SOAR

Learning & Soft Skills 3.0

Eight-Step
Getting Started Guide
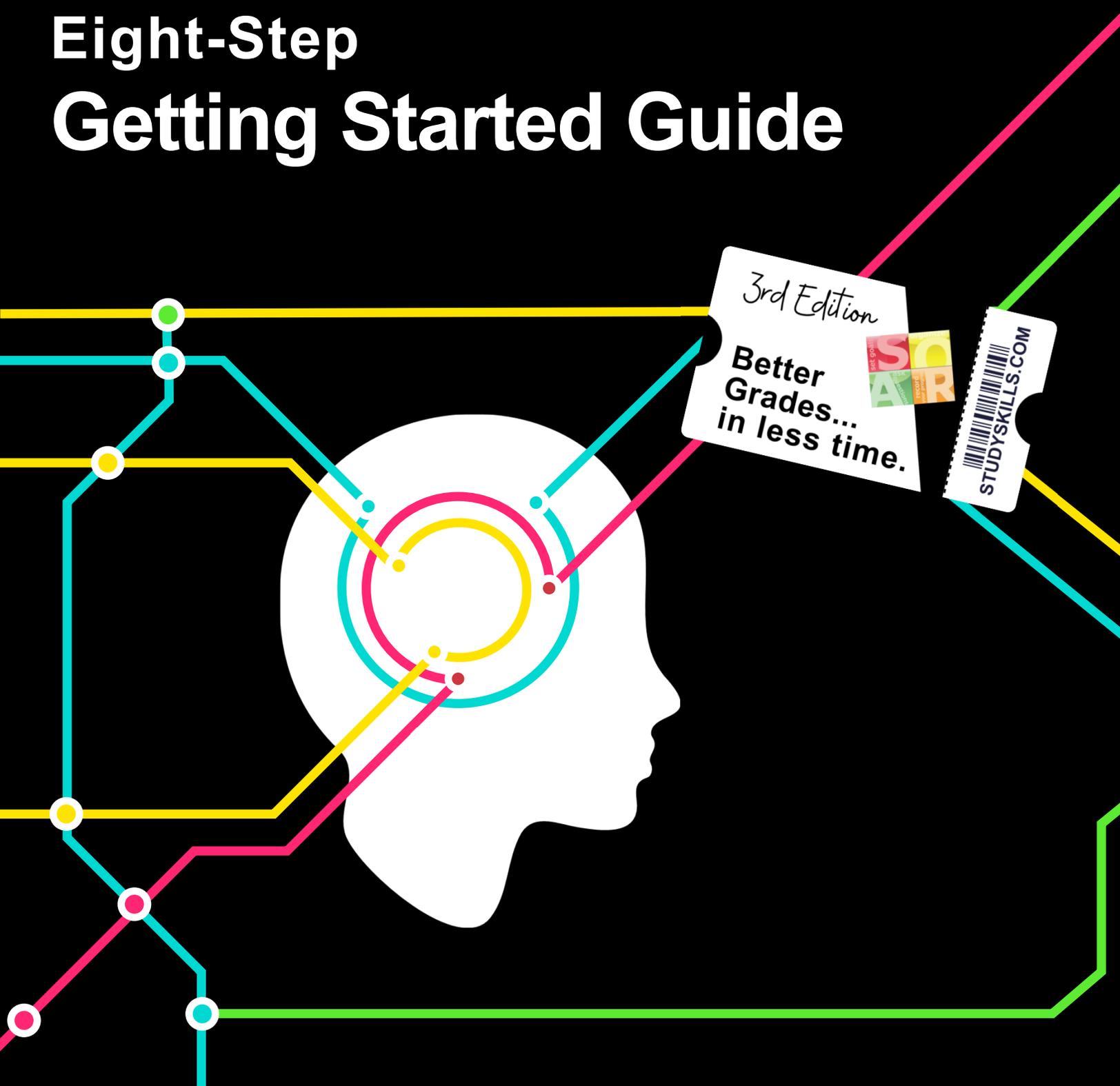
3rd Edition

Better Grades... in less time.

STUDYSKILLS.COM

Welcome to SOAR® Learning & Soft Skills!

Dear Fellow Educator,

This guide provides an eight-step process to quickly get started with SOAR®, addressing common questions and *potential* blockers that can be diffused with a few, key insights.

