**Effect Size Exercise**

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| Ability grouping / Tracking / Streaming | High | Medium | Low |
| Acceleration (for example skipping a year) | High | Medium | Low |
| Comprehension Programs | High | Medium | Low |
| Concept Mapping | High | Medium | Low |
| Cooperative vs. Individualistic Learning | High | Medium | Low |
| Direct Instruction | High | Medium | Low |
| Feedback | High | Medium | Low |
| Gender (male compared with female achievement) | High | Medium | Low |
| Home Environment | High | Medium | Low |
| Individualizing Instruction | High | Medium | Low |
| Influence of Peers | High | Medium | Low |
| Matching Teaching with Student Learning Styles | High | Medium | Low |
| Meta-Cognitive Strategy Programs | High | Medium | Low |
| Phonics Instruction | High | Medium | Low |
| Professional Development on Student Achievement | High | Medium | Low |
| Providing Formative Evaluation for Teachers | High | Medium | Low |
| Providing Worked Examples | High | Medium | Low |
| Reciprocal Teaching | High | Medium | Low |
| Reducing Class Size | High | Medium | Low |
| Retention (holding back a year) | High | Medium | Low |
| Student Control Over Learning | High | Medium | Low |
| Self Reported Grades / Student Expectations | High | Medium | Low |
| Teacher Credibility in the Eyes of Students | High | Medium | Low |
| Teacher Expectations | High | Medium | Low |
| Teacher Subject Matter Knowledge | High | Medium | Low |
| Student-Teacher Relationships | High | Medium | Low |
| Using Simulations and Gaming | High | Medium | Low |
| Vocabulary Programs | High | Medium | Low |
| Whole Language Programs | High | Medium | Low |
| Within-Class Groupings | High | Medium | Low |
| Response to Intervention | High | Medium | Low |
| Family Structure | 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.