

## APPENDIX 1: QUICKSMART RESEARCH PUBLICATIONS

### Publications

#### Refereed Journal Articles

- Graham, L., Pegg, J., & Alder, L. 2007, 'Enhancing secondary school students' literacy performance through a basic skills intervention', *Australian Journal of Language and Literacy*, 30 (3), 221-234. Invited article.
- Graham, L. & Bellert, A. 2007, 'Effective reading comprehension instruction for students with learning disabilities,' *Australian Journal of Dyslexia and Specific Learning Disabilities*, 2, 7-15.
- Graham, L., Bellert, A. & Pegg, J. 2007, 'Supporting Students in the Middle School Years with Learning Difficulties in Mathematics: Research into Classroom Practice', *Australasian Journal of Special Education*, 31 (2), 171-182.
- Graham, L., Bellert, A., Thomas, J., & Pegg, J. 2007, 'A basic skills intervention for middle school students with learning difficulties,' *Journal of Learning Disabilities*, 40 (5), 410-419.
- Bellert, A. & Graham, L. 2006, Caught in the middle: Reaching and teaching middle years students with learning difficulties', *Australian Journal of Middle Schooling*, 6 (1), 3- 10.

#### Non-Refereed Journal Articles

- Bellert, A. & Graham, L. 2002, 'A QuickSmart approach to learning difficulties', *The New South Wales Education Magazine*, West Australian Publishers, Perth, 27.
- Graham, L. & Hare, J. 2001, 'Quicker and Smarter', *Inform: Public Education NSW*, December, 18 - 19. Distributed to all state schools in New South Wales.
- Graham, L., & Bellert, A. 2001, 'QuickSmart in literacy and numeracy', *Educare News: A national magazine for independent schools*.

#### Refereed Conference Papers (Published in Proceedings)

- Pegg, J. & Graham, L. 2007, 'Addressing The Needs Of Low-Achieving Mathematics Students: Helping Students 'Trust Their Heads'', Keynote. In K. Milton, H. Reeves, & T. Spencer (Eds.) *Proceedings of the 21st biennial conference of the Australian Association of Mathematics Teachers*. ISBN 9781875900633
- Pegg, J.E., Graham, L.J. and Bellert, A. 2005, 'The effect of improved automaticity of basic number skills on persistently low-achieving pupils', *Learners and Learning Environments, 29th Conference of the International Group for the Psychology of Mathematics Education*, vol.4, 4-49. ISSN0771700X
- Graham, L., Bellert, A., & Thomas, J. 2005, 'QuickSmart: Improving literacy for students with learning difficulties', *Multiliteracies and English Teaching K-12 in the Age of Information and Communication Technologies*, vol.1, 1-27.
- Bellert, A. & Graham, L. 2003, 'Effective intervention for students with learning difficulties in the middle school grades', *State Conference of the Australian Association of Special Education*, September, Toowoomba, Queensland.
- Bellert A. & Graham, L. 2003, 'QuickSmart: Developing automaticity in basic academic skills for middle years students with learning difficulties', *Annual Conference of the Middle Years of Schooling Association*, June, Brisbane, Queensland.

#### Conference Presentations

- Graham, L. & Pegg, J. 2008, 'The importance of fast and accurate basic skills to students with learning disabilities', Paper presented at the *Queensland State Conference of the Australian Association of Special Education*, Cairns.

- Graham, L. & Pegg, J. 2008, 'Helping low-achieving mathematics students trust their heads', Poster presented at the *Annual conference of the International Association for Research in Learning Disabilities*, Toronto, Canada.
- Pegg, J. & Graham, L. 2007, 'Narrowing the Gap: QuickSmart offering students a new chance to acquire basic academic skills', Keynote presentation at the *International Narrowing the Gap: Addressing Educational Disadvantage Conference*, UNE.
- Graham, L., Bellert, A., & Pegg, J. 2007, 'Supporting students in the middle school years with learning difficulties in Mathematics: Research into Practice', *Australian Association of Special Education*, Sydney.
- Graham, L., Pegg, J., Royer, M., Thomas, J., Abadzi, H., & Bellert, A. 2007, 'International Perspective On Researching And Supporting Learning Performance In Reading And Numeracy', *American Educational Research Association Presidential Choice Symposium*, Chicago, USA.
- Bellert, A., Graham, L.J. & Pegg, J.E. 2005, 'An Australian Perspective on Researching and Supporting Low-Achieving Students in the Middle-School Grades: The QUICKSMART Intervention', *European Association of Research in Learning and Instruction (EARLI)*, Nicosia, Cyprus.
- Bellert, A., Graham, L., & Walsh, M. 2004, 'Effective intervention for students with learning difficulties in the middle school grades: A QuickSmart approach', *Successful Learning Conference*, University of Sydney, 28-29 June.
- Graham, L., Pegg, J., & Bellert, A. 2003, 'QuickSmart: Improving students' response time and strategy use in the retrieval of number facts', Poster presented at the *International Conference of Psychology in Mathematics*, July, Honolulu, Hawaii.
- Pegg, J., Graham, L., Bellert, A. & Doran, H. 2003, 'An analysis of long-term effects of an intervention program designed to enhance basic numeracy skills for low-achieving middle-school students', Poster presented at the *International Conference of Psychology in Mathematics*, July, Honolulu, Hawaii.
- Graham, L., Bellert, A.M., & Pegg, J.E. 2001, 'Enhancing the automaticity of basic academic skills for middle school students', Paper presented at the *annual meeting of the Australian Association of Special Education*, October, Melbourne, Victoria.
- Graham, L., Bellert, A.M., & Pegg, J.E. 2001, 'Automaticity and basic academic skills', Invited address presented at the *NSW annual meeting of the Australian Association of Special Education*, August, Sydney.

## Reports

- Graham, L., Pegg, J., Bellert, A. & Thomas, J. 2004, *The QuickSmart Program: Allowing Students to Undertake Higher-Order Mental Processing by Providing a Learning Environment to Improve Their Information Retrieval Times*, Armidale, NSW: Centre for Cognitive Research in Learning and Teaching (CRiLT), UNE.

