

FORM FOR RECORDING ASSESSMENT INSTRUMENT PLAN

Abbreviated Objective	Learning Behavior to Be Assessed	Assessment Instruments
1		
2		
3		
4		
5		

7. DEVELOP DATA COLLECTION PROCEDURES

Definition: DATA COLLECTION—The act of obtaining data from or about program participants by means of a specified procedure or set of procedures.

EXAMPLE

<u>Assessment Instrument</u>	<u>Data Collection Procedures</u>	<u>Date</u>
XYZ Achievement Test	1. Training staff and faculty in test administration and scoring procedures	Sept. 25
	2. Select random sample of students to be assessed	Sept. 10
	3. Administer the test according to the standardized instructions in the test manual	Oct. 5-16
	4. Monitor testing and assemble completed instruments	Oct. 5-16

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A list of data collection procedures for each assessment instrument

7. DATA COLLECTION

INSTRUCTIONS

1. Refer to the previous section on Identifying Assessment Instruments, page 35. List the instruments you have selected on the form on page 42 under the appropriate category (i.e., achievement tests, observation instruments, questionnaires, checklists/logs).

Check to see if there is a test administration manual for each instrument.

If there is a manual available for any of the instruments, determine whether standard instructions are available for administering the instruments and scoring the results. Check the appropriate columns for each instrument.

2. If there are standard instructions for administering and scoring the assessment instruments you will be using, label each test administration manual with the number of the program objective to be assessed (i.e., program objective 1). Have the manuals available for future reference.
3. Determine when the assessment instruments will be used to collect data and who will be responsible for collecting the data (who will be administering the instruments). Record this information on the form on page 43.

After completing the form, proceed to the next section on page 45.

4. If there is no manual of instructions for administering a selected or developed instrument, or if the instructions are incomplete, you will have to develop a set of instructions. Use the guide below to assist you in developing a set of procedures.

- A precise set of directions for administering the instrument
- A precise set of directions for scoring the instrument
- Specification of the population for which the instrument is intended
- Specification of time required to administer the instrument
- Specification of the conditions required for the administration of the instrument such as room environment, grouping, etc.

After you have drafted a set of data collection procedures, have someone in your program review them to see if the procedures are clear and concise. Make revisions if required.

Record data collection procedures, dates, and personnel on page 43.

After completing the form, proceed to the next section on page 45.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Determined if standard instructions are available for selected assessment instruments
- Developed a set of instructions if they were not already available
- Recorded data collection procedures, dates, and personnel

FORM FOR LISTING ASSESSMENT INSTRUMENTS

List the assessment instruments you selected to evaluate your programs and place a check in the appropriate column.

Assessment Instruments	Standard Instructions Are Available for:	
	Administration	Scoring
Achievement Tests—Norm-Referenced 1. 2. 3. 4.		
Achievement Tests—Criterion-Referenced 1. 2. 3. 4.		
Observation Instruments 1. 2. 3. 4.		
Questionnaire 1. 2. 3. 4.		
Checklists/Logs 1. 2. 3. 4.		

FORM FOR RECORDING DATA COLLECTION PLAN

Assessment Instrument and Objective	Data Collection Procedures	Dates	Per for

8. SELECT DATA ANALYSIS TECHNIQUES

Definition: DATA ANALYSIS TECHNIQUE—A procedure applied to a set of data for purposes of summarization or display.

EXAMPLES

BASIC DESCRIPTIVE STATISTICS

- Arithmetic mean—computing the average score
- Median—computing the midpoint in a range of scores
- Standard deviations—computing the variability within a group of scores

MORE COMPLETE INFERENTIAL STATISTICS

- t-test—comparison between two means to tell whether they differ significantly
- Analysis of variance—comparison of several arithmetic means to determine whether the means differ significantly

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A recorded data analysis technique for each program objective

INSTRUCTIONS

1. Reread evaluation section of your program document (if you have one). Determine whether data analysis techniques have been specified.
2. If data analysis techniques have been specified, determine whether they are appropriate for each program objective and accompanying evaluation design you selected on page 27 in this workbook. Refer to pages 48 and 49 in this workbook to determine the appropriateness of your techniques.
3. If the specified data analysis techniques are appropriate for each program objective, turn to page 47 in this workbook and record them.
4. If data analysis techniques are not specified or are inadequate, you will have to select appropriate ones. Refer to the chart on pages 48 and 49 in this workbook for information that will help you in making an appropriate selection.
5. Record the data analysis techniques you have selected on the form on page 47.
6. Proceed to the next section of page 51.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Identified whether data analysis techniques had been specified
- If they had not been specified, you were able to select appropriate analysis techniques based on the program objectives and evaluation design.

