

Ideas into Action

Contributors: Hilda Taba
and Enoch I. Sawin

A Proposed Model in Evaluation

THERE are many reasons for a growing concern about the state of evaluation in our schools. Important curricular decisions are made on too narrow a basis, often with meager evidence or none at all to support these decisions. Many new developments in curricular reorganization, some of them of national scope, are justified solely on the grounds that the introduction of these programs does not reduce the amount of information learned while reducing the number of teachers per student. This seems to be the case, for example, with proposals for team teaching and the use of television. The question of whether some important objectives, other than acquisition of information, may be jeopardized is seldom raised.¹

These developments tend to widen the gap between the range of objectives which curriculum is supposed to serve and those that it in fact does serve. If evidence is consistently available on only a portion of important objectives, the objectives on which evidence is unavailable are likely to be neglected in instruction and in curriculum development (Lindquist).

¹ Even curricular experiments, such as certain revisions of high school biology and mathematics, which explicitly state their concern for the development of cognitive processes, tend to assess outcomes in terms of content mastery rather than in terms of cognitive processes.

The ASCD shares this general concern about the state of evaluation. To implement its concern, the Commission on Evaluation was appointed in 1960 to study and propose positive steps for dealing with this problem. At its first meeting in 1961 the commission made an analysis of its task and noted several areas of deficiencies.

Deficiencies Noted

First, the objectives which form the basis for evaluation are usually too narrow. For many reasons the range of objectives which are actually evaluated are frequently limited to recall and a few academic skills. This is too narrow a basis for making curricular decisions, large or small. Consequently, changes are made in curriculum without sufficient consideration of all the consequences on all important dimensions of learning for which the school program is responsible. It is possible to become so concerned with achievement in one dimension that negative results are produced in another. An example is being concerned with efficiency in absorbing information while disregarding the effects of this emphasis on autonomous thinking.

Second, the range of instruments and devices which are being used is often too limited. The main concentration is on

**Reports on a nine-year
action-research
program. . .**

Growing Up In RIVER CITY

By ROBERT J. HAVIGHURST, PAUL HOOVER BOWMAN, GORDON P. LIDDLE, CHARLES V. MATTHEWS, and JAMES V. PIERCE, all of the Committee of Human Development, University of Chicago. What elements or factors in the make-up of boys and girls are most closely related to their competence as young adults? The authors follow an age-group of boys and girls as they go through school in a typical midwestern community, study the relative influence of intelligence, social adjustment, and family social background, and then judge against an "index of early adult competence."

Special features of this nine-year action-research program include: A longitudinal study of an entire public school age-group growing up through junior and senior high school. A comparison of those who are successful with those who fail in the process of growing up. A non-sentimental and non-prejudicial treatment of social class and of social adjustment. The only year-by-year account of the development of a group covering all classes in the group and all important aspects of their lives. 1962. 189 pages. \$4.50.

SEND NOW FOR ON-APPROVAL COPIES

JOHN WILEY & SONS, Inc.

440 PARK AVENUE SOUTH NEW YORK 16, N.Y.

achievement tests and measures of intelligence. Even some test publishers note with dismay that the coverage of commercial tests available to schools is altogether too limited. Other ways of securing evidence are often overlooked as are tests measuring achievement other than knowledge. Relatively few instruments of these other types are in a form to make them generally available and suitable for use by teachers. This limitation which affects both evaluation and diagnosis tends to narrow teaching to procedures which are inimical to the full development of individuals, such as exaggerated use of uniformity and controlling devices as against procedures which open up pathways to independent and individualized learning processes (Hughes).

Third, the focus of attention has been on the end product rather than on process. This has resulted in inadequate knowledge of the processes by which these end products are attained or by which they are transferred. The consequence is that curriculum planners and teachers have inadequate knowledge of causes of either attainment or failure. This makes it impossible to adapt curricular improvement to causes of difficulties in learning, and places emphasis on generalized measures which may be quite wide of the mark.

