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ABSTRACT

A study explored the ways information about first-grade children's uses of literacy at home might inform school-based assessment of children's literacy knowledge. Subjects, 10 families (all Caucasian) in a small suburban community of white-collar professionals and administrators and 14 families (Caucasian, Latino, and African-American) in a large urban community, contributed at least three artifacts from the home literacy environment to the children's classroom literacy portfolio. To provide data sources, the artifacts were read and sorted according to category, and how teachers used the artifacts to construct the child's literacy profile was analyzed. Results indicated that: (1) the level of parent participation in the urban setting was higher than the participation in the suburban setting; (2) the artifacts in the two settings presented clear differences in children's purposes and motivation for literacy uses in each community; (3) the process of joining home artifacts with school artifacts provided teachers with a context for assessing the strength of the curriculum as well as knowledge of individual children; and (4) the process of including parents as partners in constructing the portfolio influenced not only the evaluation of the child's literacy, but also the parents' understanding of the classroom and the teachers' understanding of the home. (One table of data and 10 figures representing home literacy artifacts are included; 13 references are attached.) (RS)

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Learning from home literacies: Inviting parents to contribute to literacy portfolios

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Learning from home literacies: Inviting parents to contribute to literacy portfolios

This study was designed to explore the ways that information about children's uses of literacy at home might inform school-based assessment of children's literacy knowledge. Specifically, we investigated the following questions: (1) When parents are invited to participate in constructing a portfolio of their child's literacy, what kinds of information do they contribute? (2) How does this information contribute to the teacher's understanding of a child's literacy learning?

Rationale

The study emerged from our interest in two areas of research: parent involvement and portfolio assessment. The importance of parents in children's learning has long been recognized. As early as Huey (1908) and as recently as Chavkin (1993), educators have written of the advantage that children enjoy when their parents participate in their schooling. Unfortunately, however, in interactions with schools and teachers, parents are often placed in the role of receivers, rather than as contributors of information. Lareau (1989), for example, describes the role that is designed for parents as one of complying with teacher's requests for help on school-based tasks.

As exemplified by Taylor's (1991) case study of one child, when parents attempt to step outside of this role, and particularly when the information they offer contradicts or conflicts with teachers' school-based observations, parents' views are often disregarded. Even in settings that are designed to promote parent involvement, the processes and procedures that are enacted often serve to confuse, confound and intimidate, rather than to draw parents into the process (Harry, 1992). Further, despite evidence to the contrary, teachers sometimes make an assumption that parents in low-income or non-mainstream communities are less committed to their children's schooling and less knowledgeable about their children as learners (Delgado-Gaitan, 1990; Delgado-Gaitan & Trueba, 1991; Lareau, 1989).

The second area that influenced the planning of this study was that of assessment. New understandings of literacy have led teachers and researchers to emphasize the importance of collecting multiple samples of children's literacy learning. Teachers are encouraged to construct portfolios of children's literacy, documenting performances across a range of literacy tasks, texts and settings (Paris, et al., 1992; Valencia, 1990). The few references to parent involvement in the portfolio process, however, have focused either on ways to present portfolios to parents (e.g., Flood & Lapp, 1989) or on ways to involve parents in periodic rating of their children's home literacy (Rasinski, 1990). Little emphasis has been placed on asking parents to routinely share examples or documentation of children's home literacies to contribute to the building of the portfolio. Such documentation may serve to confirm the profile that is displayed in school or it may contradict the developing profile, providing the teacher with new and valuable insight and information. In addition, as the teacher, parent and child become co-constructors of the literacy portfolio, the importance of parents' views and perspectives about their children may be affirmed, encouraging parents to maintain an active role in their children's learning.

This study was designed to bring the areas of parent involvement and portfolio assessment together, exploring how inviting parents to participate in the construction of literacy portfolios might help teachers to develop a fuller understanding of children's literacy and, at the same time, help parents to gain access to and information about their children's schooling.

Setting and Participants

There were two settings for this study. One was a small suburban community of approximately 20,000 people and a school population of approximately 3,000 students. The families in this community are primarily white, two-parent constellations with a median family income of $66,386. The majority of parents are college graduates and are employed in white-collar professions or administrative positions. Over half of the mothers work outside the home. Within the first-grade class that participated in the study, there were 22 Caucasian children, 1 African-American child and 1 Asian/Pacific Island child. Twenty-two children were being raised in two-parent families and two were being raised by a single parent. Fifty percent of the mothers worked outside the home. All families were invited to participate in the study. Ten families contributed three or more artifacts for the child's portfolio. The sample population comprised all Caucasian children. All were from two-parent families and all 17 of the 20 parents had a college degree. The others had completed high school. In seven of the families, both parents were working full or part-time. Nine of the parents in the sample population worked at the school at least once each month as a volunteer.

