



# Wege zur Bewertung

---

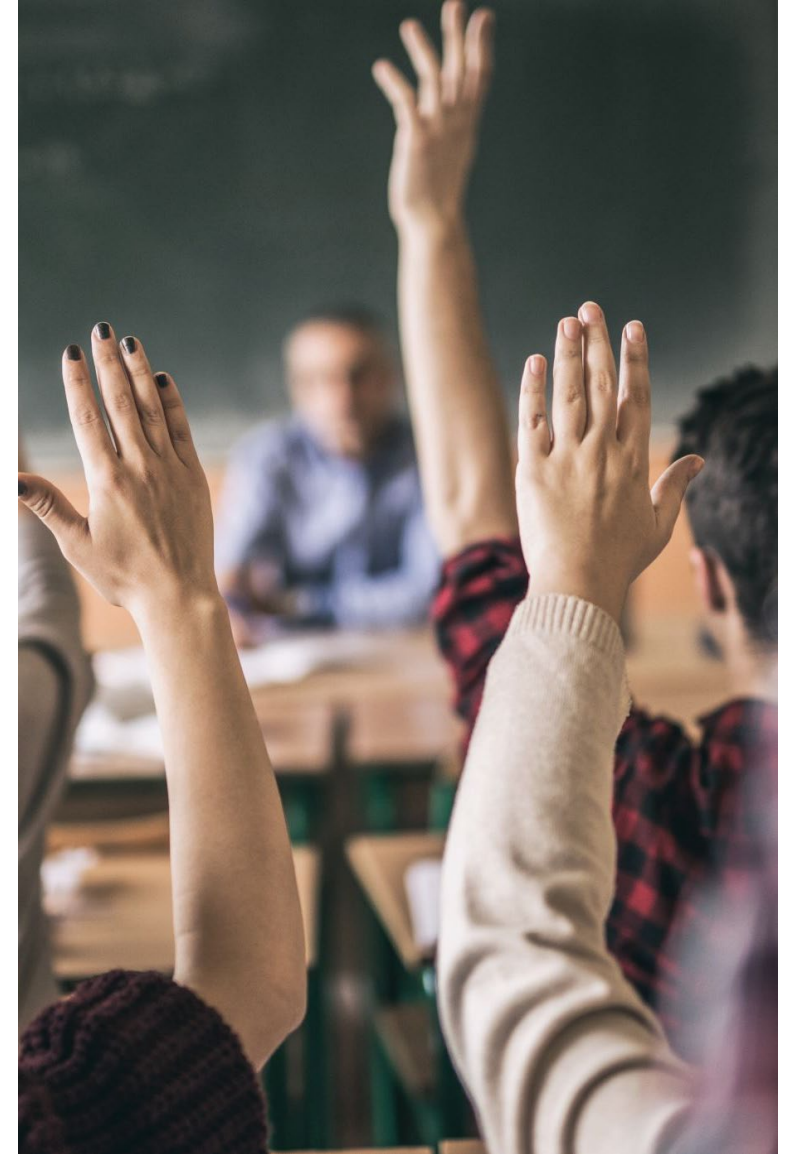
Daniela Schroeter, Ph.D.  
Western Michigan University School  
of Public Affairs and Administration





# Please raise your hands if you

1. Explicitly consider values and valuing when conducting evaluations. (Kriterien/Standards)
2. Are involved in identifying values and criteria for valuing in evaluation.
3. Provide formal evaluation training or technical assistance emphasizing values and valuing in evaluation.
4. Have experienced challenges when integrating findings from analysis into evaluative conclusions and judgements.
5. Are not always certain what and whose values to use in evaluation.
6. Do not believe that evaluation should judge the merit, worth, or significance of the evaluand.



Given our range of backgrounds,  
experiences, and evaluation contexts,  
how are  
**values and valuing**  
anchored in evaluation theory more  
broadly?

