
Abraham S. Fischler College of Education ETD Archive

4-1-1989

Using Metacognitive Strategies To Increase Reading Comprehension In The Social Studies Content Area

Joanne E. Moore
Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/fse_etda



Part of the [Education Commons](#)

All rights reserved. This publication is intended for use solely by faculty, students, and staff of Nova Southeastern University. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, now known or later developed, including but not limited to photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author or the publisher.

NSUWorks Citation

Joanne E. Moore. 1989. *Using Metacognitive Strategies To Increase Reading Comprehension In The Social Studies Content Area*. Master's thesis. Nova Southeastern University. Retrieved from NSUWorks, Center for the Advancement of Education. (28)
https://nsuworks.nova.edu/fse_etda/28.

This Thesis - NSU Access Only is brought to you by NSUWorks. It has been accepted for inclusion in Abraham S. Fischler College of Education ETD Archive by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

USING METACOGNITIVE STRATEGIES
TO INCREASE READING COMPREHENSION
IN THE SOCIAL STUDIES CONTENT AREA

by

Joanne E. Moore

A Final Report

Submitted to the Faculty of the Center for the Advancement
of Education at Nova University in partial fulfillment of
the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National
Database System for reference.

April, 1989

Table of Contents

Title Page	1
Table of Contents	ii
Authorship Statement	iv
Abstract.	v
Observer's Verbalization	vi
Chapters	
I. Purpose.	1
II. Research and Solution Strategy	10
III. Methodology.	21
IV. Results.	32
V. Recommendations.	37
References	41
Appendices	
Appendix A: Survey - Socioeconomic Background.	44
Appendix B: Reading Comprehension Test	45
Appendix C: STS High School Placement Test Profile .50	
Appendix D: Individual Gradebook Sheet	51
Appendix E: Individual Record Sheet	52
Appendix F: Coopersmith Self-Esteem Test	56
Appendix G: Letter to Parents.	58
Appendix H: Learning Style Chart	59
Appendix I: Critical Thinking Chart	60
Appendix J: Handout - Mapping	62

Appendix K: Short Essay Answers64	} NOT INCLUDED
Appendix L: Essay Samples67	
Appendix M: Selected Student Records85	

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Joanne E. Moore

ABSTRACT

Using Metacognitive Strategies to Increase Reading Comprehension in the Social Studies Area.

Moore, Joanne E., 1988 Practicum Report - Nova University, The Center for the Advancement of Education.

Descriptors: Secondary Education/ Reading Comprehension/ Critical Thinking/ Inferencing/ Mapping/ Groups/ Cooperative Learning/ Networking/ Fact and Opinion/ Drawing Conclusions/ Social Studies/ Metacognitive Strategies

A large number of academic deficiencies among ninth and tenth grade students in a college preparatory school signaled a problem diagnosed as poor reading comprehension in the Social Studies content area. The Stanford Diagnostic Reading Test and the Coopersmith Self-Esteem Test were administered to ascertain these problems in comprehension and resulting poor performance on tests/quizzes. A teacher-authored test readily showed that the problems did exist. Students were taught five metacognitive study skills strategies, grouped in cooperative learning peer groups, and taught mapping or clustering to aid notetaking and recall. At the conclusion of the implementation period, an improvement of at least 30 percent in 80 percent of the students was seen. Appendices include tests, survey, individual progress sheets, grade sheets, letter to parents, student essays and charts.

CHAPTER 1

Purpose

The parochial high school involved in this practicum is located in South Florida. The plant was built in 1951, with three additional wings added from 1969 through 1980 to accommodate a burgeoning student body. The Diocesan Census report of 1987-88 noted that the student population had reached 1,500. Of this total, 85 percent were Anglo, 11 percent Hispanic, .01 percent Asian, and five percent Black. A survey (Appendix A) conducted by this researcher of 63 students, taken at random from all four grade levels, freshman through senior years, indicated that students generally came from middle to upper income families. These surveyed students were asked the educational and occupational levels of their 126 parents. The results of the survey showed 50 percent had attended college while 50 percent had finished high school. Twenty-two percent of the parents of those polled were in professional occupations ranging from doctors, teachers, and engineers, to accountants, pilots, and managers of their own businesses.

The school is composed of 70 faculty members with a ratio of 21.4 students for each teacher. The reality in most classes, however, is 25 to 30 per class with some advanced and AP classes less crowded than average or below average ones. The math, English, and science classes are ability tracked on an A, B, C level, with C track comprising the lowest level students.

A ninth and tenth grade world history course, the specific focus of this study, contains all three student levels with 77 percent of the students belonging to the B or C track. Classes consist of lecture, discussion, geography study (including maps, cultural areas around the world, graphs and charts), workbook assignments, and reading in the content area. There are no teacher aides in the classroom to help students with problems reaching beyond ordinary classroom ones. No remedial help is available.

All students, regardless of level, are issued the same text and exercise book, *A History of the World*, New Second Edition (Boston, m Houghton Mifflin Company, 1985). This book is used by all world history students in the practicum author's school while the same text is used only in advanced world history at the two neighboring public high schools. The philosophy behind

such a decision is that the target school believes in a college-preparatory, liberal-arts education for all students. This institution has 94 percent of its students enter an undergraduate college or university. However, for the eight years in which the author has been teaching at this school, it has been systematically observed that a large and steady number of academic deficiency notices have been coming through the guidance department. All 70 faculty members, on the average, submit 20-30 warnings of imminent failure or poor performance midway through each grading quarter. Since each teacher instructs 150 students during a five period class day, these deficiencies point to a 20 percent "danger of failure" zone in each faculty member's subject area.

Random interviews conducted by this researcher with ten faculty members, five of whom are teachers of English in the ninth through the twelfth grades, led the author to suspect problems with reading comprehension as the major cause of the deficiencies. A contributing cause seemed to center on the lack of strategy skills essential to good reading comprehension. The author suspected the existence of reading difficulties in the content area in the world

history course specifically. Since 45 percent of what is to be learned in this course comes from reading in the content area, as compared with 30 percent from lecture, and 25 percent from films and related workbook exercises, the 150 students were examined by the author who suspected a discrepancy between student reading comprehension ability and textbook demands.

A researcher-authored test showed that decoding was not the major problem. One hundred fifty students were tested during one week. Twenty minutes of the class period were devoted to oral reading of paragraphs of approximately 120 words each taken from their text. Other than difficulties with an unfamiliar foreign word, such as Nnamdi Azikiwe or Abdul Aziz Ibn Saud, decoding was eliminated as the problem.

A second exploratory research test (Appendix B) was then administered to one world history class consisting of 27 ninth and tenth grade students. The test reading consisted of two xeroxed pages from the text involving areas that had not yet been covered in class. The test consisted of 25 questions with 40 blanks to be filled in by the students. These questions required thinking and inferencing. Lookbacks were permitted. Questions involving an easy-to-find

response were answered correctly by all 25 students. However questions such as #5, #6, #13, #17, #18, #19, #23 and #25, which involved thinking, drawing conclusions, or inferencing, were answered incorrectly or left blank by 15 of the 25 students.

An investigation of the ninth grade students' STS High School Placement Test Performance Profile (Appendix C) indicated an average 8.5 reading grade level. Eighth grade candidates take this placement test in the February prior to their matriculation in this private school. Incoming college-bound high school students at this private school are expected to read on a level that shows a higher than average degree of mastery of skills such as inferencing, critical thinking, and drawing conclusions. College reading will require these skills for reading material that is abstract, technical, and exceedingly complex. Therefore, students must become proficient in comprehension and not just in rate. Sanacore (1985: 58) stressed "conscious control of processes involved in the comprehension of what is being studied and, that reading performance in this area can be improved."

Students at this target school are not tested in reading levels after the placement test nor are they

given any formal retesting in reading during their four years in this school. Given the average rate of growth, the target students were hypothesized as reading at the 9.5 and 10.5 level when they entered the researcher's classroom.

Fry's Readability Test was applied to the student text, *A History of the World*, New Second Edition (Boston, Houghton Mifflin Company, 1985) used by ninth and tenth grade students. This test was conducted by a reading instructor at the local community college. The results showed the text to be on an eleventh grade reading level. (Specimen 100 word paragraphs from the beginning, middle, and end of the textbook were selected and calculated according to Fry's Scale.)

The aforementioned research led the author to suspect the problem area to be a lack of reading comprehension in the content area. Specifically, students did not seem to be aware of a deficiency in their thinking and study skills. Frustration over low grades, observed by the author, among 20 percent of the students after returning a daily quiz that had been given to check a previous night's reading, indicated a lack of skill deficiency awareness. Possibly, metacognitive powers, or one's own knowledge of what

one knows or doesn't know, and what one needs to do to remedy a lack such as a study problem, were absent. The author agreed with Brown (1980:453) who noted that "study-time utilization, focusing on the learner's problems with main ideas, choosing suitable retrieval cues, and estimating readiness for a test can be taught as a skill to students who have difficulty comprehending the text they must read with some degree of understanding and retention."

The College Entrance Examination Board of New York (1981) underscored six basic academic competencies that should be developed in high school college-bound students: reading, writing, listening, and speaking, solving mathematical word problems through reasoning and studying. Like Etling (1984:5) who remarked how motivated the students were when the higher level skills were presented, the author noted that many felt "college professors would expect them to be able to do more than simply repeat what they had been taught."

In summary, the problem that this practicum proposed to address ~~was~~ that students in the author's ninth and tenth grade world history class must use a textbook which demands more reading skills than these students possess upon entering the course.

During a ten week period beginning in October, 1988 and ending in early February, 1989, a target group of 27 ninth and tenth graders in a world history college preparatory course taught by the author were expected to increase their reading comprehension scores at least 60 percent as measured by the Stanford Diagnostic Reading Test. The ninth and tenth grade students were enrolled in a world history course using a textbook that had an established readability level of 11.0.

Individual gradebook records (Appendix D) were kept during the ten week period and the target group showed a steady increase in quiz scores as measured by individual record sheets (Appendix E). Attitudinal changes were also measured by the administration of the Coopersmith Self-Esteem Test (Appendix F). This test, administered at the beginning and end of the ten week implementation period, recorded slight improvement in self-esteem of the target group. As the comprehension skills took effect, success in classroom participation and test/quiz scores increased student self-concept only slightly, but observed elation with success was gratifying.

