

The Importance of the QCPR in Building Success on Success

“6 + 1” Strategies & Expectations



I stress the importance of the **QCPR** because it sets students up for success and ties into our other instructional and assessment strategies as well as impacting classroom management.

Home Life Conditions – Many students are living in less than ideal conditions. Those conditions might negatively impact their ability to study effectively and efficiently. To address these conditions, we must place greater emphasis on in-class learning. The QCPR, in conjunction with the CFP, provides greater opportunities for those students to be successful by stressing important material daily.

Absences – when students return from absence(s), instruction has to be made up so students can be successful. By using the QCPR, students can listen to important information they missed and need to know and will have a better chance of understanding the day’s lesson.

Prepares Students for the Day’s Lesson – The QCPR reviews and reinforces recently taught material or information that needs to be recalled from earlier learning and sets the students up for success to understand the day’s lesson. Since the teacher is the one reviewing and doing sample problems, it is a very non-threatening review.

Time on Task – Routines – Classroom Management –Implementing the QCPR requires teachers to begin class immediately. According to research, when teachers begin class immediately, students view them as better prepared, more organized and systematic in instruction, and better able to explain the material. Students also see these teachers as better classroom managers, friendlier, less punitive, more consistent and predictable, and as one who values student learning.

Preparation – The QCPR requires preparation for us to determine important math definitions, identifications, theorems, formulas and procedures we need students to

know to be able to solve problems and be successful on the chapter test - before instruction begins.

Notes – The QCPR ties into notes that are reflected in instruction. The 3-star questions are part of the notes and should assist students when completing homework assignments or studying for an exam. They should be labeled in the students' notebooks as 3-star, items that will be tested.

Homework – The QCPR 3-star questions identified in preparation, instruction and notes should be part of the homework assignments. Reinforcing what was learned in class. For students who may experience difficulties completing homework at home, the repetition of the 3-star questions in the QCPR embeds the information in short term memory and provides them daily practice during the CFP they may not be getting at home.

Marketing – As a marketing tool, the QCPR also suggests a sense of fairness to parents and sends a message that we are setting students up for success – our tests are transparent. When the parallel constructed practice test and actual assessment are placed side-by-side, parents readily see the 3-star questions that were reviewed almost daily in the beginning of each class with the QCPR on the first page of those tests. Parents are supportive when they see us helping their child succeed.

Student Achievement – The QCPR increases student grades, we give students credit for what they have learned. For example, most tests ask students to “use” the Quadratic Formula to find solutions. While we do that too, we also give students credit for knowing the formula. That generally results in better student performance on the test which translates to higher grades. That extra 3-star questions contained in the QCPRs also helps us in error analysis.

Test Template – The QCPR is utilized in the test template we use to create chapter tests, the first 20-30%, 5 or 6 questions, on a 20 or 25 question test are the 3-star questions reviewed daily in the QCPR.

Test Prep – The QCPR focuses students on the math they need to know to be successful on a chapter test. And, that the information on the 3-star questions contained in the QCPR relate to the 2-star questions on the second part of the test template that are practiced daily in the CFP. Tying those together is a good strategy students should be using to prepare for tests. Not only is it a good study strategy, it creates confidence that they can and will succeed in math.

Testing – The use of the QCPR assists students during the test. The memorization of the 3-star questions highlight the important items that students need to know to be successful and should help them with the 2-star questions. That, if a student runs into difficulty on a 2-star question, they can refer back to the 3-star, QCPR, questions on the test to determine how to solve problems. We often tell students to download information on the back of their test when they are taking a high-stakes exam. We know anxiety affects memory. When we ask students to download that information on chapter tests, it's called a 3-star question that was contained in the QCPR and we give them credit for knowing that information.

Accountability – Since the first section of the test template, test and practice test are 3-star questions that do not require any computation or manipulation, students cannot use the excuse they can't do the math. While it is always better to have memorization based on understanding, students do need to memorize the identified information used in 3-star questions that are reviewed daily in the QCPR. Students who refuse to memorize those facts, identifications, definitions, or procedures must have consequences.

Reviews for High-stakes Tests – Since the first page of our test template and tests contains the important information identified in the QCPRs students need to know to be successful in that unit, chapter tests become very nice study guides for semester or end-of-course exams as well as refreshers to prepare for college entrance exams (ACT/SAT).

Repetition – The Mother of Learning –By using the QCPR and CFP daily, we are pounding important information into memory that students need to know to be successful in math and requiring them to practice those problems that will be like those on the test. Brain research strongly suggests repetition is important to memory (learning), as is linking materials, and seeing concepts and skills in different contexts strengthens synapses that help embed material in memory.

