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Engagement of Advanced Learners Through Differentiation of Content

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An Action Research Report by Kristi Meyer and Dayna Zins

Engagement of Advanced Learners
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Abstract

The action research study was conducted in third and seventh grade classrooms. The target group consisted of ten students of different genders and ethnic backgrounds. This study was focused on the engagement of advanced students through differentiating of content using various reading levels. For the purpose of this study, advanced students were students who were comfortable with classroom "norm" but needed to be challenged. Students were taught two lessons, one using the same level of text for each student and one using varied levels of text. Student engagement was observed by educators during the lessons. Groups were assessed using the same rubric and the results of the rubrics were compared. Survey results indicated that advanced third graders enjoyed the leveled text but advanced seventh graders were uneasy with the new challenge. The results showed that engagement was higher when instruction was differentiated using varied levels of text.

Standards Based Grading and Response to Intervention have teachers focusing on the same group of students in professional learning communities; the students who are at the basic proficiency level receive most of the attention in education. Educators are constantly discussing ways to help them make academic growth. What about the students who are proficient already? What are we doing to help them make gains? Advanced learners deserve to be challenged each day. Response to intervention may be used to indicate which students require differentiated instruction to meet individual needs. The needs can vary through students' readiness, interests, and learning profiles, therefore differentiating content is essential to create a successful learning environment (Tomlinson, 2003). This will "allow students opportunities to stretch and grow, instead of regress or maintain the status quo" (Van Tassel-Baska and Stambaugh, 2005, p. 213).

We reflected on our current practices, visited with colleagues, and asked administrators in our school district what areas they thought required further time and attention. Taking into account all the feedback, we concluded that our action research question would be, "To what extent will advanced third and seventh graders be more engaged as a result of differentiating content for different reading levels?"

An emphasis has been placed on students below proficiency. As a result advanced learners are often overlooked. According to an interview conducted by Cleaver (2013):

No Child Left Behind has brought higher standards and more accountability, but with the emphasis on getting students to the same proficient testing level, high-achieving students slide by and "schools have hit a test barrier," says Barbara Radner, director for the Center for Urban Education in Chicago. "Scores did go up, but then they flattened out. (p. 29)

Classrooms need to accommodate the needs of students below, on target, and above proficiency scores.

We conducted our study in two different buildings; one was a third grade classroom in an elementary school and the other was in two seventh grade classrooms within a middle school. The third grade classroom consisted of fifteen males and seven females with primary ethnicity comprised of three American Indian, three Asian, and sixteen Caucasian students. In contrast, the first middle school test group consisted of eight males and seventeen females, with primary ethnicity comprised of one American Indian, three Hispanic, and twenty-one Caucasian students. The second middle school test group consisted of sixteen males and thirteen females with primary ethnicity comprised of three American Indian, one Hispanic, one African American and twenty-four Caucasian students. The third grade classroom had six students who fit the 85-95 percentiles criteria; the seventh grade groups had a combined total of four students who met the same criteria. The composition of the ten students we tracked was not as diversified. We had four females and six males who represented three ethnic groups, one American Indian, one Asian, and eight Caucasians.

A way to include higher order thinking in schools may be through authentic meaningful work. McHugh (2007) recommends that authentic meaningful work is key to challenging students. To assist educators Winner (as cited in Tempus, 2004, p.1) established the following list of traits for advanced learners:

•early language development showing an extended vocabulary by ages two or three;

• high intrinsic motivation gives students an internal drive to learn;

• independent learning preferences;

• naturally curious about curriculum;

• introverted personality that allows them the confidence to process.

In order to identify advanced students, Response to Intervention, or RTI, may be beneficial to educators in the identification process. Coleman and Hughes (2009) wrote that early intervention must build on children's strengths as well as their learning styles. Currently, RTI practices have educators focusing on Tier 3 students who are not proficient in math or reading. Progress monitoring and intervention resources help students to be moved out of Tier 3. When this happens, advanced learners are not the focus and often they do not make the expected gains throughout the year. RTI research recommends that teachers use above grade level assessments for students in Tier 1 so that optimal learning is established (Hughes et al., 2009).

Differentiating content plays a pivotal role in creating a learning environment where all students' needs are addressed. According to research, there are many ways to differentiate curriculum successfully (Kern, 2012). Teachers should be assessing students' skills prior, during, and post-instruction using a variety of assessment models (Kanevsky, 2011). Progress monitoring consistently throughout the academic year provides teachers with information about when to intensify the rigor of the content being taught. According to VanTassel and Stambaugh (2005), a typical guide is if a student scores 85% or more on pre-assessments, advance work will be needed to intensify instruction. Educators need to keep in mind that advanced work does not mean more work, but it does mean that higher level thinking skills are required to complete the task.

Teachers should consider student's learning style to reach them; which means helping students benefit from their preferences some of the time (Sternberg, 2005).