---

# Bewertung

## **Evaluation theory**

in particular,  
models and approaches

## **Logic of evaluation**

as a metatheory or broad  
framework for valuing



# Values and Valuing in the Garden of Evaluation

(Montrosse-Moorhead, Schroeter, & Becho)

Bewertung und  
Evaluationstheorie

# Rationale:

Our choice of evaluation theory impacts the way in which we choose values and engage in valuing

---

01

Much evaluation is mandated in social programming, international development, etc.

02

RFPs or TORs are limited to method-centered, objectives-based evaluation approaches, often clarifying values but not the way for valuing

03

Evaluation is more than outcome measurement for accountability purposes – its more than social science research methods

04

While evaluation is emphasized at the end of policy or program cycle, continuous evaluation can contribute to continuous development and improvement

# Evaluation theory guides how we identify values and engage in valuing



**William Shadish**

"If you do not know much about evaluation theory, you are not an evaluator. You may be a great methodologist, a wonderful philosopher, or a very effective program manager. But you are not an evaluator. **To be an evaluator, you need to know that knowledge base that makes the field unique. That unique knowledge base is evaluation theory**" (1998, pp. 6-7).



**Mel Mark**

"Evaluation theory can serve as a guide to practice. It can help navigate the choices associated with different 'schools of thought' and varied method options. ... **What the field needs is people who know when, where, why, and how different methods could and should be used in evaluation practice. Theory tells us that**" (2017, pp. 134).



# Evaluation theory is anchored in our competency frameworks



Evaluation Competency  
Framework  
2016, p. 8



Evaluation Capabilities  
Framework  
2014, p. 4





As evaluation is growing, the number of theories, models, and approaches is proliferating as may be ways of valuing

---

Primary classifications of evaluation theory are based on motivating questions, but certain elements are hidden or unaddressed

---

Historical  
consideration:  
Shadish, Cook, &  
Leviton (1991)

Evaluation purposes:  
Vedung (1997)

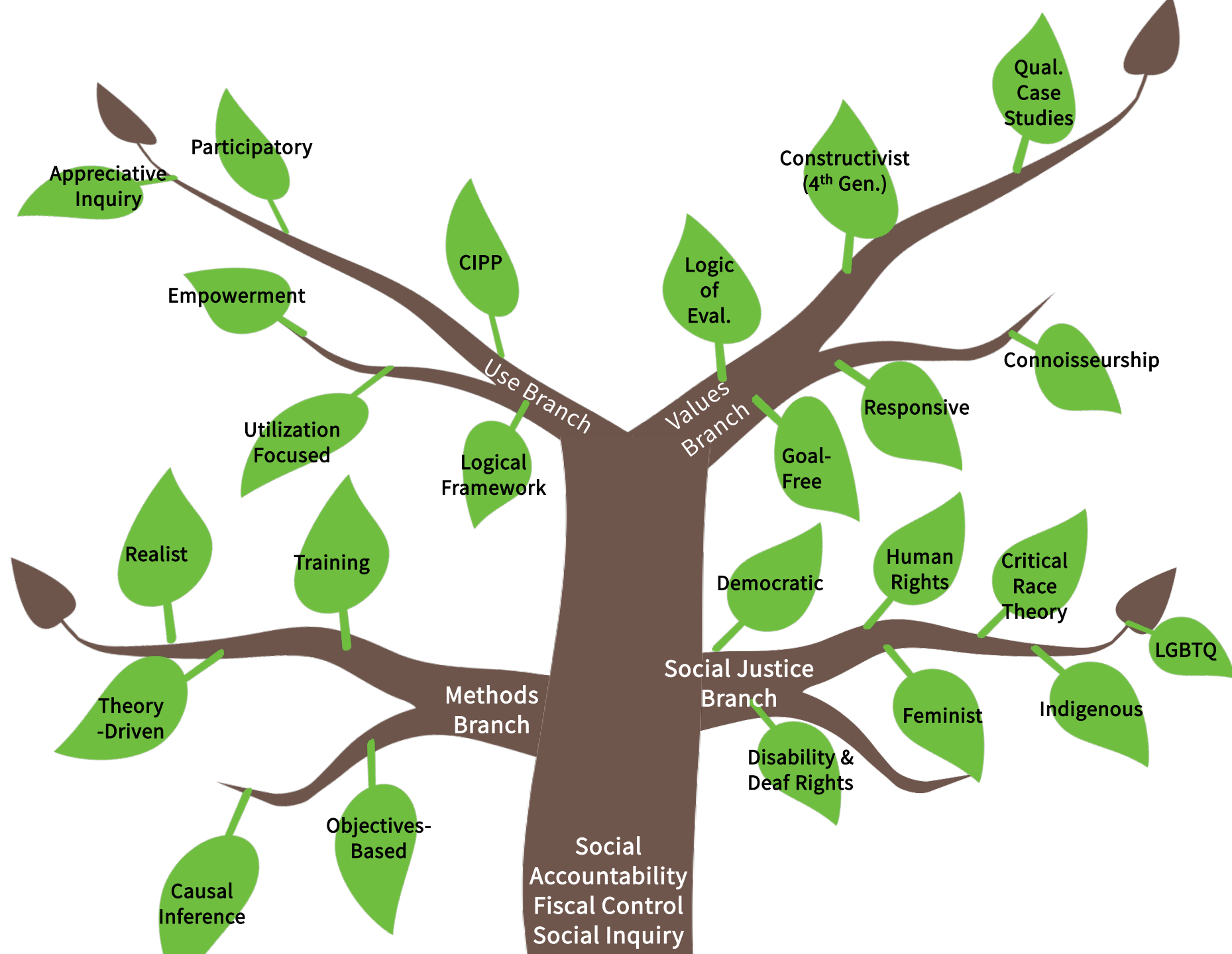
Approach legitimacy:  
Stufflebeam & Coryn  
(2014); Stufflebeam  
and Shinkfield (2007)

