TEACHER
RESOURCE
BOOKS AND
PROGRAMS

ACTIVITIES

INSTRUCTIONAL
MATERIALS
CENTER –
SKILLS,
ENRICHMENT,
MOTIVATION

TEACHER
PREPARED
MATERIALS

LEARNER OBJECTIVES AND CHARACTERISTICS

CLASSROOM
LEARNING
CENTERS

INSTRUCTIONAL
MATERIALS –
AUDITORY,
VISUAL,
MANIPULATIVE,
COMBINATION

BASAL TEXTBOOK –
SPECIFIC PAGES

TEACHER –
FOR INDIVIDUAL
OR SMALL GROUP
INSTRUCTION

Evaluating and Selecting Instructional Materials for Specific Learners

JUN 30 '76

STATE OF IOWA
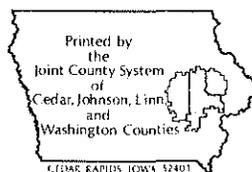DEPARTMENT OF PUBLIC INSTRUCTION

Evaluating and Selecting Instructional Materials for Specific Learners

by Carolyn R. Rude

May 1974

(i·act) Staff

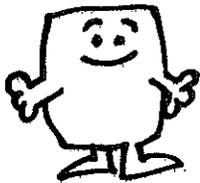Co-ordinating Staff   *Mark Feustel*, Project Director
                       Carol Bradley, Consultant
                       Jeffrey Grimes, Consultant
                       Peter Malmberg, Consultant
                       Kathy Skinner, Consultant
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                       Esther Feske, Graphic Artist
                       Dorothy Phillips, Editorial Assistant

The Author

Carolyn R. Rude received her B.S. and M.S. degrees in elementary and special education from Kansas State Teachers College, Emporia, Kansas. She has taught educable mentally retarded children and was a methods and materials consultant for two years at the Educational Modulation Center, Olathe, Kansas.
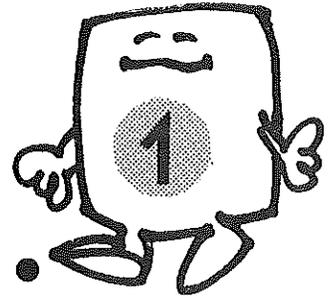
For the last four years she has been an Educational Technology Consultant at the Midwestern Educational Resource Center in Coralville, Iowa. In this capacity she has extended her interests in inservice teacher training and in instructional materials and strategies for handicapped learners. She is the developer of the Media Analysis and Retrieval System (MARS) and has been part of a task force which has developed the specifications for a national information retrieval system for special education materials.

Ms. Rude is currently involved in beginning advanced studies at The University of Iowa.

Contents

Introduction . . . .

The classroom teacher has the task of managing the room environment so as to meet each individual's learning needs. This means evaluating the student's learning characteristics and his progress in the curriculum skill sequence. Many instructional materials have been made available for use in meeting these needs. However, one of the biggest challenges for the teacher is evaluating and selecting the most appropriate materials to match with the learning objectives and characteristics of specific learners.

What does it mean to evaluate and select materials for specific learners? To evaluate means to use a guideline or a set of criteria to look at certain characteristics of the material. To select a material for a specific learner, the learner's characteristics are examined by using the same set of criteria. When the criteria characteristics of the learner and the material are compatible, this should indicate an appropriate selection.

Evaluate and Select
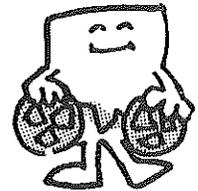
Who should evaluate materials? Evaluation of materials as well as other educational resources is the responsibility of all those educators who select, approve, use or influence their use. Having a specific and comprehensive guideline or set of criteria for evaluating materials is important to provide objective information to:

Materials Evaluators

- the *principal* who must approve and supply the necessary resources to carry out the instructional programs in the building.
- the *teacher* who must select and use appropriate materials to match individual student needs.
- the *librarian* who selects and recommends resources for use.
- other *resource personnel* who may select, use and recommend resources for specific purposes.

This training package will discuss some criteria which may be used in matching characteristics of materials and of learners. These criteria and characteristics will be illustrated in a sample situation. A Material Evaluation card for use in applying the set of criteria to evaluation of educational materials will be described and demonstrated.

The Package

By learning and applying some criteria for evaluating materials, it is hoped you will develop the ability to make quick and accurate assessments of a material's potential for helping specific learners meet their learning needs.

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Characteristics to Consider . . . .

