

## Instructional Interventions & Activities

### SCORE

A school-wide reading, writing, problem solving activity done four times during the school year. All students are grouped according to grade level and a teacher-moderator directs the students in completing the 75 minute activity. Some activities focus on persuasive writing & others focus on problem solving. All activities contain a reading component.

After completion of the activity, teacher grading teams assess the reading comprehension quiz, graphic organizer, persuasive essay or problem solving activity. A percent is assigned to each SCORE & students are allowed to re-write their essay to improve their grade. SCORE results become 10% of the students' semester English grade.

As a result of this activity, MHS has seen an increase in the number of students exceeding the standard on the Kansas State Writing Assessment. We have also seen an increase in the average SCORE grade as students progress from their freshmen year to their senior year.

### Problem Solving

#### Bloom's Taxonomy

A hierarchy of educational levels through which students should progress in understanding of a topic. Levels include- Remember, Understand, Apply, Analyze, Create, Evaluate. We want to focus on Analyze, Create & Evaluate as these are the higher order thinking skills used in problem solving.

#### Thinking Maps

A visual thinking tool or graphic organizer students can use to organize information in notes or in preparation for an essay.

#### Open Ended Questioning

Many assessments include a performance component which gives students a more real world type of problem to solve. These performance components can be viewed as open-ended questions or authentic assessments. We want to use this method to make the students more comfortable with assessment items of this type.

### Reading

#### Thinking Maps

A visual thinking tool or graphic organizer students can use to organize information in notes or in preparation for an essay.

#### Six Traits of Reading

A hierarchy of levels through which students should progress in understanding what they are reading. Levels include- Decoding Conventions, Establishing Comprehension, Realizing Content, Developing Interpretations, Integrating for Synthesis, Critiquing for Evaluation.

## Writing

### Writing as a Process

Writing is a complex task & rarely if ever comes out right the first time. As a process writing should include: pre-writing, drafting, revising, editing/proofreading and publication of a final draft.

### Thinking Maps

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