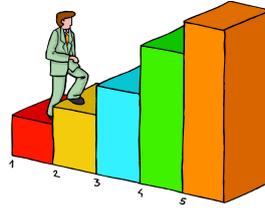


Question Skills Instruction Level B



Learning Progress Teacher Manual

Date each Progress Assessment, check each rubric for that task, text & questions, & make decisions for Spelling, Sentences & Adjustments for students with additional needs, for your class or grade & record marks. Record specific student errors on class list, and check for mastery, eg, Will made 3 errors with "When" & check in later lessons & assessments

Date	Task: Lesson & Text	Success Criteria	Decisions, Adjustments, Specific students' errors
	Current Skills: Bill & Todd's Trip	Record on class list	
	Book 1 Skills: Lesson 6, Clue Words	90%, 80%	14 out of 16, 90% 8 out of 10, 80%
	Book 2 Skills: Lesson 12, Ned & Bill's Ham	80%	12 out of 15, 80% <u>Ext</u> : 7 out of 9, 80%
	Book 3 Skills: Lesson 18, Pilot Dan, Part 2	80%	5 out of 6, 83% <u>Ext</u> : 3 out of 4, 75%
	Book 4 Skills: Lesson 24, Josh's Ant Research	83%	6 out of 7, 84% <u>Ext</u> : 4 out of 5, 75%
	Book 5 Skills: Lesson 30, Wombats, Part 1	82%	5 out of 6, 83% <u>Ext</u> : 4 out of 5, 80%
	Final Skills: Lesson 36, Bill & Todd's Trip	Record on class list	
<p><u>Teacher Comments, Notes, Students' Errors</u> (Skills Review: 8+ out of 10 considered successful?)</p>			

Success Criteria & Teacher Decisions

Success Criteria are suggested for each formative assessment included approximately every 6 lessons within Question Skills. These criteria can include spelling (especially words copied from tables or texts) and/or full sentences. Full sentence answers start with a capital letter, end with a full stop and include at least a noun and a verb.

Teacher professional judgement should be used with individual students or with a class to determine whether these are included as criteria. As well, some guidance is provided for students with additional needs. Teacher professional judgement, in collaboration with parents, special educators and executive teachers, should be used to adjust and adapt materials, assessments, and student responses, to enable students to demonstrate their learning, depending on their functioning.

Criteria for comprehension (correct answers) are suggested to be at 80% or higher. This is considered a minimal level to ensure that students can demonstrate that they understand texts that they read. These criteria are set with two considerations in mind.

Firstly, the importance of the concept being mastered. When a concept is foundational for further learning or skills, criteria should be reasonably high. For concepts like Clue Words, the criterion is set at 90%.

Secondly, if additional practice is included in subsequent lessons, then criteria can be slightly lowered - and teachers can focus on correcting specific errors with their class or individual students. Again, this depends on teacher professional judgement, based on knowing their students and their class, as well as knowledge of the practice within Question Skills lessons. Teachers should expect high performance and explicitly say this to their students, within each student's abilities.

For any Progress Learning Assessment, teachers should use their professional judgement as to how to adjust the number of questions that students with additional needs should complete, and what mastery criteria they will apply. This also applies to other adjustments, for example scribing or voice to text, or whatever adjustments are typically used with individual students. The suggested 80% or higher criteria for each assessment is recommended for most student, again with teacher judgement.

Identifying such specific error patterns relies on class teachers noting these as part of correcting and recording each formative assessment within this booklet. Specific error patterns would include repeated errors with a particular concept. For example, Will has repeatedly had errors with "When" questions. James has repeatedly had errors with "Why" questions, or complex questions. Student performance, as well as specific error patterns, should be recorded continually within a class record. Such data and evidence will be critical in enabling teachers to make evidence-based decisions to support all students.

For Think & Search and On My Own Questions, rubrics provide some guidance. To ensure consistency, teachers should discuss students' answers not included within the draft rubrics, and their judgements as to whether answers are acceptable, half marks, not acceptable. These judgements should be confirmed by the teaching team.

Both classroom teachers and supervising teachers can check implementation and success criteria to ensure that Question Skills is implemented with integrity. Improvements in students' performance cannot be ensured unless these materials are implemented on at least 3 occasions each week, as in the original doctoral research program.

Both dates and student performance in these formative assessment can provide evidence of either the need for additional practice or of mastery of skills and knowledge. Given 3 lessons each week, the dates for each formative assessment (Progress Learning Assessment) should be about 2 weeks apart. If the time difference is more than 3 weeks, then this may indicate that lessons are too infrequent for students to consolidate and maintain the concepts and skills within the materials.

Meeting students' needs relies on this ongoing knowledge of students' learning over time, as well as providing appropriate explicit instruction and additional practice in response to formative and summative assessments.