Parents of the target group were involved as they were required to sign bi-weekly sheets and observe the individual student's progress or setbacks. A letter (Appendix G) was sent home with the student at the beginning of the implementation period. The aim of the project was clearly stated along with a request that the parent encourage and monitor the student's reading and study habits. It was hoped that parental interest would spur the student on to achieve the growth expected.

A meeting with parents took place in mid-September, 1988, to reinforce these aims and encourage involvement. If possible, a closure meeting was to take place at the completion of the ten week implementation period. This, however, was not possible for all parents of the group, but many were interviewed and were pleased with the results. Others wrote their comments on the bi-weekly reports. The implementation plan was relatively successful and is being employed in all classes taught by the author. A full year would be required to ensure the proper implementation of strategy skills into each student's study and reading habits.

CHAPTER II

Research and Solution Strategy

A Nation at Risk (1983) has argued that 40 percent of high school students cannot draw simple inferences; 80 percent cannot write a persuasive essay; and 66 percent cannot solve math problems requiring several steps. Each of these tasks requires the acquisition and employment of reading and thinking techniques. The author recalled a remark once made with regard to phonics use as a necessary tool needed to master a language. It noted particularly the idea of teaching someone to read a foreign newspaper. Afterwards, the person admitted that he/she could read it but could not understand it.

Too often, rate and decoding are taken as evidence of ability to read while techniques needed to understand what is read are sadly neglected. As stated in the problem section of this practicum, decoding was ruled out as the difficulty within the target group.

Rather, a quote from Ravitch (1985: 35) brings the target world history course comprehension more clearly into focus: "History teaches students to think, to reach judgments, and to see the students lives and contemporary issues in context."

If the aim of education is to open doors to critical thinking, to prepare students to think on their own and evaluate everyday circumstances, then teaching the metacognitive skills is a prerequisite in the classroom. Murray and Williams (1970:2) made this claim in their paper: "If teacher levels move up the cognitive hierarchy.... student levels will move up similarly." Further, they stress the fact that the acquisition of knowledge has dominated education, while the development of the cognitive processes are neglected.

The author observed frustration among students who did "study" but failed daily or bi-weekly quizzes. Gradebook recording in the early part of the school year evidenced a 63 percent failure rate on one quiz. Although study or reading was done, apparently three essential factors seemed to be lacking:

- 1) Knowing of oneself as a reader (Metacognition)
- 2) Demands of reading tasks
- 3) The strategies one can employ in reading activities (Metacognition).

The Coopersmith Inventory test was administered at the beginning and end of the implementation period to check self-esteem growth which hopefully the teaching of practicum "strategies" would increase. The teaching of study strategies would indeed increase motivation to

study and read carefully and thoughtfully, thereby increasing future quiz and test scores, Wixson et. al. (1984) observed:

Motivation may lead a student to acquire a study strategy, but it is how one views oneself that helps put the skill to work. Instruction in the use of strategies can serve to enhance motivation.

The author reviewed many helpful strategies, and decided on three interrelated ones:

- 1) Sanacore's metacognitive skills, one of which is teaching the student to "ask questions" of himself/herself.
- 2) Mapping as a notetaking process or mnemonic for recall.
- 3) The use of groups or cooperative learning among peers.

The author had avoided much use of grouping in the classroom, but research pointed out the advantage to students as being so effective that the author used grouping or peer cooperation during the implementation period. Using the expertise and success of Wood (1987) as an example, the author noted the buddy system as a group strategy:

To implement the Buddy System, rearrange class according to most prepared to least prepared (ability observed rather than by standardized testing). Needs grouping is appropriate for this purpose...Disparity among ability levels should help students assist "buddies" and profit from the somewhat diverse abilities and backgrounds of their peers.

Again, a quote from Ouchi (1981) in his description of the Japanese corporate structure can be applied to group learning: "Everything important in life happens as a result of teamwork or collective effort." (Wood's article 1987: 10-17).

Education's aim is to teach the "learner to learn" and if group teaching by one's peers helps this endeavor, then Ouchi is correct and the author looked forward to such success that grouping would bring.

Several tenth graders in this target group were above average or average students as evidenced by courses assigned in ninth grade (trigonometry, geometry, advanced biology, and English) and gradebook records observed and kept by the author of the tenth graders. Tests and quizzes were almost "too easy" for these students as shown in Appendix E, but difficult for the ninth graders in the same class using the identical text (11.0 level). Therefore, peer grouping or cooperative learning illustrated how the more astute students could possibly aid those with comprehension problems.

Classes taught by the author were heterogeneously grouped. Some helpful guidelines for group planning included:

- 1) State guidelines for togetherness cooperatively to help one another.
- 2) Organize about five groups of six students each. (Males and females, high and low ability, enthusiastic and reluctant learners.)
- 3) Describe and teach metacognitive strategies. Reinforce daily at the beginning of the group session.
- 4) Gradually turn responsibility for getting a chapter done over to the group. (One student can be a leader for a one or two week period.)
- 5) Leader asks questions, points out specific vocabulary to be recalled, and supervises the mapping being done in the group.

Utterro (1988) had found that such cooperative learning helps to eliminate listening to the teacher constantly, and frees the teacher to help those who need some individual attention:

The cooperative learning situation monitors the students' academic progress and the diagnosis of strengths and weaknesses. Since the students are working together in small groups the teacher is free to provide instruction to those who may require more assistance.

Several of the authors researched conclude that cooperative learning has beneficial effects on the students. Hansen (1988) instructed:

Cooperative learning has many forms, but it has one central characteristic: positive group interdependence. During cooperative learning activities students are encouraged to work with one another in the classroom rather than sit quietly (passively) listening to the teacher.

Another set of authors, Johnson and Johnson (1985), offered this suggestion for cooperative learning:

Cooperative learning was found to have many advantages. Not only has such collaboration been shown to improve achievement, but it also greatly enhances interpersonal relationships among students--so vital to teenagers today.

A recent article in the Fort Lauderdale News (1989: 10A) reinforces the usefulness of cooperative learning. In the article the National Council of Teachers of Mathematics stressed the encouragement of reasoning among students. In addition, it called for "cooperative group activities that better reflect the way problems are solved at work and in the community."

Students with higher ability and good reading and study habits hopefully would relish the opportunity to be "a teacher." Not only did this responsibility keep them on their toes, but it helped those students who tend to let attention wander.

Because of the mapping process, students were able to monitor their understanding of what they read or heard; in other words, they became involved in metacognitive self awareness. They were engaging in a transactional process (groups); they were speakers, listeners, and writers simultaneously.

Essays are required in the author's world history course. It is not easy to teach essay writing as most teachers know. Etling (1984) found this to be true in a survey of teachers.

They would like to test in essay form, but did not have sufficient time to grade such papers. Objective tests can be graded with ease.

Few studies have been reported using mapping as a planning strategy for academic writing; therefore, very little is known about whether it improves student writing. Miccinati (1988) and Ruddell and Boyle (1984) all concur here. However, a study was done by Ruddell and Boyle (1984) at Berkeley. Three volunteer groups were given three hours of instruction in mapping. Results showed "mappers" wrote essays which scored higher on holistic scores than nonmapping groups.

Holley, et. al. (1978) in a paper on networking as an information processing approach to better classroom performance, especially in the writing of essays, offered this:

Mapping aids students in analyzing, evaluating, and reasoning critically: all higher levels of thinking. They should learn to exclude unnecessary trivia. As a result of such planning, checking and evaluating activities, metacognitive skills should become "honed" so that more meaning and greater success in comprehension of social studies content material, for example, might be achieved.

The mapping (networking, patterned notetaking, webbing) skills were taught during the early days of implementation so that, ~~they~~^{if} successful, would aid individual study, group study, and lecture notetaking during the ten week period. Creating a map requires students to think about what they read, select the most important points and supporting details, decide how the information is related, then illustrate this graphically. This map creates a visible picture or mnemonic device. When students want to recall its content, they can create a visual picture in their minds of the map. The various arms or categories serve as a trigger for recall of additional information often needed for a test or quiz. Mapping could prove to be a great self-help aid even at home during study.

Holley (1978) added another dimension as an aid to students with low grade levels. He saw poorer students, properly trained in mapping, more easily select main ideas and details. In his study, the experimental group acquired and organized material better than the control group (not taught mapping). Using an essay or cloze test to assess recall, networking students performed better than the control group.

The third and final process chosen by the author was Sanacore's (1985) metacognitive strategies:

- 1) Teach students, especially those with low and average grades, to generate questions as they read and study expository texts.
- 2) Teach students to generate specific questions of their own from schema-general questions while reading complex sections of the text.
- 3) Teach students to monitor and resolve blocks to comprehension.
- 4) Teach students about the structure and organization of the textbook. Guide them to use strategies that increase comprehension and retrieval of information.
- 5) Teach students to learn and recall valuable information by adhering to the text structure - (Schema).

Sanacore (1985) claimed that using these strategies increases awareness in the student of what should be going on as he/she reads. The potential for upgrading reading performance is increased. All of these strategies promote comprehension as an active process.

Muth (1987) reinforced the idea of questioning as an aid to students who gain experience in the classroom that should teach them to apply the identical questioning process when alone:

Talking to oneself about the story of text is not new, but is not always stressed with poor readers. Readers of greater ability either know this and use it or can bypass it due to good reading and

study habits. The purpose of metacognitive strategy instruction is to increase students' awareness of themselves as learners and place them in control of their own learning activities.

Finn and Ravitch (1988) caution about indiscriminate use of thinking skills to the detriment of content and facts. Such people tend to see learning as a process of acquiring intellectual skills independent of content. In an article on prescriptions for the humanities written for Education Week, Rothman (1987: 23) quoted Finn: 'Tests of factual knowledge, while not perfect would ensure that teachers present students with the knowledge they need to form opinions.' Teaching to the test was not his major concern.

