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.

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.

Table of Contents

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.

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 high 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 high school students.

Problem/Rationale

While standardized tests have been a part of public schooling since the 19th 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, Condron, & Roscigno, 2010). However, Scholes and Lain (1997) found the types of preparation utlized 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).

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 as 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. Complex sentences may confuse struggling readers so they are unable to understand what they are reading. The sample lesson will:
- Remind students of the subject and predicate of a sentence (*who* is doing *what)*.
- Compare dependent and independent clauses.

- Practice constructing dependent and independent clauses and illustrating the differences using various media.

Implementation Plan

This guide is to help teachers understand the importance of grammar and the role of sentence structure in reading comprehension. It is intended to provide teachers a starting point for developing students' basic grammar skills and improving reading abilities to better assist them tackle difficult reading passages often found in standardized tests.

Uses

Complex sentence structures can be taxing on a reading comprehension. Teachers may help students perform better on standardized tests by helping them to comprehend what they read through understanding sentence structures and word meaning. This lesson is an example of one facet of grammar that may assist students. Specifically, this lesson is on dependent and independent clauses. If a struggling reader cannot identify the subject and predicate of a sentence (i.e., *who* is doing *what*), s/he will be unable to understand the meaning of the sentence and the message the author is trying to convey.

Audiences

This guide is a resource for educators to teach basic reading skills through grammar use with the ultimate goal of stronger comprehension skills and higher student achievement on standardized tests.

Activities

The activities include:
- Defining subject and predicate.
- Determining the difference between a dependent clause and an independent clause.
- Practicing with the concepts of direct and indirect clauses through sentence manipulation.
- Illustrating the difference between clauses through various media.

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

- See https://www.youtube.com/watch?v=hTZ0lJf0jwU for an overview of subject/predicate and independent and dependent clauses

- Have examples of sentences ready to share with students so they may practice finding the subject and predicate in a sentence. Further, have a few subordinate conjunctions ready to make independent clauses, dependent.
- Subject and predicate cards with blank cards available so students can come up with their own subordinate conjunctions
- Materials for various media displays, such as copy paper and markers, PowerPoint, or an online graphic tool (http://www.toondoo.com)
- For spiral practice, have some quick worksheets and/or other "bell-ringer" activities ready.

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 and have them 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:
- Defining subject and predicate.
- Determining the difference between a dependent clause and an independent clause.
- Practicing with the concepts of direct and indirect clauses through sentence manipulation.
- Illustrating the difference between clauses through various media.

Sample Lesson – *Practicing Complex Sentence Structures*

The sample activity below is based on the idea that students need to understand grammar and sentence structure for better comprehension, especially on standardized test passages.

A daily review of different concepts, such as combining sentences, direct and indirect objects, prefixes and suffixes, and deriving word meaning from 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
Activity #1:	

Activity	Process Notes
Introduce and play the video https://www.youtube.com/watch?v=hTZ0lJf0jwU	*Let students know that the class will be discussing subject/predicates and dependent/independent clauses.*
Provide some sample sentences on the board in front of the class. Start with having students simply identify the subject and predicate.	*Examples:* - *The cat screeches.* - *My brother's cell phone buzzed.* - *John crashes the golf cart.*
Discuss subordinate conjunctions and add them to the sentences on the board. Explain how the addition of the new word at the beginning of the sentence creates a dependent clause that is now an incomplete thought.	*Examples of subordinate clauses:* *After, although, once, if, since, because, unless, if, even though, before, whether, and when.* - *When the cat screeches* - *Unless my brother's cell phone buzzed* - *Even though John crashes his golf cart*
Now, together have students come up with endings to the sentences to complete the thought.	- *When the cat screeches, the dog jumps off his bed.* - *Unless my brother's cell phone buzzed, he never moved his eyes off the video game.* - *Even though John crashes his golf cart, his dad doesn't get mad.*
Finally, examine the new sentences and identify the subject and predicate. Explain how the dependent clause changes the focus of the sentence topic.	
Now that students have had some introduction and a chance to practice with the teacher, have them work on creating sentences on their own.	
In pairs, have students pull a subject card, a predicate card, and a subordinate conjunction card.	*Ahead of time, create cards with different subjects, predicates, and subordinate conjunctions and put them in different stacks. Each card should only have one word. Therefore, the subject stack of cards will consist of about 12 cards each with a different subject on each (the glass, Mom's flowers, the blue baseball cap, etc.). Likewise, the predicate stack of cards will be about 12-15 cards with different predicates (runs, sleeps in the tub, has yellow stripes, etc.). Finally, the subordinate conjunction cards will be 12-15 cards, each with a different word (because, since, although).*
With their partner, students will create a simple sentence with the subject and predicate cards. Next, have students add the subordinate conjunction card and add an ending to the sentence to make it a complete thought.	*Allow students to be creative and silly.*
Finally, have students illustrate the meaning of the simple sentence and then make another illustration with the meaning of the sentence with the subordinate conjunction.	*For example, a picture of "The cat screeches," will look different than, "When the cat screeches, the dog jumps off his bed."* *Allow students to use various methods to illustrate, such as a basic paper/colored pencil drawing, a* PowerPoint, or a cartoon generator like http://www.toondoo.com/.

