

**Listen! Students are talking to you in their assessments.  
What are they saying? AND What are You Doing?**

**1. Please display and tell us about the essential topics, concepts, vocabulary, and learning objectives/targets and match your assessments and instruction to the learning targets and essential content.**

Graphic Overview of the Content and Organization				Learning Targets—I can . . .
<b>Populations</b>	<b>Ecological Relationships</b>	<b>Food Chains and Webs</b>	<b>Ecosystems</b>	1. <b>Define</b> the vocabulary in this unit. 2. <b>Describe</b> the energy roles of organisms in an ecosystem. 3. <b>Explain</b> food chains and food webs. 4. <b>Create</b> a food chain with a given set of animals & plants. 5. <b>Construct</b> a food web with related food chains. 6. <b>Describe</b> and illustrate the steps in the water cycle. 7. <b>Describe</b> and illustrate the steps in the oxygen cycle. 8. <b>Compare</b> the various biomes across the earth.
species population community ecosystem biome biosphere	exponential growth carrying capacity bio-magnification extinction pollution commensalism mutualism competition predation	producer primary consumer secondary consumer decomposer scavenger energy flow energy pyramid	climate weather biotic factors abiotic factors nutrients matter cycles	

**2. Please use a variety of assessments to measure the essential knowledge and skills and give us an opportunity to get frequent feedback about our progress during the learning process.**

<b>Close-Ended Selected Response</b>	<b>Open-Ended Constructed Response</b>	<b>Products</b>	
<ul style="list-style-type: none"> <li>•multiple choice</li> <li>•true-false</li> <li>•matching</li> </ul>	<ul style="list-style-type: none"> <li>•fill in the blank</li> <li>•short answer</li> <li>•label diagram</li> <li>•“show your work”</li> <li>•visual representation (e.g., web, concept map, flow chart, graph/table, picture)</li> </ul>	<ul style="list-style-type: none"> <li>•essay</li> <li>•research paper</li> <li>•log/journal</li> <li>•lab report</li> <li>•story/play</li> <li>•poem</li> </ul>	<ul style="list-style-type: none"> <li>•portfolio</li> <li>•art exhibit</li> <li>•science project</li> <li>•model</li> <li>•video/ Podcast</li> <li>•audiotape</li> <li>•spreadsheet</li> </ul>
<b>Performances</b>	<b>Process-Focused</b>	<b>Student Self-Assessment</b>	
<ul style="list-style-type: none"> <li>•oral presentation</li> <li>•dance/movement</li> <li>•science lab demonstration</li> <li>•athletic demo/competition</li> </ul>	<ul style="list-style-type: none"> <li>•oral questioning</li> <li>•observation</li> <li>•interview</li> <li>•conference</li> <li>•process description</li> <li>•“think aloud”</li> <li>•learning log</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher-made prompts for reflection</li> <li>•content/skills-specific conferences</li> <li>•discussion (whole-class or small-group)</li> <li>•reflection logs</li> <li>•weekly self-evaluations</li> <li>•self-assessment checklists and inventories</li> <li>•teacher-student interviews</li> </ul>	
<b>Portfolio</b>			
<ul style="list-style-type: none"> <li>•student-work artifacts</li> <li>•accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>•best work selection</li> <li>•difficulties</li> </ul>	<ul style="list-style-type: none"> <li>•process documentation</li> <li>•surprises</li> </ul>	<ul style="list-style-type: none"> <li>•reflections</li> </ul>

**Short-Cycle Formative Assessment Plan**

Teach, assess, reflect, and provide correctives or enrichments	Teach, assess, reflect, and provide correctives or enrichments	Teach, assess, reflect, and provide correctives or enrichments	Teach, assess, reflect, and provide correctives or enrichments	Evaluate (Summative Test)
Re-assess Observe progress and strategies	Intervene and Re-assess if necessary			

<b>Tools for Formative Assessment Techniques to Check for Understanding</b>	
<b>1. Index Card Summaries/Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.

