

An overview course for

Middle Level Education

Syllabus plus support materials

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This packet contains a syllabus plus a sampling of course materials.

EDEE 515
Middle School Organization and Curriculum
Fall 2004

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Class meets: Tuesdays, 10:50-12:05, ECTR 222
 Thursdays, 10:50-12:05, onsite at field school

Office hours: Tuesdays, 9:30-10:30, 12:15-4:15

Text: *Introduction to Middle School* (2005) by S.D. Powell, published by Prentice Hall

Course Description

This course is designed as an overview of the basic aspects of middle grades education including middle level philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, instructional planning, classroom management, involvement of family and community, and professional development. This course will be one of three accompanied by a 3-semester-hour field experience in a middle school on Thursdays, 8:00-10:45.

Course Objectives

Upon completion of this course, teacher candidates will:

1. articulate the history of, and rationale for, middle schools. (ETC 3; Standard VII; NMSA 2)
2. use their understanding of the unique physical, intellectual, emotional, social, and character development of young adolescents to incorporate the variety of ways young adolescents exemplify diversity into course activities and assignments. (ETC 1; Standard I; NMSA 1)
3. write reflectively about characteristics of effective middle grades teachers. (ETC 3; Standard IV; NMSA 7)
4. articulate understanding of common and recommended structures of middle schools. (ETC 3; Standards IV and VII; NMSA 2)
5. relate the philosophy of the National Middle School Association to the various influences on middle grades curriculum. (ETC 3; Standard II; NMSA 3)
6. demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices. (ETC 2; Standards II and III; NMSA 5)
7. articulate the necessity and complexities of assessment, from classroom to standardized. (ETC 2; Standard VI; NMSA 3 and 5)
8. demonstrate knowledge of the many levels of instructional planning. (ETC 2 and 3; Standards II, III, IV; NMSA 5)
9. recognize and analyze the relative effectiveness of philosophies and strategies of managing the learning environment. (ETC 1 and 2; Standards I and IV; NMSA 1,2,6, and 7)
10. write reflectively about the importance of family and community involvement, as well as strategies for ensuring involvement. (ETC 3; Standards V and VII; NMSA 6)

ETC-Elements of Teacher Competency

Standards- Standards of the School of Education

NMSA- National Middle School Association

Course Requirements

All written assignments must be word processed, double spaced, and in 12-point type, with the exception of the personal journal entries and writing exercises completed in class.

Middle Level Education Notebook

Candidates will develop a 3-ring binder for course materials. Dividers will be used for sections to include, but not be limited to: Group Activities, Individual Activities, Personal Journal Response, Professional Practice, Observation and Interview Notes, Newspaper Clippings, Handouts.

Diversity Profiles

During field experiences candidates will develop brief profiles of four students to include, but not be limited to, the elements listed below. Candidates will keep a master list of the real names and pseudonyms of the students profiled. The finished project will identify the students by their fictitious names only. A profile form will be completed for each student.

The elements to be considered include gender, race/ethnicity, with whom the student lives (parent/guardian, siblings, etc.), academic achievement information available through teachers/ school/ students, physical description, attitude(s) toward school, favorite/least favorite subjects, and results of a learning styles/multiple intelligences inventory.

Learning Styles/Multiple Intelligences Inventory

During field experiences candidates will administer an inventory (provided by instructor) to one class of students. Candidates will compute results, inform individual students, and then synthesize the information in a one-page description of the class.

Interdisciplinary Unit Outline

In teams, candidates will create the basic design for an interdisciplinary unit based on a concept and including at least the four core subject areas and one related arts area. The design will include plans to address each of the basic interdisciplinary unit elements in Chapter 10 of the text.

Teacher Interviews

In pairs, candidates will interview two teachers on different grade levels using the interview questions in the Group Activity section of chapters 5, 7, 9, and 10. One interview will cover chapters 5,7, and the other chapters 9, 10. The pairs will also interview a team using the prompts in chapters 11 and 12. A synthesis of teacher responses will be written for each interview.

Matching Instructional Strategies to Content

Candidates will select two instructional strategies included in the text that appear to be particularly appropriate for one of their concentration areas. They will outline a lesson in which each strategy would be implemented, addressing curriculum standards, objectives, assessments, resources, and a sketch of procedures that include the chosen strategy.