I know, I know… nobody wants to read the "*Introduction*," "*fine print*," or "*Getting Started Guide*." 😊

I understand your pressure to do more in less time and the desire to jump into new curriculum with minimal reading. That's why I've organized this guide for easy reading and quick reference…

How to read this guide

This guide was carefully designed to be read in "layers:"

- ✓ **Layer 1**: For quick orientation, read: headings, visuals, and captions.

- ✓ **Layer 2**: For deeper details, read sub-headings and bold text.

- ✓ **Layer 3**: As needed, the "regular text" fills in all details.

Investing 40-60 minutes now to review this document will save you time and effort as you get acquainted with the new curriculum.

Thank you for your time and for your commitment to teaching these essential, life-long skills to students!

To your students' success,

Susan

Susan Kruger Winter, M.Ed.

Table of contents

Step 1: Explore the instructional tools.

A. Determine what your school/district ordered for students:
workbooks, software app licenses, or both.

Student content is available in two formats: workbook or software app. Only one is required; many schools order both, using the app for instruction and the workbook for review.

- **If workbooks** were ordered, locate them—they might be in the school office or district receiving area.

- **If software apps** were ordered, proceed to the next step.

B. Find your access code and log in to your teacher account.

Go to www.soarlearning.com and enter your access code.
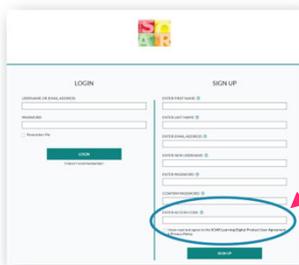
1. Access codes are emailed to the person named on the purchase order. Record them, here:

   - **Teacher access code**: _____

   - **Student access code**: _____ (for use in Step 7)

2. **Go to www.soarlearning.com and enter your access code** (needed only for the first login).

C. "Peek" behind the boxes…

Select your desired course, "SOAR® Learning & Soft Skills," to access the main dashboard with four sections (left to right):
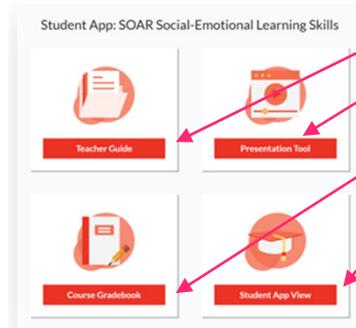
- **Teacher Guide:** Training videos, supplies, pacing guide, assessments, and more.

- **Presentation Tool:** Slides for instruction/review with instructional scripts in the Notes. Assessments and Optional Activities are organized by lesson.

- **Gradebook:** Students' Pre/Post-Scorecard and quiz scores. (To reset a quiz attempt, right-click the grade and follow the prompts.)

- **Student App:** View student software as students see it, with one exception, the Study Skills Scorecard students must take upon initial login.

End of Step 1.

Step 2: Explore the structure of lessons.

From the Dashboard, click "Student App View" to open the software as students see it.

Each lesson has three links: "Layer 1," "Layer 2," and "Layer 3." These layers are structured to optimize learning, as explained in Lesson 3, "How Does Our Brain Learn?"

A. Layer 1: Collect prior knowledge via "The Investigations."
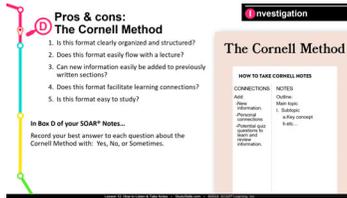
The one-and-only objective of this layer is to engage students' prior knowledge by prompting cognitive and emotional connections to the content!

This is achieved primarily through "The Investigations," 3-6 questions per lesson, asked with minimal context or explanation, to activate higher thinking.

NOTE: Students may feel uneasy about The Investigations due to their conditioning to seek "right/wrong" answers. Initially, they may need coaching to focus on exploring possibilities, not accuracy. Soon, students will look forward to The Investigations!

An answer key provides initial feedback, but the lesson's success depends on students discussing *diverse* answers. If students try to "cheat" by jumping to the answer key, they will still be engaging with the content! 😊

Locations of Layer1/The Investigations:

- **Student software** > Main Menu > "Layer 1" link for each lesson.
- **Teacher account** > Presentation Tool > "Layer 1" link for each lesson.

B. Layer 2: Connect new information.

Layer 2 contains the lesson's new information and consists of four parts:

Key Terms & Concepts	New Information	Making the Invisible, Visible	The Brain on…
New terminology and central concepts, with definitions.	Organized in 4-6 sections (A-F). In the software, each section ends with an "interaction," providing immediate feedback.	Reinforces the words & tools that make previously invisible challenges and solutions, visible.	Explains how the concepts of each lesson work in the brain.

