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ABSTRACT

This is the third of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. This volume contains the four evaluation instruments developed during this project: (1) Criteria for the Evaluation of Resource Materials-Evaluator's Form; (2) Criteria for the Evaluation of Resource Materials, Background Characteristics in General Contexts-Evaluator's Form; (3) Criteria for the Evaluation of Resource Materials, Decision-Making in a Specific Context-User's Form; and (4) Criteria for the Evaluation of Resource Materials-Evaluator's Form for Annotations. The criteria and standards for these instruments were developed primarily from the following instruments: the Sussex Scheme (Eraut, 1975); EPIE form A (Educational Products Information Exchange Institute); the Ethnic Studies Materials Analysis System and the Curriculum Materials Analysis System (Social Science Education Consortium). (BS)

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A GUIDE FOR SELECTING
BILINGUAL BICULTURAL
RESOURCE MATERIALS:
THE ANALYTIC INSTRUMENT

MICHAEL WATT

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PREFACE

The criteria and standards of this analytic instrument were developed through referral to existing analytic instruments for the evaluation of instructional materials. The purpose of this Preface is to acknowledge the sources of those criteria and standards included within this instrument. Firstly, the Evaluator's Form to that part of the instrument titled Criteria for the Evaluation of Resource Materials, will be considered.

Generally, the organization of the constructs, Rationale, research and development, Goals, Contents, Methods and Evaluation are based upon the analytic instrument, *EPIEform A* developed by Educational Products Information Exchange Institute. Additionally, the introductory, concluding and summary sections, Identification of resource material, Contingencies and congruences, and Assessment and recommendations, are derived from this source. The incorporation of a subsequent section, Background characteristics, was developed through juxtaposition of factors in the instructional setting identified in relation to use of *EPIEform A* in the selection of resource materials, and the relevant section of the *Curriculum Materials Analysis System* developed by the Social Science Education Consortium.

Within the section, Identification of resource material, the following criteria have been developed from corresponding descriptors, indicated in parentheses, of *EPIEform A*: 1.1 (IA), 1.2 (IB), 1.3 and 1.4 (IC), 1.5 (ID), 1.6 (IE), 1.7 (IF), 1.8 (IG), 1.9 (IH), 1.10 (II), 1.13 (IJ), 1.14.2 (VIID), 1.15 (VIIB), 1.16 and 1.17 (VIIC) and 1.18 (VIIA). The format for specification within 1.5 has been adopted from the format applied by the Dissemination and Assessment Center for Bilingual Education within their *Cartel* series of publications. The following criteria of this instrument were developed from descriptors in the *Ethnic Studies Materials Analysis System*, an analytic instrument of the Social Science Education Consortium developed from the *Curriculum Materials Analysis System*: 1.11 (1.3) and 1.12 (1.4). The criterion, 1.14.1, has incorporated within the instrument the Coefficient of Evaluation developed by Pratt (1971, 1972). The descriptors within the criterion 1.19 have been developed from descriptors within part 7.0 of the *Curriculum Materials Analysis System*.

Within the construct, Rationale, research and development, the following criteria have been developed from the corresponding descriptors within *EPIEform A*: 2.1 (IIA) and 2.2 (IK).

Criteria within the construct, Goals, have been developed from two sources: *EPIEform A* and the *Curriculum Materials Analysis System*. The criteria developed from *EPIEform A* are 3.1 (IIB) and 3.2 (IIC). However aspects of the cognitive objectives from *Curriculum Materials Analysis System* have been embodied within the criteria of the Goals: 3.1.2 (2.41) and 3.2.2 (2.43).

The categories of the construct, Contents, are derived from a variety of sources. The following criteria within the category, Characteristics, derive largely from Robinson (1978: 62): 4.1.1, 4.1.2, 4.1.3 and 4.1.4. The criteria, 4.1.5.1 and 4.1.5.2, have been developed from Mackay (1977: 259). Additionally, the following criteria have been developed from criteria devised by the National Bilingual Materials Task Force in relation to instructional materials analysed for inclusion in Educational Products Information Exchange Institute (1976): 4.1.5.3 from the criterion Linguistic Content and 4.1.6 from the criterion Language Level. The criteria of the subcategory, Contents, of the Scope have been developed from criteria, indicated within parentheses, of the *Sussex Scheme* developed by Eraut *et al.* (1975): 4.1.1.1 (2.1) and 4.1.1.2 (2.2). The criteria of the subcategory, Coverage, of the Scope, and the Sequence, have been developed from *EPIEform A*: 4.2.2 (IIIA), 4.3.1 (IIIB1) and 4.3.2 (IIIB2). Standards expressed within the criterion 4.2.2.1 have been developed from Robinson.

The criteria within the construct, Methods, derive from *EPIEform A*: 5.1 (IVA), 5.2 (IVB), 5.3 (IVC), 5.4 (IVD) and 5.6 (IVF). However, the standard expressed in the criterion 5.3.1 has been derived from 4.31 of the *Curriculum Materials Analysis System*.

The category, Responses, of the construct Outcomes, has been developed from Robinson. The instrument's capacity to analyse Outcomes within bicultural materials has resulted from modifications of criteria within the *Curriculum Materials Analysis System*: skills stated in 6.2.1.2.1 derive from 3.1; the disciplines presented in 6.2.1.2.2 have been developed through combining the semantic emphases detailed by Robinson with the disciplines included in the *Curriculum Materials Analysis System*. The value positions presented in 6.2.2 of the instrument derive from the affective objectives (2.52) and content (3.221) of the *Curriculum Materials Analysis System*. The categories of affective outcomes included in 6.2.2.2 have been partly developed from Robinson (1978: 61).

The following categories of the construct, Evaluation, have been developed from *EPIEform A*: 7.2 (VA), and 7.3 and 7.4 (VB).

The essential features of the concluding section, Contingencies and congruences, and the summary section, Assessment and recommendations, have been developed from *EPIEform A*: 8 (VIA) and 9.1 (VIIIA).

Although the major subcategories of the section, Background Characteristics, have been derived from *EPIE form A*, criteria have been developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute (1976: xvii): 10.4.1.1 (IA1), 10.1.1.2 (IA3), 10.1.1.3 (IA2), 10.2.1.1.1 (IB3), 10.2.1.2 (IB4), 10.2.1.3 (IB5), 10.2.2.1 (IC1), 10.2.2.2 (IC2), 10.2.2.3 (IC3), 10.2.2.4 (IC4), 10.3.1.1 (IIC1), 10.3.1.2 (IIC2), 10.3.1.3 (IIC3) and 10.3.2.1 and 10.3.2.2 (IIA1). Additionally, the standards of two criteria originate directly within *EPIE form A*: 10.3.1.3.1 and 10.3.1.3.2 (VIIC). Also several criteria or standards have been developed from the *Curriculum Materials Analysis System*: 10.1.1.2.1 (5.43), 10.1.1.2.2 (5.44), 10.1.1.3.1 (5.46), 10.2.1.1.1.1 (5.141), 10.2.1.3.2 (5.5), 10.2.2.2 (5.321), 10.2.2.3 (5.33), 10.2.2.4 (5.322), 10.3.1.4 (5.2) and 10.3.2.3.2 (5.13).

