

DOCUMENT RESUME

ED 100 118

EC 070 988

**TITLE** Project Child Ten Kit 9: Student Monitoring Techniques.

**INSTITUTION** Texas Education Agency, Austin.

**NOTE** 45p.; For related information see EC 070 975-992

**EDRS PRICE** MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**DESCRIPTORS** \*Behavioral Objectives; \*Diagnostic Teaching; Exceptional Child Education; Instructional Materials; \*Language Handicapped; Learning Disabilities; \*Performance Based Teacher Education; Performance Criteria

**IDENTIFIERS** \*Project CHILD

**ABSTRACT**

Presented is the ninth of 12 instructional kits, on student monitoring techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for three performance objectives, a listing of the performance objectives (such as evaluating commercial monitoring devices), instructions for three learning experiences (such as constructing monitoring devices which meet given criteria), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

ED 100 110

PROJECT CHILD

# Ten Kit 9

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Texas Education Agency  
Austin, Texas

EC 070 988

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TIN KIT 9

TITLE: Student Monitoring Techniques

APPROXIMATE TIME TO COMPLETE: 20 Hours

MATERIALS TO PURCHASE: Educational Accountability: A Format for Monitoring the Teaching-Learning Process, Educational Innovators Press, Inc., Tucson, 1970.

INTRODUCTION:

In order to monitor school behavior, three things under a teacher's control must be managed. These are

- (1) The teacher must specify exactly what the pupil is to do.
- (2) The teacher must be able to recognize specified behavior and attempt to record frequency and duration of behavior.
- (3) The teacher must change behaviors which do not meet specified criteria through the use of incentives, both intrinsically and extrinsically.

Ten Kit 9 is primarily concerned with monitoring classroom behavior through record keeping and changing behavior when the records indicate that it is needed. Monitoring a child's behavior is a way to let the child and the teacher know the direction of change. A monitoring system helps the pupil to

- (1) see progress graphically
- (2) see areas where added emphasis is needed
- (3) develop a positive feeling about himself

## PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.



TEK KIT 9

Student Monitoring Techniques

PREASSESSMENT

Performance Objective 1

The student should attain a 90 percent rating on the following questions in order to demonstrate proficiency:

1. Three tasks which must be completed in order for accountability to occur are
  - a. Specification of the desired student performance.
  - b. Establishment of procedures which will be implemented to bring about the expected student performance.
  - c. Publication of a report relating student performance to the implemented instructional program.
2. A performance objective should contain the following six elements:
  - a. Who is going to perform the specified behavior.
  - b. The behavior that is expected to occur.
  - c. The situation in which the behavior will be observed.
  - d. How the behavior is going to be measured.
  - e. The expected proficiency level.
  - f. The time needed to bring about the behavior.
3. A monitoring system format can be used to monitor behavior during the following periods of time:
  - a. For each concept taught.
  - b. Weekly for a daily program.
  - c. For a weekly program.
  - d. For all programs.
4. The difference between the planned program and actual program will provide  
  
discrepancies that might exist between planned and actual programs.
5. The variables of a monitoring system are usually identified as the following:
  - a. Students
  - b. Teacher
  - c. Administrator
  - d. Educational specialist
  - e. Family
  - f. Organization
  - g. Content
  - h. Method
6. Generally speaking, a monitoring procedure will have these three steps:
  - a. Overall performance objective.
  - b. Specify the time interval for monitoring.
  - c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

TEN KIT 9Student Monitoring TechniquesPREASSESSMENTPerformance Objective 2

1. Secure from your teacher supervisor sample monitoring sheets for SRA's Reading Laboratory and Reading for Understanding.
2. For each monitoring sheet identify with 100 percent accuracy the three general procedures of monitoring performance by labeling each part on the sample sheets.

TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Sample SRA Monitoring Sheet

Performance Objective 2

POWER BUILDER RECORD PAGE

Power Builder No. \_\_\_\_\_

HOW WELL DID YOU READ?

