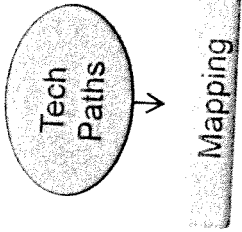
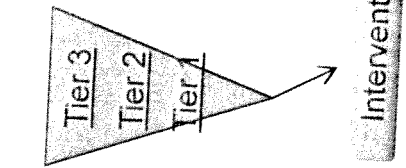


**RELATIONSHIP RELEVANCY RIGOR**

*What do we do when they don't know it?*



Interventions

Review  
Revise

Align Curriculum

Align to the  
Common  
Core

*What do we want students to know/do?*

**Student Learning**  
(Course Learning Teams)

Mastery  
Manager

Collecting and  
Analyzing Data

Differentiated &  
aligned to  
standards

Assessments  
Formative  
Summative

Catapult  
Testing

Instruction

BEEP

Vocab

Reading

Differentiation

Math

Writing

*How will we know if they know it?*

# MARENGO COMMUNITY HIGH SCHOOL

## TIMELINE OF SCHOOL IMPROVEMENT ACTIVITIES

### What do we want our students to know and be able to do?

<b>Event Date:</b>	<b>Event Title:</b>	<b>Event Description:</b>
09/01/2006	<b>Diary Mapping</b>	All staff diary map their curriculum during the year.
09/01/2007	<b>Consensus Mapping</b>	Teachers teaching the same class come to consensus on their curriculum maps.
09/01/2008	<b>Align Curriculum to IL Learning Standards</b>	
09/01/2009	<b>Finalize Maps</b>	Finalize maps during the school year
09/01/2010	<b>Refine Maps</b>	CLT's refine their maps and their alignment
09/01/2011	<b>Publish Maps on-line</b>	<a href="http://mchs154.org/mchs/docs/index.php?path=Curriculum Maps">http://mchs154.org/mchs/docs/index.php?path=Curriculum Maps</a>

### How will we know if they know it?

<b>Event Date:</b>	<b>Event Title:</b>	<b>Event Description:</b>
09/23/2006	<b>Testing Program implemented</b>	Frosh take PLAN in spring and fall; Soph & Jr take ACT in spring and fall
11/23/2007	<b>Assessment Training for pilot group</b>	4 Science teacher attend 2 day formative and summative assessment workshop
05/23/2008	<b>SMART Goals</b>	Teachers write SMART Goals using ACT test data
01/15/2009	<b>Course Learning Teams (CLT's) analyze data during Late Starts</b>	CLT's meet every other week for 1 1/2 hours to develop common lessons, assessments and to analyze data
02/19/2009	<b>Formative &amp; Summative Training for all staff</b>	Science pilot group trains staff on the use of formative and summative assessments
05/10/2009	<b>Differentiation of Assessments Training for all staff</b>	Science teachers train staff on the use of differentiated assessments.
08/18/2009	<b>Freshman administered Learning Style inventories</b>	All freshmen are given learning styles, modality preference and multiple intelligence inventories.
09/28/2009	<b>Learning Style data shared with</b>	All staff receives the results of the three

	<b>staff for differentiation</b>	inventories to use for differentiation.
12/19/2009	<b>Common Assessments- Final Exams</b>	All CLT's are expected to administer common final assessments.
01/08/2010	<b>Mastery Manager used for data analysis</b>	Mastery Manager software is purchased and used to evaluate the common assessment data.
05/07/2010	<b>Students/Parents send test history data</b>	All students are mailed the history of their results from each of the Catapult/Radiant Learning tests.

## What will we do if they know it or not?

<b>Event Date:</b>	<b>Event Title:</b>	<b>Event Description:</b>
08/17/2005	<b>Tier II-Assisted Study Hall</b>	Assisted Study Hall - Tier II for students at-risk academically.
10/01/2005	<b>Student Tutors during Study Hall</b>	Student Tutors- Tier II
05/01/2008	<b>Autoskills piloted as Tier III</b>	Piloted Autoskills for Tier III Reading and Math intervention
06/01/2008	<b>Fresh Start- summer school for at-risk implemented</b>	EXPLORE scores used to identify at-risk students for required reading and math summer school.
06/03/2008	<b>Autoskills purchased for Fresh Start- summer school</b>	Autoskills implemented in Fresh Start summer school all students were pre-tested for grade level equivalency. 10 hours of time on task in the summer.
08/15/2008	<b>Numeracy Lab implemented</b>	Numeracy lab staffed by a Math teacher each period to work with at-risk math students
09/15/2008	<b>Reading Specialist assesses students</b>	At-risk student based upon test scores and auditory & visual discrimination evaluation receives further testing.
11/23/2008	<b>Reading Specialists implements intervention plan with students</b>	An intervention plan is developed for each student and they receive individualized or small group training on how to accommodate for their disability.
01/01/2009	<b>Formal RtI plan developed</b>	Formal RtI plan developed
01/15/2009	<b>Latino Outreach Grant received</b>	Grant from McHenry County Health Dept. Family CARE received to begin Latino Youth Outreach Program.
01/23/2009	<b>Initial implementation of the RtI plan begins</b>	RtI plan begins to be implemented.
01/23/2009	<b>Latino Outreach Coordinator begins working</b>	Hired Latino Outreach Coordinator to work with at-risk Latino students and serve as a home-school liaison.
08/15/2009	<b>Homework Haven offered to students</b>	Homework Haven implemented after school two days per week for one hour each day.

09/23/2009	<b>Latino Family Dinner/Meeting</b>	Over 200 Latino Students and their parents attend the 1st Latino Family Dinner meeting
08/15/2010	<b>Transportation provided for Homework Haven</b>	Bussing provided two days per week after school for Homework Haven.

## Test Prep Activities

<b>Event Date:</b>	<b>Event Title:</b>	<b>Event Description:</b>
03/23/2007	<b>Key Train testing for all Jr's in Math and Reading</b>	Collect and analyze Key Train scores for each Junior
11/23/2007	<b>Core Teachers are trained in ACT test strategies</b>	Catapult Testing trains all Core teachers in ACT test taking strategies.
01/23/2008	<b>First ACT Test Prep class offered</b>	1st ACT Test Prep class offered in the evening for 8 weeks using Catapult materials and practice test.
08/23/2008	<b>Core teachers receive ACT reading strategies training</b>	Throughout the year Math, Science, English and Social Studies teachers are trained on ACT reading strategies.
08/23/2009	<b>Math Work Keys conversion charts are used</b>	All math, science and CTE classrooms display and use the Work Keys conversion chart.
09/23/2009	<b>Work Keys Strategies taught in classes</b>	Work Keys problems are reviewed in Math, Science, English, Social Studies and CTE classes.
01/23/2010	<b>Targeted students receive Work Keys and ACT training</b>	Targeted Jr's are identified by their Key Train and ACT scores for 4 test prep session in math and 4 in reading.
04/23/2010	<b>John Baylor ACT Prep workshops for Jr's</b>	John Baylor conducts two workshops for students for the two days prior to the PSAE test.
04/23/2010	<b>John Baylor Spring Parent Meeting</b>	Parent workshop (AM and PM) offered about the importance of the ACT
08/23/2010	<b>John Baylor ACT Prep videos available</b>	John Baylor ACT prep videos series available to students
09/23/2010	<b>John Baylor ACT Prep Fall workshop implemented</b>	Jr's participate in a fall ACT prep workshop with John Baylor. Frosh and Soph listen to presentation on the important of the ACT score.