The second community was a large urban community of approximately one million people and a school population of twenty-two thousand with a median family income of $28,332. The following ethnic groups comprise the school population: 34% Caucasian, 29% Latino, 24% African-American, 12% Asian/Pacific, and less than 1% American Indian. The first-grade students involved in the project included 8 Latino children, 4 African-American children, and 13 Caucasian children. Approximately 60% of the children were from single-parent families. Approximately 80% of the parents worked full or part-time. Since this is a neighborhood school within walking distance of children's homes, many of the children were accompanied to school by a parent or caretaker. All parents were invited to participate in the study. Six families left the school community prior to completion of the study. Fourteen submitted at least three artifacts. The sample population comprised 7 Caucasian children, 6 Latino children and 1 African-American child. Nine of the children resided in single-parent households and ten of the parents worked full or part-time. Parents had varying degrees of education. Of those for whom we had data, one completed eighth grade; 3 completed eleventh-grade; 6 had high school diplomas or an equivalent; 4 had "some college"; and one was finishing a master's degree. None of the parents of the children who participated worked in the school or within the classroom as a volunteer.

In each classroom, the children were fully involved in a portfolio process. They kept logs of books they read, periodically reviewed the entries on the book log, chose a favorite and told why. In addition, the students reviewed the entries in their reading response journals, chose one response to put in their portfolios and told why.

Procedures

The following steps were initiated to involve parents in the portfolio process. First, a letter was distributed to parents explaining that the teacher and the children were keeping a literacy portfolio. The letter described the purpose and the contents of the portfolio, and invited parents to participate in the portfolio process. Parents were given examples of the types of artifacts they might contribute. Details were provided about where the portfolios were located in the classroom and parents were encouraged to visit the classroom at any time to add to the portfolio a sample or an observation about the child's uses of literacy at home. About two weeks after the lettter was sent, parents were invited to an evening meeting when the portfolios were displayed and questions were answered.

In the suburban setting, this meeting was attended by parents of 14 children. In the urban setting, the meeting was attended by 14 parents; 6 others contacted the teacher individually for details. In addition, in the urban setting only, a follow-up meeting was held about one month later, in order to give parents an opportunity to continue to ask questions about the process and seek reassurance about their roles in it. Twelve parents, eight of whom were also at the initial meeting, attended.

Following the implementation of this shared procedure, the two teachers created very different contexts for the study. Joy, the suburban classroom teacher, did not initiate any further interactions with parents. All interaction was initiated by the parent when she came to the classroom to contribute an artifact to the child's portfolio. In contrast, Kathy, the teacher in the urban classroom, assumed the role of "coach," nudging and prodding parents frequently during the weeks of the study. In cases where parents or caretakers walked their children to and from school, Kathy used the opportunity to remind them of the project and encourage them to contribute literacy artifacts from home. In other cases, when Kathy telephoned parents to talk about general concerns about a child, she also took the opportunity to remind parents of the project. In addition, Kathy routinely reminded the children that she was interested in seeing samples of the ways they practiced literacy at home. She encouraged them to bring artifacts to school and at times even gave them paper and pencils to use at home.

Data Sources

Several sources were used to answer the questions posed. First, the artifacts submitted by parents and children were read and sorted according to several categories: (a) the context in which students initiated literacy use at home; (b) the purposes for which students initiated literacy use; (c) the participants in the literacy event; (d) the content of the literacy event; (e) the type of literacy. Second, each teacher aggregated the data gathered from portfolio samples using an aggregation form. Forms were analyzed to investigate how the teacher used the samples that parents' contributed to construct the child's literacy profile. Third, after completing the aggregation forms, teachers composed memos to themselves, commenting on the ways the parents' observations and samples influenced their understanding of their students' literacies and their instructional plans.

Results

Results are presented within two sections: the nature of the home literacy artifacts and the contribution they made to the teachers' understanding of the child as a literacy learner.

