

Goal Setting

Name _____

Class _____

Date _____

What are your goals for this class? Check (✓) the boxes that best answer the question.

Goal Chart	
I want to	<input type="checkbox"/> pass a high school equivalency exam. <input type="checkbox"/> improve my skills in reading, writing, social studies, science, or mathematics. <input type="checkbox"/> go to college. <input type="checkbox"/> get a job. <input type="checkbox"/> get a better job. <input type="checkbox"/> get a promotion. <input type="checkbox"/> help my children with their schoolwork. <input type="checkbox"/> other: <hr/> <hr/>

How do you think you can achieve your goals? Complete the chart.

Goal	What I Can Do to Reach My Goal
1.	1.
2.	2.
3.	3.

Pause frequently during your learning experience to review your goals and check your progress toward reaching them. You may also want to revise your goals or add new ones. Congratulate yourself each time you accomplish a goal.

Individual Student Learning Plan

Student _____

Class _____

Date _____

Content Area _____

Pretest Score _____

Posttest Score _____

Skill	Assignment	Start Date	Due Date	Comments
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			
	Book			
	Pages			
	Other			

Class Tracking Chart

Instructor _____

Class _____

Date _____

Content Area _____

Name	Assignment	Start Date	Due Date	Comments
	Skill			
	Skill			
	Skill			
	Skill			
	Skill			
	Skill			
	Skill			
	Skill			
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	Skill			
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	Skill			
	Skill			
	Skill			
	Skill			
	Skill			
	Skill			

Essay Editing Checklist

Name _____

Class _____

Date _____

Title of Essay _____

Directions: Use this checklist to edit your finished work. Put a check (✓) in the box next to each item after you have checked, and if necessary corrected, errors in your work.

Writing Element	What to Check For	Checked and Corrected
Sentence Structure	Sentences are complete.	
	Sentences vary in length.	
	Sentences vary in style.	
Text Organization	The text has three parts: an introduction, a body, and a conclusion.	
	The introduction presents the main idea.	
	Each paragraph in the body is directly relevant to the main idea.	
	Details are directly relevant to the main idea.	
	The conclusion restates the main idea.	
Punctuation	All sentences end with appropriate punctuation.	
	Quotation marks and commas are used correctly.	
Capitalization	All sentences begin with a capital letter.	
	All proper nouns are capitalized.	
Grammar	Each sentence has subject/verb agreement.	
	There are no run-on sentences.	
Spelling	All words are spelled correctly.	

Writing Rubric

Name _____

Class _____

Date _____

Directions: Use this rubric to guide your writing and to evaluate your finished work on a 1 to 4 scale. A score of 4 indicates a mastery of the element; a score of 1 indicates a need for extensive revision.

Writing Element	4	3	2	1
Main Idea	There is one fully developed main idea.	There is one mostly developed main idea.	There is a partially developed main idea.	There is no main idea.
Details	Accurate and directly relevant details support the main idea.	Accurate and mostly relevant details support the main idea.	Some of the details are relevant to the main idea.	There are no details relevant to the main idea.
Text Organization	The writing has an introduction, a body, and a conclusion. The introduction states the main idea. The body presents information that is clearly relevant to the main idea. The conclusion summarizes the main idea.	The writing has an introduction, a body, and a conclusion. The introduction states the main idea. The body presents information that is mostly relevant to the main idea. The conclusion summarizes the main idea.	The writing has an introduction and a body. The introduction states the main idea. The body presents some information relevant to the main idea. There is no conclusion.	The writing does not introduce a main idea. The purpose of the content in the body is unclear. There is no conclusion.
Author's Purpose	The purpose for writing is clear. The writer has full knowledge of the topic and provides thorough supporting evidence. The writer uses appropriate techniques to connect to the audience.	The purpose for writing is somewhat clear. The writer has some knowledge of the topic and provides some supporting evidence. The writer makes some effort to connect to the audience.	The purpose for writing is unclear. The writer has very little knowledge of the topic and provides some supporting evidence. The writer makes some effort to connect to the audience.	The purpose for writing is unclear. The writer has no knowledge of the topic and provides no supporting evidence. There is no attempt to connect to the audience.
Word Choice	The writer uses varied word choices that help readers visualize the content. Words and phrases are vivid, powerful, and always engaging.	The writer uses some varied word choices that help readers visualize the content. The language is frequently engaging.	The writer uses limited word choices that minimally help readers visualize the content. Few words and phrases are engaging to readers.	The writer uses repetitive word choices, often incorrectly. Words and phrases do not engage readers.
Sentence Structure and Language Conventions	All sentences are well constructed, and varied in style and length. There are no errors in writing mechanics.	Most sentences are well constructed. There is some variety in style and length. There are almost no errors in writing mechanics.	Some sentences are well constructed, but there is little variety in style or length. There are several errors in writing mechanics.	Sentences are poorly constructed and show little or no variety in style or length. There are many errors in writing mechanics.