Acknowledgements of sources for the third part of the analytic instrument, the user's form for decision-making in a specific context in relation to resource materials, are detailed below. The four major sections of this part of the instrument have been derived from Part 5 of the *Sussex Scheme*.

Within the section, Contextual Constraints, the criteria have been largely developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute: 1.1.1.1 (IA1), 1.1.1.2 (IA3), 1.1.1.3 (IA2), 1.1.1.4 (IA4), 1.1.2 (IB1), 1.2.1.1 (IB3), 1.2.1.2 (IB4), 1.2.1.3 (IB5), 1.2.1.4 (IB6), 1.2.1.5 (IB7), 1.2.1.6 (IB8), 1.2.2.1 (IC1), 1.2.2.2 (IC2), 1.2.2.3 (IC3), 1.2.2.4 (IC4), 1.2.2.5 (IC5), 1.2.2.6 (IC6), 1.2.3.1 (ID1), 1.2.3.2 (ID2), 1.2.3.3 (ID3), 1.3.2.1 (IIC1), 1.3.2.2 (IIC2), 1.3.3.1 and 1.3.3.2 (IIA1). Also the following have been derived from *Curriculum Materials Analysis System*: 1.3.2.4 (5.2) and 1.3.3.3.2 (5.13).

The standards defined within the second section, Decision Issues, derive from the alternative courses described within the Decision Arena in Educational Products Information Exchange Institute (1976: xx, xxii).

Within the third section, Implementation Strategies, the standards within 3.2.2.5 have been derived from 4.3 of the *Curriculum Materials Analysis System*.

In acknowledging the sources of these criteria and standards adopted within the analytic instrument, the author wishes to indicate that criteria and standards applying to *EPIE form A* and to Educational Products Information Exchange Institute are printed with the permission of Educational Products Information Exchange Institute, P. O. Box 839, Water Mill, New York, 11976, United States of America; that criteria and standards applying to the *Curriculum Materials Analysis System: Long Form*, revised edition, and the *Music Studies Materials Analysis Instrument* are printed with the permission of the Social Science Education Consortium, 855 Broadway, Boulder, Colorado, 80302, United States of America; and that criteria and standards applying to the *Sussex Scheme* are printed with the permission of Dr. Michael Eraut, School of Education, University of Sussex, Falmer, Brighton, Sussex, BN1 9RG, United Kingdom.

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

Evaluator's Form

<p>1. Identification of Resource Material</p>	
<p>1.1 Title</p>	<p>1.1</p>
<p>1.2 Author or authors, developer or developers</p>	<p>1.2</p>
<p>1.3 Publisher, Distributor</p>	<p>1.3</p>
<p>1.4 Address of Publisher, Distributor</p>	<p>1.4</p>
<p>1.5 Year of copyright</p>	<p>1.5</p>
<p>1.6 Material medium or media</p>	<p>1.6</p>
<p>_____ print</p>	<p><input type="checkbox"/> set of</p>
<p>_____ transparencies</p>	<p><input type="checkbox"/> set of</p>
<p>_____ pictures (magnet board, flannelgraph board, plastigraph)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ posters (wall display)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ games</p>	<p><input type="checkbox"/> set of</p>
<p>_____ puzzles</p>	<p><input type="checkbox"/> set of</p>
<p>_____ sentence makers</p>	<p><input type="checkbox"/> set of</p>
<p>_____ flashcards</p>	<p><input type="checkbox"/> set of</p>
<p>_____ slides (epidiascope)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ filmstrips (epidiascope)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ slides (projector)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ filmstrips (projector)</p>	<p><input type="checkbox"/> set of</p>
<p>_____ films</p>	<p><input type="checkbox"/> set of</p>
<p>_____ audiocassettes</p>	<p><input type="checkbox"/> set of</p>
<p>_____ records</p>	<p><input type="checkbox"/> set of</p>
<p>_____ videocassettes</p>	<p><input type="checkbox"/> set of</p>
<p>_____ other</p>	<p><input type="checkbox"/> (specify)</p>

1.9 Curriculum role
 basic
 supplementary

1.9

1.10 Grade levels or age groups
 1.10.1 as indicated by author or publisher
 1.10.2 as indicated by the analyst

1.10
 1.10.1
 1.10.2

1.11 Academic status specified
 gifted
 average
 slow learner
 all students
 not specified

1.11

1.12 Educational time block specified
 single lesson
 unit or mini-course
 semester or term
 year-long course
 other
 not specified

1.12

 (specify)

1.13 Population characteristics specified

1.13 (specify)

1.14 Community acceptance
 1.14.1 biases towards groups specified
 sex roles
 racial background
 cultural background
 regional background
 national background

1.14 Name of group 1 Name of group 2 Coefficient of Evaluation¹

Group 1	Group 2

1.14.2 nature of biases stated or implied

1.14.2 (specify)

1.15 Source

- Material in the second language developed abroad without adaption for use in Australia.
- Material translated from English into the second language without adaption.
- Material translated and rewritten in the second language so as to be more suitable for the target population.
- Material in the second language written especially for ethnic Australian needs.
- Material in the second language written for Australian needs.
- Material in the English language developed abroad, and depicting aspects of other cultures or containing the content of various other school subjects.
- Material in the English language developed in Australia, and depicting aspects of other cultures or containing the content of various other school subjects.
- other

1.15

(specify)

1.16 Teacher training

1.16

1.16.1 extent of specified in-service training necessary to master content of the material

1.16.1

_____ very extensive training necessary

_____ quite extensive training necessary

_____ slight training necessary

_____ little training necessary

_____ no training necessary

_____ not specified

1.16.2 extent of specified in-service training necessary to master suggested teaching methods in the material

1.16.2

_____ very extensive training necessary

_____ quite extensive training necessary

_____ slight training necessary

_____ little training necessary

_____ no training necessary

_____ not specified

1.16.3 nature of specified in-service teaching training

1.16.3 (specify)

