

# DOWNLOAD PDF COMMENTS ON THE ASSESSMENTS EXECUTIVE SUMMARY

## Chapter 1 : Good and poor examples of executive summaries

*The NARSTO PM assessment draft begins with a page "Executive Summary." The assessment coauthors indicated to the committee that the summary would be published with the full document and also separately in English, Spanish, and French (Hales ; Shepherd ; Vickery). The executive.*

The executive summary is currently structured with several distinct sections: Answers to eight policy questions PQs with some figures and tables drawn from the chapters and indications of where in the chapters the supporting evidence could be found. Five major recommendations, which pertain primarily to research needs. Shepherd, Meteorological Service of Canada, personal communication, April 26, A separate, very brief executive summary that discusses in a terse manner the important points presented in the document should be written. Nevertheless, a longer section that is similar to the current executive summary, that treats the issues more fully, and that responds in more detail to the PQs is valuable, particularly if it is aimed at the scientific advisers to decision-makers. Both the brief executive summary and the longer synthesis need Page 18 Share Cite Suggested Citation: The National Academies Press. In the synthesis of key issues, the objectives of the assessment and its limitations and assumptions need to be clearly described. The committee recommends that the charge, goals and specific objectives, and assumptions set forth by NARSTO for the assessment see Box 1â€”1 be included in their entirety in the synthesis. At present, that information appears nowhere in the document. Without such material, the reader is uncertain why this assessment was written and what its intended audience is. At no point in the current executive summary is it clearly and explicitly stated how the PM problem is defined. When the committee queried the assessment coauthors, they indicated that they considered the PM problem to be exceedance of existing or proposed mass-based standards. The committee appreciates why the authors focused on providing scientific and technical guidance toward meeting the standards, but this substantial limitation of the scope needs to be made clear. In addition to clearly stating the objectives of the assessment, the synthesis of key issues should provide a crosswalk between the objectives and the main body of the assessment. One way to accomplish that would be to align the discussion in the synthesis with the objectives. The committee has developed an outline that shows how this could be done see Box 3â€”1. According to the suggested outline, the synthesis of key issues would begin with a discussion of why the assessment was written and a presentation of the charge, goal, objectives, and assumptions that guided and limited the preparation of the document. As discussed in more detail previously in Chapter 2 of this report , the framework should enable a reader to understand what PM is, how the various processes that influence it interact, and what is involved in assessing and managing the PM problem. The third section would describe how the task was approached, with a focus on explaining the interactions with the policy community, which is NARSTO objective 1. The last section of the synthesis would address NARSTO objective 6 by providing a context for researchers in related fields. Efforts to identify what information would be useful to the intended audience before writing a scientific assessment of this sort are rare. A document providing the information that decision-makers expressly request is certainly valuable, and presenting this information as responses to specific PQs is a useful format. Page 19 Share Cite Suggested Citation: A few pages of the most important messages for policy-makers Synthesis of Key Issues: The set of eight PQs was refined by the assessment coauthors with input from NARSTO members and finalized at the first meeting of the assessment authors. Later, the assessment coauthors conducted interviews with senior decision-makers in federal, state, and provincial environment departments and in private industry in Canada, Mexico, and the United States. The interviews included questions about policy goals for PM management, gaps in science, how science fits into decision-making, and how to present scientific information. The committee finds the method used to select and formulate the eight PQs unsatisfactory. The approach does not conform to current social-science methods. The potential stakeholders assembled for interviews were not representative. Only government and industry representatives were selected, and only five of the 45 interviews were with decision-makers from Mexico. The