# Focus on Instruction

<b>Event Date:</b>	<b>Event Title:</b>	<b>Event Description:</b>
08/15/2008	Reading in the content area training for all staff	
11/30/2009	Departments select specific applicable reading strategies	
03/30/2010	Departments identify common strategies	
03/30/2010	Common Instructional Framework- BEEP Developed	
03/30/2010	CTE teachers PBL training	
04/30/2010	CLT's develop lessons which integrate the strategies	
08/15/2010	Mandatory TI-84 calculator usage policy implemented	
08/18/2010	Targeted reading training with specific staff	
08/30/2010	Math Consultant begins working with Math Dept.	
08/30/2010	Launch 1-1 computing pilot with 2 teachers	
09/30/2010	Focus on vocabulary instruction	
09/30/2010	Math teachers trained on the use of manipulative	
02/06/2011	Focus on questioning techniques -Quadrant D	
06/05/2011	PBL Design Institute- 3 day workshop	
08/06/2011	5 day Tech Camp for all staff	
08/30/2011	BEEP Implemented	
08/30/2011	Math BEEP lesson plan template implemented	
08/30/2011	Expand 1-1 pilot to 10 teachers	

## Ventures for Excellence, Inc. Teacher StyleProfile

**Disclaimer:** This document and the information it contains is to be used only by administrators trained in advanced Ventures for Excellence selection interviews. It is to be used as ONE OF MANY sources of information and is not intended to be the sole basis by which a decision is made. Trained administrators will need to interpret this information in a way that matches applicants with a defined teaching style need for a given position to be filled. We recommend further in-depth interviews of any applicant prior to offering a job.

VE Theme Area	0	10	20	30	40	50	60	70	80	90	100
<b>1. Purpose:</b>	100%										
<b>2. Communicative:</b>	50%										
<b>3. Personable:</b>	50%										
<b>4. Compassionate:</b>	100%										
<b>5. Motivating:</b>	100%										
<b>6. Objective:</b>	100%										
<b>7. Generator of Alternatives:</b>	75%										
<b>8. Learner Outcomes:</b>	67%										
<b>9. Self Supporting:</b>	14%										
<b>10. Directing:</b>	0%										
<b>11. Referring:</b>	0%										
<b>12. Student Conforming:</b>	29%										
<b>13. School Conforming:</b>	17%										
<b>Theme Summaries:</b>	<b>SC Results = 80% TC Results = 12%</b> ( 1 - 8 ) ( 9 - 13 )										

### Description of the Teacher StyleProfile

Each candidate has completed their application by responding to 32 multiple choice style questions based upon the Ventures Themes of Excellence in Teaching. The responses have been converted to a percentage result to give a visual understanding of their attitudes, beliefs, and behaviors in relation to common professional situations faced in day to day life as a teacher. This information is added to the overall picture of the applicant to assist administrators in processing applicant data for hiring decisions.

# Marengo Community High School

*Where learning is valued and  
excellence is the standard*

## ***We believe ...***

### **Students and Learning**

- ... all students can learn.
- ... all students need a sense of belonging in a safe, secure, learning environment.
- ... all students should be prepared for college or careers.
- ... all students should have equitable opportunities and be challenged, recognizing their different learning styles.
- ... students learn through participation in activities.

### **Faculty, Staff and Teaching**

- ... staff should focus on and be accountable for student learning.
- ... staff should have school pride and commitment.
- ... staff should be a positive influence, have integrity and be trustworthy.
- ... staff should make learning relevant and develop positive relationships with students.
- ... staff should be committed to life-long learning.

### **Schools and Community**

- ... the district should be fiscally responsible.
- ... the community will provide the resources necessary to provide a quality education.
- ... schools and communities that have a positive collaborative partnership will lead to successful students.
- ... the school will be the center of the community and reflect community values.

## ***The Vision of Marengo CHSD 154 is...***

- ... for all taxing bodies to work together to meet the needs of the community.
- ... to become a model learning community.
- ... to be recognized for financial, academic, and extra-curricular excellence.
- ... to be recognized for having outstanding teaching and support staff.
- ... for all students to:
  - be able to think critically and solve real-world problems
  - be drug-free and gang-free
  - be technologically literate
  - exhibit strong literacy skills
  - see relevancy in their learning
  - exceed college entrance expectations
  - be confident, motivated and successful
  - have the knowledge and skills to be productive members of the society

## ***School District Goals***

- Goal 1: Increase student achievement for ALL students.**
- Goal 2: Continue to provide a comprehensive high school program.**
- Goal 3: Remain fiscally responsible while achieving our goals.**
- Goal 4: Continue and enhance the positive relationships with the communities of District 154.**

# Rigor/Relevance Framework®

Evaluation

6

Assimilation

Adaptation

Synthesis

5

C

Analysis

4

Knowledge Taxonomy

Application

3

Acquisition

Application

Comprehension

2

A

B

Knowledge/  
Awareness

1

Application Model

1

2

3

4

5

Knowledge  
in one  
discipline

Apply in  
discipline

Apply  
across  
disciplines

Apply to  
real-world  
predictable  
situations

Apply to  
real-world  
unpredictable  
situations

A

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

B

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

C

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

D

Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

Teacher: CORE Biology

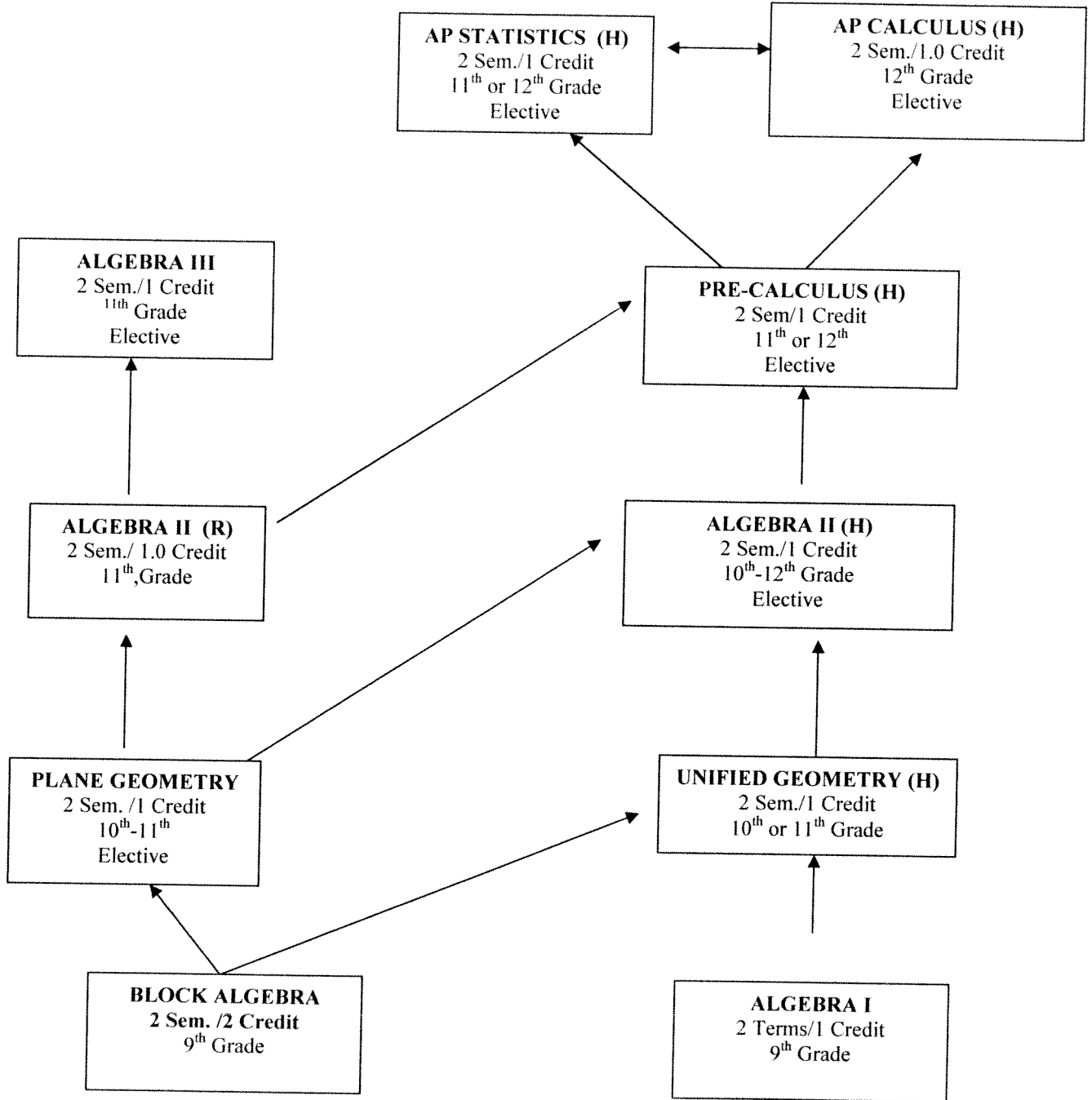
Year: 2011-12

Course: Biology

Month: All Months

Essential Questions	Content	Vocabulary	Skills	Standards	Assessments	Lessons
A u g u s t	Science Inquiry					
How do all of the parts of a scientific experiment fit together into a lab write-up?	Parts of the Scientific Process	observation hypothesis data constant variable experimental group control group independent variable dependent variable	Write my own definition of the stages of the scientific process: observation, asking questions, forming a hypothesis, conducting an experiment, organizing data, and drawing conclusions from data.	11A.11.02- Distinguish among the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, comparing data. 11A.11.04- Distinguish and define the following components of typical experiments: constants, variables, experimental		
			Identify the stages of the scientific process in a lab write-up.			

