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ABSTRACT

This program was designed to examine ways to assess competencies in basic skills, as well as ways to remediate those secondary students found lacking in these skills. Students were identified through the use of their Basic Skills Assessment Program (BSAP) scores. Teachers reassigned to remedial classes revealed a need for teaching teachers to work with this newly identified remedial population. In response to this need, the BSAP manual was developed by St. Andrews High School in Charleston, South Carolina. The manual is divided into seven sections: (1) motivating the underachieving secondary student; (2) assessing the underachieving students; (3) master teacher observations; (4) grouping strategies and remarks; (5) teaching strategies for remedial students; (6) BSAP record keeping; and (7) participating teacher recommendations. Sample worksheets and lesson outlines are included in the manual. Included in the appendices are reports on the South Carolina School Incentive Reward Program, course syllabi, interview/observation forms and consultation plan format and examples. (JD)

The St. Andrews Project

Basic Skills Assessment Program

Report

Edited

by

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The St. Andrews Project

1986-87

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Chapter One
The National Response

In response to the recent national reports evaluating the quality of education in the United States, there has been a keen renewal of interest in holding the line at a minimum standard of skills and knowledge that a student must possess before he or she can graduate and, in some cases, be promoted to the next grade. As early as 1976, Gallup reported that 50% of those people responding to his annual poll felt that schools should return to a strong emphasis on basic skills. In an attempt to reestablish credibility with the public, school districts around the country have been examining ways to assess competencies for basic skills, as well as ways to remediate those students found lacking in them. Studies examining what factors were associated with successful remediation programs were conducted and reported. However, there was some conflicting evidence.

Perhaps the reason for this discrepancy could be partially attributed to the varying definitions for basic skills. Norton (1979) and Gray (1982) reported a problem in defining basic skills. They contend that what is basic to one group (e.g., metric system of measurement, vocational training, sex education) may not be basic to another group. Wick (1981) emphasizes "a general education should focus NOT on what is learned, but rather on HOW to learn." Harris (1986) reports the purpose of the Georgia Quality Basic Education Act signed into law April 16, 1985, is "to equip students to lead productive and satisfying lives." Morante et. aux. (1984) report that the New Jersey Basic Skills Council recommends "the development of critical thinking and problem solving skills to be the underlying goal of education." Without similarity in definition and goals, it is difficult for school systems throughout the country to develop programs based on other models.

There is varying opinion about what psychometric devices and methods should be employed to assess the pupils. Studies by Crew (1981) and Ortolan and Camp (1986), refer to the use of existing achievement test scores to identify the student population in need of remediation. Crew (1981) felt that by using achievement test scores, strengths were identified as well as weaknesses and there was a convenient means for accountability as well. Many states including South Carolina require a separate and specific test of proficiency in the basic skills prior to receiving a diploma. Morante et. aux. (1984) describe a specific basic skills test (now in its sixth revised form) being used to categorize entering college freshmen as being "proficient," "lacking proficiency in some areas," or as "lacking proficiency." Norton (1979) recommends that a professional psychometrician be called in and involved in all phases of a back-to-basics, performance-referenced curriculum. Norton emphasizes the need to train school personnel to perform ongoing student competency evaluations using proper psychometric techniques for collecting, as well as processing the data.

Identification of the student population is just the beginning. Once students are identified as "lacking proficiency," either partially or totally, a remediation program needs to be put in place. One real consequence of creating remedial classes in a school is that the same teaching staff must be reassigned to cover them. Crew (1981) found that by creating basic skills courses, more teachers were needed in remedial areas and less in elective areas. Skean (1980) reports that teacher accountability and evaluation based on student achievement test scores have caused some teachers to avoid involvement in basic skills programs. Gray (1982) reports that many of these reassigned teachers are unprepared for the unfamiliar demands placed on them in a remedial class. Georgia's Quality Basic Education Act (Harris, 1986) recommends that special attention be paid to teachers and their ongoing professional development. The Baltimore School System, Crew (1981), implemented grade level expectancies along with staff development activities when they began their basic skills program. These studies and others around the country indicate there is a definite need for teacher training when teachers are reassigned to remedial classes.

Several studies have been conducted to examine what factors contribute to the general success of secondary schools. Huddle (1986) reports findings by the U.S. Department of Education in which 571 secondary schools were studied. Factors associated with success at these schools were student discipline and performance, teacher attendance and community support, clearly written academic goals and regular assessment of progress toward these goals, high expectations by teachers for student performance and student recognition for academic achievement. The Virginia Department of Education developed a model high school in downtown Richmond to develop practical solutions to the problems often faced by secondary schools in their state. Faculty restructuring, curriculum design, and school-community involvement were carefully examined. Davis and Singleton (1986) report that by freeing the principal to be the school leader in curriculum and instruction, by involving the faculty members in the decision-making process, by encouraging personal contacts among teachers, students, and parents, and by actively involving the community (e.g., establishing parent volunteer programs, business partnerships, and community enrichment programs), a more positive school climate for learning has been created.

Ruh (1982) reports the characteristics of nine high schools in New Jersey in which 85% of the students had met the state standards for basic skill achievement. In these high schools, there were high teacher expectations, positive teacher attitudes and a strong, highly structured curricu-

lum. The principals in these schools actively encouraged quality instruction by daily contact with the teachers. There was regular analysis of basic skills testing and matching of student needs with very specific and attainable goals. Other classroom teachers in these schools emphasized reading skills in their classes and the need to master basic skills. Eleven elements were cited by Roueche et. aux. (1985) as being critical in helping underprepared, incoming college students learn the basic skills they needed to remain in school. Successful programs were associated with strong administrative support, mandatory assessment and placement, structured courses with college credit, flexible completion strategies, multiple learning systems, use of instructors who volunteer for teaching assignment, use of peer tutors, monitored student behavior, interfacing basic skills courses with subsequent classes, and evaluating effectiveness. Smith (1983) reports that regular content materials can be taught successfully in combination with teaching basic skills by using alternate teaching strategies which recognize the individual learning style of the student. Alternate teaching strategies recommended were skeleton outlining, directed listening activity, taped versions of required reading, advanced organizers before each lesson, teach and reinforce notetaking skills, multisensory teacher presentations, alternative testing techniques, peer tutoring, and teaching literal, inferential, and evaluative levels of comprehension.

The New Jersey Basic Skills Assessment Program, Morante ex. aux. (1984), recommends the following guidelines be considered when basic skills programs are implemented in the schools.

1. Individual operations and facts should be taught within a broad conceptual framework rather than as isolated skills and knowledge.
2. Teachers should have goals above minimal competency for their students.
3. Proficiency in basic skills should be expected of all students.
4. Student progress should be evaluated frequently.
5. Teachers in all academic disciplines should encourage students to do much more reading and writing.
6. Computation should be taught as something more than a mechanical process. Algebraic reasoning should be introduced early and taught along with arithmetic.
7. Increased effort should be placed on the understanding and solution of word problems.
8. Parents and teachers should recognize their responsibility as important role models for students.

Can measureable results be expected after implementing a remedial basic skills program? The Morante (1984) study reports no meaningful change in the incoming college student basic skills since the testing program began in 1978. However, a study by Crew (1981) reports that a ten-year decline in test scores was halted and within six years, all grades reflected national achievement test norms. Gray (1982) reports that it takes from three to ten years to restore basic education to a program.

Chapter Two
The St. Andrews Response

Secondary schools throughout the country were discovering that requiring higher graduation standards meant addressing the problem of remediating those students shown to be deficient. The South Carolina Legislature passed a law requiring minimum competencies in reading, math and writing before graduation. (See Appendix A, Act 631 of 1978 Basic Skills Assessment Program.) All secondary schools were required to have assessment and remediation programs in place by the 1990 deadline. Suddenly, students were being identified through the use of their BSAP scores, and teachers were being reassigned to remedial classes or were required to address basic skills in their regular classes. The need for training of teachers to work with this newly identified remedial population became very apparent.

Two special education teachers at St. Andrews sensed the feelings of frustration experienced by their colleagues struggling to teach students who were lacking basic skills in reading and math. These deficiencies interfered with the students' success in the many academic subjects requiring these skills. The teachers may have been excellent instructors in their area of specialization (e.g., social studies, science, American literature, etc.) but they had little or no experience and training in teaching the basic skills necessary for the students to read the history lesson or write the literature assignment or work the science problems. Discussions about what could be done to alleviate this problem ensued. Soon the two special education teachers were involved in writing a proposal to provide their colleagues with the necessary support and training on how to integrate basic skills remediation into the St. Andrews curriculum. (See Appendix B.)

The reader is reminded of the study by Ruh (1982) in which nine high schools identified as successful in teaching the basic skills were studied. The criteria for inclusion in the study was that 85% of the students in each of these schools met the state standards for basic skill achievement. It should be noted that St. Andrews exceeds this standard in reading and writing and is very close to this standard in math (St. Andrews 11th Grade BSAP Scores, 1985, Table 1). Even though St. Andrews exceeds both the state and county BSAP Score averages, the teachers and administrators elected to take steps to improve this record and provide for the needs of their students.

TABLE 1
BSAP TEST RESULTS 1982-1986
PERCENTAGES OF STUDENTS MEETING BSAP TEST STANDARDS

		GRADE 8					GRADE 11			
Test Area		1982	1983	1984	1985	1986	1982	1983	1984	1985
SOUTH CAROLINA	R	52.1	56.2	60.0	64.0	71.0	64.2	62.9	67.5	71.0
	M	40.5	42.0	53.8	57.0	60.0	66.1	61.8	64.0	73.0
	W		65.4	72.3	77.0	77.0		67.1	67.7	79.0
CHAS. COUNTY	R	52.0	57.0	59.0	71.0	78.0	67.9	67.8	69.0	74.1
	M	34.0	38.0	50.0	57.0	64.0	68.9	63.0	61.0	73.7
	W		66.0	72.0	79.0	78.0		65.9	66.0	79.8
ST. A. PARISH HIGH	R							84.2	74.3	88.2
	M							74.4	75.6	82.9
	W							79.2	76.2	89.2

Standards: Reading and mathematics = 700; writing = 3
*1982 writing outcomes nullified by the direction of the State Board of Education

Chapter Three
College Response

The proposal written by the two special education teachers was funded with a South Carolina School Incentive Reward Program appropriation. The College of Charleston Graduate School was contracted to provide support and training to a maximum of eight teachers of remedial students. Five graduate faculty members of the College of Charleston Education Department were chosen to take part in the project. Four served as Instructional Support Partners (ISP's) to the eight teachers. One of the four was identified as the liaison between the College and the High School. A fifth graduate faculty member was appointed as the ISP Coordinator. Eight teachers (two per ISP) from St. Andrews either volunteered or were chosen to participate in the program. Initially, the eight Participating Teachers (PT's) were enrolled in a three-hour graduate course; a second three-hour course was to follow. Both courses could be used for recertification credit. The course syllabi were developed. (See Appendix C.)

The ISP's administered in-depth needs assessments of the PT's beginning in September 1986. Interviews and a series of weekly classroom observations were conducted as a part of these assessments. (See Appendix D.) Student records were examined. PT's and ISP's discussed what plan of instruction would be appropriate for the remedial students. An Individual Consultation Plan indicating the goals and activities that would be employed to reach these goals was signed by the PT's and the ISP's. (See Appendix E.) Three workshops were conducted on subjects identified by the PT's and the ISP's as being helpful (e.g., BSAP record keeping, discipline, grouping). The PT's implemented their Individual Consultation Plan to improve BSAP remediation utilizing different models of instruction. They developed improved forms of BSAP record-keeping. The materials developed and field tested by the PT's and collected by the ISP's and workshop presenters were compiled into a Remediation Resource Manual. Recommendations for further implementation were made by the PT's and ISP's. The Manual was made available to other St. Andrews teachers who seek effective ways of meeting the needs of their remedial students.

Chapter Four
The St. Andrews BSAP Manual

Section I

Motivating the Underachieving Secondary Student

1. PT Review of Literature:
   - CPR: Helping Teachers Achieve Success with Underachievers
   - How to Individualize Learning
2. ISP Handouts
   - Stop Blaming Yourself
   - How Teachers Manage Individual and Small Group Work in Active Classroom
   * Teacher Expections
3. References of Teaching Strategies for Remedial Secondary Students

* Available at St. Andrews Media Center

PT Review of the Literature:

Underachievers

I read two articles which were inspiring and educational in teaching basic skills. One of these, "CPR: Helping Teachers Achieve Success with Underachievers" by Theresa M. Bey (NASSP Bulletin/May 1986) includes a nine-step profile for defining teacher efforts in teaching low achievers. CPR is a process used to describe and analyze teaching activities. The steps are as follows:

C:

1. Classroom Climate — needs to be warm and caring to encourage learning.
2. Corrective Curricula — curriculum must be designed for a higher success rate.
3. Complimentary Communication — encouragement and high expectations needs to be communicated to low achievers.

P:

4. Planned Progress — goals need to be planned which are realistic and attainable.
5. Particular Practices — teaching techniques must vary to avoid boredom.
6. Productive Performance — observe and coach colleagues needing assistance with underachievers.

R:

7. Reflective Teaching — think seriously about each lesson and probe for solutions to problems.
8. Reliable Tools — select the right kind of teaching tool.
9. Relevant Training — staff development and in-service programs are needed to equip teachers to handle underachievers.

Individualizing Learning...

Another article (pamphlet), "How to Individualize Learning" by Alan Gartner and Frank Riessman (from the PDK Fastback Series Titles), offers constructive ideas individualizing. One idea espoused is learning by teaching whereby a student will familiarize himself with material to be taught and reshape it in order to teach it to another. In this process the student as a teacher has a chance to observe first hand another learner. Debriefing time is encouraged in which the student as teacher reflects upon the learning process and style of their student.

In addition, willingness of the teacher to become a co-learner with the students demonstrates respect for them. The authors also develop a developmental curriculum which is student-centered as opposed to teacher-centered. It involves a curriculum in which the boundaries are open and its coverage is unpredictable. The teacher in a developmental curriculum is not limited to his knowledge only, but may require outside expertise. The process focuses upon individual learning styles. Contracts may be negotiated and there is strong student participation.

The authors heavily support the idea of student as producer. Rather than being passive recipients of teaching, students are being encouraged to become active producers of their own learning. Students need to identify their own learning styles and use their strengths to overcome their weakness.

Reading this article was inspiring and, though most of what I read is not new information, it is helpful to be reminded of certain processes and learning theories.

ISP Handouts:
Stop Blaming Yourself

How You Explain Unfortunate Events to Yourself May Influence Your Achievements As Well As Your Health.

By Robert J. Trotter

Martin E.P. Seligman is a gambler: bridge, volleyball, highstakes poker—even his career. In 1966 he went against the odds and prevailing thought by arguing that animals could learn to be helpless. Now after 20 years of supporting research he is betting that the way we explain the things that happen to us may be more important than what actually happens. The way we explain bad things, he says, can affect our future behavior and can have serious implications for our mental and physical health.

Seligman got his first clue to this as a young graduate student at the University of Pennsylvania, when he saw a group of dogs that had failed a learning experiment. Usually, when an animal in such an experiment receives a shock, it runs around until it accidentally jumps over a barrier and escapes the shock. The next time, the dog knows just what to do. It has learned how to escape. But the animals in this experiment didn't try to escape. They sat there as if they were helpless. Seligman found out that these dogs had previously been exposed to a shock from

which they could not escape and suggested that they had learned that efforts to escape were fruitless. It was not the shock that interfered with the animals' response, says Seligman, but the expectation that they would have no control over it.

Collaborating with fellow graduate students Steven F. Maier and Bruce Overmier (now at the University of Colorado and the University of Minnesota, respectively), Seligman worked for the next five years to document this learned helplessness phenomenon and link it to depression in humans. "When I first saw the helpless animals," he explains, "I thought it might be a model of human helplessness that would aid us in understanding the kind of helplessness seen in people suffering from depression." The idea of helping people was what made Seligman decide to become a psychologist in the first place, rather than a philosopher or a professional bridge player. He still likes to talk philosophy and is an excellent bridge player, but he says, "Psychology seemed just perfect for me. It combined enough serious intellectual challenge with a real opportunity to do something that might help people."

After earning his Ph.D. in 1967, Seligman taught for three years at Cornell University, exploring what he saw as obvious parallels between learned helplessness and the major symptoms of human depression. His students convinced him, however, that he just didn't know enough about depression. So he grew a beard and took a year of psychiatric residency at the Univeristy of Pennsylvania to learn about depression firsthand.

Seligman still sees a few clients as a licensed therapist but feels that he is more suited to research than therapy. "As a therapist," he says, "I might help 200 or 300 people during my life, but I think I can make a better contribution by trying to uncover general laws of psychology that might help many more people." That's why he stayed with the learned helplessness theory. "I want to follow it to the bitter end. I like low-probability/high-payoff science," he explains. "It is hard work, but it might make a difference." And that is what Seligman has been trying to do since he joined the psychology department at the University of Pennsylvania in 1971.

After getting his clinical training, Seligman wrote his first paper on depression and began experimenting with human helplessness. He says he was amazed to find that people reacted just like the animals when he exposed them to the same things, such as an inescapable loud noise. They acted as if they were helpless and didn't even try to turn off the noise. "This was counterintuitive," Seligman says. "Learning theory said that if you give inescapable events to humans or animals it would energize them, not make them passive." (See "Fall into Helplessness," *Psychology Today*, June 1973).

Seligman continued to document the parallels between helplessness and depression for several years. Then, just as the bet was beginning to pay off, people (especially his students Lyn Abramson, Laren Alloy and Judy Garber) began to have second thoughts. Seligman, just back from a year as Guggenheim Fellow at the Institute of Psychiatry at Maudsley Hospital in London, was greeted with arguments that his theory of helplessness was wrong on several counts. For one thing, expose to controllable bad events does not always lead to helplessness and depression. Furthermore, the helplessness theory did not explain the loss of self-esteem often seen in depressed people. Why should people blame themselves for events over which they have no control?

Seligman and his colleagues worked for several years revising the theory to meet these objections. The revised theory emphasizes what they call explanatory style. The reason uncontrollable bad events don't always lead to helplessness and depression is that people don't simply accept these events uncritically. They ask why. The answer or explanation for the event, affects what they expect about the future and determines the extent to which they will be helpless or depressed.

Some bad events are truly uncontrollable—my house burned to the ground because it was struck by lightening—and a person's explanations for them are simple statements of facts. But in many instances, reality is ambiguous—my lover accepted a job in another city because it paid a lot more money or, possibly, to get out of our relationship. The revised helplessness theory says that people have a characteristic way of explaining bad events when reality is ambiguous. They explain the event as being caused by something stable or unstable, global or specific, internal or external. If your relationship breaks up, for example, you can come up with a variety of reasons. If you explain it as something that is stable over time (I always screw up my personal relationships), you will expect it to happen again and will show signs of helplessness in future relationships. If you explain it as global rather than specific (I'm incapable of doing anything right), you will expect bad things to happen in all areas of your life and feel even more helpless. If you explain is as internal rather than external (It was all my fault; my lover did everything possible to keep the relationship going), you are likely to show signs of lowered self-esteem.

According to Seligman's revised helplessness theory, a person who tends to explain the bad things in stable, global and internal terms (It's going to last forever, it's going to affec. everything I do and it's all my fault) is most at risk for depression when bad events occur. To test this, Seligman and his colleagues first developed a method of measuring explanatory style. The Attributional Style Questionnaire (ASQ) consists of six bad and good hypothetical events. People taking the test are aksed to imagine themselves and to decide what they feel would be the major cause of the situation if it happened to them. Then they are asked to rate each cause on a scale of 1 to 7 for instability versus stability, specificity versus globality and internality versus externality.

In the first test of the revised theory, Seligman and his colleagues administered the (ASQ) to 143 college students and had them fill out a short form of the Beck Depression Inventory, a 13-item questionnaire that is highly reliable in detecting symptoms of depression. As expected, depression

could be determined by the kinds of explanations offered. Students who gave mainly stable, global and internal explanations for bad events were consistently more depressed than those who offered unstable, specific and external reasons. The researchers had similiar findings with women on welfare, maximum-security prisoners, grade school children who showed signs of depression, college students who did poorly on a midterm exam and patients hospitalized for depression.

Since the first tests of Seligman's theory, there have been at least 104 experiments involving nearly 15,000 subjects, almost all showing that a pessimistic explanatory style is related to depression.

Seligman's most recent research goes beyond depression. He believes that explanatory style should be able to predict achievement as well as illness and death. It seems logical that people who habitually provide stable, global and internal explanations (such as stupidity) for their failures should be less likely to persist, take chances or rise above their potential than those who explain failure in unstable, specific and external terms (such as luck). This link between learned helplessness and achievement has been demonstrated in work with children. Several researchers have found that the way children explain their performance strongly influences whether they give up following a failure (helpless children) or persist (mastery-oriented children).

When Leslie Kamen and Seligman gave the ASQ to 289 freshmen and 175 upperclassmen at the University of Pennsylvania they found that using explanatory style plus measures such as the Scholastic Aptitude Test and high school grades predicted a student's grade point average more accurately than usinf the more traditional measure alone. Students with the best explanatory style (unstable, specific, external) got better grades than the traditional methods predicted.

Explanatory style also predicts performance on the job. Seligman and Peter Schulman administered the ASQ to 101 insurance sales representatives right after they had been hired; a year later, those with a positive explanatory style were twice as likely as those with a negative style to be among the 42 agents still on the job. Furthermore, the agents with the positive style had sold 25 percent more insurance, on average, than the others.

The insurance company executives were so impressed with these results that they agreed to a second experiment in which both the ASQ and the usual test were given to thousands of applicants. One thousand were hired on the basis of the usual test. A special force of 100 who failed the industry test but had an optimistic explanatory style were also hired and compared with a group who passed the industry test but had a pessimistic explanatory style. The optimists are outselling the pessimists among the regularly hired agents, Seligman says, and the special force is outselling everybody. "I think we've got a test for who can face a stressful, challenging job and who can't," he says. "My guess is that this test could save the insurance company millions of dollars a year in training alone since it costs about $30,000 each to train new people, and half of them quit."

Seligman plans to take the test into other industries as well. "I think you can order jobs on this dimension—how a person deals with challenge and failure," he says. "It would be a much more humane way to hire people and place them in jobs, jobs that they are up to emotionally." Even defense departments, he says, could make use of such a test. "Some people are better able to cope with going out on the front line, while others are better off operating computers in the back room because they can't cope with failure and give up."

Explanatory style also plays an important role in physical health. Evidence is mounting that stressful life events, such as bereavement and school and family pressures, lead to increased vulnerability to infection and disease. But not everyone reacts in the same way. Some fight against stressors while others see them as uncontrollable and react with helplessness and passivity, characteristics that can be detected in their explanatory style. Seligman believes that people with a poor explanatory style are more likely to go on to have bad health than those with an optimistic outlook.

He sites a study that supports this prediction. Three months following a simple mastectomy for breast cancer, 63 women were asked how they viewed the nature and seriousness of the disease and how it had affected their lives. Five years later, 75 percent of the women who had reacted to the disease with a fighting spirit or who denied they had cancer were still alive and had no recurrence of the cancer. Only 35 percent of the women who had stoically or helplessly accepted the disease were still alive with no recurrence. A feeling of helplessness appears to impair the body's ability to combat disease.

The immune system, the body's defense mechanism, is the obvious place to look for evidence that such psychological states can affect physical health. Kamen and Seligman, working with Judith Rodin of Yale University, have found that explanatory style does seem to be related to immunity functioning. They took blood samples from a group of older people who had been interviewed regarding life changes, stress and health changes. The ones whose interviews indicated a pessimistic or depressive explanatory style had a larger percentage of suppressor cells. Since these cells are taught to undermine the body's ability to fight tumor growth, Seligman says, the findings suggest a link between explanatory style and susceptibility to diseases, including cancer.

Explanatory style can also predict actual illness. Seligman's colleague, Christopher Peterson of the University of Michigan, measured the explanatory style of 172 undergraduates and then questioned them one month later about how many days they had been sick and one year later about how often they had been to the doctor. He found a strong corrolation between helpless explanatory styles and subsequent illness. To see if this relationship holds over the long term, Peterson and Seligman worked with psychiatrist George Vaillant, who has been keeping

track of members of the Harvard Classes of 1939 through 1944.

The economic hardships of the 1930s produced lasting psychological effects, both good and bad. Sociologist Glen Elder of the University of North Carolina, who has been studying people who grew up during the Great Depression, has found, for example, that women whose middle-class families suffered a major financial loss were better off emotionally 40 years later than were similar women whose families had not suffered a major loss. But women whose working-class families suffered large losses during the 1930s were more likely to be helpless and passive later in life.

One reason for these differences is that the Depression served as a training ground for dealing with future losses. Middle-class women who generally had enough financial and educational resources to overcome their problems were strengthened by the struggle and were more resilient in meeting challenges later in life. Middle-class women who did not go through this experience rank lower on measures of emotional well-being 40 years later.

The story was different for women from working-class families, who had fewer resources for dealing with the challenges of the 1930s and little chance of financial recovery. For them the Depression seemed an uncontrollable force—both stable and global. This perception might have led them to develop a depressive explanatory style that made them feel helpless in the face of later losses.

Discussing these ideas with Seligman, Elder said, "Marty, it's too bad we don't have a time machine so we could go back and look at their explanatory style."

"Maybe we do," Seligman said. "Give me something these women wrote and we can analyze it." Using writing samples taken from interviews conducted with 28 of the women in 1943 and again in 1970, Seligman and his colleagues found that the women's explanatory styles had not changed much over the years, and that each woman's explanatory style was a good predictor of her psychological health 40 years later.

The method Seligman uses for analyzing such material is called the Content Analysis of Verbatim Explanations (CAVE) technique, which he developed with his colleague Christopher Peterson. With the CAVE technique, they say, "subjects famous, quick, dead, or otherwise unavailable can be studied as easily as introductory psychology students as long as they have left some verbal record."

First they take a 500-to1,000-word sample of verbatim material (diary, letter, newspaper quote, therapy transcript) and extract statements in which the person explains an event. The researchers then treat the statement as if they were answers to the ASQ and rate them on a seven-point scale for stability, globality and internality.

During the past several years, Seligman and his colleagues have applied the CAVE technique in a variety of ways, including a study of members of the Baseball Hall of Fame who had played ball between 1900 and 1950. They chose these men because they had been quoted in sports page articles. The idea was to see if their explanatory styles at an early age were related to their later health and life span.

Seligman and his colleagues read the complete sports pages of *The New York Times* and *The Philadelphia Inquirer* for September and early October between 1900 and 1950 and found enough quotes to rate the explanaotry style of 30 players. Those men with a generally optimistic style ("Nothing but the breaks beat me in that game...but I'll get my share next time") tended to live longer than those with a pessimistic style ("My aim is still good, but I know I haven't got the stuff I used to have").

All of Seligman's bets don't pay off however. He and his colleagues reasoned that if explanatory style predicts future performance, then quotes from basketball players following a loss should predict how they would play in the next game. They read the sports pages of *The Boston Globe* (for the Celtics), *The Washington Post* (for the Bullets), *The Philadelphia Inquirer* (for the 76ers) and *The New York Times* and *The New York Daily News* (for the Knicks and Nets) for the entire 1982-83 season and extracted explanations made by coaches and players for losses or other bad events. These were used to rate the explanatory style of each team.

The next step was to see how the teams performed against the point spread in the 1983-84 season in games following a loss. In testing the theory, Seligman explains, it was important to use the point spread, a reliable estimate of how many points a team is expected to win by, rather than simply whether the team wins or loses. You wouldn't expect a strong team, like the Celtics, to lose to a poor team just because its members had a negative explanatory style for why they lost the previous game. But they might win by less than expected.

The Celtics, who had the best explanatory style, beat the point spread 68 percent of the time in games following a defeat. The Knicks, with the next-best style, beat the spread 58 percent of the time. The Bullets beat it 50 percent of the time The 76ers and Nets, who had the worst explanatory styles, beat it only 40 percent and 37 percent of the time, respectively.

From a bettor's point of view the theory looked like a real money-maker. During the 1983-84 season, there were 134 games following defeats. If you had bet $100 on the two teams with the best style to beat the spread and $100 against the two teams with the worst style, you would have won 83 times (62 percent) and made $3,200. The theory worked again in the 1984-85 season, but unfortunately, it proved to be a two-year wonder. If you had used the same system in the 1985-86 season you would have lost money.

"It's been real frustrating," Seligman says. "We spent about 3,000 hours going through newspapers replicating the study every year for three years before we finally convinced ourselves that the theory just wasn't holding up. I wouldn't bet on it."

In 1946, the men had responded to questionnaires about their experiences in World War II. Seligman analyzed their responses (see "Time Machine Pyschology," this article) to see if their explanatory style for negative events was related

to later physical health, which was assessed in 1980. The results are preliminary, he says, but he suggests that a persons explanatory style is a reliable predicter of physical health 20 to 35 years later.

He cautions, however, that psychology plays only a minor role in physical illness. "If a crane falls on you," he explains, "It doesn't matter what you think. If the magnitude of your cancer is overwhelming, your psycholigical outlook counts for zero. On the other hand, if your cancer is marginal or if an illness is just beginning, your psychological state may be critical."

"Some of the studies I'm involved in are long shots," Seligman admits, "but that's part of the intellectual adventure I enjoy. I'm not afraid to be wrong. It keeps me from getting bored and being boring. My style is to follow an idea doggedly, to repeat each study until I am sure the results are reliable. This can be tedious, but if after all the work and the long shot comes in and I am right, these are the studies that can really make a difference in terms of helping people."

If Seligman is right about the physical and pyschological importance of explanatory style, then the way to help people is to find out how explanatory style originates, and how it can be changed. Seligman, Joan Girgus and Susan Nolen-Hoeksema have identified several possible factors that might influence the development of explanatory style in children. The timing of a child's first trauma or serious loss, for instance, could have a major influence on later explanatory style. One study, for example, found that middle- and working-class women in London were more likely to be depressed if before the age of 11 they had lost their mothers. In terms of Seligmans's theory, the loss of a mothers at an early is a seriously negative event that has both stable and global implications: The mother will never return, and almost every aspcet of the child's life will affected. In addition, young children often blame themselves (internal) when bad events occur. Such a loss at an early age, Seligman says, could set a pattern for future losses or major difficulties.

He also thinks that children may adopt or imitate the explanatory style of their parents. One of his studies found a strong corrolation between the way mothers, but not fathers, and children explain bad events.

Teachers are another model of explanatory style. There is considerable evidence that girls exhibit more helpless behavior than boys in school, and research suggests that this might be explained by the different way teachers treat children. When teachers criticize girls they tend to use stable and global terms commenting, for instance, on their intelligence. When they criticize boys they are likely to use more unstable and specific explanations accusing them of not concentrating. And the kids seem to get the message. In a study in which fourth graders were presented with unsolvable problems, boys were less likely than girls to give helpless answers. They said things like, "I wasn't trying hard," or "I don't care about your problem." Girls more often attributed their failure to incompetence or stupidity and said, "I just can't do it."

If the children continually receive feedback indicating that they lack ability, they may begin to explain their failures in helpless terms. This could be prevented by teaching children to think differently about what happens to them, Seligman says. We might be able to immunize them against helplessness and depression. "I'd like to try that for 10 years and see if the rates of childhood disease, depression and suicide go down. The history of prevention has been much better than the history of cure," he says.

There is however, a cure for bad explanatory style. "If you learned it," Seligman says, "you can unlearn it." This was shown rather dramatically when Seligman and Peterson asked psychiatrist Mardi Horowitz of the University of California, San Francisco, to send them excerpts from 12 therapy sessions with depressed patients who had recently suffered a severe loss. The idea was to read the excerpts as if they contained answers to the ASQ and make conclusions about the patients based on their explanatory style. They did this and sent the 12 evaluations back to Horowitz.

"His Response both surprised us and gratified us," say Seligman and Peterson, who thought the statements had come from 12 patients. Instead, Horowitz informed them, they had come from four patients at the beginning, middle and end of successful therapy. For each statement, the ranking of good versus bad explanatory style identified where the patient had been in the process of therapy. And the patient with the worst style at the beginning of therapy had been judged by Horowitz as suicidal.

Explanatory style, Seligman concludes, can change in response to important events in one's life, including psychotherapy. And he believes that cognitive therapy is the best approach, since it assumes that depression is a result of distorted thinking about the world (global), the future (stable) and oneself (internal). "Cognitive therapy works directly on explanations. You get people to look at what what causes they are evoking when they feel depressed," he explains, "and then get them to think about new kinds of causes. It helps people. I'd bet on it."

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How Teachers Manage Individual and Small-Group Work in Active Classrooms

They define teacher and student work cycles, sort students into attention categories by assessing their work daily, and provide assistance to students according to need.

Imagine a classroom setting where students are applying and extending basic skills and concepts by carrying out a variety of real-life activities that capture their interest and imagination. Individually and in groups, students are conducting opinion surveys, drafting lists of recommendations, writing announcements, compiling research data, sketching time lines, preparing for presentations, and so forth. They are engaged in what Bossert (1977) calls *multi-tasks:* individual or small group projects in which students plan, select, and organize materials and activities.

In multi-task settings teachers are unable to control directly what each student is doing or even see at a glance exactly what each is accomplishing. Here the teacher must know how to control students indirectly—to keep track of what they are doing, give help when it is most needed, and ensure that they are accomplishing what's expected of them.

The management of students in the multi-task setting, though complex, need not be overwhelming. Many successful teachers have already discovered how to direct students in such settings, and they have developed some basic processes, which others can adapt for use in any subject area at any grade level.

A Three-Component Structured Environment

In the classrooms that I have studied, teachers allow the balance of control to shift to students during multi-task work periods by establishing, ahead of time, a three-component structured environment. One component is a curriculum of increasingly complex multi-tasks that defines *what* the students are to be working on (see Kierstead—1984a, 1984b, 1985—for a description of the multi-taks curriculm). Another is the students' work cycle, a set of routines, procedures, rules, and consequences that spells out for students exactly what is expected of them: how they are to proceed and to account for the responsible use of their time (see fig. 1). The third component, the teachers' work cycle, is a set of routines and procedures that allows teachers to maximize the use of their own time in class: to automatically intercept students as they reach critical points in their work and to give them feedback and instruction when it is most neded (see fig. 2.) Only after this three-component structure is well established are the students allowed to work independently.

Specific Features of the Work Cycles

Some features of the work cycles are particularly notable. For one, students assume responsibility for pacing themselves appropriately and for signaling the teacher when their work is ready to be checked. Consequences for failure to carry out such procedures are established ahead of time; usually loss of play time for younger students and loss of points tied to the grading system for older students. With the consequences clearly defined, teachers do not coax, nag, or even remind students of what they are expected to accomplish within a given time. Instead, to prompt students to work productively they rely on (1) students' inherent interest in what they are doing, (2) their tendency to do the "in" thing—to conform to the culture of the classroom that is established by routinely expecting students to behave responsibility, and (3) students understanding that the teacher will carry out the established consequences.

Trusting students to act responsibily, teachers make little attempt to maintain constant surveillance over the entire group, which appears to set in motion a positive self-fulfilling cycle. First, students practice using their time productively, and, in classrooms where the structured environment is in place, they become remarkably responsible and independent. This frees the teacher to attend to students as the need arises in their work; to examine a students' line of reasoning, to question and probe to determine the source of difficulty, and to respond accordingly. As a result, work is closely matched to students' needs, strengths, and interests. Over time, students' become increasingly competent and independent, which in turn seems to heighten the teacher original belief that they can be trusted. Increasingly confident that students can work productively on their own, the teacher spends less time watching over the entire group and more time giving feedback and instruction to individuals as they reach critical points in their work.

Another especially important feature is the fourth item in the students' work cycle—students' are responsible for recording that work has been completed and approved by the teacher. Students seem to experience a gratifying sense of completion when they make the final mark, which signals that they are finished with their work. It's not unusual, for example, for a student who is checking off her name on the chart to remark with pride to someone passing by. "There, all done," or "Look, I'm finished."