1.17 Preparation

1.17.1 extent of specified out-of-classroom preparation necessary

_____ very extensive preparation necessary

_____ quite extensive preparation necessary

_____ slight preparation necessary

_____ little preparation necessary

_____ no preparation necessary

_____ not specified

1.17.2 nature of specified out-of-classroom preparation necessary

1.17

1.17.1

1.17.2 (specify)

1.18 Physical description

1.18.1 characteristics of physical description

1.18.2 aesthetic quality of presentation

_____ excellent quality

_____ good quality

_____ fair quality

_____ poor quality

_____ very poor quality

1.18

1.18.1 (specify)

1.18.2

1.18.3 technical quality of presentation

- excellent quality
- good quality
- fair quality
- poor quality
- very poor quality

1.18.3

1.19 Material development

1.19.1 institution or agency: type responsible for development of the materials

- federal
- state
- school
- university
- college of advanced education
- private non-profit
- commercial
- not specified
- other

1.19

1.19.1

(specify)

1.19.2 affiliation nature of author's or authors', developer's or developers' teaching experience, educational and professional affiliations

1.19.2 (specify)

1.19.3 origin nature of circumstances responsible for material development

1.19.3 (specify)

1.19.4 funding characteristics:
nature of sources,
length, amount

1.19.4 (specify)

1.19.5 dissemination:
nature of extent
undertaken by author
or authors, developer
or developers, and
publisher to
teachers, schools,
state departments,
tertiary institutions
and the public

1.19.5 (specify)

2. Rationale, Research and Development

2.1 Rationale

2.1.1 nature of author's explanation

2.1

2.1.1 (specify)

2.1.2 clarity of specification

- very clear
- quite clear
- fairly clear
- obscure
- very obscure
- not specified

2.1.2

2.2 Research and Development

2.2.1 nature of validation and pilot trialling specified

2.2

2.2.1 (specify)

2.2.2 nature of learner-based revision specified

2.2.2 (specify)

2.2.3 nature of reference groups, materials and locations involved

2.2.3 (specify)

3. Goals

3.1 Goals

3.1.1 general goals

3.1.1.1 nature of general goals the author intends the learner to achieve

3.1.1.2 type of specification

___ specified

___ not specified

3.1.2 Categories

3.1.2.1 nature of cognitive goals presented in the material: memory, comprehension, application, analysis, synthesis, evaluation

3.1.2.2 nature of affective goals presented in the material: receiving, responding, valuing, organisation, characterisation

3.1

3.1.1

3.1.1.1 (specify)

3.1.1.2

3.1.2

3.1.2.1 (specify)

3.1.2.2 (specify)

3.2 Objectives

3.2.1 specific objectives

3.2.1.1 nature of specific objectives of each component part, chapter or lesson of the material the author intends the learner to achieve

3.2

3.2.1

3.2.1.1 (specify)

3.2.1.2 type of specification

___ specified

___ not specified

3.2.1.2

Two stacked empty rectangular boxes with a handwritten checkmark below them.

3.2.1.3 nature of description

___ stated in behavioural or performance terms

___ not stated in behavioural or performance terms

3.2.1.3

One empty rectangular box.

One empty rectangular box.

3.2.2 category

nature of behavioural or performance objectives presented in the material: what a learner must demonstrate to achieve an objective; conditions of the demonstration; and the extent to which a learner's performance relates to behavioural changes

3.2.2 (specify)

4. Contents

4.1 Characteristics of the material

4.1.1 forms

component materials included in the package

- readers
- textbooks
- nonconsumable workbooks
- consumable workbooks
- nonconsumable activity book or sheets
- consumable activity book or sheets
- manuals
- audio
- visual
- audiovisual
- other

4.1

4.1.1

- set of
- (specify)

4.1.2 reality status

- fact
- fiction

4.1.2

4.1.3 currency

nature of temporal references

- past (historical)

4.1.3

 (specify)

_____ present (contemporary)

(specify)

_____ future (futuristic)

(specify)

4.1.4 semantic emphasis

4.1.4

- _____ anthropological
- _____ economic
- _____ geographical
- _____ historical
- _____ philosophical
- _____ political
- _____ psychological
- _____ scientific
- _____ sociological
- _____ social psychological

4.1.5 linguistic characteristics

4.1.5

4.1.5.1 usage

4.1.5.1

- _____ first language only
- _____ bilingual
- _____ second language only

4.1.5.2 nature characteristics of language or languages used

4.1.5.2

4.1.5.3 content

4.1.5.3

- _____ standard: uses second language material understood by most world-wide speakers

(specify)

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— dialect: uses second language material characteristic of a region

(specify)

— culturally charged: uses words or phrases in second language material characteristic of a particular ethnic group that have no equivalents in the language used by other ethnic groups, nor are they translatable

(specify)

— unacceptable: uses second language material of unacceptable overall standards in linguistic content (morphology, syntax)

(specify)

4.1.6 language level

4.1.6

4.1.6.1 level

4.1.6.1

— beginner: material designed for learners with no or limited experience in the second language

— intermediate: material designed for learners with some experience in the second language

advanced:
material
designed for
learners
fluent in
the second
language



4.1.6.2 characteristics

4.1.6.2 (specify)

4.2 Scope

4.2

4.2.1 contents

4.2.1

4.2.1.1 description of
contents of
learner materials:
list of topic,
chapter, thematic
categories;
description of
the contents of
these categories
in detail;
relative emphases
given to differ-
ent aspects of
the subject
matter in
quantitative
terms

4.2.1.1 (specify)

4.2.1.2 description of
contents of
teacher materials:
list of topic,
chapter, thematic
categories;
description of the
contents of these
categories in
detail; relative
emphases given to
different aspects
of the subject
matter in quantit-
ative terms

4.2.1.2 (specify)

4.2.3 coverage

4.2.3.1 nature of treatment of material

extensive: a variety of short materials

intensive: a few materials treated intensively

4.2.3

4.2.3.1

4.2.3.2 clarity of coverage of material

very clear

quite clear

fairly clear

obscure

very obscure

4.2.3.2

4.2.3.3 number of times material is to be covered

once

twice

several times

4.2.3.3

4.2.3.4 all material required to be covered for a satisfactory experience

yes

no

4.2.3.4

4.2.3.5 supplementary materials

4.2.3.5

4.2.3.5.1 specification

4.2.3.5.1

required

recommended

supplied

not specified

4.2.3.5.2 nature of description

4.2.3.5.2 (specify)

4.3 Sequence

4.3.1 order

order in which learners must use the material

_____ based upon chronology

_____ movement from concrete to abstract, increasing complexity or difficulty

_____ breaking down of complex ideas into their component parts

_____ principles of programmed instruction: tasks subdivided into very small steps and sequenced

_____ a developmental view of the learning process: timing student engagement in various learning (cognitive, affective) tasks based on estimates of readiness