The characteristics of a specific learner could be discussed in terms of instructional needs such as the following:
* What does he need to learn?
  list characteristics
* Where does he need to start?
  list characteristics
* How does he learn best?
  list characteristics
* What is the best way to teach him?
  list characteristics

The Material

Characteristics of the material could be discussed in similar terms relating to instructional needs:
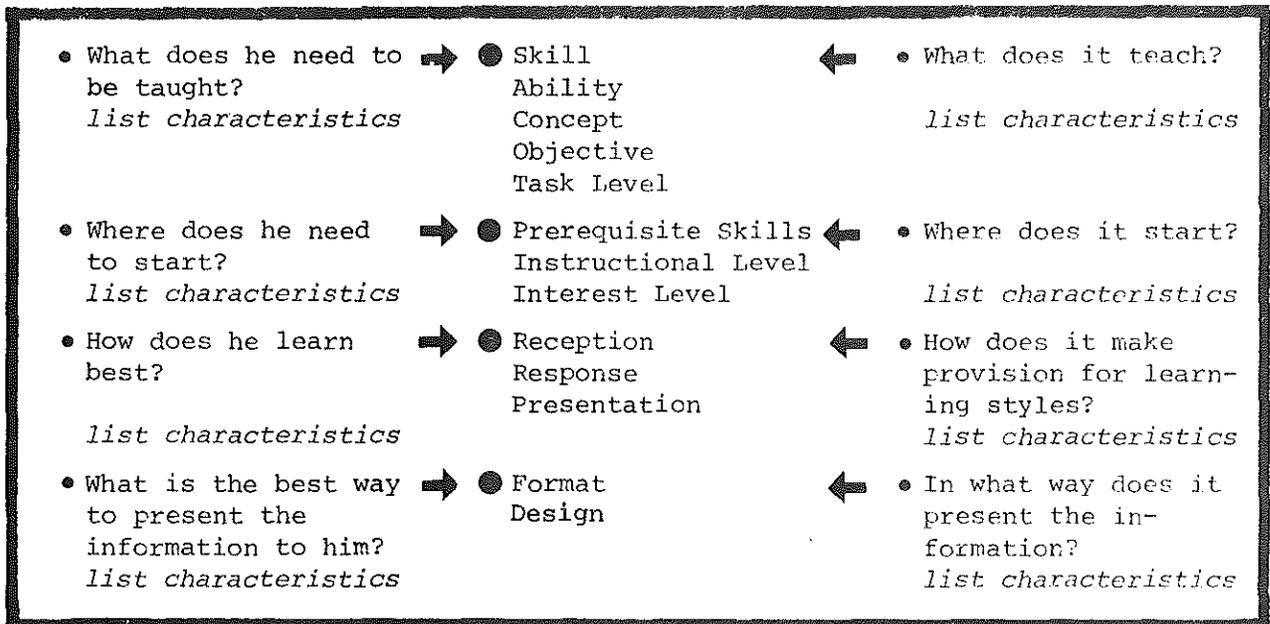* What does it teach?
  list characteristics
* Where does it start?
  list characteristics
* How does it make provisions for learning style?
  list characteristics
* In what way does it present information?
  list characteristics
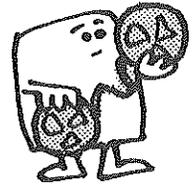
Matching Criteria

From these instructional needs, a number of matching criteria can be generated. Such a schema would look like this:

• What does he need to ⮕ be taught? *list characteristics*	● Skill Ability Concept Objective Task Level	⬅ • What does it teach? *list characteristics*
• Where does he need ⮕ to start? *list characteristics*	● Prerequisite Skills ⬅ Instructional Level Interest Level	• Where does it start? *list characteristics*
• How does he learn ⮕ best? *list characteristics*	● Reception Response Presentation	⬅ • How does it make provision for learning styles? *list characteristics*
• What is the best way ⮕ to present the information to him? *list characteristics*	● Format Design	⬅ • In what way does it present the information? *list characteristics*

The Criteria . . . .

For the sake of simplicity, this section will apply the matching criteria to the characteristics of materials. These criteria apply also to the learner, as will be discussed later. Learner characteristics to match with the criteria may be listed from formal or informal diagnosis. Material characteristics may be listed by observing some of the following points.

The first point to consider in a material is the *objective*. This tells what the material is designed to teach. If it is a behavioral objective it will also state the learner's expected performance on completing the objective.

Objective
Task Level
Skill
Ability
Concept

Consider also the *task level* of the objective. Does the objective focus on:

1. Instruction (knowledge)
2. Drill and Practice (memory and application)
3. Review and Test

Closer examination of the objective and material will reveal the *skills*, *abilities* and *concepts* which are taught, reinforced or used in reaching the objective. Consider the most common, least complex use whenever possible. Sometimes a scope and sequence or skill chart will be included with the material. This will show how each part or lesson fits into the overall structure of the program (as with a basal text series). The teacher should assess how these skills, abilities and concepts fit into the school's curriculum sequence. The following shows an application of this information.
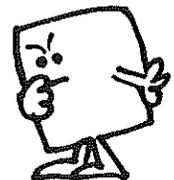
Objective: To practice addition facts from 0 + 0 to 9 + 9

Task Level: Instruction - To understand, to teach, to learn
    ✔ Drill - To practice, to memorize
    Test - To say, to answer

Skill: Addition facts

Ability: Memory

Concept: Addition

Success on any objective or skill depends on success in attaining the *prerequisite skills*, knowledge or understanding. Determine skills the learner must have in order to use the material successfully. Study the objective to identify the kinds of learnings essential to reach the objective. What does the learner have to already know.

