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### Exploring the benefits of peer tutoring on elementary students' academic outcomes

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Exploring the Benefits of Peer Tutoring on Elementary Students' Academic Outcomes

A Master's Project

In Partial Fulfillment of the Requirements for the Degree

Master of Science in Teaching

State University of New York College at Cortland

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### Abstract

This action research study was created to determine if students' motivation plays an important role in their academic outcomes in a sixth-grade classroom. Peer tutoring was implemented as an intervention throughout a six-week duration to promote students' intrinsic motivation and to identify any associated student academic outcomes. Preliminary findings showed that students liked to connect with academic content, and they liked to work with their peers. This presentation will provide information about the positive effects of students having or gaining intrinsic motivation, and it will have recommendations about different classroom tools that can have a positive impact on elementary students' motivation.

## **Student Motivation Effecting Academic Outcomes**

Motivation plays a role in a student's learning objectives because it can help the students take responsibility over their academic outcomes and become successful. For some students, motivation may be hard to come by because they don't find school important, they have other things on their mind, or they potentially don't have people in their corner showing them how important education is. Teachers tend to use extrinsic motivation and intrinsic motivation tactics to get students motivated to do their work. According to Cosmovici and Iacob (1999), "extrinsic motivation is when the student falls into school discipline without a direct interest in what is taught, but to receive, directly or indirectly, certain rewards, especially moral ones;" (p. 204). The findings show reasons on why students develop extrinsic motivation, and they include desire for affiliation, normative trends, and fear of consequences. Cosmovici and Iacob (1999) describe desired affiliation as a child going to school to conscientiously pleasing the family or the teacher in which is interested in what is made at school, praises the student, and sometimes rewards the student. They talk about the normative trends, and this is represented by the habit to obey the rules or obligations. This happens because society, teachers and families ask the student to submit to a social indoctrinate and the child learns to listen and comply. According to Moldovan et al. (2011), intrinsic motivation is curiosity and the desire to know much more. Curiosity starts in early grade levels, and it can be kept alive depending on the skills of the teachers and satisfying the students' needs. Curiosity will become enduring when students gain beliefs about the importance of education and get treasurable experiences that will help them learn to maximize their education outcomes. I chose to review the literature on this topic because as a preservice teacher. I am interested in finding effective ways to get students to find motivation

tactics to create positive academic outcomes. This paper will attempt, through a review of literature, to answer the question; in what ways can teachers motivate students to promote their academic outcomes?

As I began my research, I found numerous studies on student motivation and its effect on academic outcomes. I have chosen to focus on five educational studies for this paper. As I started going through the findings, I noticed they all had several common factors. I decided to focus in on the main themes which are negative effects that extrinsic motivation has on intrinsic motivation, benefits of facilitating intrinsic motivation, and classroom tools that could have a positive impact on students' motivation. The first theme focuses in on the negative effects of extrinsic motivation. Extrinsic motivation tactics are used when a student isn't interested in the topic being taught and is given rewards to keep them on topic. These deteriorate student motivation because students become competitive, and some students begin to feel left out. This causes all motivation to be lost and plays a negative role when trying to get students to have internal motivation. The next theme focuses on the benefits of facilitating intrinsic motivation, and it will show the positive effects intrinsic motivation has on students' academic success. The last theme focuses on the classroom tools that could potentially be used to get students motivated. It shows the importance of the way material is being taught along with how it is important for students to play a role in their academic learning. These three themes, from the five articles, will be compared, analyzed, and explained.

### **Negative Effects of Extrinsic Motivation**

Lepper et al. (2005) studied the effects that extrinsic motivation has on intrinsic motivation. As students get older, their motivation deteriorates, and it turns into poor academic outcomes. Extrinsic motivation turns into competitive behavior, negative emotions, and poor

coping strategies. According to Wolters (2004), “A mastery goal context emphasizes conceptual understanding over test scores and focuses on effort and improvement. This type of intrinsic environment tends to predict adaptive motivational outcomes, including self-efficacy, effective learning strategy use, task value, and a preference for challenge. A performance goal context, on the other hand, emphasizes social comparisons of ability, uses competitive grading practices, and rewards error-free learning. This type of extrinsic environment tends to predict less adaptive motivational outcomes, including negative affect, procrastination, and self-handicapping” (p.156). This study concluded that extrinsic motivation tactics are detrimental to students because they don’t help the students become self-sufficient and develop self-motivation to help maximize their outcomes in school.

### **Benefits of Facilitating Intrinsic Motivation**

Intrinsic motivation is beneficial because students that develop intrinsic motivation are more likely to have strong conceptual knowledge, improved memory and their overall achievement in school will potentially be higher. It has shown to have positive effects on students’ homework, it has shown positive effects on the students’ emotional well-being, and it has lowered the amount of drug abuse. Instilling intrinsic motivation in students helps the students develop strong character and become active democratic citizens while developing a happiness throughout their life. Intrinsic motivation is beneficial beyond school years, and it helps create strong characteristics in the students at a young age that will help them grow into productive and persistent people. This will help them achieve their goals and satisfied with their performance in life (Froiland et al., 2012). According to Deci and Ryan, “It is important that, while delivering the praise, the teacher explains to students that they are being praised for their mastery of the material, progress, use of creativity to solve a problem, or their willingness to take

a risk (all autonomous qualities) and not their just their compliance, completion of work, or achievement of a good grade. In this way, the praise conveys information to the student about their level of competence, which satisfies their psychological need for competency” (2008, p. 96). This study shows the importance of intrinsic motivation and how it helps them reach their full potential. It helps create students that are ambitious, and they have driven within themselves to conquer their goals. It takes time but when the students develop intrinsic motivation, they are more likely to become unstoppable when it comes to reaching their dreams.

### **Classroom Tools that Impact Students Motivation**

Three out of the five articles in my review highlight the relationship between teaching style and intrinsic motivation. The articles talk about what classroom tools will help instill intrinsic motivation into the students. Some of the successful tools are choice boards, collaboration activities, peer tutoring and incorporating a variety of different instructional practices. As students get older, families start to put more trust in them to make their own choices outside of the classroom. In school, a lot of their choice options remain the limited and they don't get to help make decisions. Giving students the choice to have input to the texts they read and how they respond will increase their autonomy. Giving them options to choose from will help the teacher learn the students content knowledge and the different learning experiences they will encounter with. This will help the teacher plan for future lesson plans (Freeman et al., 2002). According to Brozo and Flynt, the article states “about teacher and student collaboration and how the teacher can form an advantage if they create a bond with the students during the learning process” (2008, p. 173). In addition, when the teacher creates opportunities for the students to work together, they will all acquire new knowledge. This leads to collaborative engagement, and it helps students feel a sense of belonging in the classroom. When students feel

