DOCUMENT RESUME

ED 069 950

AC 012 975

TITLE

Adult Basic Education: An Evaluation of Materials. Volume III. Contains resource materials on Supplemental Language Arts; Vocational Education; Social Living; General Equivalency Diploma: English, Literature, Math, Social Studies, Science; Equivalency Examination Materials; Spelling; Vocational.

INSTITUTION

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

SPONS AGENCY

Office of Education (DHEW), Washington, D. C. Div. of

Adult Basic Education. OEG-2-7-005081-5081

GRANT NOTE

184p.

EDRS PRICE DESCRIPTORS

MF-\$0.65 HC-\$6.58

*Adult Basic Education; *Adult Educators; Children; Elementary School Students; *English (Second Language); English Instruction; Evaluation Criteria; *Instructional Materials; *Resource Materials; Secondary School Students; Spanish Speaking; Teacher Characteristics

ABSTRACT

An attempt to meet the need for resource materials available for Adult Basic Education (ABE) personnel who work with Spanish-speaking adults is presented. The information presented was acquired by writing to commercial publishers throughout the country. Evaluations included were completed by identifying the usefulness of the curricular offerings for Spanish-speaking adults. Portions of the evaluations are designed for children and junior and senior high school students; some of these have proven useful to adults. Evaluative criteria used when the materials were assessed include: Title, Author, Publisher, Objectives, Criterion Measures, Instructional Components, Learner Prerequisite, Teacher Requirements, Reliability Effect, Cost and Time. (Author/CK)

U.S. DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR DRAMIZATION DRIG
INATING IT POINTS OF VIEW OR DPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

BASIC \(\frac{1}{2}\)
EDUCATION \(\frac{1}{2}\)

N EVALUATION / ESL, OF MATERIALS

ENGLISH,

READING,

MATH, GED,

AND OTHERS

southwestern cooperative educational laboratory

FILMED FROM BEST AVAILABLE COPY

ADULT BASIC EDUCATION

AN EVALUATION OF MATERIALS

VOLUME III

Contains resource materials
on Supplemental Language Arts;
Vocational Education; Social Living;
General Equivalency Diploma: English,
Literature, Math, Social Studies, Science;
Equivalency Examination Materials;
Spelling; Vocational.

A notebook designed to furnish basic education information for teachers and others working with undereducated Spanish-speaking adults.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

This publication is issued pursuant to terms of Contract No. OEG-2-7-005081-5081 with the Adult Basic Education Division, Office of Education, U.S. Department of Health, Education and Welface

INTRODUCTION

There has been, and is now, a need for resource materials available for Adult Basic Education personnel who work with Spanish speaking adults. This three-volume document has been prepared to meet that need.

Teachers, aides, and administrators should be able to make good use of this publication. The original curriculum documents—reviewed for this publication were evaluated by qualified, objective ABE instructors who work continually with a Spanish speaking population that includes students at levels One, Two, Three and GED.

This document is likely to be controversial since there is considerable divergence of opinion between the assessments made by the teachers and the promotional literature which has, in some cases, been produced by commercial publishers.

Certainly, the reader can determine for himself the importance, effectiveness and accuracy of the evaluations in this document when he compares the source materials.

The information was acquired by writing to commercial publishers throughout the country. In turn, they gave or loaned those materials they had available for Adult Basic Education students.

The evaluations included in this publication were completed by identifying the usefulness of the curricular offerings for Spanish speaking adults.

A portion of the evaluations in this publication are designed for children and junior and senior high school students. Some of these have proven useful to adults.

The reader, in identifying and determining relevant material to meet specific needs, should give careful attention to the evaluative criteria used when the materials were assessed.

Those criteria include:

Title, Author, Publisher
Objectives
Criterion Measures
Instructional Components
Learner Prerequisite
Teacher Requirements
Reliability Effect
Cost

A. B. E.

SUPPLEMENTAL LANGUAGE ARTS...

g

SOUTHWESTERN COOFERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

" CURRICULUM MATERIALS

for fact Title MR. BELL INVENTS TH	IF.	Autho	r K. Shi	กระก	Publ:	B Isher (ell Tel	ephone Syste ess indicate
TELEPHONE	Out- Stand- ing	Above	Average		Inade-	Does Not Apply	Not	Do Not /
OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface		Average	RAVETARE	Tall	quate	, APPIY	X	KIIOW
CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose?					14	·	x. /	
3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials			X X - x					
 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 			\s/			х		x
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals?			•			·x /		
6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults?	Sth-(oth Level	x		•/	/ / x	×	
 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 	•	OVI	x x	-	/# / /	ŧ		
8. TIME Copyright 1952 A. Time needed for pre-service training B. Time needed for using the product		e needed	. 7	lew bo	ook.			

ERIC

LEVEL OF MATERIAL

Comments and Evaluation A low vocabulary biography of Mr. Bell and the telephone. May be used as a supplemental book for intermediate and advanced level ABE students.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

	•		CULUN HAT	ERIALS Patten	6				E Merrill m Creek Dr
1.5.	buct Title TEACHER'S MANUAL LA	HCUACK.	Autho	r Johnso	n l	Publ			Ohio 432
Che	MASTER SPELLER Books 2-8	Out- stand- ing	Above Average	٠,		Inade-	Does Not	Not "	Do Not
- ::		1118	VACTARE	(Average	raut.	quate	Apply	Stated	Know
l.	OBJECTIVES				- 1			,	
	A. Behavioral objectives	1			J^* .				
	included B. Statement of purpose or	 			<u> </u>	 		X	
	specific preface		l. v		1	ł]		
		†				<u> </u>	<u> </u>	<u> </u>	
? .	CRITERION MEASURES								
	A. Are performance criteria stated and evaluation	l	<u> </u>	· .	ŀ	Ì			
	materials included?						i i	' X	1
	B. Does material fulfill its				<u> </u>		├		
	objective or purpose?	Ĺ	X			l	ļ. ļ		
			•			<u> </u>	·		
) .	INSTRUCTIONAL COMPONENTS A. Curricular materials						· 		-
	A. Curricular materials B. Teacher education materials		X		-	ļ	├ ──		
	C. Student materials	 	Y				 		
			· ·	<u> </u>	<u>'</u>		·	L	
•	LEARNER PREREQUISITE								
	A. Are descriptive meterials	Į į		X				T	
	available? B. Is testing information								
	available?		•	Built i	n tes	ts.	/	ļ	•
				,	<u></u>		<u> </u>		
	TEACHER REQUIREMENT	<u> </u>			•				
	Do teacher materials have the					•	•	: 1	
	concrete illustrations and activities to help the teacher]					. 1	1	
	fulfill the objective goals?		,	. Х	•		1		
_	Section of the sectio		; , .			L			
٠.	RELIABILITY EFFECT						•		
	A. The material is adequate			х					
	for the level intended? B. The level is suggested in		-:						
	the format?			х		ر ،		. 1	,
	C. The material is oriented					-			
	toward cultural awareness		,	<i>'</i> '				,	
	and is not insensitive?			x			ı		
	D. Does the material fulfill						-		
	the purpose for which it is intended?			X				1	
	E. Are the language level and		/						
	content geared to adults?		<i>f</i>	Х				Ì	
	,								
•	COST								
	A. Does the expense involved justify the result?		•/					· T	
	B. Does the expense involved		- ; - 	X				——— <u>—</u>	
	justify the product?		/ /	x			- 1		2.0
	C. Does the product compare		7						
	favorably with other		f^{\pm}	.				i	
	alternatives in the expense/ result correlation?		1	x	•	:	1.	٠ ا	
_	: contendition:								
	TIME		,					\	
	A. Time needed for pre-service	1	-						
	training	Time	needed	to revie	7 mate	erial.		ί,	, i
	B. Time needed for using the	/ 	_ 		່ ວ				
	product	<u>One</u>	<u>book per</u>	trimest	er.			j'	

LEVEL OF MATERIAL $\begin{array}{c|c} X & 1 \\ \hline X & 2 \\ \hline X & 3 \\ \end{array}$

Comments and Evaluation

An excellent series of Spelling books that presents a basic list of 3,310 words-or 97 percent of the words that a person will need for writing during his lifetime. Not oriented to ABE students. Excellent format and illustrations.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E.

117 Richmond Drive, N. E. Albuquerque, New Hexico

				CULUM MAT	Georg			80	0 18th	anguage Serv Street, N.W. n, D.C. 200
15	vet Title			Autho	L MCCal	Tum	Publi			
•		LITERATURE	Out stand-	Above	ł	ŀ	Inade-	Does Not	Not	Do Not
nac	k points		ing		Average	Fair			Stated	Know
							·		••	
ι.	OM ECTIVE				···					
		vioral objectives	ł				,	}	Х	
	inclu B. State	ement of purpose or							<u> </u>	
	speci	fic preface		Х		İ				
	•						•			
2.		MEASURES -	 _			•				
		performance criteria ed and evaluation	ļ			1		1	х	N.
		riels included?	İ	i			[i '	, ~ ·	``.
		material fulfill its								
	objec	tive or purpose?			<u> </u>	<u>L :</u>	<u> </u>	<u>L</u>	<u> </u>	<u> </u>
	7110 TO 110 TO		1		•					
3.		IONAL COMPONENTS Loular materials	 		1	1	1	Τ	X	 '
•		her education materials		<u> </u>	X	1.	t		r	<u> </u>
		ent materials		Ī	X.					
										•
4٠.		PREREQUISITE	ļ. — —	· ·		T		. -	T	
		descriptive materials						-		X
		esting information		 	<u> </u>	 	 			
		lable?			<u> </u>	<u>L</u>		X		
5.		REQUIREMENT er materials give the				 . .	,	T	 F	<u> </u>
		illustrations and	υ		ľ		٠.,	ł	ł	ļ
	activitie	es to help the teacher	1		Х			1		٠.
	fulfill	the objective goals?	-	<u> </u>	<u> </u>	<u> </u>	<u> </u>	1	L	<u> </u>
6.	DP1 TARTI	ITY EFFECT	1	٠				4		•
٠.		material is adequate		1	Τ		T	Γ	Τ	T
		the level intended?	<u> </u>		X	L		<u>L .</u>	<u>. </u>	<u> </u>
		level is suggested in.	Ţ.		l x		1	}		. (22 /).
		format? material is oriented	├	 	 ^ -	 	 - `		 	
		rd cultural awareness	i		x	`.	l	.	1 .	
		is not insensitive?					1	L	1	
	D. Does	the material fulfill			1	\		Ţ		<u> </u>
		purpose for which it	I	1	x					1
		ntended? the language leve, and	—	 	 	+		+	 	 -
	cont	ent geared to adults?			Х	ł	`l ·	1	1	
	 -		1				1			
7.	COST							, '		
,		the expense involved	1		l x		\ \	· ·	,,	
		ify the result? the expense involved			 ^ -	+-	+	 	 	
		ify the product?		1	. x			}	1	
	C. Does	the product compare				Ī		T:	I	
		rably with other	j	}	,	1		1.	1	1
		rnatives in the expense lt correlation?	1		х	1] .		
	resu	it correlation(ــــــــــــــــــــــــــــــــــــــ	1	<u></u>	1	<u> </u>	J	
8.	TIME	<u>, , , , , , , , , , , , , , , , , , , </u>						•		•
		needed for pre-service								
		ning	Ti	me neede	to rev	Lew ma	TETIAL.			
		needed for using the	0-	a triman	+a+	•	1			•
	prod	uc <u>t</u>	<u> </u>	e trimes	rer.					

LEVEL OF X 2
MATERIAL 3

Comments and Evaluation
A good book on plays from American Literature designed to provide the students with an opportunity to improve their conversational English.
Designed for students of English as a foreign language. Has exercises at end of each play. Few books are found like this.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
Adult Basic Education Library Center
117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Follett Educational Corp.

	Not Stated	po N
Check points Ander average Average Fair quate Not Apply Check points Check points Ander average Average Fair quate Not Apply Check points Ander average Average Fair quate Not Apply Check points Ander average Average Fair quate Not Apply Apply Check points Check points Ander average Average Fair quate Not Apply Apply Check points Ander average Average Fair quate Not Apply Apply Check points Ander average Average Fair quate Not Apply Apply Check points Ander average Average Fair quate Not Apply Apply Apply Check points Ander average Average Fair quate Not Apply Apply Check points Ander average Average Fair quate Not Apply Apply Check points Ander average Fair quate Not Apply Apply Ander average Average Fair quate Not Apply Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Apply Ander average Average Fair quate Not Apply Apply Ander average Average Fair quate Not Apply Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Fair quate Not Apply Ander average Average Fair quate Not Apply Ander average Fair quate Not Apply Ander average Fair quate Not Apply Ander average Fair quate Not Apply Ander average Fair quate Not Apply Ander average Fair quate Not Apply Ande	Stated	
Check points ing Average Average Fair quate Apply 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? X X	Stated	
Check points Ing Average Average Fair quate Apply OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? X Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? X A Verage Average Fair quate Apply Average Average Fair quate Apply Average Average Fair quate Apply Apply Average Average Fair quate Apply Average Average Fair quate Apply Apply Average Average Fair quate Apply Average Average Fair quate Apply Average Average Fair quate Apply Average Average Fair quate Apply X LEARNER PREFACTIONAL Apply Average Average Fair quate Apply A Verage Average Fair quate Apply X A Verage Average Fair quate Apply X A Verage Average Fair quate Apply A Verage Fair	X	
A. Behavioral objectives included B. Statement of purpose or specific preface Z. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? Z. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does materials fulfill its objective or purpose? X. Student materials X. Curricular materials X. Student materials X. LEARNER PREREQUISITE A. Are descriptive materials available? X. X. Student materials X. Student materials	X	
A. Behavioral objectives included B. Statement of purpose or specific preface X CRITERION MEASURES A. Are performance criteria atated and evaluation materials included? B. Does material fulfill its objective or purpose? X INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		
included B. Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria atated and evaluation materials included? B. Does material fulfill its objective or purpose? X. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X. LEARNER PREREQUISITE A. Are descriptive materials available? X. X. X. X. X. X. X. X. X. X. X. X. X. X		
B. Statement of purpose or specific preface X CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		
CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X	3	
CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X	3	
A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X	3	
A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X	X	
stated and evaluation materials included? B. Does material fulfill its objective or purpose? X INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X	<u> </u>	
materials included? B. Does material fulfill its objective or purpose? X INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X	<u> </u>	
B. Does material fulfill its objective or purpose? X INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		L
objective or purpose? X INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X	· · · · · · · · · · · · · · · · · · ·	
A. Curricular materials B. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X		1
A. Curricular materials B. Teacher education materials C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		1
A. Curricular materials B. Teacher education materials C. Student materials X X C. Student materials X X X X X X X X X X X X X X X X X X X		
B. Teacher education materials X C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		
C. Student materials X LEARNER PREREQUISITE A. Are descriptive materials available? X		
A. Are descriptive materials available?		
A. Are descriptive materials available?		<u>l</u>
A. Are descriptive materials available?		
available?		
8. Is testing information		
		J
available? - Oral presentation only.	<u> </u>	<u>]</u> .
	•	
. TEACHER REQUIREMENT		
Do teacher materials give the		1
concrete illustrations and	. /	1
activities to help the teacher		1.
fulfill the objective goals? X		<u> </u>
6. RELIABILITY EFFECT		
A. The makerial is adequate		}
. for the level intended? X		
B The level is suggested in		
the format? X		
C. The material is oriented		-
toward cultural awareness	,	i
and is not insensitive?		
D. Does the material fulfill	ļ	1 .
the purpose for which it		
is Intended?		
E. Are the language level and		
content geared to adults?		L
7.8¢	,'	
7. COST Instructor's Man. \$3.75	-/ ;	
A. Does the expense involved justify the result?	/	İ
Justify the result? B. Does the expense involved		
		1
justify the product? X		ļ
C. Does the product compare favorably with other		
		I
alternatives in the expense/	•	· ·
result correlation?		<u></u>
TYME		
3. TIME		
A. Time needed for pre-service		
training Time needed to preview booklet.		
B. Time needed for using the		
product 20 class hours.		

LEVEL OF MATERIAL

Comments and Evaluation

This readiness booklet was designed especially for undereducated and foreign born adults. Interesting, well illustrated format. Emphasis is on oral interaction between teacher and pupils, pupils and pupils.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E.

Albuquerque, New Mexico

CURRICULUM MATERIALS Education Performance Corporation General Learning Product Title UNDERSTANDING LITERATURE Publisher (no address indicated) Author System Does stand-Above Inade-Not Not Do Not Theck points Average quate Apply Stated Know I. OBJECTIVES A. Behavioral objectives X included B. Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? Does material fulfill its X objective or purpose? INSTRUCTIONAL COMPONENTS A'. Curricular materials B. Teacher education materials Student materials LEARNER PREREQUISITE Are descriptive metacials X available? B. Is testing information available? TEACHER REQUIREMENT Do teacher materials ; we the concrete illustrations and activities to help the teacher • х fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? The layel is suggested in X the format? The material is oriented toward cultural awareness X and is not insensitive? Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? Library modlue with lessons, diagnostic tests, mastery 7. COST etc \$200 for all areas. Language and A. Does the expense involved Communications unit is \$66. justify the result? X Does the expense involved justify the product? <u>X</u> Does the product compare favorably with other Like all programmed material it. alternatives in the expense/ X is expensive. result correlation? Copyright 1968 TIME Time needed for pre-service Time to peruse material. B. Time needed for using the 60 hours of individual work for all of Language and product Communication -- 15 hours for Literature.

LEVEL OF MATERIAL

⟨⟩

Comments and Evaluation

This is part of a general education curriculum designed for the Job Corp. It is attractive and well done covering the fields of Language and Communication, Social Science, Natural Science and Mathematics. Literature includes 6 books with 13 lessons dealing with feeling, character, style and interpretation. It could be a very helpful resource for G.E.D.

SOUTIMESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., Adult Basic Education Library Center 11-7 Sechmond Drive, N. E.

Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rine 383 Madis

	LE TIELE LIFE WITH THE LUCKE	TTS	Autho	P.D. Mo	rris ,	Publi		w York,
	<u>.</u>	Out- otană-	Ahove	:	.	mode	Does. Not	Not
an.	Copaints	1119	Aver ige	Average	raii			
		· e	·-					
1.	A. Behavioral objectives					•		
	included o		r					Х ,
	B. Statement of purpose or	1.5						
	specific preface		ــــــــــــــــــــــــــــــــــــــ	<u> </u>	L1			X
2.	CRITERION MEASURES			•		,		
	A. Are performance criteria				[
	stated and evaluation materials included?	0	·					X
	B. Does material fulfill its	<u> </u>			 			
	objective or purpose?)	<u></u>				X
, .	INCOMPLETIONAL COMPANY.		ji.					
3.	A. Curricular materials		ľ	T	[X	
	B. Teacher education materials		1					
	C. Student materials		X .	L	L		L	L
4.	LEARNER PREREQUISITE		· · · · · · · · · · · · · · · · · · ·					
•	A. Aré descriptive m terials		1				[,
	available?		-	ļ				
	B. Is testing information a			1	ا, ا			v
			J	d			. ,	
5.	TEACHER REQUIREMENT Do teacher materials live the		-	T	T		, 	r
	concrete Mustrations and							
•	activities to help the teacher				1.			v
	Fulfill the objective goals?	0	<u> </u>	l	<u></u>		L	<u> </u>
6.	RELIABILITY EFFECT	, ''	The same of the sa				•	
•	A. The material is adequate						, ,	,
	for the level intended? B. The level is suggested in	ļ	The 3ug	lested T	vel 1	154	ļ	
	the format?		Our opis	ion is	ore n	early 5	6.	
	C. The material is oriented				There	is not	ning s	ecifie:
	toward cultural awareness and is not insensitive?			. х	It is	not wi	idle c	lass or
	D. Doe: he material fulfill		- , -	 	 			
	the purpose for which it	İ	x					
	is intended? E. Are the language level and		\		ļ		 	
	E. Are the language level and content geared to adults?		х		1			
_				,				
7.	A. Does the expense involved		Γ	Υ···		·	ं ं	
	justify the result?			Х		<u> </u>		
	B. Does the expense involved	·		Х		}		
	justify the product? C. Does the product compare		 	 -	 		ļ	
	-favorably with other				.]			
	alternatives in the expense	1	X			ļ	-	
	result correlation?		<u></u>		<u></u> `	<u>F</u>	l	<u></u>
8.	TIME	:						
~	A Time needed for pre-service	On1	ly time t	o read t	he boo	ok.		
•	training B. Time needed for using the		equate su			<u> </u>	for at	least
	product .		imoster.					
_				Interior			, 	:
LEV	EL OF X 2. Fine supple		ts and Eve v materia		adins	improve	ement c	lass.
***	ham had sampled				• • • • • • • • • • • • • • • • • • • •	•		

MATERIAL GED deals with a low-income family in an urban area and its ever the rearing of children, the job and problems of housing. G material. It gives help in meeting crises and suggestions fin life. Mr. Bazan also used this and his students responde cally.

Reading Book.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
Adult Basic Education Library Center
117 Richmond Drive, N. E.
Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinehart & Winston

<u>Produ</u>	et Title MEASURE, CUT & SEW		Aut	hor John	etta St		Madiso lisher N		10017
heck	points	Out- stand- ing	Above Average	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know
. 0	OBJECT IVES			ر ۱۰۰۱ م					
-	. Behavioral objectives					1.00			
10	included Statement of purpose or	<u> </u>	 -	* · · · ·		 	↓	<u> </u>	_
	specific preface				х		1		<u> </u>
, est	CRITERION MEASURES				_		.•		
	. Are performance criteria	0	1	<u> </u>	r i	T		 	
٥	atated and evaluation				1				1
.:* R	materials included? 3. Does material fulfill its	-	┼	+	 	 	 	X	
	objective or purpose?		<u>.</u>	,	х		<u> </u>		<u> </u>
, O.,	NSTRUCTIONAL COMPONENTS			ा •} •		.3			
0 A	. Curricular materials		L		<u> </u>	V 4		l x	<u> </u>
	3. Teacher education materials			1			Х		
	S. Student materials		ــــــــــــــــــــــــــــــــــــــ	X		- /	1	1	<u>. L</u>
	Learner Prerzquistte 🧠 🧖	6	· ·	4		1.	<u> </u>	<u>; </u>	,
A	Are descriptive materials was available?			X _		1.			ŀ
E	B. Is testing information	10.	 		<u> </u>	P	 	† -	
	available?		1.2		<u> </u>	-	х	<u> </u>	<u> </u>
5. T	TEACHER REQUIREMENT			**************************************					
	o teacher materials give the	1000	1 3		1, 14	(i			
	concrete illustrations and	i .		D c.		· ••		1 :	
	activities to help the teacher fulfill the objective goals?	.00		**		\ 	, x		
2 11	DELTA DEL TANA ENTRON				3,011		2 0 1		•
	RELIABILITY EFFECT ()		1	T	 	'	1 /	<u>`</u>	1
	for the level intended?		<u> x</u>	1	1.1.		<u> </u>	_	
I	B. The level is suggested in the format?	1		x	1.	-			
C	The material is oriented			 	 	1	† -	1	
	toward cultural awareness			x				1 . •	}
Ī	and is not insensitive? D. Does the material fulfill		 	 ^ -	 	 	1	 	
	the purpose for which it			}		1 4	1.	1	ŀ
. 1	is intended? E. Are the language level and		X		-		+	 	
· · ·	content geared to adulta?		1	х					<u> </u>
	COST \$2.88				-		-		•
	A. Does the expense involved		1	<u> </u>			T	T	1
	justify the result?	<u></u>		X	<u> </u>	ļ	 	-	-
. 1	B. Does the expense involved justify the product?	[x	· ·				
(C. Does the product compare			1			·	1	
•	favorably with other],	7.		. .			i	
	alternatives in the expense result correlation?	1		x					
				63.7					
	TIME A. Time needed for pre-service			· · ·			_		
	training			·					
1	B. Time needed for using the	No.		<u></u>				<i>i</i>	
	product	I NO WE	y to jud	ge					



()

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., Adult Basic Education Library Center
117 Richmond Drive, N. E.

Albuquenque, New Mexico J.B. Lippincott :... CURRICULUM MATERIALS BASIC KEYS TO SPELLING E. Washington Square Glim and Product Title BOOKS I - 8 Author Manchester Publisher Phil'adelphia, Pa Out-Does stand-, Above Inade-Not Not Do Box Check points Stated Know Average Average | Fair quate Apply OBJECTIVES. A. Behavioral objectives Х included B. Statement of purpose or specific preface 2. CRITERION MEASURES Are performance criteria, stated and evaluation X materials included? Does material fulfill his X bbjective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials X available? B. Is testing information X available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and X activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the-level intended? The level is suggested in the format? The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? COST Does the expense involved justify the result? Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense/ result correlation? Copyright 1966. 8. TIME Time needed for pre-service Time needed to review material training B. Time needed for using the <u>product</u>

LEVEL OF MATERIAL Comments and Evaluation

An excellent set of materials for the learning of spelling - but not geared to ABE students. Materials can be adapted for use with ABE. Excellent format and illustrations.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Aduit Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

McCormick-Mathers Product Title SKILLS IN SPELLING Author Bremer-Long Publisher (no address indicated) Books 4, 5 and 6 Out-Does stand-Inade-Not bo Not . Not Check points <u>Fair</u> Average Average quate Apply Stated Know **OBJECTIVES** A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive materials available? X B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher matérials, give the concrete illustrations and activities to help the teacher X fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? X B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? X D. Does the material fulfill the purpose for which it is intended? E. Are the language level and X content geared to adults? 7. COST A. Does the expense involved justify the result? X Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense, X result correlation? 8. TIME Time needed for pre-service training Time needed to review materials. Time needed for using the One book per year. produc t

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

A good set of spelling books designed for the elementary school child. Not designed for ABE students. Could be adapted and sections could be used.

Text

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

THE OFF ISLANDERS

CURRICULUM MATERIALS

McGraw-Hill Book Co. 330 W. 42 St.

-	t Title adapted by James Olso	Ou t- stand-	Above				Does Not Apply	Not Stated	Do Not
Check	points	ing -	Average	Average	Fair	Iquace	Appry	Jacaced	LKIKW
l. OB	JECTIVES			•		<u> </u>	,		
.A.	Behavioral objectives	•				Ì	ł		l . '
	included		-	 		 	 	X	
В.	Statement of purpose or			x		,	,	1 '	ļ.
-	specific preface		٠			·			·
. CR	ITERION MEASURES	<u> </u>							
Α.	Are performance criteria	· _				ļ.	•		1
	stated and evaluation	,	,				İ	x	l
	materials included?		 			 	 	+-~	
В.	Does material fulfill its			- x		1	ì	1	 -
	objective or purpose?			1	L .			-	+
3. IN	ISTRUCTIONAL COMPONENTS			•			·		· · · · · ·
A.	· · · · · · · · · · · · · · · · · · ·	7 *					<u> </u>	X	
В.								Х	
С.	Student materials			<u> </u>			<u> </u>	<u>) x</u>	
					•				
	EARNER PREREQUISITE	 	1	T		T	Τ -	1	1
Α.	Are descriptive materials available?		1					x	1
R	. Is testing information						†	 	
D.	available?		1	1		<u> </u>	·	X	<u></u>
						• ;			•
5. TI	EACHER REQUIREMENT	ļ		 -			/-		+
Do	teacher materials give the	l ·	1			1		1	
	oncrete illustrations and			-	1	1 /	1		1 .
	ctivities to help the teacher ulfill the objective goals?		İ	/ x		1/	1		•
	diffili the objective goats:		<u> </u>	/		'			- -
6. RI	ELIABILITY EFFECT	·				· · · · · · · · · · · · · · · · · · ·			
	. The material is adequate		//				1	ľ	1
	for the level intended?	L	1/_	<u> </u>	├ ──-				├
В	. The level is suggested in		·K	l				• •	
_	the format?	 	4	X	 	+	+-		+
С	. The material is oriented	/					1	-	
	toward cultural awareness and is not insensitive?	1	-	l x	l			1	1.
D	. Does the material fulfill	 	+	 '` 	 		1 -		
	the purpose for which it /	1		}		}	1	ľ	
	is intended?	<u></u>	<u>:</u>	X			<u> </u>		
E	. Are the language level and			l	1		İ		
	content geared to adults?	.		X	 	_i	↓		
	OST \$.96	1		٠					
	,	 	-1	1	1 .	+	1	T	T
^	. Does the expense involved justify the result?	1	l x		1		1	^_	<u> </u>
·. R	Does the expense involved					7.		1.	
J	justify the product?		<u> </u>						<u> </u>
·	. Does the product compare				1 .		"		1
	favorably with other	1.			1	1.	.1	1 '	
:	alternativés in the expense	≱ / .			\perp_i		1	·	i
	result correlation?	+	X		┸/				· L
	THE		*		(
8. T		 							
, А	training	Time	needed t	o review	v materi	a1			
P	3. Time needed for using the				i				
_	product	As su	pplement	arv mate	erial	could be	e comple	eted in	one sem

ERIC Full Text Provided by ERIC

LEVEL OF

MATERIAL

Comments and Evaluation

Excellent readers for A.B.E. students in classics of American literature

Good material for a Reading Improvement class. Is about 4th grade reading

Level. Interesting illustration with each chapter.

<u> 15</u>

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center , 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

National Textbook Corp. 3529 Niles Cntr. Rd.

153	uct	Title SPEAKING BY DOING		• Autho	or Wm. Bu	ys	Publi	isher Sk	okie, 1	llinois 6	0 076
			Out-					Does.			
			stand-	Above.	ł	i	Inade-	Not	Not	Do Not	
	rk p	Oints	ing	Average	Average	Fair	quate	Apply	Stated	Know	
	OPT	ECTIVES						**			
١,		Rehavioral objectives	<i>-</i> /		T		·			T	
	п.	included	\vee	l	,	ĺ	<u>'</u>		Χº	,	
•	н.	Statement of purpose or	 	 	 		 	 	 		
	•••	specific preface	['	-	•		.	l	х		-
					<u> </u>	<u> </u>	L	·	<u> </u>		
2.		TERION MEASURES					-				
	Α.	Are performance criteria		·	_	Ī · .	I				,
		stated and evaluation		r.	İ		1		Х		
	_	materials included?	<u> </u>	<u> </u>			L'			· · · · · · · · · · · · · · · · · · ·	
	в.	Does material fulfill its		х				rpose	as port	rayed in	
		objective or purpose?	च ।	!	L being	h wor	kbook.	<u> </u>	<u> </u>	<u> </u>	
3.	INS	TRUCTIONAL COMPONENTS			**			*** **,			
	Α.		 	7	T	Т	Γ	г	X	r	
•	В.	•	<u></u>	 	ļ		 		X		
	c.	Student materials		X	 	 					
			<u> </u>			·				L	
4.		RNER PREREQUISITE			·					-	
	Α.	Are descriptive meterials]							•	
		available?	<u> </u>	ļ	↓		 	ļ		X	
	в.	Is testing information			stswor	kbook	materi	ls inc	lude a	type	
		available?	of te	tting		Ļ	L	<u> </u>			
5.	TEA	CHER REQUIREMENT	1	The benefit of the control of the co	-	-			-	,	
		teacher materials ; ''e the		T	1						
		crete illustrations and	ļ	**** -	1	i	ĺ				
	act	ivities to help the reacher	ľ		1						~~ ~
	<u>ful</u>	fill the objective goals?	<u> </u>						X	<u> </u>	
							ÇÇ E			1.	
ь.		IABILITY EFFECT									*****
	Α.	The material is adequate for the level intended?	1	x	İ						
	R.	The level is suggested in	\		 	-					•
	υ.	the format?	,	x	1		ļ	1		• `\	
	C.			^_	 		 				
		toward cultural awareness	l	1			ŀ	1		\	
•		and is not insensitive?	ľ	`	x	1	1	ļ		,	\ .
	D,	Does the material fulfill-		1,	1	<u> </u>					/
		the purpose for which it	i			Ì]				\
		is intended?		X						· · .	\
	Ε.	Are the language level and		1		ŀ			, ,		\
	-	content geared to adults?		<u> </u>	d:	X	L	L			1
7.	cos	T									- 1.
• •	Α.	· -	 -	$\overline{}$	1	Γ					\
		justify the result?	Cost	figures	vere not	avail	able bu	tits	hould be	about \$	3.00.
	В.	Does the expense involved	· -								
		justify the product?			<u> </u>		L	•			
	c.	Does the product compare					•				
		favorably with other							į		
		alternatives in the expense		1	i		• •				
	_	result correlation?	 	<u> </u>	L	L	L				_
8.	TIM	E Copyright 1965			•			•			6.
		Time needed for pre-service	l						/-		λ,
		training	Tim	e`to per	use_book	1 to	2 hour	8.	\	\	: /
		Time needed for using the			use book pletely,					Parts	
		product	cou	ld be us	ed as a	resour	ce for	teenag	ers.		-
<u>. </u>			-						, = =		•

LEVEL OF MATERIAL Comments and Evaluation

A very interesting worktext emphasizing speaking and listening in English. Very usable ideas, but approach, illustrations and materials are all oriented to teenagers. It could be used as a source for ideas for the teacher of adults but not a good text.,

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

		CURRI	CULUM MAT	ERIALS					ublishing th Street
ς · 'υς	t Title PRACTICAL CONVERSAT	ION IN	Autho	r Eugene	V. H	ell Publ:	isher Ne	w York,	N.Y. 10
	ISHFor intermediate and advanced students, points	Out- stand- ing	Above			Inade-	Does Not	Not	Do Not
127	points	1 118	Average	Average	Fair	quate	Apply	Stated	Know
	JECTIVES							_	
Α.	Behavioral objectives								•
В.	Statement of purpose or				├	<u> </u>	<u> </u>	X	
	specific preface		х	<u></u>		l		•	
C	RITERION MEASURES								
	Are performance criteria			Γ		г	<u> </u>		
	stated and evaluation					1			
R	materials included? Does material fulfill its				L			X	
ь.	objective or purpose?]			
	•		х		_		نــــا		
	STRUCTIONAL COMPONENTS Curricular materials	 _	<u> </u>			, ——			
	Teacher education materials		Х				\vdash	<u> </u>	
	Student materials		X				1		
10	A DNEO DREDEOUT COM								
· LE	ARNER PREREQUISITE Are descriptive materials	 -		· ·		 			
•	available?	L_;		- · · X	.	,			
В.	Is testing information	Rudle	in testi	20					
	available?	Parte	III LEST1	ııR.	L	<u>.</u>			
	ACHER REQUIREMENT	L						÷	
Do	teacher materials prie the								
.co	ncrete illustrations and tivities to help the teacher	, , , , ,							
fu	Ifill the objective goals?		X				}		
	LIABILITY EFFECT The material is adequate								
	for the level intended?		. Х						••
В.	The level is suggested in		v						
Ċ.	the format? The material is oriented		Х			_			
٠.	toward cultural awareness			•					
_	and is not insensitive?	1	<u> </u>		· X		·]	4	
D.	Does the material fulfill the purpose for which it		7						
	is intended?		x		^				
E.	Are the language level and				-		-+	`+	
	content geared to adults?		<u>x</u>					<u> </u>	
со	ST \$1.25 per copy		•	•	·	÷			
A.	Does the expense involved					I	. Т		
D	Justify the result?			Х					<u> </u>
D,	Does the expense involved 'justify the product?						ĺ	T	
_ c.	Does the product compare			<u> </u>	 		- +		
	favorably with other			•].	ľ	
	alternatives in the expense/ result correlation?		ļ	x				1	
				1	1				<u> </u>
TI					· ·				
Α.	Time needed for pre-service training								
_	` •	1100	to peru	se and p	Tau.			·	
. В.									

LEVEL OF MATERIAL Comments and Evaluation
These tests could be used to supplement an ESL course.

The contents desl with series of conversations that might be spoken in practical situations in homes, jobs, etc.

The format is good.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS .

Science Research Assoc. 259 East Erie Street

is fuct Title PILOT LIBRARY P		Autho	or Joy F	alryl	/ Publ	isher C	hicago,	Erie St Illinoi	s 6061
TEACHER'S HANDB	stand-				Inade-		Not /	Do Not	. :=.
neck points	ing	Average	Average	<u> Fair</u>	quate	Apply	Stated	Know	
1. OBJECTIVES							. ,		
A. Behavioral objectives included							х		_
B. Statement of purpose or		 				-	-		-
specific preface		l	x		<u>.</u>	<u>L</u>	t e	<u> </u>	· -
2. CRITERION MEASURES					•		•		
A. Are performance criteria stated \ and evaluation									_
materials included?						!	х		
B. Does material fulfill it	s	- ·	<u> </u>		•				>
objective or purpose?		L	X		<u> </u>	<u></u>			-
3. INSTRUCTIONAL COMPONENTS							<u> </u>		
A. Curricular materials B. Teacher education materia	. ls	x	 -	. —		 	X		- -
C. Student materials			х	_		· ·			<u>-</u>
4. LEARNER PREREQUISITE									
A. Are descriptive materials	s		х						-
available? B. Is testing information	<u> </u>		 			<u> </u>			- "
available?			Built i	n tes	ing.	i			
5. TEACHER REQUIREMENT			-					·	-
Do teacher materials , i'e the		· ·			'	- T			-
concrete illustrations and activities to help the teache		,,				,			
fulfill the objective goals?		х	ł		1		. 1		
6. RELIABILITY EFFECT					:				•
A. The material is adequate			х				$\overline{}$		
for the level intended? B. The level is suggested in	,							<u> </u>	-
the format?	`		х)	l	Time.		
C. The material is oriented toward cultural awareness							\ \		•
and is not insensitive?			х				1	•	
D. Does the material fulfill							- `\		•
the purpose for which it is intended?			· x			ļ			
E. Are the language level an	1 1				_				
content geared to adults?	_	<u>·</u>		_x				·	1
7. COST \$59.95 for lab	/	· 	<i>'</i>					<u> </u>	•
A. Does the expense involved justify the result?			_х		•				•
B: Does the expense involved									•
justify the product? C. Does the product compare			Х	·		—∔			-
favorably with other	.			.	İ				
alternatives in the expen result correlation?	se/		х	. [ļ		ļ		
									
A. Time needed for pre-servi	ce	_ · _ <u>/</u>						<u> </u>	
training	Time	to read	handboo	k and	any of	the · bo	oks the	teacher	i ~
B. Time needed for using the product			alized t					<u> </u>	•
product	. 100	/ / /		<u>~ Juus</u>	,	· ·			

LEVEL OF MATERIAL X 2 X 3 GED Comments and Evaluation
72 individual Pilot books are offered at each level 4-6-8. Attractive format makes this appealing, but the average student is not going to read this much, even in all the variation of fields--drama, biography, fiction, etc. Doubtful use in ABE.

Semi-programmed

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC, Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Steck-Vaughn Company Box 2028

is just Title THEY WORK AND SERVE		Autho	r Bill K	noll	Publi	sher A	ustin.	Cexas 78
thecu points	Out- stand- ing	Above Average.	Average	Fair	Inadë- quate	Does Not Apply	Not Stated	Do Not Know
1. Objectives								
A. Rehavioral objectives						x		
included B. Statement of purpose or	 		,,	 	<u> </u>	^		-
specific preface	↓		<u> </u>		<u> </u>		Х	
. CRITERION MEASURES				<i>i</i>				
A. Are performance criteria stated and evaluation	ŀ							
materials included?	<u> </u>			L		Х .		
B. Does material fulfill its objective or purpose?		,	:				. x	
3. INSTRUCTIONAL COMPONENTS								
A. Curricular materials		<u> </u>			<u> </u>		Х	
B. Teacher education materials C. Student materials			х	·				Х
· ·		L	^				<u> </u>	
4. LEARNER PREREQUISITE A. Are descriptive meterials	<u> </u>					. 7		
available?		ļ		<u> </u>				<u> x</u>
B. Is testing information available?							x \	
	<u> </u>		· ,	!				
TEACHER REQUIREMENT Do teacher materials ; i/e the			•	т—		1	 	
concrete illustrations and				-				·
activities to help the teacher fulfill the objective goals?	1		· '				х	
	,			•	,			
A. The material is adequate					·			
for the level intended? B. The level is suggested in			Х					<u></u>
the format?	L						.x	
C. The material is oriented toward cultural awareness					'			
and is not insensitive?				Х				-
D. Does the material fulfill the purpose for which it								
is intended?	·		. X		3			
E. Are the language level and content geared to adults?		0	х				•	
, and the second				<u> </u>	·			
 COST A. Does the expense involved 	<u> </u>	ı	<u> </u>	Ι				
justify the result?				х	<u> </u>			
B. Does the expense involved justify the product?			· x	1	•			
C. Does the product compare								
favorably with other alternatives in the expense	d					. [i	
result correlation?	<u> </u>	<u> </u>	х	L	<u> </u>	<u> </u>		
B. TIME		<u> </u>	<u> </u>			••		
A. Time needed for pre-service training		ily any e	Woont to	read	book			
B. Time needed for using the	As a	supplemer	tary rea	ding,	could	take 16	weeks	at 2
product	ses	ions a v	eek. Th	ere_a	<u>re 11 u</u>	nit <u>s.</u>	<u>.</u>	·

LEVEL OF MATERIAL Comments and Evaluation Fairly usable as a supplementary reading book in middle level English class. Doesn't talk down to adults. No pictures. Stories are relevant to everyday experiences.

A. B. E.

VOCATIONAL EDUCATION...



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Educational Opportunities Division, Follett Education Division, 201 North Wells Street

· . :	mit Title ACCENT/THE WORLD		Autho	r Dare &	Wolfe	Publi	sher Ch	icag o ,	Illinois
20	ca parets	Out- stand- ing	Above Average	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know
	OBJECTIVES								
1.	A. Behavioral objectives included	·		_				x	
	B. Statement of purpose or specific preface								.
2.	CRITERION MEASURES			٠.	· ·				<u> </u>
	A. Are performance criteria stated and evaluation								
	materials included? B. Does material (ulfill its		`.						
3.	objective or purpose? INSTRUCTIONAL COMPONENTS	·			<u> </u>	<u> </u>	·	1	
••	A. Curricular materials			I		-		F X	
	B. Teacher education materialsC. Student materials	x							
4.	C. Student materials LEARNER PREREQUISITE /	×	.,		1				
٠.	A. Are descriptive materials available?		, x						
	B. Is testing information available?	Built	in Work	ook Mate	rials	•			
5.	TEACHER REQUIREMENT	,		< \ \	<u>.</u>		•		
:	Do teacher materials, ethe concrete illustrations and activities to help the teacher fulfill the objective goals?	x							-
	tutilit, the objective goals:		<u> </u>				<u> </u>		
6.	RELIABILITY EFFECT		. —	· · · · · ·			<u>\</u>		•
	A. The material is adequate for the level intended?	x			ļ		\		
	B. The level is suggested in the format?C. The material is oriented	х							
	toward cultural awareness and is not insensitive?	2	x				1		•
	D. Does the material fulfill the purpose for which it is intended?	х		• • •		,		·	_
	E. Are the language level and content geared to adults?	х		<u> </u>	,				
7.	Teachers\$1.50								- <u></u>
′•	COST Students\$.69 A. Does the expense involved justify the result?		х			·			_
	B. Does the expense involved justify the product?	х		-					
	C. Does the product compare favorably with other alternatives in the expense, result correlation?		G QUITE	LIKE IT!		. ,		·	1
8.	CODYLIEUC 1700		· · ·		•		\		. :
	A. Time needed for pre-service training . B. Time needed for using the	Ì	•	use all		terial.	Coul	d use ti	16.
	product	<u>ser</u>	1es in a	trimest	er.				

MATERIAL

Comments and Evaluation
An excellent series that could be used in Reading Improvement to challenge adults to evaluate their abilities and problems in the world of work-excellent format, concrete examples-challenges the adult to make decisions about his work.

--Outstanding--

You and Your Occupation Keeping That Job

Getting That Job You and Your Pay SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

Adult Basic Education Library Cent 117 Richmond Drive, N. E. Albuquerque, New Mexico

•	vet little UP THE JOB LAD	DER.	CURRI	CULUM MA1	ERIALS Raymon or Dreyfa		Publi	٠ ر	ood Read Communication		cated)
• • •	111110 02 21111		Out -	Autilo	Dicyto	ī	Publi	Does	IIO BUUL	233 Indr	, acca,
			stand-	Above			Inade-	Not	Nor.	Do Not	•
19.	cs points		ing	Average	Average	Fair	quate v	Apply	Stated	Know	
1.	OWECTIVES		-				;			,	
١.	A. Behavioral objectives				<u> </u>		_		· 1		
	included		:	Ì	,				X		
•	B. Statement of purpose o	r ·				i -					
	specific preface		·		Х						
2.	CRITERION MEASURES				+ 2					•	
	A. Are performance criter	ia		Γ .	Γ -	:		<u> </u>			
	stated and evaluation				٠ ،	'.		. `*			
	materials included?				<u>. </u>				х		
	R: Does material (ulfill	its			x				1	*	•
	objective or purpose?			l			<u> </u>				
3.		: '	• •	* * * *				٠.			
	A. Curricular materials			X							
	B. Teacher education mater	rials			ļ		,			Х	
	C. Student materials		<u> </u>	<u> </u>	<u> </u>	<u>"</u>]		
4.	LEARNER PREREQUISITE	ઉં:	,	t		, .u	. 0				
	A. Are descriptive meteria	als'		i.	1		. v		-		
	available?	0	· ·	<u> </u>					•	X	
	B. Is testing information available?	()		0							:
	avarrable:	~			L	L		X			
`5.	TEACHER REQUIREMENTO	[برس	į	0	.•	•		,	•	•	
	Do teacher materials , we	thể\	7		· · · ·						
•	concrete illustrations and	. 4									
	activities to help the tead fulfill the objective goals	cner	0 '		1			·	1	x	
	suc ou contract sources		, Ç		·.						
6.	RELIABILITY EFFECT	`. !		0	•	<u>4.</u>					
	A. The material is adequate	te ^{\\}		d							
	for the level intended B. The level is suggested	' <u>, </u>		X	 G :	· -		.,			
	the format?					```.					
	C. The material is oriente		- 0		0,		-		* _		:
	toward cultural awarene		', a	、 X			٠,		J		
	and is not insensitive? D. Does the material fulfi			· * · *			3.				
	the purpose for which			11 0"	,		9	1		•	
	is intended?	- ·		X		. 4	1.			··	
	E. Are the language level	and ·		11 3.00			, , , , , , , , , , , , , , , , , , ,				
	content geared to adult	ts?		X			Ú.	<u> </u>			٠.
7.	COST (2) Very inexpensi	,, nd	narhaci	k 15 500	roe in le	nath		ii .	•	•.	
	A. Does the expense involv	ved	PETDAC	C. IJ Per	CO III IC	ing cir.		" " 1			
	justify the result?	·	٠,	v		<u> </u>	,	4,	İ	Marie .	
•	B. Does the expense involv	ved		•1	*	. 4		,			
	justify the product?. C. Does the product company	-		X	* .			1/2		<u></u>	
	favorably with other				4 .	, , (6)		. 1			
	alternatives in the exp	pense		v	¥4, "	1		i.	. 1		
	result correlation?			X	. 0				٠.		*
R	TIME Copyright 1969				. , 11	. —	'"	"			•
٠.	A. Time needed for pre-ser	rvica		3 //	·		<u> </u>				
	training	. 1	Abo	ut 30 mi	nútes or	less.	W .				ï
	B. Time needed for using t	the		**	N. 4.,	N	<u> </u>	· · ·			
	product		App	roximate:	$ly^{\circ}2$ or :	hour	s of re	ading a	and disc	ussion.	
	~					- 11					

LEVEL OF MATERIAL Comments and Evaluation

A paperback booklet atressing the need for the reader to get vocational guidance and training in finding a job. Good vocational booklet.

Paperback

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Bosis Education Labrary Center 117 Richmond Drive, $N_{\rm c} E_{\rm c}$

Albuquerque, New Mexico

CUERTCULUM MATERIALS

Holt, Rinchart & Winston 383 Madison Avenue

. Tille GET YOUR MONEY!	S WORTH_	Autho	rAurelia	Tay1	or Publi	isher No	ew York,	N.Y. 100
	ut -	j			İ	Does	1	
	• Eand-	Above			lnade-	Not	Not	na sor .
12-23-19-19-1	- Lng	1 Average	Average	fair	<u>Equator</u> ,	APPly	Stated	Know
1 OLIECTIVES								
A. Behavioral objectives		1	<u></u>		г	T	ı · · · ·	ı
included ,		1	l			İ	X	!
1. Statement of purpose or						 	·	
specific preface.	1.	1	ľ		i .	1	X	}
_			<u>. </u>			' ;		L
2. CRITERION MEASURES								
A. Are performance criteria						T	T	
stated and evaluation		İ			ľ		X	
materials included?		 _			ļ	<u> </u>		
B. Does material fulfill its		·	1		1		١,,	
objective or purpose?		L	<u> </u>	L	<u> Li</u>	1	X	
1. INSTRUCTIONAL COMPONENTS	Į,				`\			
A. Curricular materials		,	 _			<u>Г</u> х		r
B. Teacher education materia	18	 -			·	 ^	ļ	
C. Student materials		Y.			<u> </u>	 		
					L	J	·····	
4. LEARNER PREREQUISITE		i	·".	•				
A. Are descriptive materials						· 0		,
available:						<u> </u>		X
B. is testing information available.			[l I		İ		
avarrabre.		L			L	L	X	
TEACHER REQUIREMENT	1 .							
Do teacher materials e the		r				r	r	
concrete illustrations and	1							
activities to help the teache	.					1	х	
fulfill the objective coals?			i .			}	X	
							··································	
6. RELIABILITY EFFECT		•						•
A. The material is adequate	T	l x	Bowl and	a 12	-1			
for the level intended?		<u> </u>			tle up			
B. The level is suggested in the format?	ŀ		Their s Our opi	ugges	ed teve	ri is i	:-4.	
C. The material is oriented			Our opi	nion	S 3-0.			
toward cultural awareness	• [1	l '			ſ	·	
and is not insensitive?	ļ	ļ	X					
D. Does the material fulfill		 			· ···			
the purpose for which it	- ,							
is intended?		Х			.,		.	
E. Are the language level and	d							
content geared to adults?		Х	<u>.</u>					
7. COST \$2.64		-						
							 	
A. Does the expense involved justify the result?								`
B. Does the expense involved		 / -						<u> </u>
			,,			[1	
fustify the product?					<u> </u>			·
justify the product? C. Does the product compare		ı						
C. Does the product compare favorably with other			1				,	
C. Does the product compare favorably with other	se/					ı	· · · · · · · · · · · · · · · · · · ·	
C. Does the product compare	se/	Х					:	
C. Does the product compare favorably with other alternatives in the expensesult correlation?	se/	Х			÷			· ···
C. Does the product compare favorably with other alternatives in the expension? Tesult correlation?		Х				;		• • • • • • • • • • • • • • • • • • • •
C. Does the product compare favorably with other alternatives in the expension? 7. 8. TIME A. Time needed for pre-services	re .					:		* ****
C. Does the product compare favorably with other alternatives in the expensive result correlation? 8. TIME A. Time needed for pre-service training	Time	to read						
C. Does the product compare favorably with other alternatives in the expension? 7. 8. TIME A. Time needed for pre-service	Time 23 c		-200 pag	esw	ould ta	ke two	trimest	ers to

SEVEL OF

Comments and Evaluation

Excellent discussion questions. Fine for Reading Improvement class for discussion activity--would have to be assigned as outside reading at least partially if it were to be completed. A very good scope of everyday problems related to money. Very well done.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, 'N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinchart & Winston 383 Madison Avenue

:: <u></u>	Title HOW TO GET ALONG	ON THE	JOB Autho	r Cooper	& Ewi	ng Publi	sher No	w York,	N.Y. 10
nes pr		Out- stand- ing	Above Average	Average	Fair	Inade-	Does Not Apply	Not Stated	Do Not Know
	V		I nectube.	NVC TOBE	1	(MIT	1	
	CTIVES		 	·					, <u> </u>
Α.	Behavioral objectives included			Ì				x	
ъ.	Statement of purpose or specific preface				×				
_ •			<u> </u>		<u> </u>				
	TERION MEASURES		1 .	г					
Α.	Are performance criteria stated and evaluation		ł		İ	,		1	
	materials included?		ļ		}	`;		Х	
н.	Does material fulfill its					1.			
	objective or purpose?		<u> </u>	Х .	<u> </u>	<u></u>	_	L	L
. INST	TRUCTIONAL COMPONENTS			•					
Α,	Curricular materials	 	I.	<u> </u>		1	X	Ι	
В.	Teacher education materials				<u> </u>	<u> </u>			X
С.	Student materials	ļ	<u> </u>	L	<u> </u>	L	L	L	
. LEAF	NER PREREQUISITE	1		•				•	
	Are descriptive meterials	 -	Ţ	,	· ·	Γ			
*	available?				<u> </u>				Х
В.	Is testing information			1			χ.,	1	· .
 -	available?		· ·	<u> </u>	1	L	L_ <u>^</u> _	L	<u>. </u>
. TEAC	CHER REQUIREMENT] .		• • • • •				•	
	teacher materials, 'e the								
	rete illustrations and	ļ			1	1		ľ	Ì
	lvities to help the teacher				1		Х	ł	,
ruij	fill the objective goals?	1	<u> </u>	<u> </u>	1	<u> </u>	<u>. </u>		L
. REL	IABILITY EFFECT	· · · ·					-:	``	, • · · ·
Α.	The material is adequate		x	See not	e bel	wmor	than	adequat	е.
в.	for the level intended? The level is suggested in		 ^	· · ·	-	-	<u> </u>		
	the format?	\	x	The sug	geste	d level har of	is 1-4	Our	
c.	•	 	 " -	VELITO		1 .			
	toward cultural awareness			, ,				vith nan cultures	
·	and is not insensitive?		<u> </u>	X	Cilose	1 11011	Julie 2	lures	
D. .	Does the material fulfill the purpose for which it		Ī	┨ .		İ			,
• .	is intended?	. х	i	1	1		•	i .	`
E.	Are the language level and		X	T		1.			
	content geared to adults?	· .		L	L		L	<u> </u>	
. cos	r \$2.08		•						
A.	Does the expense involved		1	7	Г	[
1.773	justify the result?		<u> </u>	Х	<u> </u>	<u> </u>		<u> </u>	<u> </u>
В.	Does the expense involved					ļ			
	justify the product?	ļ.—	 	<u> </u>	+	 		 	_
С.	Does the product compare favorably with other	1				1		1	1
	alternatives in the expense,	.		ļ	1			ŀ	Ì
	result correlation?		×		<u> </u>	<u> </u>	L	L	<u></u>
M724				*	٠.			,	•
A.	Time needed for pre-scrvice	On1	v time t	o read t	he boo				
B.	Time needed for using the							 -	
ь.	product			would					
	, <u>,, , , , , , , , , , , , , , , , , , </u>	<u> </u>	haptera	complete	غىللىن	<u>r rrimes</u>	L L L	PRINTER OF	<u> </u>

1.6.76... (1) X 2 276.10 (2.1.) 3 Comments and Evaluation
The titles used for chapters are especially appealing. The situations described are realistic and the materials lend themselves to discussions about attitude and behavior involved in job conditions. Much more appealing in appearance. Very usable.

