

TABLE OF CONTENTS STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

STRAND: ACADEMIC DEVELOPMENT (AD)

GRADES 4-6

This document contains resources to support student learning of the concepts within the Curriculum Framework of the Missouri Comprehensive Guidance Program (MCGP). Each lesson in the series of Missouri Comprehensive Guidance Program Supplemental Lessons includes resources to support student learning; however, the supporting materials are appropriate for use with other classroom guidance lessons teaching the same MCGP concept. This document was developed to allow easy access to the supporting materials. Slight modifications may be required.

*The Table of Contents identifies the MCGP Strand, Big Idea and Concept code as well as the title of each lesson. Resources are identified as: **PSC Resources** (support for Professional School Counselors); **Student Thinking Papers** (student materials to stretch/apply their thinking skills); **Student Resources** (Resources for students to keep in a “handy-place” for reference. A few resources are designated as **PSC/Student Resources**—these are references/guides for both PSCs and students.*

4-6 ACADEMIC DEVELOPMENT

AD.4.B. The Habits of School Success: Making Yourself A Star (1 lesson)

Materials:

PSC Resource:

[Make Yourself a Star!](#)

Student Thinking Papers:

[Habits of School Success Self-Assessment;](#)

[Habits of School Success: Make Yourself a Star: PLAN!](#)

Student Resource:

[Make Yourself a Star: Helpful Hints for Applying the Habits of School Success](#)

AD.4.B. Taking Notes from Oral and Written Information (3 lessons)

Lesson 1: Taking Notes from Oral Information:

Materials:

PSC/Student Resources:

[PSC—Oral Messages for Note-Taking](#)

[PSC & Students—Taking Notes from Oral Information: The Steps;](#)

Student Thinking Paper:

[Notes for Oral Messages](#)

Lesson 2: Taking Notes from Written Information

Materials:

PSC/Student Resource:

[Taking Notes from Written Information: The Steps](#)

Lesson 3: Taking Notes from Written Information (Cont'd)

Materials:

Student Thinking Papers:

[Help Wanted: Taking Notes from Written Information](#)

[Story: Sally Makes Changes! \(Resource\)](#) + [Sally Makes Changes Thinking Paper: My Notes](#)

PSC/Student Resource (optional):

[Sally's Story: Important Ideas: How do Yours Compare?](#)

AD.4.B. You Have a Test Friday! Take Charge—Be Successful (3 lessons)

Lesson 1: You Have a Test Friday! Are You Ready?

Materials:

Student Thinking Papers:

[Pre-Test](#)

[Doing Your Best](#)

Lesson 2: You Have a Test Friday! Help Yourself Get Ready!

Materials:

Student Thinking Paper:

[Objective Assessments](#)

Lesson 3: (Lesson 2 Cont'd) You Have a Test Friday! Help Yourself Get Ready!

Materials:

Student Thinking Papers:

[Essay/Short Answer Assessments](#)

[Performance-Based Assessments](#)

[Post-Test](#)

AD.5.A. Middle School/Junior High Question Box (2 lessons)

Lesson 1: Questions! Questions! What Are Your Questions?

Materials:

PSC/Student Resource

[Questions! Questions! What Are Your Questions?](#)

Lesson 2: Questions? Questions? We have the answers!

Materials from prior lesson used in this lesson

AD.5.A Getting help at MS/JH (1 lesson)

Materials:

Student Thinking Paper

[People Who Can Help](#)