comfortable and safe this will help them gain motivation in the classroom (Guthrie & Wigfield, 2000). A similar study was developed based on a different way to get students to advance their intrinsic motivation. According to Moldovan et al., “the study they to see if a didactic game would help students foster intrinsic motivation was beneficial because these games were built after the model of the computer games where to go from one level to another is necessary to solve a problem, or to find a specific explanation or information which is the key to access the further level. Thus, we considered that it will be stimulated the desire to know, to solve problems, to gain information, allowing access to further action” (2011, p. 208). The study showed that using didactic games to help increase students’ intrinsic motivation works. The didactic games did generate curiosity and develop improvement which helped them want higher level tasks that they could learn to unravel. In the article by Benninga et al., they had a goal to find ways to help students find an internal commitment for main norms and values. The norms and values consist of responsibility, respect, and helpfulness. These skills would help enhance collaborative and interpersonal skills. This study leads into five interconnected concepts that help promote intrinsic motivation and they are: developmental discipline, cooperative learning, helping activities, social-understanding activities, and highlighting prosocial values. During this study they found out that when teachers focus on intrinsic motivations instead of extrinsic rewards, it will create more independence for the students, and they will be self-sufficient (Lepper & Greene, 1978). One common factor between the three articles showed how imperative it is to get to know the students and to help them grow using different learning strategies. Whether this is done by cooperative learning, challenging games, or giving the students choices. They could all be beneficial depending on the students in your classroom. When teachers figure



out their interests and use them collectively, they can maximize every student's academic outcome.

### **Summary**

The goal of this literature review was to answer the question, in what ways can teachers motivate students to promote their academic outcomes? Findings from the five articles in this literature review expressed three clear themes. The first theme was the negative effects that extrinsic motivation has on intrinsic motivation. The study showed that when teachers use more extrinsic rewards and competitive strategies, it causes students to lose motivation and causes students to have negative academic outcomes. The next theme that was found was benefits of facilitating intrinsic motivation. This showed that there are a ton of positive outcomes when teachers find ways to instill intrinsic motivation within students. It has shown positive effects with their academic outcomes, emotional well-being, and it helps them to become active democratic citizens in the world. The third theme that the articles confirmed was classroom tools that could have a positive impact on students' motivation. This section talks about all the intrinsic motivational tools that will help benefit the students. It was imperative to research the educational tools that work because these will help the students reach their goals and become successful. These three themes could help teachers navigate in a direction to have students build intrinsic motivation for the whole school year and more so their whole life. When these factors are considered, teachers can use them to their advantage and help each student grow their academic outcomes.

## **Methods**

I am in the Master of Science in Teaching Program in Childhood Education at SUNY Cortland and while I have been completing my observation hours, I have seen a lack of motivation in some of the students. I am going to begin my student teaching and I want to implement peer tutoring strategies to see if they help some of the students gain motivation to increase their academic outcomes. The participants are in a 6<sup>th</sup> grade Social Studies classroom, and they are between eleven and twelve years old. They are just getting back from having their entire fifth grade year online because of COVID-19. The research was conducted through mixed-method analysis because the study is shown with narrative and numeric findings. This fits better for this study because it is focused on the type of motivational factors that work and the explanation of how they were able to implement those effectively.

## **Setting**

The district is in a rural town in Upstate New York that is predominately white. There is a public library and bowling alley that are within walking distance along with a coffee shop. The school has a playground and some sport fields outside. There are some local parks and an educational museum close by.

The school district is small, and pretty much every family knows each other. The district is a target district, which means that the district is targeted for support and improvements. Also, it means that the district is struggling to prepare students that are in different ethnic or racial groups, along with students with disabilities, to be successful when they graduate. The district has a total of 1,831 students and 1,708 of their students are white, 8 of the students are black, 55 students are Hispanic or Latino, 11 students are Asian or Native Hawaiian/ Pacific Islander, and

49 students are multiracial. In 6<sup>th</sup> grade, there are 172 students, and they are part of the Junior High School.

The classroom is set-up traditionally and the teacher talk time is increased while the student talk time is decreased. This potentially causes the students to disengage and lose motivation because they aren't involved or learning cooperatively (NSYSED).

### **Participants**

The study will be conducted with selected participants that can have successful outcomes if they gain some motivation. I will be choosing four students to focus on, and they will be two boys and two girls in the study. These students are bright, curious, and they have creative minds while working academically. They like to participate with answering questions and they like to work with some activities. One thing I would like to see progress on with these students is completing their individual assignments because this would help them gain confidence and trust within themselves to get their work done. Once they start to see their progress, I see them staying on track to feeling empowered and they will continue building their independent work ethic. Three of the students have an IEP and the fourth student is working towards improving his academic motivation. These students must stay after school for extra help and the amount of time they stay depends on how many classes they are failing. These students must stay four times a week because they are all failing more than three classes.

The host teacher is a mid 40's white woman, and she has multiple years of teaching experience. The host teacher has her bachelor's degree in elementary education and gifted and talented education, and she is certified in grades 1-6. The teacher commutes to work by car and doesn't live in the district. She has been with 6<sup>th</sup> grade since she has moved to the district, and

she is passionate about the ancient civilizations. She uses the traditional teaching style, and she does accommodate for the students with disabilities to meet their needs with the materials. For instance, if one of their accommodations is to speak into their computer or have a shorten version of the test/notes, she does adjust. Overall, her teaching style doesn't maximize every student's learning outcome, and she doesn't differentiate to meet every student's academic needs.

The support staff in the classroom includes a teaching assistant, who is an older white woman, and she has been with the 6<sup>th</sup> grade team for about four years. She takes the notes for the students, and she helps read them their tests. She doesn't sit right next to all the students with disabilities, but she walks around to make sure they are on task. She isn't with the students with disabilities all day, but she is with them for their core content classes. She has other duties while being a teaching assistant such as monitoring the halls in the morning, and sometimes she must fill in for the teacher until they can get a substitute in for the day. Overall, she participates in the activities with the students and helps whenever she is needed.

## **Materials**

I will be collecting data with three different tools, which consisted of anecdotal notes, a questionnaire, and student work samples. First, I will implement the questionnaire to get a gauge of how the students feel about school. This will consist of ten questions, and it will be based on a Likert scale. Next, I will take anecdotal notes to see the interactions between the student and their peer tutor to see if they stay on task and if they are completing their work. Also, I will be watching their interactions to see if the tutees are receptive to the information and are asking questions. This will give the students a different perspective to learn from and it will help them stay motivated to get their academic work complete. Lastly, I will collect students work before I

implement the peer tutoring and after to see if there is any progress made. The data will come from their school tool accounts and it will show the data of their grades in marking period two and grade marking period three.