Guiding focus:  
Alkin & Christie (2012)

Philosophical  
orientations:  
Mertens & Wilson  
(2019)

Visual metaphors:

- Tree (Alkin & Christie, 2012; Mertens & Wilson, 2019)
- River (Azzam & Donaldson, 2015)
- Periodic Table (Vaca, 2017)





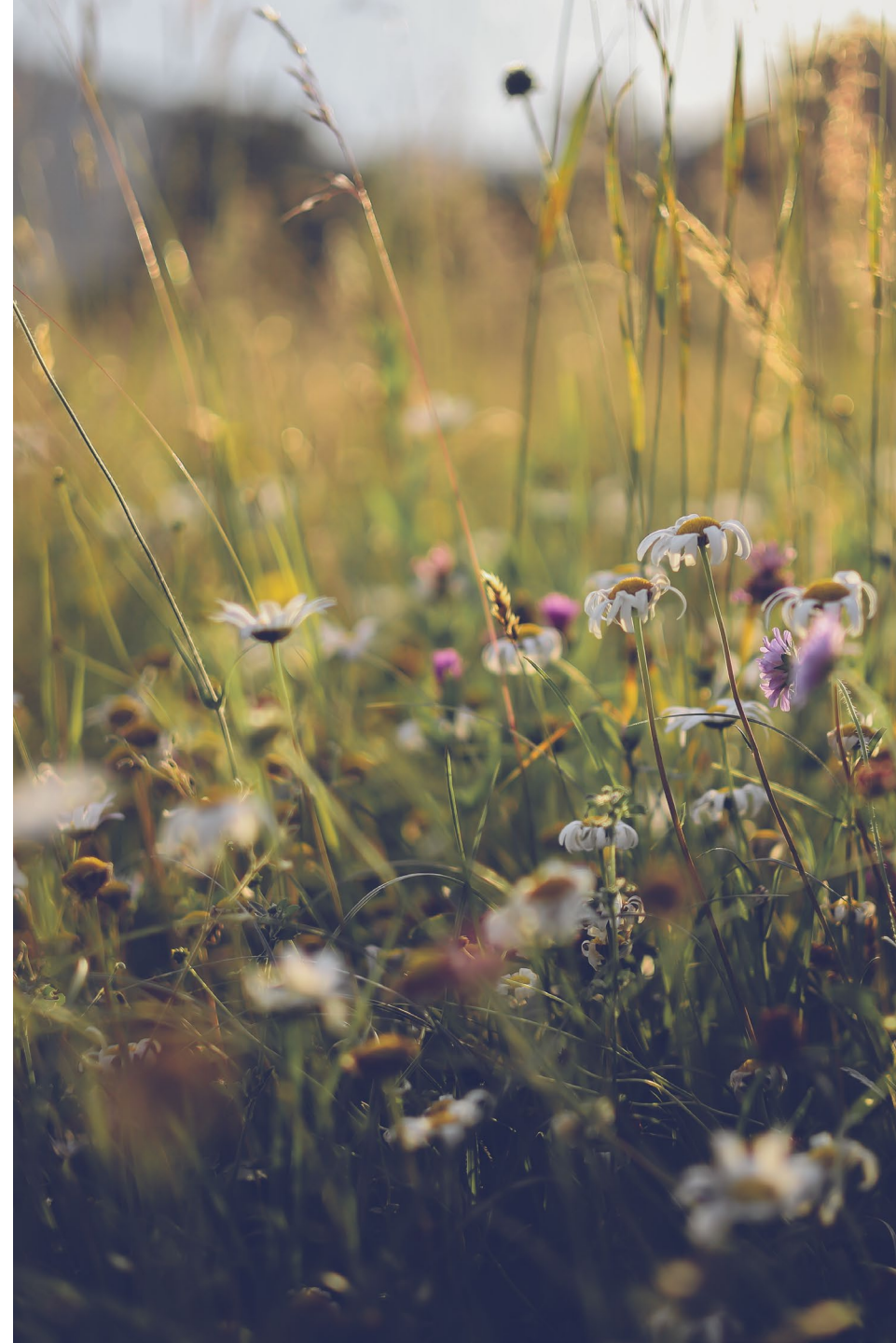
The Garden of Evaluation is another way of looking at evaluation theories with different gradations of dimensions in mind

Philosophical orientations

Methodological dispositions

Levels of

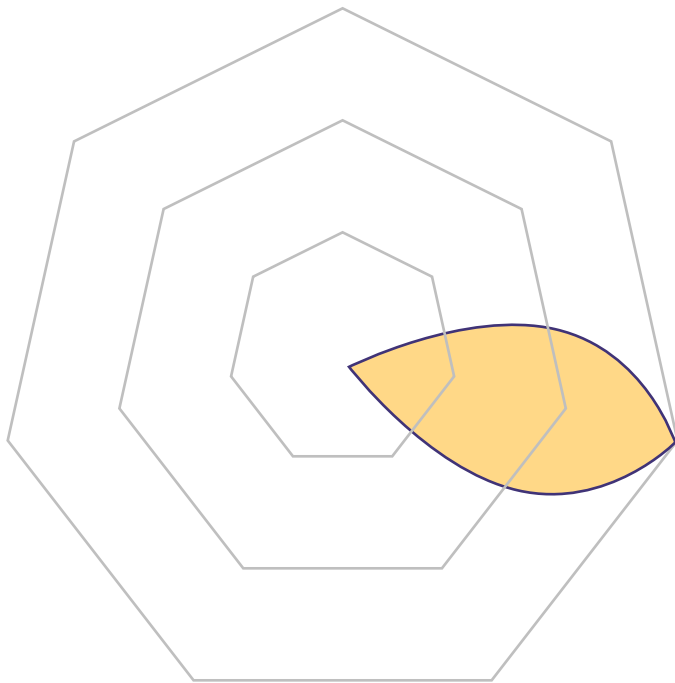
- Activism for social justice
- Promoting use
- **Values**
- **Valuing**
- Engagement in the evaluation process
- Depth of engagement
- Power dynamics in decision making
- (Context)





# Values (Werte)

... the extent to which an evaluation approach's guidance for evaluators includes the surfacing and use of values in an evaluation. Values include the beliefs, attitudes, and ideas of [those involved in the evaluation] about what is of value, good, important, worthwhile, desired, needed, or preferred. Values guide, implicitly or explicitly, what happens at each stage in the process and how the work at each stage is carried out.