Locations of Layer 2 content:

- **Student software** > Main Menu > "Layer 2" link for each lesson.
- **The (hard-copy) workbook**: the student workbook consists *only* of Layer 2. (Layer 1 & Layer 3 are provided in the resources for teachers).

C. Layer 3: Confirm Understanding.

Layer 3 encourages review and application of strategies introduced in the lesson and includes:

Apply + Practice	Scorecard Review	Assessments	Optional Activities
Activities that encourage direct application of lesson strategies.	Revisit the problems for which this lesson provides solutions.	See Step 8 for details about each assessment.	Turn & Talk, Written Response, and multi-media activities

Step 2: Explore the structure of lessons.

D. The SOAR® Notes (PDF download)

For each lesson, an editable PDF called "The SOAR® Notes" is provided. This tool guides students through each layer and: captures students' responses, provides key concepts and major sections, and prompts students to apply and practice the strategies of each lesson. It can be printed, used digitally, or serve as a guiding template for students' notes.

Layer 1	Layer 2	Layer 3 – part a	Layer 3 – part b
• Scorecard Review • Investigations	• Key Terms/Concepts • Titles of sub-sections	Apply + Practice	• Scorecard Review • Apply + Practice Rubric
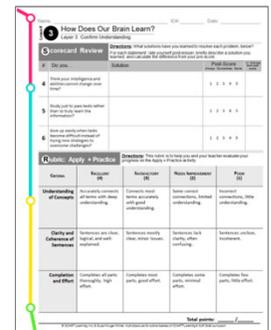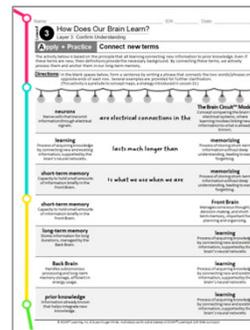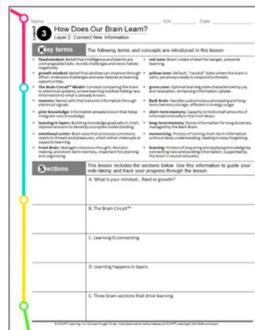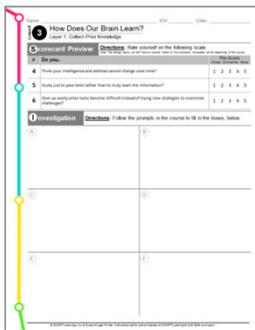
Download links to the SOAR® Notes for each lesson can be found:
- **In the student software**: Layer 1 > "Supplies Needed" & Layer 3 > Apply + Practice
- **In the teacher account** > Presentation Tool > first slide within each lesson
- **On the book bonus webpage**: Studyskills.com/bonus-v3

E. Layers within the layers…

In addition to the "three-layered structure" of each lesson, there are several layers within the layers:

Layers within Layer 2	Layers on each slide & page	Assessments
The components of Layer 2 (described in Step 2B) illustrate the multi-layered delivery of new information.	Most slides (software) and pages (workbook) are designed with the following layers: • Image + caption: Captures the most important points. • Bold text: Highlights main ideas. • Regular text: Provides all details.	Eight different assessments are available. Two (multiple-choice quizzes and final exam) measure basic content knowledge, while the other six serve as both relevant application and progress-assessment.

End of Step 2.

Step 3: Secure additional supplies, if possible.

There are a few additional school supplies that complement the curriculum, as listed below.

Except for the SOAR® Binder, all "recommended supplies" have digital alternatives.

(For direct links to recommended products on Amazon, log in to your teacher account and go to: Dashboard > Teacher Guide > Getting Started: Supplies & Pacing).

A. The SOAR® Binder

The SOAR® Binder is optional yet strongly helps anchor students as they learn additional strategies. It simplifies organization by replacing traditional folders and notebooks, so supplies are often attainable within existing budgets.

The SOAR® Binder transforms students' 12-18 different folders and notebooks into one, streamlined system!