Nature of the artifacts. Of the 24 families in the suburban setting who were invited to participate, 10 submitted at least three artifacts from home. A total of 87 artifacts were received, ranging from a low of 3 to a high of 25. These were almost equally divided between samples of children's written work and anecdotes written by parents about the child's literacy uses. Of the 25 families in the urban setting, 21 submitted at least three artifacts from home. Fourteen of these were randomly selected for analysis in this study. A total of 120 artifacts were received from these 14 participants, ranging from a low of 3 to a high of 27. Of these, 106 represented samples of children's written work and 16 were anecdotes written by parents about the child's literacy uses. Table 1 provides a summary of the types of artifacts received in each setting.

Place Table 1 about here

In both settings, the child was most often the initiator of the event, although there were interesting differences in the purposes and motivation for the literacy interaction. In the urban setting, children and parents reported that the event was completed during quiet time, while the child was alone at the kitchen table or perhaps on the bed, but not for the purpose of play. The event seemed to represent a type of homework. With the exception of only five of the 120 artifacts, the event appeared to be initiated for the purpose of sharing information with Kathy and displaying for her the practice of literacy at home. The artifact in Figure 1 in which the child tells Kathy about events of the day is representative of the majority of the samples Kathy received. Sometimes, the children actually wrote directly to Kathy, as in the letter from Jaclyn in Figure 2:

Place Figures 1 & 2 about here

Anecdotal notes from parents also reported the homework or literacy practice in which the child engaged. For example, one child's mother submitted a note which listed tasks the child had completed: "went over a list w/me; read with me and did extra work papers; looked over a map." Another parent wrote: "Frankie read a book to his brothers and I last night. The name of the book was The Goat Who Couldn't Sneeze. The goat tried to learn how to sneeze. A bee taught him. Frankie likes to read. We all enjoyed the story."

There were just five cases in which the artifacts seemed to be initiated for social versus school-based purposes. Each of these occurred in late May and early June, after several weeks in the project. In one example,a child composed a letter when his uncle died. (Figure 3) Of 25 home artifacts in this child's portfolio, this was the only one that seemed to be driven by his own social needs.

Place Figure 3 about here

In a second example (Figure 4), Armand shared his notes about snakes, a topic of great interest to him. His mother reported that he made these notes after looking at an encyclopedia to learn about snakes.

Place Figure 4 about here

Of the 16 anecdotes received from parents, only one related a literacy event that was initiated for the purposes of "getting things done" at home. In late May, Max's mother wrote:"On Monday night, Max played with modeling clay with his brother. Max also read his prayers before bed."

Most of the artifacts Kathy received documented children's uses of writing vs. reading at home. Since the samples were primarily for the purposes of sharing information with Kathy, they were almost all written in expository text. The few exceptions were books that were composed toward the end of the project, perhaps in response to book-making in the classroom, and letters that were written either to a family member or to Kathy.

In the suburban setting, the artifacts were much more diverse. While there were many examples of students composing pieces to share information with Joy, these comprised only about a third of the entries. The majority of the artifacts were initiated for children's own purposes or social needs and most were done during the context of playtime. For example, one child wrote several songs which he then used to entertain his mom and his friends at school. His mom indicated in a note that he dictated the lyrics to the song, she typed them for him, and then he used the printed copy to rehearse and sing. In another example, a child composed a list of items that would be needed in the event electricity was lost during a major snowstorm (Figure 5). This same child composed a poem to keep himself busy while his parents were occupied with household paperwork (Figure 6). The latter two items were accompanied by a brief, handwritten note from Justin's mom: "This was Justin's idea of how to keep busy while Steve and I worked during the storm. He wrote the poem unasked nor suggested."

Place Figures 5 & 6 about here

Other artifacts provided examples of how children used literacy to both pass the time and be entertained. Kevin's mom submitted several notes written on index cards throughout the weeks of the study, sharing observations of the times and places he chose to read. For example, she wrote: "standing in kitchen with coat on reading out loud his book from school....I love it!" In another she reported: "Brought book in car to read while we did our afternoon running around to sports! After we were home, Kevin stayed in the car to continue reading."

Yet other artifacts demonstrated how the children used literacy to get things done. Nat's portfolio entries included a list of things he needed to get ready for Mother's Day (Figure 7) and a plan for planting his garden (Figure 8).

