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## ABSTRACT

This publication contains master skills checklists originating from a project to develop instructional materials which are geared to individualized, self-paced learning strategies for Cherokee adults. These checklists break down learning into discrete components that can be sequentially mastered by the student. The master skills checklists are a scoped and sequenced listing of basic skills in which skills are checked off and dated by instructors in each class session as they are learned. Directions for instructor use of the master skills checklists are followed by the checklists for these basic skills: language, math, reading, spelling, computer literacy, critical thinking, and voter education. A language diagnostic and a math diagnostic are also provided following the corresponding checklist. (YLB)

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# MASTER SKILLS CHECK LIST

and  
DIAGNOSTICS



A Publication of: **Cherokee Nation**  
**Adult Education Program**  
**Tahlequah, OK 74465**

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**TG<sup>w</sup>o<sup>o</sup>Λi O'SGTi**

**i-yu-dv-ne-di u-de-lo-qua-v**

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## CONTENTS

INTRODUCTION.....	1-2
HOW TO USE THE MASTER CHECK LIST.....	3-4
LANGUAGE CHECK LIST.....	5-6
LANGUAGE DIAGNOSTIC.....	7-11
MATH CHECK LIST.....	12-14
MATH DIAGNOSTIC.....	15-20
READING CHECK LIST.....	21
MASTER SKILLS CHECK LIST-SPELLING.....	22-23
COMPUTER LITERACY CHECK LIST.....	24-25
CRITICAL THINKING CHECK LIST.....	26-27
VOTER'S EDUCATION CHECK LIST.....	28

## MASTER SKILLS CHECKLIST

### What is the Master Skills Checklist

The master skills checklists are used to document student progress, allow students to see how much they already know when they enter and plan instruction. The process of certifying skills each class session (as they are learned) provides instant positive reinforcement on a regular basis -- unlike testing which occurs at longer intervals. As students see the skills mount up on the sheets, they have a sense of pride in their learning ability and control over their learning process.

The skills sheets are checked off in class each time a student masters a skill. This provides a highly visible awareness of accomplishment. Students are also aware of not only how much they have learned, but also what they will learn next and how much remains to be learned. As the skills are checked off, there is a growing commitment to continue. The emphasis is always on what has been learned -- rather than what has not been learned. Skills sheets are used in math, english, reading and computer literacy.

The master skills sheets are a scoped and sequenced listing of basic skills in which skills are checked off and dated by instructors each class session as they are learned.

Skills checklists eliminate the need for lengthy standardized tests which adult student associate with failure and fear in both pre and post situations while providing an exceptional motivational tool. Even the slowest students learn much more that they are aware of learning. The skills sheets bring that awareness to students.

The process of seeing the skills grow on the skills check sheets each class session is a good, highly positive motivator, and promotes retention.

Skills checklists provide programs with the ability to measure student gains (and, thus, program accomplishments) better than do tests. Learning can be based on numbers of skills mastered per number of class sessions of attendance in program goals and objectives. For example; beginning literacy students may average four skills per nine sessions of attendance while functional literacy students (approximately grade levels 4-6) may average six skills per nine class sessions of attendance. This type of measurement is much more meaningful than many of those presently used because it ties skills acquisition to the number of hours of instruction. A better measure of teacher effectiveness.

Key methodological concepts incorporated into master skills check lists include: 1) giving the learner control over his her learning - including rate of learning; 2) Elimination of unproductive competition among students and/or negative labeling; and 3) Ease of administration/record keeping.

You may elect to use skills sheets without any diagnostics. This is the preferred method. Allow the student to estimate in each area about where he/she is by going through skills sheets and pointing out which what skills he/she feels comfortable. Almost all students will under estimate their abilities. They want to start on skills with which they have a good deal of mastery in order assure themselves of initial success. Let them. If they need the reassurance of familiar skills initially to lower their apprehension, don't argue with them.

If your program requires a more formal diagnostic instrument for pre/post assessment, use the diagnostics provided herein.

## HOW TO USE THE MASTER SKILLS CHECK LIST

### STEP ONE See Insert

Give the students at least on diagnostic to get them placed into appropriate materials during the first class session.