Above: Recommended binder supplies

Supplies needed, per student:
o 1-1.5-inch binder
  • Heavy duty for constant use
  • Clear-view cover for personalization
  • Interior pockets
o Plastic binder pockets, one/class
o Labels with permanent adhesive, to label folder and interior binder pockets
o Looseleaf notebook paper
o Optional: Pencil pouch (helpful if bags are not allowed in school)

(For direct links to recommended products on Amazon, log in to your teacher account and go to: Dashboard > Teacher Guide > Getting Started: Supplies & Pacing.)

B. Paper planner or weekly layout

We strongly recommend paper planners over digital ones for various reasons. For optimal use, each student should have:
o An academic planner with a weekly layout
o A binder clip or marking pages (avoid paper clips)
o A slim pen/pencil to slide into the planner's spiral

If planners are out of budget, SOAR® includes a reproducible weekly layout for distribution to students.

Most academic planners will work if they include a weekly layout. Another option is our reproducible weekly layout.

Step 3: Secure additional supplies, if possible.

C. 3-D Writing Organizer

The 3-D Writing Organizer is featured in two chapters/lessons.

Used in two lessons: "How to Write Papers" and "How to Give Presentations."

Each student needs each of the following for each project:

o 1 standard file-folder
o 2-4 #10 envelopes
o Marker, glue, and scissors
o 20-30 index cards, per project

A digital version of the "3-D Organizer" is available if tangible tools are not. However, students benefit greatly from using tangible materials 2-3 times before shifting to the digital option.

D. Other (optional) supplies

As noted, except for the SOAR® Binder, we provide a digital alternative for all activities where additional tangible supplies are recommended. While we encourage using tangible materials for optimal benefit, a lack of supplies won't be an impediment.

Examples of additional supplies:

• For students (primarily for Investigations): scissors, glue, craft sticks, yarn, etc.
• For whole-class demonstrations: jar, rocks, pebbles, etc.

For each lesson, a list of downloadables and recommended supplies are posted in the:

• **Student software** > Layer 1 of each lesson > first section
• **Teacher account** > Dashboard > Presentation tool > first slide

For ALL lessons, a list of downloadables and recommended supplies for all lessons is posted in the:

• **Teacher account** > Dashboard > Teacher Guide > "Getting Started: Supplies & Pacing"

End of Step 3.

Step 4: Define your objectives & desired outcomes.

Clear objectives and desired outcomes will guide EVERY DECISION you make as you plan lessons and teach with the curriculum.

A. SOAR®'s objectives: what the curriculum is *designed* to do.

At its core, SOAR® is designed to the meet the following objectives…

1. **Students will become more independent.** SOAR® skills are designed for 100% student independence, unlike many "study tools" that require teacher input.

   For example, graphic organizers are an excellent "study tool," but require teachers to determine the best organizer for any given topic. On the contrary, all SOAR® strategies can be used by students, independent of adult support.

2. **Students will learn to value "strategy" in learning**. Students understand "strategy" in sports and video games but often miss its importance in learning. SOAR® acts as a "playbook" for strategic learning.

3. **Students will learn career-ready skills.** SOAR® teaches skills that employers consistently demand: learning new skills, understanding written information, clear writing, effective communication, time management, meeting deadlines, and more. These skills prepare students for life!

B. Clarify your objectives & roles

Objectives: "knowledge" vs "application"

Unlike most other subjects, students can immediately apply this curriculum to their lives, making it crucial to distinguish between "knowledge" and "application."

Knowledge… of content Is measured by multiple-choice assessments. If time is limited, this may be all you can do, but ANY exposure to these skills is very beneficial for students!

Application… of strategies is strongly encouraged, as time allows; it also supported by the Apply + Practice activities and all remaining assessments.

Understanding this distinction helps you decide:
- What to cover/not cover
- How to gauge expectations, based on instructional time
- Which resources and assessments to use
- How to set up your gradebook

Roles: "Teacher" vs "Coach"

As students' learning evolves from "knowledge" to "application," your role will shift too! Initially, you will be a "teacher," sharing strategies and facilitating discussions. As students apply SOAR® content to their schoolwork, you will become a "coach." This shift is not linear; you will often alternate between "teacher mode" and "coach mode."

If your schedule doesn't allow much time for practice/application, don't fret! Students still gain significant benefits just from exposure to these skills. At the very least, they will understand that strategy has a place in learning, which is the most critical concept to take away from this curriculum.

Step 4: Define desired expectations & outcomes.

C. Age-appropriate expectations across grade-levels

SOAR® Learning & Soft Skills suits students from 4th grade to graduate school, but expectations should vary by age, grade, and ability.