Power Builder Color \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

Date \_\_\_\_\_

Learn About Words

How Well Did You Read

Possible Rights \_\_\_\_\_

1 \_\_\_\_\_ 16 \_\_\_\_\_

Number Right \_\_\_\_\_

2 \_\_\_\_\_ 17 \_\_\_\_\_

Percentage Right \_\_\_\_\_

3 \_\_\_\_\_ 18 \_\_\_\_\_

Learn About Words

4 \_\_\_\_\_ 19 \_\_\_\_\_

Possible Rights \_\_\_\_\_

5 \_\_\_\_\_ 20 \_\_\_\_\_

Number Right \_\_\_\_\_

6 \_\_\_\_\_ 21 \_\_\_\_\_

Percentage Right \_\_\_\_\_

7 \_\_\_\_\_ 22 \_\_\_\_\_

8 \_\_\_\_\_ 23 \_\_\_\_\_

9 \_\_\_\_\_ 24 \_\_\_\_\_

Reading Time

Hour Min

10 \_\_\_\_\_ 25 \_\_\_\_\_

Finishing Time \_\_\_\_\_

11 \_\_\_\_\_ 26 \_\_\_\_\_

Starting Time \_\_\_\_\_

12 \_\_\_\_\_ 27 \_\_\_\_\_

Reading Time \_\_\_\_\_

13 \_\_\_\_\_ 28 \_\_\_\_\_

14 \_\_\_\_\_ 29 \_\_\_\_\_

Comprehension Time

15 \_\_\_\_\_ 30 \_\_\_\_\_

Hour Min

Finishing Time \_\_\_\_\_

Starting Time \_\_\_\_\_

Comprehension \_\_\_\_\_

SKILLS TO WORK ON \_\_\_\_\_



TEN KIT 9

Student Monitoring Techniques

PREASSESSMENT

Sample SRA Monitoring Sheet

Performance Objective 2

POWER BUILDER RECORD PAGE

Power Builder No. \_\_\_\_\_

HOW WELL DID YOU READ?

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Date \_\_\_\_\_

Learn About Words

How Well Did You Read

Possible Rights \_\_\_\_\_

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Number Right \_\_\_\_\_

2 \_\_\_\_\_ 17 \_\_\_\_\_

Percentage Right \_\_\_\_\_

3 \_\_\_\_\_ 18 \_\_\_\_\_

4 \_\_\_\_\_ 19 \_\_\_\_\_

Learn About Words

Possible Rights \_\_\_\_\_

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Number Right \_\_\_\_\_

6 \_\_\_\_\_ 21 \_\_\_\_\_

Percentage Right \_\_\_\_\_

7 \_\_\_\_\_ 22 \_\_\_\_\_

8 \_\_\_\_\_ 23 \_\_\_\_\_

9 \_\_\_\_\_ 24 \_\_\_\_\_

Reading Time

Hour Min

10 \_\_\_\_\_ 25 \_\_\_\_\_

Finishing Time \_\_\_\_\_

11 \_\_\_\_\_ 26 \_\_\_\_\_

*Time* {

Starting Time \_\_\_\_\_

12 \_\_\_\_\_ 27 \_\_\_\_\_

Reading Time \_\_\_\_\_

13 \_\_\_\_\_ 28 \_\_\_\_\_

14 \_\_\_\_\_ 29 \_\_\_\_\_

Comprehension Time

15 \_\_\_\_\_ 30 \_\_\_\_\_

Hour Min

*Time* {

Finishing Time \_\_\_\_\_

Starting Time \_\_\_\_\_

Comprehension \_\_\_\_\_

SKILLS TO WORK ON \_\_\_\_\_

TEN KIT 9Student Monitoring TechniquesPREASSESSMENTPerformance Objective 2WHAT YOU DO

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol:                    or                    . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.
2. Look at the chart on the back cover of this Student Record Book, Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.
3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.
4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.
5. Count the number of correct answers. Write this number at the bottom of the practice chart.
6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.
7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.
8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.
9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.
10. Tell your teacher when you have worked
  - (a) two days on one step with scores of 9 or 10, or
  - (b) two days on one step with scores below 6,

TEN KIT 9, Student Monitoring Techniques, Progress Report, Performance Objective 2

SAMPLE PROGRESS CHART

PRACTICE	LESSON				NUMBER RIGHT									
	●	◆	■	▲	1	2	3	4	5	6	7	8	9	10
1		15												
2			15											
3	15													
4				15										
5	16													
6		16												
7			16											
8				16										
9		17												
10			17											
11				17										
12	18													
13		18												
14			19											
15	19													
16		20												
17				20										
18			20											
19	20													
20			21											

ILN 6112Student Monitoring TechniquesPREASSESSMENTPerformance Objective 2**BEST COPY AVAILABLE**WHAT YOU DO

(Objective) (Person)

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol:                    or                    . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.
2. Look at the chart on the back cover of this Student Record Book. Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.
3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.
4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.
5. Count the number of correct answers. Write this number at the bottom of the practice chart.
6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.
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9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.
10. Tell your teacher when you have worked
  - (a) two days on one step with scores of 9 or 10, or
  - (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Preassessment, Performance  
Objective 2

(Continued)

