Evaluating and Selecting Instructional Materials for Specific Learners

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
Evaluating and Selecting Instructional Materials for Specific Learners

by Carolyn R. Rude

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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.

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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.

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:
- 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.

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.
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

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

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

<table>
<thead>
<tr>
<th>Matching Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does he need to be taught?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Where does he need to start?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- How does he learn best?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- What is the best way to present the information to him?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td>- What does it teach?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td>- Where does it start?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td>- How does it make provision for learning styles?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
<tr>
<td>- In what way does it present the information?</td>
</tr>
<tr>
<td>list characteristics</td>
</tr>
</tbody>
</table>
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.

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.

<table>
<thead>
<tr>
<th>Objective: To practice addition facts from 0 + 0 to 9 + 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Level: Instruction - To understand, to teach, to learn</td>
</tr>
<tr>
<td>Drill - To practice, to memorize</td>
</tr>
<tr>
<td>Test - To say, to answer</td>
</tr>
<tr>
<td>Skill: Addition facts</td>
</tr>
<tr>
<td>Ability: Memory</td>
</tr>
<tr>
<td>Concept: Addition</td>
</tr>
</tbody>
</table>

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?

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.

<table>
<thead>
<tr>
<th>Objective: To practice addition facts for 2 + 1 to 2 + 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Skills: Know numbers 1 to 11, + sign, = sign, addition concept</td>
</tr>
<tr>
<td>Instructional Level: Kindergarten, grade 1</td>
</tr>
<tr>
<td>Interest Level: Primary grades</td>
</tr>
</tbody>
</table>

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.

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

Presentation Mode: Independent small group

Reception: Auditory-Visual

Response: Write

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

VISUAL reception is involved in the following types of formats:
- Filmstrip, filmloop, transparency, slide ($2 \times 2$)
- 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.
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 also important. Consider these characteristics in the material.

• MOTIVATION. Does it catch the learner's interest in order to maintain his attention and alertness.
• ARTICIPATION. 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 one available? Does it give usable information about the material? 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. 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 characteristics 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.

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
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.
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, Language Master, tape/worksheet
Large print, spacing
Design: Positive reinforcement, success

TITLE
1. Vowel Sounds Program
   Lessons 1 & 2 - Sounds of A
   Lessons 3 & 4 - Sounds of E
   Lessons 5 & 6 - Sounds of I
   Lessons 7 & 8 - Sounds of O
   Lessons 9 & 10 - Sounds of U
   Cassette tape, manipulative device, response sheet.

2. Recognition: Short Vowel A #0201
   Recognition: Short Vowel E #0202
   Recognition: Short Vowel I #0203
   Recognition: Short Vowel O #0204
   Recognition: Short Vowel U #0205
   Evaluation: Short Vowel Recognition #0206
   Location: Short Vowel A #0214
   Location: Short Vowel E #0215
   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
   Record

4. Lucky Duck - Spelling
   Learning Games, Kit A
   Game

   PUBLISHER
   Milton Bradley
   Side 1 - auditory perception of vowel sound in isolation
   Side 2 - vowel sound as phonetic unit in word
   Wollensak/3M
   Recognition Series: auditory perception of sound, sound-symbol relationship
   Location Series: Position of sound-symbol in word
   Classroom Materials Co.
   Auditory perception of short vowel sounds a, e, i, o, u
   Lyons and Carnahan
   Discrimination of a, e, i, o, u sounds, classify words having the same sound
5. Spin and Win - Spelling Learning Games, Kit B
   Game

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

7. Dial A Vowel #9821
   Game

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

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

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

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

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 recognition 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.

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.

