America's School Dropout Crisis:

Strategies for Prevention and Rescue

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Co-author with M.D. Rettig: 1995. *Block scheduling: A catalyst for change in high schools.* Larchmont, NY: Eye on Education. www.eyeoneducation.com

Co-author with M.D. Rettig: 1996. *Teaching in the block: Strategies for engaging active learners.* Larchmont, NY: Eye On Education. www.eyeoneducation.com

Co-author with M.D. Rettig: 2000. *Scheduling strategies for middle schools.* Larchmont, NY: Eye On Education. www.eyeoneducation.com

Co-author with M.D. Rettig: 2008. *Elementary school scheduling: Enhancing instruction for student achievement.* Larchmont, NY: Eye on Education. www.eyeoneducation.com

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National Scope of the Crisis:

- In the U.S. every school year approximately 1.3 million students – **THAT'S 7,000 every school day** – do not graduate from high school as scheduled. Education Week estimated that in Virginia in 2009 33,540 students did not graduate on time. In **NEW YORK** Education Week estimated in 2009 that 81,079 students did not graduate on time.

- Of the 50 largest school districts in the U.S., Detroit has the highest dropout rate, with a graduation rate of 26.8 percent.

- Each person in U.S. who does not receive a high school diploma dies about 10 years sooner than the diploma student, and the non-diploma student will cost society about 1.2 million dollars in lost wages, taxes, health costs and, for many, incarceration. About 75 percent of America's state prison inmates, almost 59 percent of federal inmates, and 69 percent of jail inmates did not complete high school. In the U.S. on average we spend about $28,000.00 per year per prisoner and less than $10,000.00 per year per student.

- There is evidence that a large percentage of dropouts could be academically successful in completing their high school studies (See "The Silent Epidemic" report funded by Bill Gates). "…surprisingly, gifted students drop out at the same rates as non-gifted kids – about 5% of both populations leave school early. Later in life, according to the scholarly *Handbook of Gifted Education,* up to one-fifth of dropouts test in the gifted range" (Cloud, 2007).

- "The high school diploma is the bare minimum credential necessary to have a fighting chance . . . in the workforce" (ASCD Brief, 2007).

Typically, a POTENTIAL DROPOUT will possess a COMBINATION of the following NON-SCHOOL characteristics:

➢ More likely to be MALE than FEMALE

➢ More likely to be AFRICAN-AMERICAN or HISPANIC than to be Asian or Caucasian

➢ Is likely living in a LOW-INCOME HOME with little or NO SUPPORT for school academics

➢ Has LIMITED ABILITY TO control behavior in purposeful ways; when given choices, often does not "DELAY GRATIFICATION"

➢ Is likely to have ATTENDED MORE THAN ONE elementary, middle and/or high SCHOOL

➢ Is likely to demonstrate PROBLEMS in MANAGING TIME and WORKLOADS, and in MEETING DEADLINES

➢ Is likely ATTENDING A SCHOOL in a school district with a HIGH PERCENTAGE of LOW-INCOME FAMILIES

➢ Is likely to have a history of POOR SCHOOL ATTENDANCE

➢ Is likely to have at least ONE PARENT who DID NOT RECEIVE A HIGH SCHOOL DIPLOMA

➢ By middle grades is likely to be slowly BECOMING DISENGAGED FROM SCHOOL; some call it DISCONNECTING from school

➢ By middle grades **may** be ENGAGING IN an increasing number of SELF-DESTRUCTIVE BEHAVIORS, such as smoking, using drugs, skipping school, and engaging in unsafe sexual activities; also may be experiencing physical, emotional and/or sexual abuse. If female, sexual abuse is more likely than if male.

➢ By middle grades – certainly by Grade 9 – at least 10 - 14 percent may be showing signs of CLINICAL DEPRESSION

➢ If in high school, may be WORKING more than TWENTY HOURS per week; also may be a teen-age parent

Typically, a POTENTIAL DROPOUT will possess a COMBINATION of the following <u>SCHOOL-RELATED</u> CHARACTERISTICS:

- Is likely to have experienced a READING PROBLEM in EARLY grades that was NEVER CORRECTED

- Is likely to have been RETAINED in ELEMENTARY GRADES

- Is likely to have received Ds and Fs in Language Arts (LA) and Mathematics in Grades 4 and 5; TEACHER GRADES tend to be MORE PREDICTIVE of dropouts than standardized test scores!!

- By Grade 6 is likely to be: FAILING LA and/or MATH; attending school LESS THAN 80 PERCENT of the time, especially during FIRST 30 DAYS OF SCHOOL; and is being reported as a BEHAVIOR PROBLEM by teachers and administrators

- Is more likely to be attending an URBAN school than a SUBURBAN or RURAL school (50/20/30 percents)

- Is likely to have been RETAINED IN GRADE 9 (Note: Grade 9 retention is the biggest risk factor for dropping out of school.)

- Is likely to be attending a high school with 750 or more students.

- Is likely entering Grade 9 <u>two or more years below grade</u> <u>level </u>in MATHEMATICS and LITERACY (50/50 chance)

- By end of Grade 9 DOES NOT HAVE SUFFICIENT CREDITS to have some chance of GRADUATING WITH his/her CLASS; if OVER-AGE, this student is even more at-risk. In most schools this student did not receive a minimum of 5.5 credits by end of Grade 9.

- By end of Grade 9 did not either earn a CREDIT in ALGEBRA I with a GPA of at least 2.5 or pass a valid End-of-Course-Test.

- By Grade 8 ATTENDANCE continues to be less than 80 percent (In Chicago study, student attendance was 8 times more predictive of course failure than test scores.)

- Is likely NOT RECEIVING ANY SUPPORT SERVICES. (Note: This statement can be debated. Some experts report it to be true; however, in the 23rd report to Congress on the implementation of IDEA it was reported that more than 1/3 of LD students and close to 50% of ED and BD students drop out. Some argue that the discrepancy exists because there has been over identification of minorities in special education classes. There seems to be agreement that 25-30% of SPED students with IEPs drop out.)