Further, when this record is kept on a class chart, it has the additional benefit of allowing the teacher to see at a glance how the class as a whole is proceeding.

Attention Categories

The teachers I observed sort students into attention categories by assessing their work daily. Relying on the two automatic checkpoints—requiring students to have their work checked and approved during the work period and reviewing students' work away from the hectic pace of classroom activity—the teachers categorize student work according to primary, secondary, and minimum attention needs. For example, students whose work is in the *primary* attention category need immediate help or correction, or are ready to be introduced to a new skill. Students with *secondary* attention needs are those the teacher intends to keep an eye on because they have recently started something new, look as they are about ready to move on to a new stage, or have a chronic problem. Students slated for *minimum* attention can continue to work independently, usually because they have recently been in the primary attention category and are comfortable with what they are doing.

The attention categories help teachers determine which students they will seek out during the next class period and how they will intervene. Throughout the class period teachers' are, of course, responding to student requests for help, but they have a plan for using their own time when they enter the period. At the beginning, teachers spend most of their time initiating contact with the primary attention students, while keeping an eye on those in the secondary category. As the period progresses, they become alert for signs of difficulty or a readiness to begin something new.

Since sorting work according to need is a continuing process, students regularly circulate through all three categories, probably not remaining in the same one for more than three days. The exception would be a student with serious chronic difficulty, who would seldom be in the minimum attention category.

Equal Consideration of Student Work and Attention According to Need

Underlying these processes is the teacher's decision to give equal *consideration* to student work and *attention according to need.* By requiring that each student have work checked and by routinely reviewing work outside of class, teachers ensure that they consider the needs of all their students. By forming attention categories based on this automatic daily assessment and intercepting students with primary needs during the next class period, teachers provide for attention according to need. Lacking this process, the teacher would be at the beck and call of the more assertive students. Given the rapid flow of events during the multi-task work period, some students would probably be overlooked.

In a misguided attempt to avoid overlooking any of their students, teachers who have not discovered how to form attention categories usually divide their attention equally among their students. They schedule regular meetings with small groups established far in advance, usually according to test scores or perceived ability. But *equal concern* for the needs of individual students does not call for equal attention. Scheduling group meetings to give them equal attention wastes valuable class time. Students' needs constantly fluctuate, differing in intensity in ways that cannot be foreseen. The same student, within the same day, will have some needs that are simple and quickly met and others that require more of the teacher's time. Moreover, particularly intense needs—reaching a developmental level of readiness for reading, coming to grips with a basic scientific or historical concept, and the like—will surface at different times during the year for different students. Giving students equal attention probably impedes their progress by unnecessarily taking them away from their work, and *necessarily* limits the teacher's time to respond fully to students when they are most in need of help.

Responsibility and Control Over Decision Making

Teachers need not choose between *either* the tight teacher control characteristic of traditional, large-group direct instruction *or* the abdication of teacher control often associated with experimental learning. If we intend to encourage our students to learn to work independently, to use their time productively, and to apply and extend their basic skills and concepts to real-life problem-solving situations, we must learn to share responsibility and control over decision making with them. To do so we must first recognize that control of decisions regarding the pace sequence and content of instruction exists on three levels: long-term goals, short-term goals, and minute-by-minute decisions. Figure 3 illustrates how the balance shifts between the three levels.

As shown, the teacher, as the agent of society, must determine the long-term goals, can share with students decisions regarding the short-term goals, and must allow students to make the minute-by-minute decisions needed to plan and carry out their projects. Before allowing students to assume control over decision making at the third level, however, teachers must accomplish two things: (1) provide enough instruction in the basic skills and concepts to prepare students to plan and carry out their projects; and (2) establish the three-component structured environment, which provides students with enough feedback and instruction *during* the work period to enable them to proceed, and makes them accountable for using their time responsibly.

Effects on Students

What are the effects of sharing control over decision making with students? First shared control allows students

the latitude they need to practice using higher-level thinking skills.

Research on student motivation suggests a second powerful effect: a heightened willingness to use the skills being developed. Deci (1985) has found that rigid, controlling teacher behavior lessens students' intrinsic motivation and impairs their creative performance. He and his colleagues have found that children in the classrooms of control-oriented teachers show less intrinsic motivation, perceive themselves to be less competent, and hold lower feelings of self-worth than students in control classrooms.[1]

Looking at the long-term effects of sharing control with students, Maehr (1976) reaches a similiar conclusion. He distinguishes between short-lived, on-task behaviors and *continuing motivation*—students willingness to continue working or take up a task in a different context when relatively free from external constraint, either at home or later in the class period. Maehr's analysis of literature on achievement motivation is promoted by the student's that he or she: (I) is somewhat autonomous, (2) is competent in performing tasks, and (3) is growing to become like others held in high regard.

Findings from my study of primary classrooms (Kierstead 1984a) tend to support Maehr's conclusions. I selected classrooms known to be unusually effective in promoting literacy skills and highly regarded beyond the boundaries of their own school for independence and motivation of students. In formal and informal interviews, students overwhelmingly expresses perceptions Maehr has associated with continuing motivation: (1) they were doing their work because they liked it and wanted to learn, and (2) their work was "closest to the best" in the class.

My experience in the field supports these findings. Indeed, one of the most common remarks I have heard over the years from parents, support personnel and visitors in the classrooms where students share in decision making and control within a structured environment is that students seem to be unusually inner-directed, working with a sense of purpose and a feeling of competence. This is in addtion to their being highly interested in and willing to carry out their multi-tasks at home as well as in school.

A Word About the Future

The renewed interest in higher-level thinking skills is part of a movement from a narrow to a broader, more humanistic view of education. We seem to be reaching agreement that we want our students to acquire the basics, but we also want them to be willing and able to use their basic skills and concepts for real-life purposes.

A note of caution is in order, however. Historically in education, we have allowed the proverbial pendulum to swing from teaching students using traditional instructional methods to allowing students complete freedom. This time, as we move toward a more humanistic emphasis on developing higher-level thinking skills, creativity, independence, and an inner sense of responsibility, we must not let the pendulum swing too far.

Rather than abandon what has been learned during the back-to-basics era about making traditional methods more effective, we can achieve an appropriate balance, by incorporating these methods within a wider range of management and organizational strategies. □

1. Deci (1985), p. 53) also reports, "In other research, we found that intrinsically motivated students displayed greater conceptual learning than extrinsically motivated students did, although both groups did equally well on the rote memorization tasks."

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Section II

Assessing the Underachieving Secondary Student

1. BSAP Assessment Methods:
   - — Diagnostic Testing in Remedial Reading
   - — Diagnostic Testing in Remedial Math
2. BSAP Record Keeping Forms:
   - — BSAP Subskill Conceptual Sheet
   - — Charleston County Forms
   - — P.T. BSAP Class Profile
   - — Basic Skills Checklist, Communications
3. Assessing Student Behavior:
   - — Observations of Students Who Most Need Remediation
   - — Journal Observations, Sample
   - — Journal Observations, Remedial English
   - — Description of Student Task Proficiency Assessment Form
   - — Student Task Proficiency Assessment Form
4. Managing Student Behavior:
   - — Students Accepting Responsibility for Their Own Learning
   - — Improvement of Time on Task
   - — Student Contract #1 for Algebra I, General Math III and Parent Letter
   - — Contract #2 and Parent Letter
   - — P.T. Evaluation of Student Contract
   - — Parent Letter and Contract #3
   - — Discipline is Proof You Care*
   - — Managing Behavior for Success

*Available in St. Andrews Media Center

BSAP Assessment Methods

Diagnostic Testing in Remedial Reading

The remedial reading course this year appeared to be composed of students whose reading abilities greatly varied. I gave the Stanford Diagnostic Reading Test, a group reading test published by Harcourt Brace Jovanovich, Inc., and found the scores did confirm my belief in the range of abilities in the class.

The test gives score in five areas: phonetic analysis, structural analysis, auditory vocabulary, reading comprehension, (literal and inferential), and reading rate. I evaluated the scores concentrating on the reading comprehension scores in particular and found that the students could be grouped in four divisions by stanine scores. There were two on the 6-9th stanine, five in the 4-5th, five in the 2nd-3rd, and two on the first.

There are many uses for these scores. The students may be grouped accordingly with the two lowest and two highest together in a group having the best readers doing peer tutoring for the lowest two. The breakdown of scores for the Stanford Diagnostic is also given in grade levels and percentiles. The 20ade level scores are useful in planning and ordering materials. The five different areas of the test give the teacher an indication where the students as a group and individually are weakest and strongest. I found, for example, that the scores on inference were lower for many students than the scores on literal reading comprehension. Hence, I can gear assignments to cover that need. Another general indication was that the structural analysis scores were generally better than the reading comprehension score. Thus students have some skills in decoding by breaking words into syllables. For the individuals whose scores were low in this area, extra work on word parts would be indicated.

I would recommend giving the Stanford Diagnostic Reading Test at the beginning of the year in remedial reading. In fact, the more appropriate alternative would be for the English department to visit the middle school in the early spring and give the test to eighth graders who are being considered for remedial English or reading courses. The remedial reading class could then be filled on the basis of need. This testing would also give a better indication of which students truly belong in remedial English and general guidelines could be established for placement in remedial English and reading courses. For those few students who score in the first stanine (about second grade reading level), referrals could be made then for testing by the school psychologist and possible placement in a special education class. On the other hand, those students reading on grade level would not be placed in a reading courses.

Another recommendation I would make is that students who enter the high school after the first of the year be placed in remedial reading until some testing is done. Occasionally, there are students who transfer in from a school where reading is a required course , and so they are placed in remedial reading to finish that credit. However, those students may not only not need *remedial* reading, but may find it a real blow to their self-esteems to be placed there.

CONCEPTS

1. What value is the same as the amount below?

Six hundred ninety-four and 09/100 dollars

(A) $694.09
(B) $694.90
(C) $6904.09
(D) $6940.90

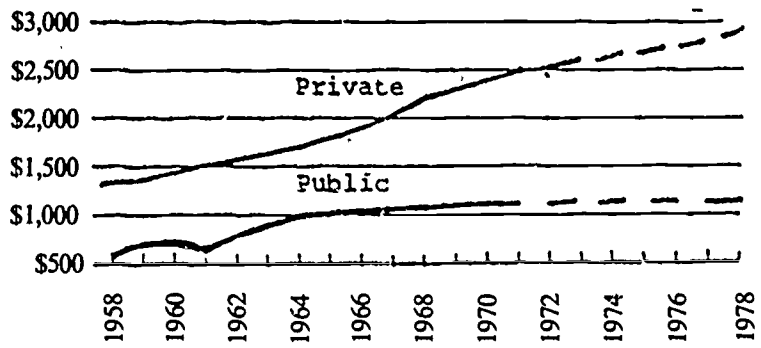
2. The cost of several brands of toothpaste are shown below. Which costs the most per ounce?

(A) 7 oz. for $1.19
(B) 9 oz. for $1.44
(C) 5 oz. for $.89
(D) 11 oz. for $1.65

3. Round off 234.56 to the nearest tenth.

(A) 230
(B) 234.5
(C) 234.6
(D) 235.0

4. Average for College Tuition, Room and Board



In 1971, how much more did it cost to send a student to a private school than a public school?

(A) $1100
(B) $1400
(C) $2400
(D) $2500

5. The area of an attic is 720 square feet. What would it cost to insulate the attic with 6 inches of insulation?

$$\text{Cost} = \frac{\text{(area x thickness)}}{12}$$

(A) $36
(B) $360
(C) $738
(D) $4320

6. A man walks 10 miles in 2.5 hours. What was his average speed in mph?

(A) 2.5
(B) 4.0
(C) 12.5
(D) 25.0

1.

JOE'S SUPERMARKET	
Milk	$0.60
Butter	$1.25
Sugar	$1.79
Meat	$5.68
TOTAL	$

The bottom portion of your market receipt was torn off by mistake. What was the total amount of your purchase?

(A) $3.64
(B) $8.72
(C) $9.32
(D) $10.32

2.

Please deduct any per check changes or automatic transfers.					Balance Forward		
Check	Date	Checks name or deposit	Total	✓	159	73	
		To: Record Store	CK or dep.		10	58	
103	1-13	For:	Balance		149	15	
		To: Deposit	CK or dep.		25	00	
	1-19	For:	Balance		174	15	
		To: Book Store	CK or dep.		3	66	
104	1-21	For:	Balance		170	49	←
		To: Grocery Store	CK or dep.		23	54	←
105	1-23	For:	Balance				
		To:	CK or dep.				
		For:	Balance				

Your personal check record as shown above. How much money is left in your checking account? (Subtract the last check shown from the last balance shown.) (170.49 - 23.54)

(A) $146.95 (B) $153.15 (C) 93.93 (D) $194.03

3. 33% of $1.35 is _____ (round off to nearest cent).

(A) $.41 (B) $.45 (C) $1.02 (D) $1.68

4. The drama club has 25 members. Fifteen of the club's members are seniors. What percent of the club's members are seniors?

(A) 1.67% (B) 37.5% (C) 60.0% (D) 375.0%

5. 37.5is what percent of 50?

(A) 1.33% (B) 7.5% (C) 18.75% (D) 75%

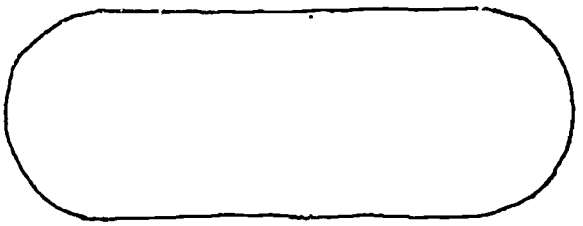
6. Mary had 6½ yards of ribbon. If she used 4¾ yards to tie the package, how many yards did she have left?

(A) 1½ (B) 1¾ (C) 2½ (D) 2¾

MEASUREMENT

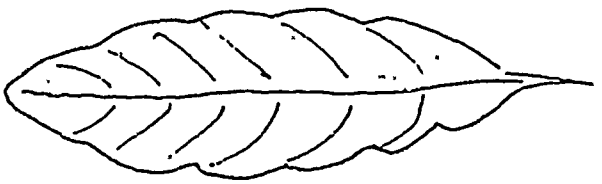
1. You are doing a science project on the growth of houseplants under different lighting conditions. What units would be most appropriate to measure the rate of growth of the plants being tested?

(A) millimeters (B) kilometers (C) meters (D) yards

2. 

(A) 1 square inch
(B) 3 square inches
(C) 6 square inches
(D) 8 square inches

Estimate the area of the figure above. Find the best answer.

3. 

(A) 7.5 cm.
(B) 8 cm.
(C) 6.5 cm.
(D) 9 cm.

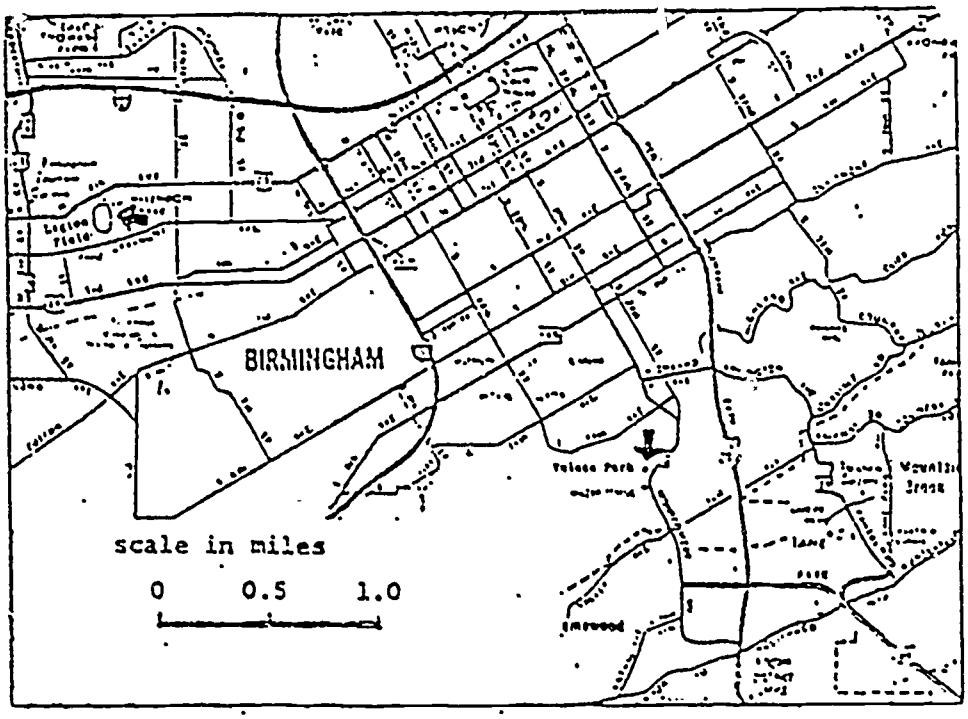
Find the length to the nearest centimeter.

4. 9 ft. 7 in.
+0 ft. 9 in.

(A) 9 ft. 4 in.
(B) 10 ft. 0 in.
(C) 10 ft. 0 in.
(D) 10 ft. 6 in.

24

5.



5. What is the straight-line distance from Legion Field to Vulcan Park?

(A) 0.27 miles (B) 0.84 miles (C) 2.73 miles (D) 3.25 miles

6. 5 lb. 7 oz.
-2 lb. 13 oz.

(A) 2 lb. 6 oz.

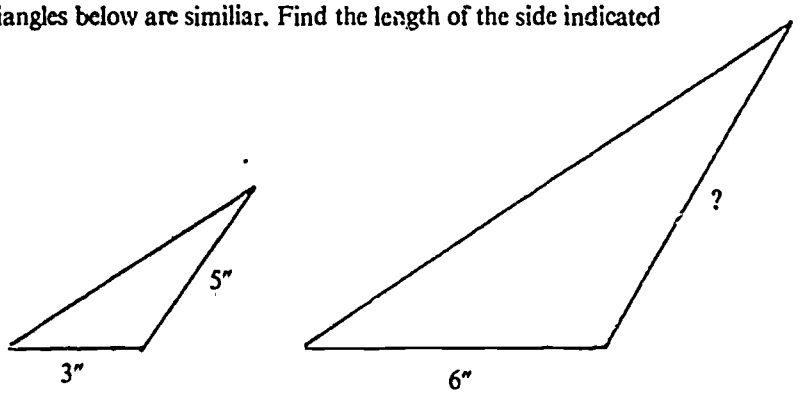
(B) 2 lb. 10 oz.

(C) 3 lb. 6 oz.

(D) 3 lb. 2 oz.

GEOMETRY

1. The triangles below are similiar. Find the length of the side indicated



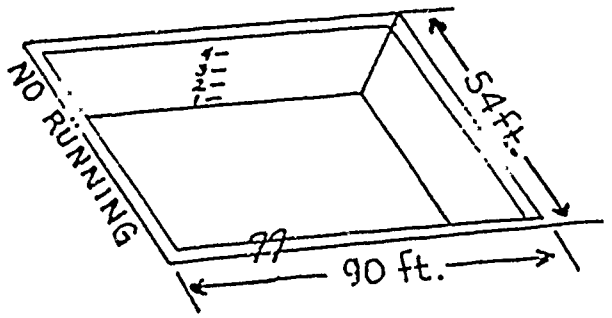
(A) 2"

(B) 10"

(C) 5"

(D) 12"

2. The water in the pool is 5 feet deep. Find how many cubit feet of water are in the pool.



(A) 149 cubic feet

(B) 2430 cubic feet

(C) 4860 cubic feet

(D) 24300 cubic feet

3. What is the area of a circle whose radius is 5 yards?
(let ? ? 22/7)

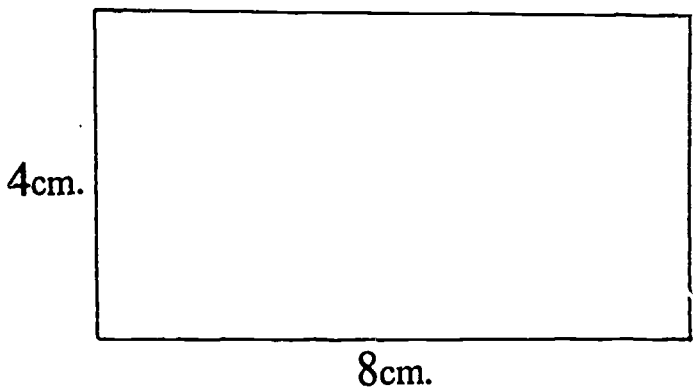
(A) 15.71 sq. yd.

(B) 78.57 sq. yd.

(C) 110 sq. yd.

(D) 785.7 sq. yd.

4.



Find the perimeter of this rectangle.

(A) 12 cm.

(B) 16 cm.

(C) 24 cm.

(D) 32 cm.

26

5. What is the area of a square whose side is 12 inches?

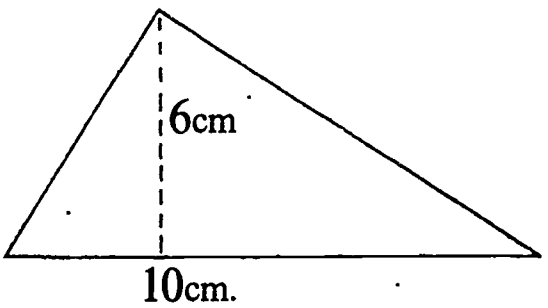
(A) 48 sq. in.

(B) 72 sq. in.

(C) 144 sq. in.

(D) 1728 sq. in.

6.



Find the area of the triangle.

(A) 16 sq. cm.

(B) 30 sq. cm.

(C) 36 sq. cm.

(D) 120 sq. cm.

PROBLEM SOLVING

1. The 11th grade is having a field trip. The class has 232 students participating. All the students are riding by bus. A bus can carry no more than 45 students. What is the smallest number of buses that they need to carry the entire group?

   (A) 4 (B) 5 (C) 6 (D) 7

2. - Ann buys ice cream bars wholesale at $3.25 for a carton of 25.

   - She sells the bars for 25 cents a piece.

   - On the average she works 15 hours a week.

   To find out how much Ann makes an hour you will also need to be given:

   (A) how many hours she works in a day
   (B) how much she pays for one ice cream bar
   (C) no. of bars she sells in a week
   (D) no. of days she works each week

3. It takes Howard 1½ hours to wash and wax his father's car. Dwight takes 2 hours to do the same job. If both Howard and Dwight work on the car together, how long will the job take? Find the most reasonable answer.

   (A) ¼ hr. (B) 1 hr. (C) 1½ hr. (D) 1¾ hr.

4. A fence is to be put around a flower garden that measures 5 meters by 3 meters. If the fencing sells for $23.00 per meter, how much will the fence cost?

   (A) $184.00
   (B) $245.00
   (C) $368.00
   (D) $552.00

5. A floor is 27 feet wide by 36 feet long. How many square yards of carpet will be required to cover this floor? (9sq. ft. ? 1 sq. yd.)

   (A) 12 sq. yd.
   (B) 108 sq. yd.
   (C) 144 sq. yd.
   (D) 972 sq. yd.

6. If an automobile travels 120 miles on five gallons of gas, how much gas will be used for 400 miles? (Round to the nearest gallon)

   (A) 11 gallons
   (B) 17 gallons
   (C) 18 gallons
   (D) 24 gallons

BSAP Pre-Test

Math Concepts _____ **Name** _____

Grid in correct answers on the answer sheet.

1. What value is the same as the amount below?
   Six hundred ninety-four and 09/100 dollars.
   $694.0911 (B) $694.90 (C) $6904.09 (D) 6940.90

2. What value is the same as three and seven tenths?
   (A) 307/10 (B) 3 7/10 (C) 30 7/10 (D) 3 .7/10

3. Which of the following is a whole number?
   (A) -4 (B) 1.7 (C) 10 (D) $\sqrt{13}$

4. Which digit is in the hundredths place in the number 123.456?
   (A) 1 (B) 3 (C) 5 (D) 6

Choose the correct statement to make the statement true.

5. 15_____10 (A) < (B) > (C) =
6. 1_____2 (A) < (B) > (C) =
7. ½_____1/3 (A) < (B) > (C) =

8. Find the square root of 81.
   (A) 3 (B) 8 (C) 9 (D) 27

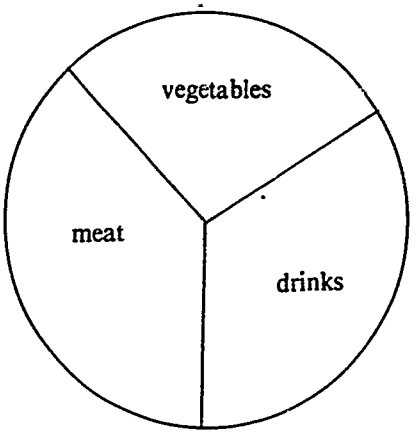
9. Which of the following means the square root of 25?
   (A) 25^2 (B) 5^2 (C) $-\sqrt{5}$ (D) $\sqrt{25}$

10. In the fraction of 2/3, the 2 is called the:
    (A) numerator (B) denominator (C) numeral (D) sum

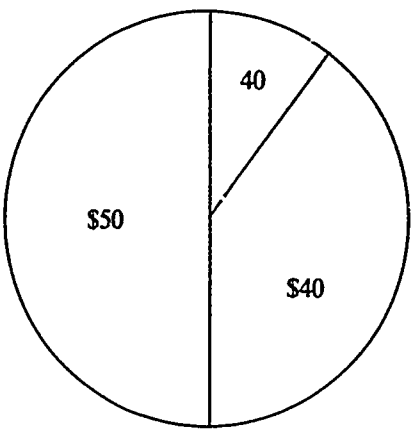
11. Which fraction is equivalent to 0.5?
    (A) 1/2 (B) 1/5 (C) 5/1 (D) 2/1

12. Which drawing does not represent the following data: The Jones family spends $100 per week on groceries. ½ of the budget is spent on vegetables, 1/10 on drinks, 2/5 on meat.

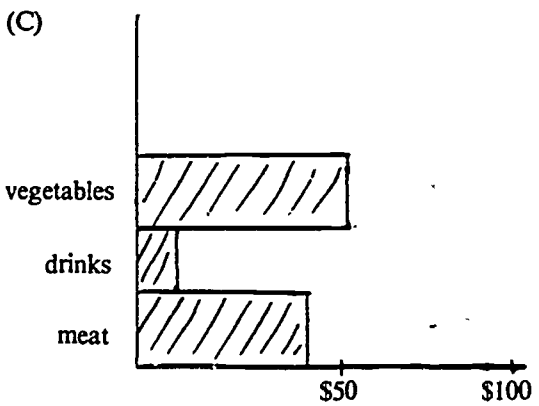
(A)



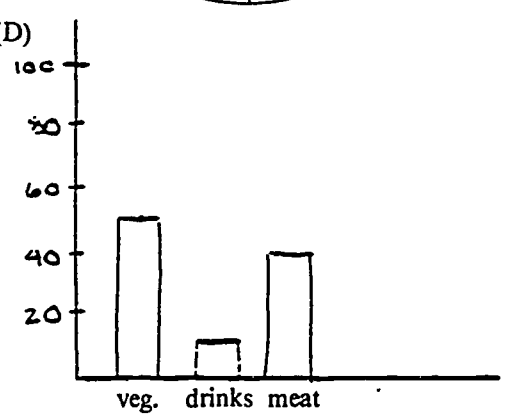
(B)



(C)



(D)



13. If ten apples cost $2.50, how much does one apple cost?

(A) $250 (B) $2.50 (C) $.25 (D) 2½¢

14. It takes 12 gallons of gas to drive to Columbia (180 miles). How many miles per gallon does this car get?

(A) 15 (B) 16 (C) 20 (D) 18

15. The cost of several brands of toothpaste are shown below. Which cost more per ounce?

(A) 7 oz. for $1.19 (B) 9 oz. for $1.44

(C) 5 oz. for $.89 (D) 11 oz. for $1.65

16. Round off 234.56 to the nearest tenth.

(A) 230.0 (B) 234.5

(C) 234.6 (D) 235

17. The cost to insulate an attic is given by the formula:

$$\text{COST} = \frac{\text{AREA} \times \text{THICKNESS}}{12.0}$$

AREA = the area of the attic in square feet.

THICKNESS = the thickness of the insulation in inches.

COST = cost in dollars.

The area of an attic is 720 square feet. What would it cost to insulate the attic with 6 inches of insulation?

(A) $36 (B) $360 (C) $738 (D) $4320

18. Find the square root of 81.

(A) 3 (B) 8 (C) 9 (D) 27

19. What number is equivalent to 4 ones, 7 tens, 6 hundredths, and 9 thousandths?

(A) 4.769 (B) 47.96 (C) 74.69 (D) 74.069

20. Which answer is not equivalent to 25?

(A) 5^2 (B) 50/2 (C) 24 1/5 (D) 25.00

Math Operations

21. The bottom portion of your market receipt was torn off by mistake. What was the total amount of your purchase?

Add the items to find the total.

(A) $3.64 (B) $8.72 (C) $9.32 (D) $10.32

JOE'S SUPERMARKET	
Milk	$0.60
Butter	$1.25
Sugar	$1.79
Meat	$5.68
TOTAL	$

22. Your personal check record is shown at right. How much money is left in your checking account? (Subtract the last check shown from the last balance shown).

PLEASE DEDUCT ANY FEE CHECK CHARGES OR AUTOMATIC TRANSFERS				BALANCE FORWARD
CHECK NO.	DATE	CHECKS DRAWN OR DEPOSITS MADE	TOTAL	159 73
103	1-19	record store	DEDUCT CHECK AND DEPOSIT 10 58	
			BALANCE 149 15	
	1-19	deposit	DEDUCT CHECK AND DEPOSIT 25 00	
			BALANCE 174 15	
104	1-21	book store	DEDUCT CHECK AND DEPOSIT 3 66	
			BALANCE 170 49	
105	1-23	grocery store	DEDUCT CHECK AND DEPOSIT 23 54	
			BALANCE	
			DEDUCT CHECK AND DEPOSIT	
			BALANCE	
			DEDUCT CHECK AND DEPOSIT	
			BALANCE	

(A) $146.95 (B) $153.15 (C) $193.93 (D) $194.03

23. 33% of $1.35 is _____ (round off to the nearest cent).

(A) $.41 (B) $.45 (C) $1.02 (D) $1.68

24. The drama club has 25 members. Fifteen of the club members are seniors. What percent of the club's members are seniors? (15 is what percent of 25?)

(A) 1.67% (B) 37.5% (C) 60.0% (D) 375.0%

25. Add: 2.19 + 0.297 + 80 + 6.2

(A) 16.687 (B) 65.8 (C) 3.907 (D) 88.687

26. In the fraction 2/5, 2 is the:

(A) whole number (B) numerator (C) denominator (D) numeral

27. Multiply: 1/4 x 2/5

(A) 1/5 (B) 40/20 (C) 3/9 (D) 1/10

28. Add: 1/4 + 2/5

(A) 13/20 (B) 3/9 (C) 1/3 (D) 3/5

29. Change the mixed number 4 1/3 to a fraction.

(A) 12/3 (B) 4/3 (C) 5/3 (D) 13/3

30. Find the lowest common denominator for 2/5 and 4/7.

(A) 14 (B) 15 (C) 35 (D) 30

31. Find an equivalent fraction for 3/5

(A) 9/15 (B) 6/9 (C) 12/25 (D) 1/3

32. Reduce 18/12 to its lowest terms.

(A) 3/2 (B) 1 4/2 (C) 1 6/12 (D) 3 1/2

33. Divide: 725 by 2.5

(A) 2.9 (B) 29 (C) 290 (D) 3.05

34. Divide: 6 by 375

(A) 0.016 (B) 0.16 (C) 1.6 (D) 16

35. In a class of 28 students, 25% made A's. How many did not make A's?

(A) 14 (B) 21 (C) 7 (D) 25

36. 372.1 - 8.75 = _____.

(A) 284.6 (B) 363.35 (C) 363.45 (D) 384.85

37. 6 + 2/10 + 1 3/5 = _____.

(A) 7 1/2 (B) 7 1/3 (C) 7 4/5 (D) 8

38. Multiply 2650 X 3.4

(A) 901 (B) 9010 (C) 9100 (D) 90.1

39. 1/7 x 28 = _____.

(A) 29/7 (B) 4 (C) 196 (D) 28/196

40. Divide: 2/3 by 5/6

(A) 4/5 (B) 10/18 (C) 5/9 (D) 4

Math Measurement

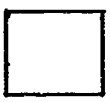
41. In what units would the length of an airplane be given?

(A) millimeter (B) cubic inches (C) square feet (D) meters

42. You are doing a science project on the growth of houseplants under different lighting conditions. Which units would be most appropriate to measure the growth of the plants being tested?

(A) millimeters (B) kilometers (C) meters (D) yards

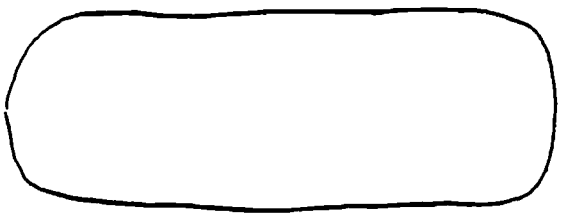
43. Estimate the area of this square.



(A) 1 square inch (B) 2 square inches

(C) ½ square inch (D) ¼ square inch

44. Estimate the area of this figure.



(A) 1 square inch (B) 3 square inches

(C) 6 square inches (D) 8 square inches

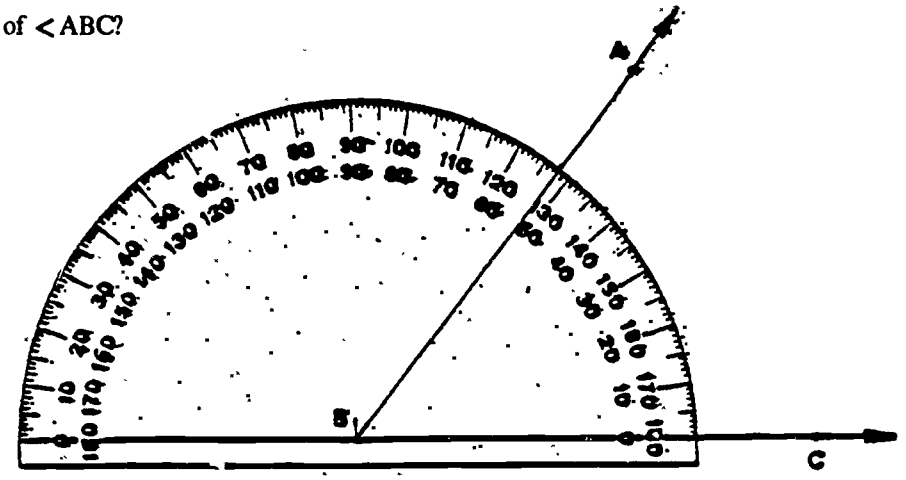
45. What is the measure of < ABC?

(A) 38°

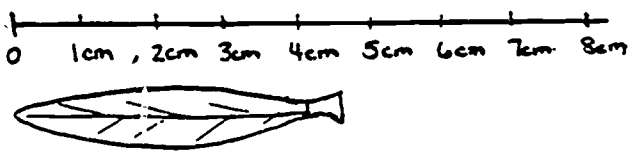
(B) 52°

(C) 68°

(D) 128°



46. Using the given ruler, measure the figure.



(A) 4 cm (B) 4.5 cm (C) 5 cm (D) 5.5 cm

47. Add:

9 ft.	7 in.
+	9 in.

(A) 9 ft. 16 in. (B) 10 ft. 0 in.

(C) 10 ft. 4 in. (D) 10 ft. 6 in.

48. Multiply:

16 yd.	10 in.
x	6

(A) 96 yd. 16 in. (B) 97 yd. 24 in.

(C) 99 yd. (D) 102 yd.