**MARENGO HIGH SCHOOL  
MATH PROGRAM**



## "I Can Statement"

Alg2 1.1 A	I can graph real numbers on a number line.
Alg2 1.1 B	I can identify an apply properties of real numbers.
Alg2 1.1 C	I can use unit analysis with operations and conversions.
Alg2 1.2 A	I can evaluate powers.
Alg2 1.2 B	I can evaluate an algebraic expression.
Alg2 1.2 C	I can simplify by combining like terms.
Alg2 1.3 A	I can solve one-, two-, and multi-step linear equations.
Alg2 1.4 A	I can rewrite a formula with two or more variables.
Alg2 1.4 B	I can rewrite linear and non-linear equations.
Alg2 1.5 A	I can apply a formula to a real life problem.
Alg2 1.5 B	I can use patterns or diagrams to solve a real life problem.
Alg2 1.6 A	I can graph simple and compound inequalities.
Alg2 1.6 B	I can solve one-, two-, multi-step, and compound inequalities.
Alg2 1.7 A	I can solve absolute value equations and inequalities and check for extraneous solutions.
Alg2 2.1 A	I can identify a function, domain and range from a list, chart or graph.
Alg2 2.1 B	I can graph an equation in two variables by using a t – table (xy chart).
Alg2 2.1 C	I can classify and evaluate functions.
Alg2 2.1 D	I can distinguish between discrete and continuous functions. **
Alg2 2.2 A	I can classify lines using slope to be either positive, negative, zero or undefined.
Alg2 2.2 B	I can find the slope of a line that passes through any two points.
Alg2 2.2 C	I can classify parallel or perpendicular lines given two points on each line.
Alg2 2.2 D	I can find the average rate of change. ***
Alg2 2.3 A	I can graph linear functions in slope intercept form and standard form.
Alg2 2.3 B	I can graph horizontal and vertical lines.
Alg2 2.3 C	I can graph a linear equation in a graphing calculator using an appropriate window.
Alg2 2.4 A	I can write an equation of a line given the slope and $y -$ intercept.
Alg2 2.4 B	I can write an equation of a line given the slope and a point on the line.
Alg2 2.4 C	I can write an equation of parallel and perpendicular lines.
Alg2 2.4 D	I can write an equation of a line given two points on the line.
Alg2 2.4 E	I can write an equation of a line using point – slope form. ***
Alg2 2.5 A	I can write and graph a direct variation equation.
Alg2 2.5 B	I can use ratios to identify direct variation .
Alg2 2.6 A	I can distinguish between positive, negative or no correlation.
Alg2 2.6 B	I can estimate a correlation coefficient.

## COMMON READING STRATEGIES IDENTIFIED BY DEPARTMENT

PRIOR KNOWLEDGE	Sp Ed	Eng	Soc. St	Sci
Frontloading Before -Reading				
<i>Task/Content/Structure</i>	x			
Picture Walk & Picture Walk w/Headings	x		x	x
KWLH+ (Cold Fact & Simple Plants)		x	x	x
KWL	x	x		x
First, the Question (FDR)	x	x	x	
Classroom Think Aloud w/Questions (Black Death)		x		
Partner Knowledge Rater + (Simple Plants)	x	x	x	x
RIVET (Vertebrates/Invertebrates)			x	x
Picture Walk/Predictions/Objectives		x		
Picture Walk/Predictions/Objectives				
Story Impressions		x		
Anticipation Guide			x	
Think-Aloud				
Think-Aloud with Questions	x	x		
ReQuest				
<b>ENGAGED LEARNING</b>				
Scaffolding During-Reading				
<i>Question the Text, Reconstruction</i>				
Read to verify predictions.				
Read to add information under each heading.				
Read to locate the answers to the questions.				
Read to locate the answers to the questions.				
Read to verify definitions & key concepts.				
Read to add information under each heading & vocab. word.				
Stop the Process (Harrison Bergeron)	x	x	x	x
Four Square Reciprocal Teaching (Scuba Diving)				
Journals	x	x		x
<b>CLARIFICATION/APPLICATION</b>				
Metacognition After-Reading				
<i>Write/Talk/Draw/Graph</i>				
Summary by headings KWLH+				
Summary by headings KWLH+				
Four Step Summary				
GIST	x	x		x
Incomplete Frame: Classification	x		x	x
Summary by heading/vocabulary				
Summary of info. Boxes/GIST			x	
Four Step Summary				
RAFT	x		x	x
Exit slip				x
Writing lab reports				x
Text talk	x			

<b>NOTE TAKING</b>	<b>Sp Ed</b>	<b>Eng</b>	<b>Soc. St</b>	<b>Sci</b>
General Information				
Skimming				
Three Column Notes				
PERSIA				X
KIM			X	
KICK				
CARS				
Proposition/Support	X			
Concept Diagram	X		X	X
Reciprocal Teaching				
Two-Column	X	X	X	
Pyramid Frame	X	X		
<b>QUESTIONING THE TEXT</b>				
Question Answer Relationships		X		
Carousel Brainstorm			X	
Question the Text			X	
I-Chart				
<b>STUDY GUIDES</b>				
Three-Level Guide				
Concept Guide				
Pattern Guide				
Selective Reading Guide: Guide-O-Rama			X	X
<b>INTERNAL TEXT STRUCTURE &amp; INCOMPLETE PARAGRAPH FRAMES</b>				
Nonfiction				
SQ3R			X	X
Problem/Solution	X	X		X
Sequential Text	X	X		X
Cause/Effect Text	X	X		X
Compare/Contrast Text	X	X	X	X
Description Text	X	X		X
Classification Text	X	X		X
Transitions	X			X
Fiction	X			X
Categories of Simple Story				
Story Maps	X	X		
Story Plan				
Fiction				
History				
Math				
Science				
Character Frames	X			
Mood Frames				
Vennn Diagrams		X		
Graphic Organizers		X		

<b>TALK TO LEARN</b>	<b>Sp Ed</b>	<b>Eng</b>	<b>Soc. St</b>	<b>Sci</b>
Readers Theatre	x	x		
DRTA	x	x	x	x
Discussion Web	x		x	
Jig Saw			x	
<b>VOCABULARY</b>	<b>Sp Ed</b>	<b>Eng</b>	<b>Soc. St</b>	<b>Sci</b>
Partner Knowledge	x	x	x	x
Vocabulary O Gram		x		
Cloze & Word Bank	x			
List/Group/Label	x	x	x	x
Concept Circles	x	x	x	
Graphic Organizer-Word Map	x	x		
Prefix/Suffix/Root	x	x		x
Magic Squares				
RIVET			x	
Semantic feature analysis			x	
Frayer Model			x	x
<b>TEST TAKING SKILLS</b>				x

