Checklist for Evaluating Literacy EdTech Interventions for Elementary School

References:
Silverman, R. D., Keane, K., Darling-Hammond, E., & Khanna, S. (2024). The Effects of Educational Technology Interventions on Literacy in Elementary School: A Meta-Analysis. *Review of Educational Research, 0*(0). https://doi.org/10.3102/00346543241261073
Wu, J., Wingard, A., Golan, S., Kothari, M. (2021). From Research to Market: Development of a Transition Process to Integrate Sustainable Scaling Methodologies into Education Innovation Research Design and Development. *SRI International.* Retrieved from https://www.sri.com/wp-content/uploads/2021/12/SRI-From_Research_to_Market_Final_Report_071521_AccV2.pdf

	Criteria	Does the program...
✓	**Target Outcomes**	clearly specific literacy targets (decoding, language comprehension, or writing proficiency)?
✓	**Evidence Base**	have robust evidence of effectiveness on literacy from multiple rigorous studies with diverse participants? Do reported effect sizes indicate meaningful student gains?
✓	**Alignment with Standards and Curriculum**	align with curriculum standards and complement classroom instruction?
✓	**Pedagogical Approach**	use the pedagogical approach that aligns with best practices for teaching the targeted literacy skills e.g., explicit instruction for phonics?
✓	**Technology Features**	effectively use technology features (gamification, adaptivity, and feedback) to support literacy learning? Note: These can have both positive and negative effects depending on the context. e.g., pop-up questions and clickable definitions are not effective for complex skills like reading comprehension?
✓	**Duration and Intensity**	duration and intensity give sufficient exposure for learning while recognizing that more is not always better?

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	Criteria	Does the program...
✓	**Student Population**	show proven effectiveness for diverse learners, including socioeconomic status, language background, and disability status?
✓	**Motivation and Engagement**	positively impact students' motivation and engagement in literacy activities, which influences skill development?
✓	**Long-Term Effects**	maintain effects over time, ideally through follow-up assessments conducted months or years later?
✓	**Data-Driven Decision-Making**	track and report student progress to inform instruction, including data disaggregation to identify disparities in student subgroups (e.g. socioeconomic background, language proficiency, disability)? Can effectiveness be shown on standardized measures and researcher-developed assessments aligned with the skills taught?
✓	**Implementation**	integrate smoothly with the existing curriculum and classroom routines? offer sufficient support for teachers and school leaders during implementation? Is it user-friendly for teachers and students?
✓	**Cost and Sustainability**	show pricing transparently and reasonably? provide a sustainable model for long-term use and support? have provisions for regular improvements based on research findings and user feedback?

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✓	**Student Population**	show proven effectiveness for diverse learners, including socioeconomic status, language background, and disability status?
✓	**Motivation and Engagement**	positively impact students' motivation and engagement in literacy activities, which influences skill development?
✓	**Long-Term Effects**	maintain effects over time, ideally through follow-up assessments conducted months or years later?
✓	**Data-Driven Decision-Making**	track and report student progress to inform instruction, including data disaggregation to identify disparities in student subgroups (e.g. socioeconomic background, language proficiency, disability)? Can effectiveness be shown on standardized measures and researcher-developed assessments aligned with the skills taught?
✓	**Implementation**	integrate smoothly with the existing curriculum and classroom routines? offer sufficient support for teachers and school leaders during implementation? Is it user-friendly for teachers and students?
✓	**Cost and Sustainability**	show pricing transparently and reasonably? provide a sustainable model for long-term use and support? have provisions for regular improvements based on research findings and user feedback?

Checklist for Evaluating Literacy EdTech Interventions for Elementary School

References:
1. Publications by Soundkins's instructional designer, Dr. Theresa Roberts: bit.ly/roberts-research
2. Efficacy infographic - bit.ly/efficacyslide
3. Nakamura, J., Cincebeaux, M., & Grindal, T. (2023). Sound Town evaluation report. SRI International. Retrieved from https://www.sri.com/publication/education-learning-pubs/digital-learning-pubs/sound-town-evaluation-report/
4. Educator experiences: bit.ly/st-impact

	Criteria	Soundkins
✓	**Target Outcomes**	teaches phonemic awareness and alphabet skills.
✓	**Evidence Base**	is proven by independent RCT to have statistically significant and meaningful gains in phonemic awareness and letter sound skills after 8 weeks of 5-minute daily whole group instruction. [2, 3]
✓	**Alignment with Standards and Curriculum**	aligns with any core or supplemental curriculum
✓	**Pedagogical Approach**	uses pedagogical best practice of explicit and systematic instruction for phonemic awareness and letter skills.[1]
✓	**Technology Features**	provides high-quality digital instruction, consistent across classrooms, with age-appropriate interactive features and screen time limits.
✓	**Duration and Intensity**	is proven effective at a minimal implementation of 5 minutes daily whole-group instruction, which is a highly efficient use of instructional minutes. [2, 3]