The author monitored carefully, on the bi-weekly sheet that parents must sign, the students' knowledge of historical facts as well as their attitude and effort. Quarterly report cards, the keeping of a gradebook, and supervision by the department head and the supervisor of curriculum ~~will~~ ensured that both skills and grades are adequately evaluated.

Finn and Ravitch (1988) again, counter those who stress vocational and technical skills as most important:

Schools help ready students to become competent citizens, informed voters, and responsible participants in community affairs. Acquiring knowledge of history and literature with concomitant skills necessary to comprehend these subjects, teaches students to think rationally about causes and effects, character, and motivation. Disciplined thinking is a useful part of every student's education.

Shakar (1985) reinforced the author's belief that students often do not know how to employ critical thinking skills, because there has traditionally been so much emphasis on facts. Shakar (1985: 1) reminded teachers that: "Content in the Social Studies may be forgotten or become obsolete, but the skills can continue to function indefinitely. Skills are among the most permanent of any type of learning."

CHAPTER III

Methodology

Searching for the most effective method with which to aid students with a frustrating reading and study comprehension problem was almost as frustrating to the author. Seeing and knowing definitely that the difficulty existed, the author researched several possible solutions to the problem. Recent articles in magazines and newspapers emphasized the need to teach students to think intelligently and not merely learn facts; although, to think correctly one must have basic facts concerning the subject. Corporations are asking schools to produce thinkers and downplay actual "know how" in areas such as business, accounting, computers. These, they claim, can be taught by the corporation according to their prescriptions.

Another area often neglected by teachers in stressful, curriculum oriented classrooms deals with just how a student learns. Too often teachers (and the author) treat all students as one learning body. An article in Learning 188 made a serious impression on the author because it dealt with learning styles of

students and blueprints for building on their strengths. Butler (1988) offered a chart of Gregorc's Model for Style Differentiated Instruction which the author included in Appendix H. The author did not use the chart extensively because it was discovered late in this practicum implementation, but it made the teacher more aware of students and their problems with learning. More attention will be given to this in the future.

At the outset of implementation the Stanford Diagnostic Reading Test was administered to 27 students in the ninth and tenth grades. The main purpose of the test was to ascertain reading levels of the target group. As stated in the problem area these students are using a text with an 11.0 reading level (Fry's Readability Test.) Both the STS High School Placement Test levels and the Stanford Diagnostic Reading Test showed the average reading level of the group to be between 8.5 and 10.7 with one falling as low as a 4.7 level. It should be noted that the author is not a reading specialist but a concerned teacher confronting a problem and seeking a workable solution.

A pretest dealing with self-esteem (Coopersmith Self-Esteem Test) was also given to the target group.

The author sought to establish some connection with performance on tests and quizzes and how the students perceived themselves, if indeed, a connection existed. When administered, the author endeavored to put the students at ease by telling them that the test simply gave the teacher an idea about how they felt and that it was not included on their records. A high score according to the interpretation of the Coopersmith Test indicated good self-esteem. The average score was 69.4-70.0, with 100 as perfect, signifying an average self-esteem. When the author observed the students and questioned them about how they felt about their work this was their reply also. They apparently had a healthy self image and could attack most problems incurred. A lie factor was included in the test and showed "defensiveness." No significant lie factors resulted. Average teen defensiveness was slightly observed in about five students.

Students in the target group use the text, A History of the World, New Second Edition (Boston, Houghton Mifflin Company, 1985). All classes taught by the author were heterogeneously grouped and all three tracks A, B, and C were represented with C track being the lowest level. The group met for 50 minute periods

each day. Approximately 25 minutes or half the period consisted of lecture and the introduction of the day's lesson. One period a week was devoted to the chapter content to be covered and how to attack it. This included scanning, taking note of questions that aid understanding found after each section, observation of italicized words, and noting the importance of bold print which tells what should be learned in the following paragraphs.

Many assignments are given to students with the assumption that they know how to use a textbook effectively. This particular text is used in advanced courses in nearby public schools but the author felt that students properly introduced to their text and trained to use it intelligently could benefit by its use. This half of the period then was employed in pointing out such skills as scanning, observation of headings, bold print, etc. Practice with scanning was needed because many students read very slowly and complained that it took "a long time" to read and attempt to understand what was read.

This led perfectly to the introduction of another of Sanacore's metacognitive skills. This was one of questioning oneself while reading. A "map" used by

Idol (1988) to aid critical thinking was and will be used by this author (Appendix I, Figure 1-p.22). A set of generic comprehension questions also employed by Idol (1988) was helpful (Figure 2 - p.23). These lessened some of the work required by the teacher in devising similar questions.

A weekly check sheet proved too much for the author and only four were kept and signed by a parent. This amounted to four sheets on a bi-weekly basis rather than weekly. Individual conferences were held after school or before morning homeroom as needed. Only about five of the students needed this additional help. They felt unsure at first of what was expected of them and how to use the skills on their own. They complained that, even though they did read the night before, questions asked by the author were still difficult to answer on quizzes. The author assured them that practice on self-questioning as well as mapping skills would remedy that in time.

The remaining 25 minutes of the period consisted of group work and mapping of the material to be covered that day. The value of cooperative peer groups or buddy systems was explained, and their importance as a learning tool stressed. The author observed problems

getting down to task given the social nature of teenagers. Three of the five groups did well and it was a pleasure to see them work. Two had to be called to order several times but finally settled down to the business at hand.

While in groups the students were taught and used one of Sanacore's metacognitive strategies each week. A handout was distributed at the beginning of implementation and affixed to the student's notebook. They could refer to it to help during class or at home. Each strategy was explained carefully. Probably, the questioning of oneself during study time was most helpful.

Individual notebooks are required in the author's class and here another strategy was introduced, that of mapping or networking as a creative way of taking notes. Handouts (Appendix J) were distributed to the groups and were used to teach the skill carefully.

Another problem developed about three weeks into the program. It was discovered that several found the "webs" distracting. They apparently spent too much time and effort "creating" and failed to find the skill helpful enough. One student asked about using a word bank since it had proved helpful in other settings and

classes. This was tried for the next two weeks. The students made up the word banks in groups and at home while studying. The author explained that only words could be used, not entire statements, much like the "web". It was also explained that it could become a "crutch" so care needed to be taken. The students were permitted to keep the word bank on the desk during quizzes but not tests. Since they were self-made and studying was done to acquire them the results on quizzes taken during those two weeks were amazing. It helped boost the students' morale that had lagged when other, earlier quizzes resulted too often in failure. Even if not employed say in a college setting, word banks are a definite help for tests to anyone required to recall names (facts).

One other facet of the author's classroom is the writing of essays. These take time to teach and correct, but indicate to the teacher that the student understands material taught well enough to express it in his/her own words. The author begins with short essay type answers such as seen in Appendix K. These are often required in advanced classes as identifications. Using the who, what, when, where, why and how method of gleaning information, the author

guided students in the writing of informative ID's. From these, the class progressed to short essays of one or two paragraphs. Several more advanced students can write a decent essay almost immediately (Appendix L). They are more literate than others. However, even the less literate (or verbal) student could write a fair essay by the end of implementation or by the end of the year. Students balk at essays but a good teacher owes them this skill, however weak at first.

At the conclusion of the ten week period of implementation the Stanford Diagnostic Reading Test was given as a post test. The results showed little change in reading levels. This was probably due to the fact that actual remedial help by a specialist was not given, but some study and reading strategies offered by a concerned teacher. Improvement in the students' grades and their spirit, observed by the author, afforded proof of significant success.

The Coopersmith Self-Esteem Test was also readministered. As stated, the self images of the students were good so no significant change occurred here. The self-image test did not influence reading scores to any great extent. Both tests were more

informative to the author than to show any important change taking place because of skills learned.

The author was observed by the curriculum supervisor once during the implementation and the supervisor was aware of the program and its efforts to help students study and understand what was learned. The department chairperson also observes the author's classes regularly, usually once each quarter. This occurred twice during implementation.

Other than the Coopersmith Inventory (Self-Esteem) and the Stanford Diagnostic Reading Test, no costly materials are required. Lack of funds prohibits any elaborate plans or materials, so the author devised simple teacher-made tests and evaluation sheets. Only one text, A History of the World, Second Edition, is used. This was accompanied by a workbook and enrichment exercises. The author also uses the newspaper and political cartoons to stimulate critical thinking and an understanding of current events. The students enjoy working with political cartoons, although a thorough knowledge of the news is needed to interpret many of them. They are an excellent teaching tool. Favorable comments from parents regarding interest in the news among teens was encouraging.

Implementation Schedule

Week_1: Teach the metacognitive strategy (5) involving textbook structure. Show chapter set-up with specific section questions, bold print and/or italics highlighting important facts or vocabulary, and the study/review pages designed to prepare one for any type of quiz, test, or discussion. Arrange groups and appoint peer leaders.

Weeks_2_and_3: Teach mapping or clustering as a means of taking notes and a mnemonic for easy recall. Practice.

Weeks_4_and_5: Reinforce lessons listed above and add the metacognitive strategy of questioning oneself while reading. Teach possible questions to be employed and reinforce with practice. Teach use of textbook questions at the end of each section to test recall abilities.

Weeks_6_and_7: Reinforce all helps and introduce the metacognitive strategy of resolving blocks to learning or difficulties encountered while reading and studying. Teach methods of recalling important information from keen observation of text structure (bold print, etc). Students questioned at random said

music, noises, fatigue and difficulty concentrating made study at home a trial. The author observed the class while in groups. Although on task, some stretched, looked around, shifted position, or stared into space frequently. Only on a few occasions did students going to lockers (located inside the classroom) at lunchtime interrupt work.

Weeks_8_9_and_10: Continue strategies and group "cooperative learning." Students have a better grasp of the skills needed to read and study a difficult text. Observation and the keeping of a bi-weekly check sheet on each student showed progress. Basic as these lessons may have been, they were being neglected and students were expected to possess all the skills necessary to use any text and learn from it. The author observed that they did possess a better understanding of these learning skills with classroom use and practice. Some commented that these strategies "really do help!"