Refer to the chart, below, for a skill-by-skill guide to age-appropriate expectations. This guide is broad and acknowledges that each student and situation is unique. Mastery of these skills is progressive.

Note that "notetaking" is the most advanced skill, requiring simultaneous information- processing, value assessment, synthesis, and continued listening! SOAR® strategies promote faster independent notetaking, but mastery should not be expected any earlier than the end of 11th grade.

KEY

E = EXPOSURE: Students are exposed to the skill as preparation for future practice and independence.

P = PRACTICE: Students receive guided practice in these skills.

I = INDEPENDENCE: Students can execute these skills independently.

SKILL	4th	5th	6th	7th	8th	9th	10th	11th	12th
How are you smart? Multiple Intelligences & Superpowers	E	P	P	P	I	I	I	I	I
How are you smart? How the Brain Works	E	E	P	P	I	I	I	I	I
Set goals Time-management: Identify Priorities	E	E	P	P	I	I	I	I	I
Set goals Time management: Set goals	E	P	P	P	I	I	I	I	I
Set goals Time-management: Use a Planner	E	P	P	P	I	I	I	I	I
Organize School Papers & Digital Files	P	P	P	I	I	I	I	I	I
Organize Space (bookbag, locker, room)	E	P	P	P	I	I	I	I	I
Organize (Manage) Time & Energy	E	E	P	P	P	I	I	I	I
Ask questions Read Textbooks & Nonfiction	E	P	P	I	I	I	I	I	I
Ask questions Communicate with Teachers & Peers	E	E	P	P	P	I	I	I	I
Ask questions Listen & Take Notes	E	E	P	P	P	P	P	I	I
Ask questions Study & Lear New Terms	E	E	P	P	I	I	I	I	I
Ask questions Take Tests	E	E	P	P	I	I	I	I	I
Ask questions Write Paragraphs & Essays	P	P	P	P	I	I	I	I	I
Ask questions Learn Punctuation & Grammar	E	P	P	P	P	P	I	I	I
Ask questions Give Presentations	P	P	P	P	P	I	I	I	I
Reflect & Record Track Grades	P	P	P	P	I	I	I	I	I

End of Step 4.

Step 5: Pace & plan lessons.

A. How to pace lessons

The Pacing Guide

Refer to our Pacing Guide for suggestions on pacing the curriculum. It includes sample lessons for 1-5 days/week, covering full-year, semester, and shorter periods.

To find the Pacing Guide, go to:

Teacher account > Dashboard > Teacher Guide > Getting Started: Supplies & Pacing

Core content

First priority should be given to the core content found in the:

Software App: Provides direct instruction with interactive activities and immediate feedback. Suitable for both teacher-led and student-led instruction.

Workbook: Offers direct instruction with quicker access to content, though less dynamic and interactive than the software.

Many schools use both; students typically start with the software for initial instruction and use the workbook to review the content, reinforce learning, and strengthen reading skills. The workbook also serves as a reference for applying strategies to their schoolwork.

The core content is delivered in the student software and/or workbook.

Additional instructional resources

As time allows, use the additional resources:

Optional Activities	Assessments	Guided study hall/ application of strategies
• Turn & Talk prompts • Written reflection prompts • Extra multi-media resources **Found in:** • **Student software** > Layer 3 of each lesson • **Teacher account** > Dashboard > Presentation Tool > Front of each lesson	• Skill Demonstration Form • Essay quiz • Exit Presentation **Found in the teacher account**: • **By lesson**: Dashboard > Presentation Tool > each lesson • **By type**: Dashboard > Teacher's Guide > Assessments	While not an "additional resource," this is a reminder to allow time for students to practice and apply the strategies to their current schoolwork.

Step 5 continued…

Step 5: Pace & plan lessons.

B. How to plan lessons

The best way to plan lessons is to become familiar with the strategies. But, during your first use of the curriculum, be transparent with students about learning alongside them; it will take the pressure off you!

Follow the layers.

Layer 1: Collect prior knowledge.

Layer 2: Connect new information.

Layer 3: Confirm understanding.

Simply follow the layers as laid out in the student software or Presentation Tool.

Learn the strategies.

Read the chapters in the workbook, if you have one; this is the fastest way to learn the strategies.

-or-

Complete lessons in the software. This offers the most comprehensive and dynamic presentation, including interactions to support learning and retention. Each lesson takes adults an average of 20-30 minutes to complete.

