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Evaluative criteria for spelling

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EVALUATIVE CRITERIA FOR SPELLING

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Master of Education

1952

Boston University
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TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
II. REVIEW OF RESEARCH	3
Content	3
Methods	5
Study techniques	6
Meaning of words	8
Word analysis	9
Use of the dictionary	10
III. PROCEDURE	12
IV. SUGGESTIONS FOR USING THE CRITERIA	22
APPENDIX	24
BIBLIOGRAPHY	35

CHAPTER I
INTRODUCTION

The purpose of this study is to develop a set of criteria to evaluate the spelling area of an elementary school.

The criteria consists of specific statements indicating desirable conditions and procedures in certain areas of the elementary school program. Such statements should furnish a means for teachers to examine and evaluate the effectiveness of their own work.

The Evaluative Criteria, an instrument by which a secondary school can be evaluated through making a self-evaluation, was developed by the Cooperative Study of Secondary-School Standards in 1940 and revised in 1950.

These criteria have been used extensively and successfully throughout the United States. Because it has been proved through use of the instrument that self-evaluation leads to improvement, it seemed pertinent to develop a similar instrument by which an elementary school can be evaluated.

This study proposes:

1. To determine the qualities that make for a good elementary school spelling program.
2. To determine ways by which a spelling program can be evaluated.

3. To determine the present status of the spelling program.
4. To determine ways by which improvement in the spelling program can be effected.

CHAPTER II
REVIEW OF RESEARCH

Content

Spelling is an area of learning which has received much attention from research workers, and considerable progress has been made in the field in the last few years. Many attempts have been made to improve spelling ability although there is still need of much investigation. Despite the number of spelling textbooks available many children still have difficulty with spelling because there is disagreement among authorities as to the basic knowledge that all children should have.^{1/}

The spelling words taught during the elementary school years should be those which the child needs most in the writing he does in school and out of school.

Most authorities agree with Capron^{2/} that the spelling program should include a scientifically prepared basic word list and a supplementary word list.

^{1/} James A. Fitzgerald, "The Selection of Words for Spelling," The Elementary English Review (February, 1938), Volume 15, Number 2, pp. 43-51.

^{2/} Clara H. Capron, "Improving Instruction in Spelling," The Resourceful Teacher (1951), Volume 5, Number 1, pp. 12-15.

The basic spelling list should include the words most commonly needed both in children's writing and in the writing of adults. The words most frequently used at all levels should be learned first. The number of required words should not be too great in any one grade, but should increase as the child matures and his writing needs increase. The supplementary list should include words from other content subjects and individual word lists based on the child's individual writing needs.^{1/}

All spelling words should be within the child's comprehension, speaking, and sight recognition vocabularies if the word is to become part of his automatic writing vocabulary.

Spelling textbooks or workbooks are recommended because the authors have based their word lists on extensive and intensive study of the needs of children. Lee^{2/} feels that a textbook built on research findings in regard to number of words to be taught and grade placement of words includes more practical and useful words than lists compiled by the teacher from children's activities.

Although authorities agree on the points mentioned above opinions differ as to the number of words that should be

1/ J. Murray Lee and Dorris May Lee, The Child and His Curriculum, D. Appleton-Century Company, New York, 1940, pp. 385-391.

2/ Dorris Lee and J. Murray Lee, "The Spelling Load Is Too Heavy," The National Elementary Principal, Twentieth Yearbook (July, 1941), 21:484-488.

taught at each grade level. It is agreed, however, that only words which are among the three or four thousand most commonly used should be included in the elementary program.

Methods

The chief aim of spelling instruction is to develop permanent ability to spell words correctly. To achieve this, spelling instruction must be individualized. Study and practice is devoted to each child's difficulty. To gain permanent spelling power the child must use the words he has studied and a great many experiences in using words in context must be provided. The more closely the spelling program is integrated with other school subjects the more permanent and secure is the accomplishment in spelling.^{1/}

An enriched curriculum provides varied experiences, stimulation, and definite instruction for taking part in language arts activities. Opportunities are provided to do various types of writing which are necessary and should be done to clarify, organize, and use important ideas presented in all school work.