## **Procedures**

I will collect pre-intervention data before I implement the peer tutoring to identify if the students like working with their peers or individually. This will help me determine the students I would choose as their tutors, what days they are available to meet, and I will have their academic grades before we start peer tutoring and the results after we peer tutor. I will make sure they are all staying on task by standing close by to take anecdotal notes. Also, they will work on their homework from Social Studies first and after they will work on other homework. Peer tutoring may show if it increases their motivation for their academic outcomes or if they continue to stay stationary. I chose peer tutoring as my intervention because it keeps students accountable for their work and it helps the students build connections with their peers. Peer tutoring is used to help students grow, not only in their academics but with their socio-emotional development. This is critical in a child's life and this intervention can help to develop a new relationship between the tutor and the tutee. They get to support each other and hold each other to a higher standard. According to Learning Together "Working together, both students repair academic deficits, achieve proficiency and build social and emotional skills vital for lifelong learning" (2017, p. 174). Peer tutoring will help students gain leadership skills and it will help them gain self-efficacy. Once they gain the confidence to complete their work on their own, they will gain a positive mind set and it will help them continue to be successful when the peer tutor isn't around.

### **Type of research conducted**

This will be a mixed-methods study because the data that I needed to implement this study was based on a narrative and numeric representation. I needed to know what the research shows and how it has helped the students. The categorical data is descriptive and filled with evidence that helps show different behaviors that are observed while the students were involved with peer tutoring. The qualitative data was collected through anecdotal notes. I made notes about the peer interactions that occurred, the amount of work that was completed and if the students stayed on task. Also, the qualitative data describes certain attributes, and they help us to understand the “why” and the “how” of certain behaviors. The quantitative data describes the numeric data of the study and the role they play in the study. This is important for the study that I am conducting because it shows why some students aren’t motivated and how I can put in methods to try and motivate them intrinsically.

### **Phases/timeline**

The chart below shows the timeline for each phase of the peer tutoring intervention, and it shows when each phase will be taking place along with a description of what will be happening. This chart gives a timeframe of how long I was able to conduct my research and it shows how long each day I was able to use the intervention. Also, it shows the different methods I will be using to collect my data.

Phases	Dates	Description
Phase I	January 2022	I will be collecting my data with the Likert scale to begin the process of setting up the peer tutoring pairs.
Phase II	Early February 2022	I will implement peer tutoring to see the impact it has on selected students. I will observe the students and take anecdotal notes to see if the students gain more academic motivation. I will implement peer tutoring for three weeks.
Phase III	March 2022	I was able to implement my intervention for three weeks and it was implemented for 30-minute intervals.

### Limitations

I am a graduate student, and I will be student teaching in the classroom for a short duration of time. Also, the data collection will be for a short duration of time. This study is a small-scale, not generalizable, but informative research project. The research is based off four students which can potentially cause the data to be skewed depending on the demographics.

### Analysis

The research I conducted will show if the students have growth with their academic success. They will be working with their peer to complete their work and we will see if this has a positive effect on their academic outcomes. The data will be conducted through the students' pre-assessments and their post-assessments, a Likert scale chart, and anecdotal notes. The Likert scale will show if they prefer to work with their peers and how they become motivated to complete their work. This will show if they prefer differentiated instruction and if they like to relate to the content. The Likert scale was conducted before we started peer tutoring to help identify who each student would work well with and be able to build a connection with. I took anecdotal notes during each session that was during the 9<sup>th</sup> period junior high work period. The

anecdotal notes were to see how much work the students completed together and if they were on task with their tutor. This would have shown if they were motivated to complete their work. The goal was to have the tutor stay with the tutees for the 30-minute period, answer any questions the student may have had, and to help them make good choices to complete each assignment with correct details. Lastly, the student work results will show if the students are benefitting from peer tutoring and moving in a positive direction. I took the grades of each assignment in the second quarter, and I was comparing them to the third quarter to see if I saw any growth in their grades. This quantitative data was analyzed using simple, descriptive statistics. The qualitative data was analyzed using qualitative analysis. This showed that peer tutoring helped academically, it helped the students gain confidence, learn their capability, and it can help the students foster inclusive learning. This was going to all come together because if the students were on task and working hard, they would see positive results, and this could potentially help them find the intrinsic motivation to keep gaining academic success.

## **Findings**

### **Students' Academic Outcomes While Staying on Task**

While conducting the peer tutoring intervention, I noticed three findings that stood out. Two of the findings were qualitative findings and they were found while taking the anecdotal notes. The students were staying on task to complete their assignments. These findings helped increase the students' academic outcomes because the peer tutor helped keep everyone on task to finish their academic work, study, and they were there to help answer some of the questions the student may have had. In Appendix N, the anecdotal notes show that the students were working efficiently and that the students were on task the whole time. This led to the students completing



their work and it helped the students move in a positive direction to continue having the mindset that they are capable when they put their mind to it. The peer tutors help the students stay on task by asking questions and making sure the students are contributing and understanding the questions. This pushed them in a positive direction to collaborate with their peers and to feel a sense of belonging in the classroom. They created a culture that helped the students feel comfortable and the tutees learned to use their resources to help them continue to gain success. This was imperative and it helped them work productively during their peer tutoring sessions.

### **Students Creating Positive Rapport with Their Peer Tutor**

Appendix S shows the students retaining the information from the tutors and it shows them feeling comfortable with their tutors because they are continuing to work with them, and they are asking more questions. This shows growth from the beginning because they had positive attitudes and they were sharing stories with each other. This shows that they are building rapport with their peers, and they are able to build a positive relationship. This helps the students build confidence, learn from their peers, and it helps them work on their communication skills while getting a new experience. They stepped out of their comfort zones, and they were able to grow and adapt into a new experience which helps them gain a positive relationship with change. Students need different experiences, and they need differentiated instruction to help them learn. The 1-on-1 time with a peer had an incredible impact on the students learning and the implementation helped them achieve positive academic success on their Social Studies work during marking period three. Peer tutoring helped their social emotional learning and it helped them create quality work. They learned the efforts that the peer tutors put into their work, and they continued to show their work quality while working with the tutees. This showed them a higher standard in their learning, and it shows them superb quality work when they work with

students that have high academic motivation. Building those positive peer relationships is critical and it helps the students have a positive learning environment. It can transfer over to help them have positive communication and working relationships throughout their whole life and it develops them to make a positive impact in society.

### **Positive Effects Peer Tutoring had on the Students' Academic Outcomes**

Another key finding was a numerical quantitative finding that consisted some of the students' completed work and if the quality of work helped them get a better academic outcome. This finding started before the intervention was implemented, taking the academic work grades they received in marking period two and seeing if there would have been a change in their marking period three grades since the students were completing their work with their tutor. The findings showed the students grades increased during marking period three as shown in Appendix J through Appendix M from February 8<sup>th</sup>- March 1<sup>st</sup>. These results show an increase because they were turning in their work on time, and they were producing quality work. This finding showed an academic improvement for each student, and it showed the positive impact that peer tutoring had on each of the individuals in the study. This helps the students gain confidence and it shows the students that with a positive mind set and work ethic, they will continue to grow and make progress through their academic outcomes.

