ABSTRACT

                Reported in summary form is an accountability model
developed in Duval County, Florida (funded through Title VI) for
planning, developing, and operating an educational program for
trainable mentally handicapped children..Background information
consists in such aspects of accountability as systematic planning,
assessing, and refining educational programs based on goals for the
students; and a description of the project. The model is described as
having two program phases: planning and development involves
establishment of program goals, with participation of the lay
community and professional educators; and specification of behavioral
objectives includes three competency areas (social, academic, and
occupational). One aspect of program operation is described as
preliminary assessment of students' behavior in competency areas,
which are subdivided into components (such as math), clusters (such
as money concepts) and modules (with prescribed requirements for each
cluster)..The other aspect of program operation is described as
formal assessment of students' behavior which is based on prior
assessment and interim performance, and requires teacher selection of
instructional approaches, implementation of strategies, and strategy
evaluation..Presented are implementation strategies for planning,
developing, and operating a program using the model; and operational
suggestions (such as soliciting parental and community concerns, and
the need for inservice teacher training)..Provided in appendixes are
behavioral objectives and their subsets, and assessment forms..
(MC)

ACCOUNTABILITY MODEL

ACCOUNTABILITY STUDY

FOR TRAINABLE MENTALLY RETARDED CHILDREN AND YOUTH

TITLE VI-B

DUVAL COUNTY SCHOOL BOARD

JACKSONVILLE, FLORIDA

ED 079913

Accountability Model

Accountability Study of the Program
for Trainable Mentally Retarded
Children and Youth

Prepared for

The Duval County School Board
Jacksonville, Florida

by

The Institute for Development of Educational Auditing
1121 Arlington Boulevard, Suite 57
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May 1973

C O N T E N T S

INTRODUCTION

This report presents, in summary form, an Accounta-
bility Model applicable to the planning, development and
operation of educational programs for trainable mentally
retarded children. Following this introduction is a back-
ground section which discusses accountability in general,
its application to TMR programs and the current accountability
study in Duval County, Florida. The Accountability Model
then is presented with the final section of the report
dealing with implementation strategies.

This report was prepared for the Duval County School
Board by the Institute for Development of Educational Auditing
(the Institute), as a part of the evaluation of the first
year of an Accountability Study of the Program for Trainable
Mentally Retarded Children and Youth.

BACKGROUND

"As we move toward an educational system in which
accountability for pupil learning assumes equal status
with accountability for dollars, greater attention must
be given to the management of educational programs to
ensure that they meet actual and present needs of pupils.* "

It's not enough merely to take notice of a need for
accountability, or to exhort its virtues. Deliberate,
systematic procedures for planning, assessing and refining
educational programs must be actively pursued.

There is no real shortage of exciting ideas about
how to energize and enhance the educational process. The
principal problem is one of choosing among approaches,
developing materials and procedures which reflect the options
chosen and delivering high-quality products and services
to the ultimate client, the student. This is essentially a
management problem.

Effective management consists of identifying and allocat-
ing resources in order to optimize the achievement of
stipulated goals and objectives. With increasing competition
for resources in the public sector, resource management is

* Floyd T. Christian, Commissioner of Education, State of
  Florida. From the Forward to "Guidelines for District
  Comprehensive Educational Planning 1973-74".

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undergoing closer scrutiny. Essentially, accountability
reflects the need to achieve sound management of resources
in the achievement of pre-defined goals.

The new accountability is not thing-centered, but
student-centered. And the new accountability will be
considered successful only if it helps the educational re-
newal process whereby the goals and objectives of education
are continually modified to meet the changing needs of its
clients, and educational programs are continually modified
to facilitate the attainment of those objectives.

In 1971, the Florida Legislature adopted a policy
endorsing educational accountability to provide validated
information for decision making at the classroom, school,
district and state levels through the process of establishing
objectives, assessment of the degree to which the objectives
are being achieved, and an analysis of the differential
effectiveness and costs of educational programs. (Section 229.57,
Florida Statutes).

The State's officially adopted "change strategy" consists
of three basic elements:

- The first is an analysis of what educational pro-
  grams ought to accomplish and what is being
  accomplished. That is, the strategy begins by
  identifying *clear goals and objectives*.

- The strategy then concentrates on finding out how
  well the goals and objectives are being attained.
  This is the process of *assessment and analysis*.

