Student motivation: instilling a desire to learn in middle school students

Richard James Erbstoesser
STUDENT MOTIVATION: INSTILLING A DESIRE
TO LEARN IN MIDDLE SCHOOL STUDENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

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by
Richard James Erbstoesser
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Approved by:
Irvin Howard, First Reader

Date: June 30, 1997

Gary Solo, Second Reader
ABSTRACT

Apathy is becoming an increasing problem for the middle school educator. The majority of students simply do not care about their grades and have no desire to learn. The reasons for this are complex and varying among individuals. A review of the literature organizes some of the strategies that have proven to work, such as outcome-based education, student-centered curriculum, assessing a student's multiple intelligence(s), and token economies. This project is a unit plan that puts these strategies into action. Also, included in the project is a student evaluation form as part of the final evaluation of the project.
ACKNOWLEDGEMENTS

It took me longer than I thought to finish my Master of Arts in Education, but there is a sense of accomplishment now that I'm finally done. I would like to thank my family and friends, including the staff at Bloomington Middle School, all of had to listen to me talk about this more times than was necessary. A special thanks goes to Dr. Irvin Howard for all his middle school expertise, his invaluable advice, his patience, and his understanding. This project couldn't have been completed without him.
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CHAPTER ONE: INTRODUCTION

If one is to understand student motivation and all it encompasses one must first be able to define the term. "The desire to learn," seems somewhat appropriate, yet inadequate and limiting. Wigfield, et all (554), narrowed it down to two basic questions that students must ask themselves: "Can I succeed on this task?" and "Do I want to succeed at this task?". Unfortunately, if one is to believe achievement tests and low grades, the answer for many students is no. And the middle school population is no exception. At first I believed it was me, that I just wasn't doing something right to make these kids want to learn. After all, I was a fresh teacher with only a few years under my belt. But then as I began talking to my colleagues, and teachers from other schools, I was somewhat relieved--and a little alarmed--to discover that it was not only a critical issue for myself, but for a majority of other educators as well. During a recent inservice, our staff was asked what one situation at our campus we would like to change. A twenty-five year veteran summed it up for all of the staff: somehow communicate to our middle school students that learning is important and create a desire to learn.

It has not always been this way. Statistics show that students' motivation to learn has decreased. Megyeri (2) notes that American students allow themselves much less time and energy to the task of learning than do students in other industrialized nations. For example, American students average twenty absences a school year while Japanese students average three for a longer school term. According to
studies of time use and time-on-task show that American students actively engage in a learning activity for about half the time they are in school. The total time devoted to study, instruction, and practice—including 3.5 hours for homework—is only 18-22 hours per week, which amounts to only fifteen and twenty percent of the student's waking hours during the school year. While teachers are compelled to set high standards, little or no help is given to them to entice students to meet or surpass the prescribed goals.

A study underwritten by the Center for Advanced Resource Studies, the National Center for Research in Vocational Education, and the Secretary of Labor's Commission on Workforce Quality and Labor Market Efficiency concluded three main factors for the lack of effort and learning accomplishment:

1. Peer groups actively discourage academic effort and achievement;
2. Admission to elite colleges is based on aptitude tests, not on an absolute or external standard of achievement. Instead it is based on aptitude tests which do not assess school curriculum and measures of student performance such as class rank and grade point average. These are defined in terms of classmates' performance and are not relative to an external standard.
3. The labor market has failed to reward educational effort and achievement (4).

The study concludes that, unlike scout merit badges where recognition is given immediately and again at periodic courts of honor for achieving a fixed standard of competence, schools measure achievement and performance relative to fellow students through grades and class rank. When students study hard to achieve good grades, they set themselves apart, cause rivalries, and cause tension in friendships. This makes academic success a personal one, and since most students perceive their chance at being recognized for it as slim,
they give up trying.

The predicament encompasses more than a casual observer may comprehend since it touches the high-achieving student just as much as it does the at risk one. Even the former, who do their best on every assignment, and are the apple of every teacher's eye, do the work, but they are accomplished not so much out of any great joy of learning, but only for the grade itself. And even the "A" was not earned out of an intrinsic need within themselves, but, most likely, out of parental pressure.

With so much competition for adolescent attention--from television to social pressures --the task of attempting to focus their developing mind on learning is a daunting one. When a teacher of twenty-five years still doesn't have the answers, one can deduce that finding solutions will not be linear, but will be as complex as understanding the concept of motivation itself.

The following chapter will examine the related literature, including a review of the major theories of motivation, how peers and the learning environment play a role, and outline some proven instructional theories. I will then create a unit plan based upon the theories and include an evaluation.

This project is important because while motivational theories abound, the actual implementation of such theories--especially student motivation--is limited. This project is a chance to witness a collage of motivational theories in an actual classroom setting. Beginning teachers, and some veteran ones as well, are always asking themselves "What am I doing wrong?" when students do not complete their work or
make disparaging remarks about it. This project turns that on-going question on its head with "What am I doing right?" There are no simple answers here, but educators will come away with better understanding of themselves. their role in the classroom, and their contribution to student motivation.

By taking on this project, I have made several assumptions: 1) Given the right circumstances, any student can learn; 2) Any student will be motivated if given a choice; 3) A student is more likely to learn if the curriculum relate to his or her life. There are obstacles to overcome as well. District curriculum limits me to the literature book adopted by the district. The short story unit does not, in my opinion, have many stories that appeal to adolescents or relate to their lives; I am also expected to give 2 full process writing assignments according to the eight California Assessment Program (CAP) writing styles. For my short story unit, this means two full process writing assignments.

My objective is as follows: To give students as much choice as possible in curriculum content and time within state and district frameworks. When I am finished I will have comprehensive unit plan that uses student choice as a motivational tool. It will be used as a springboard for the remaining school year: I will use what I have gained from the experience to plan my other units and will share my results with my colleagues and anyone else who is interested.

Glossary of Terms

Authentic Assessment: Learning activities that are valuable in themselves and involve the performance of tasks that are directly
related to real-world problems.

Cooperative Learning: Students working together, in a pair or group, on a learning activity.

Extrinsic Motivation: An outside force that causes the student to learn. See Reward Program.

Intrinsic Motivation: A desire to learn from within the student.

Multiple Intelligences: A learning theory developed by Howard Gardner which claims that everyone has different intelligences, and that each of us learns best by using our dominant intelligent.

Outcome-based Education: Also known as performance-based education, a type of instruction with specific exit outcomes based upon the learner, not the curriculum.

Reward Program: A system of rewarding the student for achievement. Also known as token economy.

Rubric: A type of grading sheet which gives the student a definitive explanation of the score or grade earned.
Contrasting Theories on Motivation

What makes one student desire to succeed and another apathetic toward learning, at best? They may be siblings living in the same home, which implies an almost identical family environment. Perhaps one of the siblings has high abilities and aptitudes, but refuses to study because of the strong parental pressure to do so. The second sibling may possess less ability, but anticipates some type of "payoff" for good grades so works hard to achieve them. Grace and Buser (1-2) have listed the following factors as varying influences on student motivation:

- Abilities and aptitudes
- Desire for success
- Physical and psychological health
- Record of academic success
- Variety of background experiences
- Self-confidence and self-esteem
- Parental support and encouragement
- Perseverance
- Expectation of reward
- Desire for competition
- Personal interest in a particular subject

These factors may vary even between those who share the same home (1-2). White and Cass (Grace, 2) echo the importance of home life in one's desire to learn. Work habits of the family, order, harmony, routine, language use and development provided the model for achievement.
If there was one universal proven theory in regard to motivation, every school district would have implemented it into its curriculum long ago. But just as human nature itself is at best described as complex, so are psychological reasons behind motivation (or lack thereof). And just as each individual has unique inherent and environmental circumstances, a unified theory may not be feasible or even practical. But the understanding of some basic theories may help explain the learner to the educator and perhaps lead to some kind of solution.

Abraham Maslow's hierarchy of needs is central to his view on motivation. In 1970 he proposed a two-tier need system. On the lower level are deficiency needs, such as physiological needs, safety needs, love and belonging needs, and esteem needs. On the higher order were growth needs, such as the need for self-actualization, the need to know and understand, and aesthetic needs. The deficiency needs must be fulfilled before the growth needs can be met. It makes sense that students who are hungry, sick, uncomfortable, or who feel insecure or rejected, will be less likely to want to learn than those who have their lower order needs satisfied. Students who are physically well and comfort-able, feel safe and relaxed, and have a sense of belonging and self-esteem are more prepared to move on and to seek satisfaction from gaining new knowledge and experiencing personal growth.

Teachers who are able to recognize students' needs can play important roles in increasing their motivation. Students who feel rejected by their parents and peers may respond positively to a teacher's warmth, praise, and attention. While it is unrealistic to
expect that any teacher can meet all his or her students' needs at all times, the more a teacher helps students fulfill their deficiency needs, the more effective he or she will be in increasing their desire to learn and motivation to grow.

McCelland and Atkinson (3) believe that human beings develop a need for achievement, as well as a need to avoid failure. People get pleasure from achieving success which motivates them to work for it. There are some people, though, that become highly anxious at the prospect of failure and may set goals for themselves which are easy to achieve, such as getting a "C" on an exam instead of an "A". Still others may set unrealistically high goals in an attempt to "set themselves up" for failure.