Tomlinson & Stone (2009) shared Robert Sternberg's work on intelligence preferences for students ranging in age from kindergarten through college. Tomlinson & Stone (2009) stated the following on Sternberg's work:

> Studies suggest achievement benefits (a) when instruction and opportunities to explore and express knowledge match a learner's intelligence preferences, and (b) when teachers teach both to strengthen and expand students' intelligence preferences. The studies also indicate that achievement benefits are evident on standardized tests, even when the test is not in a student's preferred intelligence. The last of the findings is likely the case because students learn more when they work in ways that work for them and because they enter test-taking with more confidence about their learning. While less research is available on Gardner's model of multiple intelligences, classroom-based studies indicate achievement benefits from using the model in teaching and learning (p. 29-30).

Educators can use the information provided from learning profiles and assessments and then begin to differentiate content for their students. "Content is what students should know, understand, and be able to do as a result of a segment of study" (Tomlinson & Edison, 2009, p.4). Tomlinson (2005) explained:

> (Highly-able students) require curriculum and instruction that is more challenging than we would expect of less advanced learners, at least if we expect the advanced learner to continue to grow. The logic is fairly simple. Children who learn more rapidly than others will likely find curriculum and instruction a better fit if it allows them to move at a pace suited to their rate of learning. A reader who is advanced beyond age expectations often needs to read advanced materials. A

student who grasps abstractions more readily than some other classmates will likely be more satisfied when he or she can grapple with more abstract content and tasks than those appropriate for many age peers. A student who hungers to explore a topic in greater depth or breadth than is of interest to some other students needs a chance to learn more broadly and deeply, and support in doing so (p.162).

If educators take into account that students possess many different learning preferences, teachers send a message to students that they want to understand what students want to know, and how they want to learn it, when they acknowledge their differences (Kanevsky, 2011). Educators can use the information provided from learning profiles and assessments and then begin to differentiate content for their students. There are many strategies teachers can use when differentiating content. Tomlinson & Stone (2009) stated there are strategies for reaching students through readiness, interest, and learning profiles, and that it is important to vary the content in response to students' traits. We focused on the three strategies Tomlinson and Stone addressed; students' readiness was our focal point.

In today's classrooms, educators have students with a variety of lexile scores. For optimal learning, students need to be engaged during all instruction that is taking place. We can accomplish this by allowing our students to have access to books that correlates with their lexile range. A visual aid that can assist teachers is the diagram provided through the Rights to Intervention process that Bismarck Public Schools use (Appendix).

Description of Research Process

We utilized the information from the spring of 2013 Northwest Evaluation

Association (NWEA) assessments which helped us distinguish each student's readiness level in the area of reading. The diagram used in Bismarck Public Schools' Rights to Intervention Process classified students who were below, on, or above grade level. Our data sources included: (1) teacher journals documenting teacher perceptions of the two lessons, (2) instructional coach's observations of students during a lesson using the same level of text and another using text at varying levels, (3) rubric that will show student growth between the lessons, and (4) student survey reflecting on their two experiences.

For the purpose of this study, advanced learners were not the gifted students who are placed in advanced classes. The advanced learners were the students who were comfortable with classroom "norm" but needed to be pushed and challenged. When determining which students would meet the definition of advanced learners, we decided we would use the NWEA assessment scores. We made a decision to focus on the students who fell in the 85-95 percentiles.

We pulled information from the spring of 2013 school year to identify the students who met the criteria. NWEA is given three times a year in Bismarck Public Schools and after each testing window a team of professionals meets to reconfigure which tier each student is now in. When considering our students' academic levels, it was also valuable to keep in mind their different learning preferences when differentiating content.

This fall we gave our students a learning preference inventory that helped us pinpoint what are a student's strength was in (see Appendix A). By evaluating our students' learning inventories, we were able to have a better understanding of how they learn. We could then decide how to deliver the lessons and ensure all students were

engaged. By doing this, the learning environment was safe and accommodating to each student.

Students who scored highest in the visual area learn best when they see text, pictures, timelines, flowcharts, demonstrations, maps, and graphs. In both of our lessons, students were able to read text supported by pictures while on the computer and researching in books. Students who scored highest in the auditory area were more apt to benefit from lectures, speeches, having music in the background, and talking problems through out loud. Being paired with a partner was a way for all auditory students to have the chance to collaborate with their peers, where they could decide on how they wanted to deliver their information. Students who scored highest in the kinesthetic area learn best through movement. Students were able to create posters or use props to use during their presentation.

The first lesson with the 3rd graders addressed important facts on the seven continents. Students were placed in randomly selected groups consisting of three students. Each group prepared a 1-3 minute speech that informed their peers of important facts about the specific continent that they chose. All students used the same leveled text. Texts consisted of encyclopedias as well as atlases. Students worked on their writing of informational text, as well as speaking and listening skills.

The second lesson with the third grade class once again addressed writing of informational text speaking and listening skills. In this lesson students were grouped to compile information on a U.S. President. Instead of the whole class using the same text, the students were given a reading text that was based on their lexile scores from their

NWEA test. Students used their own personal leveled text to work with their group to create a 1-3 minute speech that informed their peers of their President.

In the first lesson with the 7th graders, they were reading about a particular famous person with a group of three to four students. Each group prepared a 1-3 minute speech of introduction for the person they studied. All the students used the same leveled text which was from the online database, Britannica. They kept the identity of their famous person a secret; other groups attempted to guess who the introduction was for. In this respect, students were working on both speaking and listening standards.