FORM FOR RECORDING DATA ANALYSIS PLAN

List all the data analysis techniques selected to measure each program objective. There may be more than one technique for each objective if you are using more than one assessment instrument.

Abbreviated Objective	Assessment Instrument	Selected Data Analysis Technique
1		
2		
3		
4		
5		

ADDITIONAL INFORMATION

**RECOMMENDED DATA ANALYSIS TECHNIQUES
FOR SELECTED EVALUATION DESIGNS AND OBJECTIVES**

Evaluation Designs	Example of Objectives Specifying an Evaluation Design	Recommended Data Analysis Techniques
<p>Evaluation Designs Using the Special Program (Experimental) Group as a Standard</p> <p>1. One Group Pretest-Posttest</p>	<p>Remedial reading students with 80 percent or better attendance will show a mean gain of 4 months in reading comprehension for every 4 months of instruction. Gain will be measured by the CTBS, Level 3 reading comprehension section.</p> <p>The median percentile rank for those students at Y School enrolled in the K, 1st, 2nd, 3rd grade reading programs will be 5 points higher for each grade on a May 1975 posttest than on the October 1974 pretest for the same students.</p>	<p>Derive the arithmetic mean—a descriptive statistic (see statistics book or a consultant for the computational formula)</p> <p>Derive the median—a descriptive statistic (see statistics book or a consultant for the computational formula)</p>
<p>Evaluation Designs Using a Criterion for a Standard</p> <p>2. Individual Student Criterion Mastery Design</p>	<p>Every student will correctly respond to 75 percent of the items on the Reading Mastery Test given at the completion of Reading Unit A.</p>	<p>Calculate a percentage—a descriptive statistic (see statistics book or a consultant for the computational formula)</p>

Evaluation Designs	Example of Objectives Specifying an Evaluation Design	Recommended Data Analysis Techniques
<p>3. Group Criterion Mastery Design</p> <p>Evaluation Designs Using Comparison Groups as a Standard</p>	<p>Prior to February 1975, 86 percent or more of the full-time trainees enrolled in Graphic Arts in September 1974 will complete 12 or more of the instructional components.</p>	<p>Calculate a percentage—a descriptive statistic (see statistics book or a consultant for the computational formula)</p>
<p>4. Pretest-Posttest Design with Comparison Group (random assignment of students to both groups)</p>	<p>Upon completion of the second year of the experimental math program, students participating in the program will show a statistically significant gain (.05) level from pretest to posttest on the Iowa Mathematics Series over those students assigned to the regular math program.</p>	<p>Derive the "t" test on mean posttest scores—an inferential statistic (see statistics book or a consultant for the computational formula)</p>
<p>5. Posttest Only Design with Comparison Group (random assignment of students to both groups)</p>	<p>Students completing 3 years of the Follow-Through Program will score significantly higher (.05) level on the Illinois Test of Psycholinguistic Abilities than students who received the regular school program for 3 years.</p>	<p>Derive the "t" test on mean posttest scores—an inferential statistic (see statistics book or a consultant for the computational formula)</p>
<p>6. Pretest-Posttest Design with Nonequivalent Comparison Group (students have not been randomly assigned to groups)</p>	<p>After 8 months of instruction, 10th grade students enrolled in the Work Experience Program will show a statistically significant gain (.05) level on the Florida Social Studies Inventory as compared to the scores made by the control group.</p>	<p>Derive the "t" test on change scores—an inferential statistic (see statistics book or a consultant for the computational formula)</p>

9. PLAN FOR THE PROCESSING OF DATA

Definition: PROCESSING OF DATA—The systematic treatment of collected data according to specified procedures

EXAMPLE

XYZ Achievement Test

- Scoring on the primary form to be done by hand
- Grade equivalencies and percentiles for the primary form to be computed by hand
- Scoring on elementary form to be done by computer center
- Grade equivalencies and percentiles for the elementary form to be done by computer
- All statistics to be run on the computer

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A recorded plan for the processing of data

INSTRUCTIONS

1. Check the evaluation section of your program document (if you have one) to determine whether a plan has been developed which specifies: (1) how the data from the assessment tools will be processed (including scoring, tabulation, conversion of raw numbers), (2) how the data analysis techniques will be applied, and (3) who will be responsible for processing the data.
2. If a plan has been developed, record it on the form on page 53.
3. If there is no plan for the processing of the data to be gathered by the assessment instruments, you will have to develop one.

