

## EVALUATION TECHNIQUES

Measuring success in this type of course and approach is much different from which many people have experienced. Learning to them means memorizing a set of facts which have been presented and then taking a test to see how well they remembered the factual material. That approach is not effective when dealing with people's emotions and life skills. For one thing, some may have done poorly in school and not finished. Or, they may be excellent memorizers and able to score high on the written tests and still not be able to apply the content to their lives in a way that actually changes them for the better.

The emphasis of the FIT program is using professional standards and scriptures to provide examples, role models, and group support for clients. The facilitator gets clients to talk and share with one another. The course books provides the simple principles to be addressed as well as pertinent examples from real life that are geared to our target audience.

The real evaluation in FIT courses comes from life-skill growth in terms of observed changes of thought and behavior. Everyone deals with life issues all their lives. Everyone can grow. The FIT Behavioral Assessment on page 20 gives examples of some of the goals and objectives we are looking for.

This instrument is in actual use in our headquarters area and each individual is evaluated in every lesson and given a letter grade in a report similar to that found on page 21. Reports are regularly sent to probation officers, children and families agencies. Sometimes they are used in court. The advantage of the system is that is based on actual observation and not on conjecture.

Though actual implementation of this instrument is above the scope today's training session, interested persons are encouraged to contact the central office for more details and explanations. That being said, the instrument shows the kinds of progress that is expected, and we have high expectations for our clients even if they do not.

Here are some examples of our expectations and how the instrument can be used to measure our effectiveness. Each of the criteria will be discussed one at a time.

### Pays Attention in Class

“Pays Attention in Class” is a “no brainer”. It is easily assessed and crucial to the success of the class. Bored or non-participating clients are non conducive to a good class environment where people will open up, share, and identify with course material. At our headquarters classes, we ask our “F” students to improve or leave. Some improve and stay; and some do not and are asked not to come back.

| <i>Observed behavior</i>                              | <i>Scores a</i>      | <i>Grade</i> |   |
|---|----------------------|--------------|---|
| Outstanding attention throughout the entire lesson    | “very attentive”     | Excellent    | A |
| “There” all the time and verbalizes in relevant ways” | “attentive”          | Good         | B |
| “There” in following with the eyes most of the time”  | “mostly attentive”   | Satisfactory | C |
| “Follows the discussion with his/her eyes”            | “somewhat attentive” | Poor         | D |
| “Sleeping through class”                              | “not attentive”      | Failure      | F |

### Classroom Behavior

Classroom disruptions causes distractions and refocuses attention to the troublemakers. These kinds of disturbances cannot be tolerated. With our high expectations, we expect everyone to show excellent social behavior and be respectful of everyone and their opinion. Many of our clients have had negative associates and role models and have learned bad life-skill habits and attitudes. It is one of our primary goals to challenge our clients to grow in this area and thus become better citizens and more mature Christians. It will not go well with them in society if they do not learn to get along with others.

| <i>Observed behavior</i>                             | <i>Scores a</i>       | <i>Grade</i> |   |
|--|-----------------------|--------------|---|
| “Noticeably polite”                                  | “very polite”         | Excellent    | A |
| “Exhibits good classroom manners”                    | “polite”              | Good         | B |
| “Neither defiant nor outwardly polite”               | “somewhat polite”     | Satisfactory | C |
| “Occasionally defiant or disrespectful”              | “somewhat disruptive” | Poor         | D |
| “Defiant, disrespectful to leaders or class members” | “disruptive”          | Failure      | F |

### Stays on Topic

Staying on task is also a vital life skill. Many of our clients live undisciplined lives and have not had good modeling in this area. Many have not done well in anything that looks like “school” and take a class only because they are made to. They often are there in body only. Their mind is somewhere else. They may not be used to the success that discipline brings. Others may enjoy talking but wander way off topic. This item measures the ability to contribute to the class and stay focused.

| <i>Observed behavior</i>                               | <i>Scores a</i>      | <i>Grade</i> |   |
|--|----------------------|--------------|---|
| “Noticeably and always relevant and on topic”          | “very focused”       | Excellent    | A |
| “Consistently reasonable and relevant contributions”   | “focused”            | Good         | B |
| “Makes reasonable and relevant contributions to class” | “mostly focused”     | Satisfactory | C |
| “Stays on target only occasionally”                    | “somewhat focused”   | Poor         | D |
| Does not contribute in any meaningful way; distracts”  | “not focused at all” | Failure      | F |

## Comprehension of Lesson Material

Application to life situations and the next criterion, personal growth, are at the core of our program and in all of our courses. Our success is not measured by how many facts were learned but by the changed thought patterns that lead to better behaviors and adjustment.

Comprehension of Lesson Materials focuses on how well an individual can apply the principles of the lesson to their own lives or in others. There must be evidence that he or she goes beyond reciting “facts” and can see its relevance to real-life situations. In many cases, old thought patterns will be challenged and the person must see the benefits of other ways of doing things even when it is not particularly easy at the time.

| <i>Observed behavior</i>                                   | <i>Scores a</i>            | <i>Grade</i> |   |
|--|----------------------------|--------------|---|
| “Shows unusual amount of comprehension”                    | “excellent application”    | Excellent    | A |
| “Shows an expected amount of lesson application”           | “good application”         | Good         | B |
| “Shows some degree of lesson application”                  | “satisfactory application” | Satisfactory | C |
| “Shows little evidence of lesson application”              | “poor application”         | Poor         | D |
| “Shows no evidence of linking lesson to successful living” | “does not comprehend”      | Failure      | F |

