# AITSL Early Reading Research Evaluation Template

## Fit For Purpose

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| **Reading Instruction Strand*** Phonological Awareness
* Phonics
* Fluency
* Vocabulary
* Comprehension
* Oral Language
 | *A comprehensive collection of quality evidence should cover all six strands.*  |
| **Grade (or age equivalent)*** Foundation/1
* 2/3
* 4/5/6
 | *Note that age, grade equivalence and years of schooling may vary in different research contexts.*  |
| **Population/sub-populations*** Mainstream
* Aboriginal and Torres Strait Islander / Indigenous
* Disability
* Learning difficulties
* English as an additional language
 | *A comprehensive collection of quality evidence should include some studies on sub-populations.* |
| **Context*** Australian / international
* Metropolitan / provincial / remote / very remote
* SES: low / medium / high
* English not spoken at home
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| **Evidence Type*** Systematic review
* Literature review
* Meta-analysis
* Original research article / case study
* Professional opinion
 | *High-quality systematic reviews of early reading provide a macro-foundation that is elaborated with robust, strand-specific, quantitative and qualitative evidence.*  |
| **Intervention Focus*** Curriculum
* Pedagogy
* Philosophy, approach, or policy
* Classroom program/practice
 | *A comprehensive collection of quality evidence should reflect that improving early reading requires a multi-faceted approach.*  |

## Practical considerations

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| **Alignment with curriculum*** Aligns with the Australian Curriculum
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| **Applicability*** Relates directly to classroom practice
* Informs professional understanding of pedagogy/content
* Informs policy
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| **Cost and access*** Freely available
* Requires registration
* Incurs costs
* Restricted access
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## Quality Layer 1

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| **Reputable research*** Authors are experts
* Contains citations
* Publisher is reputable
* Acknowledges limitations
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| **Research Type*** Quantitative
* Qualitative
* Mixed
 | *A mixture of research types should be included in a quality collection of evidence.*  |
| **Impact** * Recent (last 25 years)
* Cited by others (at least five times in the past ten years)
 | *The evidence should form a significant part of a coherent body of literature.* |

## Quality Layer 2

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| **Relevancy of outcome measures***Circle 0, 1 or 2** Phonological Awareness 0 1 2
* Phonics 0 1 2
* Fluency 0 1 2
* Vocabulary 0 1 2
* Comprehension 0 1 2
* Oral Language 0 1 2
 | *Quality evidence uses an outcome measure to describe the results or impact that is theorised against a framework or learning progression, so the results make sense in the broad context of early reading development.* *Score 2 for validated measures across the scope of a strand. Score 1 for validated measures of a sub-strand within a strand. Score 0 if not validated.*  |
| **Research design*** Reliability 0 1 2
* Repeated measures 0 1 2
* Control for selection effects 0 1 2
 | ***Reliability****: score 1 for Cronbach’s Alpha minimum of 0.7, score 2 for targeting the measure to the sample (e.g. IRT).****Repeated measures****: score 1 for two measures (e.g. pre and post). Score 2 for three or more repeated measures.****Control for selection effects****: score 1 for some attempt to control for bias, e.g. consideration of SES, gender. Score 2 for randomised control trials.* |
| **Contextualisation of findings*** Learning progression
* Interpretable metric
* Relative effect size
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