

**MATH 8**

NAME: \_\_\_\_\_

**MEASUREMENT UNIT PLAN**

**LEARNING TARGET #1**

*“Use the Pythagorean relationship to calculate the measure of the third side of a triangle, given the other two sides in 2-dimensional application.”*

Student-Friendly Learning Target Statements	
<p style="text-align: center;"><b>Knowledge Targets</b></p> <p style="text-align: center;"><i>“What I need to know!”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the definition of <b>squares</b> and <b>square roots</b></li> <li><input type="checkbox"/> I can identify the <b>hypotenuse</b> on a right triangle.</li> <li><input type="checkbox"/> I can explain the <b>Pythagorean Theorem</b>.</li> </ul>
<p style="text-align: center;"><b>Reasoning Targets</b></p> <p style="text-align: center;"><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify a <b>right triangle</b>.</li> <li><input type="checkbox"/> I can predict the approximate value of <b>imperfect squares</b> and <b>square roots</b>.</li> <li><input type="checkbox"/> I can summarize when and how the Pythagorean Theorem could be applied in <b>“real life”</b> situations.</li> </ul>
<p style="text-align: center;"><b>Skill Targets</b></p> <p style="text-align: center;"><i>“What I can demonstrate.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can calculate <b>squares</b> and <b>square roots</b>.</li> <li><input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of the hypotenuse of a right triangle when given the lengths of the other two sides.</li> <li><input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of an unknown side of a right triangle when given the lengths of the hypotenuse and another side.</li> </ul>
<p style="text-align: center;"><b>Product Targets</b></p> <p style="text-align: center;"><i>“What I can make to show my learning.”</i></p>	<p>n/a</p>

**LEARNING TARGET #2**

*“Describe the patterns and generalize the relationships by determining the areas and perimeters of quadrilaterals and the areas and circumferences of circles.”*

*“Estimate and calculate the area of composite figures.”*

Student-Friendly Learning Target Statements	
<p style="text-align: center;"><b>Knowledge Targets</b></p> <p style="text-align: center;"><i>“What I need to know!”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain definition of a <b>quadrilateral</b>.</li> <li><input type="checkbox"/> I can explain definition of <b>perimeter, area, and circumference</b>.</li> <li><input type="checkbox"/> I can identify the <b>different formulas</b> used to calculate perimeter, area and circumference.</li> <li><input type="checkbox"/> I can explain the definition of a <b>polygon</b>.</li> </ul>
<p style="text-align: center;"><b>Reasoning Targets</b></p> <p style="text-align: center;"><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can classify <b>polygons</b> based upon the number of sides.</li> <li><input type="checkbox"/> I can compare and contrast <b>quadrilaterals, squares, and rectangles, and parallelograms</b>.</li> <li><input type="checkbox"/> I can translate word problems into a mathematical formula to calculate the correct answer.</li> </ul>
<p style="text-align: center;"><b>Skill Targets</b></p> <p style="text-align: center;"><i>“What I can demonstrate.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can calculate the perimeter of any object, given the lengths of each side of the figure.</li> <li><input type="checkbox"/> I can find the length of an unknown side of a figure when given the perimeter and the lengths of the remaining sides.</li> <li><input type="checkbox"/> I can calculate the area of a <b>rectangle and square</b>.</li> <li><input type="checkbox"/> I can calculate the area of a <b>parallelogram</b>.</li> <li><input type="checkbox"/> I can calculate the area of a <b>triangle</b>.</li> <li><input type="checkbox"/> I can calculate the area of a <b>circle</b>.</li> <li><input type="checkbox"/> I can calculate the area of <b>composite figures</b>.</li> </ul>
<p style="text-align: center;"><b>Product Targets</b></p> <p style="text-align: center;"><i>“What I can make to show my learning.”</i></p>	<p>n/a</p>