<table>
<thead>
<tr>
<th>Entry</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING, PERCEPTION/READINESS, MATH</td>
<td>clip appropriate edge to facilitate card filing.</td>
</tr>
<tr>
<td>LOCATION/PRICE</td>
<td>Where is it located so you can use it/how much; see publisher's catalog</td>
</tr>
<tr>
<td>SKILL</td>
<td>ability, concept, task taught. See page 3.</td>
</tr>
<tr>
<td>TITLE/PUBLISHER</td>
<td>complete name as listed in catalog or on material; series name; grade level, kit number, etc. Publishing company name, address. Latest copyright date.</td>
</tr>
<tr>
<td>INSTRUCTIONAL LEVEL</td>
<td>grade level, reading level, mental age, difficulty index. See page 3.</td>
</tr>
<tr>
<td>INTEREST LEVEL</td>
<td>circle one or more: Preschool (Ps), Primary (P), Intermediate (I), Junior High (J), Senior High (S), Adult (A). See page 4.</td>
</tr>
<tr>
<td>FORMAT</td>
<td>See page 5.</td>
</tr>
<tr>
<td>RECEPTION</td>
<td>circle one or more: Visual (V), Auditory (A), Tactile/Kinesthetic (T), Auditory/Visual (AV), Auditory/Tactile (AT), Visual/Tactile (VT). See page 4.</td>
</tr>
<tr>
<td>TEACHERS GUIDE/ANSWER KEY/SELF CORRECTING</td>
<td>indicate + or -. See page 4.</td>
</tr>
<tr>
<td>RESPONSE</td>
<td>Circle one or more: Oral (O), Write or Print (W), Move or Manipulate (M), Gesture (G), No specific Response (N). See page 4.</td>
</tr>
<tr>
<td>DIRECTIONS</td>
<td>Teacher/Learner/Specific and Clear -- indicate + or -. See page 6.</td>
</tr>
<tr>
<td>EQUIPMENT OR SUPPLIES</td>
<td>type of machine, screen, pencil, crayon.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Independent/Teacher Directed one/2-5/6+ -- indicate + or -. See page 4.</td>
</tr>
<tr>
<td>TOTAL TIME</td>
<td>See page 6.</td>
</tr>
</tbody>
</table>
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 not yet listed. Skills by page, alternative teaching strategies, 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 criteria on the card to evaluate instructional materials.
<table>
<thead>
<tr>
<th>Skill:</th>
<th>Perception Readiness</th>
<th>Location: Price:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher:</td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Instructional Level:</td>
<td>Interest Level: Ps P I J S A</td>
<td></td>
</tr>
<tr>
<td>Format:</td>
<td>Reception: V A T AV AT VT</td>
<td></td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>Answer Key</td>
<td>Self Correcting</td>
</tr>
<tr>
<td>Response:</td>
<td>O W M G N</td>
<td></td>
</tr>
<tr>
<td>Directions: Teacher</td>
<td>Learner</td>
<td>Specific and Clear</td>
</tr>
<tr>
<td>Equipment or Supplies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation: Independent</td>
<td>Teacher Directed</td>
<td>one</td>
</tr>
<tr>
<td>Total Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective:</td>
<td>Task Level: I D T</td>
<td></td>
</tr>
<tr>
<td>Activity:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Other Information:


Related Materials, Activities:


Student Evaluation Questions:


Field Test Evaluations:


Effectiveness: EX AV PO

Objective Used For:

Comments:


**Title:** The Vowels - Short A and Short I, 4 TD61 The Look and Listen Series

**Publisher:** Milliken Pub. Co.

**Instructional Level:** Grades 1, 2, 3

**Format:** Record, 8 color transp., 16 dupl. pages

**Reception:** A, T, AV, AT, VT

**Response:** O, R, M, G, N

**Overhead proj.** record player, dupl. eq.

**Objective:** To teach, practice, reinforce short a and i sound and 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, Task, 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; 7, 7A, 8, 8A - review, test. i. indicate need of additional instruction by individual students.

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

Location of Short Vowel A

Student Evaluation Questions: none

Field Test Evaluations: none reported

Effectiveness: XX EX PO

Objective Used For:

Comments:
Skill: Alphabet letters, capital and small, recognize, discriminate, sequence, match, name

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

Publisher: Bell and Howell

Instructional Level: Kindergarten, Grade 1

Format: 200 audio cards (recorded front & back) - letter recognition

Teachers Guide + Answer Key + Self Correcting +

Directions: Teacher + Learner - Specific and Clear + Equipment or Supplies: Lang. Mas. Card Reader

Presentation: Independent + Teacher Directed +

Objective: to develop and perfect knowledge of alphabet.

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
Other Information:

<table>
<thead>
<tr>
<th>TASK</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARDS</td>
<td></td>
</tr>
<tr>
<td>1-26 recognize &amp; name letters</td>
<td>Zz</td>
</tr>
<tr>
<td>27-36 visually discriminate different letter</td>
<td>TTOOT</td>
</tr>
<tr>
<td>37-46 visually discriminate &amp; name same letter</td>
<td>PRMZR</td>
</tr>
</tbody>
</table>

Related Materials, Activities:

<table>
<thead>
<tr>
<th>none suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-90 discriminate groups of letters</td>
</tr>
<tr>
<td>91-100 discriminate &amp; name different letter</td>
</tr>
<tr>
<td>101-115 &quot; &quot; &quot; letter written twice</td>
</tr>
<tr>
<td>116-131 recognize &amp; name, discrim. same</td>
</tr>
</tbody>
</table>

Student Evaluation Questions:

| 132-133 discrim. same or different | EE |
| none |
| 134-150 " letter pairs | tf f1 |

Field Test Evaluations:

| 161-165 recognize and name letter between | no pq rs |
| none reported |
| 166-185 name missing letter in sequence | 1 m - 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:

• 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.

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

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!
Evaluation Component
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

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?

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

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

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

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

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

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

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?

I-ACT Teacher
Name ________________________

very clear
moderately clear
neutral
moderately unclear
very unclear

very easy
moderately easy
neutral
moderately difficult
very difficult

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

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

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

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