Unit Essential Question(s)	
I Can Statements	
Bellringer	
<b>Compacting or Pre Reading Strategies</b> <i>Anticipation Guide</i> <i>Carousel Brainstorm</i> <i>PreP</i> <i>Story Impressions</i> <i>KWLH+</i> <i>Picture &amp; Heading Walk</i> <i>First, the Questions</i> <i>Prediction Pairs</i>	
<b>Essential Vocabulary for the Unit &amp; Strategies</b> <i>Partner Rater+, Semantic Feature Analysis</i> <i>RIVET, Possible Sentences</i> <i>List-Group-Label, Concept Circles</i> <i>Fray Model, Magic Square, Magnet Summary, WordMap</i>	
<b>Direct Teaching &amp; Reading Strategies</b> <i>Interactive Lecture and/or Power Points</i> <i>QAR--Bloom's Questions—SCAMPER—Quadrant D</i> <i>Reviewing Tests—just the most missed questions----put correct answers on board—kept it short</i> <i>Questioning: <u>wait time</u>---call on ALL STUDENTS</i>	
<b>Engaged Learning---Formative Assessments</b> <i>Cause/Effect Flow Charts</i> <i>Story Maps</i> <i>Compare/Contrast</i> <i>Pyramid Frames</i> <i>Concept Diagram</i> <i>Proposition/Support</i> <i>SQ3R</i> <i>Cornell Notes</i> <i>Graphs and Charts</i> <i>Short Writes</i> <i>Technology</i> <u><i>Self Graded Rubrics</i></u>	
<b>Engaged Learning &amp; Student-to-Student</b> <i>Discussion Webs</i> <i>Seed Discussions</i> <i>Socratic Seminars</i> <i>Reciprocal Teaching</i> <i>JigSaw</i> <i>Stop the Process</i> <i>Think-Pair-Share</i> <i>Reader's Theater</i> <i>Radio Reading</i> <i>REAP</i> <i>Carousel Brainstorm</i>	

<p><b>Summative Assessments</b>  <i>Cause/Effect flow chart</i>  <i>Writing Assignment: Compare/ Contract, Explanation, Description, Sequence, Problem/Solution</i>  <i>GIST, RAFT, 4 Step Summary, Journals, GRASP</i></p>	
<p><b>Exit Slio</b></p>	
<p><b>Differentiation</b>  <i>Independent Study</i>  <i>Interest Centers/Groups</i>  <i>Flexible Groups</i>  <i>Multiple Level Questions</i>  <i>Learning Contracts</i>  <i>Choice Boards</i>  <i>Electronic Choices</i></p>	

CBFrank

## Higher Level Questioning

### SCAMPER

#### Examples from "Cinderella"

S	Substitute	What might have happened if Cinderella had dropped her handkerchief instead of her glass slipper as she left the ball?
C	Combine	In what ways were Cinderella and Snow White alike?
A	Adapt	If the music at the ball had been so loud that Cinderella could not hear the clock striking twelve, what could she have done to make sure she got to the coach on time?
M	Modify	What do you think the Prince would have done if the glass slipper had not fit any lady in his kingdom?
	Magnify	Describe a day in Cinderella's life after her marriage to the Prince.
P	Put to Use	How many ways could Cinderella have put one glass slipper to use?
E	Eliminate	How might Cinderella have met the Prince without the help of her fairy godmother?
R	Rearrange	Imagine that Cinderella had not been home to try the glass slipper on when the Prince's pages came. Rewrite the ending of the story.
	Reverse	Rewrite the story as if Cinderella's sisters were loving and kind.

Integrate reading, discussion and writing by having students share their writing and talk about their reasons for answering the questions as they did.

QAR Question Starters	Bloom's Question Types & Examples																																								
<p><b>Think &amp; Search</b> (<i>Explanation, List/ Example, Compare/Contrast, Cause/Effect</i>)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">What things are alike</td> <td>Explain</td> </tr> <tr> <td>What conclusion</td> <td>What Alternatives</td> </tr> <tr> <td>Distinguish between</td> <td>Argue all sides</td> </tr> <tr> <td>Tell Why</td> <td>How Many Different Ways</td> </tr> <tr> <td>Summarize</td> <td>Restate (Main Idea)</td> </tr> <tr> <td>Find the Evidence</td> <td>Reconstruct</td> </tr> <tr> <td>Search For</td> <td>Explore</td> </tr> <tr> <td>Find</td> <td>Consolidate from more than one source</td> </tr> <tr> <td>What is Possible</td> <td></td> </tr> <tr> <td>Reconstruct</td> <td></td> </tr> <tr> <td>Explore</td> <td></td> </tr> </table> <p><b>The Author &amp; You</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Form a Hypothesis</td> <td>Solve this</td> </tr> <tr> <td>Design</td> <td>How many new ways</td> </tr> <tr> <td>What is Necessary differently</td> <td>How could it be done</td> </tr> <tr> <td>Under what Circumstances</td> <td>Create</td> </tr> <tr> <td>How can you use it?</td> <td>Make Use of</td> </tr> <tr> <td>Compose</td> <td>Demonstrate</td> </tr> <tr> <td>Devise</td> <td>State the consequence</td> </tr> <tr> <td>Illustrate</td> <td>In what ways</td> </tr> <tr> <td></td> <td>How could it happen</td> </tr> </table>	What things are alike	Explain	What conclusion	What Alternatives	Distinguish between	Argue all sides	Tell Why	How Many Different Ways	Summarize	Restate (Main Idea)	Find the Evidence	Reconstruct	Search For	Explore	Find	Consolidate from more than one source	What is Possible		Reconstruct		Explore		Form a Hypothesis	Solve this	Design	How many new ways	What is Necessary differently	How could it be done	Under what Circumstances	Create	How can you use it?	Make Use of	Compose	Demonstrate	Devise	State the consequence	Illustrate	In what ways		How could it happen	<p><b>APPLICATION</b> --- <i>Use of facts, rules, principles</i></p> <p>How is _____ an example of _____?</p> <p>How is _____ related to _____?</p> <p>Why is _____ significant?</p> <p><b>ANALYSIS</b> --- <i>Separation of a whole into component parts</i></p> <p>What are the parts or features of _____?</p> <p>Classify _____ according to _____?</p> <p>Outline/diagram/web _____</p> <p>How does _____ compare/contrast with _____?</p> <p>What evidence can you present for _____?</p> <p>What are the causes/effects of _____?</p> <p><b>SYNTHESIS</b> --- <i>Combination of ideas to form a new whole</i></p> <p>What would you predict/infer from _____?</p> <p>What ideas can you add to _____?</p> <p>How would you create/design a new _____?</p> <p>What might happen if you combined _____ with _____?</p> <p>What solutions would you suggest for _____?</p> <p><b>EVALUATION</b> --- <i>Development of opinions, judgments, or decisions</i></p> <p>Do you agree _____?</p> <p>What do you think about _____?</p> <p>What is the most important _____?</p> <p>Prioritize _____ according to _____.</p> <p>How would you decide about _____?</p> <p>What criteria would you use to assess _____?</p> <p>What is the significance of this information _____?</p>
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	How could it happen																																								

9/27/2010

# MCHS BEEP RUBRIC

Teacher: \_\_\_\_\_ Date/Class: \_\_\_\_\_

Administrator: \_\_\_\_\_ Time In/Out: \_\_\_\_\_

BEGINNING	YES	NO	NA
Greets students as they enter			
Bell work is in place and done			
Objective/ "I Can" statement displayed			
Essential Question is posted & used to frame the day's lesson			
Uses a Beginning strategy			
Teacher connects lesson to previous days			
Teacher transitions student into the body of the lesson			
Current vocabulary word/words displayed			

ENGAGEMENT	YES	NO	NA
Reading Strategies used when appropriate			
Vocabulary instruction used when appropriate			
Students engaged with teacher			
Students engaged with students			
Teacher differentiates to address the needs of different learning styles			
Work is purposeful and meaningful			
Students are challenged and supported			
Evidence of structure and routines			
Lesson is connected to real-world			
Classroom setting is conducive to engagement			

PRACTICE	YES	NO	NA
Checks for understanding			
Formative assessments			
Students seek clarification			
Guided practice			
Students write, draw or talk about what they learned.			
Relevant independent practice assigned			

**Comments:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ENDING	YES	NO	NA
Closure with review of the objectives or "I Can" Statements			
Uses an Ending Strategy to determine if the objective was learned			
Students summarize what they learned by writing, drawing or talking			
Teacher connects today's lesson to tomorrow's			
Teacher dismisses the class			

RIGOR OF ENGAGEMENT (Questioning & Activities)			
<b>Basic</b>		Define	
Tell		Observe	
Explain		Outline	
List		Describe	
Locate		Summarize	
<b>Proficient</b>		Analyze	
Solve		Compare/contrast	
Illustrate		Categorize	
Apply		Investigate	
Construct		Advertise	
Classify		Correlate	
<b>Advanced</b>		Evaluate	
Predict		Infer	
Conclude		Justify	
Reorganize		Interpret	
Create		Prioritize	
Persuade		Recommend	

