**EDRD 6251: Assessment & Evaluation of Instructional Program**

**Assignment Outline**

**Due:**

Literacy leaders must be critical consumers of instructional programs, evaluating programs to determine how they measure up against research-based principles and practices in literacy.

This assignment involves reviewing and evaluating a commonly available commercial literacy program. You will select from among common literacy programs available in schools, review their materials and resources, and evaluate what they offer against what you have learned about effective literacy instruction in the Common Core.

You will report your findings in a written paper and a presentation at our final seminar meeting. Please follow the outline that follows in research and writing up your report. The bullet points below are intended to identify key considerations and guide a narrative for each section. Please do not frame these sections in bullet points. Please copy and paste the completed rating scale in your report and use it to guide the final analysis and recommendation section.

**Assessment & Evaluation of Instructional Programs Outline**

**Introduction**

* Title of the program
* Information about publisher of the program
* Your interest in this program

**Description**

* The programs intended audience
* The reported goals of the program and instructional emphasis
* The components of the program
* Claims of research-based practices

**Instruction**

* The instructional model that supports the program
* The curriculum content
* Features of an effective, balanced literacy program included
* Features of an effective, balanced literacy program not included
* Instructional resources provided
* Assessment tools provided

**School Wide Considerations**

* Implications for the classroom and school of using this program
* Technology requirements
* Professional development provided
* Cost of the program

**Rating Scale:** Based on your review above, rate each component below:

1 – The program may claim to address this criteria, but there is little evidence

2 - The program addresses this criteria and is moderately successful

3 – There is strong, substantial evidence that the program successfully address these criteria.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria\* | Ratings | | | | Comments |
| 3 | 2 | 1 | N/A |
| Phonemic Awareness |  |  |  |  |  |
| Phonics & Word Recognition |  |  |  |  |  |
| Fluency |  |  |  |  |  |
| Vocabulary |  |  |  |  |  |
| Comprehension |  |  |  |  |  |
| CCSS Text Complexity & Rigor |  |  |  |  |  |
| Meeting Individual Needs |  |  |  |  |  |
| Linguistic & Cultural Diversity |  |  |  |  |  |
| Assessments |  |  |  |  |  |
| Supporting Literate Climate |  |  |  |  |  |
| Professional Development |  |  |  |  |  |
| Evidence of Effectiveness |  |  |  |  |  |

\* These criteria are not all encompassing and are based on key components of effective literacy instruction from National Reading Panel (2000) and CCSS (2010). You may identify others and choose to add to this table.

**Analysis and Recommendations**Use the table you generated above in writing your analysis and recommendations.

* What are the strengths of this program?
* What is the research/evidence-base?
* What are the limitations?
* How should this program be used: under what conditions and with what intentions?
* What should teachers and administrators that are considering this program know about it?