### **Discussion**

The findings suggest that peer tutoring was an effective tool for the students that were a part of this study. The findings implied that the students were staying on task, and they were building positive rapport with their peer tutors. The anecdotal notes showed that the students completed an assignment everyday with their tutor and they were working efficiently. This had a

positive impact on the students' academic outcomes because it helped them get their work done at school, they were able to turn in completed assignments, and it helped them gain academic knowledge. The findings are similar to Froiland's because it has shown to have positive effects on students' homework, it has shown positive effects on the students' academic outcomes, and it has given the students stronger conceptual knowledge.

The findings imply that the students gained a relationship with a peer that they may not have if they weren't involved in the study. They were able to work on their communication skills, ask for help when it was needed, and they were able to learn from their classmates. These findings are similar to Guthrie and Wigfield's because, "when the teacher creates opportunities for the students to work together, they will all acquire new knowledge. This leads to collaborative engagement, and it helps students feel a sense of belonging in the classroom. When students feel comfortable and safe this will help them gain motivation in the classroom" (Guthrie & Wigfield, 2000). This supported cooperative learning, and collaboration causes the students to foster a positive learning environment and it helps them gain working relationships with their peers.

Lastly, the findings infer that the students had a positive academic improvement, and this will help boost their confidence to continue growing. When they see the improvements, it can potentially change their mind set and give them the intrinsic motivation to complete their assignments. When the students get a chance to see positive results, it can help enhance their learning and show them that they are capable of being successful. These findings are similar to Lepper and Greene's because it showed possibilities for the students to develop discipline, independence, social-understanding, and self-sufficient behaviors (Lepper & Greene, 1978).

This study's findings support the use of the peer tutoring intervention because they show that it worked effectively and had a positive impact on the students' academic outcomes. They gained motivation to complete their work during their peer tutoring sessions and they were able to work on using their social skills. The findings in this study matter because the students were able to see positive results, it helped them gain a positive mindset, and it showed them their capability to be successful. Using different learning strategies are imperative to every child's learning needs and peer tutoring was successful in this study. The study provides insight into getting to know your students' needs, building those peer relationships, and building a positive classroom culture to make sure the students are in a healthy learning environment to be their authentic self. The students learning environment plays an impactful role and when they feel safe, this gives them an opportunity to grow and feel the support they need coming from different areas.

## **Conclusion**

This action research paper was designed to answer the question; in what ways can teachers motivate students to promote their academic outcomes? This action research study showed three themes that were critical to help answer the action research question. The findings suggest that the students oversaw their learning by utilizing their peer tutor and adapting to the new experience. They continued to gain confidence through this experience, and they were feeling more motivated by their positive outcomes. This will help the students see that they can achieve their goals with hard work. Overall, the goal is to make active democratic citizens that participate in their communities and create a positive impact on the people around them, and when students have intrinsic motivation, their dreams are limitless. The findings have shown a positive impact

on students' academic learning outcomes which suggest that peer tutoring works effectively, but more data needs to be collected.

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## Appendix A

Student Name \_\_\_\_\_ Period \_\_\_\_\_

Directions: Read each of the following questions and decide how much you agree or disagree with them.

**Question 1: DO YOU FIND SCHOOL ENJOYABLE?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 2: DO YOU LIKE WORKING IN A GROUP?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 3: DO YOU LIKE WORKING WITH OTHERS?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 4: DO YOU FEEL COMFORTABLE WORKING WITH MOST PEERS  
IN YOUR CLASS?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 5: DO YOU ENJOY WORKING INDEPENDENTLY?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 6: DO YOU LIKE CONNECTING WITH THE TOPICS YOU LEARN  
ABOUT?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Question 7: DO YOU LIKE BEING REWARDED FOR YOUR HARD WORK?**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Or N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>



**Question 8: DO YOU HAVE SELF-MOTIVATION TO DO YOUR WORK?**

<b>5</b> <b>Strongly Agree</b>	<b>4</b> <b>Agree</b>	<b>3</b> <b>Neither Or N/A</b>	<b>2</b> <b>Disagree</b>	<b>1</b> <b>Strongly Disagree</b>
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**Question 9: DO YOU THINK YOU WOULD ENJOY LEARNING ABOUT A TOPIC THAT RELATES TO YOU?**

<b>5</b> <b>Strongly Agree</b>	<b>4</b> <b>Agree</b>	<b>3</b> <b>Neither Or N/A</b>	<b>2</b> <b>Disagree</b>	<b>1</b> <b>Strongly Disagree</b>
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**Question 10: DO YOU LIKE HAVING CHOICES IN THE WAY YOU CAN REPRESENT YOUR WORK?**

<b>5</b> <b>Strongly Agree</b>	<b>4</b> <b>Agree</b>	<b>3</b> <b>Neither Or N/A</b>	<b>2</b> <b>Disagree</b>	<b>1</b> <b>Strongly Disagree</b>
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## Appendix B

Student Name \_\_\_\_\_

Period \_\_\_\_\_

Directions: Read each of the following questions and decide how much you agree or disagree with them.

Question 1: DO YOU FIND SCHOOL ENJOYABLE?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 2: DO YOU LIKE WORKING IN A GROUP?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 3: DO YOU LIKE WORKING WITH OTHERS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 4: DO YOU FEEL COMFORTABLE WORKING WITH MOST PEERS IN YOUR CLASS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 5: DO YOU ENJOY WORKING INDEPENDENTLY?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 6: DO YOU LIKE CONNECTING WITH THE TOPICS YOU LEARN ABOUT?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 7: DO YOU LIKE BEING REWARDED FOR YOUR HARD WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 8: DO YOU HAVE SELF-MOTIVATION TO DO YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 9: DO YOU THINK YOU WOULD ENJOY LEARNING ABOUT A TOPIC THAT RELATES TO YOU?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 10: DO YOU LIKE HAVING CHOICES IN THE WAY YOU CAN REPRESENT YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

## Appendix C

Student Name \_\_\_\_\_  
 Period \_\_\_\_\_

Directions: Read each of the following questions and decide how much you agree or disagree with them.

Question 1: DO YOU FIND SCHOOL ENJOYABLE?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 2: DO YOU LIKE WORKING IN A GROUP?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 3: DO YOU LIKE WORKING WITH OTHERS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 4: DO YOU FEEL COMFORTABLE WORKING WITH MOST PEERS IN YOUR CLASS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 5: DO YOU ENJOY WORKING INDEPENDENTLY?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 6: DO YOU LIKE CONNECTING WITH THE TOPICS YOU LEARN ABOUT?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 7: DO YOU LIKE BEING REWARDED FOR YOUR HARD WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 8: DO YOU HAVE SELF-MOTIVATION TO DO YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 9: DO YOU THINK YOU WOULD ENJOY LEARNING ABOUT A TOPIC THAT RELATES TO YOU?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 10: DO YOU LIKE HAVING CHOICES IN THE WAY YOU CAN REPRESENT YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

## Appendix D

Student Name \_\_\_\_\_  
 Period \_\_\_\_\_

Directions: Read each of the following questions and decide how much you agree or disagree with them.