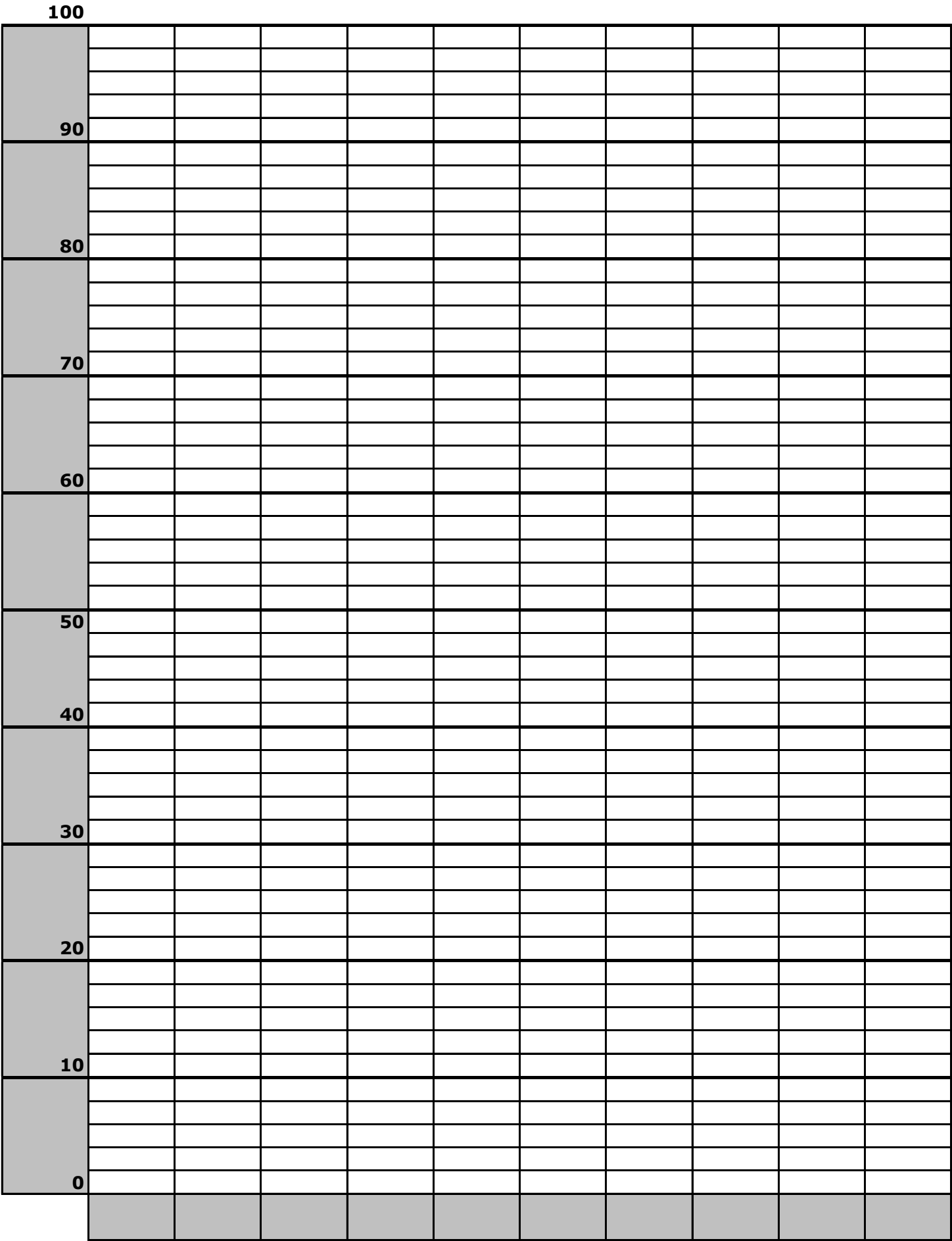


FOCUS FACTS - DIVISION

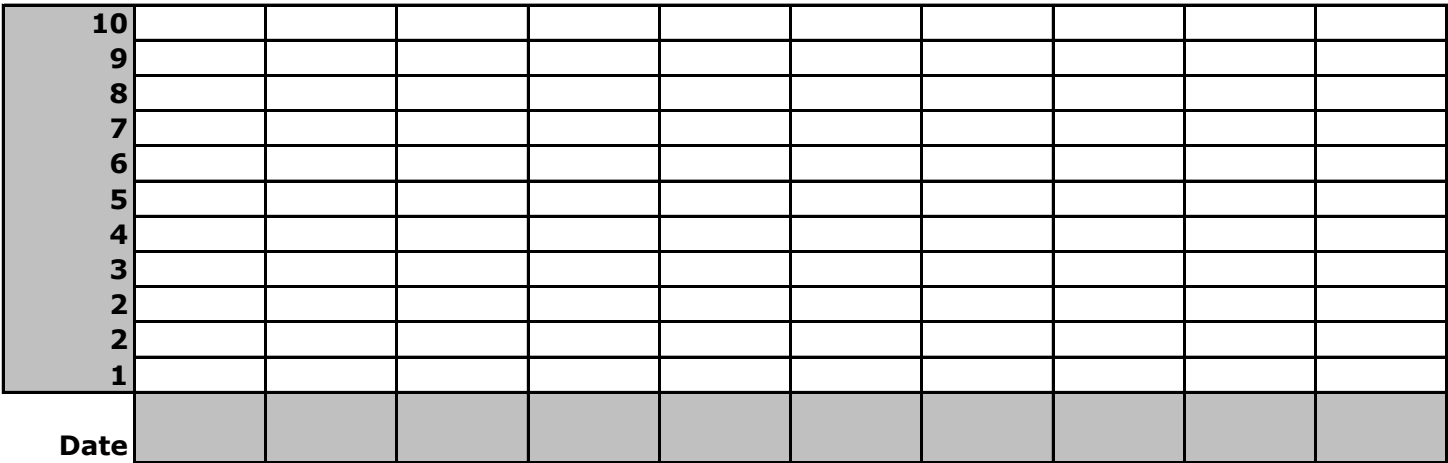
How many DIVISION FACTS can I calculate in ONE MINUTE?