Reading Book

SOUTHWESTERN COUPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico CURRICULIM MATERIALS

Pro	durt Title WE WANT YOU		Aut	hor Mary	G. Turr	er Pub	lisher N
	Pocket Guide for the Beginning Job Seekers	Cut- stand-	: Above			lnade-	Does
Che	ck points	ing	Average	Average	Fair	•	Apply
1.	OBJECT IVES			-		-	
	A. Behavioral objectives included			,			T :
	B. Statement of purpose or	-	<u> </u>	 	·	 	1
.—	specific preface	-	<u> </u>		L	<u> </u>	<u>ـــــ</u>
2.	CRITERION MEASURES						•
	A. Are performance criteria		,	- /			1,3
	stated and evaluation			ł		! .	1
	materials, included?	<u> </u>	 	 			-
	B. Does material fulfill its objective or purpose?		x.	· _			
3.	INSTRUCTIONAL COMPONENTS ,		•		•		
٠,	A. Curricular materials		1	 	· · · ·	7	1 7
	B. Teacher education materials	 	 	 		 	1
	C. Student materials		Х				
		_	:		,		· · · · · · · · · · · · · · · · · · ·
4.	LEARNER PREREQUISITE	<u> </u>		 -	· · · ·		
	A. Are descriptive materials available?		l x		<i>'</i>		i .
	B. Is testing information		 	 		 	
	available"		<u> </u>	L		<u> </u>	1 x
							•
5.	TEACHER REQUIREMENT Do teacher materials' give the	 	1			1	,
	concrete illustrations and]
•	activities to help the teacher	(1	۱.			İ
	fulfill the objective goals?		<u> </u>			, .	<u> </u>
_		7					
6.	RELIABILITY EFFECT A. The material is adequate	<u> </u>	7	1			Τ
	A. The material is adequate for the level intended?	х.	1		"	1	
	B. The level is suggested in		 	 		1	
	the format?	_ X	1				
	C. The material is oriented			1		· ·	
	toward cultural awareness			[]	Ι,	· .	.]
•	and is 'not insensitive?		X.	 	' -	1	
	D. Does the material fulfill the purpose for which it	ļ			-		1
	is intended?	x	1,	1		}	1
•	E. Are the language level and		1	1			
	content geared to adults?		X			J	1
7	COST 56c to schools	1			_		
7.	COST 56¢ to schools A. Does the expense involved		T	1 · -		1	T
	justify the result?	· ·	x].	j
	B. Does the expense involved		 	<u> </u>		1	·
	justify the product?		X				<u> </u>
	C. Does the product compare						
	favorably with other	, .		ļ			1
	alternatives in the expense result correlation?	y .	<u> </u>	}			1
_	result correlation.	 -	.ـــکـــــــــــــــــــــــــــــــــ		' 	. 	
8.	TIME Copyright 1969		<u>, </u>	•			
-	A. Time needed for pre-service	• 1				•	•
	training	An I	our to	read the	book.	Name of the	<u> </u>
	B. Time needed for using the	Keac	in a co	onbre of	hours	nowever	, as the
	`produ、t	i cuss	A TOTAL OF EC	Fre brak!	عصددا	COULG L	대다른 미래 타다

LEVEL OF 2
MATERIAL X 1

Comment's and Evaluation

This very attractive 60 page 5x7 booklet is designed for the adult job seeker to help orient him to the needs & expectation forms, simple illustrations & deals with appearance position forms, work habits & attitudes, personal records, etclittle manual that would be a fine renource for outside or reading in ABE classes.

SOUTHWESTERN COUPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Oxford Book Co.

		CURI	ICULUM M				-	xford Bo 87 Park	
Τ0	duct Title YOU, YOUR JOB AND CH	ANGE	Aut	Green hor Young	ı, Marsi 2 & You	hall, ng Pub	lisher N	ew York	10016
	ck points	Out- stand- ing	Above	Äverage		Inade-	Does Not Apply	Not Stated	Do Not
			1	<u> </u>		14	1		
•	OBJECTIVES A. Behavioral objectives	<u> </u>	T			1	1 -	7	ī
	included							x	L
	B. Statement of purpose or specific preface		x		-				
	CRITERION MEASURES							•	
•	A. Are performance criteria stated and evaluation			,				1 .	
	materials included?	L	 	ļ		<u> </u>	↓	X	<u> </u>
	B. Does material fulfill its objective or purpose?		<u>L</u> x			<u>. </u>			<u> </u>
•	INSTRUCTIONAL COMPONENTS			.	_				
	A. Curricular materials					<u> </u>	1	Х	 , ,
	B. Teacher education materials		1	-	- '\	-	+	+ ·	X
	C. Student materials	1-	- -	4-			 -		1
٠.		<u></u>				·	<u> </u>		
	A. Are descriptive materials available?		,					ł	x
	B. Is testing information available?]				X		
		1					•		-
•	TEACHER REQUIREMENT	 -	1	 				_	
	Do teacher materials give the concrete illustrations and			1	}	1	1		
	activities to help the teacher	1	· ·	i				`	
	fulfill the objective goals?	ļ	<u> </u>	<u> </u>	<u> </u>	1	_l		_×_
5.	RELIABILITY EFFECT	L			_				
-	A. The material is adequate		7						
	for the level intended?	X	<i>i</i>	+	 	+ ·	1	+	+
	B. The level is suggested in the format?	x /		1		1.	1.	İ	1
	C. The material is oriented	1				1	1	1	,
	toward cultural awareness]				
	and is not insensitive? D. Does the material fulfill	_	X	 	 	 	1	+	
	the purpose for which it	1	` 						
	is intended? E. Are the language level and	X	+	-	<u>``</u>	 	+		+
	content geared to adults?		x			<u></u>	<u> </u>		1
_									
	COST 85¢ A. Does the expense involved	$\overline{}$	 	7	Ι	1 -	1.		Т
	justify the result?	Lx_		<u> </u>				<u> </u>	
	B. Does the expense involved	,					-		
	justify the product? C. Does the product compare	X	+	 	 	"		+.	+
	favorably with other		Ì					`	1
	alternatives in the expens	e/	1	1				-	1
_	result correlation?	+	<u> </u>		<u> </u>			<u> </u>	1
8.	TIME	1		1			<u></u>	· -	
	A. Time needed for pre-service								<u>-</u> _
	training	An ho	ur to pe	ruse the	materi	al care	<u>fully.</u>		11.
	B. Time needed for using the product		resource eeks or	, easily	used w	ithin a	trimest	er re	ally
_		-0 W	CERS OF	1699.					

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Frank Richards

Product Title TEENAGERS AT WORK		COLUM AXI				21	5 Church	Stree
TELEGET TEENAGERS AT WORK	Out-	Autho	ryvette	Pogin	<u>Pub l</u>		oenix.	N.Y. 13
Check points	stand- ing	Above Average	Average	Fair	Inade-	Not Apply	Not Stated	Do Not Know
l. OBJECTIVES							•	,
A. Behavioral objectives				-		7	1 1	. -
included B. Statement of purpose or		├ ──		<u> </u>		<u> </u>	Х	
specific preface						ł	х	•
. CRITERION HEASURES							•	
A. Are performance criteria		T				1		
stated and evaluation materials included?					1	1	х	
B. Does material fulfill its objective or purpose?		,	· 1.		^		·x	
		<u>L</u>	L	<u> </u>	<u> </u>	<u> </u>		
. INSTRUCTIONAL COMPONENTS A. Curricular materials			`					
B. Teacher education materials	 	<u> </u>	-	 		├	x	
C. Student materials		X			·			
. LEARNER PREREQUISITE								
A. Are descriptive meterials available?							х	
B. Is testing information available?	Built	in exerc	ises.				/	
TEACHER REQUIREMENT			,		,		· .	
Do teacher materials give the	 						(m.)	·
concrete illustrations and						i .	/ /	
activities to help the teacher fulfill the objective goals?							<i>†</i> x	
. RELIABILITY EFFECT								
A. The material is adequate		х						
for the level intended? B. The level is suggested in								
the format?							х	
C. The material is oriented toward cultural awareness								
and is not insensitive?	1		Х.					
D. Does the material fulfill the purpose for which it	,				_			
is intended?		Х	•		\	·		•
E. Are the language level and content geared to adults?			Х					
COST Unknown						 _i		
A. Does the expense involved						-		
justify the result? B. Does-the expense involved		X		•		1		
justify the product?		x				1		
C. Does the product compare		^				 	+	
favorably with other alternatives in the expense/					_		- 1	
result correlation?		Х					·	
TIME	- ·	_						
A. Time needed for pre-service training	Time	needed	to previ	eu ha	oklet /	1 02.2	hours	
B. Time needed for using the	1111	. Hecaed	ro breat		owier (I OF Z	nours).	
product	Appı	roximatel	y 10 cla	ss ho	urs.			

LEVEL OF MATERIAL 1 x 2 y 3 Comments and Evaluation

A very practical booklet, published for high school students, dealing with working in cafeterias, bakeries, supermarkets, hospitals, etc. Very good, easy to read format.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 11.7 Richmond Drive, N. E. Albuquerque, New Mexico

Science Research

CURRICULUM MATERIALS NEW ROCHESTER OCCUPATIONAL READING GOL Associates Goldberg 259 East Erie Street sher Chicago, Illinois 60611 & Brumber Author to the THE JOB AREAD Does Out. Do Not stanu-Inade-Not Not Average Fair Stated Know Average Apply quate 102 I. OBJECTIVES A. Behavioral objectives X included Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS. A. Cuiricular materials Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive in terials avaitable? Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials , we the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness Х and is not insensitive? Does the material fulfill the purpose for which it X is intended? E. Are the language level and X content geared to adults? 7. COST A. Does the expense involved justify the result? Does the expense involved X justify the product? Does the product compare favorably with other alternatives in the expense result correlation? A. Time needed for pre-service training Time needed for using the

LEVEL OF

X 1 2 3 GED

product

Comments and Evaluation

Text and workbook for Adult Basic Education student. Mostly occupational in nature but easily applied to all phases of daily living. Workbook is more useful than text as text seems somewhat unrealistic and immature.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E.

Albuquerque, New Muxico

CURRICULUM MATERIALS

Steck-Vaughn Company

u. t Title A JOB FOR	t YOU		Autho	Phyllis	Dubni	ck Publi	sherAu	stin, Te	xas 787
	ויויו	and-	Above			lnade-	Does Not	Not	Do Nat
eck points		<u>e</u>	Average	Average	Fair	quate	Apply	Stated	Kno₩
OBJECTIVES									
A. Behavioral object	tives	T	-						
included								X	_
B. Statement of purp	ose or	1				1			
specific preface		1	·	<u>x</u>					
CRITERION MEASURES									
A. Are performance of	riteria								
stated and evalua	D							х	
materials include B. Does material fu		-							
objective or pur		- 1	X				ŀ		
•	T								
INSTRUCTIONAL COMPONI		- 1			<u> </u>	ſ			
A. Curricular mater B. Teacher education	<u>}</u>		Not nee	ded -	<u> </u>	<u> </u>	Y Y		
C. Student material				Х			_ ~ _		
LEARNER PREREQUISITE A. Are descriptive				 -	Γ .	· ·	· ·		
available?				x	Desci	iptive	materi	al is v	alid.
B. Is testing inform	mation								
available?	- · ———			L	<u> </u>	<u> </u>		х	L
TEACHER REQUIREMENT									
Do teacher materials	are the				Τ.	Ī			1
concrete illustratio							Ì		<u> </u>
activities to help to fulfill the objective					l	}		x	•
	E GOALS.		<u>. </u>		<u>i</u>				-
RELIABILITY EFFECT			_						
A. The material is		,			ł	ļ			· ·
for the level in B. The level is sug			 	X	 	 	 		
the format?	500000			Х	1.]	İ	
C. The material is									
toward cultural				х			1	-	
and is not insen D. Does the materia	-		-	 	 	 		 	
the purpose for	-		ļ		1		ľ		1
is intended?			Х			!	!	<u> </u>	L
E. Are the language content geared t]	.	1	1			
			1	<u> </u>	Ь		L	<u> </u>	<u> </u>
COST \$1.24 whole			· · ·	<u>.</u>					
A Does the expense		-	1		1				
justify the resu B. Does the expense			+ -	X	 	1	\vdash	 	
justify the prod				<u> </u>					1
C. Does the product	compare						· ·	I	<u> </u>
favorably with o						1		}	
alternatives in result correlati		-		Х		1			
				-		-	•		
TIME .	<u>.</u>								
A. Time needed for training	pre-service	Onl	y time to	o read th	ie boo	kIf j	ob app	lication	s in boo
_B. Time needed for	using the								≥ duplica Plementar
product		rea.	ie are l. d <u>ino im</u> n	z chapte: <u>rovemen</u> t	<u>clas</u> s	i n - na i ne	used a	o a supi <u>pter pe</u> i	session
	·	abo	ut 14 we	eks or a	trime	ster.	- 		
EVEL OF X 2	Co	omme n t	ts and Eva	luation					
	very helpful	l and	practic	al tool	to giv	e infor	mation	and tip	ps on typ

Reading Book

A very helpful and practical tool to give information and tips on types of jobs, ways of applying, and ways of working on the job. No illustrations but good examples of forms, letter and lists.

A. B. E.

SOCIAL LIVING ...

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E.
Albuquerque, New Mexico

CURRICULUM MATERIALS

Follett Educational Pub. Educational Opportunities Division 1010 West Washington Bivd

Pro	duct Title ACCENT/PERSONALITY		Autho	r Dare 8	Wolf	e Publi		rcago,	1111no1s 60
Che		Out- stand- ing	Above	Average		Inade-	Does Not	Not Stated	Do Not
	OBJECTIVES	_						/	
•	A. Behavioral objectives								 .
	included		·					Х	
	B. Statement of purpose or specific preface	*	х	<u>.</u> .				ļ	
	CRITERION MEASURES								
	A. Are performance criteria			Γ -					<u> </u>
	stated and evaluation materials included?							x	
	B. Does material fulfill its								
	objective or purpose?		Х				<u>.</u>		
•	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials B. Teacher education materials	X	X	<u> </u>	<u> </u>			<u> </u>	<u> </u>
	C. Student materials	X		<u> </u>	`.			 	
•	LEARNER PREREQUISITE								
-	A. Are descriptive materials			<u> </u>					
	available? B. Is testing information			x					
	available?	Buil	-in test	s and ex	ercis	es.			
	TEACHER REQUIREMENT								
•	Do teacher materials give the			I					
	concrete illustrations and			•					
	activities to help the teacher fulfill the objective goals?	x						18.55	•
		•					·	<u> </u>	
•	RELIABILITY EFFECT A. The material is adequate					<u> </u>		·	
	for the level intended?		X						
	B. The level is suggested in the format?		x						
•	C. The material As oriented								
	toward cultural awareness and is not insensitive?			х					•
	D. Does the material fulfill							-	
	the purpose for which it is intended?	x							
	E. Are the language level and	_	<u> </u>						
_	content geared to adults?		<u> </u>		<u> </u>				
	COST	\$1.50	<u>Teacher</u>	s' Editi	on, \$.69 pu	pil's.		•
	A. Does the expense involved justify the result?	4							
	B. Does the expense involved	Х			-			<u> </u>	
	justify the product? C. Does the product compare	X							
	favorably with other alternatives in the expense/ result correlation?	No th:	ng else X	quite l	ke it		×.		
	TIME	Соруг	right 196						<u> </u>
•	A. Time needed for pre-service training		needed t		pech	bookle	<u> </u>		
	B. Time needed for using the								
_	product	Enti	re series	<u> (4</u> bool	(lets)	in one	trime	ster.	

LEVEL OF X

Comments and Evaluation

A series of four booklets which help the pupil to better understand himself and the environment in which he lives. Teaches social skills and attitudes. Very easy format, large bold print.

ACCENT PERSONALITY SERIES

- 1. You & They
- 2. You Are Heredity & Environment
- 3. Taking Stock

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

National Education

TEACHING SOCIAL LIVING SKILLS State Department of Association 1201 16th Street, NW. Product Title Teacher's Manual - All Units Author Education, Albanyolisher Washington, D.C. 20036 Out-Does stand-Above Inade-Not Do Not Check points ing Average quate Apply Stated Know 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X Does material fulfill its objective or purpose? X 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. · Student materials LEARNER PREREQUISITE Are descriptive materials available? Is testing information available? - 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher tulfill the objective goals? RELIABILITY EFFECT The material is adequate for the level intended? Teaching Social Living Skills The level is suggested in Four Basic Units (only three completed) the format? X C. The material is oriented Consumer Education toward cultural awareness Health and Nutrition and is not insensitive? Practical Government Does the material fulfill the purpose for which it Parent Education and Family Life (to be prepared)
All units include booklets, tilmstrips, etc. is intended? E. Are the language level and content geared to adults? as follows: 7. COST Teaching Social Living Skills Teacher's A. Does the expense involved justify the result? Lesson plans and worksheets booklet B. Does the expense involved Transparency mastera and teat booklets justify the product? Filestrip with taped marration and script Does the product compare favorably with other 25 plastic dises -- one per acudent alternatives in the expense result correlation? TIME Time needed for pre-service training Time needed for using the В. product trimester for each unit.

LEVEL OF MATERIAL X 2 3 GED

Comments and Evaluation

An excellent set of resources -- concrete, specific, very well done. Fine transparency masters and good filmstrips. The subjects are needed and explicit -- fine piece of work.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS.

Public Affairs

	duct Title PUBLIC AFFAIRS PAME	פדים זוגי	Autho	r Vari		Dub1	lsher	(no address giv		
		Out- stand-	Above			Inade-	Does Not	Not	Do Not	
<u>Che</u>	ck points ·	ing	Average	Average	Fair	quate	Apply	Stated	Know	
1.									·	
	A. Behavioral objectives							v		
	included B. Statement of purpose or		<u> </u>	<u> </u>	 	<u> </u>		Х		
	specific preface			x	<u> </u>			_		
2.	CRITERION MEASURES					_				
	A. Are performance criteria		177			1				
	stated and evaluation materials included?		\	х						
	B. Does material fulfill its					 				
	objective or purpose?		î X		<u>_ · _</u>					
3.	INSTRUCTIONAL COMPONENTS								-	
	A. Curricular materials			X		Ι				
	B. Teacher education materials C. Student materials						Х			
_	o. Student materials		<u> </u>		<u> </u>	<u> </u>	<u>. </u>			
4.	LEARNER PREREQUISITE			· 				1944		
	A. Are descriptive materials available?		ŀ	x					in the same	
. •	B. Is testing information			- "						
7.	available?	· · · ·		<u>. </u>			х			
5.	TEACHER REQUIREMENT	· ·	•							
,	Do teacher materials give the concrete illustrations and									
	activities to help the teacher		ŀ		•	·	х	·		
_	fulfill the objective goals?								_	
6.	RELIABILITY EFFECT						-			
	A. The material is adequate	-							,	
	for the level intended? B. The level is suggested in		Х			<u> </u>			•••	
	the format?		x	İ]					
	C. The material is oriented	:								
•	toward cultural awareness and is not insensitive?	ŧ	·x	ł				. \		
	D. Does the material fulfill	j			\vdash					
	the purpose for which it is intended?	X								
	E. Are the language level and	<u> </u>				<u> </u>				
	content geared to adults?		<u> </u>			<u> </u>				
7.						$-f$, \cdots	·· .			
	A. Does the expense involved justify the result?	х								
	B. Does the expense involved						-			
	justify the product?	x				·	-		• .	
	C. Does the product compare favorably with other	**	i .			l		•		
	alternatives in the expense	X						10		
	result correlation?		<u> </u>			<u></u>				
8.	TIME			_			• • •	ŗ		
	A. Time needed for pre-service training	TH ma	needed	to previ	eu ne	mphlete				
	B. Time needed for using the			co breat	Pa			. ,		
	product	Seve	eral per	trimeste	r					

LEVEL OF MATERIAL X 2 3 GED

Comments and Evaluation

Series covers Family Relations, Special Problems, Health and Science, and Intergroup Relations. Very informative and interestingly written. Best used for supplemental reading as the information covers a wide range of topics valuable to every adult learner.

A. B. E.

MISCELLANEOUS...

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

Adult Basic Education Library Cento 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Houghton-Mifflin
777 California Avenus

Product Title BASIC EDUCATION FOR	THE	Autho	rLanning	/Many	Pub 1		lo Alto	, Califo
DISADVANTAGED ADULT	stand- ing	1	Average	Fair	Inade- quate		Not Stated	Do Not
1. OBJECTIVES								
A. Behavioral objectives		T	<u> </u>				_	
included B. Statement of purpose or		X			<u> </u>			
specific preface	<u> </u>	L x	ł					i
CRITERION MEASURES	· –							·
A. Are performance criteria		Ī.,			<u> </u>		-	
stated and evaluation materials included?	ł		x		ļ			
B. Does material fulfill its	ļ	 	 -	<u> </u>				
objective or purpose?	<u> </u>	X	<u>. </u>					
. INSTRUCTIONAL COMPONENTS	ľ							
A. Curricular materials						Х		
B. Teacher education materials C. Student materials	 	 -	X					
		<u> </u>		L	<u> </u>			
A. Are descriptive m terials			 					
available?			Х			}		
B. Is testing information available?	1					X		
		L	<u> </u>					•••••
TEACHER REQUIREMENT Do teacher materials give the			 -	·				
concrete illustrations and								
. activities to help the teacher			х					
fulfill the objective goals?		<u> </u>		<u> </u>				
RELIABILITY EFFECT A. The material is adequate		·				<u> </u>		
for the level intended?			х					_
B. The level is suggested in								
the format? C. The material is oriented		 	· X					
toward cultural awareness		х					,	
and is not insensitive? D. Does the material fulfill								
the purpose for which it	•	x			, 1	- 1		
is intended? E. Are the language level and			•					
content geared to adults?		_ х				Ţ		
. COST \$2.95 approximately			1					
A. Does the expense involved	_		<u> </u>				 -	
justify the result? B. Does the expense involved		<u> </u>	X					
justify the product?		x	. \			1		
C. Does the product compare							- 	
favorably with other alternatives in the expense/				/	.	i	.	
result correlation?			x			1		
. TIME	-				\ <u> </u>		<u>-</u>	
A. Time needed for pre-service					<u>,</u> ,	 -		
training B. Time needed for using the	Tim	e to glar	ce throu	igh bo	ok.	- ·		<u> </u>
product	Not	Applicat	le.					
		_						

ERIC Full Text Provided by ERIC

LEVEL OF 2

MATERIAL X 3

Comments and Evaluation

Book defines and explains illiteracy in the United States. Helps ABE student and teacher to understand society's concern with the illiterate

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adul's Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Louisiana Adult Education Dept. Baton Rouge,

Produ	CE TIELEADULT BASIC EDUCATIO		ER Autho	or		Publ	Isher Lo	usiana	70804
		1		ł			Does		
Check	COUNSELING points	1			 	Inade-			Do Not
<u> </u>		Trig	Average	Average	Pair	quate	Apply	Stated	Know
	BJECTIVES	1							,.
٨	. Behavioral objectives					1			
		<u> </u>	<u> </u>	<u> </u>	<u> </u>		Х		
В		1	İ	v		•			
	- Present	 	ــــــــــــــــــــــــــــــــــــــ	_ _	<u> </u>	<u>.</u>	<u> </u>		
2. CI	RITERION MEASURES	PROCRAM FOR COUNSELING SOUNSELING Was a stand- Above ing Average Average Fair quate Apply Stated Known and County Stated Kno							
Α.	. Are performance criteria					_			
	PROCRAM FOR COUNSELING stand-Above and process to the stand-Ab								
В	. Does material fulfill its	 	 		┼		\vdash		
	objective or purpose?	L	X		1			'	
2									
J., II	NSTRUCTIONAL COMPONENTS	<u> </u>		<u>r </u>					
В.	PROGRAM FOR COUNSELING stand- Above ing								
c	. Student materials		/ X		 		 		
. ~.	CARNED COMPANY		,						
			,· T 	· ·					
•	available?	/		İ	1				X
, В.	. Is testing information		 	<u> </u>					
	available?		<u> </u>	<u> </u>		٠.	Х		
5. TF	EACHER PROHITPEMENT	l	•				• •	•	
Do	teacher materials hive the		T .	 -	1		7	 -	
CO	oncrete illustrations and	1.					j		
. 40	tivities to help the teacher	1	-					i	·X
	ittil the objective goals?								
6. RE	LIARILITY EFFECT								
	The material is adequate		T						ري <u>در در در در در در در در در در در در در د</u>
_	for the level intended?		X						and the same of
			Y	ν.					
С.	The material is oriented			 					
	toward.cultural awareness			Ī	i i				
	and is not insensitive?	X							
D.		ļ							
	is intended?	ŀ	x		i			· •	-
E.	Are the language level and								
	content geared to adults?		<u> </u>	<u>-</u> _			<u>l</u>		
7. co	OST	i							
	Does the expense involved					· · ·		·	
_	justify the reault?							j	x
В.		It wou	ld be wo	rth anv	reaso	ablen	ice.		
с.						P			
	favorably with other						[.		
•	alternatives in the expense	In so	far as v	e know.	l i	İ		1	-
	result correlation?	 		<u> </u>				1	
8: TI	HE.								
À.									
	training	Time	to read	materia	18.		<u> </u>		
В.	Time needed for using the product	Con	ld be was	d in = +	unada:	unrhel			
						#OT WOL	ωp.		

LEVEL OF 2
MATERIAL 3
GED

Comments and Evaluation

This evaluation must be adapted because this instrument is designed for ABE materials for students rather than teacher-training. However, this is an excellent manual for helping those who plan to teach adults get a sound philosophical approach to working with adults. It has a fine plan and format to make teachers more aware.

For ABE Teachers

Albuquerque, New Mexico

CURRICULUM MATERIALS McGraw-Hill 330 W. 42nd St. Product Title PHYSICAL EDUCATION FOR LIFE Author Charles Bucher Publisher New York, N.Y. 10036 Out-Does stand-Above Inade -Not Not Do Nat Check points ing Average quate Stated Apply Know 1. OBJECTIVES A. Behavioral objectives X included Statement of purpose or specific prefsce CRITERION MEASURES A. Are performance criteria stated and evaluation Х materials included? Does material fulfill its X objective or purpose? INSTRUCTIONAL COMPONENTS Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive meterials available? Is testing information in. available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and X activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? X C. The material is oriented pictures toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? 7. COST Does the expense involved justify the result? Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense, X result correlation? Copyright 1969 TIME Time needed for pre-service ۸.

	Ĺ	1
LEVEL OF		2
MATERIAL	X	3
		CED

training

product

Time needed for using the

One trimester. Comments and Evaluation

An excellent textbook on physical education. However, the book deals on the teenage boy and girl level and would probably not be used in adult classes.

Time needed to preview text.

Hardback Text

Albuquerque, New Mexico

Pro	duc t	ABE TEACHER AWARENE	SS PRO	CULUM MAT	Adult I	Educat		Pu	blic Edu	
110	<u>ouc c</u>	TITLE FOR GUIDANCE & COUN	Out-	Autho	r Section	1-	Publi	snerge	COD Roug	e <u>, La. 7</u> 080
Che	ck p	oints	stand- ing	Above Average	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know
1	0 P T	ECTIVE S	İ				,			
••		Behavioral objectives				т -		,	·	
		included						x		
	В.	Statement of purpose or								
		specific preface			. X	ĺ			1	
_										
2.		TERION MEASURES								
	Α.	Are performance criteria stated and evaluation			ļ					
		materials included?	!					х		
	В.	Does material fulfill its						_^		
		objective or purpose?			х		,			
		<u> </u>				-				
3.	INS	TRUCTIONAL COMPONENTS								
	A.	Curricular materials Teacher education materials							X	
	Ċ.	Student materials			x				X	
		nater and		L		L				
4.	LEA	RNER PREREQUISITE	1							
	Α.	Are descriptive materials				1				
		available?								X
	в.	Is testing information available?					,			•
		avaitable:			<u></u> :				<u>X</u> .	
5.	TEA	CHER REQUIREMENT	l							
		teacher materials give the			1.5		,			
		crete illustrations and			:	-				
		ivities to help the teacher								
		fill the objective goals?			<u> </u>		٠.	Ĺi	- X	
6.		IABILITY EFFECT				_				
	Α.					_		· -		
•		for the level intended?			x					
	В.	The level is suggested in								
	_	the format?	·		Х				Ī	
	Ċ.	The material is oriented				i				
		toward cultural awareness and is not insensitive?		x				1		
	D.	Does the material fulfill								
		the purpose for which it		,					1	
		is intended?			x				1	
	E.	Are the language level and								
		content geared to adults?			X					
7.	cos	T			•					
•	Α.	Does the expense involved	7							
		justify the result?						'		X
	В.	Does the expense involved								
•	_	justify the product?						[X
	U.	Does the product compare favorably with other								
		alternatives in the expense						- 1	· [
		result correlation?		ر ا				1	ļ	. X
		•			<u> </u>					
_		P								•
8.	TIM						_			
8.	TIM A.	Time needed for pre-service						<u>-</u>		
8.	Α.	Time needed for pre-service training	Only t	ime for	the teac	ner to	glance	throu	<u>zh it:</u>	4
8.		Time needed for pre-service training Time needed for using the		ime for i			glance	throu	gh it:	4

LEVEL OF MATERIAL

ents and Evaluation

A very good discussion and evaluative booklet to accompany the manual. However, it would be optional, but it could be a fine additional resource for creative ideas.

ll7 Kichmond Drive, N. E. Albuquarque, New Mexico

U.S. Office of

Education, HEW CURRICULUM MATERIALS Ronald Howard 400 Maryland Ave, S.W. Product Title ADULT ARMCHAIR EDUCATION Author Leon Sullivan Publisher Washington, D.C. **PROGRAM** Does stand-Above Not Not Inade-Do Not Check points ing Average Fair quate Stated Apply Know 1. OBJECTIVES A. Behavioral objectives X included Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Group Reader's Guide Student materials LEARNER PREREQUISITE A. Are descriptive meterials available? B. Is testing information Workbook worksheets--nb tests. ·available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher X fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? X The level is suggested in the format? X C. The material is oriented toward cultural awareness X and is not insensitive? Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? Cost figures were not available, but whatever the cost, these are excellent. COST Does the expense involved

C. Does the product compare favorably with other alternatives in the expense X result correlation?

A. Time needed for pre-service training

justify the result?

B. Does the expense involved justify the product?

B. Time needed for using the product

Time to go through the Group Reader's Guide and each of the five units.

Since this is designed for home-group use with leaders,

not nacessarily trained teachers, this is hard to determine. Each of the five areas is worked into a ten-week Comments and Evaluation

LEVEL OF X MATERIAL Outstanding materials designed for urban core areas where there are har

CURRICULUM MATERIALS

U.S. Department of the Interior Bureau of Indian Affairs Branch of Education

<u>Produc</u>	t Title BUREAU OF INDIAN AF	FAIRS Out-	Autho	Jeffre r & Hugh	e s	Pub1:	sher W	ashingt	f Educati on, D.C.
Check	points	stand- ing	Above Average	Average	Fair	Inade- quate	Not Apply	Not Stated	Do Not Know
l. OB.	JECTIVES	1			-				
	Behavioral objectives included							x	
В.	Statement of purpose or specific preface			_ x					
	ITERION MEASURES	2			•		. •		et,
۸.	stated and evaluation materials included?	,		-				х	_
В.	Does material fulfill ita objective or purpose?		Х						
	STRUCTIONAL COMPONENTS								
A. B.	Curricular materials Teacher education materials		<u> </u>	<u> </u>					
<u>c.</u>			х				X		
	ARNER PREREQUISITE								
	Are descriptive meterials available?								X
D.	Is testing information available?	_		,			X -=-	<u>. </u>	•
	TEACHER REQUIREMENT Do teacher materials give the			· ·		·	· · · · ·		
COI	ncrete illustrations and Eivities to help the teacher						х		1
	lfill the objective goals?	<u> </u>	· ·	<u> </u>	-	_,	<u> </u>	<u> </u>	
A.	LIABILITY EFFECT The material is adequate			<u> </u>	· ·	<u> </u>			
В.	for the level intended? The level is suggested in the format?	-x -		· ·	<u> </u>				
c.	The material is oriented toward cultural awareness		x x						·
Ď.	and is not insensitive? Does the material fulfill the purpose for which it				-		,		
, B.	is intended? Are the language level and	х.	· ·			<u>. </u>		• •	
	content geared to adulta?	<u> </u>	X		<u></u>				
CO:	•		·		<u> </u>				· .
	Does the expense involved justify the result?		х				,		1
	Does the expense involved justify the product?		x	t.					
c.	Does the product compare favorably with other alternatives in the expense/								· · · · · · · · · · · · · · · · · · ·
	rasult correlation?			<u> </u>	*			o	· · · · · · · · · · · · · · · · · · ·
. TD	© Copyright 1965, 1966, 19	67		60	<u> </u>	: ·			<u>.</u>
	Time needed for pre-service training	Peri	napa an h	our to r	ead e	ach boo	ķ. '		
D.	Time needed for using the product	Eech	n booklet	could b	e rea	d in 3-	4 hours	plus d	iscussio



Comments and Evaluation.
These booklets, written especially LEVEL OF

Page 2

Product Title: BUREAU OF INDIAN AFFAIRS

ABE GUIDES

Author: Jeffrey and Hughes

Publisher: U.S. Department of Interior Bureau of Indian Affairs Branch of Education

Buying and Caring for Your Car. K. S. Hughes. 1966. Financing, credit, protection, safety, and care are discussed simply and well.

How to Order from a Catalog. K. S. Hughes. 1967. A fine, simple guide to catalog ordering, discussing quality, quantity, postage, taxes and all the detail of how to order with accuracy. Excellent illustrations.

Be a Safe Driver. K. S. Hughes. 1966. An excellent manuel for safe driving with clear, simple illustrations.

Driver Education. Nina Jeffrey, 1965. A very fine manuel to help the under-educated adult drive with knowledge and safety.

How to Use the Telephone. K. S. Hughes, 1965. A simple, clear guide on the specifics of how to use the telephone in an urban community designed for the Indian American who is not familiar with a dial phone.

A Good Home for Your Family. Nina Jeffery, 1966. A simple guide stressing care of household equipment and the need for appropriate toilet facilities and good clean water. It does not belittle the Indian Pueblo or hogan, yet tries to give helpful hints about using a more modern house if one is acquired.

Table Manners. K. S. Hughes, 1966. This is a simple guide to the more widely used table manners of the urban community and restaurant. It is an effort to give guidance to the Indian American who is moving into the urban community. It is a bit middle class oriented, but it in no way belittles Indian customs. In fact, it discusses eating customs in other countries.

GENERAL EQUIVALENCY DIPLOMA...

ENGLISH
LITERATURE
MATH
SOCIAL STUDIES
SCIENCE
OTHER...

G. E. D. ENGLISH...

CURRICULUM MATERIALS

Arco Publishing Company 219 Datk Avanua South

Fr. luct Title LEARNING TO USE OUR		OD AGENC	I Haly A	uu Pul	SKENDI	ranerne	WIOTK	10003
theck points	Out- stand- ing	Above			Inade-	Does Not	Not	Do Not
	Tilk	Average	Average	Fair	quate	Apply	Stated	Knows
A. Behavioral objectives						·	1	
A. Behavioral objectives included				1				
B. Statement of purpose or		 -		 	 		X	<u> </u>
specific preface "				х				
. CRITERION MEASURES								
A. Are performance criteria						.,		
stated and evaluation				Ì	}		-	
materials included? B. Does material fulfill its	<u> </u>	ļ	·	!	ļ	/	Х	
objective or purpose?				x				
					·			
. INSTRUCTIONAL COMPONENTS A. Curricular materials	·							
B. Teacher education materials				 			<u> </u>	
C. Student materials		X					- X	
. LEARNER PREREQUISITE		• •	_					
A. Are descriptive materials			· -	<u>, </u>	· -			
available?							·	x
B. Is testing information available?	Uorki	ook and				·		***
gvariable;	WOLK	pook and	tests 1	sc rage	<u>a.</u>			<u> </u>
. TEACHER REQUIREMENT		•		•				
Do teacher materials ; 'e the								•
concrete illustrations and activities to help the teacher								
fulfill the objective goals?		,		ł j			x 1	i
				<u> </u>				
. RELIABILITY EFFECT A. The material is adequate	·						· · ·	
for the level intended?	We w	ould gues	s this	s abo	it sivt	h sav	anth and	a i ab e i
B. The level is suggested in the format?	grad	level.	It is t	ot st	ated.	300		ergue
C. The material is oriented							i	
toward cultural awareness			•				.	
and is not insensitive?						x I		
D. Does the material fulfill the purpose for which it								
is intended?		٠	_ х			İ		•
E. Are the language level and								
content geared to adults?		L	Х					
. COST \$2.50 retail			• •		i			. <i>;</i>
A. Does the expense involved		•			<u> </u>			
justify the result? B. Does the expense involved			X					<u> </u>
justify the product?			X			·	Ţ	
C. Does the product compare			^_					
favorably with other alternatives in the expense						j	İ	
result correlation?	<i>'</i>]		· ·		`]	·	X X X X X X X X	
A. Time needed for pre-service								
	• •							
	Time	to road	hook		- 1.		•	
training B. Time needed for using the	Time	to read	book.		- /.	•	•	· ·

LEVEL OF MATERIAL

Comments and Evaluation

This is a simplified basic English grammar worktext. It is not programmed but it could be useful review for English. Much practice is given to newly learned concepts really too simple for the G.E.D. Rather good exercises.

CURRICULUM MATERIALS AFCO Editorial Arco Publishing Co. 219 Park Avenue Product Title VOCABULARY, SPELLING AND GRAMMARchor Publisher New York 10003 Board Out-Does stand-Above Inade-Not Not Check points ing Average Average quate Know Apply Stated 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? X Is testing information available? lincluded TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT The material is adequate for the level intended? The level is suggested in the format? X c. The material is oriented toward cultural awareness and is not insensitive? X D. Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST \$2.00 A. Does the expense involved justify the result? X Does the expense involved justify the product? X Does the product compare favorably with other alternatives in the expense/ result correlation? . TIME Time needed for pre-service training Time needed to review book. R. Time needed for using the product Could be used as supplementary material only.

LEVEL OF MATERIAL Comments and Evaluation

The book is designed to prepare people for tests in the area of vocabulary, spelling and grammar. A lot of material is designed as "practice questions". They have narrowed the subject matter to those fields in which a person is most likely to be examined.

CURRICULUM MATERIALS

Barron's Educational Series, Inc.

BUILDING AN EFFECTION OF THE CONTROL		Autho	"Cedric	Gale	Publ	<u>isherWo</u>		vays Park New York	
· · · · · · · · · · · · · · · · · · ·	Out- stand-	Above			Inade-	Does	Nos ·	Da Nas	
eck points	ing	Average	Average	Fair		Apply	Not Stated	Do Not Know	
OBJECTIVES						111			•
OBJECTIVES A. Behavioral objectives					-	<u> </u>	-		
included	ŀ			. :		x			
B. Statement of purpose or	-					 "			
specific preface	 	<u> </u>	<u> </u>						
CRITERION MEASURES				. •	N 1				
A. Are performance criteria	•		<u> </u>		1				
stated and evaluation materials included?							Ì	•	
B. Does material fulfill its						X			
objective or purpose?			х				-		
INSTRUCTIONAL COMPONENTS									
INSTRUCTIONAL COMPONENTS A. Curricular materials			г —						
B. Teacher education materials			 	h			 		
C. Student materials			Х				"		•
LEARNER PREREQUISITE									
A. Are descriptive materials			 -	·		г <i>,</i> т	 -		
available?						'		x	
B. Is testing information available?									
available:	 	<u> </u>			<u> </u>			X	ببتيت
TEACHER REQUIREMENT	We ass	ume ther	e 18 a t	eacher	c's man	al.			
Do teacher materials give the concrete illustrations and					سيد ا	العرانية أيتانية			
activities to help the teacher	İ	,		المستعرب وا	- CERTA				
fulfill the objective goals?	. .		. سىسى ئىشىدا 100 ئىنىدىنىد				x		
· · ·	-	ست المستندن المستند				, 			
RELIABILITY EFFECT A. The material is adequate									
for the level intended?	1		x	•			ľ		
B. The level is suggested in									
the format? C. The material is oriented	4.		X					<u></u>	
toward cultural awareness	ļ′				, ,			· · · · · ·	
and is not insensitive?						x			\
D. Does the material fulfill		-				-"			1
the purpose for which it is intended?					× :		-		`,
E. Are the language level and			X			<u> </u>			
content geared to adults?			X				ł		
COST \$2.95 retail	1								
A. Does the expense involved					_		· · · · · · · · · · · · · · · · · · ·		
justify the result?			x	.	· · · · ·	· [
B. Does the expense involved		.,						,	
justify the product? C. Does the product compare		Х	<u> </u>	·					
favorably with other	,					1	1	_	
alternatives in the expense/						· . [.]		
result correlation? \			x					·	•
TIME								-	ŧ
A. Time needed for pre-service									•
training	Time i	or teach	er to re	view m	nateria:	la.			i
B. Time needed for using the								ok materi	

LEVEL OF MATERIAL Comments and Evaluation

Excellent format -- fine variety of vocabulary building concepts -- too advanced for any ABE programs -- actually college and graduate level. Excellent materials, but not for ABE.

Albuquerque, New Mexico

CURRICULUM MATERIALS

Barron's Educational Series, Inc. 113 Crossways Park Drive

Pro	<u>oduc</u>	t Title ESSENTIALS OF ENGLI		Autho	r Höpper	& Ga	le Publ	isher Wo	odbury,	New York	11797
Che	eck	points	Out- stand- ing	Above	Average	Fair	lnade-	Does Not	Not	Do Not	
	•			LAVELUKE	Average	Larr] quare	Apply	Stated	Know	·
1.	A.	JECTIVES Behavioral objectives	 -			т —	· · · · ·		r——		Ž
		included			1				х		
	ъ.	Statement of purpose or specific preface			χ	-					
2.	· CR	ITERION MEASURES	1	/ ;		•				<u>.</u>	
		Are performance criteria	 	I 		$\overline{}$		1			
		stated and evaluation materials included?	ł	ļ ·				_	X		
	В.	Does material fulfill its / objective or purpose?	Ī. —	,,	·	-					
_	<u>·</u> _	- 7	 	X			<u> </u>			<u> </u>	
3.	INS	STRUCTIONAL COMPONENTS Curricular materials	Refere	nce 18 m	ade to w	orkbo	ok and t	teacher		•	
	В.	Teacher education materials			 	_	<u> </u>		X		
	<u>c.</u>	Student materials		Х							
4.		ARNER PREREQUISITE									•
	Α.	Are descriptive materials available?								X	
	В.	Is testing information available?			<u> </u>						
_			<u> </u>	<u> </u>	<u> </u>		<u> </u>		<u> </u>	X	
5.		ACHER REQUIREMENT teacher materials give the									
	COL	crete illustrations and		İ			. ,				
	acı _ful	tivities to help the teacher lfill the objective goals?	·	,	x						
6.		LIABILITY EFFECT						<u> </u>			
	A.	The material is adequate	 -					' -			
	ъ.	for the level intended? The level is suggested in	<u> </u>	х							
		the format?		_ х							
	C.	The material is oriented toward cultural awareness									
	_	and is not insensitive?						x			
	υ.	Does the material fulfill the purpose for which it									
	_	is intended?	х				İ	4		•	
	Е.	Are the language level and content geared to adults?	•	х				-			
7.	COS	T \$1.95 retail	. 9	<u> </u>							•
- •		Does the expense involved	<u> </u>		· - 1						
	В.	justify the result? Does the expense involved		x							
		justify the product?	x								
	c.	Does the product compare favorably with other									
		alternatives in the expense					/				
		result correlation?		Х .			_/	<u>, ·</u>			
8.	TIM				Í.			-	. 1		ŧ
	Α.	Time needed for pre-service training	Time	to read .	aterials						1
	B.	Time needed for using the							`		7
		product	One t	rimester	of 60 hc	ours.					

LEVEL OF MATERIAL

Comments and Evaluation

Excellent concrete text for fundamentals of grammar, punctuation and English usage. It is designed to be used with the workbook

Practice for Effective Writing. Fine format -- sn outstanding basic
handbook for English: Could be used in Basic English as well as for G.E.D. Review.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Barron's Educational Series, Inc.

Due luce mist parament and pro-								ways Park	
Product TitlePRACTICE FOR EFFECT	Out-	ING Autho	Hopper	& Gale	Publ:		odbury,	New York	. 117
Check points	stand-	Above			Inade-	Does Not	Not	Do Not	
	ing	<u> Average</u>	Average	Fair	quate	Apply	Stated	Know	
1. OBJECTIVES							<u> </u>		
A. Behavioral objectives included					· -				
B. Statement of purpose or			 	 -		<u> </u>	Х		٠
specific preface			x			ı.			
2. CRITERION MEASURES									•
A. Are performance criteria		•							
stated and evaluation / materials included?	ŀ	·					x		
B. Does material fulfill its	.	 	-	 					
objective or purpose?		<u> </u>	<u>· x</u>	<u> </u>	· ·	·	• •		
3. INSTRUCTIONAL COMPONENTS	Refere	ence is s	nade to (teache	r!s mate	erial a	nd othe	r student	boc
A. Curricular materials	1						X		
B. Teacher education material C. Student materials	· s	ļ	X						
S. Deadent addlettd13	+	<u> </u>		<u> </u>	<u> </u>	L	X	<u></u>	
4. LEARNER PREREQUISITE					•				
A. Are descriptive materials available?		1]] .;			-		
B. Is testing information	_ '		 					· X	
available?		<u> </u>	<u>L. </u>	<u> </u>			X		
5. TEACHER REQUIREMENT			Q÷			, and a			
Do teacher materials give the						1			
concrete illustrations and activities to help the teacher	ł				1				
fulfill the objective goals?			x	1					
6. RELIABILITY EFFECT				· ·					
A. The material is adequate	<u> </u>	т -	· ·	<u>, </u>					
for the level intended?		х							
B. The level is suggested in the format?									
C. The material is oriented		X				_ . -			•
toward cultural awareness		1							
and is not insensitive? D. Does the material fulfill	<u> </u>					Х			
the purpose for which it	-		ļ .				7	•	-
ci is intended?	X	<u> </u>					Ì	: ·	
E. Are the language level and content geared to adults?									
	 	<u> </u>	<u> </u>	<u> </u>					
7. COST \$1.75 retail A. Does the expense involved	ara i						٠.		
A. Does the expense involved justify the result?]	i	×			T			
B. Does the expense involved	—		 ^-	├ ┤				'	
justify the product? C. Does the product compare	<u> </u>	ļ	<u>. х</u>						
C. Does the product compare favorably with other	Į	[i .			T			
alternatives in the expens	e	1				.1			
result correlation?		L	Х	L					
8. TIME			•	•		-			, r
A. Time needed for pre-servic					<u> </u>		· ·		
training B. Time needed for using the	Time	to perus	e materi	818	<u></u>				1
B. Time needed for using the product	Used	regularl	y, at le	ast tu	o trime	sters.			
			,,						

LEVEL OF

| 1 | 2 | X | 3 | X | GED

Comments and Evaluation

This could be an excellent resource for the G.E.D. English Prep. course. Fine format -- very specific with exact materials needed for G.E.D. English test. We were delighted to find this -- after three years of tesching G.E.D. English, this comes closest to filling the need! Superb -- and a nice surprise. To be used with Essentials of English.

CURRICULUM MATERIALS

Barron's Educational Series, Inc. 113 Crossways Park Dr.

roduct Title TEACH YOURSELF ENGL	<u> </u>	<u>^ul</u>	IOI Mui. I	a. roung	<u>ş Pub</u>	lisherwo	oabury,	N.Y. 11
heck points	Out- stand- ing	Above Average	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know
. OBJECTIVES					•			,
A. Behavioral objecties		<u> </u>	-	i –		<u> </u>	I	<u> </u>
included .				·			x	
B. Statement of purpose or specific preface							x	\ \ .
specific preface	·			<u> </u>	<u>. </u>	.1		
. CRITERION MEASURES								
A. Are performance criteria stated and evaluation		l	1 .		}		! .	
materials included?			1	٠ .		ŀ	х	1
B. Does material fulfill its							1	
objective or purpose?			l	L		<u> </u>	<u> </u>	Ļ
. INSTRUCTIONAL COMPONENTS								•
A. Curricular materials				<u> </u>)	<u> </u>	X	<u> </u>
B. Teacher education materials						X		
C. Student materials		<u> </u>	X	-	Ļ	<u> </u>	<u> </u>	<u> </u>
. LEARNER PREREQUISITE								
A. Are descriptive materials				<u> </u>		1	1	Ī.,
available?			1 /			 	-	<u> </u>
B. Is testing information available?	Tests	nclude	X Ten	general	tests.	1	ļ	
				18			-	
. TEACHER REQUIREMENT			·			_	.	<u>. </u>
Do teacher materials give the concrete illustrations and]		1	}]	ł	
activities to help the teacher						1		
fulfill the objective goals?		٠.				X		<u> </u>
. RELIABILITY EFFECT				_				
A. The material is adequate		γ——	' 	1	 	т	1 .	· · ·
for the level intended?			Х		-	•	L	<u>.</u>
B. The level is suggested in	٠.					ĺ	Τ	
the format? C. The material is oriented		1	<u> </u>		 	1	+	
toward cultural awareness						1	1	
and is not insensitive?					}	Χ.		
D. Does the material fulfill the purpose for which it		1			ŀ		1	
is intended?			х		1	1		'
E. Are the language level and	_	<u> </u>			<u> </u>	1		
content geared to adults?		<u> </u>	<u> </u>		<u>i</u>	↓	<u> </u>	<u> </u>
. COST \$1.50 retail	i							
A. Does the expense involved		† <u> </u>		1		1	7	
justify the result?		<u> </u>	Х				<u> </u>	<u> </u>
B. Does the expense involved justify the product?			x	1	Ì		ľ	
C. Does the product compare	· .	 	 ^-	 	 	<u> </u>	+	
favorably with other		1			1	į.	i	
alternatives in the expense	<i>Y</i> .	}	х]		
result correlation?		<u>. </u>		<u>L.</u>	<u> </u>	Ц		L
3. TIME			•	·	.,	<u>.</u>	<u> </u>	
A. Time needed for pre-service	17							
training B. Time needed for using the	None-	a self-	nelp it	em.			_	

LEVEL OF MATERIAL Comments and Evaluation

An adequate workbook for advanced learners to help themselves--50 exercises and 10 tests.