**General Comments:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator's Signature/Date \_\_\_\_\_

**MCHS COMMON PRACTICES WRITING RUBRIC**

	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>IDEAS</b> <i>Answers Prompt</i></p> <p><i>Topic and Main Idea</i></p>	-Strongly develops one clear main idea	-Writing makes a point -stays on topic	-Attempts to make a point -stays on topic	-Topic is not entirely clear -Strays from the topic	-Topic is unclear	-No main idea  <b>-Does not satisfy the assignment requirements</b>
<p><b>ORGANIZATION</b></p> <p><i>Introduction, Body, Transitions, and Conclusion</i></p>	-Introduction/conclusion are well developed  -The body is logical and easy to follow  -Strong, logical transitions	-Introduction and conclusion works well    -Clear transitions	-Introduction and conclusion are present  -Body is organized  -Uses transitions	-An attempt has been made at an introduction and conclusion    -Few transitions present	-Introduction or conclusion is missing  -The attempted organization is confusing  -Limited use of transitions	-No introduction, conclusion, or transitions
<p><b>SUPPORT AND DEVELOPMENT</b></p> <p><i>Supporting Details</i></p>	-Ideas are fully developed  -Includes ample examples and vivid details which are specific and logical	-Ideas are explained with solid details and examples  -Ideas are connected in a clear and logical manner	-Ideas are explained with details and examples  -Ideas are connected in a clear and logical manner	-Ideas are explained   -Details and examples are vague and unconnected	-Ideas have little support   -Details and examples are vague and unconnected	-Ideas are not supported
<p><b>STYLE</b></p> <p><i>Voice, Word Choice, and Sentence Fluency</i></p>	-(v) Point of view is clear   -(wc) Uses descriptive words and active verbs to create vivid images  -(sf) Natural rhythm and flow; easy to read	-(v) Writing is individual and expressive   -(wc) Uses descriptive words and active verbs, but with some repetition  -(sf) Rhythm and flow with some sentence variety	-(v) Written for a specific audience   -(wc) Limited use of descriptive words and active verbs  -(sf) Repetitive use of simple and compound sentences slowing reading down	-(v) Complete thoughts are evident   -(wc) No use of descriptive words or active verbs  -(sf) Written with simple sentences and phrases	-(v) Complete thoughts and audience awareness not always present   -(wc) Very limited vocabulary  -(sf) Sounds mechanical	-(v) Complete thoughts are not present
<p><b>MECHANICS/ CONVENTIONS</b></p>	-Few errors  -Errors do not interfere with reading			-Many errors  -Errors interfere with the reading of the paper		

## MCHS *BEEP* LESSON PLAN

<b>Grade Level/Course:</b>	<b>Teacher(s):</b>
<b>Unit/Section:</b>	<b>Date:</b>
<b>I CAN Statements:</b>	

<b>Resources:</b>	Poly Vision Board: Worksheets: Technology: Manipulatives: Other Supplies:
-------------------	---------------------------------------------------------------------------------------

<b>Assessments:</b>	In-class Work: Assignment Options: Project/Performance Task: Quiz/Test:                      Objective Items    Short Answer with Work Shown    Open Response Ind or Group Presentations: PSAE-like Problem(s): Exit Slips: Observation(s):
---------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>College Readiness Standards for Scores 20 through 36:</b> _____
--------------------------------------------------------------------

<b><u>BEGINNING Strategies:</u></b>			
Journal Connect	Find the Answer	Complete Chart /Graph/Table	
Draw a Picture w/Explanation	Open-ended Question(s)	Ice Breaker Activity	
Think-Pair-Share	Problem of the Day	Daily Oral Language	
Review	I CAN Statement(s)	Vocabulary Exercise	
Response to Quote	Gather Equipment/Supplies	Work Keys or ACT Practice	
Quick Quiz	Puzzle/Brainteaser	Test Review	
Fix the Error	Round Robin	Bellwork	

<b><u>ENDING Strategies:</u></b>			
Predictions	Round Robin	Exit Ticket	
Short Quiz	Big Idea(s) Question(s)	Guided Practice	
Learning Log	Write a Quiz/Test Question	Summarize Lesson	
Journal	Chapter Questions	GIST	
RIVET	Turn to Neighbor	Post Its	
Turning Point Clickers	Cool-down Stretch	SIFT	
QuIP	Students Restate I CANs	Preview Next Day	
List "5" Facts/Learnings	RAFT	30 Second Commercial	
Check of Sheet (ASH)	White Board Questions	Compare/Contrast	
Popcorn Facts/Learnings	Vocabulary	Think-Pair-Share	

<b>The Lesson Plan:</b>		<b>Notes /Vocabulary:</b>	
<b>BEGINNING</b> [ <i>Greetings, Bell Work ready, I CANs, Essential Question(s), Beginning Strateg(ies), Lesson \Connections, Smooth Transitions, Processing Homework</i> ]		__ Minutes	
<b>ENGAGEMENT</b> [ <i>Reading Strateg(ies), Vocabulary Work, Active Student Involvement, Differentiation, Purposeful/Meaningful/Challenging Work, Connections, Cooperative Learning</i> ]		__ Minutes	
<b>ENDING</b> [ <i>Link Back to I CANs, Ending Strateg(ies), Written, Drawn or Verbalized Summaries, Connections to Yesterday's/Tomorrow's Lesson, Teacher Dismissal</i> ]		__ Minutes	
Always Ask . . . What was the main concept/skill we learned?			
Always Ask . . . Can someone restate that?			
Always Ask . . . Who can give an example or two?			
<b>PRACTICE</b> [ <i>Check for Understanding, Formative Assessment(s), Student Clarifications, Guided Practice, Written, Drawn or Verbalized Evidence of Learning, Relevant Practice</i> ]		__ Minutes	
<b>Homework Option 1:</b>		<b>Homework Option 2:</b>	

# Calculator Policy

## Calculator Requirements

Calculators are now an integral component of high school studies, MCHS policy requires the use of graphing calculators in class as well as on chapter and semester exams. In addition, the various high stakes assessments administered by the College Board (ACT, SAT, SAT II, Advanced Placement) as well as by the Illinois State Board of Education (PSAE which includes the ACT and the Work Keys) either permit or require the use of a graphing calculator

It is important that students develop a degree of skill with the calculator and be able to practice various problem-solving techniques using the calculator. This is best accomplished when each student has a calculator available for their use at all times. Therefore the mathematics department has determined that:

- For all MCHS mathematics courses, a student must own a TI-84 Plus, TI-84 Silver) or the TI N-Spire package and bring it to class every day.
- Students are responsible for batteries for their individual calculators.

## Appropriate and Inappropriate Use

- No games during class time
- Storing formulas, programs, and answers unauthorized by the teacher
- You may **NOT** use these calculators for testing:
  - Pocket organizers
  - Handheld or laptop computers
  - Electronic writing pads or pen-input devices
  - Calculators built into cellular phones or otherwise communication devices
  - Models with QWERTY (typewriter) keypad. (Calculators with letters on the keys are permitted as long as the keys are not arranged in QWERTY format.)
  - Models with built-in Computer Algebra Systems (capability to simplify algebraic expressions, multiply polynomials, or factor polynomials).

The teacher reserves the right to take steps to avoid inappropriate use by erasing memory, trading a personal calculator for a school calculator, trading student calculators, or other measures as necessary.