NAME: \_\_\_\_\_

NUMBER OF DIVISION FACTS CORRECT



NUMBER OF ERRORS



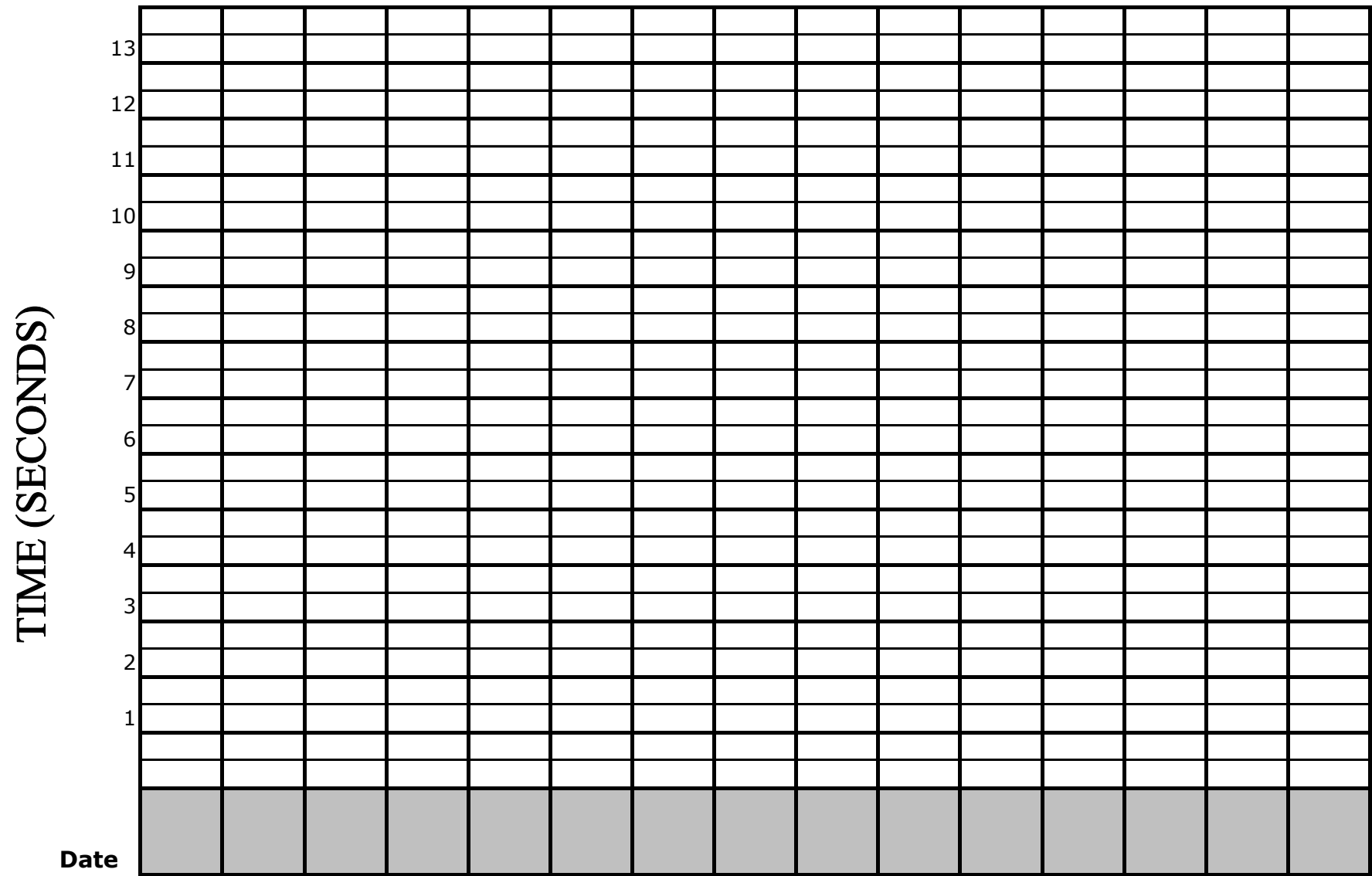


CAAS ELEMENTARY ADDITION

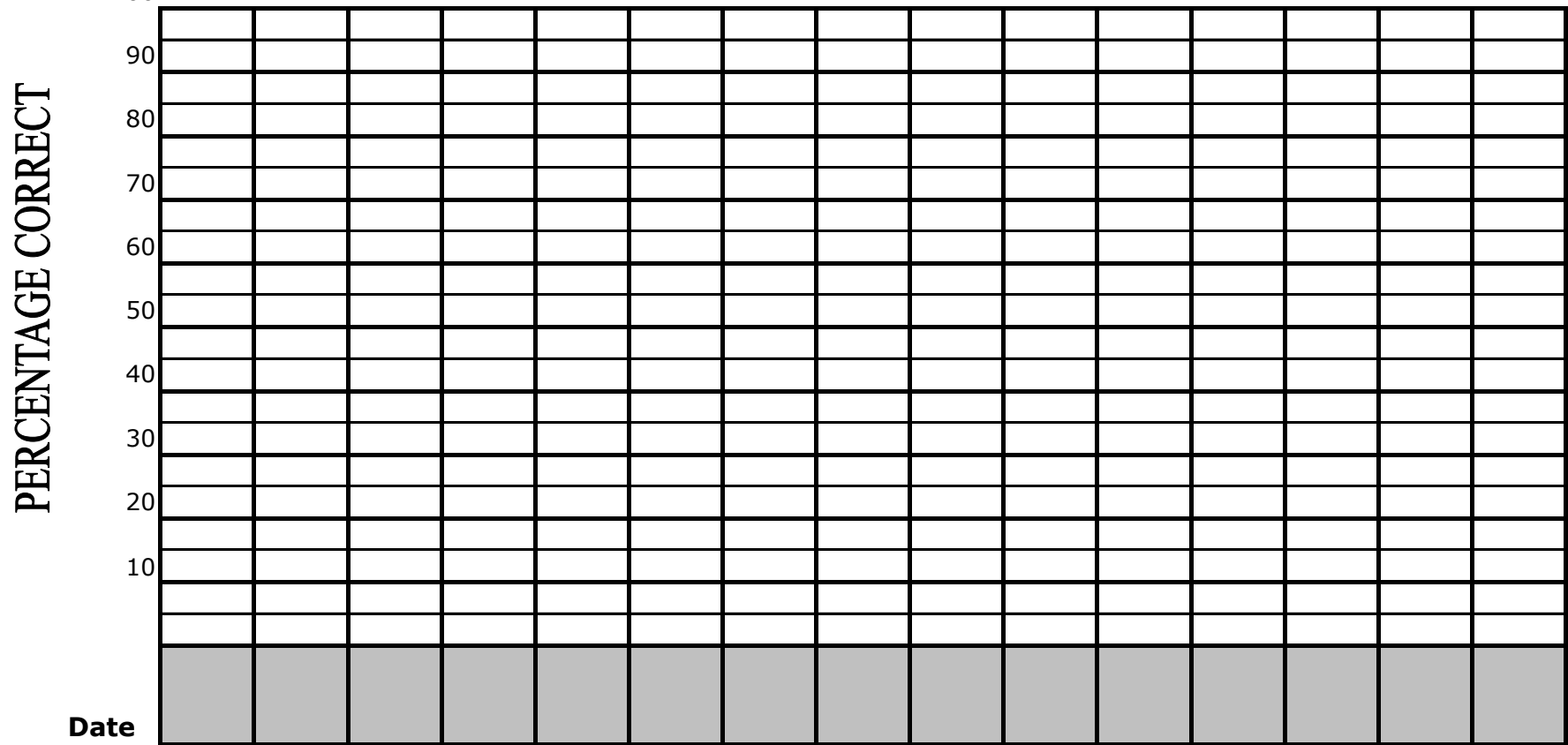
STUDENT: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

TIME:



ACCURACY:



## **APPENDIX 4: QUICKSMART NUMERACY AND LITERACY KITS**

Many of the materials required to implement the *QuickSmart* programs are provided in the numeracy and literacy kits. The kits for both programs include administrative and organisational information, teaching/learning resources, and a *QuickSmart* DVD. In addition, *QuickSmart* provides the Cognitive Aptitude Assessment System (CAAS) software for ongoing assessment throughout the duration of the *QuickSmart* programs.

### ***QuickSmart* Literacy And Numeracy Program User Guides**

The *QuickSmart* Numeracy and Literacy program User Guides provide detailed guidelines for the planning and implementation of the programs. These guidelines include:

- criteria for the selection of targeted and comparison students;
- an overview of the *QuickSmart* instructional cycle;
- suggested *QuickSmart* lesson formats and content;
- explanations of assessment procedures used within the *QuickSmart* program;
- a description of the instruments used to record students' progress within the *QuickSmart* program; and
- an outline of how the *QuickSmart* program itself is evaluated.

### **Organisation Folders**

The Organisation Folder includes master copies of all the forms, permission notes, planning notes, evaluation, assessment and graphing sheets required to implement the program. Electronic copies of all the documents are also included.

### **Learning/Teaching Resources**

Learning/teaching resources are provided for both the Numeracy and the Literacy *QuickSmart* programs. These learning/teaching resources have been developed in response to the individual learning needs of *QuickSmart* students involved in the program since its inception in 2001, and it may be necessary to supplement them to meet the specific learning needs of particular students. Electronic copies of all the resource materials are provided. Electronic copies of the resources may be used to

modify existing *QuickSmart* material or as templates for developing new resources as required.

