

Daily

Quick, Crisp, Purposeful Reviews followed by a Check for Proficiency

To assist in that implementation, let's make this analogy. The QCPR should be related to you being on television, you are going over the 3-star questions with no interaction from the audience. While going over the 3-star questions you are doing a related 2-star problem with one or two examples. The students are not answering questions or doing work, they are just watching and listening.

After the QCPR, you then do a Check for Proficiency by having the students do a couple of problems based on what they observed. That's a good time to take attendance. Please keep in mind, we are trying to build success on success. By doing the QCPR, students who are not studying at home are reminded of previous lessons and are more apt to be able to answer questions by you jogging their memory.

The only exception to student participation in the QCPR is when you'd like them to recite as a class definitions, formulas, identification, procedures, strategies, etc. to put into short term memory.

The clear benefits of the QCPR include:

1. It provides the repetition students need to be successful.
2. It clearly delineates what students need to know to be successful on the unit test.
3. It supports acquiring the language that students need to know to be successful in math – like memorizing definitions, notation and procedures.
4. It takes away the excuse it's the "math" that causing student difficulty in math.
5. It helps students on the test.
6. Those 3-star questions in the QCPR and on the tests act as great review for high stakes tests such as SBAC and semester exams.
7. It clarifies to parents that you are setting their student up for success when they compare the parallel constructed test to the real test to the 3-star questions in QCPR.
8. Hopefully, it should cut down on test retakes by being more successful on the original test.