

# EFFECTIVE School Practices

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## FOCUS: PLANNING FOR A DIRECT INSTRUCTION IMPLEMENTATION

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### PLANNING FOR A DIRECT INSTRUCTION IMPLEMENTATION

Prepared by the National Alliance of Quality Schools

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## Philosophy of *Effective School Practices*

1. Teachers are responsible for student learning.
2. The curriculum is a critical variable for instructional effectiveness.
3. Effective teaching practices are identified by instructional research that compares the results of a new practice with the results of a viable alternative.
4. Experiments should not be conducted using an entire generation of Americans. The initial experimentation with a new practice should be small in scale and carefully controlled so that negative outcomes are minimized.
5. A powerful technology for teaching exists that is not being utilized in most American schools.

*Effective School Practices* is published quarterly by the Association for Direct Instruction. The mission of the Association for Direct Instruction, as stated in the by-laws, is to promote the improvement of educational methods.

The name *Direct Instruction* originated with the highly effective instructional model first developed by Zig Engelmann in Project Follow Through during President Johnson's Great Society legislation. Although the evaluation of Project Follow Through showed the Direct Instruction model to be far more effective than the other models on every identified outcome, education in America remained generally unchanged.

A few educators, impressed by the extraordinary results of the original Direct Instruction model and the programs that were developed as DI evolved, formed the Association for Direct Instruction in 1981.

Today, this organization is a vanguard in promoting school practices that have been validated as effective through the use of the scientific method in educational research.

The Association for Direct Instruction was incorporated in 1981 in the state of Oregon for educational purposes. ADI is a nonprofit, tax-exempt

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# From the Field: Letters

20/20 Program  
147 Columbus Ave.  
New York, New York 10023

Dear Producers:

In your segment on Zig Engelmann's Direct Instruction, you injected a breath of fresh air into educational reforms that have been much too long on rhetoric and philosophy and much too short on instructional practices that work. Too bad you chose terms such as "drill" and "rote" to describe this multi-faceted teaching approach for it has been as effective at teaching students to problem solve and think as it has at teaching students the "basics." Nonetheless, your 20/20 segment sent this clear and long overdue message to John and Jane Taxpayer: WE KNOW HOW TO TEACH STUDENTS TO READ. FAILURE TO DO SO IS INEXCUSABLE AND SHOULD BE VIEWED AS EDUCATIONAL MALPRACTICE.

Sara Tarver  
University of Wisconsin-Madison

Zig,

Saw the 20/20 program on Direct Instruction and loved it. I realize from talking to Stu Greenberg that you were upset that they referred to the program as "rote" learning, but that was only a small part of what was said.

I can tell you that at our school we have seen a tremendous change in the students. They are on task, have great self-confidence, and are making progress. With all the changes due to boundaries, mobility rate, and construction, we are still excited by the progress.

Today the media specialist told me that this was the first time ever she has been able to do the holiday choral plays that she bought three years ago. The kids read the parts, defined the words (growl, etc.) and added the dramatic responses to make the activity fun. They loved it and so did she.

I had a parent call me last week to see if she could bring her girls back to Larkdale. She had taken them to a magnet school in a ritzy area because they offered advanced technology. She said they aren't letting the girls read at their own level. One of the girls is a first grader who in kindergarten was reading at a second grade level. Her teacher at the "other school" only lets her check out kindergarten picture books.

I am sure that Stu told you about the decision by the Department of Education to classify elementary schools with less than 33% of their students above the 50% on the SAT as underachieving. The frustrating part is that the DOE doesn't look at the fact that schools like ours, who know they have a problem, are doing something about it. But we will forge ahead, and thumb our noses at those schools whose scores are dropping while ours are gradually getting better.

Thank you from my students and staff for developing a program to really teach children how to read. Also, thank you for helping us to develop the Alliance of Quality Schools. It has made a difference that is lasting.

Keep up the good work and don't stop fighting for children.

Sandy Murray  
Larkdale Elementary School  
Fort Lauderdale, Florida

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# Planning Guide for a Direct Instruction Implementation

prepared by  
The National Alliance of Quality Schools

In a well-implemented Direct Instruction Lesson, you will see:

1. Children are well-behaved and orderly.
2. Classes begin on time. The work is lively and teacher-directed.
3. The children are very responsive to the instruction. The atmosphere is not "draggy" or tedious. It is characterized by excitement.
4. Children respond correctly to instruction. The instruction is not characterized by many incorrect responses.
5. Teachers respond immediately to the work or the tasks that children perform. The format typically is the presentation of a small bit of new learning, followed by the children performing and applying that bit. Children receive immediate, honest, and usually positive feedback. However, mistakes are pointed out and corrected immediately and efficiently.
6. Throughout the teaching, the teacher presents many instructions and the children follow these instructions precisely.
7. The children are obviously confident of their ability to learn and eager to show off what they know.
8. The children are proficient in all subjects.

## INTRODUCTION

This resource book provides an overview of a multi-stage process for planning the implementation of the Direct Instruction Model. The booklet is designed for use by a planning committee which has already learned about the potential of the model and wants to implement it.

The committee members should stay involved with the planning and implementation procedure through all the steps, attending teacher training sessions and continuing their involvement throughout the school year. The team does not manage the school, but sets the policy.

A workbook on page 18 accompanies this resource booklet. The workbook serves as a vehicle for guiding the team through the planning stages.

Here's an overview of the stages in the planning process.

### Stage 1—Feasibility Planning

During this stage, the planning committee determines whether the school has the financial resources, decision-making power, and political support to begin implementing the model. Prior to this meeting, information about school district policy and budgets will need to be gathered. This guide describes which information is needed.

### Stage 2—Decisions on Specific School Policies

During this stage, the committee decides upon specific policies and guidelines for the school.

### Stage 3—Deciding on Scope of First Year's Implementation

During this stage, the committee analyzes the current school climate and resources available. Then the team discusses different alternatives to decide on the size and structure of the first year's implementation and the size and structure of future years' implementations. Placement testing should occur in spring to allow for specific planning for the coming year.

### Stage 4—Budget Planning for Year 1

During this stage, funds are earmarked to support the first year's implementation.

### Goals

The ultimate goal of a Direct Instruction implementation is to create a school in which each child encounters success while learning at his or her optimal rate; a school which prepares children to compete in any situation they may find themselves upon graduation; a school which uses effective instruction and positive discipline to foster students' positive self-concept; a school in which teachers feel empowered to help all students.

Changing a school requires creating a new set of behaviors and attitudes, not only for teachers but also for principals, local school councils, and community organizations. To make a school effective, each participant needs to understand specific goals to be reached and how their specific behaviors (roles) contribute to reaching those goals.

## STAGE 1—FEASIBILITY PLANNING

### 1. Materials

The Direct Instruction Model includes a wide set of curriculum materials in reading, expressive and receptive language, mathematics, science, history, and reasoning and writing. The Direct Instruction curriculum has been carefully designed to enable the teacher to present skills in an efficient and humane manner. The materials are efficient in that the carefully designed explanations and exercises enable children to understand and master concepts as the teacher presents them, and the practice and applications ensure that children understand and retain the information. The materials are humane in that the careful field-testing and revision based on children's errors during the tryout process enable the teacher to provide all children with a successful learning experience. The materials are tools that can be used with any child found in the regular classroom. Above-average performers can be challenged and their performance accelerated with Direct Instruction materials. The teacher merely increases the number of lessons covered in a given time. The Direct Instruction materials can also bring success to children entering school with fewer skills than their peers. The early-level programs teach foundational skills, often assumed but not taught by the traditional curriculum materials, thus giving the at-risk child (child of poverty, child with a disability, or a child for whom English is a second language) the foundation needed to master numerous higher levels.

Most school districts allot a very limited amount of money to buy materials. Since a new implementation requires the purchase of all new materials, a substantial initial investment is necessary.

Answer question 1 on page 18 in your Workbook:

- a. In some districts, funds can be used only for materials on a district-approved list. How much latitude does the school have in deciding which curriculum materials can be purchased with available funds?

### 2. Staff Development

Staff development and training is the critical component of the model. All school personnel (teachers, principal, central office staff, paraprofessionals, etc.) must receive extensive staff development training.

There are two primary reasons why providing adequate staff development is important. First, the more thoroughly teachers are trained, the better instruction students will receive and the more students will learn. Second, as teachers see students becoming more and more successful, they become more enthusiastic and committed to the program.

Staff development is provided through preservice training, ongoing inservice training, and in-class coaching.

**Preservice.** Preservice training is the training that teachers receive before they begin teaching Direct Instruction programs. This training includes specific teaching techniques and the rationale and expected student outcomes for using the approach. The preservice prepares the teacher to test and group children, make classroom schedules, and most importantly to teach the lessons successfully during the first weeks of the school year. The preservice training should be scheduled just prior to when the students begin the school year so teachers will have the immediate opportunity to apply what they have just learned.

Preservice training requirements vary with the number of programs the teacher would be presenting. Requirements for training are greatest for teachers presenting beginning-level skills, whether students are in kindergarten or are remedial students from the upper grades. An average of 10 hours per beginning-level program and 6-8 hours per program above second-grade level is needed. Ideally, a 4-5 day preservice would be held for schools implementing a range of programs.

The preservice should include checkouts in which teachers demonstrate an initial mastery of techniques in a role-playing situation. Arrangements should be made to facilitate immediate extra practice for teachers who don't pass checkouts.

**Inservice training** refers to training that teachers receive outside the classroom during the school year. Inservice training focuses on how to teach lessons that will be coming up in the near future and on common problems. Timely inservice sessions are important because they increase the probability that teachers and students will be successful. A minimum of one and one-half hours of inservice for teachers presenting a program for the first time should be scheduled weekly the first two months of school and one and one-half hours biweekly for the remainder of the school year. Inservices should be carefully planned and structured by the on-site coach and the principal. In addition, daily time should be allotted and structured during the first month for teachers to practice upcoming lessons. Providing time for this inservice requires careful planning.

**In-class coaching** involves a coach working in the classroom, observing a teacher, giving the teacher feedback to improve his or her presentation and management techniques, and following up to ensure both teacher and students are successful. A beginning-level teacher typically requires several classroom coaching sessions per week during the first month of school. The number of in-classroom coaching sessions will decrease rapidly for some teachers while other teachers will require several visits per week throughout the first months of the school year. As part of the in-class coaching, the coach meets with the teacher outside the classroom (perhaps a paraprofessional covers the class). The coach communicates problems, guides the teacher in determining the cause and role plays the proposed change. The in-classroom coaching ideally should be done by a person who has been an exemplary Direct Instruction teacher and has had training in supervisory techniques. If such a person is not available, an exemplary teacher who has not previously taught Direct Instruction can serve in this role.

Answer the questions in step 2 on page 19 in your Workbook:

- a. How feasible is it to establish a 3-5 day preservice prior to school beginning?
- b. How feasible is it to provide weekly inservices for groups of teachers during the school year? Each teacher would attend about one and one-half hours per week.
- c. How feasible is it to place an exemplary teacher in the role of on-site coach?

### 3. Consultants

If a school does not have an experienced Direct Instruction on-site coach, arrangements should be made to secure the services of a consultant to train one or more teachers as on-site coaches. A list of available consultants can be obtained from the Association for Direct Instruction (1-800-995-2465). The amount of consulting time needed depends on the adequacy of the preservice, the amount of on-site supervisory time that will be available to monitor classrooms and inservices, the experience of the on-site coach with the Direct Instruction program, and the relative climate of the school.

Answer question 3 on page 19 in your Workbook:

- a. How feasible is it to use school funds to hire outside consultants?

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## 4. Organization

Organization involves: (1) allocation of adequate minutes for instruction, (2) placing children in appropriate instructional settings, and (3) scheduling instruction to facilitate effective use of time. The goal is to ensure that students are always placed in instructional settings in which the student will be comfortably challenged while encountering adequate success to develop a positive self image.

Children are placed in groups with students performing at the same level. The more homogeneous the students in a group are, the fewer sacrifices in terms of efficiency the teacher needs to make. Children are regrouped throughout the year if their performance is higher or lower than the children in the group.

Adequate teaching time is provided to allow all students to master a core curriculum. The amount of time devoted to the core curriculum should depend on the knowledge level of the students. Students with more knowledge will require less time. Since teacher time for instruction is limited, decisions about how to use time efficiently must be made.

A key to efficiently using school resources is to arrange small group teaching in the early grades. Small group instruction makes it easier to ensure all children are progressing. When foundation skills are mastered in early grades, more sophisticated skills can be taught in a whole-class setting in later grades. Teaching skills to a whole class in which each student has adequate background knowledge allows a teacher to accelerate students' learning. A third-grade teacher who can present reading, math, social studies, science, spelling, and written expression to a class in which every student has the necessary knowledge to benefit from the instruction will be able to teach much more than a third-grade teacher who has some students who have not mastered basic skills and thus has to have several groups or has to water down instruction.

Answer the questions in step 4 on page 19 in your Workbook:

- a. How feasible is it to arrange flexible, homogeneous grouping for instruction in all academic areas?
- b. How feasible is it to have instructional assistants or ancillary personnel be used to facilitate small-group instruction in the lower grades and remedial instruction in upper grades?

## 5. Teacher Contract Provisions

The expectations of teachers in a Direct Instruction implementation are much different from the expectations usually placed on teachers. Foremost is the willingness of the teachers to work in the classroom with a supervisor/coach and to accept and implement suggestions from skilled supervisory personnel. Also, teachers are expected to learn and present scripted teacher presentations and bring all children to mastery levels.

Teaching staffs will vary in their willingness to accept Direct Instruction. The decision to adopt Direct Instruction should be shared with the school community. Forcing teachers to use Direct Instruction against their will usually backfires on the decision-makers. A better choice is to work with teachers who want to use Direct Instruction and tell those who are initially reluctant to do so that they may use whatever methods they prefer as long as they are able to achieve the same level of achievement as the Direct Instruction teachers. Through the first year the willing Direct Instruction teachers usually are able to obtain levels of performance that are so impressive, the other teachers will want to try it themselves.

Answer the question in step 5 on page 19 in your Workbook:

- a. What level of willingness does the teaching staff exhibit to implement the program?

## 6. Central Administration Attitude

Aspects of the Direct Instruction Model are in conflict with guidelines of some national curriculum organizations. Members of curriculum departments often support these guidelines. Figuring out the supporters of the implementation and those who might be opposed is important, especially if waivers or exceptions to policies need to be approved.

It's important to assess which officials may cause difficulties for the implementation. Sometimes involving these people in the initial planning can avoid later problems.

Answer the question in step 6 on page 19 in your Workbook:

- a. What level of support will district supervisors give to the implementation?

## 7. Administrative Support

The active involvement of the principal is critical. A principal who is knowledgeable about the curriculum and teaching techniques, who visits classrooms regularly, and who confers regularly with the on-site coach, consultants, and teachers, will facilitate a high level of teacher effort.

The principal plays a vital role in building the morale and cohesiveness of the school staff and the community. All staff members and community members should be treated with dignity and respect. This means doing things like responding to teacher requests in a timely manner and providing intensive support in the form of opportunities for training for teachers who are not performing acceptably.

Thaddeus Lott from Wesley Elementary has good advice for working with teachers who are not performing acceptably: "I first look at grouping. If the teacher has more than three reading groups in an average performing class, I move some groups to another teacher. Then I look at materials. Does the teacher have all the required materials for teaching effectively? If not, I get the materials. Then I look at training. Has the teacher had enough training to implement the program properly? If not, I provide more coaching and training."

The principal should solicit teacher input in judging the adequacy of the principal's and other support services. Regular surveys to gather feedback from teachers are important. Teachers should also have opportunity to discuss problems and propose solutions in regular meetings with the principal.

During the school year, the principal should (a) ensure that adequate in-class coaching and inservice training is occurring, (b) participate in construction of daily schedules and ensure that schedules are being followed, (c) confer regularly with the on-site coach about the progress of each group, (d) ensure mastery tests are being given and remediations applied in a timely manner, (e) give recognition and feedback to teachers and students, and (f) prepare reports to the local community on the status of the implementation.

*Phyllis Wilkin's book, Turning Our School Around: Seven Commonsense Steps to School Improvement is a great "how-to" book for principal's leading a DI implementation for the first time. See review and details on ordering on page 79. Highly recommended.*

Answer the question in step 7 on page 20 in your Workbook:

- a. How feasible is it that the principal will devote sufficient attention to implementing the model?

## 8. Community Support

Community support is a vehicle which can enable a school to get the cooperation needed to support a successful implementation of the model.

The presence of community organizations and churches that are supportive of the model and that have the power to elicit cooperation from district supervisory personnel is an asset to a school.

Answer the question in step 8 on page 20 in your Workbook:

- a. How great is the influence of the community to facilitate the implementation of the model?

Complete the Action Step in the Workbook.

## STAGE 2—SET SPECIFIC SCHOOL POLICIES

### 1. Make Decisions About Classroom Scheduling and Grouping Students

In the Direct Instruction Model, for all academic instruction, children are to be placed in an instructional setting with other children at their skill level (homogeneous grouping). The most efficient way to do this is by creating classrooms with children who are at the same academic level.

Teachers who have classes with the lowest-performing children should receive a great deal of support. A teacher with poor readers will not be able to use any of the grade-level materials from traditional texts. In grade 3 and above, teachers should be given access to the full range of Direct Instruction programs.

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If a small school does decide to create homogeneous classrooms based on academic levels, the school may find it necessary to create several cross-grade mixes. Here are several points to consider:

- Do not group the lowest-performing children from one grade with the higher-performing children from the grade below. The higher-performers, even though younger, will learn at a faster rate. For example, don't group the higher third-graders with the lowest fourth-graders, because the third-graders will likely soon surpass the fourth-graders. Instead, group the high children for one grade with the middle performers from the grade above.
- In the intermediate grades and junior high, a mixed-grade classroom with children functioning at the same academic level can work well. The lowest performers from two or even three upper-grade levels can be placed together if they are at the same level.

If a school does not want to create homogeneous classes, instruction in homogeneous academic settings can be accomplished through cross-class grouping in which instruction for a particular subject is scheduled for several classes at the same time and children switch rooms to receive the appropriate instruction for that subject.

Establishing realistic and appropriate schedules is essential to having effective classrooms and utilizing school resources efficiently.

Small-group instruction in reading is required for all children reading at or below a third-grade level. This means that virtually all children in grade 3 and below will have reading instruction in small groups, each of which requires approximately 35-40 minutes of instructional time. Children in upper grades who are reading at or below third-grade level also require small-group instruction for reading.

Language and math instruction in kindergarten and first grade should also be done in small-group settings. Each session is approximately 35 minutes.

Each instructional group is taught every day for at least the prescribed number of minutes.