**BEST COPY AVAILABLE**

**SAMPLE PROGRESS CHART**

PRACTICE	LESSON				NUMBER RIGHT									
	●	◆	■	▲	1	2	3	4	5	6	7	8	9	10
1		15												
2			15											
3	15													
4				15										
5	16													
6		16												
7			16											
8				16										
9		17												
10			17											
11				17										
12	18													
13		18												
14			19											
15	19													
16		20												
17				20										
18			20											
19	20													
20			21											

TEN KIT 9Student Monitoring TechniquesPREASSESSMENTPerformance Objective 3

For each of two of the areas listed below construct a pupil progress monitoring device which reflects each of the three general procedures for monitoring pupil progress:

- A. Manual expression
- B. Sound blending
- C. Verbal expression
- D. Visual-motor association
- E. Auditory-vocal association
- F. Visual sequential memory
- G. Grammatic closure
- H. Visual closure
- I. Auditory closure
- J. Auditory reception
- K. Visual reception
- L. Auditory sequential memory

TEN KIT 9Student Monitoring TechniquesPERFORMANCE OBJECTIVES

Upon completing Ten Kit 9, you will

1. Demonstrate your comprehension of the reasons for using monitoring techniques to assess pupil progress by scoring with at least 90 percent accuracy on a test over the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process.
2. Analyze commercial monitoring devices to determine their adequacy by reviewing two commercial monitoring devices and with 100 percent accuracy identifying in writing the specific ways in which each device provides for the three general procedures of monitoring.
3. Apply your understanding of monitoring procedures by constructing two monitoring devices which meet the criteria specified in Educational Accountability: A Format for Monitoring the Teaching-Learning Process.

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 1

1. Secure from your teacher supervisor a list of questions over the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process.

2. Read the booklet and answer the study questions.

3. When you are prepared for a test over the booklet, complete self evaluation and schedule proficiency assessment.

4. Arrange a critique with your teacher supervisor to discuss any questions you have over this objective.

(Performance Objective 1)



TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 1

## Study Questions

1. Three tasks which must be completed in order for accountability to occur are
2. A performance objective should contain the following six elements:
3. A monitoring system can be used to monitor behavior during the following periods of time:
4. The difference between the planned program and actual program will provide
5. The variables of a monitoring system are usually identified as the following:
6. Generally speaking, a monitoring procedure will have the following three steps:

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 1

## Study Questions

1. Three tasks which must be completed in order for accountability to occur are
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  - d. How the behavior is going to be measured.
  - e. The expected proficiency level.
  - f. The time need to bring about the behavior.
3. A monitoring system format can be used to monitor behavior during the following periods of time:
  - a. For each concept taught.
  - b. Weekly for a daily program.
  - c. For a weekly program.
  - d. For all programs.
4. The difference between the planned program and actual program will provide
 

Discrepancies that might exist between planned and actual programs.
5. The variables of a monitoring system are usually identified as the following:
 

a. Students	e. Family
b. Teacher	f. Organization
c. Administrator	g. Content
d. Educational specialist	h. Method
6. Generally speaking, a monitoring procedure will have these three steps:
  - a. Overall performance objective.
  - b. Specify the time interval for monitoring.
  - c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 2

1. According to SRA Reading Laboratory, "the rate of progress and levels of accomplishment are monitored daily". Remove this segment from the SRA Reading Kit and determine if it meets the criteria of a monitoring technique as described in the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process. Using the criteria listed below, check each of the four questions as they apply to the SRA Reading Laboratory.

YES NO

- \_\_\_ \_\_\_ a. The overall objective the student is to accomplish is easy to identify.
- \_\_\_ \_\_\_ b. The specific time for the behavior to be monitored is identifiable.
- \_\_\_ \_\_\_ c. Persons responsible for the record keeping of monitoring devices are easily identified.
- \_\_\_ \_\_\_ d. A summary sheet is available to summarize monitored behavior.

2. Remove the monitoring device from the SRA Reading for Understanding and determine if it meets the criteria listed.

YES NO

- \_\_\_ \_\_\_ a. The overall objective the student is to accomplish is easy to identify.
- \_\_\_ \_\_\_ b. The specific time for the behavior to be monitored is identifiable.
- \_\_\_ \_\_\_ c. Persons responsible for the record keeping of monitoring devices are easily identified.
- \_\_\_ \_\_\_ d. A summary sheet is available to summarize monitored behavior.

3. Schedule a critique with the teacher supervisor to discuss questions concerning the monitoring device used by SRA.

(Performance Objective 2)

TEN VII 9

Student Monitoring TechniquesWARRING EXPERIENCE 2

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1. According to SRA Reading Laboratory, "the rate of progress and levels of accomplishment are monitored daily". Remove this segment from the SRA Reading Kit and determine if it meets the criteria of a monitoring technique as described in the booklet, Educational Accountability: A Format for Monitoring the Teaching-Learning Process. Using the criteria listed below, check each of the four questions as they apply to the SRA Reading Laboratory.