Through a variety of experiences a broad activity program enables the child to enlarge and clarify his writing vocabulary. It is the basis for stimulating interest in

1/ Lillian E. Billington, "Spelling and Child Growth," The Resourceful Teacher, Silver Burdett, (1951) Volume 5, Number 1, pp. 3-6.

words and creating improvement in spelling - thus providing many opportunities for the child to express himself in writing which is the best motivation for good spelling.^{1/}

Study techniques.-- Linehan^{2/}states, "Investigations and opinions indicate that there is some incidental learning of spelling through other school subjects...." All of the research findings reviewed for this study acknowledge this but emphasize strongly the need for a direct method of teaching and a systematic method of learning to spell correctly.

Specific planning is necessary for the development of independence and spelling power. Some teachers assume that children will develop the ability to learn to spell without specific procedures. It is true, children may develop their own methods of word study but these methods may be very bad.

Foran^{3/}claims, "The major difficulty with most poor spellers of normal ability is the absence of a systematic method of studying words."

^{1/} Paul McKee, Spelling, Forty-third Yearbook, National Society for the Study of Education, Part II, 1944, pp. 153-160.

^{2/} Eleanor B. Linehan, "A Summary of Research of Spelling," Unpublished Master's Thesis, Boston University School of Education, Boston, 1946.

^{3/} Thomas G. Foran, The Psychology and Teaching of Spelling, The Catholic Education Press, Washington, D. C., 1934, p. 76.

The aim of the spelling program should be the teaching of how to spell rather than the mastery of long lists of words.^{1/}

It is the responsibility of the teacher to emphasize constantly the importance of the method of word study. Each child should be taught a simple and effective method for studying new words.^{2/}

In four widely used and reliable spelling textbooks investigated for this study, four different methods of word study were advocated. On analyzing these methods, however, they were basically very much alike and all four included a visual, auditory, and kinesthetic method of approach.

This study does not attempt to recommend any one method of word study. It does recommend, however, that teachers be acquainted with modern method books and current research studies in spelling in order to be familiar with all methods of word study.

By studying the individual and group needs the teacher can determine the method by which each child can best learn an efficient method of word study.

^{1/} Arthur I. Gates, The Pupils' Own Vocabulary Spellers, The Macmillan Company, New York, 1946, p. 5.

^{2/} Emmet A. Betts and Mabel-Louise Arey, Guide to Spelling Progress, American Book Company, Boston, 1948, p. 20.

In developing effective techniques for learning to spell Betts^{1/} stresses the importance of supervised study to insure good study habits.

Meaning of words.-- It is universally acknowledged today that there is a very close relationship between knowing the meaning of a word and the ability to spell that word. Foran^{2/} emphasizes, "Knowledge of the meaning of a word is a direct aid in learning to spell it."

As far back as 1918 it was found that sixty-six and two-thirds per cent more words were spelled correctly if the meaning was known than if it was unknown or uncertain.^{3/}

Despite the research findings in this area there are still spelling periods which are devoted exclusively to drill. Well planned drill is necessary in the teaching of spelling but it is also important to secure interest if results are to improve.

Dolch^{4/} believes one source of interest in the spelling period can be the meaning of words. He feels that a study of extent of meaning, difference in meaning, and origin of meaning can be made fascinating to children.

1/ Op. cit., p. 20.

2/ Op. cit., p. 80.

3/ Leta S. Hollingworth, The Psychology of Special Disability, Bureau of Publications, Teachers College, Columbia University, New York, 1918, p. 57.

4/ Edward W. Dolch, Better Spelling, The Garrard Press, Champaign, Illinois, 1942, p. 168.