Use additional instructional resources only as time allows.

Next, explore the additional instructional tools. Your objectives and available instructional time will guide your choices.

Find all additional resources for each lesson in the Presentation Tool (Teacher Account > Dashboard > Presentation Tool). Layer 0 in the Presentation Tool includes links to all assessments and additional activities for extending instruction and practice.
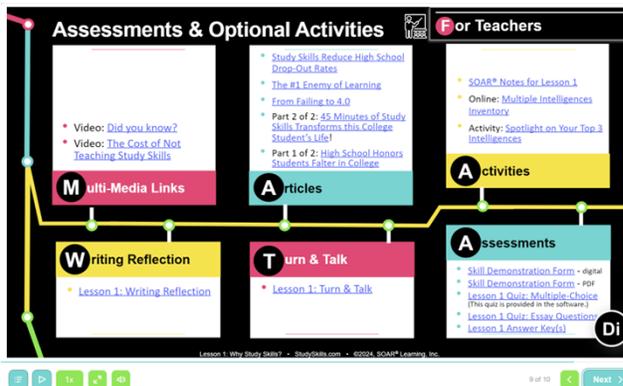
End of step 5.

Step 6: Introduce content with intention.

A strong and intentional introduction will significantly enhance students' ability to connect with the content, greatly improving their retention and application of strategies!

A. Collect prior knowledge with Investigations in Layer 1.

The Investigations may seem trivial and easy to skip, but they are crucial as they create "open loops" for connecting new content, accelerating learning like Velcro! They work best with social learning in pairs, small groups, or as a whole group but can also be done solo.

Initially, students may find this "inquiry-style" uncomfortable; the antidote is to provide an emotionally safe environment where discussing various options is encouraged. Even if students groan about them, they still make emotional connections to the content, enhancing learning.

Components of the Investigations are:

Slides	Response Sheet	Answer Key
The Investigations are in Layer 1 of each lesson and can be found in the student software or teacher Presentation Tool.	A response sheet for the Investigations is available in the SOAR® Notes for each lesson. Alternatively, students can create their own by folding a sheet of paper into 4-6 sections.	The answer key provides immediate feedback and helps students make connections, enhancing learning. Even if students "cheat" and skip ahead, they still engage with the content! 😊

B. For Layer 2, consider "flipping" students' first exposure to content.
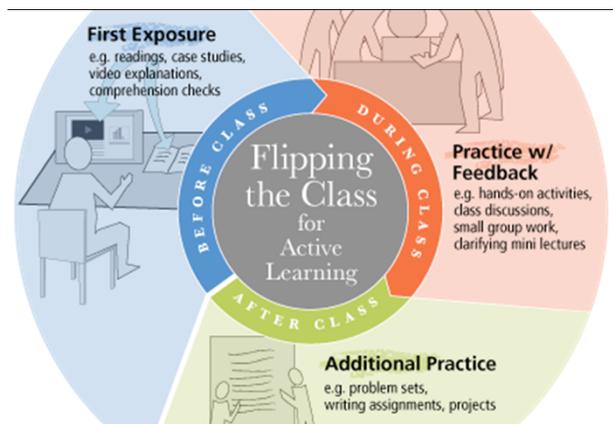
This diagram, from [Carnegie Mellon University](#), illustrates the three layers upon which SOAR 3.0 was built.

After completing Layer 1, students should read/review Layer 2 content on their own before lectures or direct instruction. Layer 1 establishes many "open loops," priming their brains for connections in Layer 2. When students first engage with content at their own pace, they naturally make deeper learning connections.

Also, this approach benefits teachers in several ways:

- **Easier lesson planning:** Teachers can prepare along with students, reducing the need for immediate expertise while bringing life experience and analytical thinking to follow-up discussions.

- **Relaxed pace:** Students start meaningful work immediately, reducing pressure and allowing teachers extra time to handle unexpected demands.

- **Increased effectiveness:** Flipped instruction frees up time for administrative tasks and enables one-on-one student support, enhancing the teacher's role without replacing it.

End of Step 6.

Step 7: Teach! Or, coach.

Now, it is time to work with students! This program is here to guide you, but you are the one who brings it to life. Curriculum does not walk, talk, teach, or touch lives like you do!

Obviously, we trust your professional judgement as you align this program to the needs of your students. It is in that spirit that we share some insights we've gleamed from 20+ years of teaching (mostly reluctant) students...

