The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument includes sections on the use of test results, pupil evaluation, teacher profile, administrator strengths and weaknesses, instructional equipment and materials, areas of instructional emphasis, program components, factors enhancing the optional reading program, and a parent opinionnaire. Questions pertain to elementary language arts programs. (RC)
Project PRIMES:
(Progress Research in Meeting Elementary Standards)
ESEA, Title I
Language Arts Evaluation
ACKNOWLEDGMENT

Steering Committee for instrument development:

Dr. Tom Moore, Columbus Public Schools
Sister Julienne Marie Roth, Columbus Diocesan Schools
Dr. Ann Terry, Ohio State University
Sister Ann Mary Jerka, Columbus Diocesan Schools
Ms. Mary Howard, Ohio State University

Reaction Committee:

Mrs. Shirley Mann, Columbus Public Schools
Mrs. Cathie Crandell, Columbus Public Schools
Mr. Howard Williams, Columbus Public Schools
Sister Rosella Gillespie, Columbus Diocesan Schools
Ms. Helen Brocklesby, Columbus Public Schools
Ms. Rita Villani, Columbus Public Schools
Ms. Margaret Burson, Columbus Diocesan Schools
Mrs. Betty Whittaker, Parent
Mrs. Delois Woodward, Parent
Mr. James Tefft, Columbus Public Schools
Mr. Harry Halves, Columbus Public Schools
Mr. Roger Coffman, Columbus Public Schools
Mrs. Susan Ondcko, Columbus Public Schools
Ms. Kathy Cody, Columbus Diocesan Schools
Mrs. Marjorie Banks, Parent
Mr. Robert Penn, Parent

PRIMES Staff:

Gary Cook
Tom Drake
Lou Fourman
Cecil Martin

2nd Revision: August, 1974
A. Use of Test Results

The following questions refer to standardized achievement tests (i.e., CAT, CTBS, etc.) or individual diagnostic tests (i.e., Houghton Mifflin, Ginn) administered in your school in the areas of reading or language arts. Place a check mark (✓) in the appropriate column(s). More than one column may be checked for each item.

Are test results used:

1. To aid in curriculum evaluation and planning in the development of the school program?

2. To aid in the grouping of children within already established groups?

3. To provide information for use in interpreting the school program to community groups?

4. To provide information for interpreting pupil progress and adjustment in conferences with parents?

5. To provide information to assist teachers to improve their teaching?

6. To aid in identification of children with special aptitudes and special needs?

7. To provide information useful in individual counseling with children?

8. To aid the pupil in realistically evaluating his strengths and weaknesses?

9. To provide information to teachers for assigning marks in school subjects?
10. Are in-service training opportunities provided for teachers who administer, score, and interpret standardized and diagnostic instruments?

11. If in-service is not provided, do you feel competent in: (Answer only if #10 was No)
   a. Administering tests?
   b. Scoring tests?
   c. Interpreting test results?

12. Are members of the staff encouraged to make wider and better use of all test results?

13. Are all test results filed in places easily accessible to persons who should use them?

14. Are definite means employed by staff leaders to encourage wider and more thorough use of all test results?
B. Pupil Evaluation

The following statements are concerned with individual pupil evaluation procedures. Please indicate the frequency of occurrence of each statement by circling the correct letter.

1. Diagnostic tests are used with most or all students to determine individual
   a. reading needs
   b. language needs

2. Specific objectives have been formulated or selected for each student:
   a. objectives for reading
   b. for language

3. An instrument for measuring student attitudes toward reading and language has been used.

4. Student performance is measured in terms of objectives set for each individual student.

5. Students are kept informed of their progress.

6. Students are involved in self-evaluation.
C. Teacher Profile

1. Indicate the degree of enjoyment and interest you feel for teaching in each of the following curricular areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Do Not Enjoy</th>
<th>Enjoy Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. creative arts</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. language, arts/reading</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. math</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>d. science</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>e. social studies</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

2. Indicate the degree of enjoyment and interest you feel for teaching at each of the following developmental levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Do Not Enjoy</th>
<th>Enjoy Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pre-school</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. Primary (K-3)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. Intermediate (4-6)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

3. Indicate the courses included in your educational background.

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. course in elementary reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. language arts methods course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. language arts and reading methods course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. psychology of reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. reading methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. children's literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. corrective reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. creative expression and dramatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. child development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. remedial reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Indicate below the professional activities which apply to you.