Betts^{1/} claims that understanding of meaning can be as-
sured in the following ways:

1. The words to be taught should be within the reading, writing, and speaking experiences of the child.
2. New words should be presented in context and provision made for discussing the meanings.
3. Opportunities should be provided for using the words in meaningful situations.
4. Instruction on the use of the dictionary should emphasize meaning as well as pronunciation.

Word Analysis.-- Because word analysis is a basic reading skill it is often confined to the reading program and entirely neglected in the spelling program, especially at the higher elementary level. This is an erroneous practice because word analysis is a definite aid in learning to spell and should be emphasized as such throughout the elementary program. Durrell^{2/} says, "Often it is desirable to teach word analysis in connection with spelling rather than reading."

Although English is not a phonetic language, many words are spelled as they sound. Children cannot learn to spell through phonics alone, but the ability to associate sounds with certain letters or combination of letters is extremely important in learning to spell. To develop permanent spelling

1/ Op. cit., p. 15.

2/ Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Company, New York, 1940, p. 267.

ability the child must be aware of different ways in which certain sounds may be represented by letters, and the different sounds that certain letters or combination of letters may represent.^{1/}

Use of the dictionary.-- The dictionary is one of the most important reference tools used in school and out of school. There are many skills involved in learning to use the dictionary and eventually all uses appropriate to the grade level should be taught.

One of the skills involved in the use of the dictionary is the ability to use the dictionary to insure correct spelling. This skill must be mastered if permanent spelling ability is to be achieved. It necessitates a knowledge of spelling of various sounds in order to find unfamiliar words, a knowledge of how the plurals of words are formed, and a knowledge of how to use the hyphen and how to locate compound words.

Dictionary study should be introduced gradually and made interesting and meaningful by integrating it with other subjects and providing a variety of learning activities.^{2/}

^{1/} Lillian E. Billington, Word Power Through Spelling, Silver Burdett Company, New York, 1951, p. 4.

^{2/} Victor H. Kelley, "The Use of the Dictionary in the Elementary Grades," The Elementary Review, (January, 1936), Volume 13, Number 1, pp. 17-19.

Hildreth stresses the importance of the type of dictionary used in school. "Children are more apt to guess at spelling than fumble around in a dictionary printed in small type and containing many unfamiliar words."^{1/}

The dictionary program should be carefully planned, beginning with readiness activities and pictured dictionaries. As the child matures spelling dictionaries should be provided, and later, the regular dictionary to find what words mean, how to spell them, how to pronounce them, and to syllabize them correctly.

^{1/} Gertrude Hildreth, Learning the Three R's, Educational Publishers, Inc., Minneapolis, 1936, p. 802.

CHAPTER III

PROCEDURE

A group of master's students, teachers and administrators, met under the direction of Dr. James F. Baker for the purpose of developing criteria to evaluate all aspects of an elementary school.

The criteria were patterned after the checklist and evaluation items of the Evaluative Criteria of the Cooperative Study of Secondary-School Standards.

At the first meeting an outline of the criteria was formulated and each area to be evaluated was allocated to individual members of the group.

It was decided to develop specific checklist and evaluation items under the following main headings:

- A. Content
- B. Methods
- C. Equipment and Materials
- D. Outcomes

First drafts of each section were developed and submitted to the seminar group for criticisms. The materials were then revised and submitted to a group of specialists in the area for a more critical analysis before final drafts were developed.

After tentative plans were completed, the writer, who was assigned the spelling area, reviewed research for approximately ten years.

During the research readings specific checklist and evaluative items were developed and specialists in the area of spelling were selected to criticize materials. The following people were contacted and agreed to serve as jury members.

Lillian Billington
Associate Professor of Education
San Jose State College

B. Alice Crossley
Assistant Professor of Education
Boston University

Catherine Geary
Director of Elementary Education
Elkins Park, Philadelphia

Dorris May Lee
Lecturer in Education
State College, Washington

Lerversia Powers
Chief, Elementary Education, D.P.I.
Commonwealth of Pennsylvania

Marion Scak, Principal
Wayne Grammar School
Wayne, Pennsylvania

When the first draft of the spelling criteria was completed, it was submitted to the seminar group for criticisms. The items were revised in the light of these criticisms and then sent out to the jury members for further criticisms.