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• The third element of the strategy is to identify
  additional ways to achieve the objectives, i.e.,
  alternative educational practices. The continual
  application of this strategy is intended to per-
  petuate a continuous change process, rather than
  to institute a collection of specific changes.
  which may put education on a higher plateau, but
  which will not necessarily maintain the responsive-
  ness of the system.

In March 1971 the Duval County School Board applied for

and received Federal assistance under Title VI of the

Elementary and Secondary Education Act to conduct an

Accountability Study of the Duval County Program for Train-

able Mentally Retarded Children and Youth. The Institute

was selected as the evaluation contractor for the first project

year.

The existing curriculum of the program had been esta-

blished from sequentially designed task skills which led

to the accomplishment of stated program goals for each level.

These task skills and program goals have been refined into

acceptable behavioral objectives stating minimum levels of

success as a part of the Accountability Project.

Major achievements of the first project year (1971-72)

included 1) the development of a comprehensive picture of

the performance objective structure in terms of validity,

reliability and degree of difficulty of individual objectives,

2) the determination of significant relationships among

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pupil and program factors and pupil performance, 3)collection and
analysis of preliminary program cost and performance data
and 4) development of an Accountability Model and the pro-
cedures for its implementation.

Major elements of the second project year include
1) development of an overall organizing model for all perfor-
mance objectives, 2) revision of objectives so that they
meet realistic requirements of specificity, 3) writing of
criterion-referenced items for each objective, specifying
procedures to be used in assessing pupil performance, 4) re-
vision of assessment procedures so that a pupil is assessed
on objectives appropriate for his individual skills rather
than his chronological age, and 5) extensive training of
teachers in the objective assessment of trainable pupil per-
formance.

The Accountability Model developed through this project
could be applied to most TMR programs. It provides for
more effective allocation of resources in attaining specific
objectives and the communication of results to pupils, teachers,
parents and community.

Although validation and implementation of the model are
continuing through the second project year, this report pro-
vides a description of the overall model and discusses strategies
for its implementation.

MODEL OVERVIEW

Structure of the Model

The Accountability Model presented in this report is structured to function in two major program phases; 1) planning and development and 2) operation.

In the planning and development phase the model can be related to the three basic elements of Florida's adopted change strategy (i.e., identifying goals and objectives, assessing objective attainment and analyzing programs and identifying alternative educational practices).

In the operational phase, the model deals with the operation and evaluation of an established instructional program.

The overall model consists of the following six elements:

● Establishing Program Goals

● Specifying Program Objectives

● Determining Students' Level of Attainment on Appropriate Objectives

● Selection of Alternative Instructional Approaches by Teacher

● Implementing the Selected Strategy

● Evaluating the Effectiveness of the Strategy

Program Planning and Development

Two of the six elements of the model can be related
to the planning and development of an accountability-
based TMR program. Because planning and development can be
considered on-going functions, this aspect of the model is
relevant to existing as well as to planned programs.

The two elements and their interrelaticnships are
discussed in the following paragraphs.

● **Establishing Program Goals**

Program goals are the basis for any rational management
plan or accountability model. They provide an orientation
to the main emphasis of an educational program and represent
the link between the program and the values, desires, needs
and expectations of the community.

Unfortunately, they also tend to be the weak link in
the developmental chain. Even well established programs
with detailed performance objectives often lack clear pro-
gram goals.

Two major steps are required in establishing program
goals: identifying potential goals and determining their
relative importance. It is essential that both the lay

community and professional educators participate
in these steps., to insure that the goals are realistic.

● Specifying Program Objectives

Program objectives should be based upon program
goals and should be measurable, communicable state-
ments of intent.

To date, the Duval County TMR program has developed
pupil behavioral objectives spanning three competency
areas (social, academic and occupational). These objec-
tives form the framework for the "operational" accounta-
bility model discussed later in this report.

In applying this model to another planned or existing
TMR program, these objectives can be reviewed in the
light of program goals. A subset of the objectives
then can be selected, objectives can be modified and
others created to support the program goal structure.

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Program Operation

If the decision is made to use this model f
operation of a TMR program, the following four e_____ts
are involved:

- Determining Students' Level of Attainment or Appro-
  priate Objectives

- Selection of Alternative Instruction of Approaches
  by Teacher

- Implementing the Selected Strategy

- Evaluating the Effectiveness of the Strategy

This section presents the application of the model using
the procedures and materials developed and now being vali-
dated by Duval County.

