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Evaluative criteria for oral language.

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Service Paper

EVALUATIVE CRITERIA FOR ORAL LANGUAGE

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CHAPTER I

THE PROBLEM

Statement of the problem.-- The problem is to develop a set of criteria to evaluate the teaching of oral language of an elementary school. The criteria consist of specific statements indicating desirable conditions and procedures in the teaching of oral language. Such statements and checklist items should furnish a means for teachers to examine and evaluate the effectiveness of their program.

Justification of the problem.-- The extensive use of the Evaluative Criteria developed by the Cooperative Study of Secondary-School Standards indicates that there is a definite need for similar criteria at the elementary school level. The use of such criteria involves an inclusive survey of the present status of the teaching in the oral language area. Improvement can only be effected after a critical examination of present practices has been made.

The committee in charge of the Cooperative Study of Secondary-School Standards recommended after extensive


study and analysis of the activities carried out in the period 1933-1939, that a secondary school is best evaluated by making a self-evaluation using the Evaluative Criteria and having this self-evaluation checked by a visiting committee composed of experienced and well-prepared professional workers in the field of education. Self-evaluation is equally important in the elementary work.
CHAPTER II

REVIEW OF RESEARCH

Research related to content of instruction.-- A consideration of the content of instruction in oral language requires the understanding of the complexity of the needs of children in this area. A child must be able to express his ideas and desires, he must live with others who use language, he must appreciate their worth, and in turn be appreciated. Communication and expression are fundamental life needs.

Worcester, Massachusetts, teachers declare in their language arts course of study: "The ability to speak effectively and with a large measure of correctness is of supreme importance in personal and social living."

McBroom puts much emphasis upon the broad scope of the oral language needs, stating:

"Language is important not only because of the frequency with which it is used, but also because the fluency and correctness with which a person speaks and writes determine to a large measure the stamp which the public will put upon him. The extent

of his mastery of the language skills will mark a person as either cultured or crude. To a large extent, his very reception into social gatherings is colored by the degree to which he is able to make himself agreeable and interesting in his speech and in his listening."

The Florida State Department of Education considered the tremendous scope of oral language activities in its Language Arts Bulletin, stating in part:

"Today's youth in the role of citizen must be trained in speaking to convince, persuade, explain, and plan for the good of all. To prepare him for effectiveness as a worker he must be taught to analyze, organize, and effectively present his demands for conditions which will make him a productive worker. The common thread in personal, civic, and occupational competence is language power which helps an individual to speak and to listen so that human relationships will be established for cooperative discussion and action."

The Modern Language Association writes of the need for a variety of oral language activities:

"The most obvious need for the study of language comes from the importance of communication in human society. An even more basic need for skill in using language arises, however, from the relation between social and intellectual maturity, and it depends upon the ability to develop meaning, to organize thought, and to avoid the pitfalls of poor language."

Huggett feels that a clarification of the word "need"

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is necessary:

"The word 'need' is the criterion used by most modern writers to provide cues for the selection and sequence of content. The word 'need', however, is vague and lacks meaning for the teacher. Perhaps it will be helpful to substitute 'maturity' for 'need'. Maturity is the result of the interaction of the individual and his environment."

In an environment rich with a variety of activities and experiences, real need for communication and language development becomes apparent to both teacher and pupil.

1 Hildreth says that "in every good school today there are live activities going on which afford countless opportunities to speak and write."

2 Strickland believes that "there is no phase of the work of the intermediate grades that does not lend itself to the development of language power, the wide range of interests and the increased attention span making it possible for many types of classroom activities to be carried on."

3 Ragland feels that constant use of first-hand experiences should be made to give substance to the child's use


of words, and warns that "we must avoid a verbal experience out of proportion to the real experiences of the child."  

McKee also would have the core of the program the daily activities of the child. He would exclude certain formal and traditional activities such as orations, recitation of poetry, and speech making from the criteria, declaring:

"They should be dismissed because of their low relative value in the affairs of modern life, and because of their lack of contact with the child's normal activities. Unquestionably conversation constitutes the most fundamental speaking activity in modern life. But in general very little is being done about it. Practically all the research collecting data relative to this problem has concerned itself with the more or less mechanical items involved."

2

Strickland is concerned with the importance of experiences when she writes that "even schools which carry on good programs of language development in the primary grades may, beginning at the fourth grade level, reduce the quality and quantity of the child's language experience."

3

Greene feels that the sentence is of prime importance in the content material, stating in part that "sentences

2. Strickland, op. cit., p. 119
are the tools which we use to express our ideas. Adequate sentence sense and sentence mastery must be developed before ideas can be expressed in a skillful and meaningful way in either oral or written form."

On the other hand, Hatfield warns against the inclusion of unwarranted formal grammar lessons, and holds that the content in grammar should be determined by the purposes which grammar can serve. Because scientific investigations failed to show the effectiveness of grammar in the elimination of usage errors, there is no reason for the appearance of grammar as a prominent or even a distinct feature in the content.

In opposition to the authors who set forth one main theme for content core, McKee lists several content suggestions:

1. Choosing and using words and groups of words that say exactly what is meant rather than words to which the listener can attach several meanings.