4.3.2 entry and exit points

4.3.2.1 starting point within the sequence

_____ same for each student

_____ different for each student

4.3.2.2 determination of starting point

_____ by learner

_____ by teacher

_____ by material

4.3

4.3.1

4.3.2

4.3.2.1

4.3.2.2

4.3.2.3 basis for determining starting point

- prior knowledge
- interests
- test scores
- other

4.3.2.3

(specify)

4.3.2.4 course within sequence

- same for each student
- different for each student

4.3.2.4

4.3.2.5 determination of the sequence

- by learner
- by teacher
- by material

4.3.2.5

4.3.2.6 basis for determining the sequence

- performance on preceding tasks
- interests
- other

4.3.2.6

(specify)

4.3.2.7. optional sequences available

- open-ended alternatives
- branching: alternative sequence based upon interests, learning style, flexible objectives, or anticipated difficulties

4.3.2.7

--

--

recycling:
learner
assistance
by repeti-
tion until
mastery is
achieved

not
specified



5. Methods

5.1 Recommendations for use

5.1.1 nature of description specified

5.1.1.1 teaching methods

5.1.2 clarity of description of methods

- very clear
- quite clear
- fairly clear
- obscure
- very obscure
- not specified

5.1.3 type of description

- comprehensive
- not comprehensive
- not specified

5.1.4 location of description within the material

5.2 Type of learning environment

5.2.1 location for which the material is designed

- classroom
- elsewhere

5.1

5.1.1

5.1.1.1 (specify)

5.1.2

5.1.3

5.1.4 (specify)

5.2

5.2.1

(specify)

5.2.2 activity grouping intended

- Individual learner
- learners arranged in small groups of mixed ability
- learners arranged in small groups of similar ability
- learners arranged in class groups of mixed ability
- learners arranged in class groups of similar ability
- learners arranged in groups, but the sizes and abilities of groups unspecified
- other

5.2.2

(specify)

5.3 Nature of interaction
Contacts prompted in the learning approach adopted

- teacher-to-learner action
- resource material-to-learner action
- teacher-learner interaction
- teacher-learner and learner-learner interaction
- resource material-learner interaction
- teacher-learner-resource material interaction

5.3

5.4 Teacher and learner roles
initiation intended

- by learner
- by teacher
- by other

5.4

(specify)

5.5 Teaching approach

5.5.1 second language materials:
types identified

- grammar-translation
(indirect) method
- cognitive code
- direct method
- audio-lingual method
- audio-visual method
- natural approach
- total physical response
- suggestopedia
- the silent way
- counselling-learning
- eclectic approach
- other

5.5.2 nature of teaching approach
or approaches identified

5.5

5.5.1

(specify)

5.5.2 (specify)

5.6 Learning approach

5.6.1. types identified

_____ didactic instruction:
contents presented to
the learner through
lecture and verbal
presentations

_____ programmed instruction:
tasks subdivided into
very small steps and
sequenced to minimise
errors

_____ discussion and question-
ing methods

_____ practice and drill
methods

_____ viewing, listening,
answering methods

_____ problem-solving,
heuristic and discovery
methods: helping
learners to find out
a fact known to the
teacher

_____ inquiry methods:
setting a task for
learners to solve
through their own
initiatives

_____ methods to develop
creativity

_____ role-playing, simulation
and games

_____ experiential: providing
experiences from which
learners will learn
different things

_____ eclectic

5.6.2 nature of learning approach or
approaches identified

5.6.2 (specify)

6. Outcomes

6.1 Responses

6.1.1 responses

6.1.1.1 nature of intended responses the author expects the learner to express

6.1

6.1.1

6.1.1.1 (specify)

6.1.1.2 type of specification

specified

not specified

6.1.1.2

6.1.2 categories

6.1.2.1 nature of cognitive responses the author expects the learner to express

6.1.2

6.1.2.1 (specify)

6.1.2.2 nature of affective responses the author expects the learner to express

6.1.2.2 (specify)

6.1.3 method of presentation of material

6.1.3.1 verbal transmission

- aural (listened to)
- oral (spoken about)
- graphic (read)
- graphic (written about)

6.1.3.2 non-verbal transmission

- pictorial
- kinesic
- tactile
- olfactory

6.1.4 method of response to material

6.1.4.1 verbal transmission

- aural (listened to)
- oral (spoken about)
- graphic (read)
- graphic (written about)

6.1.4.2 non-verbal transmission

- pictorial
- kinesic
- tactile
- olfactory

6.1.3

6.1.3.1

6.1.3.2

6.1.4

6.1.4.1

6.1.4.2

6.2 Outcomes

6.2.1 cognitive

6.2.1.1 second language materials

6.2.1.1.1 types of skills predicted through use of the material in instruction

_____ listening

_____ speaking

_____ reading

_____ writing

6.2.1.1.2 categories

nature of skills presented in the material

6.2.1.1.2.1 configurational sequence

_____ sight vocabulary: word recognition

_____ structural analysis: perception of derived words

6.2.1.1.2.2 graphophonic sequence

_____ phonics: letter recognition, blending, digraphs

_____ syllabification

6.2

6.2.1

6.2.1.1

6.2.1.1.1

6.2.1.1.2

6.2.1.1.2.1

(specify)

(specify)

6.2.1.1.2.2

(specify)

(specify)

6.2.1.1.2.3 syntactic transformations:
sentence patterns

6.2.1.1.2.3
(specify)

6.2.1.1.2.4 semantic operators

6.2.1.1.2.4

non-verbal operators:
gestural, expressional and situational cues

(specify)

lexical operators:
words, phrases and idioms with complex associations and usage rules

(specify)

grammatical operators:
syntactic and morphological rules and structures

(specify)

intonational operators:
patterns of pitch, stress or juncture

(specify)

6.2.1.2 Bicultural materials

6.2.1.2.1 type of skills predicted through use of the material in instruction

- _____ facts
- _____ concepts
- _____ generalisations
- _____ structures
- _____ theories
- _____ major processes

6.2.1.2.2 categories nature of each skill presented including emphasis, learner uses stated, and attributes within each discipline

_____ anthropology

_____ economics

_____ geography

6.2.1.2

6.2.1.2.1

6.2.1.2.2

(specify)

(specify)

(specify)

_____ history

(specify)

_____ philosophy

(specify)

_____ political science

(specify)

_____ psychology

(specify)

_____ science

(specify)

_____ sociology

(specify)

_____ social psychology

(specify)

6.2.2 affective

6.2.2

6.2.2.1 type of value positions predicted through use of the material in instruction