- Is NOT ACTIVELY ENGAGED in at least ONE core class or school activity such as band or sports

- Does not have AT LEAST ONE ADULT in whom he/she TRUSTS and in whom can/will CONFIDE and HAS ACCESS to during both school and after school hours (Mentoring)
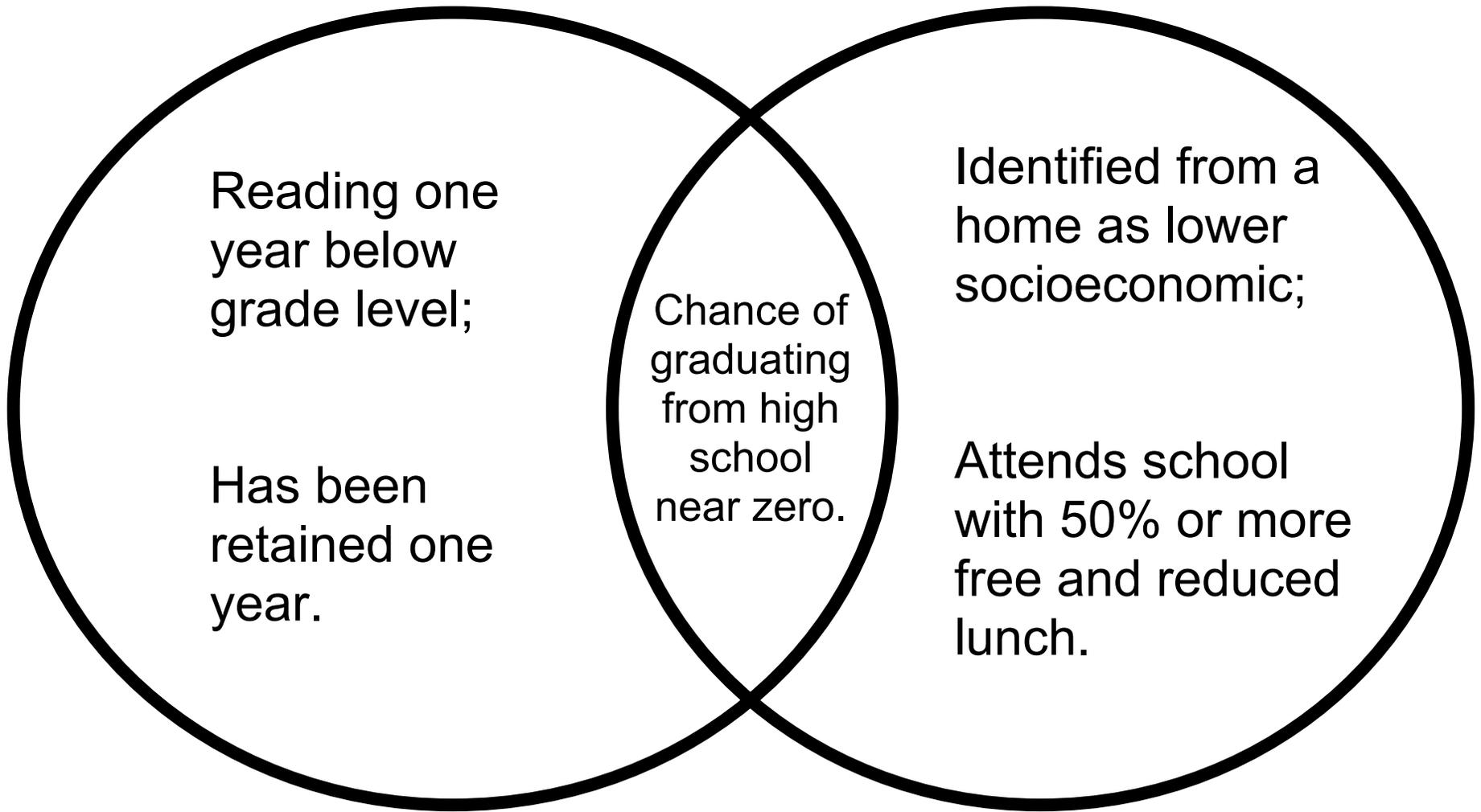
Summary of School Factors Related to Dropouts

What are some research-based actions we might take?

- ❖ Grades 3, 6 and 9 seem to be the MOST CRITICAL GRADES for potential dropout identification and need for immediate action.

- ❖ Entering Grade 3 reading and writing at grade level is a critical predictor. At Grade 3 the LITERACY COMPETENCIES seem to be more critical than having mastered competencies in mathematics. Of course, this has implications for all the early grades. We NEED assessment-based instructional literacy programs.

❖ School ATTENDANCE proves to be an important predictor at all levels. (Note: School POLICIES related to attendance and MANDATED FAILURE or not being permitted/encouraged to make up work may contribute to this problem.)

❖ In Grades 7 and 8 ATTENDING SCHOOL AT LEAST 80 PERCENT of the time is important; SUPPORTING MAKE-UP WORK becomes critical with this variable.

❖ Receiving Ds or Fs in Language Arts and/or Mathematics in Grade 6 is a high predictor. (Note: GRADES more PREDICTIVE than test scores.)

❖ Being able to READ AND WRITE at least at a Grade 6 LEVEL is critical in earning a diploma in today's high schools. Students not having this level of competency upon entering Grade 9 must be ACCELERATED IN LITERACY before being placed in courses requiring high levels of reading and writing skills, such as social studies and science courses.

❖ At the end of Grade 9 having sufficient credits to graduate with his/her class is highly predictive. Being both OVER-AGE AND UNDER-CREDITED at end of Grade 9 is even more predictive.

❖ Earning an ALGEBRA I CREDIT BY END OF GRADE 9 WITH A HIGH DEGREE OF MASTERY is a critical factor.

❖ When failure in core courses is obvious early in the school year, it is important to have school alternatives in place so students SPEND A MINIMUM AMOUNT OF TIME FAILING. Recovery programs that require a limited amount of "seat time" become critical in addressing early failure problems. We need Prevention and Rescue Programs vs. ROADBLOCKS based on "sorting and selecting" policies and past practices.

❖ When STUDENTS begin to AGE OUT (typically about 17 years of age) and have fewer than ten credits, critical rescue plans need to be implemented. Skills, products and MASTERY of specific content must REPLACE GRADE LEVELS to determine when students matriculate. RESTORATIVE DISCIPLINE must replace

traditional suspensions and detentions, and there needs to be a focus on developing PERSONAL COMPETENCIES. (See Diploma Plus programs for more information.)

❖ Implementing SMALL SCHOOLS WITHIN A SCHOOL, at least in Grades 9 and 10, appears to help reduce the number of dropouts IF students receive quality instruction in both literacy and numeracy competencies and IF they receive at least 5.5 credits by the end of Grade 9. (Ouchi, William)

❖ Throughout the school years, most potential dropouts need help in making wise choices, CONTROLLING their BEHAVIOR in purposeful ways, and in MANAGING WORKLOADS. These findings have huge implications for school policies related to discipline, behavior management, attendance, grading practices, make-up work, and course recovery credits. Institutionalizing both student and teacher support practices in these areas is critical.

❖ Having at least one ADULT CONFIDANT who is ACCESSIBLE both in and out of school is important to many of these students. Some schools call them graduation coaches. Some call them MENTORS. It appears this is not a duty that can be assigned to teachers; they have to want to do it!

❖ Developing a CULTURE of DOING WHATEVER IT TAKES is critical in high schools vs. the continuation of the practice of equating fairness with sameness.

Reading one year below grade level;

Has been retained one year.