- <u>Determining Students' Level of Attainment on Appropriate</u>
  <u>Objectives (Preliminary Assessment)</u>

    The objectives consist of Behavioral Objectives

    in the areas of social, academic and occupational com-

    petency.

    Each Area of Competency is subdivided into Com-

    ponents. (e.g., Academic Competency includes components

    for Communication Skills, Math and Physical Motor Skills).

    Each Component is subdivided into Clusters. (e.g.,

    the Math Component includes Clusters for Measurement,

    Money Concepts, Counting and Numeral Identification

    and Addition and Subtraction).

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Each Cluster consists of Modules, (e.g., the
Counting and Numeral Identification Cluster includes
Oral Counting, Counting Object and Quantitative
Concepts Modules).

For each Module the documentation consists of
a statement of purpose, a set of behavioral objec-
tives, references to pre and/or co-requisite objec-
tives, criterion test items for each objective, a
listing of related instructional materials, method-
media information and suggested activities.

This documentation is contained in an Objective
Catalog (see Appendix A for an example of a Module
from the Catalog).

For each program participant, a preliminary
informal assessment is made by the teacher, using a
set of Competency Checklists. (The Social Competency
Checklist is included as Appendix B).

● Determining Students' Level of Attainment on Appropriate
  Objectives (Formal Assessment)

Based upon the information from the preliminary
assessment and the progress made by the students in
the interim, the teacher develops a prioritized list
of objectives for each pupil.

This step involves a comprehensive decision-making process, since the teacher must consider many factors in addition to the importance of a particular objective for a given student. For example, the number of pupils in a group for which a given objective is appropriate and the nature of available instructional materials and sequencing must be taken into account if all the students are to be productively engaged.

The teacher then conducts a more "formal" assessment of each student using criterion-referenced tests. (See Appendix C for examples of Criterion Test Items.)

Based upon the criterion-referenced test results, the teacher is able to specify a unique set of priority needs to be addressed for each pupil.

● Selection of Alternative Instructional Approaches by Teacher

When all students' needs have been structured, the teacher considers various specific classroom strategies for meeting the needs. The Objective Catalog provides information relating to method-media and classroom activities.

The Duval County TMR program staff considered
and experimented with a number of approaches before
selecting the procedures and materials now being
implemented to meet program needs. Many of the
problems encountered during this process are dis-
cussed in the final section of this report.

The strategy developed by Duval County includes
a diagnostic-prescriptive instructional program
which permits large degrees of individualization
within the classroom; however, the use of this
Accountability Model in the program operation phase
does not require a highly individualized instruc-
tional approach.

● Implementing the Selected Strategy

After selecting the instructional strategy, the
teacher carries out the prescribed activities.

● Evaluating the Effectiveness of the Strategy

When the teacher feels that a student has mastered
an objective, the criterion-referenced test is readmini-
stered and analyzed. If the student has mastered
the objective, another objective is selected for
testing; if not, instruction is continued until the
teacher again believes that the student has mastered
the objective.

At the completion of the academic year, the progress of the teacher with each student can be summarized. Also, the progress of all students in mastering the selected objectives can be combined with cost information for administrative reporting and cost-effectiveness analysis.

A procedure for external validation of the teachers' diagnoses can be used, in which an outside observer readministers pre and post test items to verify the teachers' finding.

Summary of Model Overview

This Accountability Model for TMR Programs, now in its second year of development, can be applied both to program planning and program operation. Furthermore, it supports Florida's adopted change strategy.

Duval County is now developing and refining the procedures and materials needed to apply the Model as an operational tool.

Provisions have been made to accomodate both group and individualized instructional programs. Emphasis is on accurate assessment of individual pupils in terms of given objectives before and after the application of a related treatment. An important feature in this regard is that while all students need not necessarily receive the same test items or instructional treatment, the progress each student makes in terms of the objectives selected for him is considered in program evaluation.

IMPLEMENTATION STRATEGIES

The Accountability Model outlined in the preceding section has evolved as a major product of Duval County's Accountability Study of the Program for Trainable Mentally Retarded Children and Youth.

The model has general application for the planning, developing and operating of TMR programs. An overall strategy for its use with an existing program is presented in this section, along with some supporting tactics.

Phase I - Planning and Development

The two elements of the Model which are related to this phase have been discussed in the preceding section of this report. Before applying the Model as an _operational_ tool, these elements should be implemented.

