Evaluating targeted instruction resources

Use this when reviewing a resource intended to close the specific gaps that screening finds.

Before looking at any resource

- What do we want to know at the spring re-screen that we cannot know now?
- When a student is flagged, who decides what happens next, and how soon?
- Who acts on a specific gap: the classroom teacher, a specialist, or both?
- How will we know by spring whether the fall gaps closed?

What a strong resource should show

- ☐ It finds the specific gap, not just a broad area
- ☐ Teachers can act on it within the school day
- ☐ It re-checks the same concept within weeks
- ☐ Its results show which students caught up

Questions for the provider

	Question	A good answer includes
☐	**How does it connect to the screener and core resources we use?**	A screening result traced to a teaching action on a specific concept; alignment to our curriculum or standards, including recent revisions
☐	**Does it extend the intervention resources we already have?**	What it covers that they do not
☐	**Does it run the full cycle?**	One concept shown end to end, with the time between checks
☐	**Did students who were behind improve?**	Cohort, starting point, measure, comparison, and who stayed behind
☐	**What does the teacher decide and do?**	What is automated, the workload, and the effect on practice
☐	**What staffing does it assume?**	The staffing model and time per cycle or session
☐	**Can we see whether identified students are closing gaps?**	Progress and remaining gaps by school and district, with dates and student numbers
☐	**Does it meet language and data requirements?**	The languages of instruction we need; where data is stored and under which privacy legislation

Checking evidence claims

Ask whether the evidence shows:

- the same concept measured before and after, and how far apart
- a comparison with similar students, or with the same school's prior years
- more improvement where the resource was used more
- results on a measure the provider does not control, such as our screener or provincial or state assessments

Usage figures, satisfaction scores and growth percentages without a baseline do not show learning on their own.