Chance of graduating from high school near zero.

Identified from a home as lower socioeconomic;

Attends school with 50% or more free and reduced lunch.

Paycan 420-Minute Elementary School Schedule with Multiple I/E Periods

	HR	I	II	III	IV	V	VI	VII	VIII	IX
Kindergarten	HR	Reading/Language Arts/Social Studies (180 Minutes)				Lunch/Recess (45 Minutes)	Math/Science (45 Minutes)	Encore/Plan (45 Minutes)	I/E	Math/Science (45 Minutes)
Grade 1	HR	Reading/Language Arts/Social Studies (180 Minutes)				Recess/Lunch (45 Minutes)	Math/Science (45 Minutes)	I/E	Encore/Plan (45 Minutes)	Math/Science (45 Minutes)
Grade 2	HR	Reading/Language Arts/Social Studies (180 Minutes)				I/E	Lunch/Recess (45 Minutes)	Math/Science		Encore/Plan (45 Minutes)
Grade 3	HR	Reading/Language Arts/Social Studies (180 Minutes)				Encore/Plan (45 Minutes)	Recess/Lunch (45 Minutes)	Math/Science		I/E
Grade 4	HR	90 Minutes		I/E	Encore/Plan (45 Minutes)	90 Minutes		Lunch/Recess (45 Minutes)	90 Minutes	
Grade 5	HR	90 Minutes		Encore/Plan (45 Minutes)	I/E	90 Minutes		Recess/Lunch (45 Minutes)	90 Minutes	
Encore/Plan	HR	Plan		Grade 5	Grade 4	Grade 3	Lunch	Grade K	Grade 1	Grade 2
I/E	HR	Plan		Grade 4	Grade 5	Grade 2	Lunch	Grade 1	Grade K	Grade 3
Lunch/Recess						K-1	2-3	4-5		

Time columns across the top: 8:00 AM through 3:00 PM in 5-minute increments.

Note: For additional information on implementing an Intervention/Enrichment (I/E) period in an elementary school, see Canady, R. L. & Rettig, M. D. (2008). Chapter 4. *Elementary school scheduling: Enhancing instruction for student achievement. (pp. 93-125).* Larchmont, NY: Eye on Education. (ISBN 978-1-59667-080-8 Fax: (914) 833-0761)

Fentenn Elementary School Master Schedule: Grades Pre-K - 8											
		I	II	III	IV	V	VI	VII	VIII	IX	
Pre-K	HR	Reading/Language Arts/Social Studies (180 Minutes)				Lunch/ Recess (45 Minutes)	Math/ Science (45 Minutes)	Encore/Plan (45 Minutes)	I/E	Math/ Science (45 Minutes)	
Kindergarten	HR	Reading/Language Arts/Social Studies (180 Minutes)				Lunch/ Recess (45 min.)	Math/ Science (45 min.)	Encore/Plan (45 Minutes)	I/E	Math/ Science (45 Minutes)	
Grade 1	HR	Reading/Language Arts/Social Studies (180 Minutes)				Recess/ Lunch (45 min.)	Math/ Science (45 min.)	I/E	Encore/Plan (45 Minutes)	Math/ Science (45 Minutes)	
Grade 2	HR	Reading/Language Arts/Social Studies/Math (225 Minutes)					Lunch/ Recess (45 min.)	I/E	Encore/Plan (45 Minutes)	Math/ Science (45 Minutes)	
Grade 3	HR	Reading/Language Arts/Social Studies (180 Minutes)			I/E	Lunch/ Recess (45 Minutes)	Math/Science (90 Minutes)		Encore/Plan (45 Minutes)		
Grade 4	HR	90 Minutes		90 Minutes		I/E	Recess/ Lunch (45 min.)	90 Minutes		Encore/Plan (45 Minutes)	
Grade 5	HR	90 Minutes		I/E	Encore/Plan (45 Minutes)	90 Minutes		Lunch/ Recess (45 Minutes)	90 Minutes		
Grade 6	HR	90 Minutes		I/E	Encore/Plan (45 Minutes)	90 Minutes		Lunch/ Recess (45 Minutes)	90 Minutes		
Grade 7	HR	90 Minutes		Encore/Plan (45 Minutes)	I/E	90 Minutes		Recess/ Lunch (45 Minutes)	90 Minutes		
Grade 8	HR	90 Minutes		Encore/Plan (45 Minutes)	I/E	90 Minutes		Recess/ Lunch (45 Minutes)	90 Minutes		
I/E	HR			5,6	7,8	3,4	Lunch	1,2	P-K, K		
Lunch/Recess						P-K,K, 1	2,3,4	5,6,7,8			
Encore	HR	PLAN		7,8	5,6	OPEN	Lunch	P-K, K	1,2	3,4	

A Sample Structure of Intervention/Enrichment Period for One Grade Level

Groups	Activity	Staff
25% of Students	Writing Lab	1 (of 3) Classroom Teachers
25% of Students	Science and Social Studies Enrichment Activities	Library/Media Specialist
15% of Students	Math Interventions	Second Classroom Teacher or Computer Lab
35% of Students	Reading Interventions	Third Classroom Teacher, LD Teacher, 2 Reading Specialists

A Sample Structure of Intervention/Enrichment Period for One Grade Level with Four Base Teachers and 92 Students

Groups	Activity	Staff
20 Students	Social Studies Enrichment	TAG Teacher
15 Students	Science Enrichment	Library/Media Specialist or Classroom Teacher
18 Students	Writing Lab	Title I or Reading Specialist
12 Students	Special Services	LD Teacher, ESL Teacher, Speech/Language Teacher
10 Students	Math Interventions	Math Specialist, Classroom Teacher, and/or Computer Lab
17 Students	Reading Interventions	Title I, Reading Specialist, SPED

Note: For additional information, see Canady, R. L. & Rettig, M. D. (2008). Chapter 4. *Elementary school scheduling: Enhancing instruction for student achievement. (pp. 100-105).* Larchmont, NY: Eye on Education. (ISBN 978-1-59667-080-8 Fax: (914) 833-0761)