	·	CURRI	CULUM MAT	ERIALS			C	ambridge	Book Con idge Buil
co.luc	t Title BASIC SKILLS IN GRA		Autho	r Ralph	Alger	Publi	sher B	ne Cambi ronxvil	le, N.Y.
	Books 1 & 2	Out- stand-				•	Does		
heck	points	ing	Above	4		Inade-	Not	Not	Do Not
		THE	Average	Average	rair	quate	Apply	Stated	Know
. OB	JECTIVES			•	`				•
/ A.	Behavioral objectives								
	included							х	
в.	Statement of purpose or								
	specific preface			X				Į	·
) (n	ITERION MEASURES							•	
	Are performance criteria	<u> </u>		· ·					
	stated and evaluation		Į i				•		
	materials included?	1	!					x	
В.	Does material fulfill its			·	-				<u> </u>
	objective or purpose?	,	i	x					
	· ·		<u> </u>						
	STRUCTIONAL COMPONENTS	L_	<u> </u>						
	Curricular materials				Х	'			
В.					Х			·	<u> </u>
<u> </u>	Student materials	L	<u></u>		X				•
. 16	ARNER PREREQUISITE								
	Are descriptive materials							·	
• • • •	available?	v							
В.	Is testing information								<u> </u>
	available?	Built	in test						
									 .
. TE	ACHER REQUIREMENT	<u> </u>	_		•		•		
Do	teacher materials hive the			•					
co	ncrete illustrations and			-				•	
. ac	tivities to help the teacher		·					,	
	Ifill the objective goals?	├					<u> </u>		
. RE	LIABILITY EFFECT -	ŀ							
Α.	The material is adequate								
	for the level intended?	į			X.				
В.	The level is suggested in				^-				
	the format?			j j	x			•	
c.	The material is oriented								
	toward cultural awareness		1						
n	and is not insensitive?					X			
υ.	Does the material fulfill the purpose for which it						. 7		
	is intended?		1		x		!	1	• •
E.	Are the language level and	<u> </u>			_^_				
	content geared to adults?	Diffi	cult to	-611	1		- 1		
			<u> </u>					1	
. co								,	
٨.	Does the expense involved	J. ———							
	justify the result?	Ĺ				· X			
в.	Does the expense involved								·
c	justify the product?					X		4 4 -	
U.	Does the product compare favorably with other				I	1	• 🗇		
	alternatives in the expense	I			j		ł		
	result correlation?				l	х	İ	- 1	•
				<u>·</u>					
. TI	ME,			•			*1		
A.	Time needed for pre-service							 -	<u> </u>
	training	Time	to read b	ook.		•	•		•
В.	Time needed for using the								
	product	Could	be comp	<u>leted i</u> n	one t	rimeste	r.		

Worktext

MATERIAL

Very inadequate -- print too small -- too cluttered -- unattractive.

Albuquerque, New Mexico

ם כחור	TCIT IN	MATERIALS	

Cambridge Book Co. The Cambridge Bldg.

Todact II	tle Books 1 & 2		<u>Autl</u>	nor Haus	ед	Pub	lisher N	ew York	10708
		Out- stand-	Above		¥	Inade-	Does Not	Not	Do Not
heck poin	ts	ing		Average	Fair	quate	Apply	Stated	
. ОВЈЕСТ							ي	-	
A. Be	havioral objectives cluded			•			·.	x	. , ,
B. St	atement of purpose or ecific preface			· · · · · · · · · · · · · · · · · · ·		<u> </u>		x	
4	ION MEASURES			•					
st	e performance criteria ated and evaluation terials included?		1				,	. x	
B. Do	es material fulfill its jective or purpose?							x	
	CTIONAL COMPONENTS		-		•				
B. Te	rricular materials acher education materials			X			х	X	Ŀ
<u>St</u>	udent materials	 	<u> </u>		-		<u>L</u>	L	
A. Ar	R PREREQUISITE e descriptive materials	 	·	· _ '		1	1		
B. Is	ailable? testing information vailable?	Follow	up test	B.	<u> </u>			 - -	
	R REQUIREMENT		1-1	<u> </u>			1		. /
Do tea	cher materials give the etc illustrations and						1-1		
	ties to help the teacher l the objective goals?						х		
6 PELTAI	BILITY EFFECT		•	•			•		
A. Th	e material is adequate or the level intended?			x	1				17
B. Ti	ne level is suggested in ne format?			x					
to	ne material is oriented oward cultural awareness								-
D. D	nd is not insensitive? Des the material fulfill The purpose for which it		1	X					
1:	;intended? re the language level and		 	<u>x</u>			 		
	ontent geared to adults?	<u> </u>	<u>.</u>	х		1	1	<u> </u>	<u> </u>
7. COST	\$1.15 Key 15¢		. : ,						
A. De	pes the expense involved ustify the result?	,		X.					
B. D	oes the expense involved ustify the product?			х					
C. D	oes the product compare avorably with other								,
	lternatives in the expense esult correlation?	-	<u> </u>	x			<u> </u>	<u> </u>	<u> </u>
8. TIME		1		• •	•	<u> </u>		·	
A. T	ime needed for pre-serviceraining		to perus	e book.			_		
	ime needed for using the								



SQUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS
See attached aheet for individual

Channing L. Bete, Company, Inc. 45 Federal Street

Product Title pamphlet liating		Autho	_{r'} Channi	ng Bet	e Publi	sher Gr	eenfiel	d, Mass. O
	Out- stand-	Above			Inade-	Does Not	Not	Do Not
heck points	ing		Average	Fair			Stated	
		· · · · · ·						
OBJECTIVES	<u> </u>							
A. Behavioral objectives included	ſ						x	
B. Statement of purpose or	1		 . 	-				
specific preface	· .	х						<u> </u>
				•				
CRITERION MEASURES			1					
A. Are performance criteria stated and evaluation	ľ		1	1		1		ļ
materials included?			1				x	ł
B. Does material fulfill its								<u> </u>
objective or purpose?	L X		·	<u>i </u>				
. INSTRUCTIONAL COMPONENTS	Transp Bookle	arencies	are ava	ilable	plus s	serie		"Fact
A. Curricular materials			<u> </u>			j	Х	
B. Teacher education materialsC. Student materials	·	X		-		┝	,	<u> </u>
' t	+	<u> </u>			ł	L	<u> </u>	<u> </u>
. LEARNER PREREQUISITE	L.		·	•	•			
A. Are descriptive materials					T .			<u> </u>
\available?		<u> </u>	<u> </u>	ļ	L			<u> </u>
B. Is testing information available?	1		•	1				· .
avaliable; -	 ``					L	<u> </u>	<u> </u>
. TEACHER REQUIREMENT	L							
Do teacher materials give the								
concrete illustrations and				1				
activities to help the teacher fulfill the objective goals?			l	١.,	l	ſ., .		
	This	daterial	conta pe	uaea	ibest by	r the t	<u>eacner.</u>	<u> </u>
RELIABILITY EFFECT	1							
. A. The material is adequate	. ,	,					E. Pair	
for the level intended?	x	<u> </u>	1	ļ				
B. The level is suggested in the format?	1	x						
C. The material is oriented.		 ^ -	 	+	 	 		
toward cultural awareness		1.					. <i>'</i>	<u>'</u>
and is not insensitive?		x	<u> </u>					<u> </u>
D. Does the material fulfill								
the purpose for which it is intended?	x	1						,
E. Are the language level and	 	\vdash	1	\vdash				
content geared to adults?		\mathbf{x}			· .			
			Comple	ete ae	t of 50	in all	five a	reas \$5.0
. COST \$1.00 for each individ A. Does the expense involved	ual pam	phlet	The ac	t wou	ld be le	ess the	in one	reas \$5.00 lollar per
justify the result?	1					1 '	P*	pupuret.
B. Does the expense involved	 	X	+	\vdash	 	-		
justify the product?		х		1	1			[·
C. Does the product compare							_	
favorably with other	1		1	1		1		
alternatives in the expense	<u>-</u> ا	x	1			}		
result correlation?	+	<u> </u>		<u> </u>		L		
8. TIME Copyright 1963-1968	Depen	ds on us	e if :	uaed +	o make	transn	rencie	a, many ho
A. Time needed for pre-service	for a	11 pamph	leta	perhau	s two h	ours f	or each	. Again,
training	on us	e and co	ntext of	apeci	fic pam	phlet	not	text;

•	1
LEVEL OF	2
MATERIAL	3
	GED

<u>product</u>

Comments and Evaluation
A fascinating series of highly illustrated pamphlets dealing with every aspect of English. Although there might be situations where a class would profit from the chance for each atudent to use a copy, the biggest use is for the teacher to use these to project on an opaque machine or to make into transparencies for an overhead. The illustrations are clever with disgrammed clues for emphasis. Each pamphlet is printed in two colors for clarity of titles versus narrative. A unique resource for the teacher

therefore, time really cannot be estimated.

who wants good illustrative material.

ERIC Full Text Provided by ERIC

B. Time needed for using the

Listing of individual pamphlets.

WHAT EVERYONE SHOULD KNOW ABOUT:

- 1. Punctuation
- 2. Grammar
- 3. Words or How to Build a Vocabulary
- 4. __ Essay
- 5. Poetry and How to Enjoy it
- 6. The Novel
- 7. Shakespeare
- 8. Drama
- 9. Short Story
- 10. Semantics
- 11. Mythology
- 12. Journalism
- 13. Public Speaking for More Effective Communication
- 14. Writing for More Effective Communication About the Bible
- 15. Writing Reports

Collier-Macmillan Library Services CURRICULUM MATERIALS English Language 866 3rd Avenue Product Title A PRACTICAL ENGLISH GRAMMAR AuthorServices, Inc. - Publisher New York 10022 Out-Does stand-Above Inade-Not Not Check points ing quate Know 1. OBJECTIVES A. Behavioral objectives included . Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials В. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? in (programmed) 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? X Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968. A. Time needed for pre-service training Time needed to review book. B. Time needed for using the <u>product</u> One trimester or less -- pupil works at own rate.

LEVEL OF

MATERIAL

Comments and Evaluation

A very good programmed English book.

Albuquerque, New Mexico

Collier-Macmillan International

Pro	duct Title ENGLISH GRAMMAR EXI		ICULUH MA	Englia			86	ternati 6 Third	Avenue_	
	1,2 & 3	Out-	Autho	or Servic	ea, . 11	ic. Publ	Does	w York	10022	- ,
Che	ck points	stand- ing		Average	Fair	Inade-	Not	Not Stated	Do Not Know	
1:	OBJECTIVES					, <u>1-2-0-</u>	Lippiy		_ Kilow	-
	A. Behavioral objectives		1 '					· · ·		_
	included				٠,		1	ľχ		
	B. Statement of purpose or						† · ·			-
	specific preface	+			<u> </u>	L	<u>L</u> .			- ,
2.	CRITERION MEASURES			•			· · · ·			
	A. Are performance criteria stated and evaluation									- ,
	materials included?	1 .			ļ	i,		x	ر	İ
	B. Does material fulfill its								There's a start and	k Superservers
`	objective or purpose?	+	1		L X					
3.	INSTRUCTIONAL COMPONENTS						• *		٠.	
	A. Curricular materials B. Teacher education materials							X		•
	B. Teacher education materials C. Student materials	³ -	*		X	<u> </u>	,			
		 	<u> </u>			<u> </u>				• .
4.	LEARNER PREREQUISITE A. Are descriptive materials	<u> </u>		<u> </u>			·	<u> </u>		
•	available?			l x			1 1			
	B. Is testing information					·				•
	available?	Built	in exerc	Laea.			L		`	, ,
5.	TEACHER REQUIREMENT				e				1	*
	Do teacher materials give the concrete illustrations and						Γ			
	activities to help the teacher									
	fulfill the objective goals?	1.		<u> </u>			i i	X.	-	
6.	RELIABILITY EFFECT	1								
	A. The material is adequate					· · · · · ·	r	·		
•	for the level intended?			x	* "					
	B. The level is suggested in the format?			· x/·			,	.91		
- •	C. The material is oriented						├ ──		`	\
	toward cultural awareness and is not insensitive?			1	•	,			•	
• •	D. Does the material fulfill				x					
	the purpose for which it	į .				12		.		
	is intended? E. Are the language level and	 	<u> </u>		_ <u>x</u>					
	content geared to adults?		,	x	.			1		
7	COST						97.			
, .	A. Does the expense involved						, 	· · ·		
	justify the result?			х		• • • •		ļ		
	B. Does the expense involved justify the product?			x						
	C. Does the product compare	 •	\vdash							
	favorably with other	I		İ	- 1					٠.
	alternatives in the expense result correlation?	1	·	x	.		1	T	· ·	
		 	-			- 			<u> </u>	
	TIME A. Time needed for pre-service	<u></u>		·	:					•
	training		to peruse	hooks	•				11	4
	B. Time needed for using the	1			-					•
	product	One b	ook per t	rimester	'•		1 -		N.	

LEVEL OF MATERIAL

Comments and Evaluation

A compact set of grammar drills in a very unsttractive, crowded formst. Could be little more than a teacher resource and then only if he put in extensive time. There are other books of its kind svailable.

Albuquerque, New Mexico Cowles Education Corp. CURRICULUM MATERIALS CORRECTNESS AND EFFECTIVENESS 488 Madison Avenue Product Title OF EXPRESSION Author Sale & Johnson PublisherNew York 10022 Out-Does stand Above Not Inade-Check points ing Average Average Fair quate Apply Stated Know OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface X 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X В. Does material fulfill its objective or purpose? X 3. INSTRUCTIONAL COMPONENTS A. Curricular materials R. Teacher education materials C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information/ Tests are included. available? TEACHER REQUIREMENT. Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? There is a manual for the GRD study book RELIABILITY EFFECT Α. The material is adequate for the level intended? X The level is suggested in the format?, The material is oriented toward cultural awareness and is not insensitive? X Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? X Does the product compare favorably with other FA. alternatives in the expense/ result correlation? X TIME Copyright 1968 Time needed for pre-service training Two to three hours to peruse the book. Time needed for using the product In a crash study program a week; as a class resource, a trimester.

LEVEL OF MATERIAL Comments and Evaluation

A good resource for the grammer-spelling section of the GED -- it discusses punctuation, spelling, use of verbs, subject-verb agreement, etc. It would be very helpful to the GED English tescher. Clear format and good content.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

n			· :	CULUM HAT		-	٠,	H	ato Rey	Educ a ci
		t Title ENGLISH FOR BEGINNE:	Out- stand- ing	Above	r F. Cap		Inade-	Does Not	Not	Do Not
		-	ing	Average	Average	Fair	<u>quste</u>	Apply	Stated	Know
1.	_	ECTIVES Behavioral objectives					r			<u> </u>
		included	1		x		Ì	,		
	В.	Statement of purpose or						i		
_		specific preface	├	<u> </u>	<u> </u>		<u> </u>			
2.		TERION MEASURES	L	<u> </u>		•				
	۸.	Are performance criteria stated and evaluation								
		materials included?	,		"X	l	,			
	В.	Does material fulfill its					•			
		objective or purpose?			<u> </u>	L	· ·			<u> </u>
3.		TRUCTIONAL COMPONENTS	L							
, .	A. R	Curricular materials Teacher education materials			X				·	
	C.				X		 		^	
		· · · · · · · · · · · · · · · · · · ·		· · ·	<u> </u>					
4.		RNER PREREQUISITE Are descriptive materials	<u> </u>		т — —	-				
•		available?	ŀ		x					
	В.	ls testing information								
<u> </u>	_	available?	Built	<u>in test</u>					s.d.j	
5.		CHER REQUIREMENT		,		•				
	Do	teacher materials give the crete illustrations and							o	
	act	ivities to help the teacher						-	·	
· <u>·</u>	ful	fill the objective goals?			х					
6	DEI	IABILITY EFFECT		· .						
•.		The material is adequate	 -	 _			·			
		for the level intended?	<u> </u>	X	•					
	в.	The level is suggested in the format?	, '							
	С.	The material is oriented		X						
		toward cultural awareness	,		g see	'			,	
-	D.	and is not insensitive? Does the material fulfill	<u> </u>	X	<u> </u>					
		the purpose for which it	٠.		,		,			
	r	is intended?		. х	·					
	E.	Are the language level and content geared to adults?		х						
				<u> </u>						
<i>,</i>	COS	T Does the expense involved	<u> </u>							
	٠,	justify the result?		х	,			1		•
	В.	Does the expense involved				_				
	c.	justify the product? Does the product compare		X				 -∔		
		favorably with other						. 1		
٠.		alternatives in the expense/	: "	x		- 1		i	ĺ	
		result correlation?						1		<u> </u>
8.	TIM				•					
	۸.	Time needed for pre-service training	Time	needed to			4-1			,
	В.	Time needed for using the	11116	iidanen Ci	O-THAISA	mater	181.			
		product	One t	rimester.						•

LEVEL OF X

Comments and Evaluation

An excellent student's manual for beginning English. Good format and illustrations. Has dialogue practice along with exercises in sound and spelling.

CURRICULUM MATERIALS

Doubleday & Company

	t Title COMMON ERRORS IN EN	Out-			1		Does		
	•	stand-	Above	ļ		Inade-		Not	Do Not
heck p	points	ing	Average	Average	Fair			Stated	
			. 7						*****
	JECTIVES	·							_ •
Α.		_	i		1	1	0		
	included		ļ			<u> </u>		X	
в.	Statement of purpose or specific preface			l x		ĺ			
	specific pretace	<u> </u>	<u> </u>		L	<u> </u>			
. CRI	ITERION MEASURES	ł		•			•		
	Are performance criteria				Τ				
	stated and evaluation] .		ł		i		
_	materials included?							$\lfloor x \rfloor$	
В.	Does material fulfill its	i	ί.	х,			′		
	objective or purpose?	<u> </u>		X	L	Ŀ			
. INS	STRUCTIONAL COMPONENTS]	:	ν,					
A.							<u> </u>		
В.		 		 	\vdash	,		X	-
<u> </u>				Х					
					_				
	ARNER PREREQUISITE	<u> </u>	·				<u> </u>		
Α.	Are descriptive materials available?	[1	ł	`			
В.	Is testing information	<u> </u>	-					<u> </u>	
٠.	ayailable?			1	٠.		l x		
		-	<u> </u>		<u> </u>	<u> </u>			
	ACHER REQUIREMENT							•	
Do	teacher materials give the								
	ncrete illustrations and	· .				}			
. act	tivities to help the teacher Lfill the objective goals?		` .						
101	rill the objective goals:		L	X	<u> </u>	<u> </u>	L		
. REI	LIABILITY EFFECT	1			•			•	
A.	The material is adequate		Γ	Γ	Γ-	Γ .			
	for the level intended?		ŀ	<u> </u>	l				
В.	The level is suggested in		,						
•	the format?			Х					
ç.	The material is oriented		i	•	-	•			
	toward cultural awareness and is not insensitive?	ŀ							
D.		-		<u> </u>	 		\vdash		
- *	the purpose for which it	_	[Ι΄	ĺ		.	
	is intended?	L		х	1		ŀ	. 1	·
E.	Are the language level and								
·	content geared to adults?	<u> </u>	L	X *	<u> </u>				
7. cos	ST.								-
	Does the expense involved	<u> </u>	r `						
	justify the result?		·	х	I		.		
В.	Does the expense involved				 		·		
	justify the product?	1.01° . N		x °	l			ĺ	•
_	Does the product compare						<u> </u>	-	
c.	socs the product compare	ı			l			ļ	
c.	favorably with other	l			•				
c.	favorably with other alternatives in the expense			v			1		
с.	favorably with other			Х					
	favorably with other alternatives in the expense/result correlation?		<u>.</u>	<u> </u>					·
C. J. FIN	favorably with other alternatives in the expense/result correlation? © Copyright 1953			х		/		J	
B. TIM	favorably with other alternatives in the expense/result correlation? Copyright 1953 Time needed for pre-service training		eeded to		book:	·			•
B. TIM	favorably with other alternatives in the expense/result correlation? Copyright 1953 Time needed for pre-service	Time n	eeded to	review	book:	·			e

LEVEL OF MATERIAL

2 X 3 X GED

Text

Comments and Evaluation

A good book to help solve problems in mesning, spelling, pronunciation, and rules for particular problem areas. A good reference book. Too cluttered and compact.

Albuquerque, New Mexico

CURRICULUM MATERIALS ... Doubleday & Company 277 Park Avenue Product Title ENGLISH MADE SIMPLE Author Waldham-Zeiger PublisherNew York 10017 Out-Does stand-Above `Inade-Not Not Do Not Check points Average ing Average quate Apply Stated Know 1. OBJECTIVES Behavioral objectives included Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? Does material fulfill its objective or purpose? X 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? X Does the material fulfill the purpose for/which it is intended? E. Are the language level and content geared to adults? COST \$1.95 A. Does the expense involved justify the result? Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense, result correlation? TIME Copyright 1954
A. Time needed for pre-service training Time needed to review material Time needed for using the One trimester.

LEVEL OF MATERIAL 1 2 3 X GED

Comments and Evaluation

The book has been planned for people habitually unsure of their grammar, punctuation and spelling. Could be used for a GED class. Too compact.

Albuquerque, New Mexico

CURRICULUM MATERIALS

Doubleday & Company

Pro	duc t	Title WORD MASTERY MADE ST	MPLE	Autho	r Waldho	m-Ze i	gerPubli		/ PUIK / w York	
		,	Out-					Does	1021	1
			stand-	Above		i .	Inade-	Not	Not	Do Not
Che	ck p	<u>wints</u>	ing	Average	Average	Fair	quate		-Stated	
					• .		40000	· · · · · · ·		1111011
1.	OBJ	ECTIVES			•					
	Α.	Behavioral objectives								
•		included	l .						X	1
	В.,	Statement of purpose or							-	
الششيب		specific preface			y .				1	l
				·	', ^					<u> </u>
2.	CRI	TERION MEASURES								
	Α.	Are performance criteria								 -
		stated and evaluation	١.	l		-				1
		materials included?	ļ				ĺ		Х .	
	В.	Does material fulfill its		,	· · -		•			
		objective or purpose?	i	l.	Х	Į I			1	
	. –	•							;1	
3.		TRUCTIONAL COMPONENTS	1					••		
	Α.	Curricular materials		1				,	X	г - :
	В.	Teacher education materials							X	
_		Student materials			X.					
					<u> </u>				<u> </u>	
4	LEA	RNER PREREQUISITE							٠.	
	Α.	Are descriptive materials				I		1		Γ
		available?		ŀ			•		Х	
	В.	Is testing information				—				
		available?	ł	1	r				X	
					·					•
5.	TEA	CHER REQUIREMENT	ľ	*						
	Do	teacher materials give the			F					
	con	crete illustrations and								
	act	ivities to help the teacher		1 .						
		fill the objective goals?							x	
										<u> </u>
6.	REL	JABILITY EFFECT								
	Α.					١.				
• •		for the level intended?		•	x					
	В.	The level is suggested in		<u> </u>		<u> </u>			_	
		the format?	i	ł	х	· .				
	c.	The material is oriented	-			_				
		toward cultural awareness		į.			,			
		and is not insensitive?	ł		l x	1	ľ l			
	D.	Does the material fulfill								
•		the purpose for which it	ŀ	_	/					
		is intended?	l		x/					
	E.	Are the language level and			/					
		content geared to adults?		<u></u> .	x ·			·		
_					7					· · · ·
7.	COS	=								
	Α.	Does the expense involved	·		/				•	
	_	justify the result?		<u> </u>	X	L				•
	В.			. 7	6-	;				
	_	justify the product?			X	L :				
	c.		l							
		favorably with other	1	/						
		alternatives in the expense	1	1 /						
		result correlation?	<u> </u>	<u> </u>	X					
8.		E_Copyright 1957	. N	· .						
	Α.	Time needed for pre-service	<u> </u>							
		training	Time n	eeded to	review	<u>materi</u>	al.			
	B.	Time needed for using the	l		- 6 6 6 4			, ·	i	
		product	Loue tr	imester	ot by hö	ura.		<u>,</u>	1	
		•								

Level of Material 1 2 3 X GED Comments and Evaluation

A fine book for attaining a larger and improved vocabulary. Covera roots and affixes, style, good usage, large vocabulary, and how to study words in context. Good for GED English.

English Language Service 800 18th Street, NW. Washington, D. C.

Do Not Know
1
1
1
1
1
1
1
1
1
1
1
x
х
х
Х
İ

Ţ

X
cludes
end on

LEVEL OF MATERIAL Comments and Evaluation

A very intensive course in English -- ESL techniques are used. Not really intended for ABE -- rather ideal for someone who is able and wants to learn English in concentrated doses. Well planned, excellent material.

Programmed text series.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

Follett Educational Corporation

INDIVIDUALIZED ENGLISH 1010 W. Washington Blvd. Product Title PROGRAMMED INSTRUCTION Publisher Chicago, Illinois 60606 Author Hook & Evans Does **Above** Not Do Not stand-Inade-Not Check points ing quate Apply Stated Know 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill !ts objective or purpose? X 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materials LEARNER PREREQUISITE Are descriptive materials available? B. , Is testing information Diagnostic placement tests and mastery tests. available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST \$69.00 to schools for se A. Does the expense involved justify the result? B. Does the expense involved justify the product? X C. Does the product compare favorably with other alternatives in the expense result correlation? X TIME Copyright 1964 A. Time needed for pre-service training Time to peruse the materials. B. Time needed for using the Since the material is programmed and individualized, it is <u>produc</u>t impossible to tell.

LEVEL OF MATERIAL CED

Comments and Evaluation

An excellent programmed series for grammar etc. A kit includes 35 diagnostic sets, 35 mastery tests, & 6 sets of 88 cards for individual use. It could be adapted for GED review if classes were long enough (a trimester of two three hour lessons each) so half the session could be individual study and half the session review of rubs and practice of GED tests.

Albuquerque, New Mexico

ENGLISH 2600 (Revised Edition) MATERIALS Harcourt, Brace & World 757 Third Avenue Product TitleA PROGRAMMED COURSE IN GRAMMAR Author J.C. BlumenthalPublisherNew York 10017 AND USAGE WORKBOOK Out-Does stand-Above Do Not Check points ing Average Average quate i Fair Stated Apply Know OBJECTIVES A. Behavioral objectives inc luded Statement of purpose or specific preface X CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS ۸. Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE Are descriptive materials available? Is testing information available? TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT The material is adequate for the level Intended? The level is suggested in the format? X The material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Does the expense involved justify the result? Does the expense involved justify the product? X Does the product compare favorably with other alternatives in the expense result correlation? X TIME Time needed for pre-service training Time to peruse text and understand method. Time needed for using the product It would depend entirely on how an individual works.

LEVEL OF MATERIAL

Comments and Evaluation

A fine book for English grammar and usage. It would be hard to use as a class text for G.E.D. because there isn't enough time but it would be a fine resource for individuals who want reinforcement. The workbook has fine work sheets that could be adapted for G.E.D.

		ICULUM MA	TERIALS Marcus	. Wick		Har	per and E. 33rd	Row
Product Title LANGUAGE IN YOUR L	IFE	Autho				lisher	New York	10016
Check points	stand- ing	Above Average	Average	Fair	Inade r quate		Not / y Stated	Do Not
 OBJECTIVES A. Behavioral objectives 	· ·					T WEET	27 00000	TKIIOW
included B. Statement of purpose or							х	
specific preface		x						
2. CRITERION MEASURES	<u></u>							 .
A. Are performance criteria stated and evaluation							Ţ ·	
materials included? B. Does material fulfill its	<u> </u>		1;	┼	-	╂	х	
3. INSTRUCTIONAL COMPONENTS		<u> </u>	<u> </u>	<u> </u>	Ţ		<u> </u>	<u> </u>
A. Curricular materials			<u> </u>	1	·		x	
B. Teacher education materials C. Student materials		X			-	1.7		
4. LEARNER PREREQUISITE	<u> </u>							L
A. Are descriptive materials available?		۸.	X .					
B. Is testing information available?	No s	ecific (ests. B	ilt	in test	ing th	rough wo	khook
5. TEACHER REQUIREMENT				,			materi	
Do teacher materials give the concrete illustrations and								
activities to help the teacher fulfill the objective goals?		х						-
6. RELIABILITY EFFECT					<u> </u>	<u></u>	•	
A. The material is adequate for the level intended?		x				<u> </u>		
B. The level is suggested in the format?		x	•			 		
C. The material is oriented toward cultural awareness			. 1	-	 		 	
and is not insensitive? D. Does the material fulfill			<u>x</u>		ļ <u></u>	L	ļ	
the purpose for which it is intended?	į	x	ŧ] [
E. Are the language level and content geared to adults?		x			<u> </u>	 		
7. COST		<u> </u>			1	L	- -	
A. Does the expense involved justify the result?			x		<u> </u>	Γ	<u> </u>	
B. Does the expense involved justify the product?			X		<u> </u>		 	
C. Does the product compare favorably with other				Cost	figures	were	not avai	lable but
alternatives in the expense/ result correlation?			x	the a	eries : e more	s in	baperback	and should
8. TIME Copyright 1966		 -					(2.30	 , ·
A. Time needed for pre-service training	6-8 h	ours to	peruse l	ooks	and res	d the	togohori	s guides.i
B. Time needed for using the product	Bacn	DOOK 18	designed	1 for	one vea	T OF	COULAT C	lace work
1	Omments	and Eval	verion	<u>moti</u>	vation.	<u>even</u>	one per	ults at one trimester.
ATERIAL X 3 "turned off"	Bigned	to help	the "die		tacadii		antina tima	•
Concise and	arrrace.	ive and	cne ling	/ 111 A P i	CE ANNY	nash i		
good designe	s a res	Durce IO	r the GE	D Eng	lish al	though.	there a	re books equal

ERIC Full Text Provided by ERIC

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

BASIC DICTIONARY OF

Holt, Rinehart and Winston 383 Madison Avenue

Pro	oduct Title AMERICAN ENGLISH		Aut	hor Not	mention	ed Pub	lisher N	ew York	10017
<u>Che</u>	eck points	Out- stand- ing	Above Average	Average	Fair	Inade-	Does Not Apply	Not Stated	Do Not Know
1.	OBJECT IVES				•		1	1	<u> </u>
	A. Behavioral objectives	· · · · · · ·	T :				T -	1	
	included	<u> </u>	 	 i			X	<u> </u>	
	B. Statement of purpose or specific preface						х		
2.	111111111111111111111111111111111111111								_
	A. Are performance criteria stated and evaluation								
	materials included?		1 .			j	X		
- :	B. Does material fulfill its objective or purpose?		•	e	, i		x		
3.	INSTRUCTIONAL COMPONENTS				<u> </u>	· .			ļ
•	A. Curricular materials		1		_	ì——	l x	т —	
	B. Teacher education materials	2				 	X	 	<u> </u>
	C. Student materials			x			L		
4.							·		
	A. Are descriptive materials available?						x		
	B. Is testing information available?								
				<u></u>		<u> </u>	X	<u> </u>	
5.	TEACHER REQUIREMENT		•	,	<u> </u>				
	Do teacher materials give the concrete illustrations and		1 :						-
	activities to help the teacher	• .	}			1	Х	1	
	fulfill the objective goals?] .	1				}	
	DCI TA DVI VMV mannom	•						* · · · · ·	
6.	RELIABILITY EFFECT A. The material is adequate	· · · · · ·	1				г	r:	
	for the level intended?	•		1			Х.		
	B. The level is suggested in						, , , , , , , , , , , , , , , , , , ,		· -
	the format? C. The material is oriented					·	Х		
	toward cultural awareness						ļ	1 .	
	and is not insensitive?						X		·
	D. Does the material fulfill the purpose for which it						v		
	is intended?						Х	1	,
	E. Are the language level and		•					 	
	content geared to adults?		<u> </u>			<u> </u>	X	<u> </u>	
7.	COST	1 .							
	A. Does the expense involved						 	1	
	justify the result?		 	X					
	B. Does the expense involved justify the product?		x			, .		1	0
	C. Does the product compare		 ^ - 		,	-	 	 	
	favorably with other		x				ŀ		
	alternatives in the expense result correlation?	<i>'</i>]] !	
•		-	<u> </u>	<u> </u>	<u> </u>		<u>ı</u>	 -	<u> </u>
8.	TIME A. Time needed for pre-service	· .				,		·	
	training	Doesn't	apply.						
	B. Time needed for using the				-				_
	product								

LEVEL OF 2 MATERIAL X 3

Comments and Evaluation

A rather adaquate paperback dictionary - better than the usual pocket dictionary - more than one line definitions.

Albuquerque, New Mexico

CURRICULUM MATERIALS Clarence

Holt, Rinehart and Winston. 383 Madison Avenue

Product Title ENGLISH FOR ADULTS		Autho	r Wachner	<u> </u>	Pub l	LsherNe	w York	10017
Check points	Out- stand- ing	Above Average	Average	Fo.4.	Inade-	Does Not	Not	Do Not
	Till	LAVETAGE		rair	Quate	Apply	<u>Stated</u>	Know
1. OBJECTIVES A. Behavioral objectives			•		 	F 1		<u> </u>
included							x	
B. Statement of purpose or specific preface		<u> </u>	x					
2. CRITERION MEASURES						_		
A. Are performance criteria stated and evaluation materials included?								
B. Does material fulfill its objective or purpose?			X				X	
3. INSTRUCTIONAL COMPONENTS		<u> </u>		•		L'		
A. Curricular materials							Х	-
B. Teacher education materials C. Student materials	 -	<u> </u>	<u> </u>				Х	:
4. LEARNER PREREQUISITE	·	· ·	·		•			·
A. Are descriptive materials available?	1		х					
B. Is testing information available?	Built-	in testi						
5. TEACHER REQUIREMENT			·					 -
Do teacher materials give the concrete illustrations and						Ì		
activities to help the teacher fulfill the objective goals?			х					
	<u> </u>	<u> </u>						
6. RELIABILITY EFFECT A. The material is adequate	<u> </u>							
for the level intended?	<u> </u>	· ·	. х				_	
B. The level is suggested in the format?		,	-x	•				
C. The material is oriented toward cultural awareness				•			<u>-</u> -	
and is not insensitive? D. Does the material fulfill			Х					
the purpose for which it is intended?			x		· .			•
E. Are the language level and content geared to adults?			Х					
. COST			<u>_</u>				 -	
A. Does the expense involved								
justify the result? B. Does the expense involved			Х			 -		
justify the product? C. Does the product compare			X					
favorably with other alternatives in the expense						. [Ţ	
result correlation?			х					are to a total
3. TIME						,•	•	· · · · · · · · · · · · · · · · · · ·
A. Time needed for pre-service training	Time n	eeded to	review m	natéri	.al			-
B. Time needed for using the product	One tr	imester.	<u>. </u>					

LEVEL OF MATERIAL Comments and Evaluation

The book is designed to make you s better listener, s better speaker, a better resder and a better writer. This book is too cluttered and compact for the average ABE student.

CURRICULUM MATERIALS

Holt, Rinehart and Winaton

	ERICANS	A = b .	r Sheha				33 Madiso	
roduct Title ENGLISH FOR AM	Out-		, onena	Ϊ	Publ	1sherNe Does	w York	10017
heck points	stand ing	- Above Average	Average	Fair	Inade- quate	Not	Not Stated	Do Not Know
. OBJECTIVES			•					
A. Behavioral objectives	<u> </u>	\top			Г —	T		
included B. Statement of purpose of	_						X	
specific preface			х					
. CRITERION MEASURES				-				
A. Are performance criter: stated and evaluation	ia		,					
materials included?	. •			i			x	
B. Does material fulfill in objective or purpose?	its	:	X					· · · · · · · · · · · · · · · · · · ·
INSTRUCTIONAL COMPONENTS		· • • · · · · · · · · · · · · · · · · ·		<u> </u>	<u> </u>	<u> </u>	<u> </u>	
A. Curricular materials			Х	<u> </u>	Γ		,	
B. Teacher education mater C. Student materials	rials		X					
c. Student materials		· <u> </u>	<u> </u>			Ĺ		
LEARNER PREREQUISITE				<u>.</u>				
A. Are descriptive materia available?	ıls		x		,			
B. Is testing information available?		- 						
			<u> </u>					
TEACHER REQUIREMENT					_ /			
Do teacher materials give t concrete illustrations and	he				7			
activities to help the tead	her			·	/		!	
fulfill the objective goals	?		Х.				İ	
RELIABILITY EFFECT]_			-				· · ·
A. The material is adequat	e	Τ.			\ \			
for the level intended? B. The level is suggested	`		Х		_ '		,	
the format?			x					
C. The material is oriente	d		_^					
toward cultural awarene and is not insensitive?	SS]	••					
D. Does the material fulfi	11	 	X					
the purpose for which is intended?	t .			1				
E. Are the language level		+	X					
content geared to adult	s?		\ X .			- 1		
COST \$2.88, T.E. \$.88								
A. Does the expense involv justify the result?	ed						— т	 -
B. Does the expense involv	ed —	 	X					
lustify the product?			x	<u>. </u>		. `	l	•
C. Does the product compar favorably with other	<u> </u>		1					
alternatives in the exp	ense	1.	']	Í	į	J	, I	
result correlation?			x	l		[
TIME Copyright 1965					·	******		
A. Time needed for pre-ser training						_		
B. Time needed for using the product	he i	needed to chool year		ateri	91.	·	·· · -	
product	10116 8	year	<u>•</u>		<u>·</u>		,	
11	Commen	ts and Eval	uation					
TERIAL 2 The book	is design	ned to mee	t the le	nouee.		me1 /	and socia	1

Work Text

CURRICULUM MATERIALS

Holt, Rinehart and Winston

Product Title ENGLISH I, II, & II	T	Auth	or Clyde	Wainh.	old n.v.		33 Madis	
	Out-	, Adelia	Cryde	Wellin	Old Mail	Does	WIOLK	10017
Check points	stand- ing	Above	Average	Fair	Inade-	1	Not Stated	Do Not Know
1. OBJECTIVES						1		
A. Behavioral objectives				7 -	т —			
included			ļ	1	į į	ļ	l x	
B. Statement of purpose or								
specific preface	├	 -	X	<u> </u>			Ŀ <u></u>	
2. CRITERION MEASURES	1							
A. Are performance criteria				Г				
stated and evaluation materials included?	i i	Í		1 .		1		
B. Does material fulfill its	\vdash			 			X	
objective or purpose?		 i	X	i i			·	
3. INSTRUCTIONAL COMPONENTS								
'A. Curricular materials						, ,		
B. Teacher education materials						x	<u> </u>	
C. Student materials			X			^		
. LEARNER PREREQUISITE		•						
A. Are descriptive materials	—т			· 1				
available?	1		x				1	
B. Is testing information available?					·			
dvariable:					i	<u>_x_l</u>		
. TEACHER REQUIREMENT	•	7		•				
Do teacher materials give the								
concrete illustrations and activities to help the teacher	j	ŀ			`		.	
fulfill the objective goals?	j			I	ļ		l	-
						_x		
. RELIABILITY EFFECT A. The material is adequate								
A. The material is adequate for the level intended?	- 1							
B. The level is suggested in			X					
the format?			х	- 1	. 1	1	1	
C. The material is oriented toward cultural awareness						\rightarrow		
and is not insensitive?		1	x	.			1	
D. Does the material fulfill				-				-
the purpose for which it	1	l]		1	· .	.	
is intended? E. Are the language level and			x					
content geared to adults?	1	1	x	- 1		. [
	•							
COST \$2.60 A. Does the expense involved.	 ,-							
justify the result?	. 1	.	x I	. [T.			
B. Does the expense involved			-^+	+				
Justify the product?			Х				.	
C. Does the product compare favorably with other		T	T	Ţ				
alternatives in the expense		- 1	·	1	ń	1		
result correlation?			х	.]	- 1		1	
TIME Copyright 1962-1964 ,								
A. Time needed for pre-service								·
training	Time to	peruse	book.			÷		
5. Time needed for using the				:				
product	Une tri	mester w	ith outs	ide re	ading.			

LEVEL OF 2 MATERIAL X 3 Comments and Evaluation

very adequate book for English usage and grammar.

CURRIQULUM MATERIALS

Holt, Rinehart and Winston, Inc. 383 Madison Ave. New York 10017

Pro	duct	Title ENGLISH III (Advanc	ed Seri	es) Aut	hor C. W.	Wachn	er Pub	lisher l	iolt Bas	ic Educ		
<u>Che</u>	ck p	oints	Out- stand- ing	Above Average	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know		
1.	OBJ	ECTIVES	[•								
	A.	Behavioral objecti es										
	_	included		<u> </u>	 	<u> </u>	<u>' ' </u>	└	X	<u> </u>		
	В.	Statement of purpose or specific preface		ļ	J	l			1			
		specific preface		 -	<u></u>		.t	' , 	1	<u> </u>		
	CRITERION MEASURES											
	A.	Are performance criteria						T				
		stated and evaluation materials included?	ļ					'	x			
	B.	Does material fulfill its		- -	_			 	 			
		objective or purpose?			Х			<u> </u>	<u> </u>			
		·			-	-	7					
•		TRUCTIONAL COMPONENTS Curricular materials			-		1	ì	1 x			
	В.				_		-	 	X	- 、		
		Student materials		Х				-:				
		· · · · · · · · · · · · · · · · · · ·	,						/			
•		RNER PREREQUISITE		Τ				T	1/			
	Λ.	Are descriptive materials available?	ز				1	/	ľ	x		
	B.	Is testing information						1				
		available?		<u></u>				1	<u> </u>	X		
	TEACHER REQUIREMENT Do teacher materials give the							,	-			
•				٠.		 .			1			
		crete illustrations and			ĺ			ļ	1			
		ivities to help the teacher	,	`,			İ	1				
_	ful	fill the objective goals?		<u> </u>	Ļ			<u> </u>	X			
	RELIABILITY EFFECT				i	· •			•			
		The material is adequate										
	_	for the level intended?		Х			ļ		<u> </u>			
	В.	The level is suggested in the format?		سدر	х		, ·	1.		•		
	C.	The material is oriented			^	,		 				
	••	toward cultural awareness	,				· .	Í		4, 7		
	_	and is not insensitive?						X		_ :		
	D.	Does the material fulfill the purpose for which it					i .	<u>, </u>				
		is intended?		X				ļ.				
	E.	Are the language level and	•									
_		content geared to adults?			Х		<u> </u>		<u> </u>			
	cos	T /							<i>.</i> .			
•		Does the expense involved			<u> </u>		t —		•	_		
	-	justify the result?				. /				<u> </u>		
	В.	Does the expense involved	Whate	ver read	onable	price 🤘	ould be	justif	Led bec	luse		
	c	justify the product? Does the product compare	الد عا	quite ;	000.		1,44.					
	٠.	favorably with other		ĺ								
		alternatives in the expense	/.				. •		ļ i			
		result correlation?					L		L	<u>X</u> .		
	TIM	,										
•	A.											
	•	training	Time to read the book.									
	В.	Time needed for using the	If used	as rev	view, co	uld be	complet	ed in a	trimes	er.		
		product	•									

Comments and Evaluation

LEVEL OF

Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinehart and Winston 383 Madison Avenue

	Product Title STRUCTURE OF SENTENCES AuthorNorman L. Haidemublisher New Yor						w York	10017		
	Check points	Out- stand- ing	Above	Average		Inade-	Does Not	Not	Do Not	
	1. OBJECTIVES		I AVELAKE	Average	Fair	quate	Apply	Stated	Know	
	A. Behavioral objectives included B. Statement of purpose or		/					х		
	B. Statement of purpose or specific preface	<u> </u>		x						
	2. CRITERION MEASURES		<u> </u>			<u> </u>				
	A. Are performance criteria stated and evaluation materials included?							x		
	B. Does material fulfill its objective or purpose?		- ,	х				_^		
	3. INSTRUCTIONAL COMPONENTS					J				
	A. Curricular materials. B. Teacher education materials		•				<u> </u>	Х		
	C. Student materials		·	X				Х		
	4. LEARNER PREREQUISITE			<u> </u>	<u></u> 1			1		
	A. Are descriptive materials available?			х				$\overline{}$	-	
2.	B. Is testing information available?			х						
	5. TEACHER REQUIREMENT		•							
-	Do teacher materials give the	T			<u> </u>		$\overline{}$			
	concrete illustrations and activities to help the teacher	1				Į.	l	ŀ		
	fulfill the objective goals?			х		I	ļ	ľ	:	
(6. RELIABILITY EFFECT						• • •			
	A. The material is adequate for the level intended?								-	
	B. The level in suggested in			X	∤					
	the format?	1		x	ŀ			ľ		
	C, The material is oriented toward cultural awareness				,					
	and is not insensitive?			X	_ !					
	the purpose for which it									
	is intended? E. Are the language level and			X				<u>· </u>		
1_	content geared to adults?			x		1		1		
7	COST -		5							
\	A. Does the expense involved				$\neg \neg$	—-Т	- 1	- 		
	justify the result? B. Does the expense involved		- , 	X		\longrightarrow			·	
	justify the product?		-	x			1 .	,		
	C. Does the product compare favorably with other	1					-+			
	alternatives in the expense	·		· 1		į				
_	result correlation?			х						
8	TIME Copyright 1967									
-	A. Time needed for pre-service training	Time needed to review material.								
_	b. It we needed for using the			review o		<u>. </u>			<u> </u>	
_										
	CC	omments	and Evalu	uation						

LEVEL OF MATERIAL

The purpose of the set is to help you understand and master the sentence as a unit of expression. Too difficult for the average ABE student.

Albuquerque, New Mexico

Pr	oduct Title USING AMERICAN EN	CURRICULUM MATERIALS Newmark, Mintz GLISH Author and Lawson Publ					Harper and Row 49 East 33rd Street isherNew York 10016			
**	BUSCETTITIE BOING APPERICAN EN	Out-	Autho	o <u>rano La</u>	IW8ON	Publ	1sher Ne Does	w York	10019	
<u>Ch</u>	eck points	stand-	Above Average	Average	Fair	lnade- quate		Not Stated	Do Not Know	
1.	OBJECTIVES A. Behavioral objectives included					quate	X	Stated	KIIOW	
	B. Statement of purpose or specific preface		x					·		
2.	CRITERION MEASURES				<u> </u>		<u></u>			
	A. Are performance criteria stated and evaluation materials included?		1				х			
_	B. Does material fulfill its objective or purpose?		x							
3.	INSTRUCTIONAL COMPONENTS A. Curricular materials	1 /	· ·							
	B. Teacher education materials	1 / V	 		-			X		
	C. Student materials	1/4	\mathbf{x}		 				<u> </u>	
4.	LEARNER PREREQUISITE A. Are descriptive materials		-				<u>-</u>			
	available?	1		x					•	
	B. Is testing information available?	,						x		
5.	TEACHER REQUIREMENT Do teacher materials give the							ļ		
	concrete illustrations and activities to help the teacher									
6.	fulfill the objective goals?	X								
	A. The material is adequate for the level intended?	ļ .		х	_ <i>'</i>		$\overline{}$			
	The level is suggested in the format?			x	·			-		
	C. The material is oriented toward cultural awareness			^						
	and is not insensitive? D. Does the material fulfill	<u> </u>		<u> x</u>						
	the purpose for which it is intended?		х			·				
	E. Are the language level and content geared to adults?		х							
7.			aa not gi	ven but	it was	s done	on verv	cheap	Daper -	
	A. Does the expense involved justify the result?	so it	could no	have b	en mu	h expe	nae to	produce		
	B. Does the expense involved justify the product?			٠						
	C. Does the product compare favorably with other alternatives in the expense/ result correlation?	<u>.</u>		x						
8.	TIME Copyright 1964			<u>_</u>						
	A. Time needed for pre-service training	One to	two hour	s to per	use bo	ook.	<u> </u>		i	
	B. Time needed for using the product	At least two trimesters of ESL.								

LEVEL OF MATERIAL.

Comments and Evaluation

An adequate book for conversation practice for the ESL student -above average in approach and good content, but format includes cheap paper and it looks somewhat confusing. However, it could be a good resource.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS Harper & Row 49 E. 33rd Street issuet Title WRITING ENGLISH Author Ross & Doty Publisher New York 10016 Out-Does stand-Above Not Inade-Not Do Not Sheck points ing Average quate Apply 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface X 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE Are descriptive meterials available? X Is testing information available? Built-in testing TEACHER REQUIREMENT Do-teacher materials ; we the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST (?) Paperback worktext A. Does the expense involved justify the result? Does the expense involved Justify the product? Doe's the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1965 A. Time needed for pre-service Time needed to preview book (approximately two hours) training Time needed for using the

•	L	
LEVEL OF		2
MATERIAL	LX	3
-		CED

product

Comments and Evaluation

One or two trimesters.

Writing English is a textbook in written composition designed for advanced students of English as a foreign language. Format is very wordy and somewhat cluttered. Would make a good reference for advanced English students but would not be practical for use in general ABE classes.

CURRICULUM MATERIALS

Houghton-Mifflin

Product Title PRACTICE IN ENGLISH		Auth	or Pres	twood	Polk I		rest 431			
·	Out-	Above		1		Does				
Check points	ing		Average	Fair	Inade-	1				
1. OBJECTIVES			•	1	1 40000	I APP 17 1	Stateu	KIIOW		
A. Behavioral objectives	 		т	_		· · ·				
inc luded			<u>L</u>		1		x			
B. Statement of purpose or specific preface					1					
,	 		X	<u> </u>	<u> </u>					
2. CRITERION-MEASURES										
A. Are performance criteria stated and evaluation										
materials included?			_]	· •			
B. Does material fulfill its objective or purpose?			·		T -					
			L X	<u>L</u>	L			<u> </u>		
3. INSTRUCTIONAL COMPONENTS										
A. Curricular materials B. Teacher education materials							X			
C. Student materials			<u>x</u>				Х			
4. LEARNER PREREQUISITE										
A. Are descriptive materials	т	sc.			· · · · ·	<u> </u>	<u> </u>			
available?		4	x				1	•		
B. Is testing information available?						$\overline{}$				
			_ X							
5. TEACHER REQUIREMENT Do teacher materials give the	···-			· ·	<u>:</u>			-		
concrete illustrations and							X X X			
activities to help the teacher	-	İ	-	l	1	1		•		
fulfill the objective goals?"			x							
6. RELIABILITY EFFECT		•								
A. The material is adequate	<u> </u>									
for the level intended? B. The level is suggested in			<u> </u>							
the format?			x			ł				
C. The material is oriented toward cultural awareness										
and is not insensitive?			x	·	j	j				
D. Does the material fulfill			^		+			 ,		
the purpose for which it is intended?	ı		.	_	ĺ	1	1	•		
E. Are the language level and	 -		<u> </u>	+						
content geared to adults?			_х				l			
7. COST \$1.95										
A. Does the expense involved			$ \tau$			$\overline{}$				
justify the result? B. Does the expense involved			_X	\rightarrow						
justify the product?	i	İ	x		ł					
C. Does the product compare favorably with other										
alternatives in the expense	1]		1] .		1			
result correlation?			X]		1				
8. TIME Copyright 1967										
A. Time needed for pre-service										
B. Time needed for using the	Time n	eeded to	review	mater	ial 🦯					
product	One tr	imester								
					 , .					

LEVEL OF MATERIAL 2 3 X C2D Comments and Evaluation
For high school English courses, it is a highly practical workbook in the fundamental of writing correctly, clearly and fluently. Time-saving diagnostic tests detect specific weaknesses, which are corrected through a wealth of exercises. Excellent format.

ERIC

CURRICULUM MATERIALS

Mathera Publishing Co. Publisher (No address indicated) Product Title ESSENTIALS IN ENGLISH Author McCormich Out-Does stand-Above Inade-Not Not Do Not Check points ing Average ouate Apply Stated Know OBJECTIVES A. Behavioral objectives included X Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? <u>Essentials in English</u> First Book ` Essentials in English - Second Book 6. RELIABILITY EFFECT <u>Pagentials in English</u> Third Book The material is adequate Essentials in English for the level intended? Fourth Book X The level is suggested in the format? Teacher's Card Manual First Book The material is oriented Teacher's Card Manual Teacher's Card Manual Second Book toward cultural awareness Third Book and is not insensitive? Teacher's Card tenue l Fourth_Book Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? X 7. COST A. Does the expense involved justify the result? X Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense/ result correlation? X TIME Copyright 1962 Time needed to review materials Time needed for pre-service training B. Time needed for using the product Whole course should take 4 trimesters

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

A good course in English designed to help the student form habits of clear thinking, better speech habits and to encourage him to write and speak about things within his own observation and experience. A good set of materials for teaching English!

Albuquerque, New Mexico

roduct Title PLAIN ENGLISH HANDB	OOK	Auth	or Anna 1	Jalsh	Pub	lisher (r	no addre	k Publish: ess indica
heck points	Out- stand- ing	Above	Average		Inade	Does Not	Not	Do Not
. OBJECTIVES								
A. Behavioral objectives		Ţ	-	1	T	T	- .	1
included B. Statement of purpose or		┼ -			_	<u> </u>	X	
specific preface		x]	1		1		
OR FERNANDA AND AND A		<u>, </u>		—	<u> </u>		<u>. </u>	L
. CRITERION MEASURES A. Are performance criteria								
Stated and evaluation	i	į .	ļ .	1				
materials included?		<u> </u>	<u>]</u>	1	1		х	
B. Does material fulfill its								
objective or purpose?		X	<u> </u>	ᆫ	.L	<u>L</u>		
. INSTRUCTIONAL COMPONENTS	<u>L</u>							
A. Curricular materials B. Teacher education materials							X	
C. Student materials		X	 	 	_			
	\vdash	<u>1~ </u>	<u> </u>	<u> </u>		لـــ ــــا		-
LEARNER PREREQUISITE	<u> </u>	<u> </u>						
A. Are descriptive materials available?	1	x						
B. Is testing information			 	 		├ ─-		
available?						x		
TEACHER REQUIREMENT								
Do teacher materials give the								
concrete iliustrations and		l			ł		ŀ	
activities to help the teacher fulfill the objective goals?								
turill the objective goals:		<u> </u>			L	<u> </u>		
RELIABILITY EFFECT								
A. The material is adequate for the level intended?						Γí		
B. The level is suggested in		Х						<u> </u>
the format?	•	x		•]	j	:
C. The material is oriented								
toward cultural awareness and is not insensitive?			;				1	
D. Does the material fulfill						X		
the purpose for which it				.				
is intended? E. Are the language level and		X	<u> </u>				· · · · · ·	·
content geared to adults?		x	.	.]	,
1								.
A. Does the expense involved			 ,					
justify the result?	Cost	f book i	not av	ailab	e, but	whateve	er the p	rice
B. Does the expense involved	it is	well wor	th it.		- 		 	
justify the product? C. Does the product compare							X	<u> </u>
favorably with other	- 1		. !	1	\exists	T		
alternatives in the expense	ł	ĺ	i	* - 7	j	1	j	
result correlation?							Х	
TIME Copyright 1966								
A. Time needed for pre-service		-	· <u> </u>				<u>·</u>	
training	Teache	r and/or	<u>studen</u> t	need	to look	throus	h book	and use
		a resour						

LEVEL OF MATERIAL Comments and Evaluation

This book contains all rules, definitions and illustrations necessary to master the function of grammar and usage. This book would be a good resource for students (advance) in a basic English class or a G.E.D. group.