## Scale:

- 0 = Unknown/ Missing
- 1 = Values have no role in the evaluation.
- 2 = Values are important, but the evaluation approach doesn't play an active role in surfacing those values.
- 3 = Values are central, and the evaluation approach plays an active role in surfacing and using them to guide the evaluation.

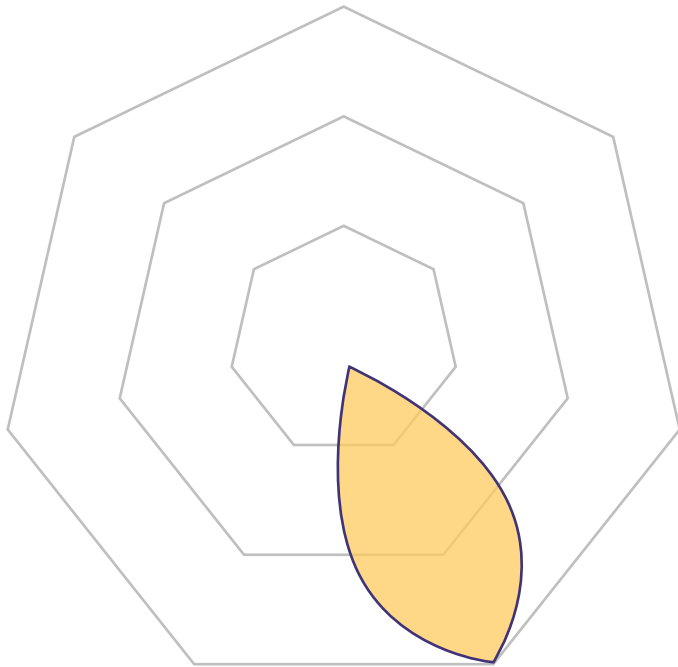
## Example approach:

- Scriven's Key Evaluation Checklist (Checkpoint 5. Values)
- Fourth generation evaluation (Guba & Lincoln)



# Valuing (Bewerten)

... the extent to which an evaluation approach's guidance for evaluators includes an implicit or explicit process of determining the merit, worth, or significance of something.



## Scale:

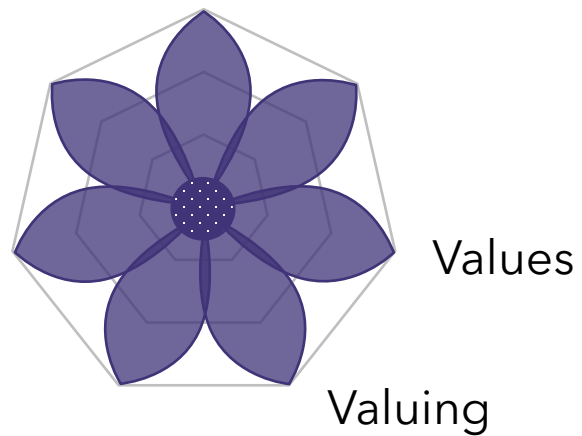
- 0 = Unknown/ Missing
- 1 = Valuing has no place in the evaluation, and no evaluative judgements are generated
- 2 = Valuing is important, but the evaluation approach doesn't explain the evaluators' role to engage in or facilitate a judgment about merit, worth, or significance
- 3 = Valuing is important, and it is the job of the evaluation team to engage in or facilitate a judgment about merit, worth, or significance