Here are basic time needs:

#### Kindergarten and 1st grade

Reading – 3 groups @ 35 minutes each  
Language – 3 groups @ 35 minutes each  
Math – 2 or 3 groups @ 35 minutes each

#### 2nd and 3rd grade and remedial upper grades

Reading – 2 groups @ 40 minutes each  
Math – 1 large group @ 45 minutes  
Language – 1 large group @ 45 minutes  
Spelling – 1 large group @ 20 minutes

#### 4th grade and above

Reading – 1 group @ 45 minutes  
Math – 1 group @ 45 minutes  
Language – 1 group @ 45 minutes  
Spelling – 1 group @ 20 minutes

For schools with children entering school below their peers or schools which currently have children performing below grade level, extra periods of instruction should be scheduled in order to get children progressing at a rate that will enable them to gain on their peers. For example, a daily extra reading period could be scheduled.

A related decision involves whether children should have structured language instruction in preschool. This instruction is necessary to enable the at-risk child to succeed in other programs.

Another related decision involves having an academic kindergarten with small-group instruction in reading, language, and math. The academic kindergarten is critical for children who come to school without adequate academic preparation. The academic kindergarten accelerates the rate at which students reach the stage where they can use reading as a tool for broadening their knowledge base.

Describe decisions on grouping and scheduling in step 1 of Stage 2 in the Workbook.

## **2. Chapter 1 Program**

The federally funded Chapter 1 program has a provision whereby a school with a high percentage of children of poverty can apply for school-wide status. This status enables Chapter 1 funds to be used to serve any child in the school.

If possible, the school should seek this status. Being a school-wide Chapter 1 school avoids the often cumbersome restrictions on who Chapter 1 staff can work with.

Specify if this status is to be applied for in step 2 of Stage 2 in your Workbook.

## **3. Budgeting Time for Inservice**

The purposes of Direct Instruction Inservice are to: (1) prepare the teacher for the specific tasks, exercises, or procedures that are coming up in the programs they'll be teaching; and (2) work on common problems teachers are having with exercises or procedures that they are currently teaching.

During the spring, arrangements should be made to ensure that on-going inservice training will occur throughout the school year.

These inservices can include reading Teacher's Guides, observing videos, practicing new formats, and role playing. Practicing lessons before presenting the lessons to children will help the teacher significantly and will produce greater student learning. When role playing, practice would focus on presenting lessons fluently and correcting probable student errors.

Part of the inservice, especially beginning with the third-grade curriculum, should involve the teachers acting as students while another teacher presents the lessons. As the programs become more complex, we must assure that teachers are thoroughly familiar with the kinds of answers students should be producing.

The schedule for inservice for new teachers should provide for relatively more practice during the first part of the school year and relatively less practice late in the year.

Ideally, the inservice should be relatively short—about an hour. Normally, the session should be for teachers of a particular level of a program, such as Reading II. Sometimes, teachers of different levels benefit from the same inservice, but usually not. What is covered is usually very specific to a particular program. An exception would be Reading V and VI. The formats and the procedures are similar for these two programs; therefore, the student problems are similar.

Inservices would occur for groups of teachers presenting the same programs. Ideally, a teacher presenting one new program would have about one and one-half hours inservice per week. For each new program, you might add half an hour per week of inservice.

The determination of how and when to conduct inservices will depend on provisions of the teacher contract with the school district. Inservices can be held before the children arrive, after they leave, during teacher breaks, or during specially freed-up school time.

Specify how inservice will be managed in step 3 of Stage 2 in the Workbook.

## **4. Decide on Request for Teacher Commitment**

Teachers who will be participating in the implementation should receive enough information so that they might willingly and enthusiastically sign a letter of commitment like the one on the following page:

### Letter of Commitment

As an educator dedicated to providing all children with an optimal education, I commit to:

1. Attend and participate in preservice and inservice training.
2. Implement techniques presented in preservice/in-service and implement suggestions and assignments made by the on-site coach.
3. Preview lessons before classroom presentation in order to deliver them in a lively manner and be prepared to correct likely student errors.
4. Follow the scripts when teaching lessons, giving clear signals and pacing the lesson in an attention-getting manner.
5. Monitor children's performance and use Direct Instruction correction procedures.
6. Attempt to have 100% of the children in a group master each exercise.
7. Spend the entire time allocated for instruction in direct teaching activity.
8. Administer in-progress mastery tests and initiate remediation sequences as specified in the Teacher's Guide.
9. Follow guidelines for structuring the school day in a manner that promotes efficient use of time and minimizes undesired behavior.
10. Regularly and in a timely manner, mark all independent work, provide students with adequate information to correct missed items, have students fix missed items, and record scores.
11. Use acknowledgment of student success and praise as the primary means for promoting desired student behavior, and follow agreed-upon, campus-wide procedures for fostering acceptable student behavior.
12. Use instruction as a vehicle to teach desired behaviors when children exhibit undesired behavior.
13. Work in a constructive manner with all staff members to solve problems.

Signature of Intent: \_\_\_\_\_

To build the support for the model, videos can be shown and/or school visits can be made to a Direct Instruction school in which the children are performing well and the principal of the school is committed to better student achievement. A visit to an exemplary school such as Wesley Elementary School in Houston, Texas is very powerful. (Call 713-696-2860 to arrange a visit to Wesley.) To obtain names of other nearby models, call ADI (1-800-995-2464).

Videos can be shown at inservices. Possible videos to show are:

- An ABC PrimeTime Live segment on the hostile reaction of the central administration to Mr. Thaddeus Lott, Principal of Wesley Elementary School in Houston. An incident is highlighted in which the district's response to the good test performance at the school was an accusation of cheating.

- "Bridge to the Future," a video produced by the University of Oregon Follow Through Project. The video, which presents data on Direct Instruction, features an interview with Mr. Lott, Principal of Wesley Elementary School.
- Tape 1 of the Reading Mastery and Fast Cycle training series distributed by DI TV. This tape explains the history and rationale of Direct Instruction.

The above videos are available from ADI for \$10 each. (See page 80 for ordering information.)

Teachers who will not use the programs and who do not achieve comparable levels of achievement in the classes during the first year should be counseled to transfer to school communities more consistent with their philosophies of teaching.

Specify steps in step 4 of Stage 2 in your Workbook.

## 5. School-Wide Discipline Policies

The model stresses careful teaching of classroom and school routines and a primary reliance on praise as the major source of eliciting student cooperation.

The model also stresses the importance of establishing proactive procedures to deal with difficult-to-manage students.

This emphasis on using instruction and reliance on positive interactions requires staff development training and administrative monitoring.

Many teachers are accustomed to using the threat of negative consequences as a primary tool. Changing this behavior can be a major undertaking.

A proactive system for difficult-to-manage students involves setting up a system to prevent problems before they occur.

Use step 5 of Stage 2 in the Workbook to specify school-wide management decisions.

## 6. Special Education Inclusion

The model encourages the placement of as many special education children as possible in regular class groups. Special education students are placed in instructional groups based on their placement test performance.

The model also encourages the use of special education personnel in a manner to maximize their contribution to as many children as possible. If possible, special education teachers should be able to teach groups that contain special education and non-special education students.

Note: The efforts of Chapter 1 personnel and special education personnel should be coordinated with the Direct Instruction implementation. All Chapter 1 personnel and special education personnel should also use the Direct Instruction materials.

Describe your inclusion policy in step 6 of Stage 2 in the Workbook.

## 7. Report Cards

The issue of report cards is quite problematic in schools where many children are performing below grade level at the start of the Direct Instruction implementation. During the year, many students are likely to perform at high levels of accuracy and effort, but will be performing below their grade level. The dilemma is how to report their progress without misleading parents or discouraging children.

One solution might be to construct a report with categories that report the child's effort, the child's performance on current work, and a code that tells at what level the student is performing:

## Sample Report Card

	Participation in group instruction	Independent work performance	Level at which performing
Reading			
Math			
Spelling			
Writing			

For participation in group instruction and independent work performance, numerical or letter grades might be written.

For the level at which the student is performing, a code might be used to designate above-grade level, at grade level, somewhat below grade level, or seriously below grade level.

The report card should be viewed as a tool to help in educating the child and informing the child's parents, not as a tool to humiliate or punish a child.

Use step 7 of Stage 2 to describe guidelines for report cards.

## 8. Evaluation

Most school districts administer published norm-referenced tests in the spring or fall of each school year. In some states, a state test will also be administered in addition to the district mandated norm-referenced tests.

Standardized, norm-referenced tests have major problems, among which are:

- Quite often standardized tests are not sensitive to the gains made by children who are significantly behind in academic skills.
- Test result summaries often include children who have been in the school only a short time.
- Test reports tell about the children's relative performance but do not tell how much gain the children have made during the academic year. Often, districts do not test children annually.

More precise information about gains in children's performance can be achieved by:

- using testing instruments more sensitive to the gains made by the children. One test that is designed to give information regarding growth on substantive academic content, as well as provide norm-referenced data is the Multilevel Academic Survey Test (MAST). The MAST can be administered to grades 3 through 8 and has norms for grades 2 through 8. There is a test for reading and one for mathematics. The tests include a short form (22 minutes) and a long form (approximately 45 minutes). This test by K. Howell, S. Zucker, and M. Morehead, can be purchased from Psychological Corporation (1-407-345-2000). The advantages of this test are that (a) it provides a lot of information with a relatively short amount of testing time, (b) it meets regular testing standards of reliability and validity, and (c) it measures academic outcomes that parents are likely to see as important for their children to learn.
- giving all children a pretest at the beginning of the school year on the testing instruments the school will use. For all of these reasons, it is likely to be sensitive to children's progress using Direct Instruction programs.
- setting up a database on a spreadsheet. The database would include all children in the school. For each child, the following information would be entered: child's date of entry into the school, current grade placement, child's pretest score, posttest score, and any other relevant data.

Decide if it is necessary to supplement district testing. If so, fill out step 8 of Stage 2 in the Workbook.

## 9. Substitutes

If possible, the school should develop a cadre of substitutes trained in Direct Instruction programs. The substitutes should receive training in programs used in specific grade levels. One substitute might learn the programs used in kindergarten and first grade, while another substitute can be trained in the programs used in the upper-grade classes.

If teacher absence is a problem and it appears that adequate substitutes cannot be obtained (in many urban schools, it's not unusual to find 3-5 teachers out on Monday or Friday), a backup plan should be established to ensure that children receive adequate instruction that day. Here are some possible options:

- Teachers would volunteer to be called upon to teach a reading group during a free period or during a non-instruction period.
- Children from a class might go to other classes for instruction.

Describe plan for substitutes in step 9 of Stage 2 in your Workbook.

## 10. Plans for Children Who Enter the School After the School Year has Begun

Schools that have a high degree of student turnover need to make plans to deal with children who enter the school after the school year begins. Designate a person who will have the time to administer the placement tests. Make provisions for training this person.

Designate a procedure for deciding in what class to place the new child. The key factor is to place the child in a class that has groups as close as possible to the lessons the placement tests indicate are appropriate for where the child should begin. The goal is to place the child in an existing group.

Here are some possible alternatives:

- Schedule instruction in particular subjects at the same time for several grade levels. This allows for easier placement of new students. For example, if all first and second grades have reading at the same time, a wide range of reading groups will be available in which to fit a new student.
- Assign an instructional assistant to provide extra tutoring to enable the children to catch up to the group.
- Establish a classroom for new students. The students would be given the placement test for their grade or for lower or higher grade levels, if necessary. The student would receive intensive instruction in that room until the student is able to perform with a group in a classroom. The student would then be placed in a regular classroom.

Describe your plan in step 10 of Stage 2 in the Workbook.

## STAGE 3—DECIDE ON SCOPE OF FIRST YEAR'S IMPLEMENTATION

### 1. Appraisal of Current School Climate

Rate the school's climate on the factors listed in step 1 of Stage 3 in your Workbook. Then add the score for each factor to derive a total. Below are brief descriptions of the factors.

a. Changing schools which have traditionally produced low student achievement requires a carefully planned system. Many teachers are discouraged and feel unempowered. The level of discouragement can be seen in feelings of hopelessness and inactivity by the teachers.

b. The preciseness of the Direct Instruction curriculum requires the teacher to follow scripts and make decisions applying a range of guidelines. The ability of the staff to learn quickly is important. The ability of the staff to learn new information depends on the academic background of staff members, plus their willingness to study outside the school hours.

c. The ability of the school to arrange for preservice involves ensuring that a 3-5 day period prior to school beginning can be set aside and that arrangements for this preservice can be made early enough to ensure being able to obtain presenters and assure teacher attendance.

d. The capacity to conduct inservices depends on the ability to schedule groups of teachers who are presenting the same program to attend 1 to 1-1/2 hours weekly for the first few months, then biweekly.

e. The capacity to hire persons for on-site coaching positions who have experience with Direct Instruction depends on the availability of such persons and the ability to create a position for them.

f. The proportion of teachers who are currently able to maintain a high level of student engagement can be observed in brief classroom observations.

g. The willingness and capability of the principal to serve an active role in monitoring the implementation depends on the overall responsibilities of the principal and the resources available to help the principal fulfill these responsibilities.

## 2. Alternatives for Implementation

*Implementations should be considered as multi-year projects designed to completely alter the culture of the school. Generally, it is a good idea to limit the size of the implementation during the first year.*

If the school's climate score was low, the initial implementation should be done with only a small group of teachers. If there is no experienced Direct Instruction-trained coach, the first year's goal might be to establish some model classrooms using volunteer exemplary teachers and to prepare teachers to serve in the role of on-site coaches.

In larger urban areas, it is quite usual to find many teachers "burned out." They have become so frustrated by not having the tools to successfully teach that they have given up on themselves and the children. It is possible to change the behavior of these teachers. This change, though, requires an enormous effort. Establishing a base of successful DI teachers makes the task much more doable.

The key factor to consider is your capacity to train and monitor the teachers. It's very important not to exceed your capability to train and monitor the performance of teachers and children.

Probably the safest implementation is a kindergarten/first-grade implementation in which only language and reading are to be taught, and in which all teachers volunteer to be part of the implementation.

The advantages of this implementation are:

- The logistics of providing preservice and inservice are easiest because all teachers are presenting the same programs.
- The children's performance is likely to be impressive to outsiders.
- You establish a foundation from which to build both in terms of children who are in a position to be accelerated (i.e., kindergartners who can read) and in terms of teachers who can serve as coaches in later years.

The disadvantage, of course, is that for one more year you have to witness children in other grades continue to drown academically.

A somewhat more complex implementation involves teaching one subject area in several grades. A particular subject might be selected (e.g., reading or math or spelling or writing). This approach is not as easy as it might seem because of the need to train and monitor teachers in different levels. For example, Reading Mastery I and Reading Mastery II require different types of training. Reading Mastery III through VI training is similar, and parts can be done together. Likewise, the training for Decoding A is different than for Decoding B-1, which is different than Decoding B-2 and C.

Note: It is possible to put in all programs at all levels the first year. In a school in desperate condition, there are advantages in doing this. In many classes, children will learn a lot more than they would have otherwise. In poor classrooms, the children will probably not learn less than they would have. To facilitate this type of implementation, the principal must have the time, the desire, and great organizational skills as well as the resources to get the teachers trained. The political support must be there for responding to attacks from disgruntled teachers or hostile administrators.

Follow step 2 of Stage 3 in your Workbook to establish the size of your first-year implementation.

### 3. Placement Testing of Students

Don't rely on standardized test results to group and place children. These results are not appropriate for placing students in Direct Instruction programs. Use the placement tests that come with each Direct Instruction program. The placement tests you will need for planning an implementation are found on pages 29 to 76.

Placement testing should be done in the spring of the year preceding the program. If a school knows which children will be entering the school in the fall, efforts should be made to test those children in the spring. All children to be considered for the program should be given placement tests in several subjects so that children can be placed in the most appropriate instructional groups.

These tests can be administered by teachers and paraprofessionals. The testers should be carefully trained for administering the tests. A test coordinator should carefully check out each tester on each program in a role-playing situation. Of special concern is teachers accepting mispronounced words during reading tests.

Start placement testing by administering these tests:

Grade	Reading	Reasoning and Writing	Connecting Math	Spelling Mastery	Other
K	I	A	A	—	
1	I	A	A	—	
2	II	C	A & B	A & B	
3	III	C	B & C	A, B, C	
4	IV	D	C & D	A, B, C	
5	V	D	D & E	B, C, D	
6		E	E & Bridge	B, C, D	
7		E	E & Bridge	B, C, D	
8		F	E & Bridge	B, C, D	

Follow step 3 of Stage 3 in your Workbook to organize your placement testing.

Complete the ACTION step in the Workbook.

## STAGE 4—BUDGET PLANNING FOR YEAR 1

### 1. On-Site Coaches

Ongoing staff development occurs through inservice sessions and through in-classroom coaching.

Ideally, the person conducting inservice and in-classroom coaching should be an on-site person who has been trained in DI supervision techniques. However, it is possible to begin the implementation with a person in the role of on-site coach who has been an exemplary teacher, agrees with the Direct Instruction philosophy and practices, has the respect of fellow staff members, and is capable of giving directions to staff members.

The less experience the on-site coach has, the more outside consulting time will be needed.

The ratio of on-site coaches to teachers depends on (1) the number of new programs being implemented, (2) the experience of the teachers, and (3) the number of students who are functioning below grade level.

Follow step 1 of Stage 4 in your Workbook to establish how much coaching time will be needed and what amount needs to be budgeted for on-site coaches.

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## 2. Preservice

Potential costs for preservice training are teacher salaries and presenter salaries. As a general rule, preservice should be a mandatory part of a teacher's assignment.

The schedule below lists the approximate number of hours to be included in a preservice for each program:

Language I	9 hours
Reading I	12 hours
Reading II	12 hours
Reading III, IV, V, VI	9 hours
Connecting Math Concepts A-B	10 hours
Connecting Math Concepts C-E	6 hours
Reasoning & Writing A-B	6 hours
Reasoning & Writing C-E	9 hours
Spelling Mastery A-E	6 hours
Corrective Reading Decoding A or B-1	12 hours
Corrective Reading Decoding B-2 or C	6 hours
Corrective Reading Comp. A or B-1	10 hours

The more programs that will be taught, the more presenters will be needed. Let's say a school is just beginning with kindergarten and first grade in reading and language. Just one presenter would be needed. The preservice days could be divided between Reading I training and Language I training.

If more programs and levels are to be introduced, more presenters will be needed. For example, if the implementation also included second and third grade, training would have to be scheduled in Reading Mastery II and III and other programs that were being taught. The training for different levels of the program is different. For example, the training for a teacher who will be presenting Reading Mastery I is entirely different than the training for a teacher presenting Reading Mastery III.

If the on-site coaches are experienced presenters, they can conduct the preservice. If not, outside presenters are needed. Costs range from \$300-\$500 daily. In areas where little Direct Instruction is currently being used, the presenters will probably have to be from out of town, which will require paying travel expenses.

Follow step 2 of Stage 4 in your Workbook to determine what amount needs to be budgeted for preservice.

## 3. Outside Consultants

If a school does not have an experienced Direct Instruction on-site coach, arrangements should be made to secure the services of a consultant. A list of available consultants can be obtained from ADI (1-800-995-2464). The amount of consulting time needed depends on the adequacy of the preservice, the amount of on-site supervisory time that will be available to monitor classrooms and inservices, the experience of the on-site coach with the Direct Instruction program, and the relative climate of the school.

