



# Evaluation Framework Scale Dimensions

## Balance

**1**

This resource is targeted toward one dimension of learning to read only.

**2**

This resource is targeted toward one focused dimension of learning to read, however there is content which targets some other dimensions of learning to read as an additional focus.

**3**

This resource provides a balanced approach and is targeted toward a range of dimensions of learning to read.

## Adaptability

**1**

This resource is designed to be used without change or adaptation by educators.

**2**

This resource is designed to be used by educators and provides some level of choice between pre-determined options.

**3**

This resource is designed to be used by educators within their reading program and could be adapted to many purposes.

## Professionalism

**1**

This resource presents a highly defined program and mandates the sequence, scope and rate of learning.

**2**

This resource presents a program and the teacher may select the sequence, scope and rate of learning.

**3**

This resource provides material, resources, and activities, but the planning of sequence, scope and rate are left to teacher decision-making.

## Differentiation

**1**

This resource does not support differentiation to content, processes or expectations held for particular children.

**2**

This resource could support differentiation of content, processes or expectations held for particular children.

**3**

This resource supports a differentiated approach to content, processes and expectations held for particular children.

## Participation

**1**

This resource does not provide the opportunity for children to engage actively as learners.

**2**

This resource provides some opportunities for children to engage actively as learners within designated roles or procedures.

**3**

This resource encourages the active engagement and participation of children as they learn to read.

## Notes:

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