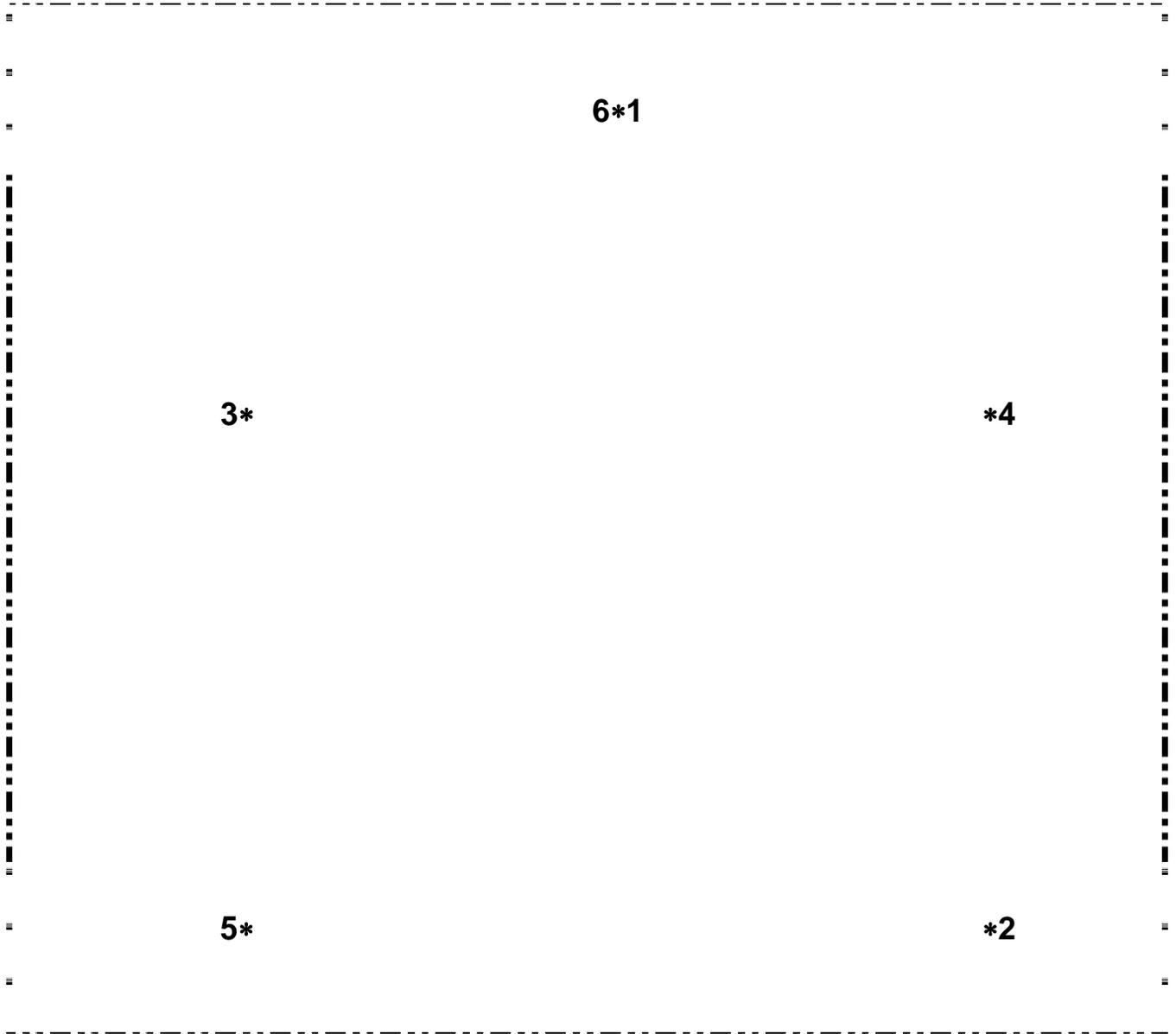
AD 5.A. CD.7.A Cumulative Record: Your Autobiography (1 lesson)

(Duplicate of CD.7.A. lesson by the same name)

No print materials required

Concept: AD.4.B. Self-management for educational achievement (personal responsibility & school success)

MAKE YOURSELF A STAR!!

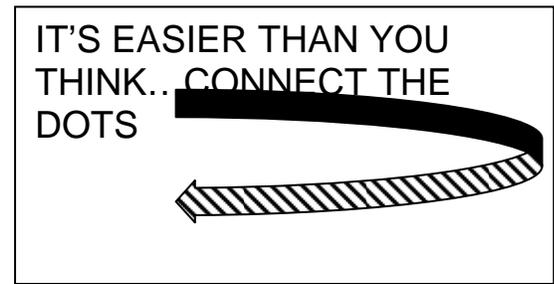
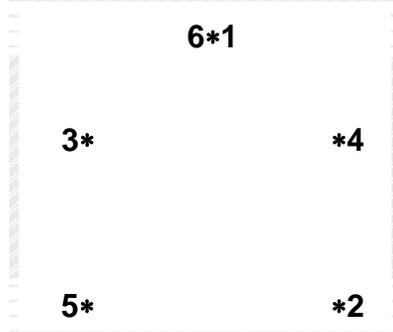


YOU CAN!

Concept: AD.4.B. Self-management for educational achievement (Personal responsibility & school success)

HABITS OF SCHOOL SUCCESS: SELF-ASSESSMENT

Name: _____ Class: _____ Date: _____



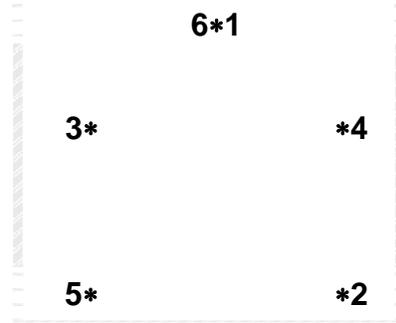
Directions: Place a check mark on the appropriate line for each of the work habits below. Rate yourself truthfully.