Family Letters

Candidates will write three letters that could be sent home addressing in each letter one of three of the following upcoming events/issues:

Back-to School Night

Family Conference

Special family event (like Family Math Night)

Possibility of uniforms

Field trip involving possible controversy

Need for volunteers for a specific project

Death of a classmate

Announcing after-school homework assistance availability

Request for chaperones for a specific event

Changing from "junior high" organization to the middle level concept of teaming

Implementation of a new discipline system

Requesting donations of some items for a particular purpose

Candidates will work together to decide who will write on which topics, making sure each is addressed by someone. Candidates will assess each other's letters using a rubric provided by the instructor.

Journal Article Review

Candidates will write a two-page review/synopsis of a substantial article from a recent issue of either Middle School Journal or Middle Ground.

Personal Journal

Candidates will respond to the personal journal prompts at the end of each chapter. Folders with journal responses will be collected twice during the semester.

Individual Activities

Candidates will complete the Individual Activities at the end of each chapter as directed by instructor and will keep them in a folder that will be collected twice during the semester.

Group Activities

Candidates will participate in the Group Activities at the end of each chapter as directed by instructor.

Professional Practice

Candidates will keep a folder containing their responses to the Professional Practice exercises at the end of each chapter in the text. The folders will be collected twice during the semester.

Quizzes

There will be three quizzes during the semester covering assigned reading in the text.

Final Writing Experience

As a culminating activity, candidates will complete a writing exercise that will require them to view the course concepts in perspective and to consider their own philosophy concerning middle grades education.

Course Assessments

Assignment	Due Date	Points Possible	Points Earned
Diversity Profiles (4)	2- Oct 21 2- Nov 16	100	
LS/MI Inventory	Oct 12	75	
ID Unit Plan	Nov 18	100	
Teacher Interviews (2) Team Interview (1)	Teacher 1- Oct 26 Teacher 2- Nov 16 Team 1- Nov 30	75	
Matching Strategies to Content (2)	Oct 28	50	
Family Letters (3)	#1- Sept 21 #2,3- Nov 18	75	

Personal Journal Folder (2)- unannounced	—	50	
Individual Activities Folder (2)- unannounced	—	50	
Professional Practice Response Folder (2)- unannounced	—	50	
Quizzes (2)- unannounced	—	50	
Group Activities Participation		50	
Middle Level Education Notebook	Checked during Final	50	
Midterm Exam	Oct 5	100	
Final Exam	Dec 14	100	
Total Points Possible		1000	

Attendance - It is the candidate's responsibility to attend all classes. Absence for whatever reason, late arrival, or early departure, will expose you to a less than desirable learning experience. Make sure you optimize each learning opportunity. In accordance with the School of Education policy, more than 3 absences, regardless of the reason, will result in withdrawal from the course. Late arrival within the first 10 minutes will be a tardy; arrival after 10 minutes will be considered an absence. Three tardies will count as an absence.

School of Education Philosophy: Our shared philosophy of teaching and learning enables us to work as a unit and is embodied in a set of beliefs and values shared within the School of Education; these beliefs and values are observed and measured as dispositions. The beliefs and values (our **dispositions**) are the following:

We believe that all students can learn.

We value and respect individual differences.

We value positive human interactions.

We exhibit and encourage intellectual curiosity, enthusiasm for learning, and a willingness to learn new ideas.

We are committed to inquiry, reflection, and self-assessment.

We value collaborative and cooperative work.
We are sensitive to community and cultural contexts.
We engage in responsible and ethical practice.
We develop professional mastery over time.

Three Elements of Teacher Competency (ETC) - These define the key components of “making the teaching and learning connection.” Through the elements we collectively acknowledge that effective teachers make the teaching and learning connection by understanding and valuing the learner, knowing what and how to teach and assess and how to create an environment in which learning occurs, and understanding themselves as professionals.