Time columns (5-minute increments): 8:00 AM, 8:05 AM, 8:10 AM, 8:15 AM, 8:20 AM, 8:25 AM, 8:30 AM, 8:35 AM, 8:40 AM, 8:45 AM, 8:50 AM, 8:55 AM, 9:00 AM, 9:05 AM, 9:10 AM, 9:15 AM, 9:20 AM, 9:25 AM, 9:30 AM, 9:35 AM, 9:40 AM, 9:45 AM, 9:50 AM, 9:55 AM, 10:00 AM, 10:05 AM, 10:10 AM, 10:15 AM, 10:20 AM, 10:25 AM, 10:30 AM, 10:35 AM, 10:40 AM, 10:45 AM, 10:50 AM, 10:55 AM, 11:00 AM, 11:05 AM, 11:10 AM, 11:15 AM, 11:20 AM, 11:25 AM, 11:30 AM, 11:35 AM, 11:40 AM, 11:45 AM, 11:50 AM, 11:55 AM, 12:00 PM, 12:05 PM, 12:10 PM, 12:15 PM, 12:20 PM, 12:25 PM, 12:30 PM, 12:35 PM, 12:40 PM, 12:45 PM, 12:50 PM, 12:55 PM, 1:00 PM, 1:05 PM, 1:10 PM, 1:15 PM, 1:20 PM, 1:25 PM, 1:30 PM, 1:35 PM, 1:40 PM, 1:45 PM, 1:50 PM, 1:55 PM, 2:00 PM, 2:05 PM, 2:10 PM, 2:15 PM, 2:20 PM, 2:25 PM, 2:30 PM, 2:35 PM, 2:40 PM, 2:45 PM, 2:50 PM, 2:55 PM, 3:00 PM

Row	Schedule
Kindergarten Teacher A	Homeroom Activities, Mathematics and Unit Time (50); *ELGs (40); Literacy (80 minutes); Lunch/Recess (40); Encore/Plan (40); Math/Science (40); Literacy/Social Studies (80 minutes); Repeat ELGs (40)
Kindergarten Teacher B	Homeroom Activities, Mathematics and Unit Time (50); Literacy (40); ELGs (40); Literacy (40); Lunch/Recess (40); Encore/Plan (40); Math/Science (40); Repeat ELGs (40); Literacy/Social Studies (80 minutes)
Kindergarten Teacher C	Homeroom Activities, Mathematics and Unit Time (50); Literacy (80 minutes); ELGs (40); Lunch/Recess (40); Encore/Plan (40); Math/Science (40); Literacy (40); Repeat ELGs (40); Literacy (40)
Grade 1 Teacher A (HR)	ELGs (40); Literacy/Social Studies (80 minutes); Encore/Plan (40); Recess/Lunch (40); Math/Science (80 minutes); Literacy/SS (40); Repeat ELGs (40); Literacy/SS (40)
Grade 1 Teacher B (HR)	Literacy (80 minutes); ELGs (40); Encore/Plan (40); Recess/Lunch (40); Math/Science (80 minutes); Literacy/Social Studies (80 minutes); Repeat ELGs (40)
Grade 1 Teacher C (HR)	Literacy (40); ELGs (40); Literacy (40); Encore/Plan (40); Recess/Lunch (40); Math/Science (80 minutes); Repeat ELGs (40); Literacy/Social Studies (80 minutes)
Grade 2 (HR)	Language Arts/Reading (80 minutes); Encore/Plan (40); LA/Reading (40); ELGs if needed (40); Lunch/Recess (40); ELGs if needed (40); Math/Science/Social Studies (120 minutes)
Grade 3 (HR)	80 Minutes; I/E Center (40); 80 Minutes; Recess/Lunch (40); 80 Minutes; Encore/Plan (40); (40)
Grade 4 (HR)	80 Minutes; OPEN: Could be 4th block if grades are departmentalized. Could be extensive I/E for students needing help before testing; enrichment for others; 80 Minutes; Lunch/Recess (40); 80 Minutes; Encore/Plan (40)
Grade 5 (HR)	80 Minutes; [OPEN block continues]; 80 Minutes; Recess/Lunch (40); Encore/Plan (40); 80 Minutes
Lunch/Recess	K,1; 2,3; 4,5
Specials (Music, Art, PE, Library, Break Aides, Computer Lab, Guidance, Resource Class, Encore)	Plan**; Grade 2; Grade 1; Lunch; Grade K; Plan; 5; 3; 4
ELGs	1-A; K-A, 1-C; K-B, 1-B; K-C; Grade 2; Grade 2; K-B, 1-C; K-C, 1-A; K-A, 1-B

Dismissal

ELG = Early Literacy Group ** Plan: Available to provide 80 minutes of planning for each grade level on a 6-day rotation. See Figure B.3 and Canady and Rettig (2008), pp. 54-92 for further details. 11

Beginning Reader Group Lesson Plan *Adapted by Carol Canady Payne from Book Buddies Beginning Reader Lesson Plan 1/3/10*

Student: _____ Tutor: _____ Date: _____ Lesson#: _____

LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS
Rereading for Fluency (12-15 minutes)	❑ Text1 (Last lesson's new book): _____ ❑ Text2: _____ ❑ Text Highlighting: _____ ❑ TRR1: _____ ❑ Audiotaped Reading: _____ ❑ Other: _____	<table><tr><td></td><td>Sp</td><td>Acc/Errors</td><td>Exp</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td></tr></table> Overall comments: _____
Word Study (15-20 minutes) Phonics Spelling Vocabulary	❑ Word Bank: _____ ❑ Push & Say It/Fast Read: _____ ❑ Picture/Word Sort: _____ ❑ Writing Sort: _____ ❑ Dictated Sentences: _____ ❑ Review Game: _____ ❑ Other: _____	<table><tr><td></td><td>+WB</td><td>Acc/Errors</td></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table> Overall comments: _____ _____
New Reading for Comprehension (8-10 minutes)	❑ New Book: _____ ❑ Introduce book. (Discuss title, cover, pictures, words, patterns, and meanings). Predict. ❑ Students read book to teacher or themselves. ❑ Post reading: _____	Speed: _____ Accuracy: _____ _____ Expression: _____ Difficulty: _____ Overall comments: _____ _____
Home Connection	❑ Return book? Student 1 2 3 4 5 6 ❑ Take Home Book/Text: _____	Did you read the book at home? _____ # of times? ____ To whom? _____

Emergent Reader Group Lesson Plan   *Adapted by Carol Canady Payne from PALS Emergent Reader Lesson Plan 9/4/06*

Group: _____   Tutor: _____   Date: ___/___/___   Day(s): _____   Lesson #: ___

LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS
Alphabet & Beginning Sounds (10-12 minutes)	**ABC Tracking**: ❑ Students point to letters on ABC guide while singing ABC song. **Letter Recognition**: ❑ Show students their names on sentence strips. ❑ Students identify letters at beg. of names. **Writing:** ❑ Students trace/copy names on sentence strips.	<table><tr><td></td><td>Track?</td><td>ID Letters:</td><td>Form Ltrs:</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td></tr><tr><td>7</td><td></td><td></td><td></td></tr></table>Overall comments: _____ _____
Word Awareness- Developing Concept of Word (5-10 minutes)	Story, poem, OR song title: _____ **Concept of Word (COW) Activity:** ❑ Cut/Rearrange Sentence strips: _____ _____ _____	<table><tr><td></td><td>Track?</td><td>Text Diff?</td><td>Make Sent?</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td></tr><tr><td>7</td><td></td><td></td><td></td></tr></table>Overall comments: _____ _____
Language Play (10-15 minutes)	**Phonological Awareness Task:** ❑ <u>Rhyme</u>: Rhyme Read Aloud, Rhyme Pick-Up/Rhyme BINGO/Rhyme Go-Fish ❑ <u>Initial/Final Sound</u>: ABC Book, Picture/Object Sort ❑ <u>Blending/Segmenting</u>: Turtle/Robot Talk, Sounds in the Word	<table><tr><td></td><td>Easy</td><td>Just Right</td><td>Difficult</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td></tr><tr><td>7</td><td></td><td></td><td></td></tr></table>Overall comments: _____ _____
Home Connect	❑ Return previous book? 1 2 3 4 5 6 7 ❑ Take Home Book/Text: _____	Did you read the book at home? _____ # of times? _____ To whom? _____