### **Numeracy Resource Folder**

The Numeracy Resource Folder includes:

- focus fact sheets;
- proformas for flashcard sets;
- speed sheets;
- strategy guidelines;
- worksheets;
- games; and
- graph sheets.

### **Literacy Resource Folder**

The Literacy Resource Folder includes:

- focus word sheets;
- proformas for flashcard sets;
- reading texts;
- word meaning and word study sheets;
- comprehension sheets;
- guidelines for comprehension and spelling;
- games; and
- graph sheets.

### **Sample Student Folder**

The *QuickSmart* kits include a sample Student Folder that can be used as a model when making up individual *QuickSmart* work folders.

At the start of the *QuickSmart* program, each student receives a work folder that contains:

- information about the program;

- a timetable of lessons;
- lists of focus words or facts;
- reading passages or numeracy worksheets;
- a 'Help' section for strategy cue cards;
- a section to store independent work samples; and
- an assessment and graphing section in which speed and accuracy rates, and flashcard scores or oral reading fluency data, are recorded.

Students are encouraged to personalise their work folders with drawings and stickers.

### ***QuickSmart* DVDs**

The *QuickSmart* DVDs for both Literacy and Numeracy provide visual clips of a number of the *QuickSmart* lesson activities as well as some evaluative feedback from *QuickSmart* students.

### **The Cognitive Aptitude Assessment System (CAAS) Software**

The Cognitive Aptitude Assessment System (CAAS), a computer-assisted assessment system, is a unique component of the *QuickSmart* program. Developed by researchers from the Laboratory for the Assessment and Training of Academic Skills (LATAS) at the University of Massachusetts to obtain reliable assessments of student performance, the assessment tasks used are designed and sequenced in order to target and identify the exact nature of the literacy/numeracy problems a student is experiencing (for more information, refer to <http://www.educationalhelp.com>). The CAAS software is provided on a CD, and is used on a regular basis to monitor the response times and accuracy of *QuickSmart* students.

# APPENDIX 5: SAMPLE AGENDA OF FIRST QUICKSMART WORKSHOP



## QuickSmart New England Workshop

19th – 20th June 2008

**EVERYONE -Please bring your laptop computers**

**CONTINUING SCHOOLS– Please bring your QuickSmart materials from 2007**

Time	Thursday	Responsibility
Day 1 9:30am to 11 am	<b>Welcome</b> Introduction to participants / outline of schools involved <b>Introduction to QS</b> <ul style="list-style-type: none"> <li>Brief History</li> <li>Underlying theory and philosophy</li> <li>Range of schools and students</li> <li>Results</li> </ul> <b>DVD's</b> <ul style="list-style-type: none"> <li><i>QuickSmart</i> Numeracy Movie</li> <li>Stakeholder <i>QSEvaluative</i> DVD</li> </ul>	John Pegg and Janette Holmes  John  John
11am to 11:30	Morning Tea	
11:30 to 1 pm	<b>The QuickSmart Program</b> <ul style="list-style-type: none"> <li>structure of intervention</li> <li>lesson elements including strategies</li> <li>resources (teacher folders and kits, student folders)</li> </ul> <b>Hands on QuickSmart</b> Flashcards, Speed sheets, Student Graphing, Stop Watches and Timers <b>Research Data and Reporting</b> <ul style="list-style-type: none"> <li>structure of intervention</li> <li>selection of <i>QS</i> students/ comparison students</li> <li>data to be collected</li> </ul> <i>[Distribution of Data Collection Sheets and Stakeholder Survey Proformas]</i>	Jenny and Noelene  Jenny, Noelene and Eve  John and Eve
1pm to 1:45pm	Lunch	
1:45 to 3:30pm	<b>Overall Results/Reflections</b> Orara High, Northern Territory schools New England schools [ 2007] <b>Introduction to CAAS</b> <ul style="list-style-type: none"> <li>loading CAAS program</li> <li>setting up user files</li> <li>hands on practice with maths tasks</li> <li>accessing results in graph and report form</li> <li>codes and site keys</li> <li>capabilities of the CAAS system - (designer module)</li> </ul>	John, Janette and Eve  John and <i>QS</i> Team





**QuickSmart New England WorkShop**  
**19th – 20th June 2008**

<b>Time</b>	<b>Friday</b>	<b>Responsibility</b>
Day 2 9:30 am to 11 am	<p align="center"><b>Recap of Day 1</b></p> <p>Build in ideas about Number Sense and approaches to learning and teaching mathematics. Also include ideas about level reduction and the use of concrete materials and scaffolding</p> <p align="center"><b>QuickSmart User Guide</b></p> <p>Review document</p>	<p align="center">John</p> <p align="center">John and Jenny</p>
11am to 11:30	Morning Tea	
11:30 to 1 pm	<p align="center"><b>Planning a QuickSmart Lesson</b></p> <ul style="list-style-type: none"> <li>• Presenting a <i>QuickSmart</i> lesson – small groups</li> <li>• Feedback / trouble shooting on <i>QS</i> lesson presentations</li> </ul> <p><b>Assessment and monitoring and evaluation as aspects of the QuickSmart program</b></p> <ul style="list-style-type: none"> <li>• Student graphing</li> <li>• CAAS graphing</li> <li>• Standardised testing – <i>QS</i>students and Comparison Students</li> <li>• CAAS testing – <i>QS</i>students and Comparison Students</li> <li>• Reporting to teachers, parents,</li> <li>• Reporting to New England Region DET, and to UNE</li> </ul>	<p align="center">John and the <i>QS</i>Team</p> <p align="center">John and Eve</p>
1pm to 1:45pm	Lunch	
1:45 to 3:30pm	<p><b>Timeline for Setting Up QuickSmart Program</b></p> <p>Use <i>QSY</i>ear Planner – <i>QS</i>User Guide</p> <p><b>What are the Major Benefits of QuickSmart?</b></p> <ul style="list-style-type: none"> <li>• DVD- Reflections of Principals</li> <li>• Orara High School - DVD</li> </ul> <p><b>Question time</b></p> <ul style="list-style-type: none"> <li>• Future Planning / Timeline</li> <li>• Contacts / Trouble Shooting</li> <li>• Next Meeting –</li> </ul> <p align="center"><b>Official closure</b></p>	<p align="center">John and <i>QS</i>Team</p> <p align="center">John</p> <p align="center">John and Janette</p>

## APPENDIX 6: SAMPLE AGENDA OF SECOND QUICKSMART WORKSHOP



### QuickSmart Northern Territory Workshop

31<sup>st</sup> July and 1<sup>st</sup> August 2006

Time	Monday	Responsibility
Day 1 8:30 – 9:00 a.m.	<b>Welcome</b> Introduction of Lyn Alder and Rod Jones to participants and vice versa	John & Debbie Efthymiades
	Tribes Inclusion Activity-Energiser House Keeping	Geoff/ John B
9:00 – 10:00 a.m.	<b>Reports from Schools 1, 2 &amp; 3</b> <b>[Anula, Batchelor, Casuarina Street]</b> Framework to be used -10 questions supplied	Staff from Schools 1, 2,3 [3 x 20 minutes]
10:00 – 10:30 a.m.	<b>Revisit QS Theoretical Framework</b> <ul style="list-style-type: none"> <li>Focus on – automaticity, working memory and higher order thinking skills. Feedback to be sought later in workshop.</li> <li>Build in ideas about Number Sense and approaches to learning and teaching mathematics</li> </ul>	John, Lorraine, Jenny
10:30 - 11:00a.m.	Morning Tea	
11:00 – 12.30 pm	<b>Reports from Schools 4, 5 &amp; 6</b> <b>[Driver, Clyde Fenton, Howard Springs]</b>	Staff from Schools 4,5,6 [3 x 20 minutes]
12:30 – 1:00 pm	<b>Summary of QS NT 2005 Report</b>  <b>Summary of 2006 Baseline Data</b>	John B  Mike
1pm to 1:45pm	Lunch	
1:45 – 2:45p.m.	<b>Reports from Schools 7, 8 &amp; 9</b> <b>[Humpty Doo, Jabiru, Malak]</b>	Staff from schools 7, 8, 9 [3 x 20 minutes]
2: 45 – 3:45p.m.	<b>QuickSmart at Orara High School</b>	Rod and Lyn
3:45 4:00p.m.	<b>QS Resource Survey</b>	QSTeam