1. *Understanding and valuing the learner* involves acquiring a deep understanding of all aspects of human development as well as the social and cultural context in which learners develop. It also involves acquiring an appreciation and respect for each student’s potential.
2. *Knowing what and how to teach and assess and how to create an environment in which learning occurs* involves thorough and deep knowledge of content (including the standards developed for each content area) and how to teach and assess content while respecting learners’ diversity. Knowing how to teach and assess involves developing multiple instructional strategies, technologies, and assessment tools and using them flexibly. Knowing how to create an environment in which learning occurs rests on knowledge of the physical and affective components of the classroom.
3. *Understanding self as a professional* involves being self-reflective and developing the dispositions that characterize the teaching profession. These dispositions are consistent with the beliefs and values described above.

School of Education Standards

Standard I: Evidence theoretical and practical understanding of the ways learners develop.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III: Evidence a variety of strategies that optimize student learning.

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V: Communicate effectively with students, parents, colleagues, and the community.

Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

The **Honor Code of the College of Charleston** will be strictly observed. Academic honesty and integrity are highly regarded in this class. Please be aware that as a student you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct (2003/2004) both at the College and as a representative of the College of Charleston in field experience situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board

Interdisciplinary Unit Outline
 Assessment Rubric
 EDEE 515

Name: _____.

Criteria	Unacceptable	Acceptable	Target
Choice of theme	Shallow; content-based (0-6)	Conceptual; potential for depth (7-8)	Ideal for both depth and expansion (9-10)
Essential questions and big ideas	Inappropriate in quantity and/or quality (0-9)	Sufficient in quantity; adequate coverage of theme (10-13)	Very thoughtfully written; expresses depth of theme (14-15)
Web	Not extensive enough to give picture of unit plan (0-14)	Illustrates plan for unit; includes appropriate subject areas (15-17)	Provides clear and appropriate plan for unit (18-20)
Beginning, culminating, and schedule-changing events	Little or no creativity evident; inappropriate in nature (0-6)	Adequate; potential for learning (7-8)	Creative; will provide opportunities for student learning and enjoyment (9-10)
Daily lesson plans (3 submitted by individual teacher candidate)	Incomplete; haphazard (0-11)	Complete; address theme (12-13)	Outstanding; all required components in place (14-15)
Performance Assessment and Project	Not adequately conceived; plan not sufficiently described (0-11)	Appropriate for theme; adequately described (12-13)	Addresses theme in creative, thoughtful ways (14-15)
Presentation to class	Not prepared; not organized (0-11)	Organized and understandable (12-13)	Outstanding; professionally presented (13-15)

Total Points: / 100

Comments:

Journal Review
 Assessment Rubric
 EDEE 515

Name: _____.

Criteria	Unacceptable	Acceptable	Target
Overview of Journal	Not accurate; not informative 0-6	Adequately written; describes content 7-11	Professionally written; insightful 12-13
Article review #1	Not accurate; not informative 0-6	Adequately written; describes content 7-11	Professionally written; insightful 12-13
Article review #2	Not accurate; not informative 0-6	Adequately written; describes content 7-11	Professionally written; insightful 12-13
Article review #3	Not accurate; not informative 0-6	Adequately written; describes content 7-11	Professionally written; insightful 12-13
Closing remarks	Not accurate; not informative 0-6	Adequately written; describes content 7-11	Professionally written; insightful 12-13
Mechanics	Distracting errors 0-5	Some errors, but not distracting 6-8	Few or no errors 9-10

Total Points: / 75

Comments:

EDEE 515 Final Experience

Individual and oral portion of the final exam:

For each of the ten students profiled in our text, choose 3 performances, each from a different NMSA Teacher Preparation Standard, that you think would be especially appropriate to improve the middle grades experiences of the student. Email the names of the ten students along with the 3 performance standards, indicated simply by standard # and performance #, to me by noon, Friday, Dec. 10.

Example:

Hector

Standard # __, Performance # __

Standard # __, Performance # __

Standard # __, Performance # __

During the oral portion of our exam (8:00-9:30 on Dec. 14 in Ed. Center 222), be prepared to justify your choices.

Forced-choice items:

(9:30-11:00)

There will be 28 true-false and 22 multiple-choice items covering the more overt material in the book. If you've been in class and have read the text, the answers should be pretty obvious to you. In preparation, it would be a good idea to scan the text just to refresh your memory.