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2. Remove the monitoring device from the SRA Reading for Understanding and determine if it meets the criteria listed.

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3. Schedule a critique with the teacher supervisor to discuss questions concerning the monitoring device used by SRA.

(Performance Objective 2)

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 2

## Sample SRA Monitoring Sheet

## POWER BUILDER RECORD PAGE

Power Builder No. \_\_\_\_\_

HOW WELL DID YOU READ?

Power Builder Color \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

Date \_\_\_\_\_

## Learn About Words

How Well Did You Read

Possible Rights \_\_\_\_\_

1 \_\_\_\_\_ 16

Number Right \_\_\_\_\_

2 \_\_\_\_\_ 17

Percentage Right \_\_\_\_\_

3 \_\_\_\_\_ 18

4 \_\_\_\_\_ 19

Learn About Words

Possible Rights \_\_\_\_\_

5 \_\_\_\_\_ 20

Number Right \_\_\_\_\_

6 \_\_\_\_\_ 21

Percentage Right \_\_\_\_\_

7 \_\_\_\_\_ 22

8 \_\_\_\_\_ 23

9 \_\_\_\_\_ 24

Reading Time

Hour Min

10 \_\_\_\_\_ 25

Finishing Time \_\_\_\_\_

11 \_\_\_\_\_ 26

Starting Time \_\_\_\_\_

12 \_\_\_\_\_ 27

Reading Time \_\_\_\_\_

13 \_\_\_\_\_ 28

14 \_\_\_\_\_ 29

Comprehension Time

Hour Min

15 \_\_\_\_\_ 30

Finishing Time \_\_\_\_\_

Starting Time \_\_\_\_\_

Comprehension \_\_\_\_\_

SKILLS TO WORK ON \_\_\_\_\_

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 2

Sample SRA Monitoring Sheet

POWER BUILDER RECORD PAGE

Power Builder No. \_\_\_\_\_

HOW WELL DID YOU READ?

Power Builder Color \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

Date \_\_\_\_\_

How Well Did You Read

Learn About Words

Possible Rights \_\_\_\_\_

1 \_\_\_\_\_ 16 \_\_\_\_\_

Number Right \_\_\_\_\_

2 \_\_\_\_\_ 17 \_\_\_\_\_

Percentage Right \_\_\_\_\_

3 \_\_\_\_\_ 18 \_\_\_\_\_

4 \_\_\_\_\_ 19 \_\_\_\_\_

Learn About Words

Possible Rights \_\_\_\_\_

5 \_\_\_\_\_ 20 \_\_\_\_\_

Number Right \_\_\_\_\_

6 \_\_\_\_\_ 21 \_\_\_\_\_

Percentage Right \_\_\_\_\_

7 \_\_\_\_\_ 22 \_\_\_\_\_

8 \_\_\_\_\_ 23 \_\_\_\_\_

9 \_\_\_\_\_ 24 \_\_\_\_\_

Reading Time

Hour Min 10 \_\_\_\_\_

25 \_\_\_\_\_

Time {

Finishing Time \_\_\_\_\_

11 \_\_\_\_\_ 26 \_\_\_\_\_

Starting Time \_\_\_\_\_

12 \_\_\_\_\_ 27 \_\_\_\_\_

Reading Time \_\_\_\_\_

13 \_\_\_\_\_ 28 \_\_\_\_\_

14 \_\_\_\_\_ 29 \_\_\_\_\_

Comprehension Time

15 \_\_\_\_\_ 30 \_\_\_\_\_

Hour Min

Time {

Finishing Time \_\_\_\_\_

Starting Time \_\_\_\_\_

Comprehension \_\_\_\_\_

SKILLS TO WORK ON \_\_\_\_\_

\_\_\_\_\_

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 2WHAT YOU DO

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol:            or            . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.
2. Look at the chart on the back cover of this Student Record Book. Before you do anything else, use a pencil to blacken the space that matches the number and symbol of the lesson card you have chosen. This chart will be a record of the lessons you have already done.
3. Remember that you are not to make any marks on the lesson cards. Open your record book to the right practice page. Write the number of the step inside the proper symbol. Then write your answer for each of the practice paragraphs. You do not need to hurry. Work carefully and think about each answer.
4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.
5. Count the number of correct answers. Write this number at the bottom of the practice chart.
6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.
7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.
8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.
9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.
10. Tell your teacher when you have worked
  - (a) two days on one step with scores of 9 or 10, or
  - (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Learning Experience 2, Performance Objective 2