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resulting understanding of what information decision-makers need from the atmospheric-science community may be inadequate. Another deficiency is the apparent lack of a well-constructed interview protocol. Several of the questions posed to the decision-makers called for a mix of prompted and unprompted responses. As a result of that deficiency, the eight questions do not necessarily represent the highest-priority questions about PM identified by policy-makers themselves but, rather the policy-relevant questions about PM that the assessment authors thought were the most important, which could be substantially different. Likewise, as far as the committee can tell, no rigorous quantitative analysis was used to assess the responses. In their presentation to the committee, the assessment coauthors showed only bar graphs tabulating responses by decision-makers to various questions. The total number of responses varied greatly for different questions. Indeed, it appears difficult to tabulate answers to questions like the example above because some respondents might contribute their own list of issues and others might just affirm that the provided list was sufficient. If a rigorous quantitative analysis was conducted, the committee recommends that the method be transparent in the assessment document and that the results be presented in the synthesis of key issues. Despite the problems with how the PQs were obtained and characterized, the committee recognizes that the exercise of generating them cannot be redone at this point. Furthermore, despite their limitations, the PQs appear generally appropriate, with some exceptions that are noted below. It is particularly important to state that the PQs were developed by the assessment team, which later sought confirmation from decision-makers about their policy relevance. The committee strongly recommends that social scientists with expertise in elicitation of information be engaged in the process of developing policy guidance for future assessments conducted by NARSTO.

**Introduction of the PM Standards** Despite defining the PM problem in terms of exceeding existing or expected standards for ambient PM concentrations, the executive summary does not clearly introduce the standards in the three nations. The discussion in response to PQ1 does mention where observed concentrations of PM exceed the national standards; however, this discussion is confusing because there are many different standards. For example, the U.S. The committee recommends that the standards, when they become or will become effective, and whether or when they will be reviewed be presented in the synthesis of key issues. The discussion should clarify that different sizes of PM are regulated, that the standards have different averaging times and statistical forms, and that each nation has set standards to address multiple regulatory goals such as, protecting human health and improving visibility. A table comparing the different standards may be effective for summarizing the information. It should also be mentioned that although the PM problem is defined in the draft assessment in the context of the standards, health problems associated with PM have been detected at concentrations below those of the standards (Samet et al.). In addition, health problems associated with PM likely exist in countries where standards have not been set, and the document should not be written in a way that may imply the contrary. Although the key insights are interesting and useful, the committee finds that having them as the first section of the executive summary is not effective for communicating them to decision-makers, who may not at that point in their reading of the document have a basic conceptual understanding of PM. The insights should be presented in such a way as to clearly indicate what scientists do and do not know, to be connected to the PQs and to the framework for airborne-PM management, and to provide a rationale for research recommendations. Some of the text in the highlights section could be used in section 2 of the synthesis of key issues, where the framework for informing airborne-PM management is described. As in the case of the key insights, the ties between the information presented in the highlights section and the PQs, the general framework for informing airborne-PM management, and the research recommendations could be clarified. To address those concerns, the committee recommends that the key insights and some of the material in the highlights section be incorporated into the responses to the eight PQs, as indicated in the suggested outline of the synthesis of key issues presented in Box 3-1. The response to each PQ needs to include the scientific knowledge available to answer the question, which is basically the information provided in the current key insights. Presenting this scientific information with the PQ will clearly demonstrate that recent scientific advances relevant to policy needs have been made. Describing the scientific

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knowledge that is available to answer the PQs could easily lead into a discussion of gaps in the understanding of PM and the need for additional research. Indeed, the recommendations listed on the current pages ES to ES could be presented in text boxes accompanying the discussion, thereby highlighting the connection between the PQs and the research needed to answer them. Use of Figures and Tables A number of figures and tables are presented in the executive summary to illustrate points made in the text. Most of the figures are brought forward from the body of the draft assessment, where they are discussed in more detail, and many are reproductions of figures used in other publications. Although the figures and tables provide useful additional information and enhance communication of many issues, the committee finds that they are not adequately integrated into the executive summary. The reader is left to determine the relevance of most of them and to identify the important information they convey. For the more technical figures, it is also important to provide more complete explanations in the captions, as was done well for Figure 6.

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## Chapter 2 : Assessment of executive summary

1- Please Make Nice comment and agree with her (Dyana) about her Executive Summary, the comments not lower than 5 lines. 2- Please Make ONE Question on this topic after end the comment. I give you Example of comments in the end my question.

