

102 Performs classroom tests or quizzes at a failing level

1. Have the student question anything he/she does not understand while taking tests or quizzes.
2. Make certain that the tests or quizzes measure knowledge of content and not related skills, such as reading or writing.
3. Teach the student test-taking strategies (e.g., answer questions you are sure of first, learn to summarize, check each answer, etc.). (See Appendix for Test-Taking Strategies.)
4. Give shorter tests or quizzes, but give them more frequently. Increase the length of tests or quizzes over time as the student demonstrates success.
5. Have tests or quizzes read to the student.
6. Have the student answer tests or quizzes orally.
7. Have the tests or quizzes tape recorded and allow the student to listen to questions as often as necessary.
8. Allow the student to take tests or quizzes in a quiet place in order to reduce distractions (e.g., study carrel, library, etc.).
9. Have the student take tests or quizzes in the resource room where the resource teacher can clarify questions, offer explanations, etc.
10. Provide the student with opportunities for review before taking tests or quizzes.
11. Teach and encourage the student to practice basic study skills (e.g., reading for the main point, note taking, summarizing, highlighting, studying in an appropriate environment, using time wisely, etc.) before taking tests or quizzes. (See Appendix for study skill areas.)
12. Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations of a skill, etc.).
13. Have the student maintain a performance record for each subject in which he/she is experiencing difficulty.
14. Arrange a time for the student to study with a peer tutor before taking tests or quizzes.
15. Provide a variety of opportunities for the student to learn the information covered by tests or quizzes (e.g., films, visitors, community resources, etc.).
16. Allow the student to respond to alternative test or quiz questions (e.g., more generalized questions which represent global understanding).
17. Provide the opportunity for the student to study daily assignments with a peer.
18. Have the student take a sample test or quiz before the actual test.
19. Remove the threat of public knowledge of failure (e.g., test or quiz results are not read aloud or posted, test ranges are not made public, etc.).
20. Reduce the emphasis on formal testing by grading the student on daily performance.
21. Provide parents with information on test or quiz content (e.g., which material will be covered by the test or quiz, format, types of questions, etc.).
22. Modify instructions to include more concrete examples in order to enhance student learning.
23. Monitor student performance in order to detect errors and determine where learning problems exist.
24. Reduce the emphasis on competition. Students who compete academically and fail may cease to try to succeed and do far less than they are capable of achieving.
25. Only give tests and quizzes to the student when he/she is certain to succeed (e.g., after determining that the student has learned the information).

26. Make certain the student has mastery of skills at each level before testing a concept.

27. Make certain that all directions, questions, explanations, and instructions are delivered in the most clear and concise manner and at an appropriate pace for the student.

28. Provide the student with increased opportunities for help or assistance on academic tasks (e.g., peer tutoring, directions for work sent home, frequent interactions, etc.).

29. Identify the student's most efficient learning mode and use it when giving tests or quizzes in order to increase the probability of understanding.

30. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult, and (b) if the length of time scheduled for the task is appropriate.

31. Communicate with the parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for improved test or quiz scores.

32. Write a contract with the student specifying what behavior is expected (e.g., improved test or quiz scores) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)

33. Reinforce those students who demonstrate improved test or quiz scores. (It may be best to reinforce privately rather than publicly.)

34. Establish classroom rules:

1. Work on task.
2. Work quietly.
3. Remain in your seat.
4. Finish task.
5. Meet task expectations.

Reiterate rules often and reinforce students for following rules.

35. Speak with the student to explain: (a) what the student is doing wrong (e.g., not attending during class, not using study time, etc.) and (b) what the student should be doing (e.g., attending during class, asking questions, using study time, etc.).

36. Reinforce improved test or quiz scores: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).