<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Numbered Heads Together</b>	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the “who, what where, when, why, how” questions about the topic.
<b>22. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>23. Think-Pair- Share</b>	Students think individually, then pair (discuss with partner), then share with the class.
<b>24. Ticket to Leave</b>	Closing activity where students respond in writing or verbally to short assignments.
<b>25. Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>26. Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>

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<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Learning Targets/ Objective(s)				
Activities/Strategies	Activities/Strategies	Activities/Strategies	Activities/Strategies	Activities/Strategies
Assessment/ Homework	Assessment/ Homework	Assessment/ Homework	Assessment/ Homework	Assessment/ Homework

<b>Using Feedback from Students</b>	
1. Provide immediate and frequent feedback.	4. Identify misconceptions.
2. Engage students in the process.	5. Provide more guided practice and exemplars.
3. See your teaching through your students' eyes.	6. Assess again after corrective activities.

**3. Please display and tell us the product and presentation criteria (i.e., rubric, checklists) when the assignment is given, show us exemplars, and then give us feedback and frequent opportunities to self assess and adjust our strategies and work.**

Why use descriptive rubrics?	Student Self Assessment
<p><b>Rubrics . . .</b></p> <ol style="list-style-type: none"> <li>apply equally well to process and product evaluations and can be tailored to many types of performance criteria.</li> <li>provide students with expectations about what will be assessed as well as standards that need to be met.</li> <li>provide student with “road signs” – information about where they are in relation to where they need to be.</li> <li>increase consistency in the rating of performances, products and understandings when used by students during self/peer assessment, and by teachers.</li> <li>combine observation and judgment into an easy-to-use way to provides students with feedback about their progress toward assignment goals.</li> <li>provide teachers with knowledge about next steps (e.g., coaching, re-teaching, special help) during and after the process.</li> </ol>	<p>Ask students to respond to the following questions at least on a weekly basis and after completing tasks, tests, and projects.</p> <ol style="list-style-type: none"> <li>What goals and tasks did you commit to and accomplish this week?</li> <li>What process and strategies did you use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? What didn't work?</li> <li>What changes do you need to make in your strategies and plans?</li> <li>What is your plan for making the changes?</li> <li>What additional resources or assistance do you need to improve the quality of your learning/work.</li> </ol>

**4. Please item analyze our assessment results to determine strengths and needs.**

Examine student assessment data to determine . . . Why is performance the way it is?	Learning-to-Learn Skills	Executive Functioning Skills
<ol style="list-style-type: none"> <li>Match (i.e., tag) your assessment items and tasks with the learning objectives/targets to make sure that you are assessing essential content and skills comprehensively.</li> <li>Item analyze the assessment results to determine the strengths and needs of students related to essential content and skills and make informed decisions about subsequent spiraling of content and skills as well as the need to re-teach standards that have not been mastered.</li> <li>Determine possible reasons for low performance.               <ol style="list-style-type: none"> <li>questionable assessment item(s)</li> <li>instruction didn't match the assessment</li> <li>specific content/skills were not taught frequently enough or for an appropriate duration</li> <li>the rigor of the item(s) differed from instruction</li> <li>students lack learning-to-learn strategies/skills or prerequisite knowledge</li> <li>too much content or too many skills were assessed</li> <li>Other (please specify)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Memory Storage and Retrieval</li> <li>Note taking</li> <li>Vocabulary Attainment and Development</li> <li>Writing/Summarizing</li> <li>Reading for Information and Literary Analysis</li> <li>Solving Multi-Step Math and Scientific Problems</li> </ol>	<ol style="list-style-type: none"> <li>Goal Setting</li> <li>Planning</li> <li>Organization</li> <li>Problem Solving</li> <li>Self-Assessment/ Monitoring</li> <li>Focusing Attention</li> <li>Impulse Control</li> <li>Self-Advocacy</li> </ol>