I ...	Always	Some-times	Never
1. Listen in class.			
2. Organize my desk and materials; use pocket-folders (or a binder) to organize important papers.			
3. Use a planner to write down and keep track of all assignments and due dates; use reminder notes to make sure I have plenty of time to complete assignments.			
4. Take notes and use them for review.			
5. Use reference materials and a dictionary.			
6. Budget my time for studying.			
7. Do "short" (daily assignments) ASAP; on the day a long-term assignment is made, I write "to-dos" for the assignment in planner.			
8. Review for tests by studying notes, asking others to quiz me, and quizzing myself.			
9. Use "tricks" to memorize factual information.			
10. Take my assignment sheets, rubrics and books home.			
11. Use my assignment sheets/rubrics as guides before, during and after I do my homework. I read all directions carefully before I begin, check while doing the assignment to make sure I am still on track and compare my work to the assignment sheet and rubric when I finish, making sure I did everything I was supposed to do.			
12. Complete AND hand in all assignments on time.			

Reflection/Projection: This self-assessment tells me I _____
 _____. In order to be the star of my life, my goal is ____
 _____. My first star-reaching action _____
 _____. I need the following help _____
 _____ from _____

Concept: AD.4.B. Self-management for educational achievement (Personal responsibility & school success)

HABITS OF SCHOOL SUCCESS: MAKE YOURSELF A STAR: PLAN!



Name: _____ Class: _____ Date: _____

Directions: Choose one circled Habit of School Success to improve during the current week. Each time you do something to improve that habit, make yourself a big star in the appropriate box. In your notebook or planner, copy the chart and use it for a new habit to work on next week. Do the same each week (persevere on the previous weeks' habits, too). **Every time you use any** of the Habits of School Success, make a small star in the appropriate box and label it to indicate which habit it represents. Keep track of your progress toward being a powerful, self-directed learner—a star shining for YOU! Plan a celebration when you have 12 stars in all boxes for one week.

MY HABIT OF SCHOOL SUCCESS GOAL FOR THE WEEK OF _____

I will improve my application of the habit of _____ by taking the following actions:

I will know I am successful when _____.

My Progress In:	Monday	Tuesday	Wednesday	Thursday	Friday
Mathematics					
Language Arts					
Reading					
Spelling					
Social Studies					
Science					
Other Classes					

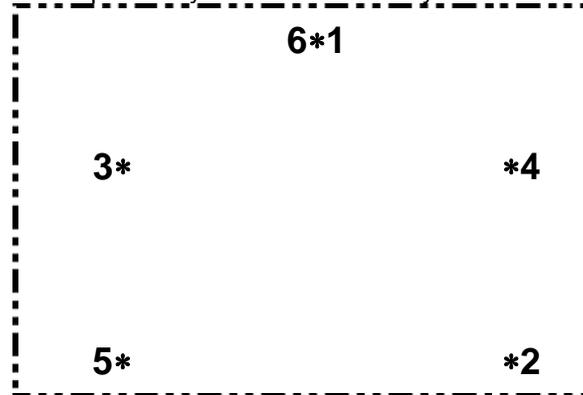
What do you have to say for yourself now, STAR? Be Proud! _____

Concept: AD.4.B. Self-management for educational achievement (personal responsibility/school success/resource)

MAKE YOURSELF A STAR!

HELPFUL HINTS TO HELP YOU APPLY THE HABITS OF SCHOOL SUCCESS

As you finish each step, connect 2 dots; e.g., finish # 1 ready to go to #2, connect the 1 and 2 dots. When all steps are completed...you will have made yourself a STAR!



1. Organize:

- Materials needed to complete assignment(s), for example:
 - Assignment information (e.g., directions, rubrics);
 - Dictionary/Thesaurus;
 - Paper/pencil/eraser, highlighters, sticky-notes, note cards;
 - Textbooks and other reference materials/resources (e.g., class handouts).
 - Environment (study place) to assure best learning atmosphere for you, for example:
 - Find a quiet study area which minimizes distractions, such as, conversations, television or loud music;
 - Use a desk or other solid writing surface;
 - Make sure to have adequate lighting;
 - In other words, study at home in a place that helps you become the star of your life.
 - Time:
 - Estimate how long the tasks for each assignment will require;
 - Decide which assignment you do first (some start with hardest, others with easiest).
 - Decide if you can all the tasks without a break; if not identify the breaking point.
 - Establish a schedule for this study period.
2. **Review assignment directions before you begin**—be sure you understand the directions; if not, seek help from an adult or a friend; review your class notes and **BEGIN THE ASSIGNMENTS.**
 3. **If your brain stops working**, take a “look around and think” break. Often, stopping and looking around, lets new ideas enter your brain; Persevere (keep working) until assignment is finished.
 4. **Celebrate** your STAR work when you finish each assignment!
 5. **START your next assignment** with curiosity about what you will learn. Follow the same procedures you followed for first assignment.
 6. **When you finish ALL assignments, do something outrageous** (and safe), for example, yell, “WA-HOO! I DID IT! MADE MYSELF A STAR TODAY!” AND put your completed assignments in with other take-back-to-school materials in your backpack AND **turn your assignments in to your teacher(s) tomorrow!**