The behaviorist school of thought believes that reinforcement is critical to motivation. Students may be motivated by many different reinforcers, such as receiving praise for giving a correct answer; being promised some kind of reward for earning good grades; earning some kind of recognition for high grades, such as an award or certificate; or it may be simply getting an assignment back promptly with an explanation of why they earned the grade they earned. The behaviorist point of view emphasizes extrinsic motivation. In the classroom this is defined as using rewards to entice students to learn. Such rewards can be quite diverse ranging from simple praise to field trips, and may include tangible ones like certificates, prizes, and medals. Behaviorists point out that while students may still not find a subject interesting with a reward system, they may be willing to achieve by buying into the external reinforcers. Critics point out that the
difficulty in using this approach is that learning is seen simply as a
means to a more pleasurable end and that the reward may, in fact,
become more important than the learning. Even behaviorists believe
that learning should ideally be intrinsic, but since adolescents
haven't yet developed learning a subject for the idea of learning
something new or for the sense of accomplishment, a reward system is
necessary. They also point out that using such things as tokens,
certificates, and compliments can be viewed as not an end in itself,
but as the beginning of increased motivation (2-3).

There are more than a few studies to back up the behaviorist
point of view. Megyeri (1, 7) believes that while intrinsic motivation
will develop and apply a wider variety of permanent learning skills of
a higher cognitive order, extrinsic rewards are necessary for short
term goals and to push students at a lower cognitive level. The
teacher uses such "bribes" as a gift coupon for a free Slurpee, a "My
Teacher Thinks I'm a Very Special Person" pen, a candy bar, a miniature
rubber mouse to augment the teaching of Flowers for Algernon, and First
Place blue ribbons to motivate her freshman English class. She has
found that giving out these small rewards greatly increased the
cooperative environment of learning, sharing, and doing well in class
especially gratifying for students who did not ordinarily succeed in
school.

In Baltimore, a similar reward program aimed at motivating slow
learners and discipline problem students resulted in some of these
students finding academic success for the first time. Twenty-four
eighth graders were given points in the form of currency that could be
exchangeable for goods they chose such as candies, gum, cake, Cokes, comic books and special privileges. To encourage more abstract goals, a progress chart was used as a secondary reinforcer in an attempt to encourage students to seek success for itself rather than the concrete rewards. The unique study indicated that a structured program of concrete reinforcement is practical and effective in changing not only the learning styles, but also the behaviors of the previously unmotivated students. The built-in hypothesis proved accurate: as the boys experimented with success in school, success itself would be the prime reinforcer. The students acquired an independence and a willingness to attempt the unknown. Some discovered academic success for the first time; others developed pride in themselves and confidence in their abilities. Perhaps the best outcome came at the end of the experiment when the twenty-four students no longer acted like "slow learners" (8).

Di Tommaso (59) uses the other great adolescent commodity as a reward for her students: time. Instead of tangible rewards, such as candy, etc., she has "Reward Day." On Monday the teacher announces that if ninety percent of the class do their homework and if the class as a whole finishes three stories for the week, Friday will be movie day, pop day, or whatever else Di Tommaso is able to facilitate. This type of reinforcer in non-threatening because the students know what they need to do and what to expect if they accomplish it; in short, there are no surprises. She stresses that any type of reward must meet four criteria: near, immediate, attainable, and realistic.
The Influence of the Learning Environment and Peers

Not only do students come to the classroom with many of these individual traits, but these characteristics are compounded when they interact with one or more school-related factors.

Alderman (11-12) in writing about low-achieving students, contends that a "success-oriented" classroom begins with the teacher. It begins with appropriate and realistic teacher expectations. The educator is aware of learning problems, but tries to find ways to overcome them. It is critical that students are aware that the teacher wants them to succeed. The educator with low expectations may take teaching less seriously, thus make the content less interesting. The first day of the school year may be the most important one, since that is when the teacher establishes rules and procedures that will ensure a productive classroom environment. "Learning to learn" strategies for reading comprehension, memory, and any others should be taught that will be key for the students' success.

Grace and Buser (2) not only agree, but believe the teacher's role is critical: "Teachers who are well-prepared and enthusiastic about their subjects and are able to convey their enthusiasm to their students are likely to increase students' interest in the material". Di Tommaso (57-58) makes a valid point in this age of the dysfunctional family: a stable adult in the classroom may be the only person of stable and, by society's standards, normal behavior. Therefore, teachers must be normal and stable. The instructor's attitude must be positive and encouraging, and above all, consistent. They must keep their reactions in check and be constant, stable, and calm. If this is
done, students will learn to expect it. If an assignment is missed, the teacher should reassure the student that the work needs to be done, making sure it is not something personal against the student himself. This reinforces a positive attachment between teacher and student.

The influence of the classroom doesn't stop with the teacher himself. The physical environment of the learning arena can affect motivation as well. Basically, it should be a place the students want to go. Classrooms that are attractive, comfortable, and that have few distractions are more inclined to motivate learning than those with temperature extremes, uncomfortable furniture, and many different distractions that keep the student from being focused. The psychological environment is equally important. Pupils do better if the atmosphere enables them to feel relaxed, safe, and important, rather than one in which they fear humiliation, punishment, and unnecessary competition (Grace and Buser, 2). There must also be a sense of belonging to a group which must include participation in the shared educational goals of the class. This may include "classroom membership" to promote the necessary participation and engagement in the sometimes hard, sometimes frustrating work that is needed for academic achievement. In short, they should be in a learning situation in which they are encouraged to achieve their very best (Goodenow, 2).

Since middle school is a critical social issue for the adolescent, its role cannot be overlooked. The important report that came out in 1989 known as Turning Points stated that classes should be communities of learning because young teens need to see themselves not only belonging to a peer group, but being valued members in which they
receive mutual support and build trusting relationships. Adolescents with good social skills are far more likely to correctly perceive themselves as belonging and as being liked, respected, and accepted in classes, than those with poor social skills (Goodenow, 4). Wehlage's theory of "school membership" is more than simple school enrollment, but goes further to include the social bond the students have established between themselves, the school adults, and the norms governing the campus (Goodenow, 2). It is not so much the connection with their peers, but the individual's perceived sense of acceptance, belonging, and respect that affect motivation (5). This belonging can have a greater impact on classroom effort as well as the intrinsic value and interest that adolescents hold for any particular academic subject (10).

Mohair and Midgley (4-5) believe that instilling a desire to learn does not stop at the classroom, but should be seen as a school-wide problem, with, of course, school-wide solutions. For instance, a teacher may have developed a learning technique that fosters intrinsic learning only to have a principal establish an extrinsic reward system for the entire student body that sends almost an exact opposite message. A teacher may evaluate a student on the basis of his or her progress and improvement, only to have it undermined by a campus-wide stress on boosting achievement tests results. Researchers stress that teachers alone cannot carry the burden of significantly improving our schools; school leadership must also be effectively engaged if the "deepest structure of teaching and learning is to change". By instituting, promoting, or subverting policies school leaders have
effects comparable to that of the classroom level. The psychological environment of the school as a whole is seen as a variable that is importantly associated with student motivation and achievement. By inaugurating, promoting, or subverting policies, school leaders are likely to have effects that are roughly comparable to those seen at the classroom level.

The Effect of Instruction

Since the activity of the classroom is the only variable in student motivation that the teacher has control over, the educator, while keeping the other factors in mind, should make this his or her primary focus. Gone are the days of simple lecture and note-taking; today's teacher must attend not only to what needs to be learned, but what exactly motivates the learner to learn.

Teachers must change their thinking; they must be able to motivate students not merely as consumers of knowledge, but producers (Locklege, 1). Students will develop the desire to learn when two criteria are met: an appreciation of classroom activities and when they believe will succeed if reasonable effort is applied (3). They need materials that will entice them to finish meaningful assignments without coercion or intervention by the teacher. To accomplish this, young adolescents need to be allowed to express their own feelings, have a part in the decision making process, and eventually share their product (1-2). Yet 85-90% of American educators follow one or two basal textbooks, which places a severe restriction on instructional alternatives unless a wide range of supplementary activities are within reach (3). Teachers need to do several things when organizing
instruction: 1) determine if students have the necessary entry level competencies; 2) select materials for different stimuli; 3) prepare appropriate strategies prior to the lesson; 4) handle and present materials in an orderly fashion (3). Students need to have work that not only supplements the textbook, but complements it as well (5).

For learning activities to be productive, they must have an appropriate difficulty level, must not lose momentum, and result in high levels of success (3). Researchers promote "active teaching," which includes the teacher being involved with academic content, giving clear sequential directions, emphasizing main points, asking questions, conducting reviews, and ignoring irrelevancies. Walberg believes time in the classroom should move away from allocated time to productive time. This means time spent on suitable lessons adapted to the learner rather than allocated time which may be futile if the content or instruction does not match the learner's needs or interests. Allocated time can only be marginally effective because conventional whole group instruction cannot accommodate the vast differences in individual learning rates and prior knowledge. Learners with weak study skills can engage in study and drill without acquiring any new knowledge (4).

Grace and Buser (5) point out that to motivate the middle school student, the subject matter must be interesting and relevant to the students' needs and goals. Teachers who maintain their enthusiasm for a subject and who look for ways to make boring topics more interesting are more likely to motivate their students. It is important to make the material, especially dull material, relevant to the adolescents' lives. They should be able to apply it to their own lives or to their
future plans, or be able to use the new information to solve problems and improve the quality of their lives.