Intermediate Reader Lesson Plan

Adapted by Carol Canady Payne from Book Buddies and other lesson plans 12/1/09

Students: 1._____ 2. _____ 3._____ 4._____ 5._____ Tutor: _____ Date: _____ Lesson#: _____

LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS
Reading for Fluency (8-10 minutes)	❑ Text1 (Last lesson's new book): _____ ❑ Text2: _____ ❑ TRR1: _____ ❑ Audiotaped Reading: _____ ❑ Other: _____	<table><tr><td></td><td>Sp</td><td>Acc/Errors</td><td>Exp</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td></tr></table> Overall comments: _____
Word Study (10-15 minutes) Phonics Spelling Vocabulary	❑ Sight Word/Vocabulary Work: _____ ❑ Word Sort: _____ ❑ Writing Sort: _____ ❑ Speed Sort: _____ ❑ Review Game/Other: _____	<table><tr><td></td><td>Acc/Errors</td><td>Diff</td></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr></table> Overall comments: _____
New Reading and Writing (15-20 minutes)	❑ New Book: _____ 1. Before: _____ _____ 2. During: _____ _____ 3. After: _____ _____	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Speed</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Acc</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Exp</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Comp</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>WQual</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>WQuan</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Diff</td><td></td><td></td><td></td><td></td><td></td></tr></table> Overall comments: _____
Home Connection	❑ Read previous book sent home? ❑ # Times? ❑ Return/Reward/Take Home Book or Text: _____	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Read</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Times</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Return</td><td></td><td></td><td></td><td></td><td></td></tr></table>

Four Block Schedule with One Single Period per Grade for Advisory, Remediation, Enrichment, and/or Electives (EEE)

Time columns (5-minute increments): 8:00 AM, 8:05 AM, 8:10 AM, 8:15 AM, 8:20 AM, 8:25 AM, 8:30 AM, 8:35 AM, 8:40 AM, 8:45 AM, 8:50 AM, 8:55 AM, 9:00 AM, 9:05 AM, 9:10 AM, 9:15 AM, 9:20 AM, 9:25 AM, 9:30 AM, 9:35 AM, 9:40 AM, 9:45 AM, 9:50 AM, 9:55 AM, 10:00 AM, 10:05 AM, 10:10 AM, 10:15 AM, 10:20 AM, 10:25 AM, 10:30 AM, 10:35 AM, 10:40 AM, 10:45 AM, 10:50 AM, 10:55 AM, 11:00 AM, 11:05 AM, 11:10 AM, 11:15 AM, 11:20 AM, 11:25 AM, 11:30 AM, 11:35 AM, 11:40 AM, 11:45 AM, 11:50 AM, 11:55 AM, 12:00 PM, 12:05 PM, 12:10 PM, 12:15 PM, 12:20 PM, 12:25 PM, 12:30 PM, 12:35 PM, 12:40 PM, 12:50 PM, 12:55 PM, 1:00 PM, 1:50 PM, 1:10 PM, 1:15 PM, 1:20 PM, 1:25 PM, 1:30 PM, 1:35 PM, 1:40 PM, 1:45 PM, 1:50 PM, 1:55 PM, 2:00 PM, 2:05 PM, 2:10 PM, 2:15 PM, 2:20 PM, 2:25PM, 2:30PM, 2:35PM, 2:40PM, 2:45PM, 2:50 PM, 2:55PM

Grade				
Grade 6	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	Block I (90 minutes) / Block II (85 minutes) / Lunch (30 min)	Block III (85 minutes)	Block IV Planning (85 minutes)
Grade 7	Block I (90 minutes)	Block II Planning (85 minutes) / Lunch (30 min) / Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	Block III (85 minutes)	Block IV (85 minutes)
Grade 8	Block I (90 minutes)	Block II (85 minutes) / Block III Planning (85 minutes) / Lunch (30 min) / Advisory, Reading, Avid, PE, SPED, ESL, FL (EEE) 45 minutes		Block IV (85 minutes)
PE/Electives	Plan (90)	Grade 7 / Grade 8 / Lunch (30 min) / Grade 8 Electives		Grade 6

Four Block Schedule with Third Period for Advisory, Remediation, Enrichment, and/or Electives (EEE)

	Block I	Block II	(Third Period)	Block III + Lunch	Block IV
Grade 6	LA 6A, LA 6B, SS6, SC6 / LA 6-1, LA 6-2, SS 6-3, SC 6-4 / SS 6-4, SC 6-3	LA 6A, LA 6B, SS6, SC6 / LA 6-5, LA 6-6, SS 6-1, SC 6-2 / SS 6-2, SC 6-1	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes) — Lunch 30 mins. — All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	LA 6A, LA 6B, SS6, SC6 / LA 6-3, LA 6-4, SS 6-5, SC 6-6 / SS 6-6, SC 6-5
Grade 7	LA 7A, LA 7B, SS7, SC7 / LA 7-1, LA 7-2, SS 7-3, SC 7-4 / SS 7-4, SC 7-3	All Grade 7 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	Lunch 30 mins. — LA 7A, LA 7B, SS7, SC7 / LA 7-5, LA 7-6, SS 7-1, SC 7-2 / SS 7-2, SC 7-1	LA 7A, LA 7B, SS7, SC7 / LA 7-3, LA 7-4, SS 7-5, SC 7-6 / SS 7-6, SC 7-5
Grade 8	All Grade 8 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)	LA 8A, LA 8B, SS8, SC8 / LA 8-3, LA 8-4, SS 8-5, SC 8-6 / SS 8-6, SC 8-5	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	LA 8A, LA 8B, SS8, SC8 / LA 8-5, LA 8-6, SS 8-1, SC 8-2 / SS 8-2, SC 8-1 — Lunch 30 mins.	LA 8A, LA 8B, SS8, SC8 / LA 8-1, LA 8-2, SS 8-3, SC 8-4 / SS 8-4, SC 8-3
PE/Electives	6-5; 7-5 / 6-6; 7-6	6-3; 8-1 / 6-4; 8-2	Available for EEE support.	7-3; 8-3 / 7-4; 8-4	6-1; 7-1; 8-5 / 6-2; 7-2; 8-6
Math Team	Teaching all Grade 8 Students in Math.	Teaching all Grade 7 Students in Math.	Available for EEE support.	Teaching all Grade 6 Students in Math with a lunch period in middle of block.	Planning block for Math Team Teachers. (80-90 minutes)

Note: When the math team serves all three grade levels as shown in this middle school schedule, PE and elective teachers do not have common planning block time. These individual teachers are assigned a planning block on a rotating basis, probably during Blocks I, II, or III. Most likely all would need to be teaching during Block IV because of the heavy load of students assigned to this block.