Activity	Process Notes
Extend the activity by: Working with other subject area teachers to incorporate the concept of complex sentences and how it impacts what they read. For example, in American History a student may encounter a sentence such as, "As a result of the Monroe Doctrine, European countries could no longer interfere with South American countries." With so many proper nouns in this sentence, it may be difficult for a struggling reader to understand the main subject. Having students bring in examples from text books or short essays that highlight the difficulty with sentence structures. Examine them together to understand meaning.	

Tier 2 Intervention and Support Examples

At the high 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: Peer Assisted Learning Strategies (PALS): Partner Reading
Partner Reading activities take place for 25 minutes once or twice a week. Pairs of students exchange roles as Coach and Reader to use a standard error correction procedure and to provide positive feedback to help peers increase reading fluency and comprehension. Alternatively teachers may choose to lead small groups in which the teacher is the Reading Coach establishing the model serving and allowing flexibility to address individual student needs.

> Bemboom, C. M., & McMaster, K. L. (2013). A comparison of lower-and higher-resourced tier 2 reading interventions for high school sophomores. *Learning Disabilities Research & Practice*, 28(4), 184-195.

Example 2: Group Counseling: Strategies for School Success
Small group counseling sessions held weekly with at-risk students for a designated period of time to cover topics such as: school success and barriers to success; test taking strategies and test preparation; perceptions of school culture and climate; stereotypes and implications of stereotype threat; school success behaviors; goal setting; interpersonal relations; conflict resolution; and resilience can lead to increased academic performance.

> Bruce, A. M., Getch, Y. Q., Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. *Professional School Counseling*, 12(6), 450-457.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Simmons, R. L. (n.d.). *The subordinate conjunction: Recognize a subordinate conjunction when you see one.* **Available from http://www.chompchomp.com/terms/subordinateconjunction.htm.**

Scott, C. M. (2009). Clinical forum: A case for the sentence in reading comprehension. *Language, Speech, and Hearing Services in Schools, 40,* **184-191. Available from http://www.judithhochman.com/assets/files/scott%20sent%20comp.pdf**

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

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.

Gordon, P. D., & Lowder, M. W. (2012). Complex sentence processing: A review of theoretical perspectives on the comprehension of relative clauses. *Language and Linguistics Compass, 6***(7), 403-415.**

Capital Community College Foundation Guide to Grammar and Writing.
This online grammar guide may help to provide other examples of topics that could help students with reading comprehension.
http://grammar.ccc.commnet.edu/grammar/

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 dependent and independent clauses, ask students to:
- Identify the subject and predicate of a sentence.
- Include subordinate conjunctions in their writing journals, reports, or other writing samples.
- Bring in examples from their text books of complex sentences that may prove difficult for comprehension.

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

Bemboom, C. M., & McMaster, K. L. (2013). A comparison of lower-and higher-resourced tier 2 reading interventions for high school sophomores. *Learning Disabilities Research & Practice, 28*(4), 184-195.

Broekkamp, H., Van Hout-Wolters, B. (2012). Students' adaptation of study strategies when preparing for classroom tests. *Educational Psychology Review, 19*, 401-428.

Bruce, A. M., Getch, Y. Q., Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. *Professional School Counseling, 12*(6), 450-457.

Buchmann, C., Condron, D. J., & Roscigno, V. J. (2010). Shadow education: American style test preparation, the SAT and college enrollment. *Social Forces, 89*(2), 435-462.

DeSocio, J., VanCura, M., Nelson, L. A., Hewitt, G., Kitzman, H., & Cole, R. (2007). Engaging truant adolescents: Results from a multifaceted Intervention pilot. *Preventing School Failure, 51*(3), 3-11.

Gulek, C. (2003). Preparing for high-stakes testing. *Theory into Practice, 42*(1), 42-50.

Hong, E., Sas, M., & Sas, J. C. (2006). Test-taking strategies of high and low mathematics achievers. *The Journal of Educational Research, 99*(3), 144-155.