Place Figures 7 & 8 about here

While most of the artifacts from home represented children's uses of writing, anecdotes from parents documented uses of reading as well. Although the majority of the children in Joy's classroom used either story-writing or expository prose to share information, several other genre were also represented in their artifacts, including journal writing, poetry and songs, letter writing and invitations.

Written anecdotes from parents were sometimes very brief, as displayed earlier in notes from Keven's and Justin's mothers and at other times, quite lengthy, as demonstrated in a note from Jason's mother (Figure 9).

Place Figure 9 about here

How did artifacts contribute to the teachers' understanding of the child as a literacy learner? Aggregating data from home and school artifacts enabled us to explore whether or not literacy events that occurred at home confirmed or extended the teacher's classroom observations about the child's knowledge of and uses of literacy. A typical summary is provided in Figure 10.

Place Figure 10 about here

Aggregation of Michael's May and June artifacts from home and school suggested that the strategies upon which he received some help in school were then used in the practice of literacy at home without any help. In addition, however, his home artifacts uncovered the use of strategies that were not yet documented in the performance samples he had completed in school. He was, for example, displaying evidence of organizational strategies at home by using literacy to keep a list of the food he was eating. He also demonstrated his understanding of the social purposes of reading and writing when he composed a card to his aunt after his uncle died. These examples of Michael's uses of literacy provided Kathy evidence that Michael was acquiring a view of literacy as a communication process, and was actively engaged in reading and writing at home. In her fieldnotes Kathy wrote: "Michael loved to bring in artifacts from home, things he did both at his own home and at his grandmother's house. His family freely provided him with paper, pencils, crayons and markers to use."

After reviewing and aggregating data in Jaclyn's portfolio, Kathy noted that "her family did nurture her desire to read by reading with and to her as well as taking her to the library often. Her father told me that she took a book with her everywhere she went including the dinner table." Kathy also noted that "Her mother told me she was reading at home and would seek others in the house to read to her and then approach them with a stack of books."

Kathy's notes after reviewing Elizabeth's portfolio indicated the use of home artifacts to document Elizabether's interest in literacy: "Elizabeth wanted to do things at home and bring them and almost daily asked for paper to bring home. Elizabeth's mother informed me that not only she but also others including a baby-sitter were helping Elizabeth." Kathy concluded her memorandum by stating: "The year ended with two unsolicited notes to me from Elizabeth's mother regarding the work that she planned to do at home during the summer with Elizabeth."

Joy's self-memoranda often documented her surprise at the range and the quantity of literacy that her students were practicing at home. As well, her notes reflected her tendency to use her observations of the students' home artifacts to assess her own teaching as well as extend her understanding of her students' literacy. For example, after reviewing Kevin's portfolio she noted: "Wow! Kevin is reading so many books. I wonder if I'm providing enough time for self-selected reading in school." After studying Justin's portfolio, she noted: "Justin is using so many different genre at home. In school, I definitely emphasize stories and story structure in their own writing. I should open that up more, and give children more choice in deciding how to plan their writing." As well, Joy's self-memoranda sometimes focused on the parents' sheer delight in participating. At one point she commented: "Even if I'm not learning anything new, it's so important for parents to have a voice. This just feels right to me."

Discussion

The findings from this study lead us to several broad conclusions. First, as noted by Trueba, Moll and Diaz (1982), parents of minority children are often believed to be unconcerned with and disinterested in their children's academic progress. Our findings contradict that belief. The level of participation in Kathy's urban setting, where families were identified as linguistically or culturally-different and/or socioeconomically-disadvantaged, was in fact higher than the participation in Joy's suburban setting. While we acknowledge Kathy's far more active role in encouraging parent participation, the outcome nonetheless is that parents collaborated with teachers in their children's academic learning. The level of participation suggests not only that these parents are extremely concerned about their children's school learning, but also that when the teacher invites their involvement in a nonthreatening and supportive manner, they actually participate more than their mainstream counterparts.

