

# PRODUCT EVALUATION CHECKLIST

**Michael Scriven**

This product evaluation checklist was designed, used, and multiply revised in a very specific context. It was used to evaluate educational products--developed with federal funding--that were submitted with appropriate documentation about effectiveness to a review panel that made recommendations for the distribution of federal dissemination funds.

Instructions to raters: Circle one number under *Rate*. Check (or double check) one (or more) line(s) under *Consider*. Use an *X* to indicate deficiencies instead of strengths.

## 1. NEED

<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Number affected	4 Maximum priority, a desperate need	
<input type="checkbox"/> Social/educational significance	3 Great importance	
<input type="checkbox"/> Absence of substitute	2 Probability of significant need	
<input type="checkbox"/> Multiplicative effects	1 Possibly significant need	
<input type="checkbox"/> Other	0 No good evidence of significant need	

## 2. MARKET

<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Dissemination plan: clarity	4 Very large and/or very important market will be reached	
<input type="checkbox"/> feasibility	3 Large and/or important market will be reached	
<input type="checkbox"/> ingenuity	2 Significant market will probably be reached	
<input type="checkbox"/> economy	1 Possible, but not probable, that a significant market will be reached	
<input type="checkbox"/> Size	0 Inadequate evidence to suggest that a significant market will be reached	
<input type="checkbox"/> Importance		
<input type="checkbox"/> Other		

## 3. TRUE FIELD TRIALS?

<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Final version?	4 Perfectly typical	
<input type="checkbox"/> Typical user?	3 Minor differences	
<input type="checkbox"/> Typical level of support?	2 Reasonable bet for generalization	
<input type="checkbox"/> Typical setting?	1 Serious weakness	
<input type="checkbox"/> Typical time frame?	0 Relevance unclear	
<input type="checkbox"/> Other		

## 4. WERE THE EFFECTS MEASURED ON TRUE CONSUMERS?

<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Congress?	4 Full data on all relevant consumers	
<input type="checkbox"/> Federal agency?	3 Fair data on all relevant consumers	
<input type="checkbox"/> State department?	2 Good data on the most important consumers	
<input type="checkbox"/> District?	1 Weak data on the most important consumers	
<input type="checkbox"/> Principal?	0 Only speculation about the most important consumers	
<input type="checkbox"/> Teacher?		
<input type="checkbox"/> Student?		
<input type="checkbox"/> Taxpayer?		
<input type="checkbox"/> Other		



<b>5. WAS SERIOUS COST ANALYSIS DONE?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Indirect costs included	4 Very thorough analysis	
<input type="checkbox"/> Opportunity costs included	3 Good approximation	
<input type="checkbox"/> Nonmoney costs included	2 Rough estimate	
<input type="checkbox"/> Start-up costs included	1 Poor estimate	
	0 Potentially fatal omissions	
<b>6. WERE LONG-TERM EFFECTS CHECKED?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Week to month later	4 Good direct evidence about the effects at times needed	
<input type="checkbox"/> Month to year later	3 Some direct evidence about the effects at times needed	
<input type="checkbox"/> Year to few years later	2 Follow-up gives reasonable support to a conclusion about the effects when needed	
<input type="checkbox"/> Many years later	1 Follow-up or other data suggest a conclusion about the effects when needed	
<input type="checkbox"/> On-the-job or life-space sample	0 Useless or no follow-up; no other grounds for inferring long-term effects	
<b>7. WERE SIDE EFFECTS DILIGENTLY SOUGHT?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Comprehensive search?	4 Meets all requirements well	
<input type="checkbox"/> Skilled?	3 Generally good	
<input type="checkbox"/> Independent?	2 Barely acceptable	
<input type="checkbox"/> Goal-free?	1 Some study made, but incomplete	
<input type="checkbox"/> During/end/later?	0 No worthwhile study	
<b>8. WAS THE PROCESS SYSTEMATICALLY EVALUATED?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Implementation index?	4 Passes with flying colors	
<input type="checkbox"/> Ethics?	3 Appears satisfactory	
<input type="checkbox"/> Professional standards?	2 Reasonable risk	
<input type="checkbox"/> Judge-observer reliability?	1 Serious omission(s)	
<input type="checkbox"/> Affective dimension?	0 Highly inadequate	
<input type="checkbox"/> Content validity?		
<b>9. WAS CAUSATION ESTABLISHED?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Randomized-experimental design?	4 Impeccable	
<input type="checkbox"/> Quasi-experimental design?	3 Good bet	
<input type="checkbox"/> Ex post facto?	2 Plausible bet	
<input type="checkbox"/> MO method?	1 Weak bet	
<input type="checkbox"/> A priori interpretation of correlational data?	0 Hopeless bet	

<b>10. WERE CRITICAL COMPARISONS MADE?</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> No treatment group	4	Good data on all important competitors
<input type="checkbox"/> Existing competitors	3	Good data on the most important competitors
<input type="checkbox"/> Projected competitors	2	Fair data on the most important competitors
<input type="checkbox"/> Created competitors	1	Lacking data on some of the more important competitors
<input type="checkbox"/> Hypothesized competitors	0	Little or no useful comparative data
<b>11. OVERALL--STATISTICAL SIGNIFICANCE*</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Appropriate analysis?	4	Flawless analysis, astronomical significance
<input type="checkbox"/> Appropriate significance level?	3	High significance, well-tested
	2	Reasonably significant
	1	Marginal significance
	0	Not shown to be significant
<b>12. OVERALL--EDUCATIONAL SIGNIFICANCE*</b>		
<i>Consider</i>	<i>Rate</i>	<i>Comments:</i>
<input type="checkbox"/> Independent judgment?	4	Very high importance demonstrated
<input type="checkbox"/> Expert judgment?	3	High importance demonstrated
<input type="checkbox"/> Judgment based on item analysis?	2	Moderate importance demonstrated
<input type="checkbox"/> Judgment based on raw scores?	1	Slight or rather uncertain importance
<input type="checkbox"/> Cultural concerns addressed?	0	Negligible or unknown importance
<input type="checkbox"/> Teaching to the tests?		
<input type="checkbox"/> Testing to the teaching?		
<input type="checkbox"/> Congruence with needs?		
<input type="checkbox"/> Side effects taken into account?		
<input type="checkbox"/> Ethical concerns addressed?		

\* It will be especially helpful here to use either checks of 0-4 scores or A-F grades alongside these factors to indicate the basis for the overall rating.

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