**CELEBRATE YOUR PERSEVERENCE, PROBLEM-SOLVING AND GOAL REACHING—
DO SOMETHING YOU ENJOY!**

TAKING NOTES FROM ORAL INFORMATION: THE STEPS

Step 1: Prepare: Gather note-taking materials; write subject/date/topic at top of page

Step 2: Listen carefully:

- Focus on teacher's words
- Listen for "alarm" words, e.g., the **most important, 5 ideas to remember**
- Listen for information that is repeated

Step 3: Write only key words and phrases (the most common mistake students make is attempting to write every word):

- Write quickly AND legibly
- Use your own words
- Develop your own abbreviations/codes that you use over and over
- Include information written on board, words repeated or preceded by "alarm" words (e.g., "This is important" or "This might be on quiz")
- Keep your notes brief
- Use "?" to mark information you do not understand or did not get written.

Step 4: Ask questions:

- About information marked with "?".
- If don't remember what abbreviations mean or can't read writing

Step 5: Review notes ASAP:

- Read notes; ask clarifying questions (see Step 4)
- If possible, compare notes with another student's;

Step 6: Revise notes as necessary.

Step 7: Review notes after school and again before the next class on the same subject.

Remember the cycle: The school counselor/teacher provides information → YOU take notes → if YOU don't understand or can't write as fast as school counselor/teacher speaks → YOU ask questions → school counselor/teacher answers questions → school counselor/teacher provides more information → YOU take notes...

Concept: AD.4.B. Self-management for educational achievement (note-taking skills)

NOTES FOR ORAL MESSAGES

DIRECTIONS: Apply what you have learned about taking notes. As your school counselor reads each message, take notes.

Message A: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

Message B: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

Message C: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

Message D: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

SELF-ASSESSMENT & REFLECTION/PROJECTION:

When I started this lesson, I thought note-taking _____; now

I know note-taking _____.

I learned I _____.

I can see myself using the note-taking steps to help me _____.

I want to learn more about _____.

ORAL MESSAGES FOR NOTE-TAKING

DIRECTIONS: Use with Lesson 1 to practice note-taking from oral information. Tell students to prepare to take notes. Explain that they are to listen carefully to each message and take notes. Vary pace of messages—some fast/some slow. For “first read”, do **not** emphasize the words in ALL-CAPS. When students have completed discussing their notes with partners, re-read messages, this time emphasize the ALL-CAPS WORDS (they indicate important information)

Message A:

This is BETH MILLER and I am calling from a pay phone. Please TELL MR. JACKSON that his WIFE WILL BE TWO HOURS LATE GETTING HOME from work because she is finishing a big project. He needs to PICK his DAUGHTER UP AT ADAMS SCHOOL BY 3:00 P.M. Thank you.

Message B:

All FOURTH, FIFTH, AND SIXTH GRADE STUDENTS INTERESTED IN joining the PEP CLUB should report to the GYM AT 2:00 P.M. ON TUESDAY. If students are not interested, they should not go to the gym.

Message C:

BEFORE you can go to the DANCE, you must GO to the STORE and pick up A LOAF OF BREAD AND A POUND OF APPLES. Then, you have to DUST YOUR ROOM and TAKE OUT THE TRASH. Then, you need to POLISH YOUR SHOES and IRON YOUR CLOTHES. If you are not IN BY 10:00 P.M., you will be in trouble. Love, Mother

Message D:

This is JOHN DOE. I am IN-CHARGE OF SELECTING CHEERLEADERS for the junior high school cheerleader squad. Please TELL RONALD SMITH AND FREIDA JOHNSON THAT THEY HAVE BEEN ACCEPTED. They need to GET IN TOUCH WITH ME BY 4:30 P.M. TOMORROW, OR I WILL FIND SOMEONE TO REPLACE THEM. My number is 555-2349. They NEED to have TENNIS SHOES AND WARM-UP SUITS to report TO PRACTICE. The FIRST PRACTICE will be NEXT TUESDAY AT THE FOOTBALL STADIUM AT 5:30 P.M.