CHAPTER IV

Results

In the research section of this practicum the author referred to Sanacore's premise that the metacognitive skills can be taught effectively. It must be pointed out however that some of the success with the target group might well have been achieved simply by bringing good skills to the attention of students who were not doing well in this author's social studies class. A comprehension and retention problem was addressed, and these metacognitive skills, that alert the learner to his/her own knowledge of what is learned and how it is learned, do aid the student in attacking a difficult text or problem with study.

Bi-weekly check sheet results may be seen in (Appendix E). Students in general showed a 74 percent passing rate and a 26 percent failure rate by the end of the third quarter which was the end of implementation. ~~Thirty~~^{thirty-five} percent of the students' grades fell between 70-75 and 83-87 in the final analysis.

Parents signed these bi-weekly reports and were pleased with the results. All parents replied to the

four reports sent to the home. Several, whom the author interviewed, were noticeably impressed by the student's change of attitude towards class and quizzes. This was encouraging to the author and the program because most results of an individual nature go unnoticed except through technical avenues such as the report card.

Gradebook recordings of student grades on tests and quizzes showed a decrease of 13 percent in failing scores. Failures in the first quarter (beginning of implementation) were 38 percent overall, 27 percent in the second quarter (middle of implementation), and 25 percent in the third quarter (end of implementation). (Difference of 13 percent)

The observed frustration at the commencement of implementation and observed change in attitude at its completion was proof to the author that success with the metacognitive skills was possible. One student commented favorably with: "These [skills] really do work!" The author selected four of the 27 students in the target group (Appendix M) and illustrated their obvious successes. These were students who experienced great difficulty at first.

The posttest of the Stanford Diagnostic Reading Test showed a slight change in reading level. As stated, the author is not a reading specialist and this test of 60 questions of 45 minutes duration could only ascertain grade level for practicum purposes. The practicum dealt with skills needed to increase comprehension and grades and these were reasonably successful.

The Coopersmith Inventory of Self-Esteem Test also showed no marked problems or changes at completion of implementation. All 27 students fell within the average level. According to the Coopersmith Test booklet most studies and distributions have been skewed in the direction of high self-esteem. The means have generally been in the range of from 70 to 80 with a standard deviation of from 11 to 13. Scores tend to increase slightly and monotonically with grade level. The target group mean was 68; therefore, in the normal, high range. Only one, who did excellent work throughout, seemed to have a low self-image. This had several contingent possible reasons which need not be dealt with here. It should be noted also that if the Coopersmith Test is used for more than a cursive look at student behavior, a professional would be required

and, as the booklet warned, several follow up procedures would be necessary.

When the dependent "t" test was run on the Stanford Reading Test to ascertain any change between the pre and post "means," it showed a slight but definite significant difference. At 26 (27 subjects minus 1) degrees of freedom (df), the calculated "t" was 4.467. The critical values chart for 26 df at .05 level of significance was 2.16. Since the calculated "t" value was higher, it was assumed that there was a significant difference between the pre and post test scores, and that the instruction (treatment) caused the improvement.

Another test was calculated to see if there was a correlation between reading ability (Stanford) and self-esteem (Coopersmith). The correlation coefficient was .2833 in the pretests and .3230 in the posttests. With a perfect relationship of 1.00, these coefficients indicated that there was a slight positive relationship between reading ability and self-esteem, but one could not depend on it.

The work of this practicum showed that the problem of poor comprehension and study strategy deficit did indeed exist but could be remediated within each

teacher's classroom. Help is available for the individual teacher to aid his/her students. It is simple, but requires the time and patience, often limited, to incorporate into the daily schedule. It should be noted that the whole student needs to be educated and that both thinking skills and factual information are necessary for the whole student to take his/her place in the community. One cannot be stressed to the detriment of the other as current assessments, such as the "back to basics" impact and practicum references, seem to indicate. Although the projected rates of increase in reading ability and self-esteem were not accomplished according to statistics, a change was observed by the author, parents, and the students. This alone was encouraging and proved a measure of success.

CHAPTER v

Recommendations

Teach the students to think, to evaluate, to solve problems' The "back to basics" prescription for classroom teachers during the past 15 to 20 years is being superseded at present with this thrust. Apparently too much emphasis was put on basics and too many students lacked the skills of thinking, problem solving, and writing comprehensive essays. It would seem that a blending of the two must take place if the education of the whole student is to proceed properly.

An emphasis on improving comprehension and the skills and methodology concomitant with comprehension should improve "how" a student learns and not only "what" he/she learns. Teachers have an obligation, often neglected in lieu of factual preparation, to teach students to think, to evaluate, to form opinions, and to stand by those opinions. As seen in the chart (Appendix H) showing "how" students learn, teachers must also endeavor to ascertain where the student is in the learning process and attempt to adapt instruction to the various levels. Skills are a gift to students and the teaching of these strategies can encompass all subject areas.

The author will share ideas and successes with other teachers in the academic setting. Several have requested the Stanford Diagnostic Reading Test and the use of Fry's Readability Scale. The author sought the scale from several teachers who had forgotten the method for finding readability but recalled studying it. The author will share this information with them in an in-school workshop or "peer-help" group. These teachers found reading comprehension problems in classes but lacked the simple expertise it takes to test students for difficulties and levels.

The author collected some valuable, yet simple, tests from one principal at a nearby school. Book titles for these tests may be found in the attachments section of this practicum. Often, when a problem is noted no test is available at the site to help concerned teachers. In schools that do not have remedial instructors and where teachers simply want to "check and help" where possible, these tests are a tremendous aid.

The metacognitive strategies of Sanacore, practicum methods, successes, and tests, charts, etc. will be shared with the curriculum supervisor so that

These may be of assistance to other teachers across the curriculum.

Study skills are being introduced to summer school students entering this practicum site in August and who have need of supplementary help in this area. The author will work with some of these incoming Freshmen and attempt to alleviate some of the problems encountered in practicum work.

Perhaps the principal will find these practicum results encouraging enough to pass on to elementary school principals with whom this administrator meets regularly. If the need to teach good comprehension and study skills is emphasized there, many more students can enter high school equipped to handle difficult material and to think more effectively.

The practicum ideas and methodology will be continued with all classes taught by the author. Peer grouping has already been implemented as well as the strategies. Cooperative learning is a help and frees the instructor for remedial or extra assistance where needed.

This practicum study encompassed two years that isolated the problem and sought remedies, in addition

to the actual implementation time. It is recommended that, if used by others:

- 1) Testing should take place immediately at the opening of school.
- 2) Do not take students for granted and assume they are prepared to read and study correctly.
- 3) Present some exploratory questions early on to ascertain students' grasp of main idea, proper use of the textbook, and skills needed to comprehend and retain what is read.
- 4) Teach webbing or mapping as a definite note taking skill.
- 5) If students are average or below average readers, illustrate the use of a word bank (prepared while studying or reading) to aid recall.
- 6) Teach all levels to write decent answers, no matter how brief, in essay form. Do not allow one word answers or phrases but require full sentence or two containing good information concerning the fact needed.
- 7) Do not neglect essays. Ask opinions about something studied such as nationalism, ethnic pride, strikes, prejudice, reasons for wars, slavery etc. Correct somewhat, but allow the freedom to write, to think, to form opinions!

References

- Brown, Ann L. (1980). Metacognitive Development and Reading. Hillsdale, N.J: Lawrence Erlbaum Associates, pp. 453-81.
- Butler, Kathleen A. (November/December 1988). "Learning Styles," Learning 88. p. 30.
- Etling, Ellen C. (1984). "Developing Critical Thinking Skills In The Social Studies." Practicum Report, Nova University (ERIC Document CA-MC-SS-MS-1017) p. 5-6.
- Finn, Chester E. and Diane Ravitch. (April 1988). "No Trivial Pursuit," Phi Delta Kappan. p. 563.
- Hansen, Bobbi C. (February 1988). "Cooperative Learning - A Person-Centered Approach to Instruction," Person-Centered Review. pp.87-88.
- Holley, Charles D., et al. (January 20 1978). "An Evaluation of Newworking as an Information Processing Approach to Classroom Performance." Paper presented at the Southwestern Educational Research Association Annual Meeting, Austin, Tx.
- Idol, Lorna. (1987). "A Critical Thinking Map to Improve Content Area Comprehension of Poor Readers." Technical Report No. 402, Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois University Urbana, Center for the Study of Reading (ERIC Document ED282-192CS008-837) (Fig. 1, p. 22; Fig. 2, p. 23)
- Johnson, Roger T. and David W. Johnson. (July/August 1985). "Student Study Interaction: Ignored But Powerful," Journal of Teacher Education. pp. 22-26.
- Miccinati, Jeannette L. (March 1988). "Mapping the Terrain: Connecting Reading With Academic Writing," Journal of Reading. pp. 542-551.

- Murray, C. Kenneth; Williams, Tony L. (1970). "The Effect of Cognitive Instruction on Secondary Social Studies Student Teachers and Their Pupils." (ERIC Document 046859 S0000671) p. 1-3.
- Muth, Denise K. (December 1987). "Teacher's Connection Questions: Prompting Students to Organize Text Ideas," Journal of Reading. pp. 254-59.
- National Commission on Excellence in Education. (April 1983). A Nation at Risk: The Imperative for Educational Reform. Washington, D.C: U.S. Government Printing Office.
- New Math Guide Aimed at Encouraging Students to Reason. (Wednesday, March 22, 1989). Fort Lauderdale News. Washington, D.C: Associated Press. p.10A.
- Ouchi, William. (1981). Theory Z. New York: Addison Wesley, pp.10-17.
- Preparation for College in the 1980's: (1981). The Basic Academic Competencies and the Basic Academic Curriculum. Project Equality. New York: College Entrance Exam Board.
- Ravitch, Diane. (October 1985). "The Precarious State of History in the Schools," Education Digest. p. 31.
- Rothman, Robert. (September 16, 1987). "Teacher Dispute Prescriptions Offered for the Humanities." Education Week, Vol. VII, No. 2. p.23, col.4-5.
- Ruddell, Robert and Owen Boyle. (1984). "A Study of the Effects of Cognitive Mapping on Reading Comprehension and Written Protocols." Technical Report No. 7. Berkeley, CA: University of California Press.
- Sanacore, Joseph. (February 1985). "Metacognition and the Improvement of Reading," Education Digest. pp.56-58.

