ABSTRACT
        Project "Growth Opportunities through Learning and Doing"
(GOLD), Seminole Community College's basic skills update program, enrolled
107 students at 2 manufacturing facilities from April 1995-February 1998.
Employees from Siemens Telecom Network (formerly known as Siemens
Stromberg-Carlson) studied offsite in a classroom equipped with 10 computers
and educational software designed for beginning to advanced learners.
Students worked one-on-one with the instructor who also stressed soft skills
vital to the workplace. Instructors provided similar instruction but without
the aid of computers for Parker Hannifin students in that company's training
room. Project GOLD also provided customized courses that ran the gamut from
problem solving to team building to stress management. Enrollment in
customized courses totaled 477 employees. An evaluation assessed the
project's achievement of its goal of obtaining a return on the employer's
investment through the improvement of basic employee competencies required in
the workplace and its underlying premise of identifying employees deficient
in basic skills areas and, through instruction, improving their abilities,
thus improving productivity. There is no doubt that the work being conducted
by Project Gold is accomplishing its mission, within the constraints of
available employee learners and corporate downsizing. The progress of the
original Siemens Telecom employees, Project Gold, accomplished in 28 months
what few full-time educational institutions could have, both in terms of
score increments as well as overall communications and skill building.
Project Gold has not been able to determine its impact as it relates to
production figures at Parker-Hannifin. Reasons include: changing shift
schedules and removing employees from the floor for customized training
courses. (Appendixes to the evaluation report include the following: student
demographics, anecdotal supervisor and student comments, summary of lesson
plans, subject mastery lists, and instructor and student evaluations.) (YLB)

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SCC

SEMINOLE COMMUNITY COLLEGE

100 Weldon Boulevard
Sanford, FL 32773-6199

PR/Award No. V198A40313-95
National Workplace Literacy Program

Project GOLD

Patricia Rowell
Director

Telephone: (407) 328-2123
Fax: (407) 328-2489
E-Mail: prowell@ipo.seminole.cc.fl.us

Performance Reporting Period: Year 3 + Grant Extension Period (November 1, 1996-February 28,1998)
Report Budget Period: Year 3 + Extension Period (November 1, 1996-February 28, 1998)

Authorized Representative:

Name: Patricia Rowell   *Title:* Director

Signature: Patricia Rowell   *Date:* May 19, 1998

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U.S. Department of Education
GRANT PERFORMANCE REPORT

1. Recipient Name and Address: Seminole Community College 100 Weldon Blvd., Sanford, FL 32773-6199	2. PR/Award No. (e.g., H158A20021-95) V198A40313-95

3. Project Title:
National Workplace Literacy -- Project GOLD

4. Contact Person: Patricia Rowell	5. Telephone Number: Fax Number: (407) 328-2123 (407) 328-2489
6. E-mail Address: prowell@ipo.seminole.cc.fl.us	7. Performance Reporting Period: 11/1/96-2/28/98

8. Current Budget Period (From Block 5 of Grant Award):
11/1/96-2/28/98

9. Report on Current Budget Period - Federal

	Budget Categories	Federal Obligations	Non-Federal
A	Personnel	$93,055.36	$85,406.65
B	Fringe Benefits	$22,946.45	$ 3,188.21
C	Travel	$ 8,148.67	$ 862.37
D	Equipment	$ 5,060.99	-- 0 --
E	Supplies	$ 2,580.20	-- 0 --
F	Contractual	$ 8,999.98	$ 847.50
G	Construction	-- 0 --	-- 0 --
H	Other	$14,867.35	$24,095.08
I	Total Direct Costs (Line A-H)	$155,659.00	$114,399.81
J	Indirect Costs	-- 0 --	-- 0 --
K	Training Stipends	-- 0 --	-- 0 --
L	Total Expenditures (Line I-K)	$155,659.00	$114,399.81 42%

10. For projects that require matching funds or other non-Federal contributions, please provide totals.

11. Will there be any unobligated grant funds at the end of the current budget period?   YES ☐   NO ☑

Authorized Representative:

e (typed or printed): Patricia Rowell   Title: Director

Signature: _Patricia C. Rowell_   Date: May 19, 1998

Federal Budget Categories	Obligations Fiscal Year 1997-98	Expenditures Through 10/31/97	Expenditures *11/1/97i-2/28/98
Personnel	$94,429.00	$83,773.36	$9,282.00
Fringe Benefits	$23,042.00	$19,798.50	$3,243.50
Travel	$8,739.00	$7,869.46	$403.31
Equipment	$5,361.00	$5,375.54	$0.00
Supplies	$1,260.00	$1,540.53	$700.00
Contractual	$9,000.00	$7,333.34	$1,666.66
Construction	$0.00	$0.00	$0.00
Other	$13,828.00	$14,552.80	$120.00
Total Direct Costs	$155,659.00	$140,243.53	$15,415.47
Indirect Costs	$0.00	$0.00	$0.00
Training Stipends	$0.00	$0.00	$0.00
Total Expenditures	$155,659.00	$140,243.53	$15,415.47

*As needed, grant funds are transferred within various categories through budget amendments approved by the College.

05/18/98

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II. Project Summary For Project GOLD

"Growth Opportunities through Learning & Doing"

November 1, 1994-February 28, 1998

Project GOLD, Seminole Community College's basic skills update program, successfully put education to work at two Seminole County manufacturing facilities during the grant's more than three years of operation. And the results paid off for both employers and employees:

■ Company supervisors reported that Project GOLD students became more confident and eager to assume leadership roles.

■ Students saw their self-esteem improve with each new educational accomplishment, and they found themselves becoming better communicators at work.

From April 1995 through February 1998, Project GOLD -- acronym for "Growth Opportunities through Learning and Doing" -- enrolled 107 students (unduplicated head count) in its Basic Skills Update classes (ABE, GED and ESOL).

Employees from Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) studied off-site in a classroom equipped with 10 computers and educational software designed for beginning to advanced learners. Students worked one-on-one with the instructor, who also stressed soft skills vital to the workplace, including problem-solving and interpersonal communications.

For Parker Hannifin students whose classes began in January 1997, the classroom was just a step away from the plant floor -- in the company's Training Room. There, Project GOLD instructors provided similar instruction but without the aid of computers.

Classroom instruction, while admittedly at the core of Project GOLD activities, was only a slice of the educational pie: Project GOLD also provided customized courses that ran the gamut from problem-solving to team building to stress management. Enrollment in the customized courses totaled 477 employees (duplicated head count).

Program highlights include:

■ Project GOLD's selection in 1995 to receive the Exemplary Practice State Award (Economic Development) from the Florida Adult and Continuing Education Commission.

■ Five students earning their GED.

■ Two former Project GOLD students graduating from Seminole Community College with associate degrees.

The mission of Project GOLD has continued beyond the grant funding period, thanks to efforts by the grant staff and students to convince Siemens Telecom Networks management to assume financial responsibility for continued instructional costs. Continuation of the class is on a term-by-term basis. The class -- now called Academic Skills Enhancement -- has just begun its second term (May 1998). Recruiting has now shifted to the students, and they're doing an excellent job of it.

Project GOLD has been completed.

III. PROJECT STATUS

Goals and Objectives listed below reflect a revised document submitted to the U.S. Department of Education in August 1995. This document altered the original measurable objectives.

GOAL 1: ASSESSMENT

Objective: The Instructional Coordinator will develop job analyses for the various production positions at Siemens Stromberg-Carlson and Comtel Metals, Inc.

Outcomes:

WorkKeys was selected as a software package for conducting job analyses. The Instructional Coordinator attended a training session and became certified on the use of WorkKeys.

Data collection for the first job analysis was begun at Siemens Stromberg-Carlson. Interviews with supervisors and completed observations were conducted. A review of the need for and the importance of job analyses was presented to the production management team along with a report of progress to date and concerns needing to be addressed. As a result of this meeting, specific jobs to be assessed at Siemens Stromberg-Carlson were identified. These job analyses were conducted and completed in Year 3 by a consultant.

(Special note: Comtel Metals, which closed, never became an active grant participant and was replaced by Parker Hannifin Corporation as a business partner. Siemens Stromberg-Carlson underwent a name change to Siemens Telecom Networks during Year 3.)

During Year 3, a qualified consultant analyzed the Surface Mount Technology line at Siemens Telecom Networks. Purpose of the analysis was to determine the knowledge, skills and abilities required by the SMT Line operators in order for them to effectively assemble the line's product components. Eight categories of personnel were interviewed: material handler, set-up operator, stencil printer operator, quality inspector, touch-up and repair operator, line supervisor and manufacturing management.

Also during Year 3, another analysis was conducted by the same consultant at Parker Hannifin. Focus of this analysis was to study and determine the feasibility of implementing a pay for knowledge compensation at the local manufacturing plant. The existing wage rate for hourly workers was analyzed and reviewed, as were the skill levels required for each job. Extensive research of the pay for knowledge and existing programs was also conducted. Departments involved in the study were: Block Valve, Heat Pump, Commercial, Automotive, Quality Assurance, Accounting/Data Process, Maintenance, Shipping/Receiving and Materials.

GOAL 2: ASSESSMENT

Objective: Provide assessment for 50 employees during the first year; 250 employees the second year; and 100 employees the third year of the grant.

Outcomes:

During Year 1, 46 employees of Siemens Stromberg-Carlson were tested using the full battery of the TABE, a self-concept inventory, an interview and a learning style inventory. ***Total # assessed: 46.***

During Year 2, an additional 13 employees of Siemens Stromberg-Carlson were tested. They were given the full battery of the TABE, a self-concept inventory, an interview and a learning style inventory. Also during Year 2, 114 employees of Parker Hannifin were given the shorter version of the TABE test to identify their reading, language and math skill levels. ESOL tests were given to 16 employees to determine grade level equivalency in reading. ***Total # assessed: 143.***

During Year 3, 10 additional employees of Siemens Stromberg-Carlson were administered the shorter version of TABE to identify their reading, language and math skill levels. Also during Year 3, 4 additional employees at Parker Hannifin were given the shorter version of TABE to identify their reading, language and math skill levels. ***Total # assessed: 14.***

During the Grant Extension Period, 4 employees at Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) were administered an entry test developed by Seminole Community College's Adult Basic Education/GED Department to determine their skill levels in reading, language and math. ***Total # assessed: 4.***

Total # assessed during Years 1-3 and the Grant Extension Period: 207.

Two factors explain in part why the grant did not meet its total projection of 400:

(1) The grant expected to be able to do widespread testing at Siemens. Management did not support this plan; therefore, only students who enrolled in Project GOLD classes were tested.

(2) Testing at Parker Hannifin was widespread but did not, for the most part, include temps who made up a large number of employees on third shift. Any temp could be tested, but was required to do so on personal time.

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GOAL 3: CURRICULUM
Objective: Throughout the three-year project, the Instructional Coordinator and the Instructor/Designer will analyze commercial instructional materials and job-related materials and select the appropriate items to be included in the curriculum.

Outcomes:
During Year 1, three appropriate commercial curriculum products were selected and purchased, with emphasis on computer-assisted instruction.

During Year 2, supplemental materials and classroom supplies were purchased for the Siemens classroom as needed.

During Year 3, supplemental materials and classroom supplies were purchased to set up a classroom at Parker Hannifin and to expand the instructional software for the Siemens class (computer-assisted).

GOAL 4: CURRICULUM
Objective: The Instructor/Designer, with assistance from the Instructional Coordinator, will develop, field test and implement customized instructional material designed to meet specific job-related literacy requirements.

Outcomes:
During Year 1, the grant's Instructional Designer and Instructional Coordinator, and Siemens Stromberg-Carlson staff worked together to develop materials, field test and implement the following customized course to be offered to Siemens Stromberg-Carlson employees:
  (1) American Production & Inventory Control System/Module 1

During Year 2, a similar partnership between the grant and Siemens' staffs resulted in the following customized courses:
  (1) American Production & Inventory Control System/Module 2
  (2) American Production & Inventory Control System/Module 3
  (3) DCO Work Group Problem Solving
  (4) Bright Ideas
  (5) Hazardous Materials Communications

During Year 3, a similar partnership between the grant and company staffs at Siemens and Parker Hannifin resulted in the following customized courses:
  (1) American Production & Inventory Control System/Module 4 (Siemens)
  (2) Interpersonal Skills (Parker Hannifin)
  (3) Teamwork (Parker Hannifin)
  (4) Stress Management (Parker Hannifin)

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GOAL 5: STUDENT SERVICES

Objective: The instructional grant staff will provide academic assessment and individual educational counseling for approximately 150 employees during the first and second years of the grant.

Outcomes:
During Year 1, 46 employees at Siemens Stromberg-Carlson were provided individual academic counseling by the Instructional Coordinator and the Instructor. *Total # counseled: 46.*

During Year 2, 13 additional employees of Siemens Stromberg-Carlson and 119 employees of Parker Hannifin were provided individual academic counseling by the Instructional Designer and the Instructor. *Total # counseled: 132.*

During Year 3, 10 additional employees of Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) and 4 additional employees at Parker Hannifin received individual academic counseling. *Total # counseled: 14.*

During the Grant Extension Period, 4 additional employees of Siemens Telecom Networks received individual academic counseling. *Total # counseled: 4.*

Total # of employees counseled during Years 1-2: 176.
Total # of employees counseled during Years 1-3 and the Grant Extension Period: 194.

GOAL 6: STUDENT SERVICES

Objective: The Instructors will work with each participant to develop an IEP and meet with each active participant monthly to update his/her IEP.

During Year 1, 44 Individualized Educational Plans (IEPs) were developed, maintained and monitored for individual employees at Siemens Stromberg-Carlson (provided by the Instructional Coordinator and the Instructor). *Total # of IEPs: 44.*

During Year 2, 13 additional employees of Siemens Stromberg-Carlson and 119 employees of Parker Hannifin were provided individual academic counseling by the Instructional Designer and the Instructor. *Total # of IEPs: 132.*

During Year 3, 10 additional employees of Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) and 4 additional employees at Parker Hannifin received individual academic counseling. *Total # of IEPs: 14.*

During the Grant Extension Period, 4 additional employees of Siemens Telecom Networks received individual academic counseling. *Total # of IEPs: 4.*

Total # of employees who received IEPs during Years 1-2: 176.
Total # of employees who received IEPs during Years 1-3 and the Grant Extension Period: 194.

GOAL 7: TRAINING

Objectives: The Instructors will provide both classroom instruction and computer-assisted instruction for approximately 300 employees during the three-year period. Improvement of skills will be documented through the use of IEPS and reports.

Outcomes:

During Year 1, 46 students at Siemens Stromberg-Carlson enrolled in the Basic Skills Update classes. Thirty-five students enrolled in the American Production & Inventory Control System/Module I customized course. *Total # enrolled: 81.*

During Year 2, an additional 13 students at Siemens Stromberg-Carlson enrolled in the Basic Skills Update classes. A total of 124 students participated in the following customized courses: American Production & Inventory Control System/Modules 2-3; ; DCO Work Group Problem Solving; Hazardous Materials Communications; and Bright Ideas. *Total # enrolled: 137.*

During Year 3, an additional 10 students at Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) enrolled in Basic Skills Update classes. At Parker Hannifin, that number totaled 31 students who enrolled in Adult Basic Education/GED classes and 3 enrolled in an ESOL class. Customized classes enrolled the following numbers of students: 25, American Production & Inventory Control System/Module 4 (Siemens); 133, Interpersonal Skills (Parker Hannifin); 7, Stress Management (Parker Hannifin); and 153, Teamwork (Parker Hannifin). *Total # enrolled: 362.*

During the Grant Extension Period, an additional 4 students at Siemens Telecom Networks enrolled in an Academic Skills Enhancement Class. *Total # enrolled: 4.*

Total # enrolled in Project GOLD classes during Years 1-3 and the Grant Extension Period totaled: 584.

GOAL 8: PRODUCTIVITY

Objective: An evaluation model will be established and implemented to demonstrate the effect that improved literacy skills has on the productivity and efficiency at both companies.

Outcomes:

The Project Evaluator developed an evaluation model for use at both companies. Because individual production numbers were not recorded at Siemens, the evaluator relied on anecdotal comments from supervisors to determine the impact the grant had on the worksite. A similar model was used for Parker Hannifin.

GOAL 9: DISSEMINATION

Objective: Seek local, state and national opportunities to share the process, materials and results with other companies, government agencies and educational institutions.

Outcomes:

The grant staff presented at the 1996 Florida Literacy Conference and had a display of materials for the National Workplace Literacy Mid-Project Conference in Milwaukee. A newspaper article complete with classroom photo was published in the *Orlando Sentinel*, a regional newspaper. The grant staff also attended the 1997 National Workplace Literacy Conference in Milwaukee. The grant's lead Instructor attended the 1997 Florida Literacy Conference.

Samples of Project GOLD marketing samples were submitted to the National Workplace Literacy Office for dissemination to other programs. In addition, this final report will be submitted to the:
(1) Department of Education
(2) ERIC Clearinghouse
(3) Southeast Curriculum Coordination Center at Mississippi State University.

IV. SUPPLEMENTAL INFORMATION/CHANGES

YEAR 1: NOVEMBER 1, 1994-OCTOBER 31, 1995

Comtel Metals closed, and thus was removed from the project as a business partner. Widespread testing at Siemens Stromberg-Carlson was not realized, although Basic Skills Update classes attracted 46 students during the first year. Students attended class on personal time, with the exception of the 30-minute drive time (while still on company time) to the classroom.

YEAR 2: NOVEMBER 1, 1995-OCTOBER 31, 1996

Parker Hannifin Corporation joined the project during Year 2, replacing Comtel Metals as a business partner. Companywide testing and counseling were permitted on company time at Parker Hannifin. In June 1996, the Private Industry Council, one of the grant's original partners, was closed. As a result, the Instructional Coordinator who was hired as a contracted employee from PIC, resigned from Project GOLD. The Instructional Designer assumed the duties. Class attendance at Siemens Stromberg-Carlson became a challenge during Year 2 when the company began a temporary 3-day work week because of reduced work orders. Project GOLD's computer lab was transferred to the Seminole Community College campus after Siemens closed a portion of its training facility.

YEAR 3: NOVEMBER 1, 1996-OCTOBER 31, 1997

Classes began at Parker Hannifin during Year 3, focusing on Adult Basic Education, GED and ESOL. Parker Hannifin also utilized the grant's ability to provide customized training and made such training available to all its employees, primarily on company time. The Instructional Designer's position was eliminated when the Instructional Designer was named grant Coordinator.

GRANT EXTENSION PERIOD: NOVEMBER 1, 1997-FEBRUARY 28, 1998

Siemens Telecom Networks (formerly known as Siemens Stromberg-Carlson) has taken over financial responsibility for continuing the academic class for its employees. Siemens employees continue to meet on the Seminole Community College campus with the same instructor and computer lab. The college's Business & Industry Support Center contracts with the company to pay for instructional costs. Continuation of the class is on a term-by-term basis. The company's desire was that the students would assume the leadership role in recruiting students, etc. That has been accomplished.

V. BUDGET REPORT

FEDERAL FUNDS

The federal budget expenditures reflect the period from November 1, 1996-February 28, 1998.

PERSONNEL

The total cost of Personnel was $93,055.36. This included the salary for the Project Director at 30% (for 4 months); the Instructional Coordinator at 100% (through November 1997); the Grant Secretary at 100%; and 4 part-time instructors through December 1997.

FRINGE BENEFITS

The total cost of Fringe Benefits was $22,425.92. Fringe Benefits for all full-time grant personnel were paid at the current SCC full-time employee rate, including FICA and Medicare at a rate of 7.65%; Retirement at 17.42%; Health Insurance at $173 per month per employee; and Life Insurance at $.28 per month per thousand in salary. The part-time employee fringe benefit rate was 25% for FICA and Medicare.

TRAVEL

The total cost for Travel was $8,148.67. This reflects local travel between business partners ($1,056.97); in-state travel for the Grant Instructor to attend the Florida Literacy Conference ($432.95); and out-of-state travel for grant representatives to attend the National Workplace Literacy Conference in Milwaukee ($6,658.37).

EQUIPMENT

The total cost for Equipment was $5,060.99. This reflects the purchase of two computers for the classroom.

SUPPLIES

The total cost for Supplies was $2,580.20. This reflects the purchase of office and classroom supplies.

CONTRACTUAL

The total cost for Contractual was $8,999.98. This reflects the services of an external Project Evaluator ($4,999.98) and a consultant to conduct job anaylses ($4,000).

OTHER

The total cost for Other was $14,867.35. This primarily reflects the purchase of instructional software to upgrade the Project GOLD classroom.

Project Gold Evaluation Report

1995-1997

Siemens Telecom Networks

Parker Hannifin

Seminole Community College

Submitted by

Richard A. Cornell, Ed.D.
University of Central Florida

Project Gold Evaluator

October, 1997

Table of Contents

Evaluation Report - 1995-97
Siemens Telecom Networks-Parker Hannifin-Seminole Community College
Project Gold

TO: Dr. Patricia Rowell

CC: Pam Ledford

FROM: Richard A. Cornell

SUBJECT: Annual evaluation of Project Gold Project, 1995-1997

DATE: 31 October 1997

Introduction

This report is an evaluation of the Project Gold efforts, within the primary context of tasks accomplished at the Siemens Telecom Networks Lake Mary, Florida facility, between April, 1995 and October, 1997 and Parker-Hannifin, between October, 1996 and June, 1997. Please refer to previous evaluations for a more previous progress reports.

The goals of Project Gold are primarily to obtain a return on investment made by the employer through the improvement of basic employee competencies required in the work place. These competencies include areas related to reading comprehension, fundamental mathematics skills required to build additional work-related skills, and language skills acquisition in areas such as listening, following directions, articulation of ideas, and written and oral communication. *The underlying premise for the work of Project Gold is to identify employees deficient in these areas and, though instruction, improve their abilities, thus improving productivity.*

Where feasible, special courses requested by each of the participant companies have been offered within constraints of available Project Gold staff, time, and budget. *Please see Appendix J for a list of these classes.*

It is insufficient to measure output only as determined by the number of items processed, assembled, constructed, etc.; we must also examine the degree of growth as evidenced by increased self-esteem, self-motivation, attitude towards both the job and oneself. Towards these ends, it is readily apparent that the work accomplished by the Project Gold students, facilitated by management and the Project Gold staff, have accomplished much. Some would say that the changes seen in the Project Gold students are nothing short of remarkable.

Siemens Telecom Networks profile revisited

The Company:

Siemens Telecom Networks was formed through the combination of the former Stromberg Carlson Corporation, and the Siemens A.G. Corporation. The former company originally manufactured a range of quality entertainment products for the home and later placed its major focus on the manufacture of telecommunications equipment, specifically moderate-sized telephone switching equipment systems,

Siemens purchased a controlling interest in Stromberg Carlson in the early 1990's, changed the company's name, and instituted a major change in the previous corporate culture, specifically emphasizing their approach and adherence to quality control and preciseness in manufacturing. On October 1, 1977 the company's name was changed to Siemens Telecom Networks.

Like many of their competitors, substantial reorganization has taken place, and considerable numbers of employees have been laid off while corporate downsizing occurred. Additionally, Siemens Telecom Networks has been engaged in a major quality improvement initiative related to their seeking certification as an "ISO 9000" corporation This effort has required considerable involvement by all employees at all levels within the corporation. This involvement has been in addition to the normal duties of affected personnel.

These changes began to impact the work force, in terms of production levels as well as morale. Some of the original students who signed up to participate in Project Gold have left the company while others have ceased participation in the program for a variety of reasons.

During 1997, classroom instruction at Siemens Telecom Networks was moved off the company premises and relocated to the main campus of Seminole Community College.

During the past six months a new Vice President arrived following the departure of his predecessor to another division within the company. The overall corporate climate appears to have been changed from a "strictly-business" management style wherein the line employees were seldom consulted to what is now beginning to evolve as very much a human and humane style in which line workers are visited on the shop floor by the Vice President.

He recently visited with one of the Project Gold students at her work site to congratulate her on winning a major award. He suggested she serve as a leader among the employees in encouraging them to continue their Project Gold studies as well as to recruit far more additional student to the program. He commented that it would be his intention to continue funding and provide support for any Siemens Telecom Networks employees who wished to enroll in any of the current or proposed Project Gold courses.

The Students in 1995:

In April, 1995, fifty-two students began their participation in Project Gold. Demographically, they paralleled the work force found across Seminole County in that about 5 % had between 0-8 years of education; another 15+ % had not graduated from high school. For 10-15 %, English was their second language. *Please see Appendix A for an April, 1997 profile of 24 students enrolled in classes between November, 1996 and April, 1997.*

Students were recruited from among the Siemens work force and they were told they would have to improve their work place literacy skills if they were to retain their current jobs. "Literacy" covers a wide range of meanings but in this instance it was implied that it included: understanding directions, given orally or in writing; the ability to communicate with others; levels of self-esteem and motivation, as well as specific task-related skills needed in production and assembly on the shop floor.

All students were given a series of tests at the outset of the program to determine their ability levels across a wide range of areas. The TABE was used to ascertain basic skill levels according to grade. 40% scored at grade 13 or better; 3% scored at grade 12; 8% at grade 11; 13% between grades 10 and 8; and 36% fell between grades 7 and 2.

The Meyers-Briggs Inventory was administered to determine degrees of introversion and extroversion. While 30% scored high on extroversion, the prevailing number (70%) tended toward introversion as reflected in their personalities.

Students were also tested to determine if they were visual, auditory or haptic. Of the original 52 students, 42 were tested and within this group, 23 preferred to learn through visual means, 18 opted for auditory sources for their information, while only one had a haptic learning style preference (wherein the students learn best through an increase of "hands-on" activities provided during instruction).

Among the Project Gold group, most students preferred either written documents or lecture as their primary means of instruction. Further, most preferred to "go it alone" rather than have to discuss problems with someone else. These findings were reinforced in the 1997 analysis by the Project Gold coordinator, especially as it related to the use of computers in instruction.

The Students in 1996:

Thirteen of the original fifty-two students remained in Project Gold classes. The average reading scores went from 9.6 to 10.1; Mathematics went from 8.3 to 9.3; while Language increased from 6.6 to 7.9. **In an eighteen month period their mean composite scores on the TABE improved from an average grade level of 7 and 4 months to 9 and 2 months, representing an average growth in grade levels of almost two years!** It was with much pride that the Project Gold staff reported that two of the students graduated from their program and were now pursuing advanced training opportunities.

The Students in 1997:

Nine of the original fifty-two students remain in the Project Gold program; three were added during 1996, and four enrolled in Project Gold classes during 1997. *Please see Appendix E for a summary of lesson plans used between November, 1996 and April, 1997 and the Results of student evaluations of these classes, found in Appendix H.*

Of the original nine, their mean composite score between their entry tests on the TABE and the follow-up Survey TABE increased by +2 points; the three students entering in 1996 raised their mean composite scores by +.7; and the four 1997 students (one is not included in this figure) had a decrease of -.4 in mean composite scores. *Please see Appendix B for a tabulation of their scores.*

Perhaps even more telling have been the comments from the supervisors, Project Gold students, their instructors, and the Project Gold Coordinator. A few comments follow but the remainder are found in *Appendices C, D, G. H, and I.*

The Siemens Telecom Networks Supervisors...

This is a very positive program!

I believe _____'s participation in the class served as a refresher which will improve her writing.

_____'s writing and oral communication skills have shown marked improvement since joining the PROJECT GOLD program. _____ also speaks highly of the class and appears to approach the onset of each class with enthusiasm.

_____ has always had excellent if not perfect attendance. Problem-solving skills are probably improved, but the scope of her current job does not produce a lot of opportunities.

Improved communication skills (verbal and written). Feels she is a better asset to the company since participating in PROJECT GOLD classes.

The Project Gold students...

Impact may not be strong enough to say how PROJECT GOLD has affected my life! I am definitely (I feel) a more interesting person. I have more to talk about and have become more knowledgeable on more subjects.

The impact that PROJECT GOLD has had on my life has been positive in many ways: I have learned very slowly that I can learn.

PROJECT GOLD has been an asset to me and my family. I am now able to help my kids and my grandkids with their homework.

PROJECT GOLD is giving me a chance to get my GED so I can get a [college] degree.

PROJECT GOLD is helping me to increase my knowledge of English. It is also helping me to understand the instructions on my job much better.

The Project Gold instructors...

Focused on her goals, she is beginning classes at Seminole Community College during Term III (May 6, 1997).

Always enthusiastic, has excellent attendance, and loves to learn.

Recent attendance has been nil [family obligations]; however, student has made progress in reading skills since joining PROJECT GOLD.

Student has set very specific skills for herself. She has been working on and improving math skills.

Student has made some progress in all areas, but has not focused on any one area for an extended period of time.

When she is present she works hard to complete assignments.

Working specifically to improve math skills so that he can successfully complete college math classes.

Reading was her most difficult challenge. She has completed the vocabulary comprehension sections and has shown a remarkable improvement in her reading abilities.

The Project Gold Coordinator...

One of the strongest components for PROJECT GOLD is the dedication of our instructor for the Siemens Stromberg-Carlson students. An English education graduate herself, the instructor felt she wasn't strong enough in algebra to help some of the students who were moving closer to the advanced problems. The instructor has spent endless hours tutoring herself in algebra in order to be more capable of instructing her advanced students.

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We are hearing more and more success stories at the plant [Siemens] about our PROJECT GOLD students. In particular, we're hearing how they are beginning to take on leadership roles within their departments. And because of this, supervisors have become more willing to cross-train these students for other positions.

Measurement Process

In the 1995 evaluation report, major emphasis was placed on productivity figures supplied by Siemens Telecom Networks and an explanation of how these figures were calculated was included in that report.

In 1996 the decision was made, in collaboration with Siemens Telecom Networks, not to use these production figures due to a lack of tracking capability as to which employee produced at what specific level. This approach proved to lack specificity as the employees worked in teams, thus data related to individual output was not available.

The decision was made to rely on the Project Gold test scores on two test cycles of the TABE, of scores derived from the PLATO instructional management system in each of the major areas being studied *(Please refer to Appendix B)*, combined with instructor and supervisor assessments and input from each of the Project Gold students in the form of a self-analysis of progress being made.

Summary of Siemens Telecom Networks Project Gold activities, 1995-97

The supervisors' narrative evaluative comments related to Project Gold students are subjective evaluations of each student. Project Gold staff also recorded progress made by Project Gold students in the key areas addressed, i.e. reading comprehension, communication skills, problem solving, and mathematics scores over the past year. *Please refer to Appendices C and G.*

While 52 students began the program in 1995, as of July, 1996, 35 remained active in the Project Gold program. As of October, 1996, 13 of the original Project Gold students remain and an additional 13 have replaced those who left the company through layoffs or sought jobs elsewhere. As of October, 1997, 9 of the original Project Gold students remain, 3 of the 13 additional students who began the 1996 program remain, and 4 new students began the Project Gold program in 1997. In excess of 125 skills have been tracked and mastered through use of the PLATO computer-managed instructional program and with on-site instructor instruction and support. *Please refer to Appendices E and G.*

A summarization of accomplishments by the Project Gold students at both Siemens Telecom Networks and Parker-Hannifin finds significant progress has been made in the following areas:

Self-esteem

Supervisors and Project Gold staff report major gains in this area. What is worthy of mention is that, while it is difficult to track increased self-esteem levels to workplace performance, that the Project Gold students felt better about themselves had a bearing on how they perceived themselves on the shop floor as well as how they were perceived by peers. When we compare how the Project Gold students felt about themselves at the beginning of the project and the present, the differences are remarkable.

Attitude

Attitude, like self-esteem, is extremely difficult to quantify, at least over the short term.. Both supervisors and Project Gold staff report major improvements in this area even while Siemens has been undergoing major transitions in staffing as well as mission. With major changes continually surrounding the Project Gold students, the fact that their attitudes have remained positive is extraordinary. Manifestations of positive attitude have been noted in employee punctuality, concern for peers, attention to detail, and attendance at Project Gold classes.

Flexibility

In the face of the recurring changes in the corporate environment, the level of flexibility has been sorely tested. Once again, through reports from supervisory personnel and Project Gold staff, the Project Gold students have developed the ability to remain flexible, both in their assigned tasks on the job as well as in the studies they are undertaking. In demonstrating flexibility, the Project Gold students have emerged as something of a role model for their peers, and this has proven an invaluable asset to management as transitions in the workplace have occurred.