Here are the 7 NMSA Standards, along with the Performances that go with each.

NATIONAL MIDDLE SCHOOL ASSOCIATION PERFORMANCE-BASED STANDARDS FOR INITIAL MIDDLE LEVEL TEACHER PREPARATION

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Performances

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.

6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Performances

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Performances

Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.

9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Articulate curriculum to various stakeholder groups.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Performances

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Performances

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).
9. Maintain useful records and create an effective plan for evaluation of student work and achievement.
10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Performances

Middle level teacher candidates:

1. Establish respectful and productive relationships with family and community members that maximize student learning and well being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).
7. Demonstrate the ability to participate in parent conferences.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Performances

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).
5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

Final exam forced-choice items**True/False Items**

- _____ 1. *Turning Points 2000* reports that student achievement increases in proportion to the *Turning Points* tenets effectively implemented.
- _____ 2. The NMSA standards for teachers are based primarily on a set of values recently written by the Educational Testing Service.
- _____ 3. It is vital that teachers and students in a middle grades setting share similar backgrounds.
- _____ 4. Middle grades students are very concerned about issues of fairness.

- _____ 5. Recognizing and acknowledging differences between boys and girls is part of a healthy approach to coeducational settings.
- _____ 6. In the next 50 years, the rates of population growth among Latinos, Asians, and African-Americans is predicted to be about the same.
- _____ 7. For over a century students with disabilities have had a right to a public education under federal guidelines.
- _____ 8. National Board Certified teachers appear to be consistent in their belief that middle level teachers require specific knowledge/skills to be most effective.
- _____ 9. School board members are required to have at least some professional experience in schools in order to be elected.
- _____ 10. Because our families and friends attended school, they will likely understand most of our teaching triumphs and frustrations.
- _____ 11. The choice of the teachers and students who will comprise a team should not be random.
- _____ 12. It is more difficult to maintain an integrative curriculum than it is to create one.

- _____ 13. Service learning and volunteerism are basically the same thing.

- _____ 14. Teaching success should be based on teacher performance rather than student outcomes.
- _____ 15. Some forms of block scheduling do not increase the total number of minutes spent in a class over the course of a year.
- _____ 16. Both explicit instruction in reading and a whole language approach are important in the middle grades.
- _____ 17. Effective questioning depends primarily on teachers thinking spontaneously as a lesson progresses.
- _____ 18. Think-pair-share can be used in almost any class, to teach any topic.

- _____ 19. Summative assessment involves making judgments about a product.

- _____ 20. Alternative, authentic, and performance assessments are often referred to interchangeably.

- _____ 21. All assessment is subjective.
- _____ 22. Providing structure is one thing we can do to help guarantee that students will use classroom time productively.
- _____ 23. Using a concept theme, versus a content theme, increases the possibilities of including standards in meaningful ways.
- _____ 24. Single-subject planning is less important than team planning in middle grades.
- _____ 25. Teams should design their own procedures to deal with fights, sudden illness, and classroom intruders.
- _____ 26 Teaching students responsibility requires less work than teaching obedience.
- _____ 27. If families understand middle level practices, they are more likely to have positive attitudes toward them.
- _____ 28. Middle level philosophy calls for more emphasis on developmental responsiveness than academic rigor.

Multiple Choice Items

- _____ 1. *This We Believe* was written
- A. as a position paper of the National Middle School Association.
 - B. to explain the unique characteristics of young adolescents.
 - C. to identify program components suitable for young adolescents.
 - D. all of the above
- _____ 2. Physical growth and development spurts in the middle grades years
- A. occur mainly during the sixth grade year.
 - B. are always welcomed by students.
 - C. happen sporadically.
 - D. are now predictable with the advent of DNA testing.
- _____ 3. Helping young adolescents work through the contradictions they often encounter in their social and character development is accomplished most appropriately through
- A. providing them with case studies of other young people and how they handled contradictions.
 - B. arranging for a guidance counselor to form focus groups on social and character issues.
 - C. providing parents with helpful books and articles.
 - D. providing an emotionally safe environment where students can explore their attitudes and experiences.

