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## **G5 RESULTS: Pilot study**

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### **1.- Introduction**

Once the key-steps were designed, each partner will apply them in a sample from 2 up to 5 teachers that voluntarily will participate in the project, with the objectives of:

1. Checking if keysteps were using by teachers, and if the process was easy,
2. Impact on the students, and instruments to assess it.

Students and teachers should be from Secondary Education. Belgium did the pilot study in Primary Education, therefore data is not integrated in this report, and can be read as country report.

These teachers will held a meeting a week for an hour with the trainers during 6 weeks, understanding the experimental process. These meeting will be at school and results and feelings will be checked. Data about keysteps application it will be collected.

Teachers selected should spend at least 3 hours in the class weekly, and teachers must select five children, according to academic achievement or behavioural problems, always keeping diversity within: two students on the top, one in the middle, and two of them down.

Before and after the intervention student's social success, school motivation, school adjustment, and self-esteem will be evaluated on the students with a Pretest-Postest-design.

### **2.- Procedure**

- Pretest-evaluation

- 6 weeks of intervention
- Posttest-evaluation

Intervention includes: meeting teachers, explaining Golden Areas and helping them with the selection of golden key-steps. After this meeting, every week trainer and teachers will meet again to see how the procedure is going on.

Control sheets are provided to help teachers to reflect and think about the keysteps. These control sheets were used in the following meetings and they are in the annexes at the end of this document.

### 3.- Evaluation Pretest-Postest

Golden students were evaluated in four areas (questionnaires are annexed at the end of the document):

1. *School adjustment*
2. *School motivation*
3. *Self-esteem*
4. *Sociogram*

### 4. Results

A total of 12 teachers participated in the pilot study, majority of women (10), and 2 men. All of them did in a voluntarily bases, and represent an average teacher between 30 to 40 years old, from a variety of school curricula areas, and 9 years of experience as teachers, teaching in the first course of secondary education.

The average of children per group was 21,75. The gender distribution was different in Spain with 15 boys and 9 girls in the class, being the highest differences between gender, and the only one with more boys than girls.

country		number of students	girls	boys
Spain	Average	24,50	9,50	15,00
	N (classes)	2	2	2
	S.D.	6,364	2,121	8,485
Italy	Average	17,50	9,50	8,50
	N (classes)	2	2	2
	S.D..	,707	3,536	3,536
Norway	Average	23,40	13,20	10,20
	N (classes)	5	5	5
	S.D..	2,074	2,049	2,168
Poland	Average	20,00	11,00	9,00
	N (classes)	3	3	3
	S.D..	4,000	1,000	3,000
Total	Average	21,75	11,42	10,42
	N (classes)	12	12	12

S.D..	3,864	2,466	4,010
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#### 4.1. TEACHERS

A total of 12 teachers participated in the Pilot Study, generating a total of 60 control sheets, one per week, where teachers marked the keysteps used, and some qualitative information (see control sheet in the annex).

	Number of teachers	INTERVENTION WEEKS	TOTAL WEEKS EVALUATED (with control sheet)
Spain	2	6	12
Italy	2	5	10
Norway	5	4	20
Poland	3	6	18
<b>TOTAL</b>	<b>12</b>	<b>21</b>	<b>60</b>