Prerequisite Skills

Instructional Level

Interest Level

The *instructional level* is the level of difficulty of the

skill, usually stated in grade level or reading level. A certain aspect of a skill may usually be taught at a certain grade level or to a certain age learner. A scope and sequence chart may help in placing the instructional level of a skill. Ask yourself, "Given an average achieving learner at this level, would it be asking too much of him to perform this task."

Consider also the *interest level* of the material. What grade/age groupings would it interest? Check for variance between the skill difficulty level and the grade/age interest appropriateness. Things like illustrations, print size, format can make a low difficulty level material acceptable to an older learner. The following shows an application of this information.

Objective: *To practice addition facts for 2 + 1 to 2 + 9*

Prerequisite Skills: *Know numbers 1 to 11, + sign, = sign, addition concept*

Instructional Level: *Kindergarten, grade 1*

Interest Level: *Primary grades*

Information can be presented to the learner through one or more senses. For instance, when you watch a T.V. program you see the picture and simultaneously hear the sounds. You are receiving information in an auditory-visual manner. The type of *reception* characteristic of a material should be appropriate to learner needs and the situation. *Reception* may be:
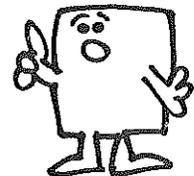- Auditory – receive information by hearing
- Visual – see pictures, print, things, etc.
- Tactile/Kinesthetic – receive information by feeling or handling
- Combination of two or more modality types simultaneously.

Reception
Response
Presentation

To show that the information has been received and processed the learner should make some sort of *response*. This response should be appropriate to the learner's abilities and characteristics and the situation. Types of response which could be required by a material might be:
- Oral – consider amount of time given to respond, how is it evaluated.
- Write, print – time and space allowed for response, desired quality, how evaluated.
- Manipulate, move – type of response required; does item lend itself to this. Fine Motor.
- Gesture – how responds, how evaluated. Gross Motor.
- No Specific Response – such as in silent reading or listening.

The *presentation mode* of the material is important too. Consider whether use of the material must directly involve the teacher or can it be used independently after directions are given. Also, is it appropriate for use by one learner at a time, for a small group of 2 to 5 or for a large group of 6 or more? This can be important for matching with learning styles and in planning for instructional settings. An example of this might be:

The *format* of the material is the physical package or form
it is presented in.   The format is closely related to the
reception mode.

Format

⚫ VISUAL reception is involved in the following types of *formats:*
* Filmstrip, filmloop, transparency, slide (2 x 2)
* Book (hard or soft cover), workbook, worksheet (preprinted,
   spirit master).
* Chart, poster, study print, picture, graphic display, card
   (flash, story, picture), puzzle (crossword or picture)
* Flannelboard

SPECIFICATIONS to watch for in VISUAL *formats* are:
* Print size and clarity (large print)
* Quality and appropriateness of illustrations (dated?)
* Spacing and composition on the page (pictures, print)
* Special features (color keyed, rebus, programmed self pacing,
   captioned)
* Machines or supplies needed to use it

⚫ AUDITORY reception is involved in these *formats:*
* Record or phonodisk (33 1/3, 45, 78 rpm)
* Cassette or reel audio tape (3 3/4, 7 1/8 ips)
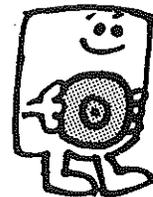
SPECIFICATIONS for AUDITORY *formats:*
* Speed and clarity of voice track (too fast, garbled?)
* Printed script provided (word for word)
* Recorded on both sides of tape (extra reel)
* Machine or supplies needed to use it

⚫ TACTILE or KINESTHETIC reception is involved in these *formats:*
* Textured or manipulative objects
* Braille materials

SPECIFICATIONS for TACTILE *formats:*
* Size and clarity (large enough, contrasts well defined)
* Appropriateness
* Realistic representation

⚫ *Formats* which are COMBINATIONS of reception modes:
* Audio card reader, i.e., Language Master--Auditory-Visual
* Model, specimen, toy, realia--Visual-Tactile
* Film (super 8, 8, 16, 35 mm, cartridge, sound)--Auditory-Visual
* Game--Auditory-Visual, Visual-Tactile, Auditory-Tactile
* Videotape--Auditory-Visual

SPECIFICATIONS for the separate *formats* would also apply to
COMBINATION *formats.*

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> *Objective:* To practice addition facts for 2 + 1 to 2 + 9
>
> *Presentation Mode:* Independent small group
>
> *Reception:* Auditory-Visual
>
> *Format:* Audio card reader program presenting the skill