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SAMPLE PROGRESS CHART

PRACTICE	LESSON				NUMBER RIGHT									
	●	◆	■	▲	1	2	3	4	5	6	7	8	9	10
1		15			[REDACTED]									
2			15		[REDACTED]									
3	15				[REDACTED]									
4				15	[REDACTED]									
5	16				[REDACTED]									
6		16			[REDACTED]									
7			16		[REDACTED]									
8				16	[REDACTED]									
9		17			[REDACTED]									
10			17		[REDACTED]									
11				17	[REDACTED]									
12	18				[REDACTED]									
13		18			[REDACTED]									
14			19		[REDACTED]									
15	19				[REDACTED]									
16		20			[REDACTED]									
17				20	[REDACTED]									
18			20		[REDACTED]									
19	20				[REDACTED]									
20			21		[REDACTED]									



TEN KIT 9Student Monitoring Techniques

## LEARNING EXPERIENCE 2

WHAT YOU DO (Objective) (Person)

1. Your teacher will tell you the number of the step at which you will start your Reading for Understanding practice. Write the number in the blank on the back cover of this book. Take a lesson card with that number from the box of materials. The lesson cards are identified by number, by color, and by a symbol:                    or                    . It does not matter which symbol you choose first, as long as the card is marked with the number the teacher has given you. Your teacher may tell fellow students to hand out the lesson cards.
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4. When you have finished, take an Answer Key Booklet from the box. Compare your answers with the answers in the key booklet. Place a check mark on the line after each correct answer. Encircle each incorrect answer.
5. Count the number of correct answers. Write this number at the bottom of the practice chart.
6. If your answer is incorrect, write the correct answer beside it. Then read the paragraph again and try to see why your answer was incorrect. You will usually be able to see why your answer was wrong. If you do not, you should ask your teacher to explain. If you understand why you were wrong, you will make fewer mistakes next time.
7. Find the symbol in the column marked "Lesson" that matches the one on the card you have just read. In the column under the proper symbol, write the number of the step you are working on.
8. Make a check mark on the graph to show how many right answers you had in this lesson. Fill in the bar up to the mark you have made. Each time you practice, record your score in this way.
9. To see how you are progressing, look at the bars on the graph. If your progress bars make an even line down the page, you are improving.
10. Tell your teacher when you have worked
  - (a) two days on one step with scores of 9 or 10, or
  - (b) two days on one step with scores below 6.

TEN KIT 9, Student Monitoring Techniques, Learner Experience 2, Performance Objective 2

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(Appendix A.1)

**SAMPLE PROGRESS CHART**

PRACTICE	LESSON				NUMBER RIGHT									
	①	◇	■	▲	1	2	3	4	5	6	7	8	9	10
1		15			[REDACTED]									
2			15		[REDACTED]									
3	15				[REDACTED]									
4				15	[REDACTED]									
5	16				[REDACTED]									
6		16			[REDACTED]									
7			16		[REDACTED]									
8				16	[REDACTED]									
9		17			[REDACTED]									
10			17		[REDACTED]									
11				17	[REDACTED]									
12	18				[REDACTED]									
13		18			[REDACTED]									
14			19		[REDACTED]									
15	19				[REDACTED]									
16		20			[REDACTED]									
17				20	[REDACTED]									
18			20		[REDACTED]									
19	20				[REDACTED]									
20			21		[REDACTED]									

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 3

1. Secure from the teacher supervisor a sample monitoring technique for (1) word recognition, (2) classroom management of behavior, (3) group attitudes. Study the three examples, underline and label in each example the words, phrase or drawing which meets the criteria of a monitoring device.

2. Construct a monitoring device which would meet the criteria defined in Educational Accountability: A Format for Monitoring the Teaching-Learning Process. You may select two of the following areas to construct monitoring devices for:

- a. Manual expression
- b. Sound blending
- c. Verbal expression
- d. Visual-motor association
- e. Auditory-vocal association
- f. Visual-sequential memory
- g. Grammatic closure
- h. Visual closure
- i. Auditory closure
- j. Visual reception
- k. Auditory closure
- l. Auditory-sequential memory

(Performance Objective 3)

TEN LIST 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Word Recognition Monitoring Device

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In order to make a monitoring device, one must establish the objective to be monitored. In this example the objective is: Teach a child the ten words on the word list to a 100 percent proficiency. Secondly, a procedure for recording success must be established. Each child will record the number correct on a summary sheet. The summary sheet will be kept by the teacher for the week. These sheets will be incorporated into a monitoring technique for the school year.