### STEP TWO

Upon completion of the diagnostic, all correct answers (skills) are transferred to the skills check list by placing an "e" for entry level (what the student knows) in the space next to the skill. The emphasis here, again, is not on what is incorrect, but what is known. The explanation to the student is: "Here are some exercises to see what you already know so we want waste your time trying to teach you things you already know. For things you don't know, or aren't sure about skip them. If you guess, we may think you don't need any practice, and won't give you materials with that in it." This is not a test, it is only to see what books you need."

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
END PUNCTUATION			

### STEP THREE

Entering the skills on the checklist is done with the student "you already know this, this, this and this" is highly motivational. Have the student look at the completed entry level skill sheets. Tell the student, "see, these are the next skills you will learn."

### STEP FOUR

Place student in appropriate work book.

### STEP FIVE

Put beginning date on skills check list for next skill to be learned.

**EXAMPLE:** Beginning

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
END PUNCTUATION	9-20-93		

**STEP SIX**

Have student work in their workbooks at their own pace on a skill they will need to master.

**STEP SEVEN**

Check answers, clarify, and explain concepts to all students as necessary. Go from student to student. Do not mark up their work or use red pencils.

**STEP EIGHT**

Place completion date and certify skill whenever the student has mastered that particular skill consistent and quick to supply correct answers over a large number of practice exercises. Do not mark incorrect responses in books. Use a response like, "It looks like we may want to work on this problem again. Let's see what would make the problem clearer."

**EXAMPLE;** Completion date and certifying skill.

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
END PUNCTUATION	9-20-93	9-27-93	VICTOR VANCE

**STEP NINE**

At the beginning of each class session, place the skills check list next to the student and mark off skills as they are mastered. Announce to the student each time you check off a skill. Example: "Well, you really know how to do XX now. I'm going to mark XX off on your skills sheet. That's one more out of the way. You're doing great!"



## LANGUAGE CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
<b>VOCABULARY</b>			
1. Recognizes synonyms			
2. Recognizes antonyms			
3. Recognizes Homonyms			
4. Recognizes common prefixes			
5. Recognizes common suffixes			
6. Recognizes correct vocabulary usage			
<b>COMPREHENSION</b>			
1. Recognizes main idea of a passage			
2. Recognizes supporting details			
3. Able to make an inference			
4. Able to form an opinion			
<b>LANGUAGE MECHANICS</b>			
1. Capitalize first word in a sentence			
2. Capitalize proper names			
3. Capitalize "I"			
4. Capitalize cultural groups			
5. Capitalize titles			
6. Use of end punctuation			
7. Use of quotation marks			
8. Use of commas			
9. Use of period in abbreviations			
10. Use of apostrophe in contractions			
11. Use of apostrophe in possessives			
12. Use of colon			

## LANGUAGE CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
13. Use of hyphen			
14. Use of dash			
15. Underline titles of books			
16. Use of all punctuation			
17. Able to recognize common abbreviations			
18. Able to recognize common contractions			
19. Able to recognize nouns			
20. Able to discriminate between common/proper nouns			
21. Recognize verbs			
22. Recognize linking/being verbs			
23. Recognize pronouns			
24. Recognize adjectives			
25. Recognize adverbs			
26. Able to recognize object of preposition			
27. Able to recognize preposition			
28. Able to recognize direct object			
29. Able to recognize conjunctions			
30. Recognize simple subject			
31. Able to use invisible subject (you)			
32. Recognize simple predicate			
33. Recognize compound subject/predicate			
34. Able to form simple plurals			

# LANGUAGE DIAGNOSTIC

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## SECTION I

DIRECTIONS: WRITE THE CORRECT CAPITAL ABOVE THE PROPER LETTER. THE NEEDED PUNCTUATION MARKS IN THE CORRECT PLACES IN EACH SENTENCE. PUNCTUATION INCLUDES COMMAS, PERIODS, EXCLAMATION POINTS, QUESTION MARKS, AND APOSTROPHES ( , . ! ? ' ).

