

APPENDIX A

Parent/Guardian's Consent for Child and Student Assent to participate in a study for Otterbein University

The Effect of Differentiated Reassessments on the Metacognition and Motivation of 9th Grade Social Studies Students

Dear Student and Parent/Guardian,

My name is Dr. Benjamin Hartnell, and I am a history teacher at ██████████ High School and a Master's student at Otterbein University. As part of my graduation requirements, I am conducting a research study concerning how students think about their own understanding and learning in school and as it pertains to their 9th grade American History class. This is known as "metacognition". The purpose of this study is to see what effect differentiated reassessment has on making 9th grade American History students more metacognitively aware of their own learning.

I am requesting permission to contact your child (student) to participate in two anonymous surveys about how they learn and about their experiences in their current American History class. These surveys will be administered consecutively during one regular class period. The first survey is called *The American History Motivation Questionnaire* and was created by Shawn M. Glynn in 2011 (originally as *The Science Motivation Questionnaire II*). The second survey is called *A Learning Experience Scale (PRO-SDL5)* and was created by Susan Stockdale and Ralph Brockett in 1991.

Additionally, I am requesting permission to use data collected from district-created, district-approved, and district-mandated Start of Course Assessments (SOCA) and End of Course Assessments (EOCA) for the 9th grade American History classes. All data will be kept confidential and identities protected in the resulting published work.

There is no compensation to students for participating in this project. However, information from the surveys will help in furthering the understanding of metacognition and how students learn. Risks to the participants in this study are minimal and no greater than those faced on a daily, routine basis.

You and your student can choose freely to participate or not to participate. In addition, at any point, you can withdraw your permission, and your student can stop participating without penalty. Students can, on their own accord, also elect to stop participating at any given time. Choosing to participate (or not participate) in the surveys or to the release of SOCA/EOCA will not impact course grades. Students that choose not to participate, or who do not receive permission from their parent/guardian to participate, will work on an enrichment activity during the period in which the surveys are administered. This activity will not be worth any points and is intended for enrichment purposes only. Students that elect to participate will be offered the enrichment activity following the completion of their surveys.

I will not use your name, your student's name, or any other personally identifying information in this project or for any purposes outside the project. I will not make any unauthorized transmittals of confidential information. All data will be maintained in a locked file cabinet at ██████████ High School for a period of three years from the completion of the study. I agree to this and have signed below:

Printed Name of Researcher

Signature of Researcher

Contacts and Questions:

The researcher's name is Dr. Benjamin Hartnell. The researcher's faculty advisor at Otterbein University is Dr. Paul Wendel. You may direct any questions you have to the researcher by phone (614-797-6200) or by e-mail (benjamin.hartnell@otterbein.edu). You may also contact Dr. Hartnell's advisor by e-mail (pwendel@otterbein.edu). If you want to talk privately about your student's rights as a participant, you may call Dr. Robert Kraft, Director of IRB at Otterbein University at 614-823-1556, extension 1473.

Consent/Assent:

If you (parent/guardian) consent for your student to participate in this project, please sign the following page and return it to your student's 9th grade American History teacher. You are not giving up any legal rights by signing this form.

If you (student) agree to participate in this project, please sign the following page and return it to your student's 9th grade American History teacher. You must also have your parent/guardian's consent in order to participate in this project. You are not giving up any legal rights by signing this form.

Parent/Guardian's Consent for Child to Participate in the Otterbein University Project:

*The Effect of Differentiated Reassessments on the
Metacognition and Motivation of 9th Grade Social Studies Students*

Parent/Guardian's Signature for Consent (please check all that apply):

- I have read the information in this letter (or have had someone read it to me), and I understand what is being asked of my student well enough to make a decision about granting my consent as it pertains to their involvement.
- I give my permission for my student to participate in the two anonymous surveys for this project.
- I give my permission for my student's SOCA/EOCA data to be used, anonymously, in this project.
- I understand that, in order to participate in this project, my child must also agree to participate.
- I understand that my student and/or I can change our minds about participation, at any time, by notifying the researcher of our decision to end participation in this project.