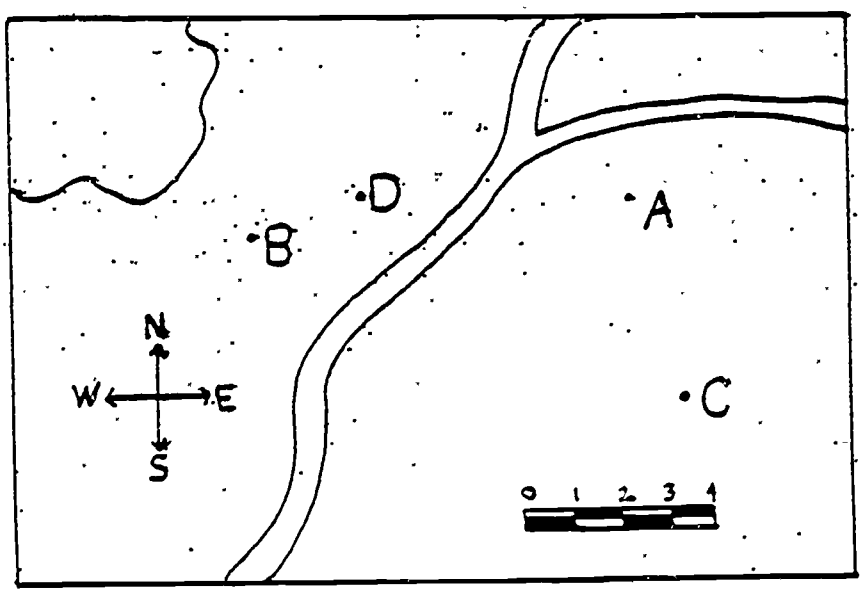
49. What is the approximate distance between point A and point B?

(A) 8 mi.

(B) 12 mi.

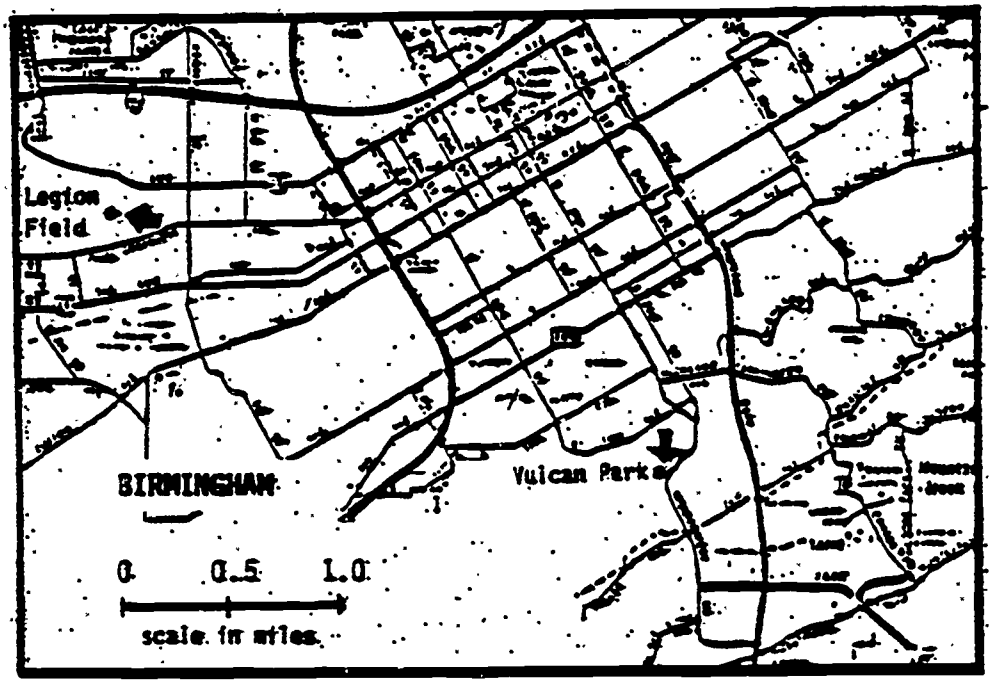
(C) 4 mi.

(D) 2 mi.



50. What is the straight line distance from Legion Field to Vulcan Park?
(use the map below)

(A) 0.27 mi. (B) 0.84 mi. (C) 2.73 mi. (D) 3.25 mi.



GEOMETRY:

51. The formula $C = 2\ \pi\ r$ is used to find:

(A) circumference (B) radius (C) area (D) perimeter

52. The formula $A = \frac{1}{2}\ bh$ is used to find:

(A) area of a rectangle (B) area of a triangle

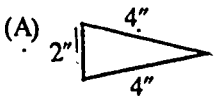
(C) area of parallelogram (D) area of a circle

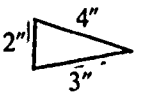
53. The formula $P = 2L + 2W$ is used to find:

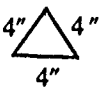
(A) perimeter of a polygon (B) perimeter of a triangle

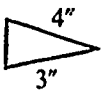
(C) perimeter of a rectangle (D) prism size

54. Which figure is a scalene triangle?

(A) 

(B) 

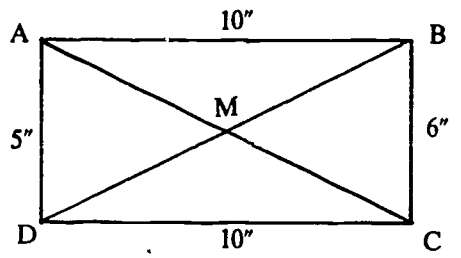
(C) 

(D) 

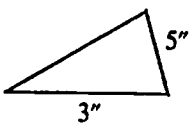
55. Which triangle is congruent to ? ABC?

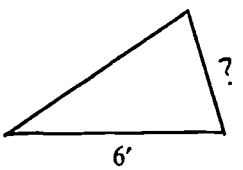
(A) △DMC (B) △BMA

(C) △CDA (D) △BMC



56. These triangles are similiar. Find the length of the side indicated.



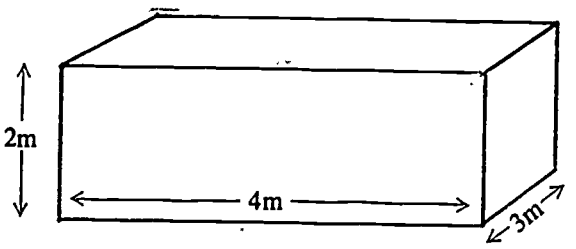


(A) 2" (B) 10" (C) 5" (D) 12"

57. The volume of this box is:

(A) 8 cubic meters 9 cubic meters

(C) 12 cubic meters (D) 24 cubic meters



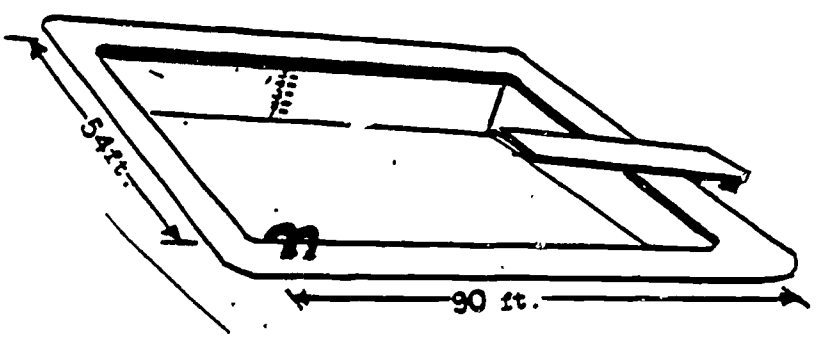
58. The water in the pool is 5 feet deep. Find how many cubic feet of water are in the pool?

(A) 149 cubic feet

(B) 2430 cubic feet

(C) 4860 cubic feet

(D) 24,300 cubic feet



35

59. What differs a square from a rectangle?

(A) A square has four 90? angles.

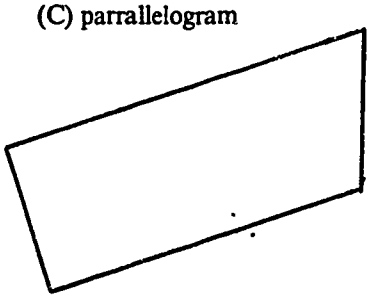
(B) A square has four corners.

(C) Two sides of a rectangle are longer than the other two.

(D) All sides of a square are equal in length.

60. The given shape is a _____.

(A) rectangle
(B) polygon
(C) parrallelogram
(D) rectangle



Problem Solving

61.) Mr. Jones bought 128 feet of rope. He used 73 feet of it. How many feet of rope did he have left?

A.) 201 B.) 55 C.) 2 D.) 9344

62.) Mr. Brown bought a new car that cost 7,165 dollars. He paid 875 dollars. How much does he still owe?

A.) 6290 B.) 6289 C.) 8040 D.)

63.) The average weight of the 11 starting players on the St. Andrews High School football team is 173 pounds. What is the total weight of these players?

A.) 15 lbs. B.) 2000 lbs. C.) 1903 lbs. D.) 180 lbs.

64.) Andrew traveled 318 miles in 6 hours. How fast did he travel?

A.) 53 mph B.) 55 mph C.) 1908 mph D.) 51.3 mph

65.) Susan had 8½ yards of material. She used 6 1/3 yards to make curtains. How much material did she have left?

A.) 1 1/6 yds. B.) 2 yds. C.) 14 5/6 yds. D.) 2 1/6 yds.

66.) Joy needs 3/8 yards of ribbon for a hat and 5 1/4 yards of ribbon for a blouse. How much ribbon does she need in all?

A.) 4 7/8 yds. B.) 5 1/2 yds. C.) 5 5/8 yds. D.) 6 yds.

67.) Judy bought 5 loaves of bread for $.79 each. She gave the clerk $10.00. How much should she get back?

A.) $6.05 B.) $3.95 C.) $2.00 D.) $6.00

68.) The cost of health insurance for 6 months is $327.52. Rounded to the nearest dollar, how much is the insurance for a year?

A.) $3930 B.) $3930.24 C.) $655.04 D.) $655

69.) Stanley's mother spent $112.00 to buy new shoes for her five children. How much did she spend for each child?

A.) $560.00 B.) $22.40 C.) $22 D.) $25

70.) Michael traveled 540 miles at 60 mph. For how long did he travel?

A.) $560.00 B.) 90 hours C.) 3240 miles D.) 15 hrs.

71.) A salesclerk must put a $3.50 markup on a sweater that costs $12.75. What is the retail price?

A.) $9.25 B.) $44.63 C.) $16.25 D.) $16.00

72.) A recipe calls for 2¼ cups of flour, 1/3 cups of granulated sugar, and ½ cup of brown sugar. In cups, what is the total amount of ingredients?

A.) 2 1/3 C B.) 2 3/9 C C.) 2 1/12 C D.) 3 1/12 C

73.) A bolt of fabric contained 8 meters of fabric. Robin bought 6.8 meters. How much fabric was left on the bolt?

A.) 2.8 m B.) 6 m C.) 1.2 m D.) .2m

74.) Mike ran 100 meters in 13.3 seconds on Monday and the same distance in 12.2 seconds on Tuesday. What was the difference between Monday's and Tuesday's time?

A.) 1.1 sec. B.) 25.5 sec. C.) 11.1 sec. D.) 1 sec.

75.) In one day the stock in a company rose from 23 5/8 points to 26 5/8 points. How many points did the stock rise?

A.) 2 3/8 pts. B.) 1 5/8 pts. C.) 2 7/8 pts. D.) 1 1/2 pts

76.) A garden is 12 3/4 meters wide. and 15½ meters long. What is the area of the garden?

A.) 28 1/4 m B.) 180 3/8 m C.) 197 5/8 m D.) 3 1/4 m

77. A carpenter needs 6 boards each measuring 12.125 meters. This carpenter needs to buy approximately how many meters of wood?

A.) 18.125 m B.) 72 m C.) 6.125 D.) 73 m

78.) What is the cost of 6 pounds of meat at $1.98 per pound?

A.) $.33 B.) $13 C.)$7.98 D.) $11.88

79.) A seamstress has a piece of ribbon 31 1/2 meters long. She needs strips of ribbon measuring 6 3/10 meters. How many strips can she cut?

A.) 5 B.) 198½ C.) 37 1/3 D.) 6

80.) Sandy, Jim, and Dan had lunch at Chi Chi's and their bill totaled $16.84. If the bill is divided evenly, how much does each person owe? (round answer to the nearest penny).

A.) $5.61 B.) $50.52 C.) $5.28 D.) $5.30

81.) It takes 7 minutes to jog around a track. You need 2 minutes altogether to change clothes. How many laps can you make if you have exactly half an hour?

A.) 3 B.) 4 C.) 6 D.) 2

82.) A car gets 19 miles per gallon. How far will it go on a 20-gallon tankful?

A.) 1 mi. B.) 38 mi. C.) 39 mi. D.) 380 mi.

83.) A bricklayer mixes mortar with 3 parts cement, 10 parts sand, and 1 part lime. What is the ratio of sand to cement?

A.) 1/3 B.) 3/10 C.) 10/3 D.) 10/1

84.) A secretary typed six pages in 32 minutes. How long will 15 pages take?

A.) 80 min. B.) 3 hrs. C. 3 min. D.) 60 min.

Answer Sheet

Name _____

	(A)	(B)	(C)	(D)
1.	0	0	0	0
2.	0	0	0	0
3.	0	0	0	0
4.	0	0	0	0
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71.	0	0	0	0
72.	0	0	0	0
73.	0	0	0	0
74.	0	0	0	0
75.	0	0	0	0
76.	0	0	0	0
77.	0	0	0	0
78.	0	0	0	0
79.	0	0	0	0
80.	0	0	0	0
81.	0	0	0	0
82.	0	0	0	0
83.	0	0	0	0
84.	0	0	0	0
85.	0	0	0	0
86.	0	0	0	0
87.	0	0	0	0
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90.	0	0	0	0
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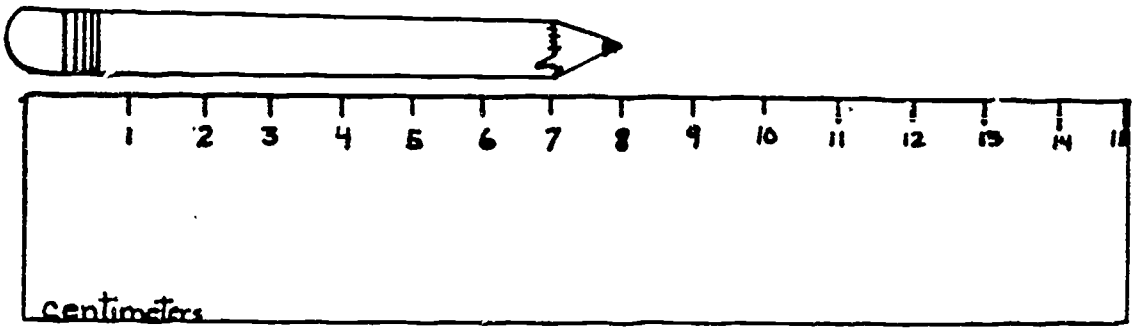
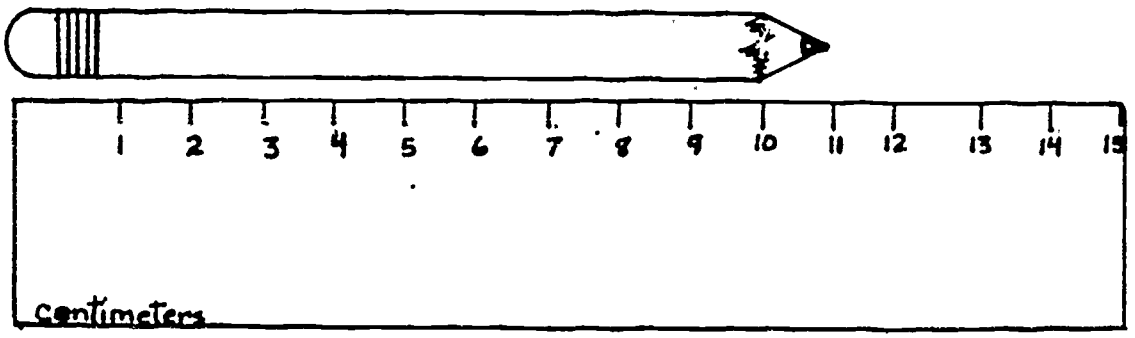
92.	0	0	0	0
93.	0	0	0	0
94.	0	0	0	0
95.	0	0	0	0
96.	0	0	0	0
97.	0	0	0	0
98.	0	0	0	0
99.	0	0	0	0
100.	0	0	0	0

1. Measure the pencil. Mark the correct answer.



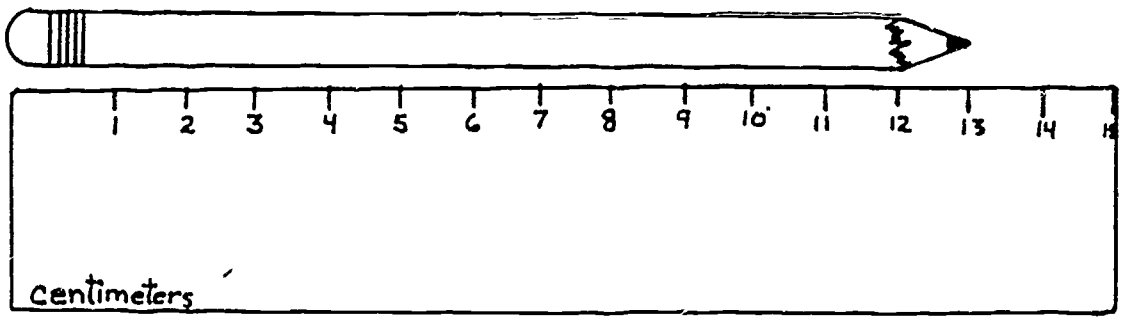
a) 5 cm b) 6 cm c) 7 cm d) 8 cm

2. Measure the pencil. Mark the correct answer.



a) 11 cm b) 12 cm c) 13 cm d) 14 cm

3. Measure the pencil. Mark the correct answer.



a) 12 cm b) 13 cm c) 14 cm d) 15 cm

40

GMI-2-2

4. What would you use to measure the **length of a pencil?**

a) centimeter

b) dekameter

c) meter

d) kilometer

5. What would you use to measure the **length of a boat?**

a) centimeter

b) dekameter

c) meter

d) kilometer

6. What would you use to measure the distance between Charleston and Columbia?

a) centimeter

b) dekameter

c) meter

d) kilometer

GMI-2-2

7. Find the sum:

5 hr.	45 min.	50 sec.
+2 hr.	30 min.	40 sec.

a) 3 hr. 15 min. 10 sec.

b) 7 hr. 15 min. 9 sec.

c) 8 hr. 15 min. 30 sec.

d) 8 hr. 16 min. 30 sec.

8. Find the difference:

5 lbs.
- 3 lb.s 9 oz.

a) 1 lbs. 7 oz.

b) 1 lbs. 9 oz.

c) 2 lbs. 7 oz.

d) 8 lbs. 9 oz.

9. Find the sum:

2 qt. 1 pt.
+ 1 qt. 1 pt.

a) 1 qt.

b) 5 pts.

c) 3 qts.

d) 4 qts.

GMI-2-4

10. 15 cm = _____mm.

a) 1.15

b) 15

c) 150

d) 1500

11. 140 mm = _____cm

a) 1.4

b) 14

c) 140

d) 1400

12. 800 cm = _____m

a) .8

b) 8

c) 80

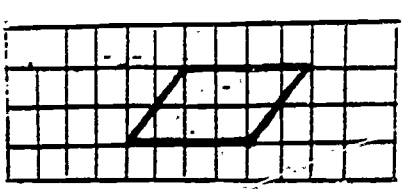
d) 8000

GMI-2-5

13. The area of the parallelogram shown on the grid is:

a) 6 squares c) 10 squares

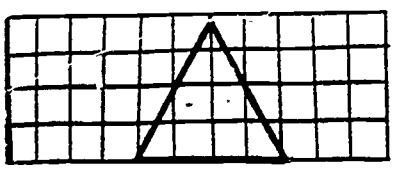
b) 8 squares d) 12 squares



14. The area of the triangle shown on the grid is:

a) 6 squares c) 9 squares

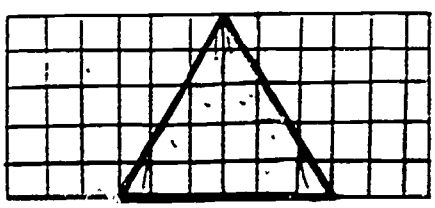
b) 8 squares d) 12 squares



15. The area of the triangle shown on the grid is:

a) 9 squares c) 15 squares

b) 12 squares d) 24 squares



GMI-2-6

16. If the dimensions of a square are 5 cm by 5 cm what is its area?

a) 10 cm^2

b) 20 cm^2

c) 25 cm^2

d) 250 cm^2

17. Change 100 cm^2 to mm^2.

a) 1 mm^2

b) 10 mm^2

c) 100 mm^2

d) 10,000 mm^2

18. How many cm^2 are in 940mm^2?

a) .94 cm^2

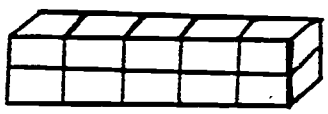
b) 9.4 cm^2

c) 94 cm^2

d) 944 cm^2

GMI-2-7

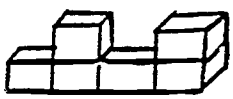
19. Count to find the volume in cubic centimeters of this figure.



a) 10 cm^3 c) 15 cm^3

b) 12 cm^3 d) 17 cm^3

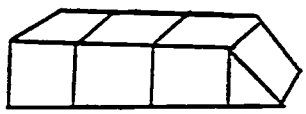
20. The volume of the figure below is _____ cubic centimeters.



a) 4 c)6

b) 5 d) 11

21. The volume of the figure below is _____cm^3.



a) 3½ c) 6½

b) 4 d) 8

GMI-2-8

22. Fill in the blank:

1.432 cm^3= _____mm^3.

a) .01432

b) 14.32

c) 1,432

d) 14,320

23. Fill in the blank:

15.42 mm^3= _____cm^3.

a) .001542

b) .01542

c) 15,420

d) 1,542

24. Fill in the blank:

84 mm^3= _____cm.

a) .0084

b) .084

c) .84

d) 84,000

GMI-2-9

25. The capacity of an average test tube would be measured in:

a) milliliter

b) quart

c) liter

d) pint

26. What would be the most sensible measure for a fish tank?

a) 10 mL

b) 20 mL

c) 1 L

d) 17 L

27. Choose the most sensible measure for the capacity of a glass of milk.

a) 20 mL

b) 25 mL

c) 250 mL

d) 250 L

GMI-2-10

28. Fill in the blank:

.345 L = _____mL.

a) .00345

b) .0345

c) 345

d) 3,450

29. Fill in the blank:

.4325L = _____mL.

a) .004325

b) 43.25

c) 432.5

d) 4,325

30. Fill in the blank:

45.7 mL = _____L.

a) .00457

b) .0457

c) .457

d) 45.700

GMI-2-11

31. A paper clip weighs close to a:

a) decigram

b) gram

c) hectogram

d) kilogram

32. A _____ weighs close to a gram.

a) paper clip

b) bird

c) nickel

d) dog

33. A cubic centimeter of water weighs _____.

a) a centigram

b) a gram

c) a kilogram

d) all of these

GMI-2-12

34. Change 106 kilograms to grams.

a) 10.6 g

b) 1060 g

c) 10600 g

d) 106,000 g

35. Change 265.6 milligrams to grams.

a) 0.265 g

b) .2656 g

c) 265.6 g

d) 26560 g

36. Change 749 kilograms to milligrams.

a) .000749 mg

b) .749 mg

c) 749,000 mg

d) 749,000,000 mg

GMI-2-13

37. On the **Celsius** temperature scale, what temperature represents the **freezing point** of water?

a) 0°C c) 32°C

b) 22°C d) 100°C

38. On the **Kelvin** temperature scale, what temperature represents the **boiling point** of water?

a) 273°K c) 373°K

b) 370°K d) 485°K

39. On the **Celsius** temperature scale, what temperature represents the body temperature?

a) 37°C c) 59°C

b) 47°C d) 97°C

GMI-2-14

40. If sirloin steak costs $5.09 per kilogram, how much would 1.3 kg cost?

a) $5.27

b) $5.62

c) $6.62

d) $66.17

41. If a dress pattern requires 2.5 meters of material, how much will be needed to make 7 dresses?

a) 5 m

b) 17.5 m

c) 20 m

d) 32 m

42. A fence is to be put around a flower garden that measures 5 meters by 3 meters. If the fencing sells for $23 per meter, how much will the fence cost?

a) $184

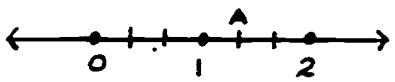
b) $245

c) $368

d) $378

GMI-2-15

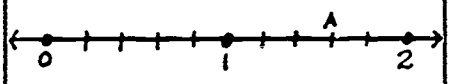
43. Identify Point A on the number line:



a) 3/3 c) 5/3

b) 4/3 d) 2

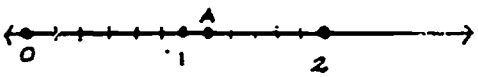
44. Identify Point A on the number line:



a) 7/5 c) 9/5

b) 8/5 d) 10/5

45. Identify Point A on the number line:



a) 5/6 c) 7/6

b) 6/6 d) 8/6

GMI-2-16

46. What fraction is equivalent to 2/6?

a)1/6 c) 1/3

b) 1/4 d) 1/2

47. What fraction is equivalent to 4/8?

a) 1/4 c) 3/4

b) 1/2 d) 4/4

48. What fraction is equivalent to 5/15?

a) 1/5 c) 1/3

b) 1/4 d) 2/5

GMI-2-17

49. 17/5 is equivalent to:

a) 3 2/5 c) 7 1/5

b) 5 2/3 d) 7 3/5

50. 13/4 is equivalent to:

a) 1 3/4 c) 2 5/4

b) 3 1/3 d) 3 1/4

51. 31/7 is equivalent to:

a) 3 4/7 c) 7 1/4

b) 4 3/7 d) 7 4/3

GMI-2-18

52. Another name for 37/11 is:

a) 2 7/11 c) 3 7/37

b) 3 4/11 d) 3 7/11

53. Another name for 5 3/4 is:

a) 8/4 c) 4 1/4

b) 15/4 d) 23/4

54. Another name for 4 2/3 is:

a) 6/3 c) 14/3

b) 8/3 d) 3 1/3

GMI-2-19

55. Find the decimal name for this fraction: 5/16

a) .3125

b) 3.125

c) 31.25

d) none of these

56. Find the decimal name for this fraction: 7/8

a) .865

b) .875

c) 8.75

d) none of these

57. Find the decimal name for this fraction: 3/8

a) .0375

b) .375

c) 3.75

d) none of these

GMI-2-19

58. 3/4 =

a) 0.25

b) 0.50

c) 0.66

d) 0.75

59. 2/11 =

a) .17

b) .18

c) .262626

d) .330

60. 2/9 =

a) .18

b) .22

c) .232323

d) .262626

GMI-2-21

61. Multiply: 1/4 x 1/2 =

a) 1/16 c) 1/4

b) 1/8 d) 1/2

62. Multiply: 7/8 x 5/8 =

a) 35/8 c) 42/64

b) 35/64 d) 49/64

63. Multiply: 5/8 x 6/7 =

a) 32/56 c) 15/25

b) 30/7 d) 15/28

GMI-2-22

64. Multiply: 4 x 1/6 =

a) 1/8 c) 1/2

b) 1/4 d) 2/3

65. Multiply: 7 x 2/5 =

a) 1 c) 2 4/5

b) 1 4/5 d) 3 4/5

66. Multiply: 6 x 2/3=

a) 3 c) 4 1/3

b) 4 d) 4 1/2

GMI-2-23

67. Find the product in lowest terms:

2/3 × 6/7 × 14/15=

a) 1/30 c) 6/15

b) 2/15 d) 8/15

68. Write the product in lowest terms:

7/9 × 4/15 × 5/14 =

a) 1/27 c) 8/27

b) 2/27 d) 24

69. Multiply:

1/3 × 2/5 × 4/5=

a) 2/75 c) 8/75

b) 6/15 d) 8/15

GMI-2-24

70. What number is the reciprocal of 11?

a) 1/11

b) 1

c) 22

d) none of

71. What number is the reciprocal of 9/5?

a) 1

b) 1 4/5

c) 5

d) none of

72. What number is the reciprocal of 6/8

a) 4/8

b) 3/4

c) 8/6

d) none of

GMI-2-25

73. Divide: 3/8 by 1/2 =

a) 3/16

b) 3/4

c) 1 1/3

d) none of these

74. Divide: 4/5 by 4/10 =

a) 8/25

b) 2/5

c) 2

d) none of these

75. Divide: 5/8 by 1/3 =

a) 14/8

b) 15/8

c) 16/8

d) 17/8

GMI—2-26

76. Divide: 1/2 by 6 =

a) 1/12

b) 1/2

c) 1 1/3

d) 3

77. Divide: 3/4 by 8 =

a) 1/32

b) 3/32

c) 4/24

d) 6

78. Divide: 5/8 by 10 =

a) 1/80

b) 1/16

c) 5/8

d) 50/8

GMI-2-27

79. Divide: 2 1/3 by 3 1/2

a) 1/6

b) 1/3

c) 2/3

d) 49/6

80. Divide: 10 1/2 by 1 3/4

a) 3

b) 6

c) 11

d) 87/8

81. Divide: 1 2/7 by 2 1/4 =

a) 1/28

b) 1/7

c) 4/7

d) 81/28

GMI-2-28

82. Sally takes 8 2/3 minutes to ride her bike around a track. How many minutes would it take her to ride around the track 2 1/2 times?

a) 16 2/3 c) 21 3/8

b) 16 3/8 d) 21 2/3

83. Henry is making 6 shelves from a piece of board that is 20 1/2 feet long. How long should he cut each shelf?

a) 3 5/12 c) 3 7/12

b) 3 1/2 d) 3 3/4

84. Jim jogs at a speed of one lap every 5 1/2 minutes. How many laps can he complete in 22 minutes?

a) 2 c) 4

b) 3 d) 6

GMI-2-29

85. Find the least common denominator for these two fractions.

3/5 and 2/10

a) 1 c) 10

b) 5 d) 15

86. Find the least common denominator for these two fractions.

3/4 and 2/8

a) 3 c) 7

b) 4 d) 8

87. Find the least common denominator for these two fractions.

4/6 and 3/12

a) 6 c) 12

b) 10 d) 30

GMI-2-30

88. Find the least common denominator of:

2 2/9 and 5 5/6

a) 4 c) 18

b) 8 d) 32

89. The numerator 15 is the LCD of which pair of mixed numbers?

a) 3 2/5, 1 1/3 c) 4 3/7, 1 5/12

b) 5 1/9, 3 2/3 d) 3 7/15, 6 11/30

90. The number 12 is the LCD of each pair of mixed numbers below, EXCEPT:

a) 5 2/3, 1 1/4 c) 7 1/12, 5 3/4

b) 6 1/12, 6 3/4 d) 1/26, 6 5/12

GMI-2-31

91. Add these fractions:

3/6 + 2/6 =

a) 1/6 c) 4/6

b) 2/6 d) 5/6

92. Add these fractions:

1/7 + 5/7 =

a) 1/7 c) 1

b) 6/7 d) none of these

93. Add these fractions:

4/8 + 1/8 =

a) 5/16 c) 4/8

b) 3/8 d) 5/8

GMI-2-32

94. Subtract the following:

7/8 – 2/8 = _____

a) 1/8 c) 9/8

b) 5/8 d) none of these

95. Subtract the following:

10/10 – 5/10 = _____

a) 1/10 c) 10/10

b) 5/10 d) 10/5

96. Subtract the following:

6/9 – 2/9 = _____

a) 4/9 c) 8/9

b) 5/9 d) 1

GMI-2-33

97. Add:

4 3/4 + 3 1/2= _____

a) 7 4/8 c) 8 2/4

b) 8 1/4 d) 8 3/4

98. Add:

7 7/8 + 2 1/4 = _____

a) 9 8/12 c) 10

b) 9 7/8 d) 10 1/8

99. Add:

5 2/3 + 8 1/2= _____

a) 13 2/6 c) 14 1/6

b) 13 5 d) 14 2/16

GMI-2-34

100. Subtract:

6 1/3 - 3 1/2 =

a) 2 c) 3 1/4

b) 2 5/6 d) 3 3/4

101. Subtract:

4 1/3 - 1 5/6

a) 1 1/2 c) 2 1/2

b) 2 d) 3 1/2

102. Subtract:

12 1/4 - 6 1/3 =

a) 5 11/12 c) 6 11/12

b) 6 10/12 d) 7

GMI-2-35

103. In a certain recipe Sally is to use 2/3 cup of milk and 1/4 cup of water. The total amount of liquids Sally will be using is ____.

a) 3/7 c) 3/4

b) 5/12 d) 11/12

104. To sew a set of curtains Mrs. Walker needs 4 1/3 yards of blue cotton material and 2 4/5 yards of white cotton material. How much cotton material will she be using?

a) 6 8/15 c) 7 2/15

b) 6 17/30 d) 7 1/3

105. Joan bought 5 1/2 yards of material to sew a suit for home economics class. She had 1 2/3 yars of material left after having made the suit. How many yards did it take for Joan to make her suit?

a) 3 1/3 c) 4 1/6

b) 3 5/6 d) 4 10/12

Answer Sheet

Name _____

	(A)	(B)	(C)	(D)
1.	0	0	0	0
2.	0	0	0	0
3.	0	0	0	0
4.	0	0	0	0
5.	0	0	0	0
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
9.	0	0	0	0
10.	0	0	0	0
11.	0	0	0	0
12.	0	0	0	0
13.	0	0	0	0
14.	0	0	0	0
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26.	0	0	0	0
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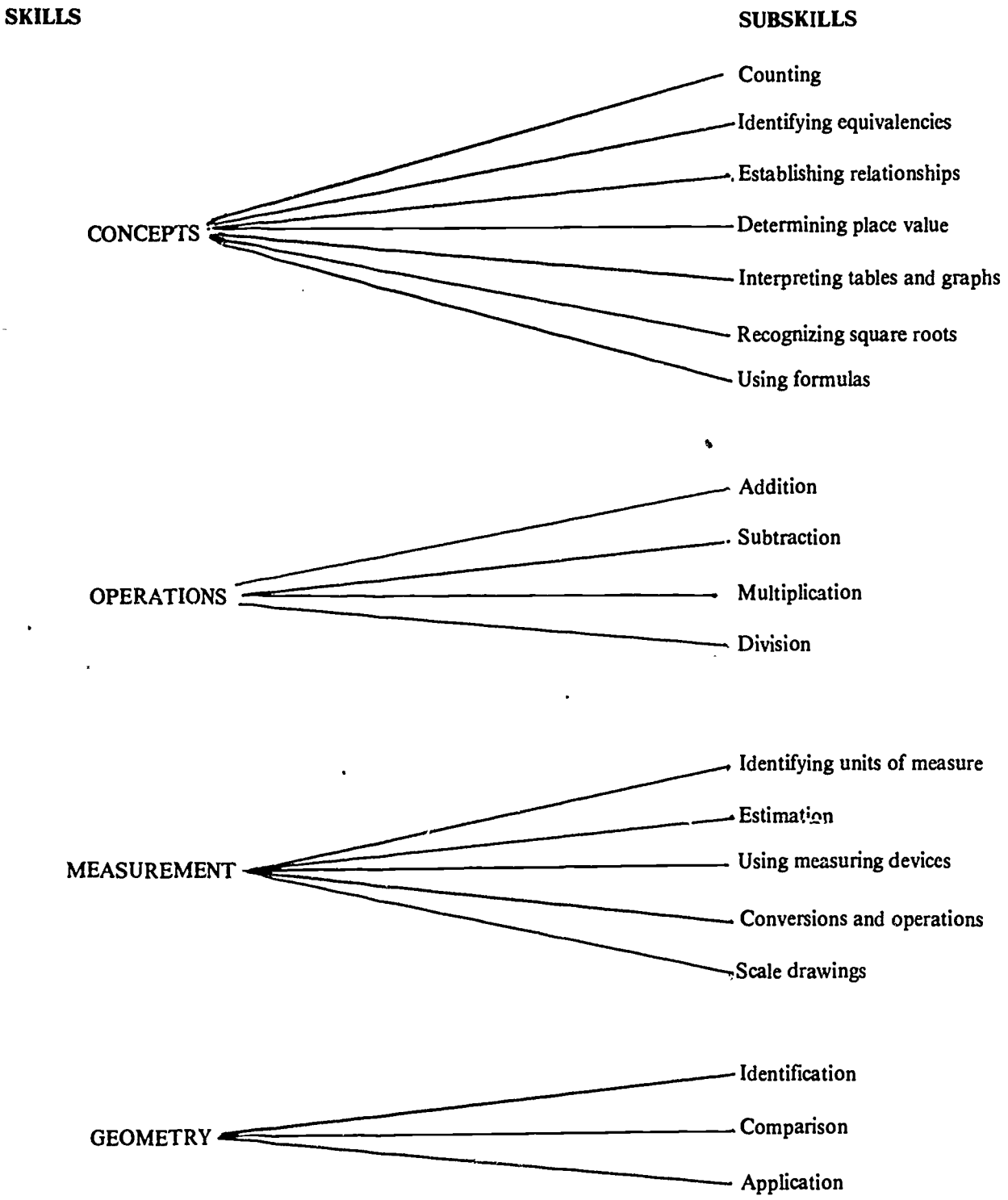
BSAP Record Keeping Forms

