

Southeast Asia Community Resource Center
2460 Cordova Lane, Rancho Cordova CA 95670,
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Hmong Literacy Development Materials

FIELD TEST MATERIALS
FEEDBACK FORM

In exchange for free materials for field-testing, we ask for your help in improving and evaluating the usefulness of the materials. Read these 10 items before you begin to teach the class , so you know what kinds of pre and post information we would like.

1. Did you find errors? Copy the pages and circle the errors. Write in the corrections.
2. Did you develop any worksheets or materials to use in teaching? Please send us copies that we can share with others.
3. Did your students develop any illustrated stories? Please send us copies that we can share.
4. Please think of two or three lessons or activities that worked really well. Send them to us so we can share them with others.
5. Rate each one from 1 (none) to 5 (a lot) to show your use of different strategies.

- _____ Warm-up exercises using the primer charts.
- _____ Recognition of dictated words ("find xxxx").
- _____ Production of specific words ("say xxxx").
- _____ Talk about meanings of "black" and "red" words.
- _____ Comparison and discrimination of similar words (listening).
- _____ Comparison and discrimination of similar words (reading & circling).
- _____ Comparison and discrimination of similar words (reading & saying).
- _____ Comparison and discrimination of similar words (writing).
- _____ Use of word cards as flash cards.
- _____ Use of word cards to build phrases, sentences, stories.
- _____ Use of word cards to play games (concentration, matching, etc)
- _____ Copying words, phrases, stories.
- _____ Changing words in phrases, sentences, stories.

- _____ Writing dictated words, phrases, stories.
- _____ Creating phrases, stories.
- _____ Creating and sharing little books.
- _____ Writing daily in journals.
- _____ Making a personal dictionary or word bank.
- _____ Memorization of words.
- _____ Listening to and following words in little reader.
- _____ Group reading of little reader.
- _____ Solo reading of little reader.
- _____ Video or audiotape reading at first and last class.
- _____ Answering and discussing questions.
- _____ Retelling the story in own words.
- _____ Finding proverbs or stories that teach the same lesson.
- _____ Changing the story to teach a different lesson.
- _____ Creating a proverb book.
- _____ Comparing stories that teach similar lessons.
- _____ Making a personal connection to the lesson of the story.
- _____ Other:

_____ Other:

_____ Other:

_____ Other:

_____ Other:

6. Did students seem to like the materials?

7. Describe the students for whom these materials were *most* appropriate.

8. Describe the students for whom these materials were *least* appropriate.
9. Choose 30 black or red words from the primer (no more than one per page). Give a dictation pretest and post-test. Send a list of students with their pre and post test scores, along with your list of 30 words.
10. If possible, send a videotape of a couple of students reading on the first day and last day of class.
11. If possible, send a pre and post writing sample for a couple of students.

Send all to

Judy Lewis

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Thanks in advance for your participation.