1. Use a script in a word recognition film strip and from the script identify ten words you want the child to know.
2. Put the film strip in a controlled reader and establish the number of words the child knows before studying the words. (See column one of number correct.)
3. Teach the child the words which you want him to know.
4. Using the controlled reader, identify additional words learned during the teaching experience. (See column two of number correct.)
5. Go through the teaching process again, and evaluate until level of proficiency is reached.

Example: Word Recognition Monitoring Device

Words to be recognized

	1st	Number Correct	2nd	3rd
1. ball	✓		✓	✓
2. through	✓		✓	✓
3. when	✓		✓	✓
4. was	✓		✓	✓
5. block			✓	✓
6. saw			✓	✓
7. black	✓		✓	✓
8. friend			✓	✓
9. house			✓	✓
10. horse	✓		✓	✓

TEN KIT 9

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Word Recognition Monitoring Device

(OBJECTIVE) In order to make a monitoring device, one must establish the objective to be monitored. In this example the objective is: Teach a child the ten words on the word list to a 100 percent proficiency.

(PERSON) Secondly, a procedure for recording success must be established. Each child will record the number correct on a summary sheet. The summary sheet will be kept by the teacher

(TIME) for the week. These sheets will be incorporated into a monitoring technique for the school year.

1. Use a script in a word recognition film strip and from the script identify ten words you want the child to know.
2. Put the film strip in a controlled reader and establish the number of words the child knows before studying the words. (See column one of number correct.)
3. Teach the child the words which you want him to know.
4. Using the controlled reader, identify additional words learned during the teaching experience. (See column two of number correct.)
5. Go through the teaching process again and evaluate until level of proficiency is reached.

Example: Word Recognition Monitoring Device

Words to be recognized

	Number Correct		
	1st	2nd	3rd
1. ball	✓	✓	✓
2. through	✓	✓	✓
3. when	✓	✓	✓
4. was	✓	✓	✓
5. block			✓
6. saw		✓	✓
7. black	✓	✓	✓
8. friend		✓	✓
9. house	✓	✓	✓
10. horse			✓

THE FIELD

Student Monitoring Techniques

LEARNING EXPERIENCE 3

Example of Classroom Management  
of Behavior Monitoring Device

This monitoring device is designed to point out a number of behaviors of the child in a language disabilities classroom which must continuously be under the scrutiny of the teacher. The behaviors listed are designed to facilitate growth of the child. Only if one is aware of these behaviors and take an organized and purposeful approach to remediation can behavior be changed. This device helps the teacher to be aware of certain behavior and gives a simple check sheet for maintaining the progress of behavior change. A teacher would use this device as an indication of behavior change during the entire semester.

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Classroom Management Monitor

On each of the following, check the student's position. Use the check on the total group as well as specific individuals. Each item on the check sheet is a specific behavioral objective. A check mark at the one would indicate successful completion of the performance and a five would indicate a failure to be successful in performance.

1. Disorganization      1      2      3      4      5  
Objective: Teach the child to establish order and meaning by following simple routines and instructions.
2. Distractibility      1      2      3      4      5  
Objective: Teach the child to concentrate on one specific learning experience by assigning a simple task of short duration.
3. Perseveration      1      2      3      4      5  
Objective: To teach the child to move from one activity to another by preparing the child for a change to be made.
4. Dissociation      1      2      3      4      5  
Objective: To teach the child to use many senses in learning by providing objects with shape, texture, color, size and weight dimensions that differ.

TEN KIT 9, Student Monitoring Techniques, Learning Experience 3,  
Performance Objective 3

5. Impulsivity                    1            2            3            4            5  
Objective: To teach the child to have relevant motor behavior by having child do specific things of his interest and level.
6. Hyperactivity                1            2            3            4            5  
Objective: To teach the child to control motor activity by giving specific instruction on boundaries of work areas and rules of behavior.
7. Overreaction                1            2            3            4            5  
Objective: To teach the child to maintain control of emotion by providing written, oral and expressive experiences to release emotion.
8. Generalization              1            2            3            4            5  
Objective: To teach the child to generalize by providing word and number games which have "part of" and "separate from" aspects of the game.
9. Discouragement            1            2            3            4            5  
Objective: To teach the child positive aspects of himself by giving positive reinforcement constantly on partial and whole successes.
10. Poor Judgment            1            2            3            4            5  
Objective: To teach the child to plan ahead by using stories showing the positive and negative effects of planning.