Turn to the recording form on page 53. List your assessment instruments (use abbreviations where necessary).

Determine what steps will have to be performed in order to process the data your instruments have provided (see the example on page 51). This will include the scoring and tabulation of information responses and how computations are to be performed. Record this information on the form (page 53).

Now determine who will perform the above steps. Will it be classroom teachers? The evaluator? Clerical staff? A test publisher scoring service? Record the information on the recording form (page 53).

4. Proceed to the next section on page 55.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Identified whether a plan for processing data had been developed
- If no plan had been developed, you were able to develop a plan for processing data gathered from assessment instruments and for computing using specified data analysis techniques.

FORM FOR RECORDING DATA PROCESSING PLAN

Abbreviated Objective	Assessment Instrument (Abbreviate)	Steps Required to Process Data (see example on page 51)	Persons Responsible for Processing Data
Objective 1			
Objective 2			
Objective 3			
Objective 4			
Objective 5			

10. DEVELOP PROGRAM-MONITORING PROCEDURES

Definition: PROGRAM MONITORING—Procedures for determining the degree to which planned activities are in fact implemented

In the previous sections, you have been focusing upon the program objectives and on determining appropriate design and procedures. Now you will focus upon the program activities which have been designed to accomplish the program objectives and determine how you will plan to monitor those activities.

EXAMPLE

<u>Activity</u>	<u>Monitoring Procedures</u>	<u>Dates</u>
Implementation of the Wilcox Reading Program	Monthly classroom visitation using Monitoring Form 2 as a recording device	Monthly Oct-May

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A recorded plan for the monitoring of your program activities
- Forms to use when monitoring those activities

INSTRUCTIONS

1. Reread the section of your program document which specifies what activities will be conducted for each program objective and determine whether a plan has been developed for monitoring those activities during the year.
2. If a monitoring plan has been developed, record it on the form on page 57. If there are many columns left blank, determine the information required and fill in the missing data.
3. If a monitoring plan has not been developed, determine what activities you will want to monitor during the operation of the program and list them on the recording form on page 57 in this workbook.
4. Determine what types of monitoring forms you will be using to collect information. There are samples of monitoring forms starting on page 59 in this workbook. You may want to adopt or adapt some of them or develop your own forms.

Indicate the forms you will be using by filling out the second column on the recording form on page 57.

5. Determine when monitoring will take place and record the information on page 57.
6. Finally, you will want to determine who will be doing the monitoring. Indicate those persons in the last column on the recording form on page 57.
7. After completing this section proceed to the next section on page 65.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Determined whether a monitoring plan existed for your program
- If it did not exist, you were able to develop a plan
- Selected monitoring forms to use in implementing the monitoring plan

FORM FOR RECORDING MONITORING PLAN

Activities to be Monitored	Observation Instrument to be Used	Monitoring Dates	Person(s) Responsible for Monitoring

**SAMPLE MONITORING
FORMS**

SAMPLE MONITORING FORM 1

Program Activities	Is Activity Taking Place as Planned?			Evidence Available				
	Yes	No	Not Known	Observation	Records	Conference	Other	None
1. _____ (List Activities to Be Monitored)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EXAMPLE OF HOW TO USE FORM 1

Program Activities	Is Activity Taking Place as Planned?			Evidence Available				
	Yes	No	Not Known	Observation	Records	Conference	Other	None
1. Reading instruction in Spanish will be given to each child each day for 20 minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Each classroom will be responsible for developing 5 language centers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Parents will be encouraged to make one classroom visit per month to observe their child's instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: The above activities are not all instructional. Activities 2 and 3 are program-support activities.

SAMPLE MONITORING FORM 2

Instructional Activities

Time Allotted
per Activity

Activity Conducted
according to Pro-
gram Specifications

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Yes No

EXAMPLE OF HOW TO USE FORM 2

Instructional Activities	Time Allotted per Activity	Activity Conducted according to Program Specifications	
		Yes	No
1. Reading instruction in Spanish will be given to each child each day for a period of 20 min.	20 Min/Day	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers will instruct their class in the folklore of Mexico.	45 Min/Week	<input type="checkbox"/>	<input type="checkbox"/>
3. Instruction in math will be given to each child in his/her dominant language.	15 Min/Day	<input type="checkbox"/>	<input type="checkbox"/>

Note: All of the above activities are instructional. It would not be appropriate to include program-support activities in this element.