Page 1 Share Cite Suggested Citation: The National Academies Press. Most exchanges between teacher and students are an occasion for considering the quality of student work. Often informal, assessment is a natural feature of teaching and learning whether or not it is so identified by teachers or students. A careful look at any classroom offers evidence of the intimate connection between teaching and assessment. It is at times difficult to separate the two. In addition to the appraisals that are integrated into almost every teaching situation, there are the more formal assessments that also are part of ongoing classroom life and that most people think of first when asked about assessment: All these types of classroom assessment, the relatively formal and the less formal, are seen around the world as teachers work with students and as students work with each other. Highlights of the findings in this report include the following: Research shows that regular and high-quality assessment in the classroom can have a positive effect on student achievement. The results provide effective assessment to improve learning and teaching. Student participation is a key component of successful assessment strategies at every step. If students are to participate effectively in the process, they need to be clear about the target and the criteria for good work, to assess their own efforts in light of the criteria, and to share responsibility in taking action in light of the feedback. Teachers need time and assistance in developing accurate and dependable assessments. Much of this assistance can be provided by creating settings in which teachers

Page 2 Share Cite Suggested Citation: The essential support for teachers for example, time and opportunities to work with other teachers can be created at the school level, but sometimes district and state-level resources are necessary. It is necessary to align assessment in the classroom with externally developed examinations, if the goals of science education are to be consistent and not confuse both teachers and students. At the very least, external examinations must not vitiate the goals of science education that are proffered in the National Science Education Standards the Standards National Research Council [NRC], Although this report focuses on classroom assessments, these are not the only types of assessment that occur in the lives of students in school. To many, they are not even the most important ones. Much of the public attention to assessment is linked to the large-scale, standardized examinations that are developed, and usually scored, outside the classroom. These types of assessments occur much less frequently—often once a school year—and usually serve different purposes than the ongoing assessments made on a continuing basis by students and teachers. Each of these assessments is important—those that occur in daily classroom interactions among teachers and students, those set by teachers at the end of a particular phase in the work, and those developed and administered by external agencies. Together, they serve multiple purposes: This report was conceived as an addendum to the Standards NRC, In December , the Standards were released as the result of an effort that began in For the next four years, committees of teachers, scientists, administrators, and teacher educators worked together to produce drafts of the Standards, which were then released for extensive review and comment. The result was a document that offers a broad vision for science education, including standards for teaching, professional development, assessment, content, programs, and systems. Although the Standards emphasize large-scale external testing and assessment as well as the types of assessment that occur regularly in the classroom, this document takes a closer look at the ongoing assessment that occurs each day in classrooms between teachers and students. The discussion encompasses a notion of assessment broader than testing; includes all of the activities for a student to reflect on and demonstrate their understandings, skills, and growth by describing the purposes they serve and might serve ; and illustrates how such assessments look in actual classrooms. There is research-based evidence that attention to this ongoing form of assessment, particularly formative assessment, is beneficial for student learning; and a framework for improving daily

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classroom assessment lays the foundation for what follows. The relationships between the assessment that teachers and students do daily and the summative assessments that often drive curriculum, instruction, and assessment are examined and discussed. Examples are provided of how these classroom assessments can be integrated into a comprehensive system of assessment, including externally developed standardized tests, both to improve the quality of student work and to make sounder and more complete judgments about student accomplishments. Finally, the document outlines some challenges to the entire educational system for teachers to be able to conduct the types of assessments in their own classrooms that result in students reaching the higher standards for learning and assessment proffered in the Standards.

