

# L to J Resource Guide

All students will improve their vocabulary skills across the curriculum.

This goal will be achieved through use of the following strategy:

Students will improve their vocabulary skills through participation in the L to J Strategy Process to actively monitor their learning progress and achievement.

# L to J Frequently Asks Questions:

- 1. Does my attitude as a teacher make a difference to my students?** ABSOLUTELY! If you believe in the process your students are more likely to be motivated and believe in it as well. Enforce to the students that not scoring well or knowing all of the words at the beginning of the semester or year is just fine; they haven't been taught the words yet! Remember to preview the words after each test by giving a brief explanation/definition (example, I know we haven't learned this word in class yet, but it means....). Also, when you have taught the word or when you have the word selected again in an L to J quiz, you can review the word with your students (example, remember class, we had this word on another L to J quiz, remember it means....).
- 2. Is everyone *really* doing this?**  
Yes, ALL teachers are accountable for documenting inclusion of the L to J process in lesson plans. Administrators will periodically review lessons plans for verification.
- 3. Is the L to J process a vocabulary instruction method?** NO!! L to J is simply a way to assess vocabulary instruction. If you are not seeing improvement throughout the semester in L to J results, it will be necessary to reassess vocabulary instruction methods.
- 4. Do I draw new words each week?** Yes
- 5. How many words do I need to test weekly?** The number of words tested each week will be the square root of your entire vocabulary list.
- 6. Should I conduct a pre and post L to J test over the entire vocabulary list?** This would be optional, although it would be helpful to show a baseline.
- 7. What is the procedure for administering pre and post tests?** This process will occur over the first three weeks. Week #1: You will draw the square root of your entire vocabulary list give the L to J test. Do NOT put these words back into the pool. Weeks 2 and 3: follow the same procedure as week one remembering to NOT put the words back into the pool each week. You will also follow this procedure three weeks prior to the end of the semester for a post test.
- 8. Should I conduct a weekly pre and post L to J test each week?** No!
- 9. Can I draw words, test, reteach and retest each week?** No! The purpose of the L to J strategy is to pull words randomly from the vocabulary list and test the words. Remember, the key point of L to J is to review and preview. Review the words that have been taught and give a preview of the words that have not been taught.
- 10. What does it mean if nearly all of my students are getting nearly all of the answers right?** You need to look at the assessment; Is it too easy? Are my vocabulary words too easy? Am I assessing using the random process?

11. **Should I send the vocabulary words and the definitions home?** You can send the words alone or the words and their definitions. Keep in mind, however, that only a small number of students will study these words at home. Also, do not change the vocabulary list during the school year. Vocabulary lists can change at the beginning of a new school year after prior to testing.
12. **Do students continue to track their L to progress using individual graphs?** Yes. Each student should have an individual L to J graph depicting his/her weekly progress (number of words correct).
13. **Does my attitude as a teacher make a difference to my students?** ABSOLUTELY! If you believe in the process your students are more likely to be motivated and believe in it as well. Enforce to the students that not scoring well or knowing all of the words at the beginning of the semester or year is just fine; they haven't been taught the words yet! Remember to preview the words after each test by giving a brief explanation/definition (example, I know we haven't learned this word in class yet, but it means....). Also, when you have taught the word or when you have the word selected again in an L to J quiz, you can review the word with your students (example, remember class, we had this word on another L to J quiz, remember it means....).
14. **Do I graph my class information?** Yes. You will graph the percentage of words correct for your entire class. Using this method of graphing will allow you to use the same graph throughout the semester even if students are absent during the L to J quiz or if students move in or out of your class. It will only include the students that took the quiz.
15. **Do I need to keep my student and classroom graphs?** You will be asked (typically at the end of each semester) to submit a copy/digital photograph of your classroom graph and one example of a student graph.
16. **Is Jill Davis still making the graph templates?** Yes. Please email Jill Davis at [jdavis@fairburyjeffs.org](mailto:jdavis@fairburyjeffs.org) to request individual student graphs, your class run chart, and grade level run chart (foremen).
17. **What do I do with my weekly data?** At the elementary level, each teacher will complete a weekly L to J form. This information should be forwarded to the learning team leader for calculation in a grade level form. This information will be graphed by the district's data steward and communicated with staff members via bulletin boards at the elementary buildings. Secondary teachers will continue to graph their data on the classroom graphs.
18. **What shall I do when my class/grade level receives an "all time best" score?** Teachers should communicate with their building principle if their class/grade level scores an "all time best" and **celebrate** that achievement. Examples might include singing a song or cheer, a piece of candy, or an extra recess. Determine what would help motivate your students.
19. **Do I need to administer my L to J quiz in one day?** No. You can test different students throughout the week (example test 4 students per day). This is particularly helpful for the youngest students who require a one-on-one assessment method.

20. **Can I quit giving L to J quizzes?** Yes. If a student scores 100% on seven consecutive L to J quizzes, you may discontinue that student's participation in L to J.
21. **Can I grade the L to J quizzes?** NO! These quizzes are not intended to be graded. It would not be fair to grade students on vocabulary they have yet to be taught. Teachers can, however, use as a participation grade.
22. **What about word banks?** During a recent meeting with Lee Jenkins, we learned that in the truest sense of L to J, we would not use word banks. Teachers will **NOT** use word banks with the exception of those students with IEPs.



23. **Should there be a time limit for L to J quizzes?** There should be no set time for the quiz, but they shouldn't take longer than 5 to 10 minutes. If they don't know the words, they will not know them in ½ hour.
24. **Should students qualifying for alternate assessments participate in the L to J strategies?** Yes, with the accommodations specified for those students. Examples might include such things as multiple choice with limited answer options, oral response, limited word banks, etc. Please work with special education staff members to review student IEPs.
25. **Will the school send letters to families explaining the school improvement strategies?** The elementary schools will share the information to families via the school newsletters and the district newsletter. The high school teachers have shared this information in the class syllabus.
26. **Will the learning team model continue?** Yes. Learning teams are an effective forum to disseminate information and provide guidance to staff members as well as foster a spirit of communication and collaboration among staff members.
27. **Will learning team leaders change?** Yes. Periodically learning team leaders will be changed/assigned to provide leadership and professional development opportunities for staff members.
28. **Could/should I develop a test to use next year at the same time in my curriculum?** No. This would take away from the random nature of the L to J process. This would prohibit the revision of the vocabulary list.
29. **Does my attitude as a teacher make a difference to my students?** ABSOLUTELY! If you believe in the process your students are more likely to be motivated and believe in it as well. Enforce to the students that not scoring well or knowing all of the words at the beginning of the semester or year is just fine; they haven't been taught the words yet! Remember to preview the words after each test by giving a brief explanation/definition (example, I know we haven't learned this word in class yet, but it means...). Also, when you have taught the word or when you have the word selected again in an L to J quiz, you can review the word with your students (example, remember class, we had this word on another L to J quiz, remember it means...).

## **L to J Resources:**

The website listed below can be used to randomly draw the numbers of words for weekly tests. This site allows you to pick the number of words you can test each week from the total number of vocabulary words on your list. Try it, you might like it! <http://www.random.org/integers/>

The website listed below provides information from Lee Jenkins of L to J Consulting. Dr. Jenkins has been invited to Fairbury Public Schools and local ESUs to provide training and guidance on the L to J process. Please use this resource to gain additional insight and knowledge and also sign up for the L to J newsletter. <http://www.ltojconsulting.com/>

Use the following website for practicing your L to J vocabulary words with your class. Quizlet allows you to open an account, enter your entire vocabulary list and create/use several activities and games to help your students building their vocabulary skills. <http://quizlet.com/>



