



Kansas Effective Practices Instructional Toolkit

Implementing Research and Resources Into Action
Research Lesson 2: Opportunities to Be Unique & To Work Independently

Chuska Scale for Rate of Acquisition

There are many observable ways to determine a student's Rate of Acquisition in regard to learning new knowledge and skills. The checklists provide a basic list for teachers to aid in determining those students who have a high or low Rate of Acquisition. This knowledge about a student is an aid to planning in regard to areas such as the depth or breadth of the introduction of the supposed new learning, the number of practice exercises different students may require, and the additional or remedial resources and strategies that have to be employed. It should be noted that no student may be considered to have a high or low Rate of Acquisition in all, or any given area.

High Rate of Acquisition Checklist

- The student gives evidence of knowing some or much of what is to be taught when pretested or presurveyed on the upcoming work.
- The student is able to demonstrate the desired knowledge after the initial presentation.
- The student is able to demonstrate the desired skill in a pretest situation.
- The student has made him/herself knowledgeable beyond that which is expected.
- The student is able to grasp large amounts of content upon presentation or through individual reading assignments.
- The student demonstrated knowledge not normally expected of a student of this grade level.
- The student demonstrates skills not normally expected at this grade level.
- The student requires few repetitions or practices in order to show competency.
- The student usually demonstrates self-initiative and self-motivation.
- The student demonstrates pursuits of interests in a variety of areas.
- The student demonstrates competency in use of past-learned processes and/or study skills.
- The student relates new learning to previous learning by direct, analogous, or metaphorical means.
- The student consistently makes "A's" on memory-type tests.
- The student demonstrates ability to learn in an independent manner.
- The student sets goals and makes plans to reach them.
- The student demonstrates high ability in problem solving and decision making situations.
- The student sets goals and makes plans to reach them.
- The student is an avid reader, and/or engages in many projects on his/her own.
- The student is willing to try new learning.
- The student raises many questions, and is willing to pursue avenues to find the answers.

Low Rate of Acquisition Checklist

- The student demonstrates that s/he has very little knowledge of the new learning to be begun according to a pretest or presurvey.
- The student requires a couple of re-presentations before being able to demonstrate the desired learning.
- The student requires multiple practices before being able to demonstrate competency in the desired skill.
- The student does not demonstrate any indication that s/he has extended the basic assignment given.
- The student demonstrates that learning instruction must be developmental in nature and in small chunks.
- The student requires several repetitions, and/or practices before being able to demonstrate competency.
- The student demonstrates little self-initiative and self-motivation.
- The student is usually satisfied with only that which the teacher expects. In other words, the student is satisfied to complete the minimum.
- The student indicates that an in-depth review is necessary before a test.
- The student does not easily see relationships between new learning and previous learning.
- The student requires much direction in carrying out larger or longer assignments.
- The student is not in the habit of setting goals, and therefore, in not making plans to meet them.
- The student does not engage in much reading beyond school assignments.
- The student is hesitant about engaging in new learning.
- The student does not demonstrate much curiosity.

Chuska Scale for Determining Rate of Retention

The lesser importance of the two types of determining Rate of Retention involves assessment that heavily relies on memory. The other type has two elements. The first is that type of assessment that calls for understanding the larger knowledge involving concepts, generalizations, laws, and principles. The second element is that of assessment that calls for the application of learning to similar, analogous or different, but related situations. This checklist is constructed toward the second type of assessment.

What is to be assessed?	High Rate or Degree of Retention
FACTS	↑ Makes "A's" or "B's" consistently
	↑ Demonstrates good study habits.
	↑ Demonstrates good test-taking strategies.
PROCESSES	↑ Is consistently able to apply previously learned processes competently and accurately.
CONCEPTS, GENERALIZATIONS, LAWS AND PRINCIPLES	↑ Is able to identify concepts taught in the present or past units or for which there has been much exposure and practice in previous years.
	↑ Is able to draw generalizations consistently from given data or information.
	↑ Is able to identify principles taught in the present or past units.
	↑ Is able to relate present learning to past learning.
	↑ Is able to see the relationship between past and present learning.
THINKING SKILLS	↑ Is able to lay out a plan of attack when given a problem situation.
	↑ Is able to apply a valid plan for making a decision based on the given data or situation.
	↑ Is able to justify and support his/her resolution of a given issue by applying a comprehensive process.

What is to be assessed?	Low Rate or Degree of Retention
FACTS	↑ Grades on this type of test consistently low.
	↑ Needs much review before a test.
	↑ Does not have adequate test-taking skills and habits.
	↑ Demonstrates poor study skills and habits
PROCESSES	↑ Does not apply a complete process previously practiced.
	↑ Consistently asks for major help after repeated remedial help.
	↑ Demonstrates a continuing need to use learning aids.
	↑ Demonstrates a lack of independence on given tasks.
	↑ Is erratic in carrying out previously learned processes.
CONCEPTS, GENERALIZATIONS, LAWS AND PRINCIPLES	↑ Has difficulty abstracting general learning from specific learning.
	↑ Has difficulty retaining the ideas from the facts and data given or developed during instruction.
	↑ Given new application situations the student is not able to extrapolate from given facts and data.
	↑ Is not able to identify major lessons, themes, or author intended outcomes.
THINKING SKILLS	↑ Demonstrates lack of ability to apply previously taught and practiced problem solving, decision-making and issue resolution skills.