2. Changing the vocabulary of a statement obtained from a printed page or interview so that the meaning can be understood by one's audience without changing the meaning of the statement.


3. Organizing words into a sentence so that the sentence says exactly what is meant.

4. Understanding what a sentence is.

5. Keeping sentences apart, rather than running them together.

6. Identifying different types of sentences such as a declarative and interrogative in one's experience so that the voice and punctuation can be used to indicate meaning intended.

7. Telling enough about a topic to make one's meaning clear.

8. Organizing ideas that things told are told in the order in which they happened or are to be done.


10. Using the voice in speaking loud enough for each listener to hear.

11. Explaining carefully when asked courteously to do so, what is meant by an expression previously used."

Dawson also gives a clear-cut list of skills to be placed in the content of the language program, pointing out that effective expression is dependent upon the technicalities of speech and writing, "including enunciation, pronunciation, and voice control; sentence and paragraph building, letter form and outlining; the use of the dictionary, encyclopedia, index, and table of contents." She gives definite grade by grade suggestions, namely:

Grade One—The teacher must look upon language as a day long activity. In connection with reading, the first grade child engages in many activities that enrich his background of ideas and information, expand his vocabulary, and compel him to communicate with others. Incidental to the reading program also are conversation, discussion, dramatization, reporting, asking and answering questions, and following directions. Necessarily, communication is oral, since there is no real command of the tools of writing. Once a sense of spontaneity of expression is secured, the needs for and purposes of communication are established in the child's mind, and he has reached a stage of readiness for specific language learnings.

Grade Two—The language program must still provide for the intake of ideas. The teacher must stimulate the interest of the group by providing a program that will challenge thinking, open up new avenues of experience, expand vocabulary, and provide many occasions for communication. The wealth of the intake will determine the effectiveness of the outgo.

Grade Three—Oral language should still predominate over the written. The group should have daily opportunities for informal interchange of ideas. Oral communication should concern individual or group interests and enterprises and should arise from a conscious need for expression. The first textbook may be used under the close guidance of the teacher. One with sentence structure and vocabulary carefully controlled, and well within the range of third grade reading ability should be chosen.

Grade Four—Oral expression still predominates. Children on this level continue to express themselves more freely in speech than in writing. The program of vocabulary development should be richer, and the use of the dictionary introduced.

Grade Five—An adequate fifth grade language program should stress many forms of oral expression. In fact the greater part of the language time should be devoted to it, even though opportunities for individual expression will be far from adequate, and most of the child's time must be spent in listening. One great value in club and committee work lies in the fact that it gives opportunity for more individuals to use oral
expression. The child can begin to learn with profit a few immediately useful grammatical concepts.

Grade Six—All the basic learnings of the past grades, voice and speech work, vocabulary, and word usage will be used and more complicated skills introduced as they are needed. The children should now realize that the arts and skills of language are tools for constant use and the efficiency with which they are used determines the effectiveness of communication. They should develop pride in acquiring the ability to use words correctly. They should realize that language is the most important tool of social living."

On the other hand, many authors are reluctant to allocate content to the confinements of grade barriers.

The Gloucester Language Arts Bulletin emphasizes the importance of a continuity of language effort throughout the grades, stating:

"Children may begin practicing speech skills in grade one. They will continue to practice the same skills in two and three, increasing the length and complexity of their materials, and developing in competence. Many an adult still needs practice in making a report or telling a story. A language program should be built in an over-lapping pattern."

The Supervisor's Exchange also deals with the matter of grade placement of units of content:


"Educators realize that it is impossible and educationally undesirable to set any minimum level of achievement in language, and require all pupils in a given grade to reach that goal. They recognize that there are differences and that these must be provided for. The stimulation of the child's growth in consciousness of desirable standards in oral expression and of a sincere desire to achieve these standards, should be a primary concern and responsibility of each teacher as the child progresses."

Lee too feels that grade allocation is a very difficult feat, and goes a step further in saying that "expression itself has no subject content since it is a technique, and as a technique it is best developed in connection with the material with which it is used." The teacher must have a realization that effective expression is linked to all the activities of the child, and results in changes in classroom practices. The entire subject of methods, then, is profound.

Research related to the method of instruction.--

Strickland maintains that the schools have always accepted the responsibility of improving language skills, although methods to attain this end have changed greatly through the years.

Hildreth claims that the modern school must meet

criteria in this area in two ways, namely:

"1. By setting up a program of experiences that stimulate language development and furnish opportunities for speaking.

2. Through centering the language program around the needs of the individual pupil, giving consideration to his personality, his gifts or limitations in language, his practical requirements in speaking and writing, his needs for creative outlets through language, and for direct training skills."

Teaching language in a unified school program brings about social cooperation in the group. Hildreth goes on to develop the idea that the unified program contributes to balanced experience in language. The purposeful, first-hand learning activities give children practice in all phases of usage. Formal programs may be weak here because of wrong emphasis or important omissions.

Teachers in a formal program also may have difficulty in properly motivating the work. Hanlon believes that the teaching of language is very poorly motivated today, and he places the responsibility upon the teacher.