A fourth deficiency is in the interpretation of results of evaluation. Evidence from evaluation is often interpreted without adequate information about factors which affect learning and achievement. Some of these factors relate to the nature of learners, such as variations in cultural background and stimulation for learning desired in school. Interpretation of results also suffers from the lack of systematic information on the nature of teacher behavior or teaching-learning operations in the classroom. Without ac-

curate information on these matters it is difficult to formulate adequate hypotheses in curriculum studies regarding improvement of instruction, because the setting and the causal factors relating to lack of achievement are not known.

The fifth and final area of deficiency is in the translation of data into curriculum decisions. Inadequate attention to the matters mentioned above is in part responsible for the apparent lack of application of the results of evaluation to curriculum decisions on all levels, whether by teachers, administrators, district officers, or state officials. It seemed to the commission that there is not now, nor has there been, a successful method of translating what is learned through evaluation into curriculum decisions. This was, therefore, considered a major deficiency in efforts to improve curricula through use of evaluation procedures.

In view of these deficiencies, the ASCD Evaluation Commission undertook the development of a design or "model" of an evaluation program that could be implemented on a small scale. The sequence of implementation would probably begin with a trial application in a single classroom—a comprehensive study in miniature, so to speak. This would be followed the next year with applications in three or four classrooms, and later, perhaps in a larger, more representative sample of classrooms. The design is concerned with several dimensions as described in the following paragraphs.

Kinds of Data Needed

In the analysis made to determine the kinds of evaluations needed, the focus was on decisions made by teachers: what kinds of decisions do teachers make and what evaluation results would be useful in making these decisions? If one thinks



WHY JANIE CAN WRITE

Janie is a lucky girl. Like you, her teachers care. They know how important good handwriting will be in every aspect of Janie's life—from obtaining grades on written work which truly reflect her ability to securing and holding the position she wants in the world of adults.

So Janie's teachers make sure she uses good handwriting practices in *all* her written work. They insist on neatness, on legible letter forms, on proper spacing and alignment. They keep track of Janie's personal problems, month by month. They help her to analyze her own handwriting and provide her the guidance necessary to improve.

Janie's teachers know, too, that half our states have made exhaustive studies of the many handwriting systems and that *one* system has been approved in over 90% of these studies. Therefore, Janie's teachers use the newest edition of the Noble system—and are as happy as Janie! Write Dept. EL for complete information.

We would also be glad to tell you about: Parke's *Picture Dictionary for Primary Grades*; Baldwin's *Story of Our America*; the *How and Why Wonder Books* of Science for intermediate grades; the *Living Language* record series; and many other equally fine and inexpensive programs for the elementary and secondary schools.

Publishers of America's Most Widely Adopted Handwriting System

NOBLE
&
NOBLE

67 IRVING PLACE,



PUBLISHERS,
Inc.

NEW YORK 3, N.Y.

through the typical activities and the responsibilities of the teacher, it is readily apparent that many times each day the teacher faces a moment of decision. In acting upon these moments of decision the teacher must make use of whatever results of systematic evaluations, results of informal observations or, in some cases, the vague "hunches" that he has pertaining to the decision that must be made.

1. Illustrations of the kinds of decisions considered in this connection are as follows:

a. Types of activities to arrange—kind and amount of pupil practice needed, kinds of exercises to use, deciding on focus of discussion, kinds of assignments to make, kinds of explanations to give, and method of instruction to use

b. Sequence of activities—when to move on to next unit, when to introduce certain concepts, and when to review

c. Organization of activities—when and how to form subgroups, delegation of responsibilities for class activities, and phasing and timing of activities

d. Choice of content—selection of concepts appropriate to pupil's level of development and selection of resource materials

e. Moment-to-moment decisions regarding teacher's own behavior—how to respond to pupil comments or actions, how to react to individual pupils when they tell the teacher their problems, and deciding what pupil behavior should be ignored.

2. Several kinds of information are needed if evaluation is to be useful in making decisions like the above. Evaluation should include all important areas of outcomes. These can be grouped into several large categories.

a. Knowledge—namely, concepts and facts that students are acquiring. The important problem here is to determine what knowledge is of most worth in this age of high rate of obsolescence and tremendous

A NEW UNIQUE CONTRIBUTION TO GENERAL EDUCATION . . .