## **QuickSmart Northern Territory WorkShop**

**31<sup>st</sup> July and 1<sup>st</sup> August 2006**

<b>Time</b>	<b>Tuesday</b>	<b>Responsibility</b>
Day 2 8:30 – 9:30am	<b>Reflections and Recapitulation</b>	John
9:30 – 10:30am	<b>Reports from Schools 10, 11 &amp; 12 [Maningrida, Lajamanu/Kalkarindji]</b>	Staff from schools 10,11,12 [3 x 20 minutes]
10:30 -11:00am	<b>Issues and Solutions – PMI</b> Summary of Positives and Negatives	John and Lorraine
11:0 -11:30 am	Morning Tea	
11:30 –1:00 pm	<b>CAAS Designer Module Function</b>  <b>Developing a Designer Module Task</b> relevant to individual schools' needs	Participants supported by QSTeam
1:00 - 1:45pm	Lunch	
1:45 – 2:15pm	<b>Resources/ QS Structure</b> <ul style="list-style-type: none"> <li>• Response to survey “ Use of <i>QuickSmart</i> Resources and games”</li> <li>• Troubleshoot. Offer solutions. List school needs</li> </ul>	The <i>QuickSmart</i> Team and Participants
2:15 – 3:30pm	<b>Action Planning – Semester 2</b> <ul style="list-style-type: none"> <li>• Timeline – Expectations - Contacts</li> <li>• Next Meeting</li> </ul> <b>Official Closure</b>	Geoff, John, Mike John and Lorraine

**EVERYONE:** *Please bring your laptop computers*

*Bring all your queries, criticisms and suggestions for changes to the QS Program. Also bring any of your creative ideas for extra resources to enhance the QS Program to share with the group.*



### **Suggestions for Issues to Cover in *QuickSmart* Presentations**

1. Describe the context of your school.
2. Describe your *QuickSmart* students.
3. How did you select the students (*QS* and comparison) who are taking part?
4. What are the students' Northern Territory Skills test results? What other assessment information do you have about these students that may be relevant?
5. Comment on the *QuickSmart* program in terms of:
  - a) students' response times and accuracy
  - b) students' attitudes
  - c) your workload
  - d) withdrawing students from their classes and issues of transfer of learning back to their classes
  - e) parents / other teachers responses
6. How have you used the materials supplied?
7. What other materials, or processes, or structures have you developed?
8. Have there been opportunities to share outside of the *QuickSmart* group with others in your schools or more widely?
9. What are the "Pluses" of *QS*? What are the "Minuses" of *QS*? What are the "Interestings" of *QS*?
10. Other Comments. Concluding Comments. What do you see as your major focus in *QuickSmart* between now and November?



**How friendly and useful have you found the various activities in the *QuickSmart* Resources?**

Score Key :  $\surd\surd$  = Used regularly  $\surd$  = Seldom used

? = Still a mystery x = Not used

<b><i>QuickSmart</i> Activity</b>	<b>Your Opinion [ Use Key above ]</b>	<b>Comments</b>
1. Focus Facts		
2. Flashcard Number Facts		
3. Speed Sheets		
4. Operation Strategies		
5. Problem Solving Scaffolding		
6. Games [a] Three in a Row  [b] Same Sums  [c] Double O		
7. CAAS Computer Assessment Tasks [a] Number Naming  [b] Simple Addition  [c] Simple Subtraction  [d] Simple Multiplication  [e] Division  [f] Triple Addition		
8. CAAS Designer Module		

## APPENDIX 7: SAMPLE AGENDA OF THIRD *QUICKSMART* WORKSHOP



### **QuickSmart Northern Territory Workshop**

**27th – 28th NOVEMBER 2006**

<b>Time</b>	<b>Monday</b>	<b>Responsibility</b>
Day 1 8:30 – 9.00a.m.	<b>Welcome</b> Housekeeping	John, Geoff & John B
9.00– 10:30 a.m	<b>Reports from Schools 1, 2 &amp; 3</b> Framework to be used	Staff from Schools 1, 2, and 3
10:30 - 11:00a.m	Morning Tea	
11:00 – 12.30 pm	<b>Reports from Schools 4, 5 &amp; 6</b>	Staff from Schools 4, 5 and 6
12:30 – 1:00 pm	<b>Summarising of +’s and –’s of QuickSmart Intervention</b>	School Groups
1pm to 1:45pm	Lunch	
1:45 – 2:45p.m.	<b>Northern Territory Skills Tests Results</b>	Geoff and John B.
2.45– 3:45p.m.	<b>Reports from Schools 7 &amp; 8</b>	Staff from Schools 7 & 8
3.45 – 4.15p.m	<b>Feedback on QuickSmart across the Nation – Sharing results</b> + <b>HAPPY HOUR</b>	John & Lorraine.

<b>Time</b>	<b>Tuesday</b>	<b>Responsibility</b>
Day 2 8:30 – 9.45 am	<ul style="list-style-type: none"> <li>• <b>Housekeeping</b></li> <li>• <b>Reflections of Day 1</b></li> </ul>	John, Geoff and John B.
9.45–10:45 am	<b>Reports from Schools 9 &amp; 10</b>	Staff from Schools 9&10
10:45 11:15 am	Morning Tea	
11:15-12:15pm	<b>Reports from Schools 11 &amp; 12</b>	Staff from Schools 11& 12
12:15 – 1:00pm	<b>Feedback on +’s and –’s Summary</b>	John, Lorraine & Jenny
1:00-2:15pm	Celebratory Lunch	
2:15 – 3:00pm	<ul style="list-style-type: none"> <li>• <b>SOLO</b></li> <li>• <b>Maths Language/ Importance</b></li> <li>• Follow up on automaticity, working memory, higher order thinking skills</li> </ul>	John
3:00 – 3:30pm	<b>Future Planning</b> <b>Official Closure</b>	Geoff & John B John and Lorraine

## APPENDIX 8: NUMERACY INFORMATION SHEET



### QUICKSMART NUMERACY INFORMATION SHEET

SCHOOL : .....

This form needs to be completed and submitted at the end of the QuickSmart program. Please attach this form and the Attendance Sheets to your final submissions of the Individual Summary Sheets for both the QuickSmart Students and the Comparison Students.

TOWN / STATE .....

PRIMARY /SECONDARY .....  
CENTRAL ETC.