### EXAMPLE

<sup>J</sup> john, when is the <sup>C</sup> <sup>N</sup> <sup>H</sup> cherokee national holiday?

1.) my mother mary smith and i went to muskoguee to see mr green

2.) is he the one who cant sing

3.) help me the house is on fire

4.) give me cathys hat

SECTION II

DIRECTIONS: MAKE CHANGES AS NECESSARY TO CAPITALIZE WORDS OR ADD PUNCTUATION WITHIN THE SENTENCES. PUNCTUATION INCLUDES COMMAS, APOSTOPHES, PERIODS, AND COLONS (:).

5.) wasnt marys uncle jerry who lives in briggs oklahoma a cherokee indian

6.) on mar 8 1993 the adult ed classes will leave at 3 30 p m to visit the g g smith museum in tulsa oklahoma

DIRECTIONS: PUT THE LETTER "C" ABOVE THE UNDERLINED NOUN IF IT IS COMMON, OR A LETTER "P" IF IT IS PROPER.

7.) Many Indians now live in cities. Big cities like Los Angeles, Chicago and Dallas have large Indian populations. In most of these cities are urban Indian centers which provide health, social and education services to members of the tribes who live there. The Los Angeles Indian Center closed four years ago.

SECTION III

DIRECTIONS: PUT A LETTER ABOVE EACH UNDERLINED WORD TO TELL WHAT KIND IT IS USING THE CODE BELOW.

A = NOUN      B = VERB      C = ADJECTIVE      D = NEGATIVE

- 8.) Who put the red baseball cap on the table in the bowl of mom's good gravy?
- 9.) I screamed when the fat mouse squeaked and ran under that old bureau.
- 10.) He's not in my class nor in that of Jane, but we saw him with a heavy bag of books.
- 11.) There's no reason to throw scaly fish in the bathtub with the baby.

SECTION IV

DIRECTIONS: For what does each of the abbreviations stand?

- 12.) \_\_\_\_\_ 1. Nov.      \_\_\_\_\_ 2. Capt.  
\_\_\_\_\_ 3. Etc.      \_\_\_\_\_ 4. B.C.  
\_\_\_\_\_ 4. C.O.D.      \_\_\_\_\_ 5. P.M.

13.) DIRECTIONS: WRITE ABBREVIATIONS FOR THE FOLLOWING:

_____	1. Postscript	_____	2. Month
_____	3. Missouri	_____	4. Senior
_____	5. Ounce	_____	5. Pound

14.) DIRECTIONS: WRITE A CONTRACTION FOR EACH WORD BELOW:

_____	1. I am	_____	2. We are	_____	3. It is
_____	4. Let us	_____	5. You would	_____	6. I shall

15.) DIRECTIONS: WRITE ANY PART OF THE VERB "TO BE" (STATE OF BEING) YOU FIND IN THE SENTENCES ON THE LINES TO THE LEFT. THE NUMBER OF LINES DO NOT MATCH THE NUMBER OF PARTS.

\_\_\_\_\_ Suzanne met Chris walking through the aisles at  
 \_\_\_\_\_ Wal-Mart. "Where have you been for so long?"  
 \_\_\_\_\_ she asked. "You weren't at church Sunday. We  
 \_\_\_\_\_ are planning a trip to Tulsa." "I was at Rocky  
 \_\_\_\_\_ Mountain Sunday", he replied. "I am sorry to  
 \_\_\_\_\_ say my aunt is ill and I have been visiting with  
 \_\_\_\_\_ her a lot."

16.) DIRECTIONS: WRITE THE PLURAL OF EACH NOUN.