Eight Period Middle School Schedule with R/LA and Mathematics Blocked

Grade 6 Teachers & Subjects	1	2	3	Lunch	4	5	6	EEE	7	8
6A (R/LA/SS)	A	A	A	Lunch	D	D	D	EEE	Exploratory and PE	Exploratory and PE
6B (R/LA/SS)	B	B	B		E	E	E			
6C (R/LA/SS)	C	C	C		F	F	F			
6D (M/SC)	D	D	D		A	A	A			
6E (M/SC)	E	E	E		B	B	B			
6F (M/SC)	F	F	F		C	C	C			

Grade 7 Teachers & Subjects	1	2	3	4			5	6	7	8
7A (R/LA)	A	A	Exploratory and PE	Exploratory and PE	Lunch	EEE	C	C	E	E
7B (R/LA)	D	D					B	B	F	F
7C (Math)	C	C					E	E	A	A
7D (Math)	B	B					F	F	D	D
7E (SC)	E	F					A	D	C	B
7D (SS)	F	E					D	A	B	C

Grade 8 Teachers & Subjects	1	2	3	4			5	6	7	8
8A (R/LA)	A	A	C	C	EEE	Lunch	Exploratory and PE	Exploratory and PE	E	E
8B (R/LA)	D	D	B	B					F	F
8C (Math)	C	C	E	E					A	A
8D (Math)	B	B	F	F					D	D
8E (SC)	E	F	A	D					C	B
8D (SS)	F	E	D	A					B	C

Note : In grades 7 and 8, this scheduling format makes it possible to offer a daily, single period of social studies and science. The two subjects also can be scheduled in a block on an alternate-day basis, quarter-on/quarter-off basis, semester/semester or based on a series of units provided in each subject. Students in grades 7 and 8 have an EEE period opposite lunch. Grade 6 teachers may want an EEE period as shown. For more information, see Scheduling Strategies for Middle Schools by Michael D. Rettig and Robert Lynn Canady.

60-90 Minute Block of Time
Concept/Progress 6-Day
Rotating Schedule
Three Teachers—Mathematics

	Days					
	1 M	2 T	3 W	4 R	5 F	6 M
A						
B						
C						
CL						

CL = Computer Lab
Concept = Two Groups, Heterogeneous Class (e.g. 1, 4)
Progress = One Group, Performance Level Class (e.g. 5)
A,B,C = Teachers

60-90 Minute Block of Time
Concept/Progress 8-Day
Rotating Schedule
Four Teachers—Mathematics

	Days							
	1 M	2 T	3 W	4 R	5 F	6 M	7 T	8 W
A								
B								
C								
D								
CL								

CL = Computer Lab
Concept = Two Groups, Heterogeneous Class (e.g. 1, 5)
Progress = One Group, Performance Level Class (e.g. 5)
A,B,C,D = Teachers

Scheduling Adaptations Designed to Accommodate First Semester Failing Students in High Schools Using the 4/4 Semester Schedule in Grades 9 and 10 (or any middle school experiencing a large number of student failures.)

Plan A

Period	Semester 1	Semester 2
1	Course 1 (90 minutes)	Repeat Course 1 (60 minutes)
2		Repeat Course 2 (60 minutes)
3	Course 2 (90 minutes)	
4		Repeat Course 3 (60 minutes)
Lunch	(30 minutes)	(30 minutes)
5	Course 3 (90 minutes)	New Course (90 minutes)
6		
7	Course 4 (90 minutes)	New Course (90 minutes)
8		

Plan B

Period	Semester 1	Semester 2
1	Course 1 (90 minutes)	Repeat Course 1 (45 minutes)
2		Support for Repeat Course 1
3	Course 2 (90 minutes)	Repeat Course 2 (45 minutes)
4		Support for Repeat Course 2
Lunch	(30 minutes)	(30 minutes)
5	Course 3 (90 minutes)	New Course (90 minutes)
6		
7	Course 4 (90 minutes)	New Course (90 minutes)
8		

Sample Modified Four-Block Middle School Schedule for Full-Year Retained Grade 8 Students

Plan C

Period	Fall Semester	Spring Semester
1	Language Arts 8 *(Repeat Course)	*English 9 (New Course)
2		
3	Math 8 or Pre-Algebra *(Repeat Course)	*Algebra I, Part I or Other Math (New Course)
4		
Lunch	30 minutes	30 minutes
5	*Science (Repeat Course) / Social Studies (Repeat Course)	World Geography or Spanish I (New Course)
6		
7	Exploratory or Elective / PE/Health	Exploratory or Elective / PE/Health
8		

Option 1: These students could follow this proposed Fall Semester schedule in the middle school where they were retained and then move to their assigned high school during the Spring Semester, assuming that the high school also is following a 4/4 semester schedule.

Option 2: The students could be placed in their high school and follow this proposed schedule during the Fall Semester; if successful, they would have "some chance" to earn a sufficient number of high school credits to graduate with their class/age group.

Option 3: The students could remain in their middle school for this entire school year but be allowed to complete at least three or four high school credits, assuming their Fall Semester of "repeats" was successful;

* Could be SREB Power English, Power Algebra and Power Science.

Time Comparison Chart

	6 Periods	7 Periods	8 Periods	6 A/B	7 A/B	5 Block Tri.	8 A/B, 4X4, Hybrid
HR	13	14	11	13	15	15	13
Passing Time	35	40	45	20	25	30	25
Lunch	30	30	30	30	30	30	30
Class Length	57	48	43	119	3 X 100 and 1 X 50	69	88
Total	420	420	420	420	420	420	420
Course Time	10,260	8,640	7,740	10,710	9,000	8280	7920
Choices	6	7	8	6	7	7.5	8
# of Yearly Classes	180	180	180	90	90 or 180	120	90
% Core	5/6 (67%)	4/7 (57%)	4/8 (50%)	5/6 (67%)	4/7 (57%)	4/7.5 (53%)	4/8 (50%)

All computations based on a 7 hour student day (420 Minutes).
Developed by M. D. Rettig, School Scheduling Associates

Only one of the previous schedules does all of the following. . .