ENROLMENT NUMBERS.....

NUMBER *QUICKSMART* STUDENTS ..... NUMBER MALE/FEMALE.....  
YEARS/GRADES AT SCHOOL.....

NUMBER *QS* INDIGENOUS STUDENTS ..... NUMBER MALE /FEMALE .....

NUMBER *QS* NESB STUDENTS ..... NUMBER MALE /FEMALE .....

NUMBER COMPARISON STUDENTS ..... NUMBER MALE/FEMALE.....  
YEARS/GRADES AT SCHOOL .....

ATTENDANCE SHEETS ATTACHED ..... [ PLEASE TICK]

### QUICKSMART PROGRAM

COMPLETION DATE OF STANDARDISED PRE-TESTS [ *QS* AND COMPARISON ] : .....

COMPLETION DATE OF PRE - INTERVENTION CAAS TESTING FOR *QS* AND COMPARISON STUDENTS: .....

COMPLETION DATE OF MID – INTERVENTION CAAS TESTING FOR *QS* STUDENTS :  
.....

COMPLETION DATE OF STANDARDISED POST –TESTS [ *QS* AND COMPARISON ] : .....

COMPLETION DATE OF POST -INTERVENTION CAAS TESTING FOR *QS* AND COMPARISON STUDENTS: .....

\*\*\*\*\*

NUMBER OF WEEKS OF *QUICKSMART* INSTRUCTION:.....

NUMBER OF *QUICKSMART* LESSON SESSIONS DELIVERED PER WEEK: .....

LENGTH OF *QUICKSMART* INSTRUCTION SESSIONS:.....

INSTRUCTORS: NUMBER ..... MALE/FEMALE .....  
STATUS [ TEACHER / ASSISTANT ] .....

# APPENDIX 9: SUMMARY OF INDIVIDUAL *QUICKSMART* STUDENT'S PERFORMANCE



## SUMMARY OF INDIVIDUAL STUDENT'S PERFORMANCE QUICKSMART STUDENT

NUMERACY  
200..

NAME OR INITIALS: ..... D.O.B: ..... MALE/FEMALE: .....

INDIGENOUS/ N.E.S.B:..... DIAGNOSED DISABILITY : YES/NO  
TYPE OF DISABILITY ..... [OPTIONAL]

SCHOOL: ..... YEAR AT SCHOOL:.....

### CAAS RESULTS

TEST	BEFORE INTERVENTION		AFTER INTERVENTION	
	SPEED	ACCURACY	SPEED	ACCURACY
Numeral Identification				
Elementary Addition				
Elementary Subtraction				
Elementary Multiplication				
Elementary Division				

### STANDARDIZED TESTS RESULTS:

TEST USED : ..... LEVEL OF TEST:.....  
[ P.A.T. OR ALTERNATE TEST] [PAT 3 ; PAT4.]

TEST	BEFORE INTERVENTION		POST INTERVENTION	
	RAW SCORE	PERCENTILE RANKING	RAW SCORE	PERCENTILE RANKING
MATHS				

### EVALUATIVE COMMENTS FROM *QUICKSMART* INSTRUCTOR:

### NATIONAL ASSESSMENT PROGRAM RESULTS: [ IF POSSIBLE]

	YEAR 3	YEAR 5	GROWTH SCORE
NUMERACY			
	YEAR 7	YEAR 9	GROWTH SCORE
NUMERACY			

THIS FORM NEEDS TO BE PHOTOCOPIED AND SUBMITTED THREE TIMES A YEAR  
[FOLLOWING PRE-TESTING, MID PROGRAM TESTING AND POST-TESTING] TO U.N.E. FOR  
RESEARCH PURPOSES.

SEND TO: QUICKSMART PROJECT  
SiMERR NATIONAL CENTRE  
UNIVERSITY OF NEW ENGLAND  
ARMIDALE, NSW, 2351



**APPENDIX 10: SUMMARY OF INDIVIDUAL COMPARISON STUDENT'S PERFORMANCE**



**SUMMARY OF INDIVIDUAL STUDENT'S PERFORMANCE**

**COMPARISON STUDENT**

**NUMERACY  
200..**

**NAME OR INITIALS: .....**  
**MALE/FEMALE: .....**

**D.O.B: .....**

**INDIGENOUS/N.E.S.B. ....**

**SCHOOL: .....**  
**SCHOOL: .....**

**YEAR AT**

**CAAS RESULTS**

TEST	BEFORE INTERVENTION		AFTER INTERVENTION	
	SPEED	ACCURACY	SPEED	ACCURACY
Numeral Identification				
Elementary Addition				
Elementary Subtraction				
Elementary Multiplication				
Elementary Division				

**STANDARDIZED TESTS RESULTS:**

**TEST USED : .....**  
[ P.A.T. OR ALTERNATE TEST ]

**LEVEL OF TEST: .....**  
[ PAT 3; PAT 4 ]

TEST	BEFORE INTERVENTION		POST INTERVENTION	
	RAW SCORE	PERCENTILE RANKING	RAW SCORE	PERCENTILE RANKING
MATHS				

**NATIONAL ASSESSMENT PROGRAM RESULTS: [ IF POSSIBLE ]**

	YEAR 3	YEAR 5	GROWTH SCORE
NUMERACY			
	YEAR 7	YEAR 9	GROWTH SCORE
NUMERACY			

THIS FORM NEEDS TO BE PHOTOCOPIED AND SUBMITTED TWICE A YEAR  
[FOLLOWING PRE-TESTING AND POST-TESTING] TO U.N.E. FOR RESEARCH  
PURPOSES.

SEND TO: QUICKSMART PROJECT  
SiMERR NATIONAL CENTRE  
UNIVERSITY OF NEW ENGLAND  
ARMIDALE, NSW, 2351

**quicksmart**

**SCHOOL:** .....

[illegible]

## APPENDIX 12: GUIDELINES FOR FILLING IN *QUICKSMART* DATA COLLECTION SHEETS



### GUIDELINES TO ASSIST IN COMPLETING DATA COLLECTION SHEETS

**IMPORTANT :** The completion and return of the attached Data Collection Sheets to

**The *QuickSmart* Project  
SiMERR- The National Centre  
University of New England  
Armidale, NSW, 2351**

is of critical importance to the future of the *QuickSmart* Program. These results and data are crucial in supporting further submissions for funding to support the sustainability of the *QuickSmart* program and to further the research to expand and develop the program.

**\* It is important to note that the Individual Performance Summary Sheets of the *QuickSmart* and Comparison students need to be submitted on two different occasions.**

The completion and retention of copies of these sheets within your school will also be valuable in supporting and describing the learning profile of your school. For individual *QuickSmart* students, a copy of the completed individual performance summary sheet should be included in the student's file to provide important information about the achievements and support that has been offered to these individual students.

