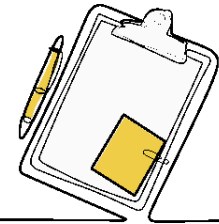




CODESIGN TOOL:

Research Evaluation Guide



Dimension	Highest quality	Acceptable quality	Unacceptable quality
Methodological quality Uses methods with care that fit goals and help to answer the research question	<p>Demonstrates the highest level of methodological rigor and appropriateness for research goals and claims.</p> <p><i>What aspects of the methods make me/us believe this research is of the highest quality for transformation?</i></p>	<p>Utilizes reasonable and appropriate methods to achieve goals and support claims.</p> <p><i>What aspects of the methods make me/us believe this research is of acceptable quality for transformation?</i></p>	<p>Does not use adequately rigorous or appropriate methods to achieve goals or claims..</p> <p><i>What aspects of the methods make me/us believe this research is not acceptable for transformation?</i></p>
Relevance, actionability	<p>Research is especially relevant to a known educational need or issue, with clearly articulated actions based on findings.</p> <p><i>Why do we believe that this research is especially relevant? Clearly actionable?</i></p>	<p>Research is likely relevant to current policy and practice needs, and some actions are suggested or could be derived.</p> <p><i>Why do we believe that this research is likely to be relevant? Actionable?</i></p>	<p>Research is not relevant to known issues in policy and practice; difficult to ascertain possible actions.</p> <p><i>Why do we believe that this research is minimally relevant? Not particularly actionable?</i></p>



Equity focus: Research process	<p>Research explicitly attends to equity and inclusion when it was designed/conducted.</p> <p><i>Why do we believe this research explicitly attended to issues of equity and inclusion in how it was conducted?</i></p>	<p>Research has made some effort to be conducted with inclusion or equity in mind.</p> <p><i>Why do we believe this research may have been conducted with equity and inclusion in mind?</i></p>	<p>Research has been conducted in ways that are exclusive or inequitable.</p> <p><i>Why are we concerned that this research may not have been conducted with equity and inclusion in mind?</i></p>
Equity focus: Findings and implications	<p>Research explicitly discusses issues of equity in findings and implications that can inform implementation in policy/practice.</p> <p><i>Why do we believe that implications for equity are present and explicit in this research?</i></p>	<p>Implications for equity in findings and implications are evident, if not explicit.</p> <p><i>Why do we believe that we can identify and attend to issues of equity based on findings and implications?</i></p>	<p>Findings and implications do not adequately support our consideration of equity issues in policy/practice.</p> <p><i>Why does it seem that equity issues have been ignored or disregarded in terms of the findings and implications of this research?</i></p>