Evaluation Report Assessment Tool for Ministry of Education

developed by **Anne Dowden REWA**

MINISTRY OF EDUCATION
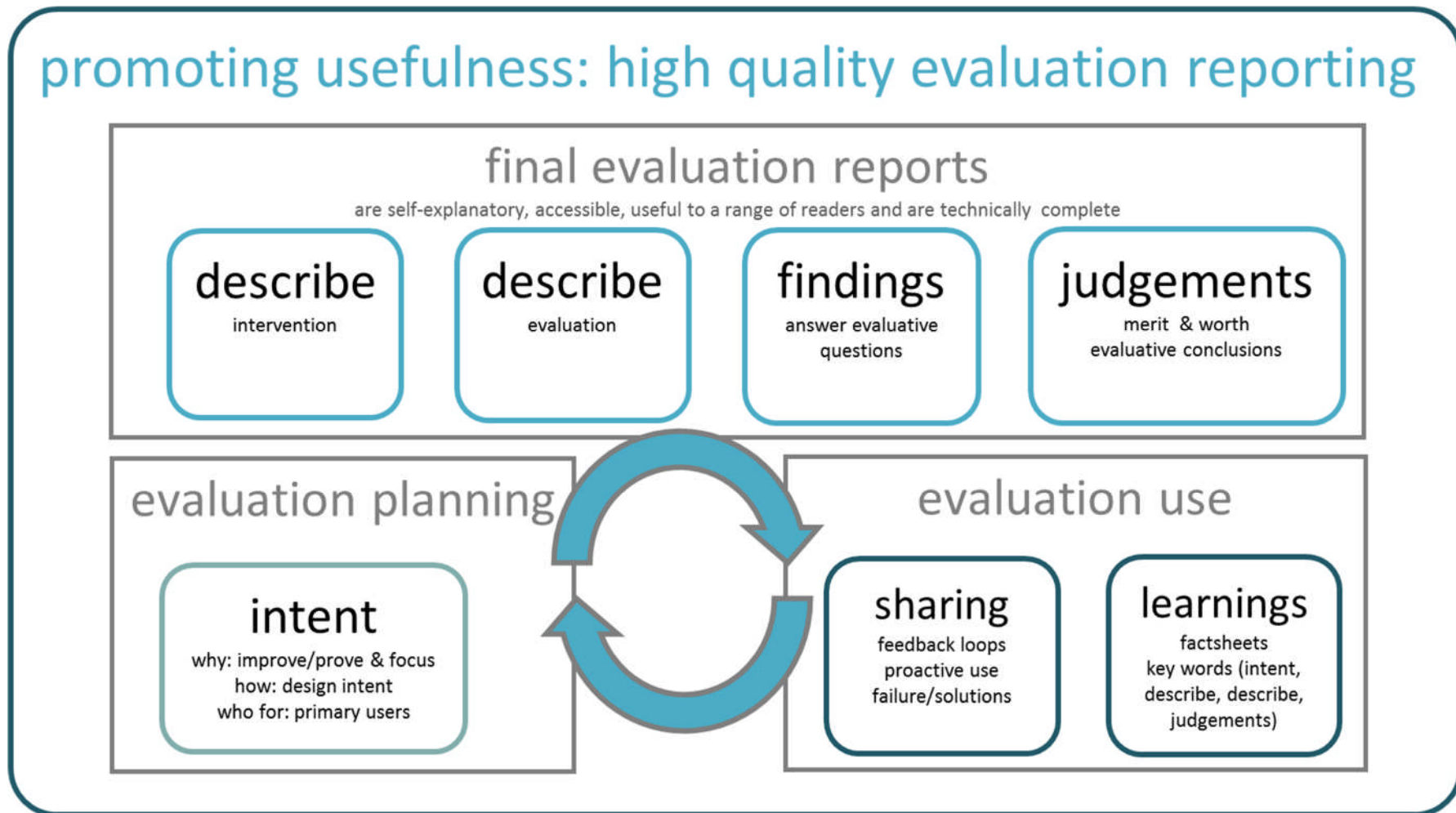TE TĀHUHU O TE MĀTAURANGA

*High quality evaluation reports are **accessible**, have the right **content** (i.e. **describe** the project and evaluation, present **findings** and **judgements**) spread across **summaries** and **chapters** with details in rich **appendices.** They provide **coverage** across the breadth and levels of Ministry activities. Enhanced usefulness of evaluation reporting will be achieved when **high quality evaluation reports** are produced from careful **evaluation planning** and proactive **evaluation use.***

promoting usefulness: high quality evaluation reporting

final evaluation reports

are self-explanatory, accessible, useful to a range of readers and are technically complete

describe
intervention

describe
evaluation

findings
answer evaluative questions

judgements
merit & worth
evaluative conclusions

evaluation planning

intent
why: improve/prove & focus
how: design intent
who for: primary users

evaluation use

sharing
feedback loops
proactive use
failure/solutions

learnings
factsheets
key words (intent,
describe, describe,
judgements)