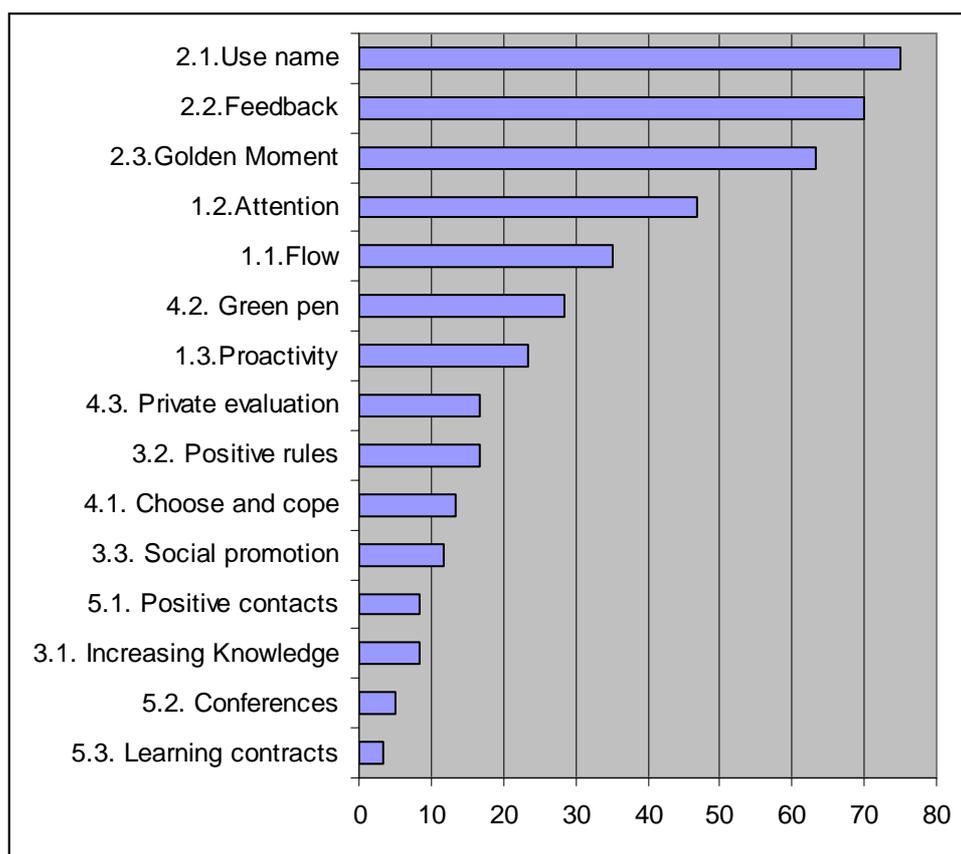
In the next table we can see how often keysteps were used for the total sample

	<b>2 Sometimes</b>		<b>3 Often</b>		<b>4 Always</b>		<b>Total % (N= 60 weeks)</b>
	<b>Freq.</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>%</b>
<b>1.1.Flow</b>	7	<b>11,7</b>	9	<b>15,0</b>	5	<b>8,3</b>	<b>35,0</b>
<b>1.2.Attention</b>	5	<b>8,3</b>	5	<b>8,3</b>	18	<b>30,0</b>	<b>46,7</b>
<b>1.3.Proactivity</b>	2	3,3	8	13,3	4	6,7	23,3
<b>2.1.Use name</b>			6	<b>10,0</b>	39	<b>65,0</b>	<b>75</b>
<b>2.2.Feedback</b>	11	<b>18,3</b>	21	<b>35,0</b>	10	<b>16,7</b>	<b>70</b>
<b>2.3.Golden Moment</b>	15	<b>25,0</b>	15	<b>25,0</b>	8	<b>13,3</b>	<b>63,3</b>
<b>3.1. Increasing Knowledge</b>	2	3,3	3	5,0			8,3
<b>3.2. Positive rules</b>	8	13,3	2	3,3			16,7
<b>3.3. Social promotion</b>	5	8,3	2	3,3			11,7
<b>4.1. Choose and cope</b>	4	6,7	2	3,3	2	3,3	13,3
<b>4.2. Green pen</b>	1	1,7	2	3,3	14	23,3	28,3
<b>4.3. Private evaluation</b>	1	1,7	6	10,0	3	5,0	16,7
<b>5.1. Positive contacts</b>	2	3,3	3	5,0			<b>8,3</b>
<b>5.2. Conferences</b>	1	1,7	1	1,7	1	1,7	<b>5,1</b>
<b>5.3. Learning contracts</b>			2	<b>3,3</b>			<b>3,3</b>

These data show that keysteps more often used were: 2.1. “Use name”, with a 75% (taking into account that 60 weeks is the 100%), following of 2.2. “Feedback”, with

70%, and golden moment (63,3%) (both of them belong to the area “building Relations”). The next block of keysteps, 1.2 “attention” and 1.1. “flow and continuity” belongs to Classroom management.