Follow step 3 in Stage 4 of the Workbook to determine how much to budget for consultanting services.

#### 4. Materials

Materials should be ordered in spring for the following year. The curriculum materials in the Direct Instruction Model, like any curriculum materials, cost more in the initial years of an implementation because of the need to buy non-consumable materials, such as textbooks and teacher's guides. On the next page are the approximate costs (1995-1996 school year) for setting up the programs in different grade levels for the first two years. The costs are calculated assuming 25 children in a classroom. Shipping costs should be added.

Follow step 4 in Stage 4 of the Workbook to estimate the cost of materials.

Kindergarten, first grade, or remedial second grade:

	First Year	Same Grade Level Second Year
Reading	\$1,300	\$400
Language	650	300
Math	425	275

Children at or near second-grade level:

Reading	\$1,200	\$380
Reasoning & Writing	670	450
Math	420	265
Spelling	220	155

Children at or near third-grade level:

Reading	*\$1,300	\$340
Math	425	265
Reasoning & Writing	592	124
Spelling	229	155
Cursive Writing		

Children at or near fourth or fifth-grade level:

	First Year	Second Year
Reading	*\$1,007	\$170
Math	708	132
Reasoning & Writing	516	-0-
Spelling	229	155

Remedial—Intermediate Grades:

	First Year	Second Year
Decoding	\$525	\$200
Comprehension	500	400
Math	700	135
Expressive Writing	200	200
Reasoning & Writing	525	-0-
Spelling	250	155

\*Textbooks can be shared among classes.

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## **5. Paraprofessionals**

Paraprofessionals can do an excellent job of teaching small groups. The use of paraprofessionals to teach small groups is particularly important in kindergarten and first grade and in upper-grade rooms with many children who read poorly. For example, a well-trained paraprofessional might go from class to class teaching small-group language to young children. These staff members should attend preservice and inservice training sessions. Paraprofessionals should spend nearly all their day teaching groups.

Ideally, one paraprofessional slot should be allotted for each two classrooms functioning at a beginning-skills level. Also, there should be one paraprofessional for each 250 children in order to serve as a tester. The tester administers mastery tests that determine if the children are in fact mastering materials.

Estimate the cost of additional paraprofessionals using step 5 of Stage 4 in the Workbook.

## **6. Teacher Release Time for Inservice**

Each teacher needs about one and one-half hours per week to participate in group inservice. Each day up to a total of three hours of school-wide release time may be needed for teachers to work individually with coaches. If it is not possible to structure the school day to have this inservice time, extra funds should be allotted.

Use step 6 of Stage 4 in your Workbook to estimate the cost of teacher release time for inservice.

## **7. Determine Resources Available**

Funding for the project may come from school funds or the school may wish to apply for special funds and grants to ensure sufficient resources are available for a quality implementation.

Complete the ACTION step in Workbook.

# Planning Guide for a Direct Instruction Implementation: Workbook

## INTRODUCTION

Working through the four-stage process described in this booklet will result in an individualized plan to successfully implement Direct Instruction in your school. It is helpful to work through this booklet with a person who has extensive experience with school-wide Direct Instruction implementations. A team, ideally composed of the principal, teacher representatives, parent representatives, and community representatives should participate in the planning sessions.

The planning process assumes that the team has already learned about the model and has a strong commitment towards implementing the model.

To build the support for the model, video tapes are available and school visits can be made to a Direct Instruction school in which the children are performing well and the principal of the school is committed to high achievement. A visit to an exemplary school such as Wesley Elementary School in Houston, Texas is very powerful. (Call 713-696-2860 to arrange a visit.)

Possible videos to show are:

- An ABC PrimeTime Live segment on the hostile reaction of the central administration to Mr. Thaddeus Lott, Principal of Wesley Elementary School in Houston. An incident is highlighted in which the district's response to the good test performance at the school was an accusation of cheating.
- "Bridge to the Future," a video produced by the University of Oregon Follow Through Project. The video, which presents data on Direct Instruction, features an interview with Mr. Lott, Principal of Wesley Elementary School.
- Tape 1 of the Reading Mastery and Fast Cycle training series distributed by DI TV. This tape explains the history and rationale of Direct Instruction.

The above videos are available from ADI for \$10 each. (See page 80 for ordering information.)

## STAGE 1—FEASIBILITY PLANNING

The purpose of this stage is to determine whether the financial resources, school decision-making capability, and political support exist to facilitate the beginning of a multi-year project to implement the Direct Instruction Model.

You will start by filling out a questionnaire dealing with the capability to put into place the aspects that foster a successful implementation. You will give a numerical rating to each factor, then total all the numbers. The total will give you an idea of the school's relative capability to implement the model.

### Capability of the School to Successfully Begin Implementation of the Model

#### 1. Determine ability to use funds to purchase curriculum materials.

- a. How much latitude does the school have in deciding upon which curriculum materials can be purchased with available funds? In some districts, funds can only be used for materials on a district-approved list.

High					Low
30	20	10	5	0	

**2. Determine ability to use funds to establish adequate staff development.**

- a. How feasible is it to establish a 3-5 day preservice prior to school beginning?

High				Low
10	8	6	4	0

- b. How feasible is it to provide weekly inservices for groups of teachers during the school year? Each teacher would attend about 1-1/2 hours per week.

High				Low
10	8	6	4	0

- c. How feasible is it to place an exemplary teacher in the role of on-site coach?

High				Low
10	8	6	4	0

**3. Determine ability to use funds to purchase services of outside consultant.**

- a. How feasible is it to use school funds to hire outside consultants?

High				Low
15	12	8	4	0

**4. Determine the ability of the team to make organization decisions about grouping and scheduling of children.**

- a. How feasible is it to arrange flexible homogeneous grouping for instruction in all academic areas?

High				Low
20	15	10	5	0

- b. How feasible is it to have instructional assistants or ancillary personnel be used to facilitate small-group instruction in the lower grades and remedial instruction in upper grades?

High				Low
10	8	6	3	0

**5. Determine teacher contract provisions that must be considered, e.g., as it relates to amount of time available for inservice training.**

- a. What level of willingness does the teaching staff exhibit to implement the program?

High				Low
10	8	6	3	0

**6. Determine what level of support exists from central administration, teachers, and community.**

- a. What level of support will district supervisors give to the implementation?

High				Low
10	8	6	3	0

**7. Determine principal's willingness and capability to implement the model and establish a quality assurance system.**

- a. How feasible is it that the principal will devote sufficient attention to implementing the model?

High				Low
25	20	10	5	0

**8. Determine support of community.**

- a. How great is the influence of the community to facilitate implementation of the model?

High				Low
20	15	10	5	0

**Action**

At this point, the committee must decide whether or not to progress with the planning for implementing the model. Add up the total points. If you have:

over 150, continue on to the next stage. Your school is in a good position to begin a major implementation.

from 110 to 149, continue to next stage. Your school can begin with a limited implementation.

109 or below, the team does not have the capability to implement the model. Rather than proceeding to the next stage, the team should analyze the weaknesses and then make a plan to gain the political support needed to develop the capability to implement the model.

**STAGE 2—DECIDE SPECIFIC SCHOOL POLICIES**

During this stage, the committee makes specific guidelines and policies to be implemented during the school year.

**1. Make decisions about grouping and scheduling.**

- a. Circle one:

- Heterogeneous classes with cross-class grouping
- Homogeneous classes
- Mix of homogeneous and heterogeneous classes

- b. Mixed-grade classrooms permissible:

Yes                      No

- c. Small-group instruction in reading for children functioning at or below third-grade level:

Yes                      No

- d. Double reading for children below grade level:

Yes                      No

e. Full daily periods in the following subjects (check):

☐ reading    ☐ math    ☐ language    ☐ spelling  
☐ other \_\_\_\_\_

f. Language instruction in pre-kindergarten:

Yes                  No

g. Academic kindergarten:

Yes                  No

2. Does the school qualify for school-wide Chapter 1 status?

Yes                  No

3. Determine how inservice training will be arranged.

a. Inservices to be arranged for teachers presenting specific programs:

Yes                  No

b. (Check one)

- ☐ Weekly inservice before or after school.  
☐ Weekly inservice during teacher's free time.  
☐ Other acceptable option: \_\_\_\_\_

4. What type of commitment will be asked of teacher?

Written commitment to be requested?    Yes                  No

Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Make decisions about school-wide discipline policies.

a. Current expectations and the nature of teacher-student interactions.

(Check one)

- ☐ Teachers expected to rely nearly always on praise.  
☐ Teachers expected to rely primarily on praise.  
☐ Teachers expected to use what is necessary to control students.

b. Will having a proactive system for difficult-to-manage children be mandatory?

Yes                  No

Describe: \_\_\_\_\_

c. Expectations for hallway, lunchroom, arrival, and dismissal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Describe the policy on including special education students in regular classroom settings for instruction.

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7. Make guidelines for developing report cards.

a. Good marks for effort even if below grade level:      Yes      No

b. How to communicate to parents that child is below grade level.

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c. What will report card show?

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8. Make decisions about evaluation.

a. Will all students be tested at beginning of implementation?

Yes      No

b. What tests will be used?

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---

c. Establish a database?      Yes      No

9. Make a plan for substitutes.

a. How will arrangements be made to get substitutes proficient with implementing the model?

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10. Make plan for children who enter the school after the school year has begun.

a. Guidelines for placing them in classes.

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b. Provisions for catching them up.

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## STAGE 3—DECIDE ON SCOPE OF FIRST YEAR'S IMPLEMENTATION

During this stage, you will decide on the scope of the first year's implementation. You will start by filling out a questionnaire dealing with factors that affect an implementation. You will give a numerical rating to each factor, then total all the numbers. The total will give you an idea of the relative size for the first year's implementation.

### 1. Current School Climate

Rate the following characteristics on a scale of 1-7:

- a. General work ethic of staff:

High							Low
7	6	5	4	3	2	1	

- b. General ability of staff to learn new information:

High							Low
7	6	5	4	3	2	1	

- c. Capacity to conduct an extensive preservice:

High							Low
7	6	5	4	3	2	1	

- d. Capacity to conduct on-going inservice:

High							Low
7	6	5	4	3	2	1	

- e. Likelihood of employing on-site coaches who have had experience with the model:

High							Low
7	6	5	4	3	2	1	

- f. Percent of teachers who currently maintain a high level of student engagement during school day:

All								None
7	6	5	4	3	2	1	0	

- g. Willingness and capability of principal to serve an active role in monitoring the implementation:

High							Low
7	6	5	4	3	2	1	

### 2. Alternatives for Implementation

Total the number of points from current school climate survey above to determine how large the implementation should be during year one.

Here are rough guidelines to consider:

- 44 - 49                      Can do 2-3 curriculum areas in all grades.
- 36 - 44                      Can do one curriculum area in all grades.
- or -
- Can do 2-3 curriculum areas with all teachers in beginning grades.
- Below 30                      Limit implementation to easier-to-train teachers. These teachers can serve as a core group to support expansion of the implementation in the second year.

### 3. Placement Testing in Curricular Material for Model

Fill out this schedule by putting the tester and the testing date in the appropriate cells:

Grade	Reading	Reasoning & Writing	Math	Spelling	Other
Pre-K					
1					
2					
3					
4					
5					
6					
7					
8					

- Who will train and monitor the testers? \_\_\_\_\_

## Action

Specify the number of classrooms and the subjects to be taught the first year of the implementation:

Grade	# of Classes	Subjects to be Taught
Pre-kindergarten		
Kindergarten		
1st Grade		
2nd Grade		
3rd Grade		
4th Grade		
5th Grade		
6th Grade		
7th Grade		
8th Grade		

## STAGE 4—BUDGET PLANNING FOR YEAR 1

The budget planning for year one includes positions for on-site coaches, consultants, and materials.

### Determine Costs

1. **On-site Coaches.** Fill out the chart on the next page to determine the full-time equivalent positions to be devoted to on-site coaches. The chart takes into consideration that some teachers need more training and monitoring than other teachers. A low-need teacher is one who has good classroom management skills and is likely to need little classroom coaching. A high-need teacher is one who is likely to need more intensive classroom coaching.

	<u>Number of Teachers</u>		<u>Add this column</u>
<b>Reading Instruction</b>			
K or 1st grade classes:			
Low-need teachers	_____ x 2	=	_____
High-need teachers	_____ x 3	=	_____
2nd - 8th grade classes:			
Low-need teachers	_____ x 1	=	_____
High-need teachers	_____ x 2	=	_____
Chapter 1 and Special Ed:			
Low-need teachers	_____ x 1	=	_____
High-need teachers	_____ x 2	=	_____
<b>Math Instruction</b>			
Low-need teachers	_____ x 1	=	_____
High-need teachers	_____ x 2	=	_____
<b>Language or Reasoning &amp; Writing</b>			
Low-need teachers	_____ x 2	=	_____
High-need teachers	_____ x 3	=	_____
<b>Spelling Instruction</b>			
Low-need teachers	_____ x 1	=	_____
High-need teachers	_____ x 2	=	_____
<b>TOTAL PROGRAM NUMBER FOR COACHING:</b>			_____

Budget Estimate:

$$\text{Full-time coach positions} \times \frac{\text{Average Salary}}{\text{Total budgeted for on-site coaches}} = \boxed{\phantom{000000}}$$

## 2. Preservice

- Stipends for teachers:
 

# of Teachers		Daily Rate		# of Days	
_____	X	_____	X	_____	= _____
- Presenters:
 

# of Consultants		Daily Rate		# of Days	
_____	X	_____	X	_____	= _____
- Travel and lodging for presenters = \_\_\_\_\_
- Budget estimate for preservice costs = \$

3. **Outside Consultants.** Fill out the chart below to determine the amount of outside consultant time needed for ongoing school activities after preservice:

a. Total number of programs for coaching (see above): \_\_\_\_\_

b. Subtract:

Number of teachers who have previously demonstrated ability to teach Direct Instruction in an exemplary fashion:

Number of programs taught by each teacher:

$$\text{_____} \times \text{_____} = \text{_____}$$

c. Subtract: (Decreased need because on-site coach has previous experience.)

Number of programs to be used in which the on-site coach has had extensive teaching experience:

Number of teachers using these programs:

$$\text{_____} \times \text{_____} = \text{_____}$$

d. Consultant Program Number: \_\_\_\_\_

e. To determine consultant days needed:

- Days needed during first 3 months:

$$\frac{(\text{Line D})}{7} \times 3 = \boxed{\phantom{000}} \text{ days.}$$

- Days needed during next 4 months:

$$\frac{(\text{Line D})}{7} \times 4 = \boxed{\phantom{000}} \text{ days.}$$

- Total consulting days:  $\boxed{\phantom{000}}$

f. Estimated Consultant Cost:

# of days

Daily Fee

Expenses

$$\text{_____} \times \$ \text{_____} + \$ \text{_____} = \$ \boxed{\phantom{0000}}$$

4. Materials. Estimate the costs for the first year:

<u>Program</u>	<u>*# of classes</u>	X	<u>Estimated cost per class of 25</u>	=	<u>Total</u>
Reading	_____		\$1,400.00		\$ _____
Math	_____		700.00		_____
Language	_____		700.00		_____
Spelling	_____		300.00		_____

Estimated Cost for Materials:

\$

\*Classes sharing textbooks should be counted as one.

5. Paraprofessionals:

a. New positions to teach small-group instruction:

\_\_\_\_\_ positions @ \_\_\_\_\_ = \$   
Annual Salary

b. New positions to administer mastery tests:

\_\_\_\_\_ positions @ \_\_\_\_\_ = \$   
Annual Salary

6. Teacher release time for inservice:

\_\_\_\_\_ hours @ \_\_\_\_\_ per hour = \$

Total estimated budget cost (add totals for 1-6)

\$

Determine how much money is available:

District funds \_\_\_\_\_  
Chapter 1 funds \_\_\_\_\_  
Other funds \_\_\_\_\_

TOTAL FUNDS AVAILABLE

\$

Action

Decide if the amount needed for the first year matches the funds available. If not, return to Stage 3 to adjust level of implementation.

# Reading Mastery Placement Tests

The placement tests can be used to determine the level of *Reading Mastery* in which your students should be placed. There is a separate test for each level.

Ideally, placement testing should be conducted at the beginning of the school year. Begin placement testing by giving your students the placement test that corresponds with their grade level. For example, students in third grade should be given the placement test for *Reading Mastery III*.

The following sections give specific instructions for each placement test.

## Reading Mastery I

The placement test for *Reading Mastery I* is administered to individual students in turn. You present test items aloud and tally the student's correct answers on a score sheet. You should administer the test in a place that is somewhat removed from the other students, so that they will not overhear the testing.

The test items use several typefaces.

- **THIS TYPE INDICATES WHAT YOU SAY.**
- *This light type indicates what you do.*
- *This italic type shows the student's answers.*

Some test items require you to point to the large letters that appear in this book. For these items, hold the book so that the student can see the letters.

The score sheet appears in the next column. Make one copy of the score sheet for each student. To use the score sheet, simply circle 1 point or 2 points if the student answers correctly.

## SCORE SHEET

### PART 1

Item	Points
1b	0 1
1c	0 1
2b	0 1
	0 1
	0 1
	0 1
	0 1
2d	0 1
	0 1
	0 1
	0 1
3b	0 2
3c	0 2
4b	0 2
4d	0 2
<b>Subtotal</b>	<input type="text"/>

### PART 2

Item	Points
1a	0 2
1b	0 2
2b	0 1
	0 1
2c	0 1
	0 1
2d	0 1
	0 1
<b>Subtotal</b>	<input type="text"/>

**Total**

## PLACEMENT TEST

### PART 1

#### Task 1 Total possible: 2 points

(Circle 1 point on the scoring sheet for each correct response at *b* and *c*.)

This is an oral task. For step *c*, say the sound *d*, not the letter name.

- a. YOU'RE GOING TO SAY SOME SOUNDS.
- b. (test item) SAY (pause) *mm*. *mm*.
- c. (test item) NOW SAY (pause) *d*. *d*.

#### Task 2 Total possible: 10 points

(Circle 1 point on the scoring sheet for each correct response at *b*.)

- a. Point to the sounds. THESE ARE SOUNDS. Point to the boxed *m*. THIS SOUND IS (pause) *mmm*. WHAT SOUND? Touch *m*. *mmm*.
- b. (test items) Point to each unboxed sound in the column. For each sound, ask: IS THIS (pause) *mmm*?

(Circle 1 point on the scoring sheet for each correct response at step *d*.)

- c. Point to the boxed *a*. THIS SOUND IS (pause) *aaa*. WHAT SOUND? Touch *a*. *aaa*.
- d. (test items) Point to each unboxed sound in the column. For each sound, ask: IS THIS (pause) *aaa*?

**m**

**a**

**m**

**a**

**a**

**m**

**a**

(Circle 2 points on the scoring sheet for each correct response at b and c.)