Checklist for Evaluating Literacy EdTech Interventions for Elementary School

	Criteria	Soundkins
✓	**Student Population**	is effective for diverse learners, including multilingual learners and children with special education needs. [3, 4]
✓	**Motivation and Engagement**	is proven by independent research to positively impact students' motivation and engagement in literacy. [2, 3, 4]
✓	**Long-Term Effects**	maintains effects over time, with the treatment students and delayed treatment students both showing equal decoding ability months later. (research manuscript awaiting publishing)
✓	**Data-Driven Decision-Making**	shows effectiveness on phonemic awareness and letter skills on district standardized measures and Soundkins assessments. [2, 3, 4]
✓	**Implementation**	is proven by independently-collected research data to be easy to use (“press-play” activities) integrate with the existing curriculum and classroom routines.[2, 3, 4] only requires 20-minute training and offers ongoing support for teachers and school leaders
✓	**Cost and Sustainability**	is a cost-effective program, with the potential to also districts money that would be spent on later intervention. pricing is transparently listed on the website and quote form makes annual updates to the program based on research findings and teacher feedback.

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References for the evaluating programs:
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	Criteria	Does the program...	Soundkins
✓	**Target Outcomes**	clearly specific literacy targets?	teaches foundational skills of phonemic awareness and letter sounds.
✓	**Evidence Base**	have robust evidence of effectiveness on literacy from multiple rigorous studies with diverse participants? Do reported effect sizes indicate meaningful student gains?	is proven by four independent studies including an RCT.[2, 3]
✓	**Alignment with Standards and Curriculum**	align with curriculum standards and complement classroom instruction?	aligns with any core or supplemental curricula
✓	**Pedagogical Approach**	use pedagogical best-practice for the targeted literacy skills?	uses explicit and systematic instruction for phonemic awareness and letter skills. [1]
✓	**Technology Features**	effectively use technology features (gamification, adaptivity, and feedback) to support literacy learning?	provides high-quality, consistent, digital instruction with age-appropriate interactive features and time limits.
✓	**Duration and Intensity**	duration and intensity give sufficient exposure for learning while recognizing that more is not always better?	is a highly efficient use of instructional minutes at 5-minutes a day of whole-class instruction. [2, 3]

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	Criteria	Does the program...	Soundkins
✓	**Student Population**	show proven effectiveness for diverse learners, including socioeconomic status, language background, and disability status?	is built for the 4-year-old multilingual learner with no English, so it's effective for all learners. [3, 4]
✓	**Motivation and Engagement**	positively impact students' motivation and engagement in literacy activities, which influences skill development?	is proven by research to engage and motivate students in literacy. [2, 3, 4]
✓	**Long-Term Effects**	maintain effects over time, ideally through follow-up assessments conducted months or years later?	maintains effects over time (research manuscript in progress).
✓	**Data-Driven Decision-Making**	track and report student progress to inform instruction, including data disaggregation to identify disparities in student subgroups? Can effectiveness be shown on standardized measures and researcher-developed assessments aligned with the skills taught?	shows effectiveness for phonemic awareness and letter skills on district standardized measures and Soundkins assessments. [2, 3, 4]
✓	**Implementation**	integrate smoothly with the existing curriculum and classroom routines? offer sufficient support for teachers and school leaders during implementation? Is it user-friendly for teachers and students?	is "press play and go," easy to integrate, needs minimal training, and offers ongoing support for teachers and school leaders. [2, 3, 4]
✓	**Cost and Sustainability**	show pricing transparently and reasonably? provide a sustainable model for long-term use and support? have provisions for regular improvements based on research findings and user feedback?	is a cost-effective program that saves money. has transparent pricing. gets regular updates based on research and teacher feedback.

Learn more about Soundkins

References for Soundkins claims:

1. Publications by Soundkins's instructional designer, Dr. Theresa Roberts: bit.ly/roberts-research
2. Efficacy infographic - bit.ly/efficacyslide
3. Nakamura, J., Cincebeaux, M., & Grindal, T. (2023). Sound Town evaluation report. SRI International. Retrieved from https://www.sri.com/publication/education-learning-pubs/digital-learning-pubs/sound-town-evaluation-report/
4. Educator experiences: bit.ly/st-impact

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Soundkins is a playful, easy-to-use, effective way to help young readers learn foundational skills for reading.

This totally digital program requires no prep or extra materials. It comes complete with 5-minute, interactive videos perfect for circle time. Soundkins provides every Pre-K, TK and K student with equitable access to emergent literacy skills.

Soundkins produces proven results in building phonemic awareness and other early literacy skills.

Visit us online at soundkins.com and follow our socials to learn more!