- **Balances the workload for students.**
- **Balances the workload for teachers.**
  - **Must make it difficult for student to fail.**
  - **Must make it difficult to get a good grade without work and re-work.**
  - **Must provide focused feedback and support.**
- **Allows acceleration to meet the needs of students at both ends of the achievement continuum.**
- **Reduces "failing time," which is critical for timely progress towards graduation in sequenced courses (math and English).**

Examples of 45-Day Intensive Schedules

Version I

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1	**Reading**	**Power English**	**Power Algebra**	**Algebra I**
2				
3				
4				
Lunch	30 minutes			
5	**Math Funds.**		**English 9**	
6				
7	**PE/Health**		**Technology**	
8				

Version II

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1	**Math Funds.**	**Power Algebra**	**Power English**	**English 9**
2				
3				
4				
Lunch	30 minutes			
5	**Reading**		**Algebra I**	
6				
7	**PE/Health**		**Technology**	
8				

Eastside High School
Bell Schedule

Block 1	**7:30 - 8:50**	**80 minutes**

Class Change	**5** minutes

Block 2	**8:55 – 10:18**	**83 minutes**

Class change	5 minutes

Intervention/Enrichment (I/E) Period	**10:23 – 11:08**	**45 minutes**

Class change	**5** minutes

LUNCH 1 **11:13 – 11:43** *30 minutes*	**Block 3** **11:13 – 11:53** *40 minutes*	**Block 3** **11:13 – 12:34** *81 minutes*	**114 minutes TOTAL**
Block 3 **11:46 – 1:07** *81 minutes*	**LUNCH 2** **11:55 – 12:25** *30 minutes*		
	Block 3 **12:26 – 1:07** *40 minutes*	**LUNCH 3** **12:37 – 1:07** *30 minutes*	

Class change	**5** minutes

Block 4	**1:12- 2:32**	**80 minutes**

East Union School District
Bell Schedule for Grades 6-12

Block 1   8:20-9:45   85 minutes

Class Change   **5** minutes

Block 2   9:50 – 11:10   80 minutes

Class Change   **5** minutes

Lunch 1 **11:15 – 11:45** *30 minutes*	**Block 3** **11:15 – 11:55** *40 minutes*	**Block 3** **11:15 – 12:40** *85 minutes*	**120 minutes** **TOTAL**
Block 3 **11:50 – 1:15** *85 minutes*	**Lunch 2** **12:00 – 12:30** *30 minutes*		
	Block 3 **12:35 – 1:15** *40 minutes*	**Lunch 3** **2:45 – 1:15** *30 minutes*	

Class Change   **5** minutes

Intervention/Enrichment (I/E) Period   1:20 – 2:05   45 minutes

----

Class Change   **5** minutes

Block 4   2:10-3:30   80 minutes

Sample "Intervention/Enrichment (I/E) Period" Schedule

Teacher	A Day	B Day	C Day	D Day	E Day	F Day
Math TA	Dept	Alg 1 Int	Advisory	Alg 1 Int	Math Club	Alg 1 Int
Math TB	Dept	AP Calc Help	Advisory	Alg 2 Int	AP Calc Help	Alg 2 Int
SS TA	Forensics	Dept	Advisory	WH Int	WH Int	WH Int
SS TB	US H Int	Dept	Advisory	US H Int	US H Int	Stu Gov't
SC TA	AP Bio Help	Bio Int	Advisory	Dept	Bio Int	Bio Int
SC TB	AP Chem Help	Chem Int	Advisory	Dept	Chem Int	Chem Int
Eng. TA	Eng 9 Int	Eng 10 Int	Advisory	Eng 9 Int	Dept	Eng 10 Int
Eng. TB	Eng 11 Int	Eng 12 Int	Advisory	Eng 11 Int	Dept	AP Eng Help
Band	Band	Jazz Band	Advisory	Band	Jazz Band	Dept
Choir	Girls CH	Choral	Advisory	Girls CH	Choral	Dept
SPED	Learning Support	Learning Support	Advisory	Learning Support	Learning Support	Dept
Attendance	Make-up	Make-up	Advisory	Make-up	Make-up	Make-up
CTE TA	LAB	LAB	Advisory	U Tube	LAB	Dept

Suggested High School 30-Day Schedule for Students Needing Intensive Acceleration and Support

Student Schedule:

4/4 Semester Block Schedule Modified to Provide Intensive Acceleration and Support

	Semester 1			Semester 2
	30 Days	30 Days	30 Days	Potential Re-entry to Modified 4/4 Semester Schedule
Block I	Group 1 - Power Algebra	Group 1 – Reading	Group 1 - Power English	English 9
Block II	Group 2 – Reading	Group 2 - Power Algebra	Group 2 - Power English	Algebra I
Lunch				
Block III	Group 3 – Reading	Group 3 - Power English	Group 3 - Power Algebra	Could be Elective, Tutorial, or Core Class, such as Social Studies.
Block IV	Elective, such as PE/H, C&T, Band, Chorus, Art			Elective/Recovery Credit, if needed.

Teacher Schedules for Above Student Schedules

	Semester 1			Semester 2		
	30 Days	30 Days	30 Days	30 Days	30 Days	30 Days
Block I	Group 1 - Power Algebra	Group 2 - Power Algebra	Group 3 - Power Algebra	During Semester 2, teachers who taught Groups 1-3 during Semester 1 could continue teaching in a 30-Day, 45-Day, or 90-Day scheduling format, possibly providing credits for some students or new credits for others, such as transfer or returning students.		
Block II	Group 2 – Reading	Group 3 - Power English	Group 1 - Power English			
Lunch						
Block III	Group 3 – Reading	Group 1 – Reading	Group 2 - Power English			
Block IV	Planning Block			Planning Block		

Suggested High School 30-Day Schedule for Students Needing Intensive Acceleration and Support

4/4 Semester Block Schedule Modified to Provide Intensive Acceleration and Support

	Semester 1			Semester 2		
	30 Days	30 Days	30 Days	Potential Re-entry to Modified 4/4 Semester Schedule		
Block I						
Block II						
Lunch						
Block III						
Block IV						

Alternate Possibility

	Semester 1			Semester 2		
	30 Days	30 Days	30 Days	30 Days	30 Days	30 Days
Block I						
Block II						
Lunch						
Block III						
Block IV						

	Monday	Tuesday	Wednesday				Thursday	Friday
Extended Class Time and Teacher Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Day for Teacher Planning Every Twenty School Days								
			W1	W2	W3	W4		
Block 1	Course 1	Course 1	C1	C2	C3	C4	Course 1	Course 1
Block2	Course 2	Course 2	C1	C2	C3	C4	Course 2	Course 2
Lunch								
Block 3	Course 3	Course 3	C1	C2	C3	C4	Course 3	Course 3
Block 4	Course 4	Course 4	C1	C2	C3	C4	Course 4	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 20 days. In turn, the schedule gives individual teachers and/or team members one full day out of 20 school days for planning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Extended Teacher Teaching Time and Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Full Day for Teacher Planning and Class Meetings in a Selected Four-Day Cycle					
Block 1	Course 1	Course 1	Course 2	Course 3	Course 4
Block 2	Course 2	Course 1	Course 2	Course 3	Course 4
Block 3	Course 3	Course 1	Course 2	Course 3	Course 4
Block 4	Course 4	Course 1	Course 2	Course 3	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 4 days. The schedule also provides individual teachers and/or team members one full day out of 4 school days for planning.

