

SPED 312  
Mid-term (Chapters 4, 3, 7, 8)

Mr. Pearson is a first year 7<sup>th</sup> grade teacher. During an inservice training, he was told that in classrooms where teachers use research based interactive teaching strategies, student engagement and academic achievement is higher. He has a class of 43 low achievers who are struggling in math. He is planning a lesson on dividing fractions.

1. The first task in opening a lesson is gaining student attention. Give 2 specific examples how Mr. Pearson can accomplish this goal?
2. How can Mr. Pearson help his class connect the lesson to prior knowledge?
3. How can Mr. Pearson ‘paint pictures’ for his students during his lesson to ensure that understanding is achieved?

Ms. Pearson's 4<sup>th</sup> grade class has been “acting out” more than normal. Other colleagues have seen similar behaviors with this group. Ms. Pearson believes changes in her classroom management style are necessary. She is also wondering if she is bringing ‘baggage’ into the classroom due to problems in her personal life.

4. What are questions Ms. Pearson can ask herself to determine the affective tone of her classroom?
5. Ms. Pearson wants to emphasize to her students the importance of working quietly during independent work time. Based on a direct instruction format, how can she teach this behavior?
6. What techniques can she use to help engage students who have difficulty attending or maintaining on-task behavior?

Several students in Ms. Good's 3<sup>rd</sup> grade class are having difficulty reaching reading fluency. One student reads only 40 wpm at a third grade level; another 100 wpm but averages 12 errors. Both students become very frustrated. They have difficulty recognizing words and sounding out words. Thus, their comprehension is poor.

7. To obtain diagnostic information through day-to-day observations, what questions can she consider when observing her students' performances on various reading tasks?
8. Discuss how Ms Good can use curriculum-based measurement to monitor individual student progress toward long-range goals?

Reading -----no scenario

9. Compare the multisensory reading approaches of Fernald and Gillingham. Describe the method of imprinting?
10. Present methods for secondary students to increase reading rate and develop effective study skills. List learning strategies that may help adolescents identify words and increase reading comprehension?

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Final (Chapters 11, 12, 10, 13)

Mrs. Vance, a second grade teacher plans to use curriculum based measurement to assess the math skills of her entire class during the 1<sup>st</sup> week of school. She will tailor her math instruction based on the results.

1. Construct a survey test to assess computation skills that is appropriate for Mrs. Vance to use with her second grade students.
2. What will the results of the survey test help to determine? How can she display the results, and how can the results help her plan instruction.

Math – no scenario.

3. A conference presenter stressed that math instruction must be designed to ensure success and promote positive attitudes. What are some guidelines for promoting positive attitudes toward math learning?
4. Many of Mr. Adam's students are struggling to reach mastery on multiplication facts through 81. What are some techniques he can use to improve his students' speed in math computation.

Tom, a Thirteen year old, has been given an informal writing assessment by his teacher. Results indicate that Tom's average sentence length was 8 words per sentence. Tom wrote 9 sentences, four of which were fragments, the remaining 5 were simple sentences. The Type Token Ratio was .66, and the grammatical-Correctness Ratio was 80%. The idea rating was 3, and accuracy was a 2.

5. What do each of the above tests measure and do the scores presented indicate problems in any area/

Learning Strategies ----- no scenario

6. Discuss various types of content enhancements that can be used effectively with adolescents with learning problems?

THAT'S ALL!!!!!!!!!!!!!!!