At this precarious age level, the educator must teach to not at the learner. In other words, try whatever will work. Part of this school of thought is using the adolescent's own unique needs to help stimulate their desire to learn. Teacher Mitzi Witkins (31-31) uses TV, videos, comics, films, advice to the lovelorn, and teen magazines "to motivate, to stimulate, and to elucidate." In this way she attempts to connect popular culture with classroom studies. Witkins uses an episode of The Simpsons to complement the short story, "So Much Unfairness of Things." The animated show is not a substitute, but helps to bring out the themes of the story. She also uses the Michael Jordan video, "Come Fly with Me," as part of a unit of biographies. She has found that literature gains importance if it valued by the media. This not only taps into the adolescent's interest, but uses a multi-media approach.

Computers have also been proven to be a motivator. In a study called Project Pulse, students in an eighth grade class were lent laptops for use in their English and Science work. The computers were like portable diaries where they were able to keep personal and teacher-assigned journals, write stories, and complete other assignments. Privacy, portability, and being available on an as-needed basis allowed students the technology for school--and personal--projects (McMillian and Honey, 2). The laptops proved not to be an intrusion on the students' lives, but were flexible, and fulfilled real needs by using it for their personal, non-academic needs as well.
Also, being required to name the computer fostered a sense of ownership and responsibility increased in the teenagers' confidence as writers (17). As they became more familiar with the technology, their confidence as writer increased (27-28). One of the four themes significant to the overall success of the project was not only a high level of student motivation, but a high level of teacher motivation as well (37).

Cooperative learning is one of the most studied adolescent learning strategies in the past decade. Maybe researchers find it so successful because it meets critical belonging and social needs of the teenager. It has been shown to increase academic achievement for a relative low cost and is easy to implement. Improved behavior, increased class interest, and better attendance are some of the added benefits. Since more than half of students have stopped actively trying to achieve in school, cooperative learning increases student interest by providing the peer support they are so hungry for (Lyman and Foyle, 2). Well designed cooperative learning activities involve positive interdependence on others as well as individual accountability. The individual student must, however, master interpersonal skills in order to feel success in such a setting. Low achievers can make contributions to the group and enjoy the success it brings. It also has been shown to improve relationships between students from different racial backgrounds (3).

There are various cooperative learning methods. STAD (Student Teams Achievement Division) is one of the easiest to implement since content can be presented in the traditional lecture method and
individual assessment can be the usual kind used by the teacher. After
the lesson has been presented, the student teams work on assignments
together to master the material. TGT (Teams-Games-Tournament) is like
STAD, only students compete with others of similar achievement to earn
team points, and individual assessment is done afterward. In Learning
Together, students are given cooperative activities that create
positive interdependence and encourage group interaction. Individual
and group performance rewards are given. A type of cooperative
learning in which students work together to decide what information is
needed as well as how it will be organized and presented is called
Group Investigation. Instructors encourage application, synthesis, and
inference by organizing the work and facilitating the group activities.
Think-Pair-Share has students think of possible responses to a posed
question or problem first individually, then in pairs. The pair
discussions are then shared with the group (3-4).

There are ten pitfalls to avoid when attempting this type of
instruction: 1) moving too fast for the students; 2) insufficient
teacher planning; 3) lack of goals or clarification of goals; 4)
unrealistic goals; 5) poor understanding of exact role of student in
group situation; 6) a lack of balance and cohesiveness in cognitive and
affective activities; 7) limited or no access to materials needed for
activity completion; 8) underestimating individual differences within
groups or neglecting a plan to deal with such differences; 9) lack of
flexibility in plans; 10) giving up on it if it is not successful the
first time or two (Forte and Schurr, 170).

For successful cooperative learning, each member of the group
must have a specific role, such as artist, checker, communicator, coordinator/manager, encourager/praiser, evaluator, material handler, reader, secretary, and timekeeper. Since the groups may be heterogenous in nature, the teacher must also create activities that promote important social skills such as taking turns, listening, compromising, giving directions, criticizing ideas, and not people, and expressing feelings. Other activities can aid in nurturing group cohesiveness such as having the groups define cooperation, do a puzzle together, interview each other, and draw a picture, or do a collage together (172-175).

While cooperative learning has many advantages, it must be pointed out that it's successful implementation in the classroom is not an instant remedy to classroom problems. Mastering the intricate structures involved in this learning style may take as long as three years (Klemp et al, 19-20).

In the last fifty years, we have witnessed dramatic changes in our world and our own nation as well. These changes have not been limited to the macrocosm of politics and society, but include, perhaps more importantly, the microcosm of the family. Oddly enough, through these many upheavals one important institution has remained constant: our schools.

The diversity of open schools, alternative schools, Montessori schools, and magnet schools has been limited in scope and the impact minor. The majority of our nation's schools are still of the Monday through Friday, 8am to 3pm variety. They have one college trained teacher for each subject, use lecture for most of their instructional
needs, and little more technology than the mandated textbook. Our
country has become too large and too diverse; it's naive to expect that
one model of education can meet every American's needs. It must become
more distinctive and diverse if it is to comply with different needs,
values, styles, traditions, and concerns of many different young
people, families, educators, and communities (Manno, 725).

The U.S. Department of Defense Schools recognized this as well.
In April, 1990 a task force comprised of parents, teachers, and
administrators in the Mediterranean Region developed a series of
statements concerning the future conditions they needed to meet. Among
those was an agreement that the world students will need to be prepared
to face includes:

*Worldwide economic competition and
interdependence which creates ever increasing
requirements for job related performance and a need
to transcend language, cultural, national, and
racial differences . . .
*An increasing pluralization and polarization of
social, cultural, political, and economic life
that demands understanding and that requires
innovative leadership, policy-making, resource
distributions, and conflict resolution (Spady and
Marshall, 71).

John Naisbitt and Patricia Aburdence write about the major
influences on society in the new millennium in their 1990 book,
Megatrends 2000: Ten New Directions For the 1990's:

*the booming global economy
*a renaissance in the arts
*the emergence of free-market socialism
*the privatization of the welfare state
*the industrial development of Asian countries
*the increasing numbers of women in leadership
positions
*the age of biology
*the religious revival of the new millennium
*the triumph of the individual
Students must be prepared for the post-industrial information age which will be characterized by technology and societal change and will globally focused. By the time kindergartners enter the workforce, half of today's jobs will be replaced by new ones (Boschee and Baron, 194-195).

**Outcome-Based Education: Motivation and Preparedness for a Complex World?**

There are four basic beliefs critical to outcome-based education:

1) All individuals can learn successfully; 2) Success results further success; 3) Schools create the conditions under which learners succeed; 4) The community, educators, learners, and parents share in the responsibility (Boschee, 193-194).

Within the last decade outcome-based education, sometimes called performance-based education, has become a major trend in school reform. While it may seem new on the scene, it is a cumulation of several theories, some which have been around since the 1950's. Ralph Tyler's *Basic Principles of Curriculum and Instruction* (1950) stressed the importance of the objective for organized lesson plans. Such an objective should identify two things: 1) the behavior to be developed in the student, and 2) the aspect "of life" to which the behavior is to be applied. Later Bloom and his colleagues developed taxonomies of objectives for the affective and cognitive domains and Mager did further work on behavioral objectives.

The corner-stone of OBE, outcomes, were introduced by Johnson (1967), Gronlund (1970), and Gagne (1974). They are the end-products of the instructional process and are either the external or internal...
changes in the student. This makes the definition of objectives in OBE different from that of traditional curriculum development. In OBE, the objectives shift from ones based upon content or textbook outlines to ones based on desired changes within the learner.

Criterion-referenced measurement, as defined by Glaser in 1963, locates a learner's test behavior on a range from no proficiency to perfect performance. Along the continuum are the work a student must do and the criterion level of acceptable performance. Such criterion-based measures are linked to outcomes, provide feedback on the effect of instruction, and help to evaluate courses of study.

Bloom's Learning for Mastery was based on Carroll's model of school learning (1963) and incorporates group instructional techniques with variable instruction and time requirements to meet the individual needs of the student. In mastery learning, a learner basically completes a unit of study and redoes it as many times as is necessary to meet the stated objectives or criteria.

Accountability dates back to the 1970's when it was believed that schools were failing their basic mission. Several diverse groups, such as parents, taxpayers, politicians, and business leaders began to demand evidence of student achievement. Soon student assessment, teacher evaluation systems, and citizen input procedures were created since many groups agreed that people in education should be accountable for their work, just as they are in other professions.

In the late 1960's people began questioning whether education was sufficiently preparing learners for life roles and the changing job market. These were the catalysts for competency-based education. In
1977, Spady, an OBE pioneer, stated the theory of CBE: the learning program should consist of combining outcome goals, instructional experiences, and assessment devices together. In reality, it became a testing and remediation program centered on basic skills. In its ideal form, CBE contained all the aspects of OBE; it ultimately sank when an exact definition of competency could not be agreed upon. (Kings and Evans, 73-74).

As OBE grew in popularity, the original concept branched out in scope as well. There are currently three types of OBE: traditional, transitional, and transformational. Traditional OBE uses existing curriculum content and structure, such as lessons, units, courses, and programs, and has educators determine what is critical for students to learn to a high level of performance. Such priorities are used as the basis of design and alignment of curriculum, instruction, and assessment. After educators start to apply OBE's principles to such aligned instructional components, they usually experience dramatic increases in student learning success, even within the limitations of time and program inherent of the traditional campus structure. Due to the later, Spady and Marshall consider this more CBO: Curriculum-Based Objectives, than OBE, since the curriculum precedes the outcome in its structure. The traditional content-dominated categories do not relate to real-life demands and experiences of life (68-69).

