# 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 |  |
| **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 |  |
| **Applicability**   * Relates directly to classroom practice * Informs professional understanding of pedagogy/content * Informs policy |  |
| **Cost and access**   * Freely available * Requires registration * Incurs costs * Restricted access |  |

## Quality Layer 1

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| **Reputable research**   * Authors are experts * Contains citations * Publisher is reputable * Acknowledges limitations |  |
| **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 |  |