

Joint Committee on Standards for Educational Evaluation Update--September 1977

The Joint Committee on Standards for Educational Evaluation has made significant progress since May 1974 when it was charged with the responsibility of drawing up a companion volume to the 1974 revision of the *Standards for Educational and Psychological Tests*. This companion volume was to deal with issues and standards for program and curriculum evaluation in education.

In 1975 Dan Stufflebeam was elected chairperson, a funding proposal was finalized and adopted, and rules to govern the overall project were established. The decision was made at that time that the project would be governed by a joint committee with broad representation. Thus, the Joint Committee on Standards for Educational Evaluation is composed of 17 members representing groups oriented toward improving evaluation methodology and groups oriented toward improving the application of evaluation methodology. Committee members and the respective organizations appointing them include:

Henry M. Brickell, American Educational Research Association
Donald T. Campbell, American Psychological Association
Ronald P. Carver, National Council on Measurement in Education
Esther Diamond, American Personnel and Guidance Association
William J. Ellena, American Association for School Administrators
Homer O. Elseroad, Education Commission of the States
Egon G. Guba, American Educational Research Association
Philip Hosford, Association for Supervision and Curriculum Development
Eugenia Kemble, American Federation of Teachers
Robert L. Linn, American Psychological Association
George F. Madaus, National Council on Measurement in Education
William Mays, Jr., National Association of Elementary School Principals
Bernard McKenna, National Education Association
James A. Mecklenburger, National School Boards Association
K. Wendell Rivers, American Psychological Association
Lorrie Shepard, American Educational Research Association

The Joint Committee, in order to devise comprehensive standards, initially identified four important attributes of an evaluation study: accuracy, utility, propriety, and feasibility. They concurred that standards which shape an evaluation study so that it has these four characteristics are necessary and sufficient for sound evaluation in education. Within this statement it has been the Committee's intent to encourage the use of promising new practices, to project standards that they think are desirable and possible to attain, and to point out what they think is detrimental practice.

Guided by the following rationale, the Joint Committee drafted initial sets of standards. In April of 1976 the project, under a grant from Lilly Endowment, commissioned a nationwide panel of 36 people who possessed expertise in various aspects of evaluation to explicate the standards. After this charge was fulfilled, the Joint Committee and the Project Staff, located at Western Michigan University, met in Chicago in December 1976 to critique and rewrite the standards. Following the meeting the project staff and a subcommittee of the Evaluation Standards Committee compiled the first draft of *Standards for Educational Evaluation*.

This draft version was sent out for review in July of 1977 to the National Review Panel-- a group of approximately 50 persons with expertise in a variety of areas relating to various aspects of evaluation. Reactions of this group were synthesized and presented to the Joint Committee in October 1977. After the Joint Committee and project staff have revised the *Standards* based on suggestions from the Review Panel and committee members, *Standards for Educational Evaluation* will undergo the critical perusal of metaevaluators, a discipline reference group, and a series of national hearings. The *Standards* planned completion and publication is scheduled for 1981.

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