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Report Title: _____

Review Date: _____ Reviewer: _____

Peer Reviewer: _____

Table 1 Assessment tool user focused: actionable, navigable and accessible

User focused		
Actionable report format	☐	25pg: Title, Contents, Summary, Findings, Conclusions. Appendices (background, design & methodology, tabulations, detailed analyses etc.)
Navigable	☐	Contents pages/cross refs have active hyperlinks
	☐	Main headings sequentially marked (numbered)
	☐	Appendices use own page numbers (e.g. A-1, A22)
	☐	PLUS Navigation aids (mini-logics, colours)
Accessible		
Accuracy, clear	☐	Accurate (error free)
	☐	Clear meaning (not confusing or repetitive)
Accessible to non-specialist educated reader	☐	Accurate non-technical summaries
	☐	Meaningful skim reading – due to subtitles/header paragraphs etc.
	☐	Detailed analyses are succinct with limited jargon
Complete	☐	Does not assume prior knowledge (e.g. of intervention or previous evaluations)
Chapters accessibility		
Chapter contents	☐	Note about chapter - what it's presenting
Chapter summaries	☐	Summary of chapter findings (I.E. ARE PRESENT)
Headings - chapter, subsections & charts	☐	Informative headings used throughout "Students' experience successes" not "Students' stories"
Reference to sources/explanations	☐	(PLUS for access) Cross refs, summary of literature Cross refs, appendices of tabulations Cross refs, detailed explanations in other chapters
Format of all features (headings, text, charts, tabulations, diagrams)	☐	Font type, ideally Calibri 11pt – or equivalents e.g. Arial 10pt (or variants narrow/**bold**)
	☐	Size consistent, minimum 10pt narrow in any item
	☐	Formatting is consistent
	☐	Sub headings styles consistent, stand out
Graphs and data tables consistently show	☐	Title
	☐	Data/axis/columns labelled
	☐	Sample size
	☐	Source / data collection tool (e.g. student survey)
	☐	PLUS May footnote data limitations

☑ Present / high quality, standard, or meet needs
⊟ Present /low quality, inconsistent, or partially meets needs
☒ Not found, no evidence, or not meet needs
⊡ NA = not applicable

Notes about any concerns/failures/feedback

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Table 2 Assessment tool: summary and front piece

Report Content		
Summary (e.g. report/executive summary)		
Intervention	☐	Problem definition
	☐	Intent/aim
	☐	Intervention description - core activities
Intervention in context	☐	Intervention within system (ECE, schooling, tertiary) *
	☐	Location within Ministry strategic priorities*
	☐	Intervention type (e.g. behaviour management) *
Evaluation intent & questions	☐	Evaluation purpose (monitor, prove, improve, review) *
	☐	List of evaluation questions
	☐	Cross reference to full evaluation framework
Evaluation methodology (short format)	☐	List of data collection method activities
	☐	Short summary of how evaluative judgements made
	☐	Cross reference to evaluation focus and scope/ evaluation framework/methods
Findings	☐	Findings for all evaluation questions
	☐	Presents key evidence for each finding
	☐	Cross reference to detailed findings
Summative judgement/s	☐	Judgement on <u>all</u> evaluation question about success of Intervention
	☐	Clear unambiguous statements (YES/NOT ONLY)
Front content		
Title page	☐	Clear title (project, evaluation type)
	☐	Client (name and organisation)
	☐	Date
	☐	Correct use of the term evaluation
Evaluation team	☐	Contact details (at least organisation name)
	☐	Team affiliations, expertise, roles
	☐	Acknowledgments: data collectors, community
Contents page	☐	Titles, subtitles, appendices, page numbers
	☐	OPTIONAL List of charts and tables
Glossary	☐	All technical terms & acronyms

*Note: Items denoted by the asterisk provide detail of 'coverage of Ministry strategic priorities and pathways. Intervention within education system (ECE, schooling, tertiary) _____

