

# Introduction

## Reflection and Application Activities

From: Classroom Assessment Techniques: Tools for Improving Teaching Br Learning - A Workshop on formative assessment conducted by Dr. Kate Kinsella, Department of Secondary Education, San Francisco State University. 1997 CATESOL Conference, Fresno, California.

-----

The opportunity to reflect on learning and the ability to demonstrate the application of what has been learned are critical to the promotion of *active learning*. Assessment of learner outcomes also requires students to demonstrate that they can apply what has been learned in the classroom to the reality of their everyday lives. Dr. Kate Kinsella uses the following working definition of classroom assessment: An *approach to collecting* focused on feedback, early and often, on students' current knowledge, skills and instructional preferences, and on how well our students are learning what we are teaching. She describes the purpose of classroom assessment as providing teachers and students with information and insights needed to improve teaching effectiveness and acquisition of knowledge and skills. Instructors therefore need to document individual students' mastery of SCANS Competencies but students themselves should be actively involved in the evaluation of how they are doing, what they have learned, how well they can use the new skills and where and when they will use them.

It is true that there is no quick and easy way to demonstrate mastery of the SCANS competency areas on multiple choice and other pencil and paper tests. However, a student who has been given the opportunity to develop and practice the SCANS competencies through carefully crafted active learning strategies is likely to demonstrate this competence in increased self-confidence and the ability to transfer learned information from one context to another. These are both factors which can have a significant impact on multiple choice and pencil and paper test performances.

Students need to be given the opportunity to develop into independent, active learners. Therefore in each instructional session they need time to reflect on what they have done, how they have done it and how they feel about it. In a SCANS oriented classrooms this reflection must encompass both the content material covered and the SCANS competencies that have been practiced.

## Reflection on Content

### ➤ Agenda Review

One of the benefits of using a daily agenda is that it provides a structure for focused reflection throughout an instructional session. The agenda mirrors the instructor's lesson plan and shows the stages of the instructional session, including the time assigned toward the end of the session for reflection. Either the instructor can check off each item on the agenda as it is covered, or she can ask a student or a team to take responsibility for doing this.

### Example of a Daily Agenda

**May 4, 1999**

1. Greetings – special occasions?
2. Review- Short and Long Answers?
3. Review – Contractions and pronouns
4. Short-term and Long-term goals?
5. Note taking and active listening skills?
6. Team Activity
7. Goal Chart
8. Reflection- what did we do?
9. Homework assignment

### ➤ Text Book Contents Page Check –Off

For instructors, who use one or more assigned classroom text books, a very simple way of providing students the opportunity to reflect on the content they are covering is to ask them to check off the sections of the book they cover in each instructional session on a Xerox copy of the content page from the text. **This simple strategy allows** students to see that material is being covered in an organized and systematic way. Several textbooks actually have their contents pages set up as checklists. For lower level classes it is best to use an overhead transparency of the contents page and to make the reflection activity very focused. Instructors review the language competency that has been covered by modeling and eliciting examples. They then check the appropriate phrase, directing students to do the same on their own copies. Though grammar points have been covered during the course of learning the language competencies in the unit, on the context page they are listed in an abstract format that may not be meaningful to lower level students. It is therefore best to direct students to reflect on what they have learned in terms of language competencies, in other words, develop an awareness of what they know how to do with language as opposed to what they know about the language.

## Text Book Contents Page Checklist of Crossroads, Book 1

From: Frankel, I. and Meyers, C. (1991). *Crossroads Book One*. New York. Oxford University Press.

Competencies	Grammar	
To the Teacher Page viii		
Step-by-Step Teaching Procedures Page x		
UNIT 1 Introductions Page 1	Introduce yourself and others. Ask for, give, spell and write your first and last name. Ask where someone is from and say where you are from. Identify three things in a classroom and follow classroom instructions,	Present tense of <i>be</i> <i>What? Where?</i> <i>my, your, his, her</i> <i>Imperatives.</i>
UNIT 2 Family and Friends Page 13	Greet someone. Ask about the names and relationships of the people in someone's family. Give the names and relationships of people in your family. Ask someone to repeat for clarification and repeat when someone asks you to. Ask for someone's area code and phone number. Give and write your own area code and phone number.	Present tense of <i>be</i> <i>yes/no questions:</i> <i>Yes/no short answers</i> <i>Who?</i> <i>this, that, these, those, their</i>
UNIT 3 School Page 25	Ask and say where things are in your classroom and where places are in your school. Give your teacher's name, your class level and your room number. Repeat something to check understanding. Give and write your first language and your age.	Present tense of <i>be</i> <i>Where? How old?</i> Noun Plurals <i>its, our</i> <i>on next to</i> (location)
UNIT 4 Community Services	Report an emergency and give the location. Ask and say where places are in your community. Ask for someone's address. Give and write your own address.	Present tense of <i>be</i> <i>there is/ there are</i> <i>a, an</i> <i>between, on the corner of, in</i> <i>on, at</i> (location)
UNIT 5 Shopping Page 49	Ask where things are in a store and read aisle numbers. Ask for and read prices and the total amount. Identify bills and coins.	present continuous tense Pro-predicate do (What are you doing?) How much is? How much are?