6.2.2.1

_____ indoctrination

_____ clarification

_____ analysis

_____ commitment

6.2.2.2 categories nature of each value position presented, including emphasis, learner uses stated, and attributes within each

6.2.2.2

_____ literary themes

(specify)

_____ cultural identification

(specify)

_____ motivational
attitudes for
second language
learning

(specify)

_____ cognitive style

(specify)

7. Evaluation

7.1 Specification

7.1.1 types of evaluation designs specified

- written tests
- oral tests
- written inventories
- oral inventories
- written exercises
- oral exercises
- activities to be assessed by observation
- not specified
- other

7.1.2 nature of evaluation designs specified

7.2 Purpose

types used in student evaluation specified

- achievement
- mastery
- diagnostic
- screening

7.1

7.1.1

(specify)

7.1.2 (specify)

7.2

7.3 Outcomes

7.3.1 outcomes specified in cognitive tests

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

7.3.2 outcomes specified in affective inventories

- receiving
- responding
- valuing
- organisation
- characterisation

7.4 Means

7.4.1 assessment form applied

- criterion-referenced
- norm-referenced

7.4.2 type specified

- teacher-made
- standardised

7.3

7.3.1

7.3.2

7.4

7.4.1

7.4.2

7.4.3 technique applied

7.4.3

7.4.3.1 objective

7.4.3.1

_____ multiple-choice items

_____ true-false items

_____ simple recall items

_____ matching items

_____ rank-order items

7.4.3.2 completion

7.4.3.2

_____ cloze procedures

7.4.3.3 extended

7.4.3.3

_____ short answer procedures

_____ essays

7.4.3.4 performance

7.4.3.4

_____ rankings

_____ checklists

_____ rating scales

_____ anecdotal records

7.4.4 reporting student evaluation

7.4.4

7.4.4.1 form of tabulation specified

7.4.4.1 (specify)

7.4.4.2 uses of results specified

7.4.4.2 (specify)

8. Contingencies and Congruences

8.1 Contingencies

8.1.1 set of materials

nature of contingencies
between antecedents,
transactions and outcomes

8.1.2 program

nature of contingencies
between antecedents,
transactions and outcomes

8.2 Congruences

nature of congruences
between program and set
of materials.

8.1

8.1.1 (specify)

8.1.2 (specify)

8.2 (specify)

9. Assessment and Recommendations

9.1 Summary comments

9.1

9.1.1 suitability

9.1.1

9.1.1.1 Material for use with learners from non-English speaking backgrounds for

9.1.1.1

continuous bilingual education

initial bilingual education

community language education

bicultural education

9.1.1.2 Material for use with all learners for

9.1.1.2

bilingual education

community language education

bicultural education

9.1.2 additional assessments

9.1.2 (specify)

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

Background Characteristics in General Contexts

- Evaluator's Form

10. Background Characteristics

10.1 Policies

10.1.1 The Community

Success in use with the resource material is likely in communities with the following characteristics

10.1.1.1

Type and size

_____ urban (above 100 000 people)

_____ suburban (above 100 000 people)

_____ urban (25 000 to 100 000 people)

_____ suburban (25 000 to 100 000 people)

_____ urban (1000 to 25 000 people)

_____ urban (below 1000 people)

_____ rural

10.1.1.2

Socio-economic stratification

_____ professional, technical and related workers

_____ administrative, executive, managerial workers

_____ clerical and related workers

- _____ sales workers
- _____ craftsmen, foremen and related workers
- _____ production-process and related workers
- _____ laborers (non-farm)
- _____ private household workers
- _____ other service workers
- _____ farm owners and managers
- _____ farm laborers and foremen

10.1.1.2.1

Social mobility:
degree of social mobility in the community

- _____ mobile
- _____ static
- _____ both mobile and static

10.1.1.2.2

Attitudes in the community

- _____ conservative
- _____ liberal
- _____ radical

10.1.1.3

Ethnic composition

- _____ Australia
- _____ Austria
- _____ Britain
- _____ Czechoslovakia
- _____ Germany (German Democratic Republic and Federal Republic of Germany)
- _____ Greece

- Hungary
- Italy
- Netherlands
- Poland
- Yugoslavia
- other

(specify)

10.4.1.3.1

Ethnic communities:
success dependent upon support
from ethnic communities

- yes
- no

10.1.1.3.2

Community conflict
Likelihood of materials causing
conflict between Anglo-
Australians and an immigrant
group.

- unlikely
- possibly
- likely

10.2

Educational Practices

10.2.1

Schooling and the School

10.2.1.1

Student body

10.2.1.1.1

Characteristics
Nature of learner character-
istics for success with the
resource material.

10.2.1.1.1.1

Socio-economic level

- upper
- middle
- lower

10.2.1.1.1.2

Social characteristics

(specify)

10.2.1.1.1.3

Ethnic characteristics

(specify)

10.2.1.1.2

Groupings:

size of activity groupings for success with the resource material

individual learner

learners arranged in small groups of mixed ability

learners arranged in small groups of similar ability

learners arranged in class groups of mixed ability

learners arranged in class groups of similar ability

learners arranged in groups, but the sizes and abilities of groups unspecified

other

(specify)

10.2.1.2

Purpose
Purpose to which the resource material best relates.

- general education
- preparation for further education
- training in specific skills

10.2.1.3

Curriculum

10.2.1.3.1

Organization
Types of organization in which the resource material would be successful.

- separate subject areas
- integrated approach across subject area lines
- study by major topics

10.2.1.3.2

Immigrant education
Relationship between this resource material and other resource materials used in K-12 immigrant education curriculum.

- well related
- somewhat related
- unrelated

10.2.2

Resources

10.2.2.1

Staff
Personnel important for successful use of this resource material.

- art
- commercial subjects
- English

10.2.2.3

Facilities

Facilities needed when using this resource material.

- classroom display
- school library
- audiovisual service
- no facilities needed
- other

(specify)

10.2.2.4

Equipment

Equipment needed when using this resource material.