On the other hand, the keysteps used less often were “contacts with family”, learning contracts and meeting families. This means that family-school area is take more time to start with.



In this graphic is easier to see what teachers made up what it was the most often keysteps.

The general perception of teachers it was very positive towards the programme. They were asking for more information and willing to carry on next years. From teachers point of view the intervention was easy to do it, and they were feeling better. Classroom practices generally improved, following observations made by them and by observers external (like in the case of Spain). More information is available in this web page, on the reports per country.

## 4.2. GOLDEN STUDENTS

A total of 50 students were under the Golden5 programme, 25 girls and 25 boys, with average of 13'4 years old. All of them from the first years of Secondary Education-

		Country				Total
		Spain	Italy	Norway	Poland	
Academic	Top	4	4	6	6	20
	Medium	2	2	3	3	10
	Down	4	4	6	6	20
Total		10	10	15	15	50

		Country				Total
		Spain	Italy	Norway	Poland	
gender	boys	6	4	8	7	25
	girls	4	6	7	8	25
Total		10	10	15	15	50

Country	Average Age	N	S.D.
Spain	12,9800	10	,91748
Italy	12,3700	10	,50343
Norway	14,0000	15	,00000
Poland	13,8080	15	,43435
Total	13,4124	50	,81767

### ***SCHOOL ADJUSTEMENT***

School adjustment it was measured with an instrument calls “School and I”, which it has been used previously by members of this team, in Spanish Schools. School and I is a questionnaire composed by 27 items that states affirmation about school. Some of them are in positive, “I like school”, or in negative “I have problems reading”. In item is marked as NO no yes YES as you are agree with the sentence.

With different samples we have made different factorial analysis and the results always show three factors; one related to school satisfaction, to social success and to academic success.

Given that explain how to analyse the instrument using the results of factorial analysis, we propose to use a tool created in this web page that it provides a list with the scores of each student in the three factors. Also it gives a graphic showing the average of the class.

The instrument generally shows differences between students, then we decided to apply in this research. The questionnaire is annexed at the end.

Results item by item show that there are positive differences comparing post and Pretest evaluation.

SCHOOL AND I	Differences					T	d.f.	Sig. (bilateral)
	Mean	S.D.	S.D. Mean	95%				
ITEM BY ITEM				Inferior	Superior			
SM1 - SM1 B	-0,25	0,954	0,151	-0,555	0,055	-1,657	39	,105 +
SM5 - SM5 B	-0,333	1,183	0,182	-0,702	0,035	-1,827	41	,075 *
SM6 - SM6 B	0,595	1,191	0,184	0,224	0,966	3,24	41	,002 ***
SM9 - SM9 B	-0,262	1,106	0,171	-0,606	0,083	-1,535	41	,132 +
SM11 - SM11 B								
SM13 - SM13 B	0,286	1,111	0,171	-0,06	0,632	1,667	41	,103 +
SM15 - SM15 B	-0,119	0,504	0,078	-0,276	0,038	-1,532	41	,133 +
SM20 - SM20 B	0,262	0,885	0,137	-0,014	0,538	1,918	41	,062 *
SM22 - SM22 B	0,476	0,917	0,141	0,19	0,762	3,365	41	,002 ***
SM25 - SM25 B	0,5	1,254	0,194	0,109	0,891	2,583	41	,013 **
	0,262	0,857	0,132	-0,005	0,529	1,98	41	,054 *