## Example approach:

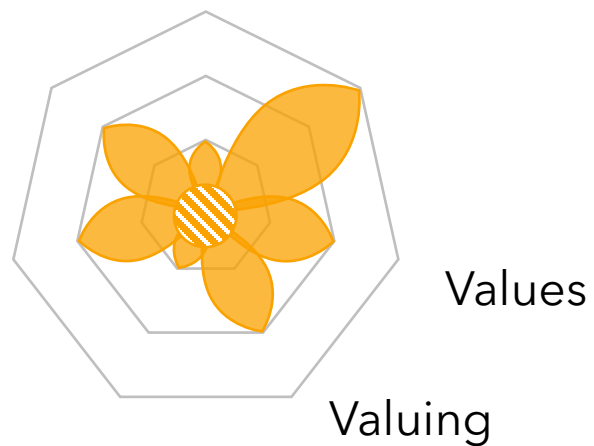
- Scriven's Key Evaluation Checklist/ The Logic of Evaluation
- Fourth generation evaluation (Guba & Lincoln)



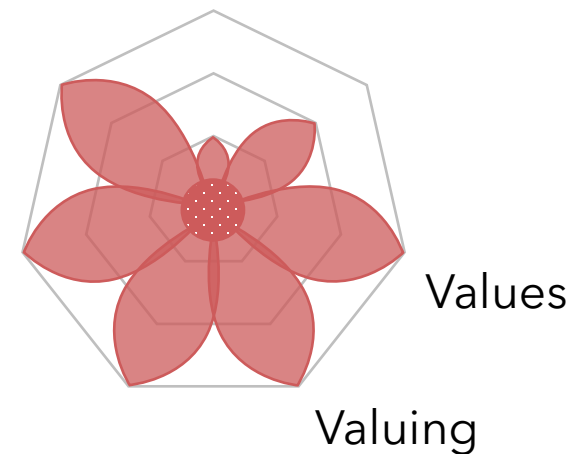
## Transformative Participatory Evaluation