Location within strategic priorities (line-of-sight) Details: _____

Intervention type_____

Evaluation purpose: monitor, prove, improve, or review (circle one), Details_____
[Table 4] Evaluation level: single programme/intervention, suite of interventions/policy level, strategic (circle one) Details: _____

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Table 3 Assessment tool: findings and conclusions

Report body - content		
Method & design chapter		*(see appendix for assessment)*
Findings synthesis		
Answer evaluation questions	☐	Reports by question; not by data tool or when/how collected
Present all the central evidence to answer the question	☐	Succinctly presents enough evidence to answer evaluation question and to make a credible finding.
	☐	Findings in chapter are adequately justified
	☐	Cross references to contributing evidence (e.g. previous analysis, tabulations, literature)
Graphs and data tables	☐	Clear which data is being shown
	☐	Relevant to argument
(PLUS adds strength): Alternative explanations	☐	Evidence of causality, pre-post change or control groups, describes the counterfactual (what would happen without the intervention)
(PLUS adds strength): Puzzles and unexpected outcomes	☐	Describes outcomes that are unintended, unexplained, emergent, or negative
	☐	Comments on their cause, and whether or not they are harmful or advantageous (and to whom)
Commentary on strength/limitations of the data	☐	Data quality and validity; whether it can be used (is it trustworthy enough in these circumstances)
All questions	☐	All evaluation questions answered in report (or reasons why not are given)
Summative statements	☐	Clearly states findings for all evaluation questions
	☐	Findings are linked to evidence
	☐	Findings in summary are adequately justified
	☐	Commentary on how strong the findings are
Conclusions		
Judgements *"So what?"*	☐	Judgements of merit/worth are included
	☐	Judgements have clear, traceable links to findings
Implications *"Now what?"*	☐	Commentary on implications of judgements
Considerations *"What next?"*	☐	Next steps commentary (e.g. intervention challenges /development, new evaluation foci)
Recommendations *"What next?"*	☐	Recommendations are based on report findings
	☐	Recommendations based on overtly referenced expertise

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Table 4: Assessment tool: appendices methodologies and data

Appendices		
Cross referencing	☐	All appendices referred to report are included
Bibliography/reference list	☐	Included with report
	☐	Complete, standardised/acceptable format
Appendices (see Table 1 to assess content of graphs / data tables)	☐	Title
	☐	Source / referenced
	☐	Clearly presented, complete, self-explanatory
Methodology		
Intervention logic high level overview presenting intervention in context	☐	Context: within education system; MoE Strategy and Operating Model
	☐	Self-explanatory
	☐	Provides overview without excessive in detail
Evaluation reason and scope	☐	Evaluation intent (what's its purpose)
	☐	Evaluation uses, & users (audiences)
	☐	Evaluation level (intervention/ system/ strategic) *
	☐	OPTIONAL evaluation approach/philosophy
	☐	What is in (and out of) scope
	☐	OPTIONAL <u>focused</u> logic showing evaluation scope, focus, and relevant intervention outcomes
	☐	In scope/relevant intervention outcomes listed
	☐	OPTIONAL rationale for scope
Evaluation framework (and evaluation method)	☐	Evaluation questions linked to intervention outcomes
	☐	Some questions are evaluative (not only descriptive)
	☐	Sub questions 'for whom', 'in what circumstances'
	☐	Method <u>framework</u> mapping: sources/data mapped to all Evaluation questions/sub questions
	☐	Judgement tool(s) / procedure(s) used to assess evidence to determine worth (to judge), criteria, indicators, rubrics (& is linked to evidence base)
	☐	Evaluation team expertise if using 'expert judgement'
Summary list methods to gather evidence (mid length format and non-technical)	☐	All methods included
Methodology (technical procedure for each method to gather evidence)	☐	Information needs
	☐	Sources
	☐	Ethics: consent, confidentiality
	☐	Cultural considerations
	☐	Describe/attach collection tools & processes
	☐	Limitations (issues, reliability, validity, use of proxy)
Method quality (consider evaluation intent and resources - such as time and budget; consider nature/size of decisions to be made) ☑ **IF AGREE NO GLARING ISSUES** ☒ **IF DISAGREE AND SEE GLARING ISSUES**	☐	No glaring *evaluation methodology* quality issues (i.e. evaluation scope, evaluation questions, evaluative framework, findings synthesis, evaluative judgements, implications/recommendations)
	☐	No glaring quality issues in *'research' techniques*.
	☐	Any quality issues are fully disclosed and managed so that inaccurate conclusions or judgements are not made solely using poor quality evidence / processes