TAKING NOTES FROM WRITTEN INFORMATION: THE STEPS

- Step 1: Prepare:** Gather note-taking materials, e.g., note cards or notebooks, pencil, sticky-notes. Write subject/date/topic at top of note card or page.
- Step 2: Preview written information:**
- Note headings/subheadings; tables/charts/info boxes/illustrations
 - Develop questions you want to answer, based on headings/subheadings
 - Write questions on paper or note cards
 - As you read, seek answers to questions; write your answers under/next-to your questions
 - Place sticky notes next to information you think is especially important (or interesting)
- Step 3: Write only key words and phrases** (the most common mistake students make is attempting to write every word):
- Write legibly; use your own words; keep your notes brief
 - Look for: **bold**, underlined or *italicized* words; dates/events/people and their importance
 - Develop your own abbreviations/codes to use over and over
 - Use graphic organizers (e.g., Venn diagram, T-chart, mind-maps) or rough sketches to identify relationships and/or make comparisons.
 - Organize notes with bullets to keep track of main ideas and indentation for supporting information.
 - Use “?” to mark information you do not understand.
- Step 4:** Ask questions:
- About information marked with “?”.
 - About what you still want or need to know about information.
- Step 5: Review notes ASAP:**
- Read notes to make sure you understand what you have written; re-read add clarifying information as needed.
 - Have you answered the questions formulated during preview?
 - Compare notes with another student’s (find a “study buddy”);
- Step 6: Revise notes as necessary;** condense whenever possible.
- Step 7: Review notes after school and again before** the next class on the same subject. Test yourself/review written information

HELP WANTED: TAKING NOTES FROM WRITTEN INFORMATION

Name: _____ Class: _____ Date: _____

DIRECTIONS: Read the help-wanted classified ad; take notes about the information.

Here's a job for you! You'll like working in Donut Heaven because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hardworking young person to work this summer on weekdays from 7 a.m. to 1 p.m. Once in a while, you may have to work on Friday or Saturday night from 6 p.m. to 9 p.m. The starting pay is \$5.00 per hour. You must be at least 14 to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, empty the trash and perform other duties. Later on, we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an interview, 555-5292, on Monday or Tuesday after 6:00 p.m.

NOTES

REFLECTION: HOW I TOOK NOTES

To help you learn more about your note-taking skill, reflect on the process/procedure you used to take the notes. Respond with integrity (honestly and thoughtfully) about the steps you followed and how you decided what was most important to remember (use the back of this page if you have more ideas than room to write on this side).

Name: _____ Class: _____ Date: _____

STORY: SALLY MAKES CHANGES!

Note: Adapted from a story written by Jennifer Frankenberg Boyer for the MCGP Guidance Curriculum Writing Team (PS3-Gr2-Unit 2: How Does One Cope With Life-Changing Events?—Lesson 2.

Sally Makes Changes at Home: Sally usually over-sleeps, wakes up grumpy and has to rush like mad to be ready to get on the school bus. Today she got up on time and was in a good mood because she was looking forward to a new day at school. *Sally is changing herself to be the person she wants to be.* She chose to wear her blue and brown outfit, because that is her favorite color combination this week. In the past Sally had to finish getting dressed while she ate breakfast this made her grumpy and say mean things to her mother. Today was different; Sally was ready for school when she got to the kitchen. Her mom had on a bright yellow dress and was waiting in the kitchen for her with a healthy breakfast. Sally told her mom, “Good morning,” gave her a big hug and gobbled down her breakfast. Sally was really proud because she usually complained about breakfast—this was her real self in action.

Sally Makes Changes at School: Sally waited for the bus at the usual place, when it came she got on and rode to school. She got off the bus and went to her classroom. She greeted her teacher and turned in ALL of her homework. Her teacher was pleased that *Sally had completed ALL of her homework*—something that had not happened all year. Sally went outside and played with her best friend before school. The sun was shining brightly—it was already a good day for Sally because she was following through on her plan to be her real self—to be a person she likes and that others like, too! She knew it would not be easy because other people expected her to act her old way.

In the cafeteria, Sally had another chance to be her real self! Sally finished her tacos and after taking her tray back, she accidentally bumped into a boy in her class. She said, “Excuse me, I’m sorry!” but the boy yelled at her to watch where she was going and telling her she always bumped into him on purpose; *Sally ignored him and got into line* (the Sally she did not want to be would have hit him for yelling at her). The boy kept yelling and got sent to the principal’s office. Sally went back to her room and finished all her assignments so she wouldn’t have homework (another first). As the day ended, Sally told her teacher she enjoyed school today and asked permission to go tell their school counselor “Thank you!” Her school counselor helped her make her plan. What a good feeling it was for her to be successful and enjoy school—if only for one day—so far! She told her school counselor that she was ready to put the plan in place tomorrow...and the next tomorrow...and...forever!

Concept: AD.4.B. Self-management for educational achievement (note-taking skills-PSC/student resource)

SALLY'S STORY: IMPORTANT IDEAS: HOW DO YOURS COMPARE

DIRECTIONS: Compare your notes about the changes Sally is making with the important ideas listed below. Put a check by the ones you included in your notes and a + by the important ideas you identified that are NOT on this list. Hint: some important ideas have been purposely omitted.

Sally Makes Changes at Home:

- Sally:
 - Usually over-sleeps
 - Has to rush; grumpy
- Today:
 - Good mood
 - Looking forward to a new day at school
 - *Sally changing self to person wants to be*
- Past:
 - Dressed while ate breakfast
 - Grumpy and said mean things to mother
- Today:
 - Gobbled breakfast
 - Proud -- usually complained—real self in action

Sally Makes Changes at School:

- Turned in ALL homework-- not happened all year
- Good day: following through on plan; would not be easy-- other people expected her to act old way
- In the cafeteria Sally:
 - Bumped into boy; said, "Excuse me, I'm sorry!"
 - Boy yelled at her
- Told teacher enjoyed school today
- Asked to see school counselor
 - Told school counselor "thank you"
 - Ready to put the plan in place forever!