The way the information in the presentation is *designed* is   *Design*
also important. Consider these characteristics in the material.
- MOTIVATION. Does it catch the learner's interest in order to maintain his attention and alertness.
- PARTICIPATION. Does it actively involve the learner in performing the learning activity. Does it allow learner response.
- PRACTICE. Does it provide opportunities to use the knowledge and skills in numerous situations. Does repetition follow each segment of a demonstration. Are there opportunities to practice successively approximating the response called for in the objective.
- SUCCESS. Does it mentally challenge the learner while allowing frequent success. How is success defined and determined.
- KNOWLEDGE OF RESULTS. Does it inform learner of his success or failure during the course of the lesson. Are feedback and reinforcement provided through self check exercises, test results, informal discussion, etc.
- GRADUATED SEQUENCE. Is content organized in sequential steps from simple to complex. Does it start with fact learning, move on to concept formation, principles, and eventually to higher intellectual levels, such as problem solving, prediction, and inference.
- SMALL STEPS. Is the amount of information to be learned in any one lesson related to the difficulty of the content. Is the information presented in short segments. Are the increment between segments large or small.
- PACE. Is the presentation so designed that each learner may proceed at his own rate (self pacing).
- ERROR CRITERIA. What is the percent of correct answers to achieve success.
- RESPONSE TIME AND SPACE. How much time is allowed for learner to make response. How much space is given to make response in.

Other important information concerns the TEACHER'S GUIDE. Is   *Other*
one available? Does it give usable information about the mate-   *Criteria*
rial? Are there DIRECTIONS for the *teacher* which tell precisely
what to do to teach the skill with the material? Are there
DIRECTIONS for the *learner* telling him how to use the material
to learn the skill? How much TIME must be spent in *preparation*
and how much TIME to *use* the material? Are consultant services
for staff inservice training available? Are they needed?
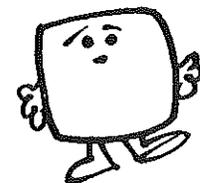
A last important point to consider is EVALUATION INFORMATION. *Does It Work*
What provision does the material make for *student* evaluation,
tests, etc.? Is information given on *field testing,* such as,
the population it was used with and resulting data? Is this
data available? Where?

After considering all these criteria in regard to the charac-
teristics of the material, you can ask yourself for a SUBJECTIVE
OPINION. Do you like it? Does it look like it would work for
the types of learners you work with? Remember, in general the
best learning results from presentations that are simple and
direct in approach.
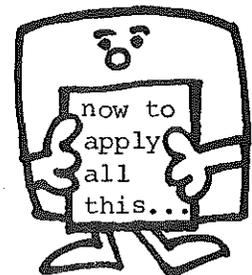
Example
of Selecting Materials to
Match with a Specific Learner • •
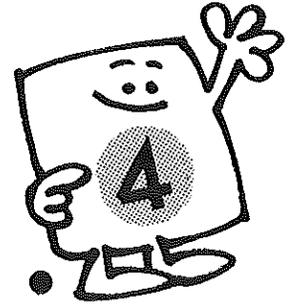
Tracy is ten years old and is in a 2nd grade class and her teacher is really having problems with her. Here it is March already and she's still not reading well and is not making much progress. Her teachers and parents thought that with two years in first grade she would mature enough to be able to achieve on 2nd grade work. But she isn't doing it in reading.

This is information which has been noted on her throughout the year:

General. Tracy rubs and blinks her eyes often when reading or doing close work and seems to find it difficult to distinguish between certain numbers and letters. She frequently writes letters and numbers upside down or backward, such as b-d. She likes to hold books either extremely close or extremely far away. She listens well and remembers what she heard. Also she likes to work by herself or with a small group.

Reading. Tracy has been placed in the lower (first grade level) reading group and has trouble with word recognition, even at that level. Her results on reading achievement tests are about 1 1/2 grade equivalents lower than her placement in school. The basal reading program uses the sight word approach. The teacher has tried teaching her consonant and vowel sounds and she seems to be picking this up.

Math. The math program uses a traditional approach. She is working at a low second grade level on problem computation but can't read the story problems.

Adjustment. She tends to be immature and oversensitive, likely to burst into tears at the slightest provocation. Recently she has been extremely nervous and anxious, especially when presented with a reading task. She wants to learn to read so she can get a new bicycle if she passes second grade.

Characteristics of the Learner

Using the four areas of instructional need discussed earlier we can apply them to this learner's characteristics.

● WHAT DOES SHE NEED TO BE TAUGHT?
Tracy obviously needs to be taught reading skills. The sight word approach used in the basal series has not worked. Considering her strong listening skills, a phonics or linguistic approach might be tried. They are more sound to symbol oriented. Her success in picking up consonant and vowel sounds would favor the selection of a phonics approach.

Educational diagnostic testing would determine which phonetic reading skills she can and can not use. Assume for this example that she has been taught short vowels but doesn't know all of

Implications for Types of Materials-- Criteria

them fully. The teacher would like to begin using the short vowel sounds in 2- and 3-letter words to build a reading vocabulary. The objectives she has for Tracy are these:
1. To practice the short sounds of the vowels a, e, i, o, u.
2. To combine consonant and short vowel sounds into 2- and 3-letter words to build a reading vocabulary.