A. Tips for inspiring motivation:

Emphasize: "Better grades in LESS time!"

Students resonate so well with the message that we put it on the front cover:
"Better grades… in LESS time!"

Highlight "better grades in less time." Over the years, we've tested many messages; nothing resonates with students as consistently as this one! It's the most tried-and-true way to forge a positive connection from Day 1.

Students deeply respond when they sense their time and "outside" interests are valued! This message is on the front cover of the workbook and delivered throughout the curriculum, but students are most receptive when this message is endorsed by their teacher!

Spend a lot of time on Lesson 2: "What Are Your Strengths & Superpowers?"

Focus on Lesson 2, "What Are Your Strengths & Superpowers?" This lesson plants big seeds of intrinsic motivation because students LOVE to learn more about themselves!

Discussing and exploring the Multiple Intelligences and concept of "superpowers" builds a culture of recognizing strengths and transforms classroom dynamics. Every minute spent exploring this topic will pay dividends in terms of student buy-in and motivation.

Share stories.

See this Edutopia article:
The Power of Sharing Your Story with Students

Share personal stories. You were once a student and walked in their shoes. As you feel comfortable, share your own experiences that relate to the topics covered in this program. Students LOVE to learn about their teachers *almost* as much as they love to learn about themselves. 😊

Step 7 continued…

Step 7: Teach! Or, coach.

B. Day 1 logistics

As you get started with students, there are a few logistical items to manage on the first day, especially when using software. The following four steps outline the proper order for managing them:
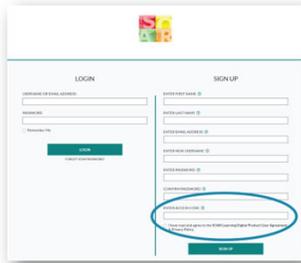
1. **For students using software… guide them to log in:**

   a. Go to www.soarlearning.com.

   b. Enter information in the right-hand column.

   c. In the last field, enter the access code (recorded in Step 1). All students use the SAME access code.

2. **Assign the Scorecard, immediately**. Ensure students take the Scorecard before any discussion to avoid influencing their responses. They will take it again at the end of the course for comparison. The Scorecard is in two locations:

   • **In student apps**, the Scorecard must be completed before accessing lessons.

   • **For workbook users**, find a printable Scorecard via your Teacher Account: Teacher Guide > Student Assessments > Student Scorecard.

3. **Distribute supplies, such as binder materials, planners, etc**.

   • Compile folders, papers, and labels into binders.

   • Provide brief guidance on using the binder and planner; allow trial-and-error until you get the respective lessons in SOAR®.

4. **For students using software… guide them to connect to your account. See this 27-second video or follow these steps:**
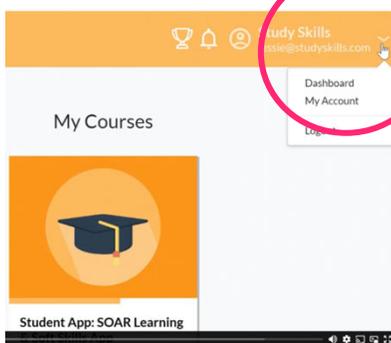
   a. Log in to student account.

   b. Click the arrow next to your email/username in the upper right-hand corner.

   c. Click "My Account," scroll down.

   d. Click "Add Teacher," type the teacher's email address. After 3-5 characters, it will appear in the drop-down menu.

   e. Click the teacher's email address, then "Add teacher."

   NOTE: This step can be done any time; student data remains tied to the student account; it can connect with a teacher's account at any time and can connect with multiple teachers, as needed.

End of Step 7.

Step 8: Assess students' progress.

A. Types of assessments

SOAR® Learning & Soft Skills **provides eight different types of assessments:**

1. Pre-Post Assessment: Scorecard*
2. Apply + Practice Activities
3. Anecdotal Observations (listed in the Assessment Matrix)
4. Quizzes: Multiple-Choice*
5. Quizzes: Constructed Response (essay questions)
6. Portfolio Development: Skill Demonstration Form & Portfolio
7. Final Exam: Multiple-Choice*
8. Final Project: Exit Presentation

Automatically delivered and calculated in the software.

Location of assessments in student software

- **The Pre-Scorecard** is the first and only thing students can do in the software, prior to accessing lessons.

- **The Post-Scorecard** becomes visible after 70% of the quizzes are complete.