<table>
<thead>
<tr>
<th></th>
<th>Presently</th>
<th>Sometimes in past but not presently</th>
<th>Not presently</th>
<th>Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Membership in professional organization (IRA, NATE, NCTE, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Attendance at professional curriculum organizational conventions, conferences, regional meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Subscription to professional journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Inservice training, workshops, or formal coursework during non-teaching months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Indicate the degree of skill you presently have attained in accomplishing the following:

<table>
<thead>
<tr>
<th></th>
<th>Have not Mastered This Skill to My Satisfaction</th>
<th>Have Mastered This Skill Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Diagnosis of strengths and weaknesses in individual students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Prescription of instructional activities to meet the individual students' needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Evaluation of the effectiveness of your present program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use of referral procedures to identify individual problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Administrator Strengths and Weaknesses

1. Does the principal have knowledge and understanding of the total language arts/reading program?
   a. difficulties of teaching individual students
   b. sequence of skills
   c. methods
   d. materials
   e. goals
   f. evaluation
   g. organizational patterns

2. Does the principal provide leadership for the language arts/reading program in the following ways?
   a. encourage experimentation and innovation
   b. provide materials and encourage the use of them
   c. provide in-service programs
   d. offer constructive suggestions
   e. allow flexible organization for effective reading instruction

3. Is the principal able to identify strengths and weaknesses of individual teachers in teaching language arts and reading?

4. Does the principal provide or secure assistance for teachers having problems with the language arts/reading program?

5. Does the principal support referral services for individual students (see Handbook on Learning Disability Services)?
   a. reading clinic
   b. NH program
   c. T.M.R.
   d. Other (please specify)
6. How often has the principal provided help for those students identified as needing supportive services?

<table>
<thead>
<tr>
<th>Category</th>
<th>Number Pupils Identified as Needing Service</th>
<th>Number Times Principal Takes Positive Action</th>
<th>Number Times Principal Takes No Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairfax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List reasons pupils have not received adequate support services.
1.  
2.  
3.  

7. Is the principal able to coordinate existing reading services effectively?

<table>
<thead>
<tr>
<th>This Service Not Available in Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
</tr>
<tr>
<td>language development (Title I)</td>
</tr>
<tr>
<td>reading teacher (General Fund)</td>
</tr>
<tr>
<td>speech therapist</td>
</tr>
<tr>
<td>reading resource teachers</td>
</tr>
<tr>
<td>educational aides</td>
</tr>
<tr>
<td>tutors</td>
</tr>
<tr>
<td>library aides</td>
</tr>
<tr>
<td>volunteers</td>
</tr>
<tr>
<td>Right to Read</td>
</tr>
</tbody>
</table>

8. Please indicate who responded to all but section G of Part C.
   a. Principal
   b. Teachers
E. Instructional Equipment and Materials

How often do you use the following materials and equipment in implementing reading/language instruction. Please respond to the right hand column as though you had an adequate supply of each.

How would you rate your school's supply:  | How often do you use?
----------------------------------------  | Never | Occasionally | Regularly

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
<tr>
<td>A 1</td>
<td></td>
</tr>
</tbody>
</table>

1. Course of study and curriculum guide
2. Supplemental sets of multi-level print materials
   a. To enrich basic programs
   b. To present in-depth materials on specific subjects
   c. To provide collections of stories, poems, plays, biographical sketches, and etc.
3. Basic audio-visual equipment and materials
   a. Tape recorder
   b. Earphones
   c. Movie projector
   d. Filmstrip projector
   e. Record player
   f. T.V.
4. Reading games and devices
5. Puppets
6. Picture and word dictionaries
7. Reference materials
8. Trade books (library books)
9. Programmed learning materials
<table>
<thead>
<tr>
<th>Adequate</th>
<th>Inadequate</th>
<th>Never</th>
<th>Occasionally</th>
<th>Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10. Workbooks and worksheets</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>11. Diagnostic-evaluative instruments</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>12. Flannel board</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>13. Bulletin board</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>14. Magnetic board</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>15. Chart paper</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>16. Typewriters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>17. Basic texts</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>18. Collection of children's periodicals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>19. Recordings of poems, stories, plays</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>20. Listening centers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>21. Television receiver/learning area</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>22. Video typing unit</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>23. Puppet theater</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
F. Areas of Instructional Emphasis

Please rate each of the following in view of its importance to the instructional program at the developmental level you teach.