_____	1. valley	_____	2. leaf
_____	3. wife	_____	4. hero
_____	5. roof	_____	6. peach
_____	7. wolf	_____	8. book
_____	9. box	_____	10. cactus

17.) DIRECTIONS: GIVE THE PAST AND PERFECT FORM OF EACH VERB LISTED BELOW:

(EXAMPLE)	Walked	Walked	Walked
Think	_____	_____	_____
Run	_____	_____	_____
Eat	_____	_____	_____
Grow	_____	_____	_____
Throw	_____	_____	_____
Begin	_____	_____	_____
Bring	_____	_____	_____
Hang	_____	_____	_____

SECTION V

18.) DIRECTIONS: Give a synonym for;

1. Good \_\_\_\_\_ 2. Pretty \_\_\_\_\_ 3. Rich \_\_\_\_\_

DIRECTIONS: Give antonyms for;

4. Happy \_\_\_\_\_ 5. Stupid \_\_\_\_\_ 6. Tall \_\_\_\_\_

DIRECTIONS: Give homonym for each word;

7. Night \_\_\_\_\_ 8. Roll \_\_\_\_\_ 9. Poor \_\_\_\_\_

19.) DIRECTIONS: Pick out all adverbs and write them in the blanks. (There may be more blanks than you need.)

\_\_\_\_\_ Although one may rapidly weave a basket, it  
\_\_\_\_\_ takes much time to think carefully of very  
\_\_\_\_\_ intricate designs. The plains tribes who  
\_\_\_\_\_ were known as the fiercest of warriors  
\_\_\_\_\_ frequently use porcupine quills into such  
\_\_\_\_\_ minute patterns that you would be amazed.

20.) DIRECTIONS: Give the comparative and superlative forms of the following adjectives;

- \_\_\_\_\_ 1. good  
\_\_\_\_\_ 2. fine  
\_\_\_\_\_ 3. marvelous  
\_\_\_\_\_ 4. bad  
\_\_\_\_\_ 5. beautiful

## MATH CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
<b>ADDITION/SUBTRACTION</b>			
1. Simple adding, sum 10			
2. 2 place adding, with carrying			
3. 3 or more place adding			
4. Adding money			
5. 2 & more place subtraction, no borrowing			
6. 2 & more place subtraction, with borrowing			
7. Subtracting with zeros			
8. 2 place adding, no carrying			
9. Column adding			
10. Simple subtraction, 1 place only			
11. Simple subtraction, teen facts			
12. Subtracting money			
<b>MULTIPLICATION/DIVISION</b>			
1. Simple multiplying			
2. 2 place multiplicand, no carrying			
3. 2 place multiplicand, with carrying			
4. 2 place multiplier			
5. Multiplying with zeros			
6. Simple division			
7. 2 place quotient, no remainder			
8. 2 place divisor, no remainder			
9. 2 place quotient, with remainder			
10. 2 place divisor, with remainder			
11. 3 place divisor			



# MATH CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
<b>FRACTIONS</b>			
1. Adding fractions, like denominators			
2. Reducing fractions			
3. Equivalent fractions			
4. Adding fractions, unlike denominators			
5. Adding mixed numbers			
6. Subtracting fractions, like denominators			
7. Identify fraction point on a number line			
8. Subtracting mixed numbers, no borrowing			
9. Multiplying fractions & whole numbers			
10. Multiplying fractions			
11. Dividing fractions & whole numbers			
12. Dividing fractions			
13. Fill in the blank equations:			
Addition _____			
Addition & Multiplication _____			
Multiplication _____			
14. Subtracting fractions, unlike denominators			
15. Subtracting fractions, with borrowing			
16. Multiplying mixed numbers			
17. Dividing mixed numbers			
18. Rounding off numbers			
<b>DECIMALS/PERCENTS</b>			
1. Adding decimals			
2. Subtracting decimals			
3. Multiplying decimals			
4. Dividing decimals			

## MATH CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
5. Identifying decimal point on number line			
6. Dividing decimals by squared whole numbers			
7. Percent problems - percentage & total given			
8. Fractions equivalent to percents			
9. Decimals equivalent to percents			
10. Percent problems - percentage & part given			
11. Percent problems - total & part given			
12. Interest problems			
<b>ALGEBRA/GEOMETRY</b>			
1. Linear equations			
2. Adding signed numbers			
3. Translating words into equations			
4. Identify a cylinder			
5. Identify a diameter			
6. Pythagorean theorem			
7. Interpreting a graph			
8. Subtracting signed numbers			
9. Dividing signed numbers			
10. Multiplying signed numbers			
11. Linear equations with parentheses			
12. Linear equations - unknown on both sides			
13. Area problems			