### ➤ **Language Learning Diaries**

Language learning diaries are an effective strategy for having students reflect on what they have learned and can be used with all levels of students. Diaries can be completed on a daily or weekly basis. Students can be asked to complete a list of statements, for example:









Today I leaned.....
Today I read.....in English.
Today I spoke English to .....
Today I wanted to speak English when.....
Today I learned some new words. They are.....
Tomorrow I am going to .....

*(See Appendix for worksheet)*

### ➤ **Progress Charts**

Progress charts can help students to observe and trust that committed participation in the classroom is yielding results. Though instructors may be aware of the great strides that their students are making, students often do not share this perspective unless they are guided through activities, which document and demonstrate progress over time. A very simple progress chart can be maintained by each student for activities that are undertaken on a regular basis and for which the instructor assigns a score or grade. For example, spelling tests, dictations, homework assignments and projects. On the following pages are simple grids used by Donna Price-Machado to help students track their achievements in the weekly spelling tests and dictations. When directing students to observe the pattern of their scores, instructors can ask questions about the correlation between attendance, studying for the test and the score that was achieved. Scores can be shown using a bar graph format or a point and connecting line format. Students who reflect on their progress in this way are practicing the SCANS competencies of using systems to monitor performance. (See next page).

## Samples of Progress Charts

Number Correct <input type="checkbox"/>													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
Test No. <input type="checkbox"/>	1	2	3	4	5	6	7	8	9	10	11	12	

Score <input type="checkbox"/>													
10			X										
9		X				X	X	X					
8	X												
7				X	X								
6													
5													
4													
3													
2													
1													
Dictation No. <input type="checkbox"/>	1	2	3	4	5	6	7	8	9	10	11	12	

Developed by Donna Price-Machado

## ➤ Peer Review Activities

Content in ESL classes has to do with:

- The basic language students know (vocabulary, phrases, etc.).
- How they use it (functions and competencies), and
- What it sounds like (pronunciation, intonation, etc.)

Reflection activities can and should be designed around all of these areas. It is often difficult for instructors to devote a great deal of time to individual students for one-on-one oral interaction. It is therefore essential to involve students in guided peer review activities that provide them with the opportunity to reflect on how the language they are practicing sounds. Donna Price-Machado has developed Focused-Listening Peer-Revision sheets for her intermediate-high level students.

*From the classroom of Donna Price-Machado*

<b>Focused-Listening Peer-Revision Sheet</b>			
Who is reading? _____	Who is listening? _____		
Circle the answer while your partner is reading			
1. Did you partner's voice go down at the end of each sentence?			
always	often	rarely	never
2. Did you partner read very fast?			
always	often	rarely	never
3. Were there any words that you didn't understand when your partner said them? Tell him/her what those words were in a polite way. Here are some polite ways to help someone:			
▪ Could you repeat that word, please?			
▪ I think you should say ...			
▪ If I were you, I would say it like this: ...			
4. Did your partner say some words quieter than other words?			
always	often	rarely	never
5. Did your partner say the stressed syllables louder than the unstressed syllables?			
always	often	rarely	never

*(See Appendix for worksheet)*

In higher-level classes, peer review activities are effective for generating reflective thinking about writing assignments also. Documented below is the format Donna Price-Machado uses to guide peer review in her classroom.

## Model for peer review in higher level classes

Do the following peer response after you read the short article and write your own summary.