If program goals are not formally stated, the program staff, with the involvement of parents and community representatives, should establish a set of realistic goals and structures them in terms of priorities.

In developing a comprehensive list of goals, there are many sources to which one can look for help. Some typical sources include:

- State and federal mandates and legislation

- Local and national concerns as indicated by such sources as editorials, articles and legislation.

- Parental concerns as voiced in letters, PTA meetings and conferences with parents.

- Community concerns as voiced by business organizations, pressure groups, and similar sources.

- School records and reports, such as attendance, discipline, and test scores.

- Curriculum guides, program descriptions and recommendations of responsible educational institutions and organizations.

- Teachers' reports and comments.

- Prepared composite sets of objectives and goals, such as those developed by the Duval County TMR· Program staff.

If the goals are going to be rated by parents and community representatives, care should be taken to ensure that the reading level is appropriate both for the goals and for the instructions to the reviewers.

Program objectives should be developed and structured to correspond with the program goals. For those program objectives relating to student performance, the program staff can review the Objective Catalog, selecting those competencies, components, modules and objectives which are compatible with the program goals. Additional objectives can be written, where required, to complete the objective structure.

It is critical to this activity that teachers and
other involved staff members receive adequate training in
tne writing of objectives and criterior test items.

Phase II - Program Operation

Implementation of the Accountabili-y Model in program
operation is based on the use of a set of procedures
and materials developed by Duval County and appropriately
modified by the "user" through the Phase I functions.

The four elements of the Model applicable to program
operation were discussed previously. The following con-
siderations are offered to give potential users the
benefit of Duval County's experience to date in developing
and applying the Model.

Determining the status of objective attainment for each
student and identifying each student's needs is a two
stage process. The first stage involves "informal" procedures
such as teacher checklists and parental responses. The
second staye is based on the use of criterion-referenced
tests.

To strengthen the first step, it would be desirable to
have a set of sequential diagnostic tests covering the most
important program objectives. These could be constructed from
the Objective Catalog test items.

With regard to the second assessment stage, it is essential that all objectives and criterion test items have a high degree of specificity. As initially developed by Duval County, the objectives and the related test items provided too much latitude to the test administrators.

The objectives and test items in the Objective Catalog have been re-written to correct this deficiency. Additional objectives and items written by the user should be analyzed to see that they meet the requirements for specificity.

Test administration procedures also should be designed to minimize the classroom time required for testing.

Another point on test administration relates to the "assignment" of objectives to program levels. Initially, Duval County identified each objective with a program level (e.g., Primary II). This subsequently was abondoned in favor of an individualized procedure which permits each student to work more or less at his own performance level, while allowing students to be grouped by age in the program.

The use of a monitor to verify teacher assessments on a sample basis is recommended. This will provide not only an independent measure of student performance but also a measure of test item reliability.

A final test administration procedure is the periodic re-assessment of students on previously mastered objectives. Done on a sample basis, it can provide valuable information on the retention of student performance abilities.

The student assessment steps should provide much information relative to the relationships among objective attainment and various student and program variables. The reader is referred to the *Summary Evaluation Report: Accountability Study of the Program for Trainable Mentally Retarded Children and Youth*, Institute for Development of Educational Auditing, May 1973.

Although not included as a separate element of the Model, program cost-effectiveness analysis is an important part of program evaluation. The approach developed for the Duval County program is based upon time and budget constraints and upon the nature of the cost and performance data available from Duval County records.

Both direct and indirect costs are determined or estimated. Cost allocation levels are identified as system, program, school center and classroom. At each level, appropriate procedures for cost determination and/or estimation are applied. The resultant costs can be expressed both as total costs and as costs per "equivalent pupil".

It was decided that Program effectiveness would be measured in terms of numbers of objectives mastered by Program pupils during the project year. Rather than attempting to assign the various teaching activities to the accomplishment of specific objectives, it was assumed that all the objectives are equally advanced by the continuous teaching process. This is perhaps a poor assumption. However, with so many objectives, the problem of the assignment of teaching activities to specific objectives was beyond the resources of the project.

Given the above assumption, it is possible to assign each objective a value based on its relative importance. Such a value could be determined through teacher, parent and community involvement. For the first project year each objective was assigned a value of one. Overall program attainment then was measured by the total estimated value points gained during the project year. Since this was the first project period measured, there were no realistic standards or "expected values" against which Program efficiency could be evaluated.