Item	Mean Pretest	Mean Postest	t	Sign.	Interpretation
1 They disturb me much at school	2,73	2,98	<b>-1,66</b>	<b>,105 +</b>	LESS disturbed
5 It's difficult for me to do what the teacher wants	3,07	3,4	<b>-1,83</b>	<b>,075 *</b>	It's EASIER to do it
6 I like breaks	2	1,4	<b>3,24</b>	<b>,002 ***</b>	I like MORE breaks
9 For me it's difficult to learn	2,74	3	<b>-1,54</b>	<b>,132 +</b>	It is EASIER to learn
11 I like maths	2,79	2,5	<b>1,667</b>	<b>,103 +</b>	I like MORE math
13 My teacher manages the class quite well	1,79	1,9	<b>-1,53</b>	<b>,133 +</b>	My teacher manages the class BETTER
15 I like my class	2,26	2	<b>1,918</b>	<b>,062 *</b>	I like MORE my class
20 I'm looking forwards to the holidays	1,79	1,31	<b>3,365</b>	<b>,002 ***</b>	MORE looking forwards holidays
22 I like the subject Plastics and visuals	2,24	1,74	<b>2,583</b>	<b>,013 **</b>	I likes MORE plastics
25 I like working with my companions in class	2,38	2,12	<b>1,98</b>	<b>,054 *</b>	I like MORE to work with my class mates
Factor: Academic success	3,24	2,74	<b>1,674</b>	<b>,100*</b>	Less academic failure
Factor: Social Success	2,66	1,88	<b>2,611</b>	<b>,012**</b>	Less social failure

As we can see in the table effects were positive improving the School adjustment in general of the Golden students. All the items the evolution was as expected, and the fact that they like more breaks and looking forward holidays, it is also can understood as sincere responses from students.

In the factors Academic success and social success show differences Pretest-Postest statistically significant.

### ***SCHOOL MOTIVATION***

This variable was measured using a questionnaire composed by the Golden Team. It is composed the many questions about responsibility, motivation, attitudes to schools and so on, and it has been previously used in Norwegian schools.

The document is presented in the annex, and the results are shown in the next tables

Item	Pretest	Posttest	t	Sign.	Interpretation
1.2 It's important for me to get a good education	2,12	1,9	<b>2,672</b>	<b>,011**</b>	Is more important to get good education +
2.5 I do not like to do as the teachers say	3,1	3,29	<b>-1,6</b>	<b>,118+</b>	They like more to do what teachers say +
4.8 I do the best I can	2,48	2,17	<b>1,915</b>	<b>,062*</b>	Even better now +
5.1 I think it's important that all students are allowed to take part in activities in the class	3,93	3,33	<b>1,801</b>	<b>,079*</b>	It is more important to take part in activities +
5.2 I think it's important that all of my classmates feel included	4,14	3,33	<b>2,434</b>	<b>,019**</b>	They think is more important to include class mates +
5.3 I think it's right to cooperate with all of my classmates	4,07	3,4	<b>2,043</b>	<b>,047**</b>	It is more correct the cooperation +
5.4 I think it's important that no one feels excluded from collaborating in class	4,05	3,21	<b>2,51</b>	<b>,016**</b>	It is more important that nobody feels excluded. +
6.5 I would rather only cooperate with the classmates I spend the most time together with	3,63	2,68	<b>2,766</b>	<b>,009***</b>	They like cooperate <u>less</u> with them -
6.6 There are students I'd rather avoid cooperating with	3,6	2,86	<b>2,308</b>	<b>,026**</b>	There are more students they <u>avoid</u> - cooperate
6.8 I cooperate with everyone in my class	3,05	2,2	<b>3,116</b>	<b>,003***</b>	<u>Less</u> cooperation -
7.5 I feel infuriated when I do a good job and get poor evaluation	1,83	2,05	<b>-1,55</b>	<b>,130+</b>	Less anger when bad results +
<b>The student's own attitude to schoolwork</b>	2,26 02	2,11 38	<b>2,463</b>	<b>,018**</b>	Better attitude to schoolwork +
<b>The student's own attitude to school rules</b>	3,35 71	3,48 41	<b>-1,63</b>	<b>,110+</b>	Worse attitudes to school rules
<b>Cohesion and cooperation among students</b>	4,04 76	3,32 14	<b>2,346</b>	<b>,024**</b>	<u>Less</u> cooperation with class mates -

These results are not as clear as the previous questionnaire the School and I, and items are marked as positive effect (+) and negative effect (-). However, students show a general improvement of attitudes to school, getting positive results in 8 items, and one area.

