

ID _____
Section # _____

1:01-1
CODE=1

1:18

TRANSITIONS IN SCHOOL LIFE

TCEM - WAVE 2

Teacher: _____

School: _____

Time of day math is taught _____

Within-classroom ability grouping

Some teachers assign students to separate groups within the same classroom on the basis of their ability in math. For example, students who are very good at math might be in a group together. Students who are having some trouble with math might be in a different group together. Students in different groups might get different assignments, use different materials, or study math at different times during the school day. The following questions ask about within-classroom ability grouping practices in math in your classroom.

1.) Do you place students with different math abilities in separate groups within your classroom?

1) yes

1:19

2) no

2.) If you answered yes to question 1, how many ability groups do you have in math?

1) two

2) three

1:20

3) four

4) more than four

3.) Have the within-class ability grouping practices in math in your classroom changed since we observed in your classroom in the fall of 1983?

1) yes

1:21

2) no

4.) If you answered yes to question 3, please describe briefly how your within classroom ability grouping practices have changed and in what month the change(s) occurred.

1:22-1:23

1:24-1:25

1:26-1:27

1:28-1:29