● WHERE DOES SHE NEED TO START?
The prerequisite skills to meet the above objectives would be: 1) knowledge of all the short vowel sounds and 2) know how to combine sounds into words and know consonant sounds in initial and final positions.

For the instructional level of these skills see the scope and sequence charts of some phonics programs for skill progression and levels. Short vowels are often taught and reinforced at first and second grade levels. Designating a specific instructional level will help fix the level of difficulty and complexity of materials to be considered. Keep in mind also her age and level of maturity to select materials designed for her interest level. Materials with these skills are often designed for younger and less mature learners.

● HOW DOES SHE LEARN BEST?
Vision seems to be a problem, but her hearing and listening skills are good. Perhaps a completely visual reception approach shouldn't be used. Auditory or auditory-visual reception could be emphasized more often. If she has a problem reproducing letters and numbers, try something with a less complex motor response such as a circling or checking movement or a verbal response. Because of her ability to work alone or in a small group, an independent presentation could be used to advantage.

● WHAT IS THE BEST WAY TO PRESENT THE INFORMATION TO HER?
Since she is weak in visual skills but has a strength in hearing and listening comprehension and memory some of the following types of formats might be used.

For auditory reception, look for tapes or records on the desired skills.

For an auditory-visual approach, language master type materials could be used or records and tapes with correlated worksheets, workbooks, or books.

To aid in visual discrimination, print materials should have larger than usual size print with clear black symbols and adequate spacing. A good technique to use here might be to designate a helper who could auditorily interpret or reinforce anything presented visually.

Positive reinforcement and opportunities for success should be present in the instructional situation to alleviate her anxiety.

With these learner characteristics in mind, we can look at characteristics of materials in similarly specific terms. The following list represents materials found in many schools which have been evaluated by applying the matching criteria. They could be used in planning an instructional program for Tracy.

Criteria Matching Materials

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TRACY
Criteria Matching Materials

Objective:
    1. To practice the *short* sounds of the *vowels* a, e, i, o, u.
    2. To combine consonant and short vowel sounds into 2- and
        3-letter words to build reading *vocabulary*.
Instructional Level: Grade 1 or 2
Interest Level: Late primary
Reception: Auditory, Auditory-Visual
Response: Circle, check
Presentation: Independent, small group or individual
Format: Tape, record, Langauge Master, tape/worksheet
       Large print, spacing
Design: Positive reinforcement, success

TITLE	PUBLISHER
1. <u>Vowel Sounds Program</u>	
Lessons 1 & 2 - Sounds of A	Milton Bradley
Lessons 3 & 4 - Sounds of E	Side 1 - auditory perception of
Lessons 5 & 6 - Sounds of I	vowel sound in isolation
Lessons 7 & 8 - Sounds of O	Side 2 - vowel sound as phonetic
Lessons 9 & 10 - Sounds of U	unit in word
Cassette tape, manipulative device,	
response sheet.	
2. Recognition: Short Vowel A #0201	Wollensak/3M
Recognition: Short Vowel E #0202	Recognition Series: auditory per-
Recognition: Short Vowel I #0203	ception of sound, sound-symbol
Recognition: Short Vowel O #0204	relationship
Recognition: Short Vowel U #0205	
Evaluation: Short Vowel Recog-	
nition #0206	
Location: Short Vowel A #0214	Location Series: Position of sound-
Location: Short Vowel E #0215	symbol in word
Location: Short Vowel I #0216	
Location: Short Vowel O #0217	
Location: Short Vowel U #0218	
Evaluation: Short Vowel Location	
#0219	
Cassette tape, worksheet	
3. Sounds for Young Readers, Vol. 3	Classroom Materials Co.
Record	Auditory perception of short vowel
	sounds a, e, i, o, u
4. Lucky Duck - Spelling	Lyons and Carnahan
Learning Games, Kit A	Discrimination of a, e, i, o, u
Game	sounds, classify words having
	the same sound

5. Spin and Win - Spelling
   Learning Games, Kit B
   Game

   Lyons and Carnahan
   Discriminate and identify short
      vowel sounds and words having
      these sounds. Sound/symbol for
      a, e, i, o, u

6. Sound Blending and Beginning
   Phonetic Skills, Set 1 - Phonics
   Program
   Audio Reader Card Set

   Bell and Howell
   To teach sound blending skills,
      vowel sounds in words and
      word patterns

7. Dial A Vowel #9821
   Game

   St. Regis/Nifty
   Given consonant frame, use vowel
      to pronounce 3-letter word.
      Sound/Symbol of a, e, i, o, u

8. Linguistic Word Patterns
   Program, Set 1, Audio Reader
   Card Set

   Bell and Howell
   Given words with C-V-C spelling
      pattern the learner will identify
      the contrasts in words with this
      pattern and develop rapid recog-
      nition in response to this
      contrast

Example
of Evaluating
Instructional Materials • • • • •

The criteria we have discussed and applied in this package have been listed on a 5" X 8" *Materials Evaluation Card*. This card can be used as a guideline for evaluating materials you have in your school or materials you may see at instructional materials centers, displays, from salesmen, etc. By using this set of criteria as a guideline for evaluation you should be able to look at materials more specifically and more critically. This will enable you to more effectively select the "right" materials for use or purchase.