Question 1: DO YOU FIND SCHOOL ENJOYABLE?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 2: DO YOU LIKE WORKING IN A GROUP?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 3: DO YOU LIKE WORKING WITH OTHERS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 4: DO YOU FEEL COMFORTABLE WORKING WITH MOST PEERS IN YOUR CLASS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 5: DO YOU ENJOY WORKING INDEPENDENTLY?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 6: DO YOU LIKE CONNECTING WITH THE TOPICS YOU LEARN ABOUT?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 7: DO YOU LIKE BEING REWARDED FOR YOUR HARD WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 8: DO YOU HAVE SELF-MOTIVATION TO DO YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 9: DO YOU THINK YOU WOULD ENJOY LEARNING ABOUT A TOPIC THAT RELATES TO YOU?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 10: DO YOU LIKE HAVING CHOICES IN THE WAY YOU CAN REPRESENT YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

## Appendix E

Directions: Read each of the following questions and decide how much you agree or disagree with them.

Question 1: DO YOU FIND SCHOOL ENJOYABLE?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 2: DO YOU LIKE WORKING IN A GROUP?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 3: DO YOU LIKE WORKING WITH OTHERS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 4: DO YOU FEEL COMFORTABLE WORKING WITH MOST PEERS  
IN YOUR CLASS?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 5: DO YOU ENJOY WORKING INDEPENDENTLY?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 6: DO YOU LIKE CONNECTING WITH THE TOPICS YOU LEARN  
ABOUT?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 7: DO YOU LIKE BEING REWARDED FOR YOUR HARD WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 8: DO YOU HAVE SELF-MOTIVATION TO DO YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 9: DO YOU THINK YOU WOULD ENJOY LEARNING ABOUT A  
TOPIC THAT RELATES TO YOU?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree

Question 10: DO YOU LIKE HAVING CHOICES IN THE WAY YOU CAN  
REPRESENT YOUR WORK?

5	4	3	2	1
Strongly Agree	Agree	Neither Or N/A	Disagree	Strongly Disagree



## Appendix F

Course: SOCIAL STUDIES 6 / Period: 5 / Section: 7

Overall Average: 52.93

Days Tardy: 0

**Assessments**

11/22/21	Meopotamia Vocabulary & Notes Open N	28.0 /	45 =	62.22
12/03/21	Assyrian and Chaldean Empire Exit Tick	5.0 /	11 =	45.45
12/13/21	Mesopotamia Test	82.0 /	100 =	82.00
01/28/22	Ancient Civilization Assessment	66.0 /	100 =	66.00
		181.0 /	256 =	70.70
		70.70 x	0.00 =	0.00

**Classwork/Participation**

11/10/21	Ancient Civilizations Map	15.0 /	17 =	88.24
11/15/21	Analyzing Maps of the Middle East (Mon	16.0 /	20 =	80.00
11/30/21	Leaders of Mesopotamia (Monday/Tuesd	13.0 /	13 =	100.00
12/09/21	Mesopotamia Study Guide	15.0 /	15 =	100.00
12/14/21	Indus River Vocabulary	11.0 /	11 =	100.00
12/20/21	The Ganges River (Thursday/Friday)	0.0 /	24 =	0.00
01/05/22	Civilization Comparison Chart	12.0 /	18 =	66.67
01/07/22	Ancient Egypt (Thursday/Friday)	0.0 /	32 =	0.00
01/07/22	Edpuzzle - Ancient Egypt (Friday)	0.0 /	100 =	0.00
01/10/22	Edpuzzle - Egyptian Social Structure (Mo	35.0 /	100 =	35.00
01/13/22	Egypt - Daily Life (Wednesday)	0.0 /	15 =	0.00
		117.0 /	365 =	32.05
		32.05 x	0.00 =	0.00

**Extra Credit**

12/24/21	Extra Credit Edpuzzle		Exempt	
		0.0 /	0 =	0.00
		0.00 x	0.00 =	0.00

**Homework**

11/30/21	Hammurabi's Code-Engage Section	6.0 /	6 =	100.00
12/01/21	Edpuzzle - Assyrian Empire	95.0 /	100 =	95.00
12/07/21	Civilization Comparisson Chart (Monday	16.0 /	18 =	88.89
01/20/22	Hieroglyphics Name	1.0 /	1 =	100.00
01/26/22	Ancient River Valley Study Guide	0.0 /	40 =	0.00
		118.0 /	165 =	71.52
		71.52 x	0.00 =	0.00

## Appendix G

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8

Overall Average: 55.47

Days Tardy: 0

**Assessments**

11/22/21	Meopotamia Vocabulary & Notes Open N	42.0 /	45 =	93.33
12/03/21	Assyrian and Chaldean Empire Exit Tick	6.0 /	11 =	54.55
12/13/21	Mesopotamia Test	86.0 /	100 =	86.00
01/28/22	Ancient Civilization Assessment	70.0 /	100 =	70.00
		204.0 /	256 =	79.69
		79.69 x	0.00 =	0.00

**Classwork/Participation**

11/10/21	Ancient Civilizations Map	17.0 /	17 =	100.00
11/15/21	Analyzing Maps of the Middle East (Mon	17.0 /	20 =	85.00
11/30/21	Leaders of Mesopotamia (Monday/Tuesd	8.0 /	13 =	61.54
12/01/21	Edpuzzle - Assyrian Empire	100.0 /	100 =	100.00
12/07/21	Civilization Comparisson Chart (Monday	15.0 /	18 =	83.33
12/09/21	Mesopotamia Study Guide	9.0 /	15 =	60.00
12/14/21	Indus River Vocabulary	4.0 /	11 =	36.36
12/20/21	The Ganges River (Thursday/Friday)	8.0 /	24 =	33.33
01/05/22	Civilization Comparison Chart	3.0 /	18 =	16.67
01/07/22	Ancient Egypt (Thursday/Friday)	0.0 /	32 =	0.00
01/07/22	Edpuzzle - EdPuzzle Ancient Egypt (Frid	0.0 /	100 =	0.00
01/10/22	Edpuzzle - Egyptian Social Structure	20.0 /	100 =	20.00
01/13/22	Egypt - Daily Life (Wednesday)	13.0 /	15 =	86.67
		214.0 /	483 =	44.31
		44.31 x	0.00 =	0.00