Name of Student (Print): _____

Name of Parent/Guardian (Print): _____

Parent/Guardian's Signature: _____

Date: _____

=====

Student's Assent to Participate in the Otterbein University Project:

*The Effect of Differentiated Reassessments on the
Metacognition and Motivation of 9th Grade Social Studies Students*

Student's Signature(s) for Assent (please check all that apply):

- I have read the information in this letter (or have had someone read it to me), and I understand what is being asked of me well enough to make a decision about granting my assent (acceptance) as it pertains to my involvement.
- I give my permission to participate in the two anonymous surveys for this project.
- I give my permission for my SOCA/EOCA data to be used, anonymously, in this project.
- I understand that, in order to participate in this project, my parent/guardian must grant permission for me to do so.
- I understand that I can change my mind about participation, at any time, by notifying the researcher of my decision to end participation in this project.

Name of Student (Print): _____

Student's Signature: _____

Date: _____

APPENDIX B



Principal
October 28, 2015

To the Institutional Review Board (IRB) of Otterbein University:

I have approved Dr. Benjamin Hartnell's use of two surveys among the 9th grade American History students at Westerville North High School, along with the use of data from district-approved Start and End of Course Assessments, as part of his Capstone Project for Otterbein University.

However, student involvement should be cleared by the appropriate parent/guardian before they are involved in the study.

If I can be of further assistance, please feel free to contact me.

Sincerely,



Superintendent

Visit us at [www.ww.k12.oh.us](#)

Vision: Our vision is to be the benchmark of educational excellence.
Mission: Our mission is to prepare students to contribute to the competitive and changing world in which we live.
Values: Respect, Inclusiveness, Community, Communication, Collaboration, Innovation, Nurturing, Trust, Accountability

APPENDIX C

DATA USE AGREEMENT

This Data Use Agreement ("Agreement"), effective as of Thursday, October 29, 2015 ("Effective Date"), is entered into by and between **Dr. Benjamin Hartnell** ("Data Recipient") and [REDACTED] ("Data Provider"). The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set ("LDS") for use in research in accord with the HIPAA and FERPA Regulations.

1. **Definitions.** Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the "HIPAA Regulations" codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.
2. **Preparation of the LDS.** Data Provider shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations
3. **Data Fields in the LDS.** No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, Data Provider shall include the data fields specified as follows, which are the minimum necessary to accomplish the research (list all data to be provided): test scores from Start of Course Assessments (SOCA) and End of Course Assessments (EOCA).
4. **Responsibilities of Data Recipient.** Data Recipient agrees to:
 - a. Use or disclose the LDS only as permitted by this Agreement or as required by law;
 - b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;
 - c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;
 - d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and
 - e. Not use the information in the LDS to identify or contact the individuals who are data subjects.
5. **Permitted Uses and Disclosures of the LDS.** Data Recipient may use and/or disclose the LDS for its Research activities only.
6. **Term and Termination.**
 - a. **Term.** The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.
 - b. **Termination by Data Recipient.** Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.
 - c. **Termination by Data Provider.** Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.

- d. For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.
- e. Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

7. Miscellaneous.

- a. Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.
- b. Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.
- c. No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.
- d. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
- e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER

Signed: _____

Print Name: _____

Print Title: PRINCIPAL

DATA RECIPIENT

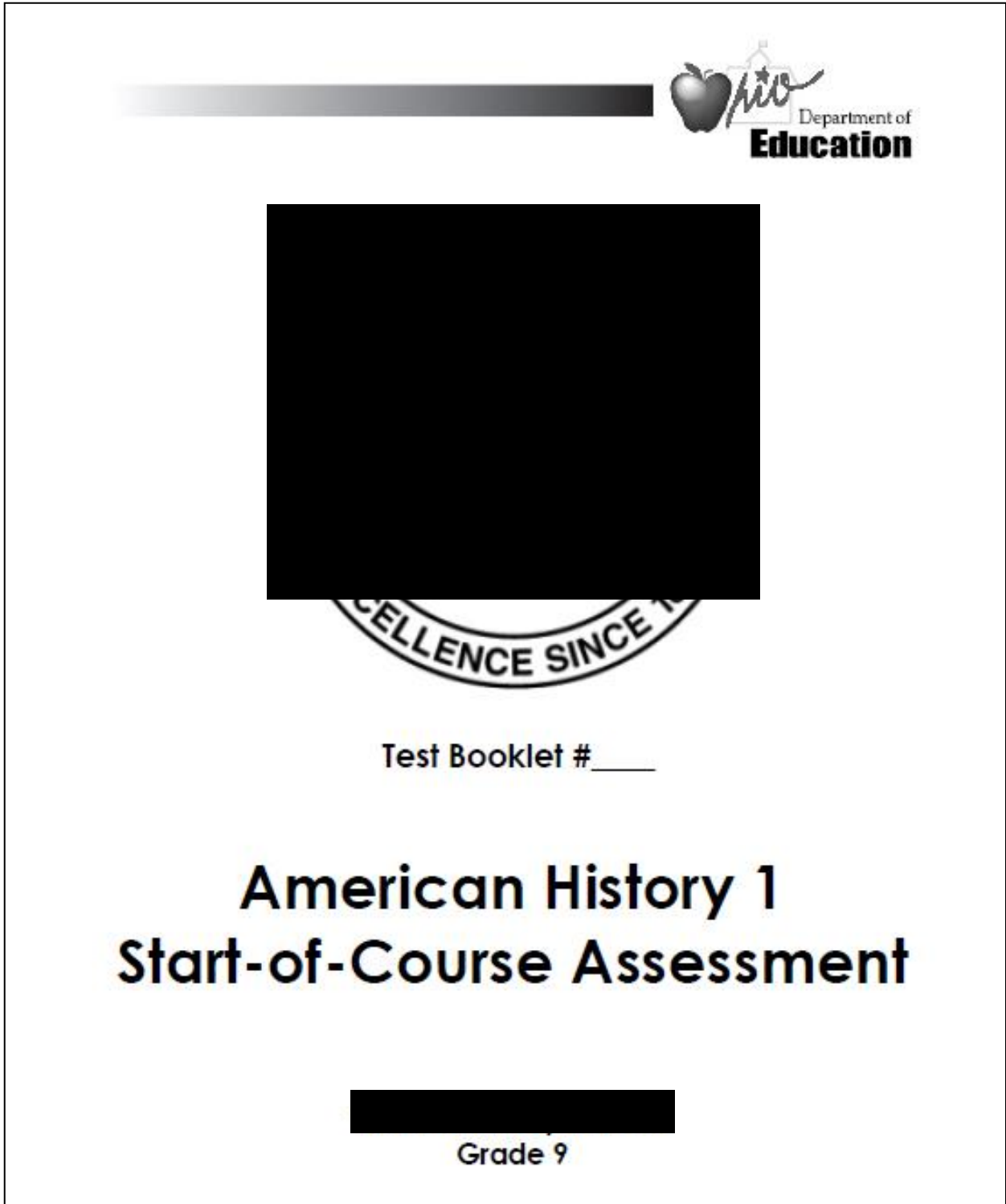
Signed: _____

Print Name: BEY J. HAETNELL

Print Title: EDUCATOR/RESEARCHER

APPENDIX D

NOTE: As this is a SOCA that is still in use, only the cover, instructions, and first examination page have been provided.



TEST BOOKLET

Today you will be taking the **American History 1 Start-of-Course Assessment** for [REDACTED]. This is an assessment of how well you already understand the material that will be covered this semester and is aligned with Ohio's Academic Content Statements.

Directions: Answer the 35 multiple-choice questions by choosing the most correct answer and blackening the corresponding space on your Scantron Form. If you change an answer, be sure to erase the first mark completely.

While your score on this SOCA will NOT impact your current grade, you are encouraged to try to do your best.