Kontovourki, S., & Campis, C. (2010). Meaningful practice: Test prep in a third-grade public school classroom. *The Reading Teacher, 64*(4), 236-245.

Loken, E., Radlinski, F., Crespi, V. H., Millet, J., & Cushing, L. (2004). Online study behavior of 100,000 students preparing for the SAT, ACT, and GRE. *Journal of Educational Computing Research, 30*(3), 255-262.

Marvual, J. N. (2012). If you build it, they will come: A successful truancy intervention program in a small high school. *Urban Education, 47*(1), 144-169.

Mehta, S., & Gordon, L. (2008). Multiple choice for SAT takers. *Los Angeles Times.* [June 21, 2008]. Retrieved from http://articles.latimes.com/2008/jun/21/local/me-sat21

Miyasaka, J. R. (2000). *A framework for evaluating the validity of test preparation practices.* Paper presented at the Annual Meeting of the American Educational Research Association. [New Orleans, LA, April 24-29, 2000]. ED454256.

National Association for College Admission Counseling. (2009). *Preparation for College Admission Exams.* Arlington, VA: NACAC. Retrieved from http://www.nacacnet.org/Pages/default.aspx

Perlman, C. L. (2003). Practice tests and study guides: Do they help? Are they ethical? What is ethical test preparation practice? In *Measuring up: Assessment issues for teachers, counselors, and administrators.* ED480062.

Scholes, R. J., & Lain, M. M. (1997). *The effects of test preparation activities on ACT assessment scores.* Paper presented at the National Meeting of the American Educational Research Association. [Chicago, IL, March 24-28, 1997].

Shanahan, (2015). Let's get higher scores on these new assessments. *The Reading Teacher, 68*(6), 459-463.

Turner, S. L. (2009). Ethical and appropriate high-stakes test preparation in middle school: Five methods that matter. *Middle School Journal, 41*(1), 36-45.

Welsh, M. E., Eastwood, M., & D'Agostino, J. V. (2014). Conceptualizing teaching to the test under standards-based reform. *Applied Measurement in Education, 27*(2), 98-114.

Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics.* Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from: http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling,* 7, 91-98.	This study evaluated a school counselor-led intervention in student academic achievement and school success behavior. A group counseling and classroom guidance model called student success skills (SSS) was the primary intervention. 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	60 students in grade nine from two high schools (30 from each school).	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 average amount of improvement was 22 percentile points. 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	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.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	awareness). Students for the intervention were selected randomly from those scoring between the 25th and 50th percentile on the Norm Reference Test (NRT) Florida Comprehensive Assessment Test (FCAT) in reading. Comparison students were selected the same way but from non-treatment schools that were matched with treatment schools.		achievement scores was supported by: - 82% of improved behavior students showed improvement in math. - 61% of improved behavior students showed improvement in reading. An ANCOVA indicated a significant difference (p = .003) between treatment and comparison students in FCAT reading scores and a significant difference (p = .000) in FCAT math scores.	
Bruce, A. M., Getch, Y. Q., Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test	This study evaluated the effectiveness of a group counseling intervention on African American	15 of 45 African American first-time test takers in the 11th grade agreed to participate.	12 out of 15 (80%) who participated in the intervention received passing scores on all four sections tested	The intervention was designed to include 10 weekly group counseling sessions and four monthly booster