Writer's name: \_\_\_\_\_ Peer's (checker's) name: \_\_\_\_\_

### Peer Response

1. Does the writer give the source at the beginning? Yes/No
2. Does the writer give the main idea in his/her own words? Yes/No
3. Does the writer use the present tense? Yes/No
4. Does the writer give some supporting evidence? Yes/No
5. Do you think the writer really understood the article? Yes/No

If you said "no," ask the writer to explain orally.

*From the classroom of Donna Price-Machado*

*(See Appendix for worksheet)*

Peer review does not need to be limited to high level students. Teachers can establish the expectation that students will always have homework assignments, projects and any other written work reviewed by a specified number of team or class members before being turned in to the instructor. A system for documenting that peer review has taken place can be established. For example, students can be asked to place their initials in the top right hand corner of a piece of work that they have reviewed.

## Reflection on Demonstration of SCANS Competencies

### ➤ What Did you Do in Class Today?

An equally simple strategy for having students reflect on the SCANS competency areas they have practiced while learning content material is to invite students to react on what they have done at the end of an instructional session. Donna Price-Machado uses a permanent display poster in her classroom and directs student attention to it at the end of the session. Using focused oral questions, the instructor can ask students to reflect on what they did in class that day and then ask them to give an example of an activity to demonstrate the competency. For example, the instructor asks; "Did you teach someone something today? Several students answer: "Yes." The instructor then says "Give me an example. . What did you do to teach someone something?" The instructor can call on one or several students to provide examples, perhaps; "(I taught the students in my team my part of Toua Vue 's story."

## What Did you Do in Class Today?

*From the classroom of Donna Price-Machado*

### **Did you:**

- ✓ Work in teams?
- ✓ Teach other students?
- ✓ Make decisions? Negotiate?
- ✓ Solve problems?
- ✓ Organize your time and work?
- ✓ Use equipment?
- ✓ Take initiative
- ✓ Proofread your work and fix your mistakes?
- ✓ Use time efficiently in class?
- ✓ Feel good about yourself?
- ✓ Speak, read, write and understand English?

*(See Appendix for worksheet)*

### ➤ **Class Time Card**

Personal Qualities is a piece of the three-part SCANS Foundation. An effective worker is described as one who exerts a high level of effort and perseveres toward goal attainment, a person who assesses themselves accurately, sets personal goals, monitors progress and exhibits self control. The challenge for the instructor, as with other SCANS skills and competency areas, is to identify strategies that will allow students to document the fact that they can demonstrate these skills. The key to doing this effectively is to specify certain behaviors that can be described symptoms of these skills. For example; it is reasonable to represent a student who arrives on time to class every day and stays for the entire instructional session as an individual who is demonstrating a high level of effort and persevering toward goal attainment.

If struggling to identify strategies to document student competence in a certain SCANS area, Instructors can ask themselves, for example, "What does someone who sets personal goals and monitors progress actually do? What is the observable and measurable action that will demonstrate this skill?" In general the answer might be that someone who sets personal goals and monitors their progress:

- Describes the goal in realistic terms.
- Develops a system to document progress toward the goal.

This can be translated very easily to the classroom. For example, teachers can ask students to set themselves attendance goals at the end of each week for the following week. A very simple system is then established for the student to track how many hours they actually do attend class the following week. Students are asked to document if they met their goal or not and if they missed it, by how many hours. A Class Time Card maintained by each student is a very effective strategy for making personal goal setting and progress monitoring both observable and measurable.

## ➤ Personal Checklists

If they are completed consistently and on a regular basis, personal checklists provide students with opportunity to document that they have demonstrated certain SCANS competencies. Consistent filling out of the checklists is, in itself, demonstrating of organizational skills, information management, systems management and performances monitoring. The checklists can be crafted to reflect a wide range of different skills and can be used with students at all levels of instruction. Some examples are documented.

<b>This Week:</b>	<b>Number of days</b>				
<b>I came to class every day</b> (Responsibility, self management, decision making, monitoring performance).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>I came to class on time</b> (Responsibility, self management, decision making, monitoring performance).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>I remembered my classroom job</b> (Systems management, responsibility, self management, decision making, monitoring performance).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>I was well organized</b> (Allocating time, knowing how to learn, systems management, responsibility, self management, Decision-making, monitoring performance).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*(See Appendix for worksheet)*

Students can also be asked to rate themselves in a more qualitative way in other SCANS competency areas. Because the students are rating themselves, the assessment is highly subjective but this does not detract from the objective of having students develop a sense of responsibility for their own learning and their performance of the areas identified by SCANS as being critical to workplace know how.

