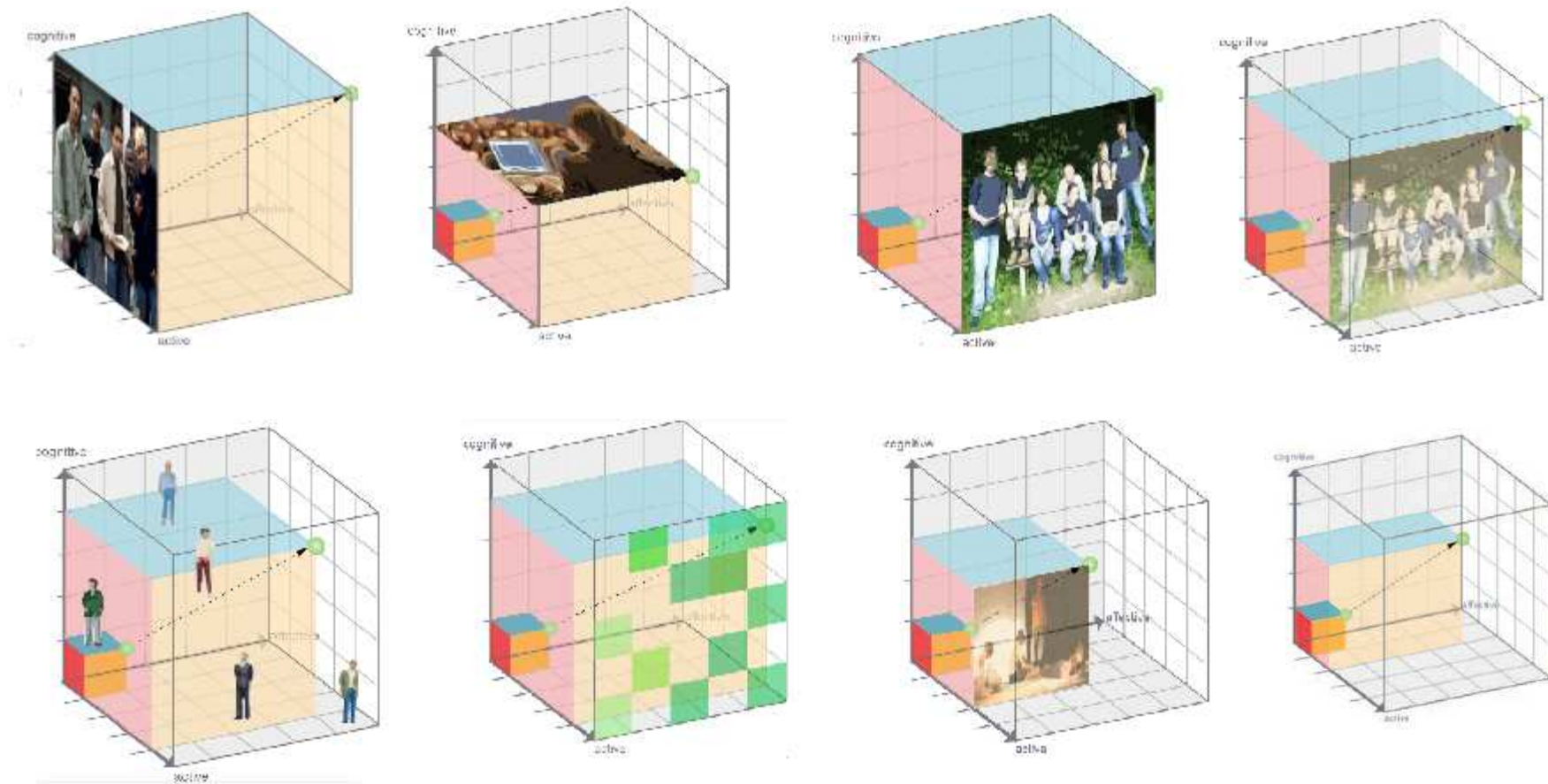


# Quality Criteria Catalogue



# Background

- In the course of the development of the approach there appeared again and again intensive discussions about issues like objectivity, reliability and reliability
- On the one hand we want to achieve a high quality of results
- On the other hand quality criteria should not only be there to set up a high standard but be a **helptool** for practitioners in the field

# FAQs

- **Objectivity:** How can we assure the objectivity of the results ?
- **Validity:** How can we assure validity of the results?
- **Reliability:** How can we assure the reliability of the assessment?
- **Efficiency:** How can we balance the cost benefit ratio of the assessment?
- **Effectiveness:** Will the assessment lead to improvement?
- **Consistency of the categories:** How can we create consistent categories?

# Objectivity

- Total objectivity is hardly achievable (complexity of the situation, external factors)
- If providing full proof is not possible, making the obtained proof plausible should be achievable
- Possible way: inter-subjectivity (using 2 evaluators and compare the results)

# Reliability

- Reliability describes the degree of reproducibility of the results. There should be no bias caused by the measuring instrument
- For example: a thermometer should be able to measure the water temperature in a lake and produce twice the same result assuming the temperature did not change
- Possibility to use two different assessment methods

# Validity

- The term “validity” indicates the extent to which a measure accurately reflects the concept that it is intended to measure
- Example: „Intelligence is what is measured by an intelligence test“
- In order to get good and shared definitions of concepts it is important to set up a discussion with all actors involved
- Possibility to involve „experts“ in the respective field or comparison with theoretical models
- Goal: common understanding of the reference system  
— and the indicators, reasons, proofs you give for a rating

# Efficiency

- Cost-benefit balance of the procedure
  - What can we do to reduce the investment of time and yet producing satisfying outcomes?
  - Carefully think about:
    - the number of people involved in the evaluation
    - The methods chosen
    - The level of detail in the analysis of data
-

# Effectiveness

- Danger to forget the goal in between
- Identify some intermediate results and ask yourself:
  - How much of what we want to find out have we revealed so far?
  - How does that compare with what we intended?
  - What can we do to raise the effectiveness of the next step?



# Consistency of the categories

- Basic problem: Difficulty to construct equal intervals between the levels
- Conclusion:
- intervals in between the levels must not be equal (this is nearly impossible)
- but levels should indicate a clear ranking (e.g. level 2 must indicate a clear progress compared to level 1!)

# Consistency of the categories

## Checklist for the levels:

- Are your levels exclusive? -They should not overlap!
- Are your descriptions comprehensive, precise and concrete? - Be aware that a clear assignment should be possible!
- Are your levels complete? - Any possible learning development should be representable in the levels!