SS9

NAME: \_\_\_\_\_

**UNIT 1 – GEOGRAPHY** (VERSION SEPT 2008)

Student-Friendly Learning Target Statements	
<p style="text-align: center;"><b>Knowledge Targets</b></p> <p style="text-align: center;"><i>“What I need to know!”</i></p>	<p><input type="checkbox"/> I know the definition of these terms and how to interpret examples of them:</p> <p style="text-align: center;"><b>line graph                      bar graph                      climate graph</b></p> <p><input type="checkbox"/> I know the definition of these terms and how to interpret examples of them:</p> <p style="text-align: center;"><b>bar/line scale                      ratio/fraction scale                      statement scale</b></p> <p><input type="checkbox"/> I know what a <b>time zone</b> is, and how to calculate what time it is in different time zones.</p> <p><input type="checkbox"/> I know the basic <b>directions (NSEW)</b> and how to use them on a map.</p> <p><input type="checkbox"/> I know the location of these terms on a globe.</p> <p style="text-align: center;"><b>latitude                      longitude                      Arctic Circle</b>  <b>Tropic of Cancer                      equator                      Tropic of Capricorn</b>  <b>Antarctic Circle                      Prime Meridian</b></p> <p><input type="checkbox"/> I know the definition of these terms and how to interpret them with a map:</p> <p style="text-align: center;"><b>contour                      contour line                      elevation</b>  <b>contour interval                      contour maps                      profile</b></p> <p><input type="checkbox"/> I know how to calculate the <b>elevation</b> of different points on a contour map.</p> <p><input type="checkbox"/> I know the definition of these terms and I can identify examples of each one.</p> <p style="text-align: center;"><b>political map                      physical map                      thematic map</b>  <b>legend</b></p> <p><input type="checkbox"/> I know the location and characteristics of each of the following <b>physiographic regions</b>:</p> <p style="text-align: center;"><b>Western Cordillera                      Interior Plains</b>  <b>Canadian Shield                      Great Lakes/St. Lawrence</b>  <b>Atlantic (Appalachian)                      Arctic</b></p>

	<p><input type="checkbox"/> I know the definition of these <b>landform</b> terms, and I can identify them on a map.</p> <p><b>bay</b>                      <b>lakes</b>                      <b>rivers</b>                      <b>peninsula</b>  <b>island</b>                      <b>mountain</b>                      <b>butte</b></p> <p><input type="checkbox"/> I can locate the following <b>world features</b> on a map:</p> <p><b>7 continents</b>                      (North America, Africa, ...)  <b>4 major ocean</b>                      (Arctic, Pacific, Atlantic, Indian)  <b>Seas:</b>                      (Caspian, North, Baltic, Black, Caribbean, Mediterranean)  <b>Great lakes, Gulf of Mexico, Hudson Bay</b>  <b>Rivers:</b>                      (Nile, Amazon, Mississippi, Yangtze, St. Lawrence)  <b>Panama Canal, Suez Canal</b>  <b>Mountain Ranges:</b> (Alps, Andes, Ural, Rocky, Himilayas, Atlas)  <b>Islands:</b>                      (Great Britain, Greenland, Japan, New Zealand)</p> <p><input type="checkbox"/> I can locate the following features on a Canada map:</p> <p><b>Provinces, territories &amp; capital cities</b></p>
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<p><b>Reasoning Targets</b></p> <p><i>“What I can do with what I know.”</i></p>	<p><input type="checkbox"/> I can evaluate which is the best type of scale to use in different situations.</p>
<p><b>Skill Targets</b></p> <p><i>“What I can demonstrate.”</i></p>	<p><input type="checkbox"/> I can use an <b>atlas</b> to effectively find locations, populations, different types of maps, various statistics, and other features.</p> <p><input type="checkbox"/> I can use <b>scale</b> and <b>direction</b> to find the <b>distance</b> between two locations on a map.</p> <p><input type="checkbox"/> I can use <b>latitude</b> and <b>longitude</b> to find a location anywhere on earth.</p> <p><input type="checkbox"/> I can use a <b>contour</b> map to find <b>elevation</b> and the <b>profile</b> of the land.</p>
<p><b>Product Targets</b></p> <p><i>“What I can make to show my learning.”</i></p>	<p><input type="checkbox"/> I can make a project entitled <i>“My Island”</i> which includes the following:</p> <ul style="list-style-type: none"> <li>• a <b>profile</b> of the island(s)</li> <li>• a <b>contour map</b> of the island(s)</li> <li>• <b>legend, contour interval, scale, landforms</b></li> </ul>