GREGG NOTEHAND

By LESLIE, ZOUBEK, and DEESE

GREGG NOTEHAND is a new textbook integrating instruction in the techniques of making discriminate notes, using a quick, easy-to-learn, brief writing system based on the simple Gregg alphabet . . . ideal for all academic and college-bound students.

- IMPROVES LEARNING
- EXTENDS RETENTION
- INCREASES STUDY EFFICIENCY
through EFFECTIVE TECHNIQUES of
- LISTENING • READING • NOTEMAKING

Available with Workbook and Teacher's Guide



Administrators and guidance directors will immediately recognize the IDEAL SKILL PROGRAM for academic students provided by the combination of GREGG NOTEHAND and Personal Typing.

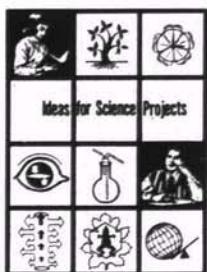
Write your nearest Gregg office

GREGG PUBLISHING DIVISION • McGRAW-HILL BOOK COMPANY, INC.

New York 36: 330 West 42 St.
Chicago 46: 4655 Chase Ave.

Corte Madera, Calif: 201 Tamal Vista Dr.
Dallas 2: Elm at Houston

**An Aid to Teachers for
Guiding Students in
Developing Science Projects**



**IDEAS
FOR
SCIENCE
PROJECTS**

- A specially designed book, prepared by practicing science teachers, for the secondary school student interested in undertaking research type projects.
- Its purpose is to provide ideas which an inquiring student can use as a springboard for developing his own creative investigations.
- Part One shows how three students developed different projects based on the same natural phenomenon.
- Part Two contains project suggestions in chemistry, biology, physics and general science.
- Part Three is an extensive guide to references for project research.
- A valuable resource for busy teachers in recommending suitable projects for students.

Features: 64 pp., 8½ x 11 inches, 1962.

Stock No. 471-14158 \$1.00

Direct your order to:

**Publications-Sales Section
National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.**

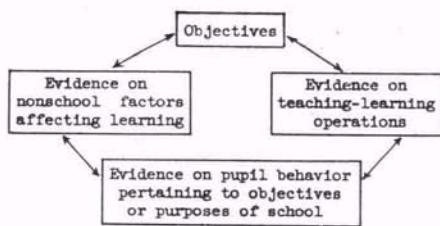
riculum and instruction because they significantly affect the process of learning in school. One could not, for example, expect either similar performance or plan similar emphasis in teaching for students with many acculturation problems (such as the Puerto Ricans in New York City) as one would for students whose home culture is fairly similar to the culture of the school and who have other cultural advantages.

4. Differences in learning outcomes are created also by the nature of the learning situation and the teaching-learning operations. The meaning of the level of performance in any one area of objectives will depend on what instruction has realistically provided for. Creative and autonomous thinking is unlikely to develop in classrooms in which the chief emphasis is on routine ways of getting to routine answers. Development of a mature value system cannot be expected in an instructional regime in which mastery of content is the sole concern. Skills in interpersonal relations can be learned only under conditions which call for their practice.

In order to study cause and effect relationships and to use evaluation results in instructional improvement, it will be necessary to assess the setting for learning, the processes and the activities in the classroom learning experiences. This information is also needed in interpretation of the full meaning of evaluation results. Test scores, for example, often cannot be interpreted properly unless the nature of the learning experience is known.

The data to be collected for these purposes may consist of the methods of teaching used, including the nature of teaching acts (Hughes), kinds of assignments given, patterns of pupil-teacher in-

teraction, equipment and facilities used, and administrative policies of the school.



These considerations and areas of information can be shown in a design for an evaluation program (see above). The arrows represent important relationships involved in the interpretation of results.

Instruments and Procedures To Be Used

It is readily apparent that a variety of instruments and techniques will be required to collect the wide range of evaluation data needed. Certainly one must go beyond paper and pencil tests and include devices which can be incorporated in instructional procedure (Taba, Chapters 16 and 19). Some instruments must be designed specifically for the objectives of the particular classroom being studied. Instruments and techniques that are already available can be used in other cases. Many instruments which would be useful for evaluation are hidden in the records of various research studies (Ennis, Suchman).