- language laboratories
- tape and cassette recorders
- record players
- television sets
- radio receivers
- overhead projectors
- slide projectors
- strip projectors
- movie projectors
- epidiascopes
- no equipment needed
- other

(specify)

10.3 Program Practices

10.3.1 The Teachers :
a teacher experiencing success
with this resource material is
likely to show the following
characteristics

10.3.1.1 Cultural characteristics

10.3.1.1.1 Cultural background

(specify)

10.3.1.1.2 Cultural attitudes

(specify)

10.3.1.2 Language skills:
teacher's level of competency
for instructional use of this
resource material

10.3.1.2.1 Extent of understanding a
conversation in the second
language

___ yes, very well

___ yes, quite well

___ yes, a little

___ yes, but only poorly

___ no, not at all

10.3.1.2.2

Extent of taking part in a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

10.3.1.2.3

Extent of reading in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

10.3.1.2.4

Extent of writing in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

10.3.1.3

Teacher training and experience

10.3.1.3.1

Teacher training extent of in-service training necessary to teach this resource material successfully

- very extensive training necessary
- quite extensive training necessary

10.3.1.3.2

- slight training necessary
- little training necessary
- no training necessary

Teaching experience
extent of teaching experience to
teach this resource material
successfully

- very extensive experience
necessary
- quite extensive experience
necessary
- slight experience necessary
- little experience necessary
- no experience necessary

10.3.1.4

Approach to teaching
approach adopted by teacher
most appropriate for success in
using this resource material

- strong attachment to
orderly procedures
- attachment to orderly
procedures
- attachment to both
orderly and flexible
procedures
- attachment to flexible
procedures
- strong attachment to
flexible procedures

10.3.2

The Learners:
a learner experiencing
success with this resource
material is likely to show the
following characteristics

10.3.2.1

Cultural characteristics

10.3.2.1.1

Cultural background

(specify)

10.3.2.1.2

Cultural attitudes

(specify)

10.3.2.2

Language characteristics:
language background

(specify)

10.3.2.3

Abilities

10.3.2.3.1

Cognitive domain :
areas in which the learner
should show competence to use
this resource material
successfully

___ knowledge

___ comprehension

___ application

___ analysis

___ synthesis

___ evaluation

10.3.2.3.2

Affective domain:
the effect of success with this
resource material upon the
learner's attitudes

10.3.2.3.2.1

Toward self

___ definitely not make a
difference

___ unlikely to make a
difference

___ no identifiable difference

10.3.2.3.2.2

_____ likely to make a difference

_____ definitely will make a difference

Toward others

_____ definitely not make a difference

_____ unlikely to make a difference

_____ no identifiable difference

_____ likely to make a difference

_____ definitely will make a difference

10.3.2.3.2.3

Toward change

_____ definitely not make a difference

_____ unlikely to make a difference

_____ no identifiable difference

_____ likely to make a difference

_____ definitely will make a difference

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

DECISION MAKING IN A SPECIFIC CONTEXT

USER'S FORM

Decision Making Characteristics

1. Contextual Constraints

1.1 Policies

1.1.1 The Community:
characteristics of the school's
local community

1.1.1.1 Type and size

___ urban (above 100 000 people)

___ suburban (above 100 000
people)

___ urban (25 000 to 100 000
people)

___ suburban (25 000 to 100 000
people)

___ urban (1000 to 25 000
people)

___ urban (below 1000 people)

___ rural

1.1.1.2 Socio-economic stratification

___ professional, technical and
related workers

___ administrative, executive,
managerial workers

___ clerical and related workers

___ sales workers

___ craftsmen, foremen and
related workers

1.1.1.4 Ethnic Groups:
connections with the school

1.1.1.4.1 relationships with the school

(specify)

1.1.1.4.2 attitudes towards the school

(specify)

1.1.1.4.3 support for successful
implementation of this resource
material

(specify)

1.1.2 Governmental Policies

1.1.2.1 Inputs
Inputs involve demands and supports
from the environment to the
political system thereby affecting
governmental policies.

1.1.2.1.1 Demands
Demands are inputs lobbied by an
interest group. Select the types of
demands concerned with resource
materials for immigrant education
made directly or indirectly by the
school. Specify the nature and
extent of each demand selected.

allocation of resource
materials to the school

(specify)

allocation of services to
provide resource materials to
the school

(specify)

regulation of distribution
of resource materials to the
school

(specify)

participation in the
selection of resource materials
for use in the school

(specify)

communication of information concerning the provision, distribution and selection of resource materials for use in the school

(specify)

1.1.2.1.2

Supports

Supports provide resources which enable a government to carry out demands.

Select the types of supports concerned with resource materials for immigrant education made directly or indirectly by the school. Specify the nature and extent of each support selected.

provision of resource materials to use in the school in response to government policy

(specify)

deference by school personnel to regulations concerning provision, distribution and selection of resource materials for use in the school

(specify)

participatory support given by school personnel to provision, distribution and selection of resource materials for use in the school

(specify)

attention paid by school personnel to government communications regarding resource materials for use in the school

(specify)

1.1.2.2

Outputs

Outputs involve transactions from the political system to the social environment which may or may not be in response to demands. Select the types of outputs concerned with resource materials for immigrant education made directly or indirectly to the school. Specify the nature and extent of each output selected.

extractive output:
provision of finances through government grants for purchase of resource materials for use in the school

(specify)

regulatory output:
specifications
regulating uses to which
resource materials may be put
in the school

(specify)

allocative output:
processes for distribution
of resource materials for use
in the school

(specify)

symbolic output:
governmental statements of
policy concerning resource
materials for use in the
school

(specify)

1.2 Educational Practices

1.2.1 Schooling and the school

1.2.1.1 Student body

1.2.1.1.1 Characteristics
Nature of learners who are using, or intend to use, this resource material.

1.2.1.1.1.1 Socio-economic level

___ upper

___ middle

___ lower

Three vertically stacked empty rectangular boxes.

1.2.1.1.1.2 Social characteristics

(specify)

1.2.1.1.1.3 Ethnic characteristics

(specify)

1.2.1.1.2 Groupings
Size of activity groupings using, or intending to use, the resource material.

___ individual learner

___ learners arranged in small groups of mixed ability

Two vertically stacked empty rectangular boxes.

- learners arranged in small groups of similar ability
- learners arranged in class groups of mixed ability
- learners arranged in class groups of similar ability
- learners arranged in groups, but the sizes and abilities of groups unspecified
- other

(specify)

1.2.1.2

Purpose

Purpose for which the resource material is being used, or intended to be used, in the school.

- general education
- preparation for further education
- training in specific skills

1.2.1.3

Curriculum

1.2.1.3.1

Organization

Types of organization in which the resource material is being used, or intended to be used, in the school.

- separate subject areas
- integrated approach across subject area lines
- study by major topics

1.2.1.3.2

Immigrant education:
position of immigrant education
within the school's curriculum

(specify)

1.2.1.4

Schedule

1.2.1.4.1

Length of school year:
characteristics in terms of weeks
of continuous instruction in the
school

(specify)

1.2.1.4.2

Divisions of the year in the
school timetable.

- single lesson
- unit or mini-course
- term
- semester
- year-long course
- other

(specify)

1.2.1.5

Developmental activities
Activities and their support to
which teachers using, or intending
to use, this resource material
have attended. Specify the
relationship, if any, of the
activity to the immigrant education
program offered by the school.

