

# Kirkpatrick's Four Levels of Evaluation

Level I: ***Evaluate Reaction***

Level II: ***Evaluate Learning***

Level III: ***Evaluate Behavior***

Level IV: ***Evaluate Results***

## **Level I: Reaction**

Measures how favorably participants react to the program ("Customer satisfaction")

Collects reactions to instructor, course, and learning environment

Communicates to learners that their feedback is valued

Can provide quantitative and qualitative information

Does not measure effect of program on learner

## **Level II: Learning**

Measuring Learning: Change in knowledge, skills, and/or attitudes of the learner

Interviews, surveys of learner

Tests (pre-/post-)

Observations during the educational event: Participation in group activity, group project, role-play

Combinations of above

## **Level III: Behavior**

Transfer of knowledge, skills, and/or attitude to the real world

Measures achievement of performance objectives

Observe learner first-hand

Survey key people who observe learner

Use checklists, questionnaires, interviews, or combinations

## **Level IV: Results**

Assesses "bottom line," final results

Definition of "results" dependent upon the goal of the program

Difficult to conceptualize

Resources for Levels III and IV: time consuming, expensive

Adapted From: Kirkpatrick's Learning and Training Evaluation Theory

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## EVALUATION OF CONTINUING LEGAL EDUCATION AROUND KOLB'S LEARNING CIRCLE

Evaluation tools that are congruent with how people learn and how we teach are not only more effective in terms of gauging how much learning has taken place based on what we have done in a class or workshop, but they are also more apt to contribute to learning and thus to the development of our learners.

### CONCRETE EXPERIENCE (*EXPERIENCING*)

What stands out for you from this course?  
What activities have you been involved in that were important to you?

### REFLECTIVE OBSERVATIONS ON EXPERIENCE (*REFLECTING*)

What are your reactions to this experience?  
Effectiveness of presenters  
Effectiveness of activities  
What connections can you make with other activities?  
How do your perspectives compare to other participants?  
How has your perspectives changed as a result of participating?

### ABSTRACT CONCEPTUALIZATION (*THINKING IN ABSTRACTIONS OR PRINCIPLES*)

What are the three most important things that you learned?  
What was the most intriguing or novel idea you encountered?  
How does this new concept add to your understanding of the subject?

### ACTIVE EXPERIMENTATION

What can you do differently as a result of participation?  
What three things will you do differently as a result of this program?  
How will you incorporate this new learning into your practice?

These questions can be part of a group discussion at the end of an activity or incorporated into a written evaluation.