In the second lesson in seventh grade classrooms, students worked on speaking and listening standards again. This time groups chose a famous person, place, or event that they researched and introduced in a 1-3 minute speech. They looked for books using their personal lexile scores from NWEA testing results. Each group's text was at their personal reading level. Peers again tried to guess who or what the speaker was introducing.

The third and seventh graders were scored using the same speaking rubric for each lesson. The rubric addressed their delivery and organization of their speech. The delivery items were: posture, eye contact, volume of their voice, and the rate of their speech. The organization portion of the rubric assessed their introduction, organization of the body of their speech, the transitions they used, along with the closing they used. The two rubric scores were compared to see if the students had a higher score when the text was at their level versus an unspecific level.

In both the third and seventh grades' lessons an instructional coach came in to observe the engagement of students. The instructional coach used the same checklist

with each visit. So after the second lesson, we were able to compare the engagement of students when they all used the same level of text versus when they each used text at their personal level. The instructional coach was looking at the students' body language to note whether students were focused on their peers and teacher when appropriate. Students were also monitored for whether they were focused on the tasks with minimal interruptions, were having on topic conversations with peers, showed confidence, interest and enthusiasm with the lessons.

The instructional coach also recorded her perceptions of the classrooms. She looked at: students' comfort levels, whether the students knew the purpose for the lesson and felt connected to the lessons, whether they were reflective of their own work, and whether the students understood how their work was going to be assessed. The instructional coach's observations were very informal each time she came into our classrooms. After the lessons, we each met for a short time with the instructional coach to receive clarification on the checklists she completed.

To assist with recording our research we used journals before, during, and after our lessons. We first noted the information we gained from looking at the data on each student from spring NWEA scores. We added information from the learning inventories as well. We noted how we grouped students during each lesson and why groupings may have been adjusted for each lesson. Finally, we reflected on our perceptions of students' engagement in our journals.

One of the last things we did when we completed the two lessons was survey our students. We wanted to find out if students noticed a difference in the texts they used.   It was our hope that the surveys would also describe what they liked or disliked about each

lesson, and if they had any additional information to share. We were able to collect all our data by the middle of October 2013. The next section shows the results of our project, the analysis of the data we collected, and any impact this had on our students' engagement.

<div align="center">Analysis of Data</div>

We began the analysis of our data by looking over entries in our journals. One of the first things we took note of was our students' learning inventories. We wanted to see what area(s) each student had as his/her strongest learning preference. By gathering this information we were able to develop lessons that engage each student. As Figure 1 shows for the third grade class, 41% were visual learners, 23% were auditory learners, and 36% were kinesthetic learners. Figure 1 also reflects that 57% were visual learners, 15% were auditory learners, and 28% were kinesthetic learners within the seventh grade classes. When combining the information from our journals, we were able to show the tracked students were strongest in kinesthetic learning. Figure 1 displays 30% were visual learners, 20% were auditory learners, and 50% were kinesthetic learners.
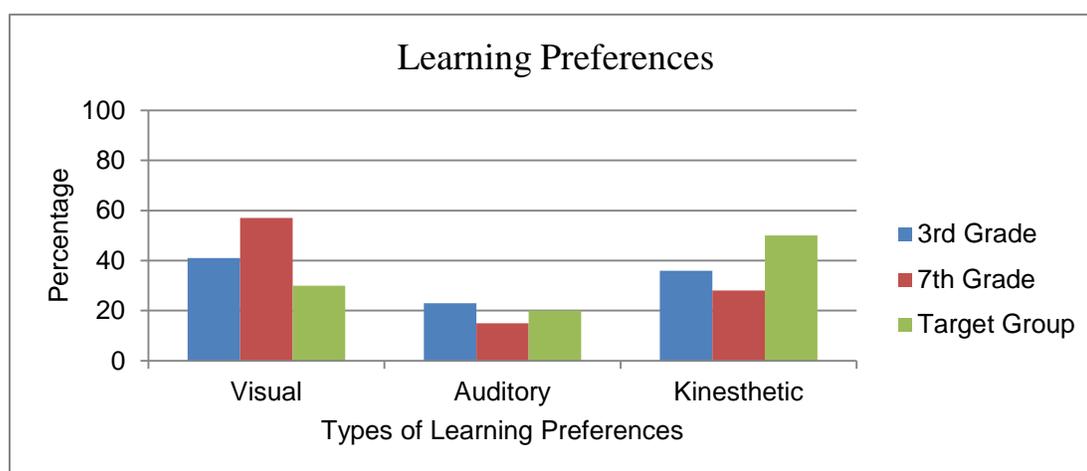

Figure 1. Classroom's learning preferences in the areas of visual, auditory, and kinesthetic.

Our first lesson was planned for group learning; heterogeneous composition was used in both classrooms. Students all used text on the same level for their research. Dayna noticed in the seventh grade classroom that most students who were below level sat near a peer who helped when he/she struggled with a word. I was also able to assist them. Likewise, Kristi discovered the vocabulary found in *Britannica* was difficult for many third grade students. Students had to utilize dictionaries for clarification of new words.

Once again, heterogeneous grouping was used in our second lesson; this time students had access to text in their personal lexile range. The district wide catalog database was used by each student to find a book or two to use for their research. Once students had their material, they were eager to get started. We each noticed that students were excited to share their findings with their peers, and it was easier for them to comprehend the material.