CURRICULUM MATERIALS

McGraw-Hill Company

<u>Pr</u>	<u>odu</u>	ct Title ADVANCED ENGLISH E	XERCISE	S Auth	orFuller	& Was	ell Pub			nd St re e
			Out-		T	T	1	Does	w IOIK	10050
Ch	ark	points	stand-	Above		1	Inade		Not	Do Not
<u>U11</u>		pornes	ing	Average	Average	Fair	quate	Apply	Stated	Know
1,		rj ecti ve s			,					
	A	. Behavioral objectives			T.			T ' 1		
1		included			<u> </u>			,	X	
•	В	 Statement of purpose or specific preface 	1							
		specific preface	 	<u> </u>	<u> </u>	<u> </u>	<u> </u>			
2.	CI	RITERION MEASURES								
	A.	. Are performance criteria				T		ТТ		
		stated and evaluation	l i		İ	}		1 1	Į	
	R.	materials included? Does material fulfill its			 	<u> </u>			X	
		objective or purpose?	1		ŀ			1 1	7	
			 			<u>L X</u>				
3.		STRUCTIONAL COMPONENTS			• •		*			
	A. B.		 						X	
	C.				<u> </u>	X		\Box		
					<u> </u>		 ,	<u> </u>		
4.	LE	ARNER PREREQUISITE							•	
;	Α	Are descriptive materials available?						T		
1	В.	Is testing information				 		<u> </u>	x	
/		available?			ļ	[[•		,	
			,						х	
5.	Do	ACHER REQUIREMENT teacher materials give the					<u> </u>			
•	CO	ncrete illustrations and				·				
	ac	tivities to help the teacher						1		
	fu	lfill the objective goals?							x	
6.	DE.	LIABILITY EFFECT	•					<u> </u>		
٠.	A.		 -							
	-	for the level intended?	l l			,			٥	
	В.	The level is suggested in				X			 -	
	^	the format?				х			ŀ	
	٠.	The material is oriented toward cultural awareness								
		and is not insensitive?	1	1	•					·_
	D.	Does the material fulfill	+		X	 				
		the purpose for which it	. [İ				-		
	Ε.	is intended?			`	Х				
		Are the language level and content geared to adults?	-	· .	\ , ,					
					x					
7.										
	۸.	Does the expense involved justify the result?					`		T	
	В.					 -				<u> </u>
	_	justify the product?		j	j		į	. '	.	x ,
	C.	Does the product compare		<u> </u>	•	- 				
		favorably with other alternatives in the expense/		ŀ		[.]	1.		
		result correlation?	1	,			l		.	v
										<u> </u>
	TIM							,	*	· .
· ·	Α.	Time needed for pre-service training								
	В.	Time needed for using the	Time to	read b	ook.			<u> </u>		· ·
		product	Two tri	mesters	at leas	t.			•	
								· · · · · · · · · · · · · · · · · · ·		

LEVEL OF 2
MATERIAL 3

Comments and Evaluation

Advanced exercises in grammar, vocabulary, and composition. Quite advanced work even for adults in G.E.D. Prep English. This is really too compact and academic. The format is barren and not particularly attractive.



CURRICULUM MATERIALS

M Graw-Hill Company

Product TitleENGLISH FOR TODAY	SERIES	Auti	orw R. S	lager	Pub I	נ Isher N	30 West ew York	42nd St:	
	Out-	1				Does		1	
Check points	stand- ing			1	Inade-	*	Not	Do Not	
	Ing ·	Average	Average	Fair	quate	Apply	Stated	Know	
1. OBJECTIVES	· i ,							•	
A. Behavioral objectives				T	Ţ	T			
included	<u> </u>	<u> </u>			L	1	х		
B. Statement of purpose or specific preface	1								
specific preface		<u> </u>	<u> </u>			<u> </u>			
2. CRITERION MEASURES									
A. Are performance criteria		r —	Τ	Τ-	Τ	т			
stated and evaluation	1	İ		}	ł	l	!		
materials included? B. Does material fulfill its	 	<u> </u>					L x		
objective or purpose?				Į.					
		<u> </u>	<u> </u>	<u></u>	<u> </u>		L		
3. INSTRUCTIONAL COMPONENTS						4.5		-	
A. Curricular materials			T -	1 –		T -	X .		
B. Teacher education materials	s	Х							
C. Student materials	 -		X				· ·		
4. LEARNER PREREQUISITE	1						,		
A. Are descriptive materials	—	Γ		. –		1 1			
available?	L		j				x		
B. Is testing information									
available?			<u> </u>				x		
5. TEACHER REQUIREMENT									
Do teacher materials give the	-			· —	·	—			
concrete illustrations and			ļ	i i		i	.		
activities to help the teacher				l i	i	ľ	1	٠.	
fulfill the objective goals?	 	<u> </u>							
6. RELIABILITY EFFECT	İ							•	
A. The material is adequate									
for the level intended?	It is	intended	for jun	ior h	oh the	wah hi	ah aabda	1	
B. The level is suggested in	fine	or this	if they	are a	lvanced	Jugu III	Kii aciiqu	I and I	
the format? C. The material is oriented	—		X				1		
toward cultural awareness	1 1		1			•			
and is not insensitive?		•	x	l			1		
D. Does the material fulfill							<u></u>		
the purpose for which it	1 1		,	_ ` }	i				
is intended? E. Are the language level and			X		i		- 1		
content geared to adults?	[}		x						
· · · · · · · · · · · · · · · · · · ·	╎┈╌ ┸								
COST						1			
A. Does the expense involved						1			
justify the result? B. Does the expense involved	 							X	
justify the product?			1		·].				
C. Does the product compare	 				——∤		——	<u> </u>	
favorably with other	1 1			- 1			İ		
alternatives in the expense/	1 I	į	}	j	.]	- 1	ĺ		
result correlation?	├ ──┴			للـــــــــــــــــــــــــــــــــــــ		1	_ ·	X	
. TIME		-	,						
A. Time needed for pre-service							<u> </u>		
training	Time to	read to	ext and s	eache	r ¹ g out	de.			
B. Time needed for using the	Time to read text and teacher's guide.								
product	Probab	ly a bool	k per yea	ır.		_			

ERIC

LEVEL OF 2 MATERIAL X 3 Comments and Evaluation

This is a full compact course in English. The intent is to start with basics and grammar and move to communication and literature. The series is done in a most attractive format and with a broad interest

CURRICULUM MATERIALS

McGraw-Hill Company 330 West 42nd Street

<u>Pro</u>	duct Title INDEX TO MODERN ENC	GLISH	Autho	orT.L. Ci	rawell	, Japubl	isher N	lew York	10036
Che	ck points	Out- stand- ing	Above	Average		Inade-	Does Not	Not	Do Not
		1-115	Average	Average	Fair	quate	1 APPLY	Stated	Know
1.	OBJECTIVES	<u></u>							
	A. Behavioral objectives included		· ·	l	Í		1	.,	<u> </u>
	B. Statement of purpose or		 	 	 -	<u> </u>		X	
	specific preface		х	[i	İ	ļ	1	İ
2	CRITERION MEASURES					<u> </u>	-		
۷.	A. Are performance criteria	ļ							
	stated and evaluation	1	İ	İ			[1	1
	materials included?	L	L		-		ŀ	x	[
	B. Does material fulfill its								
_	objective or purpose?		X	<u> </u>				<u> </u>	<u> </u>
3.	INSTRUCTIONAL COMPONENTS			•					•
	A. Curricular materials			-			г —	Х	
	B. Teacher education materials	Teache	r uses s	ame book	n	need.	х		
	C. Student materials		Х						
٠.	LEARNER PREREQUISITE			•					
	A. Are descriptive materials		<u>_</u>						
	available?			X		_			•
	B. Is testing information available?	l .		•					
		 -					X		<u> </u>
•	TEACHER REQUIREMENT	<u> </u>							
	Do teacher materials give the								
	concrete illustrations and				i				
	activities to help the teacher fulfill the objective goals?	1							
	one of ceere goars.						е X		
	RELIABILITY EFFECT						•		
. 4	A. The material is adequate for the level intended?								
1	B. The level is suggested in		Х	·	· 				
	the format?		x		- 1				
(. The material is oriented								
	toward cultural awareness	1		i	i	ł		Í	•
,	and is not insensitive? Does, the material fulfill		_ 	X					
_	the purpose for which it					l	.	1	
٠.	is intended?		х		1			ļ	
E	. Are the language level and		-						
	content geared to adults?		x						<u> </u>
	COST	We ind	ge shout	¢3 95 o	n tha	haata d	se asha	- W-C	w-Hill boo
A	Does the expense involved	144	1	1	u che	Dasia	or other	I MCGFA	3-HIII DO
	justify the result?		X		1		_ 1		
	Doe's the expense involved justify the product?			Ţ				. 1	
C	Does the product compare	 +	_ X						
	favorably with other	. 1		j		-	- 1		
	alternatives in the expense/	· 1				1		1	
	result correlation?		X						
. т	IME Copyright 1964								
	. Time needed for pre-service				<u></u>	<u>-</u>			
Α	. sime meeded for bie-setAice!								
	training	A coup	le of day	ys to rea	d thr	ough th	e book	careful	lly. i
				ys to rea					

LEVEL OF MATERIAL

Comments and Evaluation

An excellent resource for checking all the points of modern English. Nest format with careful illustrations. Would be great for GED if students could have it for a resource.

Albuquerque, New Mexico

PUNCTUATION DRILLS

CURRICULUM MATERIALS

McGraw Hill Company 330 West 42nd Street

Product Title AND EXERCISES		Autho	orBrende l	& Ne	ar Publ	isher Ne	w York	10036
	Out-	1			Γ	Does		1
•	stand-	Above		f	Inade-	Not	Not	Do Not
Check points	ing	Average	Average	Fair	quate	Apply	Stated	Know
1. OBJECTIVES				_				
A. Behavioral objectives	1	ı						
included	<u> </u>	<u> </u>					X	
B. Statement of purpose or	į.	1	,,	l 1	-			
'specific preface		<u> </u>	X				•	
2. CRITERION MEASURES			_		•	•		
A. Are performance criteria	 			. ,				
stated and evaluation	1	l	İ			1		,
materials included?	1		- **	ł		i i	x	
B. Does material fulfill its		!	_	-		+ +	-^-	
objective or purpose?	İ	ļ	l x	1 1				
				ــــــــــــــــــــــــــــــــــــــ				
3. INSTRUCTIONAL COMPONENTS				• '		•		
A. Curricular materials		X						
B. Teacher education material	s							Х
C. Student materials		X						
4. LEARNER PREREQUISITE	l l							
4. LEARNER PREREQUISITE A. Are descriptive materials	 							<u> </u>
available?		.	x				ł	
B. Is testing information			^_	├		├─		
available?	Built-	in tests	(progra	med)]	_	
	1	2	(10.00.0)	mane d y p				
5. TEACHER REQUIREMENT]		•					
Do teacher materials give the						•		
concrete illustrations and	4						1	•
activities to help the teacher				1				
fulfill the objective goals?							X	
6. RELIABILITY EFFECT	i							
A. The material is adequate	ļ				<u> </u>			
for the level intended?	1	x		1		1	ľ	
B. The level is suggested in		^						
the format?	l l	х		- 1		j	i	
C. The material is oriented								
toward cultural awareness	.]	1					1	
and is not insensitive?	i		x l	ŀ		1		
D. Does the material fulfill				$\neg \neg$				
the purpose for which it	i 1			ľ				-
/ is intended? E. Are the language level and	 	X						
E. Are the language level and content geared to adults?	1 1	\mathbf{x}	•		1	I		
content geared to addits:	+							
7. COST	No pri	ce quote	i Book	10 10	D. W.O. C. C.			•
A. Does the expense involved	NO PL	ce quotet	1. BOOK	<u> </u>	press.	 		
justify the result?	1 1		x	- 1		1	·	
B. Does the expense involved				-		- , +		
justify the product?			x		j	, !		
C. Does the product compare						- 		
favorably with other			ļ	- 1	1		ļ	
alternatives in the expense	:/ [. 1	1]	
result correlation?	↓		X					
8. TIME Copyright 1970	1			•				
A. Time needed for pre-service	.							
training		eeded to	nroutor	hacle1	n t			
B. Time needed for using the	AAHE III	couca co	PICATEM	DOOKI				
product	One tr	imester d	or less.		L 0			

LEVEL OF MATERIAL

Comments and Evaluation

A programmed approach presenting the rules of punctuation, capitalization, in the context of current business practice. Very good format. To be used preferbly with typewriter. Can be used effectively with pen and pencil.

Albuquerque, New Mexico

National Textbook Co. CURRICULUM MATERIALS 8259 Niles Center Road Author Robert C. Meredith Publishe Skokie, Illinois 60076 WRITING IN ACTION Product Title Out-Does Not Do Not stand-Above Inade-Not Check points Stated ing Average quate Apply Know 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface X 2. CRITERION MEASURES A. Are performance criteria . stated and evaluation X materials included? B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? X 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in X the format? The material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? E. Are the language level and X content geared to adults? 7. COST A. Does the expense involved X justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. The Copyright 1968 A. Time needed for pre-service training Time needed to review material

LEVEL OF MATERIAL

Work-Text

<u>product</u>

Time needed for using the

Comments and Evaluation

One trimester

Writing in Action is a systematic writing program aimed to stimulate skills in self-expression to help the student gain control and mastery over his writing. It provides a concise set of statements of the techniques and critical skills that need to be developed. Excellent.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E.

Albuquerque, New Mexico

CURRICULUM MATERIALS

WORD LIST FOR ADULTS	Out-	- THE LIKE	or Angeli		1	Doe		
•	stand-	Above	[·	}	Inade-			
DBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria atated and evaluation materials included? B. Does material included? B. Does material inliftl its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education material C. Student materials LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? B. Are the language level and content gesred to adults? COST \$1.28 A. Does the expense involved justify the result? B. Does the expense involved	ing	Average	age Average Fair quate					
1. OBJECTIVES]							
/				т—	<u> </u>	1		
	1	l .	l .	l	1			
			 		 	-		
	1]	J			Ι.		
				<u> </u>	'	Ь		
	<u> </u>							
A. Are performance criteria					Ī			
		. 1		1	l	l '		
		,		<u> </u>	<u>L</u>	Ĺ		
p. Does material julfill its		• .						
ODJECTIVE OF purpose?			X	<u> </u>	L			
3. INSTRUCTIONAL COMPONENTS								
A. Curricular materials					'	-		
B. Teacher education materials			X			 -		
			<u> </u>		<u> </u>	 		
						<u> </u>		
LEARNER PREREQUISITE				•				
A. Are descriptive materials	: 7							
available?			X			<u> </u>		
available?		·_	X		:	7		
TPACUED DECUTORING	;							
				<u>. </u>				
concrete (llustration	1) 1	• 7	Ī				
activities to belo the and		/		ſ				
fulfill the objective contest	. [Į		ļ	,			
ene onlegenae Koura:		i	X					
· RELIABILITY EFFECT			45	- Secretary Secretary	-			
	T			- -				
for the level intended?			х	- 1	٠ ا			
			x		.,			
C. The material is oriented								
	· [J	i	l	. • 1			
			<u> </u>	i	·			
the murnose for which days	· 1	!	j	1	T			
				- 1	1			
			X					
	-	J	x	ĺ	ľ			
			^_	——				
COST \$1.28								
A. Does the expense involved	T							
justify the result?]	i	х	ļ	i			
B. Does the expense involved								
justify the product?	11		X	l	ļ			
C. Does the product compare			7	$\neg \neg$				
favorably with other	. [j	· [- 1	I			
alternatives in the expense	. [1	1	1	- 1			
result correlation?		·	X			-		
TDZ /					-			
		<u> </u>						
A. Time needed for pre-service				_				
B. Time needed for using the	Time n	eeded to	review	<u>book,</u>				
needed for using the	If use	a with a	basal t	ext.				

completed in one trimester.

Comments and Evaluation

A well done book for adults with practic

LEVEL OF

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS FIRST AND SECOND BOOKS IN

Oxford Book Company 387 Park Avenue, South

Pr	Enduct Title AMERICAN ENGLISH		Autho	or Alesi	& Pan	tell _{Publ}	isher Ne	w York	10016
<u>Ch</u>	neck points	Out- stand- ing	Above	Average		Inade-	Does Not	Not Stated	Do Not
1.	OBJECTIVES		_						9 .
	A. Behavioral objectives included				<u> </u>	·			<u> </u>
	B. Statement of purpose or	 		<u> </u>	 			X	·
	specific preface	 		<u> </u>		L	L		
2.		L			, ,	·		•	
	A. Ara performance criteria stated and evaluation			ļ			l l		
	materials included? B. Does material fulfill its	<u> </u>			ļ			X∻	, >
	objective or purpose?			x	٠.				
3.	INSTRUCTIONAL COMPONENTS					_			_
	A. Curricular materials B. Teacher education materials							X	
	C. Student materials							x	X
4.	LEARNER PREREQUISITE					•			
•	A. Are descriptive materials		-	<u> </u>				- 1	
	available? B. Is testing information	 		,					X
	available?	Built	in exer	ises.					
5.				<u>.</u>					
*	Do teacher materials give the concrete illustrations and			•					·
	activities to help the teacher					•			
_	fuifill the objective goals?		_	+	<u></u> I			<u>, X</u> ,	
6.	RELIABILITY EFFECT A The material is adequate								
	for the level intended?		x						-
	B. The level is suggested in the format?		x	,					
	C. The material is oriented toward cultural awareness	2.06							5-7
	and is not insensitive?			х				`	, ر
	D. Does the material fulfill the purpose for which it	İ	}			·	*		
	is intanded? 8. Are the Isnguage level and		_ X				,,,		
	content geared to adults?			_ x			1	}	
7.	COST Book 2 - \$1.85				. :	•	•		
	A. Does the expense involved justify the result?		T				,		
	B. Does the expense involved			_ X			- +	- 	
	justify the product? C. Does the product compare			_ x					
	favorably with other	- 1	- 1		- 1				
	altarnatives in the expense/ result correlation?		_	x	·				
8.	TDŒ		-						
- •	A. Time naedad for pra-service								
	training 5. Time needed for using the	Time to	peruse	the book	<u>. </u>				
	product	Both bo	eks coul	d be use	d_in	two tri	mesters	١.	

LEVEL OF 1 2 MATERIAL 3 Comments and Evaluation

A bit dated in approach, but an attractive format and fine subject matter of practicel concerns for edults -- clothing, shopping, jobs, atc. Good illustrations -- a bit middle-class oriented. Good to use with the educated foreigner, but not for undereducated. Stresses conversation.

Albuquerque, New Mexico

CURRICULUM MATERIALS

Ponket Books

Product Title WORD POWER MADE EA	i	· Anch	or Norma			\ 1	W. 39th	
TOTAL TOTAL TABLE EF	Out-	i	Ot MOTHE	" FeM	rub	Does Does	EW IOTK	10018
Check points	s'tand- ing		Average	Fair	lnade quate		Not Stated	Do Not Kr.ow
1. OBJECTIVES	/	-			1			
A: Behavioral objectives /					1	T	x	• ;
B. Statement of purpose or specific preface			x		Ti		1	
2. CRITERION MEASURES		1				<u> </u>		
A. Are performance criteria stated and evaluation materials included?							x	
B. Does material fulfill its objective or purpose?		х						
3. INSTRUCTIONAL COMPONENTS A. Curricular materials		y	,					
B. Teacher/education materials		x	 -	 -	. 1		X	
C. Student materials	X							
4. LEARNER PREREQUISITE . A. Are descriptive materials				·		Т	· 1	
available? B. 19 testing information	<u> </u>		 	<u> </u>	 			-
available?	Self	evaluat:	ng	<u>L</u>	Ĺ	<u> </u>		•
5. TEACHER REQUIREMENT Do teacher materials give the			· .	 -	· · · ·	`	· · ———	
concrete illustrations and activities to help the teacher			,					
fulfil' the objective goals?	Х	· · · ·		·				
6. RELIABILITY EFFECT A. The material is adequate		· · · · · · · · · · · · · · · · · · ·	· 			 _		/
for the level intended?		х				_		
the format?		x						
toward cultural awareness and is not insensitive?						х		
D. Does the material fulfill the purpose for which it is intended?	x		·	· /	·		,	
E. Are the language level and content geared to adults?	х			. 7				
. cost 75¢					;·			
A. Does the expense involved justify the result?		х		•				
B. Does the expense involved justify the product?		Х				.		
C. Does the product compare favorably with other alternatives in the expense	ار. ــ			**				
result correlation?		<u>x</u> [1				<u> </u>
A. Time needed for pre-service			- :	·				
B. Time needed for using the		to perus				· 		
product	One t	rimester.	of 60 h	ours				

LEVEL OF MATERIAL

Comments and Evaluation

An excellent supplement to help advance ESL students in building their vocabulary, and prepare for GED needs.

A must for any student in English -- good format, with testing on how strong your vocabulary is, and how to build it.

CURRICULUM MATERIALS

Regents Publishing Co.

	CORK	ICULUM MA	IEKIALS		·		W. 39th	Street
Product Title BUSINESS ENGLISH	10	Autho	or Dixon		Publ		w York	10018
Check points	Out- stand- ing	Above Aver.ige	Average	Fair	Inade- quate	Does Not Apply	Not Stated	Do Not Know
1. ORJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface				x			х	
2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included?							x	
B. Does material fulfill its objective or purpose?	 		x		· .			,
3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials			x		· ·		Х	X
4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available?	Drilla	through	,				x	
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals?								x
6. RELIABILITY EFFECT A. The material is adequate				<u>.</u>	· 			
for the level intended? B. The level is suggested in the format? C. The material is oriented			<u>х</u> х					<u>-</u>
toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended?		_	x	х		-		
E. Are the language level, and content geared to adults?			, x					
7. COST A. Does the expense involved	Did not	find, t	ut it is	only	average	e		<u>-</u> :
justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other			x x			-	-	·
alternatives in the expense/result correlation? 8. TIME Copyright 1960		1	x					
A. Time needed for pre-service training B. Time needed for using the product	•	,	review b	-				
product	One tri	mester.						-

LEVEL OF MATERIAL

1 2 X 3 X CED

Comments and Evaluation

The book will provide you with simple explanation of the various grammatical principles which govern the writing of correct English. Extensive drills will help you to establish these principles firmly. Too compact and cluttered.

CURRICULUM MATERIALS

Regents Publishing Co. 200 Park Avenue, South

	ict Title BUSINESS LETTER WRI	TING	Autho	rSolomon	Wien	er Publi	sher N	ew York	10003
Check	points	Out- stand- ing		Average	ميدود در	Inade-	Does Not	Not	Do Not
			-I wern'e	Average	rair	quate	Apply	Stated	Know
1. O	BUECTIVES . Behavioral objectives	[_		1 1	· ·
	included -	1	-	<u> </u>	ļ	·		x	
B	Statement of purpose or specific preface			х					
	RITERION MEASURES								
. А	. Are performance criteria stated and evaluation	ĺ	1	`				1	
	materials included?							x	•
В	Does material fulfill its objective or purpose?	_	' '	x					
			<u> </u>	<u>,</u>					-
. I	NSTRUCTIONAL COMPONENTS . Curricular materials		 						, ·
В			 ` 				х	X	
<u>c</u>	. Student materials		X						_
. L	EARNER PREREQUISITE	٠.						-	
A.	Are descriptive materials available?			, ,				-	
В	. Is testing information		 	<u> </u>	-				
	available? "						x	<u> </u>	
T	EACHER REQUIREMENT	,			j				
Do	teacher materials give the				$\neg \neg$				
ac	oncrete illustrations and ctivities to help the teacher	•				1	ĺ	. 1	
fi	ulfill the objective goals?	Not re	ally nee	ded.		ļ	. х	}	
RE	ELIABILITY EFFECT	•	- 						
A	The material is adequate	<u> </u>	1			· · ·	· 		
	for the level intended? The level is suggested in		- x						
	the format?		x	ŀ	1	!			
c.	The material is oriented							-	
	toward cultural awareness and is not insensitive?				i		. 1		
D.	Does the material fulfill	·		X	\dashv	 -			
	the purpose for which it is intended?		1		I	ł	- [
ε.	Are the language level and	-		X	- ' 				
	content geared to adults?			<u>x</u> .	<u> </u>			İ	٠.
	ST \$1.00 192 pages.								-
	Does the expense involved			- 	- 1		· T	- 	
В.	justify the result? Does the expense involved		X						
	justify the product?		x	/ [- 1	
С.	Does the product compare favorably with other	•			7	$\overline{}$		-	
٠.	alternatives in the expense					-	- 1		
	result correlation?			x		<u> </u>			
TI	Copyright 1969		•	:		\ .			
A.	Time needed for pre-service			· ;					
	training	Time t	o peruse	through	the b	ook.			<u> </u>
. R.	Time needed for mains the								
. В.	Time needed for using the product	Would	not uaua:	lly be us	ed in	ABE. h	owever	, it cou	ld be co

LEVEL OF

1 2 3 X GED

A compact, complete guide for business letter writing -- good illustration and good content. However, the effort to condense the content has made it cluttered and the print very fine. Very usable but far from attractive

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Regents Publishing Co. 200 Park Avenue, South

Check points State	Prod	uct Title CORRECT ENGLISH		Autho	r Dixon	. •	Publi	sher Ne	w York,	N.Y. 100
A. Behavioral objectives included B. Statement of purpose or specific preface X 2. CRITERION MEASURES A. Are verformance criteria stated and evaluation materials included? B. Does material utifilities objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curicular materials B. Teacher education materials C. Student materials A. Curicular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material tolifil the purpose for which is in the suggested of the standard cultural awareness and is not insensitive? D. Does the material tolifil the purpose for which is in the suggested to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? B. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			stand-	Above				Not		
A. Behavioral objectives included B. Statement of purpose or specific preface X 2. CRITERION MEASURES A. Are verformance criteria stated and evaluation materials included? B. Does material utifilities objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curicular materials B. Teacher education materials C. Student materials A. Curicular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material tolifil the purpose for which is in the suggested of the standard cultural awareness and is not insensitive? D. Does the material tolifil the purpose for which is in the suggested to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? B. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the	,	∩BI	· .							
included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are verformance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural avareness and is not innensitive? D. Does the material fulfill the purpose for which it is intended? The purpose for which it is intended? The Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. THE Copyright 1960 A. Time needed for using the Time needed to review material			<u> </u>						<u> </u>	
Specific preface 2. CRITERION HASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is, oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for using the time needed to review material Time needed to review material Time needed to review material	-	included		· ·		<u> </u>			Х	
2. CRITERION MEASURES A. Are verformance criteria stated and evaluation materials included? B. Does material infili its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level is nuggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for using the time result correlation? Time needed to review material					x					
A. Are performance criteria stated and evaluation materials included? B. Does material infill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials C. Student materials A. LEARNER PERERQUISITE A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved Justify the result? B. Does the expense involved Justify the result? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			-		,					 .
stated and evaluation materials include? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is oriented for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for using the					Ι			. 1		
B. Does material initial its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIRENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		•]		,		
Objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is, oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the result? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for using the						<u> </u>		· .	Х	
3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for using the		· · · · · · · · · · · · · · · ·	٠.		Ý 3. ^N /43					• .
A. Curricular materials B. Teacher education materials C. Student materials C. Student materials A. Are descriptive materials available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for using the	_							,		
B. Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the				· ·			г —	-	X	
4. LEARNER PREREQUISITE A. Arc descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for using the			· ·			 				
A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for using the		C. Student materials	•	·	X		· .			
A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for using the	4.	LEARNER PREREOUISITE								
B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the result? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for using the		A. Are descriptive materials					· _			
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? — E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			 						X	
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? T. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the result? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			Buil	in test	 :		"			
Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the								_		7
concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the	-					τ —				
activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is.oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the					١ .	1		.		•
6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		activities to help the teacher	1	i .	<u></u>	1	٠,			•
6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		fulfill the objective goals?	1		<u> </u>	· .			74	
for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the	6	RELIABILITY EFFECT	 	·						
B. The level is suggested in the format? C. The material is oriented - toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the	•							1		
the format? C. The material is oriented	•			 	<u> </u>				``.	
C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the				1	х '	l	'			
and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		· ·					1			
D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the					l v	l				
the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			- .							
Time needed for using the		the purpose for which it				-				
7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the					<u> </u>		· -			·
7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			i i		х	ł .			1	
A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? X. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		•	_			<u> </u>				•
justify the result? B. Does the expense involved justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? X. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			⊢—	Γ		<u> </u>	· ·	· 1	· · · · · ·	
justify the product? C. Dues the product compare favorably with other alternatives in the expense result correlation? X. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			·		Х					*# ·
C. Dues the product compare favorably with other alternatives in the expense result correlation? No. Time Copyright 1960 A. Time needed for pre-service training B. Time needed for using the	ý	B. Does the expense involved			v	`	_			
favorably with other alternatives in the expense result correlation? X 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the			 	 -	_ X	\vdash		. 	<u>1</u>	
alternatives in the expense result correlation? X 8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		favorably with other] -		i		`	-	
8. TIME Copyright 1960 A. Time needed for pre-service training B. Time needed for using the		alternatives in the expense/	1			٠ ا		.	, ,	
A. Time needed for pre-service training B. Time needed for using the			 	<u> </u>	X	<u> </u>				
training B. Time needed for using the	۱8. 、	TIME Copyright 1960	·						<u> </u>	
		training	Time	needed	to revie	w mate	rial			
			One.	trimeate	r	,	`	· ·		

LEVEL OF 2
MATERIAL 3

Comments and Evaluation

The book covers the whole field of English grammar, providing the student with all the grammar he needs to know for everyday, practical purposes. Excellent.

ERIC

Albuquerque, New Mexico

Regents Publishers CURRICULUM MATERIALS 1 West 39th Street Product Title ENGLISH <u> Author Robert</u> DixorPublisher New York 10018 Out-Does stand-Above Not Check points ing Fair Average quate Stated Know Apply 1. OBJECTIVES A. Behavioral objectives inc luded X Statement of purpose or specific preface CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS Curricular materials В. Teacher education materials Student materials 4: LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? X Are the language level and content geared to adults? X COST Does the expense involved Α. justify the result? X Does the expense involved justify the product? X Does the product compare favorably with other alternatives in the expense/ X resul: correlation? 8. TIME Copyright 1966
A. Time needed for pre-service training Time needed to review materials. Time needed for using the Two trimesters. product

LEVEL OF MATERIAL Comments and Evaluation

A good book on grammatical expression, oral expression and written expressions. It is planned to provide both teacher and student a review that covers the four years of high school English. Too cluttered and compact.

CURRICULUM MATERIALS

Regents Publishers 1 West 39th Street

Pro	duc t	Title ENGLISH VERBS		Autho	rC. von	Niebe	rg Publ	isher Ne	w York	10018
٥.			Out- stand-	Above	\		Inade-	Does Not	Not	Do Nat
Che	ск р	points	ing	Average	Average'	Fair	quate	Apply	Stated	Know
1.		ECTIVES								
		Behavioral objectives included	;						х	•
	В.	Statement of purpose or specific preface			x					
2.	CDI	TERION MEASURES								
٤.		TERION MEASURES Are performance criteria	 -	<u> </u>				1	7	
,		stated and evaluation	i l							
	R.	materials included? Does material fulfill its					· _		X	
		objective or purpose?	, "		х					
3.	INS	TRUCTIONAL COMPONENTS	1	•			,	-		•
•		Curricular materials			Х					
٠.	В. С.	Teacher education materials Student materials			X					
	<u></u>	Student materials			X					
4.		RNER PREREQUISITE	<u> </u>			_				
	P. •	Are descriptive materials available?		ľ	x		•		′	
	В.	Is testing information								
		available?			<u> </u>		<u>. </u>			
5.	TEA	CHER REQUIREMENT								•
	Do	teacher materials give the crete illustrations and						1		
		ivities to help the teacher						ľ		
		fill the objective goals?			X					
6.	RE1.	IABILITY EFFECT		•						
	A.	The material is adequate				.		Ī		
	В.	for the level intended? The level is suggested in			X		_			<u> </u>
	υ.	the format?		_ ′	х		٠	•	•	
	C.	The material is oriented					·			
		toward cultural awareness and is not insensitive?			х				1	
	D.	I				- 1				
		the purpose for which it is intended?		`	x				İ	
	E.	Are the language level and			-		$\overline{}$	7	- 	
		content geared to adults?			Х			٧		
7.	cos	-		-						
	A.	Does the expense involved justify the result?		.]					. 1	
	В.		<u> </u>		X				-+	
	^	justify the product?		·	x	`				
	٠.	Does the product compare favorably with other	1		ł		- 1			
		alternatives in the expense	. [_		, 1		ŀ	
		result correlation?			x		i			
8.	TIME	•		·			•			,
•	Α.	Time needed for pre-service	Time -				101			•
	В.	training Time needed for using the			review	шасег	rar. ,			·
	٥٠.	product	One tr	imester.				<u></u>		

LEVEL OF 2
MATERIAL 3

Comments and Evaluation

A good book of irregular verb conjunctions, carefully chosen as representative of the most commonly used. The book is arranged in graphic chart arrangement, designed to give a full and immediate view of the various forms. Excellent!

CURRICULUM MATERIALS

Regenta Publishera

Product Title GRAMMAR AND COMPOSI		Autho	orJoseph	<u>J. Br</u>	ain Publ	isher Ne	w York	th Stre 10018
	Out- stand-	Above		1	i -	Does		
Check points	ing		Average	Fair	Inade-	Not Apply	Not Stated	Do Not Know
1. OBJECTIVES						1		
A. Behavioral objectives	<u> </u>		- / -	`	Į.	.		· · · · ·
included							X	
B. Statement of purpose or specific preface		•	×			.		
2. CRITERION MEASURES	,							
A. Are performance criteria		/						
stated and evaluation materials included?							х	
B. Does material fulfill its					_	├╶		
objective or purpose?			X			1		
3. INSTRUCTIONAL COMPONENTS A. Curricular materials		<u>·</u>						
B. Teacher education materials			X			\vdash		
C. Student materials			Ŷ	.,		 		
4. LEARNER PREREQUISITE			- \- , -	,				
A. Are descriptive materials					-,	Т		
available? B. Is testing information			X					
available?			<u> </u>			·	ľ	
5. TEACHER REQUIREMENT			$\beta \delta g^{-1}$					
Do teacher materials give the concrete illustrations and				$\overline{}$	• 7			
activities to help the teacher			1		•		j	
fulfill the objective goals?			х	:	,		.]	•
S. RELIABILITY EFFECT					•			
A. The material is adequate for the level intended?				· I			- T	
B. The level is suggested in			х	-+				
the format?			x					
C. The material is oriented toward cultural awareness	ŀ	İ						
and is not insensitive?			<u>x</u>	_ ·		,		_
D. Does the material fulfill the purpose for which it	ł							
is intended?			х	İ			ŀ	٠.
E. Are the language level and content geared to adults?			x					
. COST		<u></u>						
A. Does the expense involved		-	-	-	 _	- -	<u></u>	
justify the result?		!	x			:		:
B. Does the expense involved justify the product?			х					
C. Does the product compare			- 				- 	_ .
favorably with other alternatives in the expense		j	i			- I/		
result correlation?		٠,	х			4		
. TIME Copyright 1963								
A. Time needed for pre-service			-					
B. Time needed for using the	<u> Time ne</u>	eded to	review m	<u>mteri</u>	al.			
	One tri	mester.						1 "

LEVEL OF MATERIAL

Ωij.

Comments and Evaluation

A good basic text of grammar and composition. GED classes. Too compact and cluttered. Could be used for

CURRICULUM MATERIALS

Regents Publishing 200 Park Avenue S.

Product Title SECRETARIAL ENGL	ISH	Aut	hor Dona	ld A. Si	neff Pub	lisher h	lew York	10003
/	Out- stand- ing	Above	Average	_	Inade-	Does	Not Stated	Do Not
Check points	1108	TWASTAKE	INVELARE	1111	Iquace_	TUPPI _		<u> </u>
1. OBJECTIVES A. Echavioral Objectives included		Τ	<u> </u>		<u> </u>		x	İ
B. Statement of purpose or specific preface	· ·	х			·			
2. CRITERION MEASURES	ľ							
A. Are performance criters atated and evaluation materials included?	ia .						x	
B. Does material fulfill a objective or purpose?	its	x						
3. INSTRUCTIONAL COMPONENTS	-						<u></u>	
A. Curricular materials B. Teacher education materials						x	X	
C. Student materials	. 1818	x				上 二		
4. LEARNER PREREQUISITE A. Are descriptive materia	-					· 1 ·		
available?	1	x			,	↓		
B. Is testing information available?	Built-i	review	exercis	es k	y is a	vailable	<u> </u>	<u> </u>
5. TEACHER REQUIREMENT								<u> </u>
Do teacher materials give concrete illustrations and	Only	key fo	ranswers	is nee	ded.	•••		
activities to help the tead fulfill the objective goals		<u> </u>	<u>x</u>			150	<u> </u>	
6. RELIABILITY EFFECT			•	/		ر ر.		
A. The matorial is adequa								
for the level intended B. The level is suggested the format?	•	X						
C. The material is orient toward cultural awaren and is not insensitive	ess		v					
D. Does the material fulf the purpose for which	i11	x						
is intended? E. Are the language level content geared to adul		x		_				
0.05			•	_			-	-
7. COST \$1.95 A. Does the expense invol	ved	1			1			· · · ·
justify the result?		x		<u> </u>	 		<u> </u>	 -
B. Does the expense involugity the product?	<u> </u>	х		<u>.</u>	<u> </u>			
C. Does the product compa favorably with other alternatives in the ex								
result correlation?		<u> x</u>	<u></u>		<u> </u>		<u> </u>	<u> </u>
8. TIME	71100				4.2.		\	
A. Time needed for pre-se training	An ho	ur to pe	ruse the	book	./ /PRT	it would	have t	o be



product

TESTS AND DRILLS Product Title IN ENGLISH GRAMMAI		ICULUM MAT	TERIALS or Robert	Dixon	Dubl	1		ublishing C th Street 10018
Check points	Out- stand- ing	Above	Average		Inade- quate	Does Not Apply	Not.	Do Not
1. OBJECTIVES A. Behavioral objectives included							х	43
B. Statement of purpose or specific preface	<u> </u>	х			, :	<u> </u>		
2. CRITERION MEASURES A. Are performance criteria			<u> </u>			, ,	•	
stated and evaluation materials included?				,	<i>i</i>		Х	
B. Does material fulfill its objective or purpose?		х						
3. INSTRUCTIONAL COMPONENTS A. Curricular materials							, =0 X	
B. Teacher education materials C. Student materials		Х	X					
4. LEARNER PREREQUISITE A. Are descriptive materials								
available? B. Is testing information available?	Salf t	esting.	<u> </u>			,		-
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals?					` .			
6. RELIABILITY EFFECT	 	<u> </u>		•		<u>_</u>	<u>_</u>	 /
A. The material is adequate for the level intended?		х					-	
B. The level is suggested in the format?C. The material is oriented		х						<u> </u>
toward cultural awareness and is not insensitive? D. Does the material fulfill	, ·			х				<u> </u>
the purpose for which it is intended?		х					$\langle \cdot $	
E. Are the language level and content geared to acults?		х	1	•				 :
7. COST \$1.50 A. Does the expense involved			. '					
justify the result? B. Does the expense involved		х		<u>. </u>	1			
justify the product? C. Does the product compare		x			<u> </u>			 :
favorably with other alternatives in the expense, result correlation?		,	×				•	
3. TIME Copyright 1957 A. Time needed for pre-service training	Time to	peruse						· · ·
B. Time needed for using the product		wo trime		•				 .

LEV_L OF MATERIAL Comments and Evaluation

The exercises in this book cover the entire field of English grammar. This book may be used in any English program as resource material. Excellent for GED students.

Albuquerque, New Mexico

CURRICULUM MATERIALS South-Western Publishing 512 N. Avenue

512 N. Avenue Product Title BASTC ENGLISH REVIEW Author Schnachter Publisher New Rochelle, N.Y. 10802 Out-Does stand-Above Inade-Not Not Do Not Check points Average quate Apply Stated Know 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? Buil in tests. 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT _.A. The material is adequate for the level intended? The level is suggested in the format? fXThe material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? X Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? Does the expense involved justify the product? X Does the product compare favorably with other. alternatives in the expense result correlation? TIME Copyright 1969 A. Time needed for pre-service training Time needed to preview worktext B. Time needed for using the One trimester !- perhaps longer product

LEVEL OF MATERIAL

Comments and Evaluation

A basic English skill building worktext that has been developed for use by adults. It may be used as a remedial workbook or as a general English text for adult ABE language art classes. Good illustrations and format.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

Washington Square Press, Inc. 1 West 39th Street

Produc	WORDS MOST OFTEN MI	CURRI SS PELL E		TERIALS orGallagh	er. C	alvænn:	1		th Stree
		Out-			1		Does		
Check	noints	stand- ing	Above	Average	Fair	Inade-	Not Apply	Not Stated	Do Not
<u>oneck</u>	pormes	Lug_	Average	. Average	<u>razt</u>	quate	1 Vbb.	·	_ Kilow
	JECTIVES	<u> </u>			1		· · ·		r
Α.	Behavioral objectives included		`	· ,			i i	х	
В.	Statement of purpose or			·					
	specific preface	-		<u>, x</u>	_	i			<u>i</u>
2. CR	ITERION MEASURES			•		:		•	
Α.	Are performance criteria								
	stated and evaluation materials included?				i			x	
в.	Does material fulfill its				 		·		
<u> </u>	objective or purpose?			X					
, 3. IN:	STRUCTIONAL COMPONENTS	•	•				1		
A.		 		, -			1 	Х	
; B.							1	Х	
<u>/c-</u>	Student materials	<u>~</u>		X.	L				
	ARNER PREREQUISITE	,	S S			/		•	
Α.	Are descriptive materials		- 0			,			
В.	available? Is testing information			-		-	┢┷┪	X :	-
	available?			·			İ	х	
r mc	A GUER DROUTERMENT						<u>-</u>		
	ACHER REQUIREMENT teacher materials give the		<u> </u>	ī	T		Т	-	· ·
, cor	ncrete illustrations and 🗢	ŀ		ļ .					
	tivities to help the teacher		· .	l x	ļ		i i		•
Iu	lfill the objective goals?								_
	LIABILITY EFFECT	٠.٠							
. A.	The material is adequate for the level intended?			, x			D 1		ı
. в.	The level is suggested in			1 - ^			1		
	the format?			<u> </u>	•				·
. C.	The caterial is oriented toward cultural awareness				1			·	
.;	and is not insensitive?			х			•		¥
· D.					1	_			
i	the purpose for which it is intended?		,	x				j	
· , E.	Are the Language level and			<u> </u>					
	content geared to adults?		<u> </u>	<u> x</u>					
7.1 cos	ST 60¢								
Α.	Does the expense involved	_					· · ·		
	justify the result?			X			1		<u> </u>
В.	Does the expense involved justify the product?			х				- [
c.	Does the product compare		·.			-		.	
1	favorably with other					· .		ļ	
!	alternatives in the expense/ result correlation?			x				1	
			-						
B. ITIN	E Copyright 1969 Time needed for pre-service	- -				•			
۸.	training	Time "	eeded to	review	materi	lal.	-		
В.	Time needed for using the					- · - ·			
	product	One tr	imester.						_

LEVEL OF MATERIAL

Comments and Evaluation

A good handy-quick reference guide -- compact enough to keep in a desk drawer. Excellent for pronunciation and syllabilication.

G. E. D.

LITERATURE...

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center /

117 Richmond Drive, N. E.
Albuquerque, New Mexico

Albuquerque, New Mexico CLASSIC TALES FROM CURRICULUM MATERIALS 11: MODERN SPAIN Author W.E. Colford PublisherWood Out-Does stand-Above -Inade-Not Check points ing Aver.ige Average quate Apply OBJECTIVES Behavioral objectives inc luded Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE Are descriptive materials available? Is testing information <u>avai</u>lable? TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT The material is adequate for the level intended? The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? X E. Are the language level and content'geared to adults? X COST \$1.50 retail Does the expense involved justify the result? Does the expense involved justify the product? Does the product compare favorably with other alternatives in the expense/ result correlation? X TIME A. Time needed for pre-service training Time needed for teacher to review the mater Time needed for using the If used in a literature class, it could take product if readings are done outside class. Comments and Evaluation

and 20th century writers. It is for students of compar literature. Too sdvanced for ABE.

Resding Book

LEVEL OF

MATERIAL

9

A fine introduction to Spanish author from Spain. It a into the Spanish heritage of Western civilization -- ba

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

Cambridge University

		CURRI	CULUM MAT	ERIALS				e 58	
_					on Pe				th Street
<u>Pro</u>	duct Title UNDERSTANDING LITER	ATURE Out-	Autho	r System		Publ:	boes	w York	10022
		stand-	Above			Inade-		Not	Do Not
<u>Che</u>	Ck points	ing	Average	Average	Fair		Apply	*	
1.	OBJECTIVES A. Behavioral objectives		_		1				
	included							x	1
	B. Statement of purpose or				 		† —		· · · · ·
	specific preface	_	<u> </u>				<u>. </u>		<u>L</u> _
•	00 T (FDD T (M) 1 cm + cm = c								
۷.	CRITERION MEASURES A. Are performance criteria			1			ſ	r	г
	stated and evaluation	İ	i]				İ
•	materials included?		X						,
	B. Does material fulfill its								<u> </u>
_	objective or purpose?		X	<u> </u>	<u></u>			İ	L
3.	INSTRUCTIONAL COMPONENTS	Ī							
	A. Curricular materials			<u> </u>			1	Х	<u> </u>
	B. Teacher education materials		X						
	C. Student materials		X						I
4.	LEARNER PREREQUISITE	ŀ							
٦.	A. Are descriptive materials	 		Γ	1		1	-	
	available?	!	·	x					<u> </u>
	B. Is testing information								
	available?		<u> </u>	<u> </u>	Ļ				
5.	TEACHER REQUIREMENT	Ì							
٠.	Do teacher materials give the	-	T -	τ -	Г				
	concrete illustrations and		i						
•	activities to help the teacher			1					,
	fulfill the objective goals?	<u> </u>	<u> </u>			_			
6.	RELIABILITY EFFECT	}							
•	A. The material is adequate		Γ						
	for the level intended?		X	<u></u>	L				
	B. The level is suggested in	l		<u> </u>					
	the format? C. The material is oriented		<u> </u>			_			
	toward cultural awareness			i					
	and is not insensitive?			l x					
	D. Does the material fulfill								
	the purpose for which it				j i				
	is intended? E. Are the language level and		X						
	content geared to adults?			x			i I		
		Libr	ary modu		lessor	s. dias	nostic	tests.	mastery
7.	COST	test	s guide	s, etc.	<u>\$</u> 200	for all	l areas	. Lang	uage and
	A. Does the expense involved justify the result?				Comm	unicati	ons ur	it is \$	66.
	B. Does the expense involved		-	<u> </u>	-				
	justify the product?	1		l x			1		
	C. Does the product compare				7.41	-11		-1	-4-1 4-4-
	favorably with other	l	ł	ĺ			ograme	ed mare	rial it is
	alternatives in the expense/ result correlation?]]	x	expe	nsive.		j	
	resurt correlations	 	<u> </u>						
8.	TIME Copyright 1968	L							
	A. Time needed for pre-service								
	c training	Time	to peru	se mater	1al.	T. F		¥	 _
	B. Time needed for using the product			individu n 15					e and
								. • •	

LEVEL OF MATERIAL

Comments and Evaluation

This is part of a general education curriculum designed for the Job Corp. It is attractive and well done covering the fields of Language and Communication, Social Science, Natural Science and mathematics. Literature includes 6 books with 13 lessons dealing with feeling, character, style and interpretation. It could be a very helpful resource for G.E.D.

G. E. D.

Albuquerque, New Mexico

CURRICULUM MATERIALS Allyn and Bacon, Inc. Publisher Rockleigh, New Jersey, Product Title REFRESHER MATH AuthorEdwin Stein Out-Does Not Do Not scand-Inade-Not Check points Fair Stated ing Average Average quate Apply Know 1. OBJECTIVES A. Behavioral objectives inc luded Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? Built-in 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6: RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? Does the material fulfill the purpose for which it is intended? E. Are the language level and X content geared to adults? 7. COST A. Does the expense involved justify the result? Does the expense involved justify the product? X C. Does the product compare favorably with other alternatives in the expense X result correlation? 8. TIME Copyright 1965 A. Time needed for pre-service Time needed to review book and/or specific lessons. training B. Time needed for using the product Two or more trimesters.

LEVEL OF MATERIAL 1 2 X 3 GFD

Comments and Evaluation

A satisfactory mathematics text that could be used in ABE math classes. The text has been designed so that it may be used in grades 7-12. Basic math processes of addition, subtraction, multiplication and division have been presented in traditional manner.

Albuquerque, New Mexico

CURRICULUM MATERIALS

REFRESHER WORKBOOK Product Title IN ARITHMETIC		Autho	r Edwin :	Stein	Pub l i	Allyn & Bacon, Inc. isher Rockleigh, N.J. 0764				
heck points	Out- stand- ing	Above	Average		Inade-	Does Not	Not Stated	Do Not		
neck pornes	IIIIS	I Average	Avetage	rait	quate	LAPPLY	<u> </u>	KIIOW		
. OBJECTIVES	ļ		,			,				
A. Behavioral objectives	1]			!	.,			
included B. Statement of purpose or		-			 		_X			
specific preface	ļ		х		<u></u>					
. CRITERION MEASURES										
A. Are performance criteria		<u> </u>	T		i -					
stated and evaluation										
materials included?							X			
B. Does material fulfill its			l		1]				
objective or purpose?		L	X	L	<u> </u>	<u>l</u>				
3. INSTRUCTIONAL COMPONENTS				,						
A. Curricular materials			<u>X</u>	<u> </u>		L				
B. Teacher education materials		 	<u> </u>	 -	<u> </u>					
C. Student materials	 	<u> </u>	L X	<u> </u>	<u> </u>	<u> </u>				
LEARNER PREREQUISITE										
A. Are descriptive materials available?	1		l x	1						
B. Is testing information		 		╁	 	1				
available?	Built-	in.	<u> </u>							
5. TEACHER REQUIREMENT					,					
Do teacher materials give the			t	$\overline{}$	1	1	 -	· ——		
concrete illustrations and	1	ì	i	l	1			1		
activities to help the teacher	1			1	1	1				
fulfill the objective goals?	Same a	<u> R Liquq al</u>	book -	answe	book a	vailab	le.	L		
6. RELIABILITY EFFECT								•		
A. The material is adequate								•		
for the level intended?			X	<u> </u>	<u> </u>					
B. The level is suggested in		ļ		İ	ļ					
the format? C. The material is oriented	·	+	X	├ —	<u> </u>					
toward cultural awareness				l	1					
and is not insensitive?				!	İ	l v				
D. Does the material fulfill					$\Box \Box$	_				
the purpose for which it	1					İ				
is intended?		↓	X	<u> </u>		L				
E. Are the language level and content geared to adults?			l x	-						
	1		<u></u>		1					
7. COST \$2.56 answer book \$.24	<u> </u>			1		_				
A. Does the expense involved justify the result?	1		l x							
B. Does the expense involved		 	 	+	 	 				
justify the product?			l x		1					
C. Does the product compare				Г						
favorably with other	1			1	1					
alternatives in the expense	1		l x		1		,			
result correlation?	+		_ ^	<u> </u>	<u> </u>		<u></u>			
8. TIME Copyright 1959	<u></u>									
A. Time needed for pre-service						/am ===				
training B. Time needed for using the	Time	needed to	review	workb	OOK and	Or spe	CILIC I	. 88008		
product	Two o	r more to	rimeatera	9.				•		

LEVEL OF MATERIAL Comments and Evaluation

An arithmetic practice workbook which covers in a very comprehensive manner the basic processes of arithmetic. Could be used as a supplemental teaching aid for adult math classes. Printing is rather small and problems rather crowded together.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E.