### **GUIDELINES : *QUICKSMART* NUMERACY INFORMATION SHEET**

1. Complete **all** information on the ***QuickSmart* Numeracy Information Sheet**. This will be an ongoing task throughout the *QuickSmart* year as the completion dates for the various tests are recorded.
2. **YEARS AT SCHOOL** – Record the years/grades at school from which the *QuickSmart* Students and Comparison students have been selected.
3. **NESB** students are students who are classified as Students from a Non English Speaking Background. i.e. Students where English is not spoken at home.
4. It is very important that Attendance Sheets [Proforma attached and/or located in the Organisation Manual] are maintained throughout the *QuickSmart* year and submitted at the end of the program. This information forms a critical part of the analysis of the intervention results.
5. It is important that both the *QuickSmart* students and the Comparison students complete the Standardised tests before and after the *QuickSmart* intervention period.
6. Testing using the bank of CAAS tasks [Number Identification, Addition, Subtraction, Multiplication and Division] needs to be done with the selected *QuickSmart* students, as well as with the Comparison students, **twice** throughout the program [pre intervention and post intervention].

### **GUIDELINES : SUMMARY OF INDIVIDUAL STUDENT'S PERFORMANCE**

## QUICKSMART STUDENTS

1. It is important to create a unique student identification system whilst still retaining student confidentiality. Use either the student's first name or the student's initials. Use numbers to indicate student difference when a student's identification is the same as another student in the same cohort, e.g. Bill [1] and Bill [2] or B.R. [1] and B.R.[2] and B.R.[3].
2. If students with a diagnosed disability are included in the selected *QuickSmart* student group, it is important that the disability type is named, particularly if the disability has a significant effect on the student's classroom learning [intellectual disability, behaviour disorder, emotional disorder].
3. CAAS testing and results for *QuickSmart* students needs to be done and recorded and **submitted to the SiMERR research centre twice** a year: before the intervention commences and at the completion of the instructional phase.
4. It is recognised that some *QuickSmart* students will be unable to complete all tasks of the CAAS bank of assessment tasks at the beginning of the program. Complete as many as possible without placing stress of failure on the student. It may be possible to complete more of these tests as the *QuickSmart* instructional year progresses.
5. When recording Standardised Test Results, it is important to include the name of the test used and the level of the test given, e.g. P.A.T. Maths - Level 2 A. *[Record the Raw Score out of the total number of items tested and the Percentile Ranking of the result. **The Percentile Ranking will be located in the Norming Manual of the test used.** You will need to be careful in locating the Percentile Ranking of the student to ensure that the ranking aligns with the Year at School of the students and the level of the test used.]*
6. Completing the Evaluative Comment by the *QuickSmart* Instructor provides valuable information about the learner's attitude and application to the *QuickSmart* program. These comments can be important in filling in information about negative changes in results over the time of the program e.g. 'due to family circumstances this student has found concentration and commitment to the *QuickSmart* program very difficult'. This section should be completed at the end of the instructional program.
7. If possible, and with the agreement of the School, the inclusion of information on the *QuickSmart's* students' results in the National Assessment Program would be helpful for the research analysis.

## GUIDELINES : SUMMARY OF INDIVIDUAL STUDENT'S PERFORMANCE COMPARISON STUDENTS

**Please note that there is a different proforma for the Comparison students**

1. It is important for the selected group of Comparison students to complete both the Standardised Tests and the CAAS assessment tests before and after the *QuickSmart* instructional phase. This provides valuable information of the improvement of the *QuickSmart* students in comparison to their average achieving peers who have not participated in the *QuickSmart* program.
2. This form needs to be copied and submitted to the SiMERR research Centre twice a year, before the intervention program starts for the selected *QuickSmart* students and at the conclusion of the instructional program.

## APPENDIX 13: *QUICKSMART* STUDENT QUESTIONNAIRE (2003)



### Evaluation Questionnaire for *QuickSmart* Students

1. How has the *QuickSmart* program been useful to you? Give examples of how it has been useful.
2. Think about all the activities you do in your classroom. How are the understandings that you gain, the strategies you use, and the fast response times that you develop in *QuickSmart* sessions useful to you in your classroom work?
3. Do you use the understandings and fast response times developed in *QuickSmart* lessons in your life outside of school? How? Give examples to illustrate.
4. What aspects of the *QuickSmart* program have you found most beneficial to your learning?
5. What aspects of the *QuickSmart* program would you change to make the program more suitable for you and your learning?
6. What other comments would you like to make about the *QuickSmart* program?
7. Complete this sentence:

***QuickSmart*** is \_\_\_\_\_.

## APPENDIX 14: QUICKSMART STUDENT QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

YEAR LEVEL:.....

MALE/ FEMALE:.....

### *QuickSmart Evaluation: QS Students*

1. Has *QuickSmart* helped you with your work in the classroom?
2. Think about all the activities you do in your classroom. How does *QuickSmart* help you?
3. Think about your life outside of school. How does *QuickSmart* help you?
4. What did you enjoy most about the *QuickSmart* program?
5. What would you change to make the *QuickSmart* program better?
6. Complete this sentence:

***QuickSmart is*** \_\_\_\_\_.

## APPENDIX 15: *QUICKSMART* INSTRUCTOR QUESTIONNAIRE (2003)



### *QuickSmart Evaluation: QS Instructors*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of *QuickSmart* 2004 within the Lismore Diocese. We appreciate the time you spend in preparing to answer these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year. Because our goal is to make *QuickSmart* available as a useful component of a whole school literacy and/or numeracy plan, any practical changes you suggest in either the program itself or the way it is offered will be very useful to us and carefully considered. Again, we appreciate your contribution to *QuickSmart* 2004.

1. Please comment, in general terms, on the *QuickSmart* (QS) program that you have offered in your school during 2004.
2. What effect, if any, has the *QuickSmart* program had on the performance of your QS students? Please comment on these students' performance in terms of their **academic** achievement in your classroom, the students' abilities to **focus and concentrate** on their schoolwork, and their **self-esteem as learners**.
3. With regard to the *QuickSmart* program, what do you think have been the positive aspects of the program?
4. With regard to the *QuickSmart* program, what do you think have been the negative or challenging aspects of the program?
5. The *QuickSmart* program has been offered as an intense small group intervention in your school. How effective has this been for your students?
6. We would be interested in any other comments about the *QuickSmart* program that you would like to make. For example, what do you see as the possible future of the QS program in your school?

## APPENDIX 16: *QUICKSMART* INSTRUCTOR QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

STATUS: [ Class Teacher / Support Teacher / Teacher's Aide or Assistant ] .....

### *QuickSmart Evaluation: QS Instructors*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of the *QuickSmart* program in your school during 2008. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year.

1. What effect has the *QuickSmart* program had on the performance of the QS students you have taught? Please comment on these students' performance in terms of -  
  
**academic achievement:**  
  
**attitude to learning:**  
  
**self confidence; self-esteem; behaviour:**
2. What do you think have been the positive aspects of the *QuickSmart* program?
3. What do you think have been the challenging aspects of the *QuickSmart* program?
4. What has been your experience as a *QuickSmart* instructor?
5. We would value any other comments from you about the *QuickSmart* program, including your professional learning experiences and/or your role as a *QuickSmart* instructor in your school.



## APPENDIX 17: *QUICKSMART* SPECIAL NEEDS COORDINATOR QUESTIONNAIRE (2003)



### *QuickSmart Evaluation: Special Needs Coordinator*

1. Please comment, in general terms, on the *QuickSmart* (QS) program that has been offered during 2003 .
2. What effect, if any, has the *QuickSmart* program had on the performance of the QS **students**? What feedback have you had about the *QuickSmart* program from **principals, parents, students, and teaching staff**? Has there been any flow-on effect to other aspects of the students' learning or personal development?
3. With regard to the *QuickSmart* students, what do you think have been the significant influences affecting their learning?
4. The *QuickSmart* program has been offered as an intense small group intervention. How effective has this been for the students in these schools? Are there other models of implementation that you would suggest are appropriate for this program?
5. We would be interested in any other comments about the *QuickSmart* program that you would like to make.