One of the other factors we looked at and analyzed was our students' lexile scores that came from the spring 2013 NWEA report. We took the time to analyze our classrooms and looked at what reading range all students fell in. As shown in Figure 2, Kristi noticed that 27% were scored low in reading on NWEA, 32% scored in the average range, and 41% were above the average expected third grade reading score range. Dayna noticed that 16% were in the low reading range for NWEA, 60% were in the average range, and 24% were above the average expected seventh grade reading score range, which is shown in Figure 2.
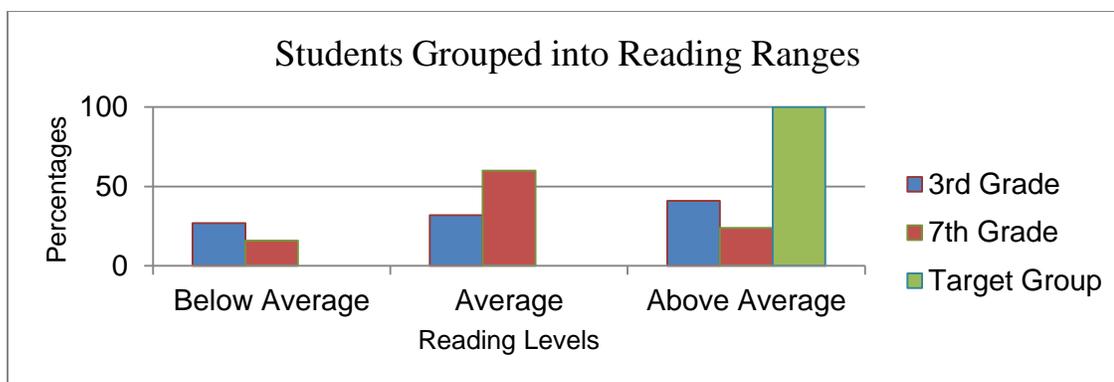
Students Grouped into Reading Ranges

Figure 2. Percentage of students in each reading category based off NWEA test results.

Upon reflection of the two different lessons, we both noticed that our students seemed more engaged when they were able to use text that was at their personal levels. Students were eager to share facts that were in the book(s) they were using. In contrast, the lesson where each student was using the same resource to look up information students were not as engaged. We both agree that our students were more excited to share information they discovered when reading the book at their personal text level.

The heterogeneous grouping that was used in both classrooms worked well. We both noted that the two lessons showed how our students could adapt to the tasks at hand. The lesson using text at the same level had to be more teacher directed than the lesson where text was used at students' independent levels. Students appeared to shine when they were comfortable with their independent leveled text.

The third set of data was gathered when instructional coaches came into observe the two lessons using a Likert scale (see Appendix B). The coaches documented their perceptions and observations of the two lessons. As shown below in Figure 3, the seventh grade classroom observations reflected that students were very comfortable with asking questions during both lessons. Students were highly able to share the purpose of the

lesson, appeared to find the work highly interesting and challenging, and highly understood advanced work and could explain what the rubric categories meant.

In the seventh grade classrooms, it was observed that students' body language showed more focus on their teacher and peers, and students were doing more sharing of ideas when the text was at their own level. There were no considerable distractions that were noted and the excitement was found to be very high during both lessons in the seventh grade classrooms. Students exhibited more confidence working within their groups and appeared to work better when the text was at their own level. Students excitement overall appeared very high during both lessons in the seventh grade classrooms.
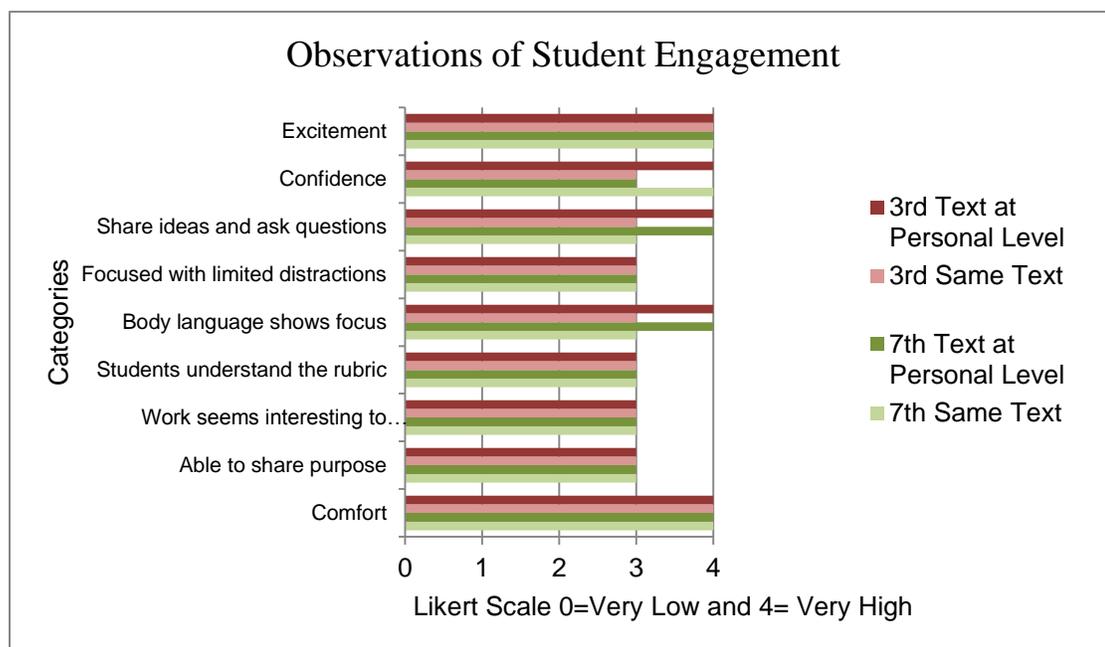