MATH DIAGNOSTIC - LEVEL I

ADD

$$1. \begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$2. \begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$3. \begin{array}{r} 12 \\ + 35 \\ \hline \end{array}$$

$$4. \begin{array}{r} 27 \\ + 56 \\ \hline \end{array}$$

$$5. \begin{array}{r} 9 \\ 7 \\ 5 \\ + 4 \\ \hline \end{array}$$

$$6. \begin{array}{r} 464 \\ 647 \\ 528 \\ + 786 \\ \hline \end{array}$$

$$7. \begin{array}{r} 380240 \\ + 76095 \\ \hline \end{array}$$

$$8. \begin{array}{r} \$ 6.50 \\ + 2.49 \\ \hline \end{array}$$

$$9. \begin{array}{r} \$ 12.98 \\ + 3.76 \\ \hline \end{array}$$

SUBTRACT

$$10. \begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$11. \begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$12. \begin{array}{r} 99 \\ - 53 \\ \hline \end{array}$$

$$13. \begin{array}{r} 1289 \\ - 435 \\ \hline \end{array}$$

$$14. \begin{array}{r} 7353 \\ - 3198 \\ \hline \end{array}$$

$$15. \begin{array}{r} 620 \\ - 443 \\ \hline \end{array}$$

$$16. \begin{array}{r} 84230 \\ - 36544 \\ \hline \end{array}$$

$$17. \begin{array}{r} \$ 17.50 \\ - 5.87 \\ \hline \end{array}$$

MATH DIAGNOSTIC - LEVEL II

MULTIPLY

$$1. \begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$2. \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$3. \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$4. \begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$$

$$5. \begin{array}{r} 14 \\ \times 9 \\ \hline \end{array}$$

$$6. \begin{array}{r} 34 \\ \times 23 \\ \hline \end{array}$$

$$7. \begin{array}{r} 75 \\ \times 37 \\ \hline \end{array}$$

$$8. \begin{array}{r} 762 \\ \times 56 \\ \hline \end{array}$$

$$9. \begin{array}{r} 106 \\ \times 23 \\ \hline \end{array}$$

MATH DIAGNOSTIC - LEVEL II (CONT.)

DIVIDE

10.  $2 \overline{) 6}$

11.  $7 \overline{) 63}$

12.  $7 \overline{) 315}$

13.  $9 \overline{) 209}$

14.  $33 \overline{) 99}$

15.  $16 \overline{) 129}$

16.  $25 \overline{) 315}$

17.  $130 \overline{) 8196}$

MATH DIAGNOSTIC - LEVEL III

FRACTIONS

ADD

1. 
$$\begin{array}{r} \frac{2}{3} \\ + \frac{3}{4} \\ \hline \end{array}$$

2. 
$$\begin{array}{r} \frac{1}{5} \\ + \frac{3}{5} \\ \hline \end{array}$$

3. 
$$\begin{array}{r} \frac{1}{2} \\ + \frac{1}{4} \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 15 \frac{3}{4} \\ + 12 \frac{2}{5} \\ \hline \end{array}$$

5. 
$$\begin{array}{r} \frac{1}{8} \\ \frac{3}{8} \\ \frac{5}{8} \\ + 8 \\ \hline \end{array}$$

SUBTRACT

6. 
$$\begin{array}{r} \frac{3}{4} \\ - \frac{1}{4} \\ \hline \end{array}$$

7. 
$$\begin{array}{r} \frac{3}{4} \\ - \frac{3}{8} \\ \hline \end{array}$$

8. 
$$\begin{array}{r} \frac{1}{3} \\ - \frac{1}{4} \\ \hline \end{array}$$

MATH DIAGNOSTIC - LEVEL III (CONT.)