Materials Evaluation Card

This section shows a facsimile of the card, front and back, with information on entries and notation of page numbers in the package where explanation of each entry may be found.

Key to Materials Evaluation Card

Key to Front

READING, PERCEPTION/READINESS, MATH -- clip appropriate edge to facilitate card filing.
LOCATION/PRICE -- Where is it located so you can use it/how much; see publisher's catalog
SKILL -- ability, concept, task taught. See page 3.
TITLE/PUBLISHER -- complete name as listed in catalog or on material; series name; grade level, kit number, etc. Publishing company name, address. Latest copyright date.
INSTRUCTIONAL LEVEL -- grade level, reading level, mental age, difficulty index. See page 3.
INTEREST LEVEL -- circle one or more: Preschool (Ps), Primary (P), Intermediate (I), Junior High (J), Senior High (S), Adult (A). See page 4.
FORMAT -- See page 5.
RECEPTION -- circle one or more: Visual (V), Auditory (A), Tactile/Kinesthetic (T), Auditory/Visual (AV), Auditory/Tactile (AT), Visual/Tactile (VT). See page 4.
TEACHERS GUIDE/ANSWER KEY/SELF CORRECTING -- indicate + or -. See page 6.
RESPONSE -- Circle one or more: Oral (O), Write or Print (W), Move or Manipulate (M), Gesture (G), No specific Response (N). See page 4.
DIRECTIONS: TEACHER/LEARNER/SPECIFIC AND CLEAR -- indicate + or -. See page 6.
EQUIPMENT OR SUPPLIES -- type of machine, screen, pencil, crayon.
PRESENTATION: INDEPENDENT/TEACHER DIRECTED one/2-5/6+ -- indicate + or -. See page 4.
TOTAL TIME: See page 6.

OBJECTIVE: specific behavior learner will display. Behavioral
   or simple objective as given in material or devise your
   own. See page 3.
TASK LEVEL -- circle one or more. Instructional (I), Drill
   and Practice (D), Review and Test (T). See page 3.
ACTIVITY -- Briefly explain learners procedure for working
   with the material.
MOTIVATION/PRACTICE/KNOWLEDGE OF RESULTS/SMALL STEPS --
   indicate + or -. See page 6.
ERROR CRITERIA -- number or percent correct for success.
   See page 6.
PARTICIPATION/SUCCESS/GRADUATED SEQUENCE/PACE -- indicate +
   or -. See page 6.
RESPONSE TIME -- amount of time given for learner to respond.
   See page 6.
PREREQUISITE SKILLS -- skills learner must have in order to
   use material successfully. See page 3.
OTHER SKILLS -- other skills which may be taught with this
   material.

OTHER INFORMATION -- other pertinent or important information   Key to
   not yet listed. Skills by page, alternative teaching strat-   Back
   egies, special classroom management problems to solve.
RELATED MATERIALS AND ACTIVITIES -- other resources which are
   listed with material or which you know about.
STUDENT EVALUATION QUESTIONS -- tests, discussion questions,
   etc., by which student's achievement may be measured. See
   page 7.
FIELD TEST EVALUATIONS -- enter, if available from teachers
   guide or publishers brochures. See page 7.
EFFECTIVENESS -- circle to indicate how it worked for you.
OBJECTIVE you used it for.
COMMENTS you have on use and effectiveness.

   The following two examples illustrate the use of the cri-   *Example of*
teria on the card to evaluate instructional materials.   *Card Use*

Read / Perception Readiness / Math

Location:
Price:

Skill: _____

Title: _____

Publisher: _____ Date: _____

Instructional Level: _____ Interest Level: Ps P I J S A

Format: _____ Reception: V A T AV AT VT

Teachers Guide ☐ Answer Key ☐ Self Correcting ☐   Response: O W M G N

Directions: Teacher ☐ Learner ☐ Specific and Clear ☐ Equipment or Supplies: _____

Presentation: Independent ☐ Teacher Directed ☐ / one ☐ 2-5 ☐ 6+ ☐ Total Time: _____

Objective: _____ Task Level: I D T

_____

Activity: _____

_____

_____

Motivation ☐ Practice ☐ Knowledge of Results ☐ Small Steps ☐ Error Criteria _____

Participation ☐ Success ☐ Graduated Sequence ☐ Pace ☐ Response Time _____

Prerequisite Skills: _____

Other Skills: _____

Materials Evaluation Card - I-ACT

14

Other Information: _____

_____

_____

Related Materials, Activities:_____

_____

_____

_____

_____

Student Evaluation Questions: _____

_____

Field Test Evaluations: _____

_____

_____

Effectiveness: EX   AV   PO

Objective Used For: _____

Comments: _____

_____

_____

_____

CLIP 2

Perception
Readiness

Location:
Price:

Skill: **Short Vowel A and I**

Title: **The Vowels · Short A and Short I, # TD61   The Look and Listen Series**

Publisher: **Milliken Pub. Co.**   Date: **1969**

Instructional Level: **Grades 1, 2, 3**   Interest Level: Ps (P) I   J   S   A

Format: **record, 8 color transp., 16 dupl. pages**   Reception: (V) (A) T (AV) AT   VT

Teachers Guide [+] Answer Key [+] Self Correcting [+]   Response: (C) (W) M   G   N

Directions: Teacher [+] Learner [+] Specific and Clear [+]   Equipment or Supplies: **overhead proj. record player. dupl. eq.**

Presentation: Independent [ ] Teacher Directed [+] / one [ ] 2-5 [+] 6+ [ ] Total Time: **10 min per lesson**

Objective: **to teach, practice, reinforce short a and i sound and**   Task Level: (I) (D) (T)

symbol

Activity: **Many worksheets are worked concurrently with listening to record while teacher uses transparencies. Manual gives specific instructions for use of materials and for discussion, follow up, and alternative methods of utilization.**

Motivation [+] Practice [+] Knowledge of Results [+] Small Steps [+] Error Criteria **?**

Participation [+] Success [+] Graduated Sequence [+] Pace [+] Response Time **30 sec.**

Prerequisite Skills: **recognize short a and i sound and symbol**

Other Skills: _____

Materials Evaluation Card - I-ACT

Other Information: Lessons 1, 1A, 2, 2A, 3, 3A - Short a ; 4, 4A, 5, 5A, 6, 6A -

short i ; j ; 7, 7A, 8, 8A - review, test a, i. Indicate need of additional instruction

by individual students.

Related Materials, Activities: Recognition of Short Vowel A - Wollensak/3M Co.

                                        "   "   : I

                  Location of Short Vowel A

     "   "   "   : I

Student Evaluation Questions: none

Field Test Evaluations: None reported

Effectiveness:

Objective Used For:

Comments:

Read / Perception / Math

Readiness

Location:
Price:

Skill: **Alphabet letters, capital and small, recog-   nize, discriminate, sequence, match, name**

Title: **ALPHABET MASTERY PROGRAM - A Language Master Audio Visual Instruction Program**

Publisher: **Bell and Howell**   Date: **1969**

Instructional Level: **Kindergarten, Grade 1**   Interest Level: Ps (P) I   J   S   A

Format: **200 audio cards (recorded front & back | large print 2-6 letters**   Reception: V   A   T   (AV)   AT   VT

Teachers Guide [+] Answer Key [+] Self Correcting [+]   Response: (O) W   M   G   N

Directions: Teacher [+] Learner [—] Specific and Clear [+] Equipment or Supplies: **Lang. Mas. Card Reader**

Presentation: Independent [+] Teacher Directed [ ] / one [+] 2-5 [+] 6+ [ ] Total Time: **about 1 min./card**

Objective: **to develop and perfect knowledge of alphabet.**   Task Level: I (D) T

Activity: **Insert card in machine. Tape on front of card asks question. Learner looks at letters & responds on student track. On back of card answer is recorded - learner can check accuracy of response, compare response & correct answer. Response is erased when new recording is made.**

Motivation [+] Practice [+] Knowledge of Results [+] Small Steps [+] Error Criteria **teacher decides**

Participation [+] Success [+] Graduated Sequence [+] Pace [+] Response Time **unlimited**

Prerequisite Skills: **Instruction on alphabet, visual & auditory discrimination.**

Other Skills: **left to right progression, visual discrimination**

Materials Evaluation Card - I-ACT

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	CARDS	TASK	EXAMPLE
Other Information:	1-26	recognize & name letters	Zz
	27-36	visually discriminate different letter	TTOTT
	37-46	visually discriminate & name same letter	PRMZR
Related Materials, Activities:	47-74	recognize & name letter, discrim. same letter	P PERP
none suggested	75-90	discriminate groups of letters	str sti
	91-100	discriminate & name different letter	rrrqr
	101-115	" " " letter written twice	nmhnv
	116-131	recognize & name, discr. same	u csouv
Student Evaluation Questions:	132-133	discrim. same or different	EE
none	134-150	" letter pairs	tt tf fl
Field Test Evaluations:	151-165	recognize and name letter between	nopqrs
none reported	166-185	name missing letter in sequence	lm - op
	186-200	discrim. capital & small letter pairs	Uv Nn Vu

Effectiveness: (EX)   AV   PO

Objective Used For: To recognize capital and small forms of letters

Comments: Used cards 186-200 with beginning 1st·graders as review.

Activities • • • • • • • • • •
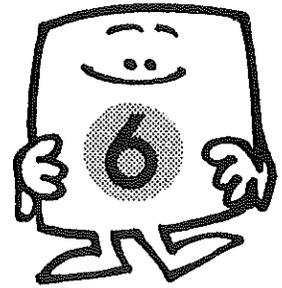
The Materials Evaluation Card is discussed and demonstrated in Chapter 5. It can be used as a guide anytime you look at instructional materials. By completing cards on a number of materials you can develop a personal Materials Evaluation Card File. This can be used to help you quickly select appropriate materials to match with characteristics of specific learners. Here's how to do it:

Developing a Materials Evaluation Card File

● Select a commercially produced material, one you have used or one you would like to know more about.