Figure 3. Instructional coach's observations of the two lessons in each grade level.

As shown above in Figure 3, the third grade classroom observations reflected that students were very comfortable with asking questions during both lessons. Students were able to share the purpose of the lesson, appeared to find the work interesting and

challenging, and understood advanced work and explained what the rubric categories meant. The observer made a note that Kristi explained the rubric to the third grade class using familiar vocabulary. So when the observer asked the third graders about the rubric they were able to explain using grade appropriate vocabulary.

In the third grade classroom, it was also observed that students' body language showed more focus on their teacher and peers; students were also doing more sharing of ideas when the text was at their own level. The distractions that were observed were noted to be limited and the excitement was noted to be high during both lessons in the third grade classroom. Students exhibited much more confidence working within their groups and appeared to work better when the text was at their own level. Students' excitement overall appeared very high during both lessons in the third grade classroom.

After the lessons, Dayna had a chance to visit with the instructional coach that observed the two lessons in the seventh grade classroom. She mentioned the students were obviously very comfortable with their classroom and the expectations that were set up. She thought the engagement was marginally better when students had text available to them at their level. She reported that a majority of the students were excited to share the information they discovered with their partner.

Kristi visited with the instructional coach who noted that students had fewer questions for her when text was at their own level. This was due to students feeling comfortable with the vocabulary, which was also noted in the student surveys.

Students were scored using the same rubric in both grade levels and for each lesson (see Appendix C). We were both pleased that we decided to use the same rubric, because it made comparing data straightforward. Students were assessed on delivery

items such as body posture and movement, eye contact, volume, and the pacing of the information they shared. Students were also assessed on the introduction and conclusion they developed, and the transitions and organization they used in the body of their presentation.

When looking at the delivery portion of the rubric, students in all three groups made nice growth. Below is Figure 4 which shows the progression of each group of students as they worked with the different types of text. As the students became more comfortable and confident, we saw an increase in students' scores in the areas of body posture and volume of their voices. We discovered those two areas were very similar to the results that are shown below, documenting the change with the rate/pacing of the presentations. We noticed that more students in the seventh grade moved towards proficiency when making eye contact, compared to the third graders and the target group.
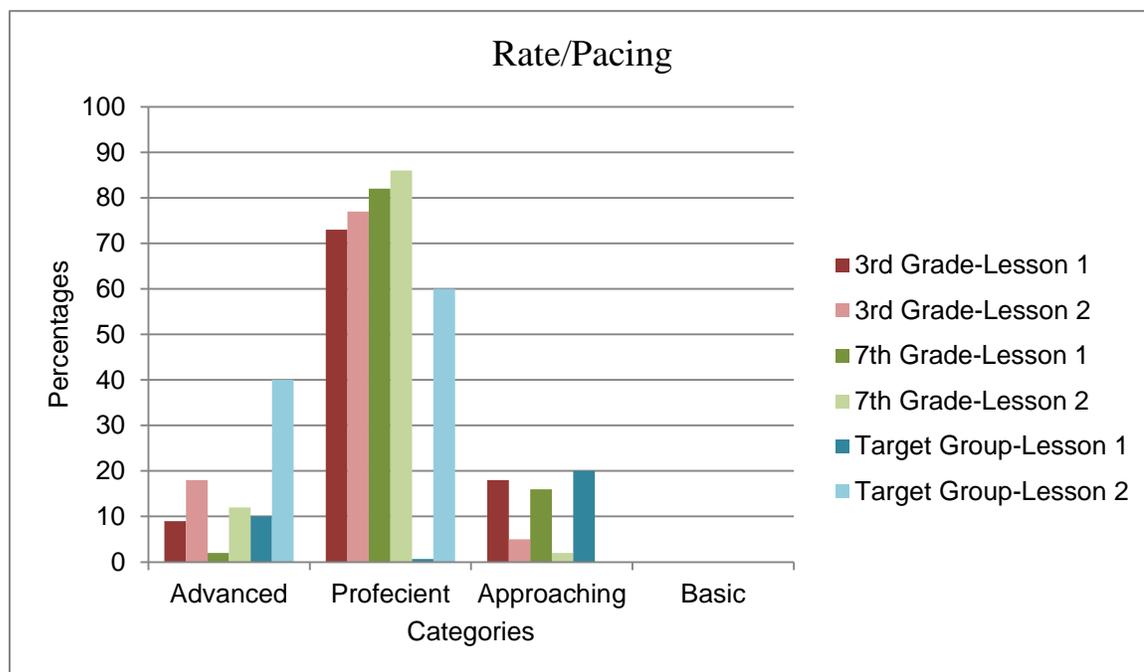

Figure 4. Students' progression in the rate/pacing of their presentation.