In Transitional OBE students' culminating capabilities at the time of high school graduation are the critical issues. Curriculum and assessment design are based upon higher-order exit outcomes. Such outcomes are generated by a process that is not so much concerned with
the exact nature of future conditions, but takes them into account by assessing what is essential for students to know, to be able to do, and be like for success after graduation. Schools with Transitional OBE value the higher-level competencies, such as critical thinking, effective communication, application of technology, and complex problem solving instead of certain types of information and knowledge.

The Township High School District 214 in Arlington Heights, Illinois has a Learner Outcomes framework that requires all graduates, regardless of classes or programs taken, to successfully demonstrate 11 kinds of competency or role performance. The framework for Johnson City Central School District in Johnson City, New York consists of five key competence and affective arenas that guide all curriculum and instructional decisions (69-70).

Transformational OBE is grounded in the belief that schools exist today "to equip all students with the knowledge, competence, and orientations needed for success after they leave school." In short, success in school is of little benefit unless students are equip to transfer that success to a complicated, challenging life in a high-tech future. The traditional, century-old, Industrial Age structure centered on curriculum simply isn't designed to implement these kinds of results. Consequently, nothing about education today is taken as a given; when implementing curriculum design no existing structure or program is above consideration. Districts form strategic design teams to carefully examine, critique, and synthesize the best available information about the conditions of life students are likely to face in the future.
Along with the U.S. Defense Dependents School outline of conditions stated earlier, Aurora Public Schools in Aurora, Colorado and Hot Springs County School District in Thermopolis, Wyoming also have a framework built around exit outcomes that are future-oriented. In 1990, Aurora developed a set of future conditions that were the basis of the district mission, a set of 28 key learning goals. Five role-based exit outcomes were then created based upon the mission and the learning goals. These exit outcomes include students being collaborative workers, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings, and quality producers, who create intellectual, artistic, practical, and physical products, which reflect originality, high standards, and the use of advanced technologies. Hot Springs used the Aurora plan as a starting point for planning their priority future conditions. Among their outcomes are for students to be involved citizens, who take their time, energies, and talents, to improve themselves, others, as well as their local and global environments; to be self-directed achievers, who develop core values to help create a vision for their future, take responsibility to set priorities, create options to pursue goals, and be able to monitor and evaluate the progress of such goals; to be adaptable problem solvers, who anticipate, assess, and resolve the challenges of the ever-changing political, economic, social, and environmental conditions of today's world (70-72).

The exit outcomes are developed to serve as the "bottom line" of teaching and assessment in every area of study for all learners, from
kindergarten to graduation day. Districts implementing transformational OBE will witness modifications in their program content and structure as they move away from the idea of completing traditional subject areas, courses, content, and skills to the higher-order life-role performances (72).

There are many testimonials, speeches, and narrative descriptions about the cumulative effects of OBE, but existing evidence has been largely perceptual, anecdotal, and small scale (Evans and King, 12). One documented success has been the Johnson City School District in New York State, which began its Outcomes Driven Developmental Model in 1972. Adding to its creditability is the fact that Johnson City is not a predominantly white suburban district, but a lower-middle-class community with few professionals among its population. It also has the second highest poverty rate of 10 urban districts in the county and has a sizable Asian immigrant minority with limited English proficiency. In 1972, the district ranked at the bottom of 14 county districts on standardized academic achievement tests. 45 to 50 percent of its students scored at or above grade level in reading and math in grades 1-8. By 1977, the percentages rose to about 70 percent and by 1984 ranged between 80 and 90 percent. In 1976, scores on the California Aptitude Test reflected 44 percent of all students had performed at six months or more above grade level in reading and 53 percent had done so in math. By 1984, scores had increased to 75 percent in reading and 79 percent in math.

There were other indicators of success as well. In 1989, Johnson City students always surpassed the state performance and either equaled
or surpassed the county performance on the New York State Regents exams. Perhaps the most telling evidence of Johnson City's success is not a test score but this fact: in the 1991-92 school year 100 percent of the high school freshman were enrolled in 9th grade algebra (13-14).

Minnesota's Department of Education's Office of Educational Leadership studied 37 sites in 1990-91 that were implementing transformational OBE. 49 percent of the respondents reported more and better learning and 43 percent reported an increased student involvement in learning. Many parent felt that OBE "works for the average and unmotivated learner" for two reasons: 1) students were allowed sufficient time and opportunities to succeed; and 2) because some became part of regular instruction for the first time. At the same time, many reported negative perceptions for those who succeeded in the traditional system (15-16).

OBE is not without its critics. Some have complained that outcomes are diluted and standards lowered in an effort to able students to reach minimal standards simultaneously. This can be especially problematic for motivated students that need to be constantly challenged. Such students also experience boredom because they are often left with little or nothing to do when they finish their work before their peers, which is often the case. Parents of these high achievers feel their children are neglected and not receiving the adequate educational opportunities to reach their potential (Kudlas, 33-34).

The grading approach of many OBE programs have caused some confused concern. Some have eliminated grades entirely from outcome
completion, while others limit grades to A, B and incomplete. This abolishes a motivational factor for some students and an easy informational avenue for parents. Keeping records of a large number of outcomes as well as tracking the students that need to be retested on a particular unit can be a bureaucratic nightmare for the teacher. There is also apathy and procrastination if correctives or reinforcements are not administered and if students are allowed unlimited assessment possibilities (34).

One major criticism of OBE is the outcomes themselves. These define what all students should master, and are concerned mainly with behaviors and beliefs that are vaguely worded and deal primarily with the affective domain. Consequently, such outcomes have little to do with core academic content. In Ohio, one outcome states that a graduate should be able to "function as a responsible family member and maintain physical, emotional, and social well-being." Pennsylvania has one that expects each student to "gain knowledge and have exposure to different cultures and lifestyles" (Manno, 721).

Many have experienced frustration when implementing OBE. Districts and individual educators need to keep criticisms in mind when implementing any OBE program and proceed with optimistic caution. Many districts have underestimated the time, energy, and money required to implement OBE. Any institution or educator attempting it should start small and go slow, building upon each success. The pitfalls stated above can easily be overcome. To keep high achieving student interest piqued, they must have a choice of enrichment material that is not mere busywork, but is in-depth and investigative in character; such students
can also be used to tutor their at-risk peers. Traditional grades can be incorporated by making them checkpoints and a means of critiquing the stated outcomes. Assessments need to well-designed and prescribe student needs, which are addressed with correctives and assessments before additional assessments. Correctives should be an alternative way to learn the outcomes, and need to come before additional assessment or students will begin to procrastinate studying for test, initiating a destructive study habit. Limiting outcomes to a range from 8 to 20 for a course is manageable for a teacher. Outcomes themselves must be designed to be solid and measurable; they are questioned when they are vague and value-oriented because such outcomes are immeasurable (Kudlas, 34-35).

Another movement closely linked to OBE is the use of authentic assessment in the classroom. Essays, demonstrations, computer simulations, performance events, portfolios of student work, and open-ended questions and problems are all examples of authentic assessment because they are valuable activities in themselves and involve the performance of tasks that are directly related to real-world problems. Many educators have recognized the limitations of the multiple choice and standardized achievement tests as assessments of student learning. Advances in cognitive science have forced educators to acknowledge how complex learning is and how diverse are the means needed to assess learning fully and fairly (Guskey, 51).

Authentic assessment grew out of a dissatisfaction of the standardized test. During the 1970's, the public began to pressure state legislators to enact "educational accountability" laws that would
give evidence that schools were performing adequately and producing desired student outcomes. Most enactments called for such documentation to be in the form of test scores. In the process, the minimal competencies established by such tests became the maximum that schools attempted to attain, with the unexpected consequence of lowering standards for every subject and grade. The testing of basic skills was at the expense of higher order thinking and problem solving (Worthen, 445).

Minimum competency tests and standardized achievement tests soon began to be the bases of critical educational decisions, such as student promotion and graduation. It also came to be used as a litmus test not only for students, but teachers as well. It was argued that the tests could set better, more precise educational goals, but in actuality they narrowed the curriculum and student learning was lowered as teachers began to "teach to the test" in effort to achieve high scores and validate themselves as educators (446).

This use of exams as primary directors of instruction also places students in a passive, reactive role, one of mere memorization. This practice, acceptable for so much a part of this century, is simply outdated. An increasing number of jobs in our information economy require highly developed intellectual skills and technological training. Even the so-called "low skilled" jobs require technical knowledge and flexibility. Cooperative planning and problem solving have replaced following simple directions as "basic skills" for a majority of today's industries. Students of today will need to be able to access various resources and perform demanding tasks at high levels
of literacy. Workers of the future will need to be prepared to change jobs several times in their lifetimes, be able to react to ever-changing job demands and technologies, and be ready to invent new solutions to productivity problems—not waiting for their manager to give them the answers. To meet the new world students will need different kinds of knowledge engage their capabilities to structure tasks, produce ideas, and solve problems (Darling-Hammond, 15).

For an assessment to be authentic, it must possess four characteristics. 1) It must be truly representative of performance in the field. For example, students actually write, for real audiences, rather than simply answering questions about writing, or they conduct science experiments instead of memorizing science facts. The tasks must allow appropriate room for student learning styles, aptitudes, and interests in order to develop competence and for the identification of sometimes hidden strengths. 2) The assessment criteria are used to evaluate the "essentials of performance" against well-articulated performance standards that are openly expressed to students, parents, and administration. These standards must represent the various aspects of a tasks, rather than being reduced to a single grade. 3) Self-assessment must play a role. A major goal of authentic assessment is help students develop the ability to evaluate their own work against public standards, and redirect their energies accordingly. Self-directed work and self-motivated improvement is required in real-world situations. Self-assessment also allows students of all levels of competence the opportunity to see, acknowledge, and receive credit for their own growth. 4) Students should be able to present and defend
their work publicly or orally to ensure genuine mastery. This shows the students that their work is important enough to be a source of public learning and celebration, and gives parents and other faculty and students to continually examine, refine, learn from shared goals and achievements (19-20).