Negative effects are observed in some items related to cooperation (three items). A possible interpretation it could be that because teachers are encouraging relations in the class, questions about cooperating with the same class-mates than ever could be considered again by students, and they change after the intervention, selecting better students, and showing in some ways a different side of the cooperation.

In any case, general results are positive, so we agree that the six weeks of intervention with the five golden students, improve their attitude to the school, and affect them.

### ***SELF-ESTEEM***

To evaluate the self-esteem of students we selected the ROSENBERG scale that is annexed at the end of this document

The questionnaire is composed of eight questions that try to assess self-esteem for adolescence. It was used as it was indicated, however, not differences at all between post and Pretest evaluation were found it.

Perhaps six weeks were not enough time to see changes, or perhaps the instrument is not sensitive enough. In any case we will keep the instrument for the impact evaluation.

### ***SOCIOGRAM***

The sociogram is a typical technique well known by teachers. In this study we ask three questions to students

1. Which three kids in this class would you most like work together with in a small group studying language skills)
2. Which three kids in this class would you most like to sit with at lunch time?)
3. Which three kids in this class World you most like to go up town to a movie with?

Results show that all the students receive less nominations than before, with a statistical tendency ( $p < .1+$ ), just in the sense we expected. Checking the data we realised that in general at the end of school year (post-test was done in may-June), there are less children in the classes, therefore there is a general impact of the reduction of children in the class in the sociogram. Therefore, with 6 weeks of intervention, and taking into consideration the reduction of students at the end of school-year, we decide to keep the instrument, and try it again with more weeks of intervention.

## **5. -Conclusions**

1. Teachers were using easily the keysteps proposed
2. Classrooms practices improved following their comments
3. School Adjustment improved in the Golden5 students: especially Academic and Social success
4. School Motivation improved, although some areas need explanation

5. The general perception of teachers, students and trainers it was very positive

Taking into consideration these results, we decide to carry on with the following phase, and develop a teacher training course, with teacher trainer, supervision and evaluation.

Instruments to be used are the same, and we remark the use of school marks as academic achievement indicator. In the pilot study it was not included given the short time of intervention (6 weeks), however a tendency of improvement of academic achievement was perceived.

**A report of each country is presented on the web page, to see more specific results on teachers and students.**

**Annex: Golden 5 project Checklist for teachers Phase 1**

1. Week nr \_\_\_\_\_ 2. Class \_\_\_\_\_ 3. School: \_\_\_\_\_

Mark in front with x which area you are concentrating on this week.

Focus area :	Always	Often	Some times	Never
<b>1. Classroom management</b>				
1.1 Flow and continuity				
1.2 Attention				
1.3 Proactivity				
<b>2. Relation building</b>				
2.1 Use name				
2.2 Constructive and positive feedback				
2.3 Use golden moments				
<b>3. Classroom climate</b>				
3.1 Increase pupils knowledge of each other				
3.2 Make 3-5 positive rules and to have focus on them.				
3.3 Systematic social promotion and evaluation.				
<b>4. Adjusted learning</b>				
4.1 To be able too choose and to cope.				
4.2 Using green pen when correcting pupils' work.				
4.3 Private evaluation.				
<b>5. Home – school relations</b>				
5.1 Positive contact with parents				
5.2 Use parents` conferences to see the whole child.				
5.3 Make learning contracts and use in promotion of child achievement				

Teachers' comments:

5= very good 1= no good (mark with x)

a. How do you think you succeed in general in this week? 5---4---3---2---1

b. What went well in your opinion?

c. Why do you think it went well?

d. What didn't go well?

e. Why do you think it didn't go well?

f. What do I have to concentrate on/focus on next week to succeed?

g. Other comments:

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## THE SCHOOL AND I

School:

Form:

Date of birth:

Age:

\_\_\_\_ Boy

\_\_\_\_ Girl

0.- I like school.	YES	Yes	No	NO
1.- They disturb me much at school.	YES	Yes	No	NO
2.- I think one learns a lot of interesting things at school.	YES	Yes	No	NO
3.- They sometimes tease me in class.	YES	Yes	No	NO
4.- I think my companions like me.	YES	Yes	No	NO
5.- It's difficult for me to do what the teacher wants.	YES	Yes	No	NO
6.- I like breaks.	YES	Yes	No	NO
7.- They disturb me much at school.	YES	Yes	No	NO
8.- I have reading difficulties.	YES	Yes	No	NO
9.- For me it's difficult to learn.	YES	Yes	No	NO
10.- For me it's easy to remember what I have learned.	YES	Yes	No	NO
11.- I like maths.	YES	Yes	No	NO
12.- Sometimes the other children are unpleasant with me.	YES	Yes	No	NO
13.- My teacher manages the class quite well.	YES	Yes	No	NO
14.- My teacher thinks that I am working well at school.	YES	Yes	No	NO
15.- I like my class.	YES	Yes	No	NO
16.- I like the subject Environment Knowledge.	YES	Yes	No	NO
17.- I get bored in class.	YES	Yes	No	NO
18.- I participate in the class decisions.	YES	Yes	No	NO
19.- I would like to help more at school.	YES	Yes	No	NO
20.- I'm looking forwards to the holidays.	YES	Yes	No	NO
21.- Sometimes I get headaches at school.	YES	Yes	No	NO
22.- I like the subject Plastics and Visuals.	YES	Yes	No	NO
23.- For me it's difficult to do the homework.	YES	Yes	No	NO
24.- Sometimes I get pain in my belly before going to school.	YES	Yes	No	NO
25.- I like working with my companions in class.	YES	Yes	No	NO
26.- I write very well.	YES	Yes	No	NO

## ATTITUDES TOWARDS SCHOOL AND SCHOOLWORK

Name

Course

Date

Check off the answer that best apply to your opinion.

### 1.- The student's own attitude to schoolwork

	Apply well	Apply very well	Apply relatively well	Apply relatively poorly	Apply very poorly
1. It's important for me to do well at school.					
2. It's important for me to get a good education.					
3. I strive for good grades.					

### 2.- The student's own attitude to school rules

	Apply well	Apply very well	Apply relatively well	Apply relatively poorly	Apply very poorly
4. I think is cool to violate school rules.					
5. I do not like to do as the teachers say					
6. I think it is cool to challenge the teachers					

### 3.- When I learn something new at school I feel most successful when:

Ego-attitude (vellyk1, vellyk2, vellyk5, vellyk7) (reference is being checked)

	Agree fully	Agree a little	Neutral	Disagree a little	Disagree fully
1. I am more clever than others					
2. I am the best.					
5. I do better than my classmates.					
7. I show others that I am the best.					

### 4.- Task- attitude

	Agree fully	Agree a little	Neutral	Disagree a little	Disagree fully
3. I make a good effort.					
4. I show progress.					
6. I succeed in something I have worked hard with					
8. I do the best I can.					

*Cohesion and cooperation among students.*

5.- The student's own attitude concerning

	Untrue	A little untrue	Sometimes true, sometimes untrue	A little true	True
1. I think it's important that all students are allowed to take part in activities in the class.					
2. I think it's important that all of my classmates feel included.					
3. I think its right to cooperate with all of my classmates.					
4. I think it's important that no one feels excluded from collaborating in class					

6.- The student's own cooperative actions

	Untrue	A little untrue	Sometimes true, sometimes untrue	A little true	True
5. I would rather only cooperate with the classmates I spend the most time together with.					
6. There are students I'd rather avoid cooperating with.					
7. I would rather not cooperate with classmates I spend little time together with.					
8. I cooperate with everyone in my class.					