**HISTORY 12**

NAME: \_\_\_\_\_

**PARIS PEACE CONFERENCE UNIT PLAN** (VER. 2 – SEPT 2007)

**Student-Friendly Learning Target Statements**

<p align="center"><b>Knowledge Targets</b></p> <p align="center"><i>“What I need to know!”</i></p>	<p><input type="checkbox"/> I know the definition of these terms and how they were factors affecting the Treaty of Versailles:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">imperialism</td> <td style="width: 33%;">neo-imperialism</td> <td style="width: 33%;">capitalism</td> </tr> <tr> <td>nationalism</td> <td>militarism</td> <td>self-determination</td> </tr> <tr> <td>communism</td> <td></td> <td></td> </tr> </table> <p><input type="checkbox"/> I can identify the countries on a pre-1919 map of Europe <b>and</b> a post-1919 map of Europe</p> <p><input type="checkbox"/> I can identify major differences between the pre-1919 and post 1919 maps of Europe.</p> <ul style="list-style-type: none"> <li>• land lost by Germany, Austria-Hungary &amp; the Ottoman Empire</li> <li>• newly formed countries of Europe</li> </ul> <p><input type="checkbox"/> I can explain the importance of these people at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li>• Wilson, Clemenceau, Lloyd-George, Vittorio Orlando</li> </ul> <p><input type="checkbox"/> I can explain how the following terms applied to Germany in 1919:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">‘stab in the back’ theory</td> <td style="width: 33%;">Sudetenland</td> <td style="width: 33%;">self-determination</td> </tr> <tr> <td>reparations</td> <td>‘Blank Cheque’</td> <td>Article 231 (War Guilt)</td> </tr> <tr> <td>Schlieffen Plan</td> <td>14 Points</td> <td>Saar</td> </tr> <tr> <td>Polish Corridor</td> <td>Anschluss</td> <td>Rhineland</td> </tr> <tr> <td>‘diktat’</td> <td></td> <td></td> </tr> </table> <p><input type="checkbox"/> I can explain how the following terms applied to Italy in 1919:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">‘stab in the back’ theory</td> <td style="width: 33%;">Dalmatian Coast</td> <td style="width: 33%;">Italia Irredenta</td> </tr> <tr> <td>14 Points</td> <td>South Tyrol</td> <td></td> </tr> </table> <p><input type="checkbox"/> I can list and describe <b>Wilson’s 14 Points</b>.</p> <p><input type="checkbox"/> I can list the main <u>conditions</u> of the Treaty of Versailles:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> territorial losses</li> <li><input type="checkbox"/> military conditions</li> <li><input type="checkbox"/> reparations</li> </ul> <p><input type="checkbox"/> I can list which conditions of the Treaty of Versailles Germany considered to be unfair.</p>	imperialism	neo-imperialism	capitalism	nationalism	militarism	self-determination	communism			‘stab in the back’ theory	Sudetenland	self-determination	reparations	‘Blank Cheque’	Article 231 (War Guilt)	Schlieffen Plan	14 Points	Saar	Polish Corridor	Anschluss	Rhineland	‘diktat’			‘stab in the back’ theory	Dalmatian Coast	Italia Irredenta	14 Points	South Tyrol	
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<p style="text-align: center;"><b>Reasoning Targets</b></p> <p style="text-align: center;"><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can evaluate to what extent Wilson’s 14 Points are reflected in the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles.</li> <li><input type="checkbox"/> I can determine and or argue where self-determination <b>was</b> and <b>was not</b> applied to people after 1919.</li> <li><input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations.</li> <li><input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East.</li> </ul>
<p style="text-align: center;"><b>Skill Targets</b></p> <p style="text-align: center;"><i>“What I can demonstrate.”</i></p>	<p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation</li> <li><input type="checkbox"/> or</li> <li><input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation</li> <li><input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only)</li> <li><input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues:             <ul style="list-style-type: none"> <li>• war costs and reparations</li> <li>• map of Europe and colonies</li> <li>• future military strength considerations</li> <li>• war guilt and prevention</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Product Targets</b></p> <p style="text-align: center;"><i>“What I can make to show my learning.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics:             <ul style="list-style-type: none"> <li>• my overall impression of the experience</li> <li>• elements I found frustrating and/or successful</li> <li>• How it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars.</li> </ul> </li> </ul>

## MATH 8 - MEASUREMENT

### WHAT ARE MY STRENGTHS? WHAT ARE MY AREAS FOR IMPROVEMENT?

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Please look at your corrected test and mark whether each problem is right or wrong. (2) Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the “simple mistake” column. (3) For all remaining problems you got wrong, mark the “more study” column.