# SUMMARY OF THE HISTORY OF HIGH SCHOOL TEST SCORES FOR CATAPULT AND PSAE AND ACT

Class of 2009	EXPLORE	Freshman Year-PLAN				Sophomore Year-ACT		Junior Year-ACT		Jr Year PSAE	Jr Yr State	Final ACT	State ACT
		Jan., 2005	Oct. 2006	April, 2007	April, 2008	Oct. 2007	April, 2008	Oct. 2008	March, 2009				
English	14.9					16.76	17.97	19.2	19.6	19.5	20.5		
Math	15.8					17.97	18.58	19.6	20.3	19.8	20.7		
Reading	14.7					17.98	18.19	19.9	20.0	20.2	20.8		
Science	16.6					18.05	19.03	19.8	20.1	20.3	20.7		
Composite	15.7					17.7	18.4	19.8	20.1	20.1	20.8		
Writing								6			20.8		
Class of 2010	EXPLORE	Freshman Year-PLAN				Sophomore Year-ACT		Junior Year-ACT		Jr Year PSAE	Jr Yr State	Final ACT	State ACT
English	Jan., 2006	Oct. 2007	April, 2007	April, 2008	Oct. 2007	April, 2008	Oct. 2008	March, 2009	April, 2009	ACT 2009	Class of 10	Class of 10	
Math	15.6	15.39	16.53	16.53	15.39	16.53	16.82	18.77	19.9	19.3	20.1	20.3	
Reading	16.5	17.04	17.54	17.54	17.04	17.54	18.26	19.21	19.6	20.0	20	20.7	
Science	15.2	16.48	16.73	16.73	16.48	16.73	17.39	18.38	20.5	20.2	20.6	20.8	
Composite	17.1	17.41	16.88	16.88	17.41	16.88	18.52	19.08	19.7	19.9	20	20.5	
Writing	16.2	16.6	16.9	16.9	16.6	16.9	17.7	18.9	20.0	20.0	20.3	20.7	
Class of 2011	EXPLORE	Freshman Year-PLAN				Sophomore Year-ACT		Junior Year-ACT		Jr Year PSAE	Jr Yr State	Final ACT	State ACT
English	Jan., 2007	Oct. 2008	April, 2008	April, 2009	Oct. 2008	April, 2009	Oct. 2009	March, 2010	April, 2010	ACT 2010	Class of 11	Class of 11	
Math	15.5	15.4	17.07	17.07	15.4	17.07	18.3	21.04	20.8	19.7	21.6	20.6	
Reading	16.6	16.98	17.88	17.88	16.98	17.88	18.3	20.34	21.2	20.3	21.7	20.1	
Science	15.4	16	17.51	17.51	16.73	18.11	17.5	19.23	20.1	19.9	20.9	20.8	
Composite	17.2	17.74	18.46	18.46	17.89	18.32	18.5	20.14	20.4	20	21.1	20.7	
Writing	16.3	16.5	17.7	17.7	17.2	18.2	18.2	20.2	20.7	20.1	21.5	20.9	
Class of 2012	EXPLORE	Freshman Year-PLAN				Sophomore Year-ACT		Junior Year-ACT		Jr Year PSAE	Jr Yr State	Final ACT	State ACT
English	Jan., 2008	Oct. 2009	April, 2009	April, 2010	Oct. 2009	April, 2010	Oct. 2010	March, 2011	April, 2011	ACT 2011	Class of 12	Class of 12	
Math	15.7	15.86	18.05	18.05	15.7	18.05	19.18	21.31	22.1	19.3	21.5	20.9	
Reading	16.9	17.13	18.39	18.39	17.7	19.7	19.47	21.23	22.2	20.4	21.5	20.9	
Science	16.8	16.29	18.11	18.11	17.3	19.1	18.06	20.16	21.7	19.8	21.5	20.9	
Composite	18.1	18.46	18.32	18.32	18.4	19.6	19.49	20.97	21.7	20	21.5	20.9	
Writing	16.9	16.9	18.5	18.5	17.6	19.4	19	20.9	22.1	20	21.5	20.9	
Class of 2013	EXPLORE	Freshman Year-PLAN				Sophomore Year-ACT		Junior Year-ACT		Jr Year PSAE	Jr Yr State	Final ACT	State ACT
English	Jan., 2009	Oct. 2010	April, 2010	April, 2011	Oct. 2010	April, 2011	Oct. 2011	April, 2012	April, 2012	ACT 2012	Class of 13	Class of 13	
Math	15.7	16.2	18.3	18.3	15.7	18.3	19.16	19	22.1	20	21.5	20.9	
Reading	16.3	17.3	18.1	18.1	18.07	19.37	19	19	22.1	20	21.5	20.9	
Science	15.9	16.7	17.4	17.4	16.87	18.64	18.2	18.2	22.1	20	21.5	20.9	
Composite	17.8	18.2	18.6	18.6	17.93	18.98	18.9	18.9	22.1	20	21.5	20.9	
Writing	16.4	17.1	18.1	18.1	17.6	18.9	18.8	18.8	22.1	20	21.5	20.9	



# Cell Structure Assessment—Level 4 Check

## Demonstrating Advanced Mastery: Cell Structure Cafe

To demonstrate that you have a level 4 understanding of the Cell Structure I Can Statements, please make the appropriate choices from the menu on the back of this page. Do NOT choose options because you think they are easy, or because you think you can get them done quickly without much quality. **Remember, these are activities that will show if you understand the I can statements at a level 4, so you need to put forth effort into and take pride in your work in order to produce quality results.**

Any choice you make should show the level 4 qualities below of understanding. Use the checklist below as you complete choices to rate yourself on whether you think you have demonstrated the qualities sufficiently in your work. **All choices need to show complete understanding of all I can statements.**

<b>Level 4 Understanding Indicators</b>	Yes, my work shows I can think in this way.	No, I need to revise my work to show I can do this.
<i>Multi-step thinking</i>		
<i>Applying concepts to new, unknown situations</i>		
<i>Making decisions and supporting them with thorough evidence</i>		
<i>Creating new and original thoughts &amp; ideas by combining what you already know</i>		
<i>Identifying unique connections and differences between words and concepts</i>		

## Appetizers

MAKE YOUR OWN "SAMPLER PLATTER" BY CHOOSING ONE ACTIVITY FROM EACH SECTION BELOW TO SHOW ADVANCED MASTERY OF THE I CAN STATEMENTS

Atoms, Bonds, & Molecules

### Pizza Puff Puzzlers

Create a jigsaw puzzle that, if correctly put together, will help a student doing the puzzle review the I can statements for this Objective.

### RAFT Ranch Poppers

Write the RAFT below:

ROLE: A carbon atom on his first day of 2<sup>nd</sup> grade

AUDIENCE: His 2<sup>nd</sup> grade class and his teacher

FORMAT: Essay he is reading aloud to the class and to the teacher

TOPIC: "On my summer vacation, I took a trip through a plant cell!"

### Organelles

#### Half-Rack o' Riddles

Write a riddle for the function of every organelle. Moist towelettes included.

#### Just Like Yo Momma Made Them Chicken Fingers

Write a Yo Momma joke for every organelle's function. They should all be in the following format: Yo Momma like a [organelle] because she [insult that shows you understand the organelle's function]. Served with a side of honey mustard dressing.

#### Awesome Analogy Cheese Fries

Draw an analogy for each organelle's function. Comes with or without bacon crumbles.

#### Types of Cells

#### Fried Proposal Pickles

Propose an original hypothesis for how each type of cell originated. Back up your hypothesis with evidence from the answers to the I can statements. Then, research current ideas and see if you want to add or change anything. Comes with your choice of ranch or bleu cheese dipping sauce.

#### Build a Betta Bruschetta

OR

On poster paper, design your own cell, or redesign a type of cell to make it work more efficiently. Then explain how all the parts of your cell work together to make more efficiently.

## Entrees

HAVE ONE BIG MEAL TO DEMONSTRATE ADVANCED MASTERY OF THE I CAN STATEMENTS IN ONE LARGE PROJECT.

All entrees come with atomic soup, a subunit salad, and your choice of prokaryotic potato.

### Sci-Fi Sizzler

Write an original science fiction story in book form, and illustrate it. Take a look at the I can statements, and think, "What if...?"

### Video Venison Burger

Write a play that is a satire of one of your favorite (appropriate) TV shows. Then, perform it in some way, record it, and put it on YouTube. This satire should teach us all the I can statements without sounding like a list of memorized information. Consider recording your video using a digital camera or video recorder, and then importing and editing it in Windows Movie Maker.

### Gamer's Delight

Design a video game that tricks players into learning all of the I can statements for Cell Structure. Decide what genre of game you are making (RPG, platformer, etc., . . . no violent games allowed!) and draw all of your level designs on poster paper or using computer software. Then, make a flow chart that walks through all of your main character's "paths to learning" all of the I can statements for the unit.