1.2.1.5.1

Inservice teacher development

_____ programs run by the Centre for
Continuing Education of
Teachers

(specify)

_____ senior staff development
program

(specify)

1.2.1.5.2

Curriculum and staff development

_____ regional and state drawn
activities

(specify)

_____ school improvement projects

(specify)

_____ schools exchange and travel
scheme

(specify)

_____ parents and teachers activities

(specify)

_____ school-based activities

(specify)

_____ professional conferences

(specify)

____ minor fellowships

(specify)

1.2.1.5.3

Support for developmental activities granted

____ relief teachers

____ reimbursement of expenses

1.2.1.6

Evaluation and reporting

1.2.1.6.1

Reporting

Student performance

Nature and extent of evaluation and reporting of performance by learners in relation to their use of this resource material in the school.

(specify)

1.2.1.6.2

Curriculum evaluation

Nature and extent of evaluation and reporting of this resource material in relation to other resource materials being used in the K-12 curriculum in the school.

(specify)

1.2.2.2

Space

Amount of space to conduct class activities when using or intending to use this resource material in the school.

___ normal space

___ moderately more than normal space

___ a great deal of space

1.2.2.3

Facilities

Facilities needed when using or intending to use this resource material in the school.

___ classroom display

___ school library

___ audiovisual service

___ no facilities needed

___ other

(specify)

1.2.2.4

Equipment

Equipment needed when using or intending to use this resource material in the school.

___ language laboratories

___ tape and cassette recorder

___ record players

___ television sets

___ radio receivers

___ overhead projectors

___ slide projectors

___ strip projectors

- movie projectors
- epidiascopes
- no equipment needed
- other

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(specify)

1.2.2.5

Community involvement
Bodies or activities that have been involved in the use of this resource material in the school:

- co-operating institutions (e.g. churches; civic organizations, etc.)
- specialists (e.g. community leaders, parents, etc.)
- extra-curricular activities
- other

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(specify)

1.2.2.6

Budget
Characteristics of budgeting priority in implementing, or continuing use, if implemented, of this resource material in the school.

(specify)

1.2.3

Administration

1.2.3.1

Contract regulations for immigrant education teaching staff.
Conditions that apply to personnel in the school.

(specify)

1.2.3.2

Additional activities for teaching staff
Select those arrangements that apply to teachers of immigrant education in the school.

- arrangements concerning materials review
- trial use of materials
- program planning
- other

(specify)

1.2.3.3

Public involvement in school decisions
Involvement that effects the immigrant education program in the school.

(specify)

1.3 Program Practices

1.3.1 The Instructional Programs

1.3.1.1 Overall program of instruction;
description of the design of the
programs in the school

(specify)

1.3.1.2 Immigrant education
components of the program;
description of design of immigrant
education program in the school

(specify)

1.3.1.3 Congruences between overall program
and immigrant education components
of the program.

(specify)

1.3.2 The Teachers
Characteristics shown by a
teacher experiencing success with
this resource material in the
school.

1.3.2.1 Cultural characteristics.

1.3.2.1.1 Cultural background.

(specify)

1.3.2.1.2 Cultural attitudes.

(specify)

1.3.2.2 Language skills
The levels of competency a teacher must have reached for successful instructional use of this resource material in the school.

1.3.2.2.1 Extent of understanding a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

1.3.2.2.2 Extent of taking part in a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

1.3.2.2.3 ; Extent of reading in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

1.3.2.2.4 Extent of writing in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

1.3.2.3 Teacher training and experience

1.3.2.3.1 Teacher training
Extent of in-service training necessary to teach this resource material successfully in the school.

- very extensive training necessary
- quite extensive training necessary
- slight training necessary
- little training necessary
- no training necessary

1.3.2.3.2 Teaching experience
Extent of teaching experience necessary to teach this resource material successfully in the school.

- very extensive experience necessary
- quite extensive experience necessary

- _____ slight experience necessary
- _____ little experience necessary
- _____ no experience necessary

1.3.2.4

Approach to teaching
 Approach adopted by the teacher
 appropriate for achieving success
 in using this resource material
 in the school.

- _____ strong attachment to orderly procedures
- _____ attachment to orderly procedures
- _____ attachment to both orderly and flexible procedures
- _____ attachment to flexible procedures
- _____ strong attachment to flexible procedures

1.3.3

The Learners
 Characteristics shown by a learner
 experiencing success with this
 resource material in the school.

1.3.3.1

Cultural characteristics

1.3.3.1.1

Cultural background

(specify)

1.3.3.1.2

Cultural attitudes

(specify)

1.3.3.8

Language characteristics:
language background

(specify)

1.3.3.3

Abilities

1.3.3.3.1

Cognitive domain

Areas in which a learner should show competence to use this resource material successfully in the school.

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

1.3.3.3.2

Affective domain:
the effects of success with this resource material in the school upon a learner's attitudes

1.3.3.3.2

Toward self

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference

1.3.3.3.2.2

Toward others

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference

1.3.3.3.2.3

Toward change

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference

U

2.

Decision Issues

2.1

Alternative courses

Select those courses, users of resource materials for immigrant education programs in the school have decided to adopt, or are likely to adopt.

- continue to use existing resource materials in existing programs
- select and purchase resource materials best suited to pupil population characteristics, teacher characteristics, and overall approach to instruction

— develop resource material locally, regionally, or at a state level

— carry out in-service training of personnel in the use of resource materials and implementation of immigrant education programs

— carry out broader curriculum development and support activities for immigrant education programs

2.2

Alternative courses and this resource material
Select the course which best fits the use to which this resource material is put, or is likely to be put in the school's immigrant education program.

— continue to use existing resource materials in existing programs

— select and purchase resource materials best suited to pupil-population characteristics and overall approach to instruction

— develop resource materials locally, regionally, or at a state level

— carry out in-service training of personnel in the use of resource materials and implementation of immigrant education programs

— carry out broader curriculum development and support activities for immigrant education programs

2.3

Congruence in use
Specify congruences between the course adopted, or to be adopted, and the course which best fits the use to which this resource material is put, or is likely to be put, in the school's immigrant education program.

(specify)

(over)

3. Implementation Strategies

3.1 The Resource Material

3.1.1 Strategy pattern
Nature of pattern of strategy use specified by the author.

(specify)

3.1.2 Effectiveness

3.1.2.1 Extent of effectiveness
Extent to which the resource material could be taught in the school given the author's pattern of strategy use has been adopted, or is likely to be adopted.