The organization of the student's speeches appeared to be more challenging for the students than the actual delivery of their speech/presentation. We had to model what proficient introductions and closings sounded like. Students did make growth from the first presentation to the second when those two areas were assessed and then analyzed on the rubrics. The organization of the body of the speeches was a harder area for both classes. Dayna and Kristi each had a student remaining in the basic area in the organization area, however, all ten target students had moved into the proficient area. Figure 5, which is below, shows that the seventh graders had an easier time with this area than the third graders due to the complexity of this skill. We did observe progress in this area.
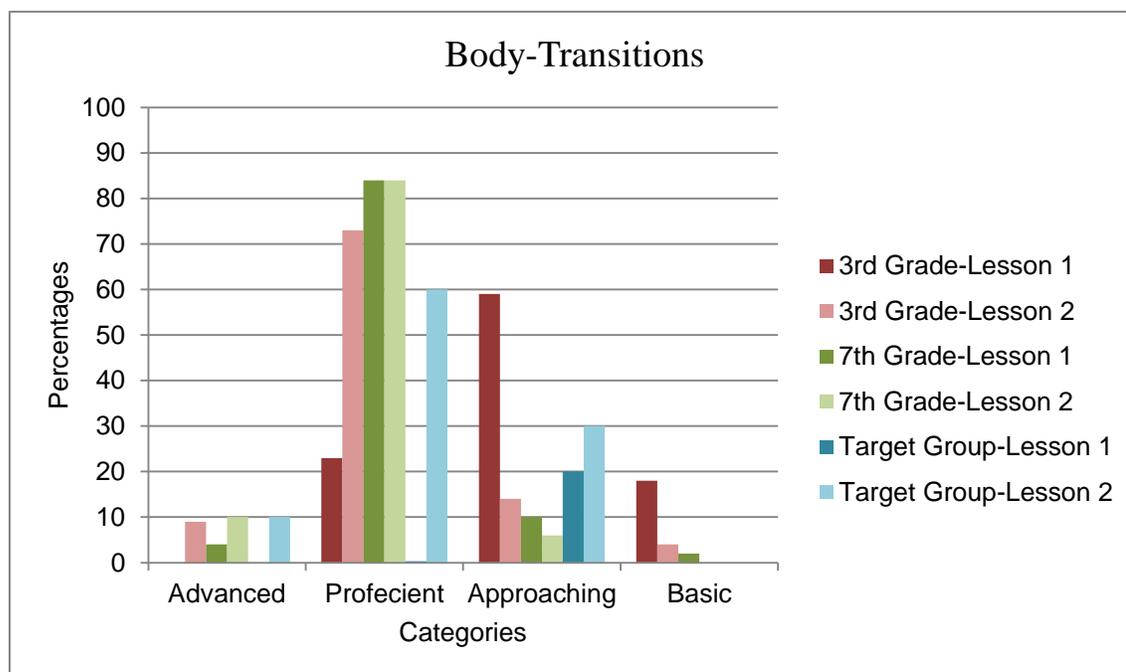

Figure 5. Students made progress moving from basic to advanced levels.

The last piece of data that we analyzed was our students' perceptions of the lessons through a student survey (see Appendix D). Students indicated they liked having reading material available at their personal reading level more than they like the online

data bases. A majority of the students felt comfortable asking for help during the lessons. 78% of the seventh graders 91% of the third grade, and 80% of the target group found the research challenging and mentioned the *Britannica* resource was hard for them. Others felt the books were challenging because the text was more advanced. Over 80% of the three groups said they understood the rubric. However, only 65% of the seventh grade and 80% of the target group were able to explain what proficient meant; many students explained what advanced work looked like. 95% of the third graders wanted access to text at their level. 86% of seventh grade students and 60% of the target group indicated they would prefer the chance to have text at their reading level in the future, which is shown in Figure 6 below.
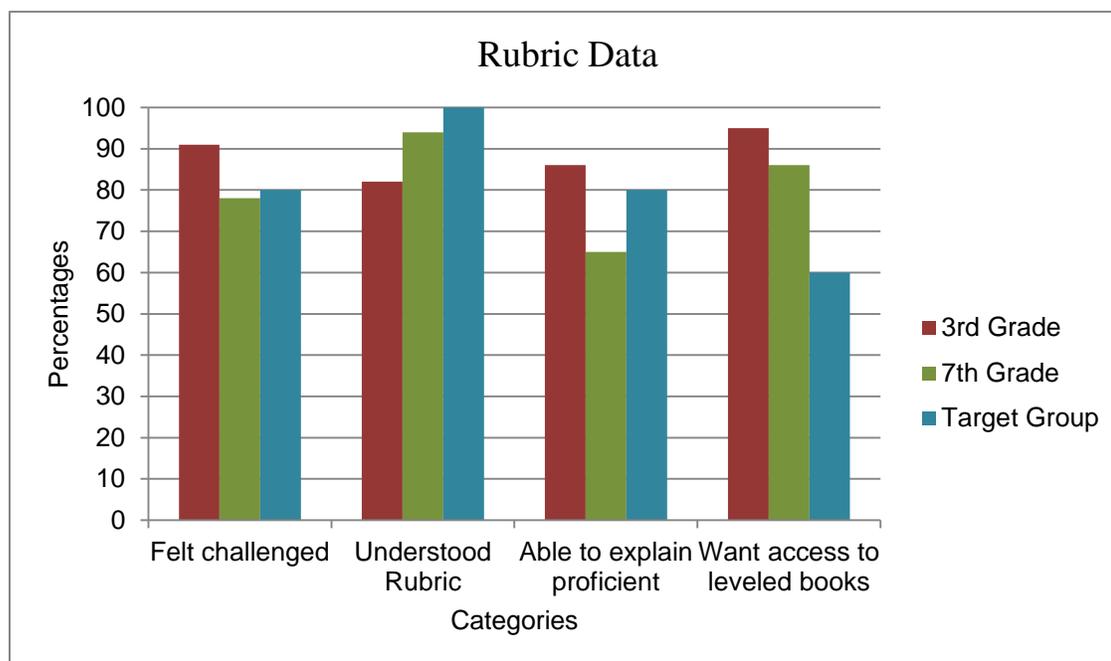