Planning Sheet for Scheduling 8 Single Periods and Selected Double Periods

Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		

Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		

Period	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		
8		

ISSUES RELATED TO AVERAGING IN DETERMINING STUDENT GRADES

Averaging can be a <u>deficit</u> model of evaluation. Unless caps are implemented, low scores are given greater power. The median reduces influence of extreme scores.

When averaging is used, it helps if the points/weights between scale scores are similar; i.e. in some grading scales the "A" may have a seven point range while the "F" may have a 75 point range.

Averaging assumes that students seldom "mess up," when, in fact, we know some of us do. There are students who initially do not show mastery of a concept who later demonstrate mastery. How long should they "drag the baggage" of initial low grades?

When is a grade/score no longer relevant to mastery? What if the subject has sequence (i.e.math or the writing process)? If we can accept that averaging affects student motivation, we also might assume the practice affects learning. For example, we know that when students practice a skill over time, most get better at that skill. That's the learning process; yet many teachers grade too early in the learning cycle to obtain a valid indicator of the student's skill mastery.

It appears that teachers may do this because they believe the promise (or threat) of a grade is what motivates students to do the work; however, this practice works primarily for students who are going to receive good grades anyway.

Should we grade in pencil as long as possible?

If the above statement is accepted as true, then averaging reduces motivation for students to keep working. Students (especially potential dropouts) must believe there is "pay off" for coming to school and for completing and re-doing their work.

What if, for each student, we placed only one grade in the grade book for each skill or standard and that grade could be continually erased and revised as each student showed greater mastery of the skill? After a period of time, the grade would be an indicator of how far the student had come and also reflect his/her highest level of mastery at that period in time.

A grading system like this also would lend itself to allowing students to set goals for themselves and work towards those goals. We have evidence that this approach positively impacts learning (Marzano).

Unless we average "repeated measures of similar content," a grade based on averaging loses its ability to predict, which is a major problem of End-of-Course (EOC) testing and other norm-referenced measures related to educational accountability, such as (AP/IB/ACT/SAT scores, and national test standards, etc.)

Averaging is **not typical** of the working world; for example, we do not average praxis scores when teachers re-take tests or when lawyers re-take the bar examination.

Averaging hurts some students more than others; for example, those born on 1st base and those not born in the ball park typically demonstrate less consistency in their work, especially if they have little or no support outside of school. A few extreme scores can change the picture drastically!

When averaging was initially instituted, school populations were more homogeneous (neighborhood schools); today schools are more diverse.

If 70 is required as a passing grade, and grades are based on averaging, which of the following students is likely to be more successful in Algebra II? Student A did poorly during Semester I (had a baby; parents divorced; started working 30 hours per week, etc.) and ended the semester with a score of 64, but at the end of Semester II, he/she had an average of 88 if only Semester II work were considered. Student B maintained an average score of 72 throughout the year.

What does a grade, based on averaging, really mean/predict? Does it depend on "what" is averaged and the subject? If so, should each teacher, school and school district determine the factors to be averaged?

Today what is the primary reason students need teachers? If only to dispense information, some argue dispensing content may be done as well or better with computer programs!!

ADDITIONAL THOUGHTS ON GRADING PRACTICES

To Encourage Redos or NOT to Permit Redos???

"Teachers debate the merits of allowing redos in schools around the world. If we're basing our decision on the 'real' world outside of school, then the answer is clear: Allow students to redo work. This may run counter to some teachers' assumptions that in the real world you don't get 'do-overs.'

Yet we do. Pilots can come around for a second attempt at landing. Surgeons can try again to fix something that went badly the first time. Farmers grow and regrow crops until they know all the factors to make them produce abundantly and at the right time of the year. People mark the wrong box on legal forms every day only to later scribble out their earlier mark, check the correct box, then record their initials to indicate approval of the change." Wormeli, p. 136.

To Record a Zero or a Sixty? A Fifty?

When we turn students' zeros into sixties in our grade books, we are not giving students something for doing nothing. We're adjusting the grade intervals so that any averaging we do is mathematically justified but, even more important, that any grade we determine from the pattern of grades is a valid indicator of mastery." Wormeli, p. 137.

"Adjusting zeros to sixty is . . . adjusting the grading scale so that it is ethically justifiable, so that each grade has an appropriate amount of influence on the student's summative evaluation and the grade can be used in decision making. Marking zeros as sixties still means the student failed; it's just using the upper, more constructive and recoverable end of the F range. If grades are to be accurate – and they have to be accurate in order to provide feedback, document progress, and inform our instructional decisions – then we have to adjust all zeros accordingly. An F does not state that the student is misbehaving or a cognitive 'loser.' It means only that the student failed to demonstrate mastery. The cause isn't important. . ., our response is the same; investigate and take action" (Wormeli, p.140), assuming we believe schools exist primarily for teaching and learning vs. sorting and selecting (Canady).

Wormeli, Rick, (2006) Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom. Portland, Maine: NMSA, Stenhouse Publishers. ISBN 1-57110-424-0

Tend to Agree (TA)? Tend to Disagree (TD)?

TA   TD   The **threat of a low grade** is more likely to **motivate** a **high achieving** student than a **low achieving** student.

TA   TD   There is little or no evidence that **REPEATED** failure motivates students to become **more responsible**.

TA   TD   Historically we have operated schools on the assumption that **IF STUDENTS RECEIVE EXTRA SUPPORT <u>AT SCHOOL</u>** (e.g. re-take tests, re-do papers), then there **has to be a penalty**, such as averaging their initial low test scores with their new score.

TA   TD   We have built grading policies primarily on the **theory** that "**FEAR OF FAILURE**" will **motivate** students.

TA   TD   One of the easiest ways for human beings to **avoid** the **disappointment** and **embarrassment of failure** is to **quit trying**.

TA   TD   If the academic bar of expectations for students continues to be raised, and we do not also increase the level of academic support, then we can expect more student failure (e.g. increased drop-out rates, more grade retentions.)

TA   TD   When human beings work in an environment where they **FEEL** genuinely **CARED ABOUT**, the odds increase that they can/will **make significant positive changes** in their lives.