<table>
<thead>
<tr>
<th></th>
<th>Irrelevant</th>
<th>Unimportant</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
</table>

1. Basic Reading Skills

a. Meaning Vocabulary

(1) interpret symbols, abbrev., signal words
(2) recognize technical terms in context area
(3) use dictionary
(4) recognize connotations - figurative language

b. Sight vocabulary

0

c. Word attack

(1) visual tools
(2) meaning tools
(3) phonetic analysis
(4) structural analysis

d. Comprehension

(1) follow directions
(2) recall facts
(3) understand main ideas
(4) locate specific information
(5) recall sequence of events
(6) organize thinking
(7) recognize relationships
(8) recognize implied meaning
(9) anticipate outcomes
(10) apply varying rates
(11) remember what is read
(12) read critically
(13) read charts, maps, graphs, tables, diagrams
e. Study skills
   (1) Skimming
   (2) Scanning
   (3) Organization
       time
       note-taking
       outlining
       summarizing
   (4) Interpretation
       maps
       graphs
       tables
       diagrams
       pictures
   (5) Library skills
       card catalogue
       bibliographies
       uses Dewey Decimal System
       identifies parts of books
       locates reference materials
       locates information in book
   f. adjustment of rate to types of reading
   g. reading in content area
   h. oral reading
   i. critical reading
   j. recreational reading
      (1) reading aloud:
         to groups
         total class
      (2) selections read from literature types:
         fantasy
         biography
         historical fiction
         non-fiction
         science fiction
         poetry
## II. Oral Communication

Communicate ideas in:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>conversation</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b.</td>
<td>planning</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c.</td>
<td>discussion</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>explanation and direction giving</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e.</td>
<td>storytelling</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f.</td>
<td>dramatization</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g.</td>
<td>puppetry</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>reporting</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>participation in assembly, radio and television programs</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j.</td>
<td>organized conversation in interaction groups to ask about current events, social studies</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k.</td>
<td>round table and panel discussion</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l.</td>
<td>debate and class or club meetings</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

## III. Written Communication

Express ideas in:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>stories</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b.</td>
<td>poetry</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c.</td>
<td>reports</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>newspaper articles</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e.</td>
<td>letters</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f.</td>
<td>plays</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g.</td>
<td>essays</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>autobiographies</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>biographies</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j.</td>
<td>summaries</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k.</td>
<td>descriptions</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l.</td>
<td>direction giving</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m.</td>
<td>explanation</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n.</td>
<td>individual research papers</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

## IV. Grammar Usage

Proofreading, polishing, and rewriting provide opportunities to:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>identify main parts of sentences</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b.</td>
<td>recognize and transform sentence patterns</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c.</td>
<td>identify and use descriptive phrases and clauses</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>assign words to proper form classes</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
e. identify and use structure words correctly  
|   | 1 | 2 | 3 | 4 | 5 |

f. form plurals of words correctly  
|   | 1 | 2 | 3 | 4 | 5 |

g. use proper inflected endings of words  
|   | 1 | 2 | 3 | 4 | 5 |

h. apply mechanics of punctuation and capitalization  
|   | 1 | 2 | 3 | 4 | 5 |

i. develop sentence and paragraph sense  
|   | 1 | 2 | 3 | 4 | 5 |

j. recognize common abbreviations  
|   | 1 | 2 | 3 | 4 | 5 |

<table>
<thead>
<tr>
<th>V. Spelling</th>
</tr>
</thead>
</table>
| a. Purposeful in writing poems  
|   | 1 | 2 | 3 | 4 | 5 |
| stories  
|   | 1 | 2 | 3 | 4 | 5 |
| notes  
|   | 1 | 2 | 3 | 4 | 5 |
| diaries  
|   | 1 | 2 | 3 | 4 | 5 |
| b. oral spelling  
|   | 1 | 2 | 3 | 4 | 5 |
| c. dictionary skills  
|   | 1 | 2 | 3 | 4 | 5 |
| d. influence of societal and cultural changes  
|   | 1 | 2 | 3 | 4 | 5 |
| e. alphabetize words  
|   | 1 | 2 | 3 | 4 | 5 |