Portfolios are a good example of authentic assessment. By definition it is a "systematic collection of student work selected largely by that of the student to provide information about the student's attitudes and motivation, level of development, and growth over time" (Kingore, 12) Individual student management of their portfolio helps to develop organizational skills, as well as extend their responsibility and ownership of their work. Not every completed assignment is put into the portfolio; students are encouraged to place their best work and select products that represent their learning in the folder. Each work selected also has a caption written by the child explaining why it was chosen. When students are trying to choose what work to include, teachers can help by asking some decision-making questions, such as:

* What really makes something your best work?
* What examples do you want to keep in your portfolio to represent what you are learning throughout the year?
* How is this product different from other pieces of your work?
* How does this product show something important that you think or feel?
* How does this product show something important that you have learned?
* How does this product demonstrate the progress you've made in a specific topic or subject area?

By discussing the portfolio with the individual student, the teacher can help clarify the student's growth, celebrate achievements,
and establish future learning goals. The student can also share it with his or her parents during a school conference, and the teacher can use it to concretely show the student's accomplishments as well as his or her academic needs (14).

The idea of multiple intelligences, that everyone has different intelligences, has received a lot of attention within the last decade. It was first introduced by Professor Howard Gardner of Harvard University in his book *Frames of Mind: The Theory of Multiple Intelligences* (1983). Gardner stated that each of us have seven types of intelligence: 1) Linguistic: the intelligence of words; 2) Logical-mathematical: the intelligence of numbers and reasoning; 3) Spatial: the intelligences of pictures and images; 4) Musical: the intelligence of tone, rhythm, and timbre; 5) Bodily-Kinesthetic: the intelligence of the whole body and the hands; 6) Interpersonal: the intelligence of social understanding; 7) Intrapersonal: the intelligence of self-knowledge (Armstrong, 26).

American education has defined and addressed intelligence narrowly by focusing primarily on linguistic and logical-mathematical intelligences at the expense of the other five intelligences. Students who are more developed in the unaddressed intelligences find it difficult to perform in the logical-mathematical and linguistic and experience early school failure. They are often singled out for remediation, special education, or slower tracks, and are labeled early on as different and unsuccessful (Deluca, 51).

Curriculum needs to be designed so that all children are able to learn and succeed through their strengths in the particular
 intelligences. This does not mean that every lesson must have seven different options or that all seven intelligences must be represented equally throughout the curriculum. The intelligences, however, should be considered in planning instruction and assessment. For example, a student whose strength is bodily-kinesthetic should be able to use that talent to learn multiplication facts or spelling words; teachers can use a child's interpersonal intelligence by using the study of personalities as a way of studying history; the use of graphs or tables to compare and contrast the Native American tribes can aid the logical-mathematical student (Hoerr, 29). Most of us, though, use a combination of intelligences on a given task: the artistic painter must see into the human condition for inspiration (interpersonal), must arrange images on the canvas spatially, and must produce the images kinesthetically (Smagorinsky, 167).
My aim in writing this paper was to discover new ways to motivate middle school students to learn. In putting together a unit plan I have decided to use the teaching tools and techniques that I have found most promising: Outcome-based education, a token economy, multiple intelligences, and, underlining it all, student choice.

The project that has been devised is a unit plan incorporating the related literature on student motivation with traditional teaching techniques. It will be a Traditional OBE approach, since this is for my classroom alone and, there are certain district mandates, such as the eight CAP writing styles and use of the literature book, that all teachers are obliged to follow. The unit will be a 7 weeks in length and include reading, writing, spelling/vocabulary, and grammar. The approach used will be what some have called "Personalized System of Instruction." In this type of instruction students work on programmed materials and at their own pace. There is little teacher-led interactive instruction; however, the teacher is there to monitor and to assist students individually, and is not concerned about keeping the class working together (Towers, 296).

The focus of the unit is student choice. They will not only be able to decide many of their assignments, but will also be able to choose how and when to complete each one. Once they have completed individual worksheets alone, they will be given the last 25 minutes of the two period block to meet with peers and go over each others' work. Since this will be the first unit of the school year, students will be given a multiple intelligence test during the first few days to
determine their intelligence strengths. They will keep this in their portfolio and will be encouraged to use their strength intelligences whenever possible to complete the various classroom tasks. Each class will be given a syllabus at the beginning of the unit outlining the course of study. The majority of the work will be due at a given date at the end of the unit, and they will have most class periods to complete it. Most worksheets and handouts will be available for daily checkout at the classroom Work Center. Those having difficulty in time management will be put on a contract. (The Language Arts classes at Bloomington Middle School are two periods.)

Student Evaluation and Grades

Each assignment will be given a point value and the final unit grade will be based on the total accumulation of points at the end of the unit.

The following grading scale will be used:

<table>
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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>92-97%</td>
<td>A</td>
</tr>
<tr>
<td>88-91%</td>
<td>A-</td>
</tr>
<tr>
<td>84-87%</td>
<td>B+</td>
</tr>
<tr>
<td>80-83%</td>
<td>B</td>
</tr>
<tr>
<td>75-79%</td>
<td>B-</td>
</tr>
<tr>
<td>70-74%</td>
<td>C+</td>
</tr>
<tr>
<td>65-69%</td>
<td>C</td>
</tr>
<tr>
<td>60-64%</td>
<td>C-</td>
</tr>
<tr>
<td>57-59%</td>
<td>D+</td>
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<td>53-56%</td>
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<tr>
<td>50-52%</td>
<td>D-</td>
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<tr>
<td>1-49%</td>
<td>F</td>
</tr>
<tr>
<td>65-69%</td>
<td>G</td>
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</table>

The final grade on any given assignment is subject to a 10% penalty for the omission of any of the required information: First and last name, roll number, period, date, assignment title, writing outside of margins, and not following assignment guidelines. Points will also be deducted if work is not completed neatly. The exact amount of points deducted will be determined by legibility of work; more points will be deducted on subsequent assignments that are completed in a similar nature.
Room 11 Money

As an incentive to complete work in a timely manner, Room 11 Money in the form of colored tickets will be given for each completed assignment. For major assignments (30 points or more) students will be able to earn 50 cents for an A; 25 cents for a B; 10 cents for a B- or C; 5 cents for evidence of attempt. For assignments worth less than 30 points: 25 cents for an A; 10 cents for a B; 5 cents for a C. Students will also be able to earn money by doing errands for the teacher, behavior improvement, etc.

Students will be able to spend money on the following:

*Free Friday: every other Friday students may be able to purchase free time (to talk with friends, go to library, play games, use computer, etc.) for 3 dollars.
*Candy: every Tuesday and Friday students may buy one piece of bit sized candy; price will be based upon the size of the candy.
*Pencils/Pens: writing instruments will be for sale for 75 cents.
*Library: 25 cents a visit.
*Computer: 25 cents per use.
*Hoops for Homework: every Thursday students will be able to buy 20 minutes off of their Independent Reading Log if they: 1) pay 25 cents; and 2) make a shot with the Nerf-type basketball. If the student misses, the money is refunded.

As part of classroom management, the student will also pay money for:

*25 Cents for each 10 minute (Nutrition Break) detention assigned.
*50 Cents for each bathroom visit during class.

Students redeeming Room 11 Money for positive reinforcement will receive extra credit points at 10% value of the money. For example, 50 cents will be worth 5 extra credit points. To encourage work be completed before the deadline Room 11 Money will not be issued for
assignment turned in during the last week of the unit.

**Reading: The Short Story Unit**

Students will choose 7 out of 8 short stories to read from the Prentice Hall Literature Book: Bronze edition, the district required text. The stories are divided by plot, character, setting, and theme, and students will choose two from each category. The one required reading by the district is "Amigo Brothers" (found under the Character sub-section of the short story section). Students may read alone, in pairs, or in teams of four, and complete a variety of tasks.

Literature Circle "job": each member of a team or pair will be expected to complete one of seven jobs: those working alone will do two jobs. The required jobs are vocabulary, summarizer. When two stories from a category are completed an appointment will be made with me to discuss the literature. Each student will be expected to respond individually for each story read in one of the following ways:

1) Write out and answer all the questions under Analyzing Literature, Critical Thinking and Reading; and Understanding Language or Speaking and Listening.
2) Choose a project from the Individual Response Sheet. Upon the completion of the 8 stories students, alone or with others, will select a project to complete from the Literature Extension Possibilities about their favorite story.

**Reading: Independent Reading Log**

In an effort to meet the school required four nights a week of homework, students will be expected to read a total of 120 minutes each week. Unlike the rest of the classwork, this one will be due every Monday at the beginning of the period. This will be documented on an Independent Reading Log with their parent's signature. Students may
read anything they like as long it is not obscene in nature. When they have completed their reading for the week they will respond to their favorite passage by either writing a 50 word paragraph or by drawing a captioned picture. While most of this is homework, some may be done in class if the individual student has completed or turned in a sufficient amount of classwork.

**Reading: Building Comprehension**

Once a week, students will complete a timed reading comprehension activity in order to prepare them for the annual standardized achievement test, the California Aptitude Test, Level 5 (CAT 5) in the spring. A typical activity includes a 250-500 word reading and answering five questions in a 20 minute period.