Figure 6. Certain categories of the rubric students were assessed with.

The conclusions of this action research project showed that having text available for students at their own reading level is beneficial. Students in the target group showed more engagement when they had text that was more applicable to their readiness level.

Student engagement is another area that we perceived to be of importance for growth to be made with our advanced students. In the following section, we state changes that we would make going forward and how they will be implemented into future lessons.

Action Plan

Our action research indicated engagement was evident when differentiation of text was used. We were able to collect valuable information that pointed to students' exceling when they had the opportunity to use leveled text. We were able to nurture students' self-confidence when reading and in other cases we were able to challenge students to go beyond their comfort level.

The data collected regarding student learning preferences was valuable for the purpose of this study. Kristi found the information gathered was also useful when she planned lessons in other content areas. When reflecting on lessons, it would be beneficial to check that all learning styles were addressed. By taking the time to reflect, educators are more apt to adjust lessons to ensure engagement of all students.

In our study, we used a different student combination for each lesson in both the third and seventh grade. Student grouping was pivotal for providing students a chance to be successful while working with their peers. We felt it was a real world strategy to use heterogeneous pairing for the lessons. Immersing students in situations where they needed to adapt and utilize the 21st century skill of grouping was an important aspect of our lesson.

Although we liked the grouping of our students for these lessons, it would be interesting to use different grouping strategies to compare data. For example, we wonder if engagement would be as high if students were grouped with peers in similar lexile

ranges. Another variation for grouping would be to pair students with the same learning preference.

This investigation encouraged us to examine the NWEA test scores for our students. We are accustomed to glancing over the results these tests provide. Because of this study, we took the time to contemplate each of the advanced student's subcategories NWEA provided. We learned more about our students' abilities and thus were able to specify our instruction so each child was challenged. We have seen the importance of thoroughly going through the test results and will continue to analyze NWEA results in the future. By continuing to be aware of students' abilities, each child will have the chance to be motivated and challenged.

When students had the chance to research using text within their personal reading levels, we observed some surprising results. Third grade students were accustomed to informational text being above their personal lexile range. When this group of students was given the chance to research using text within their personal text level, their engagement flourished. It was also noted through the student survey results that third grade students would like to continue having access to leveled text.

Meanwhile, seventh grade advanced students became frustrated when they had text available that was in their lexile range. This group of students was content with text being below their lexile range. The lesson where students were provided text within their personal lexile range created feelings of apprehension. This was also noted from the student survey results for the seventh graders in the target group.

The portion of our project where another educator observed our lessons proved to be constructive. Having another pair of eyes was beneficial because we were not able to

see everything that was going on in our classrooms. The observer in third grade noted that student confidence was higher when text was at their personal level. In contrast, seventh grader's confidence was noted as higher when the text was at the same level. In the future, we would like an observation completed that focuses on our test group. This would allow us another precise look at how our advanced students reacted to the leveled text.

The culmination of the rubric results for both grade levels and the target group indicated growth was made in the area of delivery. We chose rate and pacing as one focal point to graph. We saw how this area reflected student's confidence levels when presenting. All students in the targeted group transitioned into the proficient to advanced categories. The other focal point was how students used transition vocabulary during their presentations. This was an English Language Arts strand within the common core for both grade levels. Again, we saw students transitioning to the proficient category within our target group. This can be a complex skill for third graders to master.

We definitely see the benefit of analyzing NWEA test results to pinpoint student's lexile scores. The data showed that student engagement was elevated and students were focused on the task at hand when reading text at their individual level. The data also revealed that advanced third grade students found comfort when varied level text was provided. Advanced seventh graders were reluctant to continue using a text at their personal level because they were challenged and unfamiliar with this feeling.