The major comments and suggestions by jury members are listed below:

Developing a spelling sense should be included in the Statement of Guiding Principles.

The term curriculum guide be substituted for course of study.

The number of basic words taught should vary according to the ability of the child within each grade.

Basic words should be in the oral and reading vocabularies of children before being introduced in spelling.

Each child should be helped to find and use the method of learning to spell that is best for him.

Spelling is taught as necessary for good written expression and not as a part of oral expression.

Children at all levels are continually expected to proof read all their written work which others will see.

Motivation should include history of word origin.

The writer is grateful to the seminar group and to the jury members for their comments and suggestions while the criteria were being developed. These suggestions add to the validity of the instrument and have been incorporated in the final revision. A copy of the revised form is included in this chapter.

SPELLING

Statement of Guiding Principles

Spelling is a writing tool and an integral part of the language arts program. The primary aim of the spelling program is to develop within each child the ability to spell words accurately whenever and wherever he uses them, and to make him aware of correct and incorrect spelling at all times.

Instruction should include carefully prepared word lists, effective methods of teaching, and an activity program which provides many opportunities for the child to express himself in writing--thus stimulating an interest in words and creating a desire to spell correctly.

Since the major criterion of spelling achievement is the extent to which the child spells correctly in writing situations, it is important to establish the attitudes, habits, and skills which insure improved spelling and develop within the child a feeling of confidence and pride in his ability to spell.

NAME OF SCHOOLDATE.

Checklist and evaluation ratings made by:

.
.
.

(Experimental copy: not to be reproduced)

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.
- 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".

^{1/} Adapted from Evaluative Criteria, 1950 Edition, published by the Cooperative Study of Secondary-School Standards.

I. CONTENT

Checklist

- () 1. Scientifically prepared basic word lists are provided (e.g., textbook, workbook, curriculum guide).
- () 2. Supplementary lists based on practical writing needs of the group are compiled by the teacher and pupils (e.g., other school subjects, out-of-school activities).
- () 3. Individual word lists based on individual writing needs are compiled by each child.
- () 4. The number of basic words taught vary according to the year level.
- () 5.
- () 6.

Evaluations

- () a. How adequate are the provisions to develop a practical and useful spelling vocabulary?

Comments:

II. METHODS

Checklist

- () 1. Instruction is based on the spelling needs and interest of the pupils.
- () 2. There is evidence of careful planning for instructional activities.
- () 3. The teacher uses guides and is familiar with the current findings of research studies.
- () 4. Through a variety of writing experiences, spelling is closely integrated with other school subjects and out-of-school activities.

- () 5. Spelling readiness activities are provided at the early elementary levels.
- () 6. Both the direct method (a definite spelling period) and the incidental method of teaching are used.
- () 7. Definite methods for learning to spell are taught (as prescribed in guides and research studies). Each child is helped to find and use the method by which he learns best.
- () 8. Visual, auditory, and kinesthetic methods are used in presenting words.
- () 9. All words are introduced in context.
- () 10. Provisions are made for the development of meaning and word enrichment.
- () 11. Children are grouped within the classroom according to ability.
- () 12. The number of words taught depend upon the ability of the child.
- () 13. All spelling words are within the reading ability of the child.
- () 14. Phonetic analysis is stressed at all levels.
- () 15. Review is systematically planned and maintained throughout the program, for the individual and for the group.
- () 16. A comprehensive dictionary program is developed and maintained at all levels.
- () 17. Syllabication is taught at the later elementary levels.
- () 18. Only a few simple rules which apply to a large number of words are taught and children are given practice in making the generalizations.
- () 19. Provision is made for correcting and eliminating errors in all written work.
- () 20. Children at all levels are expected to proof read all written work.
- () 21. Spelling is practiced through writing, not through oral drill.