● Using the criteria listed on the card, evaluate the characteristics of the material.

● Clip off the corner or center of the card indicating the curriculum grouping which corresponds to the skill listed.

● To build a card file, simply place completed cards in a 5" X 8" file box. No particular order is necessary.

● By observing the clipped corners, you can retrieve from the card set, information on materials in the reading, math or perception and readiness curriculum areas. To locate a particular skill within a curriculum area, simply sort the appropriate subset of cards into skill groups by observing the entry for SKILL. For example, when looking for short vowel materials, retrieve the cards clipped on the left corner for reading. Then sort that group for all cards with *short vowels* listed for SKILL. Select the desired materials from those cards left.

● You can further use the cards by ordering them into a logical instructional sequence to construct a teaching strategy.

● The card is designed for reading, math, and perception or readiness areas. You could adapt it for other curriculum areas such as science, social studies, etc., by adding notches to the top edge of the card. Be sure the notch for any additional curriculum area is in approximately the same place on each card. If it is not, retrieval will be more difficult. Another way of adding flexibility for more curriculum areas would be to have cards printed on different colored stock. Set up a color code for various subject areas. Be sure to furnish a color key for this one. The colors could be combined with the notches.
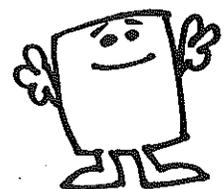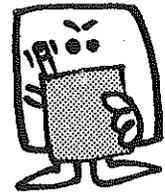
Additional Activities

For more information and further application of evaluating and selecting instructional materials for specific learners you may do the following activities.

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READ:
   Developing Individualized Instructional Activities, Johnson
      and Johnson, Westinghouse Learning Press, 1970.
   Educational Media and The Teacher, Haney and Ullmer, Wm. C.
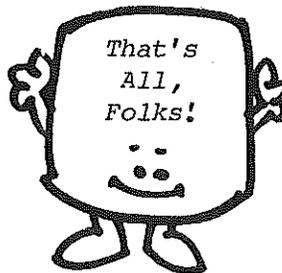   Brown Company, 1970.

USE:
   Prescriptive Materials Retrieval System, Select Ed. Inc.
      Available in most of your area IMCs.
   Media Analysis and Retrieval System, Midwestern Educational
      Resource Center. Available in some Iowa Schools and area
      IMCs or contact Iowa Department of Public Instruction,
      Special Education Division for information.

EVALUATE:
   Compare several basal reading or math programs using the
criteria on the Materials Evaluation Card.

*That's
All,
Folks!*

EVALUATING AND SELECTING INSTRUCTIONAL
MATERIALS FOR SPECIFIC LEARNERS

Teacher's Name _____ Grade Level_____

I-ACT Coordinating Teacher's Name _____

Principal's Name _____

Enclose a copy of a Materials Evaluation Card which you have completed on a
commercial material.

Using the Learner-Criteria-Material Schema, describe the characteristics of
a learner with whom you have worked along with characteristics for matching
materials. On the back, list any materials you know of which match the criteria
and characteristics.

Return a copy of these completed forms to the coordinating teacher in your
building. Fill out additional forms for other activities you may have designed
and send them in also. These will be shared in your school and other schools
participating in this project.

Evaluation Component
EVALUATING AND SELECTING INSTRUCTIONAL
MATERIALS FOR SPECIFIC LEARNERS

I-ACT Teacher
Name _____

Circle the answer which best describes your
feelings about this skills training packet?

1. How clearly did you feel the skills training
   package was written?

   very clear
   moderately clear
   neutral
   moderately unclear
   very unclear

2. How difficult did you feel it was to evaluate
   a material using the *Materials Evaluation Card?*

   very easy
   moderately easy
   neutral
   moderately difficult
   very difficult

3. How would you describe this skills training
   package on evaluating and selecting instruc-
   tional materials for specific learners.

   very helpful
   moderately helpful
   neutral
   not very helpful
   a waste of time

4. How helpful was the skills training package
   section on characteristics to consider?

   very helpful
   moderately helpful
   neutral
   not very helpful
   no help at all

5. How helpful was the skills training package
   section on the criteria.

   very helpful
   moderately helpful
   neutral
   not very helpful
   no help at all

6. How helpful was the skills training package
   section on: Example of selecting materials
   to match with a specific learner.

   very helpful
   moderately helpful
   neutral
   not very helpful
   no help at all

7. How helpful was the skills training package
   section on: Example of evaluating instructional
   materials?

   very helpful
   moderately helpful
   neutral
   not very helpful
   no help at all

In order to make this skills training package as
useful as possible, it may be that specific parts
need to be revised. What specific recommendations
would you make for revising this learning package?