For any further queries, please email Gail on gailbrown@designedlearning.com.au . I am an action researcher, working with classroom teachers. I have recently revised and edited all of these materials, and, without paying for a professional editor, I cannot guarantee that some errors do not remain. Please email me with any of these, and I will revise and email a corrected file. MANY Thanks!!

Current Skills: Bill and Todd's Trip



Bill, Todd and Adam were best friends. Bill and Todd lived close by school. Adam lived a long way from school and close to the beach. Bill, Todd and Adam had been planning to spend the weekend together for a long time.

Just before they left, Mum asked Bill if he had packed his back-pack. Bill said he had put in a hat, socks and some pants. Bill still had to pack his jacket just in case it got cold. His mum said to pack some snacks for the long trip. Bill also packed some cans of drink for himself and Todd.

Bill and Todd left for the trip. Before they went on a tram, the boys went on the bus. When the tram stopped, Bill and Todd jumped off. They ran up the hill to Adam's house.

It was fun at Adam's house. The best bit was the swim as they felt so hot. Then, Adam's dad got them pizza. Bill, Todd and Adam crept into the tent to sleep. Adam slept a bit but not Bill and Todd. Bill said his bed was lumpy and a bit cold because the tent flapped. Todd said it was too noisy because the dog yapped and the crickets clicked.



Questions: Write full sentence answers to questions.

1. Who was spending the weekend at Adam's house?
2. List all the things that Bill packed in his backpack.
3. Why did Todd not sleep well in the tent?
4. How long had the three boys been planning to spend the weekend at Adam's?
5. Why did the boys sleep in the tent?
6. Just before they left, what did Bill's mum ask?
7. Where did Adam live?
8. How did Bill and Todd get to Adam's house?
9. Why might Bill and Todd be happy to be home?
10. What did Adam's dad get for the boys?

Well Done!



<p>Student Comments: What did I think about this task? Was it too easy? Too difficult? Too long?</p>	
<p>Teacher Comments:</p>	

Draft Scoring Rubric for Bill and Todd's Trip

RT= Right There; TS = Think & Search; OMO = On My Own

(Correct Spelling or Sentences marked, at Teacher discretion)

Q	Full Marks	Half Mark	Zero
1 Who was spending the weekend together? RT	Bill, Todd & Adam, The three boys were spending the weekend together (Must have 3)	Bill and Todd (or any two names) (Or two boys)	One boy or one name
2. List all the things that Bill packed in his backpack. TS	Bill packed hat, socks, (some) pants, jacket, snacks, cans of drink. (Must have 5 or 6)	Bill packed (any 2-4 things)	less than 2 things
3. Why did Todd not sleep well in the tent? TS	Todd didn't sleep because it was too noisy with dogs yapping and crickets clicking. (Must have 2 noises)	One of these	No answer, or because the tent was moving so much, something else
4. How long had the three boys been planning to spend the weekend at Adam's? TS	They had planned this weekend for a long time.	Anything general or something general about time	(Specific time) For a week, for a weekend, on the weekend with Adam Other answers
5. Why did the boys sleep in the tent? OMO	They slept in a tent for fun,... They wanted it to be a campout, This was what they had planned (Accept other reasonable answers?)	Because they were outside, because it was a trip, they might get wet in the rain,	Nothing about tents; General ideas about sleeping... They were tired, too cold to sleep in a tent, so they could go swimming, because Adam crept into the tent, it was night time, to sleep, didn't have a bed, Adam's house was a tent, No room in Adam's bed

<p>6. Just before they left, what did Bill's mum ask? RT</p>	<p>His mum asked if he had packed his backpack; She asked if he had packed everything he needed.</p>	<p>His mum asked: If he had packed; To bring his backpack; To pack his backpack</p>	<p>His mum asked (anything else) To have a jacket and snacks...</p>
<p>7. Where did Adam live? RT</p>	<p>Adam lived a long way from school and close to the beach. (Must have 2 ideas)</p>	<p>One of these two, up the hill, top of the hill,</p>	<p>None or something else</p>
<p>8. How did Bill and Todd get to Adam's house? TS</p>	<p>Bill and Todd caught a tram and a bus and ran up the hill. (Must have 3 ways)</p>	<p>Any one or two of these 3</p>	<p>Something else; By their mothers</p>
<p>9. Why might Bill and Todd be happy to be home? OMO</p>	<p>Bill and Todd were happy to be home because they wanted to sleep, were tired, missed parents... It was noisy and very lumpy/bumpy; Home is comfortable; They didn't like the tent; They had a big weekend and wanted to be home; they liked their house better</p>	<p>One boy and / or one reason Not too noisy</p>	<p>Not appropriate reasons. Going to Adam's house would take too long; They think Adam's place is more fun; They were a long time at Adam's house</p>
<p>10. What did Adam's dad get for the boys? TS</p>	<p>Adam's dad got the boys some pizza.</p>	<p>Food</p>	<p>Anything else</p>