Second, the artifacts in the two settings presented clear differences in children's purposes and motivation for literacy uses in each community, differences which can be tied directly to the students' understanding and perception of audience. In the case of Kathy's students, the children initially perceived Kathy as their sole audience for literacy interaction. Thus, they wrote purposefully for her and often directly to her. The content of the literacy events often simply recorded their activities or their experiences, taking on a "school-based" context, even though they were completed at home. Seldom did they serve to entertain, create, plan or organize. These findings are consistent with those reported by Moll and Diaz (1987) in which they noted that in the homes where there was a paucity of writing, homework "more than any other factor, set the occasion for literacy to occur." (p. 202)

As the weeks continued, however, and the children's display of literacy received attention from parents as well as other caretakers, children in the urban setting extended their audience, writing to an aunt or uncle, cousin or friend, and sometimes just for themselves. With the extension of audience came a broadening of genre, and children who formerly composed only expository prose were beginning to write letters, lists and stories. While the data are limited, we now wonder if it is the case that the more children used literacy, the more authentic the uses became. As well, toward the end of the study, parents started to report the occurrence of authentic literacy events. We wonder if such events, in fact, were present from the start, but parents either did not view them as literacy events or did not think they would be of interest to the teacher. Was it the case that the children's uses of literacy changed, or did parents become increasingly aware of the ways their children used literacy and of the types of literacy teachers wanted to know about?

In contrast, in Joy's setting, from the very beginning the artifacts children shared emerged from the children's personal or social needs. Unlike the outcomes observed with Kathy's families, the project did not serve to increase or extend children's uses of literacy. Instead, it simply added the classroom to the child's home literacy audience.

Third, the process of joining home artifacts with school artifacts provided teachers a context for assessing the strength of the curriculum, as well as knowledge of individual children. For Joy, this resulted in a realization that children were interested in and capable of composing in a far broader range of writing styles than she was encouraging or permitting in her classroom. This led to a decision to extend the writing genre to which she introduces children in first grade.

Fourth, the process of including parents as partners in constructing the portfolio influenced not only the evaluation of the child's literacy, but also the parents' understanding of the classroom and the teachers' understanding of the home. In Kathy's case, parents viewed themselves as instructional partners, taking on the role of home tutor. They monitored their children's practice of literacy, and sent notes documenting that their children were, indeed, "practicing" at home. They developed a sense of collaboration and comfort with the teacher and seemed to view the school as a less threatening place. Kathy developed a stronger understanding of the role parents were willing and able to play in their children's academic learning. She found that parents would adjust their work schedule or enlist a friend or baby-sitter or another family member in order to provide the child the time and attention necessary to support the children's school learning. In addition, she found that with co-constructing the portfolio as a context, parents learned about the classroom from their children. In one self-memorandum, Kathy wrote: "As the child modeled for the parent the type of writing we do in school, it served as a window in the classroom for the parent."

In Joy's case, most of the parents were already comfortable at school. For them, the project offered an opportunity to become "co-investigators," helping Joy to document their children's literacy learning. At the end of the year, one mother wrote, "This is the last of my notes. I've really enjoyed watching Kevin's progress. Thanks so much." As both teachers noted, the collaborative portfolio gave parents and teachers common ground upon which they could frame a discussion about the child's literacy learning.

Conclusion

In this project, we created an atmosphere in which parents could enter classrooms to contribute as well as receive information about their children's academic learning. There are yet many unanswered questions and much to learn, but our initial impression is that a process such as this holds promise for building school communities where parents, teachers and children become co-investigators in the learning process.

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Table 1

Nature of Home Literacy Artifacts in Both Settings

	Suburban setting	Urban setting
Context	48	2
Playtime	21	115
Quiet/waiting time		
Motivation and purposes	55	0
Play or pass the time	2	0
Solve a problem	20	3
Get information	31	115
Share information	14	0
Record information	7	0
Plan or organize	25	1
Entertain		
Participants in literacy	65	116
Child Alone	13	10
Parents	4	2
Siblings	7	0
Friends		
Initiator of Event	85	111
Child-initiated	2	5
Parent-initiated		
Type of literacy	65	106
Writing	23	12
Reading	4	2
Oral		
Content of Event	38	10
Books/Songs	48	108
Personal experiences/interests	2	2
Games	0	1
Films		
Genre	30	101
Informational/Expository Text	34	12
Stories	3	0
Journal	11	0
Poetry	9	3
Letters	3	0
Worksheet	1	0
Invitations		

Figure Captions

Figure 1. Michael's report of the day's activities

Figure 2. Jaclyn's letter reporting her book reading

Figure 3. Michael's letter to his aunt

Figure 4. Armand's notes about snakes

Figure 5. Justin's emergency list

Figure 6. Justin's poem

Figure 7. Nat's list

Figure 8. Nat's garden plan

Figure 9. Note from Jason's mom

Figure 10. Michael's aggregation chart

Michael Horne

MY DAD HAd a Boke in CAR The MACnArk Fixed The CAR and that WAS nice

Home

MAY 13 1993 #3 May 13, 19

Dear Miss Sullivan:

Today I read "The Digging-est Dog" to my mom. It was about a dog that did not know how to dig but when he learned he dug up the whole town. It was funny.

