



Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at [www.cisnc.org](http://www.cisnc.org).



The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP’s mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

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## Overview

### CISNC Introduction

In the 14-15 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at [www.cisnc.org](http://www.cisnc.org).

### Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with coursework strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose four strategies designed to help improve coursework:

- Coursework – EOG Prep strategy
- Coursework – Literacy strategies (2)
- Coursework – STEM strategy

This document will focus on one easy to implement EOG preparation literacy strategy for elementary school students.

## Problem/Rationale

While standardized tests have been a part of public schooling since the 19<sup>th</sup> century, the passage of No Child Left Behind required states to conduct assessments to inform instruction, determine grade promotion, and help schools benchmark progress toward all students being proficient in math and reading. The form of assessments differ between states from end-of-grade, end-of-course, or annual benchmark assessments. Further, college bound high school students take entrance exams before applying for postsecondary institution. Preparing students to perform their best on these high-stakes tests benefit them in various ways—increasing their knowledge and skills of standards to be tested, teaching them best strategies for studying and taking exams, and reducing anxiety that can affect performance outcomes.

Recent research on effective methods for test preparation is limited, and most of the literature focuses on college entrance exams.

High school students who are preparing for college entry exams, such as the ACT or the SAT, often participate in classes that prepare them for the exam, hire a personal tutor, use a book, utilize online programs, and/or take the test multiple times (National Association for College Admission Counseling [NACA], 2009; Mehta & Gordon, 2008). Data from the National Education Longitudinal Study indicate 27% of students do not prepare for the SAT at all; 54% use public preparation activities (class, online class, etc.); 2% use a private tutor exclusively; and 17% use a combination of the above with 46% of these using two or more strategies (Buchmann, Condrón, & Roscigno, 2010). However, Scholes and Lain (1997) found the types of preparation studied had little impact on students' performance.

Online test preparation programs can also be beneficial. A recent study of online test preparation programs preparing students for the ACT, SAT, and GRE found that fewer than 30% of SAT and GRE students practicing for the test attempted many questions and tended to focus on verbal questions, specifically analogy and sentence completion. Further, only 20% attempted reading comprehension questions despite the fact they account for about half the exams. This may have been due to the way the online program presented the order of the questions with verbal questions first, for example. However, the researchers found that when online programs modified the presentation order of test question types, students were able to cover a variety of question types (Loken, Radlinski, Crespi, Millet, & Cushing, 2004).

Yet, research suggests the average test gains from these programs only yield about 30 point gains on the SAT. While small gains compared to the test preparation industry claims of 100 point gains, even modest rises in test scores can make a difference for certain students (NACA, 2009).

At the elementary level, increased time spent on quality reading instruction and parental involvement can improve standardized test scores (Ashbaugh, 2009; Kontovourki & Campis, 2010).

The literature does provide some examples of best practices for preparing for standardized tests:

- ***Teach the content domain.***  
There is a tendency to teach to the test, but this limits learning, knowledge and skills. Provide students with lots of opportunities to learn the content and from multiple sources of information ways (Miyasaka, 2000; Turner, 2009; Kontovourki & Campis, 2010; Welsh, Eastwood, & D’Agostino, 2014; Perlman, 2005).
- ***Use a variety of assessments/formats/question types.***  
Providing students with multiple opportunities to practice what they learn and to experience various test methods allow them to deepen their understanding and recall information (Broekkamp, & VanHout-Wolters, 2012, Turner, 2009).
- ***Include test preparation into daily instruction.***  
Practice with different types of questions. Include regular practice with higher order questions, problem-solving, have students generate their own questions. Have students think aloud so that corrections to incorrect perceptions may be made. Finally, teach test-taking strategies (Kontovourki & Campis, 2010; Turner, 2009; Broekkamp & VanHout-Wolters, 2007; Hong, Sas, & Sas, 2006; Pearlman, 2003).
- ***Teach time management.***  
Not only on taking the test, such allotting certain time for each section, but also preparing for the test, such as daily tasks, weekly reviews, and preparing for a test the week before the exam (Miyasaka, 2000).
- ***Assist students with personal skills.***  
Students need help with motivational skills—setting goals, making connections between the curriculum and the real world, finding interesting content (Kontovourki & Campis, 2010; Guleck, 2003 as cited in Turner 2009; Miyasaka, 2000). Additionally, testing can cause high anxiety. Teach students how to deal with stress (Miyasaka, 2000).