The commission believes that one useful outcome of its project will be a collection of instruments and procedures that are being assembled for the study. It is hoped that experiences in using these instruments and procedures in the project will lead to refinements and adaptations so as to increase the range and variety of techniques that are practical

MCKAY BOOKS ON EVALUATION, MEASUREMENT & STATISTICS

ELEMENTARY STATISTICS

by Henry E. Garrett. Second Edition, 1962, 203 pp., \$3.75.

WORKBOOK IN ELEMENTARY STATISTICS

by Henry E. Garrett. Second Edition, 1962, paperbound, \$1.25

MEASUREMENT AND EVALUATION IN THE MODERN SCHOOL

by J. Raymond Gerberich, Harry A. Greene and A. N. Jorgensen. 1962, 622 pp., \$6.95

TAXONOMY OF EDUCATIONAL OBJECTIVES

Handbook 1: Cognitive Domain edited by B. S. Bloom and D. R. Krathwohl. 1956, 207 pp., \$1.95

CONSTRUCTING EVALUATION INSTRUMENTS

by Edward J. Furst. 1958, 334 pp., \$5.50

STATISTICS IN PSYCHOLOGY AND EDUCATION

by Henry E. Garrett. Fifth Edition, 1958, 478 pp., \$5.75

SPECIMEN OBJECTIVE TEST ITEMS

by J. R. Gerberich. 1956, 436 pp., \$4.75

MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL

by H. A. Greene, A. N. Jorgensen and J. R. Gerberich. Second Edition, 1953, 617 pp., \$5.50

MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL

by H. A. Greene, A. N. Jorgensen and J. R. Gerberich. Second Edition, 1954, 690 pp., \$5.50

WORKBOOK IN EDUCATIONAL MEASUREMENTS AND EVALUATION

by H. A. Greene and John R. Crawford. Second Edition, 1954, 57 tables, 141 pp., paperbound, \$2.00

EVALUATING STUDENT PROGRESS IN THE SECONDARY SCHOOL

by Alfred Schwartz and Stuart C. Tiedeman. 1957, 434 pp., \$5.25

JUDGING STUDENT PROGRESS

by R. Murray Thomas. Second Edition, 1960, 473 pp., \$5.50

DAVID MCKAY CO., INC.

119 WEST 40th STREET, NEW YORK 18, N. Y.

and feasible for teachers to use routinely —without the added stimulation and assistance provided by a special project of this kind.

For these reasons a thorough search is being made for instruments, techniques, devices, that might be useful. This goes beyond instruments available in print and includes tests and other devices used in various research studies. Extensive correspondence is being conducted with scores of specialists in evaluation and research for help in locating instruments that are already available and for advice in making new ones. The commission is also searching through existing files, such as those for the Eight Year Study (Smith, Tyler) for possible instruments or useful ideas. This intensive concentration on compiling instruments and procedures reflects the firm conviction of the planning group that the quality of the evaluation results, and the quality of decisions

based on them, can be no better than the quality of the instruments or procedures used.

Only a start has been made on developing the file of instruments and procedures. When completed, it is expected to comprise a wide range of devices, such as objectively scored tests, tape-recorder techniques, attitude scales, sociometric devices, anecdotal records, diaries, and content analyses of student products.

The reader is urged to send any information that he may have on suitable instruments and procedures to the Chairman of the ASCD Commission on Evaluation, Dr. Hilda Taba, Division of Education, San Francisco State College, San Francisco 27, California.

Analysis and Use of Results

As previously noted, one deficiency of many current evaluation programs is an

Teach PHONICS SUCCESSFULLY, QUICKLY, EASILY . . .

As taught to children in kindergarten, primary and remedial classes in all . . .