This study showed us that advanced students are engaged when their individual needs are meet. Allowing them the opportunity to have leveled text available is a valuable way to do this. It would be beneficial if this study was expanded into other areas

of curricula allowing students the chance to grow and not "maintain the status quo" (Van

Tassel-Baska and Stambaugh, 2005, p. 213). By exposing students to text at their reading

level, students will be challenged and academic growth should be made. It would be

interesting to track the target group's growth throughout the year to see the long term

effect of leveled readers being available.

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Learning Styles Assessment

Read each statement and select the appropriate number response as it applies to you.

Often (3) Sometimes (2) Seldom/Never (1)

Visual Modality

_____ I remember information better if I write it down.
_____ Looking at the person helps keep me focused.
_____ I need a quiet place to get my work done.
_____ When I take a test, I can see the textbook page in my head.
_____ I need to write down directions, not just take them verbally.
_____ Music or background noise distracts my attention from the task at hand.
_____ I don't always get the meaning of a joke.
_____ I doodle and draw pictures on the margins of my notebook pages.
_____ I have trouble following lectures.
_____ I react very strongly to colors.
_____ Total

Auditory Modality

_____ My papers and notebooks always seem messy.
_____ When I read, I need to use my index finger to track my place on the line.
_____ I do not follow written directions well.
_____ If I hear something, I will remember it.
_____ Writing has always been difficult for me.
_____ I often misread words from the text-(i.e.,"them" for "then").
_____ I would rather listen and learn than read and learn.
_____ I'm not very good at interpreting an individual's body language.
_____ Pages with small print or poor quality copies are difficult for me to read.
_____ My eyes tire quickly, even though my vision check-up is always fine.
_____ Total

Kinesthetic/Tactile Modality

_____ I start a project before reading the directions.
_____ I hate to sit at a desk for long periods of time.
_____ I prefer first to see something done and then to do it myself.
_____ I use the trial and error approach to problem-solving.
_____ I like to read my textbook while riding an exercise bike.
_____ I take frequent study breaks.
_____ I have a difficult time giving step-by-step instructions.
_____ I enjoy sports and do well at several different types of sports.
_____ I use my hands when describing things.
_____ I have to rewrite or type my class notes to reinforce the material.
_____ Total

Appendix B

Observer's Name_____ Date of Observation_____

Grade Observed_____

	Very High	High	Medium	Low	Very Low
PERCEPTIONS					
Students feel comfortable asking for help and asking questions.					
Students can share the purpose of the lesson.					
Students find the work interesting and challenging.					
Students understand advanced work is and can explain what the rubric categories mean.					
OBSERVATIONS					
Students' body language shows they are focused on the teacher and/or peers.					
Students are focused with limited distractions.					
Students share ideas and ask questions relevant to the learning taking place.					
Students have confidence and work well within a group.					
Students show excitement.					

Speaking & Listening Rubric

Name: _____

	4-Advanced	3-Proficient	2-Approaching	1-Basic
DELIVERY ITEMS				
Body Posture & Movement	Stands straight and still. Uses purposeful movements.	Uses purposeful movements but shifts or leans without distraction.	Uses no purposeful movements and leans or shifts weight.	Posture or movement interferes or distracts from presentation.
Eye Contact	Maintains consistent eye contact with entire audience.	Maintains eye contact with most of audience; most of the time.	Only occasionally looks at audience.	Has no eye contact with audience.
Volume/ Projection	Speaks loudly and comfortably to be heard by entire audience.	Speaks loudly enough to be heard by most audience members.	Speaks softly causing some audience discomfort.	Cannot be heard.
Rate/Pacing	Varies rate and pauses for natural effect throughout presentation.	Uses appropriate rate but uses some vocal fillers that do not cause distractions.	Speaks too rapidly or slowly; pauses and/or vocal fillers may disrupt speech.	Rate causes confusion; vocal fillers create distraction.
ORGANIZATION/STRUCTURE				
Introduction- Attention	The attention-getter is topical, interesting, and time and audience appropriate.	The attention-getter fulfills 3 of the 4 criteria.	The attention-getter fulfills 2 of the 4 criteria.	The attention-getter fulfills 1 or none of the criteria.
Body- Organizational Pattern	The speaker signals and follows a clear and logical organizational pattern.	The speaker uses a clear organizational pattern.	The speaker attempts to use a pattern.	The speaker is unorganized.
Body- Transitions	Oral and physical transitions are used to provide a clear relationship of one idea to the next.	Either oral or physical transitions provide a clear relationship of one idea to the next.	Few transitions are used to provide relationship of ideas.	Transitions are not used.

Conclusion-Ending	A clear final appeal/ending is used that relates to the attention getter, summarizes, and concludes the presentation.	A clear final appeal/ending is used to summarize and conclude the presentation.	The close of the presentation is mentioned.	The presentation ends abruptly or incompletely.
TIME:	**OUTLINE NOTECARDS:**		**TOTAL:**	

NAME_____

Please do your best to answer each question below, honestly. ☺

You researched using two sources, the online data base and books at your personal level. Did you like one better than the other? YES or NO If yes, which one?_____

Did you feel comfortable asking for help during your research? YES or NO

Did you find the research challenging? YES or NO Please explain:_____
_____
_____

Did you understand the rubric? YES or NO

Please explain what Proficient means?

_____

In the future, would you like to have access to material at your personal reading level? YES or NO