1. Enlightenment philosopher Thomas Hobbes argued that governments resulted from a social contract to maintain an orderly society. John Locke, another Enlightenment philosopher, convinced America's Founding Fathers that a government should be overthrown if it
- A. failed to promise elections.
 - B. violated people's natural rights (life, liberty, and property).
 - C. failed to protect people from economic inequality.
 - D. entered into alliances with foreign governments.

Content Statements #5 & #9

2. This document was written by Congress under the Articles of Confederation, set forth the process by which new states could be added to the Union, and outlawed slavery in Ohio, Indiana, Illinois, Wisconsin, Michigan, and part of Minnesota. What document?
- A. The Bill of Rights.
 - B. The Declaration of Independence.
 - C. The Federalist Papers.
 - D. The Northwest Ordinance.

Content Statements #5, #6, #7 & #8

3. This document intentionally made the Federal Government weak by not having a President, not having any courts, and by creating a 1-house Congress that didn't have the power to tax or draft troops. Its weakness was shown by Shays' Rebellion.
- A. The Articles of Confederation.
 - B. The Northwest Ordinance.
 - C. The Federalist Papers.
 - D. The Bill of Rights.

Content Statements #5, #6, #7 & #8

APPENDIX E



Today you will be completing a two-party survey into how you think about learning as well as how you feel about your American History class. All answers will be kept confidential and used as part of an educational study at Otterbein University.

The first part is a 25-question survey called **The American History Motivation Questionnaire**.

The second part is a 25-question survey called **A Learning Experience Scale (PRO-SDLS)**.

For both surveys, you may answer using pen or pencil and place your answer directly in this packet.

Thank you for your participation.

Your teacher (please circle):

Your Class Period: _____

Participant Background Information

Before beginning, please provide a little background information about yourself.
(NOTE: All information is confidential.)

1. What is your gender?

- Female Male Other I choose not to answer.

2. What is your race/ethnic origin?

- American Indian/Alaskan Native.
 Asian.
 Pacific Islander/Native Hawaiian.
 Black/African-American.
 Hispanic/Latino of any race.
 Caucasian/White.
 Two or more races.
 I choose not to answer.

3. Please select which statement applies to you:

- I receive services for ESL/ELL.
 I receive services for Special Education.
 I receive services for both ESL/ELL and Special Education.
 I do NOT receive services for ESL/ELL or Special Education.
 I choose not to answer.

4. How often is English spoken in your home?

- Always
 Most of the time
 Sometimes
 Rarely
 Never
 I choose not to answer.

5. Within the last month (not counting weekends, holiday breaks, or calamity days), how often were you absent from school?

- Never.
- 1 day.
- 2-4 days.
- 5 or more days.
- I choose not to answer.

6. What were your grades like last school year (select ONE answer)?

- I earned mostly As.
- I earned mostly Bs.
- I earned mostly Cs.
- I earned mostly Ds.
- I earned mostly Fs.
- I choose not to answer.

7. What are you most likely to do after you finish high school?

- Attend a four-year college.
- Attend a community college.
- Attend a vocational school.
- Work full-time.
- Join the military.
- I don't know.
- I choose not to answer.

8. How often do you participate in organized activities outside of school (including sports, arts/music, community service, drama, religious/cultural activities, etc.)?

- Not at all.
- A few times a year.
- Once or twice a month.
- Once or twice a week.
- Three or more times a week.
- I choose not to answer.

The American History Motivation Questionnaire

In order to better understand what you think and how you feel about your American History class, please respond to each of the following 25 statements from the perspective of *"When I am in my American History class..."*

01. *The history I learn is relevant to my life.*

Never Rarely Sometimes Usually Always

02. *I like to do better than other students on history tests.*

Never Rarely Sometimes Usually Always

03. *Learning history is interesting.*

Never Rarely Sometimes Usually Always

04. *Getting a good history grade is important to me.*

Never Rarely Sometimes Usually Always

05. *I put enough effort into learning history.*

Never Rarely Sometimes Usually Always

06. *I use strategies to learn history well.*

Never Rarely Sometimes Usually Always

07. *Learning history will help me get a good job.*

Never Rarely Sometimes Usually Always

08. *It is important that I get an "A" in history.*

Never Rarely Sometimes Usually Always

Please continue to the next page...