Albuquerque, New Mexico

CURRICULUM MATERIALS

AMSCO Publishing Co. Box 2369

220	duct Title PRELIMINARY MATH		Autho	r Dress		Pub I f		e Angel	es, Calif.90
		Out-	Adello	Diess		10011	Does	o mace	
		stand-	Above	•		Inade-	Not	Not	Do Not
he	ck points	ing	Average	Average	Fair	quate	Apply	Stated	Know
	OBJECTIVES								
•	A. Behavioral objectives					Γ			
	included							х	
	B. Statement of purpose or								
	specific preface			<u> </u>					
	ODITION MEASURES								
•	CRITERION MEASURES A. Are performance criteria				_				
	stated and evaluation		1			1			ł
	materials included?			<u> </u>	L				l
	B. Does material fulfill its								
	objective or purpose?		<u> </u>	х	L	<u> </u>	<u> </u>		<u> </u>
	INSTRUCTIONAL COMPONENTS								
•	A. Curricular materials							Х	<u> </u>
	B. Teacher education materials			X					
	C. Student materials			X	<u> </u>		L		
	TEADNED DOEDEOUTCITE							•	
•	LEARNER PREREQUISITE A. Are descriptive materials						1	1	
	available?			х	ļ		ļ		
	B. Is testing information								
	available?	Self t	esting.	L	<u> </u>		<u> </u>	L	1
	TEACHER REQUIREMENT								
•	Do teacher materials give the		1	-	т——	T		I	
	concrete illustrations and				1		1		
	activities to help the teacher				1				İ
_	fulfill the objective goals?		<u> </u>	<u> </u>		<u>L</u>	<u> </u>		
	RELIABILITY EFFECT								
•	A. The material is adequate		1						<u> </u>
	for the level intended?]	<u> </u>	X	ļ			
	B. The level is suggested in	_			1				
	the format?		 	Х		↓			
	C. The material is oriented toward cultural awareness		1	ł		1			
	and is not insensitive?		Ì	ł	1	1		l x	
	D. Does the material fulfill		 	<u> </u>	<u> </u>	t			
	the purpose for which it		ļ	1	1	[1
	is intended?			<u> </u>	└	<u> </u>	<u> </u>	L	
	E. Are the language level and content geared to adults?				x		1		
_	content geared to adults:			<u>L</u>		<u> </u>	<u> </u>	L	<u> </u>
	COST	Cost	not avail	lable. I	rinte	d on ch	eap par	per (nev	sprint).
	A. Does the expense involved							ì	
	justify the result?		<u> </u>	X	Ļ	ـــــــــــ	<u> </u>	ļ	<u> </u>
	B. Does the expense involved		1	x	1	1	1		
	justify the product? C. Does the product compare		+	 ^ -	 	 	-		
	favorably with other		}	Ī		}		ŀ	1
	alternatives in the expense/					}	1		1
	result correlation?			Х		<u> </u>	<u>L</u>	L	
•	TIME Copyright 1965 A. Time needed for pre-service	ļ							
	training	Time	needed to	review	tevt	2000	t two	houre	7
	B. Time needed for using the	AAUE	eucu Ll	- TCATEM	LUAL	abou			
	product	Could	be used	as resou	ırce m	aterial	everv	trimes	ter.

LEVEL OF MATERIAL

Comments and Evaluation

Contents are good for an advanced math group. Not adequate for ABE. The text begins with technicalities that would frustrate the student who is seeking review in math.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Behavorial Research Laboratories Box 577

<u>rouuc t</u>	Title CONSUMER MATHEMATIC	<u>S</u>	<u> Autho</u>	r David_	KUOMTE	8 Publi	sher Pa.	TO ALTO	Call.
hack n	oint.	Out- stand-	Above	A	F	Inade-	Does Not	Not	Do Not
heck p	ornes	ing	Average	Average	[FAIT]	quate	Apply	Stated	Knov
L. OBJ	ECTIVES								
Α.	Behavioral objectives								
b	included		<u> </u>					Х	
в.	Statement of purpose or specific preface		x						•
	apecitive pressee			<u> </u>					
2. CRI	TERION MEASURES	•							
Α.	Are performance criteria								
	stated and evaluation					,		v	
Н.	materials included? Does material fulfill its		 		-		-	X	-
	objective or purpose?		l x]				
	TRUCTIONAL COMPONENTS				,				
	Curricular materials Teacher education materials		X	 _	 				
Ċ.			X						
				<u> </u>		_			
	ARNER PREREQUISITE				,			<u> </u>	
Α.	Are descriptive materials available?		x						
В.	Is testing information		<u>^</u>				\vdash		
	available?	Built-	in tests	(progra	mmed)		ł ł		
_									
	CHER REQUIREMENT			₁		_			
	teacher materials give the acrete illustrations and]				
	ivities to help the teacher							,	•
	fill the objective goals?		x]		
	TARTITMI DEBOOM								
6. REL A.	LIABILITY EFFECT The material is adequate								
۸.	for the level intended?		х						
В.	The level is suggested in		· ·				t		
	the format?		X		<u> </u>				
c.	The material is oriented		ļ	†					
	toward cultural awareness and is not insensitive?			x					
D.	Does the material fulfill			"	†				
	the purpose for which it]		
~	is intended?		X	<u> </u>					
£.	Are the language level and content geared to adults?	х	1		1				
	content geated to adults:	 ^ -	<u> </u>	<u> </u>		L	Ц	<u></u>	L
7. cos	ST \$21.68 (total set)	L							
Α.	Does the expense involved								
	justify the result? Does the expense involved		<u> </u>		<u> </u>	<u> </u>	ļ	L	
n	upes the expense involved	1	1	1	1		<u> </u>		
В.			1 X						
	justify the product? Does the product compare		X		-		\vdash		
	justify the product? Does the product compare favorably with other								
	justify the product? Does the product compare favorably with other alternatives in the expense/								
	justify the product? Does the product compare favorably with other		X						
с.	justify the product? Does the product compare favorably with other alternatives in the expense/result correlation?								
C. 	justify the product? Does the product compare favorably with other alternatives in the expense/result correlation? 4E Copyright 1966		х .						
C. 8. TIM A.	justify the product? Does the product compare favorably with other alternatives in the expense/ result correlation? AE Copyright 1966 Time needed for pre-service training			previe	v book	s and/o	r spec	ific les	ssons.
C. 8. TIM A.	justify the product? Does the product compare favorably with other alternatives in the expense/result correlation? AE Copyright 1966 Time needed for pre-service	Time	х .				r spec	ific les	sons.

LEVEL OF MATERIAL

A seven unit series which presents basic math skills with practical adult learning experiences. (Pay check, budget, taxes, etc). A programmed approach is used. A very comprehensive math program that is rather difficult in spots. Should be used with advanced ABE pupils.

- The Pay Check \$4.22 kit,
- 2. The Household Budget \$4.22 kit
- 3. The Wise Buyer
- 5. Insurance 4.22 kit
- 4. Income Tax \$4.22 kit 7. Vocational Opportunities and Lifetime Earning \$4.22
- 4.22 kit 6. Investments 4.22 kit

Total Specimen kit for \$21.68



Albuquerque, New Mexico

MA MITE	7/4 <i>7</i> 700	CURRI	CULUM MAT	ERIALS					Book Company
Product Title COURS	MATICS A BAS	210	4 a la	Salte r Frank		2.11			ldge Building e, N.Y. 10708
TENGLE TIETE OOOK		Out-	Autho	r staux		Publi	Does	OHAVIII	, N.1. 10700
	s	stand-	Above			Inade-	Not	Not	Do Not
Check_points	i	ing	Aver.ige	Average	Fair	quate	Apply	Stated	Know
1. OBJECTIVES									
A. Behavioral of	biectives								
included								x	
B. Statement of				v					
specific pre	tace			Х					
2. CRITERION MEASURE	ES								
A. Are performa									
stated and e									
materials in B. Does materia								Х	
objective or				х					
3. INSTRUCTIONAL CO							·		
B. Teacher educ								$\frac{X}{X}$	
C. Student mate				X					
A leighte supposit									
4. LEARNER PREREQUI	SITE	—— т							
available?	ave materials			·				x l	
B. Is testing in	nformation								
available?				X					
5. TEACHER REQUIREM	ENT								
Do teacher mater							` ¬	——-	
concrete illustra		j	j			•			
activities to he fulfill the object			1	x					
tarrer the object	tive goars:								
6. RELIABILITY EFFE				_					
A. The material				7.5					
for the leve B. The level 1s	supposted in			X	—-			<u></u>	
the format?				х				· ·	
C. The material	is oriented "								
toward cultur and is not in	tal awareness	į		v			i	l	
D. Does the mate				x	_		— <u>.</u>		
the purpose	for which it	1		i	ļ	1	ĺ	ŀ	
is intended?	, <u>_</u>			Х		<u></u>			
E. Are the langu	age level and ed to adults?			х	1				
							1		
7. "COST									
A. Does the experience justify the parties of the p	ense involved			x			• .		
B. Does the expe				^_					
justify the p	product?			х	ļ		- 1		
C. Does the prod	luct compare								
favorably wit	in other in the expense					ļ	1		•
result correl	lation?	ì		х			-	-	
8. TIME	<u> </u>	_							
A. Time needed in training		Tima -	00d0d 4-	wa	haal-		<u> </u>		
B. Time needed i	or using the		_	review					 `
product	· (Could	be compl	eted in	two t	imeater	a		

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

It is not "modern math." Has good format, language and ideas. It might be a little too cluttered. It is set up with a graphic presentation clearly and concisely stating the rule to be used in every leason. Easy step by step method. Has some Algebra and Geometry. Could be used for G.E.D. math courses.

ERIC Full Rest Provided by ERIC

CURRICULUM MATERIALS

Channing L. Bete Co.

	oduct Title ABOUT MATH AND SCIE	Out-	- Adelle			1001	Does		, Mass.
<u>h e</u>	eck points	stand- ing	Above Average	Average	Fair	Inade- quate	Not Apply	Not Stated	Do Not Know
	OBJECTIVES								
	A. Behavioral objectives								
	included B. Statement of purpose or		<u> </u>			_		X	
	specific preface		<u> x _</u>		Ĺ			- 1	
	CRITERION MEASURES	Ì							
	A. Are performance criteria			Ī					
	stated and evaluation materials included?] .				v	
	B. Does material fulfill its				-			X	
_	objective or purpose?		<u> </u>			_			<u>-</u>
	INSTRUCTIONAL COMPONENTS	Trans	arencies	sre ava	ilabl	e plus	Fsct F	Booklets	<u>." </u>
	A. Curricular materials B. Teacher education materials		 -	 	 -	<u> </u>			
	C. Student materials		X X	 					
	LEARNER PREREQUISITE								
•	A. Are descriptive materials		Γ			T			_
	available?		<u> </u>	<u> </u>					
٠	B: Is testing information available?		<u> </u>					x	
	Tracura arous program	T	 _	<u> </u>	— .—	<u> </u>			_
	TEACHER REQUIREMENT Do teacher materials give the				Γ	i · -			
	concrete illustrations and			1					
	activities to help the teacher		ould be		t by	the tea	ther f	er illus	tration
	fulfill the objective goals?	WIEN	verheads	etc.	<u> </u>				
٠.	RELIABILITY EFFECT A. The material is adequate			_					_
	for the level intended?		x						
	B. The level is suggested in	_		<u> </u>	-	 			
	the format? C. The material is oriented		X		 	<u> </u>			
	toward cultural awareness				:	1			
	and is not insensitive?			х					
	D. Does the material fulfill the purpose for which it	ļ			i				
	is intended?	ļ	l x						
	E. Are the language level and								
	content geared to adults?	 -	<u> </u>	<u> </u>		l			
•	COST	\$1.00	per copy	/ set	of 50	in all	five	areas is	\$5.00
	A. Does the expense involved justify the result?		х		ĺ	1			
	B. Does the expense involved	 				 		· ·	
	justify the product? C. Does the product compare		X	<u> </u>	<u> </u>	<u> </u>			
	favorably with other	1			1				
	alternatives in the expense,	1		1			-		
_	result correlation?	 	<u> </u>		L				
	A. Time needed for pre-service training	This.	depende	on use a	nd if	transpa	rençie	s need t	to be mad
	B. Time needed for using the	math	booklets	could be	LU PE	in tus	pends	on use -	- the se
	product			JULIU 0			CLIME	orers.	



LEVEL OF

MATERIAL

X GED

Comments and Evaluation
Nine unique pamphlets with clever illustrations to clarify all aspects of math -- the science is almost about so the title is mislesding. Each pamphlet is printed in two colors for clarity -- a very clever way to illustrate math concepts -- could be used in basic math, or intermediate

illustrate math concepts -- could be used in basic math, or intermediate and GED math -- a fine aid for ABE teachers. What Everyone Should Know About Vectors--About Foucault Pendulums--About Measurement--About Six Basic Principles of Mathematics--

Albuquerque, New Mexico
CURRICULUM MATERIALS

Cowles Book Company

	GENERAL MATHEMATICAL		II EUREN	WITTON					on Avenue
Pro	duct Title FOR HIGH SCHOOL EQUI		Y Autho	rRobert	Barlov	Publi		w York	10022
	:	Out-					Does		5. N .
ah.	ali madme u	stand-	Above			Inade-	Not	Not	Do No:
Cne	ck points	ing	Average	Average	tair	quate	Apply	Stated	Know
1	ORJECTI VES								
• •	A. Behavioral objectives			_					
	included						, ,	x	
	B. Statement of purpose or								
	specific preface		х				1		
2.	CRITERION MEASURES								
	A. Are performance criteria								
	stated and evaluation				1				
	materials included?						<u> </u>	X	
	B. Does material fulfill its								
	objective or purpose?		X		1	<u> </u>	L		
3.	INSTRUCTIONAL COMPONENTS								
•	A. Curricular materials		Γ			-		X	
	R. Teacher education materials			X					
	C. Student materials		x						
	· ·						•		
4.	LEARNER PREREQUISITE								
	A. Are descriptive materials				1				.,
	available?								X
	B. Is testing information available?	Tonto	included				ļ		
_	available:	16919	I ne radec	·	<u>. </u>				L
5.	TEACHER REQUIREMENT								
٠.	Do teacher materials give the				$\overline{}$	l	1 1		
	concrete illustrations and			1	!	İ	i i		
	activities to help the teacher				l		ł		į
	fulfill the objective goals?	There	is a mar	ual for	the G	ED test	book	in the 8	et.
6.									
	A. The material is adequate for the level intended?		.,		ł	ł			
	B. The level is suggested in		<u> </u>		 		├		
	the format?		l x	1			1		
	C. The material is oriented		- ^ -		 				
	toward cultural awareness		ļ		1				
	and is not insensitive?		1	l x	1				
	D. Does the material fulfill								
	the purpose for which it		l	l		i	1		
	is intended?			X					
	E. Are the language level and	1	1		ì				
	content geared to adults?	 	L	X	L				
7.	COST \$2.95]	ė						•
•	A. Does the expense involved			r	Г				
	justify the result?	l		х	1				
	B. Does the expense involved				<u> </u>				
	justify the product?			Х	<u> </u>				
	C. Does the product compare								
•	favorably with other	I	1	1	1	1	l i		
	alternatives in the expense/]		ا ر	1				
	result correlation?	├──	<u> </u>	X	Ц	<u> </u>			<u> </u>
8.	TIME	1							•
٠.	A. Time needed for pre-service				-				
	training	Two t	o three i	nours to	perus	e the m	ateria	1.	
			ndividua ass, hal					• • •	
	B. Time needed for using the	For 1	naiviaua.	į stuay.	a wee	K of co	ncentr	ated eti	ort:

LEVEL OF MATERIAL X GED

Comments and Evaluation

A study guide resource for the GED math section -- it covers basic math, fractions, decimals, percentage, word problems, graphing, geometry, and algebra -- rather well done -- a good resource for the GED math teacher.

Albuquerque, New Mexico

PRACTICE FOR CIVIL Product Title ARITHMETIC		CURRICULUM MATERIALS SERVICE Editors of Author Cowles			Publi	Cowles Book Co 488 Madison Av Sher New York 100					
	·	Out-		,			Does		,		
		stand-	Above			Inade-	Not	Not	Do Not		
nec	eck points	ing	Average	Average	Fair	quate	Apply	Stated	Know		
	OBJECTIVES	İ									
•	A. Rehavioral objectives						1				
	included	İ					1	х			
	B. Statement of purpose or		1				\vdash	-			
	specific preface			X							
		1									
	A. Are performance criteria			_							
	stated and evaluation			· ·			i l				
	materials included?	·	<u> </u>					X			
	B. Does material fulfill its		x								
	objective or purpose?	+									
	INSTRUCTIONAL COMPONENTS										
-	A. Curricular materials							х			
	B. Teacher education materials		——		7		X				
	C. Student materials					-					
											
•											
	A. Are descriptive materials										
	available?								<u> </u>		
	B. Is testing information available?	.,,					1	1			
	avarrabre:	WIT.	feating 1	s includ	ea		1				
	TEACHER REQUIREMENT	l									
•	Do teacher materials give the										
	concrete illustrations and	1									
	activities to help the teacher			1							
	fulfill the objective goals?	1					X				
.	RELIABILITY EFFECT	ļ									
	A. The material is adequate for the level intended?	1									
	B. The level is suggested in		X								
	the format?	1	x	1				ŀ			
	C. The material is oriented		 _ ^	 			├ -}				
	toward cultural awareness	1		[
	and is not insensitive?	}		l x			1 1				
	D. Does the material fulfill						 				
	the purpose for which it				!		li	ļ			
	is intended?		<u> </u>					ŀ			
	E. Are the language level and										
	content geared to adults?	<u> </u>	<u> </u>	L			<u> </u>				
,	COST \$3.95	1									
•	A. Does the expense involved		Γ -					γ			
	justify the result?	1	х				ļ [
	B. Does the expense involved		 		-		 				
	justify the product?	1.	X				1 1	ļ			
	C. Does the product compare						 				
	favorably with other	ļ	[ľ			
	alternatives in the expense	1 .		امدما		1		ļ			
_	result correlation?	One	pr a kine	as far	as we	Know	Ll				
3.	TIME Commishe 1040	1									
٠.	TIME Copyright 1968 A. Time needed for pre-service	— —									
	A. Time needed for pre-service training	Time	Time to peruse book.								
	B. Time needed for using the		Could be completed in one trimester of 60 hours if use								
			u ve com	DIELEG 1	. ONR	LIIMPAT	EI OI	uu nours	LL US		

LEVEL OF MATERIAL Comments and Evaluation

For the purpose for which this is intended, it is very good. The high school graduate who is interested in civil service could use this for background and review -- fine sample tests and fairly good background. Nice format: It is hardly usable in ABE but would be good for GED grads who are preparing for jobs.



SOUTIMESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E.

Albuquerque, New Mexico Doubleday & Company CURRICULUM MATERIALS Sperling and 277 Park Avenue Product Title ARITHMETIC MADE SIMPLE Author Levison Publisher New York 10017 Does Not stand-Inade-Not Above Fair Stated Know Check points ing Average Average quate Apply 1. OBJECTIVES A. Behavioral objectives X included Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? Does material fulfill its X objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials LEARNER PREREQUISITE A. Are descriptive materials available? B. 18 insting information <u> avoii ble?</u> <u>Built-lin testing.</u> 5. TEACHTE SEQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher X fulfill the objective goals? 6. RELIABILITY EFFECT The material is adequate for the level intended? X The level is suggested in the format? The material is oriented toward cultural awareness X and is not insensitive? Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? 7. COST \$1.95 A. Does the expense involved justify the result? X B. Does the expense involved X justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? ^{1E} Copyright 1960 Time needed for pre-service TIME

product

LEVEL OF

MATERIAL

training

B. Time needed for using the

Comments and Evaluation

Time to read through book.

Fourteen chapters in basic srithmetic; however, it begins well beyond the elementary level and is designed for the older student. It could be used for basic review in G.E.D. but is cluttered and over condensed for beginning math. Usable, but far from the best. It is designed for self-study and review, rather than a class. Cheap paper.

Could be covered in one 50-60 hour trimester.



Albuquerque, New Mexico

Doubleday & Company

		CURRICULUM MATERIALS Sperling and					Doubleday & Compan 277 Park Avenue		
Pro	oduct Title MATHEMATICS MADE SI		Autho	r Stuar	_		isher Ne	w York	
		Out-				۱	Does		1
Cha	ck points	stand-	Above	l		Inade-	Not	Not	Do Not
CITE	the position	ing	Average	Average	rair	quate	Apply	Stated	Know
ı.	OBJECTIVES	ł						-,	
-	A. Behavioral objectives					_			
	included		 ,	1				х	1
	B. Statement of purpose or		 						
_	specific preface	ĺ	1	l	x				
_									
2.	CRITERION MEASURES	<u> </u>							
	A. Are performance criteria		}					_	
	stated and evaluation	l.						•	
	materials included? B. Does material fulfill its	<u> </u>						X	
	objective or purpose?		•						1
	objective of purpose:	 	L	X			<u> </u>		<u> </u>
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials		Τ					X	
	B. Teacher education materials			 -	 		x	Α	
	C. Student materials			<u>X</u>			_		
	•								
4.	LEARNER PREREQUISITE	L							
	A. Are descriptive materials		Γ		· ·				Γ –
	available?								l x
	B. Is testing information								
_	available?	Built-	in testi	ls.	<u> </u>				
5	TEACHED DECUTEDANCE					. •			
٠.	TEACHER REQUIREMENT Do teacher materials give the	⊢—							
	concrete illustrations and	i			i i				ŀ
	activities to help the teacher								•
	fulfill the objective goals?			,			x		
			<u> </u>						L
6.	RELIABILITY EFFECT								
	A. The material is adequate								
	for the level intended?			X			ĺ		
	B. The level is suggested in								
	the format?			X					
	C. The material is oriented	ļ		l					
	toward cultural awareness and is not insensitive?	1							
	D. Does the material fulfill						X		
	the purpose for which it			İ	1				
	is intended?			x					
	E. Are the language level and				\vdash		├──┤		 -
	content geared to adults?			x					
							L		
7.	COST \$1.95								
	A. Does the expense involved								
	justify the result?		<u>L</u>		х				
	B. Does the expense involved			_					_
	justify the product?			_	_X				
	C. Does the product compare	ŀ							
	favorably with other alternatives in the expense	1					j		
	result correlation?	[.	,		, ,		l		
_	TOBOLE COLLETERIUM:		L		<u> </u>				
8.	TIME Copyright 1962	1							
	A. Time needed for pre-service						_		
		Time +	o peruse	the hool		full to			
	B. Time needed for using the								
	product	At lea	Et two ti	rimester	s in a	n advan	ced ma	th class	в.

LEVEL OF MATERIAL Comments and Evaluation

This is condensed and comprehensive for the more advanced math student. It could be a resource in math class, but is not for the beginner. It starts with fractions and goes to trigonometry. Designed for the student to use himself. It is quite difficult and the title "Simple" is misleading. It is hardly usable in ABE classes. Cheap paper!



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Gifted Teachers Books Oddo Publishing, Inc. 201 S Second Street

W. Guthrie Piersel AuthorDaltye Piersel PublisherMankato, Minn. 56001 ichiuct Title PHOTO MATH Out-Does Not Not Do Not stand-Inade-Above Check points ing Average | Average | Fair | quate Apply Stated Know I. OBJECTIVES A. Behavioral objectives included X Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive meterials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials ; "e the concrete illustrations and activities to help the teacher X fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? X B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Time needed for pre-service training Time needed to review book. B. Time needed for using the !

ERIC Full Text Provided by ERIC

product

LEVEL OF

Comments and Evaluation

An excellent beginning math book. Uses photos to explain concept and it

Can be completed in one trimester.

Albuquerque, New Mexico

Ginn and Company Staler Building

		CURRI	CULUM MAT			_		aler Bu	
D	duct mile			Max Sal		_			i Avenue
Pro	oduct Title ESSENTIALS OF MATHE		Autho	r Evan M	aletak	y Publ:		ston, Ma	88. 021 54
		Out-				,	Does		
Ch		stand-	Above		l l	Inade-	Not	Not	Do Not
Cite	eck_points	ing	Average	Average	Fair	quate	Apply	Stated	Know
1	OBJECTIVES								
• •	A. Behavioral objectives								
	included								
	B. Statement of purpose or							x	
	specific preface				1				•
_	specific preface			<u></u>	L		<u> </u>	<u> </u>	L
2	CRITERION MEASURES								
	A. Are performance criteria								
	stated and evaluation						i I		
	materials included?				l i				,
	B. Does material fulfill its				_			X	
	objective or purpose?						1 1	v	
_	objective of purpose:			<u> </u>	L			X	
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials		v		_		-		
	B. Teacher education materials		_х				\vdash		
	C. Student materials		Y				\vdash	Х	
	ou maceriars		<u> </u>						
4.	LEARNER PREREQUISITE								
	A. Are descriptive materials						т т		
	available?						1 1		••
	B. Is testing information						 		X
	available?	B41+_	in teata			,]		
_		DULLE	TIL CEACA		Щ.—				
5.	TEACHER REQUIREMENT								
	Do teacher materials give the								
	concrete illustrations and						i I	1	
	activities to help the teacher								
	fulfill the objective goals?]	x	
6.	RELIABILITY EFFECT								•
	A. The material is adequate						1		
	for the level intended?						1	х	•
	B. The level is suggested in							- " - 	
	the format?							x l	
	C. The material is oriented					_	-		
	toward cultural awareness						1	1	
	and is not insensitive?						x		
	D. Does the material fulfill								
	the purpose for which it				ì				
	is intended?			x					
	E. Are the language level and								
	content geared to adults?			Х.					
			•				-		
1.	COST								
	A. Does the expense involved	1							
	justify the result?							_ x	
	B. Does the expense involved								
	justify the product?							X	<u> </u>
	C. Does the product compare								
	favorably with other							l	
	alternatives in the expense							j	
	result correlation?							X	
Ω	TIME Convertable 1000								
٥.	TIME Copyright 1969								
	A. Time needed for pre-service training					_	· <u> </u>		
	B. Time needed for using the	<u>Time n</u>	<u>eeded to</u>	preview	text	and/or	apecif	ic leas	ona. i
		m							
	product	TAO OL	more tr	<u>imesters</u>	<u>. </u>				

format. Lack of stated objectives prevents a more complete evalu-



Comments and Evaluation LEVEL OF A modern approach to the teaching of mathematical skills. Good MATERIAL

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinehart and Winston, Inc. 383 Madison Avenue

Pro	duc t	Title FUNDAMENTAL MATHEMA	TICS_	Autho	rF.E. Go	ossnec	klePubl:			10017
			Out-					Does		
			stand-	Above			Inade-		Not	Do Not
Che	ck po	oints	ing	Average	Average	Fair	quate	Apply	Stated	Know
,	00.11	P.C. WILLIAM C				•				
1.		ECTIVES Behavioral objectives			· ·				т	
	Α.	included		Į.		ł			x	ŀ
	D	Statement of purpose or		├ ──		 	61	- 1 1		
	ь.	specific preface			x		graph o			nts with
		specific pterace		<u> </u>	x	Dare	KLADU C	eacti	actons.	<u> </u>
2.	CRI'	TERION MEASURES								
		Are performance criteria								
		stated and evaluation			1	l				
		materials included?		<u> </u>		1			Х	
	В.	Does material fulfill its			1		1			
		objective or purpose?			x	<u>l </u>		1	l	
_										
3.		TRUCTIONAL COMPONENTS								
	Α.				ļ	<u> </u>			<u> </u>	
	₿.			<u> </u>	 				X	
	<u>C.</u>	Student materials		<u> </u>	X	<u> </u>		<u> </u>	L	<u> </u>
4	1 EA	RNER PREREQUISITE								
٠.		Are descriptive materials		т	т	Π	Γ	T	1	
	<i>r</i>	available?		i	x	1		ł	ł	
	В.	Is testing information		 	- ^-	-			 	
		available?	Tests	and answ	ers are	inclu	led.	I	1	1
5.	TEA	CHER REQUIREMENT								
	Do	teacher materials give the				T^{T}				
	con	crete illustrations and		}		1		İ		
		ivities to help the teacher	•	ļ				i		
	<u>ful</u>	fill the objective goals?		<u>L</u>					X	
_										
6.		IABILITY EFFECT		,						_
	Α.	The material is adequate		1		1] .	i	l]
	D.	for the level intended?		 	X		ł	₩—		
	D.	The level is suggested in the format?		1	x	1				
	^	The material is oriented		 	 ^	 	 	╄	 	╂—
	٠.	toward cultural awareness			ł	1		1		
		and is not insensitive?			l x	1	ļ			l
	D.	Does the material fulfill		 	 	†	 	†		
		the purpose for which it	.	1		i	l	İ	1	ļ
		is intended?	f		X		ł			1
	Ε.	Are the language level and						$\Box \Box$		Î
		content geared to adults?			X		<u>L</u>			1
_			{					-		
7.		T \$2.28	└							_
	Α.		ļ					1	1	
		justify the result?	<u> </u>	 	<u> </u>	├	↓		-	↓
	Ď.	Does the expense involved	1	1	l x	1		1	1 .	
	C	justify the product? Does the product compare	<u> </u>	├	 ^	-	 		 	
	٠.	favorably with other	l			1	I		1	1
		alternatives in the expense,	ł	1	1	1	1		İ	1
		result correlation?	l		l x	1	1		1	ľ
	_			•		•		1		٠
8.	TIM	E	.							
	A.	Time needed for pre-service			-					
		training	Time	to read	book.				_	
	В.	Time needed for using the			-					
		product	Wou.ld	take tw	<u>o trimes</u>	ters.				
										
	. •	1	Commen	s and Eva	aluation	_				

excellent book in fundamental mathematics. Too advanced for an



TO	luct '	Title COURSEBooks 1-8		ECOND Aut	hor Conr	ow	Pub	Boston, Massachusel		
· L -	-l	labo	Out- stand- ing	Above	Average	Fair	Inade-	Does Not Apply	Not Stated	Do Not
	ck po		1118	Inverage	Average		140800	Tubbry.	100000	1
		CTIVES Behavioral objecties		Γ	F	Γ	i			1
		included							Х	ļ
		Statement of purpose or specific preface		l x			1			ŀ
		specific preface		<u> </u>	·	ļ	<u>. </u>			
		ERION MEASURES			Τ			, —		,
		Are performance criteria stated and evaluation	}		1			1	1	
		materials included?						ļ	<u> </u>	<u> </u>
		Does material fulfill its	ì	x	Ì	•		1	1	
_		objective or purpose?		1	<u> </u>	<u>. </u>				
3.		RUCTIONAL COMPONENTS		+						+
		Curricular materials Teacher education materials	 	X	-	 	 	+	+	+
		Student materials		X						
		AND BOND BOUTGE								
٠.		NER PREREQUISITE Are descriptive materials		1	T	1	1	T	1	1
		available?		<u> </u>						<u> </u>
	В.	Is testing information available?	Built-	n test	ing.	1				1
	_	available:	1	<u> </u>				+		
5.		HER REQUIREMENT			1		, 			1
		teacher materials give the crete illustrations and	1				i I			1
		lvities to help the teacher	1	1	1	1	į			ì
	ful	fill the objective goals?	 	X	<u> </u>		<u> </u>			
6.	RELI	LABILITY EFFECT								,
	٨.				1				Į	
	R.	for the level intended? The level is suggested in	<u> </u>	+	 	 	+	+	+	+
	٠.	the format?	<u></u>	Х	<u> </u>					<u> </u>
	c.	The material is oriented	Ì				1		1	1
		toward cultural awareness and is not insensitive?	1		<u> </u>			х		
	D.	Does the material fulfill								1 .
		the purpose for which it is intended?	x		1		1			·
	E.	Are the language level and								
		content geared to adults?	<u> </u>		↓	<u> </u>				٠
7.	cos	\$3.60 per set or 63¢ T each					<u> </u>			
		Does the expense involved	,,			1				1 .
	В.	justify the result? Does the expense involved	<u> </u>	╅──	┼	+	+	+		+
		justify the product?	Х			ļ				
	c.	Does the product compare		1	1	1	1		1	
		favorably with other alternatives in the expens	e/							(
		result correlation?	X		<u>i </u>		<u> </u>			
8.	TIM		1							
٥.	٨.		e							
		training	Time	to read				.1		
	В.	Time needed for using the product	AF LE	aat a y	ear, per	naps 2	in reg	TIBL CI	assesi	E INCL

CURRICULUM MATERIALS

Houghton-Mifflin Company 2 Park Street

<u>Pro</u>	duct Title PERCENTAGE		Autho	nDenmark	& Sau	plePubli	sher Bo	ston. Me	68. <u>021</u> 07
		Out-					Does		
Cha	ck points	stand-	Above	•	F- 4	Inade-	Not	Not	Do Not
Cire	ek points	ing	Average	Average	rair	quate	VDDIA	Stated	Know
ı.	OBJECTIVES	1							
	A. Behavioral objectives			}					
	included		ļ.,					Х	
	B. Statement of purpose or	1		l x	i :				
	specific preface	 			<u> </u>		Ь		
2.	CRITERION MEASURES								
	A. Are performance criteria						<u> </u>		_
	stated and evaluation	ŀ	1		Į.	1		v	
	materials included?		├ ───		-	<u> </u>		Х	
	B. Does material fulfill its objective or purpose?			l x	ļ				
		 		<u></u>	<u> </u>				
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials	<u> </u>		Х					
	B. Teacher education materials			- V			ļ		X
	C. Student materials	┼──	<u> </u>	Х	<u> </u>	<u> </u>	<u> </u>		
4.	LEARNER PREREQUISITE								
	A. Are descriptive materials								
	available?		<u> </u>	Х					
	B. Is testing information available?	.	L	١,	1.	Į,			
_	avaitable:	ROTTE	<u>Ln cesti</u>	ng (prog	tammed	υ	<u> </u>		
5.	TEACHER REQUIREMENT	i							
	Do teacher materials give the			_		-			
•	concrete illustrations and	1	1		i				
	activities to help the teacher		ł		}				
	fulfill the objective goals?	┼──	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>		<u> </u>
6.	RELIABILITY EFFECT	İ							
	A. The material is adequate								
	for the level intended?		X		<u> </u>				_
	B. The level is suggested in the format?		l		1				
	C. The material is oriented		X		├		-		
	toward cultural awareness		Ì		l	ł			
	and is not insensitive?	L					х	•	
	D. Does the material fulfill								
	the purpose for which it	ł	۱			ļ			
	is intended? E. Are the language level and		X		-				
	content geared to adults?		1	l x					
			·		•				
7.	COST 45¢	<u> </u>	-						_
	A. Does the expense involved justify the result?	1	l x		ł				
	B. Does the expense involved		 		 	-			
	justify the product?		. x	ŀ	1			İ	
	C. Does the product compare					Ī			<u> </u>
	favorably with other	1			l ·]		
	alternatives in the expense result correlation?	1	l x		1				
_	result collegation;	 			<u> </u>				<u> </u>
8.	TIME	L							
	A. Time needed for pre-service								 .
	training	Time r	<u>reeded to</u>	<u> Preview</u>	work	ook.			i
	B. Time needed for using the product	At Dur	il's own	rate	progr	rammed .	- 1000	then o	ne trimeste
		1-1- 1-41			P-08				

Comments and Evaluation

CURRICULUM MATERIALS

Houghton-Mifflin 53 West 43rd Street

D-^	duct Title PROGRAMMED UNITS IN	MATHER		Ewell T.	Denma			ew York	
10	Judet little incoloration online i.	Out-				T	Does		
		stand-	Above			Inade-	Not	Not	Do Not
<u>he</u>	eck points	ing	Average	Average	Fair	quate	Apply	Stated	Know .
	OBJECTIVES	i							
•	A. Behavioral objectives	<u> </u>	1		I —				
	included							X	
	B. Statement of purpose or			<u> </u>					
	specific_preface	 	X	J	<u></u>				
· .	CRITERION MEASURES								
•	A. Are performance criteria					T			
	stated and evaluation		ł		İ	ĺ	,		
	materials included?	<u> </u>	 			<u> </u>	<u> </u>	Х	
	B. Does material fulfill its objective or purpose?	1	x	1	1				
_	objective of purpose:	┿		<u> </u>			L		<u></u>
3.	INSTRUCTIONAL COMPONENTS	L							
	A. Curricular materials		X	L	<u> </u>	ļ	↓		
	B. Teacher education materials	·	<u>₩"</u> —	ļ	ļ	├ ──	 -	<u> </u>	
-	C. Student materials	╁	X	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
١.	LEARNER PREREQUISITE								
	A. Are descriptive materials		T-:	T	1				
	available?		<u> </u>	ļ	<u> </u>		ļ		
	B. Is testing information available?	1	x				İ		1
_	avaliable:	+		<u> </u>	٠	<u> </u>		L	L
· .	TEACHER REQUIREMENT	1							
	Do teacher materials give the				T		1		
	concrete illustrations and	1	'.		1				١.
	activities to help the teacher fulfill the objective goals?	1	x		1	ļ	1	İ	
	tuttiti the objective goars:	+	<u> </u>	 -	<u> </u>		،		L
Ġ.		<u> </u>					_		
	A. The material is adequate	Ì	.						
	for the level intended?		<u> </u>		╂	+	 	 	 -
	B. The level is suggested in the format?	1	l v				ļ	}	1
	C. The material is oriented	·	† ^		1	 	+-	 	
	toward cultural awareness	1				1			
	and is not insensitive?	<u> </u>	X	<u> </u>		ļ <u>-</u>	 _	<u> </u>	ļ
	D. Does the material fulfill	ŀ	1		1			ł	1
	the purpose for which it is intended?		x	}	1		1		
	E. Are the language level and	 			1	†	 		<u> </u>
	content geared to adults?		<u> </u>				<u> </u>	<u> </u>	<u>l</u>
,	cosm & 24 non booking		*						
٠.	COST \$.24 per booklet A. Does the expense involved	-	Т	T	1			<u> </u>	T
	justify the result?	i	Х		1	1	1	l	<u></u>
	B. Does the expense involved		T .,		1	1	T		Γ
	justify the product?	L	x		₩.	+	 -	 	↓
	C. Does the product compare favorably with other	· [[1	1		1
	alternatives in the expens	٨		1	1	1	1		
	result correlation?	~ <u> </u>	х		1	1	1		1
		7				_			-
8.	cof)-7000								
	A. Time needed for pre-servic	e Time	neaded	to revie	w mar	eriala			
	training B. Time needed for using the			-0 16116					
	product	One	school y	ear.					



LEVEL OF

MATERIAL

Comments and Evaluation

Excellent books on verbal problem solving. They may be used as an introduction to problem solving with first-year algebra classes, as

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Mafex Associates Incorporated

MATHEMATICS FOR				_		In	corporat	ted
Product Title CITIZENSHIP		Autho	r Larry	<u>Parsky</u>	<u> Publi</u>		o addre	ss indicated)
Check points	Out- stand- ling	Above	Average	Fair	lnade- quate	Does Not Apply	Not Stated	Do Not Know
CHECK POZNES								
1. OBJECTIVES			Γ		т	1		
A. Behavioral objectives included		1					X	
B. Statement of purpose or							4	
specific preface			L	<u> </u>	<u> </u>		Х	
2. CRITERION MEASURES	Ì							
A. Are performance criteria								
stated and evaluation				1	1		x	
materials included? B. Does material fulfill its	<u> </u>	 	 	-	 	\vdash		
objective or purpose?			Х	L				
3. INSTRUCTIONAL COMPONENTS A. Curricular materials	<u> </u>	Τ.	T x	1	τ –	Г		
A. Curricular materials B. Teacher education materia	is						х	
C. Student materials			Х		1	_	l	<u> </u>
4. LEARNER PREREQUISITE								
4. LEARNER PREREQUISITE A. Are descriptive materials		T	T -					
available?			<u> </u>	 _ _	 	1		Х
B. Is testing information available?	B., 41 +	in test	iha					1
avarrable:	DGIIL	7111 0000	410.				<u>. </u>	
5. TEACHER REQUIREMENT					_		1	
Do teacher materials give the concrete illustrations and			ļ	1	ļ	Ì		
activities to help the teach	r	į		1	1	l		
fulfill the objective goals?		<u> </u>	<u> </u>	<u> </u>		1	Х	<u></u>
4 MPSTARTSTRU PPPPP								
6. RELIABILITY EFFECT A. The material is adequate			T	T^{-}				
for the level intended?			<u> </u>	┸		ļ	<u> </u>	
B. The level is suggested in	۱		1	1	1	1	l x	
the format? C. The material is oriented		+	+	+	+	†	 	
toward cultural awarenes	;	1			Ì	i	Į.	,
and is not insensitive? D. Does the material fulfil	、 ├──		-	 x	+	+	├	
D. Does the material fulfil the purpose for which it	• }					ĺ	ļ	Î
is intended?			Х		<u> </u>		<u> </u>	
E. Are the language level a		,	-	ļ		1		Ì
content geared to adults		X					1	
7. COST								
A. Does the expense involve	d	1	l x					
justify the result? B. Does the expense involve	a 	+	 ^ -	+-	+	+		
justify the product?			<u> </u>				<u> </u>	<u> </u>
C. Does the product compare								
favorably with other alternatives in the expe	nse							
result correlation?			Х				1	<u> </u>
9 TIME A	İ							•
8. TIME Copyright 1967 A. Time needed for pre-serv	ice			<u> </u>				i
training	Time	needed	to previ	ew boo	<u> </u>			
B. Time needed for using the product	e One	trimeste	r or les	8.				
Product								

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

An accounting, banking, and vocational approach to mathematics with major emphasis on records and record keeping. Could be used with adult classes.

CURRICULUM MATERIALS

Produ	ct Title PATHWAYS IN MATHEMA		CULUM MAT	Smith r Keiff		Da. b. 1 4			blishing
	Level I and II	Out-		- KELII	1	ruoli	Does	D addre	sa indicat
<u>heck</u>	points	stand- ing	Above Average	Average	Fair	Inade- quate	Not Apply	Not Stated	Do Not Know
. 0	BJECTIVES								
Α	. Behavioral objectives								
R	included . Statement of purpose or							Х	
	specific preface		x						
. CI	RITERION MEASURES							_	
A	. Are performance criteria							1	
	stated and evaluation materials included?						i		
В	. Does material fulfill its	<u> </u>						X	
	objective or purpose?		X						
	NSTRUCTIONAL COMPONENTS								
	. Curricular materials		X						
	 Teacher education materials Student materials 	<u> </u>		X					
				x	L				
	EARNER PREREQUISITE Are descriptive materials	 							
•	available?						1		
В	. Is testing information								X
	available?	Built-	in testi	ng.					
. Ti	EACHER REQUIREMENT								
Do	teacher materials give the						T		
ac	oncrete illustrations and ctivities to help the teacher								
fı	ulfill the objective goals?			Y			· [
	ELIABILITY EFFECT							1	
. K	The material is adequate		_					 	
	for the level intended?		x				ĺ		
В.	The level is suggested in the format?								
c.	The material is oriented			X				 -	
	toward cultural awareness							ŀ	
n	and is not insensitive? Does the material fulfill						<u>x</u>		
υ.	the purpose for which it				- 1	- 1			
	is intended?		х			- 1		}	
Ε.									
_	content geared to adults? Student's \$1.47			<u> </u>					
CC	OST Teacher's 1.47								
Α,	Does the expense involved justify the result?			u l					
В.	Does the expense involved			х					
	justify the product?			x]		1		
C.	Does the product compare favorably with other				Ī				
	alternatives in the expense			- 1		J	i	- 1	
	result correlation?		[х		ł	- 1		
TI	ME								
	Time needed for pre-service								
	training	Time n	eeded to	review l	ook a	nd/or s	pecifi	c lessor	18. i
В.	Time needed for using the product				_			<u></u>	
		DITTIC	ult to co	ombrece :	ru one	crimes	ter.		



LEVEL OF 2
MATERIAL X 3 A modern approach to the teaching of arithmetic. Each lesson is divided

Albuquerque, New Mexico

CURRICULUM MATERIALS

Pruett Press 2930 Pearl Street

Pro	duct Title MATHEMATICS IN LIV	NG	Autho	r.Weilan	d-Woy	tek <u>Publi</u>	sher Bo	ulder,	Colorado 80302
		Out-					Does	1	
		stand-	Above			lnade-	Not	Not	Do Not
Che	ck points	ing	Average	Average	<u>Fair</u>	quate	Apply	Stated	Know
1.	OBJECTI VE S								
1.	A. Behavioral objectives			Γ -			_		
	included						ŀ	X	
	B. Statement of purpose or								
	specific preface			X					L,
_									
2.	CRITERION MEASURES			<u> </u>	T	т			
	A. Are performance criteria stated and evaluation		i						
	materials included?	l	•		ĺ	İ	1	X	
	R. Does material fulfill its								
	objective or purpose?		•	X	<u>l</u>		<u> </u>		
3.		ļ			т		1	<u> </u>	
	A. Curricular materials B. Teacher education materials	<u> </u>	 		- -		 	X	
	C. Student materials	 	 	 x -	 	 	 	_	
_	C. Student materials	 -	L		1				
4.	LEARNER PREREQUISITE								
	A. Are descriptive materials						i		Ī
	available?			<u> </u>	<u> </u>	<u> </u>	↓	<u> </u>	<u> </u>
	B. Is testing information		l]_4	1	Į.	ŀ		ŀ
	available?	Ruil	in exe	qc18es_	┷	<u> </u>	<u> </u>		L
5.	TEACHER REQUIREMENT								
٦.	Do teacher materials give the			I.	T	T	Γ	Ī	I
	concrete illustrations and	1		i		1			
	activities to help the teacher				1				
_	_fulfill the objective goals?		<u> </u>	<u> </u>	<u> </u>		<u></u>	<u> </u>	<u> L</u>
,		ł							
6.	RELIABILITY EFFECT A. The material is adequate	<u> </u>			т				<u> </u>
	for the level intended?	1	1	x			1	1	İ
	B. The level is suggested in			†	 		-		
	the format?			X	1				
	C. The material is oriented								1
	toward cultural awareness	1	j	۱.,			}]	
	and is not insensitive?	<u> </u>	 _	<u> </u>	-	 	-	├	
	D. Does the material fulfill the purpose for which it			l .		1	1	1	1
	is intended?		1.	x	1		1	1	l .
	E. Are the language level and			† ·••	1	†	 	 	 -
_	content geared to adults?	<u>L</u>		<u>i</u> x	1		L	<u> </u>	<u> </u>
7.	COST	<u> </u>	_	Т	т			т -	T
	A. Does the expense involved justify the result?	i -		l x	1				
	B. Does the expense involved		 	+	+	+	+	+;	├
	justify the product?			l x	1]	1	
	C. Does the product compare			 	1		 	1 -	1
	favorably with other	1	[1	1				
	alternat wes in the expense	1			1				1
_	result correlation?	1	<u>i</u>	X		<u></u>			
ρ	TIME Copyright 1963								
٥.	A. Time needed for pre-service	-							
	trairing		e to rev	iew mate:	rial.				
	B. Time needed for using the					·			_
	product	0ne	book per	r trimes	ter				

Comments and Evaluation

rood set of practical everyday math books; covers areas such



CURRICULUM MATERIALS

Frank E. Richards 215 Park Street

Prod	luct Title USEFUL ARITHMETIC		Autho	rWool-Bo	hn	Publi	sher Pt	oenix,	N.Y.	1313
		Out- stand- ing	Above	Average		Inade-	Does Not Apply	Not	Do N	
				<u>,</u> <u></u> -						
1.	OBJECTIVES		,	-		,			т —	
	A. Behavioral objectives included			ŀ		l	ŀ	l x		
	B. Statement of purpose or		'			 		- 	╁──	
	specific preface			Х			<u> </u>			
2.	CRITERION MEASURES									
	A. Are performance criteria	-				1			T -	
	stated and evaluation									
	materials included?				<u> </u>		<u> </u>	X	↓	
	B. Does material fulfill its			l x	1	İ				
	objective or purpose?		L	A	<u> </u>	L	<u> </u>	<u></u>		
3.	INSTRUCTIONAL COMPONENTS									
	A. Curricular materials		<u> </u>		<u> </u>		<u> </u>	X	-	
	B. Teacher education materials C. Student materials		 	x	 			X	┼───	
	c. Student materials		L				J			
4.	LEARNER PREREQUISITE			 						
	A. Are descriptive materials			۱						
	available? B. Is testing information		 	<u> </u>		 		 	┼──	
	available?			x		Į.			1	
					<u> </u>					
5.	TEACHER REQUIREMENT			_					_	
	Do teacher materials give the			1	1	1	1		1	
	concrete illustrations and activities to help the teacher	l			1	İ	l			
	fulfill the objective goals?			X				1	L	
_	RELIABILITY EFFECT									
6.	A. The material is adequate	<u> </u>	1	-	$\overline{}$	T	1		1	
	for the level intended?	İ	l .	l x	1		ł			
	B. The level is suggested in						Ţ		1	
	the format?			X	↓		<u> </u>			
	C. The material is oriented toward cultural awareness			ì	1			ļ	1	
	and is not insensitive?		i	X	ĺ		i		}	
	D. Does the material fulfill			†	1			<u> </u>	1	
	the purpose for which it			1				[***
	is intended?	<u> </u>	<u> </u>	· x	<u> </u>		<u> </u>		<u> </u>	
	E. Are the language level and content geared to adults?			x	1					
		 	<u> </u>	<u>, v</u>			1	<u> </u>		
7.		· .		<u> </u>			_	τ		
	A. Does the expense involved justify the result?	1							1	
	B. Does the expense involved		+	X	 	1	+	 	+	
	justify the product?			L x	1	1				
	C. Does the product compare				T		Î,			
	favorably with other	1								
	alternatives in the expense,	1			1				1	
—	result correlation?	 	<u> </u>	X	1		<u> </u>	<u> </u>		
8.				· .						
	A. Time needed for pre-service								•	
	training B. Time needed for using the	Time	needed t	o review	mate	rial.				
, 1	product	One t	rime s ter							

Comments and Evaluation

good arithmetic book designed to help student cope with common



Albuquerque, New Mexico

CURRICULUM MATERIALS

Steck-Vaughn Co. Box 2028

Product Title ALGEBRABOO	K ONE	Autho	r James	T. She	ea Publi		atin, T	exaa 78
	stand-	Above	ŀ		Inade-	Does Not	Not	Do Not
heck points	ing	Average	Average	Fair		Apply		
. OBJECTIVES								
A. Behavioral objectives	s				_			
included		·					X	
B. Statement of purpose	or	ł	1	į i				
specific preface	- -	<u> </u>	<u> </u>		L	<u> </u>		
. CRITERION MEASURES								
A. Are performance crite			г———	_		- -		
stated and evaluation			İ			1		
materials included?	`		1			l 1	Х	
B. Does material fulfil	lits	<u> </u>						
<u>objective or purpose</u>		ľ	X			{		
. INSTRUCTIONAL COMPONENTS								
A. Curricular materials							X	
B. Teacher education mat	teriols	 	<u> </u>					<u> </u>
C. Student materials		<u> </u>	X					
. LEARNER PREREQUISITE								
A. Are descriptive mater								
available?	Lats	ļ	_v	1		1 1	1	
B. Is testing information	n	 	X		Macha	 	1 6 3	1 1
available?		w teata are aepa:	are inc	uaea.	maace	ry tesp	1 & 2	look go
		<u> </u>	uce.	L		L:\		
. TEACHER REQUIREMENT								
Do teacher materials give	the .		1			7		
concrete illustrations ar		i	l			1 1		
activities to help the te					'			
<u>fulfill</u> the objective gos	115?	<u> </u>	<u> </u>	<u></u>		<u></u>		
. RELIABILITY EFFECT								
· A. The material is adeq:		 -						
for the level intende		l	x				1	
B. The level is suggeste		 						
the format?		1	x			· 1	ľ	
C. The material is orier	ted			-	-			
toward cultural aware	eness		[l i		1		
and is not insensitiv	re?	1	}			х	1	
D. Does the material ful	leill							
the purpose for which	ı it	1				ſ	j	
is intended?		<u> </u>	X					
E. Are the language leve		l						
content geared to adu	ilts?		X	<u> </u>				
. COST 90c wholesale	į .							
A. Does the expense invo	uved	Г	Ι					
justify the result?			x			[į	
B. Does the expense invo	lved	 	_ 	\vdash				
justify the product?	,		x	i				
C. Does the product comp	are					 		
favorably with other	i					[ľ	
alternatives in the e	expense/	1	l i					
result correlation?			Х				<u> </u>	
	. [
. TIME								
A. Time needed for pre-s training	ervice T4-	to glan	ca thraw	oh has	 .b			
B. Time needed for using	T I I I I	trimeste	re curon	7 Paris	A NOT 2	~ ~~*	AP 1	
product		trimeste						

Comments and Evaluation



Albuquerque, New Mexico

CURRICULUM MATERIALS Steck-Vaughn Company

Pro	duct Title WORKING WITH NUMBER	ERS AuthorJames T. Shea Publisher Austin. Texa							
	ck points	Out- stand- ing	Above	Average	Fair	Inade-	Does	Not	Do Not
1.	OBJECTIVES		<u> </u>	<u> </u>	1.011	<u> </u>	LAPPLY	Stated	Know
••	A. Behavioral objectives	ļ	Γ	r —					
	inc luded							_ x	
	B. Statement of purpose or specific preface	ŀ		x					
$\overline{}$		1 -	L		L	<u>'</u>	LJ	<u>l</u>	
۷.	CRITERION MEASURES A. Are performance criteria	<u> </u>			· -			·	
	stated and evaluation						[
	materials included? B. Does material fulfill its	<u> </u>						x	
	objective or purpose?		x						
3.	INSTRUCTIONAL COMPONENTS						<u> </u>		
٠.	A. Curricular materials		Х						
	B. Teacher education materials							$-\mathbf{x}$	
_	C. Student materials	 _	X						
4.	LEARNER PREREQUISITE	<u> </u>				•			
	A. Are descriptive materials available?								
	B. Is testing information		х						
	available?	Built-	in tests					J	
5.	TEACHER REQUIREMENT	<u> </u>							
	Do teacher materials give the								
	concrete illustrations and activities to help the teacher	Į į							
	fulfil! the objective goals?			x					
6.	RELIABILITY EFFECT								
٥.	A. The material is adequate								
	for the level intended?		Х.				ŀ	ľ	
	B. The level is suggested in the format?		х						
	C. The material is oriented								
	toward cultural awareness and is not insensitive?				ľ		}	Ī	
	D. Does the material fulfill						_x_		
	the purpose for which it			1			1		
	is intended? E. Are the language level and		X						
	content geared to adults?			х	1		1		
7.	COST 87c								
	A. Does the expense involved		— т						
	justify the result? B. Does the expense involved			x					
	justify the product?			х					
	C. Does the product compare				$\neg \neg$				
	favorably with other alternatives in the expense/	ł	İ				İ	1	
	result correlation?		1	x					
8.	TIME						t_		
	A. Time needed for pre-service								
	training	Time n	eeded to	preview	book	or spec	ific le	essons.	i
	B. Time needed for using the product		imester.						
		J							

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

This workbook has been published for use by adult classes. The book is designed to aid adults to learn or relearn the basic arithmetic facts. Lessons are presented in a well planned sequential pattern with adequate review exercises.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Sullivan Associates for McGraw-Hill Company 330 W. 42nd Streat

Pro	duct Title PROGRAMMED MATH	AuthorMajorie Sullive					Varpublisher New York			
		Out- stand- ing	Above	Average		Inade-	Does Not Apply	Not	Do Not Know	
1.	OBJECTIVES				-			•		
	A. Behavioral objectives	-								
	included B. Statement of purpose or		-	<u> </u>		_	 -	<u> </u>		
	specific preface		х							
•	CD TTTD YOU ARE COME			,					-	
۷.	CRITERION MEASURES A. Are performance criteria		т —	-	Ι	Γ	F			
	stated and evaluation		!	i		1		x		
	materials included? B. Does material fulfill its		 			 	-			
	objective or purpose?		x							
3.	INSTRUCTIONAL COMPONENTS								_	
٠.	A. Curricular materials	<u> </u>	·X	17.	<u> </u>	<u> </u>		-		
	B. Teacher education materials		X							
_	C. Student materials		Х	<u> </u>	<u> </u>	<u>i</u>	1			
4.										
	A. Are descriptive materials available?		}	ļ		Ì			x	
	B. Is testing information		 	<u> </u>	<u> </u>	-				
	available? .		<u> </u>		<u> </u>		<u> </u>			
5.	TEACHER REQUIREMENT									
	Do teacher materials give the					•				
	concrete illustrations and activities to help the teacher		}		[
·	fulfill the objective goals?	_ x								
6	RELIABILITY EFFECT				_					
٠.,	A. The material is adequate			1	1	Γ	I			
	for the level intended?		X	·						
	B. The level is suggested in the format?		x		ļ	l	1			
	C. The material is oriented									
	toward cultural awareness and is not insensitive?		x		ĺ	ŀ				
	D. Does the material fulfill			 -			<u> </u>			
	the purpose for which it is intended?		ļ	İ		ļ]			
	E. Are the language level and	_X	 	 	 	 	 	<u> </u>		
	content geared to adults?	X	<u> </u>	<u> </u>	<u></u>	<u> </u>				
7.	COST	\$5.7	3 teache	rs \$1	.20 pc	or volu	ne per	student		
	A. Does the expense involved			[, -			
	justify the result? B. Does the expense involved			_ X	-	├		<u> </u>		
	justify the product?			х		<u>L</u>				
	C. Does the product compare favorably with other									
	alternatives in the expense	l		1		1.				
	result correlation?	<u> </u>	L	X		<u></u>				
8.	TIME	l							_	
•	A. Time needed for pre-service				<u> </u>	h = = 1 = 9 =				
	training B. Time needed for using the		to go t					acrafa	h. It al	
	product	dep	inds on t	. book 1	nt.	,	en Trop	. SCIALC	41	

Comments and Evaluation
An excellent series of 15 booklets programmed for individualized



· LEVEL OF

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquarque, New Mexico

Youth Education

Systems CURRICULUM MATERIALS
REVIEW WORKBOOK FOR ADULT EDUCATION Bennett and eight 49 Glasson Avenue Author other authors Publisher Stamford, Conn. 06902 Product Title IN MATHEMATICS AND ENGLISH Does Out-Do Not Not stand-Above Inade-Not Check points ing Average Fair <u>quaုံးေ | Apply</u> Stated Know Average 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials R. Student materials 4. LEARNER PREREOUISITE A. Are descriptive materials available? Is testing information available? Tests are included. 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT The material is adequate Α. for the level intended? The level is suggested in the format? X C. The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? X 7. COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? X 8. TIME Copyright 1968 Time needed for pre-service training Time to go through the book thoroughly -- 6-8 hours. B. Time needed for using the

Could be completed in two-60 hour trimesters.

