | <b>Circle If Done</b> | <b>Write New Goal</b> |
| 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.*