**Writing: Two Full Process Assignments**

Middle school teachers in the Colton Joint Unified School District are expected to teach the eight CAP writing styles. The two I have chosen for this unit are 1) firsthand biography: write a letter to a friend telling about either last summer or your favorite summer; 2) Story: choose one of the stories you read and write either a sequel or a different ending. Students will have models from the Assessment book, and grading rubrics to guide their writing. They will be expected to do the full writing process (pre-writing, rough draft, final draft) on each assignment.

**Writing: Showing Paragraphs and Writing Frames**

Students will write 7 showing paragraphs based upon telling sentences I give them. For example, if they chose the telling sentence
"My Room is a Mess," they will be expected to show me in a descriptive paragraph how the room is a mess. The sentences they will choose from will be of a high-interest in nature. When they are finished with an individual telling sentence they will be required to have a peer read it, and give it a grade with an explanation. The final grade will take the peer's evaluation into account and will not be based upon length, but how well descriptive and words of detail are utilized in their writing.

Students will choose 4 out of 8 writing frames to complete. The frames are short one to two paragraph worksheets with key words left out. Students will be expected to copy it with the blanks. They will then fill in the blanks, have it proofread by a peer, and rewrite on another piece of paper for a grade.

**Spelling and Vocabulary**

Students will complete four spelling worksheets and take a test on each. Each worksheet has a spelling rule theme, such as "i before e except after c" and a list of twenty words that reflect the rule. Students begin the worksheet by alphabetizing the word list, then filling in blanks in a sentence or paragraph with the words.

Once the student has finished a worksheet, he or she will choose 10 words from the list to be tested on and give me the list. The next day the individual will be take either an oral or written test from a peer or T.A. Students will also be expected to know the definition of the worksheet's theme, found under the For Your Information of the worksheet.
Students will take four vocabulary tests from each category from their reading. For each test they will choose five from the vocabulary list at the beginning of each story, and five from the elements of fiction bulletin board display worksheet completed by the individual, their partner, or another member of the team. As in spelling, the students will give their individual lists to me, and take an oral or written test from a peer or T.A.

Grammar

Students will be complete seven sentence diagramming worksheets and take a test on each. The first worksheet begins with the basic sentence, subject and predicate. Each subsequent worksheet adds another part of grammar such as verbs, adjectives, etc. to what has already learned. A typical worksheet with explain the new learning, give two examples, then has four exercises: Exercise 1 involves diagramming 10 sentences; Exercise 2 gives the student five blank diagrams to create sentences for; Exercise 3 has five sentences to unscramble and diagram; Exercise 4 has five misdiagrammed sentences to correct.

The test of each worksheet will be to define the part(s) of speech, and either illustrate it through a sentence diagram or in a regular sentence, identifying all parts of speech.

Students will also complete three mechanics worksheets: 1) Abbreviations; 2) Apostrophes; 3) Capitalization. Each worksheet explains the topic and gives various examples. There are two-four different sentence/paragraph exercises to complete. A test based upon the exercise questions will be given (oral or written) by either a peer or T.A.
Portfolios

Currently portfolios at our school are used primarily for the CAP essay assignments. Because of time and energy constraints I foresee with this unit, I would like it to remain so. In the following year, I would like to make an outline of portfolio requirements that would include not only the essays, but a favorite individual response to a story, a selected showing paragraph or writing frame, and a spelling, vocabulary, and grammar worksheet or test that they feel proud of.
CHAPTER FOUR: EVALUATION

Several methods will used to evaluate the effectiveness of this unit. An ongoing, informal evaluation will done by these three guidelines: 1) Enough work is being completed in a timely manner; 2) the work turned in is being completed according to task criteria; 3) the quality of the completed work.

Students who are not meeting the guidelines will be met with individually for problem-solving sessions. If a majority of students are not meeting the guidelines, the syllabus (Appendix A) will be adjusted accordingly.

Another tool will be a formal student evaluation. Appendix F contains an evaluation form that will be given to each student to complete at the end of the unit. The form contains 11 statements in which the students will circle on scale of one to five to indicate the degree to which they agree or disagree. Each item has been formulated to generate evaluation of the key components of the independent-study unit.

The third evaluation will be final grades. The majority of students will need to be in the A-B range at the end of the unit for me to justify this type of instruction for another unit. To this end, all acceptable alterations, ones that do not compromise academic growth, will be made to the syllabus as needed. Ultimately, the final evaluation will be a combination of the outcome of the student evaluation forms and final grades.
Project Summary

This project has shown in a review of related literature the nature of motivation in the middle school student. The lack of a desire to learn is prevalent in this age group; the causes are complex and varying among individual students. Many do not see any link between the curricula and their world. Traditional teacher-led classroom are giving way to student-centered ones. Tailoring assignments to a student's strong multiple intelligences is one way. Outcome-based education incorporates this, is based on student choice, and focuses on what the student needs to succeed in the adult workplace. The use of a token economy may only give a student an extrinsic motivation to learn, but can be a bridge to instilling intrinsic motivation.

My unit plan was created to utilize these strategies within the context of a traditional curriculum. By giving student choice in both time and assignment, I expect a more positive student-teacher relationship. Another expectation is a desire for the students to actually "want" to complete a given task, showing the necessary effort in the process. At the end of the unit, if I see incremental increases in either, I will count it as a success to build upon.

Results

The project did not go as smoothly as I had hoped. I could tell within the first few weeks that it was in trouble, and had to shorten the syllabus--work simply wasn't being completed as fast as I thought it would. I think it was simply to radical of a change, for me and the
students. I should have tried one part and as that took hold, introduce another element.

To begin with I picked the wrong time of year to do the project. It was the very first quarter of the school year. While that was fine for me, it was not for my students. It was their very first grading period as middle school students and they simply weren't ready for it. They were coming out a structured classroom and were lost in the loose structure of my classroom.

Many did not understand exactly how to do the assignments. Even with my detailed syllabus, which I went over thoroughly with each class, I was answering the same questions again and again. Most students decided to complete the easy assignments first, such as the writing frames, and leaving to last, or in most cases, not doing at all, the more difficult ones, such as the full process writing assignments.

The workload, I believe, was overwhelming to the students. They would look at the syllabus checklist and didn't know where to begin. By the end of the quarter, I had slashed the syllabus to a quarter of the original requirements. I was overwhelmed as well. Each day I would have a stack of papers to grade. It would have been easy if they were the same assignment, but because they were different ones I had to examine each more carefully, look to the syllabus for the criteria, and try to remember how I had graded the assignment previously.

The literature circle idea was ill conceived as well. Only a few groups signed up for the discussion groups. I also had trouble dividing my time between monitoring the group and watching the class,
who were often off-task and bothers others during this time. The
discussion groups were one of the first assignments to go.

The students' final grade was based on a curve set up by the
highest achieving students. Since so many students were lost, only
those with little or no work earned low grades. If I had evidence that
a student was actually trying and turned in a fair amount of work, he
or she earned a high grade.

At the end of the unit I allowed the students to vote on the
direction of the next quarter: Would they like to continue the
independent study type of program or would they prefer a more
traditional, teacher-led one? They voted overwhelmingly for the
latter.

I was not surprised by the outcome of the vote. There was an
increasing sense of frustration among the students, especially in the
last few weeks and the quarter grades were near.

With all its pitfalls, I do not see my project as a failure. I
see it as experiment from I gained valuable information as an educator.
For one thing, I learned that while student choice is important, there
is such a thing as too much choice. Because there was so much choice
in project, not only of content but time as well, it became
overwhelming to the students. The independent study type of
environment made it easy for students to put off assignments, causing
them to play frantic catch-up during the last few weeks. Students of
this age seem to need deadlines because most do not know how the
organize their time effectively. I still believe in student choice, but
it needs to be limited to a few options, such as choosing to write,
draw, or act out a response to a reading assignment.

Even though students may complain, most seem to need to have their time structured for them. This is probably because they have grown accustomed to it through their elementary years. They need time set aside to explain the assignment thoroughly and have questions answered. Basically, they need to know what they are doing and when.

As has been stated in earlier chapters, motivation is a combination of numerous factors. I believe that students come to my class with backgrounds that keep them from succeeding in my class. Their home life may be so dysfunctional that completing class work is the last thing on their minds. They may just hate to read or write period, and will refuse to do assignments. If the parents do not think school is important, the child most likely won't either. A colleague heard a student saying that middle school doesn't count anyway so he has decided not to do any work. It's hard to reason with a stubborn attitude like that.

This is not to say that teachers shouldn't try to look for new ways of presenting curriculum. While I will not structure my class in an independent study way again, I will incorporate student choice, Room 11 Money, and games into a more traditional classroom structure. In doing so I will attempt to motivate those at-risk students. At the same time I have come to realize that because of many factors out of my control, there will always be a handful of students that will remain out of my reach.
APPENDIX A:

SAMPLE SYLLABUS AND CHECK LIST

Language Arts 7: Mr. Erb
Class Syllabus: 9/9-10/21/96

I. Reading

A. Short Story Unit

1. Students will choose 7 out of 8 stories to read from the Prentice Hall Literature Book. They will read two from each of the categories: plot, character, setting, and theme. All students will be required to read "Amigo Brothers," p. 79. Students may read the stories for a team (of 3-4 students), partners, as well as individually. Each student, whether in a team, partnership, or individually, must respond to each story read by doing one of the following:

a) Write out and answer all questions under Analyzing Literature, Critical Thinking and Reading, and Understanding Language or Speaking and Listening.

b) Choose a project from the Journal Response Possibility Sheet.