- yes, without any modifications
- yes, with minor modifications
- yes, with some modifications
- yes, with major modifications
- no, not on any account

3.1.2.2 Nature of modifications
Describe the nature and extent of any modifications.

(specify)
(over)

3.2.2

Learning approach

3.2.2.1

Nature

Select the learning approach or approaches most appropriate to implementation of this resource material in the immigrant education program in the school:

- didactic instruction:
contents presented to the learner through lecture and verbal presentations
- programmed instruction:
tasks subdivided into very small steps and sequenced to minimize errors
- discussion and questioning methods
- practice and drill methods
- viewing, listening, answering methods
- problem-solving, heuristic and discovery methods:
helping learners to find out a fact known to the teacher
- inquiry methods:
setting a task for learners to solve through their own initiatives
- methods to develop creativeness
- role-playing, simulation and games
- experiential:
providing experiences from which learners will learn different things
- eclectic

3.2.2.2

Characteristics

Major characteristics of the learning approach in which this resource material is to be, or will be, used.

(specify)

3.2.2.3

Student activity

- all students active
- some students active, whilst other students passive
- ranges from passive to active according to the student activity engaged
- all students passive
- other

(specify)

3.2.2.4

Teacher activity

(specify)

3.2.2.5

Nature of interaction

Contacts prompted in the learning approach adopted, or to be adopted.

- teacher-to-learner action
- resource material-to-learner action
- teacher-learner interaction
- teacher-learner and learner-learner interaction
- resource material-learner interaction
- teacher-learner-resource material interaction

4. Summary of Decision Issues

4.1 Contextual constraints
Summarize factors that have been taken into account, or will need to be taken into account, in selecting an alternative course, or alternative courses, for using this resource material in the school.

(specify)

4.2 Decision issues
Summarize factors that have been taken into account or will need to be taken into account, in establishing congruence between the use of this resource material and an alternative course, or alternative courses, adopted, or to be adopted, in the school.

(specify)

4.3

Implementation strategies

Summarize factors that have been taken into account, or will need to be taken into account, in establishing congruence between an alternative course or alternative courses adopted, or to be adopted, and the implementation strategy adopted, or to be adopted, for using this resource material in the school.

(specify)

4.4

Summary

Summarize the case in favour and in opposition to the use, or intended use, of this resource material in the school in terms of constraints, possible patterns of use and implementation strategies outlined.

(specify)

4.5

Status in use
State the present status of use
for this resource material in the
immigrant education program in the
school.

- presently adopted
- definitely to be adopted
- likely to be adopted
- possibly to be adopted
- unlikely to be adopted
- definitely not to be adopted

ANNOTATIONS

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

EVALUATOR'S FORM

1.1 Title	1.1	
1.2 Author or authors, developer or developers	1.2	
1.3 Publisher, Distributor	1.3	
1.4 Address of Publisher, Distributor	1.4	
1.5 Year of copyright	1.5	
1.6 Material medium or media	1.6	
_____ print	<input type="checkbox"/>	set of
_____ transparencies	<input type="checkbox"/>	set of
_____ pictures (magnet board, flannelgraph board, plastigraph)	<input type="checkbox"/>	set of
_____ posters (wall display)	<input type="checkbox"/>	set of
_____ games	<input type="checkbox"/>	set of
_____ puzzles	<input type="checkbox"/>	set of
_____ sentence makers	<input type="checkbox"/>	set of
_____ flashcards	<input type="checkbox"/>	set of
_____ slides (epidiascope)	<input type="checkbox"/>	set of
_____ filmstrips (epidiascope)	<input type="checkbox"/>	set of
_____ slides (projector)	<input type="checkbox"/>	set of
_____ filmstrips (projector)	<input type="checkbox"/>	set of
_____ films	<input type="checkbox"/>	set of
_____ audiocassettes	<input type="checkbox"/>	set of
_____ records	<input type="checkbox"/>	set of
_____ videocassettes	<input type="checkbox"/>	set of
_____ other	<input type="checkbox"/>	(specify)

1.9 Curriculum role
 basic
 supplementary

1.9

<input type="checkbox"/>
<input type="checkbox"/>

1.10 Grade levels or age groups

1.10

1.10.1 as indicated by author
or publisher

1.10.1

1.10.2 as indicated by analyst

1.10.2

1.11 Academic status specified

1.11

gifted

average

slow learner

all learners

not specified

<input type="checkbox"/>

1.12 Educational time block specified

1.12

single lesson

unit or mini-course

semester or term

year-long course

other

not specified

<input type="checkbox"/>

(specify)

1.13 Population characteristics
specified

1.13

(specify)

1.14 Source

- _____ Material developed abroad without adaption for use in Australia.
- _____ Material translated from English into the second language without adaption.
- _____ Material translated and rewritten in the second language so as to be more suitable for the target population.
- _____ Material written especially for ethnic Australian needs.
- _____ other

1.14

(specify)

1.15 Physical description

1.15

1.15.1 characteristics of physical description

1.15.1

(specify)

- 1.15.2 aesthetic quality of presentation
- _____ excellent quality
 - _____ good quality
 - _____ fair quality
 - _____ poor quality
 - _____ very poor quality

1.15.2

- 1.15.3 technical quality of presentation
- _____ excellent quality
 - _____ good quality
 - _____ fair quality
 - _____ poor quality
 - _____ very poor quality

1.15.3

1.16 Linguistic characteristics

1.16

1.16.1 usage

1.16.1

_____ first language only

_____ bilingual

_____ second language only

1.16.2 nature characteristics of language or languages used

1.16.2

(specify)

1.16.3 content

1.16.3

_____ standard: uses second language material understood by most world-wide speakers

_____ dialect: uses second language material characteristic of a region

_____ culturally charged: uses words or phrases in second language material characteristic of a particular ethnic group that have no equivalents in the language used by other ethnic groups, nor are they translatable

_____ unacceptable: uses second language material of unacceptable overall standards in linguistic content (morphology, syntax)

1.17 Language level

1.17.1 level

_____ beginner:
material
designed for
learners with
no or limited
experience in
the second
language

_____ intermediate:
material
designed for
learners with
some experience
in the second
language

_____ advanced:
material
designed for
learners fluent
in the second
language

1.17.2 characteristics

1.18 Contents

1.18.1 description of contents/
of learner materials:
list of topic, chapter,
thematic categories;
description of the
contents of these
categories in detail;
relative emphases
given to different
aspects of the subject
matter in quantitative
terms.

1.18.2 description of contents
of teacher materials:
list of topic, chapter,
thematic categories;
description of the
contents of these
categories in detail;
relative emphases
given to different
aspects of the subject
matter in quantitative
terms.

1.17

1.17.1

1.17.2

(specify)

1.18

1.18.1

(specify)

1.18.2

(specify)