- () 22. Study periods are supervised to insure good study habits.
- () 23. Instruction includes a variety of spelling activities (e.g., writing words in context from dictation, filling in blanks).
- () 24. Each child keeps his individual spelling list and a list of all misspelled words arranged under their initial letters in a notebook.
- () 25. Evaluation techniques are used to measure achievement and for diagnosing pupil errors.
- () 26. Written composition rather than lists of isolated words is used to evaluate the spelling program.
- () 27. Motivation is varied and effective (e.g., writing in other subjects, history of word origin).
- () 28. Children are encouraged to illustrate word meanings and compile pictured dictionaries.
- () 29. Careful attention is given to articulation and pronunciation of all words.
- () 30. Handwriting difficulties that handicap spelling are recognized and corrected.
- () 31.
- () 32.

Evaluations

- () a. How effectively do the methods of instruction meet the group need of children?
- () b. How effectively do the methods of instruction meet the particular needs of individual pupils?

Comments:

III. EQUIPMENT AND MATERIALS

Checklist

- () 1. Basic word lists on different levels are available for remedial instruction.
- () 2. Pictured dictionaries are provided at the early elementary levels.
- () 3. Standard school dictionaries are provided for every child at the later elementary levels.
- () 4. Standardized spelling tests are available.
- () 5. Audio-visual materials are available. (Check)
- Flash cards
 Illustrations
 Slides
 Filmstrips
 Films
- () 6. A tachistoscope or Flashmeter is available for visual instruction.
- () 7. A printing press (rubber-stamp type) is provided at the early elementary levels.
- () 8. Typewriters are available for use with children who have a serious handwriting difficulty.
- () 9. Guides and reference materials are provided.
- () 10.
- () 11.

Evaluations

- () a. How adequate is the variety of instructional equipment and materials to meet the spelling needs of all children?
- () b. How adequate is the quality of instructional equipment and materials?
- () c. How effectively are instructional equipment and materials used?

Comments:

IV OUTCOMES

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

Evaluations

- () a. To what extent are pupils able to spell words needed for their writing?
- () b. To what extent do pupils use worth-while study habits and techniques in learning to spell?
- () c. To what degree are pupils developing the habit of consulting the dictionary or some other source to verify spelling?
- () d. To what extent are pupils able to recognize correct and incorrect spelling?
- () e. To what extent are pupils developing an interest in words and a desire to spell correctly?

V. SPECIAL CHARACTERISTICS OF SPELLING

1. In what respects is instruction in spelling in this school most satisfactory and commendable?
 - (a)
 - (b)
 - (c)
2. In what respect is there greatest need for improving instruction in spelling in this school?
 - (a)
 - (b)
 - (c)

CHAPTER IV
SUGGESTIONS FOR USING THE CRITERIA

Spelling is one section of the Evaluative Criteria, an instrument by which an elementary school can be evaluated through making a self-evaluation. The total evaluation is made by the entire school staff. Committees are formed to discuss and evaluate areas using the criteria. Members are encouraged to add checklist items and to give additional information which seems necessary.

"It has been reported that one of the major contributions from using the Criteria comes from the discussions by committee members while studying and evaluating their educational program with the various sections of the Criteria."^{1/}

The main purpose of the evaluation is to determine the status of the school after which follow up activities can be developed which will lead toward an improved elementary school program.

Although the spelling blank was developed primarily as an evaluative instrument, there are many other ways it can be of value to teachers and administrators.

^{1/} Cooperative Study of Secondary-School Standards, Manual for Evaluative Criteria, (1950 Edition), Washington, D.C. p. 2.

Spelling is only one of many subjects included in the elementary school program. The criteria can serve as a guide for teachers to make sure all phases of the subject are being covered. To have specific checklist and evaluative items by which the total spelling program can be measured gives a teacher a feeling of security in her teaching.