*Developed by Sue Pratt, Fremont Adult School*

<b>This Week</b>	<b>→ Agree →</b>				
I made an effort to reach my goals.	1	2	3	4	5
I worked well with my team.	1	2	3	4	5
I did my homework.	1	2	3	4	5
I solved problems.	1	2	3	4	5
I stopped working when asked to.	1	2	3	4	5
I used every minute of my time.	1	2	3	4	5
I felt good about myself.	1	2	3	4	5
I did not copy from others.	1	2	3	4	5
I made decisions.	1	2	3	4	5
I helped others.	1	2	3	4	5

*(See Appendix for worksheet)*

## ➤ Active Learning Progress Chart

Again more subjectively, students can be asked to rank themselves qualitatively on demonstration of certain competencies and skills and assign themselves scores each day with a weekly total. Weekly scores can be compared over time in order to observe an increase in the degree to which a student is accepting responsibility for learning. Observable behavior outcomes that can be assumed to demonstrate this include the number of times a student volunteers information, asks questions, assists others, asks for clarification when unsure, brings necessary equipment to class, arrives on time and appropriately dressed, completes homework assignments before class and takes notes when necessary. Using a 1-5, students give themselves a score each day. These progress charts provides excellent material for student/teacher conferences and discussions on areas that need development or in which a student is lacking self-confidence.

*Adapted from Kate Kinsella, CATESOL Conference, 1997). Fresno, California.*

<b>Active Learner Progress Chart</b>						
Class:	Week of:		Name:			
<b>Active Learner Classroom Behaviors</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>Total</b>
I arrived on class on time.						
I brought materials/equipment (pen, paper, handouts)						
I brought the textbook.						
I completed all homework <b>before</b> class.						
I made eye contact with the teacher.						
I made eye contact with my team members.						
I answered a question voluntarily.						
I participated well in my team.						
I made notes.						
I wrote down the homework assignments.						
I told the teacher when I did not understand.						
I learned new things.						
I did my best.						

*(See Appendix for worksheet)*

## ➤ Team Evaluation Sheets

When students work in teams they should also be given the opportunity to reflect on their performance in the context of SCANS competencies. This can be achieved through the use of simple team evaluation sheets. A team member can be assigned the task of Team Evaluator or the team can be asked to fill out the form after discussion and agreement on how to record a score. Some examples are:

## Team Evaluation Sheet

Work Team \_\_\_\_\_

**On a scale of 1-5 (5 is high), rate the performance of your team:**

Overall Performance \_\_\_\_\_

Ability to work cooperatively \_\_\_\_\_

Ability to get the job done \_\_\_\_\_

Ability to do the job on time \_\_\_\_\_

Ability to use resources efficiently \_\_\_\_\_

Who is team member of the day? Why?

\_\_\_\_\_

What problems did your team have?

\_\_\_\_\_

What recommendations do you have to improve team performance?

\_\_\_\_\_

Evaluator's name: \_\_\_\_\_

### Work Team:

Did everyone come on time? Yes No

How many people were late? Yes No

Did everyone bring paper, pens, pencils and books/binders? Yes No

How many people forgot things?

### Circle a number: (5 is the best score).

Did your team do a good job? 5 4 3 2 1

Did your team help each other? 5 4 3 2 1

Did you finish on time? 5 4 3 2 1

Who did a very good job? 5 4 3 2 1

What did they do? \_\_\_\_\_

*(See Appendix for worksheet)*

## Reflection on Affective Experiences in the Classroom

### ➤ Written Reflection

Opportunities to reflect on how the learning experience feels to students do not have to be distinct and separate from other reflection activities. For example, it is easy to include affective questions on personal checklists and progress charts and asks students to assign a score to how much they enjoyed the instructional session, or the week's activities. Students can be asked to identify an activity they particularly liked, or did not enjoy, or found challenging, too easy, confusing, too complicated, etc. However, some learning

activities that students encounter in the classroom may generate a high degree of anxiety and for such projects a distinct reflection activity is advised. For example, making oral presentations to the class requires students to produce language under highly stressful conditions and being provided with the opportunity to reflect on the experience allows the student greater ownership and understanding of the learning process in which he or she is engaged. Donna Price-Machado asks her students to reflect on their experiences of making oral presentations by completing the form that is documented below.