Garrison also says that the teacher is probably the biggest motivating factor in determining whether children become interested in language work or not. He feels that

"a live teacher who knows children, who knows how to discover their interests, who is sympathetic toward their point of view, and by her enthusiasm can create an atmosphere of enthusiasm should have no trouble in leading pupils to a desire for superior accomplishments in language."

Once the desired atmosphere has been created the question of the sufficiency of incidental learning to insure good habits of usage arises. McKee cites the following reasons for believing that incidental teaching is undesirable in language teaching:

1. Partial language learning results because not all the language situations in which the child needs practice will arise incidentally in the program.
2. Many of the incidental opportunities are highly artificial.
3. The child will lack the mechanics of expression if he does not have direct teaching.
4. He may get incorrect practice, e.g., in giving a report."

Some authorities believe that the teaching of grammar in formal lessons is beneficial, others believe that no lessons, as such, should be given. Cole says that "children work on mechanical elements largely because their

1. Paul McKee, op. cit., p. 117.
teachers want them to do so...nor can they easily become excited over their progress, partly because it takes place so slowly, and partly because an objective measurement in terms they can understand is almost impossible."

1. Pooley says that "the rules of usage must be taught to expedite communication but never to get in its way. Grammar should never be taught in an isolated manner but should be taught in applied practice."

2. Hatfield found that formal instruction in grammar had little direct effect upon the elimination of errors.

On the other hand, some investigators look with favor upon the teaching of grammar as an item to be included in the oral language criteria. Drogue concluded that:

"Regardless of the claims and protests of individual teachers, one unalterable fact constantly emerges from all the discussion about grammar, and that is that a knowledge and application of grammatical principles determine, to a very great extent, the effectiveness of one's communication with others and the successful transfer of thought and meaning."


2. Wilbur W. Hatfield, op. cit., p. 23

Wheat asserts that the study of grammar should be deferred to the later elementary school years, but that the teaching of grammatical principles should not be overlooked in the criteria.

In his thesis, Hanlon makes some definite suggestions concerning the place of grammar:

"1. Grammar should be taught, but never in an isolated manner.
2. Plenty of applied, meaningful drill should accompany the teaching of grammar.
3. For motivation's sake, pupils should only work on their own errors."

Coyner also offers valuable items for evaluative criteria in the teaching of oral language:

"1. Provision is made for the child's need to feel secure and accepted in order for him to participate in free discourse.
2. Experiences in the environment are broad enough to stimulate the child to acquire social respect and to use appropriate oral and written expression.
3. Experiences are pointed enough to enable the child to grow in sensitivity to the effects which language expression produces in other persons.

2. Lawrence J. Hanlon, op. cit., p. 17.
4. Functional experiences are provided which enable him to come to an audience in accord with his development.

5. There are opportunities for him to use language to release his emotions, helping him to derive therapeutic value in talking about his feelings.

6. All areas of activity, in school and out, are considered material for oral expression.\(^1\)

In contrast, Wrightstone says that there are only two main points to be considered in evaluating the method of instruction in oral language. These he established and illustrated by graded examples of children's expression, reporting.

"1. The methods of instruction must emphasize the originality of ideas and themes.

2. There must be facility of expression, ease, finish, and richness with subordination of minor ideas as opposed to halting or awkward expression."\(^2\)

The Worcester Public School Language Arts Bulletin sets forth definite checklist items dealing with methods:

"1. Language development should be through a functional approach.

2. A given mechanical aspect of language should be introduced, taught, and practiced in connection with a given language experience, rather than in isolation.


2. Worcester Public Schools, op. cit., p. 5.
3. *Mere repetition without motive or attention will not produce results.*

4. Ear training and actual usage, rather than excessive practice in underlining, crossing out, or filling in blanks in isolated sentence or practice sheets.

5. *Instruction in language must recognize and emphasize audience values.*

6. Requiring a pupil to express himself in language when he has had no significant experience, no emotion, no thought that he himself thinks worthy of expression, is avoided.

7. The belief is held that habits of correct usage are more effective than rules for usage.

8. Drill in correct forms and techniques is conditioned by children's needs and ought never to be an end in itself.

9. Practice exercises must be tied closely to the language activities, and so arranged that their importance is evident.

Smith also offers some items bearing on classroom practices:

"1. Individual needs and interests are taken into account.

2. Language skills themselves are considered important and analyzed and taught in situations in which they are to be used.

3. The language situation used is the socially useful activity, such as conversation, reporting, and planning.

4. Those socially useful activities are organized around the real situations in which they occur."

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In the instructional picture the importance of the teacher must not be overlooked. The Language Arts Bulletin of Newton, Massachusetts says:

"The teacher takes every opportunity for talking informally with a child. The teacher's sociability and her techniques of correct speech are reproduced unconsciously by pupils. Therefore she is careful in her own speech habits, she interests the child in speech activities which are related to his development as an individual. She does not allow the ideal of perfection of style, for its own sake, to obscure the values of spontaneity, freedom, and naturalness in the conversation of the children."

In this consideration of methods of instruction the writer does not wish to omit the matter of evaluation of the oral language work. However, it is not the purpose of this study to weigh the merits of any tests, formal, nor informal. There are few commercial tests available. Ideally, the evaluation of instruction in usage is to be found in the improved speech of the class. This kind of evaluation, while gratifying to the teacher who can perceive the gradual disappearance of major faults and an increase in the use of desirable patterns, is too slow, and too subjective as a measure of success of the teacher or progress of the pupils.