While all of these strategies are important and can be useful, strong reading skills that support comprehension is critical. Shanahan (2015) points out the importance of understanding the text on which the test questions are based, “Outcome variance is due not to the questions but to the passages” (p. 460). He proposes a focus on vocabulary building through teaching word meaning, (using context cues, understanding prefixes and suffixes) and making sense of sentences (dependent versus independent clauses, combining and reducing sentences), as well as building students’ sustained reading abilities. These are concrete skills on which to build test preparation.

## Purpose

The purpose of this lesson is to provide students with practice in grammar skills that will improve reading comprehension and assist students as they tackle passages they will encounter on standardized tests. Vocabulary and word meaning is a foundational building block to help students understand what they read. However, just teaching vocabulary they may find in difficult texts is not sufficient. Typically, standardized tests contain reading passages on subject unknown to students; there is no way for teachers to prepare students for all of the vocabulary they *may* encounter on a test (Shanahan, 2015). Therefore, teaching students how to decipher word meaning by using context clues is a step toward building vocabulary and stronger comprehension skills. The sample lesson will:

- Learn to understand meaning through context clues.
- Examine the six common types of context clues.
- Apply knowledge to develop new vocabulary.

## Implementation Plan

This guide will provide suggestions teachers can use to help elementary school students build word knowledge and increase vocabulary skills through using context clues in text. These lessons can be used in English language arts classes but can also be incorporated across content areas.

## Uses

Overuse of dictionary hunting, definition writing, or teacher explanation can turn students off learning new words and does not necessarily result in better comprehension or learning. Word learning is a complicated process. It requires giving students a variety of opportunities to connect new words to related words, analyze word structure, understand multiple meanings, and use words actively in authentic ways. The goal of vocabulary instruction should be to build students' independent word learning strategies that can empower them for lifelong learning. (Bromley, 2007, p. 536)

Teaching vocabulary often means finding unique words that are found in a given text to be studied so that students are prepared to understand what they are about to read. Teachers have students build word walls, vocabulary notebooks, and test weekly vocabulary words. But, according to Shanahan (2015), these techniques are inadequate for preparing students to tackle new concepts often encountered during standardized tests.

## Audiences

This guide is a resource for educators to help students build vocabulary skills through using context clues to understand meaning of unfamiliar words encountered in texts.

## Activities

The activities include:

- Understanding what context clues are.
- Discussing the six common types of context clues.
- Creating their own sentences using new vocabulary words, surrounding them with context clues to help others understand their meaning.

Follow the steps outlined under the Lesson Plan Activity section. Links to download resources and handouts to be used and/or shared during the activity can be found under the Resources section.

## Materials/Equipment/Space

- Minions clip: <https://www.youtube.com/watch?v=5hwUqb2jGkk> [Idea from Pinterest user Matt Sutton].
- List of vocabulary words (those that may be applied to other content areas especially).
- Cards with the six common types of context clues.

*Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.*

## Time

Establish a grammar time each day for students to review basic concepts that may improve their comprehension and writing skills. Allow 30 minutes to introduce the concept to students, follow up with the sentence development activity, and then spiral back through short “bell-ringer” activities for review.

## Lesson Plan of Activity

Review the resources listed in the Resource section.

The lesson plan includes:

- Understanding the meaning of context clues through the short video clip.
- Discuss the six common types of context clues.
- Creating their own sentences using new vocabulary words and providing context clues to help others decipher meaning.



## Sample Lesson – Context Clues

The sample activity below is based on the idea that students need to understand how to derive the meaning of a word based on context clues and build vocabulary for improved comprehension, especially on standardized test passages.

A daily review of different concepts, such as prefix/suffix meaning, root word identification, and building meaning through context, can support students’ reading and writing skills. For this lesson, allow 30-45 minutes. However, future time spent depends on the lesson, concept to be reviewed, and students’ knowledge of the concept. Once the lesson is complete, spiral back to the concept briefly each week to ensure understanding.