IMPORTANT IDEAS ON MY LIST AND NOT ON THE ABOVE LIST:

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

Name: _____ Class: _____ Date: _____

PRE-TEST

1. FOLLOW THE DIRECTIONS CAREFULLY: Time limit: four (4) minutes
2. Read this entire sheet before doing anything on it or to it.
3. Write your name, class and date in the blanks above.
4. Circle the word "name" in instruction number two.
5. Draw four small squares in the upper right corner of this paper.
6. Put an "'/:' in each square.
7. Write your first name under the title of this paper.
8. Put a circle around each square above.
9. After the title of this paper, write "YES, YES, YES."
10. Draw a circle around instruction number eight.
11. Put an "'/:' in the lower left corner of this paper.
12. Draw a triangle around the "'/:' you just wrote.
13. On the reverse side of this paper, multiply 904 by 777.
14. Draw a rectangle around the word "paper" in instruction number four.
15. On the reverse side of this paper add 7980 and 8604.
16. Put a circle around your answer.
17. Draw a sketch of school counselor on the back of this paper.
18. Punch a hole in the top of this paper with your pencil point.
19. Do not follow any instructions except for numbers one and two.
20. STOP!! PLEASE REMAIN SILENT!!

REFLECTION/PROJECTION: Write a note to your school counselor by completing the following sentences (be sure to use the conventions of standard written English).

Dear PSC:

When I first looked at this test, I thought _____
 _____ . While I was completing the *Pre-Test*, I _____

I learned I _____

When I think about taking tests, I _____
 _____. In the future when I
 get a test, I will _____

I would like to have help with _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

DOING YOUR BEST

Name: _____ Class: _____ Date: _____

Directions: Read each statement about test-preparation and test-taking below. If the statement is true, circle the "T." If the statement is false, circle the "F." On the back of this Student Thinking Paper, rewrite all the "false" statements to make them "true" statements.

T	F	1. Take notes on what your teacher says weeks before the test.
T	F	2. In your notes, include and highlight key words used in textbooks.
T	F	3. Do homework only if you feel like it.
T	F	4. Save all of your studying for the day before the test. Then, it will all be fresh in your mind.
T	F	5. Try to think of which questions will be asked on the test.
T	F	6. Do not eat on the day of the test.
T	F	7. Stay up late the night before; anxiety will keep you awake during the test.
T	F	8. Prior to the test, ask your teacher for help if you need it.
T	F	9. Be calm and tell yourself "I'm prepared! I do the best that I can."
T	F	10. Don't bother to listen to directions given by your teacher.
T	F	11. Look over the entire test first.
T	F	12. Always spend the same amount of time on each question.
T	F	13. Answer every question unless wrong answers count against you.
T	F	14. Look for clue words.
T	F	15. Review-the test and your responses before handing it in.

Name: _____ Class: _____ Date: _____

OBJECTIVE ASSESSMENTS

Most objective tests are based on facts and are composed of the following types of items.

True or False:

T F Abraham Lincoln was the first President of the United States of America.

Matching: Draw a line from the state (of matter) to the form of water that it matches:

- | | |
|--------------------|-----------------|
| 1. Liquid State | (a) ice |
| 2. Solid State | (b) water vapor |
| 3. Gas(eous) State | (c) water |

Multiple-choice:

The capital of Missouri is:

- a. St. Louis
- b. Columbia
- c. Jefferson City
- d. Kansas City

Completion (fill-in-the-blank):

Water is composed of hydrogen and _____

NOTES AND QUESTIONS ABOUT OBJECTIVE TESTS (Use back of paper for more space):

Questions I have about objective tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will have objective questions, I will _____

When I am answering objective questions on a test, I will _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

Name: _____ Class: _____ Date: _____

ESSAY/SHORT ANSWER ASSESSMENTS

Essay/short answer test questions begin with or include **clue words**. **Clue words** are BIG hints about how you are supposed to answer a question. Pay close attention! For example:

Practice situation: You did a great job of **outlining** a paragraph; **HOWEVER**, the question/prompt told you to **compare and contrast** the families of two characters in the paragraph? How would your teacher score your response?

Practice answering essay questions by answering the questions below. Respond fully and accurately to the questions and the clue word. (In this case it is ok to make up answers as long as you do what the clue word tells you; however, this would be a fun family research project.)

Outline: Outline the procedure for making chocolate chip cookies.

Describe: Describe the results of the experiment you and your family conducted: baking chocolate chip cookies on a coated (non-stick) cookie sheet versus baking chocolate chip cookies on an **un**-coated cooking sheet.