- Shakar, Linda T. (1985). "A Curriculum Design to Enhance Critical Thinking Skills for Eighth Grade Social Studies Students." Practicum Report, Nova University. (ERIC Document CA-OR-AS-MS-1044) pp. 1-3.
- Uttero, Debra A. (January 1988). "Activating Comprehension Through Cooperative Learning," The Reading Teacher. p. 394.
- Wasserman, Selma. (February 1987). "Teaching for Thinking: Louis E. Roths Revisited," Phi Delta Kappan. pp. 460-65.
- Wixon, Karen, et al. (January 1984). "An Interview for Assessing Student Perceptions of Classroom Reading Tasks," The Reading Teacher. pp. 788.
- Wood, Karen D. (October 1987). "Fostering Cooperative Learning in Middle and Secondary Level Classrooms," Journal of Reading. pp. 10-17.

APPENDIX

APPENDIX A
Social Background Survey Questions

Check last grade completed:

College:

1 Year ____ 2 Years ____ 3 Years ____ 4 Years ____

High School:

1 Year ____ 2 Years ____ 3 Years ____ 4 Years ____

Grade School:

1 Year ____ 2 Years ____ 3 Years ____ 4 Years ____

5 Years ____ 6 Years ____ 7 Years ____ 8 Years ____

Professional Occupation:

Teacher ____

Doctors (any type) ____

Engineers ____

Chemists ____

Other (e.g. President or Vice-President of a Bank, Company,
or Corporation) ____

Please check the appropriate areas.

Thank you for your help!

APPENDIX B
 READING COMPREHENSION
 PRELIMINARY TEST - AUTHOR DESIGNED

=====

Please read the selection thoughtfully and answer the following questions.

=====

1. What particular period of time or "age", already studied, is found in the opening paragraph? _____
2. Choose another term that we have studied that means extreme devotion to one's country. _____
3. Which nation is first to become independent after W.W.II? _____
4. Find the dates illustrating the drive for self-rule after W.W.II. (read carefully!) _____
5. Was it difficult to achieve independence during the changeover from colonialism? _____

6. Show by one or two sentences from the selection the meaning of nationalism (already studied in other chapters.)

7. Why is James Johnson important to Africa's nationalism?

8. Describe Marcus Garvey's role in an attempt to restore black pride. _____

9. What happened to Garvey's valiant attempt at "restoration." _____

10. Where and how did black pride grow after W.W.II?

11. What is a "sense of pride in being black" sometimes called? What term do we use particularly in the United States? _____, _____

12. Describe early leaders of self-rule in Africa, Answers may vary. _____

13. What evidence do you see of a desire of blacks to participate in colonial rule in Africa? _____

14. Who were some Colonial rulers? _____

15. Did the lofty goals mentioned above in your answer influence the general population of Africa? Explain. _____

16. What instrument of communication did both Garvey and Azikiwe use? _____

17. What change do you see from the 1920's to the 1930's concerning growing African nationalist feelings? Describe _____

18. W.W.II brought great changes to Africa. What evidence did you see to show how young Africans were changed forever? _____

19. How did Britain deal with the Africans with regard to government and self-rule? _____

20. From 1945 to 19 --, only 12 years later instead of the -- years Britain thought the independence process would take, Africa moved rapidly towards self-rule among her new nations. The Gold Coast became _____.

21 Do you know the old and new names of any African nations? Write them _____

22. What helped Ghana achieve self-rule smoothly?

_____, _____
_____.

23. Which African leaders were educated in the United States? _____

Why do you think they went there to be educated? _____

_____ What might they have learned in America? _____

24. List some newly emerging nations and their date of independence. _____, _____

_____, _____
_____.

25. Read the footnote, What conclusion can be drawn from information already learned? _____

=====

I African Nations Gain Independence

When European nations took over most of Africa during the Age of Imperialism (Chapter 27), many Africans fought to keep their freedom from colonial rule. After World War I, a movement toward nationalism and independence started to gain momentum. Early leaders of the movement in black Africa sought ways to increase black representation in the colonial governments. After World War II, demands for complete independence grew. Ghana, once under the British, was the first nation to become independent in the postwar years. Over the next twenty years, other countries gained self-rule. While there was some violence in the transition from colony to nation, most countries achieved independence peacefully. (The colonies in North Africa, mostly Muslim, also gained independence in this period. Because of their ties with the Middle East, they are discussed in Chapter 37.)

EARLY MOVEMENTS FOR INDEPENDENCE

Early nationalists appeal to African pride. The independence movement in modern Africa had its roots in a growing respect for the African past. During the era of the slave trade (Chapter 13) and colonialism, Europeans had tended to undervalue African culture. In the late nineteenth century, black leaders began to encourage Africans to view their own heritage with pride. One of the first was James Johnson, a teacher in Sierra Leone, who called for a nationalist movement in Africa. While Johnson thought in terms of a single African state, his ideas were an early sign of the movement that would later transform Africa.

Other moves to restore a sense of black pride developed early in the twentieth century. In 1914 a young Jamaican named Marcus Garvey founded the Universal Negro Improvement Association (UNIA). Garvey called for the independence of blacks everywhere and, like those who had urged "repatriation" (page 588), tried to encourage American blacks to settle in Liberia. Garvey set up a number of black-

owned businesses and published a weekly paper, *Negro World*, that was circulated in black communities in many countries. He proved to be a poor business manager, however, and his ideas were never carried out.

In the period after World War I the sense of black pride grew, particularly in the United States. The 1920's saw an outpouring of black literature, art, drama, music, and dance. This cultural reawakening, which was centered in Harlem, a predominantly black neighborhood in New York City, was known as the Harlem Renaissance. At the same time in Africa, black leaders were talking of "negritude," a French term used to describe a sense of pride in being black. This awareness became part of the movement for independence in Africa.

Early African leaders seek limited goals. The early leaders of the movement for self-rule in Africa were part of a European-educated, mainly urban, black upper class. Their chief concern was broadening opportunities for this group, who tended to be concentrated in urban centers like Lagos, Accra, or Freetown. For example, the African National Congress, a nationalist group founded in 1912, called for greater black representation in the colonial assemblies, a regional university, and an end to discrimination in the civil service. These goals had little meaning for the majority of black African people.

Black leaders begin to develop modern political parties. In the 1930's some African leaders developed a broader outlook. They wanted full independence and sought to develop a sense of nationalism among their people. Foremost among these new leaders was Nnamdi Azikiwe (ah-zik-uh-wee) of Nigeria. The son of an Ibo (EE-boh) clerk, Azikiwe — commonly known as "Zik" — was educated in America. When he returned to Africa in 1934, he edited a newspaper in the Gold Coast. In 1937 he moved to Nigeria and began to publish the *West African Pilot*, which helped spread ideas of self-determination throughout the colony. In this way he hoped to unite both urban and rural black Africans in an independence movement.

A leader of the movement for independence in Ghana, Kwame Nkrumah became that nation's prime minister in 1957 and then president in 1960. Six years later he was overthrown by military leaders.



World War II influences the movement for African independence. Although Azikiwe's methods were adopted by other black leaders, the independence movement in Africa made little progress until after World War II. The war not only weakened many of the nations that had colonies in Africa but also made black Africans more aware of what they were being denied. Those who served in the armed forces of the European nations had the opportunity to see black soldiers doing jobs that would have been reserved for whites in Africa. They also had the chance to exchange ideas with other Africans and with Asians who also sought self-rule. The principles of self-determination expressed in the Atlantic Charter (page 722) further inspired hopes for self-government in Africa.

Ghana gains its independence. Soon after the end of the war in 1945, Britain began to prepare its colonies in West Africa for independence. Most British officials assumed that preparation for self-rule, modeled after the processes followed in Canada and India, would take at least fifty years. Only twelve years later, however, the British colony of the Gold Coast gained independence, taking the name of Ghana.

Ghana was in a favorable position to make the transition to self-government relatively smoothly. The Gold Coast had a prospering

economy and a well-developed educational system. Furthermore, there was little rivalry between the different peoples within the Gold Coast.

The leader of Ghana's independence movement was Kwame Nkrumah (en-KROO-muh). The son of a goldsmith, Nkrumah had been educated in the United States and learned political organization there. He also adopted Azikiwe's methods. Nkrumah founded the Convention People's Party, which won an election victory in 1951 that made him prime minister. Under Nkrumah, black representation in the government increased steadily. On March 6, 1957, the Gold Coast combined with other British territories to become the first colony south of the Sahara to gain its independence in the postwar period.

Over the next few years many other British colonies in Africa became independent through the same gradual process of gaining representation in the existing government — Nigeria and Cameroon in 1960, Sierra Leone and Tanganyika in 1961, Uganda in 1962, and Gambia in 1965.¹

¹Cameroon, once a German colony, was divided into British and French mandates, which later became UN trust territories. The French area gained independence in 1960 and was joined by the British zone the following year. Tanganyika united with Zanzibar in 1964 to form Tanzania.

STS HIGH SCHOOL PLACEMENT TEST PERFORMANCE PROFILE

REPOI: [REDACTED] GRADE: 8 SECTION: [REDACTED] FORM: L BY TOTAL GROUP DATE: 01/01

GROU: APPENDIX D

(M1021)

ELEM.: 300

H.S. CHOICES:

OTHER:



REAS	PERFORMANCE SCORES				PERFORMANCE RATINGS			
	SS	GE	LOCAL PCT-ST	NATL PCT-ST	LOW	BELOW AVERAGE	ABOVE AVERAGE	HIGH
COGNITIVE SKILLS								
VERBAL	464		31=4	36=4				
QUANTITATIVE	693		98=9	97=9				
TOTAL CSQ=	116		81=7	82=7			XXX	XXXX
BASIC SKILLS								
READING	492	8.5	37=8	47=5				
MATHEMATICS	683	11.2	95=8	97=9				XXXX
LANGUAGE	528	9.0	56=5	61=6			XXX	
TOTAL	558	9.6	71=6	73=6				
COMPOSITE	572		76=6	78=7			XXX	

SCORE LEGEND: PCT = percentile rank ST = stanine SS = standard score
 CSQ = cognitive skills quotient GE = grade equivalent RS = raw score



PERFORMANCE SCORES. This student's performance is shown above by a series of numeric scores for each major test area taken. These may be interpreted in the conventional manner. Thus, a national percentile rank of 85 (which would be located in the NATL column) would indicate that the student's test score exceeded 85 percent of those in a national normative population.