BSAP Subskill Conceptual Sheet

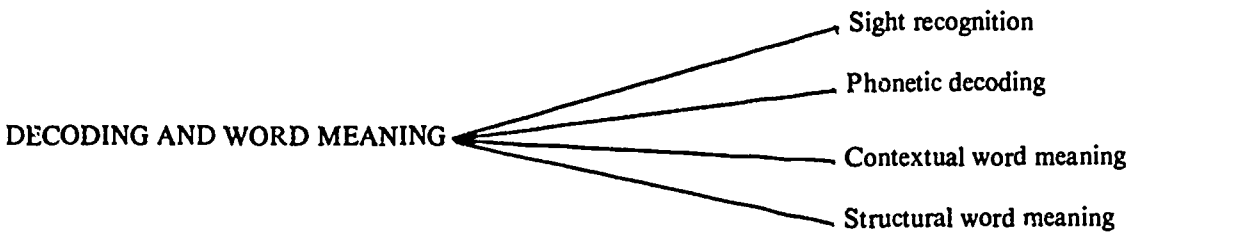
B.S.A.P. MATHEMATICS



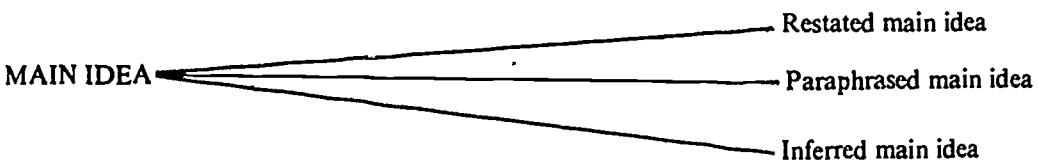
PROBLEM SOLVING

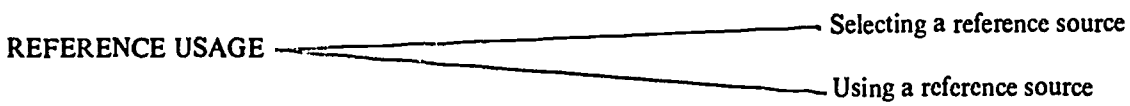
B.S.A.P. READING

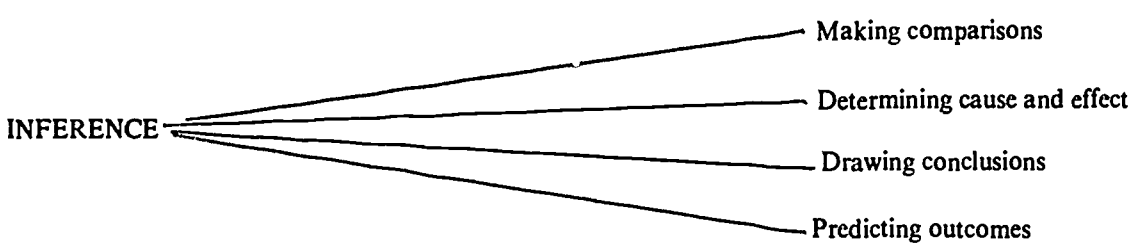
SKILLS **SUBSKILLS**

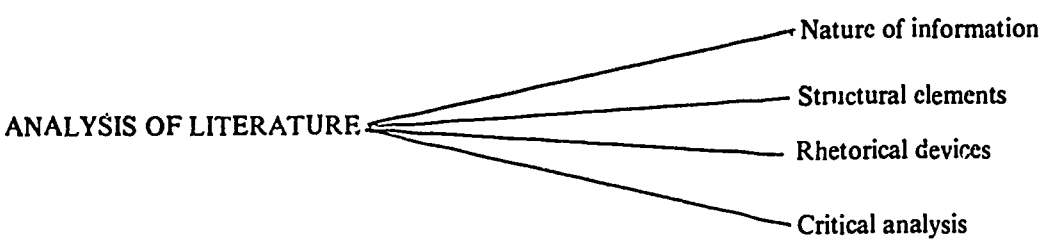


DETAILS _____









CHARLESTON COUNTY SCHOOL DISTRICT

CHARLESTON COUNTY SCHOOL DISTRICT
HIGH SCHOOL MATHEMATICS CUMULATIVE RECORD
BASIC SKILLS ASSESSMENT PROGRAM

Individual Student Profile

STUDENT _____ I.D. # _____ SCHOOL _____

YEAR	GRADE	SCHOOL	COURSE	TEACHER'S NAME	*PC

CODE

• MASTERY
- NON MASTERY
/ BASIC INSTRUCTION NEEDED

*Parent Conference Date

BASIC SKILLS TESTING RESULTS							
MATHEMATICS							
GRADE LEVELS							
DATE OF TESTING							
BSAP SCORE							
AREAS REPORTED AS NEEDING IMPROVEMENT							
CONCEPTS							
OPERATIONS							
MEASUREMENT							
GEOMETRY							
PROBLEM SOLVING							

SKILL DIFFICULTY CHART CONTENT SUPPLEMENT

Objective: Geometry

PERIMETER
- Rectangle
- Square
- Polygon

CIRCUMFERENCE
- Circle

AREA
- Circle
- Parallelogram
- Rectangle
- Square
- Triangle

VOLUME
- Rectangular Prism

NOTE: Students are provided with a formula sheet for use during Grade II test: However, the figure to which the formula applies is not given.

BSAP CODE	OBJECTIVES	Grade Date	Grade Date	Grade Date	Grade Date
	Concepts				
CN-IE	1. Identify equivalent word names of dollar amounts between $.01 and $99,999.99.				
CN-IE	2. Identify numerical equivalents of dollar amounts, decimals, fractions, percents, and ratios.				
CN-IE	3. Identify unit prices given a 1 to 2 digit whole number with measurement unit and the product price.				
CN-E	4. Determine and compare unit prices (most or least expensive).				
CN-PV	5. Round a number to a specified place value (thousands to decimal fractions).				
CN-TG	6. Read and use information from table or graphs (line, bar, picture, or circle graphs).				
CN-F	7. Use a given formula containing up to 5 variables or constants and 1-4 digit whole numbers or decimals.				
CN-F	8. Use a given formula involving rates not stated explicitly.				
CN-SR	9. Recognize the square roots of perfect squares from 1-100 given verbal form "square root of" or $\sqrt{\ }$.				
	Operations				
OP-A	10. Add unlike fractions and mixed numbers, expressing answers in the lowest terms.				
OP-A	11. Add decimals.				
OP-A	12. Add signed numbers.				
OP-S	13. Subtract unlike fractions and mixed numbers expressing answers in lowest terms.				
OP-S	14. Subtract decimals.				
OP-S	15. Subtract signed numbers.				
OP-M	16. Multiply fractions and mixed numbers, expressing answers in lowest terms.				
OP-M	17. Multiply decimals.				
OP-M	18. Multiply using percents.				
OP-M	19. Divide decimals.				
OP-M	20. Divide using percents.				

BSAP CODE	OBJECTIVES	Grade Date	Grade Date	Grade Date	Grade Date
OP-M	21. Express quotients as positive integers, terminating decimals, percents, or mixed numbers.				
	Measurement				
ME-IU	22. Choose an appropriate unit of measure. (See supplement for eligible units).				
ME-E	23. Estimate length, area, volume, weight or time by estimation or direct comparison.				
ME-MO	24. Use a ruler to measure the length of a displayed object.				
ME-MO	25. Use a protractor to measure angles.				
ME-C	26. Add, subtract, or multiply with units in the same system (metric or customary).				
ME-C	27. Add, subtract, or multiply with compound units in the customary system.				
ME-C	28. Regroup from one unit of measure to another in the same system when performing computations.				
ME-SD	29. Read maps, floor plans, or blueprints (inches to feet or miles; centimeters to meters or kilometers).				
	Geometry				
GE-C	30. Identify congruent or similar figures.				
GE-C	31. Compare the length of corresponding parts on two similar shapes.				
GE-A	32. Use formulas to find perimeter, area, or volume (See supplement for eligible figures).				
	Problem Solving				
PS	33. Solve arithmetic, measurement, or geometry problems with exact or estimated solutions.				
PS	34. Solve problems requiring consumer and producer skills.				

CHARLESTON COUNTY SCHOOL DISTRICT
HIGH SCHOOL LANGUAGE ARTS CUMULATIVE RECORD
BASIC SKILLS ASSESSMENT PROGRAM
Individual Student Profile

0100057

STUDENT _____ I.D. # _____ SCHOOL _____

YEAR	GR.	SCHOOL	COURSE	TEACHER'S NAME	PC**

CODE:

* Mastery

\- Non Mastery

/ Basic Instruction Needed

**Parent Conference Date

BASIC SKILLS TESTING RESULTS

READING			
- GRADE LEVELS -			
Date of Testing			
BSAP Score			
AREAS NEEDING ATTENTION:			
Decoding and Word Meaning			
Details			
Main Idea			
Reference Usage			
Inference			
Analysis of Literature			

WRITING			
- GRADE LEVELS -			
Date of Testing			
BSAP Score			
AREAS NEEDING ATTENTION:			
Handwriting			
Mechanics			
Word Usage			
Sentence Formation			
Composition			

READING

OBJECTIVE	GRADE / DATE				
GOAL 8.1 RECOGNITION AND WORD MEANING Uses word recognition skills to determine word meaning.					
Sight Recognition					
Contextual Word Meaning					
Structural Word Meaning					
GOAL 9.0 DETAILS Uses reading skills to comprehend details in a reading selection.					
GOAL 9.2 MAIN IDEA Determines the main idea of a reading selection.					
Paraphrased Main Idea					
Inferred Main Idea					
GOAL 10.0 REFERENCE USAGE Locates and uses desired information in reference sources.					
Selection of Appropriate Sources					
Use of Appropriate Sources					
GOAL 0.0 INFERENCE Makes valid references and draws conclusions about a reading selection.					
Comparing and contrasting details and ideas					
Determining inferred cause and effect					
Drawing reasonable conclusions					
Predicting logical outcomes					
GOAL 0.0 ANALYSIS OF LITERATURE - Demonstrates an understanding of literary terms and devices; identifies, reads, analyzes and interprets selections from each genre. 10.0					
Devices used in fact and opinion, propaganda and persuasion. 8.6/10.2					
Structural elements in fiction, poetry and drama. 9.1/10.1/10.4					
Rhetorical devices in all genre. 10.4.2/10.4.3					
Analysis of literary selection supported by verifiable evidence within the work. 10.3/10.3					

WRITING

OBJECTIVE	GRADE / DATE				
GOAL 7.0 MECHANICS Uses correct mechanics					
Capitalization 7.8					
Punctuation 7.9					
Spelling 3.1					
GOAL 5.0 SENTENCE FORMATION Writes simple, compound, complex and compound-complex sentences					
Complete thought 5.4.2					
Variety of sentence patterns and types 5.4.10					
Clear syntax 5.4.10					
Transitional devices 4.5.10					
GOAL 5.0 USAGE Uses correct grammar					
Appropriate diction 5.4.4					
Appropriate language for specific audience 5.4.4					
Consistent verb tense and pronoun person 5.4.5					
Agreement in subject-verb 5.4.6					
Agreement in pronoun-antecedent 5.4.6					
Parallel construction 5.4.7					
Appropriate use and placement of modifiers 5.4.9					
GOAL 4.0/0.0 COMPOSITION - Writes paragraphs and longer compositions appropriate for a number of purposes and for a variety of audiences.					
Clear purpose 5.1					
Logical sequence of ideas 5.2					
Description 5.3.2					
Narration 5.3.1					
Exposition 5.3.3					
Persuasion 5.3.4					

Basic Skills Assessment Program
Class Profile

Student Name

DECODING AND WORD MEANING *
- Sight Recognition ○
- Phonetic Decoding ○
- Contextual Word Meaning ○
- Structural Word Meaning ○

DETAILS *
- Detail Identification ○

MAIN IDEA *
- Restated Main Idea ○
- Paraphrased Main Idea ○
- Inferred Main Idea ○

REFERENCE USAGE*
- Selecting a Reference Source ○
- Using a Reference Source ○

INFERENCE *
- Making Comparisons ○
- Determining Cause & Effect ○
- Drawing Conclusions ○
- Predicting Outcomes ○

ANALYSIS OF LITERATURE *
- Nature of Information ○
- Structural Elements ○
- Rhetorial Devices ○
- Critical Analysis ○

HANDWRITING *

MECHANICS *
- Spelling ○
- Capitalization ○
- Punctuation ○

WORD USAGE *
- Appropriate Meaning ○
- Appropriate Grammatical Form ○

SENTENCE FORMATION *

COMPOSITION *

Basic Skills Checklist
COMMUNICATIONS

Name _____

	Date of Completion		
1. Decoding and Word Meaning			
Contextual Word Meaning			
Structural Word Meaning			
2. Details			
Fact and Opinion			
Specific Information			
3. Main Idea			
Restated Main Idea			
Paraphrased Main Idea			
Inferred Main Idea			
4. Reference Usage			
Selecting a Reference Source			
Using Reference Source			
Maps			
Forms			
5. Inference			
Making Comparisons			
Determining Cause and Effect			
Drawing Conclusions			
Predicting Outcomes			
6. Analysis of Literature			
Feeling/Emotions			

WRITING

1. Spelling			
2. Word Usage			
3. Sentence Formation			
4. Composition			

Assessing Student Behavior

Observations of Students Who Need Remediation Most

I chose two or three students to observe in each of my three remedial classes. These were students who had failed for the first semester and were most in need of remediation. I made notations in a journal on their behavior and learning.

I began by recording their grades so far for the year and the areas failed on the reading section of BSAP. I also checked permanent records and found that two students had previously been in EMH classes. This information gave me a basis from which to judge students' progress.

By keeping the journal I began to be aware of how frequently some students were absent, how often some students came to class without books or other material, how students' behaviors or attitude affect their learning, and how often students did or did not complete assignments. When I called students' parents, I made note of this also and looked for signs of improvement.

Over the course of observing these students for several months, I began to better know what their learning problems were and the types of assignments they found least and most difficult. Consequently, I was able to sometimes zero in on a student before he or she became too lost and to help him better understand the material or the process. When I noticed a pattern in a student's failure (e.g., vocabulary), I'd work with him individually when there was an opportunity and give him suggestions on how to better study and prepare for tests.

The following pages are sample journal entries.

Sample of Journal Observations

1st	2nd	Exam	Sem.	Thurs. Jan. 22	Tues. Feb. 3
2nd Period Remedial English IV.					
Student #1a					
72	62	59	65	-absent	-called mother last night- quiet today, but not very attentive
BSAP — Reading-failed all					
Student #2a					
67	73	58	67	-always quiet and appears to be hard working	-quiet, attentive
BSAP — Reading-failed all					
Student #3a					
78	70	47	67	-unusually cooperative -appears to be getting the vocabulary	-argumentative at first, then attentive, but had difficulty comprehending *Macbeth*
3rd Period Remedial English IV.					
Student #4a					
58	65	63	62	-pretty much on task -answered correctly when called on for vocabulary	-found book which had been lost — was attentive
Transferred from EMH class					
Student #5a					
67	72	64	69	-quiet — got the vocab. definitions, but gave up before finishing rest of work	-no book — borrowed mine -said he did not understand anything about *Macbeth* — I reviewed with him-no worksheet
BSAP — Reading-failed all					
7th Period Remedial Reading					
Student #6a					
58	59	68	61	-absent - (suspended)	-took a little while to get settled, but then seemed to get his work-or part of it- did not disturb anyone
BSAP — Reading-failed all except Details					
Student #7a					
68	66	59	65	-absent- (suspended)	-called mother last night He made an effort to be attentive- did some work
-previously in EMH BSAP Reading-failed all except Details					

Wed. Feb. 11	Thurs. Feb. 19	Wed. Feb. 25
2nd Period Remedial English IV.		
Student #1a -spoke to him to encourage quietly - He seemed to make more effort	-passed both Vocab. and *Macbeth*, Act II tests	-attentive to review -94% — *Macbeth* test
Student #2a -quiet, attentive, I asked her quietly about last week's poor test grade and checked her classwork- very good, thorough	-failed vocabulary again — passed Macbeth, Act II with 95%	-attentive to review - -85% *Macbeth*

3rd Period Remedial English IV.

Student #3a -quiet, seemed attentive -got some note he missed from another student	quiet good grades on both tests	-head down during review - 85% *Macbeth*
Student #4a Absent	48% on Vocabulary C on Macbeth vocabulary	-only partially attentive -25% Macbeth
Student #5a -no book -appears to be only half listening	44% on Vocabulary C on *Macbeth* not trying to keep up with text	-more alert, seemed to be -reviewing with us -70% *Macbeth*
Student #6a -did his work, but needed a lot of help — trouble with comprehension -took awhile to get settled at the beginning of class	fairly quiet, tried to keep up	-fairly quiet attentive
Student #7a -couldn't get settled, finally gave up, put his head down to avoid getting into more trouble	absent- (suspended)	-distracting others -could not find the place when called on

Tues. Mar. 3	**Friday Mar. 13**	**End of 3rd Quarter**
2nd Period Remedial English IV.		
Student #1a -absent (made up test later - 90%)	did not turn in notebook	-69%- would have passed had he turned in his notebook, other grades much improved
Student #2a -100% *Macbeth*, Act *V* (Multiple choice test) "B+" - paragraph on Macbeth	A - on notebook	-79% - showing improvement
Student #3a 90% *Macbeth*, Act *V* "C+" - paragraph		-77% - had an 80% before the 9 weeks test - but does poorly on exams
Student #4a -absent	B- on notebook	-56% - does not appear to really be ready for mainstreaming -refer for retesting
Student #5a -70% *Macbeth*, Act *V* "C" on paragraph	no notebook - really is not making much effort	-61% - seemed really down this quarter can't reach him - refer to guidance and call home
Student #6a -absent-	D - on notebook Lack of organization and consistency	-65% - made more effort this quarter but not consistently, immaturity is a problem. check on referral made 1st quarter for testing.
Student #7a -73% - Vocabulary test	C+ - on notebook Made the effort to have much of the work in his notebook in a fairly organized way	-65% - made more effort this quarter but not consistently, immaturity is a problem. check on referral made 1st quarter for testing.

Remedial English

Date	Student #1b	Student #2b	Student #3b
2/9/87	Recopied poetry sheets - no problems	Recopied poetry sheets no problems	Called mother absent
2/10/87	Oral review for Vocab. test - not very responsive-kept trying to primp	absent	Oral review for vocab.- Would not cooperate- loud - constant play- ing - eye
	Vocab. test - worked well (Antonyms) did very poorly (36)	absent	Took vocab. test - worked well made (36) antonyms
2/12/87	Partner work on Lit work sheets worked w/Shawn	Worked w/Iris eager to give answers orally	Worked alone - knew many of answers -stayed after class to get 3 he missed
2/13/87	*Story Frames* Introduced	*Story Frames* worked real well	*Story Frames* eager to finish out -not eager to *really* think
2/17/87	*Finished Story Frames* did work but didn't try - wrote down first thing read	*Finished Story Frames* worked as usual	*Finished Story Frames* Absent
2/18/87	*STAD-For Heroes Test* pouted - didn't like	*STAD- For Heroes Test* likes group well	*STAD- For Heroes Test* did not want to study
2/19/87	Heroes TEST (74)	TEST Makeup (ABSENT) (76)	TEST (52)
2/20/87	SSR had to watch so she wouldn't primp!	SSR Absent	SSR Absent
2/23	Beowulf wanted to sleep -	Beowulf fell asleep - couldn't stay awake	Beowulf Absent
2/24/87	*Beowulf* managed to stay awake - bored	sleepy - groggy -	tried to hide food to eat - oral reading is not good idea
2/25	Library Visit check out library book	Library Visit check out library book	Library Visit check out library book
2/26/87	SSR - good reading	always reads well - very interested	1/2 Period interested
2/27/87	SSR - wanted to eat and primp	Likes to use this time to write letters	Loves this activity
3/2/87	Vocabulary - Def. Absent	Always overdoes her work - copies all def. - always misun- derstands assignment	Copied directly out of dict. - doesn't compre- hend directions- too busy looking around
3/3/87	Vocab. - Sentences poor sentences doesn't ever *really* try	Good effort - about 60%-70% of sentences correct	Must have an example of each assigned work-cannot focus eyes or ears to receive directions- very frust.

3/4/87	Vocab. Paragraph writes fairly decent sent. doesn't likes them together, however	likes to write - sentences & use of vocab words - a little better	Absent
3/5/87	Book Report work went to clinic	likes to do written work	read library book - I just let him alone
3/6/87	SSR read fairly well	SSR good reading	SSR Early sent to office would not cooperate

Description of Student Task Proficiency Assessment

The task proficiency program is to be implemented on a daily basis for 30 minute sessions over five consecutive days. The goal of the program is to eliminate distractions and any behavior which is not relevant to the targeted objective.

The specific goal should be stated in behavioral terms on the top of the page. In the numbered blocks, please write in those behaviors which would directly lead to the completion of the objective (i.e., reading from text, writing on ditto, using the dictionary, consulting the globe). In the lettered blocks, please write down any other behaviors observed and designate each with a (+) for relevant to task or (-) irrelevant to task. Sharpening one's pencil may be relevant to task the first time, but the constant occurrence of this behavior would be irrelevant. Hence the same behavior occuring in the lettered column could very well receive both (+) and (-) descriptors.

Observations are made on a fixed interval of two minutes over a 30 minute period. This will result in total time on task, along with what behaviors were being exhibited when student was off task.

Remediation techniques should be written for all (-) OFF TASK time periods and implemented during the next charting. For example, if the student sharpened his pencil five times, prior to the next time sampling, have that student sharpen his pencils prior to implementation, and make sure he is equipped with several of them.

The goal of this program is to identify, remediate, and eliminate all behavior which is not task oriented.

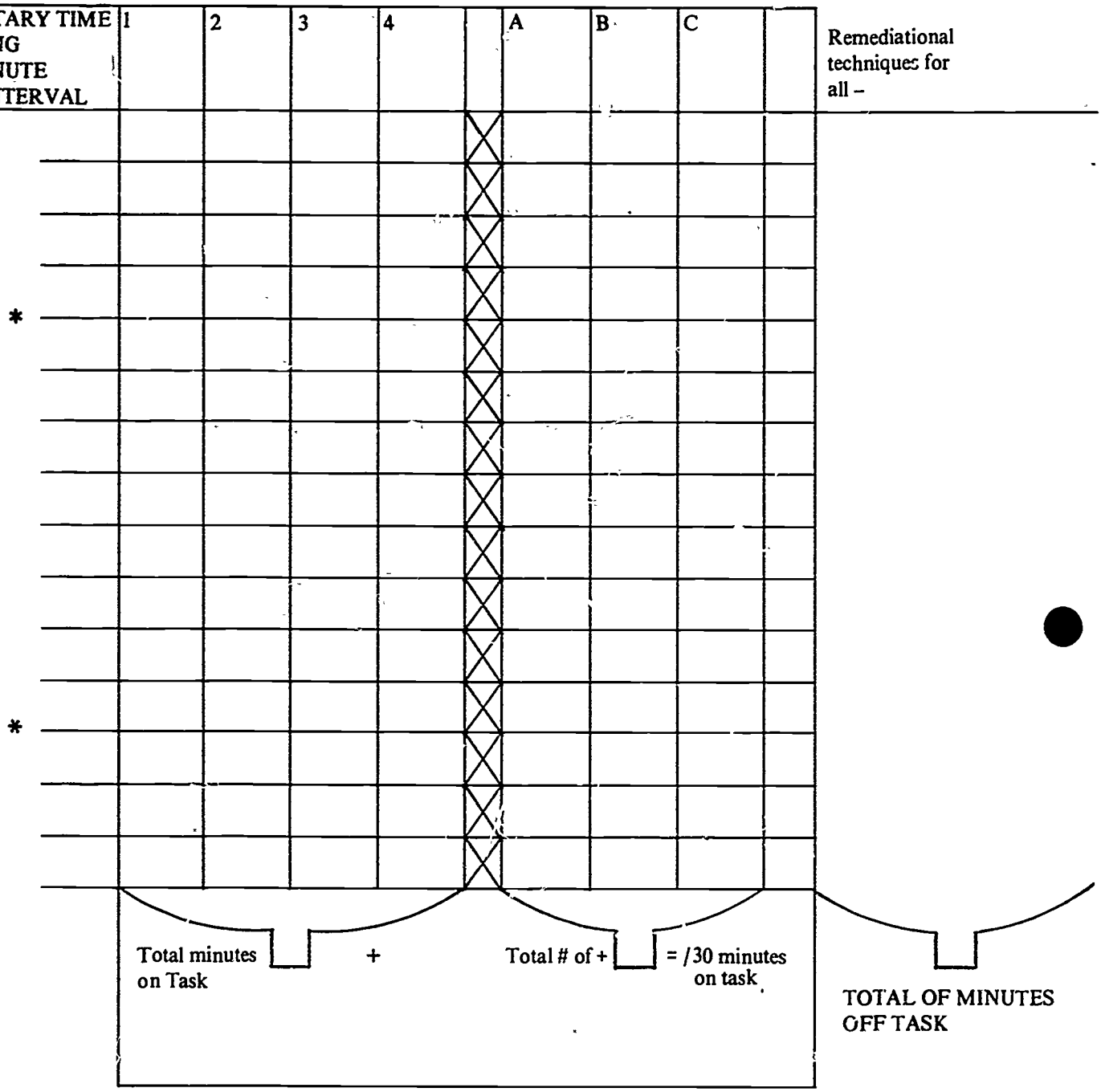
The asterisks in the left hand column are signals to remind the teacher to positively reinforce appropriate on-task behavior as it occurs. It would also be advantageous to graph the occurrence of inappropriate behavior in order to gauge if your intervention techniques are, in fact, effective.

Student Task Proficiency Assessment Form

Student being observed _____

Behaviors necessary to complete task

other observed behaviors
+ relevant – irrelevant



OBSERVER COMMENTS:

Environmental distractions:

Managing Student Behavior

Students Accepting Responsibility for Their Own Learning

1. Each student deficient in any area of basic skills was given a contract and counseled individually regarding the agreement. While some were agreeable, others were not.
2. Group members were unsuccessful in encouraging others to participate. Though non participators were given zeros for daily grades, they were nonetheless not motivated to work.
3. Students agreed with me that those who did not bring necessary items to class (pencils, paper, book, calculator) would receive zeros.
4. I had already implemented a discipline plan for my classes which was approved by the administration. Though I tried to be consistent in following the steps of my plan I found that the administration was not consistent.

Mr. Terry Alderman conducted a very worthwhile workshop on discipline in which he suggested involving the class in constructing the discipline plan. This is an option for next year.

Improvement of Time on Task

I found that the "Do Now" activities (see Section V, 9) were successful for the most part and improved time on task. These activities set the tone for the lesson. I checked that the students worked these problems as I checked homework. In my opinion the "Do Now" activity should be related to the current or a recent lesson and should focus on sharpening basic skills.

In addition to the classwork, I displayed worksheets for students who finish early to complete. These were selected as enrichment exercises — puzzles and games. The response to these was minimal. Even though extra credit was offered, my students did not wish to put forth extra effort.

Student Contract #1 for Algebra I, General Math III and Parent Letter

Contract for 1986-87 school year

Welcome back! I'm sure this year will be a very productive one for you. I'm looking forward to teaching mathematics, and I hope you will share my enthusiasm for the subject. First, let's understand a few things. Your one purpose here is to learn and mine is to teach. NO STUDENTS SHALL FOR ANY REASON KEEP OTHERS FROM LEARNING, OR KEEP ME FROM TEACHING. The following is a list of classroom rules which I expect you to follow. The choice is yours. Your behavior will determine my behavior.

1) You are to be in the room by the late bell. You will be counted tardy if you are not.
2) Raise your hand in order to be recognized — I will not answer any questions unless your hand is raised. If you need to get up out of your seat, raise your hand. Under no circumstances will anyone be allowed to disturb the class by wandering around. Sharpen your pencils before class begins, and keep trash at your desk until the end of class.
3) Keep your hands to yourself. Do not touch the air conditioning units, or anything else that is not yours.
4) The following will not be allowed in class: food, drinks, gum , make-up, brushes, combs, etc. They will be confiscated.
5) Observe all rules stated in the student handbook.

Consequences if you choose not to follow these rules:

1) Name on board -- warning.
2) Check by name — 30 minute detention.
3) Two checks by name - 30 minute detention and call to parent.

Further infractions will result in referral to office.

SEVERE CLAUSE: The following offenses are considered severe and will result in a direct referral to the office.

1) Obscene language
2) Fighting
3) Blatent disrespect toward teacher

The following positive consequences will occur if the class as a whole behaves.

1) You will have the last few minutes of the period free to talk quietly or do homework.
2) You will have no homework on Friday.

I fully understand this contract and will abide by its rules.

_____ _____
(student)

Dear Parent,

It is in your son's or daughter's best interest that we work together in relation to their education. With your support and encouragement, we will have a very successful year. Please call me through the school office if you have any concerns, questions or comments. Please read this contract and sign below.

_____ _____
(parent) (home phone)

_____
(work phone)

Contract #2 and Parent Letter

I,_____, enter into a contractual agreement with an effort to improve my math basic skills. My signature on this contract binds me to certain terms. I agree to complete outside of class 10-20 basic skills problems and/or 2-3 worksheets on specific skills in which I am deficient. I will return these worksheets on Friday of each week at which time I will correct them and rework mistakes in an effort to remediate my deficiencies. Corrections will be returned the following Monday.

_____
(STUDENT)

_____
(TEACHER)

Dear Parent:

Because your child was deficient in certain skills on the BSAP test in math, he/she has entered into the contractual agreement above in which he/she agrees to work outside of class to improve basic math skills. Your signature below indicates your willingness to support and encourage your child in this endeavor.

Thank you,

_____
(PARENT)

P.T. Evaluation of Student Contract

In an attempt to instill motivation and student responsibility, I had all BSAP deficient students sign a contract to do extra work. A copy of the contract is attached.

The response to the contract was 60% (12 students out of 20).

The students did the work, but very few had the work done within the stated time limits. I had to ask for the worksheets several times from each student. This continued until about the third week of the contract (Spring Break). After Spring Break, the students had forgotten the contract and did not want to participate anymore. This was a problem I had to overcome, but we reinstituted the contract and completed a total of 8 weeks using it.

Parent Letter and Contract #3

March 2, 1987
St. Andrew's High School

Dear Parent,

Your son, _____ _____ _____, scored poorly on the South Carolina Basic Skills test in the mathematics area. I teach your child in general mathematics at St. Andrew's High School. Your son must pass this Basic Skills test to receive a diploma from high school.

In an effort to improve your son's ability to pass this test, I propose a contractual agreement. I can provide test items for practice in the area of mathematics found on the test. Your son can provide work outside of the mathematics classroom. This can be at home or during study hall at school. You, as a parent, can monitor the work outside of school and provide motivation from the home.

This diagnostic and practice work is designed to help the student successfully complete the Basic Skills Assessment Test and work will not be included in grades for the General Mathematics I course.

A Charleston County requirement for passing General Mathematics I is that students make a passing score (65) on a county test. This test will be given as a final examination and will count 50% on the course grade. These practice items provided to your son will also help in passing this test.

Your signature and the signature of your son will indicate your agreement to this contract. Please call me at school or send me a note if you have any questions. My planning period is from 7:30 to 8:20 AM each day. Otherwise, I can return your telephone calls after school.

Sincerely,

We, the undersigned, agree to the conditions of this contract. We understand it is an attempt to help the students be successful in his academic efforts.

1. The teacher will provide worksheet of approximately 10 multiple choice items each week between now and the end of school. The weeks that nine weeks test and final exams are scheduled will not be included. The teacher will keep all of the completed worksheets in a folder.
2. The student will work outside of the mathematics class to complete each worksheet and will have each one completed on Friday of each week. The student will use an answer key provided by the teacher to correct his paper. If items are missed, the student will attempt to work them over the weekend and submit them on the following Monday. The student may get help to answer the missed questions from any source. The student should remember that it is important for him to know why he missed the items.
3. The parents will provide motivation at home. This will include encouraging and monitoring work done on the worksheets weekly and keeping tract of their daughter's progress on the tests.

Signatures:	Dates
	March 2, 1987
_____	March _____, 1987
_____	March _____, 1987

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MANAGING BEHAVIOR FOR SUCCESS

Workshop Presentation by T. Alderman*

I. CATEGORIES OF MANAGEMENT STRATEGIES

- A. Preventive
- B. Consequence
- C. Problem solving

II. COMPONENTS OF A COMPREHENSIVE MODEL

- A. Teacher self concept
- B. Student self concept
- C. Management strategies
- D. Instructional considerations
- E. School Operating Procedures

III. THE PROXIMITY APPROACH

- A. Move the teacher's desk
- B. Rearrange the student desks
- C. Stay on the move
- D. Catch it early
- E. Send low-key, out-of-order signals
- F. Use non-verbal assertiveness
- G. Consider the principle: We have influence over another person's behavior only to the extent that the other cares how we feel about him.
- H. Consider the principle: Effective discipline is self-eliminating.

IV. ASSERTIVE DISCIPLINE

- A. Assumptions
- B. What is it?
- C. Reasons developed
- D. Response styles
  1. Non-assertive
  2. Hostile
  3. Assertive

V. ASSERTIVE LIMIT-SETTING

- A. Recognize that limit-setting is an unpleasant but essential responsibility.
- B. Recognize that choice is central to limit-setting.
- C. Effective consequences in limit-setting are usually:
  1. ones the teacher is comfortable using
  2. aversive to the student

3. provided as a choice
4. provided as soon as possible after the infraction
5. provided in a matter-of-fact manner
6. provided consistently and systematically

VI. PRINCIPLES OF EFFECTIVE FOLLOW-THROUGH FOR THE TEACHER

A. Do not assume the behavior of others
B. Anticipate problems
C. Do not leave anything to doubt
D. Do not approach the child until the follow-through arrangements have been completed

VII. SPECIFIC ASSERTIVE COMMUNICATION SKILLS

A. Broken record
B. Active sending and receiving of messages
C. Yes or No responses
D. Teacher should always ask himself: What am I prepared to do?
E. Promise--don't threaten!
F. Use demands only on rare occasions; instead, use hints, I messages, and question techniques.

VIII. STEPS TO BECOMING MORE ASSERTIVE WITH PARENTS

A. Contact the parents early in case of a problem
B. Know what you want from your meeting with the parents (i.e. goal)
C. Plan how you will achieve the objectives of your meeting
D. Know the rationale for requesting parents. assistance
E. Have documentation and prepare to exlain consequences for non-compliance.

