

PROGRAM EVALUATIONS METAEVALUATION CHECKLIST

(Based on *The Program Evaluation Standards*)

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*This checklist is for performing final, summative metaevaluations. It is organized according to the Joint Committee Program Evaluation Standards. For each of the 30 standards the checklist includes 6 checkpoints drawn from the substance of the standard. It is suggested that each standard be scored on each checkpoint. Then judgments about the adequacy of the subject evaluation in meeting the standard can be made as follows: 0-1 Poor, 2-3 Fair, 4 Good, 5 Very Good, 6 Excellent. It is recommended that an evaluation be failed if it scores Poor on standards P1 Service Orientation, A5 Valid Information, A10 Justified Conclusions, or A11 Impartial Reporting. Users of this checklist are advised to consult the full text of *The Joint Committee (1994) Program Evaluation Standards*, Thousand Oaks, CA: Sage Publications.*

TO MEET THE REQUIREMENTS FOR UTILITY, PROGRAM EVALUATIONS SHOULD:

U1 Stakeholder Identification

- Clearly identify the evaluation client
- Engage leadership figures to identify other stakeholders
- Consult stakeholders to identify their information needs
- Ask stakeholders to identify other stakeholders
- Arrange to involve stakeholders throughout the evaluation, consistent with the formal evaluation agreement
- Keep the evaluation open to serve newly identified stakeholders

6 Excellent 5 Very Good 4 Good 2-3 Fair 0-1 Poor

U2 Evaluator Credibility

- Engage competent evaluators
- Engage evaluators whom the stakeholders trust
- Engage evaluators who can address stakeholders' concerns
- Engage evaluators who are appropriately responsive to issues of gender, socioeconomic status, race, and language and cultural differences
- Help stakeholders understand and assess the evaluation plan and process
- Attend appropriately to stakeholders' criticisms and suggestions

6 Excellent 5 Very Good 4 Good 2-3 Fair 0-1 Poor

U3 Information Scope and Selection

- Assign priority to the most important questions
- Allow flexibility for adding questions during the evaluation
- Obtain sufficient information to address the stakeholders' most important evaluation questions
- Obtain sufficient information to assess the program's merit
- Obtain sufficient information to assess the program's worth
- Allocate the evaluation effort in accordance with the priorities assigned to the needed information

6 Excellent 5 Very Good 4 Good 2-3 Fair 0-1 Poor

U4 Values Identification

- Consider all relevant sources of values for interpreting evaluation findings, including societal needs, customer needs, pertinent laws, institutional mission, and program goals
- Determine the appropriate party(s) to make the valuational interpretations
- Provide a clear, defensible basis for value judgments
- Distinguish appropriately among dimensions, weights, and cut scores on the involved values
- Take into account the stakeholders' values
- As appropriate, present alternative interpretations based on conflicting but credible value bases

6 Excellent 5 Very Good 4 Good 2-3 Fair 0-1 Poor



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| U5 Report Clarity | |
| <input type="checkbox"/> Issue one or more reports as appropriate, such as an executive summary, main report, technical report, and oral presentation <input type="checkbox"/> As appropriate, address the special needs of the audiences, such as persons with limited English proficiency <input type="checkbox"/> Focus reports on contracted questions and convey the essential information in each report <input type="checkbox"/> Write and/or present the findings simply and directly <input type="checkbox"/> Employ effective media for informing the different audiences <input type="checkbox"/> Use examples to help audiences relate the findings to practical situations | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| U6 Report Timeliness and Dissemination | |
| <input type="checkbox"/> In cooperation with the client, make special efforts to identify, reach, and inform all intended users <input type="checkbox"/> Make timely interim reports to intended users <input type="checkbox"/> Have timely exchanges with the pertinent audiences, e.g., the program's policy board, the program's staff, and the program's customers <input type="checkbox"/> Deliver the final report when it is needed <input type="checkbox"/> As appropriate, issue press releases to the public media <input type="checkbox"/> If allowed by the evaluation contract and as appropriate, make findings publicly available via such media as the Internet | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| U7 Evaluation Impact | |
| <input type="checkbox"/> As appropriate and feasible, keep audiences informed throughout the evaluation <input type="checkbox"/> Forecast and serve potential uses of findings <input type="checkbox"/> Provide interim reports <input type="checkbox"/> Supplement written reports with ongoing oral communication <input type="checkbox"/> To the extent appropriate, conduct feedback sessions to go over and apply findings <input type="checkbox"/> Make arrangements to provide follow-up assistance in interpreting and applying the findings | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| Scoring the Evaluation for UTILITY Add the following: Number of Excellent ratings (0-7) _____ x 4 = _____ Number of Very Good (0-7) _____ x 3 = _____ Number of Good (0-7) _____ x 2 = _____ Number of Fair (0-7) _____ x 1 = _____ <div style="text-align: right;">Total score: = _____</div> | Strength of the evaluation's provisions for UTILITY: <input type="checkbox"/> 26 (93%) to 28: Excellent <input type="checkbox"/> 19 (68%) to 25: Very Good <input type="checkbox"/> 14 (50%) to 18: Good <input type="checkbox"/> 7 (25%) to 13: Fair <input type="checkbox"/> 0 (0%) to 6: Poor <div style="text-align: center;">_____ (Total score) ÷ 28 = _____ x 100 = _____</div> |
| <i>TO MEET THE REQUIREMENTS FOR FEASIBILITY, PROGRAM EVALUATIONS <u>SHOULD</u>:</i> | |
| F1 Practical Procedures | |
| <input type="checkbox"/> Minimize disruption and data burden <input type="checkbox"/> Appoint competent staff and train them as needed <input type="checkbox"/> Choose procedures in light of known resource and staff qualifications constraints <input type="checkbox"/> Make a realistic schedule <input type="checkbox"/> As feasible and appropriate, engage locals to help conduct the evaluation <input type="checkbox"/> As appropriate, make evaluation procedures a part of routine events | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |

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| F2 Political Viability | |
| <input type="checkbox"/> Anticipate different positions of different interest groups <input type="checkbox"/> Be vigilant and appropriately counteractive concerning pressures and actions designed to impede or destroy the evaluation <input type="checkbox"/> Foster cooperation <input type="checkbox"/> Report divergent views <input type="checkbox"/> As possible, make constructive use of diverse political forces to achieve the evaluation's purposes <input type="checkbox"/> Terminate any corrupted evaluation | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| F3 Cost Effectiveness | |
| <input type="checkbox"/> Be efficient <input type="checkbox"/> Make use of in-kind services <input type="checkbox"/> Inform decisions <input type="checkbox"/> Foster program improvement <input type="checkbox"/> Provide accountability information <input type="checkbox"/> Generate new insights | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| Scoring the Evaluation for FEASIBILITY Add the following: Number of Excellent ratings (0-3) _____ x 4 = _____ Number of Very Good (0-3) _____ x 3 = _____ Number of Good (0-3) _____ x 2 = _____ Number of Fair (0-3) _____ x 1 = _____ <div style="text-align: right;">Total score: = _____</div> | Strength of the evaluation's provisions for FEASIBILITY <input type="checkbox"/> 11 (93%) to 12: Excellent <input type="checkbox"/> 8 (68%) to 10: Very Good <input type="checkbox"/> 6 (50%) to 7: Good <input type="checkbox"/> 3 (25%) to 5: Fair <input type="checkbox"/> 0 (0%) to 2: Poor <div style="text-align: center;">_____ (Total score) ÷ 12 = _____ x 100 = _____</div> |
| <i>TO MEET THE REQUIREMENTS FOR PROPRIETY, PROGRAM EVALUATIONS SHOULD:</i> | |
| P1 Service Orientation | |
| <input type="checkbox"/> Assess program outcomes against targeted and nontargeted customers' assessed needs <input type="checkbox"/> Help assure that the full range of rightful program beneficiaries are served <input type="checkbox"/> Promote excellent service <input type="checkbox"/> Identify program strengths to build on <input type="checkbox"/> Identify program weaknesses to correct <input type="checkbox"/> Expose persistently harmful practices | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| P2 Formal Agreements, reach advance written agreements on: | |
| <input type="checkbox"/> Evaluation purpose and questions <input type="checkbox"/> Audiences <input type="checkbox"/> Editing <input type="checkbox"/> Release of reports <input type="checkbox"/> Evaluation procedures and schedule <input type="checkbox"/> Evaluation resources | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |

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| P3 Rights of Human Subjects | | | | |
| <input type="checkbox"/> Follow due process and uphold civil rights <input type="checkbox"/> Understand participants' values <input type="checkbox"/> Respect diversity <input type="checkbox"/> Follow protocol <input type="checkbox"/> Honor confidentiality/anonymity agreements <input type="checkbox"/> Minimize harmful consequences of the evaluation | | | | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | | | | |
| P4 Human Interactions | | | | |
| <input type="checkbox"/> Consistently relate to all stakeholders in a professional manner <input type="checkbox"/> Honor participants' privacy rights <input type="checkbox"/> Honor time commitments <input type="checkbox"/> Be sensitive to participants' diversity of values and cultural differences <input type="checkbox"/> Be evenly respectful in addressing different stakeholders <input type="checkbox"/> Do not ignore or help cover up any participant's incompetence, unethical behavior, fraud, waste, or abuse | | | | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | | | | |
| P5 Complete and Fair Assessment | | | | |
| <input type="checkbox"/> Assess and report the program's strengths and weaknesses <input type="checkbox"/> Report on intended and unintended outcomes <input type="checkbox"/> As appropriate, show how the program's strengths could be used to overcome its weaknesses <input type="checkbox"/> Appropriately address criticisms of the draft report <input type="checkbox"/> Acknowledge the final report's limitations <input type="checkbox"/> Estimate and report the effects of the evaluation's limitations on the overall judgment of the program | | | | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | | | | |
| P6 Disclosure of Findings | | | | |
| <input type="checkbox"/> Clearly define the right-to-know audience <input type="checkbox"/> Report relevant points of view of both supporters and critics of the program <input type="checkbox"/> Report balanced, informed conclusions and recommendations <input type="checkbox"/> Report all findings in writing, except where circumstances clearly dictate otherwise <input type="checkbox"/> In reporting, adhere strictly to a code of directness, openness, and completeness <input type="checkbox"/> Assure the reports reach their audiences | | | | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | | | | |
| P7 Conflict of Interest | | | | |
| <input type="checkbox"/> Identify potential conflicts of interest early in the evaluation <input type="checkbox"/> As appropriate and feasible, engage multiple evaluators <input type="checkbox"/> Maintain evaluation records for independent review <input type="checkbox"/> If feasible, contract with the funding authority rather than the funded program <input type="checkbox"/> If feasible, have the lead internal evaluator report directly to the chief executive officer <input type="checkbox"/> Engage uniquely qualified persons to participate in the evaluation, even if they have a potential conflict of interest; but take steps to counteract the conflict | | | | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | | | | |

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| P8 Fiscal Responsibility | |
| <input type="checkbox"/> Specify and budget for expense items in advance <input type="checkbox"/> Keep the budget sufficiently flexible to permit appropriate reallocations to strengthen the evaluation <input type="checkbox"/> Maintain accurate records of sources of funding and expenditures and resulting evaluation services and products <input type="checkbox"/> Maintain adequate personnel records concerning job allocations and time spent on the evaluation project <input type="checkbox"/> Be frugal in expending evaluation resources <input type="checkbox"/> As appropriate, include an expenditure summary as part of the public evaluation report | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| Scoring the Evaluation for PROPRIETY Add the following: Number of Excellent ratings (0-8) _____ x 4 = _____ Number of Very Good (0-8) _____ x 3 = _____ Number of Good (0-8) _____ x 2 = _____ Number of Fair (0-8) _____ x 1 = _____ Total score: _____ = _____ | Strength of the evaluation's provisions for PROPRIETY <input type="checkbox"/> 30 (93%) to 32: Excellent <input type="checkbox"/> 22 (68%) to 29: Very Good <input type="checkbox"/> 16 (50%) to 21: Good <input type="checkbox"/> 8 (25%) to 15: Fair <input type="checkbox"/> 0 (0%) to 7: Poor _____ (Total score) ÷ 32 = _____ x 100 = _____ |
| <i>TO MEET THE REQUIREMENTS FOR ACCURACY, PROGRAM EVALUATIONS SHOULD:</i> | |
| A1 Program Documentation | |
| <input type="checkbox"/> Collect descriptions of the intended program from various written sources and from the client and other key stakeholders <input type="checkbox"/> Maintain records from various sources of how the program operated <input type="checkbox"/> Analyze discrepancies between the various descriptions of how the program was intended to function <input type="checkbox"/> Analyze discrepancies between how the program was intended to operate and how it actually operated <input type="checkbox"/> Record the extent to which the program's goals changed over time <input type="checkbox"/> Produce a technical report that documents the program's operations and results | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| A2 Context Analysis | |
| <input type="checkbox"/> Describe the context's technical, social, political, organizational, and economic features <input type="checkbox"/> Maintain a log of unusual circumstances <input type="checkbox"/> Report those contextual influences that appeared to significantly influence the program and that might be of interest to potential adopters <input type="checkbox"/> Estimate the effects of context on program outcomes <input type="checkbox"/> Identify and describe any critical competitors to this program that functioned at the same time and in the program's environment <input type="checkbox"/> Describe how people in the program's general area perceived the program's existence, importance, and quality | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |

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| A3 Described Purposes and Procedures | | | | |
| <input type="checkbox"/> Monitor and describe how the evaluation's purposes stay the same or change over time <input type="checkbox"/> As appropriate, update evaluation procedures to accommodate changes in the evaluation's purposes <input type="checkbox"/> Record the actual evaluation procedures, as implemented <input type="checkbox"/> When interpreting findings, take into account the extent to which the intended procedures were effectively executed <input type="checkbox"/> Describe the evaluation's purposes and procedures in the summary and full-length evaluation reports <input type="checkbox"/> As feasible, engage independent evaluators to monitor and evaluate the evaluation's purposes and procedures | | | | |
| <input type="checkbox"/> 6 Excellent | <input type="checkbox"/> 5 Very Good | <input type="checkbox"/> 4 Good | <input type="checkbox"/> 2-3 Fair | <input type="checkbox"/> 0-1 Poor |
| A4 Defensible Information Sources | | | | |
| <input type="checkbox"/> Once validated, use pertinent, previously collected information <input type="checkbox"/> As appropriate, employ a variety of data collection sources and methods <input type="checkbox"/> Document and report information sources <input type="checkbox"/> Document, justify, and report the means used to obtain information from each source <input type="checkbox"/> Include data collection instruments in a technical appendix to the evaluation report <input type="checkbox"/> Document and report any biasing features in the obtained information | | | | |
| <input type="checkbox"/> 6 Excellent | <input type="checkbox"/> 5 Very Good | <input type="checkbox"/> 4 Good | <input type="checkbox"/> 2-3 Fair | <input type="checkbox"/> 0-1 Poor |
| A5 Valid Information | | | | |
| <input type="checkbox"/> Focus the evaluation on key questions <input type="checkbox"/> Assess and report what type of information each employed procedure acquires <input type="checkbox"/> Document how information from each procedure was scored, analyzed, and interpreted <input type="checkbox"/> Report and justify inferences singly and in combination <input type="checkbox"/> Assess and report the comprehensiveness of the information provided by the procedures as a set in relation to the information needed to answer the set of evaluation questions <input type="checkbox"/> Establish meaningful categories of information by identifying regular and recurrent themes in information collected using qualitative assessment procedures | | | | |
| <input type="checkbox"/> 6 Excellent | <input type="checkbox"/> 5 Very Good | <input type="checkbox"/> 4 Good | <input type="checkbox"/> 2-3 Fair | <input type="checkbox"/> 0-1 Poor |
| A6 Reliable Information | | | | |
| <input type="checkbox"/> Identify and justify the type(s) and extent of reliability claimed <input type="checkbox"/> As feasible, choose measuring devices that in the past have shown acceptable levels of reliability for their intended uses <input type="checkbox"/> In reporting reliability of an instrument, assess and report the factors that influenced the reliability, including the characteristics of the examinees, the data collection conditions, and the evaluator's biases <input type="checkbox"/> Check and report the consistency of scoring, categorization, and coding <input type="checkbox"/> Train and calibrate scorers and analysts to produce consistent results <input type="checkbox"/> Pilot test new instruments in order to identify and control sources of error | | | | |
| <input type="checkbox"/> 6 Excellent | <input type="checkbox"/> 5 Very Good | <input type="checkbox"/> 4 Good | <input type="checkbox"/> 2-3 Fair | <input type="checkbox"/> 0-1 Poor |
| A7 Systematic Information | | | | |
| <input type="checkbox"/> Establish protocols and mechanisms for quality control of the evaluation information <input type="checkbox"/> Verify data entry <input type="checkbox"/> Proofread and verify data tables generated from computer output or other means <input type="checkbox"/> Systematize and control storage of the evaluation information <input type="checkbox"/> Strictly control access to the evaluation information according to established protocols <input type="checkbox"/> Have data providers verify the data they submitted | | | | |
| <input type="checkbox"/> 6 Excellent | <input type="checkbox"/> 5 Very Good | <input type="checkbox"/> 4 Good | <input type="checkbox"/> 2-3 Fair | <input type="checkbox"/> 0-1 Poor |