# Triarchic Theory of Intelligences - Robert Sternberg

Mark each sentence T if you like to do the activity

1. Analyzing characters when I'm reading or listening to a story \_\_\_\_\_
2. Designing new things \_\_\_\_\_
3. Taking things apart and fixing them \_\_\_\_\_
4. Comparing and contrasting points of view \_\_\_\_\_
5. Coming up with ideas \_\_\_\_\_
6. Learning through hands-on activities \_\_\_\_\_
7. Criticizing my own and other kids' work \_\_\_\_\_
8. Using my imagination \_\_\_\_\_
9. Putting into practice things I learned \_\_\_\_\_
10. Thinking clearly and analytically \_\_\_\_\_
11. Thinking of alternative solutions \_\_\_\_\_
12. Working with people in teams or groups \_\_\_\_\_
13. Solving logical problems \_\_\_\_\_
14. Noticing things others often ignore \_\_\_\_\_
15. Resolving conflicts \_\_\_\_\_
16. Evaluating my own and other's points of view \_\_\_\_\_
17. Thinking in pictures and images \_\_\_\_\_
18. Advising friends on their problems \_\_\_\_\_
19. Explaining difficult ideas or problems to others \_\_\_\_\_
20. Supposing things were different \_\_\_\_\_
21. Convincing someone to do something \_\_\_\_\_
22. Making inferences and deriving conclusions \_\_\_\_\_
23. Drawing \_\_\_\_\_
24. Learning by interacting with others \_\_\_\_\_
25. Sorting and classifying \_\_\_\_\_
26. Inventing new words, games, approaches \_\_\_\_\_
27. Applying my knowledge \_\_\_\_\_
28. Using graphic organizers or images to organize your thoughts \_\_\_\_\_
29. Composing \_\_\_\_\_
30. Adapting to new situations \_\_\_\_\_

Transfer your answers from the survey to the key. The column with the most "True" responses is your dominant intelligence.

Analytical	Creative	Practical
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____

Total Number of True:

Analytical \_\_\_\_\_

Creative \_\_\_\_\_

Practical \_\_\_\_\_

# The Theory of Multiple Intelligences

## Self Assessment

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down "T." If the statement is sometimes true, sometimes false, leave it blank.

1. \_\_\_\_\_ I'd rather draw a map than give someone verbal directions.
2. \_\_\_\_\_ I can play (or used to play) a musical instrument.
3. \_\_\_\_\_ I can associate music with my moods.
4. \_\_\_\_\_ I can add or multiply quickly in my head.
5. \_\_\_\_\_ I like to work with calculators and computers.
6. \_\_\_\_\_ I pick up new dance steps quickly.
7. \_\_\_\_\_ It is easy for me to say what I think in an argument or debate.
8. \_\_\_\_\_ I enjoy a good lecture, speech, or sermon.
9. \_\_\_\_\_ I always know north from south no matter where I am.
10. \_\_\_\_\_ Life seems empty without music.
11. \_\_\_\_\_ I always understand the direction that comes with new gadgets or appliances.
12. \_\_\_\_\_ I like to learn puzzles and play games.
13. \_\_\_\_\_ Learning to ride a bike (or skate) was easy.
14. \_\_\_\_\_ I am irritated when I hear an argument that is illogical.
15. \_\_\_\_\_ My sense of balance and coordination is good.
16. \_\_\_\_\_ I often see patterns and relationships to numbers faster and easier than others.
17. \_\_\_\_\_ I enjoy building models or sculpting.
18. \_\_\_\_\_ I am good at finding the fine points of word meaning.
19. \_\_\_\_\_ I can look at an object one way and see it turned sideways or backwards just as easily.
20. \_\_\_\_\_ I often connect a piece of music with some event in my life.
21. \_\_\_\_\_ I like to work with numbers and figures.
22. \_\_\_\_\_ Just looking at shapes of buildings and structures is pleasurable to me.
23. \_\_\_\_\_ I like to hum, whistle, and sing in the shower or when I am alone.
24. \_\_\_\_\_ I am good at athletics.
25. \_\_\_\_\_ I would like to study the structure and logic of languages.
26. \_\_\_\_\_ I am usually aware of the expressions on my face.
27. \_\_\_\_\_ I am sensitive to the expression on other people's faces.
28. \_\_\_\_\_ I stay in touch with my moods. I have no trouble identifying them.
29. \_\_\_\_\_ I am sensitive to the moods of others.
30. \_\_\_\_\_ I have a good sense of what others think of me.

### Scoring Sheet

Place a checkmark by each item, which you marked as "True." Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

A Linguistics	B Logical/Math	C Musical	D Spatial	E Body/Kinesthetic	F Intrapersonal	G Interpersonal
7 _____	4 _____	2 _____	1 _____	6 _____	26 _____	27 _____
8 _____	5 _____	3 _____	9 _____	13 _____	28 _____	29 _____
14 _____	12 _____	10 _____	11 _____	15 _____		30 _____
18 _____	16 _____	20 _____	19 _____	17 _____		
25 _____	21 _____	23 _____	22 _____	24 _____		

# The Modality Preferences Instrument

Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument, keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

## Identifying Sensory Preferences

Directions: For each item, circle "A" if you agree that the statement describes you most of the time.

- |                                                                                             |   |
|---------------------------------------------------------------------------------------------|---|
| 1. I prefer reading a story rather than listening to someone tell it.                       | A |
| 2. I would rather watch television than listen to the radio.                                | A |
| 3. I remember names better than faces.                                                      | A |
| 4. I like classrooms with lots of posters and pictures around the room.                     | A |
| 5. The appearance of my handwriting is important to me.                                     | A |
| 6. I think more often in pictures.                                                          | A |
| 7. I am distracted by visual disorder or movement.                                          | A |
| 8. I have difficulty remembering directions that were told to me.                           | A |
| 9. I would rather watch athletic events than participate in them.                           | A |
| 10. I tend to organize my thoughts by writing them down.                                    | A |
| 11. My facial expression is a good indicator of my emotions.                                | A |
| 12. I tend to remember names better than faces.                                             | A |
| 13. I would enjoy taking part in dramatic events like plays.                                | A |
| 14. I tend to sub vocalize and think in sounds.                                             | A |
| 15. I am easily distracted by sounds.                                                       | A |
| 16. I easily forget what I read unless I talk about it.                                     | A |
| 17. I would rather listen to the radio than watch TV.                                       | A |
| 18. My handwriting is not very good.                                                        | A |
| 19. When faced with a problem, I tend to talk it through.                                   | A |
| 20. I express my emotions verbally.                                                         | A |
| 21. I would rather be in a group discussion than read about a topic.                        | A |
| 22. I prefer talking on the phone rather than writing a letter to someone.                  | A |
| 23. I would rather participate in athletic events than watch them.                          | A |
| 24. I prefer going to museums where I can touch the exhibits.                               | A |
| 25. My handwriting deteriorates when the space becomes smaller.                             | A |
| 26. My mental pictures are usually accompanied by movement.                                 | A |
| 27. I like being outdoors and doing things like biking, camping, swimming, hiking etc.      | A |
| 28. I remember best what was done rather than what was seen or talked about.                | A |
| 29. When faced with a problem, I often select the solution involving the greatest activity. | A |
| 30. I like to make models or other hand crafted items.                                      | A |
| 31. I would rather do experiments rather than read about them.                              | A |
| 32. My body language is a good indicator of my emotions.                                    | A |
| 33. I have difficulty remembering verbal directions if I have not done the activity before. | A |

## Interpreting the Instrument's Score

- Total the number of "A" responses in items 1-11 \_\_\_\_\_  
This is your visual score
- Total the number of "A" responses in items 12-22 \_\_\_\_\_  
This is your auditory score
- Total the number of "A" responses in items 23-33 \_\_\_\_\_  
This is your tactile/kinesthetic score

- If you scored a lot higher in any one area: This indicates that this modality is very likely your preference during a protracted and complex learning situation.
- If you scored a lot lower in any one area: This indicates that this modality is not likely to be your preference(s) in a learning situation.
- If you got similar scores in all three areas: This indicates that you can learn things in almost any way they are presented.