- a. LET'S PLAY SAY IT FAST. LISTEN. ICE (pause) BOX. I CAN SAY IT FAST. ICEBOX.
- b. (test item) LISTEN. FOOT (pause) BALL. (Pause.) SAY IT FAST. *Football*. YES, FOOTBALL.
- c. (test item) HERE'S ANOTHER WORD. (Pause.) Nnnōōōzzz. (Pause.) SAY IT FAST. *Nose*. YES, *nose*.

(Circle 2 points on the scoring sheet for each correct response at *b* and *d*.)

This is an oral task. Do not stop between the sounds when saying zzzooooooo or wwweee.

- a. FIRST I'LL SAY A WORD SLOWLY. THEN YOU'LL SAY THAT WORD SLOWLY. I'LL SAY (pause) **zoo** SLOWLY. LISTEN. (Pause.) **Zzzoooooooo.**
- b. (test item) YOUR TURN. SAY (pause) **zzzoooooooo.** **Zzzoooooooo.**  
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)
- c. NOW I'LL SAY (pause) **wē** SLOWLY. LISTEN. (Pause.) **Wwwwēēē.**
- d. (test item) YOUR TURN. SAY (pause) **wwwwēēē.**

(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)

Add the number of points the child earned on part 1.  
Note: Administer part 2 only to children who made 19 or 20 points on part 1.

**Task 1** Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at a and b.)

- a. (test item) Point to the boxed m. LET'S SEE IF YOU REMEMBER THIS SOUND. (Pause.) WHAT SOUND? Touch m. *mmm*.
- b. (test item) Point to the boxed a. LET'S SEE IF YOU REMEMBER THIS SOUND. (Pause.) WHAT SOUND? Touch a. *aaa*.

(Circle 1 point on the scoring sheet for each correct response at *b*, *c*, and *d*.)

- a. I'LL SAY A WORD SLOWLY. THEN I'LL SAY IT FAST.  
LISTEN. (Pause.) **Mmmaaannnn.** (Pause.) I  
CAN SAY IT FAST. **Man.**
- b. **(test item.)** YOUR TURN. SAY (pause) **liinnnn.**  
**liinnnn.**  
**(test item)** SAY IT FAST. **In.**
- c. **(test item)** YOUR TURN. SAY (pause) **aaat.**  
**Aaat.**  
**(test item)** SAY IT FAST. **At.**
- d. **(test item)** YOUR TURN. SAY (pause) **sssiitt.**  
**Sssiiitt.**  
**(test item)** SAY IT FAST. **Sit.**

### End of Placement Test

## Part 1 of the Placement Test

Children who made 0–14 points begin with Reading Mastery I, lesson 1.

Children who made 15–18 points begin with Reading Mastery I, lesson 11.

Children who made 19–20 points should proceed with Part 2 of the placement test.

## Part 2 of the Placement Test

Children who made 0–7 points begin with Reading Mastery I, lesson 11.

**Children who made 8–10 points should be placed, if possible, in Reading Mastery: Fast Cycle I.**

## Reading Mastery II

For the *Reading Mastery II* placement test, each student reads a story aloud, as you count the student's decoding errors.

You will need to make one copy of the story on the next page. You should administer the test in a place that is somewhat removed from the other students, so that they will not overhear the testing.

Use the following procedures to administer the placement test.

1. Give the student a copy of the story.
2. Point to the passage and say, "I want you to read this story out loud. Take your time. Start with the title and read the story as well as you can."
3. Time the student and make one tally mark for each error. Use the following guidelines when tallying errors.
  - If the student misreads a word, tell the student the word and mark one error.
  - If the student reads a word incorrectly and then correctly, mark one error.
  - If the student sounds out a word instead of reading it normally, mark one error.  
(Note: Correct the student the first time the student sounds out a word. Ask the student, "What word is that?" If the student reads the word correctly, do not mark an error. If the student sounds out the word, mark an error. Do not correct the student on any subsequent sounding-outs.)
  - If the student does not identify a word within four seconds, tell the student the word and mark one error.

- If the student skips a word, point to the word. If the student does not read the word correctly, mark one error.
  - If the student skips a line, point to the line. If the student does not read the line correctly, mark one error.
4. After two and a half minutes, stop the student. Count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.
  5. Total the student's errors.

### Placement Guidelines

Place your students as follows:

- Students who made 0 to 3 errors should be placed in lesson 11 of *Reading Mastery II*.
- Students who made 4 to 8 errors should be placed in lesson 1 of *Reading Mastery II*.
- Students who made more than 8 errors should be placed in *Reading Mastery I*. To determine an appropriate placement for these students, give them the individual rate-and-accuracy checkouts from *Reading Mastery I*. Start with the checkout for lesson 140. If the student passes this checkout, place the student in lesson 141. If the student does not pass this checkout, present the checkout for lesson 130. Continue working backward until the student passes a checkout. Place the student in the lesson that follows the checkout lesson.

the cow on the rōad

lots of men went down the  
rōad in a little car.

a cow was sitting on the  
rōad. sō the men ran to the cow.  
“wē will lift this cow,” they said.

but the men did not lift the  
cow. “this cow is sō fat wē can  
not lift it.”

the cow said, “I am not sō  
fat. I can lift mē.” then the cow  
got in the car.

the men said, “now wē can  
not get in the car.” sō the men  
sat on the rōad and the cow  
went hōme in the car.

the end

## Reading Mastery III, IV, V and VI

The placement tests for *Reading Mastery III, IV, V, and VI* are similar in many respects. In part 1 of each test, individual students read a passage aloud as you count decoding errors. You will need to make one copy of the appropriate test for each student. You should administer part 1 in a place that is somewhat removed from the other students, so that they will not overhear the testing.

Use the following guidelines when counting decoding errors on part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as *s* or *ed*, count one error.
- If the student reads a word incorrectly and then correctly, count one error.
- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

### Reading Mastery III

#### Instructions for Part 1

Use the following procedures to administer part 1.

1. Give the student a copy of the test.
2. Point to the passage and say, "You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have one and a half minutes to read the passage. Go."
3. Time the student and make one tally mark for each error the student makes in the last thirteen lines of the passage, which are preceded by asterisks. (The first four lines serve as a "warm-up," so errors in the first four lines don't count.)

4. After one and a half minutes, stop the student. Count every word not read as an error.
5. Total the student's errors.

#### Instructions for Part 2

After all the students have finished part 1, administer part 2 to those students who made no more than four errors on part 1. Use the following procedures.

1. Assemble the students.
2. Give each student a copy of the test, and make sure the students have pencils.
3. Say, "Here is the passage that you read earlier. Follow along as I read the passage out loud. After I'm finished, you will write the answers to the questions in part 2."
4. Read the passage to the students.
5. Say, "Now write the answers to the questions in part 2. You have four minutes. Go."
6. Collect the tests after four minutes.
7. Total each student's errors, using the Answer Key.

#### Answer Key for Part 2

1. The elf
2. Red food is good to eat.
3. *Idea:* Because she was hungry
4. *Ideas:* All around; on the ground; on the side of the mountain
5. Just after Jean said, "But what and when."

#### Placement Guidelines

Place your students as follows:

- Students who made 0 or 1 total errors should be given the placement test for *Reading Mastery IV*.
- Students who made 0 to 3 errors on part 1 and 0 to 1 errors on part 2 should be placed in lesson 1 of *Reading Mastery III*.
- Students who made 4 to 7 errors on part 1 and 0 to 2 errors on part 2 should be placed in lesson A of *Reading Mastery III*.
- Students who made more than 8 errors on part 1 or more than 3 errors on part 2 should be given the placement test for *Reading Mastery II*.

## ***Reading Mastery IV***

### **Instructions for Part 1**

Use the following procedures to administer part 1.

1. Give the student a copy of the test.
2. Point to the column of words at the top of part 1.
3. Say, "Touch word 1." (Wait.) "That word is California."
4. Repeat step 3 for words 2-5.
5. Point to the passage and say, "You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go."
6. Time the student and make one tally mark for each error.
7. After two minutes, stop the student. Count every word not read as an error.
8. Total the student's errors.

### **Instructions for Part 2.**

After all the students have finished part 1, administer part 2 to those students who made no more than six errors on part 1. Use the following procedures.

1. Assemble the students.
2. Give each student a copy of the test, and make sure the students have pencils.
3. Say, "Here is the passage that you read earlier. Read the passage again silently; then answer the questions in part 2. You have five minutes. Go."
4. Collect the tests after five minutes.
5. Total each student's errors, using the Answer Key.

### **Answer Key for Part 2**

1. *Idea:* Because the ship was on fire
2. *Idea:* Linda, Kathy
3. lifeboats
4. Linda
5. 13
6. 10
7. hand
8. *Idea:* In a lifeboat
9. Japan
10. *Idea:* To see their father
11. 3 days

## **Placement Guidelines**

Place your students as follows:

- Students who made 0 or 1 total errors should be given the placement test for *Reading Mastery V*.
- Students who made 0 to 6 errors on part 1 and 0 to 2 errors on part 2 should be placed in *Reading Mastery IV*.
- Students who made more than 6 errors on part 1 or more than 2 errors on part 2 should be given the placement test for *Reading Mastery III*.

## ***Reading Mastery V***

### **Instructions for part 1**

Use the following procedures to administer part 1.

1. Give the student a copy of the test.
2. Point to the passage and say, "You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go."
3. Time the student and make one tally mark for each error.
4. After two minutes, stop the student. Count every word not read as an error.
5. Total the student's errors.

### **Instructions for Part 2.**

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedures.

1. Assemble the students.
2. Give each student a copy of the test, and make sure the students have pencils.
3. Say, "Here is the passage that you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go."
4. Collect the tests after seven minutes.
5. Total each student's errors, using the Answer Key.

### Answer Key for Part 2

1. *Idea:* The Bermuda Islands
2. *Ideas:* To dive; to see the bottom of the ocean
3. Warm
4. The guide
5. *Ideas:* partner; person
6. *Idea:* Signal the guide
7. *Idea:* Go to the surface
8. *Idea:* Get the bends
9. pressure

### Placement Guidelines

Place your students as follows:

- Students who made 0 or 1 total errors should be given the placement test for *Reading Mastery VI*.
- Students who made 0 to 6 errors on part 1 and 0 to 2 errors on part 2 should be placed in *Reading Mastery V*.
- Students who made more than 6 errors on part 1 or more than 2 errors on part 2 should be given the placement test for *Reading Mastery IV*.

### Reading Mastery VI

#### Instructions for Part 1

Use the following procedures to administer part 1.

1. Give the student a copy of the test.
2. Point to the passage and say, "You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go."
3. Time the student and make one tally mark for each error.
4. After two minutes, stop the student. Count every word not read as an error.
5. Total the student's errors.

### Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedures.

1. Assemble the students.
2. Give each student a copy of the test, and make sure the students have pencils.
3. Say, "Here is the passage that you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go."
4. Collect the tests after seven minutes.
5. Total each student's errors, using the Answer Key.

### Answer Key for Part 2

1. King
2. princess
3. *Ideas:* His daughter; Marygold
4. Gold
5. *Idea:* His daughter/gold
6. *Idea:* Because they weren't gold
7. Roses
8. perfume
9. *Idea:* The chink of one coin against another

### Placement Guidelines

Place your students as follows:

- Students who made 0 to 6 errors on part 1 and 0 to 2 errors on part 2 should be placed in *Reading Mastery VI*.
- Students who made more than 6 errors on part 1 or more than 2 errors on part 2 should be given the placement test for *Reading Mastery V*.

## PART 1

Jean was walking in a strange place. She was close to mountains. And she was very hungry. She said, "I wish I had something to eat."

\* Just then a strange little elf appeared. He said,  
\* "There is lots of food around here. You may eat all  
\* you want, but remember this rule: Red food is good to  
\* eat. See if you can say that rule."

\* Jean said, "Red food is good to eat."

\* The elf said, "Good remembering."

\* Jean said, "I will remember that rule. But what  
\* and when . . ."

\* The elf was suddenly gone. Jean said to herself,  
\* "That is strange. Just after I said 'But what and  
\* when,' the elf went away."

\* Jean looked around and found lots of food. There  
\* was food on the ground. There was food on the side of  
\* the mountain.

## PART 2

1. Who told the rule about red food? \_\_\_\_\_

2. What is the rule about red food? \_\_\_\_\_  
\_\_\_\_\_

3. Why did Jean want something to eat? \_\_\_\_\_  
\_\_\_\_\_

4. Where did Jean see food? \_\_\_\_\_

5. Circle the answer. When did the elf go away?

- Just after Jean said, "Here and there."
- Just after Jean said, "But what and when."
- After Jean ate.

PART 1

1. California
2. Pacific
3. loudspeaker
4. lifeboat
5. Japan

• • • • •

"Fire! Fire!" a voice said over the loudspeaker. "The forward deck is on fire," the voice announced. "Everybody, leave the ship. Get into the lifeboats!"

Linda and her sister were on their way from the United States to Japan. Linda was thirteen years old, three years older than Kathy. Their father was in Japan, and they were on their way to visit him. Three days before, they had left California on a great ship called an ocean liner. They were now somewhere in the middle of the Pacific Ocean.

"Fire! Fire!" the voice shouted. "Everybody get into the lifeboats!"

People were running this way and that way on the deck of the ship. They were yelling and crying.

"Hold on to my hand," Linda said. The girls went to the lifeboats. People were all around them, shoving and yelling. Linda could not see much. She was afraid. Suddenly she was no longer holding Kathy's hand.

Suddenly a strong pair of arms grabbed Linda. "In you go," a voice said. A big man picked Linda up and put her in the lifeboat.

"Where's my sister?" Linda asked. Linda looked but she couldn't see her younger sister.

PART 2

1. Why was everybody trying to leave the ship? \_\_\_\_\_
2. Name the two sisters that were on the ship. \_\_\_\_\_
3. People were trying to get into the \_\_\_\_\_.
4. Which sister was older? \_\_\_\_\_
5. How old was that girl? \_\_\_\_\_
6. How old was her sister? \_\_\_\_\_
7. Linda told Kathy, "Hold on to my \_\_\_\_\_."
8. When the big man picked up Linda, where did he put her? \_\_\_\_\_
9. What country were the girls going to? \_\_\_\_\_
10. Why were the girls going there? \_\_\_\_\_
11. How long had they been on the ship? \_\_\_\_\_

## PART 1

*An Underwater World*

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was about 1,600 kilometers east of Florida. They were south of the Bermuda Islands. Darla was the last diver to go down the ladder and enter the warm water.

"Now stick together," the guide said as he floated with his mask tilted back on his forehead. "You've got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody's going to get lost."

The guide continued, "If you get separated, go to the surface of the water. Don't try to look for the rest of us. Just go to the surface. And remember, don't go up too fast. Take at least two minutes to go up, or you may get the bends."

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

## PART 2

1. Near which islands does this story take place? \_\_\_\_\_
2. Why was the group in this place?  
\_\_\_\_\_
3. Was the water warm or cold?  
\_\_\_\_\_
4. Who led the group?  
\_\_\_\_\_
5. Each diver was supposed to stay with a  
\_\_\_\_\_
6. What was a diver supposed to do if the diver wanted to stop and examine something?  
\_\_\_\_\_
7. What was a diver supposed to do if the diver got separated from the group?  
\_\_\_\_\_
8. What problem would the diver have if the diver went up to the surface too fast?  
\_\_\_\_\_
9. This problem was caused by the great  
\_\_\_\_\_ of the water.

## PART 1

*The Golden Touch*

Once upon a time there lived a very rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought that the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So, Midas gave all his thoughts and all his time to collecting gold. When he gazed at the gold-tinted clouds of sunset, he wished that they were real gold, and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking."

And yet, in his earlier days, before he had this insane desire for gold, King Midas had shown a great love for flowers. He had planted a garden where there were the biggest and sweetest roses that any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them, and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals were a thin plate of gold. And though he once was fond of music, the only music for poor Midas now was the chink of one coin against another.

## PART 2

1. *Circle the answer.* What kind of royal person was Midas?

- Emperor      • King      • Prince

2. *Circle the answer.* So his daughter was \_\_\_\_\_.

- an empress      • a queen      • a princess

3. What did Midas love most of all?

\_\_\_\_\_

4. What did he love almost as much?

\_\_\_\_\_

5. But the more Midas loved \_\_\_\_\_,  
the more he desired \_\_\_\_\_.

6. Why didn't Midas think that dandelions were worth picking?

\_\_\_\_\_

7. What kind of flowers had Midas planted in his earlier days?

\_\_\_\_\_

8. Midas used to inhale the \_\_\_\_\_  
of those flowers.

9. What was the only music that Midas loved now?

\_\_\_\_\_

# Reasoning and Writing Level A Placement Testing

Level A is appropriate for all children who have basic language skills and who are placed in a beginning-reading program. (If children are not placed in a reading program, they will have trouble with those items presented near the end of the program that presuppose beginning-reading skills.)

The placement test evaluates children's abilities to follow directions and to use knowledge of prepositions (which is a good indicator of basic language skills).

## Administering the Test

Pass out a test form to each child.

Children are to write their name in the space on top. (Make sure you can identify each test.)

Present the following 3 non-scorable (warm-up) items and 4 scorable items.

"I'm going to tell you to do some very hard things. See if you can do them."

**Note:** These are non-scorable items.

- "Touch a picture that has a cup in it. A cup."  
(Observe children and give feedback.)
- "Touch a picture that has a pencil in it. A pencil."  
(Observe children and give feedback.)
- "Touch a picture that has a book in it. A book."  
(Observe children and give feedback.)

**Note:** These are scorable items.

"Now come the really tough items."

- Item 1. "One of the pictures shows the pencil **under** the book. The pencil under the book. Find that picture." (Pause.) "Draw a circle around that picture. Circle the picture that shows the pencil **under** the book. Raise your hand when you're finished."

**Note:** When presenting item 1, make sure that children are attending to and attempting to follow the directions. If some children seem lost, tell them, "Touch the picture that shows the pencil under the book." Don't tell them whether their response is correct or not but, after they have touched a picture, say, "Circle that picture." Do not prompt for the remaining items.

- Item 2. "One of the pictures shows the pencil **over** the book. The pencil over the book. Find that picture." (Pause.) "Listen: Make a line right through that picture. Make a line through the picture that shows the pencil **over** the book. Raise your hand when you're finished."

- Item 3. "One of the pictures shows the pencil **next to** the book. The pencil next to the book. Find that picture." (Pause.) "Make a big dot in the middle of that picture. Make a big dot in the middle of the picture that shows the pencil **next to** the book. Raise your hand when you're finished."

- Item 4. "One of the pictures shows the pencil **on** the book. The pencil on the book. Find that picture." (Pause.) "Write your first name on that picture. Write your name on the picture that shows the pencil **on** the book. Raise your hand when you're finished."

## Scoring the Test

An answer key follows the test. The test consists of 4 scorable items. Each item is worth 2 points. One point is awarded if the child has put some kind of mark on a correct item. A second point is awarded if the item is marked correctly.