Students will also have other work, which will be based upon if they worked alone, with a partner, or in a team.

1. Students working alone

a) Choose one of the following Literature Circle Jobs to complete: Discussion Director, Literary Luminary, Connector, Investigator, or Summarizer.

b) After reading the two stories from a particular category, make an appointment to meet with me, Mr. Erb, to discuss what you read.

2. Students working in partners and teams

a) Each partner or team member will complete a different Literature Circle Job.

b) After reading the two stories from a particular category, make an appointment to meet with me, Mr. Erb, to discuss what you read.

All students must choose a project from the Literature Extension Possibilities Sheet to complete for their favorite story.

B. Independent Reading Logs

These are due on the following Mondays: September 16, 23, and 30, October 7, 14, 21. This is the only work that is to be done outside of class. Class time may be used if you are all caught up with the rest of your work and you have Mr. Erb's approval prior to beginning to read.

C. Building Comprehension

Once a week Mr. Erb will give the class in reading comprehension activity.

II. Writing

A. Full Process Writing Assignments

Students will complete two writing assignments using the full writing process: prewriting, rough draft: final draft. Each student will receive a grading rubric for each assignment, and a detailed handout will be available at the Work Center for check out.

1) Autobiographical Incident. Write a letter to a friend telling about a special event that you experienced this summer. Maybe it was going to Magic Mountain, going on vacation, or maybe it was a family crisis. Try to be very descriptive in the places you name and the people you mention. Be as specific as possible.

2) Story. Choose one of the stories you read and write either a sequel or a different ending to it. It must make sense and the characters actions should seem appropriate for how the author has portrayed them.

B. Writing Frames

Students will choose 5 from the 10 available Writing Frames to complete. The procedure below must be followed:

1) Check out a frame from the Work Center.

2) Copy the frame, including blanks, on another sheet of paper. DO NOT write on handout!!!

3) Fill in blanks with appropriate words or phrases.

4) Have finished frame graded and signed by a classmate.

5) Rewrite frame on another sheet of paper.

6) Turn in both frame and rewrite in Completed Work basket.

C. Telling Sentences=Showing Paragraphs
Student will choose 7 Telling Sentences from the ones below to develop into Showing Paragraphs. A detailed class lesson will be given on this, but remember detail is more important than length.

1. My room was a mess.
2. My little brother/sisters really bugs.
3. The girl/guy was a snob.
4. He/she eats like a pig.
5. The party was the bomb!
6. She's/He's changed.
7. Not another family reunion!
8. The puppy was a terror.
9. I was so embarrassed!
10. The movie was so sad.
11. I can't believe he/she wore that!
12. The dessert was to die for.

III. Grammar
A. Sentence Diagramming
Students will complete the following 6 sentence diagramming worksheets:

1. Simple Subjects
2. Compound Subjects
3. Compound Verbs
4. Adjective Modifiers
5. Appositives
6. Adjective Prepositional Phrases

Students must follow the guidelines below:
1) Handouts must be done in the order outlined above.
2) Check out a handout from the Work Center.
3) Read handout instructions carefully. Complete on another sheet of paper. DO NOT write on handout.
4) Discuss completed handout with peer or team.
5) Place finished assignment in Completed Work basket.
6) A quiz will be expected to be taken after each handout is completed. Simply let Mr. Erb know that you need to take one and he will give it to you. For each quiz you should know the following:
   a) Define the parts of speech taught in the handout.
   b) Diagram a sentence using the part(s) of speech the handout centered on.
   c) Identify the parts of speech (including those from earlier handouts) on a diagram.

B. Mechanics
Students will complete the following 3 mechanics worksheets: 1) Abbreviations; 2) Apostrophes; 3) Capitalization.

Students must follow the guidelines below:
1. Check out the handout from the Work Center. These handouts may be done in any order.
2) Read handout instructions carefully. Complete the exercises on another sheet of paper. Write out all sentences given in exercises.
3) Discuss completed handout with peer or team.
4) Place finished assignment in Completed Work basket.
5) A quiz will be expected to be taken after each handout is completed. Simply let Mr. Erb know that you need to take one and he will give it to you. Each quiz will have items from the handout’s exercises.

IV. Spelling and Vocabulary
A. Spelling
Students will be expected to complete the following handouts:

1) Sufficient Suffixes
2) More Than One
3) It’s All The Same To Me
4) That Needs Fixing

Students must follow the guidelines below:
1. Check out the handout from the Work Center. These handouts may be done in any order.
2) Read handout instructions carefully. Complete the exercises on another sheet of paper.
3) Discuss completed handout with peer or team.
4) Place finished work in Completed Work Basket.
5) When work is returned to you, choose ten words to be quizzed upon. Give this list to Mr. Erb the day before you want to take the quiz. You will also be expected to know the material found under the For
B. Vocabulary

1. Elements of Fiction
   Students will copy the terms of the back bulletin board, define them, and turn in the completed definitions into the Completed Work basket. When the work is returned to you, choose ten definitions to be quizzed upon. Give this list to Mr. Erb the day before you want to take the quiz. A T.A. will give you the quiz, and you may take it either orally or written.

2. Short Story Vocabulary
   Students will copy the terms and definitions of the vocabulary of the short stories they read. These can be found at the bottom of the Guide For Reading pages of each story. They should copy the terms for the two stories they are reading for each category: plot, character, setting, and theme. In other words, four different vocabulary lists will be turned in to be test on. Testing procedures will follow the ones outlined in the Elements of Fiction guidelines above.

All work is due no later than OCTOBER 21.
### Syllabus Check List

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**Total Points Possible: 1590**

Students should attempt to complete 265 “possible” points a week to keep from getting behind.
APPENDIX B:

RUBRIC FOR 15-POINT ASSIGNMENTS

GENERAL RUBRIC FOR 15 POINT ASSIGNMENTS

Assignment Name: ________________________________

Category:  Reading   Writing   Grammar

Spelling/Vocabulary

15=A+=1 or no errors. In writing frame and showing paragraphs this includes spelling and mechanical errors.

14=A=2 errors. 13=B+=3-4 errors. 12=B=5-6 errors. 11=C+=7-8 errors.

10=C=9-10 errors. 9=C-=11-12 errors. 8=D=13-15 errors. 7=F=16-17 errors.

RUBRIC FOR READING COMPREHENSION ACTIVITY

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<th>Number Correct</th>
<th>Score</th>
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<td>A</td>
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<td>4</td>
<td>12</td>
<td>B</td>
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<tr>
<td>3</td>
<td>9</td>
<td>C-/D+</td>
</tr>
<tr>
<td>1-2</td>
<td>3-6</td>
<td>F</td>
</tr>
</tbody>
</table>
INDIVIDUAL RESPONSE SHEET

Diary Entry: Write a diary entry from the perspective of one of the characters in the story.

Illustration: Draw and color a favorite scene from the story, and include a caption explaining why it was your favorite.

Interview: Write out questions for a character and respond to each as you believe the character would.

Letter: 1) Write to a friend telling about the story and opinion of it. 2) Write to a character, asking questions and sharing thoughts. 3) Become a character and write to another character, the author, or a character from another of the stories read.

Mind Map: Create a mind map of memorable scenes, characters, or settings from your book.

Pamphlet: Make a pamphlet about the story's characters or about important scenes.

Poetry: Write a poem about the characters, plot, setting, theme, or mood of your book.

Pop-up: Make a pop-up of a significant scene in the story.

Summary and Reaction: Write a summary of key events from the story and include your reactions to each.

Venn Diagram: Create a Venn diagram to compare and contrast two characters or scenes from the story.
APPENDIX C:

RUBRICS FOR 30 POINT ASSIGNMENTS

GENERAL RUBRIC FOR WORKSHEET QUIZZES

Assignment Name:_______________________________

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<th>Writing</th>
<th>Grammar</th>
<th>Spelling/Vocabulary</th>
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<td>30=A+=0 errors. 28-29=A=1-2 errors. 27=A-=3 errors.</td>
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<tr>
<td>25-26=B+=4-5 errors. 24=B=6 errors. 23=B-=7 errors.</td>
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<td>22-21=C+=8-9 errors. 20=C=10 errors. 18-19=C-=11-12 errors.</td>
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<td>17=D+=13 errors. 16=D=14 errors. 15=15 errors.</td>
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RUBRIC FOR SPELLING AND VOCABULARY TESTS

30 Points Possible

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<td>27</td>
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<tr>
<td>21</td>
<td>C</td>
<td>3</td>
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<tr>
<td>18</td>
<td>C-</td>
<td>4</td>
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<tr>
<td>15</td>
<td>D-</td>
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</table>
### RUBRIC FOR INDEPENDENT READING LOG

**Score**
- 30-45*  
- 29  
- 28  
- 27  
- 26  
- 25  
- 24  
- 23  
- 22  
- 21  
- 20  
- 19  
- 18  
- 17  
- 16  
- 15  

**Letter Grade**
- A+  
- A  
- A-  
- B+  
- B  
- B-  
- C+  
- C  
- C-  
- C-  
- D+  
- D  
- D-  

**Minutes Read**
- 120  
- 116  
- 112  
- 108  
- 104  
- 100  
- 96  
- 92  
- 88  
- 84  
- 80  
- 76  
- 72  
- 68  
- 64  
- 60

*Students may read more for extra credit points. 8 minutes of reading = 1 extra credit point for a possible 15 extra points.*

Other factors affecting final score: 3 points deducted for no parent...
signature at the end of log or for parent initial at the end of an
individual entry. No credit for assignment if log has neither signature
or initial. 6 points deducted if response is not completed; 1-5 points
deducted on respose for quality, effort, or failure to complete
properly.
Each student must complete a minimum of 120 minutes to receive full credit. This may be accomplished through a combination of home and class time.

