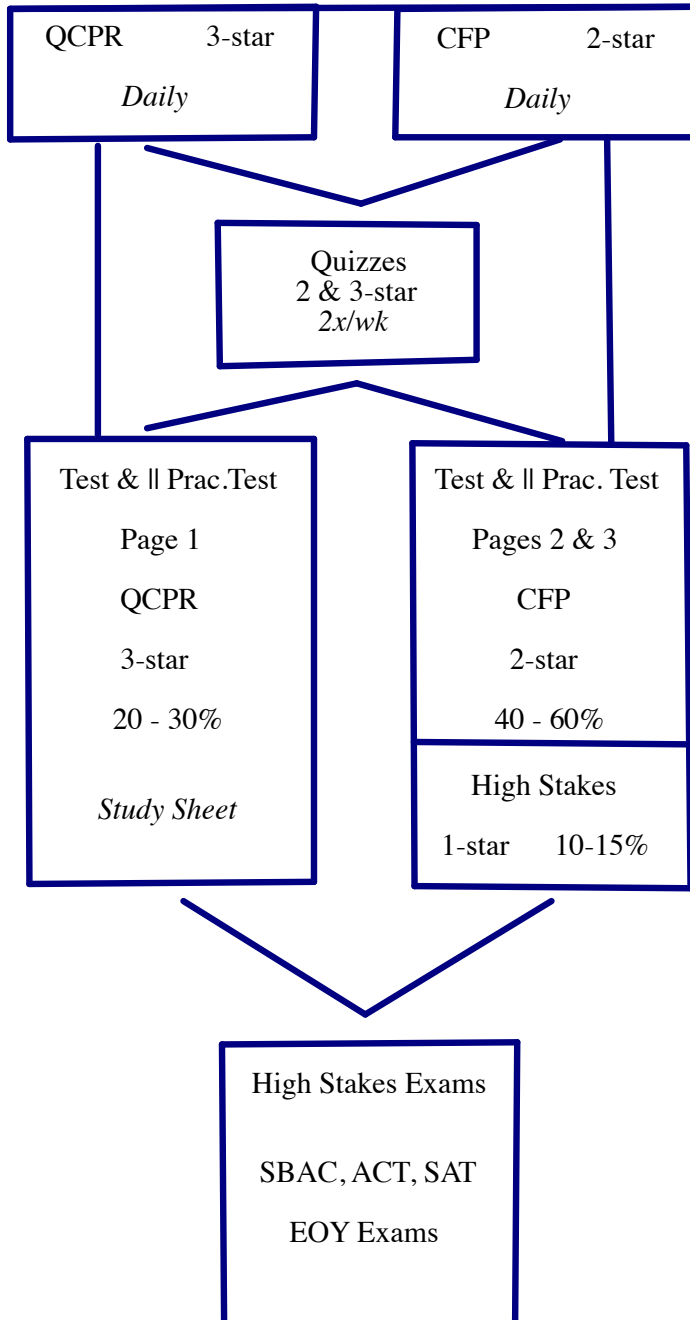


# Setting Students Up for Success



## Star Highlighting System Truly Impacts Student Success



### QCPR – 3-star Questions

Identifications, definitions, rules, formulas, strategies and procedures.

### CFP – 2-star Questions

Math problems based on 3-star questions.

### High Stakes – 1-star Questions

Problems based on SBAC, ACT, SAT, semester exams, etc.

**Repetition is built into the structure so academic expectations are clear and monitored daily, weekly and on chapter exams**

The QCPR 3-star questions represent the lynchpin that links our instructional and assessment strategies. The 3-star QCPR questions represent the math students need to know to solve problems and is the strategy that most affects parents and students belief systems about being able to succeed in math as well as holding students accountable for their learning. The 2-star CFP problems are based on that math, and are transparent and quizzed and tested with the 3-star QCPR information. Those 2 & 3 star questions anchor our unit tests and quizzes, ensuring our students know what we expect them to know, recognize, understand, communicate and be able to do, and act as study guides for unit exams and high-stakes state and national tests.

## **Grades:        Quizzes & Tests**

While the public views tests and quizzes as ways to determine grades, as educators we know there is a lot more to testing than just grades. Quizzes and tests provide teachers and students an opportunity to pause instruction, it provides students an opportunity to really focus on what we expect them to know recognize, understand, communicate and be able to do – what to study. The preparation time for assessments allows students an opportunity to organize their thinking, to reflect, visualize, analyze, review, remember and recall important information.

The pause also allows teachers another opportunity to monitor student progress outside regular classroom monitoring when students are doing guided practice on the day's assignment. That information should have impact on instruction.

While there is a lot more to quizzes and tests than just grades, grades are important to students and their parents. With respect to grades, the recommendation is approximately two short quizzes per week on the QCPR and CFP and three to four tests per quarter. That suggests a test at least every three weeks. To prepare for those tests, the recommendation has been to take a day at the end of unit to ensure students can differentiate between like problems, then 2 days in advance of a test providing a parallel constructed practice test using our test template. Doing the math, that means scheduling approximately twelve days of instruction and the final few of days on test preparation and the actual assessment.

Since we prepare students in advance of the tests, we have not recommended test re-takes. That sends a message to students that they don't have to study in a timely manner and adds quite a bit of work for classroom teachers.

If we are preparing our students daily by **EMPHASIZING** the QCPR, CFP, and star highlighting system; 2 quizzes per week based on the QCPR and CFP, and administering a parallel constructed practice test two days in advance of the real unit assessment, then there should be no need for re-takes because we have set them up for success.