Student Objectives Report

Mangrum-Strichart
Learning Resources
Upper Elementary / Middle School

A. Student
Grade: 4
Date of Assessment: 02/16/2019

Unit 1 - MANAGING YOUR STUDYING

Score: 53 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student prepares a monthly planner for each month of the term or semester. (1-1 through 1-3)
2. The student prepares a weekly planner for each week of the term or semester. (1-1, 1-4, 1-5)
3. The student prepares a daily planner for each day of the term or semester. (1-1, 1-6, 1-7)
4. The student evaluates his or her study habits. (1-8)
5. The student determines how to improve his or her study habits. (1-9)
6. The student evaluates his or her study place. (1-10)
7. The student determines how to improve his or her study place. (1-11)
8. The student sets study goals. (1-12, 1-13)
9. The student evaluates his or her study goals. (1-12, 1-13)

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Unit 2 - INTERPRETING AND CREATING VISUAL AIDS

Score: 58 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student analyzes graphs that compare and contrast two or more things. (2-1 through 2-10)
2. The student creates graphs to compare and contrast two or more things. (2-1 through 2-10)
3. The student analyzes tables to learn facts about things. (2-11)
4. The student creates tables to show facts about things. (2-12)
5. The student analyzes timelines to learn when events happened. (2-13)
6. The student creates timelines to show when events happened. (2-14)
7. The student analyzes diagrams to learn about the parts of things. (2-15)
8. The student analyzes political maps to learn about the boundaries of states and countries. (2-16)

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Unit 3 - READING AND TAKING NOTES FROM TEXTBOOKS

Score: 63 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student recognizes the way in which a textbook is organized and the features it includes. (3-1)
2. The student reads the title of a chapter to gain a very general sense of what the chapter is about. (3-2)
3. The student reads the introduction to a chapter or chapter part to gain a sense about the information that will follow. (3-2)
4. The student reads the headings in a chapter or chapter part to gain a more specific idea of the information that is covered. (3-2)
5. The student reads the titles of pictures and other visual aids in a chapter or chapter part to get a further idea of what it is about. (3-2)
6. The student reads the summary or conclusion of a chapter or chapter part to be sure to have a good understanding of what it is about. (3-2)
7. The student reads the information that follows each heading in a chapter or chapter part. (3-3 through 3-6)
8. The student writes in his/her notes one or more questions about the information that follows a heading. (3-3 through 3-6)
9. The student writes in his/her notes the answers to the questions he/she wrote about the information that follows a heading. (3-3 through 3-6)

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Unit 5 - USING REFERENCE SOURCES

Score: 75 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student evaluates information found on the Internet before using the information. (5-1)
2. The student uses a print or online dictionary to learn the meanings of words. (5-2)
3. The student uses a print or online dictionary to learn the pronunciations of words. (5-2)
4. When a dictionary provides more than one meaning for a word, the student uses context to select the most appropriate meaning. (5-3)
5. The student uses a print or online thesaurus to identify synonyms for words. (5-4)
6. The student uses context to select the most appropriate synonym for a word. (5-5)
7. The student uses a print or online encyclopedia to learn about a subject. (5-6, 5-7)
8. The student uses an almanac to identify specific facts about something. (5-8, 5-9)
9. The student uses an atlas when he/she needs to look at a map. (5-10)

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Unit 7 - REMEMBERING INFORMATION

Score: 45 Recommendation: Needs instruction

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student remembers information by reading, writing, and saying the information several times. (7-1)
2. The student remembers information by creating pictures about the information in his/her mind. (7-2)
3. The student remembers information by creating rhymes about the information. (7-3)
4. The student remembers information by sorting items to be remembered into categories. (7-4)
5. The student remembers information by creating a word using the first letters of the items of information to be remembered. (7-5)
6. The student remembers information by creating an abbreviation using the first letters of the items of information to be remembered. (7-6)
7. The student remembers information by creating a sentence using words that begin with the first letters of the items of information to be remembered. (7-7)
8. The student remembers information by associating things to be remembered with words that rhyme with number words. (7-8)
9. The student remembers information by associating things to be remembered with features of familiar places. (7-9)
10. The student remembers information by associating things to be remembered with features along a familiar route. (7-9)

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Unit 8 - TAKING TESTS

Score: 53 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student uses a step-by-step general strategy when taking any type of objective test. (8-1)
2. The student uses specific strategies when taking multiple-choice tests. (8-2, 8-3)
3. The student used specific strategies when taking true/false tests. (8-4, 8-5)
4. The student used specific strategies when taking matching tests. (8-6, 8-7)
5. The student used specific strategies when taking completion tests. (8-8, 8-9)
6. The student uses a step-by-step strategy when responding to an essay test item. (8-10)
7. The student looks for direction words in an essay test item that tell what must be done to answer the item. (8-10, 8-11)

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Unit 9 - LEARNING WORD MEANING

Score: 54 Recommendation: Needs review

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. When reading, the student looks for a definition clue provided by the writer when he/she is unsure about or does not know the meaning of word used by the writer. (9-1)
2. When reading, the student looks for a synonym clue provided by the writer when he/she is unsure about or does not know the meaning of word used by the writer. (9-2)
3. When reading, the student looks for an antonym clue provided by the writer when he/she is unsure about or does not know the meaning of word used by the writer. (9-3)
4. When reading, the student looks for an adage clue provided by the writer when he/she is unsure about or does not know the meaning of word used by the writer. (9-4)
5. When reading, the student identifies the types of clues about the meanings of words provided by writers. (9-5)
6. When reading, the student looks for a visual clue provided by the writer when he/she is unsure about or does not know the meaning of word used by the writer. (9-6)
7. The student uses the meaning of a sentence to select the correct meaning of a word. (9-7)
8. The student uses a form in his/her notebook to record the meanings of words he/she has learned. (9-8)
9. The student uses a step-by-step strategy to learn the meanings of words. (9-9)

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Unit 10 - SOLVING MATH WORD PROBLEMS

Score: 20 Recommendation: Needs instruction

Objectives (Instructional activities related to the objectives are shown in parentheses):

1. The student uses a step-by-step strategy for solving math word problems. (10-1, 10-7)
2. The student identifies the question to be answered when solving a math word problem. (10-2)
3. The student writes the information needed to answer the question in a math word problem. (10-3)
4. If necessary, the student determines the additional information needed to answer the question in a math word problem. (10-4)
5. The student determines the order of computations that must be done to answer the question in a math word problem. (10-5)
6. The student does the computations necessary to answer the question in a math word problem. (10-6)
7. The student checks his or her computations for accuracy. (10-7)
8. The student uses the step-by step strategy with a variety of types of math word problems. (10-7 through 10-17)

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