- A perfect score is 8.
- Add the points for the correct pictures: 3, 5, 7 and 11. Award 1 point for each of these pictures if there's a mark of some sort in it. Award a second point for each picture (3, 5, 7 and 11) that has the **right** mark. Give children the benefit of the doubt. If they don't circle the whole picture but part of it, give them credit for performing correctly; if they reasonably approximate the markings called for by the other instructions, give them credit.

Subtract 2 points for any picture that is marked other than pictures 3, 5, 7 and 11.

## Placement Criteria


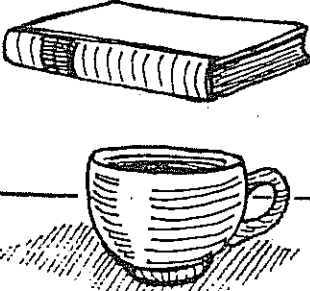
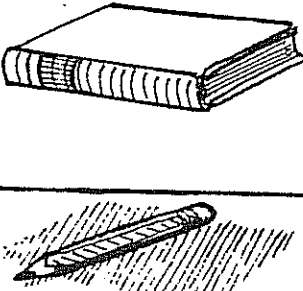

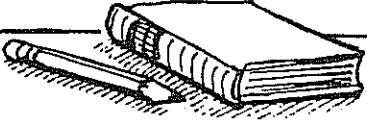

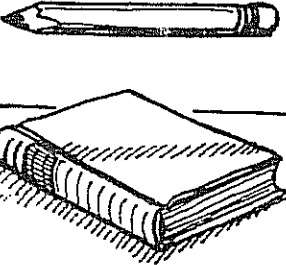


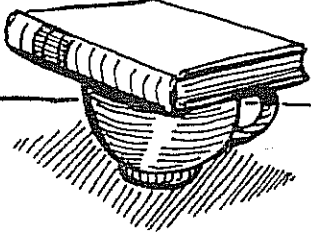
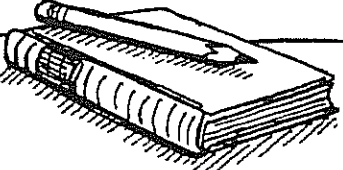
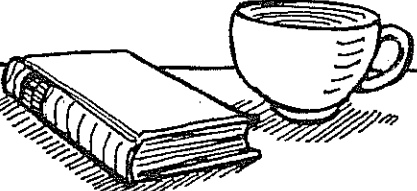
Children pass the test if they achieve a score of 5 or more. If 80% of the children pass the test, *Reasoning and Writing* is appropriate to present to the entire class.

Special work will be needed with those children who do not pass the test. The recommendation for these children is placement in *DISTAR Language 1* (especially children with a score of 3 or less).

# Placement Test

Reasoning and Writing, Level A

Name \_\_\_\_\_

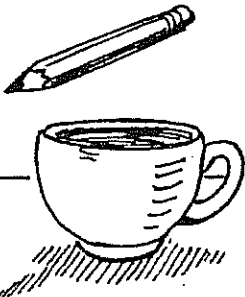
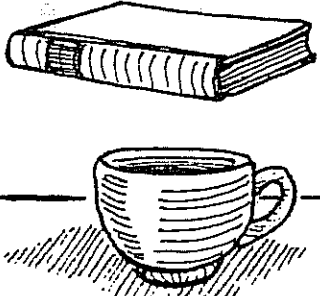
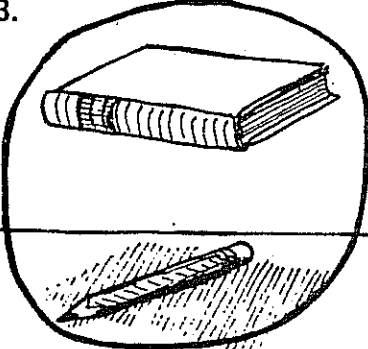
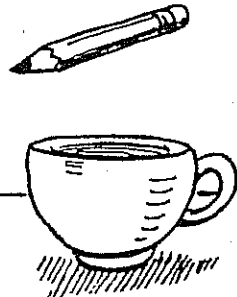
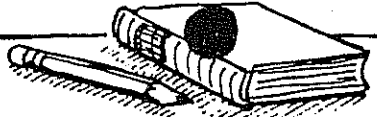

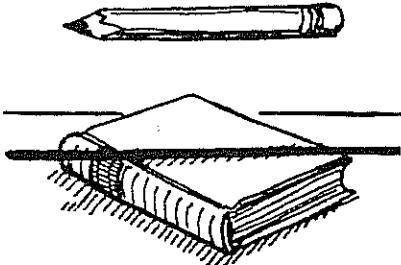

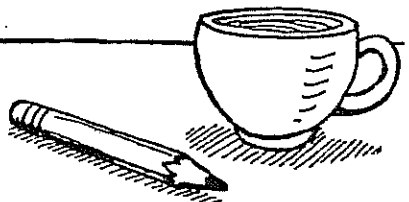
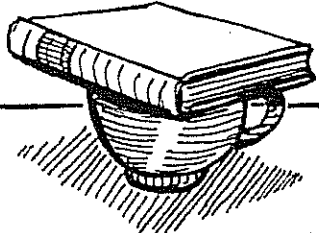
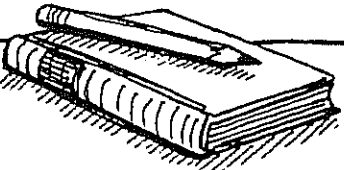
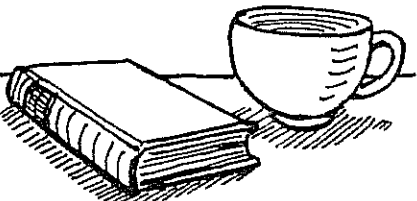
<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 

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# Placement Test

Reasoning and Writing, Level A

## Answer Key

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. child's name 	12. 

## Scheduling

*Reasoning and Writing A* may be used in different ways, depending on the reading instruction that is being provided.

Here are four different plans for using Level A. The first two plans are for lower performers (disadvantaged children and others who score 5 or less on the placement test):

<b>Plan 1</b>	
Kindergarten	<i>DISTAR® Language 1</i> —through Lesson 100
Grade 1	<i>Reasoning and Writing A</i> —3 lessons per week
<b>Plan 2</b>	
Grade 1	<i>DISTAR Language 1</i> —through Lesson 100
	<i>Reasoning and Writing A</i> —5 lessons per week

Both plans provide for teaching *Reasoning and Writing* in grade 1. Plan 1 presents *DISTAR Language* in kindergarten, ideally presented daily. Children should complete at least 100 lessons of the program and should master the material presented in these lessons before beginning *Reasoning and Writing*. *Reasoning and Writing* is presented in grade 1 on a 3-day-a-week schedule. This schedule assures that children's reading skills will be adequate for tasks involving reading presented in later lessons of Level A.

Plan 2 introduces *DISTAR Language* daily in first grade. After children complete 100 lessons (in about

mid-February), they begin working on *Reasoning and Writing* 5 days a week.

Here's a plan for average performers (who pass the placement test):

<b>Plan 3</b>	
Grade 1	<i>Reasoning and Writing A</i> —2 days per week or 3 days per week

The 2-day-a-week schedule is preferable if you don't plan to present intensive cooperative "authoring" during the latter part of grade 1. (See page 58.) If you plan cooperative authoring, the 3-day-a-week schedule is preferable because it allows approximately 30 lessons after the completion of Level A to work on "authoring."

Here's a plan for accelerated children. These are average or above-average performers who pass the placement test and who are relatively advanced in reading (reading on a beginning second-grade level by the middle of the first-grade year).

<b>Plan 4</b>	
Grade 1	<i>Reasoning and Writing A</i> —5 days per week <i>Reasoning and Writing B</i> —5 days per week

These children would complete Level B of *Reasoning and Writing* by the end of the first grade. They would be scheduled to go into Level C in the second grade. This schedule is reasonable for children who will be reading on the third-grade level during second grade.

## Reasoning and Writing Level B

### Placement and Scheduling

There is no placement test for *Reasoning and Writing B*. Level B is appropriate for children who have basic language skills and who have successfully completed a first-year reading program. (If children have not completed a first-year reading program, they will have trouble with items that presuppose beginning-reading skills.)

*Reasoning and Writing B* may be used in different ways, depending on the reading instruction that is being provided.

Here's a plan for average performers:

<b>Plan 1</b>	
Grade 2	<i>Reasoning and Writing B</i> —2 days per week or 3 days per week

Here's a plan for accelerated children in the first grade. These are average or above-average performers who pass the Level A placement test and who are relatively advanced in reading (likely to be reading on a mid-first-grade level by the beginning of the first grade).

<b>Plan 2</b>	
Grade 1	<i>Reasoning and Writing A</i> —5 days per week <i>Reasoning and Writing B</i> —5 days per week

These children would complete Level B of *Reasoning and Writing* by the end of the first grade. They would be scheduled to go into Level C in the second grade. This schedule is reasonable for children who will most likely be reading on the third grade level during second grade.

## Reasoning and Writing Level C Placement

Level C is appropriate for students who read on at least the second-grade level, who can copy words at no less than 10 words a minute, and who can follow basic directions. Students who do not meet these criteria will have trouble performing on many of the activities presented in Level C.

A placement test evaluates students' performance at copying and following directions. A reproducible copy of the test appears on the next page. The test is group administered and requires about 10 minutes for students to complete. The script for presenting the test appears below.

### Administering the Test

Pass out a test form to each student.

Students are to write their name in the space on the top.

Present the following nonscorable (warm up) items and 4 scorable items.

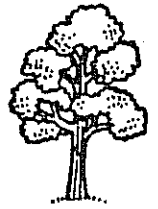
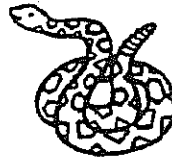
- Get ready to follow some directions.  
(**Note:** These are nonscorable items.)
- Touch the picture of the dog.  
(Observe students and give feedback.)
- The dog is not the first or second or third picture. Raise your hand when you know the number for the dog.
- Everybody, what's the number for the dog?  
(Signal.) 6  
(**Note:** These are scorable items. Allow 5 seconds for each item.)
- I'll tell you directions. Do exactly what the directions tell you to do. Get your pencils ready.

- Listen: Circle the first picture.  
(Pause 5 seconds.)
- New directions: Make a box around the last picture.  
(Pause 5 seconds.)
- New directions: Make a line under the picture that is just after the bird.
- Listen again: Make a line under the picture that is just after the bird.  
(Pause 5 seconds.)
- New directions: Make a line over the picture that is just before the snake.
- Listen again: Make a line over the picture that is just before the snake.  
(Pause 5 seconds.)
- Everybody, put your pencil down and don't touch it until I tell you.
- Touch the little story that is in the box.
- I'll read that story. Follow along: Three men sat in their boat. One of those men jumped into the water. A big fish chased him.
- Everybody, touch the lines below the story. You're going to copy that whole story. Everybody, touch the letter A. You'll start right after the letter A. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story.
- The first sentence of the story is: Three men sat in their boat. That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. You have 2 minutes. Get ready. Go.  
(Time students. After 2 minutes, say:) Everybody, if you're not finished, stop now and put your pencil down.
- (Collect tests.)

# Placement Test

Reasoning and Writing, Level C

Name \_\_\_\_\_



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.

1. Number of errors on picture items
2. Number of omitted words (words not copied)
3. Number of copied words misspelled

0	1	2	3	4	
0	1	2	3	4	5 <input type="checkbox"/>
0	1	2	3	4	5 <input type="checkbox"/>

## Scoring the Test

An answer key for the pictures appears below:



On each child's test form, record the number of errors for each criterion:

Line 1: Circle the number of errors the student made on **picture items**. If the child missed no items, circle 0. If the child missed all 4 picture items, circle 4.

Line 2: Circle the number of **omitted words** (words not copied). Read each student's story. Make sure all the sentences have the correct words. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). If the number is 5 or less, circle the appropriate number on line 2. If the number is more than 5, write the number in the box at the end of line 2.

Line 3: Circle the number of **misspelled words**. Mark each misspelled word. Count the number. If the number is 5 or less, circle the appropriate number on line 3. If the number is more than 5, write the number in the box at the end of line 3.

## Placement Criteria

Students should not be placed in *Reasoning and Writing, Level C*, unless they meet all the following criteria:

1. The student should read on at least the second-grade level. If you have doubts about the student's reading ability, direct the student to read the following sentences from part A of lesson 1:

- |   |         |                 |
|---|---------|-----------------|
| 1. The three men were brothers.             | reports | does not report |
| 2. Three men fished from a boat.            | reports | does not report |
| 4. A big dog stood in the boat.             | reports | does not report |
| 5. All the men wore hats.                   | reports | does not report |
| 8. A large fish was on the end of the line. | reports | does not report |

Point to each item the student is to read and say: "Read this sentence." If the child gets stuck on a word, tell the word after about 3 seconds. The student should complete the reading in no more than 45 seconds and should make no more than 3 decoding errors. Students who exceed these limits probably do not read well enough to benefit from Level C.

2. The student should pass all the criteria listed on lines 1, 2, and 3 at the bottom of the placement test. The criterion for each line is indicated by the boldfaced number.

1. Number of errors on picture items	0	1	2	3	4	
2. Number of omitted words (words not copied)	0	1	2	3	4	5 <input type="text"/>
3. Number of copied words misspelled	0	1	2	3	4	5 <input type="text"/>

If the student's number is to the right of the boldfaced number, the student fails that criterion. If the student makes more than one error on the picture items, the student fails. If the student makes more than two errors on omitted or copied words, the student fails.

If a student passes all the criteria but one and just barely misses meeting that criterion, the student could be placed in Level C.

If more than 20 percent of the class fails to meet the entry criteria for Level C, do not start the program at the beginning of the year. Plan to spend the first two months of school working on basic skills.

**Following Directions:** Students who are deficient in following directions should be placed in a program that teaches following directions, (such as *Reasoning and Writing, Level B*).

**Copying Rate and Spelling Accuracy:** Students who do not copy fast enough or accurately should practice copying. A good procedure is to devote 15 minutes a day to copying. Write sentences on the board and direct students to copy them. Try to use sentences they are able to decode.

Set a rate criterion based on 8 words a minute. Award points for students who meet this criterion. Here's a sample presentation:

- This passage has 32 words. If you copy all the words and spell them correctly in 4 minutes, you earn 4 points. I'll read the passage. Then you'll copy it just as it is written.
- (Read the passage.)
- Pencils ready. Go.
- (Observe students and give positive feedback.)
- Some students are well on their way to earning 4 bonus points. I'm seeing some good, careful copying . . .

When nearly all students can complete the passage in the allotted time (8 words per minute), change the rate to 10 words per minute and award 5 points for completion.

Keep records of student performance. Make a graph that shows class improvement.

## Reasoning and Writing Level D Scoring the Test Placement

Level D is appropriate for students who read on a fourth-grade level, are able to copy words at a rate of at least 15 words per minute and have basic paragraph-writing skills. Students who do not meet these criteria will have trouble performing in Level D.

A placement test evaluates students' performance at copying sentences and writing a paragraph. A reproducible copy of the test appears on the next page. The test is group administered and requires about 10 minutes for students to complete. Directions for presenting the test appear below.

### Administering the Test

Pass out a test form and a piece of lined paper to each student. Students are to write their name on their lined paper.

- Find part 1.
- I'll read the passage: A sly fox and a shabby cat were friends. They got along well until winter.
- When I tell you to start, you'll copy that passage on your lined paper. You'll spell all the words correctly, and you'll punctuate the sentences just the way they are written. You have 1 minute to copy the passage. Everybody ready? Go.
- (After 1 minute, say:) Stop writing. Count the number of words you wrote and write that number after the last word you wrote.
- Find part 2.
- The pictures show what happened one day in Ann's house.
- I'll say a story that tells what happened. Listen: Ann's cat jumped onto a shelf. The cat knocked a lighted candle off the shelf. The candle fell onto a pile of newspapers. The papers started to burn. Ann picked up a pail of water and poured the water on the burning papers. The cat sat on the shelf and watched what was happening.
- You're going to write a story about the pictures. Below the pictures are some words you might use in your story. I'll read them: candle, newspapers, bucket, fell, burn, pour.
- Write your story. Make sure it contains at least 5 sentences. That means it has 5 periods.
- You have 6 minutes.
- (After 5 minutes, say:) Count your periods. Make sure you have at least 5 of them. Fix up any problems quickly.
- (At the end of 1 minute, collect student papers.)

### Scoring the Test

Part 1. Total possible score: 19. Passing score: 17. For each word that is misspelled, deduct 1 point. For each word that was not copied, deduct 2 points. For each capital letter omitted (**A** and **They**), deduct 1 point. For each missing period, deduct 1 point.

Part 2. Total possible points: 35 (7 points per sentence for the first 5 sentences only). Passing score: 29.

**Note:** Score only the first 5 identifiable sentences. If a sentence begins with a capital, has a subject and predicate, and ends with a period, score 7 points for the sentence. The sentence earns 7 points even if it has improper grammar, subject-verb disagreement, or spelling errors. The only criteria for scoring are the initial capital letter, the subject-predicate structure, and the period.

If a sentence does not meet all criteria, it receives less than 7 points. For each sentence:

- Deduct 1 point if the first letter is not capitalized.
- Deduct 3 points if the period is missing.
- Deduct 5 points if the unit between the capital and period (a) is not a sentence (*As she faced the window.*) (b) is more than one sentence (*The cat jumped up the cat landed on the shelf.*) (c) is a run-on (*And faced the window and the cat jumped up and landed on the shelf and knocked over a candle.*)

### Placement Criteria

Students who fail either part of the placement test should not be placed in Level D.

### Remediation Procedures

#### COPYING

Students who are not able to copy accurately and quickly should practice copying daily until they are able to copy sentences reliably at the rate of 15 words per minute.

A good procedure is to devote at least 15 minutes a day to copying. Write sentences on the board or direct students to copy sentences from any of their textbooks.

#### PARAGRAPH WRITING

Students who are deficient in the skills needed to construct a simple narrative paragraph should be considered for placement in *Reasoning and Writing, Level C*.

If you have doubts about a student's ability (it appears the student might be able to do better than the test performance indicates), place the student in Level D and evaluate the student's performance after the first week of instruction.