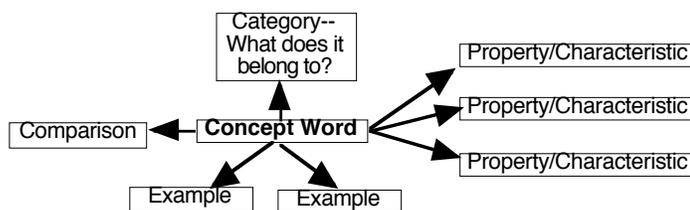
Examples of Correctives		Examples of Enrichments/Extensions	
<ul style="list-style-type: none"> <li>re-teaching using explicit teaching</li> <li>alternative textbooks</li> <li>alternative materials</li> <li>workbooks</li> <li>academic games (crossword puzzles, simulations)</li> <li>small group study sessions</li> </ul>	<ul style="list-style-type: none"> <li>individual tutoring</li> <li>learning centers and laboratories</li> <li>computer-assisted instruction</li> <li>audio and video productions (e.g., Podcasts)</li> <li>slide shows from lectures and demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>tutoring peers</li> <li>developing practice exercises</li> <li>developing related media materials</li> <li>completing special projects, experiments</li> <li>developing games, problems, and contests</li> <li>using advanced computer-assisted lessons</li> </ul>	<ul style="list-style-type: none"> <li>locating background materials for future or current topics</li> <li>developing additional formative assessments</li> <li>planning to teach a mini-unit</li> <li>creating bulletin boards and displays</li> <li>applying knowledge to a new situation</li> </ul>

### Differentiate Assessment Practices

1. \_\_\_\_\_ directions and/or all test items can be read aloud by the test administrator
2. \_\_\_\_\_ give extended time for the student to complete tests.
3. \_\_\_\_\_ allow the student to retake a test if the student gets below a C grade on a if the student participates in some remediation activity i(e.g., resource room, teacher after school or during the teacher's available time, additional handout or media)
4. \_\_\_\_\_ place fewer items on each page test page
5. \_\_\_\_\_ assist students to track test items by pointing or placing the student's finger on the items with an aide
6. \_\_\_\_\_ provide modified tests if the student requires modification in complexity and format (e.g., 3 multiple-choice options instead of 4 or 5 options, word banks, etc.)
7. \_\_\_\_\_ provide cues (e.g., arrows, stop signs) are provided on answer form
8. \_\_\_\_\_ physical assistance is provided for kinesthetic tasks
9. \_\_\_\_\_ test administered by special education teacher or aide
10. \_\_\_\_\_ read assessments to the student when the intent of reading is to measure comprehension
11. \_\_\_\_\_ allow the student to mark answers in test booklets or large-spaced paper.
12. \_\_\_\_\_ allow the student to mark answers on a computer.
13. \_\_\_\_\_ allow the student to answer to scribe or tape recorder to be later transcribed
14. \_\_\_\_\_ allow the use of spell-check device.
15. \_\_\_\_\_ allow the use of grammar-check device.
16. \_\_\_\_\_ pencil adapted in size, special grip pencil
17. \_\_\_\_\_ allow the use of arithmetic table
18. \_\_\_\_\_ allow multiple testing sessions
19. \_\_\_\_\_ adjust the length of time allowed for a task
20. \_\_\_\_\_ collect work in portfolios to show incremental progress
21. \_\_\_\_\_ vary evaluation criteria

## 5. Please teach us learning-to-learn skills and strategies and let us re-do and re-take assessments.

### Memory Storage and Retrieval (Input)



Word/Concept/Important Name, Event, etc.	Meaning/Explanation/Description	Memory Cue/Picture/Movement, etc.

### 2-7 minute Vocabulary Rehearsal Activities to Promote Storage, Retrieval, and Retention

#### Stroll and Stop

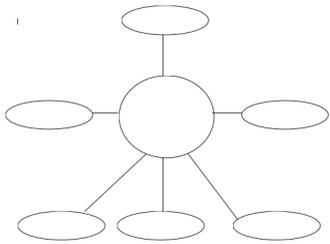
- (You need the list of vocabulary words and a piece of paper folded in half 4 times (32 boxes.)
1. Students choose three words from their list
  2. Start walking around the room and the teacher says stop.
  3. Students teach their three words to a peer and the peer signs the signature practice sheet in one of the boxes.
  4. Towards the end of the activity, bring the students back together as a whole group and individual students get to call out someone's name from one of their signature boxes and they have to teach one of their words.