Meeting individual needs. -- Durrell says that "differences among pupils are greater in language arts than in any other subject. Communication skills are shaped very


2. Paul McKee, and others, op. cit., p. 98.
largely by home environment which differs for each individual, with the result that wide differences appear before school entrance and continue throughout the school life. Effective instruction requires careful analysis of individual needs and skilled adjustment of classroom activities to fit those needs."

The Supervisor's Exchange also feels that there are particular needs which must be considered in any list of criteria:

"Making a child proficient in spoken language is one of the most difficult and important tasks the school undertakes because speaking involves the whole personality of each child, and language itself is very complex. Growth in its mastery is slow, since the school must unlearn wrong patterns. Compared with the opportunities for spoken language outside the school, those of the classroom seem limited, and in almost unfair competition."

Also, Strickland adds that "each child brings to the primary school the language of his own experience, and that this results in wide differences with which the school must cope." Some children need brief periods of individual guidance. However, more serious problems of speech and usage are deeply ingrained and may be too persistent to be cared for during one school year. Strickland says that

"work must be carried on year after year, until the child has made as great a gain as he is capable of making."

Research shows that some individuals deviate greatly from the usual pattern of development. Stickland sums up these particular cases by saying:

"The linguistically precocious child, the child who is a slow starter of oral language but who progresses once he is started, the mentally retarded child, the child from a foreign background, the physically handicapped child with speech, hearing, vision, or other physical impairment, and the child handicapped by poor environment and experience must be provided for in the language program."

Smith found a positive correlation between the socioeconomic status of parents and the linguistic progress of the child. She also found that association with adults was another significant factor in oral development. Because of these definite individual differences many educators feel that such special phases of oral language such as choral speaking, radio broadcasting, use of the tape recorder, and oral reading are to be used in the program.

To further strengthen the position of oral reading, Raubicheck advises that of all the speech arts the oral interpretation of literature is the one which offers the widest scope for developing the imagination, broadening the

1. Ruth G. Strickland, op. cit., p. 163.
2. Paul McKee, and others, op. cit., p. 52.
horizons, and producing the greatest amount of personal and group pleasure. That those advantages may be attained, literature and other material must be available for use in the classroom.

Research related to equipment and materials.---Little research has been done in this area, largely because authors feel that equipment necessary to the setting up of a challenging classroom situation is known to the classroom teacher. It is not the purpose of the writer to recommend series of texts nor individual language books. Many good editions are available. Many periodicals are also on the market for teachers, as well as for pupil reading.

However, Strickland is an author of recent date who makes concise statements concerning a variety of equipment desirable in the classroom:

"Bulletin boards which children help to arrange provide stimulation for thinking and constructive work in all the content areas of social studies and science. They can be used to sharpen the children's interest in current happenings and to open up new areas of interest. Book collections are indispensable and should contain a variety of subjects and cover a range of levels of reading difficulty. There are a number of good magazines also. Working tools such as encyclopedias, dictionaries, maps, globes, and visual aids need to be arranged for free and easy use. Materials for ex-

pression-paint, clay, and raw materials of a number of kinds appropriate to the current group interests, tables, shelves, cases, window ledges for hobby displays, and collections stimulate individual initiative and provide material for spoken language."

Movable furniture is highly desirable as an aid in free group conversation. Any type of stage, and an empty room for committee planning and reporting are desirable. Language growth is fostered in environmental conditions that are suitable, but, as Strickland says: "actually suffer a setback in situations that dam up their potentialities and channel practice into lifeless and artificial learning situations. Screwed-down furniture and rigid classroom organization and time schedules are highly detrimental to good language development."

Equipment for listening is essential. Slattery says:

"Listening is concerned with getting the essential idea of the discussion, lecture, formal debate, newscast, or any other form of oral communication. Outlining, summarizing, and discussing material that the child has heard will make him more conscious of the value of listening carefully and critically."

On the other hand, Beery feels that the advantages of a provision for listening activities have been overlooked. She writes that "the teacher must keep in mind the abilities that are necessary for good listening, the sequential order

1. Ruth G. Strickland, op. cit., p. 129.
in which these normally develop, and the situations in which growth in these habits and aptitudes may be naturally developed. In addition he must interpret the listening behavior of each child in the light of his total language development.

The child is frequently the listener, therefore it is the duty of the teacher to aid in the improvement of this skill. No listening activity is likely to result in any appreciable amount of learning unless the listener has a conceptual basis for understanding it, and from this arises the need for thinking on the part of the listener. Educators are in agreement that thinking must permeate the entire language arts program.

The Massachusetts Curriculum Guide has listed pertinent ideas for a listening program:

"1. There is a need for greater awareness on the part of all, not only to the increasing amount of listening today but to the tremendous impact of the spoken word.

2. There is a need for careful study of the listening habits and abilities of children.

3. Teachers can improve the art of listening by providing a better listening climate than now exists in the schools.

4. The schools should provide direct and systematic instruction in listening comparable to that which is now provided in developmental and remedial reading."

With the use of some, or all, of the equipment suggested in the criteria, there are definite outcomes towards which teachers strive.