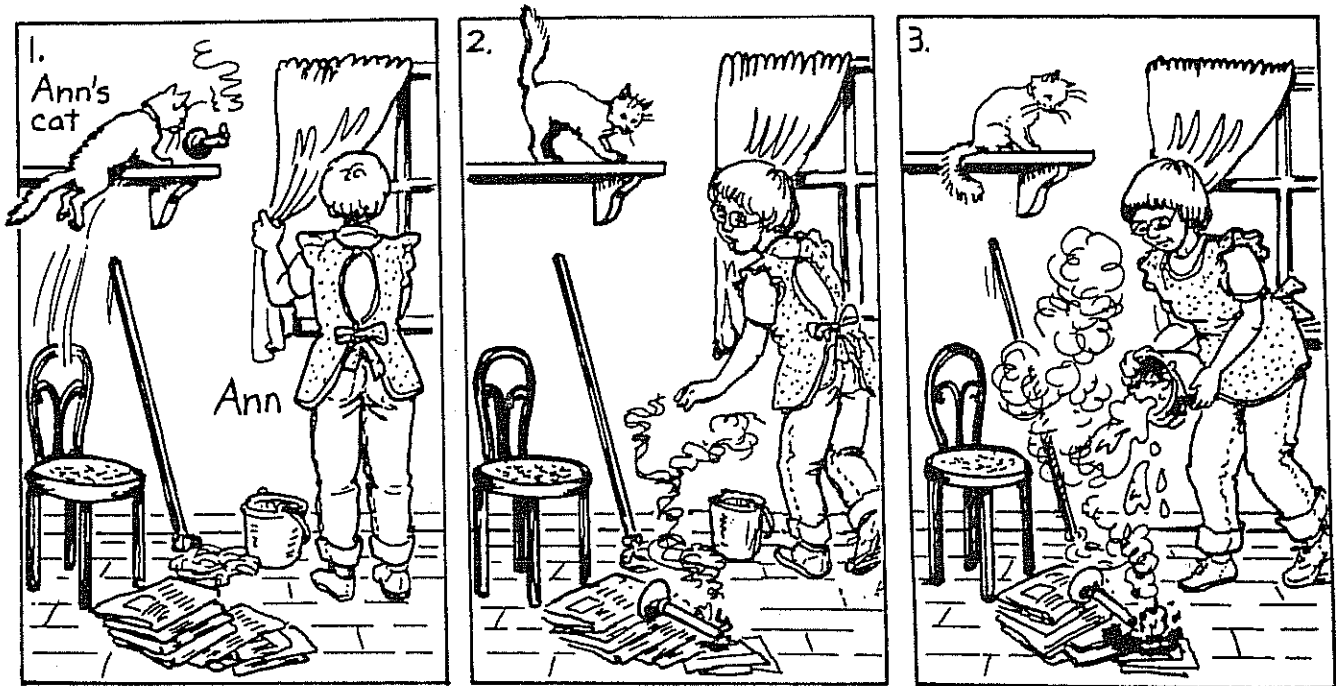
## Placement Test

Reasoning and Writing, Level D

### Part 1

A sly fox and a shabby cat were friends. They got along well until winter.

### Part 2



candle

newspapers

bucket

fell

burn

pour

## Reasoning and Writing Level E Placement

Level E is appropriate for students in fifth to eighth grade who read on at least a fourth-grade level. A placement test evaluates students' performance to determine whether they have the preskills needed for Level E. A reproducible copy of the test appears on the next page. The test is group administered and requires about 10 minutes for students to complete. Directions for presenting the test appear below.

### Administering the Test

Reproduce copies of the test. Pass out a test and a piece of lined paper to each student. Direct students to write their name on the lined paper. Present the directions below:

1. Find part 1.
  - Some of these items are sentences. Some are not. All the items begin with a capital and end with a period, but don't be fooled. Not all of them are sentences.
  - Write the number of each item that is a sentence. Don't write the numbers for the items that are not sentences. Raise your hand when you're finished. (Observe students but do not give feedback.)
2. Part 2 shows a passage that is not written well. At the end of each line is a number that tells how many mistakes are on the line.
  - You're going to rewrite the passage so it has no mistakes. Write clear sentences. Don't change anything in the original passage unless it is a mistake. Raise your hand when you've written the passage so it has no mistakes. (Observe students but do not give feedback.)
3. Part 3 has two underlined sentences at the beginning of the passage. These sentences say: **He finally decided to get it fixed. He took it there.** We don't know what **it** is, and we don't know where **there** is.
  - Read the passage carefully. Find out what **it** refers to and what **there** refers to. Then rewrite the underlined sentences with words that tell what **it** is and the **place** he took it to. Raise your hand when you're finished. (Observe students but do not give feedback.)
  - (Collect papers.)

### Scoring the Test

Key:

Part 1: 1, 4, 5, 8, 9, 10.

Part 2: Jan collected butterflies. **Some were** small, and some **were** large. She told her friends that she **was** going to catch a rare pink butterfly. She went out with a net. **She** came back with four butterflies.

Part 3: He finally decided to get **an/his** (require either **an** or **his**) **old** (use of **old** is optional) **car** fixed. He took it to a **mechanic** or **Al's garage** or a **garage** (require use of one location).

#### Part 1

Total possible points: 12

Passing criterion: 8

Score two points for every correct item; deduct two points for every non-sentence listed.

#### Part 2

Total possible points: 10

Passing criterion: 7

Deduct one point for every punctuation mark or capital that does not correspond to the key.

#### Part 3

Total possible points: 4

Passing criterion: 4

Deduct two points for each sentence that does not convey an adequate meaning.

### Placement Criteria

Students who fail more than one part of the test should not be placed in Level E. If more than one-third of the class fails more than one part of the test, the class should not be placed in Level E.

To determine appropriate placement for students who do not meet the placement criteria for Level E, administer the placement test for Level D.

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## Placement Test

*Reasoning and Writing, Level E*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Part 1

Each item begins with a capital and ends with a period, but some of the items are not sentences and should not be punctuated the way they are shown. Write the number of each item that is a sentence.

1. They talked.
2. Before school opened the other morning.
3. Under the stairs and running around the basement.
4. Timmy hit the baseball.
5. In the evening, the bugs came out.
6. Why Fred could not have gone to the meeting.
7. How I met my best friend.
8. Make a circle that is one inch across.
9. Sit down.
10. His statement indicated that he didn't see the accident.

### Part 2

Rewrite the passage. The number after each period tells the number of changes you must make.

Jan collected butterflies some was small and some was large. (5)  
She told her friends that she were going to catch a rare pink butterfly  
and she went out with a net and she came back with four butterflies. (5)

### Part 3

Rewrite the underlined sentences so they are clear.

He finally decided to get it fixed. He took it there. Bill asked the  
mechanic, "How much will it cost to get it fixed?"

The mechanic at Al's Garage looked at it for a long time. Finally,  
the mechanic said, "I'll have to charge over \$500 to fix up this old car.  
I'm not sure it's worth fixing."

Bill loved his old car, but getting it fixed would cost too much  
money. Bill drove his old car away from Al's Garage.

# Reasoning and Writing Level F Placement

Level F is appropriate for students in fifth to eighth grade who read on at least a fourth-grade level. Level F is designed for two different populations: students who have completed *Reasoning and Writing, Level E*, and students who have not gone through any earlier levels of *Reasoning and Writing*. For students who have completed E, the program provides a new slant on some of the things that they have already done—new variations in outline diagrams, new exercise types that relate to familiar topics like specific and general and new grammar topics.

For students who are new to *Reasoning and Writing*, the program provides sufficient instruction to teach the various writing and analytical skills. Qualified students are those who pass the placement test. These students should have some knowledge of writing and punctuating sentences and should be able to read reasonably well. The placement test provides a rough indication of whether students should be placed in Level F. Administer the placement test to students who haven't gone through earlier levels of *Reasoning and Writing*.

## Administering the Test

Reproduce copies of the test. Pass out a test and a piece of lined paper to each student. Direct students to write their name on the lined paper. Present the directions below:

1. Find part 1.
  - Some of these items are sentences. Some are not. All the items begin with a capital and end with a period, but don't be fooled. Not all of them are sentences.
  - Write the number of each item that is a sentence. Don't write the numbers for the items that are not sentences. Raise your hand when you're finished. (Observe students but do not give feedback.)
2. Part 2 shows a passage that is not written well. After each period, there's a number that tells how many mistakes were made.
  - You're going to rewrite the passage so it has no mistakes. Write clear sentences. Don't change anything in the original passage unless it is a mistake. Raise your hand when you've written the passage so it has no mistakes. (Observe students but do not give feedback.)

3. Part 3 has figures and directions for making figures. I'll read the directions for making figures: Make a square that is one inch on each side. Make a dot in the middle of the top line. Write a small b directly above the dot.
  - Look at the different figures. Write the letter of each figure that somebody could make if that person followed the directions exactly. Raise your hand when you're finished. (Observe students but do not give feedback.)
  - (Collect papers.)

## Scoring the Test

Key:

Part 1: 1, 4, 5, 8, 9, 10.

Part 2: Jan collected butterflies. Some were small, and some were large. She told her friends that she was going to catch a rare pink butterfly. She went out with a net. She came back with four butterflies.

Part 3: E, G, J

### Part 1

Total possible points: 12

Passing criterion: 8

Score two points for every correct item; deduct two points for every non-sentence listed.

### Part 2

Total possible points: 10

Passing criterion: 7

Deduct one point for every punctuation mark or capital that does not correspond to the key.

### Part 3

Total possible points: 10

Passing criterion: 9

Deduct one point for each figure that is not identified or that is identified incorrectly.

## Placement Criteria

Students who fail more than one part of the test should not be placed in Level F. If more than one-third of the class fails more than one part of the test, the class should not be placed in Level F.

To determine appropriate placement for students who do not meet the placement criteria for Level F, administer the placement test for Level

## Placement Test, Reasoning and Writing, Level F

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Part 1

Each item begins with a capital and ends with a period, but some of the items are not sentences and should not be punctuated the way they are shown. Write the number of each item that is a sentence.

1. They talked.
2. Before school opened the other morning.
3. Under the stairs and running around the basement.
4. Timmy hit the baseball.
5. In the evening, the bugs came out.
6. Why Fred could not have gone to the meeting.
7. How I met my best friend.
8. Make a circle that is one inch across.
9. Sit down.
10. His statement indicated that he didn't see the accident.

### Part 2

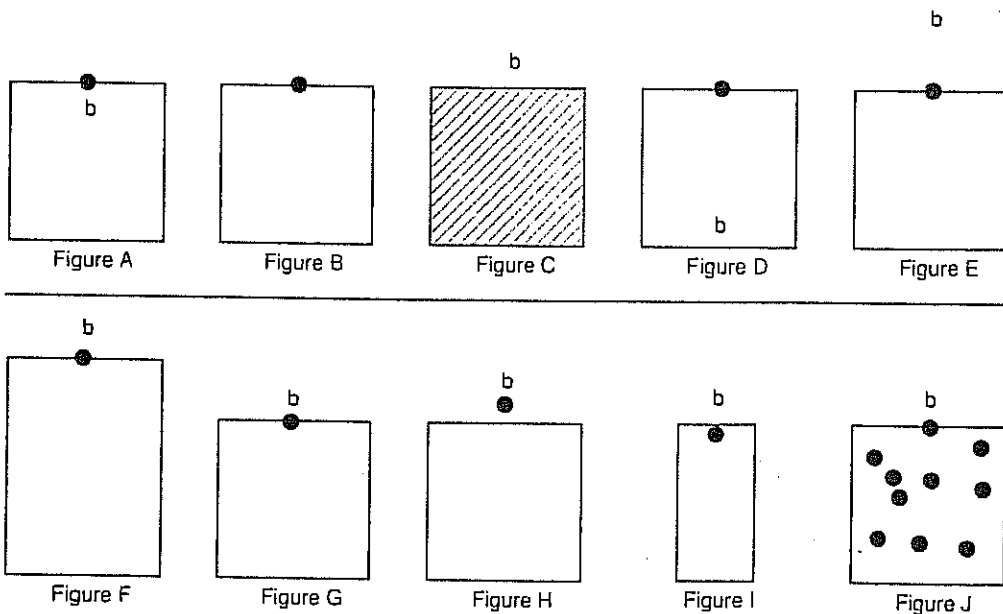
Rewrite the passage. The number after each period tells the number of changes you must make.

Jan collected butterflies some was small and some was large. (5)  
She told her friends that she were going to catch a rare pink butterfly  
and she went out with a net and she came back with four butterflies. (5)

### Part 3

These directions tell about making more than one of the figures. Write the letter of each figure that somebody could make if that person followed the directions exactly.

**Directions:** Make a square that is about 1 inch on each side. Make a dot in the middle of the top line. Write a small b directly above the dot.



# Spelling Mastery Levels A-F

## PLACEMENT TEST

The Placement Test below determines the level of *Spelling Mastery* that students are qualified to enter.

### Administration Procedure

The test may be administered individually or to a group.

Students being considered for: should be given:

Level A	Tests A, B
Level B	Tests A, B, C
Level C	Tests B, C, D
Level D	Tests C, D, E
Level E	Tests D, E
Level F	Test E

1. *Introduce the test.* Say, "You are going to write some words. Some of the words are hard to spell, so don't worry if you don't know them all. But you should do the best you can."

2. *Present the first word.*

First word: many.

What word? *Signal.* Many.

*TO CORRECT:*

a. The word is (pause) many.

There are many colors.

b. What word? *Signal.* Many.

Everybody, write many.

3. *Repeat step 2 for each remaining word.*

Words are dictated in sentences only if students do not correctly identify the word in isolation.

### Scoring and Placement

Students begin any level of the series at Lesson 1. The following table indicates placement criteria.

#### Test A

5-10 errors

Place in Level A

0-4 errors

Give Test B

#### Test B

5-10 errors

Place in Level B

0-4 errors

Give Test C

#### Test C

5-10 errors

Place in Level C

0-4 errors

Give Test D

#### Test D

5-10 errors

Place in Level D

0-4 errors

Give Test E

#### Test E

5-10 errors

Place in Level E

0-4 errors

Place in Level F

The placement test is an initial guide for placement. A student's actual performance on lessons might indicate that another level is more appropriate for that student.

Test A	Test B	Test C	Test D	Test E
1. many	1. tough	1. listening	1. judging	1. exploration
2. hands	2. does	2. starred	2. treasure	2. critically
3. come	3. should	3. sizable	3. injection	3. disproven
4. going	4. thought	4. lengthen	4. magically	4. necessary
5. book	5. speak	5. believe	5. worthiness	5. preferred
6. sharp	6. ground	6. helplessness	6. acquiring	6. adventure
7. they	7. green	7. author	7. submissive	7. commitment
8. stop	8. plant	8. stretcher	8. environment	8. fascinated
9. give	9. these	9. madness	9. fascination	9. admission
10. friend	10. tonight	10. previewed	10. protector	10. environment

---

## Connecting Math Concepts Level A Placement Testing

Level A is appropriate for any children who meet the placement criteria. A placement test is used to measure children's abilities to:

- count to 10 (part 1)
- count objects (part 2)
- identify numbers that are one more (part 3)
- write numerals from dictation (part 4)

A reproducible copy of the placement test for Level A appears on the next page. **Note:** The test consists of teacher's instructions and child's sheet.

The test is administered to children **individually**, not to groups of children.

Administration takes 3-5 minutes per child.

### Administering the Placement Test

Arrange to test children in a place that is reasonably quiet. Make sure that the child has a pencil.

The test may be administered by parents or volunteers.

The administrator is to:

- fill out the information at the top of the Teacher's Instructions.
- present parts 1 and 2 as specified.
- circle + or – to indicate pass or fail.

If the child does not pass parts 1 and 2, do not present any more parts of the test. The child should not be placed in Level A.

If the child passes both items 3 and 4, the child should start at lesson 11 of Level A.

If the child does not pass both parts 3 and 4, the child should start at lesson 1 of Level A.

Circle the appropriate placement for the child in the placement box at the bottom of the Teacher's Instructions.

**Note:** For each child you test, you'll need a copy of the teacher's record form and the child's test.

# Placement Test for *Connecting Math Concepts, Level A*

## Teacher's Instructions

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Note:** Test is administered **individually**. Not to groups of children.

### 1. COUNTING

"Count to 10." (Cross out missed or omitted numbers. Saying 11 is an error.)

1 2 3 4 5 6 7 8 9 10 11

**Passing Criteria:** No mistakes.

### 2. OBJECT COUNTING

a. (Touch stars.) "Count the stars." (Child counts.) "How many stars?"

b. (Touch lines.) "Count these lines." (Child counts.) "How many lines?"

**Passing Criteria:** No mistakes.

**Placement Instructions for parts 1 and 2:**

a. Present parts 3 and 4 to children who passed both parts 1 and 2.

b. Do not place children who fail either part 1 or 2 in Level A.

A possible placement is DISTAR Arithmetic 1.

### 3. ONE MORE

"My turn: What number comes after 7? 8."

a. "Your turn: What number comes after 4?"

b. "What number comes after 9?"

c. "What number comes after 5?"

**Passing Criteria:** No mistakes.

### 4. NUMERAL DICTATION

(Point to blanks on child test sheet.) "You're going to write some numerals."

a. (Touch the first blank.) "Write a 7."

b. (Touch the next blank.) "Write a 4."

c. (Touch the next blank.) "Write a 5."

d. (Touch the last blank.) "Write an 8."

**Passing Criteria:** 0 or 1 mistake. (Count correct numbers written backwards as correct.)

**Placement Instructions for parts 3 and 4:**

a. Children who do **not** pass both parts 3 and 4 begin *Connecting Math Concepts A* on Lesson 1.

b. Children who pass both parts 3 and 4 begin Lesson 11.

**Note:** Children who pass both parts 3 and 4 and who know answers to simple addition problems such as  $5 + 1$  and  $6 + 2$  could be given the placement test for *Connecting Math Concepts B*.

**PLACEMENT:**

<i>DISTAR 1</i>	<i>CONNECTING MATH CONCEPTS A</i>	
Lesson 1	Lesson 1	Lesson 11

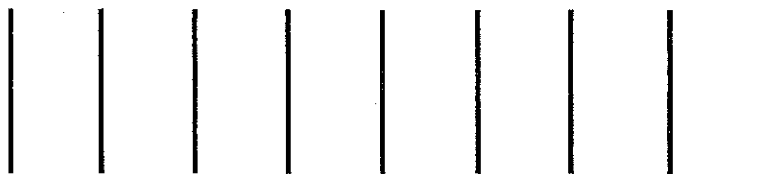
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---

Name: \_\_\_\_\_

**Placement Test for Connecting Math Concepts A: Child Test Sheet**

---



## Connecting Math Concepts Level B Placement Testing

Level B is appropriate for any child who successfully completes Level A and for any child who has the skills assumed by Level B.

The test measures children's abilities to write the counting numbers through 10 (part 1), count objects and write the appropriate numeral (part 2), write answers to addition-subtraction facts (part 3), write 2-digit numerals (part 4), and write counting numbers for 2-digit sequences (part 5).

A reproducible copy of the placement test for Level B follows. The test is group administered and requires about 10 minutes for children to complete. The script for presenting the test appears below.

### Administering the Placement Test

Try to test children on the first day of instruction. Pass out a test form to each child. Present the wording in the test administration script.

**Note:** What you say is shown in blue type.

Circulate among the children as you present the items.

When observing the children, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

#### TEST ADMINISTRATION SCRIPT

Make sure each child has a copy of the placement test.

Direct children to write their name on the top line.

- PART 1.** "Everybody, touch part 1." ✓ (Check children's responses.)  
"There are Xs below each box. You're going to count the Xs and write the correct numeral in the box."  
"Touch box A." ✓  
"Count the Xs under box A and write the numeral. Raise your hand when you're finished."  
(Observe children. Make sure they understand what they are supposed to do. Do not help them in writing the appropriate numeral.)  
"Touch box B." ✓  
"Count the Xs under box B and write the numeral. Raise your hand when you're finished."