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### Chapter 3 : 4 Tips for a Strong Executive Summary of a Security Assessment Report

*The following Executive Summary is intended to be read with the comment letter and supplemental appendix submitted on February 28, by Northeastern Minnesotans for Wilderness and The Wilderness Society on the Environmental Assessment for the proposed.*

Cart No products in the cart. Performance reviews are an important feature in any organization since it determines the future growth of an employee. Performance review examples help in guiding people responsible for drafting performance evaluations to effectively appraise an individual and draft their assessments. Annual appraisals can be a time of great strain not only on the employee whose growth in the organization is determined by the review he or she is given by his or her superiors, but also for the people responsible for ensuring proper performance appraisals. Drafting a copy of the review to ensure that feedback can be given to the employee so as to encourage him or her to perform better is important. While verbal appraisals can be easy, it is a bit of a task to draft written performance appraisals in order to share it with the employee. This is where performance review examples come into the picture. Sample performance evaluation comments help people responsible for phrasing performance reviews by giving them an insight into how to draft evaluation comments. Criteria and Phrases for Reviews Performance review examples and phrases need to be written in such a manner that while expressing authority, they do not have a domineering tone and maintain a tone that is both formal and casual. It is important to highlight the positive ways in which the employee has contributed to the company. Reviews of employee performance are important for attitude development, proper communication, improving employee motivation, organizational targets, and ensuring that positive relations are maintained between the employees and the management. Effective performance review tips need to be kept in mind while drafting a proper appraisal. You can use the following sample appraisals that can aid you in the process. Professionalism Performance appraisals focus on many different aspects of a professional environment. Examples of a performance review which determine the professional attitude of an employee are given below. His behavior with his fellow employees is extremely professional which also reflects in his attitude towards his work. Always works towards gathering proper information about various matters related to his job to enable him to stay attuned to the needs of the company Communication Skills Proper communication forms the basis of any workplace and it is of utmost importance that an individual has good communication skills, both verbal and written. A good listener who has excellent communication skills and uses them effectively to advise his team members about any problem they may face Has the ability to frankly communicate with colleagues and team members without being authoritative. His ability to give proper feedback to the members in his team has gained him their respect and helped him nip several probable problems in the bud. Leadership One of the foremost qualities that an employee with high aspirations must possess is leadership and the ability to manage a team. These are also qualities that most companies tend to look out for. A natural leader who commands the respect of his team members by according to them the same amount of respect. Successfully raises team spirit by constantly appreciating contributions made by members of the team that has enabled the organization to achieve better targets. Being approachable, his team members are at ease in case they have to consult him about any problem, which has improved intra-team relationships. This has also helped improve team productivity. He leads by inspiration and instills a sense of confidence in fellow team members. Stress Management One of the most common causes of attrition in professional settings today is burn out or stress. In such a scenario, it becomes important that employees are able to manage the stress that the work brings along with it. Is very good at coping with stressful situations and also coming up with suitable solutions with minimal assistance. Sets a good example by ensuring that he never loses his composure even in the most stressful of situations. Is capable of thinking of innovative solutions to cope with crisis situations. Time Management Most companies lay a lot of stress on punctuality and the ability to manage the time that you have to achieve targets. Is an example to others where punctuality

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and coming in to work on time is concerned. This has inspired his team and bettered the targets achieved by the team. Ensures that the team he is in charge of maintains their break schedule and stays within the timings maintained by the company. Has displayed very good time management skills and has an innate ability to cope with all the work allotted to him within a specified time. Well drafted performance evaluations with proper review phrases are a reflection of the professionalism of not only the company but also of the person drafting the evaluations. In order to ensure that the appraisals do not come across as informal, it is always a good idea to refer to employee review examples that will enable you to draft them well.

### Chapter 4 : Performance Review Examples - Criteria and Phrases

*Document your evaluation in the "—Manager Comments" fields. Build upon the employee's self-assessment and/or Build upon the employee's self-assessment and/or note, specifically, any areas where your evaluation differs from the employee's assessment and why.*

### Chapter 5 : Executive Summary for the MHS Community Needs Assessment

*They publish both Evaluation Briefs (2 pagers) and Executive Summaries ( pages). I pulled out my favorite from that bunch. What I like most about this one is the color - in the pics across the top, the text along the left, and the diagram in the middle.*