*From the classroom of Donna Price-Machado*

<b>Reflection on Oral Presentations</b>	
Name _____	Date _____
1. What did you like about doing the presentation?	
2. What didn't you like about doing the presentation?	
3. Are you pleased with your performance? Explain what you are proud of.	
4. What would you like to improve about your performance?	
5. Are you pleased with your team's performance? Explain what you liked and didn't like about what they did.	
6. If we do this activity again, how would you change it?	

*(See Appendix for worksheet)*

### ➤ **Focused Journal on Log Book Entries**

Perhaps the most direct way to give students an understanding of the relevance of what they do in class to the behavioral demands of their own lives is to ask them to write focused journal or log book entries. In *Skills for Success, Working and Studying in English* Donna Price-Machado provides a structured logbook activity, which invites students to write logbook entries Donna Price-Machado at least twice a week, which respond to the following questions:

#### **a. In Class**

1. What did you learn today that would help you in your job or personal life?
2. What did you like or dislike about the lesson?
3. What happened with your team or partner?
4. Did you do anything today to help someone in class? What did you do?

#### **b. In the Community**

1. Are you a U.S citizen? Did you register to vote? Did you vote?
2. Are you involved in your community? Explain what you do.
3. Are you taking a citizenship class?

**c. In Your School**

1. Have you gone to your child's school?
2. Did you volunteer to help?
3. Do you read to your child?

**d. At Work**

1. Did you get a job recently?
2. Did you do something special at work such as getting an award or promotion?

**e. In Your Education**

1. Did you enter a job training class?
2. Are you taking other classes? Are you taking college classes?

*(Price-Machado, 1998, page xvii)*

➤ **Checklists**

Checklists can also be developed for students to document completion of activities that successfully demonstrate specific SCANS Competencies. As part of being able to check off successful demonstrations, students must:

- Describe the classroom activity which demonstrates the competency,
- Give an example of a situation in which the competency is used in the workplace,
- Give an example of a situation in which the competency is used in another area of their lives.

<b>SCANS</b>	<b>Date</b>	<b>Activity</b>	<b>Work</b>	<b>Other</b>
<b>Basic Skills:</b> Locates, understands & interprets written information in graphs.				
<b>Thinking Skills:</b> Specifies goal, evaluates and chooses best alternative.				
<b>Personal Qualities:</b> Exerts a high level of effort and preservers toward goal attainment.				
<b>Interpersonal Skills:</b> Participates as a member of a team.				
<b>Interpersonal Skills:</b> Teaches others new skills.				
<b>Interpersonal Skills:</b> Communicates ideas to justify position.				
<b>Information Management:</b> Acquires and evaluates information.				
<b>Information Management:</b> Organizes and maintains information.				

*(See Appendix for worksheet)*

## Folder Assessment

*Adapted from Brigitte Marshall's "English Language Training for Employment Participation" Resource Packet. For more information, contact Brigitte at (510) 528-0056. :Price-Machado.*

---

One manageable way to document progress and outcome attainment in open/entry multi-level adult ESL classes is with folder assessment. Folder assessment is a viable way of documenting student outcomes to the learner, the instructor, local program management, and funding sources.

- Folder assessment is a folder that contains a variety of information assessing student performance relative to instructional objectives.
- It assesses an individual student's work throughout the course.
- It includes samples of student work, such as exercise sheets, letters, pictures drawn, etc., as well as formal tests and checklists.
- It allows instructors to use a variety of ways to evaluate learning over time.
- Students take responsibility of choosing his/her best work to put in the folder; however, it is the teacher's responsibility to choose the categories of work that should be put in a folder. Student work should be collected with a purpose, and each piece a student puts in the folder should reflect progress toward a particular learning goal.
- Teachers need to maintain checklists or summary sheets to help make instructional decisions and report consistently and reliably.

## Reinforcement Assessment

(Open-ended Format)

1. If I had 10 minutes free times during this class I would most like to...
2. The favorite type of activity that I wish we would do mere often in this class is...
3. My favorite way to learn new information in this class is...
4. In this class, I feel proudest of myself when...
5. That thing that motivates me the most to do well in this classroom is...
6. The nicest thing that has ever happened to me in this class for doing good work is...
7. The very best reward in this class that the teacher could give me for good work is...

*(See Appendix for worksheet)*

# Listener Response Sheet

*From: Office Systems, E Chamberlain. L. Gifford, SDCCED.*

When you have finished filling out this evaluation, return it to the speaker. Go over each question and explain your responses. Share any suggestions you have to improve the speech.