Another practical use of the spelling criteria is to guide teachers and administrators in selecting textbooks and revising the curriculum.

Supervisors can use the criteria to assist new and inexperienced teachers in planning effective spelling programs, and to evaluate spelling problems which justify the selection of activities for workshop projects.

Because the criteria give an overview of the spelling program aims, subject matter, and methods of instruction, the instrument may be of value to administrators in measuring the effectiveness of teaching methods in the area of spelling.

Initial comments of teachers who have examined the criteria indicate desire to use them in evaluating their own program. Such a desire provides some indication of the worth of the materials, and after further trial and revision it is hoped the material may make a definite contribution to elementary education.

APPENDIX

ELEMENTARY EVALUATION CRITERIA

Tentative Outline

A--Suggestions for Using the Evaluative Criteria

B--Pupil Population and School Community

C--Educational Needs of Children

D--The Curriculum

D-1 Experienced Centered Program

D-2 Arithmetic

D-3 Arts and Crafts

D-4 Handwriting

D-5 Health and Safety

D-6 Kindergarten

D-7 Literature

D-8 Music

D-9 Oral Language

D-10 Physical Education

D-11 Reading

D-12 Science

D-13 Social Studies

D-14 Speech

D-15 Spelling

D-16 Written Language

E--Library Services

F--Guidance Services

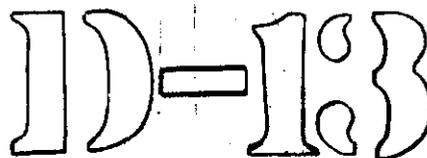
G--School Plant

H--School Staff and Administration

I--Individual Staff Member Blank

J--Statistical Summary

K--Graphic Summary



SPELLING

Statement of Guiding Principles

Spelling, a writing tool, is an integral part of the language arts program. The primary aim of the spelling program is to develop within each child the ability to spell words accurately whenever and wherever he uses them.

Instruction should include carefully prepared word lists, effective methods of teaching, and an activity program which provides many opportunities for the child to express himself in writing--thus stimulating an interest in words and creating a desire to spell correctly.

Since the major criterion of spelling achievement is the extent to which the child spells correctly in writing situations, it is important to establish the attitudes, habits, and skills which insure improved spelling and develop within the child a feeling of confidence and pride in his ability to spell.

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

Checklist and evaluation ratings made by:

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

(Experimental copy: not to be reproduced)

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.
- 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".

1. Adapted from Evaluative Criteria, 1950 Edition, published by the Cooperative Study of Secondary-School Standards.

I. CONTENT

Checklist

- () 1. Basic word lists are provided (e.g., textbook, workbook, spelling course of study).
- () 2. Supplementary lists based on the writing needs of the group are compiled by the teacher and pupils (e.g., other school subjects, out-of-school activities).
- () 3. Individual word lists based on individual writing needs are compiled by each child.
- () 4. The number of basic words taught vary according to the year level.
- () 5.
- () 6.

Evaluations

- () a. How adequate are the provisions to develop an extensive spelling vocabulary?

Comments:

II. METHODS

Checklist

- () 1. Instruction is based on the spelling needs and interest of the pupils.
- () 2. There is evidence of careful planning for instructional activities.
- () 3. The teacher uses manuals and is familiar with the current findings of research studies.
- () 4. Through a variety of writing experiences, spelling is closely integrated with other school subjects and out-of-school activities.
- () 5. Spelling readiness activities are provided at the early elementary levels.
- () 6. Both the direct method (a definite spelling period) and the incidental method of teaching are used.