#### Sort It

- (This activity works best when there are many words, but the words can be grouped by some pattern, meaning, or connection)
1. Create slips of paper with the target words.
  2. Students work in pairs or triads to sort the words into patterns/groups. You can give them the titles of the groups or you can let them figure it out.
  3. Students pair up with another pair of students and have to explain why they put each word in their groups.

## Main/Central Ideas

(Identify and summarize explicitly stated and inferred main/central ideas.)

Graphic Organizer	Summary Template	Questions	Hand Signal/Movement
<p style="text-align: center;"><b>Bubble Map</b></p> 	<p>The main idea of this passage is _____ . The author stated that _____ .</p> <p>The passage/article also mentioned that _____. In addition, (another idea) _____ . Finally, the passage/article stated _____ .</p>	<ol style="list-style-type: none"> <li>1. The main point of the article is . . .</li> <li>2. Summarize what you read.</li> <li>3. The main theme of the story is . . .</li> <li>4. List the facts regarding . . .</li> <li>5. The text is about . . .</li> <li>6. The story/article mainly tells . . .</li> <li>7. Which of the statement best expresses the main idea? A B C D E</li> <li>8. On the basis of information in the passage, we can determine that . . .</li> <li>9. What would be the best title for this passage?</li> <li>10. The main idea expressed in this passage .</li> </ol>	<p>Hold a fist (main idea) and dangle and wiggle fingers (details).</p>

## Writing to Learn and Communicate

<ol style="list-style-type: none"> <li>1. <b>Describe it</b>—How would you describe the central idea, issue, or topic (e.g., color, shape, size, composition, parts, big ideas)?</li> <li>2. <b>Explain it</b>—(Who? What? Where? When? How? How many?)</li> <li>3. <b>Trace it or sequence it</b> (Describe how the topic/issue/process works or happened. OR (Describe the scenes making up the plot of a story.)</li> <li><b>Predict it</b> (Describe what will happen next?)</li> <li>4. <b>Compare it</b> (What it is similar to or different from? Or “It’s sort of like”)</li> <li>5. <b>Analyze it</b> (Tell how something is made or what it is composed of. OR Break a problem/issue into smaller parts. OR Describe causes and effects.)</li> <li>6. <b>Define it</b> (Tell what a word or phrase means.)</li> <li>7. <b>Generalize and Conclude</b> (Make a generalization or draw a conclusion and support it with evidence.)</li> <li>8. <b>Solve it</b> (Describe a problem and tell how it was or can be solved.)</li> <li>9. <b>Teach it</b> (Teach how something works or how to create something.)</li> <li>10. <b>Argue for/against it</b> (Take a stand and support it. Describe the author’s claims about their argument. <b>Make/Take/Describe</b> (Explain an author’s point of view.)</li> <li>11. <b>Interpret it</b> (Describe what the chart or graph means and support our conclusions with data) <b>Find it</b> (Locate information or a place and describe . . .)</li> <li>12. <b>Literacy Analysis Prompts</b>  <b>Trace it</b> (Describe the scenes/plot of the story from beginning to end.)  <b>Describe and Analyze Traits</b> (Explain traits of characters and describe their development and significance in the story)</li> </ol>	<p><b>Identify and Analyze Conflict</b> (Describe the conflict and goals that drive the story. OR Describe the setting and its significance to the plot and characters.)</p> <p><b>Choose the Theme</b> (Select a theme/message in the story and support choices with evidence from the story.)</p> <p>13. <b>Research it (QUEST-Question, Understand, Evidence, Synthesize, Tell)</b>  <b>Question</b> (Identify the purpose and audience.)  <b>Understand</b> (Use available resources to create a plan to research.)  <b>Evidence</b> (Collect and organize information from credible sources.)  <b>Synthesize</b> (Analyze information and create arguments/claims, central idea/main points.)  <b>Tell</b> (Develop a product to effectively communicate research to the intended audience.)  <a href="http://www.d214.org/services/research_help_big6.apx">www.d214.org/services/research_help_big6.apx</a></p> <p><b>General Prompts that can be used for several types of comprehension.</b></p> <ol style="list-style-type: none"> <li>14. <b>Apply it</b> (Tell how something or an idea can be used. How does it help you understand other topics/issues?)</li> <li>15. <b>Relate it</b> (How would you relate the issue/topic to yourself personally?)</li> <li>16. <b>Create/invent it</b> (Describe something new that can be done or used related to the topic/issue/thing.)</li> <li>17. <b>Associate it</b> (What does it makes you think of? OR How does the topic connect to other issues/subjects?)</li> </ol> <p><b>Then have students write multi-paragraph text over longer periods of time to argue/persuade, inform/explain, and to narrate.</b></p>
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Activities to Practice and Apply New Information, Concepts, and Procedures		
1. Research	9. Responding to questions	14. Web Quests
2. Discovery activities	10. Debate and friendly controversy	15. Virtual Fieldtrips
3. Problem solving	11. Cooperative learning activities	16. Tutorials
4. Computer-based learning	12. Case studies	17. Labs/experiments
5. Creating a product or performance	13. Writing to apply and express understanding	18. Rehearsal
6. Drill and practice		19. Creating graphic organizers
7. Simulations		20. Teaching partners
8. Inquiry/Research		21. Lit and discussion groups