PERFORMANCE RATINGS. The student's national percentile scores are also shown on the above graph. A band of marks is used to allow for any inaccuracy in measurement with the score for this testing being near the center. When comparing any two tests, it is likely that there is a true difference in scores only when the ends of the bands do not overlap. For most uses performance may be judged by noting the shaded or unshaded rating column in which a band occurs. The High, Average and Low ratings represent the highest 10%, middle one-third and lowest 10% respectively. The Above Average represents the upper one-third (excluding the highest 10%) while the Below Average represents the lower one-third (excluding the lowest 10%).

SPECIFIC SKILLS. Each major test area consists of various specific skills detailed below. Performance is shown on each of these by the # of items answered correctly and may be evaluated by noting the shaded or unshaded column in which a single mark occurs. These columns have the same meaning as the shaded/unshaded columns in the Performance Ratings section.

SPECIFIC SKILLS	# OF ITEMS	NO. RIGHT	LOW	-AVG	AVG	+AVG	HIGH
*****READING*****							
COMPREHENSION	4018						
--VOCAB IN CONTEXT	8	3			X		
--LITERAL COMP	8	3			X		
--CAUSE, EFFECT, SEQ	8	3			X		
--DETAILS	8	3			X		
--INFERENCEAL COMP	11	5			X	X	
--MAIN IDEA	11	5			X		
--DRAW CONCL, ET AL	11	5			X		
--CRITICAL COMP	11	5			X		
VOCABULARY	2212						
**COGNITIVE SKILLS*							
VERBAL							
ANALOGIES	10	5			X		
REASONING--SYLLOGISM	10	5			X		
REASONING--ANALYSES	10	5			X		
WORD MEANING--SYN	10	5			X		
WORD MEANING--ANT	10	5			X		

SPECIFIC SKILLS	# OF ITEMS	NO. RIGHT	LOW	-AVG	AVG	+AVG	HIGH
*****LANGUAGE*****							
PUNCTUATION	10	8				X	
--PERIOD & COMMA	5	3				X	
--OTHERS	5	5				X	
CAPITALIZATION	2	2				X	
CORRECT USAGE	19	7		X			
--NOUNS, PRONOUNS	8	2		X			
--VERBS, ADV, ADJ	7	2		X			
--OTHER PTS OF SP	4	3		X			
CORRECT FORMS--RECOG	9	6				X	
SPELLING	10	7				X	
COMPOSITION	10	3		X			
**COGNITIVE SKILLS*							
QUANTITATIVE							
SEQUENCE	18	14				X	
REASONING--NUMERIC	17	15				X	
COMPARISONS--NUMERIC	8	7				X	
COMPARISONS--GEOM	9	9				X	

SPECIFIC SKILLS	# OF ITEMS	NO. RIGHT	LOW	-AVG	AVG	+AVG	HIGH
*****MATHEMATICS*****							
CONCEPTS	2418						
--NUMBERS AND NUMERATION	10	8				X	
--GEOMETRY	7	4				X	
--PERCENTS, DEC, AND OTHER CONCEPTS	7	6				X	
COMPUTATION	2828						X
--WHOLE NUMBERS	7	7				X	
--FRACT, MIXED NOS	8	8				X	
--DEC & RATIO, PROP	6	6				X	
--ALGEBRAIC (INCLD NEGATIVE NOS.)	7	7				X	
APPLICATIONS	1211						X
--SINGLE, MULTIPLE STEP PROBLEMS	9	8				X	
--EQUATIONS, INEQ, NO, SENTENCES	3	3				X	

APPENDIX C

50

NAMES

Last First

QUIZ #1 QUIZ #2 TEST #1 QUIZ #3 QUIZ #4 QUIZ #5 TEST #2 MAKE-UP TEACHER OBSERVATIONS

1			56	89	75	68	70	70	(AB)	No	Did not apply self	
2			53	100	80	80	60	56	70		tries!	
3			50	97	80	70	75	70	90		Sophomore	
4			60	90	72	60	48	62	68		Struggles	
5			62	90	80	60	66	72	100		Did not apply self	
6			85	90	100	90	94	96	100		Sophomore	
7			60	80	90	40	76	62	(AB)	88	Parent knows does not apply self	
8		(transferred)										
9			90	90	95	70	86	90	60		Good	
10			76	88	80	80	76	76	50		Can do better	
11			46	100	80	40	36	50	(AB)	75	Did not apply self	
12			35	100	88	40	64	74	70		Struggles	
13			62	100	100	60	66	70	60		Sophomore	
14			80	90	88	80	86	76	85		Good	
15			22	90	75	30	76	70	85		Did not apply self	
16			70	90	75	60	78	76	85		Read but struggled	
17			86	90	98	40	74	60	85		Sophomore	
18			60	70	95	70	50	(AB)	80	(78)	Difficulty + Illness	
19			60	90	90	80	84	80	93		Sophomore	
20			80	100	100	80	96	86	85		Sophomore -	
21			60	90	88	60	82	76	(AB)	(80)	tries!	
22			20	95	75	10	46	60	"F"	(70)	Reading + Illness Does not have tutor	
23			80	90	98	90	82	84	60		FRESHMAN - Does well	
24			56	90	70	60	70	70	85		Struggles	
25			34	78	65	40	58	60	60		Struggles -	
26			91	100	100	90	94	96	87		Freshman - Does well	
27												
28		(new)	74	85	58	55	40/100	40/100	80	80	Diff TEACHER'S grades	
29		change							50	48	Plus Author's	
30		(new)	67	80	40	70	30	90	30	45	10	Diff. class - Author's
31		change										Reading Prob. has TUTOR OUTSIDE

27 (STUDENTS)

STUDENT'S STUDY (Individually) WITH HELP - WITH TEXT INSTRUCTION

* FIRST QUARTER (before Implementation)

Quiz #1 { 17 FAILURES
27 # in class } Quiz #1 { .629
.63 = 63% failure

Coopersmith Inventory

Stanley Coopersmith, Ph.D.
University of California at Davis

Please Print

Name _____ Age _____

School _____ Sex: M ___ F ___

Grade _____ Date _____

APPENDIX E

Directions

On the next pages, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.



APPENDIX G

September 8, 1988

Dear Parents:

In order to improve reading comprehension, in the Social Studies content area, of the students in Period 1, a World History Class, a concentrated effort will be attempted to accomplish just such improvement. The introduction of a three-pronged plan will be:

1. Teach some metacognitive strategies self knowledge of what is studied and what is remembered and known). Really a reading--study skills strategy.

2. Use cooperative learning for part of the class period. That is grouping students to learn cooperatively from the lecture, their reading, and mapping or cluster notetaking in order to better understand the lesson.

3. Teach mapping or clustering which serve as a memory tool or "mnemonic" which hopefully will improve knowledge of the subject and successful quiz and test scores.


Your nightly cooperation and encouragement of your student will greatly enhance his/her progress. Some of you do observe, help and monitor the student's study efforts. I would hope that all parents join in this effort to increase your student's performance. They are our future and, as a small answer to adverse criticism of students and their thinking and memory skills, this practicum program is being introduced. It will cover a ten week period from October to December or basically the first quarter.

You will receive all test papers and a weekly sheet which should alert you to both successes and problems. Your signature will be required on the weekly sheet.

Student or parent conferences may be requested by the teacher or parent. Every attempt will be made to achieve success and understanding among us.

Looking forward to a successful project and hopefully the acquisition of some life long study strategies.

Sincerely,



(Mrs.) Joanne E. Moore

Appendix H
Student Learning Styles

MATCHING YOUR TEACHING STYLE TO YOUR STUDENTS' LEARNING STYLE*

Style*	Characteristics	Need an instructional focus that supports	Prefer strategies such as	Styles are matched when asked to	Types of products
CONCRETE SEQUENTIAL	organized factual efficient task-oriented detail	structure & direction practical problems realistic situations hands-on learning	hands-on approaches workbooks data-gathering how-to projects computers	act, record, list collect, chart make, construct classify, measure prepare, build	time-line graph diorama model exhibit
ABSTRACT SEQUENTIAL	intellectual analytical theoretical critical convergent	reason & logic ideas & information theory & concepts analysis & synthesis independent study	lecture, text content mastery extensive reading reporting conceptual problems	outline/report debate, speculate infer, hypothesize summarize, verify synthesize	debate document theory lecture research
ABSTRACT RANDOM	imaginative emotional interpretive holistic flexible	interpretation exploration communication illustration peer-teaching	group work webbing, mapping media, music personalized examples role playing	analyze, connect write, express debate, perform synthesize, compare	writing arts, music interview helping projects journal
CONCRETE RANDOM	divergent experiential inventive independent risk-taking	open-ended activities exploration investigation experimentation options	brainstorming simulations, games, problem-solving experiments finding alternatives	analyze, connect write, express debate, perform synthesize, compare	invention editorial solutions games experiments

*The learning style categories and behavioral characteristics are based on the work of Dr. Anthony J. Grigg, "Based on Gordon A. Martens' Instructional..."

An easy to understand chart that teachers could utilize in order to assess student learning styles.

Perhaps teaching could be varied in style and changed often enough to include all students. Many teach the way they (teachers) learn and students simply cannot "measure up."