Research related to outcomes.-- Raubicheck lists only two major outcomes, namely:

1. An increase of the power of understanding and enjoyment of an ever-widening variety of prose and poetry.
2. The development of the power to share this enjoyment with others through the medium of the spoken word.

Scott presents a list of desirable outcomes which any classroom teacher can analyze without difficulty:

1. Growth in the knowledge of the importance of having something to talk about.
2. Growth in the ability to carry on a conversation enthusiastically.
3. Growth in the use of a pleasing vocabulary.
4. Growth in the ability to be a good listener.
5. Growth in the knowledge of sources of interesting material.
6. Growth in the ability to observe common courtesies in conversation.
7. Growth in the ability to change the topic of conversation.
8. Growth in the ability to talk without the use of mannerisms.

1. Lettitia Raubicheck, op. cit., p. 185.
9. Growth in the knowledge of when and where it is not appropriate to talk.

10. Growth in the ability to make introductions.

11. Growth in the ability to carry on a business interview in the higher grades.

12. Growth in the art of story telling at any grade level."

On the other hand, consider the emphasis of the California Elementary School Principals' Association:

"1. The child is made to feel responsibility for making contributions to group problems.

2. The child is made to discriminate between the use of necessary and unnecessary questions.

3. The child should begin to see the most desirable steps in the undertaking.

4. The child should be given careful guidance to aid him in forming the habit of expressing his opinions."

The National Council of Teachers of English offers topics around which important outcomes should be centered such as: "the mental and emotional stability, growing intellectual capacity and curiosity, increasingly effective use of language for daily communication, habitual and intelligent use of mass modes of communication, vocational efficiency, and social sensitivity and effective participation in group life."


The provision of low standards for achievement may retard development, Strickland warns. On the other hand, too lofty standards may discourage growth also. But, writes Strickland, "guidance through progressive phases of refinement of speech and improvement of conversation will result in continuous and consistent growth according to the needs of the child. She enumerates the following outcomes:

1. Effective use of language for communication and for the give and take of social experience.
2. Successful adjustment to home, school, and community.
3. A sense of security and adequacy which results in mental and emotional stability.
4. Growing and intellectual curiosity together with intellectual initiative to follow through to satisfying ends.
5. Effective habits of work and a sense of personal responsibility for achievement.
6. Mental maturity commensurate with age and physical maturity.
7. Sensitivity to the feelings, needs, and contributions of others.
8. Understandings and techniques for effective participation in group life.
9. Discriminating and intelligent use of mass media of communication.
10. A personal sense of value and maturing moral perception.

11. Growing appreciation and enjoyment of worthy personal interests.

12. An enlarging concept of and allegiance to the basic values and processes of democratic living both for their own and immediate society and for the whole world."

Strickland advances the theory that "certain goals, standards, or objectives evolve from experience and advance progressively from level to level, building and strengthening the preceding outcomes."

1. Ruth G. Strickland, op. cit., p. 344.
CHAPTER III

DEVELOPMENT OF MATERIALS

A seminar group of teachers and administrators interested in compiling evaluative criteria for the elementary school met with Dr. James F. Baker who was to guide the project. Each member then began research in one subject-matter area.

The writer reviewed research which had been done in the area of oral language in the past fifteen years. Specific checklist and evaluation items in oral language were allocated under the headings of content, methods, materials, equipment and outcomes.

Tentative materials were then brought before the seminar group for criticism and suggestions, and the revision of the checklist items was made in terms of group thinking. Minor changes were made in reorganization of items, a few items were added while others were deleted.

During this period of research certain names were prominent as authorities in the oral language area. A list containing the names of these authorities was compiled and a letter was mailed to each requesting his help in criticizing tentative materials. A copy of this letter will be found in the Appendix of this paper.
A total of nineteen consultants and specialists agreed to serve on a jury to criticize tentative materials. The criteria were sent and the jurors listed suggestions, made criticisms, or deleted material in terms of their own experience and point of view.

After the criticisms of the jurors were collected the criteria were again revised, additions made, and suggestions added whenever it seemed feasible. Suggestions which seemed to pertain to one section of the country alone were not added, as it is hoped that the criteria will be usable in all sections.

The list of the jury members who served as active participants in suggesting revisions is as follows:

1. Virgil A. Anderson
   Professor of Speech and Drama
   773 Frenchman's Road
   Stanford, California

2. B. Alice Crossley, Ph. D.
   Assistant Professor of Education
   Boston University School of Education
   Boston, Massachusetts

3. Donald Durrell, Ph. D.
   Professor of Education
   Boston University School of Education
   Boston, Massachusetts

4. Dorothy Eckelmann
   Assistant Professor of Speech
   Illinois State Normal University
   Normal, Illinois
5. Frank Freeman  
Dean of School of Education, Emeritus  
University of California  
Los Angeles 24, California

6. Geraldine Garrison  
Consultant, Speech and Hearing Services  
Connecticut State Department of Education  
Hartford, Connecticut

7. Catherine Geary, Ph. D.  
Director of Elementary Education  
Cheltenham Township School  
Elkins Park  
Philadelphia, Pennsylvania