Focus

Perhaps one of the attributes valued by the Project Gold program which has a direct link to employee performance is the ability to focus on a given task for a sustained period of time. This ability translates directly into increased productivity and such has been the case as reported by the Project Gold students' supervisors.

Problem Solving

Related to the notion of focus has been an increased ability on the part of the Project Gold students to solve problems which, prior to their being involved in the program, would have, at best, been difficult for them. The nature of production within Siemens Stromberg Carlson and Parker-Hannifin is such that there is a continuous requirement to solve problems when they occur, rather than to wait for a line supervisor to come to the rescue.

Special efforts have been undertaken by management to begin such a program of on-the-spot problem solving and a number of the Project Gold students are under consideration for becoming participants in this effort. The fact that they have been focusing on improved problem solving activities within the Project Gold curriculum attests to the potential for directly applying such skills to the workplace.

Communication Skills

Once more, line supervisors and Project Gold staff indicate that the Project Gold students have made substantial improvements in their ability to communicate, with each other, their peers, their supervisors, and with the Project Gold instructional support staff. There had been a noticeable prior lack of ability to communicate clearly by many of the Project Gold students at the beginning of the program. It has been found that many potentially serious problems on the shop floor can be caught and addressed before they become even more serious, if only the employee is willing or able to communicate that a problem in the making exists. Clear communication, coupled with the previous attributes described, have made the Project Gold students exemplars for their peers and, as such, there is improvement across the board.

At a May 30, 1996 meeting with Siemens management, the hope was expressed by them that they could turn to the Project Gold staff to assist in providing basic skills training in the introduction of a new manufacturing assembly process. Chief among the elements being sought in this training will be workplace flexibility coupled with a better understanding of the Siemens Stromberg Carlson corporate culture. It is hoped that the achievements gained thus far with the Project Gold students will be the basis for selection of some of these students to participate in this new venture. These same sentiments were reinforced by the new Vice President at Siemens Telecom Networks when he assumed his duties in 1997.

The Parker Hannifin Expansion Valve Facility

Parker-Hannifin Profile:

Parker Hannifin. Discussions were conducted with this company on December 19, 1995. On-site implementation was delayed until this late 1996 due to the impending arrival of a new Human Resources manager. When the new Human Resources Manager arrived she subsequently became ill and most of the training program responsibilities were delegated to her assistant.

The original intent of Project Gold's participation with Parker-Hannifin was, for the most part, a single focus - all employees in the Orlando plant would have to either be high school graduates or pass the General Education Diploma test (GED) within a specified time. Project Gold staff were assured that this initiative would be the major education goal for their employees, thus any who did not meet the specified criteria were prime candidates for enrollment in Project Gold classes which would be offered on site.

Instruction at Parker Hannifin was moved out of their original classroom facility and the instructor and students had to make do with temporary locations. This proved disruptive to both the Project Gold staff and their students. Despite this concern, the students at Parker Hannifin have continued to participate in classes. This is a result of a combination of management uncertainty as to the future of the Project Gold program and a sense by the students that their instructional time may be limited in the future, thus they are moving ahead with all speed.

There is limited data relating to the Parker Hannifin employee group, given the lateness of their agreement with Project Gold and a major realignment of employee scheduling in mid-1997. Additionally, new management has arrived at Parker-Hannifin and with it, adherence to a tightly-structured work day which made conducting any classes through Project Gold a major challenge.

While discussions between the Project Gold staff and Parker Hannifin began in December of 19965, the Human Resources Manager at the time left the company in the spring of 1996. In mid-1996 discussions were held again with the new manager of HRD and employee testing began in October of 1996. *Please see Appendix G for a profile of these employees.*

The students in 1996:

It is noted that the composite TABE score for this employee group was 7.8 years with an average reading score of 8.7 years; an average mathematics score of 7.3 and an average language score of 6.3 years. This in comparison to their counterparts at Siemens Telecom Networks who posted a composite TABE score of 9.2 years with an average reading score of 10.169 years; an average mathematics score of 9.3 years; and an average language score of 7.96 years. Demographically, the Parker-Hannifin employee group was not unlike that at Siemens. The average age of the group of 29 students was 41; 25 of which were women and 4 men. Ethnicity was reflected by 6 Black students, 15 who were White, 7 Hispanic and 1 Asian. 6 students tested between grades 0-5.9 on the ABE 1; 14 tested as being between grades 6-9 on the ABE 2; 4 tested at grade 9.0 and above using the GED test, 2 tested as being beyond high school in proficiency level and 3 tested using the ESOL. *Please refer to Appendix B.*

It is evident that there was much interest within Parker-Hannifin to improve performance within their plant operations. Several requests were made by Parker-Hannifin for additional services beyond the basics. As a result, requests have come in for an English as a Second Language class, in addition to ABE and GED classes which have been scheduled. *Please refer to Appendix J for a list of classes taught and examples of promotional efforts made by Project Gold staff.*

A number of referrals to Seminole Community College have also been completed, coupled with increased requests from the Parker Hannifin employees for materials which describe Project Gold aims, activities, and services.

To further bolster the work of Project Gold, the Central Florida Manufacturing Technology Center offered its services to Parker Hannifin. This agency, also housed at Seminole Community College, has a primary focus on quality improvement within the manufacturing process and directs its efforts at the establishment of a work "culture which develops a holistic functional high performance work organization."

Proposed Measurement Plan for Parker Hannifin

Evaluation of Parker Hannifin employees mirrored the same methods as those used at Siemens Telecom Networks in that their progress was tracked from the first entry date until the conclusion of the Project Gold commitment. Test scores for TABE and other instructional progress were recorded and evaluated.

What was supposed to differ from the measurement scheme used at Siemens Telecom Networks was that employee productivity was to have been recorded as reported by supervisors in terms of the number of parts assembled/processed per shift..

The Students in 1997:

The original number of Project Gold students at Parker-Hannifin was 14 of which 6 now remain. Their average follow-up composite score went from 7.8 in January, 1997 to 8.9 as of August, 1997, roughly an average level increase of one school year. It is postulated that these composite scores might well have been higher had not the second test battery been given at the end of the work shift.

Again, comments by supervisors, Project Gold students, their instructors, and the Project Gold Coordinator reveal far more as to the insights gained by the Parker-Hannifin

employees. A few representative comments are included and *all of the comments made may be found in Appendices C, D, G, H and I.*

The Parker-Hannifin Supervisors...ratings of 17 students made during the period of January - April, 1997:

Communication skills -   9 of 17 improvement noted

Problem-solving skills -   6 of 17 improvement noted

Work productivity -   7 of 17 improvement noted

Work attendance -   5 of 17 noted improvement

Self-esteem -   7 of 17 noted improvement

The Parker-Hannifin Project Gold Students...

I'm very pleased at 45 years of age to have the chance to return to school.

I think this is a great opportunity for all of us and especially for me. I have been out of school for many years and have lost or forgotten what I did learn.

I was scared at first. I didn't think I could do it, but now I feel so good about myself that I have a different outlook on life.

Project gold is a chance for me to get a better education and my GED. As I finish a task I find that I am feeling better about myself. It gives me a chance to make better money.

This entire process [PROJECT GOLD] will help me in my job and in everyday life. This can only be a positive experience and one I will always remember.

I was assigned a project on my job at Parker and by studying the math I was able to progress in the setup of a new way of thinking.

The company should have started this project a long time ago, and should encourage more people to attend these classes so we could be able to communicate better with the system.

The Project Gold Instructor at Parker-Hannifin...computers were not available for this program.

Her self-confidence has skyrocketed.

Her first language is not English. She feels she needs a lot of work on language skills. Has done immensely well. Only missed once and that's because she was taking a computer class at Seminole Community College sponsored by Parker-Hannifin.

Her skills are at a very low level, but she's smart and learns quickly. She just never had the opportunity.

She has blossomed completely.

Has personal concerns that sometimes prevent her from staying after work for class. If her attendance were better, she would improve her skills greatly.

Likes it best when the teacher sits with her and goes over everything with her after a one-on-one explanation.

Self-esteem has improved and is much more communicative.

Has GED. Was brushing up for college entrance. Withdrew from class. Was working diligently and making progress in all aspects and skills. Never missed class. She became ill, had to be hospitalized, and has not returned to work.

Found Social Studies too difficult and switched to Science in which he's been working diligently and is ready to for the test this week.

Project Gold Coordinator's Comments about Parker-Hannifin...

Both ABE/GED instructors at Parker-Hannifin receive continuous praise from their students.

PROJECT GOLD is helping Parker-Hannifin employees meet a mandate by the company issued in October 1996 – that all employees must hold a high school diploma or GED. Some students were given raises on the basis of their promise to attend PROJECT GOLD classes or other GED classes in the community.

Less success was accomplished – enrollment-wise – with the ESOL class. Three students registered, but only one attended on a regular basis. The ESOL class was not offered after the first term.

PROJECT GOLD has not been able to determine its impact as it relates to production figures at Parker-Hannifin. Reasons include: changing shift schedules and removing employees from the floor for customized training courses.

Conclusions

From an evaluator's viewpoint, there is no doubt that the work being conducted by Project Gold is accomplishing its mission, within the constraints of available employee learners and corporate downsizing. The fact that the original number of employees at Siemens Telecom Networks has been reduced has, through no fault of Project Gold, nevertheless impacted potential success levels.

When we examine the progress of those original Siemens Telecom employees, Project Gold has accomplished in twenty-eight months what few full-time educational institutions could have, both in terms of score increments as well as overall communications and personal skill building.

With new top management now in place at Siemens Telecom Networks, there is reason to believe that their corporate support for an participation in Project Gold educational outreach activities will not only continue but, increase in scope.

The fact that the Project Gold employees have been highly valued by their supervisors should not go unnoticed. It is in these front-line encounters that the real value of Project Gold has to pay off in dividends to the company, and it has!

While originally, given the aims of Parker Hannifin, there was every reason to anticipate that the prior success rate of Project Gold would have replicated itself, perhaps even more so. Unfortunately, such has not been the situation. The original 14 Project Gold students have now been reduced to 6 and, due mainly to management constraints imposed by Parker-Hannifin, the decision will be made to cease participation with this company, largely because the small student numbers do not justify the costs expended. .

In addition, recent new hires have been made wherein these individuals do not have GED certificates and the Project Gold staff in not aware of any efforts by management to encourage these employees to obtain one.

Over the course of attendance two national meetings in Milwaukee, this evaluator found that the success or lack thereof by the diverse workplace education efforts had a direct correlation between the success of the programs and the degree and level of corporate support provided. If the company was enthused about the results they were seeing, they continued to support the program. Conversely, if the results they saw tended to be borderline or less in accomplishment level, the companies began to question the viability of their continuing relationship with the workplace education projects.

If a company, upon learning of the real objectives of workplace literacy, saw a significant return on their investment, and the program continued to demonstrate successful achievement records of its employees, the support appears to have been maintained.

In some instances, one might question the degree to which the companies really understood the commitment being asked of them to make in support of workplace education. If a company saw, in the receipt of Federal support, a way in which they might obtain benefits not specified by the program, and said benefits did not materialize, then their continuing support, either through the provision of release time for students or available space for learning to occur was reduced.

In the case of Parker-Hannifin, the original management team knew quite clearly what benefits were being offered and they subscribed to these with enthusiasm. Over the course of the Project Gold involvement with them however, numerous personnel changes took place with the result being a new management team now being in place who may or may not have subscribed to the basic premise of the program.

The perception of employee progress is another element which can color the perceptions of management. What may appear as being outstanding growth among the employees may or may not have manifested itself on the shop floor in the form of increased productivity. It is unfortunate than neither Siemens Telecom Networks nor Parker-Hannifin had devised an accurate way to measure each Project Gold student's productivity levels but perhaps, given the comparative return on investment it would have cost to have tracked these individuals, the decision was made not to associate productivity with academic progress.

Into this discussion we must also raise the specter of efficacy of placing the majority of the instruction into the hands of the computerized program design team. Despite the novelty of using computers as a prime instructional delivery system, it became quite apparent that the majority of employee/students preferred the human and humane touch of a live instructor. This element is especially relevant when examining the development of soft skills such as self-esteem, inner motivation, or oral recitation, appropriate work habits, corporate culture identification and other similar skills, yet it is these very competencies which were the ones most supervisors commented upon and seemed to value the most.

It would seem that, when the contractor performed their needs assessment, they might have determined the degree of comfort which the target employees had for using computers. The results of the Meyers-Briggs Personality Inventory results indicated that the Siemens Telecom Network students, by an overwhelming majority, preferred to learn using visual and auditory means, which a computer might offer, assuming the learners where adept at using one and possessed the appropriate skills needed to navigate complex computer-based instructional routines.

Neither proved to be the case and all instructors within the Project Gold program expressed the opinion that more reading in hard copy print sources was preferred by almost all the students. It is not the intent of the evaluator to castigate the instructional suppliers of the content, rather to suggest that an analysis of learning styles in advance might have revealed a more balanced option as to which instructional strategies were employed. Everyone does not learn in the same way and, given the pressures subjected to the Project Gold students from their supervisors, peers, even families, perhaps more attention should have been paid to how the students succeeded or failed when using a particular delivery system.

Whenever there is a major change in either corporate structure or mission (the former within Parker-Hannifin and the latter within Siemens Telecom Networks), changes in perceived worth are also likely. The result has been that for Siemens Telecom Networks, the mission and management changes have appear to have been for the better inasmuch as the aims of Project Gold are concerned, thus they will continue to be of service to this company. Parker-Hannifin's future with Project Gold will now cease to exist, and this we find regrettable.

Was the work of Project Gold worthwhile? Definitely! Just ask those who benefited the most - the Project Gold students!

Respectfully submitted,

Richard A. Cornell, Ed.D.
University of Central Florida
Project Gold Evaluator

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Appendix A

Project Gold Student Demographics

**PROJECT
GOLD AT
PARKER
HANNIFIN**
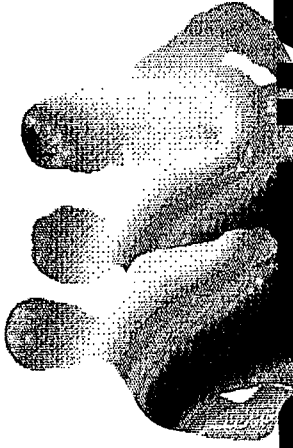
STUDENT DEMOGRAPHICS

THE DATA LISTED BELOW REPRESENTS STUDENT PARTICIPATION IN 3 CLASSES: 2 ABE/GED CLASSES & 1 ESOL CLASS.

TOTAL # OF STUDENTS
29

AVERAGE AGE
41

GENDER
OF WOMEN 25
OF MEN 4

ETHNIC ORIGIN
OF BLACK STUDENTS ... 6
OF WHITE STUDENTS 15
OF HISPANIC STUDENTS ... 7
OF ASIAN STUDENTS ... 1

ACADEMIC SKILL LEVELS
ABE 1 (GRADES 0-5.9) 6
ABE 2 (GRADES 6-8.9) 14
GED (9.0 & ABOVE) 4
POST HIGH SCHOOL ... 2
ESOL 3

(REFLECTS STUDENT INFORMATION FROM JANUARY-APRIL 1997)

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Appendix B

Entry and Follow Up TABE Scores

Entry & Follow-Up TABE Scores

Comparison of Entry and Follow-Up TABE Scores for Parker Hannifin Corporation Employees & Temps Currently Enrolled in PROJECT GOLD ABE or GED Classes

PROJECT GOLD STUDENTS	ENTRY COMPOSITE SCORES	READING SCORES	MATH SCORES	LANGUAGE SCORES	SKILL LEVELS	FOLLOW-UP COMPOSITE SCORES	READING SCORES	MATH SCORES	LANGUAGE SCORES	SKILL LEVELS
		ENTRY TABE SURVEY GIVEN IN OCTOBER 1996					FOLLOW-UP TABE SURVEY GIVEN IN JUNE 1997			
STUDENT #1	6.8	10.0	6.3	4.7	ABE 2	7.9	7.9	7.5	8.2	ABE 2
STUDENT #2	7.8	12.9	7.7	3.7	ABE 2	7.2	7.9	6.7	7.5	ABE 2
STUDENT #3	8.4	11.1	7.1	8.4	ABE 2	12.9	12.9	12.9	12.9	POST HS
STUDENT #4	6.5	7.9	7.2	4.3	ABE 2	7.9	9.8	8.2	5.3	ABE 2
STUDENT #5	6.3	6.5	6.8	5.4	ABE 2	6.8	11.2	6.1	4.6	ABE 2
STUDENT #6	3.0	3.1	3.4	2.4	ABE 1	4.2	4.9	4.8	2.9	ABE 1
STUDENT #7	8.2	12.9	6.8	7.7	ABE 2	8.4	8.7	8.6	7.9	ABE 2
STUDENT #8	12.9	8.7	12.9	9.9	POST HS	12.9	12.9	12.9	12.9	GED
STUDENT #9	8.4	12.9	6.5	7.9	ABE 2	12.9	12.9	12.9	8.3	GED
STUDENT #10	6.8	7.9	5.5	8.0	ABE 2	7.2	11.1	5.5	6.2	ABE 2
STUDENT #11	8.1	12.9	7.0	5.7	ABE 2	9.8	10.0	7.7	12.9	POST HS
STUDENT #12	5.6	7.4	5.9	3.4	ABE 1	7.9	8.2	9.1	5.3	ABE 2
STUDENT #13	7.4	8.2	7.1	6.3	ABE 2	7.0	8.7	6.8	5.3	ABE 2
STUDENT #14	12.9	9.6	12.9	11.1	GED	11.5	10.6	12.9	7.7	GED
	AVERAGE ENTRY COMPOSITE SCORE = 7.8					AVERAGE FOLLOW-UP COMPOSITE SCORE = 8.9				

- ALL OF THE ABOVE STUDENTS ENROLLED IN PROJECT GOLD IN JANUARY 1997 -- EXCEPT FOR STUDENT #10. WHO ENROLLED IN APRIL 1997.
- STUDENT #8 HAS A HIGH SCHOOL DIPLOMA FROM ANOTHER COUNTRY. WHICH REQUIRES AN ENGLISH TRANSLATION OF HER HIGH SCHOOL TRANSCRIPT WHEN PRESENTED IN THE UNITED STATES. SHE IS NOW SEEKING THE GED THROUGH PROJECT GOLD.

PROJECT GOLD
GROWTH OPPORTUNITIES THROUGH LEARNING & DOING

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Appendix C

Anecdotal Comments from Supervisors

Sample of
SUPERVISOR SURVEY
For Siemens Stromberg-Carlson

Please help us measure the effectiveness of PROJECT GOLD classes by Siemens Stromberg-Carlson employees and temps by indicating below if a student has shown improvement in the particular area listed. No response is necessary if a student has remained the same. Completed surveys should be returned to Pam Ledford by Friday, May 9th. My office is located next door to the corner Conference Room in Trailer C (for interdepartmental mail purposes: #15, Trailer C.) Thanks! Your responses will be used in an overall grant report to be forwarded to the U.S. Department of Education.

SUPERVISOR: (NAME)

SIGNATURE _____

DATE _____

1. (Name)	Communication Skills	___ Has shown improvement in this area.
	Problem-Solving Skills	___ Has shown improvement in this area.
	Work Productivity	___ Has shown improvement in this area.
	Work Attendance	___ Has shown improvement in this area.
	Self-Esteem	___ Has shown improvement in this area.

GENERAL COMMENTS ABOUT PROJECT GOLD ....

Results of

SUPERVISOR SURVEY

For Siemens Stromberg-Carlson

REPORT PERIOD: NOVEMBER 1996-APRIL 1997

# Evaluated: 15	Communication Skills	Have shown improvement in this area: 7
# Evaluated: 15	Problem-Solving Skills	Have shown improvement in this area: 4
# Evaluated: 15	Work Productivity	Have shown improvement in this area: 6
# Evaluated: 15	Work Attendance	Have shown improvement in this area: 3
# Evaluated: 15	Self-Esteem	Have shown improvement in this area: 7

GENERAL COMMENT ABOUT PROJECT GOLD ....

- "This is a very positive program!"

- "I believe ***'s participation in the class served as a refresher which will improve her writing. I understand from *** that beyond the refresher the class didn't provide writing instructions she desired."

- "Good training for SSC employees."

- "***'s written and oral communication skills have shown marked improvement since joining the PROJECT GOLD program. *** also speaks highly of the class and appears to approach the onset of each class with enthusiasm."

- "*** has always had excellent if not perfect attendance. Problem-solving skills are probably improved, but the scope of her current job does not produce a lot of opportunities."
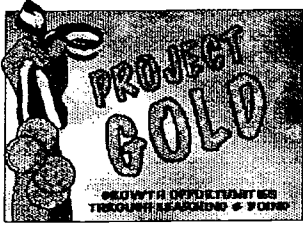
Sample of
SUPERVISOR SURVEY
For Parker Hannifin Corporation

Please help us measure the effectiveness of PROJECT GOLD activities at Parker Hannifin (academic classes and customized training) by indicating below if a student has shown improvement in the particular area listed. __No response is necessary if a student has remained the same.__ Completed surveys should be returned to Pam Ledford. Please leave yours in the PROJECT GOLD tray (located at the top of the mail boxes in the copier/fax room) by Friday, May 9th. Thanks! Your responses will be used in an overall grant report to be forwarded to the U.S. Department of Education.

SUPERVISOR: (NAME)

SIGNATURE _____

DATE _____

NAME	AREA OF EVALUATION	RATING
1. (Name)	Communication Skills	___ Has shown improvement in this area.
	Problem-Solving Skills	___ Has shown improvement in this area.
	Work Productivity	___ Has shown improvement in this area.
	Work Attendance	___ Has shown improvement in this area.
	Self-Esteem	___ Has shown improvement in this area.

GENERAL COMMENTS ABOUT PROJECT GOLD ....

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Results of
SUPERVISOR SURVEY
For Parker Hannifin Corporation

REPORT PERIOD: JANUARY-APRIL 1997

# Evaluated: 17	**Communication Skills**	**Have shown improvement in this area: 9**
# Evaluated: 17	**Problem-Solving Skills**	**Have shown improvement in this area: 6**
# Evaluated: 17	**Work Productivity**	**Have shown improvement in this area: 7**
# Evaluated: 17	**Work Attendance**	**Have shown improvement in this area: 5**
# Evaluated: 17	**Self-Esteem**	**Have shown improvement in this area: 7**

GENERAL COMMENT ABOUT PROJECT GOLD ....

• *"I think the general attitudes of the associates have improved since the PROJECT GOLD has started."*

Appendix D

Return on Investment Flyer

and

Project Gold Student Comments
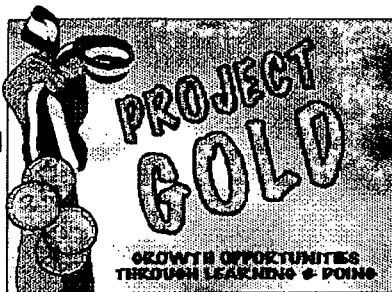
RETURN ON INVESTMENT

*PROJECT GOLD students invest personal time
and energy into improving their educational skills.
What are they getting in return ?*

COMMENTS FROM SIEMENS STROMBERG-CARLSON STUDENTS AS TO THE IMPACT PROJECT GOLD IS HAVING ON THEIR LIVES AT WORK AND AT HOME ....

● *"The impact that PROJECT GOLD has had on my life has been positive in many ways: I have learned very slowly that I can learn.* I have learned socially to interact with different types of people, as well as I have learned academically. I truly feel that my confidence is elevated; this by itself has helped me to communicate with more ease in my surroundings. The mathematics has helped me to be more alert mentally and to figure my own numbers instead of depending on someone else. PROJECT GOLD has contributed a big return on the investment of my time and effort."

● *"PROJECT GOLD has been an asset to me and my family.* I am now able to help my kids and grandkids with their homework. With the help of PROJECT GOLD and my teacher, my daughter is competing in Miss Pre-Teen of Florida which is based on her academics. She is now maintaining an A-B average."

● *" 'Impact' may not be strong enough to say how PROJECT GOLD has affected my life.* I am definitely (I feel) a more interesting person, have more to talk about and have become more knowledgeable on more subjects. But the best thing that came out of PROJECT GOLD was to discover I wanted to be a writer. I have been taking a course to become a writer, preferably of short stories at the moment. Now at the age of 64 when someone asks, 'What do you want to be when you grow up?' I answer, 'A writer.' "

● *"PROJECT GOLD is giving me a chance to get my GED so I can get a [college] degree."*

● *"PROJECT GOLD is helping me to increase my knowledge in English.* It is also helping me to understand the instructions in my job much better."

● *"PROJECT GOLD has given me the opportunity to update and review basic skills in reading and writing.* It also has given me the desire to enroll again at Seminole Community College in the near future."

RETURN ON INVESTMENT

Page 2

- *"It [PROJECT GOLD] makes me feel more confident at home and work."*

- *"PROJECT GOLD is very important to me because I'm learning English every day and skills for my job."*

- *"PROJECT GOLD has been important in my life in that it has helped me rebuild my skills in math.* I have learned why I often misspell words. My writing has improved."

- *"It's helping me to read better."*

- *"The impact that PROJECT GOLD has had on my life is that I am understanding and improving in my weaker areas so that starting college will be easier.* I am also improving in my stronger areas."

- *"PROJECT GOLD has rewarded me with a better understanding of the English language as far as grammar and comprehension subjects.* I am looking forward to learning better skills in math and other material which enhance my knowledge of the number world. In my job, it has helped me express myself better, and my writing skills have improved some."

- *"With the help of PROJECT GOLD tutoring, certain algebraic concepts which totally had me baffled before are finally becoming clear."*

- *"PROJECT GOLD has made an improvement on my life and family.* There was a time when helping my children with homework would be a hassle. But now I am able to help with English, math, and reading. So PROJECT GOLD has been a big help to me."

- *"I thank God for a mind to challenge.* Coming to PROJECT GOLD has made me a better person to value education in my life, to be an example to my family and on my job. And I have a teacher who helps when I need her, and I also have a tutor to help me in reading, writing, and comprehension. I would like to go to college when I finish these courses."
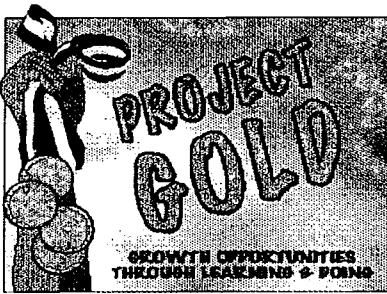
COMMENTS COLLECTED FROM SIEMENS STROMBERG-CARLSON STUDENTS IN MARCH 1997

RETURN ON INVESTMENT

*PROJECT GOLD students invest personal time
and energy into improving their educational skills.
What are they getting in return?*

COMMENTS FROM PARKER HANNIFIN STUDENTS AS TO THE IMPACT
PROJECT GOLD IS HAVING ON THEIR LIVES AT WORK AND AT HOME ....

● *"I'm very pleased at 45 years of age to have the chance to return to school.* Parker has given us on-the-job site hours so that we can take advantage of PROJECT GOLD. Without it I'd not have tried to received my GED. PROJECT GOLD represents that anyone, given the proper attention through one-on-one training with our teachers, can learn skills that will provide future opportunities to earn a higher paying job and self-worth, in that you can learn so much no matter what age you are in life. Thank you PROJECT GOLD. My future will be much better."

● *"I think this is a great opportunity for all of us and especially for me.* I have been out of school for many years and have lost or forgotten what I did learn. I have been lucky at my job for I have on-the-job training, but now that I have a different classification, I was told I would have to go to school. Only having a high school diploma, I knew I would never pass the college exam without a refresher course. I was scared at first. I didn't think I could do it, but now I feel so good about myself that I have a different outlook on life. I have learned you are never too old to get smarter. I look forward to the classes here at Parker and admire the teachers. The young people here at Parker are very lucky to have been given a great chance in life to better themselves."

● *"PROJECT GOLD is a chance for me to get a better education and my GED.* As I finish a task I find that I am feeling better about myself. It also gives me a chance to make better money. PROJECT GOLD opens a lot of doors for me."

● *"I'm very happy to attend classes -- college prep -- at my place of employment at no cost.* I'm hoping this class will help me to start to attend college soon and help me to complete my education. I have a high school diploma but I come from a different country, so English is my second language. In this class, I'm trying to improve the reading and writing of English. I already can see a big improvement and so does my teacher."

COMMENTS COLLECTED FROM PARKER HANNIFIN STUDENTS IN MARCH 1997

RETURN ON INVESTMENT

Page 2

● *"I think PROJECT GOLD is a good thing for me.* I'm learning a lot out of it -- reviewing things I've learned before, and I'm learning new information that will help me get my GED. Sometimes it's hard to go to school, work, and raise young kids at home. It's more convenient to have work and school at the same place. I hope when I get my GED I can ... maybe go to college."

● *"I would like to take this opportunity to express what PROJECT GOLD means to me: First, my many thanks to Parker for having this chance to prepare for my GED.* Also, it has helped me in relating with others. As I attend classes I'm become more confident, more at ease with others. And it has made me realize that I can go on to further my education. It's up to me to go as far as I want. This entire process will only help me in my job and in everyday life. This can only be a positive experience and one I will always remember."

● *"PROJECT GOLD is very important and is giving me the opportunity to finish my education at short term; and from there is [PROJECT GOLD] is opening a big door in my future.* To have classes right at your working place is saving time on driving and is right at your finger-tips -- what we moms really appreciate. This is a wonderful experience for me."

● *"Attending the PROJECT GOLD class has been rewarding for me.* I have improved more in my math, and it has helped me to want to go back to college and get into another type of work. This has been a great way of getting interested in learning and improving my skills in math and work. I was assigned a project on my job at Parker, and by study-ing the math I was able to progress in the setup of a new way of thinking.... The teachers are very good at their skills and keep the class interesting for us with little problems to solve. Thanks again for this and also letting other get their GED without cost."

● *"This class is very helpful to me because I need to get my GED so I can move on in life.* It is very nice that it is at work instead of being somewhere else because I probably wouldn't get my GED. The teachers are very nice and very helpful. I think it is wonderful that Parker is giving us this chance to get my GED."

● *"PROJECT GOLD ... gives me the opportunity to receive my GED which I have wanted to do for a long time.* It will make me a better person knowing that I have accomplished this and hoping that I will receive a better-paying job."

RETURN ON INVESTMENT

Page 3

● *"What do I think about PROJECT GOLD?* Well, it's something that every company should do for their employees. It shows they care about their employees and want to better their education."

● *"PROJECT GOLD is a very interesting program.* The company should have started this project a long time ago, and should encourage more people to attend these classes so that we could be able to communicate better with the system. Being able to understand reading better and math .... I think more [people] in the company should be doing the same thing. America should be educated."

● *"PROJECT GOLD is a learning experience.* It brings back my childhood days when I was in school learning to apply myself back in mathematics, literature, writing skills, etc. To me it is a challenge to remember what I have forgotten over the years. Coming back to class again and knowing what I can do makes me feel good. So with some help from my superior teachers, I feel that I can go further than my previous job. So I plan on going to college to further my education."

● *"I am learning a lot of things that I had forgotten since I've been out of school.* I would like to get my GED and go to the college to get a better job to better myself and my family, and to make more money so I can retire early."

● *"Before [PROJECT GOLD] I didn't talk much.* Now I talk a lot. A lot of times before not too many people understood me. Now they understand a little bit .... Before I was afraid to write. My boss told me to learn more English so she can put me in the office."

COMMENTS COLLECTED FROM PARKER HANNIFIN STUDENTS IN MARCH 1997

EXIT INTERVIEW

PROJECT GOLD GRADUATES 3RD STUDENT

WHAT IMPACT HAS PROJECT GOLD HAD ON YOUR LIFE -- PROFESSIONALLY AND PERSONALLY?

Comments from Graduate #3 .... " 'Impact' may not be strong enough to say how PROJECT GOLD has affected my life. I am definitely (I feel) a more interesting person. I have more to talk about and have become more knowledgeable on more subjects.

"But the best thing that came out of PROJECT GOLD was to discover I wanted to be a writer. I have been taking a course to become a writer, preferably of short stories. Now at the age of 64, when someone asks, 'What do you want to be when you grow up,' I answer, 'a writer.' "

ADDITIONAL OBSERVATIONS ....

Changes at work .... Improved communication skills (verbal and written). Feels she is a better asset to the company since participating in PROJECT GOLD classes.

Changes away from work .... More confidence in herself, much improvement in math and writing, improvement in memory skills, and now able to settle on specific goal (creative writing).

