

# Student Objectives Report



Mangrum-Strichart  
Learning Resources  
SL

A. Student

Grade: 9

Date of Assessment: 02/18/2019

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## Unit 1 - GOOD STUDYING

Score: 60 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student understands the three major components of good studying. (1-1)
2. The student evaluates his/her study place. (1-2)
3. The student determines how to improve his/her study place. (1-3)
4. The student understands the three major components of managing study time. (1-4)
5. The student prepares a monthly calendar for each month of the term or semester. (1-5)
6. The student prepares a weekly calendar for each week of the term or semester. (1-6)
7. The student prepares a to-do list each night before a school day. (1-7)
8. The student evaluates his/her study habits. (1-8)
9. The student determines how to improve his/her study habits. (1-9)
10. The student sets appropriate study goals. (1-10)
11. The student evaluates his/her study goals. (1-11)

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## Unit 2 - INTERPRETING AND CREATING VISUAL AIDS

Score: 60 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student is able to create a pictograph to show information. (2-1, 2-2)
2. The student is able to create a pie chart to show information. (2-3, 2-4)
3. The student is able to create a vertical bar graph to show information. (2-5, 2-6)
4. The student is able to create a horizontal bar graph to show information. (2-7, 2-8)
5. The student is able to create a line graph to show information over time. (2-9, 2-10)
6. The student is able to create a table to present a great deal of information in an organized manner. (2-11, 2-12)
7. The student is able to create a time line to show the important events about something over time. (2-13, 2-14)
8. The student is able to interpret diagrams that show the parts of a thing or object. (2-15)

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## Unit 3 - READING AND TAKING NOTES FROM TEXTBOOK CHAPTERS

Score: 45 Recommendation: Needs instruction

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student understands the way in which a textbook is organized and the features it includes. (3- 1)
2. The student reads the title of a chapter to gain a very general sense of what the chapter is about. (3-2)
3. The student reads the introduction to a chapter to gain a sense about the information that will follow. (3-2)
4. The student reads the headings in a chapter to gain a more specific idea about the information that is covered. (3-2)
5. The student reads the titles of pictures and other visual aids in a chapter to get a further idea of what it is about. (3-2)
6. The student reads the summary or conclusion of a chapter to be sure he/she has a good understanding of what it is about. (3-2)
7. The student reads the information that follows each heading in a chapter. (3-3 through 3-7)
8. The student writes in his/her notes one or more questions about the information that follows a heading. (3-3 through 3-7)
9. The student writes in his/her notes the answers to the questions he/she wrote about the information that follows a heading. (3-3 through 3-7)

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## Unit 4 - TAKING NOTES IN CLASS

Score: 54 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student listens for words and statements used by the teacher that signal that he/she should write what the teacher says next. (4-1)
2. The student uses common abbreviations for words to increase his/her notetaking speed. (4-2)
3. The student creates his/her own abbreviations for words to increase notetaking speed. (4-3)
4. The student writes symbols for words and terms to increase his/her notetaking speed. (4-4)
5. The student writes the fewest words needed to include the most important information. (4-5)
6. The student uses a two-column format for writing notes. (4-6, 4-7, 4-8)
7. The student writes main ideas in his/her notes. (4-6, 4-7, 4-8)
8. The student writes supporting details in his/her notes. (4-6, 4-7, 4-8)
9. The student rewrites his/her notes after class to make them as complete and accurate as possible. (4-7)

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## Unit 5 - USING REFERENCE SOURCES

Score: 58 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student is familiar with the major types of reference sources. (5-1)
2. The student is able to locate websites that provide information about a topic. (5-2)
3. The student evaluates information found at a website before using the information. (5-2)
4. The student uses a print or online dictionary to learn the meanings of words. (5-3, 5-4)
5. The student uses a print or online dictionary to learn the pronunciations of words. (5-3, 5-4)
6. When a dictionary provides more than one meaning for a word, the student uses context to select the most appropriate meaning for his/her purpose. (5-5)
7. The student uses a print or online thesaurus to find synonyms for words. (5-6)
8. The student uses context to select the most appropriate synonym for a word for his/her purpose. (5-7)
9. The student uses a print or online encyclopedia to learn about a topic. (5-8)
10. The student uses an almanac to identify specific facts about something. (5-9)
11. The student uses an atlas when he/she needs to look at a map. (5-10)