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| A8 Analysis of Quantitative Information | |
| <input type="checkbox"/> Whenever possible, begin by conducting preliminary exploratory analyses to assure the data's correctness and to gain a greater understanding of the data <input type="checkbox"/> Report limitations of each analytic procedure, including failure to meet assumptions <input type="checkbox"/> Employ multiple analytic procedures to check on consistency and replicability of findings <input type="checkbox"/> Examine variability as well as central tendencies <input type="checkbox"/> Identify and examine outliers, and verify their correctness <input type="checkbox"/> Identify and analyze statistical interactions | <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor |
| A9 Analysis of Qualitative Information | |
| <input type="checkbox"/> Define the boundaries of information to be used <input type="checkbox"/> Derive a set of categories that is sufficient to document, illuminate, and respond to the evaluation questions <input type="checkbox"/> Classify the obtained information into the validated analysis categories <input type="checkbox"/> Verify the accuracy of findings by obtaining confirmatory evidence from multiple sources, including stakeholders <input type="checkbox"/> Derive conclusions and recommendations, and demonstrate their meaningfulness <input type="checkbox"/> Report limitations of the referenced information, analyses, and inferences | <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor |
| A10 Justified Conclusions | |
| <input type="checkbox"/> Limit conclusions to the applicable time periods, contexts, purposes, questions, and activities <input type="checkbox"/> Report alternative plausible conclusions and explain why other rival conclusions were rejected <input type="checkbox"/> Cite the information that supports each conclusion <input type="checkbox"/> Identify and report the program's side effects <input type="checkbox"/> Warn against making common misinterpretations <input type="checkbox"/> Whenever feasible and appropriate, obtain and address the results of a prerelease review of the draft evaluation report | <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor |
| A11 Impartial Reporting | |
| <input type="checkbox"/> Engage the client to determine steps to ensure fair, impartial reports <input type="checkbox"/> Safeguard reports from deliberate or inadvertent distortions <input type="checkbox"/> As appropriate and feasible, report perspectives of all stakeholder groups and, especially, opposing views on the meaning of the findings <input type="checkbox"/> As appropriate and feasible, add a new, impartial evaluator late in the evaluation to help offset any bias the original evaluators may have developed due to their prior judgments and recommendations <input type="checkbox"/> Describe steps taken to control bias <input type="checkbox"/> Participate in public presentations of the findings to help guard against and correct distortions by other interested parties | <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor |

| A12 Metaevaluation | |
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| <input type="checkbox"/> Budget appropriately and sufficiently for conducting an internal metaevaluation and, as feasible, an external metaevaluation <input type="checkbox"/> Designate or define the standards the evaluators used to guide and assess their evaluation <input type="checkbox"/> Record the full range of information needed to judge the evaluation against the employed standards <input type="checkbox"/> As feasible and appropriate, contract for an independent metaevaluation <input type="checkbox"/> Evaluate all important aspects of the evaluation, including the instrumentation, data collection, data handling, coding, analysis, synthesis, and reporting <input type="checkbox"/> Obtain and report both formative and summative metaevaluations to the right-to-know audiences | |
| <input type="checkbox"/> 6 Excellent <input type="checkbox"/> 5 Very Good <input type="checkbox"/> 4 Good <input type="checkbox"/> 2-3 Fair <input type="checkbox"/> 0-1 Poor | |
| Scoring the Evaluation for ACCURACY | Strength of the evaluation's provisions for ACCURACY |
| Add the following: | |
| Number of Excellent ratings (0-12) _____ x 4 = _____ | <input type="checkbox"/> 45 (93%) to 48: Excellent |
| Number of Very Good (0-12) _____ x 3 = _____ | <input type="checkbox"/> 33 (68%) to 44: Very Good |
| Number of Good (0-12) _____ x 2 = _____ | <input type="checkbox"/> 24 (50%) to 32: Good |
| Number of Fair (0-12) _____ x 1 = _____ | <input type="checkbox"/> 12 (25%) to 23: Fair |
| Total score: _____ = _____ | <input type="checkbox"/> 0 (0%) to 11: Poor |
| | _____ (Total score) ÷ 48 = _____ x 100 = _____ |

This checklist is being provided as a free service to the user. The provider of the checklist has not modified or adapted the checklist to fit the specific needs of the user and the user is executing his or her own discretion and judgment in using the checklist. The provider of the checklist makes no representations or warranties that this checklist is fit for the particular purpose contemplated by user and specifically disclaims any such warranties or representations.