Mathematical Formulas

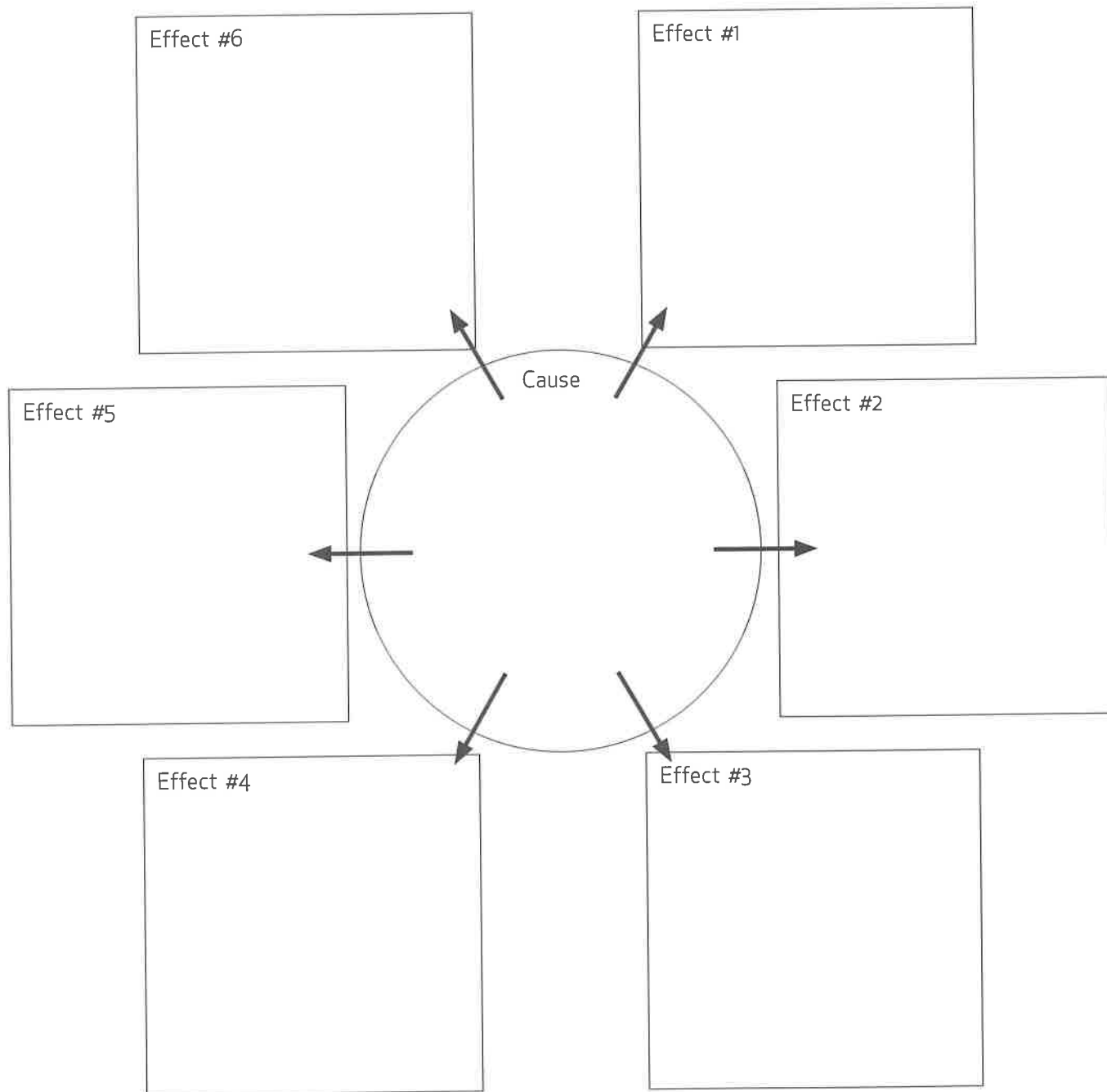
Area of a:	square	Area = side ²
	rectangle	Area = length × width
	triangle	Area = $\frac{1}{2}$ × base × height
	parallelogram	Area = base × height
	trapezoid	Area = $\frac{1}{2}$ × (base ₁ + base ₂) × height
	circle	Area = π × radius ² ; π is approximately equal to 3.14
Perimeter of a:	square	Perimeter = 4 × side
	rectangle	Perimeter = 2 × length + 2 × width
	triangle	Perimeter = side + side + side
Circumference of a:	circle	Circumference = π × diameter; π is approximately equal to 3.14
Volume of a:	cube	Volume = edge ³
	rectangular solid	Volume = length × width × height
	square pyramid	Volume = $\frac{1}{3}$ × (base edge) ² × height
	cylinder	Volume = π × radius ² × height; π is approximately equal to 3.14
	cone	Volume = $\frac{1}{3}$ × π × radius ² × height; π is approximately equal to 3.14
Coordinate Geometry	distance between points $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$; (x_1, y_1) and (x_2, y_2) are two points in a plane.	
	slope of a line = $\frac{y_2 - y_1}{x_2 - x_1}$; (x_1, y_1) and (x_2, y_2) are two points on the line	
Pythagorean Theorem	$a^2 + b^2 = c^2$; in a right triangle, a and b are legs, and c is the hypotenuse	
Measures of Central Tendency	mean = $\frac{x_1 + x_2 + \dots + x_n}{n}$, where the x 's are the values for which a mean is desired, and n is the total number of values for x	
	median = the middle value of an odd number of ordered scores, and halfway between the two middle values of an even number of ordered scores	
Simple Interest	interest = principal × rate × time	
Distance	distance = rate × time	