Comments and Evaluation

An adequate book for G.E.D. preparation



product

LEVEL OF

MATERIAL

G. E. D.
SOCIAL STUDIES...

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Barron's Educational Series

THE MEANING OF THE 113 Crossways Park Dr. Product Title CONSTITUTION Authorngela R. HolderPublisher Woodbury, N.Y. 11797 Out-Does stand-Do Not Above Inade-Not Not Check points ing Average quate Apply Stated Know 1. OBJECTIVES A. Behavioral objectives included Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? Does material fulfill its objective or purpose? X 3. INSTRUCTIONAL COMPONENTS A. Curricular materials R. Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? X 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? X C. The material is oriented toward cultural awareness and is not insensitive? X Does the material fulfill the purpose for which it is intended? X E. Are the language level and Content geared to adults? X 7. COST \$1.00 A. Does the expense involved justify the result? Does the expense involved justify the product? X Does the product compare favorably with other alternatives in the expense/ result correlation? X 8. TIME ۸. Time needed for pre-service training Time to review material. Time needed for using the В. Could be completed in one trimester if used as supplementary product <u>materia</u>l.

LEVEL OF 2
MATERIAL 3
X GED

ໟ.

Comments and Evaluation

Too difficult for an average A.B.E. class. A citizenship class might get some use from it, but even then, it is not geared low enough for a beginning citizenship.class. Explanations are too difficult.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

Adult Basic Education Library Cent 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Behavorial Research Laboratory

Pro	duct Title VIETNAM		Autho	r George	H. Sr	ernPubli		DX 3// elo Alta	. Calif.	9430
		Out-	705110	COULAG	<u> </u>		Does	AV ALL	· WELL	, 7430
		s tand-	Above			Inade-		Not	Do Not	
<u>Che</u>	ck_points	ing	Average	Average	Fair	quate	Apply	Stated	Knov	
1	OBJECTIVES									
••	A. Behavioral objectives				, 	·				•
	included				}	<u> </u>		x		
	B. Statement of purpose or							_		-
	specific preface				· .			X _		_
•										
۷.	CRITERION MEASURES A. Are performance criteria	_								-
	stated and evaluation				i .		['		
	materials included?				l		· '	X		
	B. Does material fulfill its									•
	objective or purpose?			<u> </u>	L	<u> </u>	<u> </u>	X		
3.	INSTRUCTIONAL COMPONENTS									
•	A. Curricular materials				r —	<u> </u>		v		•
	B. Teacher education materials				 	 	 	X		•
	C. Student materials			x				_		•
,					_				_	
4.	LEARNER PREREQUISITE A. Are descriptive materials		_							
	available?				1		i	x		
	B. Is testing information				+	 				•
	available?	Built-	n tests.	<u> </u>		_				
_		_								•
٥.	TEACHER REQUIREMENT Do teacher materials give the									
	concrete illustrations and				1					
	activities to help the teacher		ļ	į .	ł	1				
	fulfill the objective goals?			х	1					
_										•
6.	RELIABILITY EFFECT A. The material is adequate				т —	т —				
	for the level intended?			х		1				
	B. The level is suggested in				 		<u> </u>			•
	the format?			<u> </u>	L.					
	C. The material is oriented									•
	toward cultural awareness and is not insensitive?			x	i					
•	D. Does the material fulfill	_			├	├──	├			
	the purpose for which it		ł			j	į			
	is intended?		1	x		1	ł			
	E. Are the language level and									•
	content geared to adults?		<u> </u>	X	<u></u>	<u> </u>		L		
7.	COST									
. •	A. Does the expense involved		_	Γ	T^{-}		<u> </u>			•
	justify the result?			x	<u></u>	<u>L</u> _	1			
	B. Does the expense involved								_	•
	justify the product?	<u> </u>		X	Ь	<u> </u>	<u> </u>			
	C. Does the product compare favorably with other		1	i	1	1	1			
	alternatives in the expense				1	1				
	result correlation?	L	L	l x						•
				<u> </u>						•
8.	TIME Copyright 1966									
	A. Time needed for pre-service training	m								4
	3. Time needed for using the	TIME N	eeded to	review	mater					
	product	One tr	imester	of 60 ho	urs.					

Comments and Evaluation

A good booklet on geography of Southeast Asia. Programmed.



LEVEL OF MATERIAL

CURRICULUM MATERIALS

Cambridge Book Company The Cambridge Building

Pro	duct Title WE HOLD THESE TR	UTHS	<u>Autho</u>	r Herold	Hammo	nd Publ:		onxville	<u>, N.Y. 1</u>
		Out- stand-	Abova			Inade-	Does Not	Not	Do Not
Che	eck points	ing		Average	Fair			Stated	
1.		ļ							
	A. Behavioral objectives included	į		ţ	ł		{	х	
	B. Statement of purpose or								
	specific preface			X	<u> </u>		<u> </u>		
•	COLUMN AND AND A								
2.	CRITERION MEASURES A. Are performance criteria		T	T -	Т	1	Τ —		
	stated and evaluation	"		1	l	1	l .		
	materials included?		-	<u> </u>	├	ļ	├	X	
	B. Does material fulfill i	ts		x		ł		l	
	objective or purpose?						<u>. </u>	L	L
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials		 	<u> </u>	↓		—	X	
	B. Teacher education mater	ials	+	x	┼	┼	┼	X	
_	C. Student materials		<u> </u>		1	<u> </u>	<u> </u>		<u> </u>
4.				.					·
	A. Are descriptive materia	ls					1		
	available? B. Is testing information	-		 	+	+	\vdash	X	
	available?	Built	-in tests	ıl	j				
5.	•	. —		_					ĭ
	Do teacher materials give t concrete illustrations and	ne		1	i				
	activities to help the teac	her				1		ł	
_	fulfill the objective goals	?		Х	<u>. j </u>	<u> </u>		<u> </u>	<u>l</u>
6.	RELIABILITY EFFECT A. The material is adequat	:e	т .	T	1	т —		1	ī
	for the level intended?			<u> </u>					
	B. The level is suggested	in			1		1		ł
	the format? C. The material is oriente	<u>.</u>	+	X	+	+	 	├ ──	├ ──
•	toward cultural awarene	_	ł		1	Į.			
	and is not insensitive?			Х					
	D. Does the material fulfi				1	1			
	the purpose for which i is intended?	٠٤		×		1	İ		
	E. Are the language level	and	 		+	+	+		
	content geared to adult			Х			_L	<u> </u>	
7	. COST \$1.00		•						
7.	A. Does the expense involv	, _{ed}	<u> </u>	1	T	1	T	T	Τ
	justify the result?	<u> </u>		х			\bot		
	B. Does the expense involv	ved							
	justify the product? C. Does the product compan	<u>, </u>	+	<u> </u>	+	+	+	+ -	
	favorably with other	``		1				1	
	alternatives in the exp	pen se/		1 _			1	1	
_	result correlation?		·	X	<u> </u>]	
R	. TIME								
٠.	A. Time needed for pre-set	rvice							
	training	Time	needed t	o review	book	·			
	B. Time naeded for using product	the To 4	o a good	10h +	WA	i maetar	e miche	he nee	ded.
_	produc t	110 0	- E KOOG	100 3- C	WO LE	- me e re r	- WASUL	. J. 1166	



LEVEL OF

Comments and Evaluation

Too difficult for the average A.B.E. student. Could be used as

Albuquerque, New Mexico

	WHAT EVERYONE SHOUL		CULUM MAT				45	Federa:	
ייי	duct Title ABOUT SOCIAL STUDIE		Autho	rChannin	<u>Bete</u>	Pub l	Isher Ga	rfield.	Mass.
	AND MANUEL MANUE	Out-					Does	1	
		stand-	Above	·		Inade-		Not	Do Not
he	ck points	ing	Average	Average	Fair	quate	Apply	Sta ted	Know
•	OBJECTIVES								
	A. Behavioral objectives			1		1	1	.	
	included		<u> </u>	 -			+	X	
	B. Statement of purpose or	Ì	l x	Ì	1	ł	1	i i	
_	specific preface		<u> </u>	L	<u> </u>	L	<u>. </u>		<u> </u>
	COTECOTOR MEACINES	l							
•	CRITERION MEASURES A. Are performance criteria	 	T				T		
	stated and evaluation	1	1	l .	l	ļ	1	1	
	materials included?	Į.	1			ſ	i	х	
	B. Does material fulfill its		-						
	objective or purpose?	l	l x	1	_	i		L	
_		Transı	parencies	are ava	ilabl	e or ev	en a k	it to ma	ke your
3.	INSTRUCTIONAL COMPONENTS	own.	Also a	series of	75 "	Fact Bo	<u>oklets</u>	<u> </u>	
	A. Curricular materials		i .		<u> </u>		<u> </u>	X	<u> </u>
	B. Teacher education materials		X		<u> </u>	↓	↓	├	
	C. Student materials		X	<u> </u>		<u> </u>		<u> </u>	<u> </u>
		Į							
4.							_		
	A. Are descriptive materials	1	1	1	1	1	1	1	
	available?		<u> </u>	+	├ ─	+	+	 	
	B. Is testing information		1	1	1	İ	1	l x	1
	available?	├	1			<u> </u>			
_									
٥.	TEACHER REQUIREMENT	<u> </u>		·	_	T		т —	T
	Do teacher materials give the concrete illustrations and	1	1		ĺ	1		1	
	activities to help the teacher		1	1	1		1		ł
	fulfill the objective goals?	Basic	ally a f	the reso	urce f	er tea	dera.	ı	1
_	ruttiti the objective gove.		-1 <u>2</u>						
6.	RELIABILITY EFFECT	i							
	A. The material is adequate				T				1
	for the level intended?	X							↓
	B. The level is suggested in				ļ.	i	1	1	
	the format?		<u> </u>	<u> </u>				 	
	C. The material is oriented		Į.	ľ	1	İ	1	1	}
	toward cultural awareness		ļ			1		ì	ì
	and is not insensitive?		<u> </u>	$+\cdot-$	+-	+	+	+-	+
	D. Does the material fulfill	1		1	1			1	1
	the purpose for which it	"	1			1		1	1
	is intended?	X	+	+	+-	+-	+	+	+
	E. Are the language level and		١	ĺ	1	1	1	1	1
_	content geared to adults?	102.0	X	h ac	<u> </u>	price	2000 4	nun hv a	nantity o
7	. COST	\$1.0	. The e	ntire li	rary	o£-20_b	amphle	ts 18 \$2	uantity o 5.00.
•	A. Does the expense involved		T	T	1		T	T	
	justify the result?	1	l x	L		<u></u>		<u> </u>	_L
	B. Does the expense involved				1				
	justify the product?	<u>L</u>	х						
	C. Does the product compare								
	favorably with other		1				1	1	
	alternatives in the expens	₽/		1			1	1	
_	result correlation?		X	_!					
_								_	
8	. TIME Copyright 1963-1969								
	A. Time needed for pre-servic	e Depe	nds on u	se and w	ether	trans	arenci	ea need	to be mad
	training				eruse	each pa	mpnlet	. Canno	t be esti
	B. Time needed for using the product	depe	n ds o n u	5e .					



LEVEL OF MATERIAL Comments and Evaluation

Eighteen fascinating booklets about all the fields in aocial studies -cleverly done in two colors for emphasis and clarity. These would be excellent for overhead projection, occasionally to include all the material. Excellent bibliographies are included in each field. Selective mast of these for citizenship. GED. social studies, etc. Would be a great help in A.B.E., i.e.,

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Charles E. Marrill Publishing Company 1300 Alum Crack Drive

rodu	ct Title UNITED NATIONS HANDS	OOK Out-	Autho	r Editori	DX	Labii	Does	THE PARTY.	Ohio 432
			Above			Inade-		Not	Do Not
L •.		stand-			F-4-		Apply		
neck	points	ing	Average	Average	rair	quate	VbbtA	Stateu	KIIOW
_	112027.ma								
	BJECTIVES		т		т -				
٨	. Behavioral objectives			l		ĺ	1		
_	included		<u> </u>	├	├			<u> </u>	
В	. Statement of purpose or	1	1) .	1	1	1		
	specific_preface		<u> </u>	<u> </u>	<u> </u>			<u> </u>	L
_		1							
	RITERION MEASURES						T		
٨	. Are performance criteria		ł	}	1	<u> </u>			
	stated and evaluation	Ì	1	ł	į.			х	
_	materials included?		 		├ ──			 ^ _	
В	Does material fulfill its			١	1				Ì
	objective or purpose?	├	<u> </u>	X		<u> </u>	<u> </u>	<u> </u>	<u>. </u>
	Name to A Tobal Control of the	ļ							
	NSTRUCTIONAL COMPONENTS	├ ──	r	т	τ –			<u> </u>	Ε
	. Curricular materials	Ь——	<u> </u>		 	 	1	 x -	
	. Teacher education materials		<u> </u>	X	-	-	├ —	 ^ —	
	. Student materials		<u> </u>	<u> </u>	.1	l .	L	<u> </u>	<u> </u>
	PARKER REPRESENTATION	ł							
	LEARNER PREREQUISITE	——	т	i 	1		-		
,		l		x	1	İ			
_	available?	<u> </u>	-	 ^	+	├	 	<u> </u>	
	3. Is testing information	ŀ	1	1 .	ı	i	i		1
_	available?	<u> </u>	1	<u> </u>	<u>. </u>	<u> </u>	1	<u> </u>	L
		Į.							
	TEACHER REQUIREMENT	<u> </u>				T		τ	
	Do teacher materials give the concrete illustrations and		1		ł	ł		İ	1
		1	I	1		l	Į.	ł	i .
	activities to help the teacher fulfill the objective goals?	1	1	l x		l .	l	ļ	
- 1	Idititi fue objective Koars:	 	 					<u> </u>	1
	RELIABILITY EFFECT	1							
	A. The material is adequate		T		1	T	T	ĭ	т —
•	for the level intended?		1	x	1	1	1	1	1
1	B. The level is suggested in	\vdash	+	 ^	+	+	┼		†
	the format?	i i		l x		1	l		ı
	C. The material is oriented	\vdash	+	+ "-	+ -	+	+	 	
,	toward cultural awareness	ř		1			1		Į.
	and is not insensitive?		1	l x	1			1	
1	D. Does the material fulfill	—	+	+	+	 	 	+	+
,	the purpose for which it	İ	1					1	1
	is intended?	1	1	х	ļ			1	1
	E. Are the language level and	—	+	+ ^	+	+	+		+
	content geared to adults?		4	l x			1	1	1
	concent hearten to addition	_	-	<u> </u>	1	1	1	<u> </u>	
	COST								
	A. Does the expense involved		1	Т	T^{-}	T	1		
	justify the result?	ł	1	l x	1		1	1	1
	B. Does the expense involved				 	†	† –	†	†
	justify the product?	1	1	l x	1	1	1		
	C. Does the product compare		+	† "	+	†	+ -	1	
	favorably with other	1	ľ	1	1	1	ł	1	1
	alternatives in the expense	.1		1		1	1	I	1
	result correlation?	Ί	1	l x			1	i	1
_		+							ш.
3.	TIME Copyright 1967	1							
-	A. Time needed for pre-service	.—							
	training	Time	needed t	o revieu	book				
	B. Time needed for using the						_		
		1	trimester						

LEVEL OF MATERIAL | 1 | 2 | X | 3 | GED

Comments and Evaluation

A good up-to-date and comprehensive guide to the complex and varied activities of the United Nations. Written especially for the atudent. It contains clear and detailed descriptions of the functions of all the U.N. This book contains a series of information charts and photographs, a glossary of terms and review questions following each section.



Albuquerque, New Mexico

		CURRI	CULUM MAT					ronet Co	
_				Corone		_			ter Street
Pro	duct Title THE BILL OF RIGHTS	lour	Autho	r Publist	ning	Publ:		icago,	llinois 60601
		Out- stand-	Above			Inade-	Does Not	Not	Do Not
Che	ck points	ing	Average	Av∉rage	Fair			Stated	
_			<u> </u>			40000			
1.									
	A. Behavioral objectives								
	included B. Statement of purpose or	<u> </u>	_	ļ	-	ļ	<u> </u>	X	
	specific preface		x		!				
_				L			<u>. </u>		
2.	CRITERION MEASURES								
	A. Are performance criteria								
	stated and evaluation materials included?			ļ	İ			x	
	B. Does material fulfill its			_					
	objective or purpose?		X						
_									
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials B. Teacher education materials			X		<u> </u>			
	C. Student materials			X	-				
4.	LEARNER PREREQUISITE								
	A. Are descriptive materials	1	ļ						
	available? B. Is testing information								<u> </u>
	available?	Buil	in tes	king - n	OPTAN	med and	roach.		•
				7 p.	, <u>0</u> , 0	mee ep,			
5.	TEACHER REQUIREMENT								
	Do teacher materials give the	l							<u>_</u>
	concrete illustrations and activities to help the teacher	i			1				
•	fulfill the objective goals?	1		İ	ł		1	x	
						<u> </u>	<u> </u>	^_	
6.	RELIABILITY EFFECT								:
	A. The material is adequate			1					
	for the level intended? B. The level is suggested in		Х		├ ──				
	the format?	ŀ	x		l	į.			
	C. The material is oriented	<u> </u>			-			_	
	toward cultural awareness	1					l		
	and is not insensitive? D. Does the material fulfill	<u> </u>			!		Х		
	the purpose for which it	ľ					1 1		
	is intended?		x		1		1		
	E. Are the language level and								
_	content geared to adults?		X		<u></u>				
7.	COST		•						
••	A. Does the expense involved	<u> </u>		<u> </u>					
	justify the result?	Ī	X						
	B. Does the expense involved								
	justify the product?	├ ──	<u> </u>		<u> </u>				
	C. Does the product compare favorably with other	ŀ		1	l				
	alternatives in the expense,	J				i			
	result correlation?		X	I]		
						-			
8.	TIME Copyright 1963								
	A. Time needed for pre-service training			.	L . :	.la			4
	B. Time needed for using the	1	needed	o previ	PW 000	<i>y</i> k.			
_	product	10-1	2 class	hours.					

LEVEL OF MATERIAL 1 2 X 3 X GED

* Paperback

Comments and Evaluation

A programmed approach to understanding our "Bill of Rights". A very thorough presentation with appropriate questions built in every step of the way. Could be used with ABE classes.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drivs, N. E. Albuquerque, New Mexico

COMPREHENSION IN Languer and Comprehension Comprehension In Languer and Comprehension Comprehension In Languer and Comprehension Comprehension In Languer and Comprehension Comprehension In Languer and Comprehension Comprehension In Languer and Comprehension In Languer and Comprehension In Compr

Pro	READING COMPREHENSIO	.,	Author	Langue:		Publi		York	n Aven 10022
100		Out-	Adelio			1 4017	Does		
		stand-	Above			Inade-	Not	Not	Do Not
hec		ing		Average	Fair			Stated	
			<u>H</u> - 1			1			
	OBJECTIVES						•		
	A. Behavioral objectives								
	included							<u> </u>	
	B. Statement of purpose or	1							
	apecific preface			X					
2.	ORTHORION MOACHING								
•	CRITERION MEASURES A. Are performance criteria		7				[[1	
	stated and evaluation								
	materials included?							х	
	B. Does material fulfill its		•	_					
	objective or purpose?			X					
١.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials		· .				├	X	
	B. Teacher education materials C. Student materials			X		 	X		
_	C. Student materials			X	<u> </u>	<u>l</u>			
٠.	LEARNER PREREQUISITE								
	A. Are descriptive materials					Γ .	T		
	available?								X
	B. Is testing information	m							
	available?	Tests	included	•					
	PRI ALIER RECUITERING								
	TEACHER REQUIREMENT Do teacher materials give the					-			
	concrete illustrations and				ŀ	l			
	activities to help the teacher				i]	ļ i		
•	fulfill the objective goals?				1			X	
			•			<u> </u>			
6.	RELIABILITY EFFECT								
	A. The material is adequate							_	
	for the level intended?		X	<u> </u>	L	└			
	B. The level is suggested in				1		1		
	the format?		├	х	├	 			
	C. The material is oriented toward cultural awareness				ŀ	1			
	and is not insensitive?		Į.	x	Ì	ļ			
	D. Does the material fulfill		-		 	+	\vdash		
	the purpose for which it			1	}]	1		
	is intended?		<u> </u>		1	1			
	E. Are the language level and			1		Ī —			
	content geared to adults?		x	L	<u> </u>				
•	00 am		•	·					•
<i>,</i>	COST \$2.95 A. Does the expense involved	-	Т	Γ -	Т	T .		1	
	justify the result?	1	ł	x					
	B. Does the expense involved		 	- ^	 	 	 		
	justify the product?	l	1	l x	1	1			1
	C. Does the product compare		1		T		T		-
	favorably with other	ŀ		1		1			
	alternatives in the expense	1		l		i			1
	result correlation?		<u> </u>	<u> </u>	<u></u>	<u> </u>			
	m To co								
o .	TIME	├ ──							
	A. Time needed for pre-service training	1	to		-1				
	B. Time needed for using the		to peruse be used						
		i conta	. DE USEC	in one	CTIME	LEPT TOI		nrrstad	ひろせい イ



LEVEL OF MATERIAL

Albuquerqua, New Mexico Pollet Publishing ADULT EDUCATION AMERICAN HISTORY 201 N. Wells Street PublisherChicago, Illinois Author Abramourtz Product Title STUDY LESSONS Units 1-9 60606 Does Out-Do Not Not Not Inadestand-Above Know Stated Fair quate_ Apply Average Average Check points ing 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials В, Teacher education materials C. Student materials 4, LEARNER PREREQUISITE A. Are descriptive materials available? B. Is teating information in tests and follow-up exercises available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate X for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? 7. COST \$5.10, set of 9 Does the expense involved Α. X justify the result? B. Does the expense involved X justify the product? C. Does the product compare favorably with other alternatives in the expense X result correlation? 8. TIME Copyright 1967 A. Time naeded for pre-service

Two per trimester.

Comments and Evaluation

Time to paruse booklet and/or specific lessons.

er of accial atudies and reading improvement books.



training

product

LEVEL OF

Time naeded for using the

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Canter

117 Richmond Drive, H. E. Albuquarque, New Mexico

	CURRI	CULUM MAT	ERIALS			Fo	llet Pub	liching
ADULT EDUCATION STUD	Y		Jack	4	Dark 1	20) Charch	i N. Wel Leego, I	le Stree
roduct Title LESSONS IN OUR NATIO	NS H15	COK I AUENO	r Geramu	IVICE		Does		60909
heck points	stand- ing	Above Average	Average	Fair	Insda- quate	Not Apply	Not Stated	Do Not Know
. OBJECTIVES								
A. Behavioral objectives included							x	
B. Statement of purpose or			<u> </u>				x	
specific, preface			<u> </u>	<u> </u>		<u> </u>	<u> </u>	L
. CRITERION MEASURES			I	_		T	ι	Τ -
 Are performance criteria stated and evaluation 		•		1		,	x	
materials included? B. Does material fulfill its	<u> </u>	 	 	 		-		
objective or purpose?	<u> </u>	<u> </u>	<u> </u>		<u> </u>	<u> </u>	X	<u></u>
. INSTRUCTIONAL COMPONENTS								
A. Curricular materials		X		\vdash		 	<u> </u>	X
B. Teacher education materialsC. Student materials		<u> </u>						
LEARNER PREREQUISITE								
A. Are descriptive materials		x						
available? B. Is testing information		 	 	+-	 	 	 	1.
available?	Bu1	lt in tes	sta and o	<u>kerci</u>	4 e8	<u> </u>	<u> </u>	<u> </u>
5. TEACHER REQUIREMENT								
Do teacher materials give the concrete illustrations and			1		ł	1		
activities to help the teacher	}	1	x	1		}		
fulfill the objective goals?	+ -	<u> </u>	<u> </u>				<u> </u>	<u> </u>
6. RELIABILITY EFFECT A. The material is adequate		_			т. —	<u> </u>		
for the level intended?			X	┷	<u> </u>		_	<u> </u>
B. The level is suggested in the format?	ļ		l x	1.		1	·	
C. The material is oriented			1	T —			1	
toward cultural awareness and is not insensitive?		x	_		Į.			<u>l</u>
D. Does the material fulfill								
. the purpose for which it is intended?	X							
E. Are the language level and content geared to adults?			l x	-			1	i
7. COST \$4.98 for set of 8 A. Does the expense involved	. ├──			Т			T	
justify the result? B. Does the expense involved	-	<u> </u>	+	+	+	+	-	-
justify the product?		<u> </u>						
C. Does the product compare favorably with other						Ì		
altarnatives in the expens	e/j							1
result correlation?	+	X		<u> </u>	<u> </u>		i	
8. TIME Copyright 1967 A. Time needed for pre-service								
training B. Time needed for using the	נד_	ma neede	d to per	use bo	ok			

Comments and Evaluation

Eight paperback workbooks covering the basic ideas end events in

ecriptive sketches of famous Americans of all



CURRICULUM MATERIALS

Follett Education Corp.

Grant T. Ball and 1010 W. Washington Blvd. PublisherChicago, Illinois 60607 Product Title STUDY LESSONS IN CIVICS Author Lag J. Rosch Out-Does Do Not stand-Above Inade-Not Stated Know Fair Apply Check points ing Average Average qua te 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information available? Built-in test 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate A set of seven unit booklets: for the level intended? B. The level is suggested in 1. Our Society and the Government the formst? Our Economy and the Government The material is oriented 3. Political Parties and Government toward cultural awareness 4. State and Local Government X and is not insensitive? -Peddral Government D. Does the material fulfill 6. The Constitution and Your Rights the purpose for which it 7. Politica, Citizenship and Government X is intended? E. Are the language level and content geared to adults? 7. COST \$4.35 achool price A. Does the expense involved justify the result? B. Does the expense involved X justify the product? Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TDE A. Time needed for pre-service training Time to review material. B. Time needed for using the

Comments and Evaluation

Course could be completed in one year or three trimesters.

Excellent content material for a ciriyenship class. Good information



product

2

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drivs, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinehert and Winston 383 Medison Avenue

To	duct Title INTRODUCTION TO GEOG	RAPHY	Autho	r Saul I	arsel	Publi	.nhe <u>rNe</u> v	york_	10017_
		Out-					Doss		
he.	ck points	stand- ing	Abovs Average	Average	Fair	Inade- quate	Not Apply	Not Stated	Do Not Kn ov
			itt Glage	***************************************		4000	V.F.F. 1.7		
•	OBJECTIVES				· ·				
	A. Behavioral objectives included							х	
	B. Statement of purpose or							-	
	specific preface					X			
١.	CRITERION MEASURES								
•	A. Are performance criteria	_							
	stated and evaluation	ł	1						
	materials included?							X	
	B. Does material fulfill its	l							
	objective or purpose?		<u> </u>	Х					
3.	INSTRUCTIONAL COMPONENTS	<u> </u>		,	,		T 40	_	
	A. Curricular materials	<u> </u>	<u> </u>		↓	<u> </u>	X		
	B. Teacher education materials	<u> </u>		 -	 	 		 	X
	C. Student materials	 	<u> </u>	L	<u>IX</u>	<u> </u>		<u> </u>	
٠.	LEARNER PREREQUISITE	<u> </u>							
	A. Are descriptive materials available?			×	1	1	1	[1
	B. Is testing information		\vdash				t		
	available?	Tests	included	<u> </u>	L	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5.	TEACHER REQUIREMENT								
٠.	Do teacher materials give the		r			I	T	T	
	concrete illustrations and		ļ	l	Į.	ł		İ	
	activities to help the teacher		ŀ	Ì	i	<u> </u>	1	1	l
_	fulfill the objective goals?	<u> </u>	<u> </u>	Х		<u>i </u>	<u> </u>		
6.	RELIABILITY EFFECT	1							
•	A. The material is adequate		1	Γ		I			
	for the level intended?	<u> </u>		1	₩.	<u> </u>	-		
	B. The level is suggested in	1			"		1		
	the format? C. The material is oriented			 	X	 	+	 	+
	toward cultural awareness				1	1		1	
	and is not insensitive?	1			l x				
	D. Does the material fulfill					Ť		1	
	the purpose for which it	1	1	1		1	1	1	
	is intended?	<u></u>	<u> </u>	<u> </u>	X	<u> </u>	₩	Ļ	↓
	E. Are the language level and content geared to adults?	1	.]		x]
_		1		-					-
7.	COST \$2.88	<u> </u>	т——	<u> </u>		· · ·	τ	т —	
	A. Does the expense involved justify the result?		1		x		1	1	1
	B. Does the expense involved	\vdash	+	+	+^-	+	+	+	+
	justify the product?			1	x			Į.	
	C. Does the product compare		†	1 	 	1	 	 	i -
	favorably with other	1		Į.	1	1	1]	
	alternatives in the expense	4		1	1.		1		1
_	result correlation?	+	<u> </u>	<u> </u>	Х		<u> </u>	1	1
8.									
	A. Time needed for pre-service			1:					
	training B. Time needed for using the	Time	to read b	ook.			•		

Comments and Evaluation

Too difficult for an average A.B E. class. Could be adapted for



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Holt, Rinehart and Winston 383 Madison Avenue

AuthorJ.E. Fairchild PublisherNew York, N.Y. 10017 Product Title PRINCIPLES OF GEOGRAPHY Does Out-Do Not Not stand-Above Inade-Not Apply quate Stated Know Fair Check points ing Average Average 1. OBJECTIVES A. Behavioral objectives X included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT .A. The material is adequate X for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill , the purpose for which it X is intended? E. Are the language level and Very well done. content geared to adults? 7. COST A. Does the expense involved X justify the result? B. Does the expense involved X justify the product? C. Does the product compare favorably with other alternatives in the expense X result correlation? 8. TIME A. Time needed for pre-service Time to read the materials, training Time needed for using the At least two trimesters unless used for personal study. <u>pro</u>duct

Comments and Evaluation

Excellent (limitations -- good review questions. Outstanding maps



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Regents Publishing 1 W. 39th Street

Proc	duct Title AMERICAN HISTORY		Autho	Max Wei	intraul	b Publ:		w York,	N.Y. 1001
		Out-					Does		5 - 1 - 1
Char	k points	stand- ing	Above	Average	Fair	Inade- quate	Not Apply	Not Stated	Do Not Know
Cnec	r pornes	1.115	NVELAKE	AVELAKE	1	_quare_	I WALTA		11.1.0
1.	OBJECTIVES	<u> </u>							
	A. behavioral objectives	i						x	
	included B. Statement of purpose or	<u> </u>	-						
	specific preface	1	x		! (1 1		
2.	CRITERION MEASURES		· ·			Γ			
	A. Are performance criteria stated and evaluation		<u>'</u>		l '	1			
	materials included?				1	ļ		X	
	B. Does material fulfill its								
	objective or purpose?	X	<u> </u>		<u> </u>	<u> </u>			_
3.	INSTRUCTIONAL COMPONENTS	}							
٦.	A. Curricular materials		<u> </u>	Ţ	T	Γ		X	
	B. Teacher education materials		X						
	C. Student materials		<u> </u>	<u> </u>	<u> </u>	<u> </u>		Щ.	<u> </u>
4.	LEARNER PREREQUISITE	Ì							
٦.	A. Are descriptive materials		T						<u> </u>
	available?			х			 		
	B. Is testing information	Tool	ts st the		hook	ŀ	ľ		ŀ
_	available?	168	LP BL LIIE	leug or	POUR.	I	1	l	<u> </u>
5.	TEACHER REQUIREMENT	1							
	Do teacher materials give the								
	concrete illustrations and				1	İ	į.		
•	activities to help the teacher fulfil the objective goals?		1 x					!]
_	Tuttili the objective goals.	+	<u> </u>			<u> </u>		<u> </u>	
6.	RELIABILITY EFFECT								
	A. The material is adequate	1	x				1	1	
	for the level intended? B. The level is suggested in	-	 ^	 	╅	+	+		
	the format?	ì	l x			ł	1		
	C. The material is Oriented		Ī	†	1		T		
	toward cultural awareness	ŀ	į		1	1	l x	1	Į
	and is not insensitive? D. Does the material fulfill		-	 	+	╁──	+^-	}	
	the purpose for which it			1	1			ŀ	į
	is intended?	X	1						
	E. Are the language level and		x		1				1
_	content geared to adults?	 		<u> </u>				L	<u> </u>
7.	COST \$1.10								
	A. Does the expense involved							Ī	
	justify the result? B. Does the expense involved	-	X	-	+-	+	+-	 	
	justify the product?	· }	l x]	1		ļ	j
	C. Does the product compare		1 		1		1	İ	1
	favorably with other	1			1	1		}	1
	alternatives in the expense	<u> </u>	x		1	1			1
_	result correlation?	+-		.—.	<u> </u>	1			
8.	TIME Copyright 1964								
	A. Time needed for pre-service	B 72.		usa tart					
	training B. Time needed for using the		ne to per			r ahoul	<u>مم 11م ا</u>	enough	time to
	product		ver book.		.mc966				

LEVEL OF MATERIAL Comments and Evaluation

This is an excellent condensed "American History" book that would be useful in a Citizenship class. It includes from the "Age of Discovery and Exploration" to present day history. The format is that of raising specific questions and then supplying paragraph answers. Adequate for resource material, but very condensed.

Pro	OUR CONSTITUTION AND		CULUM MAT Autho	ERIALS Cathryn r Hudson	s.	Pub 1	sher Pr	rnment Office	
	1	Out- stand-	Above			Inade-	Does Not	Not	Do Not
he		ing	**	Average	Fair		Apply		Know
	OBJECTIVES								
	A. Behavioral objectives								
	included B. Statement of purpose or			<u> </u>			X		
	specific preface		х						
· •	CRITERION MEASURES								
• •	A. Are performance criteria			1					
	stated and evaluation								
	materials included?		ļ				X	_	
	B. Does material fulfill its objective or purpose?		х						
).	INSTRUCTIONAL COMPONENTS								
•	A. Curricular materials		Х	ſ	<u> </u>		1		
	B. Teacher education materials		X				<u> </u>		
	C. Student materials		X						
٠.	LEARNER PREREQUISITE	•							
•	A. Are descriptive materials				[
	available?		X	<u> </u>		<u> </u>	↓		
	B. Is testing information available?		x	Built i	test			٠ _	1
5.	TEACHER REQUIREMENT Do teacher materials give the		·~	г——	Τ		T -	Γ -	<u> </u>
	concrete illustrations and			ł		l	1		
	activities to help the teacher	1		1	1				ļ
	fulfill the objective goals?	-	<u> </u>	L	<u> </u>	<u>. </u>		<u> </u>	<u>. </u>
6.	RELIABILITY EFFECT			_		_	,		
	A. The material is adequate for the level intended?		l x				1	•	l
	B. The level is suggested in	<u> </u>	 ^		}	-	╁──		 -
	the format?		X	<u> </u>	·	<u> </u>			<u> </u>
	C. The material is oriented toward cultural awareness	<u> </u>	İ	1	1	Į.		t	
	and is not insensitive?		x		1		1		ļ
	D. Does the material fulfill						<u> </u>		1
	the purpose for which it	1	l x	1	1	j			ļ
	is intended? E. Are the language level and		 ^	+	├ ─∽-	-	+		
_	content geared to adults?		X		<u> </u>				
7.	COST	1	•						
•	A. Does the expense involved					T	1		1
	justify the result?	<u> </u>	Х		├	—	┼ -		↓
	B. Does the expense involved justify the product?	1	x	1		1	1		1
	C. Does the product compare		† "	†	t	t	 		
	favorably with other	1			1		1	ì	1
	alternatives in the expense, result correlation?	1	l x	1		1	1		
	•					<u> </u>		_	1
8.		<u> </u>	_		_		-		
	A. Time needed for pre-service training	Tim	e needed	to revie	w mat	erials.			
	B. Time needed for using the						-		
	product	0ne	trimest	er for ea	ich bo	ok.			

Comments and Evaluation



G. E. D.

SCIENCE...



CURRICULUM MATERIALS

Cambridge Book Company The Cambridge Building

roduct 1	Title BASIC SCIENCE	Out-	AU ERO	r Mark L	- IIU L 1	Tu ruell	Does	<u> </u>	10708
		stand-	Above			Inads-		Not	Do Not
heck poi	Inte	ing	Average	Average	Fair			Stated	
HER PO			1 11101450						
OBJEC	CTIVES	-							
	Behavioral objectives	_				1		x	
-	Included								
	Statement of purpose or			x	ļ	ł			
	specific preface		<u>I </u>		<u> </u>	<u> </u>			
. CRIT	ERION MEASURES				_				
	Are performance criteria					Ì	1		1
	stated and evaluation		İ	ļ	1	İ	l		
	materials included? Does material fulfill its	<u> </u>	├ -		+		 	X	
	objective or purpose?		l x	}	1	1	ŀ		<u> </u>
	objective of porpose.					•			
	RUCTIONAL COMPONENTS	<u></u>							
	Curricular materials		 	├ ──	+	+		X	
	Teacher education materials Student materials	-	 x	 	1	╅	+	 ^	
	Struckt mate; 1818	 	<u> </u>	L					
	NER PREREQUISITE								
	Are descriptive materials	ŀ	1		1	1	l	1	
	available? Is testing information		 	+	+	+	}	┼	
	available?	Tes	te are in	luded &	the	end of	each t	nit.	,
	HER REQUIREMENT	<u> </u>						т——	Τ
	ceacher materials give the		1			1	i		ļ
	rete illustrations and vities to help the teacher	1		1	1	Į	1	1	}
	fill the objective goals?	ļ		_			_x	<u>.</u>	
	IABILITY EFFECT The material is adequate	├ ─		1		т	$\overline{}$	Τ	
. ^•	for the level intended?	ł	x		1	1	1	1	
В.	The level is suggested in				1	1			
	the format?		<u> </u>		┷				
С.		1	1	1	l		ł	ł	
	toward cultural awareness and is not inaensitive?	ì			ŀ	1	x		
n.	Does the material fulfill	—		 	+-	+	+ **	 	+ -
υ.	the purpose for which it]	ł	1	1		1 .		ł
	is intended?	<u> </u>	<u> </u>			<u> </u>			<u> </u>
E.	Are the language level and				1			ì	
	content geared to adults?	+	<u>x</u>	_!	Ш	4	1	1	
7. cos	T								
٨.	Does the expense involved								
_	justify the result?	1	X		+-	4	+	+ -	+
В.		1	l x	1	1			1	
r	justify the product? Does the product compare	1-	- ^	+	+-	+	+ $-$	+	+
٠.	favorably with other	1		1		ĺ			
	alternatives in the expense	<u>.</u> /	_	į .]			1	
	result correlation?	—	X						1
0 TT	F. Co., und about 1049	1							
8. 11M	E Copyright 1968 Time needed for pre-dervice	.—						_	_
***	training	Ti	me neede	to pre	view D	aterial	•		
В.	Time needed for using the	Mo	re time i	han a ti	rimest	er Woul	d be no	eeded to	finish
	product	l bo	ok. It	rould be	an ex	cellent	resout	rce to u	se for

Comments and Eveluation

trong resource along the lines of GED



Albuquerque, New Mexico

CURRICULUM MATERIALS

Cambridge Book Company
The Cambridge Building

UNIT REVIEW OF	•							Ldge Build
Product Title GENERAL SCIENCE		Autho	mayles	B. Cla	rk Publi		onxville	N.Y. 10
•	Out-		1		74-	Does Not	Not	Do Not
Check points	stand- ing		Average	Fair	Inade-	Apply		
oneck_points		I HACTOR	NVOLUAGE		quate	NPP - 2 1		
1. OBJECTIVES								
A. Behavioral objectives							v	
included		ļ	 				<u> </u>	
B. Statement of purpose or specific preface			L x	1		·		
specialic presace	- 	<u> </u>						
2. CRITERION MEASURES								
A. Are performance criteria		1						
stated and evaluation materials included?	1	Ī	1	ł		i I	x	ļ
B. Does material fulfill its		 	 	 				
objective or purpose?			Х	<u> </u>				
*5.								
3. INSTRUCTIONAL COMPONENTS	<u> </u>	-	 -	 	1	_		
A. Curricular materials B. Teacher education materia	, . 	+	 	 		_	X	
C. Student materials	` *	 	X					
								
4. LEARNER PREREQUISITE			1	,				r
A. Are descriptive materials available?			1		İ	i		x
B. Is testing information	-	 	+	 				 ^
available?	Inclu	ded in bo	ok.		Ì			
	i						_	
5. TEACHER REQUIREMENT	ļ	<u> </u>	1					_
Do teacher materials give the concrete illustrations and	ł	1	1	1	1			
activities to help the teacher	r				į]	ļ	
fulfill the objective goals?				<u> </u>	<u> </u>		X	<u> </u>
6. RELIABILITY EFFECT A. The material is adequate	<u> </u>	T	1	T	τ		i	
for the level intended?		x		Air	Sound	Water		1
B. The level is suggested in			1		and N			
the format?		ļ	X	Cir	dulator	Syste		<u> </u>
C. The material 1s oriented				So1	r Ener	y, Lig	ht	1
toward cultural awareness and is not insensitive?	·		l x		ther an		te	1
D. Does the material fulfill		†			oducti			
the purpose for which it	Į.	1			Solar			1
is intended?	. —	<u> </u>	<u> </u>	Pro	ecting	Hearci	0 2 1 0 2	<u> </u>
E. Are the language level ar			L x	Mat	etricit ter, Nu	dlear	DATOV	
content geared to adults?	- -		<u> </u>		logy	drear :	iner 87	<u> </u>
7. COST \$1.00	<u> </u>				edity			
A. Does the expense involved	ı [T	1	Con	duering	Space		
justify the result?	. ├─	<u> </u>	+	+-	 	+		+
B. Does the expense involved justify the product?	'	x	1	1				
C. Does the product compare		 	+ -	1	†	†	t	
favorably with other	1		1	1	1			
alternatives in the expen	186/			1				
result correlation?	+	X			1	<u> </u>		1
8. TIME								
A. Time needed for pre-serv								
training	Time	to read	the book	: 6·	-8 hours) .		
B. Time needed for using the	·		t could	ha .cc	arad te	one t	rimesta	r .
<u>product</u>	J A5 8	TEATEM 1	r round	טב כטי	ACTER TI			<u></u>



LEVEL OF

MATERIAL

Comments and Evaluation

A concrete pocketbook of 350 pages -- excellent glossary -- very comprehensive. It covers almost every area of science in brief review.

Convelotion and essay tests are included after each unit (see above for

Albuquerque, New Mexico

CURRICULUM MATERIALS READING COMPREHENSION IN Langues and Croles Publishers											
Dwa	READING COMPREHENSIO duct_Title THE NATURAL SCIENCES			Langnes r Foxetic		Duk 1			ublishers esa indic at ed		
FIO	duct little the Matural Sciences	lOut-	AULIIO	r roxette	: n	PUDIT	lsher (no addr			
		stand-	Above			Inade-	Not	Not	Do Not		
Che	ck points	ing	Average	Average	Fair		Apply	Stated	Know		
	· · · · ·						•				
1.	OBJECTIVES					_					
	A. Behavioral objectives included		'		1			x			
	B. Statement of purpose or	<u> </u>			├		 				
	specific pref.:e		X		1		1				
							Ь				
2.	CRITERION MEASURES										
	A. Are performance criteria										
	stated and evaluation										
	materials included? B. Does material fulfill its				├			X			
	objective or purpose?	l		x				ļ			
		1		<u> </u>							
3.	INSTRUCTIONAL COMPONENTS	<u> </u>									
	A. Curricular materials				•		X		•		
	B. Teacher education materials						X				
_	C. Student materials			Х	l .		<u> </u>	i			
4	LEARNER PREREQUISITE										
٦.	A. Are descriptive materials					Γ -	Ť T				
	available?	ļ			l		Į.		x		
	B. Is testing information				t	•					
	available?	Test	are in	luded		İ		i			
	.										
5.	TEACHER REQUIREMENT	<u> </u>									
	Do teacher materials give the	İ			ł	i	1				
	concrete illustrations and activities to help the teacher			1	1	ļ	Ī				
•	fulfill the objective goals?	I A ma	nual is	vailabl	for	the tes	st book	1.			
	The second secon			1	<u> </u>			Y			
6.		<u></u>			_						
	A. The material is adequate					ł	1				
	for the level intended?		X		<u> </u>	<u> </u>					
	B. The level is suggested in		۱	1		1	•				
	the format? C. The material is oriented	├ ──	X	 _	}		<u> </u>				
	toward cultural awareness	1			I						
	and is not insensitive?		1	l x	1	İ		1			
	D. Does the material fulfill						-				
•	the purpose for which it		ł	1.		1	1	j			
	is intended?			X	<u> </u>		1				
	E. Are the language level and	1	1	١		l					
_	content geared to adults?	 	1	<u> </u>	<u> </u>			<u> </u>			
7.	COST \$2.95	[•								
• •	A. Does the expense involved		Τ' -	Γ	T	т -	1	Т			
	justify the result?	1	l	L x	1	ŀ	i		ł		
	B. Does the expense involved			_							
	justify the product?	<u> </u>		X	<u> </u>						
	C. Does the product compare			I	1				<u> </u>		
	favorably with other	1]	1	1						
	alternatives in the expense result correlation?	1	}	l x				1			
_	reast containing	1 -				<u>. </u>		<u> </u>	L ,		
8.	TIME]							•		
	A. Time needed for pre-service										
	training	2-3	hours to	Peruse	the b	ook					
	B. Time needed for using the		an indiv				- a Wee	k; aa a			

LEVEL OF MATERIAL 3 3 4 CFD Comments and Evaluation

A resource book for the natural sciences area of the GED. Clear format, very adequate content, motion; heat, sound, and electricity; magnetism, light and radioactivity; chemistry; earth and life sciences. This would be excellent help for the GED science teacher.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E.

