

STANDARDS FOR EVALUATIONS OF EDUCATIONAL PROGRAMS, PROJECTS, AND MATERIALS

Joint Committee on Standards for Educational Evaluation (1994). *The Program Evaluation Standards* (2nd ed.). Thousand Oaks, CA: Sage

UTILITY STANDARDS

- The utility standards are intended to ensure that an evaluation will serve the practical needs of given audiences.
- The utility standard should guide evaluations so that they will be timely, informative, and influential. These standards require evaluators to acquaint themselves with their audiences, ascertain the audiences' information needs, plan evaluations to respond to these needs, and report the relevant information clearly when it is needed.

FEASIBILITY STANDARDS

- The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.
- These standards recognize that an educational evaluation is usually conducted in a natural, as opposed to a laboratory, setting. The evaluation design must be doable in an actual field setting.

PROPRIETY STANDARDS

- The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- Propriety contains standards which reflect the fact that educational evaluations affect many human beings in many ways.

ACCURACY STANDARDS

- The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features of the object being studied that determine worth or merit of the program being evaluated.
- These standards help to determine whether an evaluation has produced sound information. Moreover, the obtained information should be technically adequate; and the judgments rendered should be linked logically to the data.