6. Please help us reflect about and celebrate progress.			
Weekly Self-Assessment Questions	Student Goal Setting and Planning	Additional Prompts to Increase Student Reflection and Goal Setting	
1. What goals and tasks did I commit to and accomplish this week?	1. Clarify goals and determine a timeline.	1. I learned/relearned . . .	10. I will need to learn how to _____to accomplish/improve _____.
2. What process and strategies did I use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful?	2. Create a to-do list identifying sub-tasks required to accomplish the goal(s).	2. I am concerned/worried about . . .	11. The teacher will need to _____to help me improve _____.
3. What changes do I need to make in your strategies and plans?	3. Think about needed resources and the roles of people involved.	3. One of my improvement goals is to . . .	12. I need the following resources to help me reach my improvement goal(s).
4. What is my plan for making the changes?	4. Identify competing goals and possible obstacles.	4. In order to use the information, skills, strategies, I need . . .	13. I need the other students in the class to _____to help me accomplish my improvement goal(s).
5. What additional resources or assistance do you need to improve the quality of my learning/work.	5. Create a timeline for accomplishing sub-tasks and the entire goal. Use graphic organizers to show how plan to accomplish stated goals.	5. I am optimistic about . . .	14. In order to evaluate my progress toward my improvement goals, I need to . . .
	6. Monitor and analyze the use of time and task accomplishment on an ongoing basis.	6. "The next assignment or test, I'm going to use to . . .	
	7. Analyze interruptions (unplanned activities). Learn how to take charge of time wasters and to also set priorities and abandon inefficient habits of using time.	7. Head, Foot, Heart Strategy •Head--An idea I had •A feeling I experienced . . . •An action I will take. . .	
	8. Recognize and celebrate success.	8. I hope to accomplish . . .	
		9. I should quit doing _____in order to_____.	

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## 7. Please help us solve problems.

### Use the IDEAL Model to Solve Academic and Behavior Problems

Use the IDEAL Model to Solve Academic and Behavior Problems	
<p><b>I</b> dentify the dimensions of the problem.</p> <p><b>D</b> etermine alternative solutions.</p> <p><b>E</b> stablish standards and evaluate each alternative solution.</p> <p><b>A</b> dopt and implement a plan.</p> <p><b>L</b> ook back, evaluate, and adjust.</p>	<ol style="list-style-type: none"><li>1. (I) Identify the problem that needs to be solved.</li><li>2. (I) What are the causes of this problem?</li><li>3. (I) What positive results do you expect will occur when you solve this problem?</li><li>4. (D) What are some possible ways to solve this problem?</li><li>5. (E) Which alternative solution(s) do you choose to solve the problem?</li><li>6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?</li><li>7. (A) What is your plan for applying the solution you chose?</li><li>8. (L) Do you predict that this plan will work? Why?</li><li>9. (L) When will you evaluate your solution strategy to make sure it is working?</li></ol>

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