Date: ___________ Title or subject of reading: __________________________
Type of literature: __________________ Type of genre: __________________
Student rating of reading: __ __ __ __ __
I gave it this rating because __________________________________________

My child read for _____ minutes today. Parent/teacher initial: ___________

Date: ___________ Title or subject of reading: __________________________
Type of literature: __________________ Type of genre: __________________
Student rating of reading: __ __ __ __ __
I gave it this rating because __________________________________________

My child read for _____ minutes today. Parent/teacher initial: ___________

Date: ___________ Title or subject of reading: __________________________
Type of literature: __________________ Type of genre: __________________
Student rating of reading: __ __ __ __ __
I gave it this rating because __________________________________________

My child read for _____ minutes today. Parent/teacher initial: ___________

Date: ___________ Title or subject of reading: __________________________
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I gave it this rating because __________________________________________

My child read for _____ minutes today. Parent/teacher initial: ___________
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I verify that my child read for the minutes I initialed.  

Parent signature

Student: to receive full credit for this assignment please respond to your favorite independent reading for the week on another sheet of paper by doing one of the following:  
1) draw a favorite scene with a brief explanation why it was your favorite one; 2) write a 50 word quick write explaining what made the particular reading your favorite.
APPENDIX D:

Literature Extension Possibility Sheet
For Short Story Project

Commemorative Stamp: Develop a stamp to commemorate an important character scene or character from your favorite story.

Cube: Create a six-sided tagboard cube with favorite scenes and characters from the stories read.

Diorama: Make a diorama of one of your favorite stories with a caption explaining why it was your favorite.

Diary: Write diary entries from the perspective of your favorite character.

Flannel Board Story: Recreate a favorite scene using flannel.

Jackdraw: Collect and display artifacts representing ideas, events, characters, and/or themes from your favorite story.

Journeyline: 1) Develop a timeline sequencing the plot of your favorite story with key events. 2) Chart a character's journey through the course of the story.

Map: Design a map of your favorite story's setting, and the main characters "landmarks".

Mime: Choose an important scene in your favorite story that does not contain too much action and mime the character's actions. Give a summary of the story and why you chose the particular scene before your performance.

Mural: Create an important scene on a mural using paint and construction paper and a written caption.

Musical Accompaniment: Choose a significant passage to tape record and add musical instruments to accompany your reading.

Pop-up Book: Develop a pop-up book of your favorite story, with explanations of each page.

Puppet Show: Write a script for an important scene and make puppet characters to put on a show.

Readers Theatre: Rewrite an important scene that has a lot of dialogue to act out in front of class or tape record it.

Riddle Character Book: Write and illustrate riddle poems about the characters in your favorite story. Using flap to hide each character's
picture is a way of inviting readers to guess who the characters are.

Song: Write a song about your favorite story and share it with the class. You may use the melody from another song or create your own.

Talk Show: Write a script of questions to ask the main character of your favorite story and have the characters respond from their point of view. Either tape record or role play the interview.
APPENDIX E:

RUBRICS FOR FULL PROCESS WRITING ASSIGNMENTS

LANGUAGE ARTS 7: MR. ERB
Grading Sheet For Story
Total Possible Points: 40

I. Prewriting Activity: 8 Points Possible

II. Rough Draft: 12 Points Possible: ___ Proofread ___ W Final Draft ___ = ___

III. Final Draft Content: 20 Points Possible
A. Your paper had the following "ingredients" that I really liked:
   ___ Setting (time and place) established and maintained.
   ___ Names of people and objects.
   ___ Sensory details: visual, audio, touch, smell, taste.
   ___ Narrative actions (movements, gestures, expressions).
   ___ Re-creation of dialogue or monologue.
   ___ Writer's feelings and insights about subject.
   ___ Subject's importance to writer is made clear.
   ___ History of relationship.
   ___ Compares-contrasts subject to another.

Total Points for Section A ___ = ___

B. Mechanics
   Spelling, grammar, and punctuation errors (-1 point for every two errors) ___ = ___

Total of Section C ___ = ___

TOTAL POINTS EARNED ON THIS ASSIGNMENT ___

DISTRICT RUBRIC SCORE (1-6) ___
### 7-8 PERFORMANCE LEVEL DESCRIPTIONS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4-6</td>
<td>Consistently pursues a strong, central purpose across a complex range of ideas, skillfully engages the reader, and shows exceptional insight into the subject. Includes main ideas that are developed comprehensively and supported with a variety of logical reasons and detailed examples. Is skillfully organized. Shows distinctive style through skillful and expressive use of vocabulary, phrasing, and sentence structure. Demonstrates essentially error-free control of grammar, punctuation, capitalization, and spelling.</td>
</tr>
<tr>
<td>5</td>
<td>4-3</td>
<td>Consistently pursues a central purpose, holds the interest of the reader, and shows insight into the subject. Includes main ideas that are developed and supported by a variety of reasons and examples. Is effectively organized. Shows emerging style through effective use of vocabulary, phrasing and sentence structure. Consistently demonstrates the accurate use of grammar, punctuation, capitalization, and spelling.</td>
</tr>
<tr>
<td>4</td>
<td>3-2</td>
<td>Shows a consistent purpose, communicates to the reader, and connects the writer’s knowledge to the subject. Includes main ideas that are organized, developed and supported by reasons and examples. Shows suitable vocabulary, phrasing, and sentence structure. Generally demonstrates the accurate use of grammar, punctuation, capitalization, and spelling.</td>
</tr>
<tr>
<td>3</td>
<td>2-1</td>
<td>Shows a purpose, but may be inconsistent in communicating to the reader or connecting the writer’s knowledge to the subject. Includes main ideas that may be organized or partially developed and supported by some reasons and examples. May show imprecise use of vocabulary, phrasing, and sentence structure. Includes some errors in the use of grammar, punctuation, capitalization, and spelling.</td>
</tr>
<tr>
<td>2</td>
<td>1-0</td>
<td>Attempts to connect the writer’s knowledge to the subject and may not show a purpose. Is typically brief, unorganized, and underdeveloped. May include frequent errors in the use of grammar, capitalization, punctuation, and spelling.</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>Is too brief or disorganized to communicate to the reader. May not connect the writer’s knowledge to the subject. Typically includes many errors in the use of grammar, capitalization, punctuation, and spelling.</td>
</tr>
</tbody>
</table>

Additional Teacher's Comments:
## APPENDIX F:

### RUBRIC FOR LITERATURE CIRCLE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-30</td>
<td>A</td>
<td>Plot is well summarized with main events identified. Characters are identified; main characters' personalities and/or physical looks described; able to compare/contrast characters. Ability to rate story on scale of 1-10 and give solid reasons and examples for rating.</td>
</tr>
<tr>
<td>23-26</td>
<td>B</td>
<td>Plot is well summarized with most main events identified. Main characters are identified and their personalities and physical looks described; able to compare/contrast characters. Ability to rate story on scale of 1-10 and give solid reasons or examples for rating.</td>
</tr>
<tr>
<td>18-22</td>
<td>C</td>
<td>Plot is summarized with some main events identified. Main characters are identified; their personalities or physical looks described. Ability to rate story on scale of 1-10 and give some reasons or examples for rating.</td>
</tr>
<tr>
<td>15-17</td>
<td>D</td>
<td>Plot is summarized with some events identified. The main character is either identified by personality or physical description. Ability to rate story on scale of 1-10 and give a reason or example for rating.</td>
</tr>
</tbody>
</table>
APPENDIX G:

STUDENT EVALUATION FORM

Please circle a number after each question.

1. I liked the independent structure of this unit.

5  4  3  2  1
agree agree disagree

Comments: ________________________________________________

________________________________________________________________

2. I understood what work was expected of me.

5  4  3  2  1
agree disagree

Comments: ________________________________________________

________________________________________________________________

3. The majority of my class time was used to complete class work.

5  4  3  2  1
agree disagree

Comments: ________________________________________________

________________________________________________________________

4. The amount of work/number of assignments expected to be completed was adequate.

5  4  3  2  1
agree disagree

Comments: ________________________________________________

________________________________________________________________
5. I understood how to complete most assignments.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td>disagree</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

6. The "Room 11 Money" was an incentive to completing my assignments.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td>disagree</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

7. What I could buy with "Room 11 Money" was an incentive to completing my assignments.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td>disagree</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

8. I believe my overall grade is better because of the independent structure of this unit.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td>disagree</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________

65
9. I believe my overall grade would be better with a traditional structured unit in which a teacher leads a particular assignment and due date is given.

5 agree 4 3 2 1 disagree

Comments: ____________________________________________________________

10. I would like the next unit to have an independent structure.

5 agree 4 3 2 1 disagree

Comments: ____________________________________________________________

11. I would like the next unit to be have a tradition, teacher-led structure.

5 agree 4 3 2 1 disagree

Comments: ____________________________________________________________

12. You may use the rest of this space to comment on topic(s) that you feel were not covered in the statements above. You can also use it for suggestions for improvements of the independent structure of this unit. Please be specific in your writing.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

66
WORKS CITED


Eccles, Jacqueline S., et all. 1993. Negative Effects of Traditional Middle Schools on Students' Motivation. The Elementary School Journal. 93.5 (May), 553-574.