From Discipline: *A Total Approach,* by Terry Alderman*

DISCIPLINE AWARENESS
(A Self-Assessment Activity)

INSTRUCTIONS: Please evaluate your performance on the following management-related items in accordance with the following scale: 1 = yes, 2 = no, 0 = not applicable.

____ 1. My classroom is organized for proximity. I am close to most of my students, especially those who tend to disrupt.

____ 2. My classroom is organized for mobility. I can easily move around the classroom, between groups, etc.

____ 3. High traffic areas (pencil sharpener, waste basket, etc.) are relatively free of congestion.

____ 4. I have good "visual control" over my classroom. There are no "blind spots" which restrict my effectiveness in monitoring student behavior.

____ 5. The materials I use most frequently are readily accessible. I spend very little "down" time in the classroom looking for items.

____ 6. All students can easily see instructional presentations (board, screen, etc.).

____ 7. I arrange student seating patterns which are least disruptive—when necessary.

____ 8. Classroom rules are posted and can be seen and read by all students from their desks (not appropriate for some high school classrooms).

____ 9. There is not excessive furniture or broken furniture in my classroom.

____ 10 I have designated areas for student materials. Student materials do not clutter the aisles.

____ 11. The areas in which I conduct small group work facilitate my visual control over the class-at-large. The small group area is sufficient in size.

____ 12. My desk does not occupy valuable teaching space (i.e., focal point in the classroom).

____ 13. I refrain from teaching from behind my desk most of the time.

____ 14. I usually do not teach from the same position in the classroom. I move around frequently.

____ 15. Special attractions (pets, aquariums, etc.) are placed so that they do not frequently distract students.

____ 16. Classroom rules have been explicitly stated.

____ 17. Classroom rules are stated in positive terms (e.g., "talk only with permission," instead of "don't talk!").

____ 18. I have an appropriate number of classroom rules—not more than seven or eight.

____ 19. I have at least one overall rule (e.g., "behave responsibly," "follow directions," etc.).

____ 20. I have clearly stated procedures for the use of restrooms, water-fountains, etc.

____ 21. Routines for collecting work from students, distributing materials, etc., are evident.

____ 22. I monitor student entry into the classroom, and I have established procedures which contribute to an orderly exit.

____ 23. During group work, students are aware of procedures for entering and leaving the group.

____ 24. When low-level distractions occur, I intervene nonverbally if possible.

____ 25. I am careful not to ignore too many low-level distractions.

____ 26. I dignify the student when intervening, if possible.

____ 27. My interventions are usually "low-key."

____ 28. My interventions (level and type) are commensurate with the infraction.

____ 29. I usually respond assertively to students, as opposed to passive or hostile responses.

____ 30. When possible, I attempt to teach personal responsibility by emphasizing choices when a student disrupts frequently.

____ 31. If necessary, I use effective questions when students are disruptive which encourage them to "own" their behavior and avoid excuses. I seldom ask "why" questions in relation to student behavior.

_____ 32. I do not accept excuses from students regarding their behavior.

_____ 33. When students disrupt frequently, I avoid talking too much (exhortation).

_____ 34. I always avoid arguing with students about their behavior.

_____ 35. I remain emotionally detached and matter-of-fact when administering consequences (dispassionate).

_____ 36. I use consequences with which I feel comfortable.

_____ 37. I intervene in a timely manner when disruptions occur (i.e., I avoid waiting until the problem escalates).

_____ 38. I review the rules and classroom procedures with students after every natural break during the school year (e.g., after Christmas, Easter, etc.).

_____ 39. When problems occur, I use proximity with my interventions, if possible. I usually avoid "longdistance discipline"—discipline comments across the room.

_____ 40. I have developed and I use a classroom reinforcement plan.

_____ 41. I use informal reinforcements (acknowledgement), etc.

_____ 42. In my opinion, mutual respect is modeled in my classroom. I respect the students and they respect me.

_____ 43. The quality of my relationship with students allows me to use my positive influence in the classroom (they value my opinion of them).

_____ 44. I am enthusiastic during teaching. The students can easily perceive my positive attitude regarding my subject (s) and my profession.

_____ 45. I actively promote student involvement in lessons (especially students who are inattentive).

_____ 46. I value creativity and attempt to incorporate it into my lessons and instructional practices.

_____ 47. My voice tone during instruction is appropriate.

_____ 48. My instructions and directions to students are clear and unambiguous. I receive few questions for clarification after giving instructions.

_____ 49. The instructional pace I follow is palatable to most students.

_____ 50. *I AM REASONABLY CONSISTENT!*

_____ 51. I refer relatively few students to the office for discipline.

_____ 52. I do not perceive the principal or the assistant principal as disciplinarians for my students.

Score _____

TIPS

INSTRUCTIONAL SUGGESTIONS:

1. On tasks which may result in concrete failure (as opposed to subjective failure) build in activities which are likely to produce a high success rate. Stated differently: **interrupt the student's failure cycle.**

2. If students believe that increased effort will result in success—they persist longer at tasks. Therefore, **goal setting and individual contracts, where appropriate, are recommended.**

3. For students experiencing learning problems/differences, tests can be adapted and grading procedures modified. Assessment reports are best when based on task mastery for these students rather than social comparison. Remember: **failure is usually not motivating.**

4. Regard the task of motivating students as a daily responsibility in planning. Remember, be creative, no one hired us **because we were boring.**

5. Vary your instructional format. Incorporate cooperative learning designs when appropriate. The use of **super-ordinate goals in small and large groups is especially effective.**

6. Use voice and non-verbal variations to accentuate classroom presentations and monitor the use of curricular materials carefully. Assess instructional materials according to their **interest and value to students.**

7. **Practice effective teaching strategies** in the use of questioning techniques and wait-time. For example, ask more open-ended questions. Also, encourage more student questions.

8. **REMEMBER, TOMORROW WON'T CHANGE UNLESS YOU CHANGE IT.**

DISCIPLINE SUGGESTIONS:

1. Place a tape recorder with groups who are working on assignments without your direct supervision. For example, if you are working with one reading group and another group is practicing reading unsupervised, place the tape recorder with the unsupervised group. They will assume that you will review their performance later. You may or may not choose to do so.

2. If a student loses control frequently, simply place a small tape recorder by the student whenever he/she becomes out of control. Usually this will curb the behavior; however, in case the behavior continues you now have a valuable aid for an effective parent conference.

3. Be careful not to spend a majority of your energy on warnings. If you issue repeated warnings without following through with your consequences, discipline problems are likely to increase.

4. Practice "remote control" management. Move around the classroom frequently and develop low-key alerting signals which indicate your awareness of a problem.

5. Consider the use of a behavior graph for more chronically disruptive students. Simply place an index card on the student's desk and place an x whenever disruptive behavior occurs. At the end of the week the student can plot a graph which clearly reflects his/her behavior. You may want to have this card signed weekly by the student's parents. To strengthen this approach, use it to graph student improvement as well.

6. Remember the importance of responding dispassionately to problems when they occur. One of the major problems with discipline is our tendency to become emotionally involved with the student during discipline. In other words, be **matter of fact.**

7. Attach special significance to an ordinary gesture. For example, placing your finger over your lips could become the "magic finger" signal to the group.

8. Post monthly "behaviors to work on" and rewards for improvement.

9. With the principal's permission, develop a schoolwide "happy hour". The happy hour strategy emphasizes recognition referral to the principal instead of discipline referral. Friday afternoon is an excellent time for this activity.

10. Review class rules with students at the beginning of each grading period and also after every holiday.

11. Post classroom manners as well as classroom rules. This will serve to reinforce rule adherence. For example, the p's and q's of good classroom manners: punctuality, politeness, positive, quiet voices, etc.

12. Be careful not to perceive the principal as the disciplinarian

13. If you have an especially difficult to manage class, it may be helpful to use an overhead as opposed to the chalkboard. This will allow you to face the class and maintain better visual control.

14. Have a place for everything. Insist that all classroom objects, such as dictionaries, posters, easels, etc. are kept in their proper places.

15. Establish set routine procedures. Have a routine in all classroom activities such as sharpening pencils, obtaining papers, collecting assignments, etc.

16. Get down to business with the bell. Complete "administrivia" toward the end of the period, if possible.

17. Be creative in the use of reinforcement prog ms. Example, "popping for good behavior." At the end of the day students raise their hands if they believe class behavior for the day warrants the reinforcer (Placing an object in the popper). The teacher calls on selected students and they must justify their opinion. When the popper is full, a popcorn party is held, etc.

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Classroom Management Plan

by T. Alderman

I. RATIONALE

Effective discipline requires careful planning. As a teacher, it's important that I know what I want in terms of student behavior (i.e., which student behavior is essential to my performing effectively as a teacher). My expectations must be clear, unambiguous, and explicitly stated in order for students to know what I want. A written management plan provides a structure within which expectations can be communicated and consequences (positive and negative) can be clearly stated. My consistency in managing student behavior and student's consistency in choosing to follow classroom rules and agreements will be positively affected as a result of my developing and following a written management plan.

I believe that one of the most important services I can provide, from a management/discipine point of view, is *letting students know where they stand.* It is difficult, if not impossible, to let students know where they stand if I am inconsistent. Once students become aware of the classroom rules and limits, they can choose to behave responsibly within stated parameters. This will provide an opportunity for students to accept responsibility for their own behavior and it will facilitate self-discipline. The essence of self-discipine can be summed up in the following statement: WHAT I DO IS MORE IMPORTANT THAN HOW I FEEL BECAUSE WHAT I DO ULTIMATELY DETERMINES HOW I FEEL. Many disruptive students tend to operate on the basis of how they feel. I will attempt to communicate the above message to students through systematic behavior management planning and consistent follow-through.

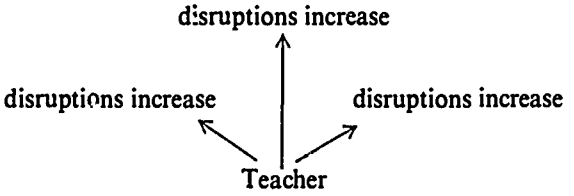
Teaching is a complex and sensitive profession; complex because of the number and types of decisions teachers are constantly making; sensitive because a large part of a teacher's effectiveness depends on his/her ability to develop and maintain an effective relationship with students. A relationship based on mutual respect is essential to good discipline; otherwise, the teacher loses his/her positive influence over the student's behavior. I believe we have positive influence over another person's behavior (a student in our classroom or our own children) only to the extent that the person cares (respects) how we feel about them. This management plan will help protect my relationship with students by decreasing my emotional involvment when disruptions occur, encouraging a more assertive response style in difficult situations, promoting quick and accurate decisions while teaching and disciplining, and avoiding arguments and power-struggles which often result from excessive teacher talk in response to discipline problems.

II. PHILOSOPHY

I believe that almost all students can behave appropriately. Most disruptive behavior is irresponsible behavior which is chosen—not the result of a condition over which the student has no control. Effective discipline embodies a tough-love approach which suggests the following: I VALUE YOUR LIFE MORE THAN YOUR LOVE and I CARE MORE ABOUT YOU THAN I DO HOW YOU FEEL ABOUT ME WHEN I AM DISCIPLINING YOU. As indicated in the Rationale section of this plan, I believe that one of the most important services I can provide students is letting them know where they stand. This requires explicitly stated rules and expectations and consistent follow-through. This management plan will assist me in my attempts to incorporate my discipline philosophy into my classroom activities on a daily basis.

III. PREVENTIVE TECHNIQUES

The first step in effective discipline is preventing problems from occuring. Research has shown that teachers do not differ greatly in how they respond after problems occur. The major difference is in their preventive strategies. For example, teacher movement and proximity have been identified as helpful preventive discipline techniques. Students tend to be more disruptive the farther they are from the teacher. The following diagram reflects the pattern of increasing disruptions that occur in many classrooms if the teacher teaches from one central location. Students closer to the teacher engage in fewer disruptions and remain on task to a greater degree.



I enjoy teaching more when I utilize a positive approach with my students. In fact, the most accurate synonym for preventive discipline is positive discipline. Stated simply, I want to look forward to Monday mornings. The following preventive techniques and efforts will be used in an effort to retain a positive attitude about teaching.

—Thorough daily preparation
—Creative teaching which encourages learner involvement
—Varied instructional approaches
—Adhering to a classroom routine
—A well-organized classroom in which everything has its place
—Teacher movement
—Proximity
—Prudent seating arrangements
—Clear visible rules
—Clear visible consequences
—A classroom reinforcement plan
—Consistency

IV. RULES AND AGREEMENTS

Language is not insignificant. The word "agreements" implies a togetherness. The word "rules" implies a more unidirectional approach. I recognize that students, collectively and individually, have the potential for "making or breaking" my classroom; therefore, I will use an approach that invites students to develop ownership of their responsibilities for appropriate behavior. I shall also use words that imply a "we-ness" or a togetherness. Examples include: agreements, commitments, promises, etc.

To facilitate student ownership of their responsibilities I will utilize the following three-part approach during the beginning of the school year.

First: I shall ask the students to help me identify what I have to do (my responsibilities) in order to be a good teacher.

Second: I shall ask the students to help me identify what they must do in order for us to have a good class (their responsibilities).

Third: I shall ask them to help me identify classroom rules and agreements which will help protect my responsibilities to them and their responsibilities to the class.

As the teacher, however, regardless of the outcome of the rules and responsibilities activity explained above, I will not abrogate my responsibility in establishing rules that must be in effect in order for me to teach effectively.

Accordingly, the following rules/agreements will apply:

—RESPECT IS THE RULE, THE RULE IS RESPECT
—COME TO CLASS PREPARED
—BE SEATED BEFORE THE BELL RINGS TO BEGIN CLASS
—FOLLOW DIRECTIONS IMMEDIATELY
—TALK ONLY WITH TEACHER PERMISSION DURING INSTRUCTION
—FOLLOW SCHOOL RULES IN AND OUT OF CLASS

V. REINFORCEMENT PLAN

The cartoon cat, Garfield, was once up a tall tree. While stranded at the top, he was asking himself why he chose to climb tall trees from which he could not get down. He lamented to himself repeatedly: "Why do I do it? Why do I climb trees from which I can't get down? Why do I do it? the fireman comes, the newspaper people come, the T/V cameras come. Why do I do it?" Then, in a flash of self discovery, he remarked: "I guess I just answered my own question."

This cartoon example offers us much insight into human behavior. By examining the consequences of a behavior we are often: capable of determining the purpose behind the behavior. And, it's important to remember that all behavior is purposeful—whether the behavior is appropriate or not. I believe that the consequences are often the cause of the behavior. Accordingly, for students who choose to honor classroom agreements, informal positive consequences will be used. I will make a special effort to catch disruptive students while they are behaving appropriately in order to reinforce their behavior. Examples include:

—Proximity
—Smiles
—Touch
—Casual praise
—Eye contact
—Use of student name
—Listening
—Miscellaneous positive gestures; handshakes, etc.

VI. AVERSIVE CONSEQUENCES

If discipline plan is to work effectively, a planned sequence of aversive consequences must be available for use. The dynamics affecting student behavior outlined in the preceding section apply equally to the rationale for the availability and use of aversive consequences. Discomfort usually sends us a message (a very personal message): CHANGE YOUR BEHAVIOR, IT ISN'T WORKING: I believe the prudent use of negative consequences will instill in students the realities which often follow the choice to be irresponsible.

Aversive consequences, to be maximally effective, must become increasingly severe in sequence. Accordingly, I shall follow the sequence outlined below:

FIRST: Warning (non-verbal or verbal).

SECOND: Completion of a portion of the Better Choices Sheet.

THIRD: Completion of the entire choice sheet after school.

FOURTH: Parent conference or contract.

FIFTH: REFERRAL TO ADMINISTRATOR.

Note: The above consequences will apply on a weekly basis; however, for chronically disruptive students the plan will be adjusted. In other words, I will not tolerate numerous disruptions from any student. If a student begins manipulating the system and disrupting frequently, I will alter the plan and make it more restrictive for the individual.

VII. CHRONIC DISRUPTIONS AND THE SEVERITY RULE

Students who are chronically disruptive will be served through the use of a problem-solving approach. I am aware that most of us have three tendencies when students are chronically disruptive: (1) to begin talking too much with the student about his/her behavior; (2) to begin emphasizing the negative;

and (3) to begin to give up on the student. The problem-solving approach will minimize these tendencies through the use of:

(1) Objective assessment of the student's behavior with a behavior calendar.
(2) Planned questioning strategies during student-teacher conferences.
(3) Development of behavior contracts.
(4) Parent involvement through conferences and frequent communication.
(5) Administrator involvement, if necessary.
(6) Professional (clinical) intervention recommendations, if necessary.

A copy of the behavior calendar is on page 76. I will keep it for a minimum of 15 days on any student who is chronically disruptive. Benefits from using this approach may include:

(1) Discernment of a pattern in the student's behavior.
(2) Objective assessment of the student's behavior which will encourage more productive conferences with the student. It is important to note that this approach will point out both appropriate and inappropriate student behaviors; therefore, I may have opportunities to emphasize the positive when conferencing with the student.
(3) More effective parent conferences due to the more complete and objective record of the student's behavior. This will facilitate the development of more effective contracts with parents concerning the behavior.
(4) More effective support from administrators if the student is referred to the office. Having a complete and objective record of the student's behavior will enhance the administrator's effectiveness in working with the student.
(5) Clearer communication to other personnel who may become involved in efforts to improve the student's behavior, (e.g., guidance personnel, school psychologists, etc.).

Severely Disruptive Behavior, as distinguished from chronically disruptive behavior, will be handled immediately. In short, any student who is blatantly disrespectful or physically injurious to another student will be immediately referred to the principal or assistant principal.

BETTER CHOICES

1. What are you doing?

   List the classroom agreement that this behavior violates.

2. Is it easier for you to learn and easier for me to teach when you choose to act this way? **Explain how your behavior is not helping.**

3. How might changing this behavior benefit you? (What good things might happen as a result of your choosing to change this behavior?)

4. What are you going to change?

   How and when will you change?

   How can I be of assistance to you in your choice to change?

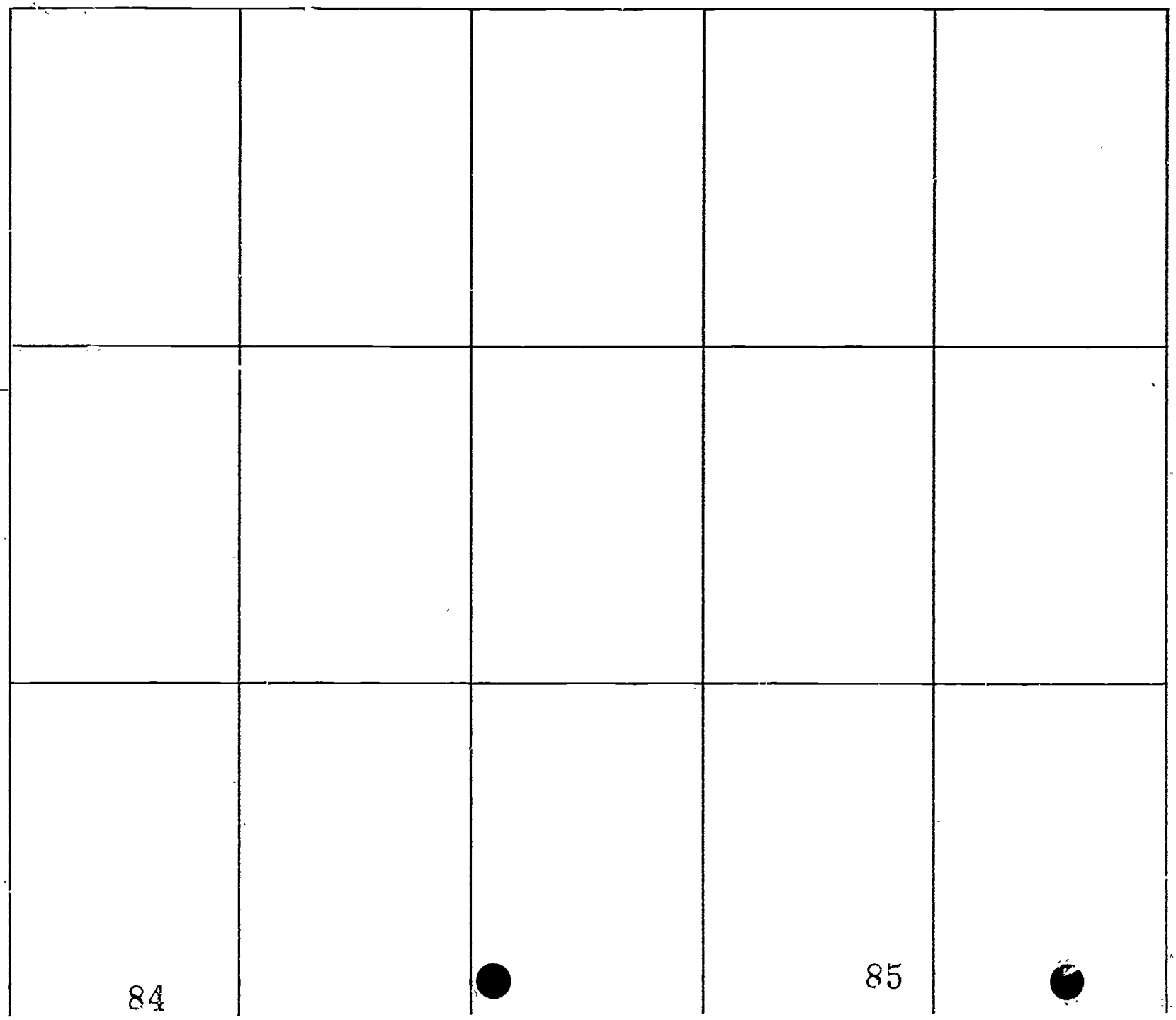
5. Explain the importance of keeping your commitment to respecting our classroom agreements. What will occur if you choose to continue violating classroom agreements?

Your signature _____ Date: _____

Teacher signature _____ Date: _____

Parent signature _____ Date: _____

Teacher _____ BEHAVIOR CALENDAR Student _____



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CLASSROOM RULES

STUDENT_____ TEACHER_____

Dear Parents:

In order to guarantee your child and all the students in my classroom the excellent learning climate they deserve, I am utilizing the following discipline plan, effective immediately.

My Philosophy

I believe all students can behave appropriately in my classroom. It is essential that students not stop the teaching/learning process by misbehaving. For these and other reasons, misbehavior will not be tolerated.

Class Rules

1.
2.
3.
4.
5.
6.
7.

Consequences (Disciplinary Actions)

First Offense

Second Offense

Third Offense

Fourth Offense

Severely Disruptive Behavior

If a child chooses to be severely disruptive, he/she will be referred to the principal's office immediately. You will be contacted in this event. Please Note: FIGHTING OR AGGRESSIVE BEHAVIOR IN ANY FORM WILL ABSOLUTELY NOT BE TOLERATED. It will be regarded as severely disruptive behavior.

It is in your child's best interest that we work together closely in the teaching/learning/discipline process. If behavior problems do occur, I shall contact you when necessary. If I do contact you, I urge your prompt and complete support.

Please sign the attached agreement and have your child return it to school tomorrow.

Sincerely,

CLASSROOM MANAGEMENT PLAN

Teacher:_____

Grade:_____

PHILOSOPHY STATEMENT:

RULES / AGREEMENTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

CONSEQUENCES / NEGATIVE CONSEQUENCES:

1. **First Offense:** _____

   _____

2. **Second Offense:** _____

   _____

3. **Third Offense:** _____

   _____

4. **Fourth Offense:** _____

   _____

5. **Fifth Offense:** _____

   _____

SEVERITY CLAUSE:

Administrator's Approval:

Section III

Master Teacher Observations

1. P.T. Master Teacher Observations - Math #1
2. P.T. Master Teacher Observations - Math #2
3. P.T. Master Teacher Observations - Remedial English
4. P.T. Master Teacher Observations - Reading
5. P.T. Master Teacher Observations - Writing

P.T. Master Teacher Observations - Math #1

In an effort to introduce ourselves to the methods of other teachers in the remediation of basic skills, we observed two "master" teachers. A middle school general math teacher was one of the teachers observed. His class was quite small, 15-16 students, and highly motivated. Though I was quite impressed with his students, I did not observe much that was useful to me. The students were cooperative; the teacher did not need to respond to unacceptable behavior and a grouping method was not used.

We also observed a high school general math class. The lesson was on measurement. Though the teacher was unable to involve all students, there were no discipline problems. A discussion with the teacher after class indicated an administration which was strict and consistent with disruptive behavior.

P.T. Master Teacher Observation - Math #2

A seventh grade general mathematics class for average ability. Very Homogeneous. The students were initially in Algebra I class but were not able to complete the course.

The class was small (15) and pretty well self-motivated and responsible. The students were not gifted, but they did experience success in mathematics and were not fighting the learning experience.

The second observation was at Wando High School, a general mathematics level 2 class. The whole attitude of the class was quiet and sober. The general discipline of the class was excellent. Even though some of the students were not working or paying attention, they did not disrupt the class for the other students. I asked the teacher about this later. She noted that the school administration was very severe with students who disrupted class and that she seldom had problems with students who disrupted the class.

P.T. Master Teacher Observations — Remedial English

Observer _____ **Dates & Times** _____

Teacher _____ **2nd, 3rd, & 4th periods**

Classroom Environment

1. **Room Arrangement**

Students sat on three sides of the room. The teacher kept a podium next to the door for taking roll, but taught from the blackboard at the front.

Her desk was in the far corner of the room. There was a table with six chairs in the middle of the room which were reserved for special activities, for example, modeling group work for the class.

There were many colorful, posters around the room with sayings that would appeal to young people. A bulletin board on one side contained tips on writing. I was very impressed with the room arrangement. It seemed practical and flexible.

2. **Classroom Routines**

The teacher made announcements briefly at the beginning of class, such as when there would be an after school help session or a reminder to sign up for a project topic. (There was an assignment book on a table at the side of the room.)

Then she gave the plan for the day, and there were some guides for the day already on the board—clarifying a process which they seemed to be already aware of.

Vocabulary words were already on the board for classes to copy. (The teacher had only two preparations so there was board room for the material for both classes.) The teacher seemed very organized; she said she had taught these courses before, had a good feel for how long each assignment would take, so she gave each student a calendar for the upcoming month with assignments all listed. Consequently, students knew what to expect each day. She said another alternative she had used was to keep a notebook which listed work covered each day so students who had been absent could check on their own to see what they had missed without interrupting class.

3. **Grouping of Students**

For analyzing each others writing, students were put in groups of five. Each student in the group read his paper, and the other students gave comments. They seemed to be very proficient at doing this, giving comments such as: "give more details, more description, avoid repetition—use another adjective, put more in about the character's inner thoughts."

When the teacher saw that a group had finished, she had them separate to rewrite if needed or to read the literature assignment.

Just before the bell rang, she asked students to make sure their desks were back in the rows.

Students did beautifully in these groups (these were college prep. and honors classes—10th and 11th grades.) They evidently had good training and regular practice.

4. **Other Factors**

Carpeted floor certainly helped in making the move in and out of groups easier and quieter.

The teacher's being organized led to the students' learning organization which helped for a smooth flowing class. (There's a lot to be said for having just two preparations and teaching the same courses for several years to develop procedures and assignments.

Instructional Strategies

1. **Motivational Strategies**

The peer grouping was effective. The teacher was always pleasant, yet she projected her high expectations to the students. The topic for composition was an interior monologue—real or imaginary—and students seemed to enjoy this writing about themselves. The teacher also keeps out a scrapbook of the best compositions.

2. **Strategies for Instructional Mastery**

Earlier in the year, students observed other students modeling group work. With this, more practice and teacher's assistance, they were mastering proofreading compositions.

3. **Strategies for Extending Thinking**

Topics for composition — like the interior monologue.

4. **Strategies for Keeping Students on Task**

Students know what the next assignemnt is because they have a calendar and a guide on the board.

During group work, the teacher moved around the room, but her help or monitoring did not seem really necessary; the students did fine on their own. They stayed on task; they chatted just a little and then quietly and only if they knew they still had time to finish. If they got too far afield, they would reel themselves back in to focus on the composition they were analyzing. (I suspect that remedial students would need more monitoring and assistance.) Teachers might work with one group only in remedial classes and have others doing worksheets.

5. **Strategies for the Integration of Skills**

Students were to use vocabularly from the lists they were studying in their compositions.

Students were to keep a notebook with different sections: vocabulary, composition, literature, etc. The teacher would use the 3 hole punch on all handouts and number them before giving to the students who would then put them in the proper section of the notebook.

Student — Teacher Interaction

1. **Enthusiam/Energy Level**

Just right, pleasant, not artificial.

2. **Rapport**

Very good. When a student came in late, for example, the teacher said, "Hello, Susie." Susie responded, "I'm sorry I'm late but. . ." There seemed to be respect on both sides. Students who did have late passes came in showing the pass, gave them to the teacher right away—she is right at the door at her podium taking roll, so this works well.

A few students sat on the floor to copy vocabulary from the board and caused no problem doing so. The classroom had more a feeling of a room—with carpet on the floor and table in the center.

Student Evaluation

1. **Short-Cuts to Individualization**

Peer grouping for revision of student writing was one method. Another was a block of time built into the schedule for the course once every week or ten days for working on projects. During this time, the teacher could give individual help.

2. **Match between Student Learning, Goals and Strategies**

The teacher collects notebooks during the quarter. (These should be relatively easy to check because of the divisions and numbering of hand-outs.) These notebooks would be a good indication of the student's progress.

Teacher-Oriented Skills

1. **Planning**

The teacher had taught these two courses before and could plan ahead with confidence as far as a month and give the students a calendar of assignments for the month which then made everyone organized.

2. **Time management**

The teacher did not grade everything that the students wrote. She would ask them to choose one out of three papers to turn in for a grade. (Others might be turned in with the notebook.) The ex-

planation she gave to students was that the coach doesn't grade every practice.

For a classwork-homework grade, the students begin with 100% and lose 5 points each time they don't do something they should have done for an assignment.

P.T. Master Teacher Observations -- Reading

Observer _____ **Dates & Times** _____

Teacher _____ **2nd — 5th periods**

Classroom Environment

1. **Room Arrangement**

Traditional rows, but with carpet on the floor, students were free to sit on the floor and work in groups there if the assignment warranted.

The teacher had two desks pushed together for her materials. There was an overhead projector in the room, a table with magazines, a podium and stool. There was also a small rolling shelf with paperback novels.

2. **Classroom Routines**

There were notes on the board for assignments and due dates for projects.

In the reading class the students receive the newspaper on Wednesdays; they seemed to know the procedure (taken from the Success in Reading and Writing program): receive an assignment, locate the information in the newspaper, collect a list of unfamiliar words, stop at a certain point to contribute to a class list that the teacher writes on a chart, help to define those words and send someone to the dictionary if necessary.

3. **Grouping of Students**

There was, when I observed, no overt grouping; however, during the assignment on the newspaper some students voluntarily sat together on the floor to work together.

4. **Other Factors**

There were charts on the walls, a checklist for writing and the purposes of writing.

Instructional Strategies

1. **Motivational Strategies**

Students in the reading class enjoyed reading editorials on timely topics.

Instead of looking up each vocabulary word, students submit the words they found unfamiliar to the class list and other students in the class volunteer definitions- only sending someone to the dictionary if all are stumped.

Students were allowed to sit on the carpet and work with other students if they wanted to do so during their newspaper assignment.

The teacher told the students before they had the papers in hand what the assignment would be and discussed that topic briefly to build in interest.

2. **Strategies for Instructional Mastery**

Students were building upon previous learning. They had already studied fact vs. opinion. The reading assignment for this day was reinforcement —looking for facts & opinions in editorials and letters to the editor.

3. **Strategies for Extended Thinking**

One letter to the editor on this day concerned hazing. Some students thought because of the incident at The Citadel that hazing was always racial. The teacher clarified this for them and led them to see other situations which would be considered hazing.

The editorial page in general and the vocabulary students gleaned from it was excellent for extended thinking. The assignment of agreeing or disagreeing with opinions certainly extended thinking.

4. **Strategies for Keeping Students on Task**

The students in the reading class were given a handout of the four assignments to do when they were given the newspaper. Then 20 minutes into their work, they were stopped to make the class vocabulary list. Having this break was probably helpful; twenty minutes at a task was fine but longer may have been too long for middle school students.

5. **Strategies for the Integration of Skills**

The vocabulary list from the newspaper along with a written assignment was a good integration of skills.

As the students made the class vocabulary list with the teacher, she pointed out prefixes, suffixes, and root words that they had previously studied. Sometimes the teacher had students read the word in context to determine meaning.

Student — Teacher Interaction

1. **Enthusiam/Energy Level**

Just fine.

2. **Rapport**

Very good. The teacher never raised her voice, always pleasant. She occasionally had to speak to an individual to tell him to shape up; she changed her tone, but was simply direct, not threatening or sarcastic.

Student Evaluation

1. Short-Cuts to Individualization
2. Match between Student Learning, Goals, Strategies.

Teacher-Oriented Skills

1. Planning
2. Time Management

In the reading class first semester, the teacher gave Fridays to students for recreational reading. This allowed her time to catch up on records and work with individuals who needed help in certain skill areas.

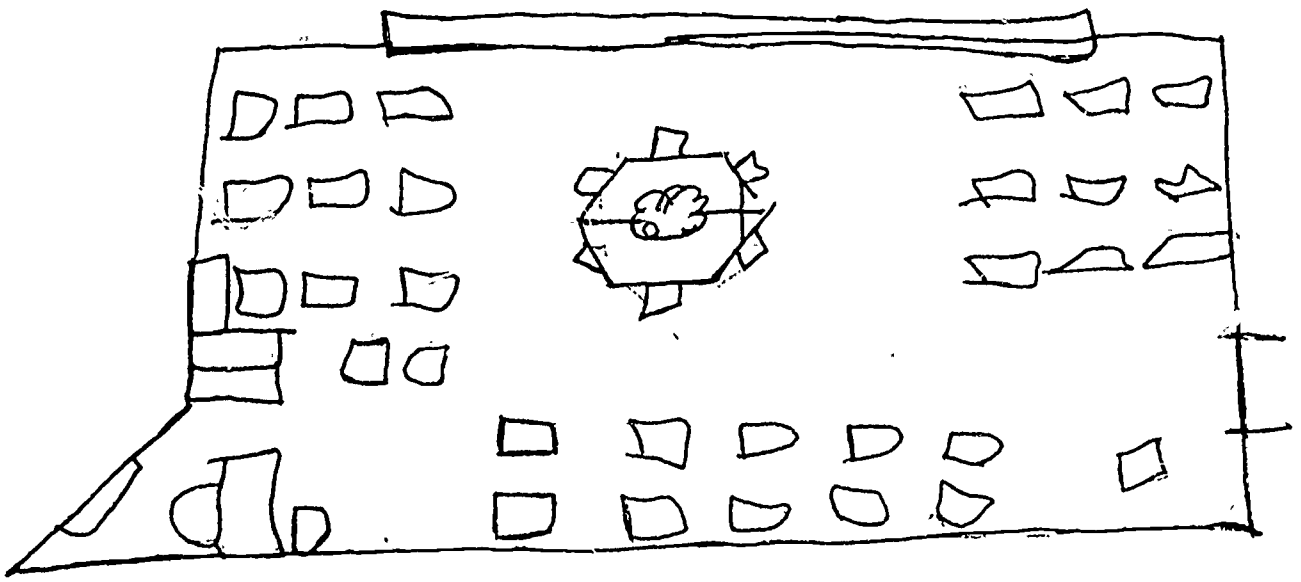
P.T. Master Teacher Observations — Writing

Observer _____ Dates & Times _____

Teacher _____

Classroom Environment

1. **Room Arrangement**



2. **Classroom Routines**
   1. Instruction — overview (on chalk board).
   2. Group lists and areas to meet are given.
   3. During migration — roll called.
   4. Teacher floats.