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 3Example of Classroom Management  
of Behavior Monitoring Device

- (OBJECTIVE) This monitoring device is designed to point out a number of behaviors of the child in a language disabilities classroom which must continuously be under the scrutiny of the teacher. The behaviors listed are designed to facilitate growth of the child. Only if one is aware of these behaviors and takes an organized and purposeful approach to remediation can behavior be changed. This device helps the teacher to be aware of certain behavior and gives a simple check sheet for maintaining the progress of behavior change. A
- (PERSON) teacher would use this device as an indication
- (TIME) of behavior change during the entire semester.

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Classroom Management Monitor

On each of the following, check the student's position. Use the check on the total group as well as specific individuals. Each item on the check sheet is a specific behavioral objective. A check mark at the one would indicate successful completion of the performance and a five would indicate a failure to be successful in performance.

1. Disorganization      1            2            3            4            5  
Objective: Teach the child to establish order and meaning by following simple routines and instructions.
2. Distractibility      1            2            3            4            5  
Objective: Teach the child to concentrate on one specific learning experience by assigning a simple task of short duration.
3. Perseveration      1            2            3            4            5  
Objective: To teach the child to move from one activity to another by preparing the child for a change to be made.
4. Dissociation      1            2            3            4            5  
Objective: To teach the child to use many senses in learning by providing objects with shape, texture, color, size and weight dimensions that differ.



TEN KIT 9, Student Monitoring Techniques, Learning Experience 3,  
Performance Objective 3

5. Impulsivity                    1            2            3            4            5  
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6. Hyperactivity                1            2            3            4            5  
Objective: To teach the child to control motor activity by giving specific instruction on boundaries of work areas and rules of behavior.
7. Overreaction                1            2            3            4            5  
Objective: To teach the child to maintain control of emotion by providing written, oral and expressive experiences to release emotion.
8. Generalization              1            2            3            4            5  
Objective: To teach the child to generalize by providing word and number games which have "part of" and "separate from" aspects of the game.
9. Discouragement             1            2            3            4            5  
Objective: To teach the child positive aspects of himself by giving positive reinforcement constantly on partial and whole successes.
10. Poor Judgment             1            2            3            4            5  
Objective: To teach the child to plan ahead by using stories showing the positive and negative effects of planning.

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TEN KIT 9

Student Monitoring TechniquesLEARNING EXPERIENCE 3Example of Group Attitude  
Monitoring Device

Monitoring the attitudes of students toward the teacher and other students gives an indication of the overall feeling in the group. Academic learning is enhanced in an environment in which students and teachers can find within the group a source of satisfaction for their personal needs. If a child feels that the classroom is a friendly place, his productivity will increase. If the classroom is boring and uninteresting, productivity will decrease. It seems apparent then that the teacher should monitor the feeling which children have toward the learning process. Monitoring is the first step in knowing how the child feels, and it provides cues to the teacher which should facilitate changes in classroom attitudes. The monitoring of group attitudes is accomplished by letting the student respond to a series of statements by underlining the one that is true for him. The purpose of this monitoring is to determine how children feel about school, teacher and classmates. In order to do this, a teacher should reproduce the scale with the instructions, go over the instructions with the student and make sure that it is not signed. When this is accomplished, the teacher will tally the underlined phrases to get the child's perception. This can be used at various times during the semester to monitor the change of group attitudes. If a teacher knows how the group feels about a particular aspect, then some corrective action can be taken.

The enclosed example shows that during one semester an attitude has been changed. To start with, on September 1, 1972, one half of the class thought the teacher to be unfair. If a teacher were to know this and take some action to see what caused this feeling, there is a high possibility that this attitude can be changed as seen on December 1, 1972. If the teacher did not know this, change would likely not occur.

TEN KIT 9Student Monitoring TechniquesLEARNING EXPERIENCE 3Example of Group Attitude  
Monitoring Device

Monitoring the attitudes of students toward the teacher and other students gives an indication of the overall feeling in the group. Academic learning is enhanced in an environment in which students and teachers can find within the group a source of satisfaction for their personal needs. If a child feels that the classroom is a friendly place, his productivity will increase. If the classroom is boring and uninteresting, productivity will decrease. It seems apparent then that the teacher should monitor the feeling which children have toward the learning process. Monitoring is the first step in knowing how the child feels, and it provides cues to the teacher which should facilitate changes in classroom attitudes. The monitoring of group attitudes is accomplished by letting the student respond to a series of statements by underlining the one that is true for him. The purpose of this

OBJECTIVE) monitoring is to determine how children feel about school, teacher and  
PERSON) classmates. In order to do this, a teacher should reproduce the scale with the instructions, go over the instructions with the student and make sure that it is not signed. When this is accomplished, the teacher will tally the underlined phrases to get the child's perception. This can be used at various times during the semester to monitor the change of group attitudes. If a teacher knows how the group feels about a particular aspect, then some corrective action can be taken.