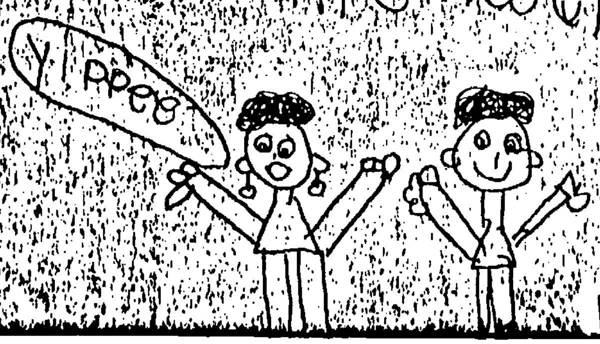
from your student
Jaclyn Smith

letter

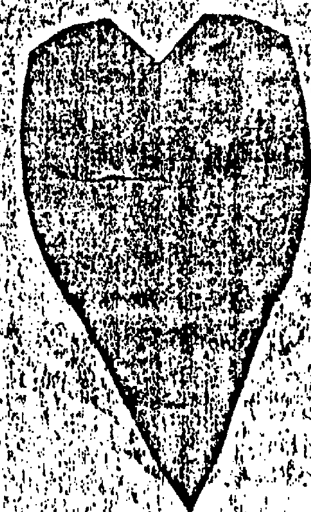
#3

BEST COPY AVAILABLE

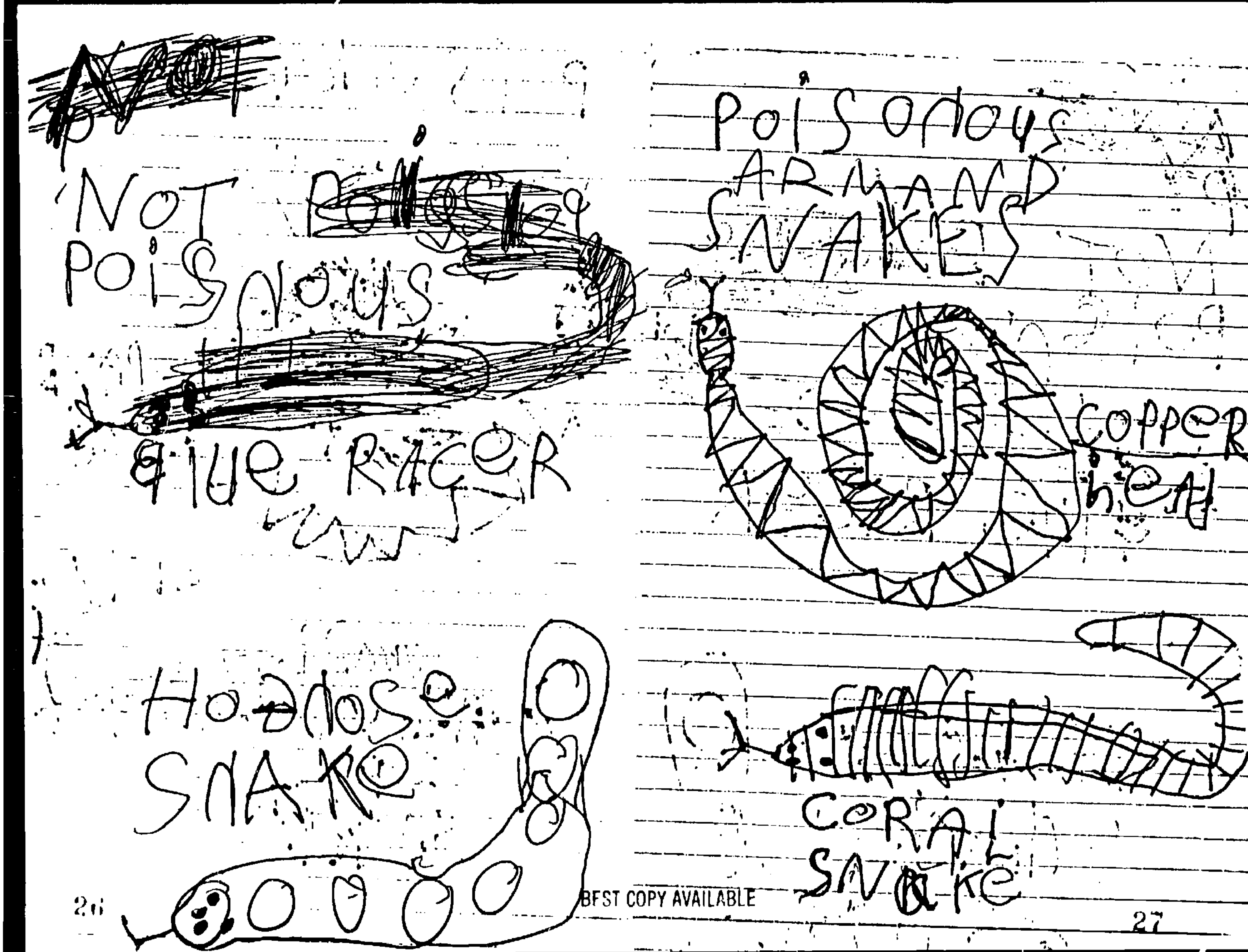
I LOVE YOU
AUTTEOCAReT
and YOU ARe
VReA nice
and I'M SORRY
WhAT HAPPened
To AUCIROCO.
Love MIChael