3. **Grouping of Students**
Random — 4 groups — obviously known routine.

4. **Other Factors**
Room size lends itself to grouping and discussion (almost like an amphitheatre).

Instructional Strategies

1. **Motivational Strategies**
Photo album - students' best work is displayed in photo album — all students are able to read their "published work".

2. **Strategies for Instructional Mastery**
Peer praise and gentle criticism encourage students to rewrite, correct, and master writing skills.

3. **Strategies for Extended Thinking**
None observed (or remembered).

4. **Strategies for Keeping Students on Task.**
1. Students self-discipline their own groups.
2. Teacher floats from group to group.

5. **Strategies of the Integration of Skills.**
Goal of writing assignment was to integrate vocabulary words mastered into composition.

Student — Teacher Interaction

1. Enthusiasm/Energy Level
Mt. Everest — teacher high energy level — very positive — rubs off on kids.

2. **Rapport**
Perfect – close rapport evident — affection and mutual respect noted.

Student Evaluation

1. **Short-Cuts to Individualization**
None that I can remember

2. **Match between Student Learning, Goals and Strategies**
These students (all accelerated) were highly motivated, successful writers and very good critics. They seemed to benefit from peer criticism and praise.

Teacher-Oriented Skills

1. **Planning**
None observed

2. **Time Management**
Teacher only grades a[illegible]ne out of every 4 — lets students choose which ones to grade.

Section IV

Grouping Strategies and Remarks

1. Grouping Within the Class
   - — P.T. Remarks, No. 1
   - — P.T. Remarks, No. 2
2. STAD Learning Group Techniques

Grouping Within the Class
P.T. Remarks, No. 1

Grouping Within the Class

I attempted to use two grouping plans. Initially I had seven groups of four students each. The groups were organized so that each one had a leader (an A student) and some followers (B through failing students). It was the responsibility of the group members to require participation of everyone in the group. After working together as a group, the class would be tested and given individual test grades. Group scores were also kept which were an average of all the group members' test grades. The group receiving the highest average would receive a prize—doughnuts or cookies with juice. Note: group scores were not recorded, only kept track of for the rewarding of prizes. Only individual grades were recorded.

I discovered, however, that small groups have a disadvantage. If one or two students refuse to participate or are absent, which was inevitably the case, the group as a whole suffers. Participators were unable to engage non participators and became resentful and angry. Recognizing this, it was necessary to form larger groups, four groups of seven students each, so that non-engagers would not have such a great effect on the group's score. The students' attitudes toward this method of grouping was more acceptable and of greater cooperation. However, there was still resentment toward me for including non-participators in groups even though scores were not greatly effected.

In my opinion, in order for grouping to be effective, it should be initiated at the beginning of the school year so that students became accustomed to it early.

If group work does not lend itself to the particular lesson, allowing students to work with a partner often promotes cooperative learning and allows students to teach each other, offering them a new learning perspective. I found working with partners to be very effective, especially when I decided who would work with whom.

Grouping Within the Class
P.T. Remarks, No. 2

I attempted grouping twice. The first time was with only one class. The idea was that the students would be divided into groups (heterogenous by teacher-determined ability) and would study together in groups to do homework and class assignments. This was to last for two weeks. The group with the best test average on two tests was to receive a prize (doughnuts).

The first week went well. When I gave them time to study (20 minutes or so at the end of class Monday, Wednesday and Thursday) they were fairly eager to use the time to their advantage. The first test was on Friday of the first week.

During the second week, the grouping became boring, and several students refused to participate. Peer pressure to study and make good on the test was ineffective on these students.

Of course, there were always three or four (of 24) students who chose not to participate anyway.

The second grouping procedure invoived all three of my general mathematics classes. The topic was graphs (bar and circle). The project was to conduct a survey of 20 students and get their opinion to a statement or to answer a question of interest. The graphs were to describe grade level of the students interviewed and the opinions of these students. Bar graphs were easy, since we had done them before, but the circle graphs involved finding percents of 360 degrees. Several students understood quickly, and I attempted to get at least one such student in each group. The inner group cooperation was fair the first day, but totally fell apart the second and third. Again, 10% of the students were never interested at all. I found it difficult to keep these students from disturbing the others who were attempting to work.

I am not pleased with the idea of grouping when it is on an irregular basis. I believe that if all ninth grade teachers used grouping of some sort, the overall effect would be better. As I observe, the behavior patterns of too many of the students in my classes do not allow me to have them work together, even when reward is made known.

A meeting with Ms. Pat Bower of the Educational Consortium, was productive in that it introduced several different concepts of grouping. I will attempt at least one of these before the academic year is out. I still believe that a concerted effort to group within the entire curriculum (at least math, English, science and social studies) would be beneficial.

STAD Learning Group Techniques

I implemented the STAD learning group techniques first semester. I ranked the students high, medium, low. Then I took the four highest and made them group captains. The remaining students we heterogeneously grouped—equal distribution of high, medium, and low ability students. These student groups chose team names and competed for the best grades.

After teaching a lesson, the groups would cluster and reteach each other. Before tests, each group would drill its members. Then each person received two grades: his grade and the team average. At the end of nine weeks, after five major test grades, the team averages were: 93.375, 89.9, 87.545, and 86.9. The incentive to keep the team average up was the motivating factor. This strategy worked beautifully.

Section V

Teaching Strategies for Remedial Students

1. Book Reports
   — P.T. Introduction
   — Book Report Suggestions
   — Student Example, Rap Tape
2. Scientist Reports
   — P.T. Introduction
   — 50 Scientists
   — Student Example, Edmund Halley
3. Writing Fables
   — P.T. Introduction
   — Student Example, How Bees Got Their Stingers
4. Story Frames
   — P.T. Introduction
   — Story Frames Form
   — Student Example
5. Comic Book Précis
   — P.T. Introduction
   — Student Example
6. Success in Reading and Writing
   — P.T. Description
7. Methods used in Teaching Remedial Students
   — P.T. Description
8. Motivational Devices in Remedial Math
   — P.T. Description
   — Math Bingo
   — Consumer Game
   — Pie Circle Graph Game for Six
   — Tic Tac Dough
   — Math Squares
9. "Do Now" Math Activities
   — P.T. Description
   — "Do Now" Activities
10. Word Puzzles
    — Find the Bloopers
    — Vocabulary Challenge

Participating Teacher Introduction to Book Reports

For over 15 years, I have searched for, compiled, and used many different strategies to encourage and help the remedial student. One of my most successful strategies is my 25 (now 26) ways to do book reports.

Slow students often read the assigned library book, but the thoughts of having to write a two or three page report totally "turn them off". I have created, stolen, and borrowed 26 really good ideas.

All of these ideas require a written summary of some sort — stressing main idea and details. In addition they also stress analysis of literature. The depth of analysis is, of course, relative to the ability level of the student. The obvious writing (composition) objectives are stressed (see complete list on following page).

BOOK REPORTS

This year you will read and do book reports on six (6) books (one each six weeks.) You may use any method listed below, but you must use six (6) different methods this school term of the six books that you read, two must be non-fiction (one must be a biography), two must be fiction (one must be an historical novel) and the other two may be any type book you choose.

1. **WRITTEN SUMMARY** — This will be done in class. The format will include: setting, characters, title, author, summary, evaluation, recommendation. The order of these elements will vary each six weeks.
2. **ORAL SUMMARY** — This will include all elements found in #1. Practice your performance. You many have a rough outline at the podium (this will be turned in after your presentation).
3. **BOOK JACKET** — Design and make an attractive, colorful book jacket for your book. (If you prefer, the drawing may be done in black and white.) Write a brief summary inside. Look at other book jackets to see the writing style for jacket summaries.
4. **MONOLOGUE** — Come dressed as the main character of the story and tell your story to the class (This method is good for Biographies and Historical Novels!)
5. **RADIO PLAY** — Write, practice, and present a radio play of an exciting scene from your story. You may have as many cast members as necessary. (You may even have a commercial!)
6. **AUTHOR INTERVIEW** — With the help of a classmate, interview the author of your book. Use the Johnny Carson or Phil Donahue format.
7. **POSTER** — Make a poster that shows an important or an interesting scene from your book. As always, include a brief summary of the story.
8. **SCENE WORK** — Write, practice, and present (without notes) a scene from your book. You must practice and memorize your lines. Costumes and props will greatly add to your performance and to your grade.
9. **PUPPET SHOW** — Write, practice, and present a puppet show. You may use bought or homemade puppets.
10. **DIARAMA** — Using a shoe box or some other box, make a scene from your book and tell its relationship to the story.
11. **TO TELL THE TRUTH** — Following the original T.V. format, have three people claiming to be one of the characters, have a M.C., and have a panel of famous celebrities to ask questions. See me for more details.
12. **CHILDREN'S BOOK** — Write, illustrate, and publish a children's story book, retelling your story (This method is good for biographies.) Remember, children like pictures!
13. **OBITUARY** — This option is a good choice for a biography of a person from the past. This form may also be used for a character from your book whose death was important to the story.
14. NEWSPAPER HEADLINES — Make up front page headlines and the story to accompany it. Be sure to include all the important "W"s (i.e., who, what, when, where, why and even how).
15. **MODEL** — Make a model of an important object (e.g., building, statue, weapon, etc.) and tell its importance to the story.
16. **PORTFOLIO** — Draw portraits of several characters from your book and write a brief character analysis for each.
17. **ILLUMINATION** — Using the art of illumination, write a précis of your story. (See me for further explanation!)
18. **BULLETIN BOARD** — Put up an attractive bulletin board using your book as a teaching model (Use your imagination.)

19. **BOOK REVIEW** — Write a book review for the school/class newspaper. Check with me for the proper writing style.
20. **TEST** — Make a test and an answer key for your book. Be sure to include all types of questions (e.g., T/F, multiple choice, matching, discussion, short answer, define, fill in the blank, etc.)
21. **T.V. SCROLL** — Make a T.V. Scroll of the plot of your book. See me for details.
22. **POEM** — Compose a poem about your book, a character, the theme, or anything about the story that you wish.
23. **FAIRY TALE** — Rewrite your book into a short fairy tale and sign up to read it to an elementary class. (See me for arrangements.)
24. **SONG** — Using a familiar tune (or one of your own composition), write a song telling the plot of your book. Be prepared to present this to the class.
25. **GAME** — Make a board game using your book as the model (e.g., CLUE, Trivial Pursuit, etc.)
26. ***RAP** — Write and record a rap about your book.

*Example available in St. Andrews Media Center.

Participating Teacher Introduction to Written Scientist Reports

I designed this activity the first year the BSAP objectives were presented. This lession is a multiple objective unit. It reinforces *all* of the reading and writing objectives plus subtraction in math.

The students do research on 50 famous (and infamous) scientists. They then take their research notes and compose 50 paragraphs using only the information they recorded on their index cards. This activity can be adopted for elementary, middle, or high school.

50 SCIENTISTS

1. Halley, Edmund
2. Newton, Sir Isaac
3. Laplace, Marquis de
4. Brahe, Tyco
5. Copernicus, Nicolaus
6. Galileo
7. Kepler, Johannes
8. Ptolemy, Claudius
9. Carver, George W.
10. Faraday, Michael
11. Pasteur, Louis
12. Audubon, John L.
13. Darwin, Charles
14. Leeuwenhoek, Anton Van
15. Linnaeus, Carolus
16. Mendel, Gregor
17. Long, Crawford W.
18. Lister. Joseph
19. Hippocrates
20. Ampere, Andre
21. Curie, Pierre
22. Fahrenheit, Gabriel
23. Burbank, Luthur
24. Hooke, Robert
25. Smithson, James
26. Hipparchus
27. Aristotle
28. Salk, Jonas
29. Sabin, Albert
30. Koch, Robert
31. von Braun, Werner
32. Einstein, Albert
33. DaVinci, Leonardo
34. Edison, Thomas A.
35. Nobel. Alfred B.
36. Curie, Marie
37. Ray, John
38. Malpighi, Marcello
39. Spallanzani, Lazzaro
40. Priestly, Joseph
41. Bunsen, Robert
42. Mendeleev, Dmitri
43. Leblanc, Nicolas
44. Fleming, Alexander
45. Franklin, Benjamin
46. Lavosier, Antione
47. Volta, Alessandro
48. Ohm, Georg S.
49. Jenner, Edward J.
50. Jenner, William

Student Example of Scientist Reports

Research Notes on Edmund Halley

1. Halley, Edmund	1
2. 1656-1742 3. London, England	
4. Oxford College	
5. English 6. Astronomy	
7. worked w/Sir Isaac Newton — proved comets travel in a set path —made a catalog of stars —studied comets, seen in 1456, 1531, 1607 & 1682	
8. predicted return of comet of 1759 —named after him (will return in 1985) 9. 86	
10. World Book, 1976, p. 24	

1. Last name first
2. Dates
3. Birthplace
4. College
5. Nationality
6. Type of science
7. Interesting facts
8. Why famous?
9. Age at death
10. Encyclopedia, publ. date, pp.

In 1985 Halley's comet is supposed to return. This comet was named for the astronomer who predicted its return in 1759. Edmund Halley was born in 1656, in London, England. He attended Oxford College and studied with Sir Isaac Newton. In his studies, Halley proved that comets travel in a set path. He studied the comets of 1456, 1531, 1607 and 1682. He predicted that they were all the same comet. Halley died in 1742 at the age of 86.

Participating Teacher Introduction to Writing Fables

This strategy reinforces composition of analysis of literature, word usage, mechanics and sentence formation. I start the unit by reading Kipling's "The Elephant's Child." I then go over the elements of a fable. The written assignment is then given. I ask each student to write a very brief paragraph explaining an oddity in nature — why a cobra has a hood, etc. After a brief conference with each student, the child is then required to develop the main idea into a full-fledged fable — complete with setting, characters, dialogue.

(See example next page.)

Student Example of Fable

HOW BEES GOT THEIR STINGERS

There once was a swarm of bees. This was a time when bees had no stingers. All bees were gathered in their hall of enquiries. They were trying to decide which bees would go collect the pollen.

"I think the oldest bees should be the ones to go" said Phillip one of the younger bees.

"Well I think the younger bees should bee the one to go" said Caliph, one of the oldest bees." They have more youth and speed on us older people."

"Let's take a vote" said Christian one of the younger bees.

The variety of ideas swept through the hall. As soon as one was done another started in on his idea. Soon everyone agreed to choose a committee to vote on it.

"I vote for a mixed group, young and old." said Sabastian.

"I second that vote" said Johnathan. "All for the mixed group." Everyone was for the mixed group.

It was decided that Caliph, Phillip, Brian, Derrek, Tommy and Mahiya. The bees set out on their long journey on which all may not come back.

They were about a mile away from home when they were attacked by some blood thirsty mosquitos. Even though they were larger than the mosquitors. They had no protection. They had nothing left to do, but run away.

"Fly away as fast as you can,"said Caliph "as fast as your wings can carry you."

"Help!" cried Mahiya

"What was that?" said Phillip

"It was Mahiya," said Caliph" he needs my help."

"Who will go with me and Caliph" said Phillip. "We must help them".

"Not I" said Brian, "I value my life".

"I also value my life" said Derrek.

"Then I will go" with you" said Tommy "he is a friend and it is ridiculous for you to be such cowards. Flee and never return. You are a disgrace to your kind. I wish not to see your face ever again."

"I am the eldest out of us all and I curse these fools who calls.themselves.mens" said Caliph.

Mahiya was saved no thanks to Derrek & Brian. The four went home ANGRY at the other two. But they were happy to have Mahiya back.

They arrived and gave the following speech. "My fellow bees, we have deserters among us. Brian & Derrek desserted Mahiya when he was in need of help. I hereby ask that they be sentenced to 5 years." said Caliph.

After this speech the wizard was summoned. He was not aware of the happening but he went peacefully.

"Oh sacred wizard, we ask of the one wish. That is to have some form of protection against the vicious mosquitos" said Caliph.

"By the book of the wizard I grant you this wish to be protected I call forth the book of wizards" said the wizard" BOMBAY TOO MAY CASHACK ON DEAN SHONDU BIZAND SYOUKY TON LEVSA PRE-CASHA TABU."

All of a sudden stingers appeared on the bees. This was granted to all of the bees of the world.

"What may I say these are that you have granted us oh mighty wizard" asked Philip.

"These are stingers with poisonious tips. They are only to be used when in great need. For once used you and your victim will die. Human and bears or any large animals will not die from your sting.

P.T. Introduction to Story Frames

In my teaching of reading class last summer, I ran across Story Frames in my college text. When I got the job as science teacher at St. Andrews I was disappointed that I would not get a chance to implement this idea in my class. Then . . .along came Remedial English I and I had my chance to use story frames.

This structured framework activity is an excellent tool for organizing the thoughts of a remedial student. It reinforces the BSAP objectives of main idea, inference, analysis of literature, and composition. Because of the brevity of each frame, the student is not overwhelmed with a large volume of work or instructions. Because much of my reading activity was done first semester, I have not used these frames a great deal; however, I plan to use them next year and to adopt them to a higher level English course.

(See next page for examples.)

STORY FRAMES FORM

NAME

SETTING

This story takes place _____ . I know this because the author uses the words " _____ ." Other clues that show when the story takes place are _____ .

CHARACTER ANALYSIS

_____ is an important character in the story. (He/she) _____ is important because _____ . Once, he/she _____ Another time, _____ . I think that _____ is _____ because _____ .
(Character's name) (Character trait)

CHARACTER COMPARISON

_____ and _____ are two characters in the story, " _____ ."
(Character's name)

is _____ while _____ if _____ .
(Trait) (Other character) (Other trait)

For instance _____ tries to _____ . _____ learns a lesson when _____ .
(Character's name) (Other character)

NAME

STORY SUMMARY WITH ONE CHARACTER INCLUDED

The story, " _____ , is about _____

_____

_____ . _____ is an important character

in our story. (He/she) _____ tried to _____

_____ . The

story ends when _____

_____

IMPORTANT IDEA OR PLOT

In this story, the problem starts when _____

_____ . After that,

_____

_____ . Next, _____

_____ . Then, _____

_____

_____ . The problem is finally solved when _____

_____ . The story ends when

_____ .

Student Example of Story Frames

NAME

STORY SUMMARY WITH ONE CHARACTER INCLUDED

The story, "Three Golden Apples", is about Hercules was sent on a Quest By the king to find three Golden Apples. Herucules is an important character in our story. (He/she) He tried to get the Apples for the King. The story ends when Hercules trick Atlas on putting the sky back on his shoulder.

IMPORTANT IDEA OR PLOT

In this story, the problem starts when King sent Hercules to find the ~~three~~ three Golden Apples. After that, he to se e the pretty madens. Next, he went to see the old man of the sea. Then, he went to see the most powerful alive Atlas. The problem is finally solved when Atlas got the ~~thr~~ three Golden Appes for Hercules. The story ends when Hercules ~~be~~ leave ~~Atal~~ Atlas with the sky on his shouder.

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NAME _____

SETTING

This story takes place A VICENT GREEK _____. I know this because the author uses the words "HERCULES, ATLAS, OLD MAN OF SEA." Other clues that show when the story takes place are ATLAS holding the SKIES on his shoulder.

CHARACTER ANALYSIS

HERCULES ATLAS is an important character in the story. (He/she) HE is important because HE had to get the APPLES for HERCULES. Once, he/she HE tried to LEAVE HERCULES with the SKY on is shoulder. Another time, HERCULES trick ATLAS in to putting the SKY back on his shoulder. I think that ATLAS (Character's name) is VERY DUM (Character trait) because HE LET HERCULES trick him IN putting the SKY BACK on his shoulder.

CHARACTER COMPARISON

HERCULES and ATLAS are two characters in the story, "HERCULES (Character's name)." is STRONG, WISE (Trait) while ATLAS (Other character) is IS DUM, UNWISE (Other trait). For instance HERCULES (Character's name) tries to trick Altas on putting the SKY back ATLAS (Other character) on is shoulder learns a lesson when HERCULES does trick him.

P.T. Introduction to Comic Book Précis

Since the project was nice enough to purchase comic books for my English students, I thought it only right to incorporate this purchase in one strategy. I let each student request the kind of comic he wished to be given. The list went from The Incredible Hulk to *Ricky Rich.* I then asked each student to rewrite one story from his comic in his own words.

In the past 19 years of teaching, requests of writing from students have been generally greeted with boos, hisses, and grumbling. This year however, using unique strategies, I have received very little negative reaction.

COMIC BOOK PRÉCIS BY STUDENT

"They was a big fight about a different Hulk. They assume that the hulk was durnin, the destroy of they ship. But they didn't realize that they were two hulk. One was good and one were bad. The real hulk was trying to catch the bad hulk and prove to them that what was going on. Til one day they was an activity held at a community center. The strongest man. So huik decide to show up, but he was hiding. So finally the other hulk showed up. And he was in it, he pick up as much as 850 pounds. So, the hulk went up their and squad 999 pound the fans went wild. So hulk and they other starting fighting about 2 minute later the police, arrive and identified the real hulk, and the other hulk was in jail."

Description of P.T. Success in Reading and Writing

After testing the students in the remedial reading class, I began using the text Success in Reading and Writing: *Grade 6* published by Good Year Books, Glenview Illinois. This is the highest level of the Success in Reading series and seemed the most appropriate for a high school reading class of mostly ninth graders with varying reading abilities.

The text is a teaching guide, not a student text. The program uses real life reading materials in lieu of textbooks. It suggests that the reading class be supplied with a set of encyclopedias, several magazine subscriptions, paperback novels, and the daily newspaper.

I began on a smaller scale with some comic books, paperback novels, a small supply of various magazines, several class sets of *Scope* magazine, and a classroom set of newspapers one day a week. The program is designed for a two-class-period block each day but may be modified for high school by shortening the time for each of the four modules or spanning them over two days. The modules as recommended in the text are: writing, 20 minutes; current events, 30 minutes; study skills, 25 minutes; and recreational reading, 25 minutes.

The text contains lesson plans for 180 days. The writing assignment is fairly simple with a pre-writing exercises such as, "Look at this print of a famous painting and think about what you see here." Then a written assignment follows such as, "write a story to accompany the print."

The current events module is more complicated. Students use magazines or newspapers to find information on the topic of the day given by the lesson plan. While reading, students look for words containing certain letter combinations specified for that lesson. Students write these words down along with words they encounter which are new to them. Afterwards, students share their words, and the teacher makes a class chart. Students then write sentences or paragraphs about what they have read using some of the words from the list in their writing. The next step in the current events module is proofreading to check for correct usage of the one or two rules of mechanics specified for the day's lesson. The last phase of the current events module is a spelling test on the words each individual has written down from his article. Students pair up for this and test each other.

The third module in Success in Reading is study skills. This module makes an assignment that runs for a ten day cycle, a project that students work on individually and in groups. Students research the topic, find, classify, and organize material. Then they present the material, listen to others present, takes notes, and evaluate the material.

The fourth module is recreational reading. Students have uninterrupted time for silent reading. They keep a chart of their reading listing the date, title of the book, page started and page ended on a particular day. The teacher (after the first week in which he or she would also read a novel to set an example) uses the time to call students up individually to discuss what they are reading and check for comprehension.

I find in my remedial reading class that the students appreciate working with the newspaper on current events and having time for recreational reading. I have also used the writing assignments and pre-writing assignments which are clever and varied so the students find them to be usually enjoyable, rather than tedious. I have as yet not

undertaken the study skills module because of lack of encyclopedias and other materials in the room but plan to bring in enough National Geographic magazines that students can work on a project with a rather broad topic such as Europe or endangered animals.

Another change I've made is to omit the spelling phase of the current events module. I find that — at least in initially using this program — the current events module takes up the major part of one class period without it. Thus, I've done current events on one day and writing and reading on the next.

The following is a sample lesson I used in the current events module:

Material: Newspaper
Topic for vocabulary: winners
Mechanics: Capital letter at beginning of sentence.
Indent the first word in a paragraph.

I listed the topic and mechanics rules on the board along with a numbered list of the assignments for the student to complete in this module.

1. Find an article in the newspaper on winners. (I had two already picked out and guided students to one of them if they had trouble finding one on their own.)
2. Read the article and write in your notebook a list of words related to winners and words that are unfamiliar to you.
3. Contribute one or two words to the class list.
4. Copy words from the class list that you do not already have along with a definition if the word is unfamiliar to you.
5. Write a paragraph on what made the person in your article a winner. Use some of the vocabulary words in your paragraph.
6 Proofread your paragraph and put a check by one place where you followed each of the mechanics rules for today.

General Description of Methods Used in Teaching Remedial Students

There are a few general guidelines in teaching remedial students; breaking the material down into small parts and using multiple methods of presenting information are two. This year I learned the value of combining the written with the visual.

In teaching *Macbeth* to remedial seniors, I found they could follow the action of the play better if they could visualize from the beginning the characters and setting and using a chart, see at a glance the events of each act. Thus, we read each act with a chart handy on which were listed the main characters involved in that act and the events of note. They matched character to event as we read. Students soon learned to look for Macbeth's next bloody decision or the destination of the fleeing Malcolm and Donalbain.

I also had a television and VCR in the classroom for students to view a film version of *Macbeth* as we moved through each act. The VCR enabled me to stop at the end of each act or wherever the students had questions. Often in lieu of having the students read the whole act by taking parts, I'd have them follow in their texts while watching the film. By Act V, however, students were familiar enough with the characters and the language to do a good job reading in parts. Having the charts and the film as guides, remedial students can be successful in their first experience with Shakespeare.

Another type of reading guide which I found to be successful in remedial English is a list of definitions of difficult words in a reading selection. They should be in order for the first few times used; then after students build confidence, they might be mixed. As they read a story, point out the vocabulary words and have them match them to the definitions which they have previously copied into their notebooks. This way students learn words in context, but do not disrupt their understanding of the story by stopping to look up or write definitions. Charts similar to ones used for Macbeth or other types of story frames are also useful for short stories or essays.

Teaching punctuation and usage is always a challenge, but may be more so in a remedial class. One method of making the students more aware of their need to master punctuation and usage roles is to use their own writing from compositions or short answer questions on tests. Once they realize that they are actually making these errors, they may be more willing to understand the rules involved. Then, on the next test or composition, the teacher would remind students to proofread for the errors just covered in class.

Modeling is an important technique in teaching remedial students also. In writing assignments that are new to the students, the teacher might enlist the students' help in writing a group poem or paragraph on the board or overhead projector. This could also be a method of reinforcing grammar or punctuation studied—writing to include adjectives or compound and complex sentences which need commas, for example. Then the writing might be done on a chart and kept up in the room for a time as a reference.

These methods should help for the students' mastery of basic skills. Story guides, charts, or frames can cover subskills in analysis of literature, inference, details, and main idea. In fact, guides can be made that target certain subskills, for example, a comparison-contrast chart, a cause and effect chart, and a chart on the elements of

drama. Learning vocabulary from reading selections can lead to mastery of contextual word meaning.

Having students write often using a variety of types of writing and topics which are practical and interesting to them will boost their skill in composition. In teaching students to proofread for errors in spelling, punctuation, and usage, other skills in writing will improve also.

Participating Teacher Description of Math Motivational Devices

Motivational devices designed to engage students vary. These can be in the form of group work mentioned above whereby groups are rewarded for their cooperative working efforts. Other motivational devices include games such as Math Bingo (a big hit with student especially when prizes are involved) which is designed to sharpen basic skills in the area of operations. Other games are the Consumer Game, and a game involving completing a pie graph by figuring the appropriate percent. Students would be grouped and each group given a game. Response to games is generally favorable, though there are still those students who refuse to participate.

Lessons that lend themselves well to using manipulatives include those in measurement. In covering the lesson on customary units of capacity I brought in several customary conditions and colored water. Several students participated in pouring the liquid from container to container to compare their capacities and establish equivalencies. Other students participated in guessing how much each container would hold. This lesson was fun and effective for most students. Also using geometric solids and measurement devices such as scales, rulers, and metric sticks are motivational. Math puzzles requiring problem solving skills are also fun and motivational.

MATH

B I N G O

B	I	N	G	O
1 = 2+4.2-9	16 = 4^2	31 = 3+7x	46 = 100% of 46	61 = 2.2+1+3.5
2 = ½-¼	17 = 1+8X2	32 = 128X.25	47 =-47.-1	62 = ½X124
3 = -6+9	18 = 100—5-1	33 = 1/3X.99	48 = 50+-2	63 = 21.3
4 = 10.5-6.5	19 = 3+4^2	34 = 102X1/3	49 = 7^2	64 = 8^2
5 = 20% of 25	20 = 12—.6	35 = 7% of 500	50 = 5@.2	65 = 1105—17
6 = 36/-6	21 = 7.-3	36 =6^2	51 = 17.3	66 = 158.4/2.4
7 = -2+9	22 = 44—-2	37 = 1+9X4	52 = 130X2/5	67 = 7.37/.11
8 = 80% of 10	23 = 8% of 287.5	38 = 7.6—.2	53 = 40% of 132.5	68 = 2.2.17
9 = 27.1/3	24 = 96—4	39 = 130X.3	54 = 9X3X2	69 = 2.3X30
10 = .1-.01	25 = 5^4	40 = 2X2X2X5	55 = 5.11	70 = 7X10
11 = $\sqrt{121}$	26 = .13+25.87	41 = 1+2+2X19	56 = .224-.004	71 = 1+7X10
12 = 30(.4)	27 = 3.3.3	42 = 21X2	57 = 1+5.11+1	72 = 2+144/2
13 = 2.6-.2	28 = 14—.5	43 = 43-0	58 = 5.8X10	73 = .7(100)+3
14 = .7X20	29 = .25.116	44 = 88X.5	59 = .59X100	74 = 40% of 185
15 = 4.6+10.4	30 = 900—30	45 = 50% of 90	60 = 3/5.100	75 = 3/4.100

Directions: Use with BINGO cards. Leader calls out Math Problem and Bingo letter. Participants must compute answer to cover correct number on BINGO card.

Examples of:

Consumer Game

Circle Pie Graph for Six

Tic Tac Dough

Are All Available in

St. Andrews

Media Center

Circle Graph Game for Six

By Louise M. Smith, Ph.D.

RULES

Give each player a game board.

Cut out pieces of circle graphs and place in a coffee can or paper bag.

Shake the can (bag) to mix up pieces.

Players take turns picking a puzzle piece out of can (bag). If the piece he/she picks is the proper piece for his/her graph take home pay, that is the correct percent, he/she puts the piece on his/her game board circle. If it is not the correct percent, he/she put the piece back in the can (bag) and lose his/her turn.

The first person to complete the circle graph on his/her game board wins.

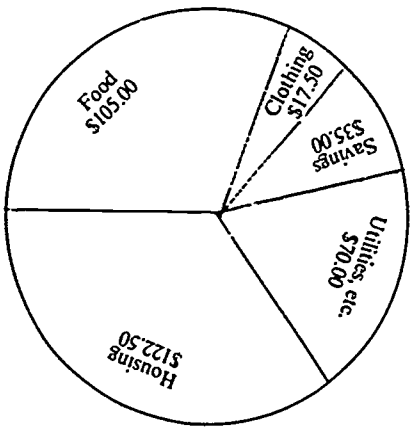
Example:

If your game board has a take home pay of $250.00, your food puzzle piece should read: Food

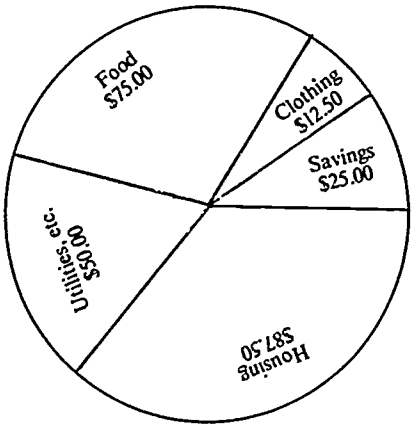
$75.00 ($75.00 is 30% of $250.00)

ANSWER KEY

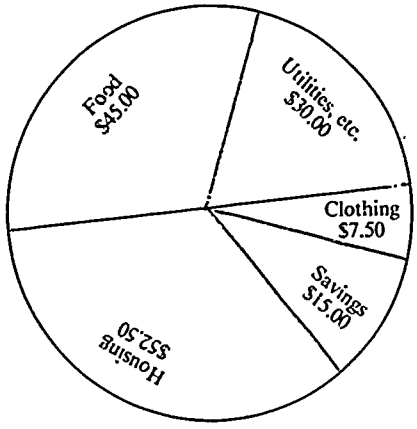
Take home pay: $350



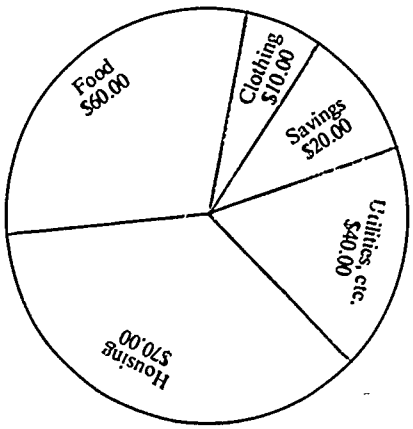
Take home pay: $250



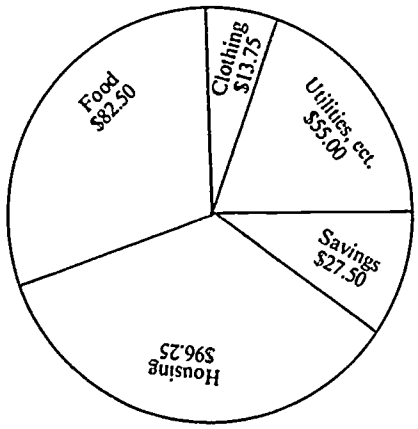
Take home pay: $150



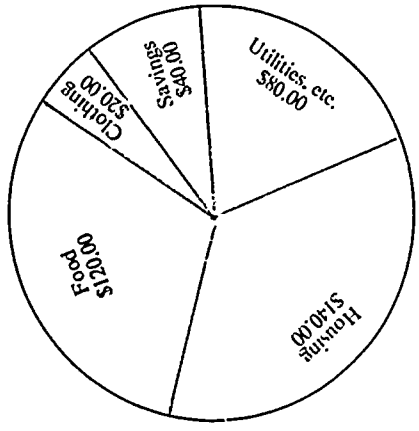
Take home pay: $200.00



Take home pay: $275.00

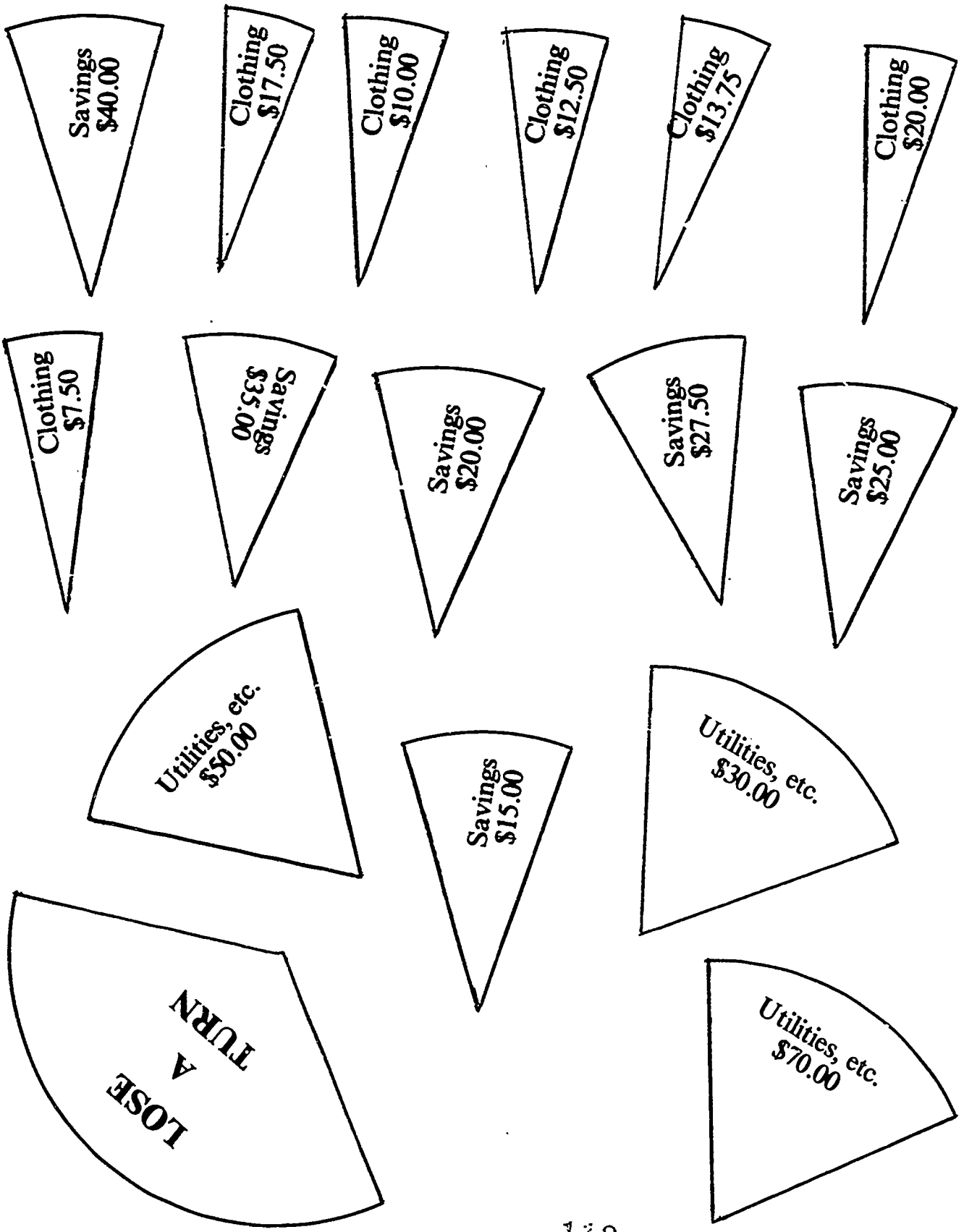


Take home pay: $400.00



Cut out these pieces.