8. Elsie Hann, Ph. D.  
Assistant Professor of Speech  
University of California  
Los Angeles 24, California

9. Ernest Horn  
Professor, University of Iowa  
Iowa City, Iowa

10. Adah Miner  
Supervisor of Elementary Education  
Shoreline Public Schools  
Seattle, Washington

11. Oliver Nelson, Ph. D.  
Department of Speech  
University of Washington  
Seattle, Washington

12. Leversia Powers, Ph. D.  
Commonwealth of Pennsylvania  
Harrisburg, Pennsylvania

13. Wilbert Pronovost, Ph. D.  
Assistant Professor of Speech  
Boston University  
Boston, Massachusetts

14. Horace Rahskopf  
Department of Speech  
University of Washington  
Seattle, Washington
15. Letitia Raubicheck  
   Director, Bureau for Speech Improvement  
   110 Livingston Street  
   Brooklyn, New York

16. Carrie Rasmussen  
   Teacher of Speech  
   Longfellow School  
   Madison, Wisconsin

17. Karl Robinson  
   Associate Professor of Speech  
   Northwestern University  
   Evanston, Illinois

18. Marion Sack, Ph. D.  
   Principal, Wayne Grammar School  
   Wayne, Pennsylvania

19. Ruth Strickland  
   Professor, School of Education  
   Indiana University  
   Bloomington, Indiana

Perhaps the most significant criticism of the jury was made by Doctors Durrell, Hahn, Powers and Pronovost, who urged that Speech and Oral Language be combined because of the duplication of the checklist items. As a result of this criticism the speech and oral language criteria were revised and compiled in one criteria headed "Speech and Oral Language".

Doctors Nelson, Minor, Hahn and Garrison criticized the second paragraph of the Statement of Guiding Principles which read: "Throughout all speech activities, stress is placed upon articulation, enunciation, diction, pronunciation, and delivery of the spoken word."
Dr. Nelson suggested the restatement: "In all speech activities stress is placed upon the strengthening the thought processes and improving emotional adjustment and social attitudes, as well as upon improving articulation, pronunciation, oral vocabulary, and bodily responses as integral parts of the total speech process."

Another significant criticism was made by Doctors Garrison, Hahn, Nelson, Pronovost and Rasmussen. They agree that checklist items should be included stressing the classroom teacher's speech and its conformity to acceptable American speech. They suggest that another checklist item should be included which would indicate how much training in speech the classroom teachers have.

Dr. Elsie Hahn suggests adding "organization of ideas" to speech activities of articulation, enunciation, diction, pronunciation, and delivery of the spoken word.

Dr. Garrison suggests substituting "the emphasis" or "special consideration" in preference to the word "stress" since stress signifies pressure or overstrain, which is the influence not desired in a speaking situation.

Dr. Sack felt strongly that not all classrooms need choral speaking activities. She also felt that there was an over-emphasis on techniques of speech, and she urged that an atmosphere of freedom be maintained, even to the extent of
deleting the provision "for grouping children in oral lan-
guage activities according to their particular needs and
interests".

The criteria were presented to a Boston University
Speech Seminar group in which it was again ruled that Speech
and Oral Language criteria should be combined. Other minor
corrections in wording were suggested by the group.

On the other hand, several jurors returned the criteria
with comments that the criteria met with their approval and
need not be altered.
EVALUATIVE CRITERIA FOR
SPEECH AND ORAL LANGUAGE
SPEECH AND ORAL LANGUAGE

STATEMENT OF GUIDING PRINCIPLES

Instruction in speech and oral language improves the personality of the child by developing his speaking abilities. It provides experiences and guidance in speaking activities which occur in the maturing life of the child. Speech and oral language are basic means of communicating thoughts and feelings, and are fundamental tools for learning in all areas of instruction.

In all speech activities stress is placed upon strengthening the thought processes and improving emotional adjustment and social attitudes, as well as upon improving articulation, pronunciation, oral vocabulary, and bodily responses. Attention is given to the improvement of speech difficulties of individual children. For pupils with particular speech problems, the services of especially trained personnel are used to provide clinical assistance, and to work in close cooperation with the classroom teacher and with the pupils needing remedial help.

NAME OF SCHOOL....................DATE....................

Checklist and evaluation ratings made by:

........................................
........................................
........................................
........................................

(Experimental copy: not to be reproduced)
INSTRUCTIONS

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked as follows:

- ✓ if the provision or condition is made extensively;
- ✓ if the provision or condition is made to some extent;
- X if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgment of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5—Excellent; the provisions or conditions are extensive and functioning excellently.

4—Very Good;*  
   a. the provisions or conditions are extensive and are functioning well, or  
   b. the provisions or conditions are moderately extensive but are functioning excellently.

3—Good; the provisions or conditions are moderately extensive and are functioning well.

* Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b".

2—Fair; *
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1—Poor; the provisions or conditions are limited in extent and are functioning poorly.

M—Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.

N—Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

*Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b".
I. CONTENT

Checklist

() 1. Experiences in both in-school and out-of-school activities are used as the basis for oral stories.

() 2. Social experiences in the classroom are used to develop vocabulary and improve modes of expression.

() 3. A variety of choral reading activities are provided.

() 4. Conversation is developed as a social art.

() 5. Group discussions of class problems are held.