Page 4

09. *I am confident I will do well on history tests.*

Never Rarely Sometimes Usually Always

10. *Knowing history will give me a career advantage.*

Never Rarely Sometimes Usually Always

11. *I spend a lot of time learning history.*

Never Rarely Sometimes Usually Always

12. *Learning history makes my life more meaningful.*

Never Rarely Sometimes Usually Always

13. *Understanding history will benefit me in my career.*

Never Rarely Sometimes Usually Always

14. *I am confident I will do well on history assignments and projects.*

Never Rarely Sometimes Usually Always

15. *I believe I can master history knowledge and skills.*

Never Rarely Sometimes Usually Always

16. *I prepare well for history tests.*

Never Rarely Sometimes Usually Always

17. *I am curious about discoveries in history.*

Never Rarely Sometimes Usually Always

18. *I believe I can earn a grade of "A" in history.*

Never Rarely Sometimes Usually Always

Please continue to the next page...

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19. *I enjoy learning history.*

Never Rarely Sometimes Usually Always

20. *I think about the grade I will get in history.*

Never Rarely Sometimes Usually Always

21. *I am sure I can understand history.*

Never Rarely Sometimes Usually Always

22. *I study hard to learn history.*

Never Rarely Sometimes Usually Always

23. *My career will involve history.*

Never Rarely Sometimes Usually Always

24. *Scoring high on history tests matters to me.*

Never Rarely Sometimes Usually Always

25. *I will use history problem-solving skills in my career.*

Never Rarely Sometimes Usually Always

Thank you.

This completes **The American History Motivation Questionnaire**.

At this time, please proceed to **A Learning Experience Scale (PRO-SDLS)**, which begins on the next page.

Please continue to the next page...

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A Learning Experience Scale (PRO-SDLS)

Please select one answer for each statement by placing an "X" in the appropriate box. There are no "right" answers to these **25** statements. These statements pertain to your recent learning experiences in high school and are not just about your experiences in American History (although they may be the same).

ITEM	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
01. I am confident in my ability to consistently motivate myself.					
02. I frequently do extra work in a course just because I am interested.					
03. I don't see any connection between the work I do for my courses and my personal goals and interests.					
04. If I am not doing as well as I would like in a course, I always independently make the changes necessary for improvement.					
05. I always effectively take responsibility for my own learning.					
06. I often have a problem motivating myself to learn.					
07. I am very confident in my ability to independently prioritize my learning goals.					
08. I complete most of my high school activities because I WANT to, not because I HAVE to.					

Please continue to the next page...

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ITEM	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
09. I would rather take the initiative to learn new things in a course rather than wait for the instructor to foster new learning.					
10. I often use materials I've found on my own to help me in a course.					
11. For most of my classes, I really don't know why I complete the work I do.					
12. I am very convinced I have the ability to take personal control of my learning.					
13. I usually struggle in classes if the teacher allows me to set my own timetable for work completion.					
14. Most of the work I do in my courses is personally enjoyable or seems relevant to my reasons for attending high school.					
15. Even after a course is over, I continue to spend time learning about the topic.					
16. The primary reason I complete course requirements is to obtain the grade that is expected of me.					

Please continue to the next page...

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ITEM	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
17. I often collect additional information about interesting topics even after the course has ended.					
18. The main reason I do the course activities is to avoid feeling guilty or getting a bad grade.					
19. I am very successful at prioritizing my learning goals.					
20. Most of the activities I complete for my high school classes are NOT really personally useful or interesting.					
21. I am really uncertain about my capacity to take primary responsibility for my learning.					
22. I am unsure about my ability to independently find needed outside materials for my courses.					
23. I always effectively organize my study time.					
24. I don't have much confidence in my ability to independently carry out my student plans.					
25. I always rely on the teacher to tell me what I need to do in the course to succeed.					



END OF SURVEY.



Please return survey to your teacher.