- PART 2.** "Everybody, touch part 2." ✓  
"That's a number line, but a lot of the

numbers are missing. Here's what the numbers should say: Zero, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

The first number shown is zero. Touch zero." ✓

"The next number is 1. Touch 1." ✓

"The next number is 2. Touch 2." ✓

"The next number is missing. What should that number be?"

"Write 3 where it belongs. Then write the rest of the numbers through 10. Raise your hand when you're finished."

(After no more than 1 minute, present Part 3.)

- PART 3.** "Everybody, touch part 3." ✓

"The top problem is completed. You're going to complete the bottom problem. The top problem in A is 6 plus 1 equals 7. Below that is 6 plus 2 equals how many?"  
"Your turn: Complete that problem. Write the answer in the box. Raise your hand when you're finished."

(Observe children. Make sure they are working the appropriate problem. Do not tell them the answer.)

"The top problem in B is 5 minus 1 equals 4. Below that problem is 5 minus 2 equals how many? Write the answer to that problem. Raise your hand when you're finished."

- PART 4.** "Everybody, touch part 4." ✓

"You're going to write a 2-digit numeral on each line."

"Touch line A." ✓

"Write the numeral 18. 18. Raise your hand when you're finished."

"Touch line B." ✓

"Write the numeral 81. 81. Raise your hand when you're finished."

"Touch line C." ✓

"Write the numeral 46. 46. Raise your hand when you're finished."

- PART 5.** "Everybody, find part 5." ✓

"These are number lines for large numbers. The numerals are supposed to show what you'd say when you count. But some numbers are missing on each number line. You'll write the missing numbers."

"Touch row A." ✓

"The numbers shown are 42, 43 and 44. Write the numbers that come next when you count. Raise your hand when you're finished."

(Observe children.)

"Touch row B." ✓

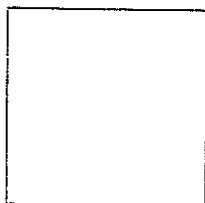
"The numbers are 67, 68 and 69. Write the numbers that come next when you count. Raise your hand when you're finished."

# Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

## Part 1

a.

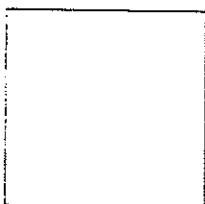


x x x

x x x

x x

b.



x x x x x

x x x x x

x x

## Part 2

Write the numbers on the number line.

0 1 2



## Part 3

a.  $6 + 1 =$  7

$6 + 2 =$

b.  $5 - 1 =$  4

$5 - 2 =$

## Part 4

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Part 5

a.

42

43

44



b.

67

68

69



## Scoring the Test

- To score the test, mark each error, count the total errors and write the number at the top of the sheet.

- Reversals of digits are not to be treated as errors:

€ for 3, 12 for 12.

- Transposition of digits in 2-digit numerals is a mistake:

81 for 18 is an error.

## Answer Key

### Connecting Math Concepts, Level B

## Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

### Part 1

a.

8

x x x

x x x

x x

b.

12

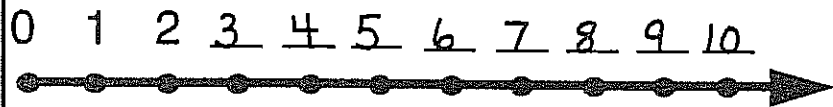
x x x x x

x x x x x

x x

### Part 2

Write the numbers on the number line.



### Part 3

a.  $6 + 1 = 7$

$6 + 2 = 8$

b.  $5 - 1 = 4$

$5 - 2 = 3$

### Part 4

a. 18

b. 81

c. 46

### Part 5

a.



b.



# Connecting Math Concepts Level C

## Placement Criteria

Children pass the test if they make no more than 4 errors.

Children fail the test if they make 5 or more errors.

If 80% of the children pass the test, present these lessons: Transition lesson A, Transition lesson B, then lessons 16, 17, 18, and so on through lesson 120.

If fewer than 80% of the children pass the test, present these lessons: 1, 2, 3, 4, 5, and so on through lesson 120.

Children who make 9 or more errors on the test may not have the skills required for Level B and would be more appropriately placed in Level A or in a program that teaches basic counting and writing skills.

**Note:** This placement procedure assumes that all children in the class will work on the same lessons. If the class is divided into small groups for math instruction, children can be grouped according to their placement-test performance (with some groups starting on Transition A and, others starting on lesson 1).

Note also that the Transition lessons A and B review skills that are taught in Level A. These transition lessons permit children who have not gone through Level A to transition to the conventions in Level B.

If children who have completed A are very solid on the placement test, most of them making no mistakes, you may begin on lesson 16, rather than on Transition lesson A. See page 4 for options with first graders. Here's a summary of the placement criteria for second graders:

### PLACEMENT CRITERIA FOR SECOND GRADERS

80% or more pass	Transition lessons A, B, then 16-120
Less than 80% pass	Lessons 1-120
Children making 9 or more errors	Place in a first level program

## Placement

Level C is appropriate for any students who meet the placement criteria. A placement test is used to measure students' abilities to:

- Write numerals from dictation.
- Write answers to addition and subtraction facts.

A reproducible copy of the placement test appears on . Administration takes 3-5 minutes.

## Administering the Placement Test

Try to test students on the first day of instruction. Pass out a test form to each student. Present the wording in the test administration script.

**Note:** What you say is shown in blue type.

Circulate among the students as you present the items.

When observing the students, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

## Test Administration Script

- (Direct students to fill out their names on the top of the test form.)
- Everybody, find part 1. I'm going to dictate 2-digit numbers. You'll write them on the appropriate lines, starting with line A.
- Touch line A.  
Write 70 on line A. 70. (Pause 3 seconds.)
- Line B. Write 17 on line B. 17. (Pause 3 seconds.)  
(Repeat for remaining numerals: 51, 42, 96, 15, 20, 71.)
- Pencils down.
- Everybody, find part 2.  
For part 2, you'll write answers to the addition problems and subtraction problems. I will time you. You will have two minutes to write all the answers.
- Be careful. Pencils ready . . . Go.  
(Time students. At the end of two minutes, say:)
- Everybody stop and put your pencils down.  
(Collect test forms.)

## Connecting Math Concepts, Level C

### Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

#### Part 1

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_  
e. \_\_\_\_\_ f. \_\_\_\_\_ g. \_\_\_\_\_ h. \_\_\_\_\_

#### Part 2

a. $\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	b. $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	c. $\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$	d. $\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	e. $\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	f. $\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$	g. $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$
h. $\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$	i. $\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	j. $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	k. $\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	l. $\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$	m. $\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	n. $\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$
o. $\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	p. $\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$	q. $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	r. $\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	s. $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	t. $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	u. $\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$
v. $\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$	w. $\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	x. $\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$				

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## Connecting Math Concepts, Level C

### Placement Test Answer Key

#### Part 1

a. 70

b. 17

c. 51

d. 42

e. 96

f. 15

g. 20

h. 71

#### Part 2

a. 
$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

b. 
$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$$

c. 
$$\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$$

d. 
$$\begin{array}{r} 1 \\ +6 \\ \hline 7 \end{array}$$

e. 
$$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$$

f. 
$$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$$

g. 
$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

h. 
$$\begin{array}{r} 1 \\ +1 \\ \hline 2 \end{array}$$

i. 
$$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$$

j. 
$$\begin{array}{r} 6 \\ +1 \\ \hline 7 \end{array}$$

k. 
$$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$$

l. 
$$\begin{array}{r} 5 \\ +0 \\ \hline 5 \end{array}$$

m. 
$$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$$

n. 
$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$

o. 
$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array}$$

p. 
$$\begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array}$$

q. 
$$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$$

r. 
$$\begin{array}{r} 7 \\ -7 \\ \hline 0 \end{array}$$

s. 
$$\begin{array}{r} 7 \\ -2 \\ \hline 5 \end{array}$$

t. 
$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$

u. 
$$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$$

v. 
$$\begin{array}{r} 2 \\ -0 \\ \hline 2 \end{array}$$

w. 
$$\begin{array}{r} 2 \\ -1 \\ \hline 1 \end{array}$$

x. 
$$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$$

#### Placement Criteria

The criteria for passing the test are:

	Pass	Fail
Part 1	0 or 1 error	2 or more errors
Part 2	0-3 errors	4 or more errors
Total Test	0-4 errors	5 or more errors

Students who fail a particular part should receive remedial work on the skill tested by the part (writing numerals, addition facts, subtraction facts). Students who make a total of 5 or more errors should not be placed in Level C. They should either be placed in Level B or in a program that addresses basic fact and number relationships.

If more than 40% of the students fail the test, Level C is inappropriate for the class. Students should either work on Level B or should receive a great deal of practice on basic fact and number relationships before entering Level C.

## Connecting Math Concepts Level D Placement

Level D of *Connecting Math Concepts* is appropriate for students who complete Level C or students who pass the placement tests. Students must meet criteria on two tests, a skills test and a fact fluency test, to place in Level D. (The fact fluency criterion is new and will not be found in the current *Connecting Math Concepts* manuals.) Both tests can be found on the following two pages.

### Administering the Tests

Do not hand out both tests at the same time. Hand out the first test, the "skills test" to each student. Present the wording below in the skills test administration script. Collect the skills test, then administer the facts test.

When observing the students, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

If the class is particularly weak on parts of the placement test, work on these skills before starting with Level D. Present items similar to those of the test.

### SKILLS TEST ADMINISTRATION SCRIPT

- Find Part 1.  
These are multiplication facts. You have one minute to finish these problems. Read them carefully. Get ready. Go.
- (At the end of one minute, say:) Stop writing. Pencils down.
- Find part 2.  
You're going to write numerals that I dictate. You can see three hundred twenty-four is already written. That shows where you'd begin a hundred numeral.

Numeral A. Seven hundred forty-eight. Write it.

Numeral B. Six hundred two. Write it.

Numeral C. 17. Write it.

Numeral D. 300. Write it.

- You'll work the rest of the parts on your own. For part 3, read each problem. Write the number problem and the answer. For the rest of the parts, just write the answer to each problem. Raise your hand when you're finished.  
(Collect test forms.)

### FACTS TEST ADMINISTRATION SCRIPT

- (Hand out fact test sheets face down.)
- Write your name on the back of your sheets. (Check students.)
- When I tell you to start, you will turn the sheet over and have two minutes to complete it. When you are finished, or after I tell you time is up, promptly turn your sheet over. Get ready. Begin.
- (After two minutes:)  
Stop and turn your papers face down.  
(Collect the papers and grade them.)

### Scoring and Placement

Grade the skills test and the fact test. Use answer keys to determine the problems students missed.

**Skills Test Criterion:** Students who make 3 or more errors are not ready for Level D.

**Facts Test Criterion:** Students who make 3 or more errors are not ready for Level D.

Students who fail either criterion are not ready for Level D. Administer the Placement Test for Level C.

# Connecting Math Concepts, Level D

## Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

### Part 1

- a.  $5 \times 4 =$  \_\_\_\_\_ e.  $4 \times 0 =$  \_\_\_\_\_ i.  $8 \times 5 =$  \_\_\_\_\_  
 b.  $2 \times 6 =$  \_\_\_\_\_ f.  $9 \times 1 =$  \_\_\_\_\_ j.  $1 \times 2 =$  \_\_\_\_\_  
 c.  $7 \times 2 =$  \_\_\_\_\_ g.  $4 \times 4 =$  \_\_\_\_\_ k.  $3 \times 2 =$  \_\_\_\_\_  
 d.  $8 \times 10 =$  \_\_\_\_\_ h.  $3 \times 5 =$  \_\_\_\_\_ l.  $0 \times 10 =$  \_\_\_\_\_

### Part 3

- a. Hiro Moto had 47 nuts. Somebody ate 30 of his nuts. How many did he end up with?  
 b. A man had 23. Then he got 16 more. How many did he end up with?

### Part 5

- a.  $2 \overline{)14}$  b.  $5 \overline{)30}$  c.  $9 \overline{)27}$   
 d.  $8 \overline{)8}$  e.  $1 \overline{)8}$

### Part 6

- a.  $\begin{array}{r} 54 \\ \times 2 \\ \hline \end{array}$  b.  $\begin{array}{r} 43 \\ \times 5 \\ \hline \end{array}$

### Part 7

- a.  $\begin{array}{r} 360 \\ -218 \\ \hline \end{array}$  b.  $\begin{array}{r} 37 \\ -18 \\ \hline \end{array}$  c.  $\begin{array}{r} 647 \\ -134 \\ \hline \end{array}$  d.  $\begin{array}{r} 409 \\ -136 \\ \hline \end{array}$

### Part 2

	3	2	4
a.			
b.			
c.			
d.			

### Part 4

- a.  $\begin{array}{r} 14 \\ +79 \\ \hline \end{array}$  b.  $\begin{array}{r} 370 \\ +98 \\ \hline \end{array}$   
 c.  $\begin{array}{r} 39 \\ +95 \\ \hline \end{array}$  d.  $\begin{array}{r} 12 \\ 46 \\ +599 \\ \hline \end{array}$

# Fact Test for *Connecting Math Concepts*, Levels D

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$4 \overline{)24}$$

$$8 + 6 =$$

$$16 - 8 =$$

$$4 \times 5 =$$

$$2 \overline{)18}$$

$$28 \times 1 =$$

$$\begin{array}{r} 57 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$9 \overline{)27}$$

$$9 \times 3 =$$

$$7 + 4 =$$

$$4 \times 7 =$$

$$12 - 5 =$$

$$5 \times 6 =$$

$$3 \overline{)15}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$4 \overline{)16}$$

$$6 + 7 =$$

$$17 - 0 =$$

$$9 \overline{)36}$$

## Connecting Math Concepts, Level D

### Skills Test Answer Key

#### Part 1

- a.  $5 \times 4 = \underline{20}$     e.  $4 \times 0 = \underline{0}$     i.  $8 \times 5 = \underline{40}$   
 b.  $2 \times 6 = \underline{12}$     f.  $9 \times 1 = \underline{9}$     j.  $1 \times 2 = \underline{2}$   
 c.  $7 \times 2 = \underline{14}$     g.  $4 \times 4 = \underline{16}$     k.  $3 \times 2 = \underline{6}$   
 d.  $8 \times 10 = \underline{80}$     h.  $3 \times 5 = \underline{15}$     l.  $0 \times 10 = \underline{0}$

#### Part 3

- a. Hiro Moto had 47 nuts. Somebody ate 30 of his nuts. How many did he end up with?  
 $\square \xrightarrow{30} 47 \xrightarrow{-30} 17 \text{ nuts}$

- b. A man had 23. Then he got 16 more. How many did he end up with?  
 $23 \xrightarrow{16} \square \xrightarrow{+16} 39$

#### Part 5

a.  $2 \overline{)14}^7$

b.  $5 \overline{)30}^6$

c.  $9 \overline{)27}^3$

d.  $8 \overline{)8}^1$

e.  $1 \overline{)8}^8$

#### Part 2

	3	2	4
a.	7	4	8
b.	6	0	2
c.		1	7
d.	3	0	0

#### Part 4

a.  $\begin{array}{r} 14 \\ + 79 \\ \hline 93 \end{array}$

b.  $\begin{array}{r} 370 \\ + 98 \\ \hline 468 \end{array}$

c.  $\begin{array}{r} 39 \\ + 95 \\ \hline 134 \end{array}$

d.  $\begin{array}{r} 12 \\ + 46 \\ \hline 58 \\ + 599 \\ \hline 657 \end{array}$

#### Part 6

a.  $\begin{array}{r} 54 \\ \times 2 \\ \hline 108 \end{array}$

b.  $\begin{array}{r} 43 \\ \times 5 \\ \hline 215 \end{array}$

#### Part 7

a.  $\begin{array}{r} 5 \\ 360 \\ - 218 \\ \hline 142 \end{array}$

b.  $\begin{array}{r} 2 \\ 87 \\ - 18 \\ \hline 19 \end{array}$

c.  $\begin{array}{r} 647 \\ - 134 \\ \hline 513 \end{array}$

d.  $\begin{array}{r} 3 \\ 409 \\ - 136 \\ \hline 273 \end{array}$

# Answer Key

## Fact Test for *Connecting Math Concepts*, Levels D

$$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

$$4 \overline{) 24}^6$$

$$8 + 6 = 14$$

$$16 - 8 = 8$$

$$4 \times 5 = 20$$

$$2 \overline{) 18}^9$$

$$28 \times 1 = 28$$

$$\begin{array}{r} 57 \\ + 0 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

$$9 \overline{) 27}^3$$

$$9 \times 3 = 27$$

$$7 + 4 = 11$$

$$4 \times 7 = 28$$

$$12 - 5 = 7$$

$$5 \times 6 = 30$$

$$3 \overline{) 15}^5$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ \times 0 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$$

$$4 \overline{) 16}^2$$

$$6 + 7 = 13$$

$$17 - 0 = 17$$

$$9 \overline{) 36}^4$$

## Connecting Math Concepts Level E Placement

Students must meet criteria on two tests, a skills test and a fact fluency test, to place in Level E. (The fact fluency criterion is new and will not be found in the current *Connecting Math Concepts* manuals.) Both tests can be found on the following two pages. (Note: Students who completed Level D take a different skills test, which can be found in the Teacher's Guide for Level E.)

### Administering the Tests

Do not hand out both tests at the same time. Hand out the first test, the "skills test" to each student. Present the wording below in the skills test administration script. Collect the skills test, then administer the facts test.

When observing the students, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

If the class is particularly weak on parts of the placement test, work on these skills before starting with Level E. Present items similar to those of the test.

### SKILLS TEST ADMINISTRATION SCRIPT

- Find Part 1.  
You're gong to write numerals that I dictate. You're going to line them up the same way you would if you were adding them. You can see 7 thousand, 3 hundred 24 is already written. That shows where you'd begin a thousands numeral.
- Numeral A. 2 thousand, 6 hundred 50.  
Write it.
- Numeral B. 11 thousand, 9 hundred 3.  
Write it.
- Numeral C. 7 hundred 9. Write it.
- Numeral D. 20 thousand, 45. Write it.

- You'll work the rest of the parts on your own. For part 3, read each problem. Write the number problem and the answer. For the rest of the parts, just follow the directions for working each item. Raise your hand when you're finished. (Collect test forms.)

### FACTS TEST ADMINISTRATION SCRIPT

- (Hand out fact test sheets face down.)
- Write your name on the back of your sheets. (Check students.)
- When I tell you to start, you will turn the sheet over and have two minutes to complete it. When you are finished, or after I tell you time is up, promptly turn your sheet over. Get ready. Begin.
- (After two minutes:)  
Stop and turn your papers face down. (Collect the papers and grade them.)

### Scoring and Placement

Grade the skills test and the fact test: Use answer keys to determine the problems students missed.