() 6. Dramatizations of plays and stories take place in the classroom.

() 7. Dramatizations of social courtesies take place in the classroom.

() 8. Opportunities for story telling of imaginative tales or of personal experiences are provided.

() 9. Club procedures such as organizing committees, electing officers, making motions, and conducting meetings are included in the upper levels.

() 10. Instruction and experience in telephone conversations are provided.

() 11. The asking and answering of questions occurs often.

() 12. Opportunities for introduction of oneself, a new pupil, or a visitor are provided.

() 13. Speech skills should be taught all day as they relate to learning activities of the classroom.

() 14. The regular instruction of speech is provided. The approximate number of minutes per day is ------ or ranges from ---- to ---- per day.

() 15. Emphasis is given to the underlying processes of gathering, organizing, and presenting ideas for speaking situations.

() 16. Listening activities encourage evaluation and analysis by listeners of materials presented.
17. Listening activities emphasize the ability of pupils to express with increasing accuracy the essential elements of what they have heard.

18. Remedial speech instruction is provided for speech handicapped children by the speech correction teacher.

19. Opportunities to speak from an outline are provided.

20. Opportunities to speak extemporaneously are provided.

21. Appropriate and easy use of the voice is developed.

22.

23.

Evaluations

a. To what extent does the variety of speaking activities meet the needs of children?

b. To what extent does the content of the speaking activities meet the group needs of children?

Comments:

II. METHODS

Checklist

1. Activities provided motivate interest in speech and illustrate the desirability of good speaking skills.

2. Drills for correction of grammatical errors are provided when the need arises.

3. Attention to good speech occurs in all school activities.

4. Opportunities are provided for pupils to participate in the planning and selection of oral language activities.

5. Consideration is given to the emotional needs of children in all speaking activities and instruction.
6. Both parents and teachers cooperate in considering the emotional needs of children as related to speech problems.

7. The teacher's use of oral language emphasizes correct techniques.

8. Instruction includes both teacher and pupil demonstration of techniques.

9. A desirable balance is maintained in instruction between individual and group speaking activities.

10. Teachers recognize particular speech problems and refer them to proper authorities for diagnosis and recommendations.

11. Specialized individual help is provided speech handicapped children.

12. Regular classes or periods of instruction are held at least twice weekly for corrective or remedial speech instruction.

13. Speech correctionists are responsible for specific instruction of not more than seventy-five pupils during any one week.

14. The child with a speech problem is given the opportunity to practice his new habits in the classroom.

15. A routine survey test of children's speech is made in certain levels each year. Indicate levels of survey testing ____________.

16. Both objective and subjective evaluations are used to determine if the objectives of the program are being achieved.

17. Encouragement is given the pupil to do creative and independent work, e.g., telling original stories, sharing original poems, planning original plots for plays.

18. Provision is made for grouping children in activities of speech according to their particular needs and interests.
19. Oral language experiences approximate as closely as possible those which occur outside of school, so that there is a carry-over from the school language to the speech patterns used elsewhere.

20. Instruction in speaking activities gives the child a chance to speak before an audience.

21. All children receive pure tone hearing tests to ascertain their ability to hear speech.

22. Teachers exemplify in all their speaking good standards for their pupils.

23. Teachers receive in-or-out of service training in speech.

24. Speech correctionists assist the classroom teacher with instruction in speech improvement for all children.

25.

26.

Evaluations

a. How effectively do the methods of instruction meet the group needs of children?

b. How effectively do the methods of instruction meet the particular needs of individual children?

Comments:

III. EQUIPMENT AND MATERIALS

Checklist

1. Audio devices (e.g., record player, tape recorder) are available for instructional activities.

2. A variety of visual aids is available (e.g., charts, films, film strips).

3. A pure tone audiometer is available.
4. An auditorium or large room is available for speaking before groups.

5. Literature dealing with techniques to be used in speech training is available.

6. Teacher prepared instructional materials are available (e.g., charts, study guides, exercises, games).

7. General reading, drama, music, and poetry books are available.

8. Space facilities are provided for individualized instruction of pupils with special problems. Describe under Comments.

9. Room arrangements are conducive to natural speech activities.

10. Storage space is available for equipment and materials.

11. Books of stories, poems, and plays at many reading levels are available.

12. Children's periodicals are provided.

13. Town or city library facilities are used to provide additional source material.

14. Funds are available for trips which provide first-hand material for oral reports.

15. Toy telephones, or a model telephone, are available.

16. Movable furniture is available for desirable audience grouping.

17.

18.

Evaluations

a. How adequate is the variety of instructional equipment and materials to meet the speaking needs of all children?

b. How adequate is the quality of instructional equipment and materials?
c. How effectively are the instructional equipment and materials used?

Comments:

IV. OUTCOMES

(No checklist items are prepared for this division since they would be largely repetitions of checklist items in preceding divisions.)

