Developing a form that is a useful guide to courseware evaluation specifically for the language arts is admittedly a problem. If one strives for completeness, then the form is too long to provide a capsule summary of the usefulness of particular courseware. If it is a more comfortable length, then it suffers from omission of certain items that some people consider crucial to proper courseware evaluation. In the following evaluation form, I have chosen to be as complete as possible so that all factors will be presented to the user, at least those factors that I could think of or could find in presently existing evaluation forms that I could locate. Rather than try to legislate for the readers what they should consider relevant in courseware evaluation, I suggest that the readers select from the following form those factors that they consider relevant or important and edit them into an evaluation form of more usable length to suit themselves. The following evaluation guide borrows from and is an amalgamation of ideas taken from various sources.

**LANGUAGE COURSEWARE EVALUATION FORM**

Program title: ________________________________

**Vendor:**
Name ________________________________
Address ________________________________
Phone ________________________________

**Author/developer:**
Name ________________________________
Address ________________________________
Phone ________________________________

**Reviewed by:**
Name ________________________________
Address ________________________________
Phone ________________________________

**Grade level:**
Primary, K-3
Intermediate, 4-6
Junior HS, 7-8
Senior HS I, 9-10
Senior HS II, 11-12
College
Adult

**Continuity:**
Isolated lesson
Number of lessons in courseware package
Partial series of lessons
Complete series of lessons

**Courseware type:**
Drill and practice
Tutorial
Simulation
Game
Authoring software
Utility software
Computer-assisted testing
Application:
English to native speakers
ESL
Bilingual educ.
(specify language)
Foreign language
(specify language)

If ESL:
TESOL level
Language of instruction
English
Other (specify)

If foreign language:
Level by semesters of FL study
Language of instruction
English
In FL
Other (specify)

Language arts area:
1. Argumentation
2. Aural comprehension
3. Capitalization
4. Diction
5. Dictionary use
6. Grammar, language structure
7. Grammar, skills
8. Letter writing
9. Library use
10. Paragraphing
11. Pronunciation/phonics
12. Punctuation
13. Reading Comprehension
14. Research paper
15. Sentence logic, unity and effectiveness
16. Speaking
17. Speed reading
18. Spelling
19. Vocabulary building
20. Word processing, text editing
21. Writing, grammar
22. Writing, mechanics
23. Writing, organization

Suitability of content:
Is the material linguistically sound? Y N
Is the material pedagogically effective? Y N
Is the material outdated? Y N
Can the courseware be used both to introduce and reinforce the material? Y N
Can the courseware be used only to reinforce the material but not to introduce it? Y N
What are the stated behavioral objectives?

Compatibility with regular textbooks:
Is the material compatible with the regular textbook? Y N
If the courseware is keyed to a certain text, indicate the name of the text.
Author Edition Title

Teaching capabilities:
Does the courseware provide any of the following aids to the student?
A "help" option Y N
Hints when he makes errors Y N
Built-in dictionary Y N
Review of lesson Y N
Remedial presentations when the student makes an error Y N
If yes, is the remediation:
a. specific to the question that he/she has missed? Y N
b. the same for all errors of the same type? Y N
Is the student politely told when he/she is right or wrong? Y N
Is the pacing of the lesson:
a. controlled by the student? Y N
b. determined by the courseware? Y N
Does the courseware provide second chances to answer the question correctly? Y N

Is the content appropriate to the grade level for which it was intended? Y N
Is the reading level appropriate for the grade level of the content? Y N
Is the material suitable for students with a wide range of ability levels? Y N
Does the courseware teach language use as a skill? Y N
Or does it teach about the rules of language? Y N
Does the level of difficulty vary according to the demonstrated ability level of the student? Y N
Are explanations complete and adequate in number? Y N
Are there adequate examples? Y N
Are concepts presented well? Y N
Are there adequate reinforcement activities? Y N
Are there adequate evaluation activities? Y N

Can the courseware be used with other textbooks? Y N
If yes, which ones?
Author Edition Title
Author Edition Title

Is the reading level appropriate for the grade level of the content? Y N

Author                                    Edition
Title

California Applied Linguistics and Communication"
### Microcomputer equipment:

<table>
<thead>
<tr>
<th>Model</th>
<th>D=disk</th>
<th>T=tape</th>
<th>C=cartridge</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Peripherals and accessories needed:

- Printer
- Voice synthesizer
- Supertalker
- Cassette control device
- Interactive videodisc player and videodisc
- Joystick(s)
- Cassette player

### Documentation:

- Does the courseware package include printed pretests? Y N
- Does the courseware package include printed posttests? Y N
- Does the courseware package include printed worksheets? Y N

- Is the teacher’s information provided by tutorial courseware? Y N
  - provided by printed materials? Y N
  - not provided? Y N
  - clearly presented? Y N
  - complete and easy to reference? Y N

- Is the student’s information provided by tutorial courseware? Y N
  - provided by print materials? Y N
  - not provided? Y N
  - clear to students at grade level for which material is intended? Y N
  - complete and easy for student to reference? Y N

### Vendor support:

- Does vendor answer telephone questions? Y N
- Does vendor provide toll free number? Y N
  - 800 line: 800-____
  - Accepts collect calls? Y N
- Is a back-up copy provided? Y N
- What is the policy for replacing damaged/worn disks? Y N

### Use of interactive capabilities of the computer:

- Does the program require frequent student responses? Y N
- Is the program merely presenting the material and not making significant use of the interactive capabilities of the computer? Y N

### Aesthetics and accuracy:

- Is the screen display easy to read? Y N
- Does the screen display suffer from clutter? Y N

---

1. I am indebted to Dr. Lester Golub, Dean of the School of Education, Baruch College of the City University of New York, for sharing with me the language courseware guide that he developed. Dr. Robert Caldwell of the University of Texas Health Science Center at Dallas was gracious enough to share with me the “Guidelines for Software Evaluation and Review” that is under development by the Committee on Industrial Technology of the National Council of Teachers of English (NCTE). Similarly, I appreciate the opportunity provided by Dr. Ronald H. Axtell of Courseware Inc., San Diego, CA, to review the “Courseware Diagnostic Criteria” form that he presented at the Computer-Using Educator’s Conference in San Diego on April 30, 1983. Another informative guide was provided by California Micro Systems of Canoga Park, CA. Printed sources that I consulted included the Evaluator’s Guide for Microcomputer-Based Instructional Packages, developed by Micro-Sift and published by the International Council for Computers in Education (ICCE), Department of Computer and Information Sciences, University of Oregon, Eugene, OR 97403. Another available printed source was provided by the CALICO Journal 1, No. 1 (June 1983), 53-54.