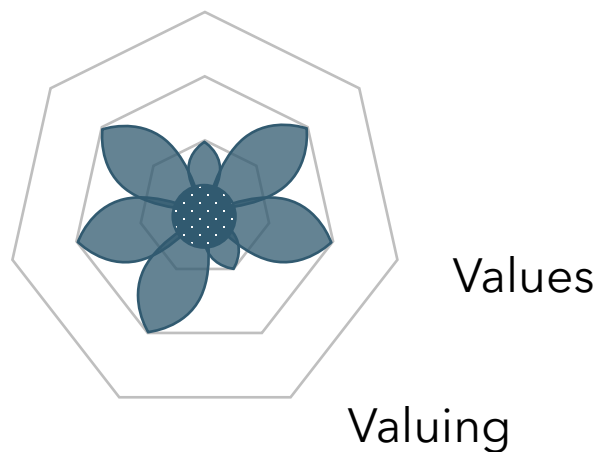
## Practical Participatory Evaluation



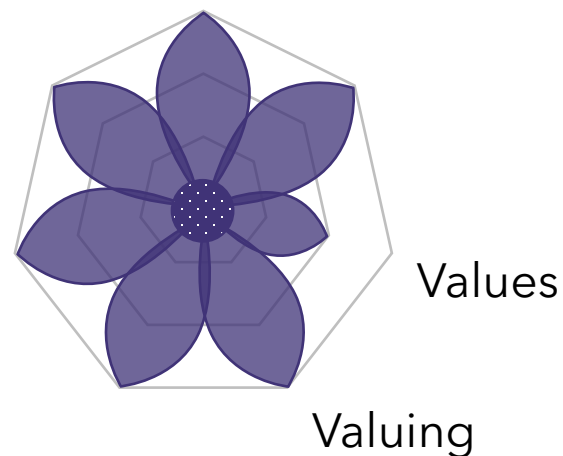
## Fourth Generation Evaluation



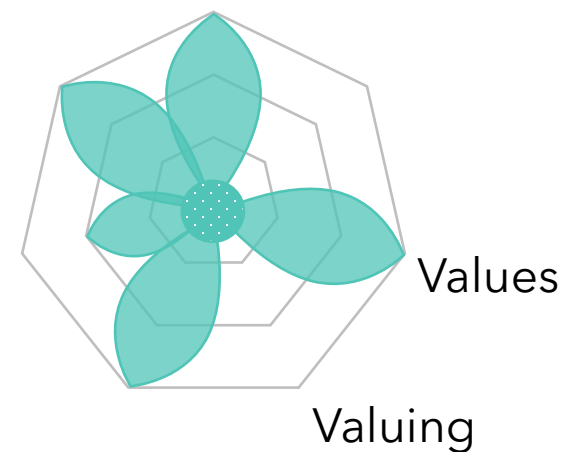
## Theory Driven Evaluation




## Sistematización de Experiences



## Made in Africa





Our choice of  
evaluation theory  
impacts the way in  
which we choose  
values and engage  
in valuing

---






# Logic of Evaluation

---


Bewertung and Scriven's  
"Key Evaluation Checklist"



# Complex conceptions of 'values' in the Key Evaluation Checklist

---

<b>Purposes:</b>	To identify merit, worth, significance of the evaluand in meeting consumer needs (in contrast to deriving values from stakeholder groups or using pre-determined values)
<b>Sources of questions:</b>	Relevant values for evaluating a given evaluand in the specific circumstances (in contrast to stakeholder groups)
<b>Questions:</b>	What is the merit and/or worth of the program?
<b>Methods:</b>	Any that are appropriate for answering the questions
<b>Value Concerns:</b>	Consumers' needs Explicit synthesis of value-based criteria and standards



# General Evaluation Process using the Logic of Evaluation

(see KEC, General Note 8)

**Identify criteria**

**Set standards**

**Collect and analyze data**

**Formulate evaluative conclusions**

1. Describe the evaluand and its context
2. Determine its effects including side-effects.
3. Identify the dimensions of merit for this evaluand and its effects
4. Classify the dimensions for importance (i.e., weight them).
5. Define an appropriate grading scale for performance on each dimension
6. Repeat for each audience.
7. Identify the empirical indicators
8. Measure or estimate achievement on each indicator.
9. Amalgamate the indicator scores to get an achievement level and hence a grade for each dimension.
10. Amalgamate the indicator scores to get an achievement level and hence a grade for each dimension.
11. Amalgamate the dimensional grades to get a single overall grade, using the weights for each dimension OR Apply any overall/holistic bars and rubrics.
12. Report results

# Logic of Evaluation





# Logic of Evaluation

Facts

Empirical, quantitative and/or qualitative information.

Most course participants (95%) received a grade B or higher in their introductory statistics course.

+

Values

The basis for making evaluative conclusions.

Preparedness for applying basic descriptive statistics in subsequent coursework.

=

Evaluative  
Conclusions

Explicitly state how good or bad a result is.

Considering students' ability of using basic descriptive statistics in subsequent coursework, a B or higher in introductory statistics is insufficient to prepare students for applying their skills in subsequent coursework due to grade inflation.

# Sources of Values

(see KEC, B5. Values)



---

Definitional values	Needs	Logical requirements	Legal requirements	Ethical requirements	Cultural values
Personal, group, organizational goals/desires	Environmental needs	Fidelity to alleged specifications	Sub-legal but still important legislative preferences	Professional standards	Expert refinements
Historical/traditional standards	Scientific and technological merit	Marketability	Political merit	Risk reduction	Resource economy



# Valuing and Standard-Setting Methods

1. Vote-counting (e.g., stakeholders or consumers)
2. Key stakeholder input and consensus
3. Program goals and expectations
4. Evidence from the literature
5. Expert judgment
6. Needs assessment
7. External benchmarks
8. Multi-Attribute Utility Theory
9. Critical Systems Heuristics (Gates, 2018)





# Von der Bewertung zur Methode ... und zurück

---

So how do we determine method based on values and means for valuing?

What methods do we use to identify values and to engage in valuing?

Does valuing differ for different research method mixes?





# Thank You

[Daniela.Schroeter@wmich.edu](mailto:Daniela.Schroeter@wmich.edu)