| level | evaluation type (what is measured) | evaluation description and characteristics | examples of evaluation tools and methods | relevance and practicability |
|-------|---|---|--|--|
| 1 | Reaction | Reaction evaluation is how the delegates felt about the training or learning experience. | 'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires. | Quick and very easy to obtain. Not expensive to gather or to analyse. |
| 2 | Learning | Learning evaluation is the measurement of the increase in knowledge - before and after. | Typically assessments or tests before and after the training. Interview or observation can also be used. | Relatively simple to set up; clear- cut for quantifiable skills. Less easy for complex learning. |
| 3 | Behaviour | Behaviour evaluation is the extent of applied learning back on the job - implementation. | Observation and interview over time are required to assess change, relevance of change, and sustainability of change. | Measurement of behaviour change typically requires cooperation and skill of line-managers. |
| 4 | Results | Results evaluation is the effect on the business or environment by the trainee. | Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee. | Individually not difficult; unlike whole organisation. Process must attribute clear accountabilities. |