## Personal Growth

Finally, we come to personal growth. We assess the degree to which the lesson and course have affected our clients personally. It is one thing to comprehend how change would help others (comprehend application), it is another to see how it would affect their own situation. We expect all of our clients to benefit from our classes and be apparent in personal choices to live a more productive life.

| <i>Observed behavior</i>                    | <i>Scores a</i>       | <i>Grade</i> |   |
|---|-----------------------|--------------|---|
| “Excellent amount of personal growth shown” | “excellent growth”    | Excellent    | A |
| “Consistently exhibiting personal growth”   | “good growth”         | Good         | B |
| “Satisfactory evidence of personal growth”  | “satisfactory growth” | Satisfactory | C |
| “Little evidence of personal growth”        | “little growth”       | Poor         | D |
| “No evidence of any personal growth”        | “no growth”           | Failure      | F |

# FIT BEHAVIORAL ASSESSMENT INSTRUMENT

## Weekly Evaluation Guide to completing the Progress Report

INSTRUCTIONS: Put a number and a letter for each client for each of the five categories below on the separate Progress Report sheet (ex. 1C, 2D, 3A, 4D, 5A). Also, write any other comments as necessary on the Progress Report sheet. Examples would be "late 20 minutes", "excessive use of bathroom", etc.

Date \_\_\_\_\_ Class \_\_\_\_\_ Lesson \_\_\_\_\_ Facilitators \_\_\_\_\_

### ***Pays Attention in Class***

- |    | A              | B         | C                | D                  | F             |
|----|----------------|-----------|------------------|--------------------|---------------|
| 1. | Very Attentive | Attentive | Mostly Attentive | Somewhat Attentive | Not Attentive |

### ***Classroom Behavior***

- |    | A           | B      | C               | D                   | F          |
|----|-------------|--------|-----------------|---------------------|------------|
| 2. | Very Polite | Polite | Somewhat Polite | Somewhat Disruptive | Disruptive |

### ***Stays on Topic***

- |    | A            | B       | C              | D                | F                  |
|----|--------------|---------|----------------|------------------|--------------------|
| 3. | Very Focused | Focused | Mostly Focused | Somewhat Focused | Not Focused at All |

### ***Comprehension of Lesson Material***

- |    | A                         | B                        | C                      | D                     | F                   |
|----|---------------------------|--------------------------|------------------------|-----------------------|---------------------|
| 4. | Outstanding Comprehension | Consistently Comprehends | Expected Comprehension | Limited Comprehension | Does not Comprehend |

### ***Personal Growth***

- |    | A                | B           | C                   | D             | F         |
|----|------------------|-------------|---------------------|---------------|-----------|
| 5. | Excellent Growth | Good Growth | Satisfactory Growth | Little Growth | No Growth |

## FIT INDIVIDUAL BEHAVIORAL ASSESSMENT REPORT

| Date      | Criterion |   |   |   |   | Average |       | Report for Joe Schmoe (This is a Sample for Practice)  |
|-----------|-----------|---|---|---|---|---------|-------|--|
|           | 1         | 2 | 3 | 4 | 5 | Points  | Grade | Enter a date and letter and the program will calculate the rest  |
| 1/1/2016  | A         | F | F | F | F | 1.800   | D     | Very attentive, disruptive, not focused at all, does not comprehend, no growth.                        |
| 1/8/2016  | F         | A | C | C | C | 3.000   | C     | Not attentive, very polite, mostly focused, satisfactory application, satisfactory growth.             |
| 1/15/2016 | F         | D | C | B | A | 3.000   | C     | Not attentive, somewhat disruptive, mostly focused, good application, excellent growth.                |
| 1/22/2016 | F         | B | B | B | B | 3.400   | C+    | Not attentive, polite, focused, good application, good growth.   |
| 1/29/2016 | F         | A | A | A | A | 4.200   | B+    | Not attentive, very polite, very focused, excellent personal application, excellent growth.            |
| 2/5/2016  | A         | A | A | A | A | 5.000   | A+    | Very attentive, very polite, very focused, excellent personal application, excellent growth.           |
| 2/12/2016 | B         | A | A | A | A | 4.800   | A+    | Attentive, very polite, very focused, excellent personal application, excellent growth.                |
| 2/19/2016 | F         | D | C | B | A | 3.000   | C     | Not attentive, somewhat disruptive, mostly focused, good application, excellent growth.                |
| 2/26/2016 | F         | D | A | B | C | 3.000   | C     | Not attentive, somewhat disruptive, very focused, good application, satisfactory growth.               |
| 3/4/2016  | D         | D | A | B | C | 3.200   | C+    | Somewhat attentive, somewhat disruptive, very focused, good personal application, satisfactory growth. |
| 3/11/2016 | F         | D | A | B | C | 3.000   | C     | Not attentive, somewhat disruptive, very focused, good personal application, satisfactory growth.      |
| 3/18/2016 | B         | D | A | B | D | 3.400   | C+    | Attentive, somewhat disruptive, very focused, good personal application, little growth.                |
| 3/25/2016 | A         | D | A | B | D | 3.600   | B-    | Very attentive, somewhat disruptive, very focused, good personal application, little growth.           |
| 4/1/2016  | A         | D | B | B | A | 3.200   | C+    | Not attentive, somewhat disruptive, focused, good personal application, excellent growth.              |
| 4/8/2016  | D         | F | B | B | A | 3.200   | C+    | Somewhat attentive, disruptive, focused, good personal application, excellent growth.                  |
| 4/15/2016 | F         | F | B | B | A | 3.000   | C     | Not attentive, disruptive, focused, good personal application, excellent growth.                       |
| 4/22/2016 | F         | C | B | C | C | 2.800   | C-    | Not attentive, somewhat polite, focused, satisfactory application, satisfactory growth.                |

**Overall                      3.329      C+**