## Available Academic Support Services for MCHS Students

### Assisted Study Hall

- Details:* -available every period (optional or mandatory)  
-supervised by teachers
- Benefit:* -smaller than study hall so your student would receive more attention and supervision
- To make it happen:* -contact your student's counselor to do a schedule change

### Numeracy Lab

- Details:* -available daily every period (optional or mandatory)  
-math focus and supervision by math teacher
- Benefit:* -a math teacher will work with your student to complete work and better learn lessons
- To make it happen:* -email your student's math teacher and ask them to write a pass for your student to attend

### Homework Haven

- Details:* -Monday-Thursday from 3:00-4:15 (optional or mandatory)  
-supervised by a teacher in room 2405
- Benefit:* -opportunity for your student to finish work and receive extra help before they leave school
- To make it happen:* -coordinate transportation with your student

### Peer Tutoring

- Details:* -a student strong in a particular academic area helps a struggling student during study hall in the library
- Benefit:* -your student has a chance to receive free tutoring from someone they may already know during school hours
- To make it happen:* -tell your student to ask their study hall teacher for a pass to the library to meet with a peer tutor

### Testing Center

- Details:* -a place to make-up missing tests
- Benefit:* -students can readily make up tests during their school day
- To make it happen:* -student or parent contact teacher to find out what the plan is to make up missing tests.

### Marengo Resource Center

- Details:* -First Presbyterian Church Monday-Thursday 3:00-6:00  
-transportation provided from school  
-supervised bi-lingual support and tutoring  
-optional or mandatory
- Benefit:* -your student can receive extra bi-lingual help
- To make it happen:* -contact your student's counselor



## SUCCESS STORY



*"We were thrilled when after only eight hours on task, the class average for our Title I students in English went up 1.8 grade levels. It was exciting to see how the students responded with enthusiasm to such improved results!"*

**David McCafferty, Teacher**  
Marengo Community High School, Marengo, IL

Teachers and instructors in today's high schools are continually challenged to explore new ways to capture their student's attention and improve the ways in which they are able to learn.

**MARENGO COMMUNITY  
HIGH SCHOOL**  
Marengo, Illinois  
**BUILDING ENROLLMENT**  
891

When the superintendent of Marengo Community High School, Dr. Dan Bertrand, heard about the Academy of READING and Academy of MATH at a conference, he was very interested in the products and anxious to see if the results could match his expectations. The school implemented both the Academy of READING and Academy of MATH for their 8th and 9th grade students. According to Dr. Bertrand, he was quickly impressed with the rapid improvement of the students test results.

"The programs have been a real success for us," Dr. Bertrand said. "We have used Academy of READING and MATH in several ways. We have used the software to test all of our incoming 8th grade students to assess the skills they bring into the new school year. This helps us get right to the heart of the work with them on areas where we can see they need improvement."

The Academy of MATH and award-winning Academy of READING software help students build foundational skills for elementary, middle and high schools – as well as English Language Learners, Title 1 and special education students. The software's dynamic intervention engine adapts training to each student's needs, accelerating where mastery is demonstrated and providing more practice and review when students are struggling.

Additionally, the programs feature age-appropriate environments and content, including: training questions, buddy characters and positive feedback elements that deliver an adaptive, personalized training experience for each student.

**AutoSkill<sup>®</sup>**  
A helping hand for literacy



## SUCCESS STORY

One of Marengo's teachers, David McCafferty, is dedicated to the school's at-risk students and found the software's test tracking features to be incredibly beneficial in quickly improving the various ways that the students are able to process the information in their sessions.

"We use AutoSkill with the assistance of our reading specialist, Cecelia Frank — she will work with individual students to help us assess how each child is absorbing that day's lesson," McCafferty said. "We can really see the visual vs. auditory discrimination results."

As students progress, AutoSkill products give administrators and teachers instant access to critical information to make data-driven decisions on their school and district reading and math programs. In-product reports provide graphical views of performance at the student, class and school level.

"We were thrilled when after only eight hours on task, the class average for our Title I students in English went up 1.8 grade levels," McCafferty said. "It was exciting to see how the students responded with enthusiasm to such improved results!"

Literacy is about so much more than essential life skills. It's about acquiring self-confidence. It's about gaining access to life's opportunities. AutoSkill is committed to helping students of all ages improve their literacy skills through effective and research-based software solutions. But the creators of the Academy of READING and Academy of MATH know that successful intervention programs require more than just great software. With little time and even fewer resources, busy educators need to quickly integrate technology into the classroom, help students become productive immediately and generate rapid and successful results.

### **ABOUT EDUCATION TECHNOLOGY PARTNERS**

*Founded by a former educator in 2003, Education Technology Partners was started with one goal in mind – to research, identify and bring to schools the very best, and most effective, education technology solutions available. Additionally, we support these "Best of Breed" technologies with the highest caliber of professional development and training services.*

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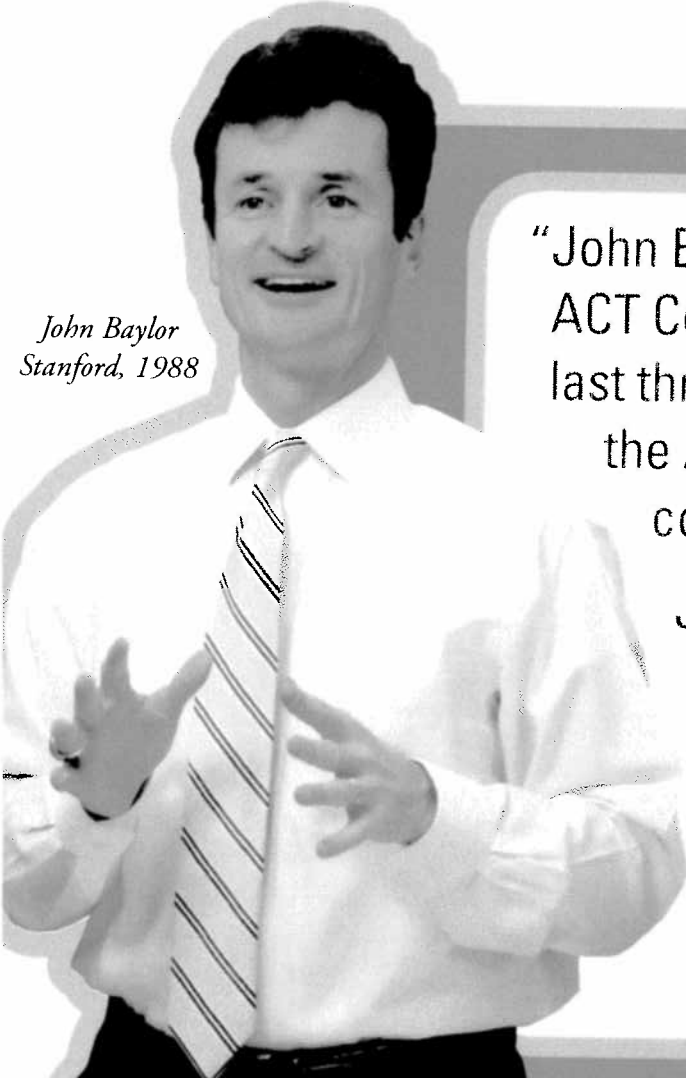
# JOHN BAYLOR

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## SAMPLE RESULTS FROM SCHOOLS USING JOHN BAYLOR TEST PREP

School	Average ACT Score After JBTP	Average Score Increase <i>(pre verses post JBTP)</i>
Marengo HS	22.1	2.3
Aurora HS	25.26	2.7
Central Catholic HS	25.88	2.38
Holdrege HS	25.47	2.32
Madison HS <i>(Large Hispanic Enrollment/ELL)</i>	19.5	2.0
Silver Lake HS	25.3	2



*John Baylor  
Stanford, 1988*

“John Baylor Test Prep has raised our average ACT Composite Score over 2 points in the last three years. In Illinois, every junior takes the ACT; MCHS juniors averaged a 22.1 composite score.

John Baylor’s presentations go far beyond just preparing for the ACT. He is motivational and entertaining as he challenges students to think about their future.”

*Scott Shepard, Principal  
Marengo Community High School*