

Student Objectives Report



Mangrum-Strichart
Learning Resources
High School

A. Student

Grade: 11

Date of Assessment: 03/26/2014

Unit 2 - INTERPRETING AND CREATING VISUAL AIDS

Score: 54 Recommendation: Needs review

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

1. The student analyzes graphs that compare and contrast two or more things. (2-1 through 2-10)
2. The student creates graphs to compare and contrast two or more things. (2-1 through 2-10)
3. The student analyzes tables to learn facts about things. (2-11)
4. The student creates tables to show facts about things. (2-12)
5. The student analyzes timelines to learn when events happened. (2-13)
6. The student creates timelines to show when events happened. (2-14)
7. The student analyzes diagrams to learn about the parts of things. (2-15)
8. The student analyzes political maps to learn about the boundaries of states and countries. (2-16)

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Unit 3 - GRAPHIC ORGANIZERS AND CHARTS

Score: 40 Recommendation: Needs instruction

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. (3-1)
2. The student constructs a graphic organizer to represent the sequence in which events occurred. (3-2)
3. The student constructs a graphic organizer to show how two things are both alike and different. (3-3)
4. The student constructs a Venn diagram to show how two things are both alike and different. (3-4)
5. The student constructs a graphic organizer to show attempts at solutions to a problem and the current status of the problem. (3-5)
6. The student constructs a graphic organizer to help answer questions he/she has about a topic. (3-6)
7. The student constructs a graphic organizer to show the effects of something. (3-7)
8. The student constructs a chart to show, in order, the steps to follow to accomplish something. (3-8)
9. The student constructs a chart using the words who, what, where, when, and why to organize information found in newspaper and magazine articles. (3-9)
10. 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 learned when reading to learn more about the topic. (3-10)

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Unit 4 - READING AND TAKING NOTES FROM TEXTBOOKS

Score: 54 Recommendation: Needs review

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

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

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Unit 5 - TAKING NOTES IN CLASS

Score: 53 Recommendation: Needs review

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

1. The student listens for words and statements made by the teacher that signal that he/she should write what the teacher says next. (5-1)
2. The student writes the fewest words needed to include the most important information. (5-2)
3. The student uses common abbreviations for words to increase notetaking speed. (5-3)
4. The student creates his or her own abbreviations for words to increase notetaking speed. (5-4)
5. The student uses abbreviations for terms to increase notetaking speed. (5-5)
6. The student uses symbols for words and terms to increase notetaking speed. (5-6)
7. The student uses a two-column format for writing notes. (5-7, 5-8)
8. The student writes main ideas in his/her notes. (5-7, 5-8)
9. The student writes supporting details in his/her notes. (5-7, 5-8)
10. The student rewrites his/her notes after class to make them as complete and accurate as possible. (5-9)
11. The student creates a graphic organizer for his/her rewritten notes. (5-10)
12. The student adapts the two-column format for writing notes according to the type of lecture style used by his/her teacher. (5-11 through 5-15)

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Unit 6 - USING REFERENCE SOURCES

Score: 43 Recommendation: Needs instruction

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

1. The student evaluates information found on the Internet before using the information. (6-1)
2. The student uses a print or online dictionary to learn the meanings of words. (6-2)
3. The student uses a print or online dictionary to learn the pronunciations of words. (6-2)
4. When a dictionary provides more than one meaning for a word, the student uses context to select the most appropriate meaning. (6-3)
5. The student uses a print or online thesaurus to identify synonyms for words. (6-4)
6. The student uses context to select the most appropriate synonym for a word. (6-5)
7. The student uses a print or online encyclopedia to learn about a subject. (6-6, 6-7)
8. The student uses an almanac to identify specific facts about something. (6-8, 6-9)
9. The student uses an atlas when he/she needs to look at a map. (6-10)
10. The student uses the "Occupational Outlook Handbook" to learn about careers. (6-11)

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Unit 7 - REMEMBERING INFORMATION

Score: 55 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 a sentence using words that begin with the first letters of the items of information to be remembered. (7-6)
7. The student remembers information by associating things to be remembered with words that rhyme with number words. (7-7)
8. The student remembers the meaning of an unknown word by associating it with a mental image of a word whose meaning he/she knows. (7-8)
9. The student remembers information by associating things to be remembered with features of familiar places. (7-9)
10. The student remembers information by associating things to be remembered with features along a familiar route. (7-9)

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Unit 9 - BUILDING VOCABULARY THROUGH WORD MEANING CLUES

Score: 57 Recommendation: Needs review

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 word used by the writer. (9-1)
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 word used by the writer. (9-2)
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 word used by the writer. (9-3)
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 word used by the writer. (9-4)
5. When reading, the student identifies the types of clues about the meanings of words provided by writers. (9-5)
6. 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 word used by the writer. (9-6)
7. The student uses a step-by-step strategy to learn the meanings of words. (9-7)
8. The student uses a form in his/her notebook to record the meanings of words he/she has learned. (9-8)
9. The student applies the strategy for learning the meanings of words to subject areas. (9-9, 9-10)