**Effect Size Exercise**

**Answer Key**

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| Ability grouping / Tracking / Streaming 0.12 | High | Medium | Low |
| Acceleration (for example skipping a year) 0.68 | High | Medium | Low |
| Comprehension Programs 0.60 | High | Medium | Low |
| Concept Mapping 0.60 | High | Medium | Low |
| Cooperative vs. Individualistic Learning 0.59 | High | Medium | Low |
| Direct Instruction 0.60 | High | Medium | Low |
| Feedback 0.73 | High | Medium | Low |
| Gender (male compared with female achievement) 0.12 | High | Medium | Low |
| Home Environment 0.52 | High | Medium | Low |
| Individualizing Instruction 0.22 | High | Medium | Low |
| Influence of Peers 0.53 | High | Medium | Low |
| Matching Teaching with Student Learning Styles 0.17 | High | Medium | Low |
| Meta-Cognitive Strategy Programs 0.53 | High | Medium | Low |
| Phonics Instruction 0.54 | High | Medium | Low |
| Professional Development on Student Achievement 0.51 | High | Medium | Low |
| Providing Formative Evaluation for Teachers 0.90 | High | Medium | Low |
| Providing Worked Examples 0.57 | High | Medium | Low |
| Reciprocal Teaching 0.74 | High | Medium | Low |
| Reducing Class Size 0.21 | High | Medium | Low |
| Retention (holding back a year) -0.13 | High | Medium | Low |
| Student Control Over Learning 0.04 | High | Medium | Low |
| Self Reported Grades / Student Expectations 1.33 | High | Medium | Low |
| Teacher Credibility in the Eyes of Students 0.90 | High | Medium | Low |
| Teacher Expectations 0.43 | High | Medium | Low |
| Teacher Subject Matter Knowledge 0.09 | High | Medium | Low |
| Student-Teacher Relationships 0.52 | High | Medium | Low |
| Using Simulations and Gaming 0.33 | High | Medium | Low |
| Vocabulary Programs 0.67 | High | Medium | Low |
| Whole Language Programs 0.06 | High | Medium | Low |
| Within-Class Groupings 0.18 | High | Medium | Low |
| Response to Intervention 1.07 | High | Medium | Low |
| Family Structure 0.18 | High | Medium | Low |

Study each of the influences on student learning listed below and decide whether, on average, they have low, medium, or high impacts on student achievement.