**Extra Credit**

12/24/21	Extra Credit Edpuzzle		Exempt	
		0.0 /	0 =	0.00
		0.00 x	0.00 =	0.00

**Homework**

11/30/21	Hammurabi's Code-Engage Section	6.0 /	6 =	100.00
01/20/22	Hieroglyphics Name	1.0 /	1 =	100.00
01/26/22	Ancient River Valley Study Guide	11.0 /	40 =	27.50
		18.0 /	47 =	38.30
		38.30 x	0.00 =	0.00

## Appendix H

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8  
**Overall Average: 62.88**      **Days Tardy: 0**

MARKING PERIOD: MF 2

Teacher(s): Exelby

### Assessments

11/22/21	Meopotamia Vocabulary & Notes Open N	34.0 /	45 =	75.56
12/03/21	Assyrian and Chaldean Empire Exit Tick	5.0 /	11 =	45.45
12/13/21	Mesopotamia Test	70.0 /	100 =	70.00
01/28/22	Ancient Civilization Assessment	55.0 /	100 =	55.00
		164.0 /	256 =	64.06
		64.06 x	0.00 =	0.00

### Classwork/Participation

11/10/21	Ancient Civilizations Map	17.0 /	17 =	100.00
11/15/21	Analyzing Maps of the Middle East (Mon	17.0 /	20 =	85.00
11/30/21	Leaders of Mesopotamia (Monday/Tuesd	3.0 /	13 =	23.08
12/01/21	Edpuzzle - Assyrian Empire	91.0 /	100 =	91.00
12/07/21	Civilization Comparison Chart (Monday	16.0 /	18 =	88.89
12/09/21	Mesopotamia Study Guide	11.0 /	15 =	73.33
12/14/21	Indus River Vocabulary	11.0 /	11 =	100.00
12/20/21	The Ganges River (Thursday/Friday)	12.0 /	24 =	50.00
01/05/22	Civilization Comparison Chart	16.0 /	18 =	88.89
01/07/22	Ancient Egypt (Thursday/Friday)	0.0 /	32 =	0.00
01/07/22	Edpuzzle - EdPuzzle Ancient Egypt (Frid	64.0 /	100 =	64.00
01/10/22	Edpuzzle - Egyptian Social Structure	20.0 /	100 =	20.00
01/13/22	Egypt - Daily Life (Wednesday)	0.0 /	15 =	0.00
		278.0 /	483 =	57.56
		57.56 x	0.00 =	0.00

### Extra Credit

12/24/21	Extra Credit Edpuzzle	20.0 /	20 =	100.00
		20.0 /	20 =	100.00
		100.00 x	0.00 =	0.00

### Homework

11/30/21	Hammurabi's Code-Engage Section			
01/20/22	Hieroglyphics Name	1.0 /	1 =	100.00
01/26/22	Ancient River Valley Study Guide	40.0 /	40 =	100.00
		41.0 /	41 =	100.00
		100.00 x	0.00 =	0.00

## Appendix I

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8

**Overall Average: 63.20**

**Days Tardy: 0**

### Assessments

11/22/21	Meopotamia Vocabulary & Notes Open N	37.0 /	45 =	82.22
12/03/21	Assyrian and Chaldean Empire Exit Tick	4.0 /	11 =	36.36
12/13/21	Mesopotamia Test	64.0 /	100 =	64.00
01/28/22	Ancient Civilization Assessment	74.0 /	100 =	74.00
		179.0 /	256 =	69.92
		69.92 x	0.00 =	0.00

### Classwork/Participation

11/10/21	Ancient Civilizations Map			
11/15/21	Analyzing Maps of the Middle East (Mon	7.0 /	20 =	35.00
11/30/21	Leaders of Mesopotamia (Monday/Tuesd	10.0 /	13 =	76.92
12/01/21	Edpuzzle - Assyrian Empire	81.0 /	100 =	81.00
12/07/21	Civilization Comparisson Chart (Monday	16.0 /	18 =	88.89
12/09/21	Mesopotamia Study Guide	15.0 /	15 =	100.00
12/14/21	Indus River Vocabulary	0.0 /	11 =	0.00
12/20/21	The Ganges River (Thursday/Friday)	0.0 /	24 =	0.00
01/05/22	Civilization Comparison Chart	10.0 /	18 =	55.56
01/07/22	Ancient Egypt (Thursday/Friday)	20.0 /	32 =	62.50
01/07/22	Edpuzzle - EdPuzzle Ancient Egypt (Frid	36.0 /	100 =	36.00
01/10/22	Edpuzzle - Egyptian Social Structure	90.0 /	100 =	90.00
01/13/22	Egypt - Daily Life (Wednesday)	15.0 /	15 =	100.00
		300.0 /	466 =	64.38
		64.38 x	0.00 =	0.00

### Extra Credit

12/24/21	Extra Credit Edpuzzle		Exempt	
		0.0 /	0 =	0.00
		0.00 x	0.00 =	0.00

### Homework

11/30/21	Hammurabi's Code-Engage Section	6.0 /	6 =	100.00
01/20/22	Hieroglyphics Name	1.0 /	1 =	100.00
01/26/22	Ancient River Valley Study Guide	0.0 /	40 =	0.00
		7.0 /	47 =	14.89
		14.89 x	0.00 =	0.00

## Appendix J

Course: SOCIAL STUDIES 6 / Period: 5 / Section: 7

Overall Average: 79.87

Days Tardy: 0

**Assessments**

02/08/22	People to Know/Vocabulary Quiz (Tuesda	20.0 /	25 =	80.00
03/03/22	Ancient Greece Test	72.0 /	120 =	60.00
03/11/22	People to Know Mini Project			
		92.0 /	145 =	63.45
		63.45 x	0.00 =	0.00

**Classwork/Participation**

02/01/22	Civilization Comparison Chart	18.0 /	18 =	100.00
02/02/22	Geography of Ancient Greece	10.0 /	10 =	100.00
02/03/22	Map of Greece/Questions	13.0 /	15 =	86.67
02/08/22	People to Know (Monday)	27.0 /	27 =	100.00
02/10/22	Greek Forms of Government (Tuesday/W	16.0 /	16 =	100.00
02/11/22	Timeline of Ancient Greece (Thursday)	34.0 /	36 =	94.44
02/14/22	ATHENS vs. SPARTA (Monday)	15.0 /	19 =	78.95
02/16/22	The Wanted Poster	4.0 /	3 =	133.33
02/18/22	Visual Literacy (Friday)	6.0 /	6 =	100.00
03/01/22	Ancient Greece Study Guide	9.0 /	9 =	100.00
		152.0 /	159 =	95.60
		95.60 x	0.00 =	0.00

**Homework**

03/08/22	People to Know (Monday)	6.0 /	9 =	66.67
03/09/22	Early Rome: A Blend of Cultures		Exempt	
		6.0 /	9 =	66.67
		66.67 x	0.00 =	0.00