Home
May 18, 1993



May 18, 1993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Kandils

Stiks for hotdogs + marshmeloes ✓

Wood ✓

machis ✓

Jenerrader ✓

(4)
Home

Sad

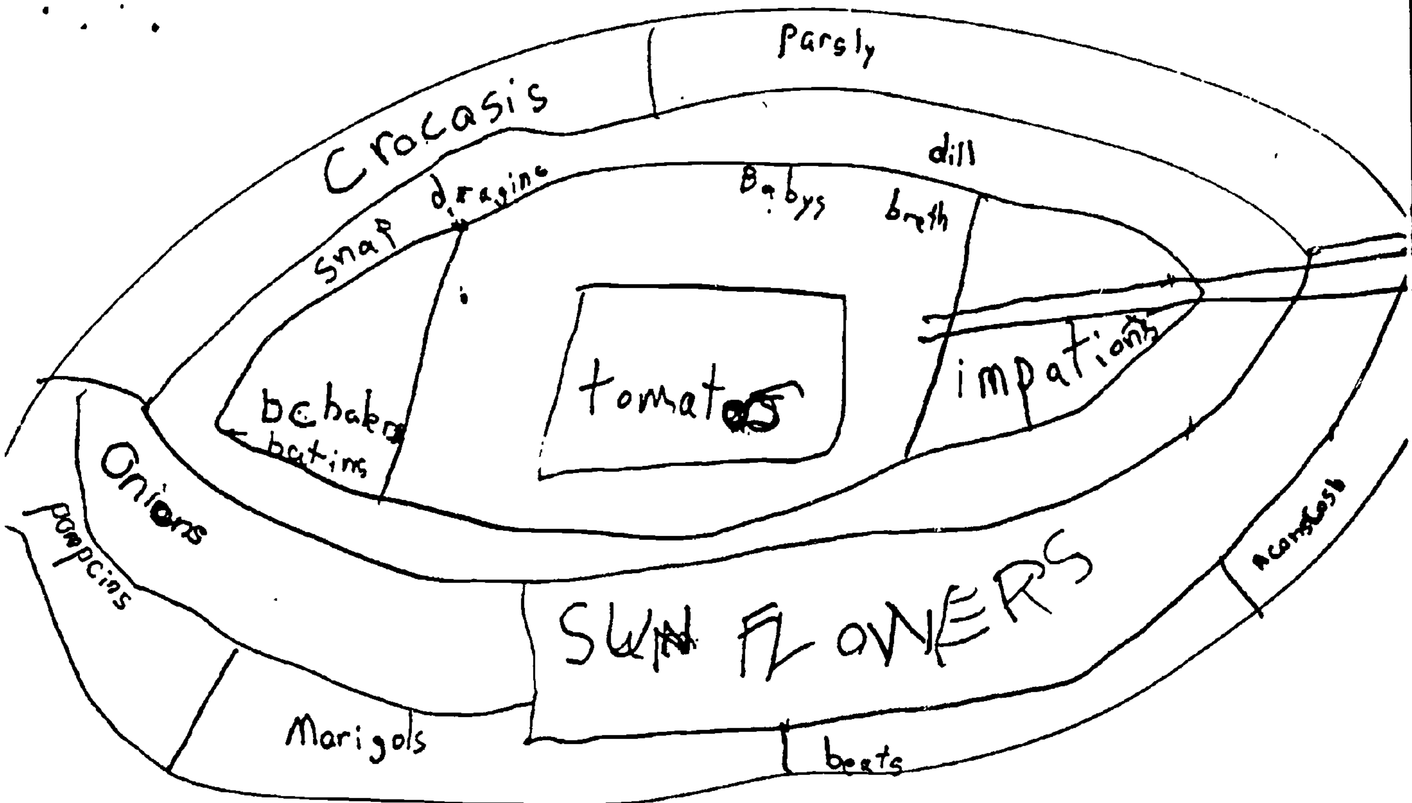
Sad is you, you are Sad.
Wen you do the tacksis. And
bils. you are Sad.
yes, yes, you are sad.
and Wen you are happy! and
mad. they are all felcings.
Wen you wosh ne playe hoky ~~[illegible]~~ you
are happy! and on March 19, of 1993.
you are mad + happy.