- * 50 STATES and D. C.
- * 12,000 SCHOOLS
- * 19 FOREIGN COUNTRIES
- * 40,000 CLASSROOMS

The PhonoVisual Method

Success is immediate and striking in Phonetic Instruction for pupils learning to read and spell the simple, effective Phono-visual Method. Based on the use of two scientifically planned pictorial charts and organized game-like procedures, the Phono-visual Method works easily and rapidly.

"We stress the Phono-visual Method of instruction in all grades from 1 through 6. We have under consideration extending the program into the junior high schools. This testifies to our implicit confidence in the materials."

Dr. Carl F. Henien, Superintendent of Schools,
Washington, D. C.

*Blackboard writing first—in large, clear letters.
"What sound does this word begin with?"*



THE PHONOVISUAL TEACHER GETS RESULTS . . . SAVES TIME, EFFORT and CHILDREN

We will furnish information about "Phono-visual in Action" (16mm. demonstration film in color with sound track).

Write Dept. EL-2

Phono-visual Products, Inc.

4805 Wisconsin Ave.
Washington 16, D. C.

inadequate interpretation of evaluation data and faulty translation of the findings into guides for changes in curricular practice and instruction. Procedures for interpretation of the results of the project cannot be described in detail at this time. In general, it can be said that the analysis should involve the study of relationships among all of the kinds of data described here. These analyses should be made for the purposes of helping teachers to gain insights about the impact of instruction on pupils, of providing information that should be considered in the making of decisions that teachers and curriculum makers face, and of establishing proper interrelationship of evaluation with instructional planning and curriculum development, at least to the extent of illustrating the cause and effect relationship between the nature of the learning situation and the teaching-learning operations and the evidence obtained on learning outcomes. Such analyses should provide a rich source of hypotheses for further research, and should also indicate directions which further applications of the design should take in order to be most useful. Whether the commission will also be able to study the material from the standpoint of analyzing the instruments and making recommendations regarding their usefulness is uncertain at the moment.

Notes on Methods

To develop such a model in full is more than a Commission of ASCD with meager financial resources can accomplish. First, it should be made clear that the planning group recognizes that it is impossible to assess every single outcome of an educational program. It is likewise impossible to assess all factors that might have a bearing on school learning. Only

a limited gesture is possible. At best only a sampling of data in each major category of objectives, on the most crucial factors and conditions of learning can be secured in this experimental project. This selectivity will have to prevail also in usual school situations. In making the choices of what to evaluate, some hypotheses should be formulated regarding the most important learning outcomes, the most crucial factors affecting school learning, the significant patterns of the teaching-learning operations, and the relationship between the three. The scope and variety of what is to be evaluated can thus be kept at a level that is realistic in terms of the resources that are available.

Second, the large battery of instruments and devices implied in the foregoing section cannot be produced or administered. The intent is to secure evidence on some important facet of each area of objectives, and the important aspects of learning factors and conditions. The longer list of instruments may serve largely as a separate contribution to make available to those who are interested in extending their facilities for evaluation. A large battery of instruments suggests, furthermore, a danger that must be carefully avoided in their uses. Students must not be continually taking tests or responding to other evaluation devices. It is anticipated that the project will call for somewhat greater use of formally administered evaluation devices than in most classrooms, but it will be necessary to use this method of data collection with caution.

Other methods of assessment must be used in obtaining a major portion of the data—methods that do not cause the student to feel that he is a “guinea pig” in an experiment. This is important in terms of validity of results as well as welfare

The New BESELER VU-LYTE III



LOWER

$\frac{1}{2}$ smaller than earlier models,
its new streamlined silhouette
dates other opaque projectors.



Brighter

Projects a brilliant full color
image from pictures (10" x 10"
in size), or objects even in par-
tially lighted rooms!



Easier

to operate...has built-in feed-o-matic continuous copy conveyor, optical pointer, ultra-efficient cooling system and many other versatile features.

Write for descriptive brochure, or
if you desire, a free demonstration.

CHARLES BESELER COMPANY
240(T) S. 18th St., East Orange, N.J.

of students. Maximum use must be made of such sources as students' written work and other classroom products for content analyses, observation, content analyses of tape recordings of classroom proceedings, and of exercises and assignments which are part of regular learning exercises.