Activity	Process Notes
Introduce the concept of using context clues to decipher meaning by showing students this clip from <i>Despicable Me</i> . We cannot understand the minions, but we can get ideas based on the context of the clip.	<i>Discuss with students what “context” is. After a minute or so into the video, pause it and ask students what is happening. What specifically gave them that idea?</i>
Explain to students the six common types of context clues (from Reading Rockets, 2014; ): <ul style="list-style-type: none"> <li>• <b>Root word and affix:</b> People who study birds are experts in ornithology.</li> <li>• <b>Contrast:</b> Unlike mammals, birds incubate their eggs outside their bodies.</li> <li>• <b>Logic:</b> Birds are always on the lookout for predators that might harm their young.</li> <li>• <b>Definition:</b> Frugivorous birds prefer eating fruit to any other kind of food.</li> <li>• <b>Example or illustration:</b> Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.</li> <li>• <b>Grammar:</b> Many birds migrate twice each year.</li> </ul>	<i>Pull additional samples from stories or books the class has read together to reading groups that illustrate each of these points.</i>
<b>Activity #3: 20 minutes</b>	
Provide pairs of students with a new vocabulary word that may be unfamiliar to them (one word per pair of students). Either give them the definition or have them look up the meaning of the word. Have the pairs construct a sentence with the new word using one of the common types of context clues.	<i>It may be helpful to put the type of context clue on a card (one type per card) and have pairs choose a card to avoid having each group chose the same context clue type (e.g., six pairs of students choose “definition” and no one chooses root word/affix).</i>
Next, pairs exchange their sentence with a different set of partners and see if they can use the clues to decipher the meaning of the word.	<i>For younger readers, point out illustrations may also be a helpful context clue.</i>
Extend learning by: <ul style="list-style-type: none"> <li>• Having students draw a picture to represent the meaning and help remember the word.</li> <li>• Having students bring in examples from other classes of uncommon words they were able to determine the meaning based on context clues.</li> </ul>	





## Tier 2 Intervention and Support Examples

At the elementary school level, intervention strategies for at-risk students include peer mediated instruction to build comprehension, vocabulary and fluency and a small-group counseling intervention to engage students in reflective discussion about topics related to school success, school culture, and academic behaviors.

### Example 1: Self-Regulated Strategy Development (SRSD)

Underperforming students received supplemental writing instruction, including: developing and activating background knowledge, discussing the strategy, cognitive modeling of the strategy, memorization of the strategy, collaborative support of the strategy, and independent performance. Students also received instruction in four basic self-regulation strategies, including: goal setting, self-instruction, self-monitoring, and self-reinforcement.

Johnson, E. S., Hancock, C., Carter, D. R., & Pool, J. L. (2012). Self-regulated strategy development as a tier 2 writing intervention. *Intervention in School and Clinic, 48*(4), 218-222.

### Example 2: Early Numeracy Intervention

Students struggling in mathematics received additional instruction focusing on number and operation mathematical ideas, including problem solving. Activities included: counting sequence, counting principles, number knowledge and relationships, partitioning and grouping of tens and units, and numerous opportunities for students to learn about combining and separating sets and working with basic facts.

Bryant, D. P., Bryant, B. R., Roberts, G., Vaughn, S., Pfannenstiel, K. H., Porterfield, J., Gersten, R. (2011). Early numeracy intervention program for first-grade students with mathematics difficulties. *Exceptional Children, 78*(1), 7-23.

## Resources

Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

**Zorfass, J., & Gray, T. (2014).** *Using context clues to understand word meanings.* [PowerUp WHAT WORKS, Reading Rockets]. Available from <http://www.readingrockets.org/article/using-context-clues-understand-word-meanings>

**LeMere, J. (2012).** *Context Clues Power Point.* Available from <http://www.slideshare.net/JessLeMere/context-clues-powerpoint>

**Roswell Independent School District. (n.d.).** *Context clues.* Available from [https://www.risd.k12.nm.us/assessment\\_evaluation/Context%20Clues.pdf](https://www.risd.k12.nm.us/assessment_evaluation/Context%20Clues.pdf)  
This district workbook has some great ideas for teaching context clues.

The following optional resources provide additional information and concepts for sharing with others or expanding the activity. Read through these resources to become familiar with the information and to determine the level of usefulness within the school setting.

**Shanahan, T. (2015).** *Let's get higher scores on these new assessments.* *The Reading Teacher*, 68(6), 459-463.

ABSTRACT: This column explains three ways that teachers can improve reading test performance. Basically, the idea is that instead of teaching students to respond to particular question types as is typical of test preparation despite the ineffectiveness of this practice, it is better to teach students to read the test passages more effectively. Three research-proven ways to do this are teaching students to interpret word meanings through context, teaching them to reduce or breakdown sentences to make sense of their meanings, and teaching students to sustain effective silent reading for extended periods of time.

**Greenwood, S. C., & Flanigan, K. (2007).** *Overlapping vocabulary and comprehension: Context clues complement semantic gradients.* *Reading Teacher*, 61(3), 249-254.