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	<b>Perimeter:</b> I can calculate the perimeter of a triangle.				
2	<b>Perimeter:</b> I can calculate the perimeter of a quadrilateral (rectangle).				
3	<b>Perimeter:</b> I can calculate the perimeter of a circle.				
4	<b>Area:</b> I can calculate the area of a quadrilateral (square).				
5	<b>Area:</b> I can calculate the area of a quadrilateral (rectangle)				
6	<b>Area:</b> I can calculate the area of a quadrilateral (parallelogram)				
7	<b>Area:</b> I can calculate the area of a triangle.				
8	<b>Area:</b> I can calculate the area of a circle.				
9	<b>Pythagorean Theory:</b> I can use the Pythagorean theory to calculate the 3 <sup>rd</sup> side of a right triangle.				
10	<b>Perimeter &amp; Area:</b> I can find the perimeter and area of a composite figure.				
11	<b>Area:</b> I can use Pythagoras and other area formulas to calculate the area of a composite figure.				

*(Adapted from “You Be George” Activity, CASL Training (March 2005), Assessment Training Institute)*

**I AM GOOD AT...**

**Learning Targets I got right:**

**Learning Targets I got wrong because of simple mistake:**

**What I can do to keep this from happening again:**

**I NEED TO KEEP LEARNING THESE**

**Learning Targets I got wrong and I'm not sure what to do to correct them:**

**What I can do to get better at them:**

(Adapted from "You Be George" Activity, CASL Training (March 2005), Assessment Training Institute)

McNICOLL PARK MIDDLE SCHOOL

NAME: \_\_\_\_\_

### READING STRATEGIES STUDENT SELF-ASSESSMENT

**Intended Purpose:**

- The purpose of this self-assessment is to provide you (the student) with the opportunity to identify your areas of strength and challenge within each of the nine reading strategies we focus on.
- Rather than producing a grade/mark, this assessment is designed to provide you with descriptive feedback that can help you and your parents understand what it will take to improve your ability and skill within each strategy.

Strategies	Not Yet	Meeting	Exceeding
<b>Activating Prior Knowledge</b>	<input type="checkbox"/> I find it very difficult to make connections between what I already know and what I am about to read.  <input type="checkbox"/> I don't realize how, and/or why, what I already know will help me understand what I am reading.	<input type="checkbox"/> I sometimes use my prior knowledge and experiences to give what I read more meaning.  <input type="checkbox"/> I attempt to use prior knowledge as a "fix-it" strategy, but I sometimes have difficulty making connections between what I know and what I am reading	<input type="checkbox"/> I always use my prior knowledge and experiences to give what I read more meaning.  <input type="checkbox"/> I use prior knowledge as a "fix-it" strategy, even when the text is difficult and/or unfamiliar
<b>Deciding what's Important in a Text</b>	<input type="checkbox"/> I don't use my prior knowledge to determine why I am reading the text.  <input type="checkbox"/> I am unable to separate the important from the unimportant information.	<input type="checkbox"/> I sometimes use my prior knowledge to determine why I am reading the text.  <input type="checkbox"/> I sometimes find it difficult to separate the important from the unimportant information.  <input type="checkbox"/> I can't identify the important information in unfamiliar and/or difficult text.	<input type="checkbox"/> I use my prior knowledge to determine why I am reading the text.  <input type="checkbox"/> I find it easy to separate the important from the unimportant information.  <input type="checkbox"/> I can identify the important information in unfamiliar text.
<b>Synthesizing Information</b>	<input type="checkbox"/> As I read, I don't organize information into categories that make sense.  <input type="checkbox"/> I am unable to use/create topic sentences to help me organize information as I read.  <input type="checkbox"/> I can't restate the main ideas in my own words.	<input type="checkbox"/> As I read, I organize information into categories that make sense, except when the text is difficult and/or unfamiliar  <input type="checkbox"/> I sometimes find it difficult to use/create topic sentences to help me organize information as I read.  <input type="checkbox"/> I can restate the main ideas in my own words, except when the text is difficult and/or unfamiliar.	<input type="checkbox"/> As I read, I organize information into categories that make sense, even when the text is difficult and/or unfamiliar  <input type="checkbox"/> I can use/create topic sentences to help me organize information as I read.  <input type="checkbox"/> I can restate the main ideas in my own words.