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## Unit 6 - INTERPRETING AND CONSTRUCTING GRAPHIC ORGANIZERS AND CHARTS

Score: 50 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student constructs a graphic organizer to organize information about a topic into its subtopics and details. (6-1)
2. The student constructs a graphic organizer to show attempts at solutions to a problem and the current status of the problem. (6-2)
3. The student constructs a graphic organizer to represent the sequence in which events occurred. (6-3)
4. The student constructs a graphic organizer to show how two things are both alike and different. (6-4)
5. The student constructs a graphic organizer to answer questions he/she has about a topic. (6-5)
6. The student constructs a graphic organizer to show the effects of something. (6-6)
7. The student constructs a chart to show, in order, the steps to follow to accomplish something. (6-7)
8. The student constructs a chart using the words who, what, where, when, and why to organize information found in newspaper and magazine articles. (6-8)
9. The student constructs a chart that shows what he/she already knows about a topic, what he/she wants to learn, and what he/she learns when reading to learn more about the topic. (6-9)

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## Unit 7 - REMEMBERING INFORMATION

Score: 70 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student remembers information by reading, writing, and saying the information several times. (7-1)
2. The student remembers information by creating pictures about the information in his/her mind. (7-2)
3. The student remembers information by sorting items to be remembered into categories. (7-3)
4. The student remembers information by creating rhymes about the information. (7-4)
5. The student remembers information by creating a word using the first letters of the items of information to be remembered. (7-5)
6. The student remembers information by creating an abbreviation using the first letters of the items of information to be remembered. (7-6)
7. The student remembers information by creating a sentence using words that begin with the first letters of the items of information to be remembered. (7-7)
8. The student remembers information by associating things to be remembered with words that rhyme with number words. (7-8)
9. The student remembers information by associating things to be remembered with features of familiar places. (7-9)

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## Unit 8 - TAKING TESTS

Score: 57 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student carefully reads the test directions before beginning to answer the items. (8-1)
2. The student examines the entire test to see how much there is to do before beginning to answer the items. (8-1)
3. The student uses specific strategies when taking multiple-choice tests. (8-2, 8-3)
4. The student uses specific strategies when taking true/false tests. (8-4, 8-5)
5. The student uses specific strategies when taking matching tests. (8-6, 8-7)
6. The student uses specific strategies when taking completion tests. (8-8, 8-9)
7. The student writes an outline before responding to an essay test item. (8-10)
8. The student looks for direction words in an essay test item that tell what must be done to answer the item. (8-11)
9. The student plans how much time to spend answering each item on an essay test. (8-12)



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## Unit 9 - BUILDING VOCABULARY WHILE READING

Score: 31 Recommendation: Needs instruction

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. When reading, the student looks for a definition clue provided by the writer when he/she is unsure about or does not know the meaning of a word used by the writer. (9-1, 9-4)
2. When reading, the student looks for a synonym clue provided by the writer when he/she is unsure about or does not know the meaning of a word used by the writer. (9-2, 9-4)
3. When reading, the student looks for an antonym clue provided by the writer when he/she is unsure about or does not know the meaning of a word used by the writer. (9-3, 9-4)
4. When reading, the student looks for an adage clue provided by the writer when he/she is unsure about or does not know the meaning of a word used by the writer. (9-5)
5. When reading, the student looks for a visual clue provided by the writer when he/she is unsure about or does not know the meaning of a word used by the writer. (9-6)
6. The student reviews the meanings of new words he/she has learned. (9-7)
7. The student uses a form in his/her notebook to record the meanings of words he/she has learned. (9-8)
8. The student uses a step-by-step strategy to learn the meanings of words. (9-9)