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
performance of African-American students. *Professional School Counseling*, 12(6), 450-457.	students' achievement on the Georgia High School Graduation Tests. Group sessions covered school success and barriers to success, test taking strategies and test preparation, perceptions of school culture and climate, stereotypes and implications of stereotype threat, school success behaviors and goal setting, and interpersonal relations, conflict resolution and resilience.		during the GHSGT. 100% scored in the pass range in ELA and 100% met enhanced ELA score. 100% scored in the pass range in math and 67% met enhanced math score. 87% scored in the pass range in science. 80% scored in the pass range for social studies. The pass rate among African American students increased from 38.7% the previous school year to 63.2% in the intervention year.	sessions after the group finished. Due to setbacks, the group met for eight sessions with no follow up booster sessions. Group sessions were scheduled for 1 hour each during the school day.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Hong, E., Sas, M., & Sas, J. C. (2006). Test-taking strategies of high and low mathematics achievers. *The Journal of Educational Research, 99*(3), 144-155.	This study examined test-preparation and test-taking strategies that high school students used in algebra tests. Students were identified as high achievers/high interest and low achievers/low interest in math. Achievement was defined by courses taken and their results on standardized test. Test preparation strategies used by students, by category - Cognitive strategies: reviewing, outlining, solving, repeating, checking, memorizing, understanding, reasoning, note taking, externalizing.	61 students participated in interviews, and of those interviewed, 26 represented those who were high achieving as well as highly interested in mathematics (n = 15) vs. those who were low achieving and showed a low level of interest in mathematics (n = 11).	Differences in High achievement/interest and Low achievement/interest students: - High used cognitive strategies in general more frequently than did the low (47 vs. 26 counts). - High achievers managed their study environment more often than did low (24 vs. 4 counts). - Frequencies in the motivational awareness category were low in both groups, and the differences between the two groups did not exceed two counts. - In general, high achievers were more aware of test preparation in	Data was collected in two phases. In the initial phase, the investigators administered the AAI: Math questionnaire to students who volunteered for the study. Immediately after the first-phase data collection, the data was analyzed. One week after the first phase of data collection, interviews were conducted with individual students.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	- Environmental and structural management strategies: managing work environment, seeking assistance, conditional management. - Motivational awareness: confident – no effort, no effort, need for effort.		cognitive areas than were low achievers (29 vs. 13 students). - Three students in the low group reported getting nervous or feeling panicky about math tests, whereas 1 student from the high group reported this. - There were no group differences in any of the constructs in motivational awareness. - Students in the high group were concerned about structural organization in solving test problems more than low group students. - High reported using more cognitive strategies overall than did low (19 vs.	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			10). - Low tended to be more passive regarding the use of their test-taking strategies. - No difference was found for expenditure of effort between the two groups.	
Lane, K. L., Kalberg, J. R., Mofield, E., Wehby, J. H., & Parks, R. J. (2009). Preparing students for college entrance exams: Finding a secondary intervention conducted within a three-tiered model of support. *Remedial and Special Education, 30*(1), 3-18.	This study examined the outcomes associated with participation in a program, Preparing for the ACT, designed to enhance student performance on the ACT college entrance exam. This targeted intervention was implemented as part of a three-tiered model for positive behavior support.	Sample was 126 eleventh-grade students, 66 boys and 60 girls, attending a rural high school located in Middle Tennessee that was participating in a longitudinal study of PBS at the high school level.	Only students' academic performance in the previous year (GPA-1) was a significant predictor of post-intervention english, math, reading, science, and overall test scores, after controlling for various ODRs earned during 10th grade. Behavioral performance during the prior year (ODR-	Authors determined the extent to which students' behavioral and academic characteristics, as measured by office disciplinary referrals and grade point average, respectively, predicted performance on both a practice ACT test as well as the actual ACT for students who completed the program. The school was participating in a

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	The program taught general test-taking strategies and additional specific test-taking strategies for the four subject area tests (English, reading, math and science) A quasi-experimental, two group, posttest only design was used to compare actual ACT performance for students who did (11th grade 2005-2006) and did not (11th grade 2004-2005) participate in the intervention.		10) was not a significant predictor of post-intervention practice test scores after accounting for GPA; although the relationships between ODRs and post-intervention practice test scores were all negative. Students' post-intervention scores were highly significant in predicting subject area test and overall ACT scores, accounting for up to 52% unique variance in the models (English subject area test). Namely, student performance on the post-intervention practice test was indicative of performance on the	federally funded, longitudinal study examining the design, implementation, and evaluation of schoolwide positive behavior support (SW-PBS) plans at the high school level. Secondary intervention occurred during the school's second year of SW-PBS implementation plan. Curriculum contained 26 lessons, each 30 minutes in length for a total of 13 hours.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			actual ACT test. However, students' academic (GPA-10) and behavioral (ODR-10) performance were only significant in predicting performance on the English test. As expected, students with higher GPAs and fewer ODRs performed better on the English test. Yet neither of these variables explained a significant amount of unique variance over and above the post-intervention practice test scores.	

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 in today's schools. *Journal of Educational Thought, 40*(2), 145-157.	Explores how teachers manage standardized testing in schools to help students. Teachers: - Try to create lesson plans that address the standards. - Do activities that mirror the test format. - Explain the layout of the exams. - Try to familiarize students with the test and questioning forms. - Send notices home advising parents of testing.
Academic Coaching	National Association for College Admission Counseling. (2009). *Preparation for College Admission Exams.* Arlington, VA: NACAC. Available from www.nacacnet.org	Findings: - Coaching had a positive effect on SAT performance, but the magnitude of the effect was small. - The effect of coaching was larger on the math section of the exam (10-20 points) than it was for the critical reading section (5-10 points). - There is mixed evidence with respect to the effect of coaching on ACT performance. Only two studies have been conducted. The most recent evidence indicates that only private tutoring has a small effect of .4 points on the math section of the exam. - Specific findings from the three studies are summarized in the resource notes.