Albuquerque, New Mexico

Follet Publishing CURRICULUM MATERIALS Jesse Gross STUDY LESSONS IN 201 N. Wells Street Author Seymour KopilowPublisherChicago, Illinois Product Title GENERAL SCIENCE 60606 Out-Does Above ' Not Do Not stand-Inade-Not Check points Apply Stated Know ing Average | Average | Fair | quate 1. OBJECTIVES A. Behavioral objectives X included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials X available? B. Is testing information Built in workbook testing plus special available? ordered separately. 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? C. The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it is intended? X E. Are the language level and X content geared to adults? 7. COST \$5.80 to schools A. Does the expense involved justify the result? X B. Does the expense involved X justify the product? C. Does the product compare favorably with other alternatives in the expense/ X result correlation? 8. TIME Copyright 1969 A. Time needed for pre-service training Time to peruse material. B. Time needed for using the These are designed for a year's course in regular school. With adults perhaps the set could be covered in one trimester with outside reading. product



LEVEL OF

MATERIAL

GED

Comments and Evaluation An excellent series developed for the slow learner of junior high age at 5th grade reading level. Has diagrams, etc. This could be used for a GED acience review or in a general science course for

CURRICULUM MATERIALS

Steck-Vaughn Company P.O. Box 2028

TO:	duct Title BASIC SCIENCE FOR 1	IVING	Autho	r Jewel	Varna	do Publi	sher Au	stin, Te	xas 7876		
		Out-				1	Does				
		stand-	Above	١.		Inade-	Not Apply	Not Stated	Do Not Know		
Check points i		ing	Average	Average	Pair	quate	APPLY	Jeaced	RIIOW		
	OBJECTIVES										
•	A. Behavioral objectives		T								
	included		1	<u> </u>	<u> </u>			X			
	B. Statement of purpose or				İ	ł			1		
	specific preface	 	1	<u> </u>	<u> </u>	L		L			
· .	CRITERION MEASURES	i				_					
•	A. Are performance criteria				T						
	stated and evaluation		1	ļ	1	1	l	x	}		
	materials included?	— —	 	 	├ ──	 	├ ──	 ^ _	 		
	B. Does material fulfill its objective or purpose?	Į.	l x	1	1		1				
	objective or purpose:	 				<u> </u>					
3.	INSTRUCTIONAL COMPONENTS							T X	 -		
	A. Curricular materials	<u> </u>	 	 " —	+	1	┼	-^ -	 		
	B. Teacher education materials	 	 x 	X	+	 		<u> </u>			
	C. Student materials	 	<u> </u>		<u> </u>						
٠.	LEARNER PREREQUISITE				_						
	A. Are descriptive materials	ì			1	1	1	İ	İ		
	available?			<u> </u>	┼	+	+	+	 		
	B. Is testing information available?	1		l x	At	est 18	includ	ed.			
	avaitable:	+					4				
.											
	Do teacher materials give the	ì				1	i i				
	concrete illustrations and	1			1	Ì		1			
•	activities to help the teacher fulfill the objective goals?	ľ		X.	1		1	1			
	Identificate objective Bears.	 			•						
6.		<u> </u>				_					
	A. The material is adequate	1	٠,	Į.			1				
	for the level intended? B. The level is suggested in		 x	+	+-	+ -	+	+			
	the format?	Į.	1	X	-	1			1		
	C. The material is oriented				1	1					
	. toward cultural awareness	1	1	1		1	1		1		
	and is not insensitive?			-	—		<u> </u>	┷	<u> </u>		
	D. Does the material fulfill		Į.	}	1			1			
	the purpose for which it is intended?	1	x		- [1	l l				
	E. Are the language level and			+	+ -	+	 				
	content geared to adulta?		<u>.</u>	x_		<u> </u>	<u> </u>				
_	seem 66 sebalassis	İ	•								
/.	. COST 66¢ wholesale A. Does the expense involved	-			1		T		T		
	justify the result?	l l	l x			1					
	B. Does the expense involved		1		1						
	justify the product?	<u> </u>	X						 		
	C. Does the product compare					1.					
	favorably with other			Ì	1	1		1	1		
	alternatives in the expensions result correlation?	e/	1	l x	ı						
_		+-									
8	. TIME										
	A. Time needed for pre-service	e				.au1					
	training		Time needed to preview material.								
	B. Time needed for using the product	If	used for	review.	could	be com	pleted	in a tr	imester.		
_											

Comments and Evaluation

fine closery of scientific terms is included.



· LEVEL OF

Albuquerque, New Mexico

CURRICULUM MATERIALS Ware and Steck-Vaughn Company Box 2028 Author Hoffsten Product Title LEARNING TO USE SCIENCE PublisherAustin, Texas 78767 Out-Does stand-Above Inade-Not Not Do Not Check points ing Average Average Fair quate Apply Stated Know 1. OBJECTIVES A. Behavioral objectives included X B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? X B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials X available? B. Is testing information available? Good objective tests available. 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in X the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST 69c

justify the product?	<u> </u>		1		
C. Does the product compare favorably with other alternatives in the expense/ result correlation?	x				
•		_			

8. TIME

A. Time needed for pre-service training

A. Does the expense involved justify the result?B. Does the expense involved

B. Time needed for using the product

Time to peruse the book.

Could be used in one trimester.



CURRICULUM MATERIALS
Gertrude

Steck-Vaughn Company

Box 2028

					Gertr				x 2028	20
Proc	lu <u>c t</u>	Title SCIENTIFIC LIVING TO		Autho	r Hoffe	ten	<u>Publi</u>		stin, To	exes 78
			Out-	١				Does		D- 11-4
			stand-	Above			Inade-	Not	Not	Do Not
hec	ck po	oints	ing	Average	Average	Fair	quate	Apply	Stated	Know
	AD I I	ECTIVES								
•	A.		_	1	F					
	π.	included		ŀ	1				x	
	R.	Statement of purpose or		 						
	٠.	specific preface			х		ľ	•		
		operate present		•						
2.	CRI	TERION MEASURES					_			
	Α.	Are performance criteria			i					
		stated and evaluation					1	,		
		materials included?							X	
	В.	Does material fulfill its				l		1		
		objective or purpose?			<u> </u>					
	•••									
· .		TRUCTIONAL COMPONENTS				1		1	T ::	
		Cyrricular materials	 	•	 	-	 	 	<u> </u>	
		Teacher education materials Student materials		X	 	├──		├ ──	 	
_	<u> </u>	Student materials			L .	1		<u> </u>		<u> </u>
۷.	1 FA	RNER PREREQUISITE								
••		Are descriptive materials		1	1	ī		1		
	•••	available?	ļ	ļ	l x				1	
	В.	Is testing information								
		available?	1		L	l	1		X	i
		•	Ĭ		-					
5.	TEA	CHER REQUIREMENT								
		teacher materials give the	. Co		1					
		crete illustrations and		1		1	l]		
		ivities to help the teacher	1		1	Į.	ŀ			
•	rui	fill the objective goals?	 	<u> </u>	<u> </u>	<u>. </u>	<u> </u>	Ь	<u> </u>	<u> </u>
6.	961	IABILITY EFFECT	1							
υ.	À.			1		т —		T	T -	T T
		for the level intended?	′	x				1		
	В.			 		\vdash	1	 		
		the format?		x		1	1 .			
•	С.				1	t	1	 	<u> </u>	
		toward cultural awareness	İ	1	1		Į.	1	ł	1
		and is not insensitive?		Į.	1	1		l x]	i
	D.	Does the material fulfill						T		
		the purpose for which it	1	l	l		1		l	
		ie intended?		X	<u> </u>		<u> </u>	<u> </u>		
	Ε.	Are the language level and		1	1					ļ
		content geared to adults?		x	<u> </u>	<u> </u>			<u> </u>	
,	000	· · · · · · · · · · · · · · · · · · ·		•						
٠.	A.	T 69c Does the expense involved		T	T	1	1	_	7	Į.
	۸,	justify the result?	1		1	1	1		1	
	В.	- ·		 	1	+	+	+ -	 	+
	_,	justify the product?	1	l x	1	1	1			1
	C.	Does the product compare		1	†	+		1	1	
	-	favorably with other	I	1	1	1	1	1	1	
		alternatives in the expense	1	!	1	1	1	1	1	1
		result correlation?	<u>L</u>	X	1				<u>L_</u>	<u> </u>
₿.	TIP									
	Α.	Time needed for pre-service	١	<u> </u>					-1	
	_	training	Time	to go th	rough an	d per	use the	materi		
	В.			1 All	1	. 4				
		product	LCORTO	l use the	TERBOUS	IN O	HE PLIM	egler.		

Comments and Evaluation

The last of the series by Steck-Vaughn in the Science group --



G. E. D.

OTHER...

G. E. D

EQUIVALENCY
EXAMINATION
MATERIALS...

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Arco Publishing Company 219 Park Avenue, South

	AY ABGAG 201000 EdotAvre	1101	Autho	r David I	urner	Publi	sherNev	York	10003
Product Title DIPLO		ut- stand-	Above			Inade-	Does Not Apply	Not Stated	Do Not
heck points		ing	Average	Average	rair	quare	VANTA	Jeacea	
. OBJECTIVES			•						
A. Behavioral of	bjectives							v	
included	·							X	
B. Statement of				l x			1		
specific pre	race								
. CRITERION MEASUR	ES								
A. Are Performa	nce criteria				1	1]		
stated and e materials in			}	1	1		l	X	
B. Does materia									
objective or				X	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
	MUNCHER								
A. Curricular A. Curricular								X	
B. Teacher educ	ation materials					<u> </u>		X	
C. Student mate	rials		<u> </u>		<u> </u>	┸		<u> </u>	<u> </u>
LEARNER PREREQUI	CITE	1							
A. Are descript	tive materials			T					
available?		<u> </u>		 	↓	 		├ ──	X
B. Is testing	information	Tests	through	out for (SE.D.	1	1		
<u>available?</u>		1	F						
5. TEACHER REQUIRE	MENT	<u> </u>							
Do teacher mate	rials give the	}	İ	l		}	1	1	
concrete illust	rations and			· ·	1		Į.		1
activities to h fulfill the obj	erp the teacher ective goals?	1	1	<u> </u>	<u>.</u>		X	<u> </u>	
RELIABILITY EFF									\top
A. The materia	l is adequate el intended?	ł	х		1			1	<u>. </u>
B. The level i	s suggested in								1
the format?			X		-}	- -		╂	+
C. The materia	l is oriented ural awareness	1	}		1	4			
and is not	insensitive?	1	ļ	x_					
D. Does the ma	terial fulfill				TI .			1	
	for which it	ł	x		1		į		Į.
is intended	1? nguage level and	-	^- -	+ -					
content get	ared to adults?		X		1:				Д
_			•						
7. COST \$4.00 A. Does the ex	vpense involved	-							1
justify the	e result?		x						
B. Does the e	xpense involved			\	-		ı		
justify th C. Does the P	e product?		- x -	+		+-		+	
favorably		1			1				
alternativ	es in the expens	e/	x				ł		
result cor	relation?	-				L			
8. TIME		1							
A. Time neede	d for pre-servic	e							
training		Time	to peru	se DOOK.					
	d for using the	Thre	e months	of ster	dy cl	285 USe			
product		1 444 4 6	wynteile		- <u></u> -				

LEVEL OF MATERIAL 2 3 X GED Comments and Evaluation

A very fine book for review for the G.E.D -- very good for self-help -- a lot of excellent material -- a bit cluttered in format, but extremely usable. Could be adapted to class easily.

CURRICULUM MATERIALS
PRETIMINARY PRACTICE FOR THE HIGH

Arco Publishing Company 219 Park Avenue, South

Pro	Huct Title SCHOOL EQUIVALENCY		Autho	r Edward	Goube	r Publi		√ York	10003
	DIPLOMA TEST	Out-					Does		
		stand-			۱	Inade-	Not	Not	Do Not
he	ck_points	ing	Average	Average	Fair	qua te	Apply	Stated	Know
	ORIECTIVES								
•	A. Behavioral objectives					I —			
	included		i i		1				
	B. Statement of purpose or								
	specific preface			Х					
•	CRITERION MEASURES A. Are performance criteria		r		г		T		
	stated and evaluation				1	ł			
	materials included?			ļ	1		Х		
	B. Does material fulfill its				1				
_	objective or purpose?			<u> </u>	<u> </u>				L
	THE STREET OF THE STREET	1							
١.	INSTRUCTIONAL COMPONENTS A. Curricular materials		4	T -	-	Γ	Х		
	B. Teacher education materials		1		 	 	X	— —	
	C. Student materials	<u> </u>		x	T	1	L ^_		
						•			
٠.	LEARNER PREREQUISITE	<u> </u>					_	т	
	A. Are descriptive materials								x
	available?		 	├	+		+		 ^
	B. Is testing information available?	A11 +	sts incl	.464	1				
	4441.4000.	TALL L	EBCB INCI	nucu.		1		<u> </u>	
5.	TEACHER REQUIREMENT	İ	_						
	Do teacher materials give the								
	concrete illustrations and	1	1			1			1
	activities to help the teacher	1	į		1				ļ
	fulfill the objective goals?	<u> </u>	<u> </u>	<u> </u>			<u> </u>		L
6.	RELIABILITY EFFECT								
••	A. The material is adequate		1	Γ	T	ì			
	for the level intended?		x]	<u> </u>		
	B. The level is suggested in			1	Ī				
	the format?			<u> </u>	┷	1	<u> </u>		
	C. The material is oriented		i	1	1	1	1		1
	toward cultural awareness		1	x	1		1	1	1
	and is not insensitive? D. Does the material fulfill	\vdash	+	 ^	┼	+	+	 	╁──
	the purpose for which it				ı				
	is intended?	ì		x	Į	1	1	İ	1
	E. Are the language level and		1 -		1				
	content geared to adults?	<u> </u>	x				1	j	
_		Ì	•						
7.	COST \$4.00 retail	—		7		_		. 	Т
	A. Does the expense involved justify the result?	1				1	1		
	B. Does the expense involved	\vdash	+	<u> </u>	+	+	+	+ -	+
	justify the product?	ĺ	1	x		1	1		
	C. Does the product compare		1 	† -	T	1	1	 	
	favorably with other	1	1			1	1		
	alternatives in the expense	:/	1			1	1		1
_	result correlation?	+-		X		1	1		
Ω	TIME	1							
σ.	A. Time needed for pre-service	.—							
	training	Time	to read	through	mater	ial.			
	B. Time needed for using the								
	product	i							

Comments and Evaluation



Albuquerque, New Mexico

Barron's Educational Co. CURRICULUM MATERIALS 113 Croasways Park Drive BARRON'S HOW TO PREPARE FOR THE Brownstein & PublisherWoodbury, N.Y. 11797 Preduct Title COLLEGE ENTRANCE EXAMINATION Author Weiner Out-Does Do Not Not Not stand-Above Inade-Apply Stated Know Fair Check points ing Average Average quate I. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or apecific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill ita objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materiala 4. LEARNER PREREQUISITE A. Are descriptive materials X available? Is testing information available? Testing information 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in X the format? C. The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternstives in the expense/ result correlation? 8. TIME \$3.95 A. Time needed for pre-service Designed for individual study. training

Comments and Evaluation

Cannot judge because it is comprehensive in covering

rcellent book reviewing for college entrance exams -- comprehensive

vocabulary, math, etc. A month or two if well disciplined.



Time needed for using the

2

product

Albuquerque, New Mexico

Berron's Educational

Pro		RON'S HOW TO PREPARE FOR T							113 Crosawayo Park Dr.			
			Out- stand- ing	Above			Inade-	Does Not	Not	Do Not		
Cne	CK P	Diffics	ing	Average_	Average	Fair	quate	Apply	Stated	Know		
1.		ECTIVES		_		_	_					
	Α.	Behavioral objectives included	1					x				
	В.	Statement of purpose or specific preface	Purp	se state	d in ti	le	•	х				
2.	CDI	TERION MEASURES										
٠.		Are performance criteria				1	Į į		7			
		stated and evaluation				ļ		x				
•	В.	materials included? Does material fulfill its			 	 -						
		objective or purpose?	Х									
3.	INS	TRUCTIONAL COMPONENTS	1									
		Curricular materials		Γ –	·			х				
		Teacher education materials	<u>x</u>					Х				
	<u> </u>	Student materials	├^	<u> </u>	<u> </u>							
4.		RNER PREREQUISITE										
	Α.	Are descriptive materials available?								x		
	в.	Is testing information				 						
_		available?	<u> </u>				<u> </u>	х				
5.	TEA	CHER REQUIREMENT										
•		teacher materials give the					1		_			
		crete illustrations and			ł	l						
٠		ivities to help the teacher fill the objective goals?					ł	x				
				<u>-</u>		<u>. </u>	1			<u> </u>		
6.	RE L	IABILITY EFFECT The material is adequate										
		for the level intended?	x				1					
	В.		x									
	c.	the format? The material is oriented	_^ _	├	 	-	<u> </u>					
		toward cultural awareness		<u>'</u>		ł						
		and is not insensitive?	<u> </u>			<u> </u>	ļ	Х				
	υ.	Does the material fulfill the purpose for which it			ļ	!	ì					
	_	is intended?	<u> x</u>		<u></u>							
	Ε.	Are the language level and content geared to adults?	x	l		[
_					<u> </u>			<u> </u>		<u> </u>		
7.		T \$3.95 retail	<u> </u>	Т	· · ·		,					
	۸.	Does the expense involved justify the result?	х	1		ł		}				
	_В.	Does the expense involved				<u> </u>	\vdash					
	r	justify the product? Does the product compare	X		<u> </u>	-	<u> </u>		_			
	٠.	fevorably with other			1				,			
		alternatives in the expense,	1	<u> </u>	ŀ		1					
_		result correlation?	 	<u> </u>		<u></u>	<u>l</u>					
8.	TIM	e.								•		
	۸.				•				'ead - 1	i used by		
	В.	training Time needed for using the	Ror	individe	s, time	10r t	weeks of	Clon.	ng Co	ee of them		
		product _	Į į̃f',	sed in a	class,	2 tri	nesters	conjq	complet	se of them. 8 the 5 areas		

Comments and Evaluation

An excellent workbook for preparing for the G.E.D. Sample tests in the



Albuquerque, New Mexico

<u>Pro</u>	GENERAL MATHEMATICA			ERIALS ATTON			48	wles Bo 8 Madis	on Aven
	duct TitleFOR HIGH SCHOOL EQU			r_Robert	Barlo	w Publi		-	10022
	TOTAL HEALT DONNAL DON	Out-	100				Does		
		stand-	Above		l i	Inade-	Not	Not	Do Not
he	eck points	ing		Average	Fair	quate	Apply	Stated	Know
	OBJ ECTIVES	1							
	A. Behavioral objectives								
	included	1					i l	X	
	B. Statement of purpose or								
	specific preface	1	l x		-		1		L
								_	
? .	CRITERION MEASURES	_							
	A. Are performance criteria		1						
	stated and evaluation	1			1		1		
	materials included?							X	
	B. Does material fulfill its								
_	<u>objective or purpose?</u>	<u> </u>	<u> </u>						
	!	ł							
3.		<u> </u>							
	A. Curricular materials	<u></u>						X	
	B. Yeacher education material	s		X					Ļ
_	C. Student materials		X	L		,	L		<u></u>
٠.					_				
	A. Are descriptive materials	1							"
	available?		<u> </u>	ļ			├		X
	B. Is testing information	maaa	بمريحتها	J,	1 1	!			ŀ
_	available?	1881	include	<u>a </u>	ــــــــــــــــــــــــــــــــــــــ				L
5.			_						
	 Do teacher materials give the concrete illustrations and 	1	1		<u> </u>		i i		
		1					5 1		
				1	j				i
	activities to help the teacher	Ther	e is a m	nual fo	the	GED tes	t book	in the	set.
		Ther	e is a m	nual for	the	GED tes	t book	in the	set.
<u> </u>	activities to help the teacher fulfill the objective goals?	Ther	e is a m	nual fo	the	GED tes	t book	in the	set.
<u></u>	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT	Ther	e is a m	nual fo	the	GED tes	t book	in the	set.
 5	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate	Ther		nual fo	the	GED tes	book	in the	set.
5	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended?	Ther	e is a m	nual fo	the	GED tes	book	in the	set.
 5	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in	Ther	x	nual fo	the	GED tes	book	in the	8et.
 5	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format?	Ther		nual fo	the	GED tes	st book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented	Ther	x	nual fo	the	GED tes	st book	in the	set.
 ò	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness	Ther	x		the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive?	Ther	x	x	the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill	Ther	x		the	GED tes	t book	in the	set.
· · ·	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it	Ther	x		the	GED tes	t book	in the	set.
· · ·	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended?	Ther	x	x	the	GED tes	t book	in the	set.
· · · · · · · · · · · · · · · · · · ·	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and	Ther	x	x	the	GED tes	t book	in the	set.
· · ·	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended?	Ther	x	x	the	GED tes	t book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults?	Ther	x	x	the	GED tes	st book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults?	Ther	x	x	the	GED tes	st book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95	Ther	x	x	the	GED tes	st book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved	Ther	x	x x	the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result?	Ther	x	x x	the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare	Ther	x	x x x	the	GED tes	t book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product?	Ther	x	x x x	the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare	Ther	x	x x x	the	GED tes	t book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other	Ther	x	x x x	the	GED tes	book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A.: The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense	Ther	x	x x x	the	GED tes	st book	in the	set.
7.	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product? C. Does the product compare favorably with other alternatives in the expense result correlation?	Ther	x	x x x	the	GED tes	st book	in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product? C. Does the product compare favorably with other alternatives in the expense result correlation?	e/	X X	x x x				in the	set.
7.	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product? C. Does the product compare favorably with other alternatives in the expense result correlation?	e/	x	x x x				in the	set.
	activities to help the teacher fulfill the objective goals? RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? COST \$2.95 A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? TIME A. Time needed for pre-service	e/	X X	x x x	the ma	aterial			

LEVEL OF 2
MATERIAL 3

Comments and Evaluation

A study guide resource for the GED math section -- it covers basic math, fractions, decimals, percentage, word problems, graphing, geometry, and algebra -- rather well done -- a good resource for the GED math teacher.

	HOW TO PASS THE HIG		CULUM MAT	Editors	of Co	wles	488	B Madiso	k Company n Avenue
Product	Title EQUIVALENCY EXAMINA		Autho	Educati	on Cor	p. Publi	sherNe	York	10022
		Out- stand-	Above			Inade-	Does Not	Not Stated	Do Not
Check po	oint <u>s</u>	ing	Average	Average	rair	quate	APPIA	Stateu	
l. OBJ	ECTIVES								
Α.	Behavioral objectives								
	included	_	ļ		├			X	
В.	Statement of purpose or	İ	}	x					
	specific preface								
2. CRI	TERION MEASURES								
Α.	Are performance criteria				Ì				
	stated and evaluation	ļ	l	l .]	x	
	materials included? Does material fulfill its	<u> </u>		 	 			- "-	
р.	objective or purpose?			i	x			•	
	TRUCTIONAL COMPONENTS	<u> </u>	1			,	x		
	Curricular materials Teacher education materials		 	X	 	 	 ^ 		
	Student materials		 	 ^ -	X				
<u> </u>		T .	-				-		
	RNER PREREQUISITE	<u> </u>			т—			1	
Α.	Are descriptive materials available?	1				1.		1	x
R	Is testing information	<u> </u>	 	 	1	 	 		<u> </u>
υ.	available?	Basic	11y all	testing	<u>.L</u>	<u> </u>	<u> </u>		
	· · · · · · · · · · · · · · · · · · ·								
	CHER REQUIREMENT		r		т —	1	Т		т —
	teacher materials give the nerete illustrations and	1	1	1	1	ł			
	tivities to help the teacher		į	Ī			İ		
	Ifill the objective goals?			X				<u> </u>	<u> </u>
	LIABILITY EFFECT The material is adequate			1	т —	T		1	Γ
۸٠	for the level intended?		1	l x	1				
В.	The level is suggested in		T		1				
	the format?			X	↓	 		ļ	
с.	The material is oriented	1	1	-	1				
	toward cultural awareness and is not insensitive?	1	i i	l x				İ	į
D.	Does the material fulfill		+	1	+	 	† –	1	
	the purpose for which it	[1	1	1	1	1
	is intended?	<u> </u>	+-	 	_ X_	<u>.j</u>	-	 	┼
E.	Are the language level and content geared to adults?	1	1	l x		İ	1 .	1	1
	content Reared to adults?	+		1		1	_1	1	
7. co	ST \$3.95								
· A.	Does the expense involved					1			
	justify the result?	-	+	+	X	+	-}	+	+
₿.	Does the expense involved justify the product?			l x					
c.	Does the product compare	—	1			1 -	1	1	
3.	favorably with other	ı					1		
	alternatives in the expense	e/[1	
	result correlation?	+			<u> </u>				<u> </u>
8. TI	ime ,	1.							
	Time needed for pre-service	e							
	training	Six	<u>to eight</u>	hours no	eded	to peru	se bool	k and do	all the
В.	Time needed for using the	One	half a t	rimesta-	for a	ach auh	iect c	ombining	literatu
	product		grammar.	- TIMEBLE!	101 6		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
			nts and E	valuation					
	· 	,	-						

An adequate series of practice tests for the G.E D. Very helpful



LEVEL OF MATERIAL

Cowles Book Company CURRICULUM MATERIALS 488 Madiaon Avenue PREPARATION FOR PEACE CORPS, Editora of PublisherNew York 10022 Product Title PLACEMENT TESTS Author Cowles Out-Do Not Not Not Inadestand-Above Stated Know Fair quate Apply ing Average Average Check points 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information Tests included throughout <u>available?</u> 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it X. is intended? E. Are the language level and X content geared to adults? 7. COST \$3.95 A. Does the expense involved justify the result? Does the expense involved justify the product? X C. Does the product compare favorably with other alternatives in the expense X result correlation? 8. TIME Copyright 1969 A. Time needed for pre-service training An hour to peruse the book. This is designed for self-study, but in a class it could be done in 30 hours easily. B. Time needed for using the <u>produc</u>t

LEVEL OF MATERIAL Comments and Evaluation

A fine series of tests to help the person who wants to go into the Peace Corps -- comprehensive with materials on vocabulary, srithmetic, foreign language and spelling skills. It is not for A.B.E., but it is good for the purpose for which it is intended.

Albuquerque, New Mexico
CURRICULUM MATERIALS

Doubleday & Company

ro	HOW TO PREPARE FOR Deduct Title HIGH SCHOOL EQUIVAT			r I.E. F	riedma	n Publi		7 Park / w York	
		Out-					Does		
		stand-	Above			Inade-	Not	Not	Do Not
he	eck_points	ing	Average	Average	Fair	quate	Apply	Stated	Know
					-	_			
	A. Behavioral objectives				l				
	included					<u> </u>		X	
	B. Statement of purpose or		1	i	l				
	specific preface	1]	L	<u> </u>	<u> </u>			
	On THORITON AND AGUE DO	1							
2.			T		. —	<u> </u>	г-		
	A. Are performance criteria stated and evaluation	1	1	ł	١.	ļ			
	materials included?	İ			1		İ	X	
	B. Does material fulfill its								
	objective or purpose?	1	x	ŀ	İ				
			<u>, </u>			•	•		
3.	INSTRUCTIONAL COMPONENTS	1							
	A. Curricular materials							X	
	B. Teacher education material	; <u> </u>					Х		
	C. Student materials			<u> </u>					
		1							
4.		<u> </u>							1
	A. Are descriptive materials	1			ł				
	available?	<u> </u>	-	 	 	 	-	Х.	<u> </u>
	B. Is testing information	Toote	400120	.l	1	1			ļ
	available?	TERCS	included	<u> </u>			1	<u> </u>	
5	TEACHER REQUIREMENT	1							
٠.	Do teacher materials give the	—		T	$\overline{}$	1	T		
	concrete illustrations and		1	1	1				
	activities to help the teacher		l l						
	fulfill the objective goals?	_L	i						_ х
6.		<u> </u>							
	A. The material is adequate	1			}	1	1		
	for the level intended?			X		↓	<u> </u>		
	B. The level is suggested in		1	x	1		1		
	the format?	-	+	 ^	}	ļ	├	-	-
	C. The material is oriented toward cultural awareness		1	1		1	1		
	and is not insensitive?	1		l x	ł	1		ŀ	
	D. Does the material fulfill	-	1 .	+ - 	+	 	+	+	
	the purpose for which it			1	i			1	
	is intended?	1		1	l x	1	1	1	
	E. Are the language level and		1		Τ				
	content geared to adults?			<u> </u>	<u> </u>			<u></u>	<u> </u>
_		i	•						
7.		<u> </u>							
	A. Does the expense involved				1	1	1		
	justify the result?	-	4	X	₩-	+	+	ļ	├ ──
	B. Does the expense involved	l .	1			1	1		i
	justify the product? C. Does the product compare	<u> </u>	+	<u> </u>	+	+	+	 	
	favorably with other				1				
	alternatives in the expens	الم	1		1		1		1
	result correlation?	-7		1	x		1	1	
_				•	1 41	.1		<u>. </u>	
8.	. TIME Copyright 1966	1							
	A. Time needed for pre-service	e							
	training		to perus	e the ma	teria]	l			
	B. Time needed for using the								
	produc t	I Could	l be used	within .	a 60 t	our tr	Lmester		

Comments and Evaluation



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

Holt Baaic Education Series

		HIGH SCHOOL CERTIFIC	CURRI	CULUM MA'		inhall	Series 383 Madiaon Avenue			
Pro	<u>duc t</u>	Title THE G.E.D. TESTS	31111011		or and C			isherNe	oo madla w York	10017
			Out-			1	1	Does	1	T
Che	ck n	oints	stand-	Above		l	Inade-	Not	Not	Do Not
	<u> </u>		ing	Average	Average	<u> Fair</u>	<u> quate</u>	Apply	Stated	Know
l.		ECTIVES								
	Α.	Behavioral objectives included						Ī.,		
	В.	Statement of purpose or	Purnos	e is to		<u> </u>		X C	D D	
		specific preface	(Inclu	ded in t	he title).	La TOT	cne G.	F.D.	1
2.	CDI	TERION MEASURES		<u> </u>						<u>*</u> -
٠.		Are performance criteria			Г	т —		Т	т —	
		stated and evaluation			1	ł	Ì		ŀ	1
	ט	materials included?	<u> </u>	<u> </u>	<u> </u>	<u> </u>			_ х	
	В.	Does material fulfill its objective or purpose?	1	l x]		
						<u> </u>	.	<u> </u>	<u> </u>	<u> </u>
3.		TRUCTIONAL COMPONENTS Curricular materials					,			
		Teacher education materials		 	 	 	<u> </u>	X	x	
	c.			х	 	 		┼-^-	 	
4.		ONCO PROPROMETERS	_						•	A
٠.		RNER PREREQUISITE Are descriptive materials			<u> </u>			Т		
		available?	L _	·			•			l x
	В.	Is testing information								
_		available?	 -	<u> </u>	L	<u></u>	<u> </u>	<u> </u>		
5.		CHER REQUIREMENT								
	Do	teacher materials give the				T				
	act	crete illustrations and ivities to help the teacher	İ]	·	İ	[
	ful	fill the objective goals?	1		x	[ŀ		
6.	DC.	JABILITY EFFECT							•	
ο.	A.		<u> </u>							
		for the level intended?	x_	İ	ŀ	i			1	
	В.	The level is suggested in								
	c.	the format? The material is oriented		X	 	├ ──		<u> </u>		
		toward cultural awareness		ŀ					ļ	
		and is not insensitive?						x	<u></u>	
	υ.	Does the material fulfill the purpose for which it							reaa ar	
		is intended?	x				Orrecti		d Effec	tiveness of
	E.	Are the language level and		Ī —					of Soc	ial Studies
		content geared to adults?		<u> </u>	<u> </u>		lateria.		1 01 000	Jul Studies
7.	cos	• • • • • •								ding Materia
	Α.	Does the expense involved justify the result?							Scienc	
	В.	Does the expense involved		x		4.	Interpre	Mathor	of Lit	erary Materi Ability
		justify the product?		x		'' '	enerar	Mache	lacicai	RDITICY
	с.	Does the product compare			Ī	Î				
		favorably with other alternatives in the expense/	i							
_		result correlation?	<u>L</u>	х						
Ω	TIM									
υ.		E Time needed for pre-service								
		training	For a	teacher	of G.E.D) 1	time to	read F	ook.	i
	В.	Time needed for using the	For in	dividual	. use fiv	e to i	ten weel	ca. der	endine	on amount of
		product	<u> cime 8</u>	pent. I be cover	t uaed a	8 a c	laaa res	BOUTCE.	<u>the fi</u>	ve sections
		1	Comment	s and Eva	luation	O CITI	HEOLEIS.	·		

LEVEL OF MATERIAL

An outstanding book for preparation of the G.E.D. A fine diacussion of reading skills and interpretation as well as the five sections for the G.E.D. Excellent background material in each field, a apecialized vocabulary list for science, social science, literature, English and math with materials for analysia and practice. Very fine. * A very fine book for preparation for the G.E.D. Excellent considering

·Text guide

the price.

Albuquerque, New Mexico

	HIGH SCHOOL EQUIVALENCE		LENCY BOTHAMIEY AND DESIGN Author Young			and University of t PublisherState of New Yo				
ro	duct Title Part I: THEORY & DES		Autho	r roung	_	Publi	Does			
		Out- stand-	Above			Inade-	Not	Not	Do Not	
.		ing		Average	Fair			Stated		
ne	ck points	rug	MACTURE	Average		quate	1 NEF-21			
	OBJECTIVES									
•	A. Behavioral objectives							••	•	
	included							X		
	B. Statement of purpose or			x	1	1				
	specific preface				<u> </u>	<u> </u>			<u> </u>	
2.	CRITERION MEASURES									
•	A. Are performance criteria				1					
	stated and evaluation		1		ŀ	Í		x		
	materials included?				↓	<u> </u>			 	
	B. Does material fulfill its	į.		<u> </u>	l	İ				
_	objective or purpose?		<u> </u>	<u> </u>	<u> </u>	L	<u> </u>		<u> </u>	
3.	INSTRUCTIONAL COMPONENTS									
٠.	A. Curricular materials			L				X		
	B. Teacher education materials			Х		<u> </u>	1	<u> </u>	<u> </u>	
	C. Student materials		X	<u> </u>			1	<u> </u>	<u> </u>	
<i>)</i> .	LEARNER PREREQUISITE	1								
٠.	A. Are descriptive materials			1	т-	T	1			
	available?								X	
	B. Is testing information	Γ		[1,000	•		1	
	available?	No 1	ests, bu	k sambre	ques	41008.		<u> </u>	<u>.</u>	
	TOLOUPD DECUITOEMENT	i								
5.	TEACHER REQUIREMENT Do teacher materials give the		T	T	T -	T	T			
	concrete illustrations and	1	1		1	1	1	1	Į.	
	activities to help the teacher	1 .	1			1		İ		
	fulfill the objective goals?	Sam	e as stud	ent boo	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
6.	RELIABILITY EFFECT	1								
٥.	A. The material is adequate		1	1	ì					
	for the level intended?		X							
	B. The level is suggested in		Ţ						1	
	the format?	<u></u>	<u> </u>		+	<u> </u>	+. —		 	
	C. The material is oriented			1		1	1	1	Į.	
	toward cultural awareness and is not insensitive?	1		x	Į.	1				
	D. Does the material fulfill		+	 "	+	+	+		T -	
	the purpose for which it	1					1	1	1	
	is intended?	<u></u>	X	↓	\bot	4	⊥ _	$oldsymbol{oldsymbol{oldsymbol{eta}}}$	1	
	E. Are the language level and	1	x				1	1	1	
_	content geared to adults?			 _					4	
7.	COST	Cost	quotatio	ns were	not a	vailabl	e, but	good at	any co	
. •	A. Does the expense involved									
	justify the result?	 	x		+	+	+-	+	+	
	B. Does the expense involved	1	x	1						
	justify the product? C. Does the product compare	—	 ^	+	+	+	+	+	+	
	favorably with other	1		1	ĺ				1	
	alternatives in the expense	e/	1			1		1	1	
_	result correlation?	1	x		_i			<u> </u>		
_	Convertable 1969					•				
8	. TIME Copyright 1969	.⊢								
	A. Time needed for pre-service training	Two to three hours to peruse book.								
	B. Time needed for using the									
	product		1		n 000	60-hour	r trime	ster.		

LEVEL OF 2 3 X GED

Comments and Evaluation

A very fine guide to the theory and design of the G.E.D. testing program. A good bibliography is included and sections dealing with the scope of each of the five subject areas is included. Clear, concise format. This would be an excellent guide to the scope of G.E.D. for the G.E.D. teachers.

156

Author USAF Institute Publisher Mediaton. Wisconsin Outstands Above ing Average Average Fair quate Apply Stated Know Ing Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair Average Average Fair		U.S. ARMED FORCES IN		CULUM MAT	ERIALS			us	AF Inst	ltute
Check points 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION HEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective opprose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials B. Is testing information ovaliable? 5. Is testing information activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it the purpose for w	Pro		.011101		r USAF I	nstitu	te Publi			
Check points ing Average Average Fair quate Apply Stated Know 1. ORDECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERIOM MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials C. Student materials B. Teacher education materials available? B. Is testing information available? B. Is testing information available? B. Is testing information available? C. TEACHER REQUISTED A. Are descriptive materials available? B. It testing information and context of the objective goals? 5. TEACHER REQUISTENT Do teacher materials give the contivities to help the teacher fulfill the objective goals? 6. RELIABLUTY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the result? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. Time needed for using the Time needed to preview instructor's literature (5 hours)		det_ittle com obb theorem.	Out-					Does		
1. ORJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? B. Is testing information and activities to help the teacher fuffill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content, geared to adults? 7. COST Unknown A. Does the expense involved justify the result? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content, geared to adults? 7. COST Unknown A. Does the expense involved justify the result? C. Description for purpose? A. Time needed for purpose or purpose or previous instructor's literature (5 hours) Time needed to preview instructor's literature (5 hours)				Above		1	:nade-	Not	Not	Do Not
A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curicular materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials A. Curicular materials B. Teacher education materials A. Curicular materials B. Teacher education materials A. Curicular materials B. Teacher education materials A. Curicular materials A. Curicular materials B. Teacher education materials A. Curicular materials A. Curicular materials B. Teacher education materials A. Curicular materi	Che	k points	ing	Average	Average	Fair	quate	Apply	Stated	Know
A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curicular materials B. Teacher education materials C. Student materials B. Teacher education materials C. Student materials A. Curicular materials B. Teacher education materials A. Curicular materials B. Teacher education materials A. Curicular materials B. Teacher education materials A. Curicular materials A. Curicular materials B. Teacher education materials A. Curicular materials A. Curicular materials B. Teacher education materials A. Curicular materi	_									
included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials C. Student materials C. Student materials X. X. X. X. X. X. X. X. X. X. X. X. X. X	1.		ļ		-	. —				
B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials B. It each material signary of the concrete illustrations and activities to help the teacher fulfill the objective goals? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. Time needed for pursing the formation in the preview instructor's literature (5 hours)				ł	l	1	Ì		l v	
2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials C. Student materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are material information Built-in testing A. Are descriptive materials A. Are material is adequate for the level intended? A. The material is a adequate for the level intended? B. The level is ausgested in A. The material is oriented toward cultural awareness and is not insensitive? A. Does the material fulfill the purpose for which it is intended? A. Does the material fulfill the purpose for which it is intended? A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. Time needed for per-service training B. Time needed for using the				 	 	 	 	_	 ^	
2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials A. Are descriptive materials B. It is testing information available? B. It is testing information available? B. It testing information available? A. Are descriptive materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. Time needed for perservice training B. Time needed for using the				l v	-	ł	[ļ
A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials B. Is testing information available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the time needed to preview instructor's literature (5 hours) B. Time needed for using the time needed to preview instructor's literature (5 hours)		Special presuce		<u>, , , , , , , , , , , , , , , , , , , </u>			<u> </u>			
stated and evaluation materials included? B. Does material fulfilitits objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials V. X. V. V. V. V. V. V. V. V. V. V. V. V. V.	2.	CRITERION MEASURES	i		•					
materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is auggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the improvement in the provice instructor's literature (5 hours) B. Time needed for using the improvement in the preview instructor's literature (5 hours) 8. Time needed for using the improvement in the preview instructor's literature (5 hours)		A. Are performance criteria								I
B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pure-service training B. Time needed for vains the		stated and evaluation				1	i	ł	1	1
objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for vains the stream of the preview instructor's literature (5 hours) Time needed for vains the contents are the preview instructor's literature (5 hours)				<u> </u>				<u> </u>	<u> </u>	
3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information Built-in testing. 5. TEACHER REQUIREMT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the reault? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for wains the				1	ł		1	l	1	ļ
A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? K. M. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the		objective or purpose?	-	<u> </u>		L	<u> </u>	<u> </u>		<u> </u>
A. Curricular materials B. Teacher education materials C. Student materials A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? K. M. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the	3	INCTRUCTIONAL COMPONENTS	1							
B. Teacher education materials C. Student materials C. Student materials A. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the reduct? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the	٠.				У		1	1	$\overline{}$	
C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the				X	† ^	t	f			
4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete filustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural avareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the	_:				Х					
A. Are descriptive materials available? B. Is testing information available? S. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the product? C. Does the product? C. Does the product? C. Does the product? C. Does the product? A. Time needed for pre-service training B. Time needed for using the										
available? B. Is testing information available? Built-in testing. 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product? C. Does the product? S. TIME Copyright 1968 A. Time needed for pre-service training B. Irime needed for using the	4.	The state of the s	<u></u>			,				,
B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for using the				١		1	l .		1	
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the				 	 	├-		-	 	
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for wains the			D. 41 a		L.					
Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for using the		avaliable:	DULL	un testi	ritik.	<u> </u>	<u> </u>	*62	<u> </u>	<u> </u>
Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for using the	5.	TEACHER REQUIREMENT						•		
concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the				1	1					T
fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for using the		concrete illustrations and		1	ì	1	1		l l	
6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		activities to help the teacher	1	j	1	}	1	1.	1	
A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		fulfill the objective goals?	<u> </u>	X	<u> </u>	<u> 1</u>	L	<u> </u>		<u></u>
A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		DC: 1.D111M/	1						•	
for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the	0.		-	1	т —		T		Τ	
B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		•		l x	ļ		1			
the format? C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. Time needed for pre-service training B. Time needed for using the				 	†	+	+	 		
C. The material is oriented toward cultural awareness and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. Time needed for pre-service training B. Time needed for using the				l x			l	İ		1
and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. Time Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		C. The material is oriented			1		1			ĺ
D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the		toward cultural awareness		1	İ		1			1
the purpose for which it is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the					X			ᆚ		<u> </u>
is intended? E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the				i i		1		1	i	
E. Are the language level and content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			1		ĺ	1	1		1	1
content geared to adults? 7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			-	+ x	+	+	+	+-	 	
7. COST Unknown A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			1	l v		1				1
A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? X. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the	_	consens Beaten to annies:	1		1	1		1		
justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense result correlation? X. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the	7.	COST Unknown	L							
B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the										
justify the product? C. Does the product compare favorably with other alternatives in the expense/result correlation? X 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			├	<u> </u>	 	↓	 	—		1
C. Does the product compare favorably with other alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			1			.			1	1
favorably with other alternatives in the expense/ result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			<u> </u>	 	 X	+	+	+	ļ	+
alternatives in the expense/result correlation? 8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			I						1	1
8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			ال.	1		1	1	1	1	1
8. TIME Copyright 1968 A. Time needed for pre-service training B. Time needed for using the			"[x		1	1	1		1
A. Time needed for pre-service training B. Time needed for using the	_		T			_	'		•	
A. Time needed for pre-service training B. Time needed for using the	8.	TIME Copyright 1968	L							
B. Time needed for using the		A. Time needed for pre-service	:							
B. Time needed for using the product Student progresses at own rate (2 or 3 trimesters).			Time	needed 't	o previe	w ins	tructor	's lite	erature	(5 hours)
product 1 Student Progresses at own rate (2 or 3 trimesters).			974	ont nroce	.08606	Other	rate ()	or 3	rimanta	ra)
	_	product	1 2 4 4 4	one progr	CUBUS AL		-400 (2		LAMEBLE	



LEVEL OF

MATERIAL

Comments and Evaluation

A very thorough approach to G.E.D. preparation. Very extensive teacher's manual and instructions. Instructor's material is cluttered G. E. D.

SPELLING...

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Barron's Educational Series 113 Crossways Park Dr. Woodbury, N.Y. 11797

rod	uct T	itle SPELLING YOUR WAY T	SUCCES	SS Autl	or Josep	h Mersa	nd Put	lisher	odbury,	N.Y. 11
	<u> </u>		stand-	Above			Inade-	Not	Not	Do Not
1ec	k poi	nts.	ing	Average	Average	Fair	quate	Apply	Stated	KIIOW
	OBJEC	TIVES								
-	A. E	Sehavioral objecti es		}	1	ı	l	1	l x	1
	_	included					 	+	 ^- -	
		statement of purpose or specific preface			l v ˈ					<u> </u>
_		,								
•	CRITI	ERION MEASURES							+	
		re performance criteria		1				i		İ
		stated and evaluation materials included?		1				_i	<u> </u>	<u> </u>
		Does material fulfill its								
		objective or purpose?	x	<u> </u>	<u> </u>	L	↓	i		↓
			l							
•		RUCTIONAL COMPONENTS Curricular materials				$\overline{}$		X		
	R.	Curricular materials Teacher education materials						X		
		Student materials	X	<u> </u>		L	1			<u> </u>
			1							
•		NER PREREQUISITE Are descriptive materials	 	Τ –	Т		T	\top		
		available?	Į.		İ	<u> </u>				<u> </u>
		Is testing information					1	-		1
_		available?	├ ──	$oldsymbol{oldsymbol{oldsymbol{eta}}}$		<u> </u>		_ _X _		J
	TEA C	HER REQUIREMENT					_			
•		eacher materials give the	-	1	1					Ţ
	cond	rete illustrations and)	1		1	1	1	Į	ł
	act	ivities to help the teacher	1	ı		İ	1	l x	l	1
	ful	fill the objective goals?	 	<u> </u>				- ^- -		
5.	DET 1	LABILITY EFFECT	1							
٠.	A.	The material is adequate							į	
		for the level intended?	X		 	 	-			+
	В.	The level is suggested in	1	1						}
	•	the format? The material is oriented	X	+	+	 	+	\neg		
	C.	toward cultural awareness		1	1	ì			1	1
		and is not insensitive?	<u> </u>					_ x _		
	D.	Does the material fulfill				1	1		į į	Ì
		the purpose for which it	\ ,,	-	1		-	1	- }	1
		is intended? Are the language level and	X	+	+	1				
	E.	content geared to adults?	X							
_	_				_	-				•
7.	COS	1 \$1.25 Retail						1		
	Α.	Does the expense involved justify the result?	_x				}			
	R.	Does the expense involved								
		justify the product?	X							
	c.	Does the product compare	1 .	1		1	1	1		1
		favorably with other		ł		1		1		
		alternatives in the expensions	sev X	1						
_		PARALL COLLECTORIS	1 -			. !				
8.	. TII	Æ.								
	Α.		C e	ed. tim	a ta wa	d the	hook			
		training Time needed for using the	1 0 0 E	ec. Clu	gter if	nsey e	ntirely	4-6 w	eeks if	used
	в.	product	part	ally.						
_				a and Ev						

LEVEL OF 2
MATERIAL X 3
V GED

An excellent book for spelling rules and background to become a good speller, or in preparation for the G.E.D. A "one of a kind" find-truly outstanding--very concrete and usable.

*Finest book for spelling -- concrete and outstanding.



Albuquerque, New Mexico

CURRICULUM MATERIALS

Cambridge of Cowles Company

Product Title SPELLING		Autho	r Not Sta	ated	Publi	sherBro	onxville	, N.Y. 10
	Out-					Does		
neck points	stand- ing	Above	Average	Fair	Inade-	Not Apply	Not Stated	Do Not Know
	1	I NVCL.IEC	NVCLUAC		quate	, where	Diated	
. OBJECTIVES	<u> </u>			•			_	
A. Behavioral objectives included	1						x	
B. Statement of purpose or	_	 	 				^	
specific preface				х	<u> </u>			
			•					
CRITERION MEASURES A. Are performance criteria			1			1		
stated and evaluation]	1			
materials included?			ļ <u> </u>				X	
B. Does material fulfill its objective or purpose?				l x		j l		
objective of purpose:	+		1		<u> </u>	1		
INSTRUCTIONAL COMPONENTS	<u> </u>							
A. Curricular materials B. Teacher education material	.⊢—	<u> </u>	 -	-		X		
C. Student materials	"	 	 	 	x	1		
				•		•		
A. Are descriptive materials	<u> </u>			1				
available?				1		ļ		х
B. Is testing information								
available?	Built.	<u>-in tests</u>	<u> </u>	L				
. TEACHER REQUIREMENT								
Do teacher materials give the		T		T^-				
concrete illustrations and				i				
activities to help the teacher fulfil the objective goals?	1					x		
Tattati enc eo Jeeste Beats.			1		<u> </u>	<u> </u>		<u>L</u>
RELIABILITY EFFECT	<u> </u>		1					
A. The material is adequate for the level intended?			ļ	l x	•			
B. The level is suggested in			 	 ^	 	<u> </u>		
the format?				х	<u> </u>	<u> </u>		
C. The material is oriented toward cultural awareness		1	1	1	ł	1		
and is not insensitive?		ļ	1		1	x		ł
D. Does the material fulfill			i					
the purpose for which it is intended?		1		1	x			
E. Are the language level and		 		+	 ^ -	 		
content geared to adults?		d't gear	ed to an	ybody.	<u> </u>			
. COST 75c	ŀ	•						
A. Does the expense involved		T	Γ	T	1	T -		Τ
justify the result?					Х			<u></u>
B. Does the expense involved justify the product?	1]			v			
C. Does the product compare	 	+ -	+	+-	Х	 		
favorably with other	1		1	1		1		1
alternatives in the expens	:e/		ļ		١			
result correlation?	+	ш			<u> </u>	<u> </u>	L	L
3. TIME						_		
A. Time needed for pre-service								
training B. Time needed for using the	A fev	<u>minutes</u>	to see	how i	nadequat	te the	book is	<u> </u>
	It co	uld be a	overed i	n one	trimes	ter.		
	Commen	ts and Ev	aluation					

ERIC Full Tox t Provided by ERIC

LEVEL OF

MATERIAL

A very inadequate, outdated book for spelling. Cluttered, unattractive.

CURRICULUM MATERIALS

Doubleday & Company 277 Park Avenue

Product Title SPELLING MADE SIMPLE										
		Out-					Does			
a.	-1	stand-	Above			Inade-	Not	Not	Do Not	
Che	ck points	ing	Average	Average	Fair	quate	Apply	Stated	Know	
	OBIECTIES						•			
1.										
	A. Behavioral objectives included									
	B. Statement of purpose or		-					X		
	specific preface			х						
	specific preface		<u> </u>	^	L					
2.	CRITERION MEASURES									
	A. Are performance criteria		Γ -		$\overline{}$					
	stated and evaluation		ļ							
	materials included?				i		ŀ	х		
	B. Does material fulfill its									
	objective or purpose?			x						
3.	INSTRUCTIONAL COMPONENTS									
	A. Curricular materials							X		
	B. Teacher education materials							<u> x</u>		
	C. Student materials			Х						
									_	
4.	LEARNER PREREQUISITE									
	A. Are descriptive materials				i !					
	available?							x		
	B. Is testing information						1			
	available?	_	L	L	L			X		
5.	TEACHER REQUIREMENT									
<i>J</i> .	Do teacher materials give the		***							
	concrete illustrations and			1			1			
	activities to help the teacher		Į.	1			i i			
•	fulfill the objective goals?		1							
	, and the same of							X		
6.	RELIABILITY EFFECT									
	A. The material is adequate									
	for the level intended?			х	1					
	B. The level is suggested in		i .	<u> </u>	!	<u> </u>				
	the format?		i	x						
	C. The material is oriented							_		
	toward cultural awareness						1			
	and is not insensitive?			X						
	D. Does the material fulfill		1							
	the purpose for which it		1							
	is intended?			X						
	E. Are the language level and		1							
	content geared to adults?	-	<u> </u>	<u> </u>						
7.	COST									
•	A. Does the expense involved		Г -							
	justify the result?			l x						
	B. Does the expense involved		 	 ^						
	justify the product?			х						
	C. Does the product compare					_	\vdash			
	favorably with other								ı	
	alternatives in the expense									
	result correlation?			х			j	}		
8.										
	A. Time needed for pre-service				'n					
	training	Time	needed to	review	mater	ial.	_			
	B. Time needed for using the									
	product	One t	rimester.							



LEVEL OF

MATERIAL

Comments and Evaluation

A fine book that analyzes the causes of poor spelling and shows ways

CURRICULUM MATERIALS

Lyons & Carnahan Product Title PRINCIPLES OF SPELLING AuthorEunice Wallace Publisher (no address indicated) Out-Does stand-Inade-Not Not Do Not Check points Average ing Average Fair <u>quate</u> Apply Stated Know 1. OBJECTIVES Behavioral objectives included X Statement of purpose or Х specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials C. Student materials 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? <u>Built-lin testing</u> 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? X 6. RELIABILITY EFFECT A. The material is adequate for the level intended? The level is suggested in the format? The material is oriented toward cultural awareness and is not insensitive? X Does the material fulfill the purpose for which it is intended? X E. Are the language level and content geared to adults? 7. COST A. Does the expense involved justify the result? X B. Does the expense involved justify the product? X C. Does the product compare favorably with other alternatives in the expense, result correlation? It is good, but we don't have the cost. 8. TIME Copyright 1967 Time needed for pre-service training Time to peruse book. B. Time needed for using the product Could be covered in one trimester.

LEVEL OF 2
MATERIAL X 3

Comments and Evaluation

An interesting well-prepared book to increase spelling skills. A student could use it independently but he would already need to be motivated to want to improve his spelling. It could be used as a resource in reading improvement.