Another point relating to program evaluation is the need for the collection and maintenance of student and program data. A Program Information System of some form should be established prior to implementation of the Model.

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Although it is not necessary to computerize such a
system, detailed procedures and forms should be developed
and followed.

A final consideration relating to the entire program
operation phase is the need for staff training. Development
of objectives and test items, administration of criterion-
referenced tests, selection of instructional strategies
and monitoring of student performance all require specific
skills. A comprehensive inservice program is essential to
effective implementation of the Model.

SUMMARY

The Accountability Model outlined in this report was
planned and developed by Duval County and Institute personnel.
It is now being refined and validated through its use as
an operational tool in the Duval County TMR program.

The evidence to date supports the effectiveness of the
Model both as a change strategy and the framework for an
operational program. Therefore, it should have application
for the planning, development and operational phases of any
TMR program, with a minimum of user modifications.

Further information regarding the Model and its implementa-
tion can be obtained from Mr. William L. Geiger, Project Coor-
dinator, or Mr. Keith Brown, Project Evaluator, Duval County
School Board, Jacksonville, Florida.

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APPENDICES

Appendix A

2.2.3.4

COMPETENCY: Academic

COMPONENT: Math

CLUSTER: Counting and Numerical Identification

MODULE: Quantitive Concepts

I .   PURPOSE:

Counting and numerical identification are desirable aspects of Math.
The purpose of this module is to produce behaviors in knowing the
quantities of more or less, dozen, ordinal numbers through 10, last,
all, some, none, and more than none.

II.   BEHAVIORAL OBJECTIVE:

2.2.3.4.1   Given ten pairs of numbers, no two numbers being
identical in the pair, the student will indicate by touching which
number in the pair is more or which number in the pair is less
with 100% accuracy.

2.2.3.4.2   Given three sets of three groups of blocks, one group
in each set containing a dozen blocks and the other two groups
containing various numbers of blocks, the student will touch the
group in each set that contains the dozen blocks with 100% accuracy.

2.2.3.4.3   Given a row of twenty objects and a situation in
which the student is asked to find the 1st, 10th and last object in
response to non-sequential response to teacher's request with 100%
accuracy.

2.2.3.4.4   Given five sets of blocks varying in number, the student
will indicate his understanding of the concepts all, some, and none by
handing the appropriate amount of blocks to the teacher in response to
verbal teacher requests, with 100% accuracy.

2.2.3.4.5   Given a set of ten pictures, five showing only one
object and five showing varied numbers of objects, but always more
than one, the student in response to teacher direction will group
those pictures showing more than one object in a pile with 100%
accuracy.

III.   PRE AND/OR CO-REQUISITES:

2.2.3.4.1   None

2.2.3.4.2   See module on Counting Objects, objective 2.2.3.2.2

A1

2.2.3.4.3   None

2.2.3.4.4   None

2.2.3.4.5   None

IV.   INSTRUCTIONAL MATERIALS, METHOD-MEDIA, AND ACTIVITIES:

2.2.3.4.1   Ten pairs of numbers, no two numbers being identical in the pair.

    a. Teacher demonstrat on

    b. Student demonstration

    c. Teacher helping student

    d. Number games

    e. Worksheets

    f. Blocks

2.2.3.4.2   Three sets of 3 groups - one group in each set containing a dozen blocks - 2 groups in each set containing various numbers of blocks.

    a. Use an egg carton, place a peg in each hole and count while doing this, use the word dozen in connection with counting to 12

    b. Have a mock bakery, use clay, etc., as cookies and have students order a dozen, count then orally

2.2.3.4.3   One row of twenty objects.

    a. Teacher demonstration

    b. Student demonstration

    c. Worksheets

    d. Musical chairs

    e. Blocks

    f. Kinds in line-up

    g. Games (Simon Says and What Number Comes Next)

A2

2.2.3.4.4   Five sets of blocks varying in number.

        a. Teacher demonstration

        b. Exercises to strengthen knowledge of all, some,
none. Give student five crayons, etc., tell him to put
none away, some away, and all away in box

        c. Worksheets - have five rows of four objects - give
separate verbal directions for each row - (e.g., color
some of the balls green, circle all of the dogs, put an
X on none of the boys)

        d. At snack-time you could give a student some of the
juice, all of the juice, or none of the juice just for
practice. Then divide it evenly with the class

        e. Posters showing a group and parts of that group,
including all, some, none

2.2.3.4.5   A set of ten pictures - five showing only one object and
five showing varied numbers of objects but always more than one.

        a. Exercises to strengthen knowledge of more than
one - give student five blocks and tell him to hand you
one block and then hand you more than one

        b. Worksheets - have five rows of four pictures -
three pictures will show one and one picture will show
more than one - tell the student to circle the picture
showing more than one

        c. Pictures - posters

        d. Class discussion

A3

Appendix B

Place an X in the blank in front of each skill found to be appropriate for the student named.