ABSTRACT: The two strategies of context clues and semantic gradients can be combined in an attempt to address the vocabulary-to-comprehension disconnect experienced by students. Educators provide students with a few sentences in a cloze-type situation with a deliberately manipulated context, provide increasingly more contextual support in the sentences, and then introduce a semantic gradient.



**Bishop, P. A., Reyes, C., & Pflaum, S. W.(2006). Read smarter, not harder: Global reading comprehension strategies. *Reading Teacher*, 60(1), 66-69.**

ABSTRACT: Global reading comprehension **strategies** that teachers can model are provided. The **strategies** are to ask questions about **context clues**, identify textual and visual **clues**, frontload text, and skim texts.

*Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.*

## Measuring Success

Identifying outcomes and collecting data to measure the success of strategies implemented can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

To assess student understanding of context clues:

- Use “bell-ringer” worksheets to review the concept and assess how well students are mastering the skill.
- When reading a new text and coming across a word with which students are unfamiliar, have them think aloud how they will determine the meaning.



## Appendices

A. Glossary

B. References

C. Research Alignment

## Appendix A: Glossary

**Spiral practice** – is a strategy of revisiting material already taught to reinforce prior learning and to create a bridge to new more complex learning.

**Bell-ringer activities** (do now activities, warm-up activities) – are activities that can be used during classroom down time (e.g., as students are coming into the classroom, while teachers are taking attendance, during other classroom transitions) to allow students to begin engaging with content in order to be ready for learning. Activities should be meaningful and can be used to review prior content, practice skills, or prepare for new learning.

## Appendix B: References

- Ashbaugh, J. A. (2009). *A study of the effects of parental involvement on the success of students on a high-stakes state examination*. Dissertation, Duquesne University. ED531137.
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## Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Ashbaugh, J. A. (2009). <i>A study of the effects of parental involvement on the success of students on a high-stakes state examination</i>. Dissertation, Duquesne University. ED531137.</p>	<p>This study examined the effectiveness of a particular parent involvement program in terms of its goals to increase student proficiency on a state examination and to increase communication between teachers and parents. The purpose of the Pennsylvania System of School Assessment PSSA Parent Partnership is to provide parents with the means to assist their children with practicing the skills and formats tested on the PSSA.</p> <p>The program targeted fourth, fifth, and sixth grade students who</p>	<p>Of 509 potential participants, 267 students participated in the program, and 242 who did not participate served as the comparison group.</p>	<p>Overall: It appears that those students who participated in the mathematics and reading programs for longer periods of time were more likely to increase their scaled scores and proficiency levels than were the non-participants and those who participated for only a few weeks. The regression analyses showed that the weeks of participation in the PSSA Parent Partnership, and to a lesser extent the minutes of participation, were predictors of scaled scores and improving proficiency level on the PSSA.</p>	<p>There were eighteen packets for each of the three grade levels that provided practice in the content and formats of the PSSA. Six packets targeted reading skills, and twelve targeted mathematics skills. Each packet contained a short set of mathematics multiple choice problems, a reading passage or passages with multiple choice questions, or open-ended items for reading or mathematics that required the student to provide a written response. Each packet also contained a key, with explanations and writing samples demonstrating both proficiency and non-</p>



## ELEMENTARY SCHOOL TEST PREPARATION STRATEGY

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>self-selected to participate in the program. They were compared to non-participants.</p>		<p>Parent Responses: The parents' responses identified four categories of strengths of the PSSA Parent Partnership-- developing familiarity with the format and expectations of the PSSA; parent involvement in the program; recognition of each child's capabilities and areas of need; and the program's structure-- all of which supported their ability to assist their children in preparing to be successful on the PSSA.</p> <p>Communication: Due to participation in the PSSA Parent Partnership, parents communicated more with teachers, resulting</p>	<p>proficient responses, in order to assist the parent in determining the child's progress and proficiency.</p>