**Skills Test Criterion:** Students who make 3 or more errors are not ready for Level E.

**Facts Test Criterion:** Students who make 3 or more errors are not ready for Level E.

Students who fail either criterion are not ready for Level E. Administer the Placement Test for Level D.

# Connecting Math Concepts, Level E

## Skills Test A (New Students)

Name \_\_\_\_\_

Score \_\_\_\_\_

**Part 1** Write the numbers your teacher says.

	7,	3	2	4
a.				
b.				
c.				
d.				

**Part 2** Work each item.

a. 
$$\begin{array}{r} 411 \\ - 306 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 1075 \\ \times 6 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 417 \\ 94 \\ + 159 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 380 \\ \times 9 \\ \hline \end{array}$$

**Part 3** Figure out the answer to each question. Show your work.

- There are 37 students on the playground. 16 of the students are boys. How many girls are on the playground?
- Phyllis had 48 dogs. She bought another 103 dogs. How many dogs does Phyllis have now?
- A man had 59 stamps in his collection. He traded some stamps for coins. Now he has 45 stamps. How many stamps did he trade?
- A truck started out with 2190 pounds of gravel. It delivered 2000 pounds of gravel. How many pounds of gravel were still on the truck?

**Part 4** Work each item.

a.  $\frac{10}{3} - \frac{8}{3} =$

b.  $\frac{2}{12} + \frac{9}{12} =$

c.  $\frac{9}{10} - \frac{7}{10} =$

**Part 5** Work each item.

a.  $8 \times 7 =$

b.  $9 \overline{)68}$

c.  $4 \overline{)0}$

d.  $0 \times 56 =$

e.  $7 \times 6 =$

f.  $7 \overline{)42}$

g.  $9 \times 8 =$

h.  $1 \overline{)9}$

i.  $14 \times 1 =$

j.  $7 \overline{)45}$

## Fact Test for *Connecting Math Concepts*, Levels E

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$7 \overline{)42}$$

$$9 + 6 =$$

$$16 - 8 =$$

$$6 \times 7 =$$

$$6 \overline{)54}$$

$$28 \times 1 =$$

$$\begin{array}{r} 57 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$8 \overline{)48}$$

$$9 \times 9 =$$

$$7 + 4 =$$

$$4 \times 7 =$$

$$12 - 5 =$$

$$7 \times 9 =$$

$$3 \overline{)21}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$3 \overline{)18}$$

$$5 + 7 =$$

$$17 - 0 =$$

$$8 \overline{)32}$$

# Connecting Math Concepts, Level E

## Skills Test A Answer Key

**Part 1** Write the numbers your teacher says.

	7	3	2	4
a.	2	6	5	0
b.	1	1	9	0
c.			7	0
d.	2	0	0	4

**Part 2** Work each item.

$$\begin{array}{r} 411 \\ - 306 \\ \hline 105 \end{array}$$

$$\begin{array}{r} 1075 \\ \times 6 \\ \hline 6450 \end{array}$$

$$\begin{array}{r} 417 \\ 94 \\ + 159 \\ \hline 670 \end{array}$$

$$\begin{array}{r} 380 \\ \times 9 \\ \hline 3420 \end{array}$$

**Part 3** Figure out the answer to each question. Show your work.

- a. There are 37 students on the playground. 16 of the students are boys. How many girls are on the playground?

21 girls

- b. Phyllis had 48 dogs. She bought another 103 dogs. How many dogs does Phyllis have now?

151 dogs

- c. A man had 59 stamps in his collection. He traded some stamps for coins. Now he has 45 stamps. How many stamps did he trade?

14 stamps

- d. A truck started out with 2190 pounds of gravel. It delivered 2000 pounds of gravel. How many pounds of gravel were still on the truck?

190 pounds

**Part 4** Work each item.

$$a. \frac{10}{3} - \frac{8}{3} = \frac{2}{3}$$

$$b. \frac{2}{12} + \frac{9}{12} = \frac{11}{12}$$

$$c. \frac{9}{10} - \frac{7}{10} = \frac{2}{10}$$

**Part 5** Work each item.

$$a. 8 \times 7 = 56$$

$$b. 9 \overline{) 68}$$

$$c. 4 \overline{) 0}$$

$$d. 0 \times 56 = 0$$

$$e. 7 \times 6 = 42$$

$$f. 7 \overline{) 42}$$

$$g. 9 \times 8 = 72$$

$$h. 1 \overline{) 9}$$

$$i. 14 \times 1 = 14$$

$$j. 7 \overline{) 45}$$

# Fact Test for *Connecting Math Concepts*, Levels E

$$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

$$7 \overline{)42}^6$$

$$9 + 6 = 15$$

$$16 - 8 = 8$$

$$6 \times 7 = 42$$

$$6 \overline{)54}^9$$

$$28 \times 1 = 28$$

$$\begin{array}{r} 57 \\ + 0 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

$$8 \overline{)48}^6$$

$$9 \times 3 = 27$$

$$7 + 4 = 11$$

$$4 \times 7 = 28$$

$$12 - 5 = 7$$

$$4 \times 9 = 36$$

$$3 \overline{)21}^7$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 10 \\ \times 0 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$$

$$3 \overline{)18}^6$$

$$6 + 7 = 13$$

$$17 - 0 = 17$$

$$8 \overline{)32}^4$$

## Connecting Math Concepts Bridge to Level F Placement

New students generally do not have the entry skills to perform adequately in Level F. To prepare students who have not been in the earlier levels of the *Connecting Math Concepts* program for success in Level F, a special Bridge program was created.

The *Bridge to Connecting Math Concepts* is appropriate for students in grades 6 or above who have not been through Level E of *Connecting Math Concepts* and who pass the placement tests. Students must meet criteria on two tests, a skills test and the Level E fact fluency test, to place in the Bridge program. (The fact fluency criterion is new and will not be found in the current *Connecting Math Concepts* manuals.) The Bridge skills test can be found on the following page. The fact fluency test for Level E can be found on the previous pages.

### Administering the Tests

Do not hand out both tests at the same time. Hand out the first test, the "skills test" to each student. Present the wording below in the skills test administration script. Collect the skills test, then administer the Level E facts test.

When observing the students, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

### SKILLS TEST ADMINISTRATION SCRIPT

- You'll do the test on your own. Read each problem. Show the work for each problem and the answer. Raise your hand when you're finished.  
(Collect test forms.)

### FACTS TEST ADMINISTRATION SCRIPT

- (Hand out the Level E fact test sheets face down.)
- Write your name on the back of your sheets. (Check students.)
- When I tell you to start, you will turn the sheet over and have two minutes to complete it. When you are finished, or after I tell you time is up, promptly turn your sheet over. Get ready. Begin.
- (After two minutes:)  
Stop and turn your papers face down.  
(Collect the papers and grade them.)

### Scoring and Placement

Grade the skills test and the fact test: Use answer keys to determine the problems students missed.

**Skills Test Criterion:** Students who make 3 or more errors are not ready for the Bridge program.

**Facts Test Criterion:** Students who make 3 or more errors are not ready for the Bridge program.

Students who fail either criterion are not ready for the Bridge program. Administer the Skills Test for Level E.

# Bridge to Connecting Math Concepts

## Skills Test (Pre-Program)

Name \_\_\_\_\_

### Part 1 Answer each question.

408      4008      4807      480      3964      478

- Which number is largest? \_\_\_\_\_
- Which number is smallest? \_\_\_\_\_
- Which number has the smallest hundreds digit? \_\_\_\_\_
- How many digits are in 3964? \_\_\_\_\_
- What is the hundreds digit in 3964? \_\_\_\_\_

### Part 2 Figure out the answer to each question. Show your work.

- Phyllis had 48 dogs. She bought another 36 dogs.  
How many dogs does Phyllis have now? \_\_\_\_\_
- A man had 74 stamps in his collection. He traded  
some stamps for coins. Now he has 46 stamps.  
How many stamps did he trade? \_\_\_\_\_
- A truck started out with 2085 pounds of gravel. It  
delivered 1290 pounds of gravel. How many pounds  
of gravel were still on the truck? \_\_\_\_\_

### Part 3 Work each item.

a.  $14 + \boxed{72} = 14$

d.  $1 \times \boxed{37} = 37$

f.  $58 - \boxed{5} = 53$

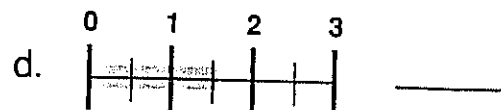
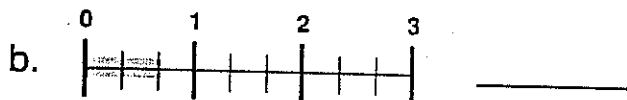
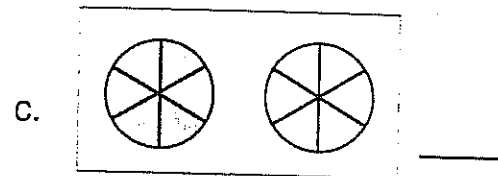
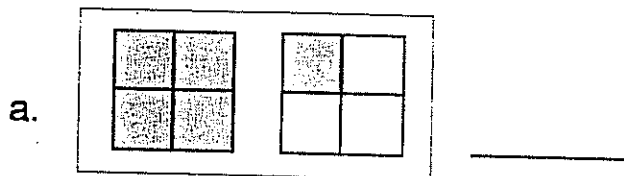
b.  $\boxed{9} - 9 = 0$

e.  $26 \times \boxed{0} = 0$

g.  $\boxed{73} + 1 = 74$

c.  $3 \times 6 = \boxed{18}$

**Part 4** Write the fraction for each diagram.



**Part 5** Work each item.

a. 
$$\begin{array}{r} 34 \\ \times 9 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 62 \\ \times 13 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 6005 \\ - 904 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 417 \\ 94 \\ + 159 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 406 \\ - 318 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 58 \\ \times 7 \\ \hline \end{array}$$

**Part 6** Work each item.

a.  $9 \overline{)936}$

b.  $4 \overline{)288}$

c.  $9 \overline{)89}$

d.  $3 \overline{)765}$

# Bridge to Connecting Math Concepts

## Skills Test (Pre-Program)

## Answer Key

### Part 1 Answer each question.

Part total	Passing
5	0-1 errors

408      4008      4807      480      3964      478

- Which number is largest? 4807
- Which number is smallest? 408
- Which number has the smallest hundreds digit? 4008
- How many digits are in 3964? 4
- What is the hundreds digit in 3964? 9

### Part 2 Figure out the answer to each question. Show your work.

Part total	Passing
3	0-1 errors

- Phyllis had 48 dogs. She bought another 36 dogs.  
How many dogs does Phyllis have now? 84 [dogs]
- A man had 74 stamps in his collection. He traded some stamps for coins. Now he has 46 stamps.  
How many stamps did he trade? 28 [stamps]
- A truck started out with 2085 pounds of gravel. It delivered 1290 pounds of gravel. How many pounds of gravel were still on the truck? 795 [pounds]

### Part 3 Work each item.

Part total	Passing
7	0-1 errors

a.  $14 + 0 = 14$

d.  $1 \times 37 = 37$

f.  $58 - 5 = 53$

b.  $9 - 9 = 0$

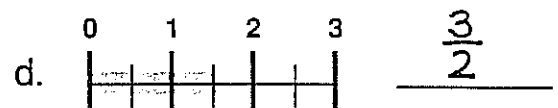
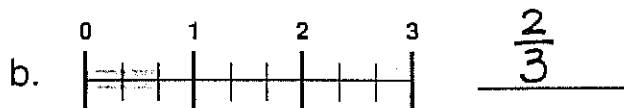
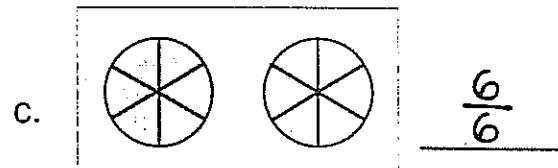
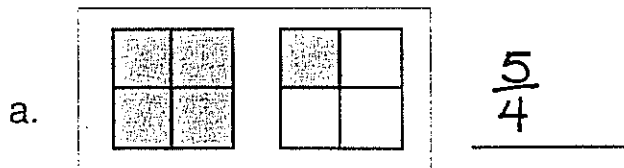
e.  $26 \times 0 = 0$

g.  $73 + 1 = 74$

c.  $3 \times 6 = 18$

**Part 4** Write the fraction for each diagram.

Part total	Passing
4	0-1 errors



**Part 5** Work each item.

Part total	Passing
6	0-1 errors

a. 
$$\begin{array}{r} 34 \\ \times 9 \\ \hline 306 \end{array}$$

b. 
$$\begin{array}{r} 62 \\ \times 13 \\ \hline 186 \\ + 620 \\ \hline 806 \end{array}$$

c. 
$$\begin{array}{r} 6005 \\ - 904 \\ \hline 5101 \end{array}$$

d. 
$$\begin{array}{r} 417 \\ 94 \\ + 159 \\ \hline 670 \end{array}$$

e. 
$$\begin{array}{r} 406 \\ - 318 \\ \hline 88 \end{array}$$

f. 
$$\begin{array}{r} 584 \\ \times 75 \\ \hline 2920 \\ + 40880 \\ \hline 43,800 \end{array}$$

**Part 6** Work each item.

Part total	Passing
4	0-1 errors

a. 
$$\begin{array}{r} 104 \\ 9 \overline{) 936} \end{array}$$

b. 
$$\begin{array}{r} 72 \\ 4 \overline{) 288} \end{array}$$

c. 
$$\begin{array}{r} 9\frac{8}{9} \\ 9 \overline{) 89} \end{array}$$

d. 
$$\begin{array}{r} 255 \\ 3 \overline{) 765} \end{array}$$

[or  $9R8$ ]

Phyllis Wilken's *Turning Our School Around:*  
*Seven Commonsense Steps to School Improvement*

NEW BOOK

Book Review by Bonnie Grossen

Principals who are planning a Direct Instruction implementation must read *Turning Our School Around*.

*Turning Our School Around* is a wonderful seven-year story of how Garden Hills Elementary moved to excellence using Direct Instruction. In 1986, Garden Hills received the Blue Ribbon Award for Excellence from the United States Department of Education.

The story started in 1979 with a desegregation order bringing half the school's population from low socioeconomic minority neighborhoods into Garden Hills, a middle income neighborhood. Between 30 and 45 percent of the K-5 student body was African-American; 2 to 3 percent was composed of other minorities. Approximately 25 percent of the students enrolled in the spring did not return in the fall. The turnover during the school year ranged from 35 to 40 percent during each of the last five years.

Phyllis Wilken tells the story of her leadership of "our" school with remarkable humility, sincere respect for teachers, students, and others, and a matter-of-fact focus on results. With continuous acknowledgement for the contributions of others, Ms. Wilken relates the important things she did as principal to contribute to Garden Hills' success. The theme of these activities centered on creating a positive, supportive context for the Direct Instruction implementation.

The story began with the teachers and the community sharing in the identification of the needs of the school and setting goals. Phyllis Wilken used site-based decision-making processes before they were common practice. She oriented these processes around involving the staff and community in identifying practices that get results, which led the staff to choose Direct Instruction.

The school's initial interest in Direct Instruction started with a Chapter 1 teacher in the school whose students other teachers had noticed for their remarkable improvement in reading. From this seed, a whole school implementation gradually grew, extending from

reading to mathematics, extending from use with low-performing children to use with all children.

As principal, many of Wilken's important activities and contacts extended beyond monitoring and supervising classroom instruction. She also brought many kinds of instructional experiences into the school to build on the impressive foundation skills the children were learning in the Direct Instruction programs.

For example, she describes the Garden Hills Number 1 Student Program, a system for recognizing students for positive, appropriate behavior. She describes the Reading Train in the library and how students loved to earn tickets to sit in the train to read, by reading. She describes the Garden Hills Family Reading program, the Rita Reader Award, the book fairs, the performing arts field trips, the Village Day, and much, much more. The structure of each activity is described in sufficient detail that anyone can replicate it. Actual copies of important documents, awards, resolutions, procedures, and contracts are printed in the text, for others to copy.

A message that comes through quite clearly is that a full DI implementation involved much more than just "doing" the DI programs. A host of opportunities were available where students could use their skills freely and creatively. The principal took the lead in creating these opportunities and making Garden Hills an award-winning school.

Phyllis Anderson Wilken. (1995).  
*Turning Our School Around: Seven  
Commonsense Steps to School Improvement.*  
Sherer Communications: Urbana, IL.

To order *Turning Our School Around* send  
\$18.50 (includes shipping and handling) per  
copy to:

School Turnaround  
2022 Bentbrook Dr.  
Champaign, IL 61821

(*Turning Our School Around* may also be  
available through your local bookstore.)

# Videotapes on the Direct Instruction Model

*Keynote Presentations from the 1994 Conference*—2 hours. Titles and speakers include: Jean Osborn, Associate Director for the Center for the Study of Reading, University of Illinois speaking on "Direct Instruction: Past, Present & Future." Sara Tarver, Professor, University of Wisconsin-Madison speaking on "I Have a Dream that Someday We Will Teach All Children." Zig Engelmann, Professor, University of Oregon speaking on "So Who Needs Standards?"

Price: \$25.00.

*An Evening of Tribute to Siegfried Engelmann*—2.5 hours. On July 26, 1995, 400 of Zig Engelmann's friends, admirers, colleagues and protégés assembled to pay tribute to the "Father of Direct Instruction." The Tribute tape features Carl Bereiter, Wes Becker, Barbara Bateman, Cookie Bruner, Doug Carnine, and Jean Osborn the pioneers of Direct Instruction and many other program authors, paying tribute to Zig.

Price: \$25.00.

*Challenge of the 90's: Higher-Order Thinking*—45 minutes, 1990. Overview and rationale for Direct Instruction strategies. Includes home-video footage and Follow Through.

Price: \$10.00 (includes copying costs only).

*Follow Through: A Bridge to the Future*—22 minutes, video, 1992. Direct Instruction Dissemination Center, Wesley Elementary in Houston, Texas, demonstrates approach. Principal, Thaddeus Lott, and teachers are interviewed and classroom footage is shown. Created by Houston Independent School District in collaborative partnership with Project Follow Through.

Price: \$10.00 (includes copying costs only).

*Where It All Started*—45 minutes. Zig teaching kindergarten children from the Engelmann-Bereiter preschool in the 60's. These minority children demonstrate mathematical understanding far beyond normal developmental expectations. This acceleration came through expert teaching from the man who is now regarded as the "father" of Direct Instruction, Zig Engelmann.

Price: \$10.00 (includes copying costs only).

*Direct Instruction*—black and white, 1 hour, 1978. Overview and rationale for Direct Instruction compiled by Haddox for University of Oregon College of Education from footage of Project Follow Through and Eugene Classrooms.

Price: \$10.00 (includes copying costs only).

*Corrective Reading: Decoding B1, B2, C*—4 hours, 38 minutes + practice time. Pilot video training tape that includes an overview of the Corrective Series, placement procedures, training and practice on each part of a decoding lesson, information on classroom management / reinforcement and demonstrations of lessons (off-camera responses).

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