## APPENDIX 18: *QUICKSMART* SPECIAL NEEDS COORDINATOR QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

### *QuickSmart Evaluation: QuickSmart Co-ordinator*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of the *QuickSmart* program in your school during 2008. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year.

1. Please comment, in general terms, on the *QuickSmart* program that has been offered in your school during 2008.
2. What effect has the *QuickSmart* program had on the performance of the QS students? What feedback have you had about the *QuickSmart* program from -

**Principals:**

**Teaching Staff:**

**Parents/ Carers:**

**Students:**

3. Can you comment on any observed “flow-on” effects to other aspects of the students’ learning or personal development?
4. What aspects of the *QuickSmart* program and its rationale and structure were most effective in meeting the students’ learning needs and enhancing their learning outcomes?
5. The *QuickSmart* program is offered as an intense and effective small group intervention. How has this worked in your school?
6. We would value any other comments about the *QuickSmart* program and its future in your school.

## APPENDIX 19: CLASSROOM TEACHER QUESTIONNAIRE (2003)



### *QuickSmart Evaluation: Teachers*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of *QuickSmart* 2004 within the Lismore Diocese. We appreciate the time you spend in preparing to answer these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year. Because our goal is to make *QuickSmart* available as a useful component of a whole school literacy and/or numeracy plan, any practical changes you suggest in either the program itself or the way it is offered will be very useful to us and carefully considered. Again, we appreciate your contribution to *QuickSmart* 2004.

1. Please comment, in general terms, on the *QuickSmart* (QS) program that has been offered in your school during 2004.
2. What effect, if any, has the *QuickSmart* program had on the performance of the QS students in your class? Please comment on these students' performance in terms of their **academic** achievement in your classroom, the students' abilities to **focus and concentrate** on their schoolwork, and their **self-esteem as learners**.
3. With regard to the *QuickSmart* students in your school, what do you think have been the significant influences affecting their learning?
4. The *QuickSmart* program has been offered as an intense small group intervention in your school. How effective has this been for the students in your class? Can you think of any obstacles or disadvantages to implementing the *QuickSmart* program in schools?
5. We would be interested in any other comments about the *QuickSmart* program that you would like to make. For example, what perceptions of the program were held by non-participant students? What was their attitude towards the *QuickSmart* students?

## APPENDIX 20: CLASSROOM TEACHER QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

### *QuickSmart Evaluation: Class Teachers*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of the *QuickSmart* program in your school during 2008. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year.

1. What effect has the *QuickSmart* program had on the performance of the QS students in your class? Please comment on these students' performance in terms of -

**academic achievement in your classroom:**

**attitude to learning:**

**self confidence; self-esteem; behaviour:**

**attendance at school:**

2. The *QuickSmart* program has been offered as an intense small group intervention in your school. How effective has this been for the students in your class?
3. What effect has the *QuickSmart* program had on the climate of your classroom and your teaching. For example:

**What perceptions of the program were held by non-participant students?**

**What was their attitude towards the *QuickSmart* students?**

**Were there any whole class benefits as a result of changes in the *QuickSmart* students' attitudes and/or skills?**

4. We would value any other comments from you about the *QuickSmart* program.

## APPENDIX 21: PRINCIPAL QUESTIONNAIRE (2003)



### *QuickSmart Evaluation: Principal*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of *QuickSmart* 2004 within the Lismore Diocese. We appreciate the time you spend in preparing to answer these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year. Because our goal is to make *QuickSmart* available as a useful component of a whole school literacy and/or numeracy plan, any practical changes you suggest in either the program itself or the way it is offered will be very useful to us and carefully considered. Again, we appreciate your contribution to *QuickSmart* 2004.

1. Please comment, in general terms, on the *QuickSmart* (QS) program that has been offered in your school during 2004.
2. What feedback have you had about the *QuickSmart* program from your **teaching staff** and from **parents**?
3. What effect, if any, has the *QuickSmart* program had on the performance of the participating **students** in your school?
4. With regard to the *QuickSmart* students in your school, what do you think have been the significant influences affecting their learning?
5. The *QuickSmart* program has been offered as an intense small group intervention in your school. How effective has this been for the students in your school? Are there other models of implementation that you would suggest are appropriate for this program?
6. We would be interested in any other comments about the *QuickSmart* program that you would like to make.

## APPENDIX 22: PRINCIPAL QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

### QuickSmart Evaluation: Principal

The purpose of this questionnaire is to gather information to help evaluate the usefulness of the *QuickSmart* program in your school during 2008. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year.

1. Please comment, in general terms, on the *QuickSmart* program that has been offered in your school during 2008.
2. What feedback have you had about the *QuickSmart* program from your-

**Teaching Staff:**

**Parents/Carers:**

**QS students:**

3. What effect, if any, has the *QuickSmart* program had on the performance of the participating students in your school? Please comment on –

**academic achievement:**

**attitude to learning**

**self confidence; self esteem; behaviour:**

**attendance at school:**

4. What aspects of the *QuickSmart* program were most effective in meeting the students' learning needs and enhancing their learning outcomes?
5. The *QuickSmart* program is offered as an intense small group intervention. How has this worked in your school?
6. We would value any other comments from you about the *QuickSmart* program and its future in your school.

## APPENDIX 23: PARENT/CARER QUESTIONNAIRE (2003)



### *QuickSmart Evaluation: Parents/Carers*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of *QuickSmart* 2003 within the Armidale Diocese. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year. We sincerely appreciate your contribution to *QuickSmart* 2004.

1. Please comment, in general terms, on the *QuickSmart* (QS) program that has been offered to your child during 2004.
2. What effect, if any, has the *QuickSmart* program had on the performance of your child at school in terms of their attitude to learning, confidence and successful learning in all areas of the curriculum?
3. What effect, if any, has the *QuickSmart* program had on the performance of your child at home, for example in doing homework, reading for pleasure, etc?
4. What feedback have you had about the *QuickSmart* program from your child?
5. We would be interested in any other comments about the *QuickSmart* program that you would like to make.

## APPENDIX 24: PARENT/CARER QUESTIONNAIRE (2008)



SCHOOL:.....

LOCATION:.....

### *QuickSmart Evaluation: Parents/Carers*

The purpose of this questionnaire is to gather information to help evaluate the usefulness of the *QuickSmart* program in which your child has participated during 2008. We appreciate the time you spend in answering these questions. Please be open with your comments. We are very interested in your insights and feedback about how the program has worked with the students this year.

1. What effect has the *QuickSmart* program had on the performance of your child. Please comment on the performance of your child in terms of -

**academic achievement:**

**attitude to learning:**

**self confidence; self-esteem; behaviour :**

2. What effect has the *QuickSmart* program had on your child at home [e.g. in doing homework, or in reading for fun, in using maths whilst shopping or cooking and in sporting or other recreational activities]?
3. What have you heard about the *QuickSmart* program from your child?
4. We would value any other comments about the *QuickSmart* program that you would like to make.