$$9. \quad \begin{array}{r} 21\frac{3}{4} \\ - 9 \\ \hline \end{array}$$

$$10. \quad \begin{array}{r} 19 \\ - 7\frac{2}{3} \\ \hline \end{array}$$

MULTIPLY

$$11. \quad 5 \times \frac{3}{10} =$$

$$12. \quad \frac{1}{2} \times \frac{4}{5} =$$

$$13. \quad \frac{1}{2} \times 25 =$$

$$14. \quad 3\frac{1}{3} \times 2\frac{2}{5} =$$

$$15. \quad 8\frac{1}{3} \times \frac{3}{5} =$$

DIVIDE

$$16. \quad \frac{8}{3} \div 3 =$$

$$17. \quad 3 \div \frac{3}{8} =$$

$$18. \quad \frac{1}{2} \div \frac{1}{6} =$$

$$19. \quad 4\frac{2}{3} \div \frac{7}{8} =$$

$$20. \quad 10\frac{1}{2} \div 1\frac{3}{4} =$$

21. 637,942 - READ THIS NUMBER  
ROUND OFF TO THE NEAREST 10TH, 100TH, 1,000TH

LEVEL IV

$$22. \quad 244.8 + 5.06 =$$

$$23. \quad 4.057 + 2.45 + 3.55 =$$

$$24. \quad .9 - .29 =$$

$$25. \quad 5.34 - .49 =$$

$$26. \quad 9.32 \times .856 =$$

$$27. \quad .47 \times 7 =$$

$$28. \quad 2.25 \div 1.5 =$$

$$29. \quad 7.82 \div 3.4 =$$

LEVEL IV (CONT.)

30. CHANGE  $\frac{2}{3}$  INTO A PERCENT.
31. CHANGE  $19\frac{4}{5}$  INTO A PERCENT.
32. CHANGE .85 INTO A PERCENT.
33. IN ONE SEASON A BASEBALL TEAM PLAYED 140 GAMES AND LOST 25% OF THEM. HOW MANY GAMES DID THEY WIN?
34. IF 775 PEOPLE VOTED AND 32% OF THE VOTES HAS BEEN COUNTED, HOW MANY VOTES HAVE BEEN COUNTED SO FAR?
35. 28 IS WHAT PERCENT OF 14?
36. 35 IS WHAT PERCENT OF 40?
37. DENISE BOUGHT A STAPLER FOR \$14.66. THIS WAS  $33\frac{1}{3}\%$  OFF THE ORIGINAL PRICE. WHAT WAS THE ORIGINAL PRICE?
38. FIND THE INTEREST ON \$300 AT  $4\frac{1}{2}\%$  FOR 7 MONTHS.
39. 
$$\begin{array}{r} 3 \text{ HR. } 20 \text{ MIN.} \\ - 1 \text{ HR. } 50 \text{ MIN.} \\ \hline \end{array}$$
40. 
$$\begin{array}{r} 6 \text{ FT. } 10 \text{ IN.} \\ + 2 \text{ FT. } 5 \text{ IN.} \\ \hline \end{array}$$
41. FIND X WHEN  $3X = 24$
42. IF  $A = 2$ ,  $B = 5$ , AND  $C = 3$ , FIND:  $6A + 2B - 4C =$

LEVEL IV (CONT.)

43.  $\boxed{+6} + \boxed{(-) 4} =$

44.  $\boxed{-7} - \boxed{(+ 12)} =$

45.  $\boxed{+18} \div \boxed{(-) 3} =$

46.  $\boxed{-5} \div \boxed{(+ 3)} =$

47.  $\boxed{-12} \div \boxed{(-) 4} =$

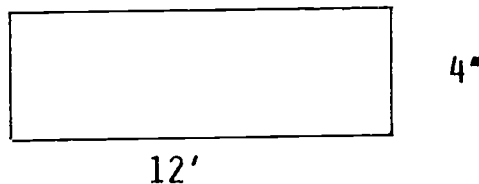
48.  $\boxed{(-5)} \times \boxed{(+9)} =$

49. SOLVE Y:  $Y + (9 - 8Y) =$

50. SOLVE A IN:  $9A - 3 = 2A + 11$

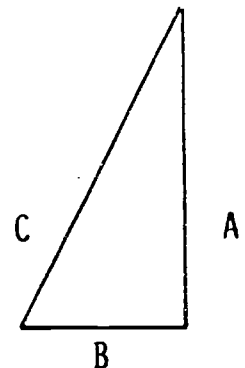
51. IF 5 TIMES A NUMBER IS DECREASED BY 3, THE RESULT IS THE SAME AS WHEN TWICE THE NUMBER IS INCREASED BY 21. FIND THE NUMBER.