## Appendix K

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8

Overall Average: 60.53

Days Tardy: 0

**Assessments**

02/08/22	People to Know/Vocabulary Quiz (Tuesda	23.0 /	25 =	92.00
03/03/22	Ancient Greece Test	62.0 /	120 =	51.67
03/11/22	People to Know Mini Project	22.0 /	24 =	91.67
		107.0 /	169 =	63.31
		63.31 x	0.00 =	0.00

**Classwork/Participation**

02/01/22	Civilization Comparison Chart	2.0 /	18 =	11.11
02/02/22	Geography of Ancient Greece	0.0 /	10 =	0.00
02/03/22	Map of Greece/Questions	4.0 /	15 =	26.67
02/08/22	People to Know (Monday)	21.0 /	27 =	77.78
02/10/22	Greek Forms of Government (Tuesday/W	16.0 /	16 =	100.00
02/11/22	Timeline of Ancient Greece (Thursday)	8.0 /	36 =	22.22
02/14/22	ATHENS vs. SPARTA (Monday)	17.0 /	19 =	89.47
02/16/22	The Wanted Poster	3.0 /	3 =	100.00
02/18/22	Visual Literacy (Friday)	6.0 /	6 =	100.00
03/01/22	Ancient Greece Study Guide	9.0 /	9 =	100.00
03/08/22	People to Know (Monday)	9.0 /	9 =	100.00
		95.0 /	168 =	56.55
		56.55 x	0.00 =	0.00

**Homework**

03/09/22	Early Rome: A Blend of Cultures	5.0 /	5 =	100.00
		5.0 /	5 =	100.00
		100.00 x	0.00 =	0.00

### Appendix L

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8

Overall Average: **75.58**

Days Tardy: **0**

#### Assessments

02/08/22 People to Know/Vocabulary Quiz (Tuesda	18.0 /	25 =	72.00
03/03/22 Ancient Greece Test	64.0 /	120 =	53.33
03/11/22 People to Know Mini Project	20.0 /	24 =	83.33
	102.0 /	169 =	60.36
	60.36 x	0.00 =	0.00

#### Classwork/Participation

02/01/22 Civilization Comparison Chart	17.0 /	18 =	94.44
02/02/22 Geography of Ancient Greece	0.0 /	10 =	0.00
02/03/22 Map of Greece/Questions	15.0 /	15 =	100.00
02/08/22 People to Know (Monday)	27.0 /	27 =	100.00
02/10/22 Greek Forms of Government (Tuesday/W	16.0 /	16 =	100.00
02/11/22 Timeline of Ancient Greece (Thursday)	36.0 /	36 =	100.00
02/14/22 ATHENS vs. SPARTA (Monday)	14.0 /	19 =	73.68
02/16/22 The Wanted Poster	4.0 /	3 =	133.33
02/18/22 Visual Literacy (Friday)	4.5 /	6 =	75.00
03/01/22 Ancient Greece Study Guide	9.0 /	9 =	100.00
03/08/22 People to Know (Monday)	9.0 /	9 =	100.00
	151.5 /	168 =	90.18
	90.18 x	0.00 =	0.00

#### Homework

03/09/22 Early Rome: A Blend of Cultures	5.0 /	5 =	100.00
	5.0 /	5 =	100.00
	100.00 x	0.00 =	0.00

### Appendix M

Course: SOCIAL STUDIES 6 / Period: 6-6B,7 / Section: 8

**Overall Average: 88.60**

**Days Tardy: 0**

#### Assessments

02/08/22 People to Know/Vocabulary Quiz (Tuesda	24.0 /	25 =	96.00
03/03/22 Ancient Greece Test	96.0 /	120 =	80.00
03/11/22 People to Know Mini Project	18.0 /	24 =	75.00
	138.0 /	169 =	81.66
	81.66 x	0.00 =	0.00

#### Classwork/Participation

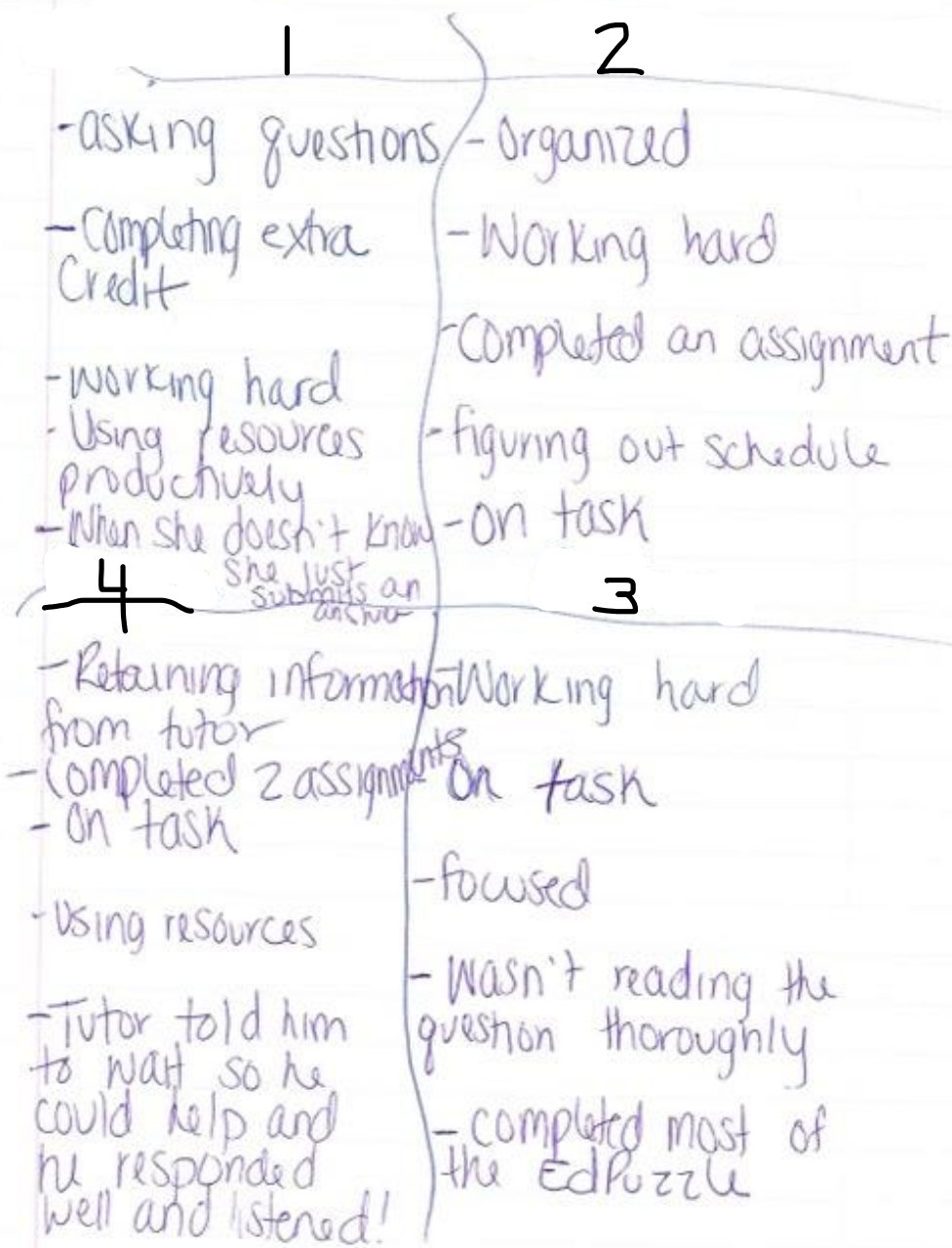
02/01/22 Civilization Comparison Chart	18.0 /	18 =	100.00
02/02/22 Geography of Ancient Greece	10.0 /	10 =	100.00
02/03/22 Map of Greece/Questions	15.0 /	15 =	100.00
02/08/22 People to Know (Monday)	27.0 /	27 =	100.00
02/10/22 Greek Forms of Government (Tuesday/W	16.0 /	16 =	100.00
02/11/22 Timeline of Ancient Greece (Thursday)	36.0 /	36 =	100.00
02/14/22 ATHENS vs. SPARTA (Monday)	12.0 /	19 =	63.16
02/16/22 The Wanted Poster	3.0 /	3 =	100.00
02/18/22 Visual Literacy (Friday)	5.0 /	6 =	83.33
03/01/22 Ancient Greece Study Guide	9.0 /	9 =	100.00
03/08/22 People to Know (Monday)	9.0 /	9 =	100.00
	160.0 /	168 =	95.24
	95.24 x	0.00 =	0.00