- _____ 4. Socioeconomic integration in our schools would probably
- A. create lower self-esteem among economically advantaged students.
 - B. necessitate a lower teacher-student ratio.
 - C. produce greater racial diversity.
 - D. not give more students access to quality schools.
- _____ 5. Students with learning disabilities often make the most progress when they
- A. experience total inclusion.
 - B. are taught by specially trained teachers in a special education setting all day.
 - C. experience a combination of medication and resource classes.
 - D. experience a combination of regular education and special education services.
- _____ 6. The most meaningful result of not having specialized training in middle grades education is that
- A. teachers may be required to complete professional development classes
 - B. the media will continue to criticize middle school concepts.
 - C. teachers are likely to make choices that are not developmentally appropriate.
 - D. it is difficult to transfer to another state and remain certified.
- _____ 7. What is meant by the phrase “We are our own best teachers?”
- A. Having pride in teaching accomplishments leads us to greater confidence.
 - B. As teachers, we are the most valuable professional development providers for each other.
 - C. It is not necessary to look outside our own buildings for information on our profession.
 - D. Because we know our students so well, we are the best teachers for them.
- _____ 8. All of the following are benefits of teaming except...
- A. homogeneous grouping becomes a more acceptable practice
 - B. teachers and students get to know each other well
 - C. decisions are made collaboratively
 - D. instructional strategies may be shared
- _____ 9. Perhaps the greatest benefit of flexible block scheduling is that it
- A. breaks up the monotony of a traditional day.
 - B. allows for whole days when teachers don't have particular students.
 - C. allows for field trips.
 - D. accommodates interdisciplinary instruction.

- _____ 10. What students should know and be able to do is defined by
- A. student interests.
 - B. team plans.
 - C. textbooks.
 - D. standards.
- _____ 11. Determining the right amount of challenge in classroom instruction requires that we
- A. set high and equivalent standards.
 - B. know our students well and individualize levels of challenge.
 - C. follow closely our course content pacing guides.
 - D. pretest before beginning each unit.
- _____ 12. Bloom's taxonomy includes all of the following levels of thinking except...
- A. knowledge and comprehension
 - B. judging and perceiving
 - C. application and analysis
 - D. synthesis and evaluation
- _____ 13. Strictly defined, cooperative learning includes all of the following elements except...
- A. positive interdependence
 - B. face-to-face interaction
 - C. prior socialization
 - D. individual accountability
- _____ 14. In middle school, praising an individual is usually most effective when it is
- A. specific, sincere, and private.
 - B. specific, sincere, and public.
 - C. general, sincere, and private.
 - D. general, sincere, and public.
- _____ 15. The three categories of assessment include all of the following except...
- A. corrective
 - B. formative
 - C. diagnostic
 - D. summative

- _____ 16. Which of the following is the most common type of classroom assessment?
- A. short answer
 - B. essay
 - C. forced-choice
 - D. performance task
- _____ 17. Perhaps the best organizational tools we can give middle grades students is
- A. a 12-month calendar so they can see the big picture.
 - B. a notebook with specific dividers.
 - C. the opportunity to use a homework hotline.
 - D. an assignment pad to help manage day-to-day work.
- _____ 18. The ultimate form of classroom management is
- A. self-monitoring.
 - B. team governance.
 - C. consistent enforcement.
 - D. administrative monitoring.
- _____ 19. Using positive reinforcement means all of the following except...
- A. recognizing appropriate behavior
 - B. acknowledging appropriate behavior privately or publicly
 - C. giving academic credit for appropriate behavior
 - D. rewarding appropriate behavior beyond acknowledgment
- _____ 20. All of the following are reasons for a decrease in family involvement during the middle grades except...
- A. students discourage it
 - B. academic intimidation of family members
 - C. promotion of independence
 - D. family confidence in quality of schooling
- _____ 21. Which statement concerning school funding is accurate?
- A. about 6% is federal funding
 - B. about 75% is state funding
 - C. about 94% is local funding
 - D. about 25% is local funding
- _____ 22. Which statement is not true about successfully engaging families in middle grades education?
- A. it happens in most schools
 - B. it requires ongoing communication
 - C. it is beneficial to both students and teachers
 - D. it is more difficult than in elementary school