



Guiding Principles for Facilitating Preprogram and Post-Program Assessments

Facilitators should start by reading these principles to help them highlight areas to consider while conducting assessment activities and observations.

- A preprogram assessment should be short and focused mainly on identifying needs and interests rather than on assessing knowledge. It's important to try not to scare participants away from joining the planned activities or event.
- Any assessment should be given in conjunction with a needs assessment survey (written or oral) meant to identify the needs and interests of participants.
- The setting for any assessment, especially a preprogram assessment, should be informal, comfortable and nonthreatening, regardless of the age being served. If possible, assess young children in an interview or observational setting.
- Written and oral assessments should have a reading level below the age of participants, and should use short sentences that employ language as simple as possible.
- If possible, staff should translate assessments into participants' first languages.
- A post-program assessment can focus mainly on knowledge acquired during the program. It may include some or all of the preprogram assessment questions, as well as knowledge questions related to the particular program or activity.
- Appropriate calculators should be available (handheld, phone apps or computer based) for any assessment that requires calculations. Financial calculations can be specialized and burdensome, and a low level of computational proficiency should not prevent participation.
- Participant responses on a preprogram assessment can provide a rich starting point for discussions that explore misconceptions about money and finances. Such a discussion can serve as the program's opening activity, and care should be taken not to reveal personal information that participants wish to keep private.