#### Homework

03/09/22 Early Rome: A Blend of Cultures	5.0 /	5 =	100.00
	5.0 /	5 =	100.00
	100.00 x	0.00 =	0.00



## Appendix N



## Appendix O

1	2
<ul style="list-style-type: none"> <li>- working through Punic Wars</li> <li>- getting information read to her</li> <li>- on task, reading the information</li> <li>- smiling</li> </ul>	<ul style="list-style-type: none"> <li>- finished work</li> <li>- on task</li> <li>- lounging in chair</li> <li>- completing extra credit</li> <li>- worked hard today</li> </ul>
4	3
<ul style="list-style-type: none"> <li>- working on a math gimkit</li> <li>- on task</li> <li>- hard working</li> <li>- seems to be excited with the tutor</li> </ul>	<ul style="list-style-type: none"> <li>- Gimkit with tutor for math</li> <li>- finished all of Social studies work</li> <li>- unfocused</li> <li>- walking around</li> </ul>

## Appendix P

3	2
<ul style="list-style-type: none"> <li>- putting events in order on timeline</li> <li>- On task</li> <li>- completed work today</li> <li>- feels confident in timeline skills</li> </ul>	<ul style="list-style-type: none"> <li>- doesn't feel confident</li> <li>- doesn't want to be wrong b/c she will have to erase it.</li> <li>- requested help on Ed Puzzle</li> <li>- Stayed on task when tutor showed up</li> </ul>
<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <li>- clicking through Ed Puzzle</li> <li>- on task</li> <li>- working efficiently</li> <li>- completing work and working independently and then asking questions</li> </ul>	<ul style="list-style-type: none"> <li>- Retaining info <del>is</del> given to her</li> <li>- seems a little dependent on tutor</li> </ul>

## Appendix Q

2	1	4
<ul style="list-style-type: none"> <li>- On task</li> <li>- working hard</li> <li>- Finished work</li> <li>- has a positive attitude</li> <li>- wants to keep working right into 10th</li> </ul>	<ul style="list-style-type: none"> <li>- Seems more positive today</li> <li>- finished assignment</li> <li>- taking help</li> <li>- on task</li> <li>- asking questions</li> </ul>	<ul style="list-style-type: none"> <li>- On task</li> <li>- Completing extra credit</li> <li>- making connections</li> <li>- worked efficiently to get work done</li> </ul>
<p style="text-align: center;"><b>3</b></p>	-	
<ul style="list-style-type: none"> <li>- finished HW</li> <li>- started Extra Credit</li> <li>- on task</li> <li>- working efficiently</li> <li>- wanted clarity</li> </ul>		

## Appendix R

3

- putting events in order on timeline
- On task
- completed work today
- feels confident in timeline skills

1

- clicking through EdPuzzle
- on task
- working efficiently
- completing work and working independently and then asking questions

2

- doesn't feel confident
- doesn't want to be wrong b/c she will have to erase it.
- requested help on EdPuzzle
- Stayed on task when tutor showed up
- retaining info ~~is~~ given to her
- seems a little dependent on tutor

## Appendix S

- |   |   |   |   |
|---|---|---|---|
| 2 | <ul style="list-style-type: none"> <li>- Working efficiently</li> <li>- opening up</li> <li>- positive attitude</li> <li>- asking questions</li> <li>- continuing to work hard</li> <li>- sharing stories</li> <li>- getting help with math</li> <li>- being guided through math</li> </ul> | 1 | <ul style="list-style-type: none"> <li>- <del>on</del> on task</li> <li>- being reminded of math terms and remember what has to be done</li> <li>- working hard</li> <li>- work is detailed and complete</li> <li>- Interacting with peers</li> <li>- Completed what was asked of her</li> <li>- low confidence</li> <li>- staying motivated</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>- staying on task</li> <li>- working diligently</li> <li>- working through Math facts</li> <li>- good peer interactions</li> </ul>   | 4 | <p>Absent</p>   |

## Appendix T

1	2	3	4
<ul style="list-style-type: none"> <li>- doesn't want help</li> <li>- gets work done</li> <li>- had HW Done today</li> <li>- Being more receptive</li> </ul>	<ul style="list-style-type: none"> <li>- on task</li> <li>- completed assignment</li> <li>- working efficiently</li> <li>- Using her peer tutor for help</li> <li>- finished the HW assignment for S.S.</li> <li>- finished ELA HW</li> </ul>	<ul style="list-style-type: none"> <li>- missed 3 HW assignments today</li> <li>- working efficiently w/ peer</li> <li>- kept on task</li> <li>- finished S.S. HW</li> <li>- likes peer tutoring</li> <li>- feels good about it</li> </ul>	<ul style="list-style-type: none"> <li>- responsive to tutor</li> <li>- had work done today</li> <li>- stays on task</li> <li>- Completed half S.S. 10 minutes w/ peer tutor</li> </ul>
			<ul style="list-style-type: none"> <li>- gets work done</li> <li>- depends on the day</li> <li>- on task</li> <li>- does better when guided</li> </ul>