11. DEVELOP REPORTING PLAN

Definition: REPORTING—The supplying of evaluation information to decision makers and community members

TYPES OF REPORTING

Interim Reporting—Reporting that takes place during the program. Student progress and/or status of the implementation of program activities is reported.

End-of-the-Year Reporting—Reporting that takes place at the end of the program. Results of the program are compared to program objectives.

EXPECTED PRODUCT

- A recorded plan for reporting evaluation information

INSTRUCTIONS

1. In this workbook, on pages 23 and 24, you have recorded a list of data requirements to be used in the decision-making process. Determine which requirements will necessitate a report, either oral or written.

List the data to be reported on the Form for Recording Your Reporting Plan on page 67. Remember to look for duplications in the data required. You will list the requirement only once on the Reporting Plan form.

2. Add the dates to the Reporting Plan form as to when the data is to be required.
3. List on the Reporting Plan form all those persons requiring the information.
 - Board members
 - Superintendent
 - Administrators
 - Instructional staff
 - Parent/community advisory committee members
 - Students
 - Community agents, newspaper editors, etc.
4. Determine how you will be reporting the evaluation information. Check one or both of the columns under "Mode of Reporting."
5. After you have completed the Reporting Plan form verify the data required and the dates with each of the persons designated to receive the information.
6. Remember to obtain district clearance on all reports before they are disseminated.
7. Turn to the next section on page 69.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Developed a plan for reporting evaluation information.

FORM FOR RECORDING YOUR REPORTING PLAN

Evaluation Data to Be Reported	Who Is Responsible for Report?	Mode of Reporting		Report Format Developed?		When Is Report Due?	Who Will Receive the Report?	What Will the Report Data Col. Be Used for?
		Written	Oral	Yes	No			

12. DEVELOP TIMELINE TO MANAGE THE EVALUATION ACTIVITIES

Definition: TIMELINE—A management tool which graphically shows the functions/tasks to be performed, their time sequence, and the amount of time estimated for completion of each function or task

EXAMPLE

Management Functions	Months					Program Evaluator	Program Director	Instructional Staff	Others
	1	2	3	4	5				
Select evaluation staff	▲	▲				X	X		
Order materials	▲	▲				X	X		

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A management timeline

INSTRUCTIONS

1. Now that you have almost finished with planning for the evaluation of your program, you will want to develop a timeline for managing the major evaluation activities. Check your program document (if you have one) to see whether a management timeline for conducting the evaluation has already been developed.
2. If a timeline has been developed, review it to determine whether it includes all of the activities that will be important to specify for managing the evaluation. Also, check to see whether the dates and personnel are correct according to your evaluation plan.

If the timeline seems adequate after this review, pull it out of the program document and put it up on a wall where you can refer to it regularly.

3. If there is no management timeline available, you will want to develop one. Since each program evaluation will be somewhat unique, you will have to construct your own timeline. On page 72 is a sample of a timeline and how to fill it out. Use this as a guide for developing your own. On page 73 is a timeline form which you can use to record your management timeline.

On page 74 of this workbook, you will find a list of common evaluation-management functions. Select those functions which apply to your evaluation and list them on the timeline form on page 73. You will want to add some of your own functions which are not listed here.

After you have listed the functions in sequential order, indicate the span of time during which each activity will take place and note the completion date. For the former, use the following code:

▲ Function to occur on that date

▲▲ Function will take place over a period of time (e.g., October 9 - October 15)

List all the personnel involved in the evaluation activities in the spaces provided for personnel at the top of the timeline. For example:

Program Evaluator	Program Director	Instructional Staff	Others
----------------------	---------------------	------------------------	--------

Check the appropriate boxes after each management function which indicate the persons involved in that function:

Management Functions	Program Evaluator	Program Director	Instructional Staff	Others
Prepare interim reports	X			
Obtain staff services	X	X		

4. Review the timeline with the appropriate staff members to make sure you have included all of the major evaluation functions. Revise the timeline if changes are required.

If the timeline seems adequate after this review, pull it out of the program document and put it up on a wall where you can refer to it regularly.

5. Proceed to the next section of this handbook on page 75.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Determined whether an evaluation timeline existed for your program
- If there was no evaluation timeline, you developed one.