- **The multiple-choice quizzes** for each lesson are posted below the lesson.

- **The multiple-choice final exam** is available after students complete 70% of the lessons.

Location of downloadable/printable assessments

All remaining assessments are downloadable/printable and can be found in two locations:

- **Presentation Tool**: By lesson/chapter. (Teacher Account: Dashboard > Presentation Tool > Lesson #)

- **Teacher Guide**: By type of assessment. (Teacher Account: Dashboard > Teacher Guide > Student Assessments)

B. How to grade study skills.

Assigning grades for soft skills can be subjective. A "credit/no credit" system is optimal, but if a letter grade is required, prioritize progress markers, constructed responses, and final projects over multiple-choice assessments. Below is a suggested grade distribution:

Weight of total grade	Type of assessment
0%	Pre/Post-Assessment: Scorecard
30%	Progress Markers: Activities & Observations
15%	Quizzes: Multiple Choice
25%	Quizzes: Constructed Response
10%	Final Exam: Multiple Choice
20%	Final Project: Exit Presentation

Step 8 continued…

Step 8: Assess students' progress.

C. Set up your gradebook in your school's primary LMS.

The SOAR® Assessment Matrix is designed to support quick set-up of your gradebook in your school's primary LMS.

The Assessment Matrix includes all potential sources of assessment and progress-monitoring (including anecdotal observations) in a single spreadsheet. Delete the activities, observations, and assessments you don't want to use, customize the remaining options, and upload to your LMS.

 NOTE: The "gradebook" in the SOAR® Teacher Account only tracks Scorecard data and multiple-choice quiz/exam scores; it is *not* a comprehensive gradebook for all assessments.

The SOAR® Assessment Matrix can be accessed from your Teacher Account (Dashboard > Teacher Guide > Student Assessments).

Step 8: Assess students' progress.

D. About each assessment

Assessment	What does it measure?	How does it work?	When should it be assigned?	Tips for grading
Study Skills Scorecard	Changes in students' skills, attitudes, and perceptions.	53 statements ranked on a scale of 1-5; assigned as the first and last activity in the course.	At the beginning and end of the course. In the student software, the post-Scorecard appears after 70% of quizzes are completed.	Not intended to be graded.
Apply + Practice Activities	Students' ability to apply the strategies learned in a lesson.	Every lesson concludes with an Apply + Practice activity, found in Layer 3 of the student software and SOAR® Notes (PDF).	At the conclusion of each lesson.	Since this is the first practice of new strategies, grade as credit/no credit or allow resubmissions for a better grade. Each activity has a unique rubric to guide students and assist teachers with feedback.
Progress Markers: Activities & Observations	Students' application of strategies.	Includes activities and anecdotal observations.	Throughout the course.	Based on effort: Satisfactorily completed: 10 pts; Attempted/Partially complete: 5 pts; Incomplete: 0 pts.
Quizzes: Multiple Choice	Comprehension of lesson content.	10-question quiz per lesson.	After each lesson.	Automatically graded in the software; 1 point per question.
Quizzes: Constructed Response	Comprehension and application of concepts.	3-8 essay questions per lesson.	After each lesson.	Rubric provided
Portfolio Development: Skill Demonstration Form & Portfolio	Application of strategies from each lesson.	Single-page reproducible or digital file (Google Slide).	After each lesson.	Rubric provided
Final Exam: Multiple Choice	Cumulative knowledge of the course content.	50-question exam.	After all lessons are completed.	Automatically graded in the software; 1 point per question.
Final Project: Exit Presentation	Ability to synthesize and apply course content.	Reflect on skills, provide evidence of progress, and explore future impact.	During Chapter/Lesson 17.	Rubric provided

Step 8 continued…

Step 8: Assess students' progress

E. Collect "effectiveness" data

To evaluate overall impact of the curriculum, there are two universal options:

Post-Scorecard analysis

Objective: This analysis measures students' cumulative responses to the effectiveness of the program.

In the software, the post-Scorecard becomes available in after a student has completed 70% of the quizzes.

Once students complete the Scorecard a second time, their comparative data will be visible from your Gradebook.

Grade-Tracking

Objective: This analysis measures the long-term impact of your study skills initiative.

For long-term progress-monitoring, we suggest compiling and tracking students' grades for:

- two or more card-markings prior to introducing the *SOAR® Study Skills* system

- the card-marking(s) in which students are participating in the program, and for

- two or more card-markings following the program.

End of Step 8.