Critical Thinking Map(Idol's)

Name _____ Chap _____ Part _____
Date _____ Phase _____

A Map for Critical Thinking

Important Events, Points, or Steps

Main Idea/Lesson

Other Viewpoints/Opinions

Reader's Conclusion

Relevance to Today

Figure 1 2

Generic Comprehension Questions

Chapter _____

Phase _____

Lesson _____

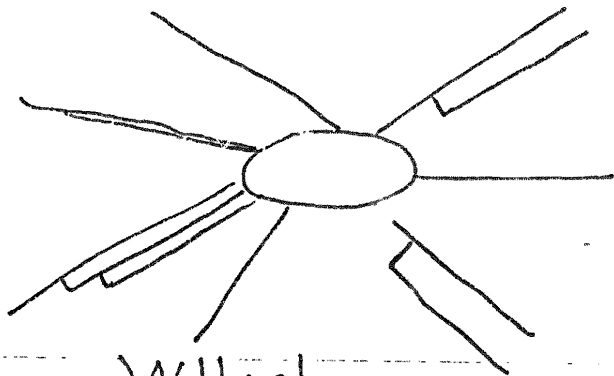
Day _____

Page _____

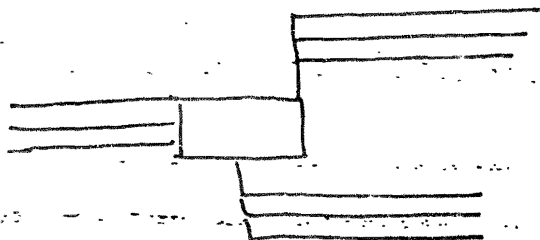
1. What is the main idea in this passage?

2. What were the important steps that led to the main idea?
3. What are some other points of view or missing information about this topic?
4. What is your own conclusion?
5. How is this passage relevant to a modern problem or issue?

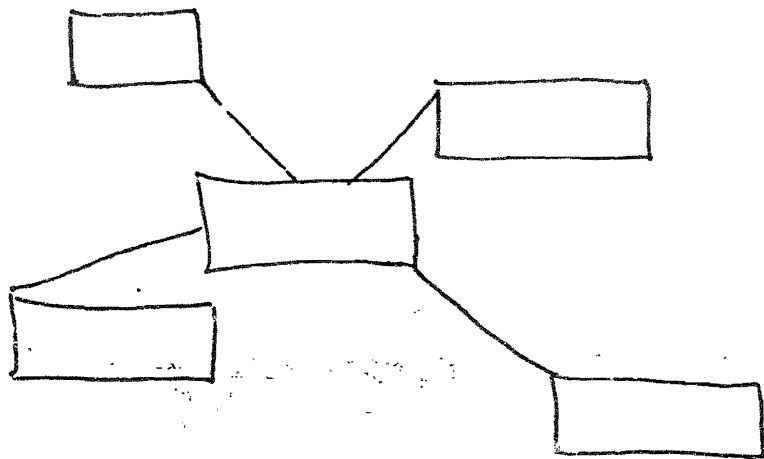
APPENDIX J
Suggestions for Mapping
Student Copy



Wheel



TREE



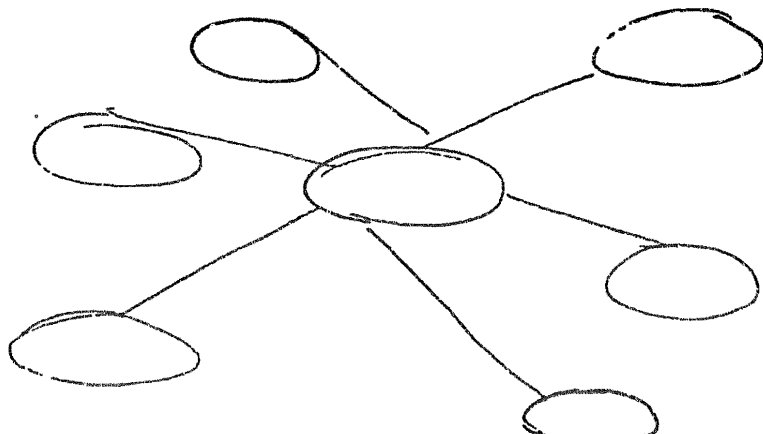
Box

Any design
that works -

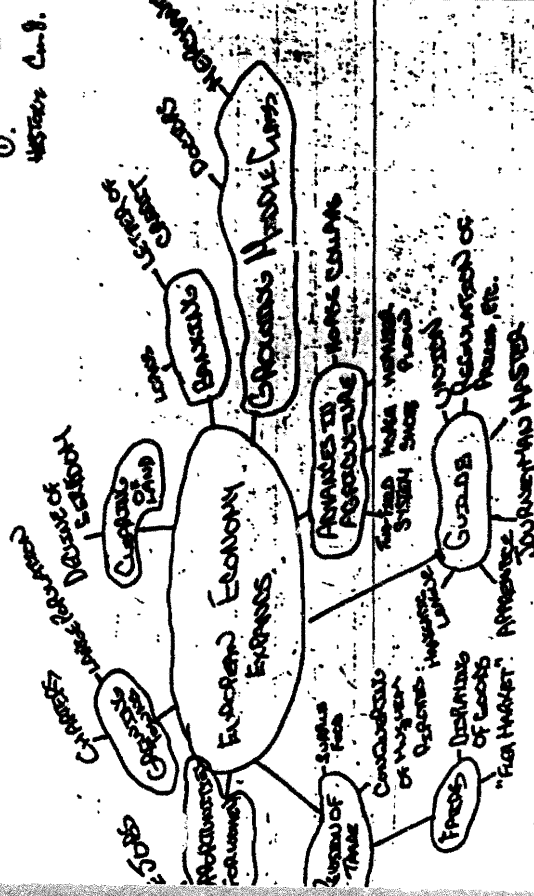
Remember:

- 1) Keep it simple!
- 2) Don't write a book.
- 3) Use for study -
(a picture)

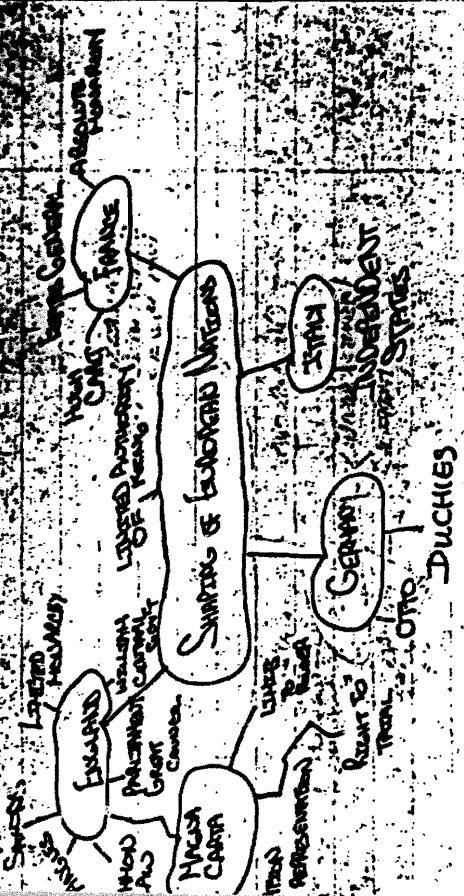
SATELLITE



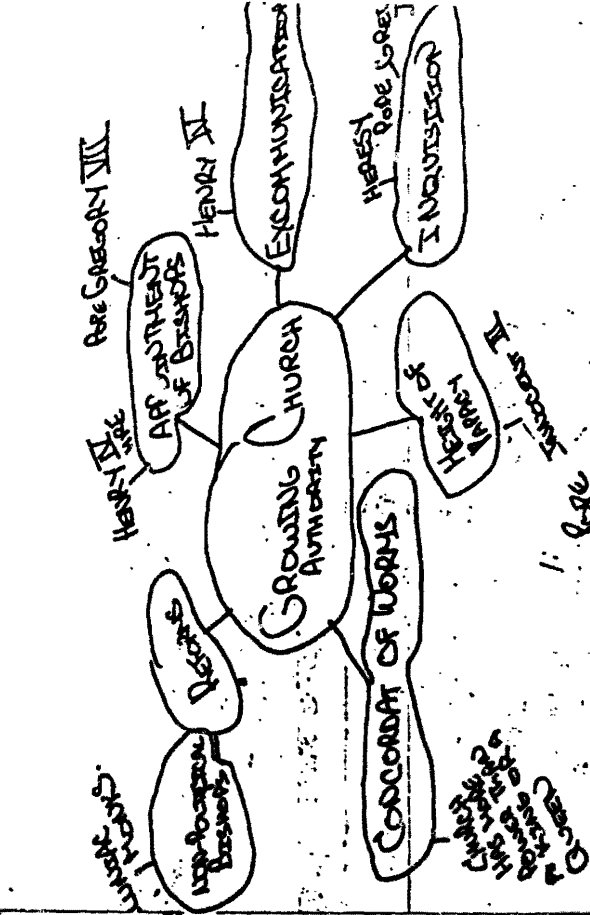
Section 1



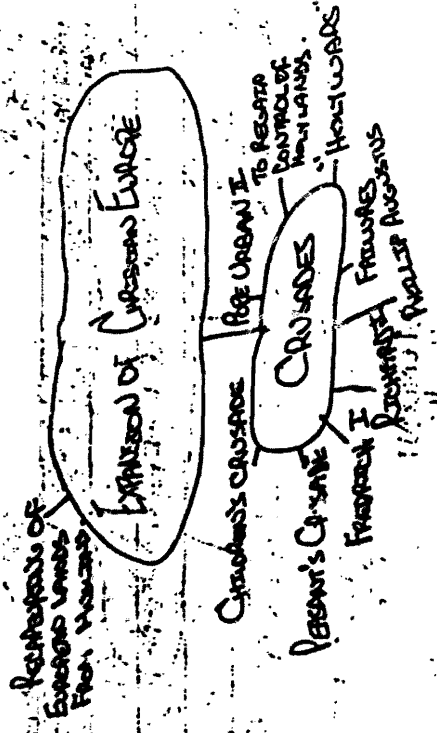
Section 2



Section 3



Section 4



ATTACHMENTS

Results of Stanford Diagnostic Reading Test for Ninth and Tenth Grade Students

TABLE I

Average Grade Level of 27 Students		
1-8.6	13-11.3	25-8.8
2-8.6	14-12.7	26-12.7
3-9.0	15-12.7	27-12.7
4-9.0	16-9.5	
5-9.0	17-12.7	
6-4.7	18-9.8	
7-9.7	19-12.7	
8-10.1	20-4.7	
9-10.1	21-12.7	
10-8.6	22-12.7	
11-10.7	23-12.7	
12-11.3	24-12.7	