And last, but not least .... Discovered she really liked school.

Appendix E

Summary of Lesson Plans

PROJECT GOLD
GROWTH OPPORTUNITIES THROUGH LEARNING & DOING
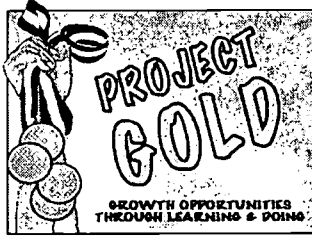
WEEKLY LESSON PLANS
FOR THE
SIEMENS STROMBERG-CARLSON
ABE CLASSES

November 1996-April 1997

(Students have access to 10 computers equipped with PLATO courseware.)

Siemens Classes

MEMORANDUM

To: Pamela Ledford
            Project Gold Coordinator
From: Irene Paino
Date: April 1, 1997
Subject: Project Gold Lesson Plans - November 4, 1996 through April 7, 1997

The following assignments are from Project Gold - Basic Skills Update lesson plans from November 4, 1996 through April 7, 1997 (Week Eighty through Week 100)

Writing:

*   Formal 5 paragraph essays on various topics
*   Creative writing assignments on various topics
*   Work Related Writing Assignments
        Writing notes, short memos, suggestions

Grammar:

*   Adjectives and Adverbs
*   Word Origins

Math:

*   Word Problems

Team Work/Public Speaking:

*   Each member of the group has a role (i.e., scribe, reporter, team leader).
        Requires students to read material, discuss opinions and form a group
        consensus (for example - cloning) and the reporter - who
        varied on each occasion would report to the group at large.
*   Practicing Self-Assessment
        Involved reading material and working in both groups and with a partner
*   Group Discussions
        Using a variety of topics including current events, students participated in lively debate and discussion

Organizational Skills:

* Goal Setting
    Students set semester and one year goals and evaluated progress toward
    those goals at mid-term
* Return on Investment papers

Map Skills:

* Students followed an old cattle trail on a map.
    Students then filled in the names of all fifty states on a blank U.S. map

DAILY LESSON PLANS

WEEK EIGHTY
(week of November 4, 1996)

Class One Hundred Fifty-Nine

ON THIS DATE IN: November 3, 1718, John Montagu was born. He became the fourth Earl of Sandwich and invented the sandwich in 1762. He was playing cards when he came up with the idea. Source: *The Orlando Sentinel*, November 3, 1996

Continue work on IEP (both computer and book work)

Class One Hundred Sixty

Fact of the Day: Why isn't there a Channel One on television? In 1945, when the FCC first allocated broadcast television frequencies there was a Channel One. Later, however the FCC decided television was taking up too much of the broadcast spectrum (each TV channel requires a bandwidth 600 times as wide as an individual radio station does). So the Channel One band (44 to 50 MHz) was reassigned for use by people with mobile radios. However, other countries do have Channel One assigned to their television stations. Tokyo Channel One is used for broadcasts of NHK-General, a Japanese public TV station. Source: *Chicago Reader* via America On-Line

Continue work on IEP (both computer and book work).

DAILY LESSON PLANS

WEEK EIGHTY-ONE
(week of November 11, 1996)

Class One Hundred Sixty-One

ON THIS DATE IN: November 11, 1918, the Treaty of Versailles was signed, officially ending World War I. In 1919, this day was declared a day of remembrance. It then was known as Armistice Day. In 1954, this holiday was renamed Veteran's Day.

Continue work on IEP (both computer and book work)

Class One Hundred Sixty-Two

Word History: Weird- derived from the Old English noun - wyrd. See Bio Folder for complete information.

Continue work on IEP (both computer and book work).

DAILY LESSON PLANS

WEEK EIGHTY-TWO
(week of November 18, 1996)

Class One Hundred Sixty-Three

ON THIS DATE IN: November 18, 1946, Harry Truman became the first U.S. President to travel in a submerged submarine. In 1881, John P. Holland launched the first practical submarine in the Passaic River in New Jersey. See Bio Folder for complete information and pictures.

Continue work on IEP (both computer and book work)

Class One Hundred Sixty-Four

Word History: Budget - originally from a word in an ancient Gallic language. See Bio Folder for complete information.

Writing Assignment: In the coming months, the President and Congress will be working on the country's budget. In order to maintain the country's economic heath, we need a balanced budget. What areas do you feel are off limits for budget cuts and why? (Three paragraph minimum)

Continue work on IEP (both computer and book work).

DAILY LESSON PLANS

WEEK EIGHTY-THREE
(week of November 25, 1996)

Class One Hundred Sixty-Five and Sixty-Six

Quote: "No entertainment is so cheap as reading, nor any pleasure so lasting."
- Mary Wortley Montagu

Continue work on IEP (both computer and book work)

(Thanksgiving Holiday - no classes on Thursday November 28, 1996)

DAILY LESSON PLANS

WEEK EIGHTY-FOUR
(week of December 02, 1996)

Class One Hundred Sixty-Seven

What Am I?: $2^{1,398,269} - 1$
(See attached newspaper article re: prime numbers)

Continue work on IEP (both computer and book work)

Class One Hundred Sixty-Eight

Quote: "You can't get anywhere unless you start." - unknown

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK EIGHTY-FIVE
(week of December 09, 1996)

Class One Hundred Sixty-Nine

Quote: "Intolerance has been the curse of every age and every state."
- Samuel Davis

Awards Day

Continue work on IEP (both computer and book work)

Class One Hundred Seventy

Quote: "It is difficult to say what is impossible, for the dream of yesterday is the hope of today and the reality of tomorrow. - Robert H. Goddard

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK EIGHTY-SIX
(week of December 16, 1996)

No classes due to packing and move from Siemens Stromberg-Carlson to Seminole Community College Campus (B121)

DAILY LESSON PLANS

WEEK EIGHTY-SEVEN
(week of January 06, 1997)

Class One Hundred Seventy-One

Quote: "Criticism, as it was first instituted by Aristotle, was meant as a standard of judging well." - Samuel Johnson

Registration for Term 96972

Continue work on IEP (both computer and book work)

Class One Hundred Seventy-Two

Quote: "Liberty is the only thing you can't have unless you give it to others."
-William Allen White

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK EIGHTY-EIGHT
(week of January 13, 1997)

Class One Hundred Seventy-Three

Quote: "The no-mind not-thinks no-thoughts about no-things."
- Buddha (563 - 483 B.C.)

Set a short term (by end of April, 1997) and a long term goal (by January, 1998)

Continue work on IEP (both computer and book work)

Class One Hundred Seventy-Four

Quote: "Efforts and courage are not enough without purpose and direction."
- John F. Kennedy

Writing: Writing Notes and Short Memos (see attached)

Continue work on IEP (both computer and book work)

WRITING NOTES AND SHORT MEMOS

IN THE WORKPLACE

WHAT MUST BE INCLUDED:

1. Topic   what you are writing about

2. Purpose   why you are writing about the topic

3. Action   what you want the reader to do

WRITING STRATEGY:

1. State purpose

2. Define and explain action needed

3. Select information

4. Organize information

5. Check your writing (review draft)

6. Rewrite a final copy

PRACTICE:

Imagine you run a mail-room. You are planning to write a memo announcing a change in mail-room procedures. Here are some questions your memo needs to answer for your reader:

1. Who needs to receive the memo?

2. What has changed? You need to be specific

3. When will the change take place?

4. How will this affect your reader(s)?

The changes you need to convey are as follows:

    a. A mail clerk will collect mail twice in the morning (9:30 and 11) and twice in the afternoon (1:30 and 4:30).
    b. Incoming mail is sorted into different categories.

DAILY LESSON PLANS

WEEK EIGHTY-NINE
(week of January 20, 1997)

Note: January 20 - Martin Luther King Day - no classes

Class One Hundred Seventy-Five

Quote: " Ideas not coupled with action never become bigger than the brain cells they occupied." - Arnold Glasow

Continue work on IEP (both computer and book work)

Class One Hundred Seventy-Six

Quote: "No amount of experimentation can ever prove me right; a single experiment can prove me wrong." - Albert Einstein

- Share newspaper article on black holes (proving Einstein's Theory of Relativity

- Writing: Using index cards - write a TIP for Siemens

Continue work on IEP (both computer and book work)

Massive black holes sucking stars from sky

☐ Astronomers find evidence they exist in virtually every galaxy.

COMPILED FROM WIRE REPORTS

TORONTO — New evidence has convinced astronomers that a massive black hole lurks at the center of almost every galaxy, including our own Milky Way, gobbling up stars that will never be seen again.

Astronomers say new observations by the Hubble Space Telescope have detected the "celestial fingerprint" of three black holes, including one that is a half-billion times more massive than the sun. A survey of 15 other galaxies suggests that 14 of them also have black holes.

The discoveries are the strongest observational evidence yet for black holes, an exotic and elusive object first predicted by Albert Einstein in his theory of general relativity.

"The mystery hasn't been solved yet, but we are convinced we have found the body," said Scott D. Tremane of the Canadian Institute for Theoretical Astrophysics and a member of a team of black-hole hunters.

"Einstein's relativity theory is correct," said one astronomy slide. "Cosmic vacuum cleaners are real."

The black-hole studies were presented Monday at a meeting of the American Astronomical Society.

Perhaps the most violent and powerful points of energy in the universe, black holes form when matter gathers at a single place, often from a collapsing, massive star. This point, drawing in more and more matter, becomes so dense that the power of its gravitational force increases to the point that nothing can escape, not even light. Although they cannot be seen, the presence of black holes can be detected by the violent movement of nearby stars that are about to be swallowed by one of these "cosmic vacuum cleaners," according to Ramesh Narayan of the Harvard-Smithsonian Center for Astrophysics in Cambridge, Mass.

"Black holes," Narayan said, "are the ultimate victory of gravity."

To find evidence of the galactic black holes, the astronomers analyzed the motion of stars and superheated gas near the center of galaxy clusters 50 million light years from Earth. The extreme velocity of the stars showed they were being towed by a powerful gravity force.

From these observations, the astronomers could calculate the mass of the object sucking in its neighbors. One black hole, in the constellation Virgo, was estimated at 500 million times more massive than the sun. Another was 100 million times the sun and the third was 50 million.

"There is something there, it weighs a lot, it is completely dark and we can't think of anything else it could be," said Tremane.

An international team of astronomers that conducted the black-hole search said the findings suggest these results:

■ Supermassive black holes are common, dwelling in the center of nearly every large galaxy, including the Milky Way.

■ The mass of a black hole is proportional to the host galaxy. The larger the galaxy, the more massive the black hole.

DAILY LESSON PLANS

WEEK NINETY
(week of January 27, 1997)

Class One Hundred Seventy-Seven

Quote: "A commentary on the times is that the word 'honesty' is now preceded by 'old-fashioned'." - Larry Wolters

Continue work on IEP (both computer and book work)

Class One Hundred Seventy-Eight

Quote: "The art of progress is to preserve order amid change and to preserve change amid order." - Alfred North Whitehead

Writing: Write a one paragraph description of an object. (Object will be placed on students' desks for them to observe while writing)

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK NINETY-ONE
(week of February 03, 1997)

Class One Hundred Seventy-Nine

WORD ORIGINS: VANDALISM

A people of northern Europe, known for their cruelty and destructiveness, were called **Vandals**. They invaded the Roman Empire and plundered Rome itself in the fifth century.

Thus the expression vandalism, meaning wanton destruction, comes from the name of the Vandals.

Continue work on IEP (both computer and book work)

Class One Hundred Eighty

Quote: "I must respect the opinions of others even if I disagree with them."
            -Herbert Henry Lehman

Writing: Memorandum: You need to take two weeks vacation all at once. Write a memo to your boss requesting the time off. Remember to be specific, include your reasons for requesting the time.

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK NINETY-TWO
(week of February 10, 1997)

Class One Hundred Eighty-One

ON THIS DATE: On February 09, 1773, William Henry Harrison was born. He was the first President to die in office. He was in office only 32 days.

Share newspaper articles on Hubble Telescope and Gullah

Continue work on IEP (both computer and book work)

Class One Hundred Eighty-Two

ON THIS DATE: On February 11, 1837, Vermont asked Congress to abolish slavery in the District of Columbia. This was accomplished in 1850.

Group Work: Finding Facts (see attached)

Continue work on IEP (both computer and book work)

Booker T. Washington and W.E.B. Du Bois

After the Civil War, two black leaders became famous. They were Booker Taliaferro Washington and William Edward Burghardt Du Bois. Washington was born in 1856; Du Bois was born in 1868. They were alike in many ways. They both came from poor families. They both received help from friends and neighbors to attend school. They were both well educated and both of them wanted to help black people have a better way of life. But they did not agree on how to help them. Washington believed that Blacks should learn a trade or vocation so that they could work with their hands to earn a living. He believed that Blacks would be respected more if they had money and owned property. In 1881 he founded Tuskegee Institute, a school that became famous for its agricultural research. It was on this campus that the famous Dr. George Washington Carver produced his many products of soybeans, peanuts and potatoes. Tuskegee is now a major university in Alabama. Booker T. Washington was the first black American to be elected to the Hall of Fame at New York University. He was an advisor to two Presidents, Theodore Roosevelt and William Howard Taft, on racial problems. In his best-selling autobiography, *Up from Slavery*, Booker T. Washington tells of his rise from slavery to become one of the most outstanding leaders and educators of his time. In 1940 the first postage stamp to honor a black person featured Booker T. Washington. Washington died on November 15, 1915. He is buried on the campus of Tuskeegee Institute in Alabama.

W.E.B. Du Bois disagreed with Booker T. Washington on what was best for Blacks. He felt that learning a trade or vocation was good, but he felt that Blacks should also have the opportunity to get a college education. He believed in the "talented tenth." That ten percent of the most talented black people should become trained leaders to fight for freedom and equality. In 1895 he became the first Black to receive a Ph.D. degree from Harvard University. Du Bois himself had many talents. He was an educator, an author, an historian, and a writer. In 1910 he helped organize one of the first civil rights groups in the United States. The organization was called the National Association for the Advancement of Colored People. He urged Blacks to register to vote and to become involved in politics. W.E.B. Du Bois died in 1963 at the age of 95.

QA1147

Washington/Du Bois Circles

Put the facts from the fact list in the circle named for each leader. Put the facts that tell of both leaders in the middle where the two circles meet.

Washington

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Du Bois

1. _____
2. _____
3. _____
4. _____
5. _____
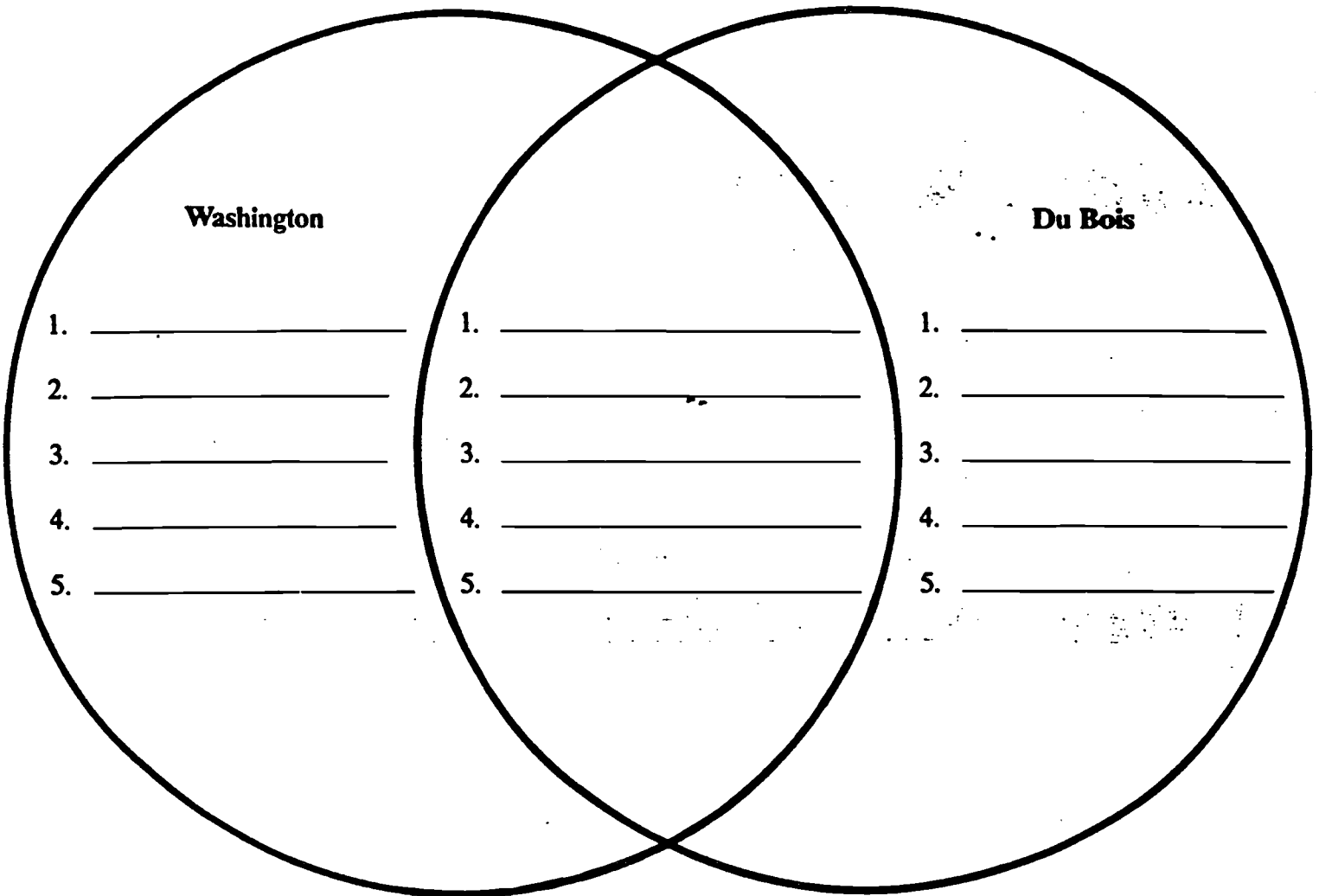
Fact List

Received help from friends and neighbors to attend school

Born in 1868

Came from a poor family

Believed that Blacks should learn a vocation or trade

Wanted to help Blacks to have a better way of life

Organized the NAACP (National Association for the Advancement of Colored People)

Had a postage stamp issued in his honor

Was well-educated

Founded Tuskegee Institute

Died in 1963 at the age of 95

Was a great leader

Born in 1856

Elected to the Hall of Fame in New York

Believed in the "talented tenth"

Graduated from Harvard with a Ph.D. degree

DAILY LESSON PLANS

WEEK NINETY-THREE
(week of February 17, 1997)

Class One Hundred Eighty-Three

ON THIS DATE: February 17, 1891, A.C. Richardson invented a churn.
                                February 18, 1894, famous architect Paul Revere Williams was
born.   (Look up on encyclopedia)

Continue work on IEP (both computer and book work)

Class One Hundred Eighty-Four

DID YOU KNOW? Some famous African-American inventors and their inventions:

    Phillip Downing of Boston, MA designed and patented the big, blue mailbox
in 1891.
    Jerry Certain of Tampa, FL patented a basket carrier for the bicycle in 1899.
    Powell Johnson of Barton, Alabama patented a design for eye protector
    glasses as early as 1880.

 Group Work: Map Skills (see attached)

Continue work on IEP (both computer and book work)

Goodnight-Loving
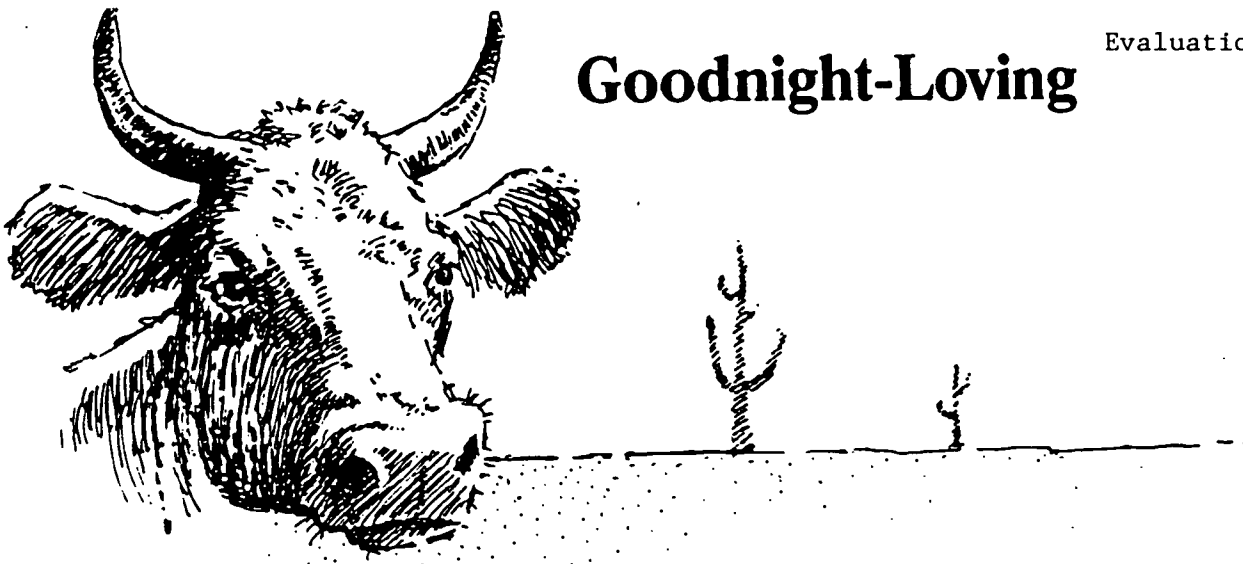
Goodnight-Loving is not the name of a new rock or singing group. It was one of the major cattle trails in the early West. After the Civil War there was a great demand for beef in the North. There were many cattle trails and many cowboys who drove cattle along these trails. One of the most famous cattle trails was the Goodnight-Loving Trail. It was founded by two Texas cattlemen, Charles Goodnight and Oliver Loving. They combined a herd of Texas longhorns and set out to deliver them from Weatherford, Texas, to Bozeman, Montana. It was a long, hard trip. The trail passed through deserts, over mountains and through hostile Indian territory. Two black cowboys who herded cattle on the Goodnight-Loving Trail were Bose Ikard and Jim Fowler.

Trace over the Goodnight-Loving Trail on the map, then answer the questions below.

1. Name the states through which the Goodnight-Loving Trail passed.

   A. _____ B. _____ C. _____

   D. _____ E. _____

2. Name two black cowboys that rode the Goodnight-Loving Trail.
   _____ and _____

3. Name the state where the Goodnight-Loving Trail began.
   _____

4. Name the state where the Goodnight-Loving Trail ended.
   _____

5. Name the two Texas cattlemen who founded the Goodnight-Loving Trail.
   _____ and _____

6. Name two other famous cattle trails that helped to "open the West."
   _____ and _____

70

73

GA1147

Atlantic Ocean

The Goodnight-Loving Trail

Pacific Ocean

GA1147
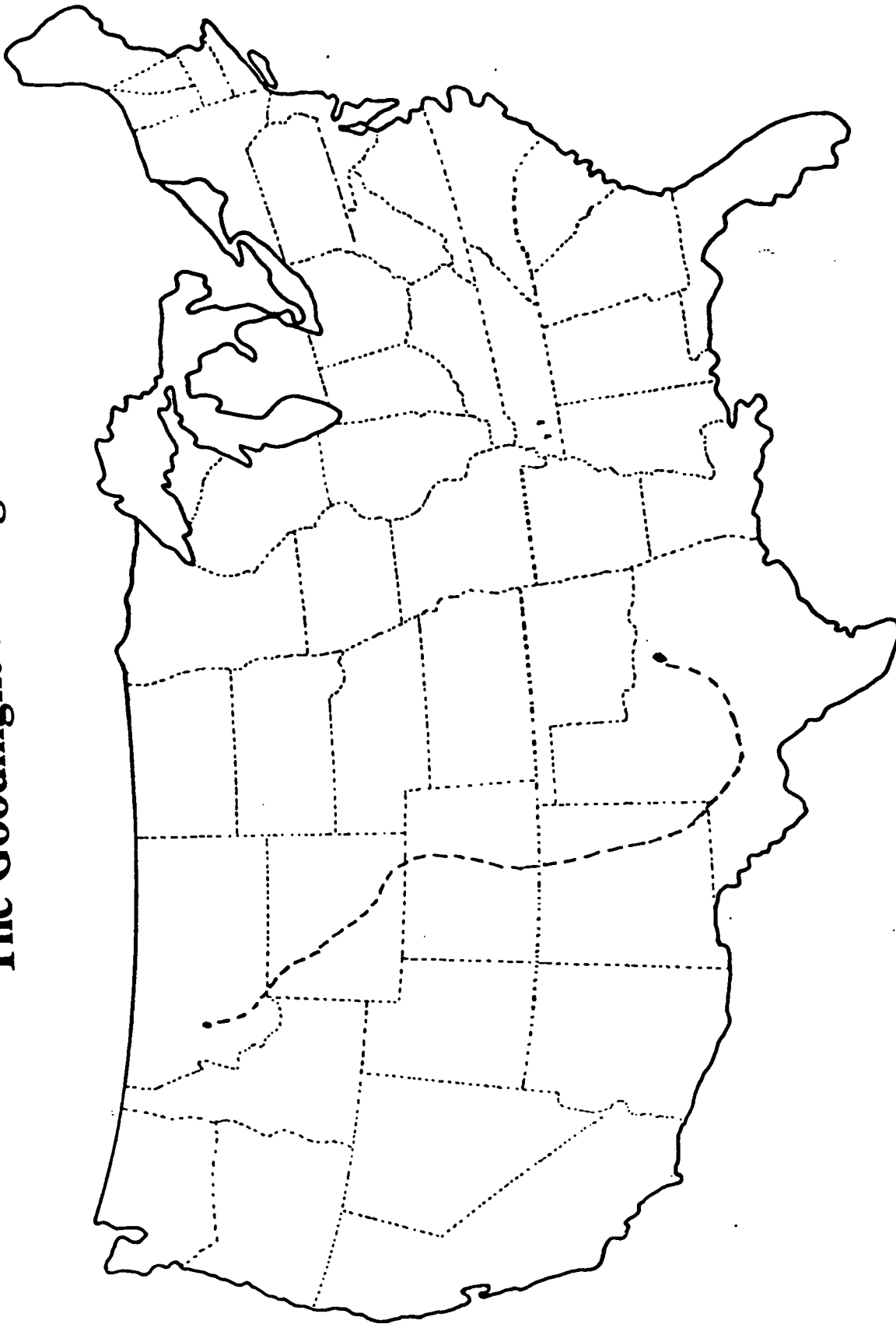
DAILY LESSON PLANS

WEEK NINETY-FOUR
(week of February 24, 1997)

Class One Hundred Eighty-Five

ON THIS DATE:

Origin of phrases: "Little strokes fell big oaks." This proverb is attributed to Benjamin Franklin. Meaning: limited strength, when persistently applied, can accomplish great feats.

February 25, 1870, Hiram Revels took the oath of office to become the first African-American U.S. senator.

Share article on cloning from the *The Orlando Sentinel* (February 23, 1997) (see attached)

Article on Jesse Jackson and related Word Find (see attached)

Continue work on IEP (both computer and book work)

Class One Hundred Eighty-Six

Quote: "Good people are good because they've come to wisdom through failure." William Saroyan

ON THIS DATE:

February 26, 1869, the 15th Amendment was passed which gave African-American men the right to vote.

Continue work on IEP (both computer and book work)

Jesse Jackson

Jesse Jackson was born in Greenville, South Carolina, on October 8, 1941. He grew up under the care of his mother and grandmother. When he was a young man, he participated in civil rights marches and demonstrations.

When Dr. Martin Luther King, Jr., was killed on April 4, 1968, black people became angry. Riots and violence broke out in many cities across America. Jesse Jackson spoke on television. He told black Americans to put down their rocks and bottles. He urged them to go back to the nonviolent way that Dr. King had taught them.

In 1970 two years after Dr. King's death, Jesse Jackson had become a well-known civil rights leader in the Southern Christian Leadership Conference. The SCLC had been organized by Dr. King to help black Americans use peaceful ways of gaining their equal rights.

At the age of twenty-seven, Jesse Jackson's picture appeared on the cover of *Time* magazine. He was one of the youngest Blacks ever to achieve this honor. By this time, Jackson had become an outstanding minister, a courageous leader, and a great spokesman. He served as a model for young people all over the United States.

In 1971 Jackson directed an organization called PUSH, People United to Save Humanity. As director, Jackson traveled to schools and churches throughout the United States speaking to young people of all colors and races. He talked to them about the importance of getting a good education. He talked to them about drugs and violence and about having a good attitude.

In November of 1983, Jackson announced that he would run for President of the United States. He knew that this would be a hard task. He would have to get enough votes to get his party's nomination—the Democratic party. Then he would have to run against the Republican candidate. But Jackson was willing to give it a try. His campaign slogan was "Run, Jesse Run." He traveled throughout the country talking to people. He talked about a "Rainbow Coalition." This meant bringing people of all races and colors together to work to make the United States a better place in which to live.

Jackson did not get his party's nomination for President, but he had inspired other black Americans to seek political and government offices, and he had started people thinking about the possibility of a black person becoming President of the United States.

On March 19, 1987, Jackson opened a campaign headquarters in Iowa and campaigned for the Democratic party's nomination. Again, he was unsuccessful, but this time he came close to being nominated by his party as the vice-presidential running mate for the presidential candidate. No one knows what the future holds for Jesse Jackson. As one of his supporters states, "Jackson is young and there are many more elections to come." If or when a black person is elected to be President of the United States, Jesse Jackson will be remembered as the one who started it all.

Today the Reverend Jesse Jackson is considered the best-known black person in the United States, and he is regarded as the most powerful black person in the world.

Find It!

There are fifteen words about Jesse Jackson hidden in the puzzle below. Can you find them?

Here are the words to look for:

coalition
democratic
Greenville
minister
people

rainbow
run
violence
courageous
great

humanity
organization
PUSH
riots
time

(word search letter grid)

Use the fifteen words from the puzzle to complete the statements below.

1. At the age of 27, Jesse Jackson was pictured on the cover of _____ magazine.

2. Jesse directed an _____ called _____.

3. Jesse wanted the nomination of the _____ party for President.

4. "_____, Jesse, Run" was Jesse's campaign slogan in 1983.

5. Jesse was an outstanding _____.

6. "_____ _____" means bringing people of all races together.

7. Jesse was born in _____, South Carolina.

8. Jesse was a _____ leader and a _____ spokesman.

9. PUSH stands for _____ United to Save _____.

10. When Dr. King was killed, _____ and _____ broke out in many cities in the United States.

28 78 BEST COPY AVAILABLE GA1147

DAILY LESSON PLANS

WEEK NINETY-FIVE
(week of March 03, 1997)

Class One Hundred Eighty-Seven

Quote: "Whether women are better than men I cannot say - but I can say that they are certainly no worse." - Golda Meir

Continue work on IEP (both computer and book work)

Class One Hundred Eighty-Eight

Quote: "Once made equal to man, woman becomes his superior."
Socrates (470 - 399 B.C.)

Writing Assignment: Choose a famous woman (past or present). Describe her accomplishments and why you feel she makes a good role model for other women.

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK NINETY-SIX
(week of March 10, 1997)

Class One Hundred Eighty-Nine

Quote: "Those who make peaceful revolution impossible will make violent
revolution inevitable." John F. Kennedy

Review status of goals

Return on Investment

Continue work on IEP (both computer and book work)

Class One Hundred Ninety

Quote: "When women have a voice in national and international affairs, war will
cease forever." Agustin Stowe-Gullen

Continue work on IEP (both computer and book work)

Return on Investment

Write a few words about what impact Project Gold has had on your life (with regard to you, your family, your job)

DAILY LESSON PLANS

WEEK NINETY-SEVEN
(week of March 17, 1997)

Class One Hundred Ninety-One

Quote: "Procrastination is the grave in which opportunity is buried." -unknown

Instructor Evaluations

Continue work on IEP (both computer and book work)

Class One Hundred Ninety-Two

Quote: "The right angle to approach a difficult problem is the 'try-angle'."
- unknown
AIDS Information

Word Problems (see attachment)

Continue work on IEP (both computer and book work)

WORD PROBLEMS

1. Marcy was shopping and saw a sign advertising dresses for 25% off. Some of the dresses had original prices of up to $75.99. She paid $43.95 for her dress. What was the original price of the dress Marcy bought?