Compare and Contrast: Compare and contrast the color, flavor and texture of chocolate chip cookies and peanut butter cookies.

Define: Define the term "Toll House Cookies."

Explain: Explain what is meant by the old saying, "I've never met a chocolate chip cookie I didn't like."

NOTES AND QUESTIONS: ESSAY/SHORT ANSWER TESTS (Use back for more space):

Questions I have about essay/short answer tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will include essay/short answer questions, I will

When I am answering essay/short answer questions, I will _____

Name: _____ Class: _____ Date: _____

PERFORMANCE-BASED ASSESSMENTS

Performance-based tests assess your ability to apply what you have learned about a topic to a new situation. Following is an example:

Answer the following questions about Neil’s neighborhood. Show all of your work and write your answers directly on this page.

Neil’s friend Ryan lives at the end of Cottonwood Street. Neil can't remember the house number.

Neil knows it is a 3-digit number. He also knows it starts with a 5 and has a 2 and a 9 in it.

Write the largest number it could be: _____

Write the smallest number it could be: _____

How much greater is the largest possible number for Ryan’s house than the smallest possible number for Ryan’s house? _____

Neil knows: first house on the block is 500; the last is 595. Ryan’s house # is _____

NOTES AND QUESTIONS ABOUT PERFORMANCE-BASED TESTS (Use back if needed):

Questions I have about performance-based tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will have performance-based questions, I will _____

When I am answering performance-based questions on a test, I will _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

POST-TEST

Name: _____ Class: _____ Date: _____

Directions: This is a timed test. You have exactly 5 minutes to read the entire test. Read everything very carefully to be sure you do not miss anything. You may begin reading now. Remember to read carefully! GOOD LUCK!

1. Write your name in the upper right corner of this test.
2. Circle the word "name" in sentence #1 above.
3. Sign your name under the title.
4. Put an "X" in the lower left corner of this test.
5. Draw a triangle around the "X" you just made in the lower left corner.
6. Cross out the vowels in the title.
7. Circle the consonants in the title.
8. Draw a rectangle around the title of this paper.
9. Put your pencil down briefly and take a quick stretch at your desk.
10. Out loud, say your first name aloud, but DO NOT SHOUT.
11. In your normal talking voice count backwards from 1 to 10.
12. IF YOU ARE THE FIRST PERSON TO THIS POINT, without shouting, say aloud, "I am the first person to this point, and I am following directions."
13. Underline all the even numbers on the left side of this test.
14. Say aloud, "I am nearly finished! I have followed directions."
15. At this point of the test, because you have worked hard, stand up and stretch for a quick moment.
16. Quickly but quietly go to the back of the room and touch the wall and then return to your seat.
17. Circle all the odd numbers on the left side of this test.
18. Go up to school counselor and shake his or her hand.
19. Continue to read the remainder of this test.
20. When you have finished, relax and watch to see if others are following directions.