TABLE II

Unit Frequency Distribution of Average Reading Scores					
Grade score	f	Grade score	f	Grade score	f
58		44		31	3
57	1	43	1	30	
56		42	1	29	
55		41	1	28	
54	1	40	2	27	1
53				26	
52		39		25	
51		38	1	24	
50	1	37		23	
49	4	36	1	22	
48		35	1	21	
47		34		20	
46	2	33	3	17	1
45		32	1	15	1

PRE TEST

TABLE III

Frequency Distribution of Average Reading Scores to the Nearest Grade Level		
Score Interval	Grade Level	f
50 - 59	12.8 [†]	3
40 - 49	10.1 - 12.7 [*]	11
30 - 39	8.6 - 9.8	10
20 - 29	6.0 - 7.5	1
15 - 19	4.7 - 5.0	2
	N =	27

TABLE IV

Reading Status of the Ninth and Tenth Grade Students		
Above Level	12	44%
At Grade	6	22%
Below Grade	9	33%
	N = 27	

Results of Stanford Diagnostic Reading Test for Ninth and Tenth Grade Students

TABLE I

Average Grade Level of 27 Students		
1-12.1	13-12.7	25-12.7
2-9.7	14-5.0	26-12.7
3-9.7	15-12.7	27-12.7
4-12.7	16-12.7	
5-12.7	17-12.7	
6-8.8	18-11.3	
7-9.7	19-11.3*	
8-9.3	20-10.1	
9-9.3	21-12.7	
10-12.7	22-9.7	
11-12.7	23-9.7	
12-9.5	24-12.7	

TABLE II

Unit Frequency Distribution of Average Reading Scores					
Grade Score	f	Grade Score	f	Grade Score	f
58	1	45	1	33	
57		44		32	1
56	1	43	2	31	
55		42		30	
54		41		29	
53	1	40	1	28	
52		39		27	
51	1	38	1	26	
50	4	37	2	25	
		36	2	24	1
49	2	35	1		
48	2	34	2		
47					
46	1				

Post TEST

TABLE III

Frequency Distribution of Average Reading Scores to the Nearest Grade Level		
Score Interval	Grade Level	f
50-59	12.8 [†]	8
40-49	10.1-12.7 [*]	9
30-39	8.6-9.8	9
20-29	6.0-7.5	1
15-19	4.7-5.0	0
	N =	27

TABLE IV

Reading Status of Ninth and Tenth Grade Students		
Above Level	16	59%
Grade Level	7	25%
Below Grade	4	15%
	N = 27	

Student Handout for Study

KNOW WHAT YOU STUDY

Strategy #1: Know your textbook!

a.) Read through the section quickly or scan ...
and highlight.

b.) Notice bold print headings - hints are found
here that aid your selection of important
items to study.

Ex. Reasons for Spain's decline (4 listed).

Reasons for Rome's fall (5 listed).

Wilson's Points for Peace (5 listed).

New nations emerge - which nations?

c.) Take note of individual words in bold print or
italics.

Do you understand the word?

Can you identify it in your own words?

d.) Notice how your chapter is divided.

Section 1 - Main Idea?

" 2 - Main Idea?

" 3 - Main Idea?

e.) Use the blue pages or review section.

Great for quizzes or tests!

f.) Read your INTRO and SUMMARY.

These contain what the chapter will cover and
what you should know.

STRATEGY #2 - Generate questions as you read.

a.) What is the main idea of the paragraph?

Do I understand it? (Reread).

What will the teacher ask next day?

What did we discuss in class? (Review).

What did the teacher ~~say~~ or write on the chalkboard? (Any diagrams?)

b.) Use the questions at the end of each section.

Can you answer without lookbacks? (Try it!)

c.) Try to make up your own questions about the questions in your book.

Ex. Why did Spain decline? Why would Spain expel the Jews and Muslims?

Is Spain a major power today as she once was?

Which people mentioned did we do in class?

STRATEGY #3 Resolve blocks to your comprehension.

- a.) Know that your success next day depends on how well you study.
- b.) If you are very tired, try to read at another time.
- c.) Get up and walk around or pace as you study items for a test.
- d.) Make a determined effort to cover at least a section. Try not to look at the quantity of reading but go step by step.

STRATEGY #4 How to recall information.

- a.) Learn recall from your mapping, clustering or word bank strategy.
- b.) Talk the answers, names, lists of items or causes to yourself.
- c.) Recall what was done in class (see your notes) and try to anticipate the teacher's questions.
- d.) Go over the assigned work with "a buddy." Someone else's questions may help you to know all the work!

GOOD STUDYING!!

ATTACHMENT

ADDRESSES FOR SELF-HELP (TEACHER)

Novosel, James

Mr. James Novosel
Hammond Public Schools
41 Williams St.
Hammond, IN 46320

Note: Sample Lessons Plans available in a variety of subjects. Re: Critical Thinking Skills.

LaPray, Margaret H.

The Center for Applied Research in Education, Inc.
West Nyack, NY 10994

Re: On the Spot Reading Diagnosis Eile
Step by Step Tests
Appropriate for : high school and ages 7-14 or
older with problems in reading.
Test Timing - on the spot results.

Miller, Wilma H.

The Center for Applied Research in Education, Inc.
West Nyack, NY 10994

Re: Reading Diagnosis Kit.

Teacher Test-Difficult Questions

On Teacher-authored test, the following were the questions where the students encountered difficulty.

5. Was it difficult to achieve independence during the changeover from colonialism?
6. Show by one or two sentences from the selection the meaning of nationalism (already studied in other chapters).
13. What evidence do you see of a desire of blacks to participate in colonial rule in Africa?
17. What change do you see from the 1920's to the 1930's concerning growing African nationalist feelings? Describe.
18. W.W.II brought great changes to Africa. What evidence did you see to show how young Africans were changed forever?
19. How did Britain deal with the Africans with regard to government and self-rule?
23. Which African leaders were educated in the United States?
Why do you think they went there to be educated?
What might they have learned in America?
25. Read the footnote. What conclusion can be drawn from information already learned?

STUDENT RECORD SAMPLE

Fourth Report - Progress
World History

Dec. Jan. 18-53

Student _____

Effort:

Comments:

Grade:

I plan to continue the reports at intervals
for 3rd quarter. Time is my only problem.

Signature _____

(in initials) (Notes on back if desired)

THANK YOU FOR YOUR PATIENCE!

I like films about other countries:

- Yes
- No

I like books about other countries:

- Yes
- No

I like books about the people of other lands and how they live.

- Yes
- No

I like films that show other peoples and how they live.

- Yes
- No

I do not like to memorize facts.

- True
- False

I like facts, dates, figures, names.

- True
- False

I like Hist., Geog., Soc. Studies, but I don't like to take tests about them.

- True
- False

I like tests because they are a challenge to me:.

- True
- False

I can read a map.

- Yes
- No

I can locate places on a map.

- True
- False

I can measure distance on a map.

- Yes
- No

I can draw good maps?

- Yes
- No

When we take a trip I can find distances on a map.

- Yes
- No

We use maps a lot.

- Yes
- No

We have maps in our home.

- Yes
- No

We have a set of encyclopedia in our home.

- Yes
- No

We subscribe to a newspaper(s).

- Yes
- No

We Subscribe to one or more of these magazines. (circle any)

- Time
- Newsweek
- Atlantic
- U.S. News & World Report
- We subscribe to none of these

List other magazines, not mentioned. (use educational type please). _____

I use the library for all my research.

- Yes
- No

I can read in all subject areas.

- Very well
- Well
- Fairly well
- Not very well
- Poorly (have vocabulary problems, etc.)
- Very poorly (have difficulty with all printed work)

I probably do not like,

- Social studies
- History
- Geography

** Because they involve too much reading.

- Yes
- No

I know what is going on in my

- Home
- Church
- School
- Community
- Neighborhood
- World

Survey Reading Questions

READING - COMMUNICATION:

- =====
1. Do you like to read?
 2. Do you read books, short stories, magazines, articles, newspapers, textbooks?
 3. State which of the above you do read.
 4. Which do you like the best?
 5. What are your favorite types of stories?

Science/Fiction	-	true stories
Fiction		Biographies
History Related		Autobiographies
Love Stories		Poetry
Comic Style B.		Plays
Mad Type		
 6. Do you dislike reading? (in itself)
 7. Do you dislike reading for class?
 8. Do you read for classes or perhaps skip it if possible?
 9. When did you first come into contact with reading? (age, time)
 10. Did someone read to you as a small baby or child?
 11. Did you have books around?
Did you have magazines around?
Did you have newspapers around?
 12. Are you reading this paper?
 13. Could you live without reading?
 14. State some very important things that must be read.
 15. Do you like to write - just general handwriting?
 16. Do you like to write long answers?
 17. Do you like composition or essay type writing?
 18. Do you like to write poetry?
 19. Do you like to write stories?
Do you like to write letters?
 20. Do you like to do research papers, term papers, or book reports?

21. Do you think writing will become obsolete with the coming of computers?
22. How about programmers for computers - do they need to think and compose?
23. Do you like to think a great deal?
24. If presented with a problem do you like to think it through? (any type of problem)
25. Do you prefer problems in math that need to be thought over - puzzled out?
26. Do you like one word answers, fill-ins, and matching tests?
27. When you study for a test do you hunt for and memorize names and facts?
28. When you study do you strive to know your material and understand what you read and were taught (not just a word here and there)?
29. Would you prefer a quiz or test that was oral and you could intelligently answer a question and be graded that way?
30. Do you like to answer/discuss in class?
31. Do you like to present speeches, discussion themes, poetry, before an audience?
32. Do you like plays? Do you like to take part in plays - drama - musicals?
33. If you could write without any ^{form} of correction such as grammar, punctuation, spelling and the like, would you?