VI. Listening  
| a. follow directions  
|   | 1 | 2 | 3 | 4 | 5 |
| b. relate events in sequence  
|   | 1 | 2 | 3 | 4 | 5 |
| c. recognize emotion through tone and verbal expression  
|   | 1 | 2 | 3 | 4 | 5 |
| d. recognize environmental sounds  
|   | 1 | 2 | 3 | 4 | 5 |
| e. recognize relationships between sound and visual letters  
|   | 1 | 2 | 3 | 4 | 5 |
| f. develop critical listening ability by listening to movies  
|   | 1 | 2 | 3 | 4 | 5 |
| radio programs  
|   | 1 | 2 | 3 | 4 | 5 |
| discussions  
|   | 1 | 2 | 3 | 4 | 5 |
| plays  
|   | 1 | 2 | 3 | 4 | 5 |
| records  
|   | 1 | 2 | 3 | 4 | 5 |
| tapes  
|   | 1 | 2 | 3 | 4 | 5 |

VII. My main teaching responsibility is at the primary level (K-3) and intermediate level (4-6)
G. Program Components

In each of the following sections check the item(s) which overall are most effective for you in teaching reading/language arts.

1. Location
   - a. Reading and language taught as separate subjects.
   - b. Reading and language instruction a part of regular subject matter classes.

2. Organization
   - a. Single teacher/multi-subjects
   - b. Reading teacher/language teacher
   - c. Team teaching
   - d. Cross age teaching
   - e. Tutor - specialist
   - f. Tutor - aide

3. Grouping
   - a. Individualized
   - b. Small groups (5 or less)
   - c. Large groups (6 or more)
   - d. Total class

4. Basic Approach
   - a. Meaning Emphasis
      (word recognition, comprehension interpretation, appreciation, application of reading to study of personal and social problems)
   - b. Code Approach
      (synthetic, analytic)
   - c. Linguistic approach
      (letter name, phonetically consistent words, words of little variation, words always in sentences)
d. Modified Alphabet
   (I.T.A., words in color)

e. Responsive Environment
   1. Variety of suitable experiences and materials in unstructured setting
   2. Computer based, teacher free reading environment; self-pacing, self-seeking behavior of students is basis for approaches

f. Language Experience

g. Eclectic Approach

5. Instructional Techniques
   a. Machine-based approach
   b. Programmed instruction
   c. Gaming - simulation
   d. Intensive involvement
   e. Discussion group
   f. Demonstration-performance
   g. Lecture
   h. Contracts
   i. Drill
   j. Homework
   k. Resource person(s)
Factors Enhancing the Optimal Reading Program

Rank the factors listed below which enhance the development of the optimal reading program in your building. Give a rank of 1 to the factor which most enhances the optimal reading program, a rank of 2 to the next, and so on to the factor which least enhances the optimal reading program.

___a. Professional and/or tutorial resource persons
___b. More and better materials and equipment
___c. Large class size
___d. Libraries and listening centers
___e. Inadequate planning and instructing time
___f. Attitudes and knowledge of professionals
___g. Physical space or facilities
___h. Student concerns (attendance, mobility, learning difficulties and diagnosis)
___i. Other (please specify)
Parent Opinionnaire

Please indicate your degree of agreement or disagreement with the following statements:

1. Citizens of the school community should be involved in determining the objectives of the reading/language arts program.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

2. Parents should be knowledgeable about their children's reading/language arts program.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

3. Parents should involve themselves in their children's out-of-school reading.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

4. Parents should participate in school functions related to their children's reading program.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

5. Student progress in reading/language arts is presently being reported to parents in a satisfactory manner.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

6. Teachers have provided me with specific suggestions to help my children.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

7. I am given opportunities to express my opinions and make recommendations concerning my children's reading/language arts program.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

8. I think my children enjoy learning to read.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

9. I feel that I understand my children's present reading program.
   - Strongly Agree
   - Agree
   - No Opinion
   - Disagree
   - Strongly Disagree

10. I am satisfied with the reading program used in my children's school.
    - Strongly Agree
    - Agree
    - No Opinion
    - Disagree
    - Strongly Disagree

11. Are new reading programs explained to you by your children's teacher or principal?
    - Yes
    - No

12. Do you read with your children at home?

13. Do your children read to you?

14. Do you feel that you know enough about your child's present reading program to help him at home?

15. In your opinion, does the reading program offered in this school meet the needs of your children?
TEACHER RECOMMENDATIONS

In general, teachers would find certain weaknesses in his/her individual reading/language arts program. Now that you have completed a self-evaluation, what recommendations would you make?