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

ll? Richmond Drive, N. E.
Albuquerque, New Mexico

CURRICULUM MATERIALS

McGraw Hill Company

Pro	duct Title IMPROVING YOUR OWN	SPELLING Author Johnson		! .	330 W. 42nd Street PublisherNew York				
	det litte Lilkoving look omi	Out-	NO AUTHO	r Juillet	<u> </u>	Publi	Does	TOLK	
		stand-	Above			Inade-	Not	Not	Do Not
<u>Che</u>	ck points	ing	Average	Average	Fair		Apply	Stated	Know
1.	OBJECTIVES					-			
1.	A. Behavioral objectives	<u> </u> -							
	included							x	
	B. Statement of purpose or						 		
	specific preface			х			!		
		_							
2.	CRITERION MEASURES A. Are performance criteria	<u> </u>	 						
	stated and evaluation	İ							
	materials included?	1					1	x	
	B. Does material fulfill its								
	objective or purpose?			X					
3.	THE TOPIC TONAL TO A CONTROL OF THE TOPIC TONE			<u> </u>					
٥.	INSTRUCTIONAL COMPONENTS A. Curricular materials								
	B. Teacher education materials	-		X					
	C. Student materials			- X		_	-		
							<u> </u>		
4.						_			
	A. Are descriptive materials available?	1							
	B. Is testing information	<u> </u>		X					
	available?	1		x					
			L				LL		
5.		1							
	Do teacher materials give the								
	concrete illustrations and						٠,	i	
•	activities to help the teacher fulfill the objective goals?						1		
	rutti the objective goals:			<u> </u>					
6,	RELIABILITY EFFECT	l							
	A. The material is adequate						- Т		
	for the level intended?			X					
	B. The level is suggested in the format?								
	C. The material is oriented			<u> </u>		_			
	toward cultural awareness							ŀ	
	and is not insensitive?	}		х					
	D. Does the material fulfill								
	the purpose for which it								
	is intended?			<u> </u>					
	E. Are the language level and content geared to adults?			v					
	Pearen to addits:		<u> — , — І</u>	X					
7.	COST								
	A. Does the expense involved							- -	
	justify the result?			X			1		
	B. Does the expense involved justify the product?			.,		_			-
	C. Does the product compare			X					
	favorably with other				,		ļ	l	
	alternatives in the expense/							ŀ	
	result correlation?			Х	ı				
0	TIME Copyright 1962								
٥.	•••								
	A. Time needed for pre-service training	ጥ ተም -	needed	to pouls		- Tala	_ <u>_</u>		
	B. Time needed for using the	TTME	nooueu	CO LEVIE	<u> </u>	Elal.			
	<u>produc't</u> ;	One	trimeste	r.					

LEVEL OF MATERIAL Comments and Evaluation

The book is designed for the student to improve his spelling at his own speed and more or less on his own. The book explains clearly to the student and teacher how the method works. Excellent format!

CURRICULUM MATERIALS

McGraw-Hill Company 330 West 42nd Street

Pro	duc t	Title SPELLING DRILLS & EX	ERCISE	S Autho	r Brende	l & Ne	ar Publi	sher <u>Ne</u>		10036
			Out-					Does		
			stand-	Above		İ	Inade-	Not	Not	Do Not
Che	ck p	oints	ing	Average	Average	Fair	quate	Apply	State <u>d</u>	Know
					-					
1.	OBJ	ECTIVES								
	Α.	Behavioral objectives							i	İ
		included							X	
	В.	Statement of purpose or				i	1		1	i
		specific preface			X	<u> </u>				
2.	CRI	TERION MEASURES								
	Α.	Are performance criteria		1		İ				ļ
		stated and evaluation		i		i				ł
		materials included?				<u> </u>	<u></u>	—	<u> </u>	
	В.				۱	İ	ļ			
		objective or purpose?			X	<u> </u>		L		L
_		:								
3.		TRUCTIONAL COMPONENTS		T 42		<u> </u>		,		τ -
	Α.			X	 	_		┝──┤		
	В.		ļ	<u> </u>	<u> </u>	 	<u> </u>	├──┤	X	<u> </u>
	<u>c.</u>	Student materials		<u> </u>	<u>L</u>	<u> </u>		<u> </u>		<u></u>
,		DUCK DEPENDING								
4.		RNER PREREQUISITE		1				1		г
	A.	Are descriptive materials		1]	l	Í			
	_	available?		 	 X -	<u> </u>		 		
	в.	Is testing information			L	l	1	1 i		
		available?	Bullt-	<u>in testi</u>	ng (prog	rammed	3)	L		L
-		CHER RECUITABLEME								
5.		CHER REQUIREMENT		1	т	Γ		1		
		teacher materials give the					·	!		
		crete illustrations and ivities to help the teacher					i	i		
			1				}			x
	Iui	fill the objective goals?		<u> </u>	<u> </u>		<u> </u>			<u> </u>
6.	DET	IABILITY EFFECT		;						
٠.	A.			1	Г	I	I	1		ſ
	۸.	for the level intended?		i	l x		1			ŀ
	В.		-	 	 ^		-	 		
	٥.	the format?		1	x			l i		Ţ.
	c.			1	 	-		 		-
	٠.	toward cultural awareness		İ	ŀ		į	ľ	i	i
		and is not insensitive?			х]	1			ł
	D.		 		1		 			
		the purpose for which it	l			Ì] 1		
		is intended?		x			}			
	Ε.		t	 	 	1				
		content geared to adults?	!	X	1	1				
			Ī		_					
7.	cos	T \$1.92 per workbook								
	Α.	Does the expense involved						1		
		justify the result?	L		Х	<u> </u>				
	В.	Does the expense involved								
		justify the product?			X			i		
	c.									
		favorably with other			1			1		
		alternatives in the expense/		1		l	ļ	l i	•	
		result correlation?		L	X	<u></u>	l			
									· 	· · · · · · · · · · · · · · · · · · ·
8.	TIM	E Copyright 1964				_				
	Α.	Time needed for pre-service	l							
		training	Time r	needed to	preview	book	let.	•		
	В.		1							
		product	One 'tı	<u>cimester.</u>						

Comments and Evaluation



CURRICULUM MATERIALS

Regents Publishers 1 West 39th Street

Pro	duc t	Title SPELLING		Autho	r Robert	Dixon	Publi	isher Ne	w York	10018
			Out-					Does		
			stand-	Above	j		Inade-	Not	Not	Do Not
Che	ck p	oints	ing	Average	Average	Fair	quate	Apply	Stated	Knov
		•	I						_	
1.		ECTIVES 🙀								
	A.	Behavioral objectives								ŀ
		included							X	
	В.	Statement of purpose or	1	1		1		i i		
		specific preface	<u> </u>		X					
_										
2.		TERION MEASURES		т	,					
	Α.	Are performance criteria			•					
		stated and evaluation		i	ļ	i I			x	
	_	materials included?		 	<u> </u>	\vdash	_			
	в.	Does material fulfill its		ŀ	x					
_		objective or purpose?	-	<u> </u>				<u> </u>	_	
3.	TNC	TRUCTIONAL COMPONENTS	i							
٦.	A.		 	<u> </u>	Г			1	v	
	В.	and the second s	├──			1			<u> </u>	
		Student materials	 		Х		_			
_		Jeduciie materials			_ ••					
4.	LEA	RNER PREREQUISITE	ĺ							
-		Are descriptive materials		I	_					
		available?	l	1	l '	1 1		 	X	
	В.	Is testing information								
		available?	Built-	in test.	L			l		
								-		
5.	TEA	CHER REQUIREMENT								
		teacher materials give the								
		crete illustrations and]		
		ivities to help the teacher	!	ì				1		
	_ful	fill the objective goals?		<u> </u>]		l	X	
0.		IABILITY EFFECT	<u> </u>			,		т т	1	
	Α.	The material is adequate for the level intended?	i		.,			1		
	10	The level is suggested in	-		<u> </u>					
	ь.	the format?		1	х	1 1		1		
	^	The material is oriented	 	 		\vdash				
	٠.	toward cultural awareness	[1				
		and is not insensitive?	ŀ	l	х					
	D.	Does the material fulfill					_			
	_	the purpose for which it			i i	1				
		is intended?		l	Х	۳.		ļ		
	E.	Are the language level and	-							
	•	content geared to adults?			x					
		•		•						
7.	COS	·								
	A.	Does the expense involved)						
	_	justify the result?			X					
	в.	Does the expense involved		İ	.,					
	•	justify the product?		-	Х		_			
	C.	Does the product compare		1		ĺ		1	ļ	
		favorably with other alternatives in the expense/		!				[
		result correlation?		<u> </u>	х					
_	_	result corteration:								
8.	TIM	E Copyright 1960	ł							. ,
٠.	Α.	Time needed for pre-service								
		training	Time n	eeded to	review	materi	al.			
	В.	Time needed for using the								
	_	product	One tr	imester.						
_										

Comments and Evaluation

The book relates the words to be spelled to such personal areas as home



SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Steck-Vaughn Company Box 2028

		Title GATEWAYS TO CORRECT	Out-		1		7 m = 3	Does	Not	Do Not
			stand-	Above		P-1-	Inade-	Not Apply	Stated	
hec	k po	ints	ing	Average	Average	Fair	quate	IVDDIA	Stated	KIIOW
	AR TE	CTIVES								
•		Behavioral objecti es		\Box						1
	۸.	included					<u> </u>	<u> </u>	<u> </u>	
	R.	Statement of purpose or								i
	٠.	specific preface		<u> </u>	X				┷	
٠.										
2.	CRIT	TERION MEASURES								
	A.	Are performance critacia					I		1	
		stated and evaluacion		ļ	l				l x	ļ
	_	materials included?		 			+	+		
	В.	Does material fulfill its		1	v		1		1	i
		objective or purpose?								•
3.	TNST	TRUCTIONAL COMPONENTS	1	-	_		·			
•		Curricular materials							X	——
	В.	Teacher education materials			X				∔	├
		Student materials			X					
_										
١.	LEA	RNER PREREQUISITE		 			 -			
	٨.	Are descriptive materials	!	1	<u> </u>		1	i	1	l x
		available?		├			 	+	+	 ^
	В.	Is testing information	.,,	L., .,,	h exerc	00000	d need	for tes	tk.	1
		available?	WOTK	dext wir	n exerc.	1969	neeu	<u> </u>	<u></u>	<i></i>
_		min PROLITOPMENT								
٥.		CHER REQUIREMENT teacher materials give the		$\overline{}$			T	T		T
	יסע	crete illustrations and		1			1	1		į
	COM	ivities to help the teacher	{			l		1	1	1
	ful	fill the objective goals?	ļ	1	X					<u> </u>
6.	REL	IABILITY EFFECT					+		-i	
	٨.	The material is adequate	ļ	1	l	i	:		l	İ
		for the level intended?			<u> </u>		+			+
	В.	The level is suggested in	ł	1	l	i	1		1 .	
		the format?	└		X_	├	+	+	+	+
	c.	The material is oriented]	1			1		i	
	•	toward cultural awareness		1	İ			l x		
	_	and is not insensitive?	<u> </u>	+	 	 	+	 "		
	D.		1	1				1		
		the purpose for which it is intended?		ł	x				1	
		Are the language level and			 " 					Ī
	E.	content geared to adults?		ŀ	x	L				<u></u>
_		COURSELL MODERA OF BUILDING							•	
7.	cos	T \$0.96					+ -	-	,	+
. •	٨.	Does the expense involved		1		l	1			1
		justify the result?		4	<u> </u>	 		 	+	+
	В.	Does the expense involved				1			1	1
		justify the product?	<u></u>	+	<u> </u>	├ ──	+	+	+	+
	C.	Does the product compare			1	1				
		favorably with other	1,	1	1	1	1	1		1
		altarnatives in the expense	7	1	х	1	1	1		1
_		result correlation?	 							
	~~	æ	1			_				
٥.	TI	ur Time needed for pre-servic								
			I Only	time_to	go thro	ugh ma	<u>terials</u>	<u> </u>		
		Fraining								
	R.	training Time needed for using the	05 10	00D GA	year as	lagus :	ementar	y mater	ial. Se	ctions

ERIC Front Standard Style ERIC

Comments and Evaluation

Adequate as a spelling workbook--not outstanding. Really too bulky and lengthy.

Workbook

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS

Washington Square

Press, Inc.

1 West 39th Street

SIX MINUTES A DATE TO		Autho	r Harry S	hefte	r <u>Publi</u>	sherNev	York	10018
Product Title PERFECT SPELLING		Autho				Does	1	
- loi	ut-	Above			Inade-	Not	Not	Do Not
I,	tand-	Above	Average	Fair	quate	Apply	Stated	Know
Check points 1	ng	Average	VACTOVE					
1. OBJECTIVES								
A. Behavioral objectives						'	X	
included			L					
B. Statement of purpose or						1 1		•
specific preface			<u> </u>		L			
specific picture								
2. CRITERION MEASURES								
A. Are performance criteria			,	1	1	1		
stated and evaluation		l	1	1	ļ		x	İ
materials included?		i	ł		<u> </u>	├		
materials included:						1		1
B. Does material fulfill its		l	X	L		<u> </u>		<u> </u>
objective or purpose?		1						
A COMPONENTS								
3. INSTRUCTIONAL COMPONENTS			T	T		l	<u> </u>	
A. Curricular materials							<u> </u>	
B. Teacher education materials		 	 x		1	T		
C. Student materials			<u> </u>					
4. LEARNER PREREQUISITE			т	\top	T	T		
A. Are descriptive materials		1	x		1	1	ł	<u> </u>
available?			 ^-	+-	+	+		
B. Is testing information				i i		1	1	i
available?			<u> </u>					
5. TEACHER REQUIREMENT							Τ	Τ
Do teacher materials give the		1	l l	1	ļ	1	i .	1
concrete illustrations and		1		1	1	į.	1	
activities to help the teacher	1	1		1			i	
fulfill the objective goals?			X		<u> </u>			
Idilli the objective								
6. RELIABILITY EFFECT	l							
6. RELIABILITY EFFECT A. The material is adequate					1			1
for the level intended?		i.	X				+	
	· ·			ł		1	} .	
B. The level is suggested in the format?	1	i	<u> </u>					
					ľ	1		ł
C. The material is oriented toward cultural awareness	ł	1	· I	- 1			1	ł
and is not insensitive?	Į		l x				┷	
and is not insensitive.		+					1	
D. Does the material fulfill	1	1		1	ľ	1		
the purpose for which it	1	1	l x	1	1	1		
is intended?	├──		 -				T	1
E. Are the language level and	1	i i	Х	1		<u>L</u> _	1	
content geared to adults?	+							
	1							
7. COST			$\overline{}$	$\neg \neg$				l
A. Does the expense involved	1	1	_ x _		1	1	1	
justify the result?	 			+-				
B. Does the expense involved	1	ļ .	l x	1			1	
instify the product?	 			+-			1-	
C. Does the product compare	1		1	l	1:		i	1
favorably with other	1	1	- 1	i	1	1	1	1
alternatives in the expense	:4	ŀ	l x	Į.				1
result correlation?	—							
	1							
8. TIME Copyright 1967	<u> </u>							
A. Time needed for pre-service	2	_						
training	Time	needed	to revie	W MALE	LIGIA.			
B. Time needed for using the	1_		_					
product	One	trimeste	Γ					

LEVEL OF 2
MATERIAL 3

Comments and Evaluation

A fine book on spelling problems. Gives a fine method to master a word. Has a good introduction and philosophy of why one might be a poor speller. Concise, clear and a good format.

G. E. D.

VOCATIONAL...

Albuquerque, New Mexico

			CURR	ICULUM MAT	ERIALS	ional	A44	i san-Wa	sley Pu	hlishin
_		HOW TO GET A JOB					nuu.	Re	ading,	Mass 0
roc	<u>duc t</u>	: Title JOB SEARCH KIT	Io	Autho	r Design	_	Lapi	Does	1	
			Out-		ł		Y		Not	Do Not
`h	- h -	ainta	stand-	Above			Inade-	Not Apply		
nec	ск р	oints	ing	Average	Average	rair	quate	VbbiA	<u>Stated</u>	_ Know
	AD I	ECTIVES								
						-				
	А.	Behavioral objectives included		1	1			·	х	ļ
	10			 	-					-
	р.	Statement of purpose or specific preface		x	l					
		specific preface		<u> </u>		<u> </u>			<u> </u>	<u> </u>
2	CDI	TERION MEASURES								
٠.		Are performance criteria		ſ	. —					 -
		stated and evaluation		l	Ì					1
		materials included?				ľ		1	X	
	R	Does material fulfill its								
	υ.	objective or purpose?		l x		1			i	1
		objective of parpose:	 -	<u> </u>		L				<u> </u>
3.	INS	TRUCTIONAL COMPONENTS	l							
-		Curricular materials		X	i					
		Teacher education materials	—	x						
		Student materials	<u> </u>				_		_	
							_			_
٠.	î.EA	RNER PREREQUISITE	l							
		Are descriptive materials						}		
		available?		ļ		1 1				X
	В.	Is testing information								
_		available?						X]		
5.	TEA	CHER REQUIREMENT	Ī							
	Do	teacher materials give the						1		
	con	crete illustrations and					1			
	act	ivities to help the teacher	1			1		1		
	ful	fill the objective goals?	L	<u> </u>						
		IABILITY EFFECT	L							
	Α.	The material is adequate								
		for the level intended?	<u>X</u>	<u>l</u>						
	В.	The level is suggested in								
		the format?	X				_	1		
	c.	The material is oriented		i .						
		toward cultural awareness								
	_	and is not insensitive?		X				<u>l</u>		
	D.		-	!				Ī		·
		the purpose for which it						l		
		is intended?	X	Ļ						
	Ł.	Are the language level and			x			l		
		content geared to adults?		<u> </u>						
,	cos	т		quotatio	ns were	not av	ailable	, but	good at	almost
-		-	Any p	rice.			 -			
	Λ.	Does the expense involved justify the result?					- 1	- 1	l	
	D	Does the expense involved		 						
	D.			.,		·		- 1		
	_	justify the product? Does the product compare		X						
	٠.	favorably with other				1			1	
						!		1		
		alternatives in the expense/ result correlation?		х			į	ŀ	1	
				4.			i			
	TIM	, F								
	A.									
	۸,	training	Time t	o peruse	materia	1.				
	R	Time needed for using the	Trule 6				 ·			
	υ.	product	Easily	used in	a trime	ster i	f stude	nts do	indivi	dual wo
		P. UUUL L	~~~~		~					

LEVEL OF MATERIAL Comments and Evaluation

This is an excellent "Job Search Kit" with Teacher's Guide, role playing materials, job briefs, lists of vocational and word applications. It would be an outstanding resource for any counselor or teacher who works with anyone who is job hunting. Fine format, good illustrations.

CURRICULUM MATERIALS

Arco Publishing Company 219 Park Avenue, South

<u>Pro</u>	duct Title HOW TO PASS EMPLOYME	NT TEST	CS Autho	<u>r Arthur</u>	Liebe	re Publi	snerne	York	10003
		Out-	. .			Inade-	Does Not	Nct	Do Not
ch.	ck points	stand- ing	Above Average	Average	Fair			Stated	
, ne	ck points	A	Average	Merch		45555			
١.	OBJECTIVES]							
	A. Behavioral objectives	1			l l		1	х	
	included				-		 	Α	
	B. Statement of purpose or specific preface					х			
_	specific preface								
	CRITERION MEASURES								
	A. Are performance criteria								
	stated and evaluation materials included?				•			Y	
	B. Does material fulfill its						!		
	objective or purpose?				Х	<u> </u>			
•	INSTRUCTIONAL COMPONENTS			-	т —	г	·	Х	
	A. Curricular materials B. Teacher education materials	 			 			X	
	C. Student materials				Х				
_									
•	LEARNER PREREQUISITE	<u> </u>							Γ
	A. Are descriptive materials available?		•	i	1	1	1		· x
	B. Is testing information						†		
	available?	Sample	tests a	e inclu	ded.				
			•	_					
•	TEACHER REQUIREMENT						<u> </u>		г —
	Do teacher materials give the concrete illustrations and	1		1	İ		ł		
	activities to help the teacher	1					1		
_	fulfill the objective goals?				<u> </u>		<u> </u>	<u> </u>	L
		İ							
•	RELIABILITY EFFECT A. The material is adequate		<u> </u>	1	Т		F -		F
	for the level intended?	i		x	l			_	
	B. The level is suggested in	-			1				
	the format?				↓	<u> </u>	↓		
	C. The material is oriented			ļ	l	1			
	toward cultural awareness and is not insensitive?	l			x				
	D. Does the material fulfill	-	1		 ^				
	the purpose for which it	1	İ	İ		ŀ			
	is intended?			<u> </u>	X	-	├		
	E. Are the language level and content geared to adults?	1	1		x	1			
_	content geared to adults:	 	<u> </u>	1		1	<u> </u>	<u> </u>	
	COST \$4.00								
	A. Does the expense involved			1	1		i	İ	i
	justify the result?		 	 	X	├	1	 -	<u> </u>
	B. Does the expense involved justify the product?	1	ł		x			ŀ	
	C. Does the product compare		 	<u> </u>					
	favorably with other			ł	1	1.	1	}	
	alternatives in the expense	1	!			1	1		
_	result correlation?	 	<u> </u>	<u> </u>	Х	<u> </u>	т—	<u> </u>	<u> </u>
١.	TIMECopyright 1947 through 19	8							
•	A. Time needed for pre-service						-		
	training	Time t	to peruse	the boo	ok		1		. 10
	B. Time needed for using the	This i	is hard (o judge ource fo	since	1C 18	aesign	ed for i	ndividu
	product	luse.	va q les	ource re	e and	LLO, SE	CLIUIIB	conta r	C OCTER

ERIC

MATERIAL

LEVEL OF 2 A lot of context but most inferio

A lot of context but most inferior format. Crowded, cluttered, bulky.

The consultants have had only negative feelings about the ARCO
publications because they are always over-crammed and difficult to use.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. Adult Basic Education Library Center

117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS
Bohlman and

Follett Publishing Co. 201 N. Wells Street

				Boh 1 mai					lls Street
	tle ACCENT/CONSUMER EDI		Autho	r Bohlman	<u> </u>	Publ:		icago,	Illinois 6
2	See below for additional	stand-	Above		l	Inade-	Does Not	Not	Do Not
heck poin	titles ts	ing		Average	Fair		Apply		
. OBJECT	71Æ C								
	havioral objectives	<u> </u>							
	c luded							X	
	atement of purpose or								
sp	ecific preface			<u> </u>			l .	_	
. CRITER	ION MEASURES								
A. Ar	e performance criteria								
	ated and evaluation							.,	
	terials included? es material fulfill its							X	
	jective or purpose?			X					
	CTIONAL COMPONENTS rricular materials						1	x	
	acher education materials		X						
	udent materials	Х	•						
									_
	R PREREQUISITE e descriptive materials			_	_				
	ailable?		х				1		
B. Is	testing information			_					
av	ailable?						Х	_	
. TEACHE	R REQUIREMENT								
	cher materials give the								
concre	te illustrations and								
	ties to help the teacher								
tultal	l the objective goals?		<u> </u>						
. RELIAB	ILITY EFFECT				;				
	e material is adequate								
	r the level intended? e level is suggested in	Х							
	e format?	x	,						
	e material is oriented	•	_						
	ward cultural awareness		v			,			•
	d is not insensitive? es the material fulfill		Х		_				
	e purpose for which it								
	intended?	X							
	the language level and		940						
	stent geared to adults?	X							
	.75 for students								
	stify the result? es the expense involved	Х							
	stify the product?	x							
C. Do	es the product compare								
fa	vorably with other								
	ternatives in the expense/ sult correlation?		Nochi-c	100 141]	
		X	Nothing	ETSE TIM	<u> </u>		1		
	Copyright 1966								
	me needed for pre-service								
	ining ne needed for using the	Ī	o read t				_		
	oduct	One or readin	CWO COU	rq pe na	ed eac	en trime	ester a	s suppl	ementary



LEVEL OF 2 An outstanding series on Consumer Education on the 7th - 9th grade

MATERIAL X 3 reading level -- the content is excellent with just what is needed in

CURRICULUM MATERIALS

Follett Education Corporation 1010 W. Washington Blvd.

Publisher Chicago, Illinois 60606 Product Title UNDERSTANDING THE AUTOMOBILE Author John Beck Does Out-Do Not Inade-Not Not stand-Above Apply Stated Know Fair <u>quate</u> Check points ing Average Average 1. OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? B. Does material fulfill its objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Available Student materials 4. LEARNER PREREQUISITE A. Are descriptive raterials available? B. Is testing information available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? 7. COST \$1.50 A. Does the expense involved justify the result? X B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense X result correlation? 8. TIME Copyright 1965 A. Time needed for pre-service Time to peruse workbook. training Time needed for using the One trimester.

Comments and Evaluation

This workbook gives the student an overview of the nine basic



produc t

Albuquerque, New Mexico

CURRICULUM MATERIALS

Frank E. Richards 215 Park Street

D	ALLE TANGE CE	DRIVE Author John Wool				Dock 1	Street			
PTC	duct little GE	TING READY TO DRI	Out-	Autho	1	1	Publi	Does Does	noenix.	New Yor
			stand-	Above	ļ.	1	Inade-	Not	Not	Do Not
Cha	ck_points		ing	Average	Average	Fair		Apply		Know
	ek points		****	Aveluge	1 WASTER	1	quate	MEPAY	<u> </u>	1 101
1.	OBJECTIVES									
		il objectives		Γ –						
	included	•			Į	l .			X	
	B. Statement	of purpose or			1					
	specific	preface		X						
2.	CRITERION ME				,					
		rmance criteria			1	1		i i		
		nd evaluation			İ	ł		i	x	
		s included? erial fulfill its				-				
		or purpose?		x		1				
		or purpose:			<u> </u>					
3.	INSTRUCTIONAL	COMPONENTS								
	A. Curricula		X							
	B. Teacher e	ducation materials								X
	C. Student r	naterials	X							
4.	LEARNER PRERE	• • • • • • • • • • • • • • • • • • • •								
		iptive materials			i	1		1		
	available				-				X	
	available	g information	Ru (1	-in writ	ing and	visua	l exerc	ises.		
_	avaliable	· ·	DULL	- Lii W	72	[
5.	TEACHER REQUI	REMENT								
		terials give the								
		strations and								
	activities to	help the teacher	1			1		:		
	fulfill the o	bjective goals?							X	
6.					r	<u> </u>	_			
		ial is adequate evel intended?		x	1	1		İ	Ĭ	
		is suggested in				-				
	the forma		X.			1 1				
		ial is oriented								
		ltural awareness			İ	l		1		
	and is no	t insensitive?				1		Х	1	
	D. Does the	material fulfill							$\neg \neg$	
		se for which it			1	l i				
	is intend		X		ļ					
		anguage level and		x				1	l	
	content g	eared to adults?		^						
7.	COST		linkaa	um Fra	ellent w	orkhod	k rees	ard less	of cos	t.
		expense involved	DIIKIIC	WII, DAC		-	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		7	
		he result?	X						•	
		expense involved							1	
		he product?		X						
		product compare								
		with other						i	I	
		ves in the expense/	x					1	i	
	result co	rrelation?								
A.	TIME Copyrig	ht 1967								
- •		ed for pre-service								
	training		Time	needed	to previ	ew boo	k (1 o	2 hou	rs).	
		ed for using the								
	product		Appr	oximatel	y 10 cla	ss hou	rs.			



LEVEL OF MATERIAL

Comments and Evaluation Very well illustrated and practical approach. This booklet has been designed to prepare the non-academic student and/or adult for the

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS
Pauline Garrett

Ginn & Company 125 Second Avenue

_				Pauline C				Second .	
Pro	oduct Title YOU ARE A CONSUMER O		ING Autho	rEdward	Metze	n Publ:		ton, Ma	ss. 0215
	·	Out-	1		}		Does		
Ch.	and nadata	stand-	Above		l	Inade-		Not	Do Not
Cite	eck points	ing	Average	Average	Fair	quate	Apply	Stated	Know
1.	OBJECTI VES								
٠.	A. Behavioral objectives		т — -			ĺ	r		
	included			j	l		ł I	x	
	B. Statement of purpose or	<u> </u>		 					
	specific preface	1	ł	l x					
_	specific preface						<u> </u>		
2	CRITERION MEASURES								
	A. Are performance criteria	_			1	_			
	stated and evaluation			l					
	materials included?]	x	•
`	B. Does material fulfill its						-	-"	
	objective or purpose?		X				1		
_					1				-
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials			X				I	
	B. Teacher education materials							X	
	C. Student materials			X					_
4.									
	A. Are descriptive materials								
	available?							ľ	
	B. Is testing information								
	available?	Built	in at e	nd of ea	ch ch	pter			
5.	TEACHER REQUIREMENT								
	Do teacher materials give the					7	T		
	concrete illustrations and				ľ	i i	j	ĺ	
	activities to help the teacher						Į.		
	fulfill the objective goals?							X	_
								_	
6.	RELIABILITY EFFECT								<u> </u>
	A. The material is adequate	- 1							
	for the level intended?		Х						
	B. The level is suggested in	1		l		<u> </u>		1	
	the format? C. The material is oriented			Х					
				٠.	- 1			1	
	toward cultural awareness and is not insensitive?	1	1		- 4	l		1	
	D. Does the material fulfill			<u> </u>					
	the purpose for which it			1		j	- 1	ľ	
	is intended?	į.	x	ľ	i	Ì	i	1	
	E. Are the language level and				- $+$				
	content geared to adults?	ŀ	i	_ x	ĺ				
	Paranta de managas,					1			
7.	COST								
	A. Does the expense involved							. 1	
	justify the result?	ŀ	ļ	_ x	į	J	j	į	
	B. Does the expense involved		$\overline{}$					+	
	justify the product?	1		х		į		- 1	
	C. Does the product compare						$\overline{}$		
	favorably with other		ı	ł	ļ	ŀ	1	l	
	alternatives in the expense/		J	ľ	İ	İ]	1	
	result correlation?		i	X		1	_	1	
ð.	TIME Copyright 1957								
	A. Time needed for pre-service								
	training	Time	needed t	<u>o review</u>	book	or spec	ific l	essons	
	B. Time needed for using the	•		-					
	product	Une t	rimester	, or les	8				

Comments and Evaluation

The purpose of the book is to make the reader aware he is a consumer



CURRICULUM MATERIALS

John Day Company

	YOU CAN WORK IN THE	;						W. 34ED	
Pro	duct Title EDUCATION SERVICES	-	Autho	r Betty V	W. Die	tz Publi	lshe <u>rNe</u> v	York _	10036
		Out-					Does		
		stand-	Above	l	ľ	Inade-	Not	Not	Do Not
Ch.	-1	ing	Average	Average	F-1-		Apply		Know -
Cne	ck points	Tuk	Average	AVELAKE	raii	quate	APPLY	<u> </u>	
_	_	l							
1.	OBJECTIVES		_						
	A. Behavioral objectives	ł		1	ı		1 1	1	
	included	ł		i	L			Х	
	B. Statement of purpose or								
	specific preface	ŀ		lх		i	1 1	. 1	
		<u> </u>		<u> </u>			· ·		
•	ODITED TON MEACHDED								
۷.	CRITERION MEASURES			r — —		,			
	A. Are performance criteria		İ			L	i I		
	stated and evaluation	ľ	ĺ			}) <u>†</u>	x	
	materials included?								
	B. Does material fulfill its				ŀ	!	i I	1	
	objective or purpose?	ł	1	х	l	!	1		
			<u> </u>						
3.	INSTRUCTIONAL COMPONENTS								
٠,				Γ	г —		1		
	A. Curricular materials					-	├	X	
	B. Teacher education materials		<u> </u>		<u> </u>		├── ─┤		X
	C. Student materials		X _	<u> </u>		<u>L</u>			
4.	LEARNER PREREQUISITE	l							
	A. Are descriptive materials								
	available?	l	1				1	-	X
	B. Is testing information	<u> </u>			 		 		
	. •		1	1	1		l }		
	available?	 		L	<u> </u>	<u> </u>	X		
5.	TEACHER REQUIREMENT								
	Do teacher materials give the		1	1			1 1	. !	
	concrete illustrations and		1	l		i	1 1		
	activities to help the teacher		İ	i		1	! I		
	fulfill the objective goals?		1	ł		1	l x l	i	
	tuttiti the objective Audio.	 	<u> </u>		l	1			
	DOLL DELICH EPPOOR	į							
6.	RELIABILITY EFFECT		т						
	A. The material is adequate	٠,	1		1	1			
	for the level intended?	<u> </u>	<u> </u>		<u> </u>		<u> </u>		
	B. The level is suggested in		1		1	l	1 1		
	the format?	1	X		1	_	1 _1		
	C. The material is oriented				1				
	toward cultural awareness		1			l .	1 1	1	
	and is not insensitive?		1	X	1	l .	1 1	1	
			 	t· ~~~		 			
	D. Does the material fulfill		ł	ł	i	i	1 1		
	the purpose for which it	ł	l x	i		l .] [1	
	is intended?			<u> </u>		L	└		
	E. Are the language level and		L	1		ŀ	l i		
	content geared to adults?		X		<u> </u>		<u> </u>		
-									
7.	COST \$3.96	ł							
•	A. Does the expense involved		1		T -		T		
	justify the result?		x		1	i	l i	- 1	
			├ ^		┼	┼	l' -	$\overline{}$	
	B. Does the expense involved				ĺ	l	1 1	•	
	justify the product?		X	.	├		\longmapsto		
	C. Does the product compare		i	1	l	İ]	}	
	favorably with other		1	1		i .	1 1		
	alternatives in the expense/	1	۱	1		1	}		
	result correlation?		X	Ì			i I	•	
_				•	-				
Ω	TIME								
٠.									
	A. Time needed for pre-service	Ties			hack				
	training	TIME !	needed to	peruse	DOOK.				
	B. Time needed for using the								
	product	Could	be read	thorough	ıly in	six to	eight	hours.	

Comments and Evaluation

One of an attractive series of books on vocations -- fine format.



Albuquerque, New Mexico

John Day Company 62 West 54th Street

			CURRI	CULUM MAT	ERIALS				hn Day (
		YOU CAN WORK IN THE								th Stree
Pro	<u>duc t</u>	Title TRANSPORTATION INDI		Autho	Betty W	. Diet	z Publ:		York	10036
			Out-	۱.,	l	}	١	Does		Da N
Ch.	-1	almea	stand-	Above			Inade-	Not	Not Stated	Do Not Know
Cne	ск р	oints	ing	Average	Average	rait	quate	Apply	Stated	Know
1	OR I	ECTIVES	1							
• •	A.			ī				1		
	•••	included	}	Ì	l		i		x	
	-В.	Statement of purpose or								
		specific preface	ĺ		х		•	1		
							•			
2.		TERION MEASURES								
	Α.	Are performance criteria		ļ	j					
		stated and evaluation	Ī	ł			1	1		
	_	materials included?	<u> </u>	Ļ	ļ				X	
	В.	Does material fulfill its		,	•	ĺ		i I		
_		objective or purpose?	-	<u> </u>	L	<u>. </u>		<u> </u>		
3.	INS	TRUCTIONAL COMPONENTS								
٠.		Curricular materials			i					
		Teacher education materials			X	 				
		Student materials		х	1					
		-			· ·					
4.		RNER PREREQUISITE								
	Α.	Are descriptive materials		l				i I		
	_	available?		<u> </u>			<u> </u>	\Box		X
	В.	Is testing information	1	1			i	,		
_		available?		!		L	<u> </u>	<u> </u>	j	
5	TEA	CHER REQUIREMENT								
٦.		teacher materials give the	<u> </u>	<u> </u>				г 1	_	
		crete illustrations and		i	1	ŀ	ļ			
		ivities to help the teacher		ŀ	1	Ì	1			
_		fill the objective goals?	1	i	l	х	l	i [
				-						
6.		IABILITY EFFECT		,						
	Α.	The material is adequate			l		Ì			
	_	for the level intended?		Х						
	в.	The level is suggested in			[ł	
	c.	the format? The material is oriented	-	<u> </u>		-	<u> </u>	 		
	٠.	toward cultural awareness			[]	j		•	
		and is not insensitive?			x	l	1	[]		
	D.			1	_					
		the purpose for which it		1		ĺ				
		is intended?		х				İ		
	E.	Are the language level and								
		content geared to adults?		Х						
-		m A/ AA								
1.		T \$4.29 Does the expense involved				F			· · · · · ·	
	Α.	justify the result?	}	x		ļ				
	В.	•		 X . -	_			 		
	υ.	justify the product?		x		l			1	
	c.			 				 		
	-•	favorably with other							- 1	
		alternatives in the expense								
		result correlation?		X						
8.	TIM	_								
	Α.	Time needed for pre-service	74			Lacl.				
	R .	training Time needed for using the	Time !	iceaea Co	review	DOOK.				· · · · · · · · · · · · · · · · · · ·
	٥.	product	Six to	eight h	ours.					



Comments and Evaluation

LEVEL OF MATERIAL

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

Adult Basic Education Library Center 117 Richmond Drive, N. E. Albuquerque, New Mexico

CURRICULUM MATERIALS New Readers Press Author Frank Lauback Publisher Syracuse, New 3200k Product Title BE INFORMED SERIES Does Out-Not Do Not Inadestand-Apply Stated Know Fair quate ing Average Average Check points 1. OBJECTIVES A. Behavioral objectives X included B. Statement of purpose or specific preface 2. CRITERION MEASURES A. Are performance criteria stated and evaluation X materials included? Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials Teacher education materials В. Student materials С. 4. LEARNER PREREQUISITE A. Are descriptive materials available? Is testing information Built-in. available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher X fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate X for the level intended? The level is suggested in X the format? The material is oriented toward cultural awareness X and is not insensitive? D. Does the material fulfill the purpose for which it X is intended? E. Are the language level and content geared to adults? Very good material regardless of cost. COST COST (?)
A. Does the expense involved X justify the result? Does the expense involved X justify the product? C. Does the product compare favorably with other alternatives in the expense/ result correlation? 8. TIME A. Time needed for pre-service Time needed to preview units q training Time needed for using the One trimester or less.

LEVEL OF MATERIAL X GED

Comments and Evaluation The BE INFORMED SERIES is a carefully planned, well written, well illustrated series of leaflets developed to give the student practical knowledge in areas of adult concern (credit, car ownership, housing problems, and getting and keeping a job).

Leaflet form for notebooks.

product

CURRICULUM MATERIALS

New Reader's Press Author Kay Koschnick Bublishor Syracuse, News York

Proc	łuc t	Title THE WORLD OF WORK		Autho	rKay Kos	chnic	k Publi	isher ^{S)}	/Tacuse,	Ne ¥321	
		oints	Out- stand- ing	Above	Average		Inade-	Does Not	Not Stated	Do Not	
					[еледе		1	1.34.1-1			
1.		ECTIVES	<u> </u>	,						-	
	Α.								x		
	R	included Statement of purpose or		├──				-			
	ь.	specific preface		x							
2 :	CRI	TERION MEASURES									
	۸.	Are performance criteria	İ		<u> </u>	j		l			
		stated and evaluation materials included?			· ·			1	x		
	В.	Does material fulfill its									
	٠.	objective or purpose?		x]			i i			
3.		TRUCTIONAL COMPONENTS	<u> </u>							_	
		Curricular materials	<u> </u>	X	 			-		X	
		Teacher · oducation materials Student materials	-x	 	 -	-		├──┤	-		
-	<u> </u>	ocudent ingestrars	 "		L					•	
٠.	LEA	RNER PREREQUISITE	L								
	Α.	Are descriptive materials						1			
	_	available?		 							
	В.	Is testing information available?	Pau	lew test	e at hac	r of t	ook	1	•		
		available:	+ Kev	TEM CEST	p at bac		-				
· .	TEA	CHER REQUIREMENT									
		teacher materials give the		Γ –	<u> </u>						
	con	crete illustrations and]								
		ivities to help the teacher	ļ			i		1	.,		
	tul	fill the objective goals?		<u> </u>				<u> </u>	Х.		
.	REL.	IABILITY EFFECT	ĺ								
•	Α.			T							
		for the level intended?	x	<u> </u>							
	В.	The level is suggested in		ļ							
	^	the format? The material is oriented	x	— —							
	c.	toward cultural awareness		1							
		and is not insensitive?	ł	x	İ			İ			
	D.										
		the purpose for which it							1		
	_	is intended?		X							
	E.	Are the language level and content geared to adults?		х			.	l	1		
	_								1		
	cos	T (?) Probably inexpensive	(\$1.00 or less)								
	Α.	Does the expense involved							T	_	
		justify the result?		X						<u> </u>	
	В.	Does the expense involved justify the product?				1			1		
	c.			X				 			
		favorably with other		i					i i		
		alternatives in the expense	1	:				f	ŀ		
	_	result correlation?		Х							
	ጥምኔላ	E Copyright 1969	[_							
-	TIMI	- • • •	 								
	•••	training	Time	needed to	previeu	book	(about	1 hour	:)		
	_	Time needed for using the		ximstely		•			-		
	В.	TIME HEADER FOR GRIND CHE									



LEVEL OF

Comments and Evaluation

A fine worktext dealing with finding a job, the job interview, application forms, etc. Also has chapters concerning (1) Jobs for Teenagers (2) Jobs

Albuquerque, New Mexico

Science Research

Product Title THE JOB AHEAD	CURI	RICULUM MA	TERIALS See at or for au	tached thora		25	sociate 9 E. Er	ie Street
· Check points	Out- stand- ing				Inade-	Does Not	Not	Do Not
OBJECTIVES A. Behavioral objectives included B. Statement of purpose or specific preface		X	Average	Pair	quate	Apply	Stated	Know
 CRITERION MEASURES A. Are performance criteria stated and evaluation materials included? B. Does material fulfill its objective or purpose? 		x					х	
3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials C. Student materials		X					,3 € X-	
 4. LEARNER PREREQUISITE A. Are descriptive materials available? B. Is testing information available? 	Workho	oks inclu	X de ever					
5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals?		x	de exert	Ises!				
6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in the format? C. The material is oriented toward cultural awareness and is not insensitive?		x x						
D. Does the material fulfill the purpose for which it is intended? E. Are the language leve: and content geared to adults?		х	v					
7. COST Workbooks \$3.15 set of 5	Teach	ers Guide	X \$1.20.	Textbo				
A. Does the expense involved justify the result? B. Does the expense involved justify the product? C. Does the product compare favorably with other alternatives in the expense		x ·			1 1	,		
8. TIME Copyright 1964 A. Time needed for pre-service training B. Time needed for using the product be	operly ated 6	four hou her's man motivate 0-hour treted in c	these	could	be comp			ocks snd concen- l it could
EVEL OF Con	ments a	nd Evaluat	tion					

MATERIAL

2 X 3 X GED

This series is designed for the potential dropout. Although it uses older teenagers this could be very helpful to the younger A.B.E. student who has dropped out. It is very practical, oriented to the non-academic student but with high level interest and three reading levels. Could be a fine resource in ESL for the unemployed or in reading improvement.

Workbooks

THE JOB AHEAD--New Rochester Occupational Reading Series

Page 2

<u>Authors</u>:

- 1 Starting Work Fraser and Greenberger
- 2 On the Job Ruth Klee
- 3 Keeping the Job Kazmayer and Osborne
- 4 Working for the City Marion Snyder
- 5 Time Out for Leisure Elinore Beeler

Specific Reading Books:

Bakeries

Supermarkets

Gas Stations

Restaurants and Cafeterias

Truck Farming

These are much less valuable for the ABE student. They speak entirely in terms of part-time after school work.



CURRICULUM MATERIALS

South-Western Publishing

rod	INTENSIVE CLERICAL A duct Title CIVIL SERVICE TRAINI	NG	Autho	Robert	Fisher	Publ:	isher Ci	ncinnat	i, Ohio
		Out- stand-	Above			Inade-	Does Not	Not	Do Not
hec	ck points	ing	Average	Average	Fair	; quate	Apply	Stated	Know
١.	OBJ ECT 1 VES								
	A. Behavioral objectives							х	
	included			-	-	<u> </u>	 		
	B. Statement of purpose or specific preface		,	l x					,
				<u> </u>					_
				,					
•	A. Are Performance criteria stated and evaluation								
	materials included?							Х	
	B. Does material fulfill its		v						
,	objective or_purpose?		X			!	<u> </u>		
3.	INSTRUCTIONAL COMPONENTS								
	A. Curricular materials							Х	
	B. Teacher education materials		<u>x</u>	 -	-	 	\vdash		Х
	C. Student materials		**	L			<u>, , , , , , , , , , , , , , , , , , , </u>		<u> </u>
	LEARNER PREREQUISITE								
	A. Are descriptive materials				1			İ	x
	available? B. Is testing information				-				
	available?	Teat	are in	luded t	rough	out.			
	TEACHER REQUIREMENT Do teacher materials give the			Τ	т—	<u> </u>	г і	-	
	concrete illustrations and								
	activities to help the teacher				l	Į			
	fulfill the objective goals?			l	<u> </u>	L	L,l	<u>X</u>	
j	RELIABILITY EFFECT								
	A. The material is adequate					Γ			
	for the level intended?		<u> </u>	ļ	<u> </u>		 		
	B. The level is suggested in the format?		х			į	1 1		
	C. The material is oriented		- "			_			
	toward cultural awareness				ļ	İ	i i		
	and is not insensitive? D. Does the material fulfill	——		<u> </u>		<u> </u>	├ ─		
	the purpose for which it			,	}	j			
	is intended?		X		<u> </u>		L		
	E. Are the language level and content geared to adults?		x		ł				
	content Realed to addits:		_	<u>L_</u>					
	COST	Abou	t \$2.95		•				
	A. Does the expense involved justify the result?		. x	1	1	· ·			
	B. Does the expense involved			 	 	 	 		
	justify the product?		Х						
	C. Does the product compare]			i I	7	·
	favorably with other alternatives in the expense/]	1		I	
	result correlation?	•	X				<u> </u>		
						•			
	TIME Copyright 1968				•				
	A Time needed for bre-corning!								
	A. Time needed for pre-service training	Six	to eight	hours t	o go	through	book 9	ulte ca	reruity.
	· · · · · · · · · · · · · · · · · · ·	This	to eight	l to dete	rmine	becaus	e it 18	design	ed for 1 pleted 1

fine book for the review of knowledge and basic skills that

Albuquerque, New Mexico

<u>Pr</u>	o duc	YOU AND YOUR JOB:	FINDING		TERIALS Lackledge orledge &		ck- 5	101 Mad	ison Ro	ublishing ad , Ohio 452:
			Out-		1		·	Does		
Ch	eck	points	stand-	Above	Average	F24-	Inade-	Not	Not	Do Not
			12.1.6	Lyaciake	Ivverage	ralr	quate	Vbbrai	Stated	Know
1.		JECTIVES								
	۸.	Behavioral objectives included	ļ	· ·				[]		
	ъ.	Statement of purpose or			-				X	
_		specific preface	1	l	Х				ì	
					·			<u> </u>		 -
2.		ITERION MEASURES Are performance criteria	 							
	^.	stated and evaluation							ı	
		materials included?	<u>[</u>	1					x I	•
	В.	Does material fulfill its								
_		objective or purpose?		<u> </u>						
3.	IN	STRUCTIONAL COMPONENTS	l							
	Α.	Curricular materials		Х		-				
		Teacher education materials		*-						
_	<u>c.</u>	Student materials		<u>x</u>						
4.	LE/	ARNER PREREQUISITE								
		Are descriptive materials						Г	r	 _
	_	available?								X
	в.	Is testing information available?								
_	_	3/31180161			<u> </u>			_х		
5.	TE	ACHER REQUIREMENT								
	Do	teacher materials give the				$\overline{}$		T		
		ncrete illustrations and				1	j	Į.	i	
	ful	tivities to help the teacher		x						
_		the objective goals:								
6.		LIABILITY EFFECT								
	Α.	The material is adequate								
	R.	for the level intended? The level is suggested in		X						
	٠.	the format?		х	l					
	С.	The material is oriented						 - -	+	
		toward cultural awareness	1		i	- 1	1	l	İ	
	D	and is not insensitive?			X					
	D.	Does the material fulfill the purpose for which it]]	ļ	Ţ	T	一丁	
		is intended?	i	y		ł	1		}	
	E.	Are the language level and				\dashv	 }	+	- -	
		content geared to adults?		<u>i</u>	x					
7.	cos	_T	D14 -	as have	000t h		10			
• •		Does the expense involved	nra u	ot have	COST, DU	t th18	15 VEI	y good	•	
		justify the result?		x	i	- 1	ĺ	1	- 1	
	В.	Does the expense involved								
	c.	justify the product? Does the product compare		<u>X</u>						
	٠.	favorably with other	ļ	İ	i	- 1	j			_ _
		alternatives in the expense		ł	1		f	i		
		result correlation?		X			- 1	ł		
R	TTM	For word about 1067	T1							
٠.	A.	ECopyright 1967 Time needed for pre-service	11006	to read	DOOK and	teach	er 8 gu	ide.		
		training	Easil	y used i	n a trime	ester.				4
	В.	Time needed for using the product				•				

LEVEL OF MATERIAL

Comments and Evaluation

A fine book for the high school graduate or adult seeking a job. Excellent background material and outstanding selection of application forms from Eastman Kodak, General Motors, Prudential Insurance, IBM, etc. An excellent resource for GED people in the job market.



Albuquerque, New Mexico

Steck-Vaughn Company

CURRICULUM MATERIALS Box 2028 HEALTH EDUCATION FOR Author Jessie H. Haag Publisher Austin, Texas 78767 Product Title YOUNG ADULTS Does Out-Do Not Inade-Not Not Above standquate Stated Know Apply Fair Average ing Check points OBJECTIVES A. Behavioral Objectives X included B. Statement of purpose or X specific preface 2. CRITERION MEASURES A. Are performance Criteria stated and evaluation materials included? B. Does material fulfill its X objective or purpose? 3. INSTRUCTIONAL COMPONENTS A. Curricular materials B. Teacher education materials Student materials 4. LEARNER PREREQUISITE Are descriptive materials available? B. Is testing information Tests at end of chapters. available? 5. TEACHER REQUIREMENT Do teacher materials give the concrete illustrations and activities to help the teacher fulfill the objective goals? 6. RELIABILITY EFFECT A. The material is adequate for the level intended? B. The level is suggested in X the format? C. The material is oriented Tenda to have a middle class toward Cultural awareness orientation. and is not insensitive? D. Does the material fulfill the purpose for which it is intended? E. Are the language level and content geared to adults? Intended for deenager \$5.24 retail 7. COST COST 3.93 wholesale A. Does the expense involved justify the result? Does the expense involved justify the product? C. Does the product Compare favorably with other alternatives in the expense X result Correlation? 8. TIME If courses were designed for health education this would A. Time needed for pre-service be ideal. training Would not be used as an A.B.E book except as a resource for reading. Time needed for using the

LEVEL OF MATERIAL

product

Comments and Evaluation A recent and very inclusive text for health education with well-done pictures, graphs, etc. A broad selection of topics includes drugs, V.D., alcoholism, wise-consumer, plus communicable and problem diseases. The chapter on Dating and Engagement (#26) is very dated and naive about teenagers today. The title is misleading for the book is intended for grades 9-12, not young adults (ages 18-25).

Albuquerque, New Mexico

CURRICULUM MATERIALS

Steck-Vaughn Company Box 2028

Pro	duct Title HOW TO GET A JOB AND		IT Autho	r Dorothy	Gob1	e Publ	isher Au	atin. Te	xas 787		
	•	Out- stand-	Above			Inade-	Does Not	Not	Do Not		
Che	ck points	ing		Average	Fair			Stated	Know		
•	an incritor.										
٠.	OBJECTIVES A. Behavioral objectives	 -		F							
	included						<u> </u>	X			
	B. Statement of purpose or		.,				,				
_	specific preface		<u> </u>				L_,	L			
2.	CRITERION MEASURES										
	A. Are performance criteria										
	stated and evaluation materials included?	,					,	x			
	B. Does material fulfill its	<u> </u>				·					
	objective or purpose?		X						_		
	THETPHETIONAL COMPONENCE										
١.	INSTRUCTIONAL COMPONENTS A. Curricular materials	-	Х								
	B. Teacher education materials			x							
	C. Student materials		X								
	LEARNER PREREQUISITE	ĺ									
••	A. Are descriptive materials										
	available?			<u> x</u>							
	B. Is testing information available?										
_	avaitable:	Bulle-	in exerc	Lsea.			<u>. </u>				
١.	TEACHER REQUIREMENT					_					
	Do teacher materials give the										
	concrete illustrations and activities to help the teacher		ļ	İ							
	fulfill the objective goals?		l	х							
	RELIABILITY EFFECT A. The material is adequate	 	 -		Γ			1			
	for the level intended?	l	x					1			
	B. The level is suggested in										
	the format?	<u> </u>	<u> </u>			_	-				
	C. The material is oriented toward cultural awareness	i	ļ				}				
	and is not insensitive?	İ		l x							
	D. Does the material fulfill										
	the purpose for which it is intended?	ĺ	x								
	E. Are the language level and	-	 ^ -						,		
	content geared to adults?	<u> </u>	<u> </u>	<u></u>							
,	COST 66c	ĺ									
•	A. Does the expense involved	-	1						<u> </u>		
	justify the result?		X				$oxed{oxed}$				
	B. Does the expense involved justify the product?	ł	x								
	C. Does the product compare		 ^	 	-						
	favorably with other		1			₁₀ ,	bra		~ h ~~~		
	alternatives in the expense]			RIC	U-I-SETEN	chouse		
_	result correlation?	 	<u> X</u>	i		+					
١.	TIME Copyright 1969					<u>i_</u>	NO	V2819			
	A. Time needed for pre-service						-				
	training B. Time needed for using the	Time	to review	DOOK.		+_	A A 4	olt 6.7.	<u>ication</u>		
	product	Appro	kimately	20 class	hour	8. "	er sym	ma Evol	uvu		
_		Approximately 20 class hours.									

LEVEL OF MATERIAL

Comments and Evaluation

A workbook which provides basic information and exercises on how to find a job, make an application and take part in a job interview. Interesting formal:.