2. The formula to find the perimeter of a rectangle is

    2(L) + 2(W) = P

    L = length   W = width   P = Perimeter

    If the length of a rectangle is 4" greater than the width, and the perimeter is 36", what is the length of the rectangle?

3. The sum of two consecutive numbers is 37.   What are the numbers?

4. Martha is having 15 people over for dinner. She is using a recipe she got from a professional chef. The recipe will make dinner for 150 people. What does she need to do to the ingredients to modify the recipe for her dinner party? Provide a modified ingredients list.

    Original Recipe

    78.4 pounds of chicken
    12.5 ounces of white wine
    13.25 pounds of green beans
    64.6 pounds of potatoes
    36.75 cups of gravy
    37.5 pounds of chocolate pudding

5. The evening class has total of 58 students.   There are 24 women in the class. What is the ratio of women to men? What is the ratio of men to the total number of students?

DAILY LESSON PLANS

WEEK NINETY-EIGHT
(week of March 24, 1997)

Class One Hundred Ninety-Three

ON THIS DAY: On March 23, 1897, Margaret Farrar was born. She was the co-author of the first crossword puzzle book in 1924.

Awards for February

Continue work on IEP (both computer and book work)

Class One Hundred Ninety-Four

ON THIS DAY: On March 23, 1924, Bette Nesmith Graham was born. At the age of 27, she invented liquid paper. She offered to sell the invention to IBM, but they turned her down. In 1979, she sold it to Gillette Corp. for $47.5 million.

List three of your strengths and three of your weaknesses. Group discussion to follow.

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK NINETY-NINE
(week of March 31, 1997)

Class One Hundred Ninety-Five

Quote: "Nothing in life is to be feared. It is only to be understood." Marie Curie

Continue work on IEP (both computer and book work)

Class One Hundred Ninety-Six

Quote: "What is honored in a country will be cultivated there." Plato

Writing Assignment: What should be honored in our country? How could we cultivate it?

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK ONE HUNDRED
(week of April 07, 1997)

Class One Hundred Ninety-Seven

What is: TRAIL OF TEARS -- The route along which the United States Government forced several tribes of Native Americans, including the Cherokees, Seminoles, Chickasaws, Choctaws, and Creeks, to migrate to reservations west of the Mississippi River in the 1820's through the 1840's. Those on the march suffered greatly from disease and mistreatment.

Continue work on IEP (both computer and book work)

Class One Hundred Ninety-Eight

Can you name: The original thirteen colonies -- Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia.

Group Activity: Practicing Self-Assessment

Continue work on IEP (both computer and book work)

Lesson 2

Practicing Self-Assessment

Knowing how to assess or rate your own performance will help you improve your job skills.

No matter where you work, your coworkers and bosses will assess or check your performance. A coworker may ask you to correct your math on a financial report. Your boss may ask you to improve your writing skills. At times it will be important for you to check and review your performance yourself. Self-assessment is a way for you to check your performance and rate your skills. This lesson will present methods to help you review and evaluate your performance.

Understand What's Expected of You

Being effective in the workplace means understanding the job requirements. It means knowing what's expected of you. Check the employee handbook to find your company's

rules. This book may also contain advice about how to do your job. In any job, first learn to do the tasks that make up your job description. Also learn how your company expects you to handle your job tasks. Your supervisor will help you understand company rules. It's important to do your work according to the rules.

Monitor Your Performance as You Work

To be a successful employee, learn to monitor your work performance. That means you must be aware of the job you are doing. Ask yourself, "How am I doing?" If you think you are doing well in every area of your job, give yourself a pat on the back. But be honest. Most people can find some areas in which they could improve. For example, suppose that you find it difficult to get along with coworkers or customers. Is the problem coming from you? Is there something you can do to improve? Whether the problem comes from you or someone else, take steps to change the situation. The following case study gives an example of when it would be useful to monitor job performance.

Concentrate on learning the tasks your job requires.

Case Study

Natalie is a retail sales associate for a women's clothing store. She helps customers find the sizes, colors, and brand names they want. Lately, Natalie has noticed that customers don't seem to want her help. For example, a customer comes into the store and begins looking through a rack of dresses. Natalie approaches the customer and stands a couple of feet away watching her. After a moment or two the customer looks up.

Natalie: Hello. Is there something I can help you find?

Customer: No, thanks. I'm just looking.

Natalie: Bathing suits are 20 percent off this week.

Customer: I *said* I'm just looking.

13

The customer quickly walks away from Natalie. What annoyed the customer? Natalie needs to think about how she has treated this customer. She needs to ask herself what might be causing the problem. She needs to think about what customers say to her. By checking her behavior and performance, she becomes aware of a problem. Her next step will be to address the problem and try to correct her performance.

Evaluate Your Performance

Monitoring your performance will help only if you follow it up with an evaluation. Sometimes it helps to make a self-rating sheet. A self-rating sheet is a tool for grading your own performance. Write out a list of your job tasks. Then rate the way you perform those tasks. You might use a rating system with numbers. The number 1 means "needs improvement," 2 means "OK," and 3 means "good." Make sure your answers are honest, or you will miss areas you need to improve. Pay special attention to the areas where you think you might be able to improve. If you think the problem is too big to handle alone, you might ask for input from a coworker or supervisor. In the following case study, Natalie evaluates her performance and figures out a way to improve.

Case Study

Natalie isn't sure what she's doing wrong, but she knows there's a problem. She rereads the "Customer Service" section of her employee handbook. This section gives tips about how she should greet customers. She also reviews her notes from her interview and sales training class. Then she writes a self-rating sheet to assess her own performance. By asking herself questions about her own service skills, Natalie is able to identify the problem. She greets each customer courteously. However, she's been standing too close to them.

The employee handbook tells her that customers don't like salespeople "hovering over them." Natalie decides to change her behavior right away.

When the next customer comes in, Natalie is hanging up some blouses. She turns and smiles at the customer but doesn't move toward her. Natalie says hello. She asks the customer if she needs help finding anything. The customer thanks Natalie but says she is just looking. Natalie informs the customer of the sale on bathing suits and gives the customer her name if she needs anything.
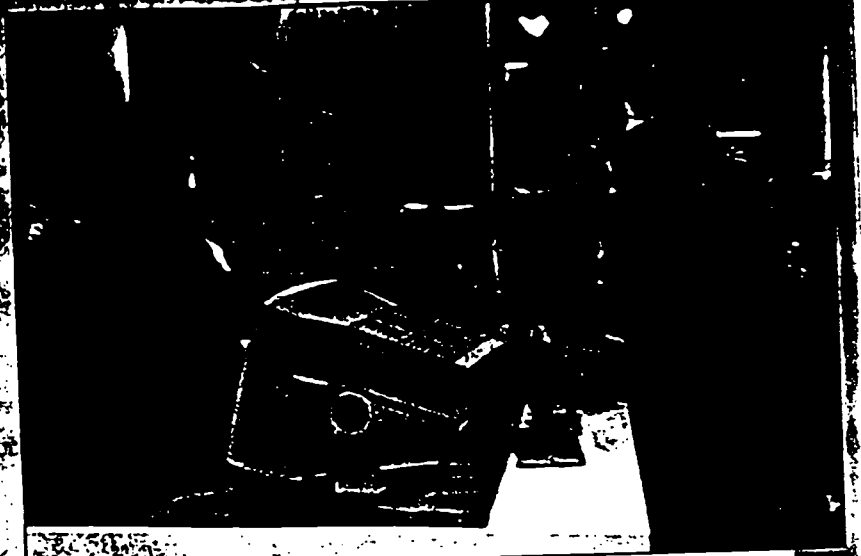
Evaluating your performance can help you improve your customer service skills.

Natalie gave this customer all the information she'd given her earlier customers, but this time the customer felt comfortable. By monitoring her performance she has identified a problem. Rechecking her handbook and notes helps her review her responsibilities. After evaluating her sales technique, she identifies her mistake. She knows she can improve on her mistake by approaching customers differently. Natalie's self-assessment helps her improve her sales skills.

The self-assessment steps will take some time to complete. Allow yourself time to completely understand your tasks. Then decide on an amount of time for monitoring and evaluating. You might decide to monitor your tasks over a two-week or two-month period. After you evaluate your performance, you can set goals to improve your skills.

Comprehension Check

Complete the following exercises. Refer to the lesson if necessary.

A. List the three steps of self-assessment.

1. _____

2. _____

3. _____

B. What is a self-rating sheet?

_____

C. Mark the following statements T (True) or F (False).

_____ 1. As you monitor your work, you become aware of your performance.

_____ 2. To evaluate your performance effectively, you need to be honest with yourself.

_____ 3. You do not need to understand your job tasks to assess your work.

D. Complete each sentence. Circle the letter in front of the correct answer.

1. Self-assessment is a way to

   a. check your job performance and rate your skills.
   b. be honest.
   c. understand what your company expects of you in your job.

2. If you need help to understand your work tasks, you can

   a. discuss the tasks with your supervisor.
   b. go ahead and do the work even if you don't understand.
   c. wait a while and see if you understand.

3. The first step in self-assessment is

   a. filling out a self-rating sheet.
   b. monitoring your performance.
   c. understanding what's expected of you.

Making Connections

Answer the questions following each case. Then talk about your answers with your partner or group.

Case A

Adalia is a receptionist at Delivery Central, a package delivery company. She answers the telephone, schedules deliveries, and communicates with the company's 150 drivers. Once in a while, she gets a walk-in customer. Usually these people have many questions. Adalia is often so busy with the phone that she has little time for her walk-in customers. One day a customer comes in and has to wait ten minutes for Adalia to help him. She doesn't speak to him but keeps holding up her finger and signaling him to wait. When she is about to speak to the customer, he gets up and leaves the office without a word.

1. List some items you might include on a self-rating sheet for Adalia.

    _____

    _____

2. What might a self-rating sheet show Adalia?

    _____

    _____

Case B

Antoine works at a theme park. He greets all the customers who buy tickets to ride the Thrills Aplenty roller coaster. He takes their tickets and helps them onto the ride. He gives each rider a short speech on safety. There has never been an accident on this roller coaster. But people must be told how to sit in their seats correctly. Antoine knows that if he explains the ride to customers in the correct way, they shouldn't have any questions. He explains the instructions for the ride. He asks if everyone understands. The customers say *yes* and nod. He asks if they have questions. They say *no*.

How does Antoine monitor his ability to give instructions?

_____

_____

Case C

Ahmad is a nurse's assistant. He has patients all over the city. He travels to ten different homes each day. Each of his patients has a different medical condition. Ahmad handles each patient the same way. Because he has to see a lot of patients, he tries to get in and out as quickly as possible. Whenever Ahmad has to speak to a patient, he does so in a very loud voice. He also speaks very slowly. Lately he has begun to notice that all his patients are cranky. They don't seem to like him. He figures that's just the way sick people are. When his supervisor asks him how the job is going, Ahmad replies, "Just fine. No problems."

1. Do you think Ahmad has assessed his job performance accurately? Tell why.

_____

2. What clues might Ahmad use to assess his performance?

_____

_____

ACT IT OUT

Work with a partner. One of you will be an employee of a clothing store or fast-food restaurant. The other will be a customer. The customer will order food or complain about something. The employee will respond. Afterward, the employee will write a self-evaluation. The customer will write an evaluation of the employee's service. Compare the two evaluations. Then switch roles and repeat the activity.

Think and Apply

How well do you use the skills in this lesson? Complete these exercises.

A. Think about what you learned in this lesson and answer the questions. Share your answers with your partner or your class.

1. Think about a job that you have had or a project that you worked on at home or at school. What was expected of you? Did you monitor your performance? Did you evaluate your performance? Why or why not?

   _____

   _____

2. Talk to a friend about your experience. Discuss what you could have done or what you could do in the future to monitor and evaluate your performance. Write your ideas.

   _____

   _____

B. Review your answers to A. Complete the checklist. Then answer the questions that follow.

1. Read the list of skills. Check the boxes next to your strengths.

   ☐ understanding the tasks I'm assigned to do

   ☐ monitoring my job performance

   ☐ evaluating my performance

   ☐ creating and completing a self-rating sheet

2. Do you want to improve any of your skills? Which ones?

   _____

   _____

3. How do you plan to improve the skills you listed in question 2?

   _____

   _____

DAILY LESSON PLANS

WEEK ONE HUNDRED ONE
(week of April 14, 1997)

Class One Hundred Ninety-Nine

"A good idea poorly expressed often sounds like a poor one." - unknown

Continue work on IEP (both computer and book work)

Class Two Hundred

"An increase in self-image results in an increase in learning potential." - unknown

Group Activity: Follow-up to Practicing Self-Assessment

Continue work on IEP (both computer and book work)

DAILY LESSON PLANS

WEEK ONE HUNDRED TWO
(week of April 21, 1997)

Class Two Hundred-One

QUOTE: "The ability to accept responsibility is the measure of the [person]."
Roy L. Smith

Register for Term 3

Continue work on IEP (both computer and book work)

Class Two Hundred-Two

Brain Teasers: See Attached

Continue work on IEP (both computer and book work)

BRAIN TEASERS

1. True or False -- Only bees carry pollen from flower to flower.

2. Turn the word "thorn" into a direction on a map.

3. Where was the battle fought in 1775 that began the American Revolution?

4. Was Lewis Carroll a painter, a musician or a writer?

5. True or False - The native language of most of the world's people is English.

6. What part of the ear vibrates when sound waves reach it?

7. Name the largest planet in our solar system.

8. What's the longest river in the United States?

9. Who was the second President of the United States?

10. How many judges serve on the Supreme Court?

BRAIN TEASERS

1. True or False -- Only bees carry pollen from flower to flower.

   Ans. False - Other insects, as well as hummingbirds and the wind,
   pollinate flowers.

2. Turn the word "thorn" into a direction on a map.

   Ans. north

3. Where was the battle fought in 1775 that began the American Revolution?

   Ans. Lexington, Massachusettes

4. Was Lewis Carroll a painter, a musician or a writer?

   Ans. writer - Alice in Wonderland

5. True or False - The native language of most of the world's people is English.

   Ans. False - Chinese

6. What part of the ear vibrates when sound waves reach it?

   Ans. eardrum

7. Name the largest planet in our solar system.

   Ans. Jupiter

8. What's the longest river in the United States?

   Ans. Mississippi

9. Who was the second President of the United States?

   Ans. John Adams

10. How many judges serve on the Supreme Court?

    Ans. 9

GROWTH OPPORTUNITIES
THROUGH LEARNING & DOING
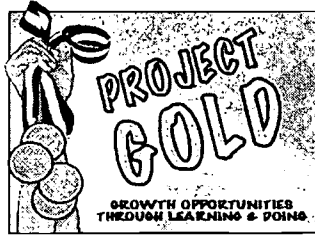
WEEKLY LESSON PLANS
FOR THE
PARKER HANNIFIN
ABE/GED CLASSES

January-April 1997

(Students do not have access to computers in this program.)

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ____1_____

DATE ____January 6 & 8, 1997_____

CLASS__ABE / GED_____

INSTRUCTOR _Mercedes Charneco_____

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

1/6   Introduction of staff, course, expectations

        Registration Forms - Filling out and reviewing

        Student Profiles

        Pre-term Self Assessment Inventory

1/8   Student Interaction - Roles: Speaker, Listener, Observer
        Students introduce each other after taking part in each role

        Continue - Student Profile

STUDENT ACTIVITIES (GENERAL OVERVIEW):

1/6   Entry Survey: Language, Reading, Math, Composition

1/8   Continuation of Entry Survey -
        Individualized Prescriptions

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

PROJECT GOLD

WEEK # ____2____

DATE ____January 13 & 15, 1997____

CLASS __ABE / GED__

INSTRUCTOR __Mercedes Charneco__

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

1/13   Capitalization Rules - Practice Sheet 1 & 2

Punctuation Rules - Practice Sheet 1

1/15   Subject - Verb Agreement - Practice Sheet 1 & 2

STUDENT ACTIVITIES (GENERAL OVERVIEW):

1/13   Work Prescriptions - Filling out individual student sheets

Pre-tests in assigned books - ABE/GED

1/15   Continue Pre-tests
Assign respective work according to scores and area - ex: Analysis, Inferences, Main Idea, etc.

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WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___3___

DATE ___January 22, 1997___

CLASS ___ABE / GED___

INSTRUCTOR ___Mercedes Charneco___

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

The Job Environment

Requirements on the job

Needs & Assessments

STUDENT ACTIVITIES (GENERAL OVERVIEW):

2 students - Post test - Literature

GED Practice test - Literature

Students continue with their assigned area of concentration until mastering with at least two-thirds correct answers.
Constant teacher-student interaction

102

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___4___

DATE ___January 27 & 29, 1997___

CLASS ___ABE / GED___

INSTRUCTOR ___Mercedes Charneco___

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

1/27   Spelling Rules - Practice Sheet 1

1/29   Continue Spelling Rules - Practice Sheet 2

Expectations of course - GED
                            -Personal
What other topics would you like covered in class?

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pre-test

1/27   GED Practice Test - Literature
Students work individually on their prescribed assignments.
Language skills & Reading

1/29   Individualized work -
Writing skills, Reading, Social Studies, Science.
Math Handouts - General math

103

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____5_____

DATE _____February 3 & 5, 1997_____

CLASS __ABE / GED__

INSTRUCTOR _Mercedes Charneco_

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

2/3   What is the GED?

        Test, Time, Questions, Passing Score

        Test Re-take

2/5   Test taking techniques, tips

        Preparation, Test, Attitude

STUDENT ACTIVITIES (GENERAL OVERVIEW):

2/3   Individual Prescriptive Assignments

2/5   Individual Prescriptive Assignments

        Individual Educational Plans
        Instructor meets with each student to plan and review the IEPs

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____ 6 _____

DATE _____ February 10/12, 1997 _____

CLASS ___ ABE / GED _____

INSTRUCTOR _ Mercedes Charneco _____

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

2/10   Continue with Test Taking Tips
       Attitude

2/12   Counseling Seminar
       A counselor from SCC will address the students
       Questions and answers pertaining to individual students needs

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students work individually on their prescribed assignments

Instructor continues to meet with students to plan and review their IEP's
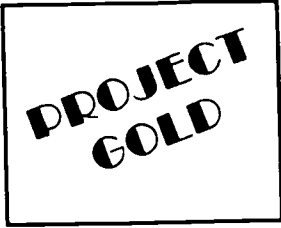
WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

PROJECT GOLD

WEEK # _____7_____   DATE _____February 17/19, 1997_____

CLASS__ ABE / GED __   INSTRUCTOR _Mercedes Charneco_____

      12:30 - 2:30
      3:00 - 5:00

GROUP ACTIVITIES:

2/17   Brain Teasers —

      1) Keep it Simple and Sweet
         Figuring out old sayings

      2) Completing Formulas
         ex: 365 D in a Y = 365 Days in a Year

2/19   Developing Listening Skills — Steps to follow

STUDENT ACTIVITIES (GENERAL OVERVIEW):

      Students work on Language Skills, Reading, Writing, Math, Social Studies,
      Science & Literature

      Two are taking the Post test in Literature, Science and then the Practice Test
      for that category

      Finish administering TABE TEST to a new student
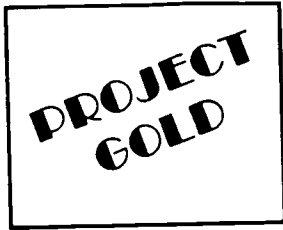
WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

PROJECT GOLD

WEEK # ___8___

DATE _____February 24/26, 1997_____

CLASS __ABE / GED__

INSTRUCTOR _Mercedes Charneco_

        12:30 - 2:30
        3:00 - 5:00

GROUP ACTIVITIES:

2/24   Discussion on having and maintaining a positive attitude

2/26   Re-registration — Section Code

STUDENT ACTIVITIES (GENERAL OVERVIEW):

1) Individual prescriptive assignments

2) a. ▮▮▮▮▮▮▮ — working on Science Post-test. Will take GED Practice Test.
        Has worked on and taken the GED Practice Test:
        1 - Literature - Score: 59
        2 - Social Studies - Score: 61
        Very diligent and conscientious worker.

   b. ▮▮▮▮▮▮▮ — working on Science & Social Studies GED Practice Test:
        Literature - Score: 54

   c. ▮▮▮▮▮▮ — will take the Literature GED Practice Test - on 2/26

   d. ▮▮▮▮▮▮▮ — Tabe Test, Survey, Reg. Materials - 12:30 – 2:30 class

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____9_____   **DATE** _____March 3/5, 1997_____

CLASS___ABE / GED___   **INSTRUCTOR** _Mercedes Charneco_____

        12:30 - 2:30
        3:00 - 5:00

GROUP ACTIVITIES:

Expressing Ourselves Clearly.

Definition of a Problem. Writing concisely. Use forms from Parker Hannifin as samples.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students continue with their individual preparation. The five categories of the GED are being studied.

Some students prefer to work on one category, until ready for the Post-test and take the GED Practice Test. Other students prefer to work on one subject one day (ex: Math), and another subject (ex: Language Skills), the following day.

Time goes by very fast. Students seem to be progressing rapidly.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___10___   **DATE** ___March 10 & 12, 1997___

CLASS ___ABE / GED___   **INSTRUCTOR** ___Mercedes Charneco___

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

3/10   Introduce "The Science Machine"
An electronic science game for one or two players. It covers five categories (5 books) with 12 games in each category.

3/12   1) "The Essay" on the GED
2) The Writing Process
3) Sample Essay written by the class following all the steps of the Writing Process

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students work individually on Language Skills, Reading, Writing, Social Studies Science & Math. Some use the "Science Machine" before they start practicing the science portion or review before taking the Practice GED Test.

███████ — Literature Practice Test — Score: 52
███████ — Literature Practice Test — Score: 51
███████ will take the Writing Skills Practice Test

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___11___   DATE _____March 17 & 19, 1997_____

CLASS __ABE / GED__   INSTRUCTOR __Mercedes Charneco__

        12:30 - 2:30
        3:00 - 5:00

GROUP ACTIVITIES:

3/17   Continue with the Writing Process
        Steps to a Successful Writing Assignment: Brainstorming, Free-Writing, Outline
        Final Essay: Introduction — Main Idea, Body — Supporting details with one or
                two paragraphs, Conclusion — Summary of ideas

3/19   Building more self-esteem

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students continue to make progress on their prescribed assignments.

████████ — maternity leave starting Wednesday, March 12, 1997
            until about June 15, 1997. Class had a small celebration for her.

███████ — Science GED Practice Test — Score 55.

███████ — will take the Literature GED Practice Test on Monday.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____ 12 _____   DATE _____ March 24 & 26, 1997 _____

CLASS   ABE / GED _____   INSTRUCTOR Mercedes Charneco _____

    12:30 - 2:30
    3:00 - 5:00

GROUP ACTIVITIES:

3/24   Student. "Return on Investment"
       Comments.
       Students write comments about Project Gold: what they're getting and where they hope
       the educational experiences will lead them.

3/26   Progress reports

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Individualized instruction and study on the different skills needed for successful learning
before taking the GED test.

111
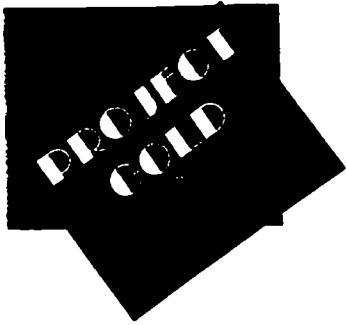
WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____ 13 _____ **DATE** _____ March 31 & April 2, 1997 _____

CLASS _ABE / GED_ **INSTRUCTOR** _Mercedes Charneco_

   12:30 - 2:30
   3:00 - 5:00

GROUP ACTIVITIES:

3/31 Brain teasers -
   Developing critical thinking by establishing
   1) Finding the missing number by establishing the pattern.
   2) Arranging words into complete sentences.

4/2 More critical thinking

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students continue working individually on Language Skills, Reading Comprehension, Social Studies, Science and Math.

Most of the students have taken at least one GED Practice Test and scored 50 or better.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___14___   DATE ___April 7 & 9, 1997___

CLASS __ABE / GED__   INSTRUCTOR __Mercedes Charneco__

   12:30 - 2:30
   3:00 - 5:00

GROUP ACTIVITIES:

   Written individual course evaluation and students' progress analysis

STUDENT ACTIVITIES (GENERAL OVERVIEW):

   Students work towards their Individual Educational Goals.

   ██████████████— GED Science Practice Test — Score-60
                 Will review Social Studies next and hopefully can apply for the GED
                 exam in May.

   ████████████will also register for the GED exam to be given in May.

113

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK #   15

DATE   April 14 & 16, 1997

CLASS   ABE / GED

INSTRUCTOR   Mercedes Charneco

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

4/14   Discussion on Team work. Defining it and how we can become better team players

4/16   Course evaluation forms. Personal examples of team work in action.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students work on their Individual Educational Plans

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____16_____   DATE _____April 21 & 23, 1997_____

CLASS ___ABE / GED___   INSTRUCTOR ___Mercedes Charneco___

12:30 - 2:30
3:00 - 5:00

GROUP ACTIVITIES:

Conflict Resolution -
Understanding the nature of conflict and learning constructive methods to resolve it.

Examples of workplace conflicts and ideas on how to resolve them.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

██████████ — GED Social Studies Practice Test — will take on Monday. Will study math next which is his forte; therefore should be able to take the test soon and continue with Language Arts which is the most difficult for him.

██████████ would like to prepare for the GED exam eventhough she has a High School Diploma from another country. She would like to be challenged and see if she can do it.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # _____ 17 _____   **DATE** _____ April 28 & 30, 1997 _____

CLASS __ABE / GED_____   **INSTRUCTOR** __Mercedes Charneco_____

       12:30 - 2:30
        3:00 - 5:00

GROUP ACTIVITIES:

Sentence Dictation -
Develop listening skills and review of spelling, punctuation, grammar (different tenses)

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Students continue to work individually and in small groups on Language Skills, Reading Comprehension, Social Studies, Science and Math.

Most of the students will be getting a Certificate of Achievement for successfully completing at least one skill of the GED or going from one level to a higher level.
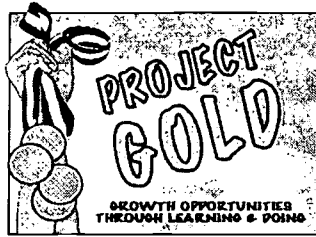
WEEKLY LESSON PLANS
FOR THE
PARKER HANNIFIN
ESOL CLASS

January-April 1997

(Students do not have access
to computers in this program.)
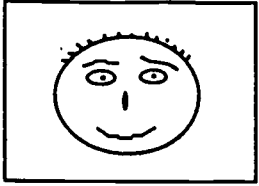
WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___1___   DATE   Jan. 7, 1997

CLASS ___ESOL #ES00001___   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

Registration - fill out forms

Introductions - talk about self history - future goals and
    needs - suggestions for course structure and materials.

Dictation exercise for further evaluation of levels of
    proficiency

STUDENT ACTIVITIES (GENERAL OVERVIEW):

██████
    Basic Grammar in Use - Unit 1 & Unit 2

████████
    Basic Grammar Units 14 & 15

███████████ *Basic Grammar* Units 78, 88, & 90
    Dixson's *Graded Exercises in English* pg 98
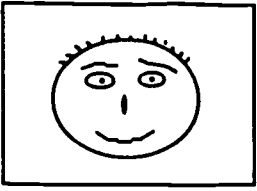
WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK # ___2___   DATE   ___Jan. 14 & 16, 1997___

CLASS ___ESOL #ES00001___   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

Conversation: Talk about weekend & anything new and good.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

▬

Basic Grammar in Use - Unit 1 & Unit 2
Power English pages 2 - 19
Conversation - talk about coming to the U.S.

▬

Basic Grammar Units 14 & 15
Facts & Figures pages 140
English Pronounciation pages 39 & 101 (+ exa<u>ct</u>ly -
<u>th</u>ankyou - ta<u>st</u>e)

▬

Dixson's *Graded Exercises in English* pgs. 22, 23,
24 orally, & 25, 27, 28 written.
Conversation using past tense (What did you do last
Sunday? - in detail).
English Pronounciation "th" - "ex" - and "taste"
exercizes
Cause & Effect page 10

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK #   3   DATE   Jan. 21 & 23

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

   - Conversation: What's new and good; what happened on the weekend.

   - fill out Project Gold forms & Individual Educational Plans

STUDENT ACTIVITIES (GENERAL OVERVIEW):

   ▬▬▬

   Power English - finish placement test & do pgs 18 & 19,
                    28 & 29
   Power Vocabulary 1 pages 9-13

   ▬▬▬

   Power English - placement test #1

   ▬▬▬

   Power English - placement test #3 & #4
   Basic Grammar Unit 35
   Conversation: focussing on past tense.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
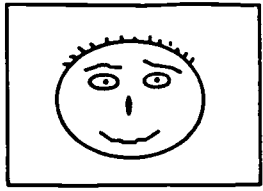
WEEK #   4   DATE   Jan. 28 & 30

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Power English 1- pages 37 - 39, 42, 43
Dixson pg 15
Real Life English Grammar 1 - pg 2,3,4,5
Pronunciation excercizes - "th" "s" "ch" "sh"
Picture Dictionary Workbook - pgs. 4,5
Real Life English Pgs. 6,7,8,9

Power English - placement test #2, and #3
Dixson - pgs. 14 & 15

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
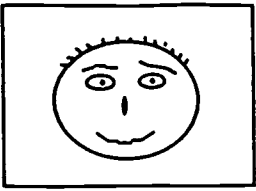
WEEK #   5   DATE   ..February 4 & 6

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

    - Conversation: What's new and good; what happened on the weekend.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

    Power Vocab 1- pages 14 - 17
    Real Life English Grammar 1 - pgs. 10,11,12,13,14,15
    Pronunciation excercizes - review "th" "s" "ch" "sh" and
                                   numbers
    Picture Dictionary - pgs. 6,7,8,9 & review 4,5

    Power English 3 - pgs. 3,4,5,6
    Dixson - pgs. 15,16,18,47,48
    Pronunciation excercizes - "I've" "I'm" I'll" & other
                                   contractions

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN

WEEK #   6   DATE   Feb. 11 & 13

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend.
- Conversation: When and how did you come to the U.S.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Real Life English Grammar 1 - pgs.16,17,18,19,20,21,22, & 23, orally and written
Real Life Workbook 1 pgs. 1,2,3,4,5,6,7
Pronunciation excercizes - review "th" "s" "ch" "sh"

Power English 3 - pgs. 7,8
Dixson - pgs. 19
Pronunciation exercizes - "sh" "ch"

Dixson - pgs. 74,75,92,98,99,100,101
Power English - Test 5
Power English 6 - pgs. 74 - 85

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
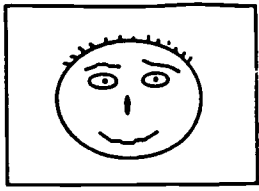
WEEK #   7   DATE   Feb. 18 & 20, 1997

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

██████
    Pronunciation corrections as necessary + "chicken" vs.
        "chew" - tongue positions
    Conversation - his life with his extended family
    Dixson - pgs. 1,2,3,4,5,6,7

██████
    Dixson - pgs. 20,21
    Pronunciation exercizes - as needed

██████
    Power English 6 - pgs. 91 - 96
    Cause and Effect - pgs. 112 - 121

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
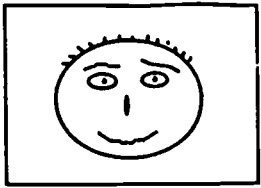
WEEK # ___8___   DATE   Feb. 25 & 27 1997

CLASS ___ESOL #ES00001___   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pronunciation "message" + numbers
Conversation - Money - the cost of cars - mortgages -
     trips back to Laos - living in Thailand - living
     with in-laws - parents
Dixson - pgs. 7,8,9

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
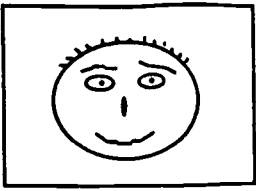
WEEK #   9   DATE   March 4 & 6, 1997

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend - what's good & bad about the job.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pronunciation corrections as necessary + "valve"
Dixson - pgs. 10,11,12,13
Real Life Eng Grammar - review pgs. 8-11,12,13,16,18,
                            19,20,21,22,23,24,25
Real Life Eng Workbook - pgs. 8-11

Dixson - pgs. 100,101,102 orally and written

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
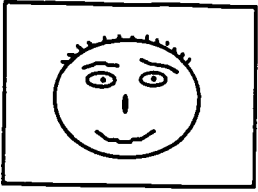
WEEK #   10   DATE   March 11, 1997

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pronunciation corrections as necessary + "L" words
Dixson - pgs. 14,15, & 16
Real Life Eng Grammar - pgs. 26,27,28,29,30, & 31A

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
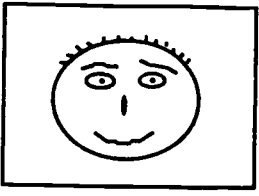
WEEK # ___11___   DATE   .March 18,&20,1997

CLASS ___ESOL #ES00001___   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good; what happened on the weekend - what's good & bad about the job.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

■■■■

    Dixson - pgs. 18, 19 orally and written
    Dictation sentences
    Picture Dictionary Workbook

■■■■■

Dixson - Review pgs. 100,101,102 orally
           pgs. 103, & 104 orally and written.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
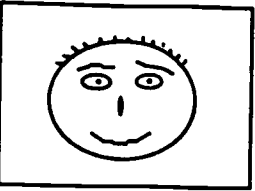
WEEK #   12

DATE   March 25, & 27, 1997

CLASS   ESOL #ES00001

INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pronunciation corrections as necessary
Dixson - pgs. 19, & 20 orally and written
Picture Dictionary Workbook pgs. 19, & 21B

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
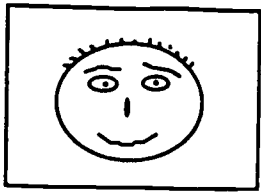
WEEK # ___13___ DATE __.April 1,1997__

CLASS ___ESOL #ES00001___ INSTRUCTOR __Ken Talesnick__

GROUP ACTIVITIES:

- Conversation: What's new and good.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

Pronunciation corrections & counting (60 - 69), "How much does it cost?"
Dixson - pgs. 21, 24, & 25
Dixson - Dictation pgs 5 & 6

Dixson - pgs. 108,109,110,111 orally and written

Dixson - pgs. 21,22,23,23B orally & written
Power English 3 - pgs 9-13

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
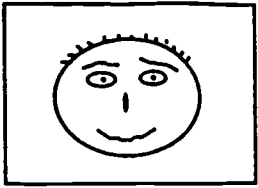
WEEK # __14__   DATE   __April 8,1997__

CLASS ___ESOL #ES00001___   INSTRUCTOR   __Ken Talesnick__

GROUP ACTIVITIES:

   - Conversation: What's new and good.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

██████

   Pronunciation corrections & counting (60 - 69), "How
   much does it cost?"
   Study culture questions about the U.S. in preparation
   for his citizenship test. Include oral quizzing,
   lecturing and dictation.