Evaluations

a. To what extent are all pupils developing proficiency in fundamental listening and speech skills?

b. How effectively do pupils participate in group discussions?

c. To what extent are errors diagnosed and corrected?

d. To what extent are pupils applying principles of good speech in their educational and recreational activities?

e. To what extent is he developing appreciation for the oral contributions of others?

f. To what extent is the speech program facilitating pupils' adjustment to the total school program?

g. To what extent are individual children with particular speech problems being helped to overcome their speech problems?

h. To what extent is the child able to tell creative stories?

i. How effectively do pupils organize and present talks before audiences?
J. How effectively do pupils communicate the meaning of material which is read aloud to an audience?

k. To what extent are listening skills being improved?

V. SPECIAL CHARACTERISTICS OF SPEECH

1. In what respects is instruction in speaking activities in the school most satisfactory and commendable?
   a. 
   b. 
   c. 

2. Wherein lies there greatest need for improving instruction in speech in this school?
   a. 
   b. 
   c. 
CHAPTER IV

SUGGESTIONS FOR USING THE CRITERIA

The Criteria for Speech and Oral Language may be used by several people in different capacities. The classroom teacher, the supervisor of language arts, a group of staff members, an administrator, or a staff of professional and non-professional members may work individually or together in evaluative activities.

The classroom teacher may use the Criteria as a basis for self-evaluation of her own teaching techniques. In addition, the checklist items should suggest new practices and content material which have not been introduced in her own particular situation.

The Supervisor of Language Arts, or an administrator, may use the Criteria in evaluating the quality of teaching in his school system. He may not only consider the teaching in terms of checklist items, but add other items and procedures which he finds effective in his system.

The Criteria are valuable as an in-service tool to be used as a basis for discussion and curriculum planning by staff members. The entire staff may participate in evaluation with this instrument. The Evaluative Criteria
developed by the Cooperative Study of Secondary-School Standards says that "some schools have found it worth while to include representation of the pupils, parents, community, and official board of control as participants in, or observers of, self-evaluation. Many schools have found it desirable to have teachers serve on committees for evaluation in areas other than the ones in which they are teaching."

It is hoped that from these discussion groups new ideas will be gained, new procedures will be tried, and additional content material will be added to the variety of offerings in the Speech and Oral Language work in the elementary school. Constructive criticism, and intensive investigation of present teaching methods should bring about more effective teaching in this area.

As instructional methods are improved, continued revision of this instrument will be necessary, as to be really effective, such criteria must be kept up to date.

Dear Mr. ----------

A group research project is being conducted at Boston University to develop Evaluative Criteria for elementary schools. This project is under the direction of Dr. James F. Baker who served as Research Assistant to the Cooperative Study of Secondary-School Standards in developing the 1950 edition of the Evaluative Criteria now being used in secondary schools throughout the country.

One of the procedures which is planned is to have juries of interested and qualified persons criticize materials which will be prepared in tentative form by the research group. We hope that you will be willing to serve as a jury member to criticize materials in the area of oral language.

As this is a non-profit venture with the main aim in view to develop materials which teachers may use in evaluating their own educational endeavors, funds are not available for the professional services of jury members. Past experience in developing the secondary school instrument indicates that leaders in education will be glad to participate in such a study on a voluntary basis.

It is not expected that the time required of a member of the jury will be excessive. May we count on your cooperation? A form is enclosed for your reply.

Sincerely yours,

(Mrs.) Allison Forshaug
Research Group Member
EVALUATION RESEARCH PROJECT

Date: __________________ 1951

Your Name
Street Address
Town and State Address

Dear (Your Name):

The checks in the parentheses below indicate my status regarding the evaluation research project discussed in the letter accompanying this form.

( ) 1. I will serve as a member of the national jury of experts in the work of developing Evaluative Criteria for elementary schools, insofar as those standards pertain to the area of oral language.

( ) 2. I understand the service will require criticism of tentative materials for the field of oral language.

( ) 3. I have access to a copy of the Evaluative Criteria 1950 edition pertaining to secondary education which will give me an idea of the format and scope of a similar instrument for elementary schools.

4. Comments:

(Signed) ____________________________________________

(Official Position) ________________________________

(Street and Number) _____________________________

(City and State) _________________________________
Thank you for accepting the invitation to serve on a jury to examine and criticize materials being developed to evaluate elementary education. Your cooperation is much appreciated.

Enclosed please find the first draft of materials submitted for your criticism. Please feel free to change, delete, or add to any of the material in this form. Your suggestions will be studied carefully and compared with criticisms received from other jury members. As soon as replies have been received from all members of the jury, a revision will be made and sent to you.

Enclosed also is an outline indicating the sections now being developed. This outline is of course tentative but it may help you to see the materials on which you are working in relation to the entire Criteria.

We do not want to seem to be rushing you, but early attention on your part will be helpful. We hope to receive your criticisms by ------------------------------.

Very sincerely yours,

Enclosures. Member Research Group.
Dear : 

Your comments and suggestions concerning the elementary school evaluation blank (D-9, Oral Language) have been received and will be incorporated in a revision of this blank. The interest you have shown in this project and the suggestions you have volunteered are deeply appreciated.

After all sections have been revised, a copy of the revision will be sent you by Dr. James F. Baker of Boston University.

Thank you very much for your cooperation.

Sincerely yours,

Member of Research Group.
BIBLIOGRAPHY
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3. California Elementary School Principals' Association, Guideposts For the Elementary Schools of Tomorrow, Sixteenth Yearbook, 1944, Los Angeles, California.