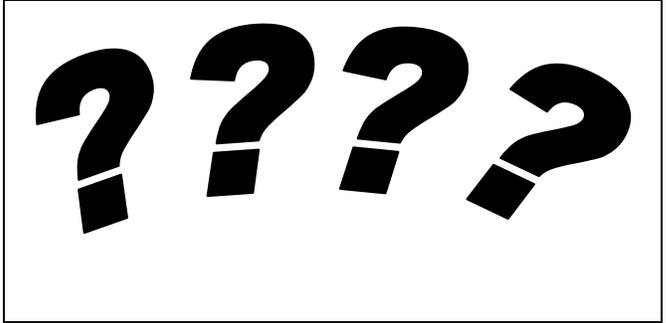
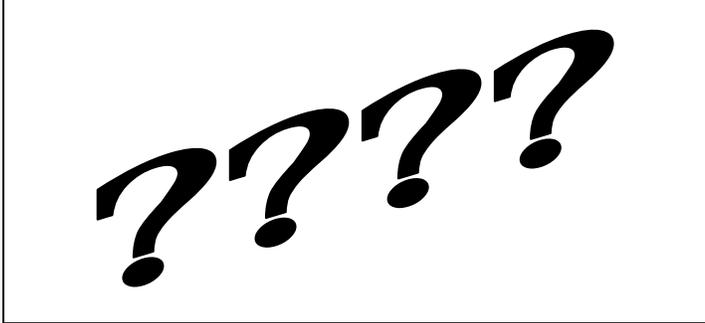
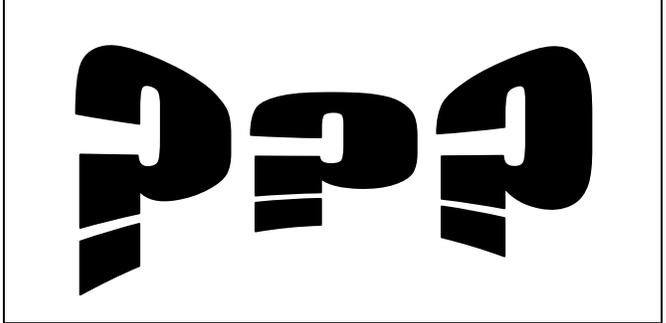
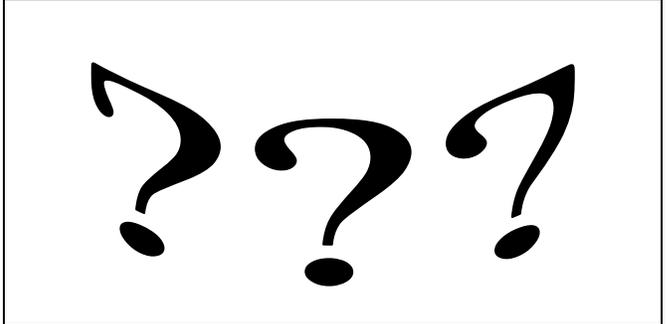
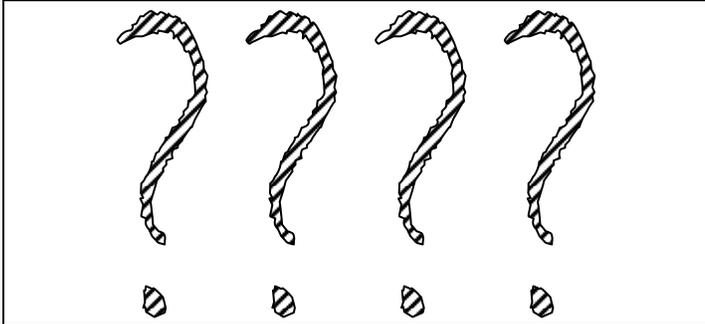
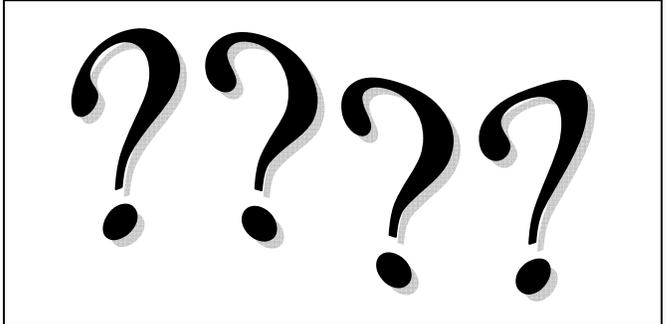
Did you really follow school counselor's directions?

Always listen very carefully and do exactly what the teacher or school counselor says.

FOLLOWING DIRECTIONS IS A VERY SIMPLE THING TO DO; YET, MANY STUDENTS DO NOT LISTEN OR READ CAREFULLY AND DO NOT DO WELL ON ASSIGNMENTS OR TESTS. FOLLOWING DIRECTIONS IS VERY IMPORTANT. IT SAVES TIME AND ALLOWS YOU TO TAKE CHARGE OF YOUR SUCCESS AND MAKE TERRIFIC GRADES.

QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS?

DIRECTIONS: Cut the cells apart; on the back of each rectangle, write one question about middle school/junior high. If you have more than 8 questions ask for additional paper. Any question is "OK"; however, be serious about your questions. Your questions will be combined with everyone's questions and given to our panel of experts—middle school/junior high students. You will get a copy of the questions given to the panel. **DO NOT SIGN YOUR QUESTIONS!** Put them in the Question Box. If you think of more questions later, write those on separate pieces of paper and put them in the special box in the school guidance and counseling office.

PEOPLE WHO CAN HELP

Name: _____ Class: _____ Date: _____

Directions: Resource persons are people who may be able to help you when you need help. Write the names of resource persons you might contact to get the information needed for each situation. You may have more than one resource person for each situation.

Situations	Resource Person
1. You are lost and you need directions.	_____
2. You were not in class and need the assignment.	_____
3. You left your backpack on the bus/in the car.	_____
4. You need help with an assignment.	_____
5. You have a personal problem and need advice.	_____
6. You want to organize a new club at school.	_____
7. You have a problem with the school bully.	_____
8. You are failing a class and need help.	_____
9. You forgot your locker combination.	_____
10. You want to try out for a sports team.	_____
11. _____	_____
12. _____	_____
13. _____	_____

Ask YOUR questions or list additional resource persons & how they can help.

14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____

Reflection/Projection: *Becoming a MS/JH student might be a little scary; however, it is a sign you're growing up. It is a time to begin anew. Write some (at least two) of your thoughts about the changes you want to make to become more of the **YOU** you want to be—as a student—as a person. For one of those thoughts, write a specific goal for change. Who can/will you go to get support for making those changes? (Use back of paper, too.)*