<p><b>Drawing Inferences During and After Reading</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can't generate meaning from the clues in the text.</li> <li><input type="checkbox"/> I am not able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation.</li> <li><input type="checkbox"/> I am not able to use evidence from the text to support my inferences and/or make connections.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate meaning when the clues in the text are obvious.</li> <li><input type="checkbox"/> I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation, except when the text is difficult and/or unfamiliar</li> <li><input type="checkbox"/> I sometimes find it difficult to use evidence from the text to support my inferences and/or make connections.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate meaning even when the clues in the text are less obvious.</li> <li><input type="checkbox"/> I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation.</li> <li><input type="checkbox"/> I use evidence from the text to support my inferences and/or make connections.</li> </ul>
<p><b>Self-Monitoring Comprehension</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I don't check my understanding of the text.</li> <li><input type="checkbox"/> I can't identify specific words or passages that are confusing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I sometimes check my understanding of the text.</li> <li><input type="checkbox"/> I don't immediately realize that I do not understand what I am reading.</li> <li><input type="checkbox"/> I can identify specific words or passages that are confusing, except when the text is difficult and/or unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I constantly check my understanding of the text.</li> <li><input type="checkbox"/> I can recognize when I don't understand what I am reading.</li> <li><input type="checkbox"/> I can identify specific words or passages that are confusing.</li> </ul>
<p><b>Repairing Faulty Comprehension</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I don't use "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I often get stuck because I never know which "fix-it" strategy to use and when to use it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use one or two "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I don't always know which "fix-it" strategy to use and when to use it</li> <li><input type="checkbox"/> When one "fix-it" strategy doesn't work, I get stuck.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I know which "fix-it" strategy to use and when to use it.</li> <li><input type="checkbox"/> When one "fix-it" strategy doesn't work, I try another</li> </ul>
<p><b>Ask Questions</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I never ask myself questions about the text before, during, or after I read.</li> <li><input type="checkbox"/> I am not able to focus on what I need to look for in the text because I don't ask questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I sometimes ask myself questions about the text before, during, and/or after I read.</li> <li><input type="checkbox"/> By asking questions, I am able to focus on what I need to look for in the text, except when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> If the answer to my questions is not obvious, I usually skip it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I consistently ask myself questions about the text before, during, and after I read.</li> <li><input type="checkbox"/> By asking questions, I am able to focus on what I need to look for in the text.</li> <li><input type="checkbox"/> If the answers to my questions are not obvious, I use other sources to find them.</li> </ul>

<p><b>Building Vocabulary</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I skip over words I don't know.</li> <li><input type="checkbox"/> I am unable to identify any strategies that will help me understand unknown words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that defining unknown words will improve my understanding of the text but I don't always do it.</li> <li><input type="checkbox"/> I use a one or two strategies to help me define unknown words.</li> <li><input type="checkbox"/> When one strategy doesn't work, I usually skip it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that defining unknown words will improve my understanding of the text.</li> <li><input type="checkbox"/> I use a variety of strategies to help me define unknown words.</li> <li><input type="checkbox"/> When one strategy doesn't work, I try another until I have defined the word.</li> </ul>
<p><b>Developing Fluency</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>When I read aloud...</b></li> <li><input type="checkbox"/> I do not use punctuation to improve my ability to understand what I am reading.</li> <li><input type="checkbox"/> I do not use proper expression.</li> <li><input type="checkbox"/> I read word-by-word, and can't read ahead.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am a <b>frustrated</b> reader.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>When I read aloud...</b></li> <li><input type="checkbox"/> I use punctuation to improve my ability to understand what I am reading, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I use proper expression, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I can read ahead to make sure I sound smooth and natural, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am an <b>instructional</b> reader.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>When I read aloud...</b></li> <li><input type="checkbox"/> I use all punctuation to improve my ability to understand what I am reading, even when the text is difficult and/or unfamiliar</li> <li><input type="checkbox"/> I use proper expression, even when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I can read ahead to make sure I sound smooth and natural, even when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am an <b>independent</b> reader.</li> </ul>