2

horry

Mother's day List

Wood toy house
Clay scultier
Box
Riben
Paper
Pencel
Tape
Flower
MoM


parsly
Crocasis
dill
snap dragins
Babys breth
tomatos
impations
bchaker batins
Onions
pompcins
SUN FLOWERS
acornsosh
Marigols
beets

This note same with #s 3-10 S: Jason
C: Joy

June 8, 1993

Just a few notes regarding Jasons portfolio.

Jason has been very interested in typing on his typewriter. He writes a lot of stories, some he does not finish. I believe he takes most of his info from his own experiences but puts in a lot of make believe. He is getting to be a better speller with the help of his brother teaching him some spelling rules.

Jason has expanded his reading to include fun books, not just information books. He tries to finish chapter books and wants to excel quickly. Jason reads atleast one book in bed to himself on most nights. During lazy days he will get a book and read in the hammock or chaise outside. Jason seems to take cue to read when we have to remind his brother of his book reports that are becoming due.

Jason has taken an interest in making search n' word games. He has made 2 so far. One he did all by himself in his own spelling. The other I helped him with his spelling. He is becoming more aware of his penmanship in trying to not switch his letters around. He mastered the b/d helper with the word bed, using his hands as bed posts.

After checking out Jasons desk I found a lot of unfinished work. I think Jason may have a hard time putting words down to resemble his thoughts. I have included most of what I have found. Jason enjoys drawing and will illustrate at times.

I'm not sure if there is anything here that you would like to include in his portfolio or if it has been duplicated.

AGGREGATING DATA IN A HOME/SCHOOL LITERACY PORTFOLIO

STUDENT'S NAME Michael DATE 5-93 to 6-93 GRADE 1

	LOCATION	PRIOR SKILLS	RISK TAKING	WORD STRATEGIES			COMPREHENSION STRATEGIES						WRITING
SAMPLE	HOME/ IN CLASS/ CHAPTER I/ OTHER	HAS PRIOR SKILL DEVELOPMENT	SHOWS CONFIDENCE/ INTEREST IN LITERACY	USES DECODING ENCODING STRATEGIES	USES MEANING CLUES	OTHER STRATEGIES	RESPONSE TO LITERATURE	USE PRIOR KNOWLEDGE MAKES PREDICTIONS	ORGANIZES INFORMATION	ELABORATES	SUMMARIZES	SELF-MONITORS	GRAMMAR CAPITAL LETTERS PUNCTUATION HANDWRITING
5-21-93			✓+	✓+						✓			✓++
Rainbow 6-1-93	Home		✓	✓				✓	✓	✓			✓+
6-1-93	Home		✓	✓					✓	✓			✓+
6-3-93	Home		✓	✓				✓	✓		✓		✓+
6-9-93			✓					✓	✓	✓			✓+
6-7-93	Home		✓	✓							✓		✓+

COMMENTS

CODE ✓ NO HELP ✓+ SOME HELP ✓++ A LOT OF HELP

A BLANK SPACE INDICATES THAT AN ITEM IS NOT APPLICABLE AT THIS TIME.