████████

   Dixson - review pgs. 108,109
   Quiz ████ on the culture questions using worksheets.

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
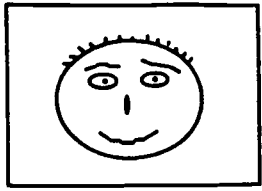
WEEK #   15   DATE   April 15, 1997

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good.
  Talk about ■■■■■ new relationship and about
  marriage customs in U.S. vs. Laos, Saudi
  Arabia, Columbia etc.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

■■■
Study culture questions about the U.S. in preparation
for his citizenship test. Include oral quizzing,
lecturing and dictation.

■■■■
Quiz ■■■ on the culture questions using worksheets.

■■■■
Discuss culture questions (ie. U.S. history and
government).

WEEKLY LESSON PLAN

PROJECT GOLD @ PARKER HANNIFIN
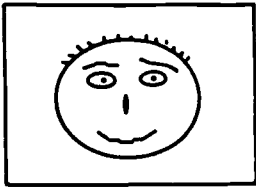
WEEK #   16   DATE   April 22,1997

CLASS   ESOL #ES00001   INSTRUCTOR   Ken Talesnick

GROUP ACTIVITIES:

- Conversation: What's new and good.
  Talk about death (████ friend died, and
  ████████ father committed suicide.
  Talk about age differences in married couples,
  (██████, 47, is going to marry a girl of 25)and
  having babies after 40 something.

STUDENT ACTIVITIES (GENERAL OVERVIEW):

████

Dixon review pg. 12
Real Life Eng. Grammar pgs. 38, 39

████████

Write a letter to IRS in response to their inquiry.

██████

Discussion as above.

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Appendix F

Subject Mastery Lists

INDIVIDUAL STUDENT PROGRESS

ABE Classes at Siemens Stromberg-Carlson
November 1996-April 1997

Computers are available in this program.

Instructor Comments Included

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 1

Class: paino.mw2

Code Key:

Student: ■■■■■■■■■ *I

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	129	267:33	S	04/26/95	03/31/97	
aa2el1	9	Polynomial Product: Tutorial		5	2:16	C	03/27/96	12/02/96	12/02/96
aa2et1	9	Polynomial Product: Test 1	M	1	0:20	CL	12/04/96	12/04/96	12/04/96
aa2et2	9	Polynomial Product: Test 2	M	1	0:28	CL	12/04/96	12/04/96	12/04/96
aa2et3	9	Polynomial Product: Test 3	M	1	0:22	CL	12/04/96	12/04/96	12/04/96
aa2fl1	9	Polynomial Quotient: Tutorial		3	1:10	S	12/04/96	12/11/96	
aa2ft1	9	Polynomial Quotient: Test 1	M	1	0:24	CL	12/09/96	12/09/96	12/09/96
aa2ft2	9	Polynomial Quotient: Test 2	M	2	0:52	CL	12/09/96	12/11/96	12/11/96
aa2gl1	9	Common Factors: Tutorial		2	0:19	C	12/11/96	12/11/96	12/11/96
aa2gt1	9	Common Factors: Test 1	M	2	0:10	CL	12/11/96	12/11/96	12/11/96
aa2gt2	9	Common Factors: Test 2	M	2	0:12	CL	12/11/96	12/11/96	12/11/96
aa2hl1	9	Factoring II: Tutorial		3	1:32	C	01/06/97	01/06/97	01/06/97
aa2ht1	9	Factoring II: Test 1	M	1	0: 4	CL	01/08/97	01/08/97	01/08/97
aa2ht2	9	Factoring II: Test 2	M	1	0:33	CL	01/08/97	01/08/97	01/08/97
aa2il1	9	Factoring Special Cases: Tutorial		2	0:49	C	01/08/97	01/13/97	01/13/97
aa2it1	9	Factoring Special Cases: Test 1	M	1	0:11	CL	01/13/97	01/13/97	01/13/97
aa2it2	9	Factoring Special Cases: Test 2	M	1	0:16	CL	01/13/97	01/13/97	01/13/97
aa2jl1	9	Factoring Trinomials I: Tutorial		1	0:47	C	01/13/97	01/13/97	01/13/97
aa2jt1	9	Factoring Trinomials I: Mastery Test	M	1	0: 7	CL	01/13/97	01/13/97	01/13/97
aa2kl1	9	Factoring Trinomials II: Tutorial		1	0:24	S	01/13/97	01/13/97	
aa2kt1	9	Factoring Trinomials II: Mastery Test	M	1	0:12	CL	01/15/97	01/15/97	01/15/97
aa2ll1	9	Polynomials/Factoring: Review		1	1:39	C	01/15/97	01/15/97	01/15/97
aa2lt1	9	Polynomials/Factoring: Mastery Test	M	1	0:16	C	01/22/97	01/22/97	01/22/97
aa3al1	9	Simple Equations: Tutorial		2	0:18	C	01/22/97	01/22/97	01/22/97
aa3at1	9	Simple Equations: Mastery Test	M	2	0: 7	CL	01/22/97	01/22/97	01/22/97
aa3bl1	9	Solving Equations: Tutorial		2	1:10	C	01/22/97	01/27/97	01/27/97
aa3bt1	9	Solving Equations: Test 1	M	1	0:12	CL	01/27/97	01/27/97	01/27/97
aa3bt2	9	Solving Equations: Test 2	M	1	0:29	CL	01/27/97	01/27/97	01/27/97
aa3cl1	9	Absolute Value: Tutorial		3	1:33	C	01/29/97	02/03/97	01/29/97
aa3ct1	9	Absolute Value: Test 1	M	1	0: 1	C	01/29/97	01/29/97	01/29/97
aa3ct3	9	Absolute Value: Test 2	M	3	0:27	CL	01/29/97	02/03/97	02/03/97
aa3dl1	9	Graphing: Tutorial		2	0:28	C	01/29/97	02/03/97	02/03/97
aa3dt1	9	Graphing: Test 1	M	2	0: 5	CL	02/03/97	02/03/97	02/03/97
aa3dt2	9	Graphing: Test 2	M	1	0: 9	CL	02/03/97	02/03/97	02/03/97
aa3el1	9	Word Problems I: Tutorial		4	1: 5	C	02/03/97	02/12/97	02/03/97
aa3el2	9	Word Problems I: Drill	100	3	1:34	C	02/05/97	02/10/97	02/10/97
aa3et1	9	Word Problems I: Mastery Test	M	6	1:30	CL	02/03/97	02/24/97	02/24/97
aa3fl1	9	Inequalities I: Tutorial		2	0:21	C	02/24/97	02/24/97	02/24/97
aa3ft1	9	Inequalities I: Mastery Test	M	1	0: 2	CL	02/24/97	02/24/97	02/24/97
aa3gl1	9	Inequalities II: Tutorial		2	2: 1	C	02/26/97	03/03/97	03/03/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ████████████ #1   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt
████████

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
aa3gt1	9	Inequalities II: Test 1	M	1	0: 6	CL	03/03/97	03/03/97	03/03/97
aa3gt2	9	Inequalities II: Test 2	M	1	0: 6	CL	03/03/97	03/03/97	03/03/97
aa3hl1	9	Simple Quadratics: Tutorial		2	1:41	C	03/03/97	03/10/97	03/10/97
aa3hl2	9	Simple Quadratics: Drill	75	2	0:43	C	03/12/97	03/12/97	03/12/97
aa3ht1	9	Simple Quadratics: Test 1	M	2	0:40	CL	03/12/97	03/12/97	03/12/97
aa3ht2	9	Simple Quadratics: Test 2	M	2	0:17	CL	03/10/97	03/12/97	03/12/97
aa3il1	9	Quadratic Equations: Tutorial		1	0:38	C	03/17/97	03/17/97	03/17/97
aa3it1	9	Quadratic Equations: Test 1	M	1	0:15	CL	03/17/97	03/17/97	03/17/97
aa3it2	9	Quadratic Equations: Test 2	M	2	0:39	CL	03/17/97	03/17/97	03/17/97
aa3jl1	9	Quadratic Formula: Tutorial		4	2:10	C	03/17/97	03/31/97	03/31/97
aa3jt1	9	Quadratic Formula: Mastery Test	M	2	0:33	CL	03/31/97	03/31/97	03/31/97
aa3kl1	9	Word Problems II: Tutorial		1	0:32	S	03/31/97	03/31/97	
alm4al1	10	Special Angles - Part 1: Tutorial		1	0:25	S	11/25/96	11/25/96	
alm4at1	10	Special Angles - Part 1: Test 1	M	1	0: 3	CL	11/25/96	11/25/96	11/25/96
alm4at2	10	Special Angles - Part 1: Test 2	M	1	0: 1	CL	11/25/96	11/25/96	11/25/96
alm4bl1	10	Special Angles - Part 2: Tutorial		4	0:33	C	11/25/96	11/27/96	11/25/96
alm4bt1	10	Special Angles - Part 2: Test 1	M	4	0:15	CL	11/25/96	11/27/96	11/27/96
alm4bt2	10	Special Angles - Part 2: Test 2	M	1	0: 1	C	11/25/96	11/25/96	11/25/96
gmml2	10	Measuring Circumference		1	0:38	C	11/06/96	11/06/96	11/06/96
gmml3	10	The Length of Arcs		2	1:55	C	11/06/96	11/18/96	11/18/96
gmml4	10	The Area of Circles		1	0:19	C	11/18/96	11/18/96	11/18/96
gmnl1	10	Prisms		2	0:56	C	11/18/96	11/20/96	11/20/96
gmnl4	10	Area and Volume of Cylinders		1	0:39	C	11/20/96	11/20/96	11/20/96
gmnl6	10	Area and Volume of Cones		1	0:56	C	11/25/96	11/25/96	11/25/96

Total time in activities: 39:56
Average Percent Score for Drills/Applications: 87.5
Number of Tests Mastered (M):   34

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STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Student: ▆▆▆▆▆▆ #2

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Date Printed: 04/03/97

Page: 3

Code Key:

C -- Complete	L -- Locked	M -- Mastered	
S -- Started	- -- No End	NM -- Not Mastered	
E -- Exempt			

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	172	319:52	S	04/24/95	03/31/97	
aa3el2	9	Word Problems I: Drill	85	10	3:19	C	09/18/96	11/04/96	09/30/96
aa3et1	9	Word Problems I: Mastery Test	M	6	1: 8	CL	09/18/96	11/04/96	11/04/96
aa3f11	9	Inequalities I: Tutorial		4	3: 1	C	11/04/96	01/27/97	11/06/96
aa3f12	9	Inequalities I: Drill	93	1	0: 7	C	11/06/96	11/06/96	11/06/96
aa3f13	9	Inequalities I: Review	100	1	0: 2	C	11/06/96	11/06/96	11/06/96
aa3ft1	9	Inequalities I: Mastery Test	M	1	0: 3	C	11/06/96	11/06/96	11/06/96
aa3g11	9	Inequalities II: Tutorial		6	2: 0	C	11/13/96	01/29/97	01/13/97
aa3g12	9	Inequalities II: Drill	66	3	1:10	C	01/22/97	01/29/97	01/29/97
aa3g13	9	Inequalities II: Review	66	1	0:11	C	01/29/97	01/29/97	01/29/97
aa3gt1	9	Inequalities II: Test 1	M	1	0: 3	CL	01/29/97	01/29/97	01/29/97
aa3gt2	9	Inequalities II: Test 2	M	1	0:10	CL	01/29/97	01/29/97	01/29/97
aa3h11	9	Simple Quadratics: Tutorial		4	2:31	C	02/03/97	02/19/97	02/19/97
aa3h12	9	Simple Quadratics: Drill	0	1	0:20	S	02/24/97	02/24/97	
alm3d11	10	Using Math Sentences - Part 2: Tutorial		1	0: 0	S	01/13/97	01/13/97	
alm3dt1	10	Using Math Sentences - Part 2: Mastery Test	NM	1	0: 0	SL	01/13/97	01/13/97	
alw2al1	7	Recognizing Verbs: Tutorial		2	0:33	C	03/03/97	03/10/97	03/10/97
alw2al2	7	Recognizing Verbs: Application	94	2	0: 9	C	03/10/97	03/10/97	03/10/97
alw2at1	7	Recognizing Verbs: Mastery Test	M	1	0: 2	CL	03/10/97	03/10/97	03/10/97
alw2bl1	7	Identifying Subjects: Tutorial		1	0:16	C	03/10/97	03/10/97	03/10/97
alw2bl2	7	Identifying Subjects: Application	77	1	0: 5	C	03/10/97	03/10/97	03/10/97
alw2bt1	7	Identifying Subjects: Test 1	M	1	0: 2	CL	03/10/97	03/10/97	03/10/97
alw2bt2	7	Identifying Subjects: Test 2	M	1	0: 1	CL	03/10/97	03/10/97	03/10/97
alw2cl1	7	Types of Nouns: Tutorial		1	0:19	C	03/12/97	03/12/97	03/12/97
alw2cl2	7	Types of Nouns: Application	92	2	0:12	C	03/12/97	03/12/97	03/12/97
alw2ct1	7	Types of Nouns: Test 1	M	1	0: 1	C	03/12/97	03/12/97	03/12/97
alw2ct2	7	Types of Nouns: Test 2	M	1	0: 1	C	03/12/97	03/12/97	03/12/97
alw2ct3	7	Types of Nouns: Test 3	M	2	0: 3	CL	03/12/97	03/12/97	03/12/97
alw2dl1	7	How Nouns Are Used: Tutorial		2	0:57	C	03/12/97	03/17/97	03/17/97
alw2dl2	7	How Nouns Are Used: Application	100	2	0:40	C	03/17/97	03/17/97	03/17/97
alw2dt1	7	How Nouns Are Used: Mastery Test	M	1	0: 5	CL	03/17/97	03/17/97	03/17/97
alw2el1	7	The Pronoun: Replacement for a Noun: Tutorial		5	0:22	C	02/17/97	02/26/97	02/17/97
alw2et1	7	The Pronoun: Replacement for a Noun: Test 1	M	1	0: 1	C	02/17/97	02/17/97	02/17/97
alw2et2	7	The Pronoun: Replacement for a Noun: Test 2	M	1	0: 1	C	02/17/97	02/17/97	02/17/97
alw2et3	7	The Pronoun: Replacement for a Noun: Test 3	M	2	0: 3	C	02/17/97	02/17/97	02/17/97
alw2fl1	7	How Pronouns Are Used: Tutorial		3	1:39	C	02/19/97	02/26/97	02/24/97
alw2fl2	7	How Pronouns Are Used: Application	93	1	0:13	C	02/26/97	02/26/97	02/26/97
alw2ft1	7	How Pronouns Are Used: Mastery Test	M	1	0:10	CL	02/26/97	02/26/97	02/26/97
alw2gl1	7	Regular Verbs: Tutorial		2	1: 5	C	03/24/97	03/24/97	03/24/97
alw2gl2	7	Regular Verbs: Application	86	1	0: 4	C	03/24/97	03/24/97	03/24/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ████████████ *#2*

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alw2gt1	7	Regular Verbs: Test 1	M	1	0: 2	CL	03/24/97	03/24/97	03/24/97
alw2gt2	7	Regular Verbs: Test 2	M	1	0: 1	CL	03/24/97	03/24/97	03/24/97
alw2hl1	7	Irregular Verbs: Tutorial		2	0:23	C	03/24/97	03/26/97	03/26/97
alw2hl2	7	Irregular Verbs: Application	93	1	0: 3	C	03/26/97	03/26/97	03/26/97
alw2ht1	7	Irregular Verbs: Test 1	M	1	0: 1	CL	03/26/97	03/26/97	03/26/97
alw2ht2	7	Irregular Verbs: Test 2	M	1	0: 1	CL	03/26/97	03/26/97	03/26/97
alw2il1	8	Modifiers of Meaning: Tutorial		5	1: 0	C	03/26/97	03/31/97	03/31/97
alw2il2	8	Modifiers of Meaning: Application	80	3	0:15	C	03/31/97	03/31/97	03/31/97
alw2it1	8	Modifiers of Meaning: Mastery Test	M	2	0: 4	CL	03/31/97	03/31/97	03/31/97
alw2jl1	8	Verbal Phrases: Tutorial		1	0:10	S	03/31/97	03/31/97	
alw2nl1	8	Pronoun and Antecedent Agreement: Tutorial		2	0:58	C	02/26/97	03/03/97	03/03/97
alw2nl2	8	Pronoun and Antecedent Agreement: Application	80	1	0: 4	C	03/03/97	03/03/97	03/03/97
alw2nt1	8	Pronoun and Antecedent Agreement: Mastery Test	M	1	0: 1	CL	03/03/97	03/03/97	03/03/97
alw2ol1	8	Correct Pronoun Use: Tutorial		2	0:43	C	03/03/97	03/03/97	03/03/97
alw2ol2	8	Correct Pronoun Use: Application	80	1	0: 8	C	03/03/97	03/03/97	03/03/97
alw2ot1	8	Correct Pronoun Use: Mastery Test	M	1	0: 3	CL	03/03/97	03/03/97	03/03/97
alw2pl1	8	Correct Use of Adjs./Advs.-Comparatives: Tut.		2	0:41	C	03/10/97	03/12/97	03/12/97
alw2pl2	8	Correct Use of Adjs./Advs.-Comparatives: App.	86	3	0: 3	C	03/12/97	03/12/97	03/12/97
alw2pt1	8	Correct Use of Adjs./Advs.-Comparatives: Mst. Ts	M	2	0: 2	CL	03/12/97	03/12/97	03/12/97
bl11ad2		What is a Verb?: Drill 2	100	2	0: 4	C	10/30/96	11/13/96	11/13/96
bl11at1	4	What is a Verb?: Mastery Test	M	1	0: 1	CL	11/13/96	11/13/96	11/13/96
bl11bl1	4	Two Kinds of Verbs: Tutorial		1	0:23	C	11/13/96	1i/13/96	11/13/96
bl11bl2	4	Two Kinds of Verbs: Drill	100	1	0: 7	C	11/13/96	11/13/96	11/13/96
bl11bt1	4	Two Kinds of Verbs: Mastery Test	M	1	0: 2	CL	11/18/96	11/18/96	11/18/96
bl11cl1	4	Parts of Verbs: Tutorial		1	0:26	C	11/18/96	11/18/96	11/18/96
bl11cl2	4	Parts of Verbs: Drill	80	3	0: 9	C	11/18/96	11/20/96	11/18/96
bl11ct1	4	Parts of Verbs: Mastery Test 1	NM	3	0: 4	SL	11/18/96	11/20/96	
bl11ct2		Parts of Verbs: Mastery Test 2	M	1	0: 1	C	11/18/96	11/18/96	11/18/96
bl11dl1	4	Some Strange Verbs: Tutorial		1	0:16	C	11/18/96	11/18/96	11/18/96
bl11dl2	4	Some Strange Verbs: Drill	100	2	0:10	C	11/18/96	11/20/96	11/18/96
bl11dt1	4	Some Strange Verbs: Mastery Test 1	NM	2	0: 1	SL	11/18/96	11/20/96	
bl11dt2		Some Strange Verbs: Mastery Test 2	M	1	0: 9	C	11/18/96	11/18/96	11/18/96
bl11ed2		Verbs and Tenses: Drill 2	90	1	0: 5	C	11/25/96	11/25/96	11/25/96
bl11el1	4	Verbs and Tenses: Tutorial		2	0:56	C	11/18/96	11/25/96	11/25/96
bl11el2	4	Verbs and Tenses: Drill 1	100	1	0: 7	C	11/25/96	11/25/96	11/25/96
bl11et1	4	Verbs and Tenses: Mastery Test	M	1	0: 1	CL	11/25/96	11/25/96	11/25/96
bl111d2		What is a Pronoun?: Drill 2	100	3	0: 4	C	01/06/97	01/06/97	01/06/97
bl11111	5	What is a Pronoun?: Tutorial		1	0:28	C	01/06/97	01/06/97	01/06/97
bl11112	5	What is a Pronoun?: Drill 1	100	1	0: 2	C	01/06/97	01/06/97	01/06/97
bl111t1	5	What is a Pronoun?: Mastery Test	M	3	0: 5	CL	01/06/97	01/06/97	01/06/97
bl11ml1	5	Personal Pronouns: Tutorial		2	0:29	C	01/06/97	01/08/97	01/08/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 5

Class: paino.mw2

Code Key:

Student: **#2**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blllml2	5	Personal Pronouns: Drill	100	1	0: 1	C	01/08/97	01/08/97	01/08/97
blllmtl	5	Personal Pronouns: Mastery Test	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
blllnd2		Personal Pronouns w/Ownership: Drill 2	90	1	0: 3	C	01/08/97	01/08/97	01/08/97
blllnll	5	Personal Pronouns w/Ownership: Tutorial		1	0:18	C	01/08/97	01/08/97	01/08/97
blllnl2	5	Personal Pronouns w/Ownership: Drill 1	100	1	0: 7	C	01/08/97	01/08/97	01/08/97
blllntl	5	Personal Pronouns w/Ownership: Mastery Test	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
blllol1	5	Other Pronouns: Tutorial		1	0:11	C	01/08/97	01/08/97	01/08/97
blllol2	5	Other Pronouns: Drill	100	2	0: 1	C	01/08/97	01/08/97	01/08/97
blllotl	5	Other Pronouns: Mastery Test	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
blllud2		Recognizing Adjectives: Drill 2	100	1	0: 7	C	11/20/96	11/20/96	11/20/96
blllull	5	Recognizing Adjectives: Tutorial		1	0:15	C	11/20/96	11/20/96	11/20/96
blllul2	5	Recognizing Adjectives: Drill 1	100	1	0: 4	C	11/20/96	11/20/96	11/20/96
blllutl	5	Recognizing Adjectives: Mastery Test	M	1	0: 3	CL	11/20/96	11/20/96	11/20/96
blllvd2		More About Adjectives: Drill 2	90	1	0: 3	C	12/04/96	12/04/96	12/04/96
blllvll	5	More About Adjectives: Tutorial		4	0:49	C	11/20/96	12/04/96	12/04/96
blllvl2	5	More About Adjectives: Drill 1	100	1	0: 2	C	12/04/96	12/04/96	12/04/96
blllvtl	5	More About Adjectives: Mastery Test 1	M	1	0: 1	CL	12/04/96	12/04/96	12/04/96
blllvt2		More About Adjectives: Mastery Test 2	M	1	0: 1	CL	12/04/96	12/04/96	12/04/96
blllwll	5	Identifying Adverbs: Tutorial		2	0:31	C	12/04/96	12/04/96	12/04/96
blllwl2	5	Identifying Adverbs: Drill 1	70	1	0: 4	S	12/04/96	12/04/96	
blllwtl	5	Identifying Adverbs: Mastery Test	M	1	0: 1	CL	12/04/96	12/04/96	12/04/96
blllxd2		More About Adverbs: Drill 2	90	1	0: 3	C	12/09/96	12/09/96	12/09/96
blllxll	5	More About Adverbs: Tutorial		1	0:16	C	12/09/96	12/09/96	12/09/96
blllxl2	5	More About Adverbs: Drill 1	100	1	0: 3	C	12/09/96	12/09/96	12/09/96
blllxtl	5	More About Adverbs: Mastery Test 1	M	1	0: 1	CL	12/09/96	12/09/96	12/09/96
blllxt2		More About Adverbs: Mastery Test 2	M	1	0:14	CL	12/09/96	12/09/96	12/09/96
bll2ad2		What is a Sentence?: Drill 2	80	1	0: 2	C	12/09/96	12/09/96	12/09/96
bll2ad3		What is a Sentence?: Drill 3	100	1	0: 1	C	12/09/96	12/09/96	12/09/96
bll2all	5	What is a Sentence?: Tutorial		1	0:17	C	12/09/96	12/09/96	12/09/96
bll2al2	5	What is a Sentence?: Drill 1	80	1	0: 2	C	12/09/96	12/09/96	12/09/96
bll2atl	5	What is a Sentence?: Mastery Test	M	1	0: 1	CL	12/09/96	12/09/96	12/09/96
bll2bd2		Parts of a Sentence: Drill 2	80	1	0: 3	C	12/11/96	12/11/96	12/11/96
bll2bll	5	Parts of a Sentence: Tutorial		1	0:23	C	12/09/96	12/09/96	12/09/96
bll2bl2	5	Parts of a Sentence: Drill 1	100	1	0: 2	C	12/11/96	12/11/96	12/11/96
bll2btl	5	Parts of a Sentence: Mastery Test	M	1	0: 1	CL	12/11/96	12/11/96	12/11/96
bll2cd2		More About Sentences: Drill 2	80	1	0: 4	C	12/11/96	12/11/96	12/11/96
bll2cll	5	More About Sentences: Tutorial		1	0:22	C	12/11/96	12/11/96	12/11/96
bll2cl2	5	More About Sentences: Drill 1	93	1	0: 4	C	12/11/96	12/11/96	12/11/96
bll2ctl	5	More About Sentences: Mastery Test	M	1	0: 1	CL	12/11/96	12/11/96	12/11/96
bll2fll	7	Identifying Phrases: Tutorial		1	0:14	C	01/13/97	01/13/97	01/13/97
bll2fl2	7	Identifying Phrases: Drill	92	4	0:12	C	01/13/97	01/13/97	01/13/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ████████████ #2   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
bll2ft1	7	Identifying Phrases: Mastery Test	M	2	0: 2	CL	01/13/97	01/13/97	01/13/97
bll2gl1	7	What is a Clause?: Tutorial		3	0:15	C	01/13/97	01/22/97	01/22/97
bll2gl2	7	What is a Clause?: Drill	90	5	0: 4	C	01/22/97	01/22/97	01/22/97
bll2gt1	7	What is a Clause?: Mastery Test	M	5	0: 3	CL	01/22/97	01/22/97	01/22/97
bll2hd2		More About Phrases: Drill 2	90	1	0: 1	C	01/27/97	01/27/97	01/27/97
bll2hl1	7	More About Phrases: Tutorial		1	0:20	C	01/22/97	01/22/97	01/22/97
bll2hl2	7	More About Phrases: Drill 1	100	1	0: 2	C	01/27/97	01/27/97	01/27/97
bll2ht1	7	More About Phrases: Mastery Test	M	1	0: 1	CL	01/27/97	01/27/97	01/27/97
bll2il1	7	Different Kinds Clauses: Tutorial		1	0:26	C	01/27/97	01/27/97	01/27/97
bll2il2	7	Different Kinds Clauses: Drill	86	1	0: 6	C	01/27/97	01/27/97	01/27/97
bll2it1	7	Different Kinds Clauses: Mastery Test	M	1	0: 1	CL	01/27/97	01/27/97	01/27/97
bll2jl1	7	One Way to Link Ideas: Tutorial		1	0:23	C	02/17/97	02/17/97	02/17/97
bll2jl2	7	One Way to Link Ideas: Drill 1	100	2	0: 3	C	02/17/97	02/17/97	02/17/97
bll2jt1	7	One Way to Link Ideas: Mastery Test 1	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
bll2jt2		One Way to Link Ideas: Mastery Test 2	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
bll2md2		Subjects and Irregular Verbs: Drill 2	93	2	0: 7	C	01/13/97	01/13/97	01/13/97
bll2ml1	6	Subjects and Irregular Verbs: Tutorial		2	0:20	C	01/08/97	01/13/97	01/13/97
bll2ml2	6	Subjects and Irregular Verbs: Drill 1	100	1	0: 4	C	01/13/97	01/13/97	01/13/97
bll2mt1	6	Subjects and Irregular Verbs: Mastery Test	M	1	0: 1	CL	01/13/97	01/13/97	01/13/97
bll2qd2		What is a Sentence Fragment: Drill 2	80	1	0: 3	C	02/10/97	02/10/97	02/10/97
bll2ql1	6	What is a Sentence Fragment: Tutorial		1	0:12	C	02/10/97	02/10/97	02/10/97
bll2ql2	6	What is a Sentence Fragment: Drill 1	90	1	0: 9	C	02/10/97	02/10/97	02/10/97
bll2qt1	6	What is a Sentence Fragment: Mastery Test 1	M	1	0: 1	CL	02/10/97	02/10/97	02/10/97
bll2qt2		What is a Sentence Fragment: Mastery Test 2	M	1	0: 2	CL	02/10/97	02/10/97	02/10/97
bll2rd2		Run-On Sentences: Drill 2	100	1	0: 3	C	02/17/97	02/17/97	02/17/97
bll2rl1	6	Run-On Sentences: Tutorial		3	1:16	C	02/10/97	02/12/97	02/12/97
bll2rl2	6	Run-On Sentences: Drill 1	90	1	0: 3	C	02/17/97	02/17/97	02/17/97
bll2rt1	6	Run-On Sentences: Mastery Test 1	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
bll2rt2		Run-On Sentences: Mastery Test 2	M	1	0: 2	CL	02/17/97	02/17/97	02/17/97
bll3fl1	4	Confusing Verbs: Tutorial		3	0:37	C	11/25/96	11/27/96	11/27/96
bll3fl2	4	Confusing Verbs: Drill	87	3	0:38	C	11/27/96	11/27/96	11/27/96
bll3ft1	4	Confusing Verbs: Mastery Test	M	1	0: 2	CL	11/27/96	11/27/96	11/27/96
blm7al1	6	Decimal Fractions 1: Tutorial		1	0: 0	S	02/19/97	02/19/97	
blr3dl1	4	Forming Sentences: Tutorial		2	0: 6	C	12/11/96	12/11/96	12/11/96
blr3dl2	4	Forming Sentences: Drill	M	4	0:11	C	12/11/96	01/08/97	01/08/97
blr3dt1	4	Forming Sentences: Mastery Test	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97

Total time in activities: 41: 1

Average Percent Score for Drills/Applications: 89.1

Number of Tests Mastered (M):   55

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 7

Class: paino.mw2

Code Key:

Student: ███████ **#3**

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	60	166:50	S	04/24/95	01/27/97	
alm2cl1	8	Binomials: Tutorial		6	3:51	C	10/21/96	01/13/97	01/13/97
alm2cl2	8	Binomials: Application	25	2	1:17	C	01/13/97	01/27/97	01/27/97

Total time in activities: 5: 8

Average Percent Score for Drills/Applications: 25.0

Number of Tests Mastered (M):   0

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ▓▓▓▓▓▓▓▓▓ 积4   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

                    Report on All Activities of Student
              Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	44	94:39	S	04/25/95	04/04/96	

                        Total time in activities: 0: 0
         Average Percent Score for Drills/Applications:
                    Number of Tests Mastered (M):   0

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Code Key:

Student: ██████████ **#5**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Code		Code		Code	
C --	Complete	L --	Locked	M --	Mastered
S --	Started	- --	No End	NM --	Not Mastered
E --	Exempt				

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	17	21: 7	S	10/07/96	02/05/97	
alm1cl1	7	Adding & Subtracting Integers: Tutorial		2	0:38	C	02/05/97	02/05/97	02/05/97
alm1cl2	7	Adding & Subtracting Integers: Application	66	1	0: 9	C	02/05/97	02/05/97	02/05/97
alm1el1	9	Square Roots: Tutorial		1	0:39	C	01/06/97	01/06/97	01/06/97
alm1el2	9	Square Roots: Application	100	2	0: 6	C	01/06/97	01/06/97	01/06/97
alm1et1	9	Square Roots: Test 1	M	1	0: 2	C	01/06/97	01/06/97	01/06/97
alm1et2	9	Square Roots: Test 2	M	2	0: 6	CL	01/06/97	01/06/97	01/06/97
blm2dl1	4	Addition Properties: Tutorial		3	1: 4	C	10/16/96	01/06/97	10/21/96
blm2dl2	4	Addition Properties: Drill	46	1	0: 8	C	01/06/97	01/06/97	01/06/97
blm2dt2	4	Addition Properties: Mastery Test 2	NM	2	0: 3	SL	10/21/96	01/27/97	
blm6ml1	6	Multiplying Fractions: Tutorial		1	0:23	C	01/08/97	01/08/97	01/08/97
blm6mt1	6	Multiplying Fractions: Mastery Test 1	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
blm6mt2	6	Multiplying Fractions: Mastery Test 2	M	1	0: 2	CL	01/08/97	01/08/97	01/08/97
blm6mt3	6	Multiplying Fractions: Mastery Test 3	M	1	0: 2	CL	01/08/97	01/08/97	01/08/97
blm6nl1	6	Dividing Fractions 1: Tutorial		2	0: 8	C	01/22/97	01/22/97	01/22/97
blm6nl2	6	Dividing Fractions 1: Drill	100	1	0: 3	C	01/22/97	01/22/97	01/22/97
blm6nt1	6	Dividing Fractions 1: Mastery Test 1	M	1	0: 2	CL	01/22/97	01/22/97	01/22/97
blm6nt2	6	Dividing Fractions 1: Mastery Test 2	M	1	0: 1	CL	01/22/97	01/22/97	01/22/97
blm6ol1	7	Dividing Fractions 2: Tutorial		1	0:33	C	01/27/97	01/27/97	01/27/97
blm6ol2	7	Dividing Fractions 2: Drill	95	1	0: 7	C	01/27/97	01/27/97	01/27/97
blm6ot1	7	Dividing Fractions 2: Mastery Test 1	M	1	0: 1	CL	01/27/97	01/27/97	01/27/97
blm6ot2	7	Dividing Fractions 2: Mastery Test 2	M	1	0: 4	CL	01/27/97	01/27/97	01/27/97
blm6pl1	7	Mult. & Dividing Mixed Numbers 1: Tutorial		2	1: 7	C	01/08/97	01/13/97	01/13/97
blm6pl2	7	Mult. & Dividing Mixed Numbers 1: Drill	96	2	0:33	C	01/13/97	01/13/97	01/13/97
blm6pt1	7	Mult. & Dividing Mixed Numbers: Mastery Test 1	M	1	0: 7	CL	01/13/97	01/13/97	01/13/97
blm6pt2	7	Mult. & Dividing Mixed Numbers: Mastery Test 2	M	1	0: 9	CL	01/13/97	01/13/97	01/13/97
blm6ql1	7	Mult. & Dividing Mixed Numbers 2: Tutorial		3	0:29	C	01/13/97	01/22/97	01/15/97
blm6ql2	7	Mult. & Dividing Mixed Numbers 2: Drill	100	2	0:18	C	01/15/97	01/22/97	01/15/97
blm6qt1	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 1	M	1	0: 5	C	01/15/97	01/15/97	01/15/97
blm6qt2	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 2	M	3	0:20	CL	01/15/97	01/22/97	01/22/97
blm8cl1	7	Percent Concepts 1: Tutorial		2	0:32	C	01/29/97	01/29/97	01/29/97
blm8cl2	7	Percent Concepts 1: Drill	100	1	0: 8	C	01/29/97	01/29/97	01/29/97
blm8ct1	7	Percent Concepts 1: Mastery Test 1	M	1	0: 4	C	01/29/97	01/29/97	01/29/97
blm8ct2	7	Percent Concepts 1: Mastery Test 2	M	1	0: 1	C	01/29/97	01/29/97	01/29/97
blm8ct3	7	Percent Concepts 1: Mastery Test 3	M	2	0: 5	CL	01/29/97	01/29/97	01/29/97
blm8ct4	7	Percent Concepts 1: Mastery Test 4	M	1	0: 1	CL	01/29/97	01/29/97	01/29/97
blm8dl1	7	Percent Concepts 2: Tutorial		2	0:30	C	01/29/97	02/05/97	01/29/97
blm8dl2	7	Percent Concepts 2: Drill	77	6	0:53	C	02/03/97	02/05/97	02/03/97
blm8dt1	7	Percent Concepts 2: Mastery Test 1	M	1	0: 3	C	02/03/97	02/03/97	02/03/97
blm8dt2	7	Percent Concepts 2: Mastery Test 2	M	1	0: 2	C	02/03/97	02/03/97	02/03/97

STUDENT PERFORMANCE REPORT--ACTIVITIES
Date Printed: 04/03/97

User set of classes: project.gold
Page: 10

        Class: paino.mw2
Code Key:

Student: **#5**
C -- Complete L -- Locked   M -- Mastered

Init Routing Activity: plato.library
S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library
E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm8dt3	7	Percent Concepts 2: Mastery Test 3	M	1	0: 3	C	02/03/97	02/03/97	02/03/97
blm8dt4	7	Percent Concepts 2: Mastery Test 4	M	4	0:25	CL	02/03/97	02/05/97	02/05/97
blm9f11	7	Linear Measurement: Tutorial 1		2	0: 6	C	01/22/97	01/27/97	01/27/97
blm9f13		Temperature: Tutorial 2		1	0: 5	C	01/27/97	01/27/97	01/27/97
blm9f14		Telling Time: Tutorial 3		1	0: 5	S	01/27/97	01/27/97	

Total time in activities: 10:33
Average Percent Score for Drills/Applications: 86.7
Number of Tests Mastered (M): 21

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 11

Class: paino.mw2

Code Key:

Student: ▇▇▇▇▇ ✱ ⳑ

Init Routing Activity: plato.library

Titled: Siemens PLATO Library ▇▇▇▇

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	42	85:24	S	02/27/96	03/31/97	
alr1gl1	10	Vocabulary: Meaning From Context: Tutorial		11	5: 6	C	03/14/96	03/31/97	05/22/96
alr1gl2	10	Vocabulary: Meaning From Context: Application	NM	5	0:56	S	05/22/96	03/31/97	
blr10211	7	Prefixes That Show Number: Tutorial		8	2:48	C	05/06/96	03/26/97	05/20/96
blr1ql1	5	Suffixes: y/ly/less: Tutorial 1		3	1: 1	C	02/19/97	02/24/97	02/24/97
blr1ql2	5	Suffixes: y/ly/less: Tutorial 2		3	1: 2	C	02/24/97	02/26/97	02/24/97
blr1ql3	5	Suffixes: y/ly/less: Tutorial 3		1	0:33	C	02/26/97	02/26/97	02/26/97
blr1ql4	5	Suffixes: y/ly/less: Drill	M	4	0:26	C	02/26/97	02/26/97	02/26/97
blr1qt1	5	Suffixes: y/ly/less: Mastery Test	M	1	0: 9	CL	02/26/97	02/26/97	02/26/97
blr1ul1	4	Noun Suff.: ness/ment/ship/tion: Tutorial		4	2:21	C	03/03/97	03/10/97	03/03/97
blr1ul2	4	Noun Suff.: ness/ment/ship/tion: Drill	M	2	0:26	C	03/03/97	03/10/97	03/03/97
blr1ut1	4	Noun Suff.: ness/ment/ship/tion: Mastery Test	M	2	0: 4	CL	03/03/97	03/10/97	03/10/97
blr1vl1	5	Suffixes: able/ous/al/ance: Tutorial		5	1: 0	C	03/17/97	03/24/97	03/24/97
blr1vl2	5	Suffixes: able/ous/al/ance: Drill	M	1	0:12	C	03/24/97	03/24/97	03/24/97
blr1vt1	5	Suffixes: able/ous/al/ance: Mastery Test	M	1	0: 2	C	03/24/97	03/24/97	03/24/97
blr1wl1	3	Prefixes: mis/pre/post: Tutorial		1	0:38	S	03/24/97	03/24/97	
blr20411	7	Understanding/Using New Words: Review	NM	1	0:27	S	02/05/97	02/05/97	
blr2gl1	5	Words That Are Spelled Alike 1: Tutorial		7	1: 0	C	02/27/96	03/26/97	02/29/96
blr2gl2	5	Words That Are Spelled Alike 1: Drill	M	8	0:41	C	02/29/96	02/17/97	02/29/96
blr2gt1	5	Words That Are Spelled Alike 1: Mastery Test	M	2	0:10	C	02/29/96	02/17/97	02/29/96
blr2ml1	3	Synonyms: Tutorial		6	2:17	C	02/27/96	02/17/97	02/27/96
blr2ml2	3	Synonyms: Drill	M	4	0:13	C	05/08/96	03/17/97	05/08/96
blr2mt1	3	Synonyms: Mastery Test	M	2	0:26	C	02/27/96	02/12/97	02/27/96
blr2rl1	6	Antonyms: Tutorial		8	0:43	C	05/08/96	03/26/97	03/17/97
blr2rl2	6	Antonyms: Drill	M	3	0: 6	C	03/17/97	03/17/97	03/17/97
blr2rt1	6	Antonyms: Mastery Test	M	1	0: 1	C	03/17/97	03/17/97	03/17/97
blr2ul1	5	Discovering Word Meanings: Tutorial		2	0:57	C	04/11/96	03/26/97	04/11/96

Total time in activities: 23:45

Average Percent Score for Drills/Applications:

Number of Tests Mastered (M):   12

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 12

Class: paino.mw2

Code Key:

Student: ████████ #7

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	78	146: 5	S	04/26/95	03/31/97	
aa1d11	9	Fractional Numbers: Add. & Sub.: Tutorial		3	0:45	C	03/25/96	01/22/97	03/25/96
aa1gd2		Set Union and Intersection: Drill 2	100	2	0:12	C	11/04/96	11/04/96	11/04/96
aa1g11	9	Set Union and Intersection: Tutorial		3	0:22	C	10/16/96	11/04/96	11/04/96
aa1g12	9	Set Union and Intersection: Drill 1	100	5	0:23	C	11/04/96	11/04/96	11/04/96
aa1g13	9	Set Union and Intersection: Review	100	1	0: 3	C	11/04/96	11/04/96	11/04/96
aa1gt1	9	Set Union and Intersection: Test 1	M	1	0: 2	C	11/04/96	11/04/96	11/04/96
aa1gt2	9	Set Union and Intersection: Test 2	M	1	0: 1	C	11/04/96	11/04/96	11/04/96
aa1gt3	9	Set Union and Intersection: Test 3	M	1	0: 1	C	11/04/96	11/04/96	11/04/96
aa1hd2		Exponents: Drill 2	100	3	0:30	C	11/04/96	11/13/96	11/04/96
aa1h11	9	Exponents: Tutorial		5	0:57	C	10/28/96	11/13/96	11/04/96
aa1h12	9	Exponents: Drill 1	100	1	0: 1	C	11/04/96	11/04/96	11/04/96
aa1h13	9	Exponents: Review	91	4	0:11	C	11/04/96	11/13/96	11/04/96
aa1ht1	9	Exponents: Test 1	M	3	0: 7	CL	11/04/96	11/13/96	11/13/96
aa1ht2	9	Exponents: Test 2	M	1	0: 2	CL	11/13/96	11/13/96	11/13/96
aa1id2		Quotient and Power: Drill 2	100	1	0: 2	C	11/13/96	11/13/96	11/13/96
aa1i11	9	Quotient and Power: Tutorial		1	0:20	C	11/13/96	11/13/96	11/13/96
aa1i12	9	Quotient and Power: Drill 1	90	1	0: 4	C	11/13/96	11/13/96	11/13/96
aa1i13	9	Quotient and Power: Review	100	1	0: 3	C	11/13/96	11/13/96	11/13/96
aa1it1	9	Quotient and Power: Test 1	M	1	0: 2	CL	11/13/96	11/13/96	11/13/96
aa1it2	9	Quotient and Power: Test 2	M	1	0: 1	CL	11/13/96	11/13/96	11/13/96
aa1it3	9	Quotient and Power: Test 3	M	1	0: 1	CL	11/13/96	11/13/96	11/13/96
aa1jd2		Square Roots: Drill 2	100	2	0: 7	C	01/13/97	01/13/97	01/13/97
aa1j11	9	Square Roots: Tutorial		3	0:24	C	11/13/96	01/13/97	11/13/96
aa1j12	9	Square Roots: Drill 1	91	2	0: 9	C	11/13/96	01/13/97	11/13/96
aa1j13	9	Square Roots: Review	100	1	0: 6	C	01/13/97	01/13/97	01/13/97
aa1jt1	9	Square Roots: Test 1	M	1	0: 1	CL	01/13/97	01/13/97	01/13/97
aa1jt2	9	Square Roots: Test 2	M	1	0: 1	CL	01/13/97	01/13/97	01/13/97
aa1jt3	9	Square Roots: Test 3	M	1	0: 0	CL	01/13/97	01/13/97	01/13/97
aa1kd2		Roots and Radicals: Drill 2	81	2	0:19	C	01/13/97	01/15/97	01/13/97
aa1k11	9	Roots and Radicals: Tutorial		2	0:43	C	01/13/97	01/15/97	01/13/97
aa1k12	9	Roots and Radicals: Drill 1	87	1	0:40	C	01/13/97	01/13/97	01/13/97
aa1k13	9	Roots and Radicals: Review	94	1	0: 4	C	01/15/97	01/15/97	01/15/97
aa1kt1	9	Roots and Radicals: Test 1	M	1	0: 4	CL	01/15/97	01/15/97	01/15/97
aa1kt2	9	Roots and Radicals: Test 2	M	2	0:10	CL	01/15/97	01/15/97	01/15/97
aa1kt3	9	Roots and Radicals: Test 3	M	1	0: 1	CL	01/15/97	01/15/97	01/15/97
aa1l11	9	Sets/Numbers: Review		4	3:13	C	01/15/97	01/27/97	01/27/97
aa1lt1	9	Sets/Numbers: Test 1	M	2	0: 6	C	01/27/97	01/27/97	01/27/97
aa1lt2	9	Sets/Numbers: Test 2	M	1	0: 5	C	01/27/97	01/27/97	01/27/97
aa2dd2		Polynomial Sum and Difference: Drill 2	100	2	0:43	C	10/30/96	01/29/97	10/30/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ████████████ **#7**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
aa2dl1	9	Polynomial Sum and Difference: Tutorial		6	3: 9	C	10/28/96	02/05/97	10/30/96
aa2dl2	9	Polynomial Sum and Difference: Drill 1	83	2	1:13	C	10/30/96	01/29/97	10/30/96
aa2dl3	9	Polynomial Sum and Difference: Review	100	2	0:27	C	02/05/97	02/05/97	02/05/97
aa2dt1	9	Polynomial Sum and Difference: Test 1	M	3	0:33	CL	02/05/97	02/24/97	02/24/97
aa2dt2	9	Polynomial Sum and Difference: Test 2	M	1	0:11	CL	02/05/97	02/05/97	02/05/97
aa2dt3	9	Polynomial Sum and Difference: Test 3	M	1	0: 6	CL	02/05/97	02/05/97	02/05/97
aa2ed2		Polynomial Product: Drill 2	100	1	0:18	C	02/17/97	02/17/97	02/17/97
aa2el1	9	Polynomial Product: Tutorial		3	2:10	C	02/05/97	02/24/97	02/17/97
aa2el2	9	Polynomial Product: Drill 1	100	2	0:36	C	02/17/97	02/17/97	02/17/97
aa2el3	9	Polynomial Product: Review	85	1	0: 3	C	02/24/97	02/24/97	02/24/97
aa2et1	9	Polynomial Product: Test 1	M	1	0: 3	CL	02/24/97	02/24/97	02/24/97
aa2et2	9	Polynomial Product: Test 2	M	2	0:29	CL	02/24/97	02/24/97	02/24/97
aa2et3	9	Polynomial Product: Test 3	M	1	0:10	CL	02/24/97	02/24/97	02/24/97
aa2fd2		Polynomial Quotient: Drill 2	85	1	0:14	C	03/03/97	03/03/97	03/03/97
aa2fl1	9	Polynomial Quotient: Tutorial		3	2:23	C	02/26/97	03/03/97	02/26/97
aa2fl2	9	Polynomial Quotient: Drill 1	100	2	0:29	C	02/26/97	03/03/97	02/26/97
aa2fl3	9	Polynomial Quotient: Review	100	1	0: 5	C	03/03/97	03/03/97	03/03/97
aa2ft1	9	Polynomial Quotient: Test 1	M	1	0: 8	CL	03/03/97	03/03/97	03/03/97
aa2ft2	9	Polynomial Quotient: Test 2	M	1	0:40	CL	03/03/97	03/03/97	03/03/97
aa2gd2		Common Factors: Drill 2	100	1	0: 6	C	03/24/97	03/24/97	03/24/97
aa2gl1	9	Common Factors: Tutorial		2	0:43	C	03/24/97	03/31/97	03/24/97
aa2gl2	9	Common Factors: Drill 1	100	1	0:31	C	03/24/97	03/24/97	03/24/97
aa2gl3	9	Common Factors: Review	100	1	0: 2	C	03/24/97	03/24/97	03/24/97
aa2gt1	9	Common Factors: Test 1	M	1	0: 2	C	03/24/97	03/24/97	03/24/97
aa2gt2	9	Common Factors: Test 2	M	1	0: 2	C	03/24/97	03/24/97	03/24/97
aa2hl1	9	Factoring II: Tutorial		3	2:10	C	03/24/97	03/31/97	03/31/97

Total time in activities: 28: 9

Average Percent Score for Drills/Applications: 95.8

Number of Tests Mastered (M):   26

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Date Printed: 04/03/97

Page: 14

Class: paino.mw2

Code Key:

Student: ███████████

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	10	29:47	S	10/07/96	03/31/97	
alr1fl1	10	Inferring the Answer: Tutorial		1	0:21	C	01/13/97	01/13/97	01/13/97
alr1fl2	10	Inferring the Answer: Application	M	1	0:20	C	01/15/97	01/15/97	01/15/97
alr1ft1	10	Inferring the Answer: Mastery Test	M	1	0: 4	C	01/15/97	01/15/97	01/15/97
alw1hl1	7	Capitalization: Tutorial		1	0:32	C	01/13/97	01/13/97	01/13/97
alw1hl2	7	Capitalization: Application	100	2	0: 8	C	01/13/97	01/13/97	01/13/97
alw1ht1	7	Capitalization: Mastery Test	M	2	0: 5	CL	01/13/97	01/13/97	01/13/97
alw6dl1	10	Revising and Editing: Tutorial		3	1:34	C	10/30/96	01/13/97	11/18/96
blm1al1	1	Whole Numbers 0-9: Tutorial		1	0: 1	S	03/31/97	03/31/97	
blr1el1	3	Basic Word Building: Review	NM	1	0: 8	S	02/03/97	02/03/97	
blr2ml1	3	Synonyms: Tutorial		2	0: 8	C	02/03/97	03/31/97	02/03/97
blr2ml2	3	Synonyms: Drill	M	1	0: 3	C	02/03/97	02/03/97	02/03/97
blr2mt1	3	Synonyms: Mastery Test	M	1	0: 1	C	02/03/97	02/03/97	02/03/97
blr301l1	5	Supporting Main Ideas/Facts: Tutorial		2	0:19	C	02/19/97	02/26/97	02/26/97
blr301l2	5	Supporting Main Ideas/Facts: Drill	M	5	0:30	C	02/26/97	02/26/97	02/26/97
blr301t1	5	Supporting Main Ideas/Facts: Mastery Test	M	1	0: 5	CL	02/26/97	02/26/97	02/26/97
blr304l1	6	The Main Idea of the Story: Tutorial		1	0: 8	C	03/31/97	03/31/97	03/31/97
blr304l2	6	The Main Idea of the Story: Drill	M	1	0: 3	C	03/31/97	03/31/97	03/31/97
blr304t1	6	The Main Idea of the Story: Mastery Test	M	1	0: 4	CL	03/31/97	03/31/97	03/31/97
blr305l1	6	Placing Events in Order: Tutorial		1	0: 6	C	03/31/97	03/31/97	03/31/97
blr305l2	6	Placing Events in Order: Drill	NM	1	0: 6	C	03/31/97	03/31/97	03/31/97
blr305t1	6	Placing Events in Order: Mastery Test	M	1	0: 5	CL	03/31/97	03/31/97	03/31/97
blr306l1	6	Using Evidence to Support Main Ideas: Tutorial		2	0:19	C	02/24/97	02/24/97	02/24/97
blr306l2	6	Using Evidence to Support Main Ideas: Drill	NM	1	0: 4	C	02/24/97	02/24/97	02/24/97
blr306t1	6	Using Evid. to Support Main Ideas: Mastery Test	M	1	0: 3	CL	02/24/97	02/24/97	02/24/97
blr3fl1	3	Getting Info. from Pictures: Tutorial		1	0: 6	C	01/15/97	01/15/97	01/15/97
blr3fl2	3	Getting Info. from Pictures: Drill	NM	1	0:54	S	01/15/97	01/15/97	
blr3ft1	3	Getting Info. from Pictures: Mastery Test	M	1	0: 3	CL	01/22/97	01/22/97	01/22/97
blr3gl1	3	Putting Sent. in Proper Order: Tutorial		3	0:16	C	01/22/97	01/22/97	01/22/97
blr3gl2	3	Putting Sent. in Proper Order: Drill	M	1	0:15	C	01/22/97	01/22/97	01/22/97
blr3gt1	3	Putting Sent. in Proper Order: Mastery Test	M	1	0: 6	CL	01/22/97	01/22/97	01/22/97
blr3hl1	4	Getting Ideas from Pictures: Tutorial		1	0: 4	C	01/22/97	01/22/97	01/22/97
blr3hl2	4	Getting Ideas from Pictures: Drill	M	1	0: 0	C	01/22/97	01/22/97	01/22/97
blr3ht1	4	Getting Ideas from Pictures: Mastery Test	M	1	0: 1	CL	01/22/97	01/22/97	01/22/97
blr3jl1	4	More Basic Facts from Reading: Review	M	1	0:14	C	01/22/97	01/22/97	01/22/97
blr3kl1	4	Getting the Facts: Tutorial		1	0:20	C	01/27/97	01/27/97	01/27/97
blr3kl2	4	Getting the Facts: Drill	M	1	0:13	C	01/27/97	01/27/97	01/27/97
blr3kt1	4	Getting the Facts: Mastery Test	M	1	0: 3	CL	01/27/97	01/27/97	01/27/97
blr3ll1	2	Finding What Does Not Belong: Tutorial		1	0: 7	C	03/12/97	03/12/97	03/12/97
blr3ll2	2	Finding What Does Not Belong: Drill	M	1	0:14	C	03/12/97	03/12/97	03/12/97

ERIC

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Code Key:

Student ████████▶ *8*

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr3lt1	2	Finding What Does Not Belong: Mastery Test	M	1	0: 3	CL	03/12/97	03/12/97	03/12/97
blr3ml1	3	Ordering Main Events: Tutorial		1	0: 5	C	01/27/97	01/27/97	01/27/97
blr3ml2	3	Ordering Main Events: Drill	M	1	0:23	C	01/27/97	01/27/97	01/27/97
blr3mt1	3	Ordering Main Events: Mastery Test	M	1	0:10	CL	01/27/97	01/27/97	01/27/97
blr3pl1	6	Reading for Information: Tutorial		1	0:17	C	01/29/97	01/29/97	01/29/97
blr3pl2	6	Reading for Information: Drill	M	1	0:33	C	01/29/97	01/29/97	01/29/97
blr3pt1	6	Reading for Information: Mastery Test	M	1	0: 9	CL	01/29/97	01/29/97	01/29/97
blr3ql1	3	Remembering Facts 1: Tutorial		1	0: 9	C	02/03/97	02/03/97	02/03/97
blr3ql2	3	Remembering Facts 1: Drill	M	1	0:17	C	02/03/97	02/03/97	02/03/97
blr3qt1	3	Remembering Facts 1: Mastery Test	M	1	0: 7	CL	02/03/97	02/03/97	02/03/97
blr3rl1	5	Finding the Main Ideas: Tutorial		1	0:13	C	03/12/97	03/12/97	03/12/97
blr3rl2	5	Finding the Main Ideas: Drill	M	1	0:21	C	03/12/97	03/12/97	03/12/97
blr3rt1	5	Finding the Main Ideas: Mastery Test	M	1	0: 2	CL	03/12/97	03/12/97	03/12/97
blr3sl1	6	Putting Items in Proper Seq.: Tutorial		3	0:15	C	03/12/97	03/24/97	03/24/97
blr3sl2	6	Putting Items in Proper Seq.: Drill	M	1	0: 6	C	03/24/97	03/24/97	03/24/97
blr3st1	6	Putting Items in Proper Seq.: Mastery Test	M	1	0: 9	CL	03/24/97	03/24/97	03/24/97
blr3tl1	6	Topic Sentences: Tutorial		1	0:19	C	03/24/97	03/24/97	03/24/97
blr3tl2	6	Topic Sentences: Drill	M	1	0: 2	C	03/24/97	03/24/97	03/24/97
blr3tt1	6	Topic Sentences: Mastery Test	M	1	0: 2	CL	03/24/97	03/24/97	03/24/97
blr3vl1	6	Remembering Facts 2: Tutorial		1	0:13	C	03/24/97	03/24/97	03/24/97
blr3vl2	6	Remembering Facts 2: Drill	M	1	0:17	C	03/24/97	03/24/97	03/24/97
blr3vt1	6	Remembering Facts 2: Mastery Test	M	1	0: 4	CL	03/24/97	03/24/97	03/24/97
blr3wl1	4	Characters & Events in a Story: Tutorial		3	0:13	C	02/19/97	02/19/97	02/19/97
blr3wl2	4	Characters & Events in a Story: Drill	M	1	0: 8	C	02/19/97	02/19/97	02/19/97
blr3wt1	4	Characters & Events in a Story: Mastery Test	M	1	0: 1	CL	02/19/97	02/19/97	02/19/97
blr3xl1	3	Remembering Details: Tutorial		1	0: 6	C	02/19/97	02/19/97	02/19/97
blr3xl2	3	Remembering Details: Drill	M	1	0: 7	C	02/19/97	02/19/97	02/19/97
blr3xt1	3	Remembering Details: Mastery Test	M	1	0: 3	CL	02/19/97	02/19/97	02/19/97
blr3yl1	5	Remembering Story Meanings: Tutorial		2	0:15	C	03/24/97	03/26/97	03/26/97
blr3yl2	5	Remembering Story Meanings: Drill	M	1	0: 4	C	03/26/97	03/26/97	03/26/97
blr3yt1	5	Remembering Story Meanings: Mastery Test	M	1	0: 3	CL	03/26/97	03/26/97	03/26/97
blr3zl1	5	Titles and Topic Sentences: Tutorial		1	0:10	C	03/26/97	03/26/97	03/26/97
blr3zl2	5	Titles and Topic Sentences: Drill	NM	1	0: 9	C	03/31/97	03/31/97	03/31/97
blr3zt1	5	Titles and Topic Sentences: Mastery Test	M	1	0: 2	CL	03/31/97	03/31/97	03/31/97
blr4al1	5	What Happened & Why It Happened: Tutorial		1	0:14	C	03/31/97	03/31/97	03/31/97
blr4al2	5	What Happened & Why It Happened: Drill	NM	1	0: 7	C	03/31/97	03/31/97	03/31/97
blr4at1	5	What Happened & Why it Happened: Mastery Test	M	1	0: 1	CL	03/31/97	03/31/97	03/31/97
blr4bt1	5	What Happened Next?: Mastery Test	M	1	0: 1	CL	03/31/97	03/31/97	03/31/97
blr4ql1	3	Describing How a Person Looks: Tutorial		1	0: 5	C	03/10/97	03/10/97	03/10/97
blr4ql2	3	Describing How a Person Looks: Drill	M	2	0: 9	C	03/10/97	03/10/97	03/10/97
blr4qt1	3	Describing How a Person Looks: Mastery Test	M	1	0: 7	CL	03/10/97	03/10/97	03/10/97

150

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student:

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr4rt1	3	Tell How a Person Looks & Feels: Mastery Test	M	1	0: 5	CL	03/10/97	03/10/97	03/10/97
blr4zl1	2	Personal Traits: Tutorial		1	0: 8	C	03/10/97	03/10/97	03/10/97
blr4zl2	2	Personal Traits: Drill	M	1	0: 2	C	03/10/97	03/10/97	03/10/97
blr4zt1	2	Personal Traits: Mastery Test	M	1	0: 4	CL	03/10/97	03/10/97	03/10/97
blr5il1	4	Describing Characters: Tutorial		1	0:10	C	03/10/97	03/10/97	03/10/97
blr5il2	4	Describing Characters: Drill	M	1	0: 9	C	03/10/97	03/10/97	03/10/97
blr5it1	4	Describing Characters: Mastery Test	M	1	0: 9	CL	03/12/97	03/12/97	03/12/97
blr5ml1	5	What Is Relevant?: Tutorial		1	0: 6	C	02/26/97	02/26/97	02/26/97
blr5ml2	5	What Is Relevant?: Drill	M	1	0: 4	C	02/26/97	02/26/97	02/26/97
blr5mt1	5	What is Relevant?: Mastery Test	M	1	0: 2	CL	02/26/97	02/26/97	02/26/97
}wc1al1		The Process of Communication: Tutorial		1	0: 0	S	01/29/97	01/29/97	

Total time in activities: 15:33
Average Percent Score for Drills/Applications: 100.0
Number of Tests Mastered (M):   53