If they are copied on cardboard or tagboard, they are easier to handle.



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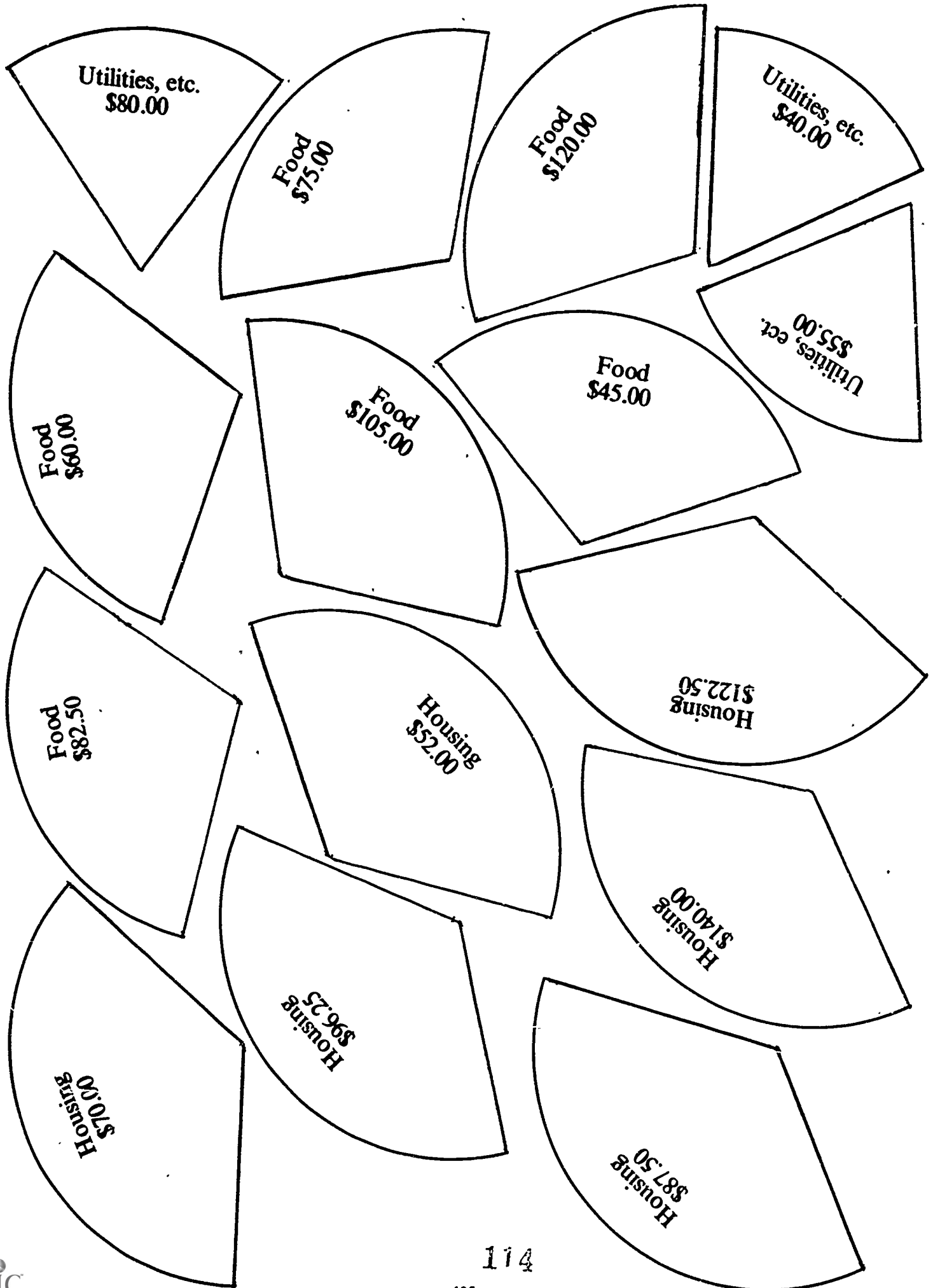
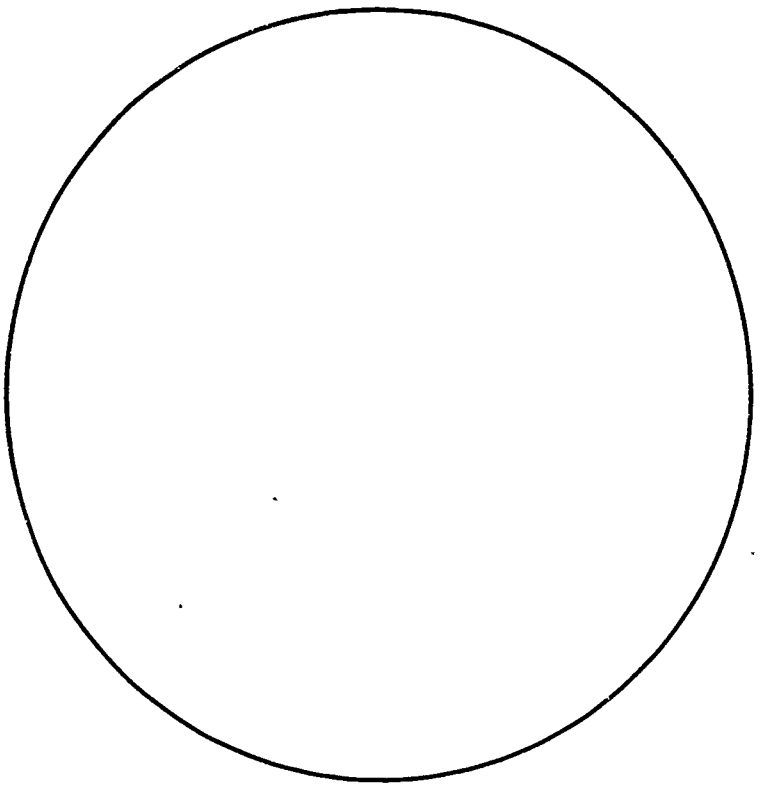
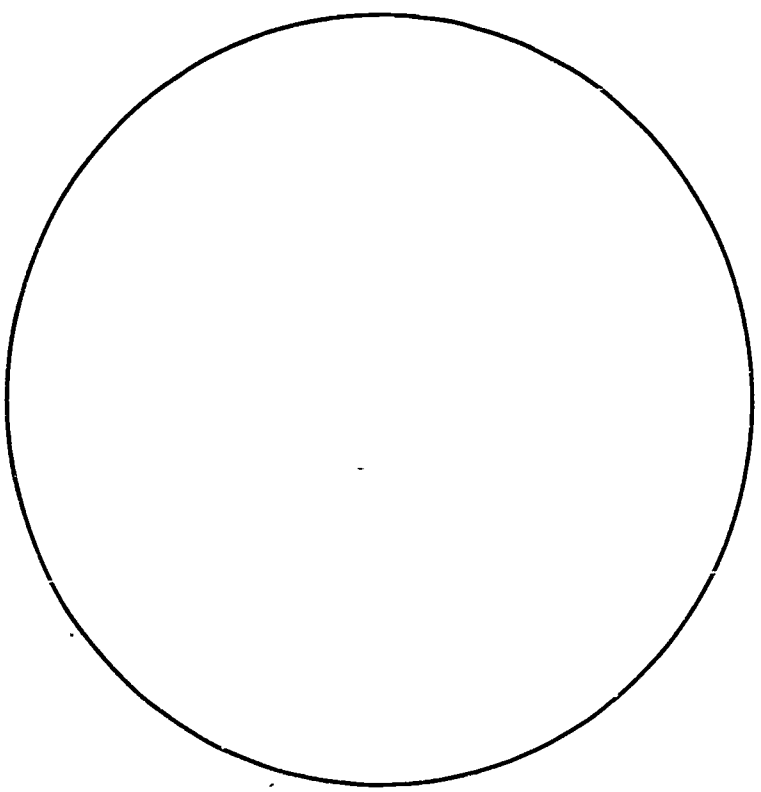

Utilities, etc.
$80.00
Food
$75.00
Food
$120.00
Utilities, etc.
$40.00
Food
$60.00
Food
$105.00
Food
$45.00
Utilities, etc.
$55.00
Food
$82.50
Housing
$52.00
Housing
$122.50
Housing
$70.00
Housing
$96.25
Housing
$140.00
Housing
$87.50



Take home pay: $200.00

Food:	30%
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses, etc.:	20%



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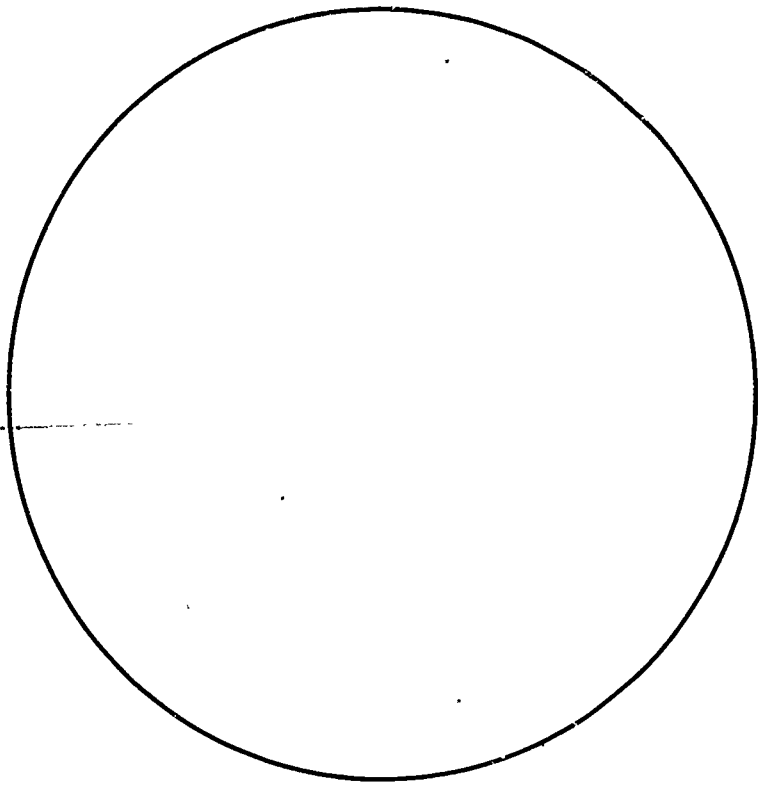
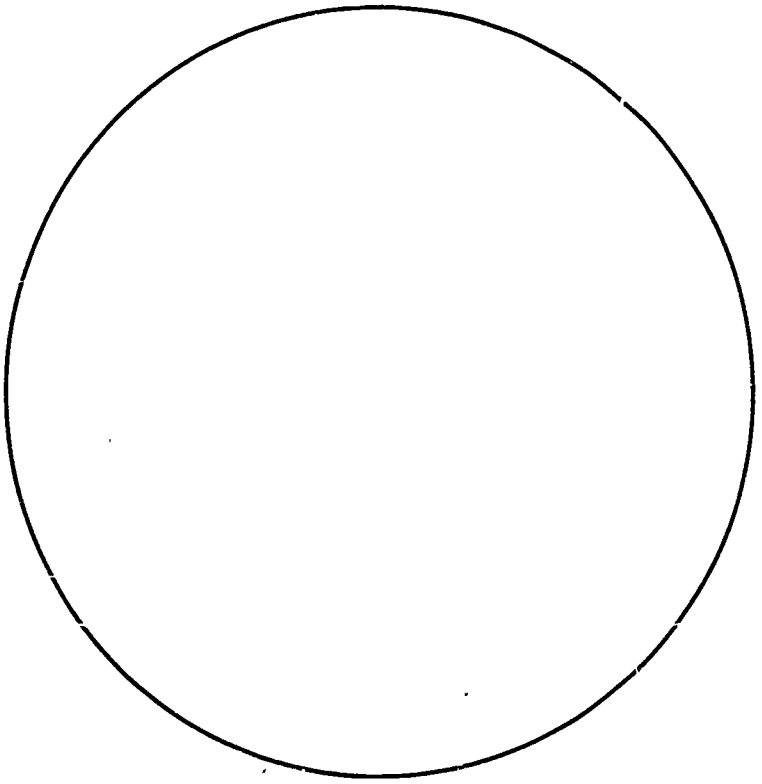
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses etc.:	20%



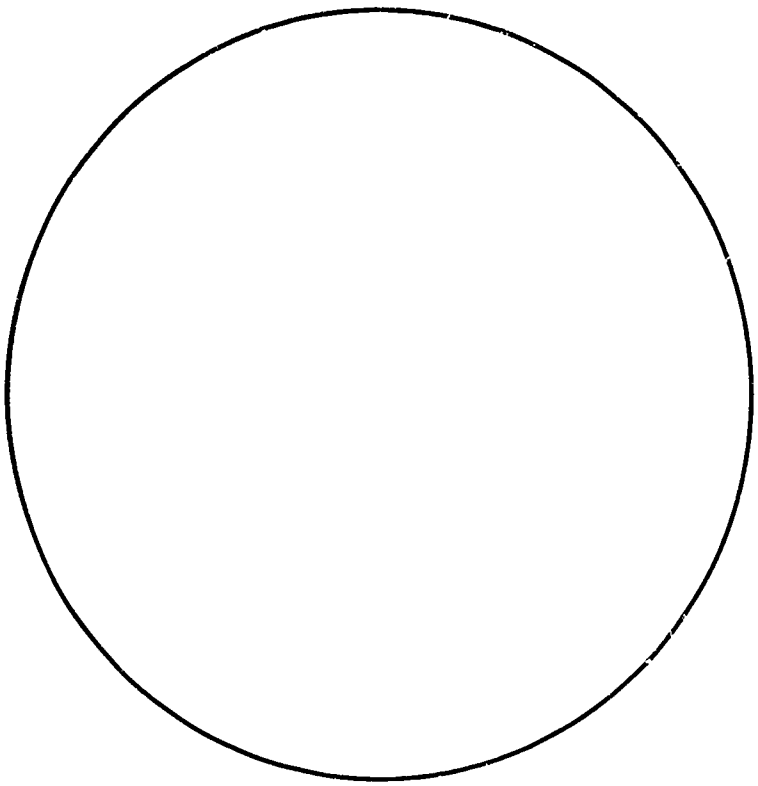
Take home pay: $275.00

Food:	30%
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses, etc.:	20%



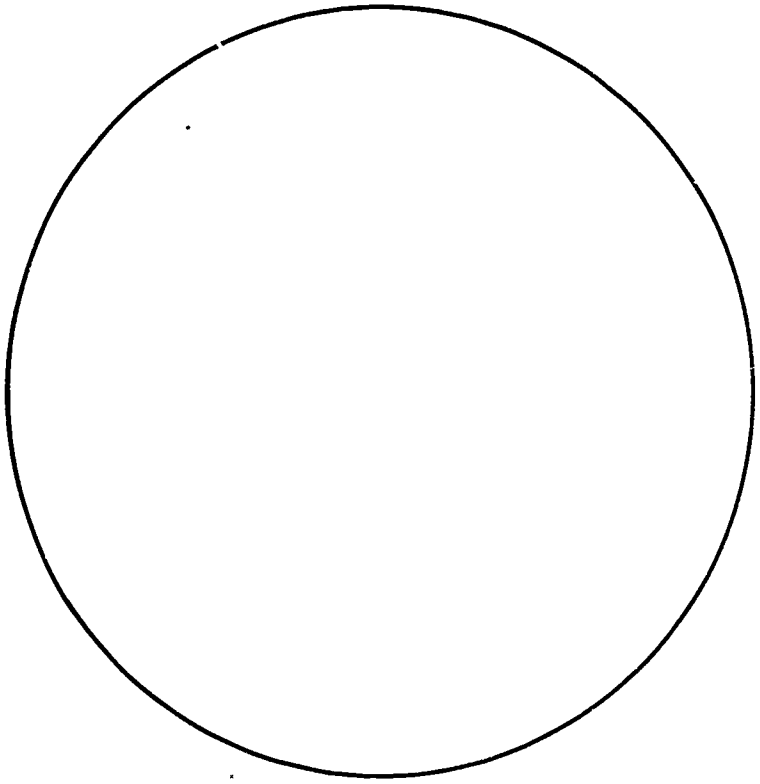
Take home pay: $350.00

Food:	30%
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses, etc.:	20%



Take home pay: $150.00

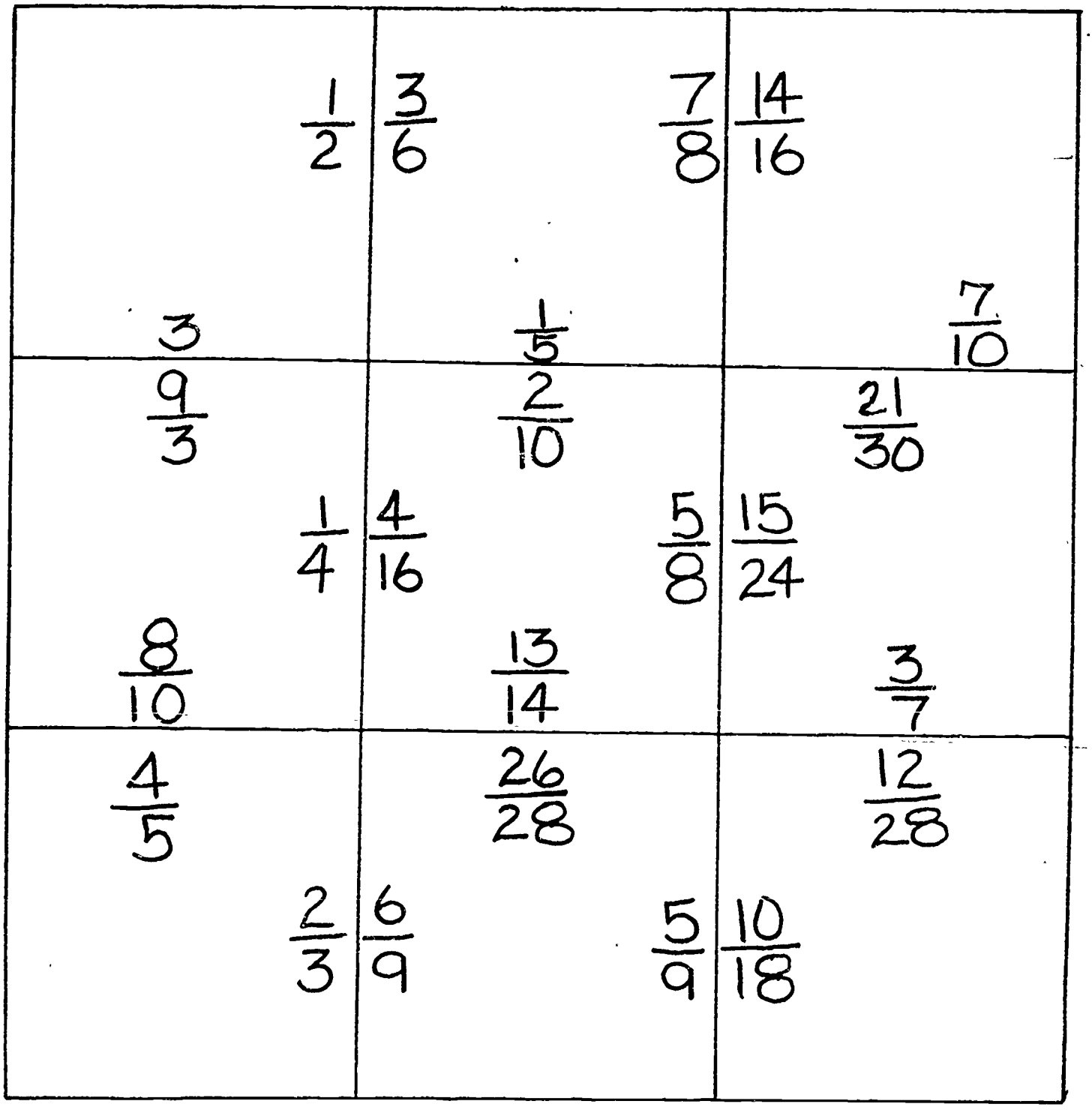
Food:	30%
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses, etc.:	20%



Take home pay: $250.00

Food:	30%
Clothing:	5%
Savings:	10%
Housing:	35%
Utilities, Other expenses, etc.:	20%

Math Squares



Cut out squares. Ask students to make a square with the pieces so that equivalent fractions are side by side.

$2\frac{7}{8}$ $\frac{23}{8}$ $3\frac{2}{7}$ $\frac{23}{7}$ $1\frac{1}{3}$ $5\frac{1}{2}$ $1\frac{5}{8}$		
$\frac{4}{3}$ $\frac{11}{2}$ $\frac{13}{8}$ $\frac{26}{5}$ $5\frac{1}{5}$ $\frac{15}{7}$ $2\frac{1}{7}$ $3\frac{4}{5}$ $4\frac{2}{3}$ $6\frac{1}{4}$		
$\frac{19}{5}$ $\frac{14}{3}$ $\frac{25}{4}$ $6\frac{3}{4}$ $\frac{27}{4}$ $7\frac{1}{2}$ $\frac{15}{2}$		

P.T. Description of "Do Now" Math Activities

"Do Now" Items

A "DO NOW" item is one that is put on the board at the beginning of class to get the students working immediately. It gives the teacher a few minutes to call the roll and hand out papers from the previous day. I found a "DO NOW" an excellent way to start the class and to test for prerequisite skills to see if students understood the homework assignment for the day.

There are several excellent sources for a file of "DO NOW" items. The first source is the text book. A "DO NOW" can be an example just like the ones students did for homework. If you are testing for prerequisite skills for a topic, a good source for "DO NOW" is *Bridging the Math Gap*, the Charleston County Mathematics Curriculum Guide. There is a guide for each mathematics course with sample items and prerequisite skills listed for each objective.

Another source of these types of items is the T&T booklet that accompanies the State BSAP information. The title is *Teaching And Testing Our Basic Skills Objectives*, published by the South Carolina Department of Education.

"Do Now" Activities

A type of "do now" is to place 2 numbers on the board and ask students to + -x for example 5 and 3

5+3=_____
5−3=_____
5×3=_____
5÷3=_____

This can be done with:

wholes
common fractions
mixed numbers
decimal fractions
integers

(1)	12	2
(2)	½	1/3
(3)	21/2	11/3 (no borrowing)
(4)	51/5	41/2 (borrowing)
(5)	.6	2.
(6)	.006	.02
(7)	600	.02
(8)	5	-2

"Do Now"

1. The NYC to LA ultra marathon is 3665 miles. Johnny Solo completed the run in 525 hours, 57 minutes, 20 seconds. What was his average speed?
2. The movie Superman II made $5.6 million in one day in 1395 theaters. What was the average income per theatre?
3. In 1975, Fred Newmann played basketball for 24 hours. He scored 12,874 baskets on 13,116 attempts. What was his FG percentage?
4. In 1980 Jim King rode roller coasters for 368 hours. He covered 10,425 miles. What was his average speed to the nearest mph?
5. In 1911, a 16-cylinder car won the Indy 500 in 6 hours, 41 minutes, 8 seconds. What was the average mph?
6. Place parentheses so that the equation is true.

   3 + 4 - 1 + 4 + 2
   2 X 3 + 1 - 4 + 4
7. In 1971 Steve Weldon ate 100 yards of spaghetti in 28.37 seconds. How many yards per second were eaten?
8. The Cheetah has been timed running 3/10 miles in .005 hours. What is the average speed in mph?
9. It takes 6 pounds of fresh coffee beans to make one pound of roasted canned coffee. What is the percent decrease in weight?
10. The fastest snail on record traveled 2 feet at the rate of 2/3 feet per minute. How long did it take the snail to travel 2 feet.
11. 10 + 11 + 12 + 13 + 14 + 15 + 16 + 17 + 18 + 19 +?
12. A suit was marked down 30% to $14.00. What was the original cost?
13. A taxi charges $2.00 for a pickup plus 5¢ for each 1/2 mile. How much does a trip of 4 1/2 miles cost?
14. Marie had 1/8 kg. of medicine. She divided it into 5 equal doses. How many mg. was each dose?
15. 10 X 9 X 8 X 7 X 6 X 5 X 4 X 3 X 2 X 1 has how many zeroes at the end?

Word Puzzles

Adapted from and used with permission of *News & Courier* Column

by Ashley Cooper

FIND THE BLOOPERS

Richard Lederer, a teacher at St. Paul's Preparatory School in Concord, H.H., writes a weekly column for the Concord Monitor.

He's been collecting student bloopers for years — made by his own students but mostly collected from other teachers across the country.

In his Concord column a couple of weeks ago, Lederer pasted up a beautiful "history" of the world.

Would you believe that the Greek epic poet, Homer, wrote "The Oddity"? What about Wyatt Burke and Wild Bill Hickups, two great Western marshals? Here's a condensed version of Lederer's pricelsss "History of the World" from certifiably genuine student bloopers:

THE INHABITANTS of ancient Egypt were called mummies. They lived in the Sarah Dessert and traveled by Camelot. Certain areas of the desert area are cultivated by irritation.

The Pyramids are a range of mountains between France and Spain.

God asked Abraham to sacrifice Isaac on Mount Montezuma. Jacob, son of Isaac, stole his brother's birth mark. One of Jacob's sons, Joseph, gave refuse to the Israelites.

Moses went up on Mount Cyanide to get the 10 commandments.

David was a Hebrew king skilled at playing the liar. Solomon, one of David's sons, had 500 wives and 500 porcupines.

The Greeks invented three kinds of columns — Corinthian, Doric and Ironic.

One myth says that the mother of Achilles dipped him in the River Stynx until he became intollerable.

Socrates died from an overdose of wedlock.

Julius Caesar extinguished himself on the battlefields of Gaul. Nero was a cruel tyranny who would torture his poor subjects by playing the fiddle to them.

Then came the Middle Ages. King Alfred conquered the Dames, King Arther lived in the Age of Shivery, King Harold mustarded his troops before the battle of Hastings, Joan of Arc was cannonized by Bernard Shaw.

Martin Luther was nailed to the church door at Wittenberg for selling papal indulgences. He died a horrible death, being excommunicated by a bull.

Guttenberg invented the Bible. Sir Walter Raleigh is a historical figure because he invented cigarettes. Sr. Francis circumcised the world with a 100-foot clipper.

The government of England was a limited mockery. Henry VIII found walking difficult because he had an abbess on his knee.

The greatest writer of the Renaissance was William Shakespeare. He lived at Windsor with his merry wives, writing tragedies, comedies and errors. In one of Shakespeare's famous plays, Hamlet rations out his situation by relieving himself in a long soliloquy. In another, Lady Macbeth tries to convince Macbeth to kill the King by attacking his manhood. Romeo and Juliet are an example of a heroic couplet.

Writing at the same times as Shakespeare was Miguel Cervantes. He wrote Donkey Hote. The Next great author was John Milton. Milton wrote Paradise Lost. Then his wife died and he wrote Paradise Regained.

One of the causes of the Revolutionary War was the English put tacks in their tea. The colonists won the War and no longer had to pay for taxis.

Delegates from the original 13 states formed the Contented Congress. Benjamin Franklin had gone to Boston carrying all his clothes in his pocket and a loaf of bread under each arm. He produced electricity by rubbing cats backward and declared, "A horse divided against itself cannot stand." Franklin died in 1790 and is still dead.

The Constitution of the United States was adopted to secure domestic hostility. Under the Constitution the people enjoyed the right to keep bare arms.

George Washington married Martha Curtis and in due time became the Father of Our Country. Later, Abraham Lincoln became America's greatest Precedent. Lincoln's mother died in infancy, and he was born in a log cabin which he built with his own hands.

Abraham Lincoln wrote the Gettysburg Address while traveling from Washington to Gettysburg on the back of an envelope.

On the night of April 14, 1985, Lincoln went to the theater and got shot in his seat by one of the actors in a moving picture show.

Meanwhile, in Europe, the enlightenment was a reasonable time. Voltare invented electricity and also wrote a book called "Candy." Gravity was invited by Isaac Walton. It is chiefly noticeable in the Autumn, when apples are falling off the trees.

Beethoven wrote music even though he was deaf. He was so deaf he wrote loud music. Beethoven expired in 1827 and later died for this.

During the Napoleonic Wars, the crowned heads of Europe were trembling in their shoes. Then the Spanish gorillas came down from the hills and nipped at Napoleon's flanks. Napoleon became ill with bladder problems and was very tense and unrestrained. He wanted an heir to inherit his power, but since Josephine was a baroness, she couldn't bear children.

Queen Victoria was the longest queen of the throne. She sat on a throne for 63 years.

The 19th century was a time of many great inventions and thoughts. The invention of the steamboat caused a network of rivers to spring up. Samuel Morse invented a code of telepathy. Louis Pasteur discovered a cure for rabbis. Madman Curie discovered radium.

Vocabulary Challenge

My opponent has admitted he feels an affinity toward your city, but I happen to like this area. It might be a salubrious place to him, but to me it is one of the nation's delightful garden spots.

"I hoped my opponent would be willing to stick to the issues. Unfortunately, he has decided to be tractable instead — to indulge in unequivocal language, to eschew the use of outright lies in his speeches, and even to make veracious statements about me.

"At first, I tried to ignore these scrupulous, unvarnished fidelities. Now I will do so no longer.

"My friends, have you ever accidentally dislodged a rock on the ground and seen what was underneath? Well, exploring my opponent's background is dissimilar. All the slime and filth and corruption you can possibly imagine are glaringly nonexistent in this man's life.

"Let us take a quick look at his childhood. It is a known fact that, on a number of occasions, he emulated older boys at a certain playground. And this man, who poses as a paragon of virtue, exacerbated his own sister when they were both teenagers.

"OF COURSE, It's not surprising that he should have such a typically pristine background — no, not when you consider the other members of his family:

His female relatives put on a constant pose of purity and innocence, and claim they are inscrutable, yet every one of them has taken part in hortatory activities.

"THE MEN in the family are likewise completely amenable to moral suasion.

"His uncle was a flagrant heterosexual.

"His sister, who has always been obsessed by sects, once worked as a proselyte outside the church.

"His father was secretly chagrined at least a dozen times by matters of a pecuniary nature.

"His youngest brother wrote an essay extolling he virtues of being a Homo Sapien.

"His great-aunt expired from a degenerative disease.

"His nephew subscribes to a phonographic magazine.

HIS WIFE was a thespian before their marriage and performed in front of paying customers.

"And his own mother had to resign from an organization in her later years because she was an admitted sexagenerian.

"Now what shall we say of the man himself?

"I can tell you in solemn truth that he is the very antithesis of political radicalism, economic irresponsibility and personal depravity. His own record proves he has frequently discountenanced treasonable, un-American philosophies.

"HE ATTEMPTED to interest a 13-year-old girl in philately.

"He has declared himself in favor of more homogeneity on college campuses.

"He has advocated social intercourse in mixed company — and has taken part in such gatherings himself.

"He has been deliberately adverse to crime in our city streets.

"Finally, at a time when we must be on our guard against all foreignisms, he has coolly announced his belief in altruism.

"I beg you, my friends, to oppose this man whose life and work and ideas are so openly and avowedly compatibie with our American way of life. A vote for him would be a vote for the perpetuation of everything we hold dear."

Section VI

BSAP Record Keeping

1. BSAP Scores and Objectives
2. BSAP Record Forms
   - —Science, Social Studies, Non-academic Checklist
   - —Math Checklist
   - —BSAP Reading Class Profile
   - —BSAP Writing Class Profile
3. Improved BSAP Remediation and Record Keeping

BSAP Scores and Objectives

There are two forms for record keeping of BSAP scores and progress used in English classes in Charleston County, a class profile and an individual profile. Ideally, teachers should receive at the beginning of the year individual profile sheets for all students who failed parts of BSAP prior to the previous year. They should also receive a list of students who failed the BSAP of the year before, included in the list should be students' scores and the skills and subskills they failed.

The teacher should then update individual profiles and fill out new individual profiles for students who are now appearing on the lists of those who failed parts of BSAP and need remediation. These forms are to be passed on through each year of high school. They show not only skills failed on BSAP in eighth and tenth grades, but also subskills in which basic instruction is needed and subskills in which students have attained a degree of mastery. These should be kept in folders along with sample work.

The other form, the class profile, should be kept by the teacher in his or her plan book. This form shows the teacher at a glance how many students failed in each of the skills in the reading and writing areas. In remedial classes it is usually the case that the majority of the students have failed in most skills; thus the question is not so much which skills to teach — as they are all essential - but how to teach students to master these skills. This form itself is a useful guide in planning lessons which include the basic skills. The subskill areas are listed here, and they are specific to be easily transposed into objectives for lessons or units. The teacher may highlight in the plan book objectives taught that parallel BSAP skills and so provide a record of instruction for remediation.