EVALUATION TIMELINE

Management Functions	Comple- tion Date	Time When the Activity Will Occur												Program Evaluator	Program Director	Instr. Staff	Principals	Teacher Aides	Clerical Staff
		Months (July to July)																	
		1	2	3	4	5	6	7	8	9	10	11	12						
Obtain evaluation staff/services	9/6	▲	▲											X	X				
Order commercial assessment tools	8/15		▲											X					
Adapt nonstandardized assessment tools	8/27	▲	▲											X					
Reproduce adapted tools	9/1			▲															X
Develop data collection procedures	9/8		▲	▲										X					
Train data collectors	9/10			▲										X					
Select student assessment sample	9/22			▲										X					
Complete data collection schedule	9/28			▲										X	X	X	X	X	
Administer pretest tools	10/14				▲									X	X		X		
Etc.																			

ADDITIONAL INFORMATION

SOME EVALUATION-MANAGEMENT FUNCTIONS

Establish program goals

Establish program objectives

Determine needs

Obtain staff services

Order commercial assessment instruments

Adapt nonstandardized assessment instruments

Develop data collection procedures for local instruments

Select student assessment samples

Conduct inservice training

Complete data collection schedule

Reproduce adapted instruments

Train data collectors

Administer pretest instruments

Score/tabulate data

Analyze data

Monitor program activities

Prepare interim reports

Submit interim reports

Administer posttest instruments

Develop evaluation plan for next year

Prepare summative report

Submit summative report

KEEP A RECORD HERE OF ADDITIONAL MANAGEMENT FUNCTIONS
MADE PART OF YOUR PROGRAM EVALUATION TASK

13. IDENTIFY RESOURCES REQUIRED FOR THE EVALUATION

Definition: RESOURCES—What you have or can get to do the job

TYPES OF RESOURCES

- Personnel
- Materials and Supplies
- Equipment
- Services
- Space
- Time
- Money

WHAT ARE YOU EXPECTED TO DEVELOP FOR THIS SECTION?

- A list of resources needed to conduct evaluation plans that are within your budgetary allotments

INSTRUCTIONS

1. Review your evaluation plan as developed in this workbook. List the evaluation resources and dollars required to implement your evaluation plan. Use the form on page 77 to record this information.
2. After listing required resources and dollars, add the figures in the columns and enter totals in the spaces marked "Total \$ Required."
3. Refer to your evaluation budget (if you have one) and locate the amounts budgeted for each of the resource categories (personnel, materials, equipment, services).

Insert the dollar figures you have available in the spaces marked "Total \$ Available."

4. Now add the "Total \$ Required" in the four columns. Write that figure in the space marked "Grand Total Required." Required."

Add the "Total \$ Available" in the four columns. Write that figure in the space marked "Grand Total Available."

Subtract those grand total figures. Record the difference in the space marked "\$ Difference."

If you are within your allotted budget, congratulations! You will not have to make any changes. Your final planning step will be to obtain approvals on your total plan.

If you are over your allotted budget amount, you will have to resolve the difference. One way to resolve the budget difference is to determine whether it is possible to get more money for your evaluation. If you do get more money and it is enough to cover the total cost of your required resources, you may now proceed to page 79.

If you cannot get any more money for your evaluation, you must now begin to modify your evaluation plans.

Consult with your program staff and other appropriate personnel to help you make revisions and budgetary cuts.

WHAT YOU ACCOMPLISHED IF YOU COMPLETED THIS SECTION

- Analyzed and listed the resources required to conduct an evaluation

FORM FOR RECORDING RESOURCE PLANNING

Evaluation Personnel	\$	Materials	\$	Equipment	\$	Services	\$
Total \$ Required		Total \$ Required		Total \$ Required		Total \$ Required	
Total \$ Available		Total \$ Available		Total \$ Available		Total \$ Available	

Grand Total Required _____

Grand Total Available _____

\$ Difference _____

14. SUMMARY AND WALL CHART

You have now developed an evaluation plan. If you completed this workbook you were helped to:

- Define the purpose of the evaluation
- Review program needs assessment information
- Review program goals and objectives
- Identify data requirements
- Determine evaluation design
- Identify assessment instruments
- Develop data collection procedures
- Select data analysis techniques
- Plan for the processing of data
- Develop program monitoring procedures
- Develop a reporting plan
- Develop a timeline
- Identify required resources

The wall chart accompanying this workbook will serve as a basic management tool during the implementation of the evaluation plan. The next pages provide instructions in how to fill it out.