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ████████ #15   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm3at3	2	Meaning of Subtraction: Mastery Test 3	M	1	0:10	CL	03/04/97	03/04/97	03/04/97
blm3bl1	3	Subtraction Facts: Tutorial		1	0:52	C	03/04/97	03/04/97	03/04/97
blm3bt1	3	Subtraction Facts: Mastery Test 1	M	1	0: 2	CL	03/04/97	03/04/97	03/04/97
blm3bt2	3	Subtraction Facts: Mastery Test 2	M	1	0: 7	CL	03/04/97	03/04/97	03/04/97
blm3cl1	3	Subtraction Skills 1: Tutorial		1	0: 9	C	03/04/97	03/04/97	03/04/97
blm3ct1	3	Subtraction Skills 1: Mastery Test 1	M	1	0: 1	CL	03/04/97	03/04/97	03/04/97
blm3ct2	3	Subtraction Skills 1: Mastery Test 2	M	1	0: 1	CL	03/04/97	03/04/97	03/04/97
blm3ct3	3	Subtraction Skills 1: Mastery Test 3	M	1	0: 2	CL	03/04/97	03/04/97	03/04/97
blm3dl1	4	Subtraction Skills 2: Tutorial		1	0:16	C	03/20/97	03/20/97	03/20/97
blm3dt1	4	Subtraction Skills 2: Mastery Test 1	M	1	0: 4	CL	03/20/97	03/20/97	03/20/97
blm3dt2	4	Subtraction Skills 2: Mastery Test 2	M	1	0: 4	CL	03/20/97	03/20/97	03/20/97
blm3el1	4	Subtraction Skills 3: Tutorial		1	0:22	C	03/20/97	03/20/97	03/20/97
blm3et1	4	Subtraction Skills 3: Mastery Test 1	M	1	0: 4	CL	03/20/97	03/20/97	03/20/97
blm3et2	4	Subtraction Skills 3: Mastery Test 2	M	1	0: 6	CL	03/20/97	03/20/97	03/20/97
blm3et3	4	Subtraction Skills 3: Mastery Test 3	M	1	0:13	CL	03/20/97	03/20/97	03/20/97
blm3fl1	4	Subtraction Skills 4: Tutorial		1	0: 0	S	03/25/97	03/25/97	
blm3ft1	4	Subtraction Skills 4: Mastery Test	M	1	0:14	CL	03/25/97	03/25/97	03/25/97
blm4al1	3	Meaning of Multiplication: Tutorial		1	0:27	C	03/25/97	03/25/97	03/25/97
blm4at1	3	Meaning of Multiplication: Mastery Test 1	M	1	0: 3	CL	03/25/97	03/25/97	03/25/97
blm4at2	3	Meaning of Multiplication: Mastery Test 2	M	1	0: 2	CL	03/25/97	03/25/97	03/25/97
blm4bl1	3	Multiplication Facts 1: Tutorial		1	0:26	C	03/25/97	03/25/97	03/25/97
blm4bt1	3	Multiplication Facts 1: Mastery Test 1	M	1	0: 6	CL	04/01/97	04/01/97	04/01/97
blm4bt2	3	Multiplication Facts 1: Mastery Test 2	M	1	0:17	CL	04/01/97	04/01/97	04/01/97
blm4cl1	4	Multiplication Facts 2: Tutorial		1	0:35	C	04/01/97	04/01/97	04/01/97
blm4ct1	4	Multiplication Facts 2: Mastery Test 1	M	1	0: 4	CL	04/01/97	04/01/97	04/01/97
blm4ct2	4	Multiplication Facts 2: Mastery Test 2	M	1	0: 5	CL	04/01/97	04/01/97	04/01/97
blm4dl1	4	Multiplication Properties 1: Tutorial		1	0:34	C	04/01/97	04/01/97	04/01/97
blm6al1	3	Meaning of Fractions: Tutorial		1	0:24	S	03/25/97	03/25/97	

Total time in activities: 34:35
Average Percent Score for Drills/Applications: 91.0
Number of Tests Mastered (M):   64

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ██████████ ▓▓

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	56	328:14	S	04/24/95	03/31/97	
aalad2		Integer Sum: Drill 2	69	1	0: 5	C	02/10/97	02/10/97	02/10/97
aalal1	9	Integer Sum: Tutorial		3	0:54	C	02/05/97	02/10/97	02/10/97
aalal2	9	Integer Sum: Drill 1	100	1	0: 2	C	02/10/97	02/10/97	02/10/97
aalal3	9	Integer Sum: Review	100	1	0: 3	C	02/10/97	02/10/97	02/10/97
aalat1	9	Integer Sum: Test 1	M	1	0: 1	CL	02/10/97	02/10/97	02/10/97
aalat2	9	Integer Sum: Test 2	M	1	0: 1	CL	02/10/97	02/10/97	02/10/97
aalbd2		Integer Difference: Drill 2	50	5	0:14	C	02/10/97	02/12/97	02/10/97
aalbl1	9	Integer Difference: Tutorial		4	0:57	C	02/10/97	02/12/97	02/10/97
aalbl2	9	Integer Difference: Drill 1	66	3	0: 8	C	02/10/97	02/10/97	02/10/97
aalbl3	9	Integer Difference: Review	50	1	0: 4	C	02/10/97	02/10/97	02/10/97
aalbt1	9	Integer Difference: Mastery Test	M	3	0: 3	CL	02/10/97	02/12/97	02/12/97
aalcl1	9	Integer Product and Quotient: Tutorial		2	0:41	C	02/12/97	02/17/97	02/17/97
aalcl2	9	Integer Product and Quotient: Drill	100	1	0: 2	C	02/17/97	02/17/97	02/17/97
aalcl3	9	Integer Product and Quotient: Review	80	1	0: 2	C	02/17/97	02/17/97	02/17/97
aalct1	9	Integer Product and Quotient: Test 1	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
aalct2	9	Integer Product and Quotient: Test 2	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
aaldl1	9	Fractional Numbers: Add. & Sub.: Tutorial		3	1: 2	C	02/17/97	03/31/97	02/17/97
alm1bl1	8	Exponents: Tutorial		10	1:56	C	01/13/97	01/15/97	01/13/97
alm1bl2	8	Exponents: Application	100	7	0:12	C	01/15/97	02/19/97	01/15/97
alm1bt1	8	Exponents: Test 1	M	1	0: 1	C	01/15/97	01/15/97	01/15/97
alm1bt2	8	Exponents: Test 2	M	1	0: 2	C	01/15/97	01/15/97	01/15/97
alm1bt3	8	Exponents: Test 3	M	3	0: 3	C	01/15/97	01/15/97	01/15/97
alm1bt4	8	Exponents: Test 4	M	1	0: 3	C	01/15/97	01/15/97	01/15/97
alm1cl1	7	Adding & Subtracting Integers: Tutorial		2	1:22	C	12/11/96	01/06/97	12/11/96
alm1cl2	7	Adding & Subtracting Integers: Application	66	5	0:12	C	12/11/96	01/06/97	12/11/96
alm1ct1	7	Adding and Subtracting Integers: Test 1	M	1	0: 1	C	12/11/96	12/11/96	12/11/96
alm1ct2	7	Adding and Subtracting Integers: Test 2	M	5	0:10	CL	12/11/96	01/06/97	01/06/97
alm1dl1	7	Multiplying & Dividing Integers: Tutorial		1	0:24	C	01/06/97	01/06/97	01/06/97
alm1dl2	7	Multiplying & Dividing Integers: Application	71	2	0: 7	C	01/06/97	01/06/97	01/06/97
alm1dt1	7	Multiplying & Dividing Integers: Test 1	M	1	0: 1	C	01/06/97	01/06/97	01/06/97
alm1dt2	7	Multiplying & Dividing Integers: Test 2	M	2	0: 3	CL	01/06/97	01/06/97	01/06/97
alm2al1	7	Variables: Tutorial		9	5: 0	C	01/15/97	02/19/97	02/03/97
alm2al2	7	Variables: Application	50	5	0:34	C	02/03/97	02/19/97	02/03/97
alm2at1	7	Variables: Test 1	M	1	0: 1	C	02/03/97	02/03/97	02/03/97
alm2at2	7	Variables: Test 2	M	2	0:18	C	02/03/97	02/05/97	02/05/97
alm2at3	7	Variables: Test 3	M	4	0:46	C	02/03/97	02/19/97	02/19/97
alm2bl1	8	Monomials: Tutorial		6	2:30	C	02/03/97	03/10/97	03/10/97
alm2bl2	8	Monomials: Application	60	6	0:30	C	03/10/97	03/12/97	03/10/97
alm2bt1	8	Monomials: Test 1	M	4	0:10	CL	03/10/97	03/12/97	03/12/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Student: ████████████

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Code Key:

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alm2bt2	8	Monomials: Test 2	M	2	0: 3	C	03/10/97	03/10/97	03/10/97
alm2bt3	8	Monomials: Test 3	M	3	0: 7	C	03/10/97	03/10/97	03/10/97
alm2bt4	8	Monomials: Test 4	M	3	0: 5	C	03/10/97	03/10/97	03/10/97
alm2cl1	8	Binomials: Tutorial		2	1:27	C	03/12/97	03/24/97	03/12/97
alm2cl2	8	Binomials: Application	50	9	1:42	C	03/12/97	03/31/97	03/24/97
alm2ct1	8	Binomials: Test 1	M	4	0:14	C	03/24/97	03/26/97	03/26/97
alm2ct2	8	Binomials: Test 2	M	5	0:30	C	03/24/97	03/26/97	03/26/97
alm2ct3	8	Binomials: Test 3	M	7	0:31	CL	03/24/97	03/31/97	03/31/97
alm2ct4	8	Binomials: Test 4	M	2	0:11	C	03/24/97	03/24/97	03/24/97
alm6al1	7	Percents - Part 1: Tutorial		1	0:22	C	01/08/97	01/08/97	01/08/97
alm6al2	7	Percents - Part 1: Application	90	4	0: 9	C	01/08/97	01/08/97	01/08/97
alm6at1	7	Percents - Part 1: Test 1	M	2	0: 4	C	01/08/97	01/08/97	01/08/97
alm6at2	7	Percents - Part 1: Test 2	M	2	0: 3	CL	01/08/97	01/08/97	01/08/97
alm6at3	7	Percents - Part 1: Test 3	M	1	0: 0	C	01/08/97	01/08/97	01/08/97
alm6at4	7	Percents - Part 1: Test 4	M	2	0: 4	CL	01/08/97	01/08/97	01/08/97
alm6bl1	7	Percents - Part 2: Tutorial		1	0:28	C	01/08/97	01/08/97	01/08/97
alm6bl2	7	Percents - Part 2: Application	16	1	0: 4	C	01/08/97	01/08/97	01/08/97
alm6bt1	7	Percents - Part 2: Test 1	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
alm6bt2	7	Percents - Part 2: Test 2	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
alm6bt3	7	Percents - Part 2: Test 3	M	1	0: 1	CL	01/08/97	01/08/97	01/08/97
alr6bt1	10	How to Read a Review: Mastery Test	NM	6	0:31	SL	06/26/96	03/31/97	
bl14el1	3	The Basics of Punctuation: Tutorial		2	0: 4	S	03/31/97	03/31/97	
blm1al1	1	Whole Numbers 0-9: Tutorial		2	0: 1	S	11/27/96	03/31/97	
blm3al1	2	Meaning of Subtraction: Tutorial		1	0: 0	S	02/19/97	02/19/97	
blm5l11	6	Division - Review II: Review		1	0: 1	S	11/27/96	11/27/96	
blm6nl1	6	Dividing Fractions 1: Tutorial		1	0:28	C	11/13/96	11/13/96	11/13/96
blm6nl2	6	Dividing Fractions 1: Drill	100	1	0: 4	C	11/13/96	11/13/96	11/13/96
blm6nt1	6	Dividing Fractions 1: Mastery Test 1	M	1	0: 2	CL	11/13/96	11/13/96	11/13/96
blm6nt2	6	Dividing Fractions 1: Mastery Test 2	M	1	0: 0	CL	11/13/96	11/13/96	11/13/96
blm6ol1	7	Dividing Fractions 2: Tutorial		1	0:28	C	11/13/96	11/13/96	11/13/96
blm6ol2	7	Dividing Fractions 2: Drill	95	1	0: 8	C	11/13/96	11/13/96	11/13/96
blm6ot1	7	Dividing Fractions 2: Mastery Test 1	M	1	0: 2	CL	11/13/96	11/13/96	11/13/96
blm6ot2	7	Dividing Fractions 2: Mastery Test 2	M	1	0: 5	CL	11/13/96	11/13/96	11/13/96
blm6pl1	7	Mult. & Dividing Mixed Numbers 1: Tutorial		2	0:49	C	11/13/96	11/20/96	11/20/96
blm6pl2	7	Mult. & Dividing Mixed Numbers 1: Drill	93	3	0:45	C	11/20/96	11/20/96	11/20/96
blm6pt1	7	Mult. & Dividing Mixed Numbers: Mastery Test 1	M	3	0:26	CL	11/20/96	11/20/96	11/20/96
blm6pt2	7	Mult. & Dividing Mixed Numbers: Mastery Test 2	M	1	0: 5	CL	11/20/96	11/20/96	11/20/96
blm6ql1	7	Mult. & Dividing Mixed Numbers 2: Tutorial		1	0:23	C	11/25/96	11/25/96	11/25/96
blm6ql2	7	Mult. & Dividing Mixed Numbers 2: Drill	100	2	0: 9	C	11/25/96	11/25/96	11/25/96
blm6qt1	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 1	M	1	0: 8	C	11/25/96	11/25/96	11/25/96
blm6qt2	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 2	M	2	0:18	CL	11/25/96	11/25/96	11/25/96

ERIC
Full Text Provided by ERIC

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Code Key:

Student: ████████ **#9**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm6rl1	7	Multiplication and Division: Review		1	0:32	C	11/25/96	11/25/96	11/25/96
blm6rl2	7	Multiplication and Division: Practice		2	0:40	C	11/25/96	11/27/96	11/27/96
blm7dl1	6	Multiplying Decimals: Tutorial		2	0:33	C	12/04/96	12/09/96	12/09/96
blm7dl2	6	Multiplying Decimals: Drill	78	1	0: 7	C	12/09/96	12/09/96	12/09/96
blm7dt1	6	Multiplying Decimals: Mastery Test 1	M	1	0: 2	CL	12/09/96	12/09/96	12/09/96
blm7dt2	6	Multiplying Decimals: Mastery Test 2	M	1	0: 2	CL	12/09/96	12/09/96	12/09/96
blm7dt3	6	Multiplying Decimals: Mastery Test 3	M	1	0: 3	CL	12/09/96	12/09/96	12/09/96
blm7el1	6	Dividing Decimals: Tutorial 1		1	0:22	C	11/27/96	11/27/96	11/27/96
blm7el2	6	Dividing Decimals: Tutorial 2		2	0:44	C	11/27/96	12/02/96	12/02/96
blm7el3	6	Dividing Decimals: Drill	92	7	0:52	C	12/02/96	12/04/96	12/02/96
blm7et1	6	Dividing Decimals: Mastery Test 1	M	7	0:25	CL	12/04/96	12/04/96	12/04/96
blm7et2	6	Dividing Decimals: Mastery Test 2	M	2	0: 5	C	12/04/96	12/04/96	12/04/96
blm7et3	6	Dividing Decimals: Mastery Test 3	M	1	0: 3	C	12/04/96	12/04/96	12/04/96
blm8cl1	7	Percent Concepts 1: Tutorial		· 1	0:16	C	12/09/96	12/09/96	12/09/96
blm8cl2	7	Percent Concepts 1: Drill	95	3	0:10	C	12/09/96	12/11/96	12/09/96
blm8ct1	7	Percent Concepts 1: Mastery Test 1	M	1	0: 1	C	12/09/96	12/09/96	12/09/96
blm8ct2	7	Percent Concepts 1: Mastery Test 2	M	1	0: 1	C	12/09/96	12/09/96	12/09/96
blm8ct3	7	Percent Concepts 1: Mastery Test 3	M	2	0: 6	C	12/09/96	12/09/96	12/09/96
blm8ct4	7	Percent Concepts 1: Mastery Test 4	M	1	0: 1	C	12/09/96	12/09/96	12/09/96
blm8dl1	7	Percent Concepts 2: Tutorial	.	3	0:37	C	12/09/96	02/05/97	12/09/96
blm8dl2	7	Percent Concepts 2: Drill	77	2	0:13	C	12/09/96	12/11/96	12/09/96
blm8dt1	7	Percent Concepts 2: Mastery Test 1	M	3	0: 4	C	12/09/96	12/11/96	12/11/96
blm8dt2	7	Percent Concepts 2: Mastery Test 2	M	1	0: 2	C	12/09/96	12/09/96	12/09/96
blm8dt3	7	Percent Concepts 2: Mastery Test 3	M	2	0: 4	C	12/09/96	12/11/96	12/11/96
blm8dt4	7	Percent Concepts 2: Mastery Test 4	M	1	0: 2	C	12/09/96	12/09/96	12/09/96

Total time in activities:	35:58
Average Percent Score for Drills/Applications:	77.0
Number of Tests Mastered (M):	53

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2

Code Key:

Student: ██████████ #10

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	125	244:50	S	04/24/95	03/31/97	
alm1cl1	7	Adding & Subtracting Integers: Tutorial		2	0:59	C	02/17/97	02/19/97	02/19/97
alm1cl2	7	Adding & Subtracting Integers: Application	50	1	0:19	C	02/19/97	02/19/97	02/19/97
alm1ct1	7	Adding and Subtracting Integers: Test 1	M	1	0: 1	CL	02/19/97	02/19/97	02/19/97
alm1ct2	7	Adding and Subtracting Integers: Test 2	M	1	0: 2	CL	02/19/97	02/19/97	02/19/97
alm1dl1	7	Multiplying & Dividing Integers: Tutorial		1	0: 9	C	02/24/97	02/24/97	02/24/97
alm1dt1	7	Multiplying & Dividing Integers: Test 1	M	1	0: 1	CL	02/24/97	02/24/97	02/24/97
alm1dt2	7	Multiplying & Dividing Integers: Test 2	M	1	0: 3	CL	02/24/97	02/24/97	02/24/97
alm2al1	7	Variables: Tutorial		4	4:13	C	02/24/97	03/24/97	03/24/97
alm2al2	7	Variables: Application	70	1	0:18	C	03/24/97	03/24/97	03/24/97
alm2at1	7	Variables: Test 1	M	1	0: 4	CL	03/24/97	03/24/97	03/24/97
alm2at2	7	Variables: Test 2	M	1	0: 8	CL	03/24/97	03/24/97	03/24/97
alm2at3	7	Variables: Test 3	M	1	0:14	CL	03/24/97	03/24/97	03/24/97
alm5al1	7	Metric Measurement: Tutorial		3	1:46	C	03/24/97	03/31/97	03/31/97
alm5al2	7	Metric Measurement: Application	50	1	0:28	C	03/31/97	03/31/97	03/31/97
alm5at1	7	Metric Measurement: Test 1	M	2	0: 8	CL	03/31/97	03/31/97	03/31/97
alm5at2	7	Metric Measurement: Test 2	NM	2	0:11	SL	03/31/97	03/31/97	
alr1cl1	10	Locating Supporting Details: Tutorial		2	0:22	C	12/04/96	12/04/96	12/04/96
alr1cl2	10	Locating Supporting Details: Application	NM	1	0:12	C	12/04/96	12/04/96	12/04/96
alr1ct1	10	Locating Supporting Details: Mastery Test	M	2	0:35	CL	12/04/96	12/04/96	12/04/96
bl11gl1	4	What is a Noun?: Tutorial		1	0: 0	S	02/12/97	02/12/97	
blm2il1	4	Addition: Review		1	0: 6	C	01/22/97	01/22/97	01/22/97
blm2il2	4	Addition: Practice		1	0: 0	S	01/22/97	01/22/97	
blm4ml1	7	Multiplication Skills 7: Tutorial		1	0:40	S	01/13/97	01/13/97	
blm4mt1	7	Multiplication Skills 7: Mastery Test 1	M	1	0: 3	CL	01/13/97	01/13/97	01/13/97
blm4mt2	7	Multiplication Skills 7: Mastery Test 2	M	1	0: 7	CL	01/13/97	01/13/97	01/13/97
blm6ml1	6	Multiplying Fractions: Tutorial		1	0:19	C	01/13/97	01/13/97	01/13/97
blm6mt1	6	Multiplying Fractions: Mastery Test 1	M	1	0: 1	CL	01/13/97	01/13/97	01/13/97
blm6mt2	6	Multiplying Fractions: Mastery Test 2	M	1	0: 1	CL	01/13/97	01/13/97	01/13/97
blm6mt3	6	Multiplying Fractions: Mastery Test 3	M	1	0: 2	CL	01/13/97	01/13/97	01/13/97
blm6nl1	6	Dividing Fractions 1: Tutorial		2	0:37	C	01/13/97	01/15/97	01/15/97
blm6nt1	6	Dividing Fractions 1: Mastery Test 1	M	1	0: 6	CL	01/15/97	01/15/97	01/15/97
blm6nt2	6	Dividing Fractions 1: Mastery Test 2	M	1	0:10	CL	01/15/97	01/15/97	01/15/97
blm6ol1	7	Dividing Fractions 2: Tutorial		2	1:36	C	01/15/97	01/22/97	01/22/97
blm6ot1	7	Dividing Fractions 2: Mastery Test 1	M	1	0: 1	CL	01/22/97	01/22/97	01/22/97
blm6ot2	7	Dividing Fractions 2: Mastery Test 2	M	1	0: 5	CL	01/22/97	01/22/97	01/22/97
blm7bl1	7	Decimal Fractions 2: Tutorial		1	0:38	C	01/22/97	01/22/97	01/22/97
blm7bl2	7	Decimal Fractions 2: Drill	94	1	0:18	C	01/27/97	01/27/97	01/27/97
blm7bt1	7	Decimal Fractions 2: Mastery Test 1	M	3	0: 7	CL	01/22/97	01/27/97	01/27/97
blm7bt2	7	Decimal Fractions 2: Mastery Test 2	M	2	0: 9	CL	01/22/97	01/27/97	01/27/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ███████████ **#10**   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm7bt3	7	Decimal Fractions 2: Mastery Test 3	M	1	0: 3	CL	01/27/97	01/27/97	01/27/97
blm7cl1	6	Adding & Subtracting Decimals: Tutorial		1	0: 0	S	01/27/97	01/27/97	
blm7ct1	6	Adding & Subtracting Decimals: Mastery Test 1	M	1	0: 1	CL	01/27/97	01/27/97	01/27/97
blm7ct2	6	Adding & Subtracting Decimals: Mastery Test 2	M	1	0: 2	CL	01/27/97	01/27/97	01/27/97
blm7ct3	6	Adding & Subtracting Decimals: Mastery Test 3	M	1	0: 2	CL	01/27/97	01/27/97	01/27/97
blm7ct4	6	Adding & Subtracting Decimals: Mastery Test 4	M	1	0: 2	CL	01/27/97	01/27/97	01/27/97
blm7dl1	6	Multiplying Decimals: Tutorial		1	0:40	C	01/27/97	01/27/97	01/27/97
blm7dt1	6	Multiplying Decimals: Mastery Test 1	M	1	0: 3	CL	01/27/97	01/27/97	01/27/97
blm7dt2	6	Multiplying Decimals: Mastery Test 2	M	1	0: 2	CL	01/27/97	01/27/97	01/27/97
blm7dt3	6	Multiplying Decimals: Mastery Test 3	M	1	0: 2	CL	01/27/97	01/27/97	01/27/97
blm7el1	6	Dividing Decimals: Tutorial 1		1	0:52	C	02/03/97	02/03/97	02/03/97
blm7el2	6	Dividing Decimals: Tutorial 2		2	0:52	C	02/03/97	02/10/97	02/10/97
blm7el3	6	Dividing Decimals: Drill	96	1	0:11	C	02/10/97	02/10/97	02/10/97
blm7et1	6	Dividing Decimals: Mastery Test 1	M	2	0:29	CL	02/03/97	02/10/97	02/10/97
blm7et2	6	Dividing Decimals: Mastery Test 2	M	1	0:16	CL	02/10/97	02/10/97	02/10/97
blm7et3	6	Dividing Decimals: Mastery Test 3	M	1	0:11	CL	02/10/97	02/10/97	02/10/97
blm8bl1	7	Proportion Concepts: Tutorial		4	1:40	C	02/10/97	02/12/97	02/12/97
blm8bl2	7	Proportion Concepts: Drill	100	1	0:10	C	02/17/97	02/17/97	02/17/97
blm8bt1	7	Proportion Concepts: Mastery Test 1	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
blm8bt2	7	Proportion Concepts: Mastery Test 2	M	1	0: 2	CL	02/17/97	02/17/97	02/17/97
blm8dl1	7	Percent Concepts 2: Tutorial		1	0:20	C	02/17/97	02/17/97	02/17/97
blm8dt1	7	Percent Concepts 2: Mastery Test 1	M	1	0: 5	CL	02/17/97	02/17/97	02/17/97
blm8dt2	7	Percent Concepts 2: Mastery Test 2	M	1	0: 4	CL	02/17/97	02/17/97	02/17/97
blm8dt3	7	Percent Concepts 2: Mastery Test 3	M	1	0: 1	CL	02/17/97	02/17/97	02/17/97
blm8dt4	7	Percent Concepts 2: Mastery Test 4	M	1	0: 9	CL	02/17/97	02/17/97	02/17/97
blr1at1	3	Simple Verb Endings: Mastery Test	NM	3	0: 7	S	05/10/95	01/02/97	
blr2cl1	6	Prepositions: on/at/in: Tutorial		2	0: 6	C	10/09/96	11/25/96	10/09/96
blr2ct1	6	Prepositions: on/at/in: Mastery Test	M	2	0: 4	CL	10/09/96	11/25/96	10/09/96
blr30411	6	The Main Idea of the Story: Tutorial		2	0:24	C	11/20/96	11/25/96	11/25/96
blr304t1	6	The Main Idea of the Story: Mastery Test	M	1	0: 6	CL	11/25/96	11/25/96	11/25/96
blr30511	6	Placing Events in Order: Tutorial		3	0: 8	C	11/25/96	11/27/96	11/25/96
blr30512	6	Placing Events in Order: Drill	NM	5	0:15	C	11/25/96	11/27/96	11/25/96
blr305t1	6	Placing Events in Order: Mastery Test	NM	7	1:23	SL	11/25/96	11/27/96	
blr30611	6	Using Evidence to Support Main Ideas: Tutorial	M	4	0:42	C	11/27/96	12/02/96	12/02/96
blr30612	6	Using Evidence to Support Main Ideas: Drill	NM	2	0:17	C	12/02/96	12/04/96	12/04/96
blr306t1	6	Using Evid. to Support Main Ideas: Mastery Test	M	2	0:18	C	11/27/96	12/02/96	12/02/96
blr30711	6	Interpreting What You Read: Review	NM	7	2:41	C	12/09/96	12/11/96	12/11/96
blr30712	6	Using the Want Ads to Find a Car to Buy: Appl.		1	0:12	C	12/11/96	12/11/96	12/11/96
blr3ul1	6	Remembering What You Read: Review	M	3	2:26	C	11/13/96	11/20/96	11/20/96
blr3vl1	6	Remembering Facts 2: Tutorial		1	0:20	C	11/20/96	11/20/96	11/20/96
blr3vt1	6	Remembering Facts 2: Mastery Test	M	1	0:23	CL	11/20/96	11/20/96	11/20/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.mw2   Code Key:

Student: ■■■■■■■▶ 🖊10   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr5el1	6	Real Life or Fantasy: Tutorial		1	0: 8	C	12/09/96	12/09/96	12/09/96
blr5et1	6	Real Life or Fantasy: Mastery Test	M	1	0: 4	CL	12/09/96	12/09/96	12/09/96
blr5gl1	6	Information or Entertainment: Tutorial		1	0:12	C	12/09/96	12/09/96	12/09/96
blr5gt1	6	Information or Entertainment: Mastery Test	M	1	0: 3	CL	12/09/96	12/09/96	12/09/96
blr5hl1	6	Making Judgments: Tutorial		1	0: 6	S	12/09/96	12/09/96	
blr5ol1	7	The Author and Your Conclusions: Review	M	2	1:37	C	01/06/97	01/08/97	01/08/97
blr5tl1	8	Separating Facts from Opinions: Review	NM	1	0:31	C	01/08/97	01/08/97	01/08/97
blr5tl2	8	Reading the Entertainment Section: Application		1	0:32	C	01/08/97	01/08/97	01/08/97
glslangat		FASTRACK Language Arts Assessment Tests		2	0: 1	S	06/19/95	02/12/97	

                    Total time in activities: 34:45
        Average Percent Score for Drills/Applications: 76.7
                    Number of Tests Mastered (M):   46

TRO PLATO   FASTRACK Report   Date: 04/03/97

Student: ████████ #10
famname:

TRO PLATO Grade Level Data

Area	Initial Grade	Date	Current Grade	Date	Grade Gain	Time on Task
glsl0lang	NONE		2.0	03/24/97		0:00
glsm0math	NONE		7.6	03/31/97		47:14
glsr0read	NONE		8.0	01/08/97		101:44

						148:58

External Grade Level Data

Area	Initial Grade	Date	Final Grade	Date	Grade Gain	Source
Language	3.0	04/24/95				
Math	2.3	04/24/95				
Reading	5.6	04/24/95				

AREA KEY
    Area Name: glsl0lang
    Area Title: Language Arts Curriculum

    Area Name: glsm0math
    Area Title: Math Curriculum

    Area Name: glsr0read
    Area Title: Reading Curriculum

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STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: ▮▮▮▮▮▮ #11

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	14	25:39	S	11/07/96	03/11/97	
alw1al1	7	Spelling Rules: Tutorial		4	0:42	C	12/05/96	12/05/96	12/05/96
alw1al2	7	Spelling Rules: Application	80	2	0: 6	C	12/05/96	12/05/96	12/05/96
alw1at1	7	Spelling Rules: Mastery Test	M	1	0: 2	C	12/05/96	12/05/96	12/05/96
alw1bl1	7	More Spelling Rules: Tutorial		3	0:41	C	12/05/96	12/12/96	12/05/96
alw1bl2	7	More Spelling Rules: Application	80	3	0:12	C	12/12/96	12/12/96	12/12/96
alw1bt1	7	More Spelling Rules: Mastery Test	M	2	0: 5	C	12/12/96	12/12/96	12/12/96
alw1dl1	7	Commonly Misspelled Words: Tutorial		6	3:26	C	12/12/96	01/09/97	01/07/97
alw1dl2	7	Commonly Misspelled Words: Application	100	1	0:17	C	01/07/97	01/07/97	01/07/97
alw1dt1	7	Commonly Misspelled Words: Mastery Test	NM	3	0: 6	S	01/07/97	01/09/97	
bll1gd2		What is a Noun?: Drill 2	80	1	0: 5	C	11/07/96	11/07/96	11/07/96
bll1gl1	4	What is a Noun?: Tutorial		4	0:32	C	11/07/96	11/07/96	11/07/96
bll1gl2	4	What is a Noun?: Drill 1	100	1	0: 6	C	11/07/96	11/07/96	11/07/96
bll1gt1	4	What is a Noun?: Mastery Test	M	1	0: 3	C	11/07/96	11/07/96	11/07/96
bll1hl1	4	Two Kinds of Nouns: Tutorial		2	0:26	C	11/07/96	11/07/96	11/07/96
bll1hl2	4	Two Kinds of Nouns: Drill	100	1	0: 2	C	11/07/96	11/07/96	11/07/96
bll1ht1	4	Two Kinds of Nouns: Mastery Test	M	1	0: 2	CL	11/07/96	11/07/96	11/07/96
bll1id2		More Kinds of Nouns: Drill 2	70	1	0: 4	C	11/19/96	11/19/96	11/19/96
bll1il1	4	More Kinds of Nouns: Tutorial		4	0:31	C	11/07/96	11/19/96	11/19/96
bll1il2	4	More Kinds of Nouns: Drill 1	50	1	0: 5	C	11/19/96	11/19/96	11/19/96
bll1it1	4	More Kinds of Nouns: Mastery Test 1	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
bll1it2		More Kinds Of Nouns: Mastery Test 2	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
bll3dl1	3	More Than One: Review 1		1	0:11	C	01/14/97	01/14/97	01/14/97
bll3dl2		More Than One: Review 2		1	0:14	C	01/14/97	01/14/97	01/14/97
bll3jd2		How to Form Possessives: Drill 2	80	1	0: 5	C	11/19/96	11/19/96	11/19/96
bll3jl1	3	How to Form Possessives: Tutorial		1	0:24	C	11/19/96	11/19/96	11/19/96
bll3jl2	3	How to Form Possessives: Drill 1	80	1	0: 5	C	11/19/96	11/19/96	11/19/96
bll3jt1	3	How to Form Possessives: Mastery Test	M	1	0: 2	CL	11/19/96	11/19/96	11/19/96
bll3kl1	3	Using Possessives: Tutorial		1	0:10	S	11/19/96	11/19/96	
bll3ml1	3	Possessives: Review 1		1	0:15	S	01/14/97	01/14/97	
bll3ml2		Possessives: Review 2		1	0:21	S	01/14/97	01/14/97	
bll4bd2		Proper Nouns and Capitals: Drill 2	70	1	0: 5	C	01/28/97	01/28/97	01/28/97
bll4bl1	3	Proper Nouns and Capitals: Tutorial		1	0:36	C	01/28/97	01/28/97	01/28/97
bll4bl2	3	Proper Nouns and Capitals: Drill 1	90	1	0: 5	C	01/28/97	01/28/97	01/28/97
bll4bt1	3	Proper Nouns and Capitals: Mastery Test	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
bll4cd2		Titles and Capital Letters: Drill 2	40	2	1: 9	C	01/23/97	01/23/97	01/23/97
bll4cl1	3	Titles and Capital Letters: Tutorial		1	0:23	C	01/23/97	01/23/97	01/23/97
bll4cl2	3	Titles and Capital Letters: Drill 1	80	1	0: 6	C	01/23/97	01/23/97	01/23/97
bll4ed2		The Basics of Punctuation: Drill 2	50	1	0: 7	C	01/28/97	01/28/97	01/28/97
bll4el1	3	The Basics of Punctuation: Tutorial		1	0:15	C	01/28/97	01/28/97	01/28/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ████████████ ▟▚▚

