Intelligence, Tracking and High School

You have been placed in a group based on your feeling on tracking/inclusion and your opinion on levels of intelligence. Please work with the members of your group to answer the following questions. Please compile your answers (one set to turn in per group) on a separate piece of paper with all of your names on it. Be prepared to defend your thoughts with fact at the beginning of class tomorrow.

If you are a group that believes in tracking, please answer the following questions:

1. When will students be tested for tracking?
	1. How often will they be retested and re-tracked?
	2. How will the tracking work for classes? How many levels? Please provide examples.
	3. What test will be used, please describe (one can be created, possibly – but describe that)
2. How do you account (if at all) for students who want “an easy ride” and answer all questions ‘B’ and go to sleep during testing? [Does 1c need to be revisited?]
3. How will you alter the grade point scale, if at all? Does a low tracked straight-A student have the same GPA to report to colleges as the super-advanced straight A student? Please explain.
4. Following the tone of these questions, please add any additional information you feel necessary.

If you are a group that believes that students of all levels should be in the same classroom, please answer the following questions:

1. Now that all students are in all classrooms, you need to figure out how instruction is going to work.
	1. Will different students get different assignments or will everyone get the same assignment?
	2. If different students get different work based on their ability, how will you decide who gets what? Please explain the process used for that.
		1. Will a low level student in your class get the same credit for doing ‘A’ work on their assignment as a high level student for doing ‘A’ work on theirs?
	3. If all students get the same work, how do you decide time tables? Do you wait until the last person is done? What does the ‘fast-worker’ do in the mean-time? Sleep? Expand on this train of thought.
2. In a mainstream classroom how do you account for the ‘ceiling effect’ (the idea that each student has a ceiling – a level that is the maximum they can reach, that they can only accomplish so much even with full effort)?
3. Following the tone of these questions, please add any additional information you feel necessary.