Final note:

If you have done a thorough job of completing each section of this *Workbook*, it, too, will prove to be a valuable management tool. Frequent reference to the plans you recorded in the early stages, as those plans materialize, will help keep the program evaluation on track. In a very real sense, the *Workbook on Program Evaluation*, once completed, is the program evaluator's tool for monitoring his or her own performance as a program evaluator. It will prove valuable also as you start afresh to pursue the next cycle to enhance the quality of education through continuing program improvement.

SUMMARY AND WALL CHART

INSTRUCTIONS FOR FILLING OUT THE WALL CHART

You have already completed planning and recording the evaluation for your program. Key information which will assist you in implementing your plan is now to be transferred from this workbook to your wall chart.

The wall chart contains 11 columns. The information to be written in those columns can be found in this workbook on the pages indicated below:

- Statements of Need Pages 12, 13
- Program Objectives Pages 18, 19, 20
- Evaluation Design Page 27
- Assessment Tools Page 38
- Assessment Dates & Personnel Page 43
- Data Analysis Techniques Page 47
- Program Activities to be Monitored Page 57
- Monitoring Dates & Personnel Page 57
- Key Reporting Dates Page 67
- Persons/Agency to Receive Reports Page 67
- Use to be Made of the Data/Report Page 67

Page 81 provides you with a sample wall chart with partial entries. Use it as a guide for making and filling out a wall chart of your own.

SAMPLE OF A PARTIALLY COMPLETED WALL CHART

STATEMENTS OF NEED	PROGRAM OBJECTIVES	EVALUATION DESIGN	ASSESSMENT INSTRUMENT	ASSESSMENT DATES AND PERSONNEL	DATA ANALYSIS TECHNIQUES	PROGRAM ACTIVITIES TO BE MONITORED	MONITORING DATES AND PERSONNEL	KEY REPORTING DATES	PERSONS/ AGENCIES TO RECEIVE REPORTS	USE TO BE MADE OF THE DATA/REPORTS
<p>Need: To increase reading comprehension skills of 3rd & 4th grade students so that they will be at grade level by the end of the 4th instructional year.</p>	<p>75% of the 3rd grade students participating in the ABC Reading Program will score at grade level or above on the CTBS Reading Comprehension subtest given after 8 months of specialized instruction</p>	<p>Group Criterion Mastery Design</p>	<p>Comprehensive Test of Basic Skills Teacher-made interim criterion-referenced test</p>	<p>May Evaluator & Assistant September January Classroom teachers</p>	<p>Compute grade equivalency scores & determine % meeting the criteria. Tally of raw scores</p>	<ul style="list-style-type: none"> • Individualized reading program activities • Usage of learning centers • Percent of time allotted to reading instruction 	<p>Every month Sept. thru May Program Evaluator & Evaluation Assistant</p>	<p>October Pre-report February Interim Report June Post-test Information</p>	<p>Program Director Advisory Committee Program Director District Supt., Program Director, Board of Educ. Advisory Committee</p>	<p>Baseline information to develop instructional plans. Progress of students Determine whether to modify program. Program Modification</p>
	<p>100% of the 4th grade students participating in the ABC Reading program for at least 2 years will score at grade level on the CTBS Reading Comprehension subtest.</p>	<p>Group Criterion Mastery Design</p>	<p>Comprehensive Test of Basic Skills Teacher-made interim criterion-referenced test</p>	<p>September May January</p>	<p>Compute grade equivalency scores & determine % meeting the criteria.</p>	<ul style="list-style-type: none"> • Individualized reading program activities • Usage of learning centers • Percent of time allotted to reading instruction 	<p>Every month Sept. thru May Program Evaluator & Evaluation Assistant</p>	<p>October Pre-report February Interim Report June Post-test Information</p>	<p>Program Director Advisory Committee Program Director District Supt., Program Director, Board of Ed. Advisory Committee</p>	<p>Baseline information to develop instructional plans. Progress of students Program Modification Determine whether to continue program</p>

INFORMATION ABOUT EIP MATERIALS AND WORKSHOPS

Information about ordering Evaluation Improvement Program materials, about Evaluation Improvement Program workshops that use these materials, or about making arrangements for specially scheduled EIP workshops for local, regional, or state inservice training programs may be obtained by writing or telephoning the Evaluation Improvement Program at Educational Testing Service, Room P-069, Princeton, NJ 08540, (609) 921-9000 or at any of its regional offices listed below.

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