Speaker \_\_\_\_\_

Listener's Signature \_\_\_\_\_

Listen and evaluate the speech using the following focus questions:

<b>Questions:</b>	<b>Comments:</b>
1. Was there good "Eye Contact"?	-
2. Did he/she speak loudly enough?	-
3. Did he/she speak slowly enough?	-
4. Did he/she speak clearly enough?	-
5. Did he/she use inflection in the voice?	-
6. Did he/she use note cards to help keep focus?	-
7. Did you understand the ideas in the speech?	-
8. Do you have any suggestions to help improve the speech?	

*(See Appendix for worksheet)*

## A Learning Diary

At the end of each lesson, your teacher will give you a few minutes to fill in your learning diary. Filling it in will help you remember what you've learnt and plan what you need to do next.

The worksheet below can be used for diary entries, or, better still, you can design your own.

### From: Monitoring and Evaluating

- ✓ Today I learned.....
- ✓ Today I studied.....
- ✓ Today I practiced.....
- ✓ Today I used English in these places.....
- ✓ Today I spoke English with these people .....
- ✓ One thing I said very well today.....
- ✓ One mistake I made today.....
- ✓ My difficulties.....
- ✓ I would like to know.....
- ✓ My learning and practicing plans for tomorrow.....

*(See Appendix for worksheet)*

### Student's Sample

- ✓ Today I learned.....
- ✓ Today I studied.....
- ✓ Today I practiced.....
- ✓ Today I used English in these places.....
- ✓ Today I spoke English with these people .....
- ✓ One thing I said very well today.....
- ✓ One mistake I made today.....
- ✓ My difficulties.....
- ✓ I would like to know.....
- ✓ My learning and practicing plans for tomorrow.....

## CCSF Samples

### Class Evaluation

Instructor: Barbara Kastner  
ESL 22

Name:

Please grade yourself on the following

<p>“5” is the highest score. It means always. “4” means usually. “3” means sometimes. “2” means rarely. “1” means almost never.</p>
---

1. Responsibility
  - a. I do my homework.
  - b. I give the homework to the teacher when she asks for it. (I do not finish it at the beginning of the class and hand it in 10 or 15 minutes late.)
  - c. If I am absent, I call my classmate for the assignment and bring in the homework the next day.
  - d. I study for the tests and do the best that I can.
  - e. I speak English in class.
  - f. I close my books for one class when I am in the other class.
2. Respect
  - a. I am quiet and listen to the teacher when she is speaking.
  - b. I am quiet and listen to other students when they are speaking.
3. Honesty
  - a. I do my own work. I do not copy other students' homework.
  - b. I do my own work. I do not copy other students' tests.

On the back of the paper, write a paragraph: “What Kind of Student Am I?” If you have problems being a “number 5 student” please write the reasons why. For example if you don't do your homework because you don't have time, if you speak your language in class because you don't understand English, if you think the class is too easy or too difficult, write that in your paragraph.

## Team Evaluation

**Instructor: Eve Tarquino**  
**ESL 7-8**

On a scale of 1-5 (5 is high), rate the performance of your team in the following areas:

Overall performance \_\_\_\_\_

Ability to work cooperatively \_\_\_\_\_

Ability to get the job done \_\_\_\_\_

Ability to locate and utilize resources efficiently \_\_\_\_\_

Did any member of your team perform particularly well? How?

---

---

Did you notice any particular problems in the way your team completed the assignment?

---

---

Do you have any recommendation that will improve team performance?

---

---

# Active Learner Progress Chart

## Math for Community College

**Instructor: Kate Gougoutas**  
**High School Math**

Using a scale of 1-5, give yourself a score each day. At the end of the week you will tally your daily score and hand in the chart for review by the teacher.

**Name:**

**Week of:**

	<b>Mon.</b>	<b>Tue.</b>	<b>Wed.</b>	<b>Thu.</b>	<b>Fri.</b>	<b>Total</b>
Came to class on time.						
Did today's life skills.						
Asked for help.						
Stayed the whole period						
Returned all materials.						
Was quiet during instruction.						
Corrected work/test.						
Tried my best.						

The following section is to be answered every Friday.

1. Something I still don't understand is (Please be specific):

2. My goal for next week:

3. Something I would change about the class (i.e. the way lessons are being taught, more one-on-one time):