# ELEMENTARY SCHOOL TEST PREPARATION STRATEGY



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>in the teachers assisting students on a more individual basis targeting specific needs.</p> <p>Student survey: A majority of the students who responded to the survey stated that they were better prepared to take the PSSA as a result of participating in the PSSA Parent Partnership.</p>	
<p>Brigman, G., &amp; Campbell, C. (2003). Helping students improve academic achievement and school success behavior. <i>Professional School Counseling, 7</i>, 91-98.</p>	<p>This study evaluated a school counselor-led intervention in student academic achievement and school success behavior.</p> <p>A group counseling and classroom guidance model called student success skills</p>	<p>90 students in grade five from three elementary schools (30 from each school).</p>	<p>The combined results for all three levels elementary, middle, and high school showed approximately seven out of every ten treatment students improved behavior between pretest in September and post-test in April. The</p>	<p>The group counseling intervention consisted of 8 weekly sessions of approximately 45 minutes each, followed by four booster sessions. The booster sessions were each spaced a month apart.</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>(SSS) was the primary intervention.</p> <p>The focus of the SSS model was on three sets of skills: cognitive, (memory strategies, goal setting and progress monitoring), social (conflict resolution, social problem solving and team work) and self-management skills (anger management, motivation and career awareness).</p> <p>Students for the intervention were selected randomly from those scoring between the 25<sup>th</sup> and 50<sup>th</sup> percentile on the Norm Reference Test (NRT) Florida Comprehensive Assessment Test</p>		<p>average amount of improvement was 22 percentile points.</p> <p>It was assumed that the school counselor-led intervention would be effective in improving behavior, related to cognitive, social and self-management skills. The assumed connection between these critical areas and improved achievement scores was supported by:</p> <ul style="list-style-type: none"> <li>- 82% of improved behavior students showed improvement in math.</li> <li>- 61% of improved behavior students showed improvement in reading.</li> </ul>	

## ELEMENTARY SCHOOL TEST PREPARATION STRATEGY



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>(FCAT) in reading.</p> <p>Comparison students were selected the same way but from non-treatment schools that were matched with treatment schools.</p>		<p>An ANCOVA indicated a significant difference (<math>p = .003</math>) between treatment and comparison students in FCAT reading scores and a significant difference (<math>p = .000</math>) in FCAT math scores.</p>	
<p>Reis, S. M., McCoach, D. B., Coyne, M., Schreiber, F. J., Eckert, R. D., &amp; Gubbins, J. (2007). Using planned enrichment strategies with direct instruction to improve reading fluency, comprehension, and attitude toward reading: An evidence-based study. <i>The Elementary School Journal</i>, 108(1), 3-23.</p>	<p>This study examined a reading approach, Schoolwide Enrichment Model in Reading Framework (SEM-R) to investigate whether such an approach might improve elementary students' reading fluency and attitude toward reading as compared to a method involving test preparation and remediation.</p>	<p>Randomly assigned students in grades 3-6 (two classrooms in each of two schools for a total of 4 classrooms).</p>	<p>After 12 weeks, the treatment group using the SEM-R scored significantly higher than the control group in reading fluency and attitude toward reading, with small to moderate effect sizes.</p>	<p>All students received 90 minutes of Success for All in the morning reading block. In the afternoon, the control group received 90 minutes of unsystematic remedial and test prep instruction. The treatment group received 90 minutes of SEM-R instruction with three components:</p> <ol style="list-style-type: none"> <li>a. Read-aloud of high quality literature from a variety of genres</li> <li>b. Individualized,</li> </ol>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	The study was conducted in two urban elementary schools—low scoring with a diverse student population of predominantly low SES families.			<p>differentiated reading instruction to increase their daily independent reading of self-selected books that were slightly-to-moderately above their current reading levels and to stimulate interest in reading.</p> <p>c. Students selected from a series of enriched reading activities based on their interests.</p>

### Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
Lesson planning, test-taking strategies, test formats, and parent involvement	Klein, A. M., Zevenbergen, A. A., & Brown, N. (2006). Managing standardized testing	<p>Explores how teachers manage standardized testing in schools to help students.</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Try to create lesson plans that address the standards.</li> </ul>



## ELEMENTARY SCHOOL TEST PREPARATION STRATEGY

Promising Practice	Source(s)	Comments/ Limitations
	in today's schools. <i>Journal of Educational Thought, 40(2), 145-157.</i>	<ul style="list-style-type: none"> <li>- Do activities that mirror the test format.</li> <li>- Explain the layout of the exams.</li> <li>- Try to familiarize students with the test and questioning forms.</li> <li>- Send notices home advising parents of testing.</li> </ul>
Lesson planning, differentiated instruction, time management skills	Miyasaka, J.R. (2000, April). <i>A framework for evaluating the validity of test preparation practices.</i> Paper presented at the annual meeting of the American Educational Research Association, New Orleans.	In a meta-analytic study of test preparation practices, there were five types of test preparation practices that helped students more fully demonstrate their knowledge and skills on high-stakes tests: <ol style="list-style-type: none"> <li>1. Teaching the content domain</li> <li>2. Using a variety of assessment approaches and formats</li> <li>3. Teaching time management skills</li> <li>4. Foster student motivation</li> <li>5. Reduce test anxiety</li> </ol>