Science, Social Studies, Non-Academic

STUDENT		MATH					READING						WRITING				
		CONCEPTS	OPERATIONS	MEASURE	GEOM	PROBLEM SOLVING	DECODING WORD MEAN.	DETAILS	MAIN IDEA	REFER-ENCE	INFER-ENCE	ANALYSIS OF LIT.	HAND-WRITING	MECHANICS	SENTENCE FORMATION	WORD USAGE	COMPO-SITION
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ACTIVITY #3

Class: Gen. Math III

Students Names:	CONCEPTS						OPERATIONS				MEASUREMENT					GEOMETRY			PROBLEM SOLVING
	Identifying Equivalents 1-10	Establishing Relationships 1-2	Place Value R-1	Tables & Graphs 1-16	Square Roots 3-4	Using Formulars 1-5	Addition R-8	Subtraction R-8	Multiplication R-8	Division R-8	Identifying 2-1 Units of Meas.	Estimation 2-5	Using Meas. Devices 2-3	Conversions & Operations 2-4	Scale Drawings R-6	Identification 2-18	Comparison 2-20	Application 4-11 3-3	

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Secondary Basic Skills Assessment Program/Charleston County English Program

READING
CLASS PROFILE

TEACHER _____
COURSE _____
PERIOD _____

CHARLESTON COUNTY SCHOOL DISTRICT

	HAL 8.1				HAL 8.3		HAL 8.2			HRU 15.0						HAL 8.4					HAL 9.0 10.0									
	DECODING AND WORD MEANING	SIGHT RECOGNITION	CONTEXTUAL WORD MEANING	STRUCTURAL WORD MEANING	DETAILS	DETAIL IDENTIFICATION	MAIN IDEA	PARAPHRASED MAIN IDEA	INFERRED MAIN IDEA	REFERENCE USAGE	DICTIONARIES 15.1	THESAURUSES 15.2	CHARTS, GRAPHS MAPS 15.3	GLOSSARIES AND BIBLIOGRAPHIES 15.4	NEWSPAPERS AND DIRECTORIES 15.5	INFERENCE	MAKING COMPARISONS	DETERMINING CAUSE AND EFFECT	DRAWING CONCLUSIONS	PREDICTING OUTCOMES	ANALYSIS OF LITERATURE	DEVICES IN OPINION AND BIAS 8.6	STRUCTURAL ELEMENTS AND DEVICES 9.1	ELEMENTS IN DRAMA 10.1	ELEMENTS IN NONFICTION 10.2	ELEMENTS IN FICTION 10.3	ELEMENTS IN POETRY 10.4	RHETORICAL DEVICES 10.4.2 10.4.3	ANALYSIS AND INTERPRETATION 10.2 10.3
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Secondary Basic Skills Assessment Program/Charleston County English Program

WRITING
CLASS PROFILE

TEACHER _____
COURSE _____
PERIOD _____

CHARLESTON COUNTY SCHOOL DISTRICT

	ABOVE STANDARD	BELOW STANDARD	HANDWRITING	HCG 7.0 MECHANICS	CAPITALIZATION 7.8	PUNCTUATION 7.9	SPELLING 3.1	HCG 4.0 5.0 SENTENCE FORMATION	COMPLETE SENTENCES 5.4.2	SENTENCE VARIETY 5.4.3	SYNTAX AND STYLE 5.4.10	APPROPRIATE TRANSITIONS 4.5.10	HCG 5.0 WORD USAGE	APPROPRIATE DICTION 5.4.4	APPROPRIATE LANGUAGE 5.4.4	VERB TENSE/ PRONOUN PERSON 5.4.5	S-V AGREEMENT 5.3.6	P-A AGREEMENT 5.4.6	PARALLEL CONSTRUCTION 5.4.7	PLACEMENT OF MODIFIERS 5.4.9	HCG 4.0 5.0 COMPOSITION	CLEAR FOCUS 5.1	LOGICAL SEQUENCE 5.2	DESCRIPTION 5.3.2	NARRATIVE 5.3.1	EXPOSITION 5.3.3	PERSUASION/ ARGUMENTATION 5.3.4		
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Improved BSAP Remediation and Record Keeping

The ten students scoring the lowest on the BSAP test were targeted. Also their elective courses were investigated to gain some knowledge of their outside interests. In an effort to remediate these students, contracts were drawn and entered into by the teacher, the student, and the parent. Six out of ten contracts were returned to me signed by student and parent. These contracts bound the student to a program of remediation. In order to maintain student interest, worksheets were provided related to everyday math skills and elective courses.

Because remediating BSAP objectives is a very broad objective, it is necessary for a plan to be implemented. My plan included an evaluative test which incorporates the BSAP subskills. These were then analyzed and the weaknesses of the students focused upon. I then found a BSAP file of related worksheets designed to remediate weaknesses. When a lesson was taught, a related worksheet which lended itself to remediating the particular basic skill involved was assigned.

After a period of time I administered a reassessment instrument to check remediation. I then analyzed this and compared it to the initial instrument.

BSAP forms provided by Charleston County are used for record keeping.

Section VII

Participating Teacher Recommendations

1. The Role of Remedial Courses
2. What I've Learned

The Role of Remedial Courses

The role of remedial courses, obviously, is to remediate. There are students who come into the high school who are deficient in their basic skills and need remediation to catch up. The remedial English classes should serve the purpose for ninth and tenth graders of preparing them to pass the BSAP exit exam. As students become more aware of the reality of this exit exam, hopefully the need for remediation beyond the tenth grade should diminish.

I do think that it is defeating for students to be in a remedial English for four years. There ought not to be an eleventh or twelfth grade remedial English. A business English could be substituted for students who will begin a career after high school. Students who are in a remedial class through high school think of themselves as remedial for life and allow us to teach them the same punctuation and usage again and again, but feel no need to master them. Hopefully, the exit exam will change this feeling and a change in course titles and curriculum could go a long way to further the education of those students.

What I've Learned

This course has revealed a lot about myself to me. I now realize that many students have "slipped through" classes I have taught and I could have helped *some* of them. This year one such student almost "slipped through." In my 4th period General Science class I have a student. The first nine weeks, he always behaved, always did his work, always came prepared, and always failed my tests. At the end of the first nine weeks, he didn't turn in a project (along with five others), and I thought, "Here is another one of those 'hopeless cases'."

After selecting my three target students for this class, I tried to find out why this student was failing my class so miserably. Investigation proved very enlightening. The young man is a native Bahamian and has only been in America since August. In my eagerness to keep the attention of each class member, I conducted class at a brisk, energetic speed—much too energetically for a young man who speaks and pronounces so deliberately. This student has a distinctive foreign accent and is very shy. This combination discouraged him from questioning or taking part in class discussions.

Once I was aware of this problem, I began checking every day to be sure he understood the assignment. When we broke up into peer-groups for test drill, I asked my best student to include him in her group. If she were absent, he became my partner. To make a long story short, his grades have gone from a 58 to an 81. He now asks questions if he is unsure about an assignment. Two other good students have also taken him under their wings and he now interacts with the class better.

One-on-one instruction, peer teaching, and *concern*, can work wonders in some cases. Of course there are always some no-win situations, but success stories like this one make the extra effort worthwhile. I know that next year *fewer* students will "slip through."

Chapter Five

ISP Recommendations

One of the problems encountered in any newly instituted program such as the one required by the South Carolina legislature (i.e., Act 631 of 1978 Basic Skills Assessment Program) is coordinating the multiple, essential parts of such a program. Further, it is difficult to anticipate all of the many ramifications of requiring minimum competencies in reading, math and writing before graduation until the plunge is taken and the new venture is attempted. The staff of St. Andrews High School should be complimented for taking the inevitable risks involved in designing and implementing their own assessment and remediation program. Remedial students at St. Andrews will benefit from having such a program in place four, full school years before the state deadline of 1990.

Coordination problems were immediately apparent in the St. Andrews Project when Participating Teachers discovered that previous spring BSAP scores for remedial students assigned to them were not available in September. When the previous spring BSAP scores finally were made availabe to the teachers in early December, the subscores were lacking. Without specific subscores for individual students, Participating Teachers had no idea what specific skills the students lacked, only that they were deficient in reading or math. Although this problem had a major impact on the initial phase of the St. Andrews Project, it is one that county BSAP testing personnel state will not be repeated. Without the benefits of early student assessment, Participating Teachers working with their Instructional Support Partners from the College of Charleston, experimented with a variety of other assessment methods. The Stanford Diagnostic Test for Reading proved to be very beneficial for assessing remedial reading skills. It was subsequently ordered for spring testing of all eighth grade students coming to St. Andrews in the fall. Feedback from this test will be available early so that teachers can begin their remediation plan on the first day of school. A comparable diagnostic test in math was not tried, but Participating Teachers with remedial math students found a variety of materials which were used to evaluate the five math objectives.

Once a satisfactory assessment method is in place, it is suggested that the marvels of the new NCR PC8 microcomputer using Osiris software, printer and scanner be employed to record and manipulate basic skills assessment data. If remedial teachers could have access to this record-keeping program, student grouping (e.g., by specific skill areas or hobbies), pairing students for peer teaching and tracking student progress throughout the total high school experience could be done in just seconds of a teacher's time. Every school in South Carolina has, or will soon get, this computer system for the purpose of reducing teacher paperwork. It will increase the proficiency with which a teacher can diagnose student need and prescribe an individualized remediation plan.

Assessing and managing student behavior became as important to the success of the St. Andrews Project, as was the assessment and remediation of the basic skills. Although emphasizing student management techniques was not part of the original proposal for the project, it was apparent very early that the issue of student behavior would have an important impact on the results of the project and must be addressed.

Chapter One of this report includes references to several studies conducted to examine what factors contribute to the academic success of secondary students. Teacher expectations for student success, student discipline and administrative support are mentioned repeatedly in the studies. Participating Teachers and ISP's found a variety of materials and techniques related to these factors which were tried and adapted for classroom use. ISP handouts addressing these factors are found in Chapter Four, Section I, 2. Participating Teachers described and commented on their attempts to assess and manage student behavior in Chapter Four, Section II, 3 and 4. It is recommended that Participating Teachers continue using and improving techniques they tried pertaining to parent involvement (e.g., student/parent contracting, phone calls), student involvement (e.g., student input in constructing and taking responsibility for class discipline plan) and administrative involvement (e.g., consistent response to support class discipline plan).

Although the responsibility to lead (i.e., coordinate) the remediation effort lies with the remedial teacher, in order to obtain maximum benefits, there must be total cooperation among all who teach the remedial student. A student who is lacking in any or all of the basic reading skills needs the coordinated effort of every teacher who requires a reading assignment of that student. Supporting the remedial teachers with techniques to individualize instruction and to improve time on task and discipline has and will continue to improve the remedial instruction occurring in those specific classes. Ways must be found in which the remedial student's other four or five teachers reinforce that student's needed basic skills. It is recommended that a cross-departmental, communication system be devised so that the remedial prescriptions designed by remedial teachers can be used by other teachers. Each remedial student would have a support team comprised of all his teachers with the same academic goal in mind for the student to attain. The new microcomputer system employing a remedial student data base comprised of data from each student's support team would be a major part of this

communication system. Start-up time to establish such a cross-departmental, communication system would be amply rewarded by future time saved and student goals met.

It is further recommended that one of the St. Andrews Project Participating Teachers be assigned as a mentor to other teachers of remedial students who have not had appropriate remedial training. This assignment should be in lieu of one class period per day. During this time, the mentor can arrange for remedial teachers to observe model teaching, guide in the development of appropriate teaching and disciplinary techniques, encourage high teacher expectations and coordinate the effort to establish a cross-departmental support team for each remedial student. With the continued support of the administration, the St. Andrews Project has every opportunity to maintain the momentum established during the 1986-87 school year and to establish a superior basic skills remediation program worthy of adapting by the rest of Charleston County and the state.

Appendix A

Act 631 of 1978
Basic Skills Assessment Program

Coordination of Local District Curricula
To Basic Skills Assessment Program
State Objectives

Act 631 of 1978

is:

An Act to provide for the establishment of a Basic Skills Assessment Program in grades kindergarten through twelve, to establish the South Carolina Basic Skills Advisory Commission and provide for its membership, duties and powers; to provide for the duties of the State Board of Education relative to such Basic Skills Assessment Program, such duties to include the establishment of educational objectives in basic skills for grades kindergarten through twelve, to provide for the responsibilities of local school boards relative to such basic skills assessment program, including requiring all local boards to participate therein, and to provide for the payment of the costs relating to the implementation and conduct of such basic skills assessment program.

COORDINATION OF LOCAL DISTRICT CURRICULA TO BASIC SKILLS ASSESSMENT PROGRAM STATE OBJECTIVES

Suggested Procedure for Districts **WITH** Curriculum Guides

The individual teacher	The school	The district
1 Each teacher makes sure the state objectives and the concepts and skills related to that objective are included in the district guide, especially for the grade level and subject area for which he/she is primarily responsible.	2 All teachers meet to discuss results and suggest modifications (if any) of the district guide. Representatives are chosen to serve on the district coordinating committee.	3 District coordinating committee for subject area meets to agree on adjustments (if any) of the district scope and sequence list E-12.

Suggested Procedure for Districts which have **NOT YET** developed Curriculum Guides

The individual teacher	The school	The district
1 Each teacher compiles a personal preliminary list of skills in that grade or phase of subject area and places them in sequences or hierarchy. Each teacher makes sure the state objectives and the concepts and skills related to the state objectives are included in the list.	2 All teachers in the subject area meet to compile from these personal lists one master list for the school. Representatives are chosen to serve on the district coordinating committee.	3 District coordinating committee for subject area meets to agree on a final, district scope and sequence list E-12.

Appendix B

SOUTH CAROLINA SCHOOL INCENTIVE REWARD PROGRAM

I. Rationale

II. Support System I

III. Support System II

IV. Support System III

V. Evidence of Improvement

VI. Budget

Rationale

The curriculum throughout the high school is delineated into many content areas. However, whatever area the teacher implements, students are involved in building word attack and vocabulary skills, comprehension competencies, and math and writing skills. It is an impossible task for an individual teacher to remediate all of the reading, math and writing needs of every targeted student. The total faculty needs to be devoted to the development of reading, writing and math competencies on a daily basis.

This program is designed to enable a *consistent, long term* remedial program throughout the school. Due to the variety of students' abilities and subject areas, consistency in teaching basic skills is a necessity across all content areas and grades.

The intentions of this program are to support and train the teachers to help the students become conpetent in the specific areas in which they are presently deficient along with content area rather than address only the subject matter based on scientific knowledge of grade level goals. With this program, all teachers will have mastered the knowledge, preparation and basics of remediation techniques to maintain and implement a long term instructional program to meet the needs of the individual student in their academic areas. Therefore, BSAP and CTBS remediation will be an integrated part of their content area of instruction.

This program will be implemented with the teachers in three Support Systems. Support System I will address the diagnostic/teaching skills of the content area teacher. Support System II will provide in-class support and methods. Support System III is an on-going maintenance/support system designed to reinforce Support System I and Support System II on a long term basis.

A teacher will be hired to implement these Support Systems and copy machines will be purchased to facilitate disemination of information during all three systems.

Support System I — Out of class instruction

The Instructional Support Partner will work with the content area teacher(s) in the following areas:

1. Undertaking a program of effective reading/math/writing diagnosis in the class.
   a. Factors associated with reading/math/writing difficulties
   b. Important aspects for diagnosis
   c. Descriptions of useful informal reading/math/writing tests

MATH	READING	WRITING
Math list has not yet been compiled.	1. Individual sight word vocabulary test. 2. Individual informal reading inventory 3. The incomplete sentence test. 4. Informal Group Functional reading test 5. Cloze techniques 6. Test for work recognition skills 7. Basic phonics test for middle and older students.	Writing list has not yet been compiled

2. Organizing the classroom for corrective instruction to meet the reading/math/writing competency requirements.
   a. Using diagnostic test data to design the proper classroom learning environment
   b. Common types of reading/math/writing difficulties
   c. Teaching strategies for overcoming patterns of error
   d. Selecting and utilizing teaching materials
   e. The daily teaching program and how it can work for the teacher
   f. Grouping

3. Developing vocabulary skills for reading/math/writing competencies
   a. Definition of different types of vocabulary
   b. Vocabulary in the reading/math/writing process
   c. Principles for teaching and integrating vocabulary
   d. Teaching strategies for correcting vocabulary deficiencies
   e. Evaluation of vocabulary skill development

4. Correcting work analysis deficiencies of problem readers (reading and math)
   a. Work analysis in the total reading process
   b. Significance of phonics in reading and what it means to you
   c. Classroom tested teaching techniques for overcoming deficiencies in phonic and structural analysis
   d. Improving reading competencies in dictionary skills and context clues

5. Building reading comprehension and study skills
   a. What reading comprehension means
   b. Factors involved in comprehension abilities
   c. Four levels of comprehension
   d. Principles and procedures for measuring comprehension and study skills
   e. Effective methods for building comprehension skills

f. Procedures for developing study skills

6. Increasing competencies in performing home and work related reading/math/writing assignments
   a. Home and work related reading/math/writing assignments
   b. Evaluating skill development in home and work related reading/math/writing assignments
   c. Techniques for building home and work related skills

7. Motivating the reluctant student
   a. Importance and meaning of motivation
   b. Causes of lack of interest in reading/math/writing
   c. Practical procedures for motivating the student with problems in reading/math/writing
   d. Creating a lifelong desire for reading/math/writing in the student

8. Meeting the individual needs of all pupils for enlarging reading/math/writing competencies
   a. Using diagnostic procedures to assess each child's skill levels
   b. Finding the right method for each learner
   c. Practical means of meeting individual need in a group situation

Support System II — In class support and training

The Instruction Support Partner will assist the regular classroom teacher with support and training within the classroom

1. The Instructional Support Partner will develop and assist the diagnosis of the specific problems
   a. Pre-test
   b. Post-test
2. The Instructional Support Partner will model the reading/writing/math skills being taught in the class
   a. Large group instruction
   b. Small group instruction
   c. Individualized instruction
3. The Instructional Support Partner will aid in curriculum development for remediation within the content area
   a. How to utilize content area book
   b. Supplementary materials

Support System III — Maintenance-continued teacher support

The Instructional Support Partner will serve as a continued source of assistance/support for the content area teacher as needed.

1. The Instructional Support Partner will have conferences with the content area teacher on a regular basis
   a. Review pre and post test according to specific objectives
   b. Student progress will be reviewed
2. The Instructional Support Partner will have classroom observations for further modifications of teacher methods from Support System I.

Evidence of Improvement

1. Each teacher will have a remediation source book for his/her future use. (Support System I)
2. The students BSAP and CTBS scores will increase. (Support System III)
3. Teacher moral and effectiveness will improve. (Support System III)
4. Lesson plans will reflect individual remediation, monitoring and reteaching of skills using a multi-sensory approach within the content areas. (Support System II and III)
5. Each teacher will have pre and post tests which will test individual BSAP objectives through their content area. (Support System II)
6. Paperwork will be consistent so the following year the student's BSAP folders can be passed on with complete understanding. (Support System III)

Budget — The budget will vary depending on the years of teaching experience the Instructional Support Partner has.

Projected Budget — $27,000
$17,000 — $20,000 —Teacher Salary
$4,000 — $5,000 — (2) copy machines
Additional monies will be used for supplies and equipment
($2,000 — $6,000)

PLAN AND BUDGET SUMMARY: S. C. SCHOOL INCENTIVE REWARD PROGRAM

SCHOOL St. Andrew's Parish High School DEDS CODE _____ DATE November 25, 1985

DISTRICT St. Andrew's District 10

I	II			III	IV	
	A	B	C		A	B
Purpose-Improvement Area	Implementation Strategies	Personnel (if applicable)	Schedule of Activities	Evidence of improvement	Budget (Projected) (12/20/85)	Budget (Expended) (6/30/87)
1.0 Teacher effectiveness in teaching and addressing BSAP objectives in content area. 2.0 Copy machines (2)	1.1 Support System I * 1.2 Support System II * 1.3 Support System III * (*see attachments) 2.1 To facilitate the 2.2 information gathering 2.3 process and dissemination of materials needed for content area BSAP remediation.	1.1 Instructional 1.2 Support Partner 1.3 & Faculty 2.1 (1) Instructional 2.2 Support Partner 2.3 (1) all faculty	1.1 1.2 1.3 2.1 2.2 2.3	1.1 Remediation book for use 1.2 lession plan development 1.3 increased BSAP scores improve teacher moral & eff. 2.1 consistency among teachers 2.2 pre & post test 2.3 increased information flow increased teacher awareness of techniques in teaching BSAP objectives in content area.	1.1 1.2 1.3 2.1 2.2 2.3	1.1 1.2 1.3 2.1 2.2 2.3

*Please consistently identify across all categories all items that are related to one another as shown above. Feel free to add additional areas/strategies (etc.) and code accordingly.

Principal

Date

Superintendent

Date

Appendix C

EDU 697D Individualized Instruction for Secondary Teachers

EDU 697E Practicum in Individualized Instruction at the Secondary Level

EDUCATION 697D

Individualized Instruction for Secondary Teachers

1. **Text**

   None — Needed materials will be distributed during group presentations and individual consultation sessions.

2. **Course Description**

   Models of individualized instruction appropriate for providing remediation in basic skills at the secondary level are discussed. The focus is on the development of reading, math, and written language skills within the context of a regular education classroom. Specific skills within the context of a regular education classroom. Specific topics include: (1) diagnosis of skill deficits; (2) organizing the classroom for corrective instruction; (3) developing specific reading, math, and written language skills; (4) developing study skills; and (5) motivating the reluctant learner.

3. **Prerequisite**

   None

4. **Goal**

   Students will be familiar with and proficient in implementing instructional procedures which account for and, if appropriate, remediate basic skill development in the areas of reading, math, and written language.

5. **Objectives (These will vary according to individual teacher needs.)**

   Given the constraints of a content-area, regular classroom, student will:

   —describe factors typically associated with difficulties mastering basic skills.

   —identify and implement evaluation/diagnostic instruments dealing with basic skills.

   —identify and implement methods of organizing the classroom for corrective instruction to help students meet basic skill requirements.

   —identify and implement methods of diagnosing and teaching vocabulary skills.

   —identify and implement methods of diagnosing and correcting word analysis difficulties.

   —identify and implement methods of diagnosing and teaching reading comprehension and study skills.

   —identify and implement strategies to motivate the reluctant learner.

6. **Class Requirements**

   To receive credit for this course, you are required to do the following:

   —Work with your Instructional Support Partner (ISP) to determine your individual needs in relation to meeting the basic skill and content area needs of your students.

   —In cooperation with your ISP, design an individual plan which describes your specific instructional and diagnostic skill needs, specific objectives, and activities (e.g., work with ISP, group workshops, etc.) to reach your objectives. This individual plan will be put into writing by the ISP and will serve as your "contract" in terms of meeting course requirements and receiving course credit.

   —Attend group meetings and workshops. These will be arranged to fit into your schedules as best as possible.

   —Work with your ISP for approximately ½ day per week.

EDUCATION 697-E

Practicum in Individualized Instruction at the Secondary Level

1. **Text**

   None — Needed materials will be distributed during group presentations and individual consultation sessions.

2. **Course Description**

   Students, usually teachers in the field, work with Instructional Support Partners (ISP — college faculty) to implement models of individualized instruction covered in EDU 697-D.

3. **Prerequisite**

   EDU 697-D — Individualized Instruction for Secondary Teachers

4. **Goal**

   Students will demonstrate proficiency in implementing Instructional and evaluation procedures which account for and, if appropriate, remediate basic skill development in the areas of reading, math, and written language.

5. **Objectives**

   (These objectives may change according to individual teacher needs)

   Given the constraints of a content-area, regular classroom, students will:

   —identify and implement evaluation/diagnostic instruments dealing with basic skills.

   —identify and implement methods of organizing the classroom for corrective instruction to help students meet basic skill requirements

   —identify and implement methods of diagnosing and teaching vocabulary skills

   —identify and implement methods of diagnosing and correcting word analysis difficulties

   —identify and implement methods of diagnosing and teaching reading comprehension and study skills

   —identify and implement strategies to increase student competencies in performing homework and other class-related assignments which involve basic skills

   —identify and implement strategies to motivate the reluctant learner

6. **Class Requirements**

   —In cooperation with your ISP, design and implement an individual plan which describes your specific instructional and diagnostic skill needs, specific objectives, and activities required to successfully meet your objectives.

   This individual plan will be put into writing by the SIP and will serve as your "contract" for meeting course requirements and receiving course credit.

   —Completion of a "Portfolio" containing:

   *** evidence of planning for basic skills in at least 90% of your classes

   *** anecdotal information, in the form of a journal, designed to assist other teachers in implementing BSAP objectives

   *** evidence of instructional strategies used to meet BSAP objectives

   *** evidence that you are meeting the BSAP needs of your students — evidence may be in the form of individual, small-group, and/or large-group activities

   —Work with your ISP for approximately ½ day per week

7. **Course Credit**

   3 hours

Appendix D

Participating Teacher Interview Format
Classroom Observation Checklist, Format 1
Classroom Observation Checklist, Format 2

Participating Teacher (PT) Interview Format

Structured Interview Questions

St. Andrews Project

Perception of Self as a Teacher

1. Describe yourself as a teacher.
2. Describe the things which you do most effectively as a teacher.
   Describe what your perceive as your weaknesses.
3. If you were writing a plan to improve yourself as a teacher, what three things would you include?
4. What do you perceive as the most rewarding and least rewarding aspects of teaching?

Problems of Students

1. Why do you think some students are experiencing difficulty learning?
2. What things to students *do* that indicate that they are having difficulty learning?
3. What specific problems in reading, math, and written language skills do your students demonstrate?

Planning/Teaching/Evaluating

1. What is your current plan for dealing with students who are experiencing difficulty learning?
2. How do you find out if a student is mastering the material presented in your class?
3. How do determine when to start teaching a specific skill or unit? How do you determine if mastery has been achieved? How do you determine is "reteaching" is necessary?
4. How do you use standarized test results (eg., BSAP, CTBS) in instructional planning?

Expectancies

1. What are your expectancies for student behavior in your classroom?
2. What are your expectations for student academic development in your classroom?
3. Do you think that all students in your classroom are capable of mastering the required learning objectives?
4. How would you like to change as a teacher as a result of this program? How would you like your students to change as a result of this program?

CLASSROOM OBSERVATION CHECKLIST, FORMAT 1

CLASSROOM OBSERVATION CHECKLIST*

Observer: _____ Dates and Times Observed: _____

Teacher: _____

CLASSROOM ENVIRONMENT

1. Room Arrangement.

2. Method of Ability Grouping.

3. Treatment of Students. (e.g., Expectations for all students the same?

4. Additional classroom environment factors.

*Attach notes from observations.

INSTRUCTIONAL STRATEGIES

1. Strategies for Extending Thinking.

2. Methods for Keeping Students Task Oriented.

3. Practice Provided After Initial Introduction of Material.

4. Clarity (e.g., when giving instructions, teaching, etc.).

5. Diversity of Instructional Procedures.

INSTRUCTIONAL STRATEGIES (Cont.)

6. Match Between Instructional Activities and Lesson Goals.

7. Strategies to Motivate Students.

8. Transitions Between Activities.

9. Additional instructional strategy factors.

STUDENT EVALUATION

1. Relationship Between Evaluation of Student Learning and Instructional Goals, Teaching Strategies, etc.

2. Method of Presenting Evaluations to Students (e.g., test directions).

3. Methods of Individualizing Test Administration (e.g., students with written language problems respond orally).

4. Additional Student Evaluation Factors.

TEACHER-STUDENT INTERACTION

1. Enthusiasm/Energy Level When Interacting With Students.

2. Feedback Provided for Academic Responding.

3. Length of "Wait Time" Allowed for Student Responding.

4. Questioning Pattern (e.g., gives prompts and additional tries if initial student response is incorrect).

5. Additional Student-Teacher Interaction Factors.

CLASSROOM OBSERVATION CHECKLIST, FORMAT 2

Observation

Observer _____ **Dates & Times** _____

Teacher _____

Classroom Environment

1. Room Arrangement
2. Classroom Routines
3. Grouping of Students
4. Other Factors

Instructional Strategies

1. Motivational Strategies
2. Strategies for Instructional Mastery
3. Strategies for Extended Thinking
4. Strategies for Keeping Students on Task.
5. Strategies of the Integration of Skills.

Student- Teacher Interaction

1. Enthusiasm/Energy Level
2. Rapport

Student Evaluation

1. Short-cuts to Individualization
2. Match between Student Learning, goals and strategies

Teacher-Oriented Skills

1. Planning
2. Time Management

Appendix E

Individual Consultation Plan Format

Individual Consultation Plan for Math Remediation

Individual Consultation Plan for Reading Remediation, Example 1

Individual Consultation Plan for Reading Remediation, Example 2

INDIVIDUAL CONSULTATION PLAN

Teacher: _____

Instructional Support Partner: _____

Summary of Needs Assessment (i.e., interview and observations):
(As Compared to Course Objectives)

(attach additional sheets if needed)

GOALS - BASED ON NEEDS ASSESSMENT AND COURSE OBJECTIVES	ACTIVITIES TO REACH GOALS EVALUATION PROCEDURES

(continued on next page)

Teacher:_____

(cont.)

GOALS

(cont.)

ACTIVITIES/EVALUATION

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697.

Date:_____

Participating Teacher

Date:_____

Instructional Support Partner

INDIVIDUAL CONSULTATION PLAN

Teacher: _____

Instructional Support Partner: Louise M. Smith, Ph.D.

Summary of Needs Assessment (i.e., interview and observations): (As Compared to Course Objectives)

After studying the interview responses and observing classes, the following needs are identified:

(1) Work needs to be done on utilization of time.

(2) Work needs to be done on the use of different techniques. The technique used appears to be the whole class instruction/recitation/seatwork method only.

(3) The teachers expressed a need to have assistance in identifying methods to train students to accept responsibility for their own learning.

(4) The teachers also would like assistance in methods for BSAP remediation and record keeping.

(attach additional sheets if needed)

GOALS - BASED ON NEEDS ASSESSMENT AND COURSE OBJECTIVES	ACTIVITIES TO REACH GOALS EVALUATION PROCEDURES
The course goal: I. "Participating teachers will be more satisfied and comfortable about using different models of instruction in their high school classrooms."	(1) The teacher will experiment with and evaluate at lease one plan for grouping within the class. Suggestion: (a) BSAP and CTBS scores will be obtained for each student in the program. (b) Elective courses taken or (continued on next page)

(cont.)

GOALS

Course goal continued

(cont.)

ACTIVITIES/EVALUATION

planned by each student will be studied to try to discover some interest held by each.

(c) Heterogeneous groups (formed by grades in mathematics, BSAP and/or CTBS scores, and where possible interest) will be identified with high and high and low achieving students in each group.

(d) Groups will be formed as closely matched as possible.

(e) Students will be permitted to work together on drill exercises designed for class work.

(f) After tests and graded class work are scored, in addition to individual grades, a group grade will be given. If the teacher desires, he/she may give the group with the highest score some award at the end of each week.

(g) Remediation on BSAP will be integrated into the group work.

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

Date: _____

Participating Teacher

Date: _____

Instructional Support Partner

(cont.) GOALS	(cont.) ACTIVITIES/EVALUATION
Course goal continued (2)	(2) The teacher will observe no less than two "master" teacher identified by ISP. (3) The teacher will research and try motivational techniques considered appropriate for his/her situation.
II.. Improvement of time on task	(1) A "do now" exercise will be placed on the board or overhead prior to class each day so that students coming into class will have a mathematics exercise to do immediately. (Homework answers may be substituted.) (2) The teacher will make up a file of "do now" activities for the beginning of class. These should relate to BSAP objectives. (3) Enrichment exercises will be available for students (or groups) who complete their work early. These may be selected from the BSAP file.

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

_____ Date:_____

Participating Teacher

_____ Date:_____

Instructional Support Partner

(cont.)

GOALS	(cont.) ACTIVITIES/EVALUATION
III. Students accepting responsibility for their own learning	(1) Individual students will be counciled. (2) Groups will be encouraged to work with students not accepting this responsibility. (3) Students will suggest and agree on penalties for students not bring proper equipment to class, such as book, pencil, paper. For example they may decide that any student not bringing proper equipment will be given a zero for the day. This will affect the group grade. (4) The teacher will study and implement discipline techniques related to his/her particular problem.
IV. Improved BSAP remediation and record keeping	(1) Identify the 10 students scoring the lowest on BSAP. Write a detailed diagnostic - prescriptive plan for each of these students. (2) Design and implement a plan for teaching and remediating

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

Date:_____

Participating Teacher

Date:_____

Instructional Support Partner

(cont.)

GOALS

IV. continued

(cont.)

ACTIVITIES/EVALUATION

BSAP objectives.

(3) The teacher will make up a file of activities and re-assessment instruments for each BSAP objective.

(4) Dr. Smith, the assistant principal, and the teachers will create a form for keeping BSAP records. These will be designed for minimal duplication of present records and will comply with the county record keeping forms.

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

_____ Date: _____

Participating Teacher

_____ Date: _____

Instructional Support Partner

INDIVIDUAL CONSULTATION PLAN

Teacher: _____

Instructional Support Partner: Mary E. Blake

Summary of Needs Assessment (i.e., interview and observations): (As Compared to Course Objectives)

1. Need to diagnose and plan for individualized instruction;
2. Need to incorporate BSAP scores and objectives within instructional planning;
3. Need to use grouping and student team learning to facilitate instruction.
4. Need to use varied motivational techniques.
5. Need to use more comprehension and writing strategies in English and science.

(attach additional sheets if needed)

GOALS - BASED ON NEEDS ASSESSMENT AND COURSE OBJECTIVES	ACTIVITIES TO REACH GOALS EVALUATION PROCEDURES
1. To develop a plan for addressing BSAP objectives in daily instruction.	1. Attend group workshops on BSAP objectives, planning, and instruction.
2. To develop a strategy for BSAP record keeping in the planbook.	2. Analyze 3 lessons and strategies that are normally used in the classroom and correlate them with BSAP objectives.

(continued on next page)

Teacher:_____

(cont.)

GOALS

3. To develop individual education plans for students who are experiencing educational difficulties.
4. To use a variety of motivational strategies.
5. To use a variety of grouping strategies for instruction (team learning).
6. To implement a variety of comprehension and writing strategies in english and science.
7. To develop a portfolio of observations and activities for college credit.

(cont.)

ACTIVITIES/EVALUATION

3. Create a concise BSAP tracking sheet for students.
4. Keep a daily observational record of students who need remediation and incorporate this information into instructional planning.
5. Provide evidence of meeting BSAP objectives in planning.
6. Keep a weekly log of what you are planning, what you are implementing in class, how it is affecting students, and how it correlates with BSAP.
7. Provide written evidence of 3 new strategies used in classroom - 4,5,6 of the goals.
8. Provide videos of 2 strategies in class.
9. Provide observation reports of teacher models.

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

Date:_____

Participating Teacher

Date:_____

Instructional Support Partner

INDIVIDUAL CONSULTATION PLAN

Teacher: _____

Instructional Support Partner: Mary E. Blake

Summary of Needs Assessment (i.e., interview and observations): (As Compared to Course Objectives)

1. Need to use BSAP scores and objectives in planning for instruction;
2. Need to do evaluation and diagnose to plan for individualized instruction;
3. Need to implement techniques to motivate student learning;
4. Need to implement techniques for the monitoring, remediation, and reteaching of skills;
5. Need to incorporate more comprehension and writing strategies in English.

(attach additional sheets if needed)

GOALS - BASED ON NEEDS ASSESSMENT AND COURSE OBJECTIVES	ACTIVITIES TO REACH GOALS EVALUATION PROCEDURES
1. To develop a strategy for utilizing BSAP scores and objectives in planning.	1. Attend group workshops on BSAP planning, objectives, and instruction.
2. To implement formal and informal evaluation and diagnosis of students' learning difficulties.	2. Develop a concise BSAP record keeping form to be used in the planbook.

(continued on next page)

(cont.)

GOALS

3. To implement a variety of techniques to motivate and monitor learning.
4. To incorporate grouping, team learning, and peer tutoring approaches within the classroom.
5. To develop a strategy for BSAP record keeping in the planbook.
6. To implement the Success Reading Program in the Remedial Reading class.
7. To develop a portfolio of observations and activities for college credit.

(cont.)

ACTIVITIES/EVALUATION

3. Give and grade a group of diagnostic reading test and use that information in planning for individual needs.
4. Keep a daily observational record of students who need remediation and incorporate this information into instructional planning.
5. Provide evidence of meeting BSAP objectives in planning.
6. Keep a weekly log of what you are planning, what you are implementing in class, how it is affecting students, and how it correlates with BSAP.
7. Provide written evidence of the correlation between the reading testing and the implementation of the Success Program. Also, provide a written report of what was involved with the program and its impact upon students.
8. Provide videos of 2 other strategies used in class.
9. Provide observation reports of teacher models.

(attach additional sheets if needed)

The signatures below indicate agreement on the above stated goals and activities. Completion of these goals and activities at a satisfactory performance level will result in course credit for EDU 697b and/or 697c.

Date: _____

Participating Teacher

Date: _____

Instructional Support Partner

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