|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Goals | Monday | Tuesday | Wednesday | Thursday | Friday | Total Points Earned |
| 1. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | /15 |
| 2. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | /15 |
| 3. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | /15 |
| 4. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | /15 |
| 5. | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | /15 |
| Total Points Earned | /15 | /15 | /15 | /15 | /15 | /75 |

Study Skills Positive Point Sheet Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carefully list everything you completed during this period. Include Classroom title, assignment name, page numbers, etc.

|  |
| --- |
| Monday |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |

Purpose of Study Skills Classroom

The purpose of the Study skills classroom is to give students the opportunities to have material presented in more than just one setting. It is designed with the intent of helping students learn more complex materials, ask for specific help, increase the success of students in regular education classes, and provide a place to complete homework in a timely manner. Study skills is one option to obtain help and is a privilege; students not taking advantage of this opportunity in an appropriate manner may be referred for discipline, which can include removal from the class, and loss of assistance.

Calculating Grades

Students have the option of earning 75 points per week for completing the Study Skills positive point sheet. Students will also complete a Study Skills Weekly Progress Report every Friday worth 100 points.

Grading Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100-97 = A+ | 89-87 = B+ | 79-77 = C+ | 69-67 = D+ | 59-0 = F |
| 96-93 = A | 86-83 = B | 76-73 = C | 66-63 = D |  |
| 92-90 = A- | 82-80 = B- | 72-70 = C- | 62-60 = D- |  |

Goals

Goals are to be personalized to the student’s own individual and personal areas. Examples of goals should be focused on measureable behaviors that students can actively self monitor and be seen by others. Goals should address specific behaviors that improve a student’s time on task and increases work production. Examples of goals are as follows:

1. Tim will improve on staying on task to have three or fewer teacher prompts to finish a task.

2. Tim will decrease outbursts in class to have no more than three talking outs without being called on by the teacher.

3. Tim will improve his use of appropriate language by having three or fewer inappropriate words or statement per period.