Third, the analysis of results should be accomplished with the full participation of the teacher. In fact, the main purpose of the analysis is for the teacher to obtain insights into teaching-learning processes in relation to decisions he makes, hence to become more effective in his teaching role. The apparent effects of this kind of experience on the teacher's choice of procedures and plans in conducting his classes should also be noted. How does this kind of experience affect patterns of teacher-pupil interaction? Does it give the teacher a greater sense of accomplishment and a stronger sense of direction?

Finally, since in trying out such a program it would be difficult to obtain a representative sampling of classrooms, no generalizations could be made to other student populations. Generalizations will have to be limited mainly to those describing the usefulness of the design as a whole for evaluation and as a tool for instructional improvement.

Developing this design or "model" and making plans for carrying it out have been the principal activities of the Commission on Evaluation since it was appointed in 1961. It is uncertain at the moment as to just how far the present commission can progress in its actual implementation, for the terms of present members will soon expire. The commission strongly believes, however, that ways can and should be found for full scale applications of the project. This kind of emphasis in evaluation seems

urgently needed, but just how resources are to be organized for its accomplishment is yet to be determined. Persons interested in participating in a project of this kind should make their intentions known to the ASCD Office in Washington, D.C., or to the Chairman of the Commission on Evaluation.

References

1. Robert H. Ennis. "A Concept of Critical Thinking." *Harvard Educational Review*. Winter 1962.
2. J. W. Getzels and P. W. Jackson. *Creativity and Intelligence*. New York: John Wiley & Sons, Inc., 1962.
3. Marie M. Hughes and Associates. *The Assessment of the Quality of Teaching: A Research Report*. U.S. Office of Education Cooperative Research Project No. 353. Salt Lake City: The University of Utah, 1959.
4. C. J. B. Macmillan and Robert H. Ennis. Critical Thinking Research Series. Review of Works Related to Critical Thinking.
5. E. R. Smith and R. W. Tyler. *Appraising and Recording Student Progress*. New York: Harper & Brothers, 1942.
6. Richard F. Suchman. "Inquiry Training: Building Skills for Autonomous Discovery." *Merrill-Palmer Quarterly*. July 1961.
7. Hilda Taba. "Curriculum Development: Theory and Practice." New York: Harcourt Brace & World, Inc., 1962. (in press).

—HILDA TABA, Professor of Education, San Francisco State College; and ENOCH I. SAWIN, Associate Professor of Education, San Francisco State College.

Advanced Placement

(Continued from page 33)

(this year some 250, equally divided between schools and colleges) meets at Rider College to read the essay sections of the more than 20,000 papers. The work is arduous, but the contact is stimulating. The pay is not high, but most teachers are eager to come back year after year. These reading sessions inevitably affect the way the teachers concerned plan their work.

Attention thus far has been focused

on the impact of the Advanced Placement Program on curricular planning at the secondary level. The Program has almost as much effect on the colleges which receive the students. Just as there is no such thing as *the college preparatory curriculum*, *the college freshman curriculum* is no more than a myth. Colleges must, therefore, accommodate their course offerings to the content of advanced placement courses. In almost all cases, the colleges which have had experience with the Program do this gladly. In a few colleges, about half of the entering freshmen qualify for advanced placement in one or more courses; as many as 10 percent qualify for admission directly to the sophomore year. In these colleges, the impact on curricular planning, both for the colleges and the students, is as great as it is in any secondary school.

Ten years ago, the School and College Study of Admission with Advanced Standing was experimental. Today the Advanced Placement Program is an established fact, widely acclaimed by leading educators. The Program is by no means perfect, nor is it the only means for challenging the superior student, or of enriching his academic experience. The examinations definitely influence the planning of the curriculum in schools choosing to participate in the Program. Most educators agree that much of the influence is good, but compromises may be recognized. These compromises are ultimately for the benefit of the student; they are, in reality, indications of increased school-college cooperation on the student's behalf. Above all, the compromises are symbolic of increasing measures of the precious commodity of correspondence, which alone can make the education of our young people a continuum.

Copyright © 1962 by the Association for Supervision and Curriculum Development. All rights reserved.