- () 7. A definite method for learning to spell is taught (as prescribed in manuals and research studies).
- () 8. Visual, auditory, and kinesthetic methods are used in presenting words.
- () 9. All words are introduced in context.
- () 10. Provisions are made for the development of meaning and word enrichment.
- () 11. Phonetic analysis is stressed at the early elementary levels and continued through the later elementary levels when necessary.
- () 12. Review is systematically planned and maintained throughout the program, for the individual and for the group.
- () 13. A comprehensive dictionary program is developed and maintained at all levels.
- () 14. Syllabication is taught at the later elementary levels.
- () 15. Only a few simple rules which apply to a large number of words are taught.
- () 16. Provision is made for correcting and eliminating errors in all written work.
- () 17. Instruction includes a variety of spelling activities (e.g., writing words in context from dictation, filling in blanks).
- () 18. Each child keeps his individual spelling list and a list of all misspelled words alphabetically arranged in a notebook.
- () 19. Evaluation techniques are used to measure achievement and for diagnosing pupil errors.
- () 20. Written composition rather than lists of isolated words is used to evaluate the spelling program.
- () 21. Motivation is varied and effective (e.g., writing in other subjects, progress charts).
- () 22. Careful attention is given to articulation and pronunciation of all words.
- () 23. Handwriting difficulties that handicap spelling are recognized and corrected.

() 24.

() 25.

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 pupils?

Comments:

III. EQUIPMENT AND MATERIALS

Checklist

- () 1. Basic word lists on different levels are available for remedial instruction.
- () 2. Pictured dictionaries are provided at the early elementary levels.
- () 3. Standard school dictionaries are provided for every child at the later elementary levels.
- () 4. Standardized spelling tests are available.
- () 5. Audio-visual materials are available. (Check)
- Flash cards
 Illustrations
 Slides
 Filmstrips
 Films
- () 6. A tachistoscope or Flashmeter is available for visual instruction.
- () 7. A printing press (rubber-stamp type) is provided at the early elementary levels.
- () 8. Typewriters are available for use with children who have a serious handwriting difficulty.
- () 9. Manuals and reference materials are provided.
- () 10.
- () 11.

Evaluations

- () a. How adequate is the variety of instructional equipment and materials to meet the spelling needs of all children?
- () b. How adequate is the quality of instructional equipment and materials?
- () c. How effectively are instructional equipment and materials used?

Comments:

IV. OUTCOMES

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

Evaluations

- () a. To what extent are pupils able to spell words needed for their writing?
- () b. To what extent do pupils use worth-while study habits and techniques in learning to spell?
- () c. To what degree are pupils developing the habit of consulting the dictionary or some other source to verify spelling?
- () d. To what extent are pupils able to recognize correct and incorrect spelling?
- () e. To what extent are pupils developing an interest in words and a desire to spell correctly?

V. SPECIAL CHARACTERISTICS OF SPELLING

1. In what respects is instruction in spelling in this school most satisfactory and commendable?
 - (a)
 - (b)
 - (c)

2. In what respect is there greatest need for improving instruction in spelling in this school?
 - (a)
 - (b)
 - (c)

EVALUATION RESEARCH PROJECT

Street Address
 Town and State Address
 Date

Name and Title
 Street or Institutional Address
 Town or City and State Address

Dear :

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 spelling.

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,

Adele White
 Member Research Group

EVALUATION RESEARCH PROJECT

Date: _____ 1951

Miss Adele White
71 Wildwood Street
Winchester, Mass.

Dear Miss White:

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 these standards pertain to the area of spelling.
- () 2. I understand the service will require criticism of tentative materials for the field of spelling.
- () 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)

EVALUATION RESEARCH PROJECT

71 Wildwood Street,
Winchester, Mass.
Date

Name and Title
Street or Institutional Address
Town or City and State Address

Dear :

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 March 3, 1952.

Very sincerely yours,

Adele White
Member of Research Group

Enclosures.

EVALUATION RESEARCH PROJECT

71 Wildwood Street
Winchester, Mass.
Date

Name and Title
Street or Institutional Address
Town or City and State Address

Dear

:

Your comments and suggestions concerning the elementary school evaluation blank Section 13, Spelling, 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,

Adele White
Member Research Group

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