7,- *Feelings and situations*

	YES	Yes	No	NO
1. I have a fiery temper.				
2. I am quick tempered.				
3. I am a hot-headed person.				
4. It makes me furious when I'm criticized in front of others.				
5. I feel infuriated when I do a good job and get poor evaluation.				
6. I feel annoyed when I'm not given recognition for doing good work.				
7. I often feel angry.				

## 8.- Proactive power scale

	YES	Yes	No	NO
8. I like it, when I get other people to make fools of them selves.				
9. I take pleasure in seeing another student being afraid of me.				
10. I like to dominate others in a way that makes them afraid of me.				
11. If I threaten other, my goal is to dominate them.				

## 9.- Proactive affiliation scale (Roland &amp; Idsoe,2001)

	YES	Yes	No	NO
12. If I engage in on rule breaking, the reason is a desire affiliate with peers.				
13. I feel we become friends when we ostracize others.				
14. I feel we become friends when we tease others.				
15. I feel we become friends when we do some illegal.				

## ROSENBERG SELF-ESTEEM SCALE

The scale is a ten item Likert scale with items answered on a four point scale –from strongly agree to strongly disagree-. The scoring for some items needs to be reversed so that in each case the scores go from less to more self-esteem. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State.

**INSTRUCTIONS: BELOW IS A LIST OF STATEMENTS DEALING WITH YOUR GENERAL FEELINGS ABOUT YOURSELF. IF YOU STRONGLY AGREE, CIRCLE SA. IF YOU AGREE WITH THE STATEMENT, CIRCLE A. IF YOU DISAGREE, CIRCLE D. IF YOU STRONGLY DISAGREE, CIRCLE SD.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
1.- On the whole, I'm satisfied with myself	SA	A	D	SD
2.- At times I think I'm no good at all. *	SA	A	D	SD
3.- I feel that I have a number of good qualities.	SA	A	D	SD
4.- I am able to do things as well as most other people.	SA	A	D	SD
5.- I feel I do not have much to be proud of. *	SA	A	D	SD
6.- I certainly feel useless at times. *	SA	A	D	SD
7.- I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.- I wish I could have more respect for myself. *	SA	A	D	SD
9.- All in all, I am inclined to feel that I'm a failure *	SA	A	D	SD
10.- I take a positive attitude toward myself	SA	A	D	SD

Note: items with an asterisk are reverse scored.

**SOCIOMETRIC NOMINATIONS**

Your home room teacher:

\_\_\_\_\_

Your full name: 11-30

\_\_\_\_\_

(last) (first) (middle)

31-32	33-34	35-36
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>M</b>	<b>D</b>	<b>Y</b>

WHICH THREE KIDS IN THIS CLASS WOULD YOU MOST LIKE TO SIT WITH AT LUNCH TIME?

1. \_\_\_\_\_

Put your name here

	38-39	40-41	42-43
1st choice	<input type="checkbox"/>	2nd choice	<input type="checkbox"/>
		3rd choice	<input type="checkbox"/>

WHICH THREE KIDS IN THIS CLASS WOULD YOU MOST LIKE TO GO UP TOWN TO A MOVIE WITH?

2. \_\_\_\_\_

Put your name here

	44-45	46-47	48-49
1st choice	<input type="checkbox"/>	2nd choice	<input type="checkbox"/>
		3rd choice	<input type="checkbox"/>

WHICH THREE KIDS IN THIS CLASS WOULD YOU MOST LIKE TO WORK TOGETHER WITH IN A SMALL GROUP STUDYING LANGUAGE SKILLS?

3. \_\_\_\_\_

Put your name here

	50-51	52-53	54-55
1st choice	<input type="checkbox"/>	2nd choice	<input type="checkbox"/>
		3rd choice	<input type="checkbox"/>

WHICH THREE KIDS IN THIS CLASS DO YOU LIKE THE LEAST?

4. \_\_\_\_\_

Put your name here

	56-57	58-59	60-61
1st choice	<input type="checkbox"/>	2nd choice	<input type="checkbox"/>
		3rd choice	<input type="checkbox"/>