Cause and Effect

Name _____

Class _____

Date _____

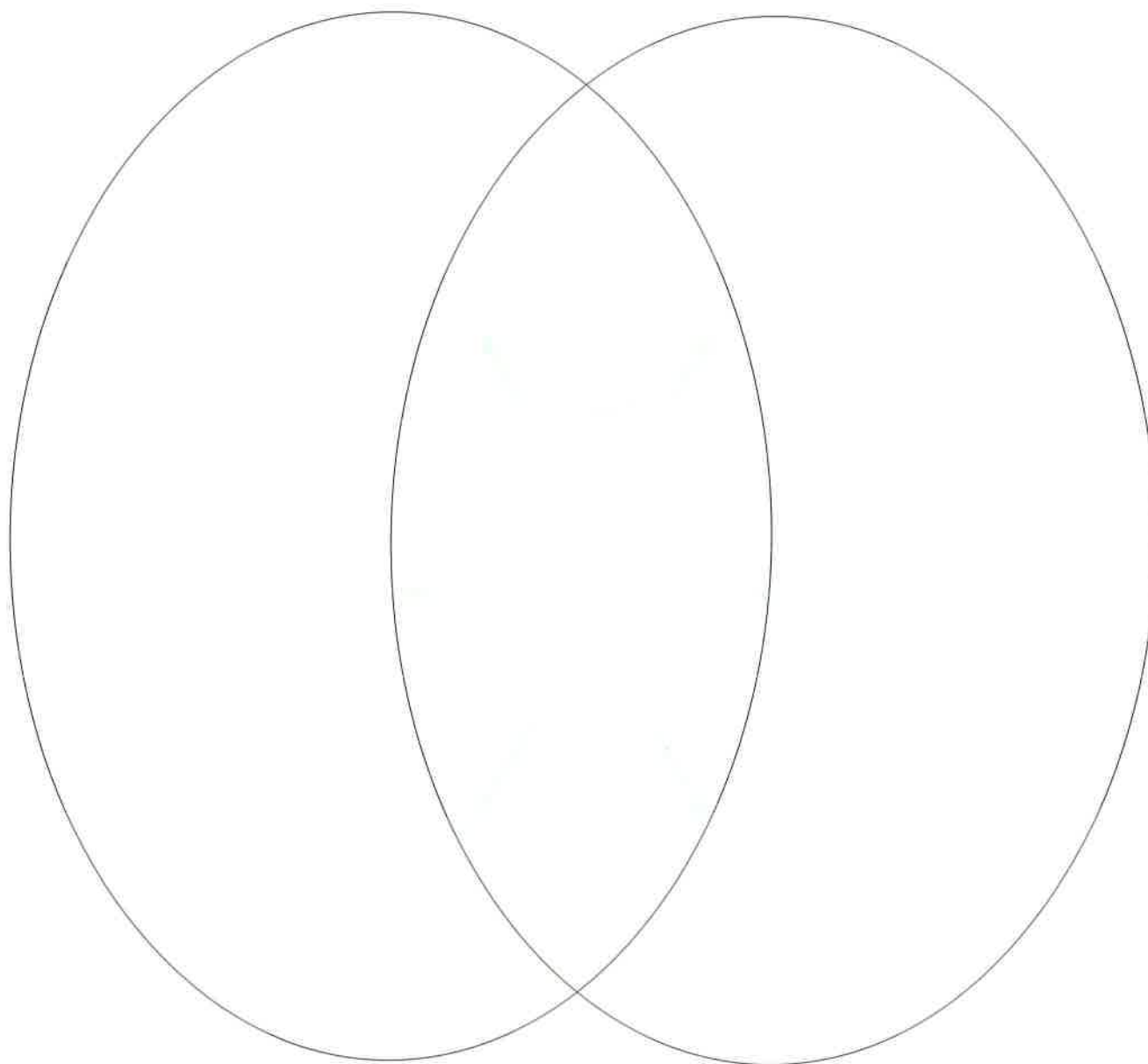


Venn Diagram

Name _____

Class _____

Date _____

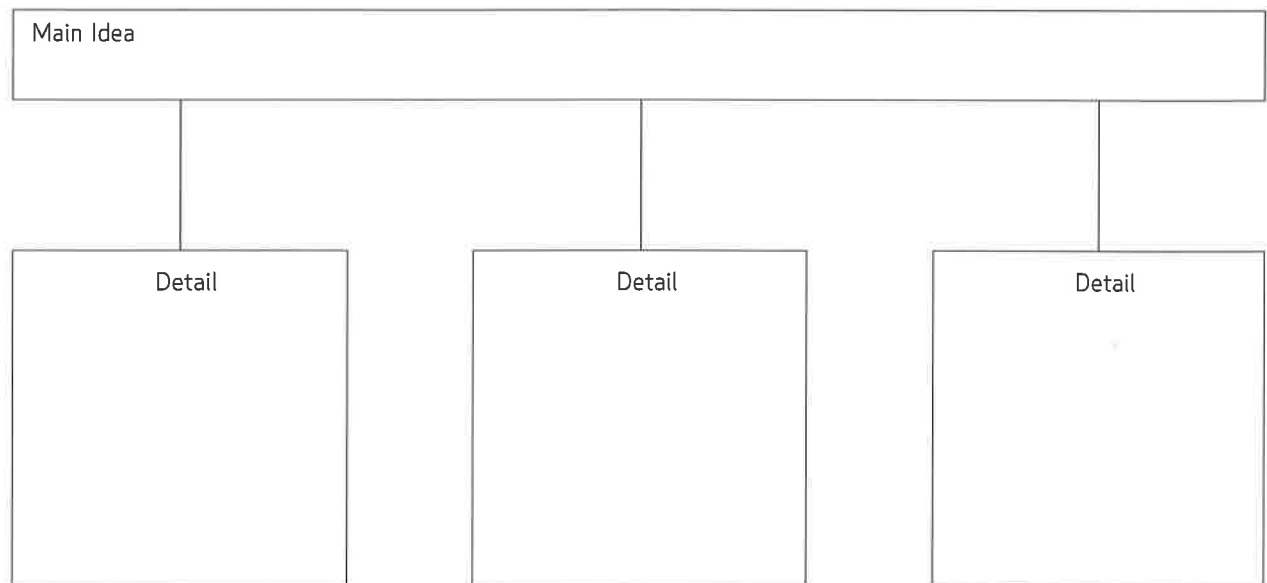
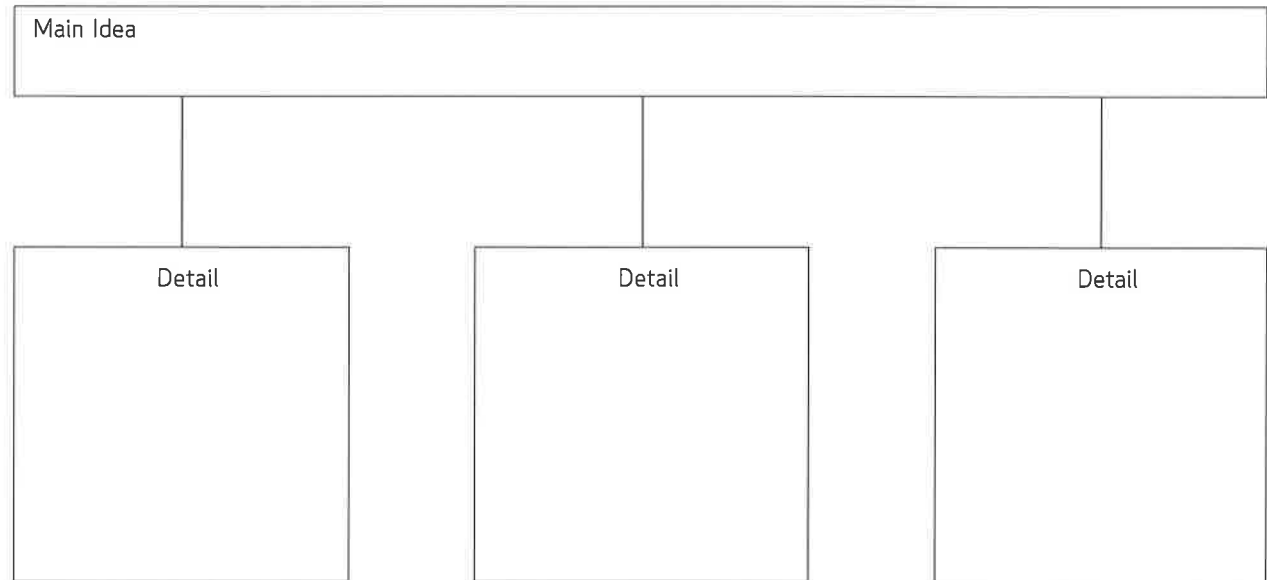


Main Idea

Name _____

Class _____

Date _____



Sequence

Name _____

Class _____

Date _____

First	
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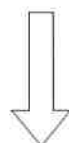
Next	
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Next	
------	--



Next	
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Last	
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Vocabulary Map

Name _____

Class _____

Date _____

Word

Definition

Examples

Non-Examples