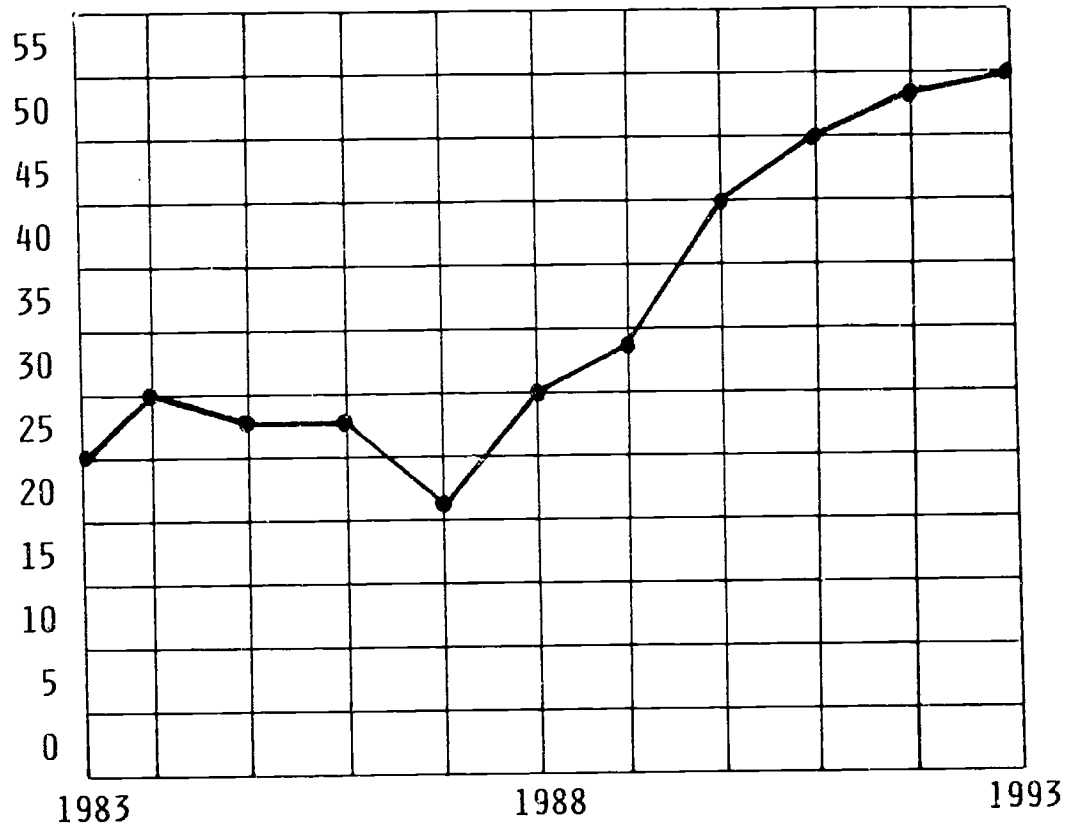
52.  $A = \text{LENGTH} \times \text{WIDTH}$   
FIND THE AREA OF THE RECTANGLE:



53.  $C^2 = A^2 + B^2$

FIND C WHEN A IS 3", AND B IS 4"





54. WHAT WAS THE NET PROFIT IN 1984?
55. IN WHAT YEAR WAS THE LOWEST PROFIT MADE?
56. WHAT WAS THE AVERAGE NET PROFIT DURING THE PERIOD SHOWN?



