Preparing for the Benchmark!

Asia Rogers, Colten Hutcheson, Monica Roesler, Stephanie Beckelhimer, Pepe Fontao

Introduction to Education
Dr. Regina Ryel-Thomason
INTRODUCTION

• Mrs. Gideon and Mr. Board teach classes at Elmwood Middle School, and our goal is to aid her students in preparing for the Benchmark exam.

• Our group will visit the school, give the students some test-taking tips, and help students that are struggling in certain areas, such as math, science, or reading.
OVERVIEW

We hope to help the students get ready for the Benchmark by:

• Showing the students how to eliminate answers on multiple-choice questions
• Teaching them what to highlight/underline when reading passages in their textbooks/on the Benchmark test
• Why it is important to both eat healthy and to get a good night’s sleep
• Give students tutoring in subjects that they may be struggling with.
THE BENCHMARK

• This term refers to the six criterion-referenced tests that are administered to students in Grades 3-8.

• This is a term used to describe the standard for judging a performance. Teachers and students can use benchmarks to determine the quality of a student's work. Benchmarks can be used to tell what students should know by a particular stage of their schooling; for example, "by the end of the sixth grade, a student should be able to locate major cities and other geographical features on each of the continents."

• http://arkansased.org/testing/definitions2.html#Benchmark
COMMUNITY

• The community will be served through our project in that we will hopefully prepare students for the Benchmark and make them more comfortable with taking tests and as a result send educated students into the community.
CURRICULUM, part 1

- We hope that after this project we will be able to describe teaching and learning on a more personal level because of our interaction with the teachers and students.
- We are also hoping that through this project we will better develop our oral skills and learn how to be clearer, more effective in our communication skills.
- We will learn more about the schools’ systems and some background on testing policies.
CURRICULUM, part 2

• By helping students, we will learn what it feels like first-hand to actually help and teach students.

• We hope: to broaden our understanding of the role schools play in testing, specifically the Benchmark; to take action to help Elmwood Middle School; to find out the impact of our help through the results of the Benchmark test.

• We also hope that in using the EMPACTS lab and technologies we will increase our proficiency with computers and be more equipped for future projects.
TECHNOLOGY

For this project, we used the following forms of technology:

• Digital camera, for pictures throughout the project
• Microsoft PowerPoint, for the presentation
• The internet, for research about the Benchmark
• Calculators
SKILLS

We hope to develop the following skills individually and as a team:

• Team work
• Communication
• Organization
• Leadership
• How to effectively help to teach students
METHODOLOGY

- **Time-line**: Each day two people from our group will visit the school between 7-8 a.m. or 3-4 p.m. Everyone will go once or twice a week for two weeks depending on availability.

- **Division of labor**: Each time we visit the school, the students will be split into groups of about five people, and we are responsible for helping prepare our group of five for that day.
EXPECTED OUTCOME

• We hope the students will feel prepared for and comfortable with taking the Benchmark.
• We also hope that their scores will improve!
Stephanie helping students with Math for the Benchmark:
Asia’s helping students with math problems for the Benchmark!