The Program Evaluation Standards

How to Assess Evaluations of Educational Programs

2nd Edition

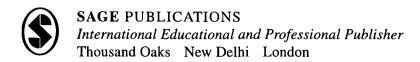
THE JOINT COMMITTEE ON STANDARDS FOR EDUCATIONAL EVALUATION

James R. Sanders, Chair

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Sponsored by

American Association of School Administrators American Educational Research Association American Evaluation Association American Federation of Teachers American Psychological Association Association for Assessment in Counseling Association for Supervision and Curriculum Development Canadian Evaluation Society Canadian Society for the Study of Education Council of Chief State School Officers Council of Great City Schools National Association of Elementary School Principals National Association of Secondary School Principals National Council on Measurement in Education National Education Association National School Boards Association



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Here the standards are reorganized in terms of the major tasks of a program evaluation. This helps the user of the evaluation to see that the Standards can be applied throughout the process of planning, conducting, and reporting the evaluation. It also illustrates that some standards typically are more applicable than others to certain evaluation tasks. However, it would be a mistake to apply only the identified standards for a given task without determining which other ones might also be relevant. All standards should be considered regarding their possible relevance to any given evaluation task.

Deciding Whether to Evaluate

Most relevant standards:

U1	Stakeholder Identification	25
U2	Evaluator Credibility	31
U7	Evaluation Impact	59
F2	Political Viability	71
F3	Cost Effectiveness	77
P1	Service Orientation	83
P2	Formal Agreements	87
P7	Conflict of Interest	115
A1	Program Documentation	127
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Most re	levant standards:	
U1	. Stakeholder Identification	25
P1:	Service Orientation	83
A1	Program Documentation	127
A2	Context Analysis.	133
A3	Described Purposes and Procedures	137
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Most re	levant standards:	
U1	Stakeholder Identification	25
U3	Information Scope and Selection	37
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F1	Practical Procedures	65
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P5	Complete and Fair Assessment	105
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Most re	levant standards:	
U2	Evaluator Credibility	31
U3	Information Scope and Selection	37
U4	Values Identification	43
F1	Practical Procedures	65
F2	Political Viability	71
P2	Formal Agreements	87
P3	Rights of Human Subjects	93
P4	Human Interactions	99
P5	Complete and Fair Assessment	105
A1	Program Documentation	127
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A8	Analysis of Quantitative Information	165
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Most re	levant standards:	
U1	Stakeholder Identification	25
U3	Information Scope and Selection	37
U4	Values Identification	43
U5	Report Clarity	49
U6	Report Timeliness and Dissemination	53
U7	Evaluation Impact	59
P1	Service Orientation	83
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P6	Disclosure of Findings	109
A1	Program Documentation	127
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A3	Described Purposes and Procedures	137
A4	Defensible Information Sources	141
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A11	* I C	181
A12	Metaevaluation	185
Budgetin	g the Evaluation	
Most re	levant standards:	
U3	Information Scope and Selection	37
F3	Cost Effectiveness	77
P2	Formal Agreements	87
P8	Fiscal Responsibility	121
A1	Program Documentation	127
A3	•	137
A12	Metaevaluation	185

Most re	levant standards:	
. U1.	Stakeholder Identification	25
U2-	Evaluator Credibility	31
U3	Information Scope and Selection	37
U6	Report Timeliness and Dissemination	53
F2	Political Viability	7 1
P1	Service Orientation	83
P2	Formal Agreements .	87
P3	Rights of Human Subjects	93
P6	Disclosure of Findings	109
P7	Conflict of Interest	115
P8	Fiscal Responsibility	121
A1	Program Documentation	127
A3	*	137
A12	Metaevaluation	185
Managin	g the Evaluation	
Most re	levant standards:	
U1	Stakeholder Identification	25
U2	Evaluator Credibility	31
U6	Report Timeliness and Dissemination	53
F2	Political Viability	71
F3	Cost Effectiveness	77
P1	Service Orientation	83
P2	Formal Agreements	87
P3	Rights of Human Subjects	93
P4	Human Interactions	99
P7		115
P8	Fiscal Responsibility	121
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U2	Evaluator Credibility	31
F2	Political Viability	73
P7	Conflict of Interest	115
A11	Impartial Reporting	183
A12	Metaevaluation	185