I. SOCIAL COMPETENCY

A) Self-Care

    1) Cleanliness

        a) Wiping (1.1.1.1)

            ___ wiping mucous from face
            ___ wiping food from face
            ___ wiping food from hands

        b) Washing and Drying (1.1.1.2)

            ___ shampooing hair
            ___ brushing teeth
            ___ washing face
            ___ washing hands

        c) Bathing (1.1.1.3)

            ___ taking a shower
            ___ turning on and testing water in a shower

    2) Eating

        a) Solid Food (1.1.2.1)

            ___ picking up, chewing, and swallowing solid food

        b) Liquid Food (1.1.2.2)

            ___ using a drinking fountain
            ___ using a straw for drinking
            ___ drinking from a glass

        c) Use of Utensils (1.1.2.3)

            ___ using a knife, fork, and spoon
            ___ selecting the proper utensil for different foods
            ___ selecting clean dinnerware

        d) Balanced Eating and Drinking (1.1.2.4)

            ___ eating of food from each food group
            ___ knowledge of an appropriate quantity of solid food
            ___ knowledge of nutritional value and appropriate quantity of liquid foods

B1

Appendix C

Pupil_____Teacher_____
        (last)   (first)   (initial)   (last)   (first)   (initial)

V. CRITERION TEST ITEM:

    TEACHER NOTE:

    1.1.4.1.1   To test this objective you need an article of clothing that
can be pulled off such as a shirt without buttons. The student is wearing
the article of clothing. Tell the student to take his shirt off. You may
give the instructions twice, but do not prompt additionally either verbally after
the student begins or by demonstration at any time.

    Grasps both sides of the shirt with each hand   ‾‾‾‾
                                                            (1)

    Pulls over shoulde,)   ‾‾‾‾
                                                            (2)

    Slides down arms   ‾‾‾‾
                                                            (3)

    Removes arms from armholes   ‾‾‾‾
                                                            (4)

                    Mo.   Day   Year
Date of Test   _____   _____   197 _____
                  (56-57)   (58-59)   (60)

_____
Teacher: DO NOT WRITE BELOW THE LINE

  RC   T   NOO   NO1

   0   _____   __3__ __9__   _____
  (61)   (62-63)   (64-66)   (67-68)

  S   R   BD   IQ   HC

 ___/ ___/ ___ ___ _____ ___ ___/ ___ ___ ___/ ___
                       (69-80)

                            C1

Pupil _____Teacher_____
　　　　(last)　　　(first)　　(initial)　　　(last)　　　(first)　　(initial)

V. CRITERION TEST ITEM:

TEACHER NOTE:

    3.2.3.1.4.2　　　To test this objective you will need a claw hammer, five
nails of varying sizes, and a block of wood. Give the student the materials
and tell him to drive the nails completely into the wood. You may give the instruc-
tions twice but do not prompt additionally either verbally after the student begins
or by demonstration at any time.

Holds nails firmly in place with one hand

　　　　　　　　(1)

Holds the hammer handle firmly near the end

　　　　　　　　(2)

Strikes a light first blow to start nail

　　　　　　　　(3)

Removes hand from nail

　　　　　　　　(4)

Continues to strike the nail, directly on the
head, until it is driven even with the wood

　　　　　　　　(5)

Does not bend nail

　　　　　　　　(6)

Does not dent the wood

　　　　　　　　(7)

Date of Test	Mo.	Day		Year
	(56-57)	(58-59)	197	(60)

Teacher:　DO NOT WRITE BELOW THE LINE

RC	T	NOO		NO1
(61)	(62-63)	(64-66)		(67-68)

S	R		BD		IQ	HC

___/ ___/ ___ ___ ___ ___ ___ ___/ ___ ___ ___/ ___
　　　　　　　(69-80)
　　　　　　　　C2