TIME) The enclosed example shows that during one semester an attitude has been changed. To start with, on September 1, 1972, one half of the class thought the teacher to be unfair. If a teacher were to know this and take some action to see what caused this feeling, there is a high possibility that this attitude can be changed as seen on December 1, 1972. If the teacher did not know this, change would likely not occur.



## SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 9Student Monitoring TechniquesSELF EVALUATIONPerformance Objective 1

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES NO

- |     |     |   |
|-----|-----|---|
| ___ | ___ | 1. Did you read the booklet as prescribed?                    |
| ___ | ___ | 2. Did you answer the questions with the booklet?             |
| ___ | ___ | 3. Did you reach 100 percent proficiency without the booklet? |
| ___ | ___ | 4. Are you ready for a critique by the teacher supervisor?    |

TEN KIT 9Student Monitoring TechniquesSELF EVALUATIONPerformance Objective 2

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES NO

- |     |     |   |
|-----|-----|---|
| ___ | ___ | 1. Did you locate the sheet that SRA Reading Laboratory calls a monitoring technique?   |
| ___ | ___ | 2. Did you identify the criteria which a monitoring technique should meet in the SRA Reading Laboratory?                            |
| ___ | ___ | 3. Did you label and underline the criteria of a monitoring device on the SRA Reading Laboratory Student Record Book?               |
| ___ | ___ | 4. Did you locate the sheet that SRA <u>Reading for Understanding</u> calls a monitoring technique?                                 |
| ___ | ___ | 5. Did you identify the criteria which a monitoring technique should meet in the SRA <u>Reading for Understanding</u> ?             |
| ___ | ___ | 6. Did you label and underline the criteria of a monitoring device on the SRA <u>Reading for Understanding</u> Student Record Book? |

TEN KIT 9Student Monitoring TechniquesSELF EVALUATIONPerformance Objective 3

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES NO

- |     |     |   |
|-----|-----|---|
| ___ | ___ | 1. Did you secure from the teacher supervisor the three examples of monitoring devices?                                   |
| ___ | ___ | 2. Did you label and underline the criteria which a monitoring device should have in each of the three examples?          |
| ___ | ___ | 3. Did you construct two monitoring techniques?   |
| ___ | ___ | 4. Are the criteria for a good monitoring device labeled and underlined in the two monitoring techniques you constructed? |



## PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.



TEN KIT 9Student Monitoring TechniquesPROFICIENCY ASSESSMENTPerformance Objective 1

The student should attain a 90 percent rating on the following questions in order to demonstrate proficiency:

1. Three tasks which must be completed in order for accountability to occur are
  - a. Specification of the desired student performance.
  - b. Establishment of procedures which will be implemented to bring about the expected student performance.
  - c. Publication of a report relating student performance to the implemented instructional program.
2. A performance objective should contain the following six elements:
  - a. Who is going to perform the specified behavior.
  - b. The behavior that is expected to occur.
  - c. The situation in which the behavior will be observed.
  - d. How the behavior is going to be measured.
  - e. The expected proficiency level.
  - f. The time needed to bring about the behavior.
3. A monitoring system format can be used to monitor behavior during the following periods of time:
  - a. For each concept taught.
  - b. Weekly for a daily program.
  - c. For a weekly program.
  - d. For all programs.
4. The difference between the planned program and actual program will provide  
 Discrepancies that might exist between planned and actual programs.
5. The variables of a monitoring system are usually identified as the following:
 

a. Students	e. Family
b. Teacher	f. Organization
c. Administrator	g. Content
d. Educational specialist	h. Method
6. Generally speaking, a monitoring procedure will have these three steps:
  - a. Overall performance objective.
  - b. Specify the time interval for monitoring.
  - c. Select a person to be responsible for keeping instructor's sheets for each monitoring point.

TEN KIT 9Student Monitoring TechniquesPROFICIENCY ASSESSMENTPerformance Objective 2

1. Proficiency for this objective will be determined by the student's performance on Learning Experience 2.
2. The student should present his completed work for this learning experience to his teacher supervisor.
3. Proficiency requires 100 percent accuracy.

TEN KIT 9Student Monitoring TechniquesPROFICIENCY ASSESSMENTPerformance Objective 3

1. The monitoring devices constructed by the student for Learning Experience 3 will be used to determine proficiency for this objective.

2. The student should present these monitoring devices to his teacher supervisor for evaluation.

3. Proficiency requires that each device include all the elements recommended for monitoring devices in the Educational Accountability booklet.