# READING CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
1. Gives sound of single component letter (m s f d r c n t h g l w k v p b y j x z)			
a. in isolation			
b. in words			
2. Gives short sounds of vowel letters (a, e, i, o, u)			
a. in isolation			
b. in words			
3.			
4. Reads syllables with consonant blends			
a. end blends			
b. beginning blends			
5. Gives long sounds of vowel letters (a, e, i, o, u)			
a. in isolation			
b. in silent e syllables			
c. in vowel combination syllables			
<b>LEVEL II</b>			
1. Gives sounds of vowels with r (ar, or, er, ir, ur)			
2. Reads syllables with ng, nk, nge			
3. Reads syllables with qu, x			
4. Reads syllables with silent consonants			
5. Gives sound of y			
6. Gives sounds of vowel diphthongs			
a. our, ow			
b. oo (2 sounds)			
c. oi, oy			
d. aw, au			
e. ew			
7. Reads words with all, old, ild, ind			
8. Reads syllables with soft c and g			

MASTER SKILLS CHECK LIST - SPELLING

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
Basic 10			
"ie" / "ei"			
ant/ent endings			
Plural w/"y"			
Double Con./past tense			
"Able"/"ible" endings			
Silent "e" endings			
endings "el" "le" "al"			
endings "ar" "er" "or"			
"ance"/"ence"			
endings "ise" "ize" "yze"			
endings "ary" "ery" "ory"			
cian, cion, sion, tion			
ph/f			

MASTER SKILLS CHECK LIST - SPELLING

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
vowel ou/ow			
vowel oi/oy			
ee/ea			
a/ai			

# COMPUTER LITERACY CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
Student knows the definition of, and/or the function of:			
- monitor			
- disk drive			
- floppy disk			
- diskette			
- menu			
- cursor			
- keyboard			
- shift			
- spacebar			
- "beep" sound			
- left arrow key			
- right arrow key			
- up arrow key			
- down arrow key			
- caps/lock			
- return key			
- hardware			
- software			
- escape			
- open apple			
- closed apple			
- control key			
- "boot"			
- modem			
- delete			

## COMPUTER LITERACY CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
Student knows how to:			
- insert disk into disk drive			
- properly handle disk			
- label diskettes			
- store diskette			
- turn computer on			
- turn computer off			
- adjust contrast			
- adjust screen tilt, if any			
- adjust sound, if any			
- load a program			

## CRITICAL THINKING CHECKLIST

SKILL	RED	GRAY	GREEN	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
<b>UNIT 1</b>						
1. Classifying						
2. Real and Fanciful						
3. Fact and Opinion						
4. Definition and Example						
5. Outlining and Summarizing						
<b>UNIT 2</b>						
6. Comparing and Contrasting						
7. Identifying Structure						
8. Steps in a Process						
9. Figural Relationships						
10. Comparing Word Meanings						
11. Identifying Main Ideas						
12. Identifying Relationships						
<b>UNIT 3</b>						
13. Ordering Objects						
14. Estimating						
15. Anticipating Probabilities						
16. Inferring						
17. Changes in Word Meanings						
<b>UNIT 4</b>						
18. Judging Completeness						
19. Relevance of Information						
20. Abstract or Concrete						

## CRITICAL THINKING CHECKLIST

SKILL	RED	GRAY	GREEN	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
21. Logic of Actions						
22. Elements of a Selection						
23. Story Logic						
24. Recognizing Fallacies						
<b>UNIT 5</b>						
25. Communicating Ideas						
26. Planning Projects						
27. Building Hypotheses						
28. Drawing Conclusions						
29. Proposing Alternatives						
<b>UNIT 6</b>						
30. Testing Generalizations						
31. Developing Criteria						
32. Judging Accuracy						
33. Making Decisions						
34. Identifying Values						
35. Mood of a Story						

# VOTER'S EDUCATION CHECKLIST

SKILL	DATE BEGIN	DATE COMPLETED	CERTIFIED BY
1. Why one votes.			
2. Who can register to vote.			
3. When to register.			
4. Where to register.			
5. How to register.			
6. When elections are held.			
7. Kinds of elections one may vote in.			
8. How to mark ballots.			
9. Understanding Absentee voting.			
10. How to change registration.			
11. Why one's registration is cancelled.			