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Code Key		
C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
bll4el2	3	The Basics of Punctuation: Drill 1	70	1	0: 6	C	01/28/97	01/28/97	01/28/97
bll4etl	3	The Basics of Punctuation: Mastery Test	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
bll4fll	3	Commas: Tutorial		1	0:14	S	01/28/97	01/28/97	
blmlall	1	Whole Numbers 0-9: Tutorial		1	0:32	C	11/21/96	11/21/96	11/21/96
blmlal2	1	Whole Numbers 0-9: Drill	100	1	0: 8	C	11/21/96	11/21/96	11/21/96
blmlatl	1	Whole Numbers 0-9: Mastery Test 1	NM	1	0: 2	SL	11/21/96	11/21/96	
blmlat2	1	Whole Numbers 0-9: Mastery Test 2	M	1	0: 2	CL	11/21/96	11/21/96	11/21/96
blmlat3	1	Whole Numbers 0-9: Mastery Test 3	M	1	0: 3	CL	11/21/96	11/21/96	11/21/96
blmlat4	1	Whole Numbers 0-9: Mastery Test 4	M	1	0: 1	CL	11/21/96	11/21/96	11/21/96
blmlbll	1	Counting Numbers: Tutorial		1	0:15	C	11/21/96	11/21/96	11/21/96
blmlbl2	1	Counting Numbers: Drill	100	1	0: 6	C	11/21/96	11/21/96	11/21/96
blrlbll	2	Basic Contractions with Pronouns: Tutorial		2	0:29	C	11/14/96	02/27/97	02/27/97
blrlbl2	2	Basic Contractions w/Pronouns: Drill	M	1	0: 4	C	02/27/97	02/27/97	02/27/97
blrlbtl	2	Basic Contractions w/Pronouns: Mastery Test	M	· 1	0: 1	CL	02/27/97	02/27/97	02/27/97
blrlcll	3	Abbreviations: Tutorial		1	0:13	C	11/14/96	11/14/96	11/14/96
blrldll	3	Easy Compound Words: Tutorial		2	0:11	C	11/14/96	11/14/96	11/14/96
blrldl2	3	Easy Compound Words: Drill	M	1	0:18	C	11/14/96	11/14/96	11/14/96
blrldtl	3	Easy Compound Words: Mastery Test	M	1	0: 8	CL	11/14/96	11/14/96	11/14/96
blrlell	3	Basic Word Building: Review	NM	1	0:22	C	11/14/96	11/14/96	11/14/96
blrlfll	4	More Compound Words: Tutorial		1	0: 7	C	11/14/96	11/14/96	11/14/96
blrlfl2	4	More Compound Words: Drill	M	1	0: 5	C	11/14/96	11/14/96	11/14/96
blrlftl	4	More Compound Words: Mastery Test	M	1	0: 5	CL	11/14/96	11/14/96	11/14/96
blrlgll	2	Verbs Ending in E: Tutorial		1	0:19	C	02/27/97	02/27/97	02/27/97
blrlgl2	2	Verbs Ending in E: Drill	M	1	0: 2	C	02/27/97	02/27/97	02/27/97
blrlgtl	2	Verbs Ending in E: Mastery Test	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blrlhll	3	Contractions of NOT: Tutorial		1	0:12	C	02/27/97	02/27/97	02/27/97
blrlhl2	3	Contractions of NOT: Drill	M	1	0: 5	C	02/27/97	02/27/97	02/27/97
blrlhtl	3	Contractions of NOT: Mastery Test	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blrlill	3	More Basic Word Building: Review	M	1	0:13	C	02/27/97	02/27/97	02/27/97
blrljll	2	Verb Endings After Consonants: Tutorial		1	0:15	C	02/27/97	02/27/97	02/27/97
blr2all	3	Predicting Words: Tutorial		2	0:10	S	03/11/97	03/11/97	
blr2atl	3	Predicting Words: Mastery Test	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
blr2mll	3	Synonyms: Tutorial		3	0:41	C	01/28/97	03/11/97	03/11/97
blr2ml2	3	Synonyms: Drill	NM	1	0: 5	C	03/11/97	03/11/97	03/11/97
blr2mtl	3	Synonyms: Mastery Test	M	1	0: 2	CL	03/11/97	03/11/97	03/11/97
blr3kll	4	Getting the Facts: Tutorial		2	0:12	S	01/14/97	01/14/97	
blr3ktl	4	Getting the Facts: Mastery Test	M	1	0: 6	CL	01/14/97	01/14/97	01/14/97
blr3wtl	4	Characters & Events in a Story: Mastery Test	M	1	0: 2	CL	01/14/97	01/14/97	01/14/97
blr3xll	3	Remembering Details: Tutorial		2	1:44	S	01/16/97	01/16/97	
blr3xtl	3	Remembering Details: Mastery Test	NM	1	0: 4	SL	01/14/97	01/14/97	
blral.2cat	-1	Part 2: Assessment		1	0: 2	S	03/11/97	03/11/97	

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STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ▓▓▓▓▓▓▓ **#11**

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
glslangat		FASTRACK Language Arts Assessment Tests		1	0:14	C	12/05/96	12/05/96	12/05/96
glsreadat		FASTRACK Reading Assessment Tests		1	0: 6	S	12/05/96	12/05/96	
}wc1a11		The Process of Communication: Tutorial		2	0: 2	S	02/27/97	02/27/97	
}wc1b11		The Context of Communication: Tutorial		1	0: 1	S	02/27/97	02/27/97	
}wc3a11		A Speaker's Preparation: Tutorial		2	0: 1	S	11/21/96	01/07/97	
}wc3at2		A Speaker's Preparation: Mastery Test 2	NM	1	0: 0	SL	01/07/97	01/07/97	

Total time in activities: 20:25

Average Percent Score for Drills/Applications: 78.9

Number of Tests Mastered (M): 27

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 26

Class: paino.tr2

Code Key:

Student: ████████ **#12**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library ████████

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	48	123:27	S	09/10/96	04/01/97	
alr1el1	10	Understanding Logical Relationships 2: Tutorial		2	0:15	C	01/23/97	01/23/97	01/23/97
alr1et1	10	Understanding Logical Relationships 2: Test 1	M	2	0:59	CL	01/23/97	01/23/97	01/23/97
alr1et2	10	Understanding Logical Relationships 2: Test 2	M	1	0: 3	CL	01/23/97	01/23/97	01/23/97
alr1fl1	10	Inferring the Answer: Tutorial		2	0:15	C	01/09/97	01/14/97	01/09/97
alr1fl2	10	Inferring the Answer: Application	M	2	0:33	C	01/09/97	01/14/97	01/09/97
alr1ft1	10	Inferring the Answer: Mastery Test	M	1	0: 3	CL	01/14/97	01/14/97	01/14/97
alr1hl1	10	Applying What You Have Read: Tutorial		2	0:13	C	01/28/97	01/28/97	01/28/97
alr1hl2	-1	Applying What You Have Read: Application	M	1	0:16	C	01/28/97	01/28/97	01/28/97
alr1ht1	10	Applying What You Have Read: Mastery Test	M	2	0: 6	CL	01/28/97	01/28/97	01/28/97
alr2bl1	10	Ident.the Main Idea When it is Implied: Tut.		4	0:10	C	01/14/97	01/14/97	01/14/97
alr2bl2	10	Ident.the Main Idea When it is Implied: Appl.	NM	1	0: 5	C	01/14/97	01/14/97	01/14/97
alr2bt1	10	Ident.the Main Idea When it is Implied: Ms.Tst	M	4	0:12	CL	01/14/97	01/14/97	01/14/97
alr2fl1	10	Comparison and Contrast: Tutorial		3	0: 9	C	01/28/97	01/28/97	01/28/97
alr2fl2	10	Comparison and Contrast: Application	M	1	0:19	C	01/28/97	01/28/97	01/28/97
alr2ft1	10	Comparison and Contrast: Mastery Test	M	3	0: 9	CL	01/28/97	01/28/97	01/28/97
alr2gl1	10	Cause and Effect: Tutorial		1	0: 9	C	01/28/97	01/28/97	01/28/97
alr2gl2	10	Cause and Effect: Application	M	1	0:11	C	01/28/97	01/28/97	01/28/97
alr2gt1	10	Cause and Effect: Mastery Test	M	1	0: 4	CL	01/28/97	01/28/97	01/28/97
alr2il1	10	Implied Meaning: Tutorial		1	0:17	C	01/14/97	01/14/97	01/14/97
alr2il2	10	Implied Meaning: Application	M	1	0:10	C	01/14/97	01/14/97	01/14/97
alr2it1	10	Implied Meaning: Mastery Test	M	1	0: 3	CL	01/14/97	01/14/97	01/14/97
alr3al1	10	Understanding Plot: Tutorial		1	0:21	C	02/20/97	02/20/97	02/20/97
alr3al2	10	Understanding Plot: Application	M	1	0:10	C	02/20/97	02/20/97	02/20/97
alr3at1	10	Understanding Plot: Mastery Test	M	1	0: 5	CL	02/20/97	02/20/97	02/20/97
alr3bl1	10	Implied Meaning of Plot: Tutorial		7	0: 8	C	02/20/97	02/25/97	02/20/97
alr3bl2	10	Implied Meaning of Plot: Application	M	2	0: 6	C	02/20/97	02/20/97	02/20/97
alr3bt1	10	Implied Meaning of Plot: Mastery Test	M	6	0:24	CL	02/20/97	02/25/97	02/25/97
alr3cl1	10	Setting: Tutorial		1	0:21	C	02/25/97	02/25/97	02/25/97
alr3cl2	10	Setting: Application	M	2	0: 7	C	02/25/97	02/25/97	02/25/97
alr3ct1	10	Setting: Mastery Test	M	1	0: 4	CL	02/25/97	02/25/97	02/25/97
alr3dl1	10	Implied Setting: Tutorial		4	0:17	C	02/27/97	02/27/97	02/27/97
alr3dl2	10	Implied Setting: Application	M	2	0: 9	C	02/27/97	02/27/97	02/27/97
alr3dt1	10	Implied Setting: Mastery Test	M	3	0:15	CL	02/27/97	02/27/97	02/27/97
alr3el1	10	Tone: Tutorial		6	0:14	C	01/14/97	01/23/97	01/16/97
alr3el2	10	Tone: Application	M	2	0:14	C	01/16/97	01/16/97	01/16/97
alr3et1	10	Tone: Mastery Test	M	5	0:12	CL	01/16/97	01/23/97	01/23/97
alr3fl1	10	Style: Tutorial		5	0:13	C	02/27/97	03/04/97	02/27/97
alr3fl2	10	Style: Application	M	1	0:18	C	02/27/97	02/27/97	02/27/97
alr3ft1	10	Style: Mastery Test	M	5	0:16	CL	02/27/97	03/04/97	03/04/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student:██████████ **#12**   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alr3gl1	10	Kinds of Writing: Tutorial		2	0:16	C	03/04/97	03/04/97	03/04/97
alr3gl2	10	Kinds of Writing: Application	M	1	0:16	C	03/04/97	03/04/97	03/04/97
alr3gt1	10	Kinds of Writing: Mastery Test	M	2	0: 6	CL	03/04/97	03/04/97	03/04/97
alr3hl1	10	Characterization: Tutorial		1	0: 8	C	01/09/97	01/09/97	01/09/97
alr3hl2	10	Characterization: Application	M	2	0:11	C	01/09/97	01/09/97	01/09/97
alr3ht1	10	Characterization: Mastery Test	M	1	0: 5	CL	01/09/97	01/09/97	01/09/97
alr3il1	10	What's a Formal Essay?: Tutorial		1	0:23	C	03/04/97	03/04/97	03/04/97
alr3il2	10	What's a Formal Essay?: Application	M	1	0: 4	C	03/04/97	03/04/97	03/04/97
alr3it1	10	What's a Formal Essay?: Mastery Test	M	1	0: 4	CL	03/04/97	03/04/97	03/04/97
alr3jl1	10	What's an Informal Essay?: Tutorial		3	0:22	C	03/04/97	03/11/97	03/04/97
alr3jl2	10	What's an Informal Essay?: Application	M	1	0:11	C	03/11/97	03/11/97	03/11/97
alr3jt1	10	What's an Informal Essay?: Mastery Test	M	2	0: 7	CL	03/11/97	03/11/97	03/11/97
alr3kl1	10	Biography/Autobiography: Tutorial		1	0:10	C	03/11/97	03/11/97	03/11/97
alr3kl2	10	Biography/Autobiography: Application	M	2	0:12	C	03/11/97	03/11/97	03/11/97
alr3kt1	10	Biography/Autobiography: Mastery Test	M	1	0: 5	CL	03/11/97	03/11/97	03/11/97
alr4al1	10	Rhyme Scheme: Tutorial		1	0:32	C	01/30/97	01/30/97	01/30/97
alr4al2	10	Rhyme Scheme: Application	M	1	0:37	C	01/30/97	01/30/97	01/30/97
alr4at1	10	Rhyme Scheme: Test 1	M	1	0: 7	CL	01/30/97	01/30/97	01/30/97
alr4at2	10	Rhyme Scheme: Test 2	M	1	0: 3	CL	01/30/97	01/30/97	01/30/97
alr4bl1	10	Understanding Meter: Tutorial		2	0:50	C	01/30/97	02/04/97	02/04/97
alr4bl2	10	Understanding Meter: Application	M	1	0: 5	C	02/04/97	02/04/97	02/04/97
alr4bt1	10	Understanding Meter: Mastery Test	M	1	0:10	CL	02/04/97	02/04/97	02/04/97
alr4cl1	10	Symbolic Meaning: Tutorial		1	0: 9	C	02/04/97	02/04/97	02/04/97
alr4cl2	10	Symbolic Meaning: Application	M	1	0: 3	C	02/04/97	02/04/97	02/04/97
alr4ct1	10	Symbolic Meaning: Mastery Test	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
alr4dl1	10	Figurative Language: Tutorial		4	0:34	C	02/04/97	02/04/97	02/04/97
alr4dl2	10	Figurative Language: Application	M	1	0: 8	C	02/04/97	02/04/97	02/04/97
alr4dt1	10	Figurative Language: Mastery Test	M	2	0: 3	CL	02/04/97	02/04/97	02/04/97
alr4el1	10	How to Read a Poem: Tutorial		1	0:27	C	02/06/97	02/06/97	02/06/97
alr4el2	10	How to Read a Poem: Application	M	1	0:13	C	02/06/97	02/06/97	02/06/97
alr4et1	10	How to Read a Poem: Mastery Test	M	1	0:11	CL	02/06/97	02/06/97	02/06/97
alr5al1	10	Literal Meaning of Drama: Tutorial		1	0:12	C	02/06/97	02/06/97	02/06/97
alr5al2	10	Literal Meaning of Drama: Application	M	1	0: 2	C	02/06/97	02/06/97	02/06/97
alr5at1	10	Literal Meaning of Drama: Mastery Test	M	1	0: 6	CL	02/06/97	02/06/97	02/06/97
alr5bl1	10	Interpretation of Drama: Tutorial		1	0:22	C	02/06/97	02/06/97	02/06/97
alr5bt1	10	Interpretation of Drama: Mastery Test	M	1	0: 5	CL	02/06/97	02/06/97	02/06/97
alr6al1	10	What Is a Review? : Tutorial		1	0:15	C	02/11/97	02/11/97	02/11/97
alr6al2	10	What Is a Review? : Application	M	1	0:17	C	02/11/97	02/11/97	02/11/97
alr6at1	10	What Is a Review? : Mastery Test	M	1	0: 6	CL	02/11/97	02/11/97	02/11/97
alr6bl1	10	How to Read a Review: Tutorial		2	0:15	C	02/11/97	02/13/97	02/11/97
alr6bl2	10	How to Read a Review: Application	M	6	0:35	C	02/11/97	02/13/97	02/11/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: �   #12

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alr6bt1	10	How to Read a Review: Mastery Test	M	2	0:23	CL	02/13/97	02/13/97	02/13/97
alr6cl1	10	Commentary On Literature: Tutorial		6	0:26	C	02/13/97	02/18/97	02/13/97
alr6cl2	10	Commentary On Literature: Application	M	4	0:36	C	02/13/97	02/18/97	02/18/97
alr6ct1	10	Commentary On Literature: Mastery Test	M	2	0:25	CL	02/18/97	02/18/97	02/18/97
alr6dl1	10	Commentary on the Arts: Tutorial		1	0:20	C	02/18/97	02/18/97	02/18/97
alr6dl2	10	Commentary on the Arts: Application	M	2	0:24	C	02/18/97	02/18/97	02/18/97
alr6dt1	10	Commentary on the Arts: Mastery Test	M	2	0:15	CL	02/18/97	02/18/97	02/18/97
blm6al1	3	Meaning of Fractions: Tutorial		1	0:21	S	03/11/97	03/11/97	
blm6bl1	6	Equivalent Fractions: Tutorial		6	1:16	C	03/25/97	04/01/97	04/01/97
blm6bl2	6	Equivalent Fractions: Drill	100	1	0:13	C	04/01/97	04/01/97	04/01/97
blm6bt1	6	Equivalent Fractions: Mastery Test 1	M	1	0: 1	C	04/01/97	04/01/97	04/01/97
blm6bt2	6	Equivalent Fractions: Mastery Test 2	M	2	0:20	CL	04/01/97	04/01/97	04/01/97
blm6cl1	6	Multiples & Common Denominators: Tutorial		1	0:18	C	04/01/97	04/01/97	04/01/97
blm7ad2		Decimal Fractions 1: Drill 2	100	1	0: 6	C	03/20/97	03/20/97	03/20/97
blm7ad3		Decimal Fractions 1: Drill 3	86	1	0: 5	C	03/20/97	03/20/97	03/20/97
blm7al1	6	Decimal Fractions 1: Tutorial		4	1:57	C	03/11/97	03/25/97	03/20/97
blm7al2	6	Decimal Fractions 1: Drill 1	94	1	0: 5	C	03/20/97	03/20/97	03/20/97
blm7at1	6	Decimal Fractions 1: Mastery Test 1	M	1	0: 6	C	03/20/97	03/20/97	03/20/97
blm7at2	6	Decimal Fractions 1: Mastery Test 2	M	1	0: 3	C	03/20/97	03/20/97	03/20/97
blm7at3	6	Decimal Fractions 1: Mastery Test 3	M	3	0:19	CL	03/20/97	03/25/97	03/25/97
blm7at4	6	Decimal Fractions 1: Mastery Test 4	M	1	0: 2	CL	03/25/97	03/25/97	03/25/97
blm7at5	6	Decimal Fractions 1: Mastery Test 5	M	2	0: 4	CL	03/25/97	03/25/97	03/25/97
blm7cl1	6	Adding & Subtracting Decimals: Tutorial		1	0: 1	S	03/25/97	03/25/97	
blr2tl1	5	Cause and Effect Words: Tutorial		4	0:31	C	11/05/96	11/07/96	11/05/96
blr2tl2	5	Cause and Effect Words: Drill	M	6	0:23	C	11/05/96	11/07/96	11/05/96
blr2tt1	5	Cause and Effect Words: Mastery Test	M	1	0: 1	C	11/07/96	11/07/96	11/07/96
blr30311	5	Facts Not Directly Stated: Tutorial		1	0: 7	C	11/05/96	11/05/96	11/05/96
blr30312	5	Facts Not Directly Stated: Drill	M	1	0: 9	C	11/05/96	11/05/96	11/05/96
blr303t1	5	Facts Not Directly Stated: Mastery Test	M	1	0: 8	CL	11/05/96	11/05/96	11/05/96
blr30411	6	The Main Idea of the Story: Tutorial		1	0: 8	C	11/19/96	11/19/96	11/19/96
blr30412	6	The Main Idea of the Story: Drill	M	1	0:14	C	11/19/96	11/19/96	11/19/96
blr304t1	6	The Main Idea of the Story: Mastery Test	M	1	0: 4	CL	11/19/96	11/19/96	11/19/96
blr3fl1	3	Getting Info. from Pictures: Tutorial		1	0: 5	C	12/12/96	12/12/96	12/12/96
blr3fl2	3	Getting Info. from Pictures: Drill	M	1	0: 2	C	12/12/96	12/12/96	12/12/96
blr3ft1	3	Getting Info. from Pictures: Mastery Test	M	1	0: 1	CL	12/12/96	12/12/96	12/12/96
blr3gl1	3	Putting Sent. in Proper Order: Tutorial		1	0:12	C	11/12/96	11/12/96	11/12/96
blr3gl2	3	Putting Sent. in Proper Order: Drill	M	1	0:20	C	11/12/96	11/12/96	11/12/96
blr3gt1	3	Putting Sent. in Proper Order: Mastery Test	M	1	0: 3	CL	11/12/96	11/12/96	11/12/96
blr3hl1	4	Getting Ideas from Pictures: Tutorial		1	0: 5	C	11/12/96	11/12/96	11/12/96
blr3hl2	4	Getting Ideas from Pictures: Drill	M	1	0: 1	C	11/12/96	11/12/96	11/12/96
blr3ht1	4	Getting Ideas from Pictures: Mastery Test	M	1	0: 0	CL	11/12/96	11/12/96	11/12/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 29

Class: paino.tr2

Code Key:

Student: ████████ **#12**

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

████████

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr3jl1	4	More Basic Facts from Reading: Review	M	2	0:20	C	12/12/96	01/07/97	01/07/97
blr3ll1	2	Finding What Does Not Belong: Tutorial		2	0: 5	C	11/12/96	11/12/96	11/12/96
blr3ll2	2	Finding What Does Not Belong: Drill	M	1	0:16	C	11/12/96	11/12/96	11/12/96
blr3lt1	2	Finding What Does Not Belong: Mastery Test	M	1	0: 2	C	11/12/96	11/12/96	11/12/96
blr3ml1	3	Ordering Main Events: Tutorial		1	0: 8	C	01/07/97	01/07/97	01/07/97
blr3ml2	3	Ordering Main Events: Drill	M	1	0:15	C	01/07/97	01/07/97	01/07/97
blr3mt1	3	Ordering Main Events: Mastery Test	M	1	0: 9	CL	01/07/97	01/07/97	01/07/97
blr3pl1	6	Reading for Information: Tutorial		1	0:10	C	01/07/97	01/07/97	01/07/97
blr3pl2	6	Reading for Information: Drill	M	1	0:11	C	01/07/97	01/07/97	01/07/97
blr3pt1	6	Reading for Information: Mastery Test	M	1	0: 4	CL	01/07/97	01/07/97	01/07/97
blr3ql1	3	Remembering Facts 1: Tutorial		1	0: 8	C	11/12/96	11/12/96	11/12/96
blr3ql2	3	Remembering Facts 1: Drill	M	1	0:11	C	11/12/96	11/12/96	11/12/96
blr3qt1	3	Remembering Facts 1: Mastery Test	M	1	0: 5	CL	11/12/96	11/12/96	11/12/96
blr3rl1	5	Finding the Main Ideas: Tutorial		2	0:18	C	11/12/96	11/14/96	11/14/96
blr3rl2	5	Finding the Main Ideas: Drill	M	3	0:19	C	11/14/96	11/14/96	11/14/96
blr3rt1	5	Finding the Main Ideas: Mastery Test	M	1	0: 2	CL	11/14/96	11/14/96	11/14/96
blr3vl1	6	Remembering Facts 2: Tutorial		1	0:12	C	11/14/96	11/14/96	11/14/96
blr3vl2	6	Remembering Facts 2: Drill	M	1	0:12	C	11/14/96	11/14/96	11/14/96
blr3vt1	6	Remembering Facts 2: Mastery Test	M	1	0: 9	CL	11/14/96	11/14/96	11/14/96
blr3yl1	5	Remembering Story Meanings: Tutorial		1	0:14	C	11/14/96	11/14/96	11/14/96
blr3yl2	5	Remembering Story Meanings: Drill	M	2	0:10	C	11/14/96	11/14/96	11/14/96
blr3yt1	5	Remembering Story Meanings: Mastery Test	M	1	0: 3	CL	11/14/96	11/14/96	11/14/96
blr4al1	5	What Happened & Why It Happened: Tutorial		1	0:14	C	11/19/96	11/19/96	11/19/96
blr4al2	5	What Happened & Why It Happened: Drill	M	2	0: 6	C	11/19/96	11/19/96	11/19/96
blr4at1	5	What Happened & Why it Happened: Mastery Test	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blr4bl1	5	What Happened Next?: Tutorial		1	0: 9	C	11/19/96	11/19/96	11/19/96
blr4bl2	5	What Happened Next?: Drill	M	1	0: 1	C	11/19/96	11/19/96	11/19/96
blr4bt1	5	What Happened Next?: Mastery Test	M	1	0: 3	CL	11/19/96	11/19/96	11/19/96
blr4cl1	4	Descriptive Words: Tutorial		1	0:12	C	11/19/96	11/19/96	11/19/96
blr4cl2	4	Descriptive Words: Drill	M	2	0: 5	C	11/19/96	11/19/96	11/19/96
blr4ct1	4	Descriptive Words: Mastery Test	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blr4dl1	4	Possible Sentences: Tutorial		1	0: 4	C	11/19/96	11/19/96	11/19/96
blr4dl2	4	Possible Sentences: Drill	M	1	0: 0	C	11/19/96	11/19/96	11/19/96
blr4dt1	4	Possible Sentences: Mastery Test	M	1	0: 0	CL	11/19/96	11/19/96	11/19/96
blr4el1	5	Predicting Endings: Tutorial		1	0: 3	C	11/19/96	11/19/96	11/19/96
blr4el2	5	Predicting Endings: Drill	M	1	0: 3	C	11/19/96	11/19/96	11/19/96
blr4et1	5	Predicting Endings: Mastery Test	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blr4gl1	5	Why and What: Tutorial		3	0:37	C	11/19/96	11/21/96	11/21/96
blr4gl2	5	Why and What: Drill	M	1	0: 6	C	11/21/96	11/21/96	11/21/96
blr4gt1	5	Why and What: Mastery Test	M	1	0:12	CL	11/21/96	11/21/96	11/21/96
blr4hl1	5	How Does It End?: Tutorial		2	0:38	C	11/21/96	11/26/96	11/21/96

STUDENT PERFORMANCE REPORT--ACTIVITIES
User set of classes: project.gold
Class: paino.tr2   Code Key:

Student: ██████████ **#12**   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt
████████

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr4hl2	5	How Does It End?: Drill	M	1	0: 2	C	11/21/96	11/21/96	11/21/96
blr4ht1	5	How Does It End?: Mastery Test	M	2	0: 3	CL	11/21/96	11/26/96	11/26/96
blr4il1	3	Words That Describe: Tutorial		1	0:24	C	11/26/96	11/26/96	11/26/96
blr4il2	3	Words That Describe: Drill	M	1	0: 7	C	11/26/96	11/26/96	11/26/96
blr4it1	3	Words That Describe: Mastery Test	M	1	0: 6	CL	11/26/96	11/26/96	11/26/96
blr4jl1	3	Describing Emotions: Tutorial		1	0: 4	C	11/26/96	11/26/96	11/26/96
blr4jl2	3	Describing Emotions: Drill	M	1	0: 3	C	11/26/96	11/26/96	11/26/96
blr4jt1	3	Describing Emotions: Mastery Test	M	1	0: 3	CL	11/26/96	11/26/96	11/26/96
blr4ll1	3	Describing Reactions: Tutorial		1	0:14	C	11/07/96	11/07/96	11/07/96
blr4ll2	3	Describing Reactions: Drill	M	2	0: 2	C	11/07/96	11/07/96	11/07/96
blr4lt1	3	Describing Reactions: Mastery Test	M	1	0: 1	CL	11/07/96	11/07/96	11/07/96
blr4ml1	3	Exaggeration: Tutorial		1	0: 7	C	11/26/96	11/26/96	11/26/96
blr4ml2	3	Exaggeration: Drill	M	1	0: 2	C	11/26/96	11/26/96	11/26/96
blr4mt1	3	Exaggeration: Mastery Test	M	1	0: 0	CL	11/26/96	11/26/96	11/26/96
blr4nl1	3	Drawing Conclusions: Tutorial		1	0: 7	C	11/07/96	11/07/96	11/07/96
blr4nl2	3	Drawing Conclusions: Drill	M	1	0: 7	C	11/07/96	11/07/96	11/07/96
blr4nt1	3	Drawing Conclusions: Mastery Test	M	1	0: 2	CL	11/07/96	11/07/96	11/07/96
blr4ol1	3	Words and Expressions: Tutorial		1	0:11	C	11/26/96	11/26/96	11/26/96
blr4ol2	3	Words and Expressions: Drill	M	1	0: 4	C	11/26/96	11/26/96	11/26/96
blr4ot1	3	Words and Expressions: Mastery Test	M	1	0: 1	CL	11/26/96	11/26/96	11/26/96
blr4sl1	3	Cause and Effect: Tutorial		2	0:11	C	11/07/96	11/07/96	11/07/96
blr4sl2	3	Cause and Effect: Drill	M	1	0: 5	C	11/07/96	11/07/96	11/07/96
blr4st1	3	Cause and Effect: Mastery Test	M	1	0: 5	CL	11/07/96	11/07/96	11/07/96
blr4tl1	3	Making Predictions: Tutorial		1	0:17	C	11/07/96	11/07/96	11/07/96
blr4tl2	3	Making Predictions: Drill	M	1	0: 2	C	11/07/96	11/07/96	11/07/96
blr4tt1	3	Making Predictions: Mastery Test	M	1	0: 3	CL	11/07/96	11/07/96	11/07/96
blr4ul1	4	Identifying Similes: Tutorial		3	0:14	C	11/26/96	12/03/96	12/03/96
blr4ul2	4	Identifying Similes: Drill	M	1	0: 5	C	12/03/96	12/03/96	12/03/96
blr4ut1	4	Identifying Similes: Mastery Test	M	2	0: 3	CL	12/03/96	12/03/96	12/03/96
blr4wl1	3	Describers of Reaction: Tutorial		1	0: 9	C	12/03/96	12/03/96	12/03/96
blr4wl2	3	Describers of Reaction: Drill	M	1	0: 2	C	12/03/96	12/03/96	12/03/96
blr4wt1	3	Describers of Reaction: Mastery Test	M	1	0: 1	CL	12/03/96	12/03/96	12/03/96
blr4xl1	3	Finding the Plot of a Story: Tutorial		1	0:27	C	12/05/96	12/05/96	12/05/96
blr4xl2	3	Finding the Plot of a Story: Drill	M	1	0: 2	C	12/05/96	12/05/96	12/05/96
blr4xt1	3	Finding the Plot of a Story: Mastery Test	M	1	0:11	CL	12/05/96	12/05/96	12/05/96
blr4yl1	4	Forming & Identifying Similes: Tutorial		1	0: 4	C	12/05/96	12/05/96	12/05/96
blr4yl2	4	Forming & Identifying Similes: Drill	M	1	0: 2	C	12/05/96	12/05/96	12/05/96
blr4yt1	4	Forming & Identifying Similes: Mastery Test	M	1	0: 1	CL	12/05/96	12/05/96	12/05/96
blr5al1	4	Fact or Fantasy: Tutorial		1	0: 4	C	12/05/96	12/05/96	12/05/96
blr5al2	4	Fact or Fantasy: Drill	M	1	0: 1	C	12/05/96	12/05/96	12/05/96
blr5at1	4	Fact or Fantasy: Mastery Test	M	1	0: 1	CL	12/05/96	12/05/96	12/05/96

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STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ██████████ **#12**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library
██████

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr5bl1	5	Fact or Opinion: Tutorial		2	0: 8	C	12/05/96	12/05/96	12/05/96
blr5bl2	5	Fact or Opinion: Drill	M	1	0: 0	C	12/05/96	12/05/96	12/05/96
blr5bt1	5	Fact or Opinion: Mastery Test	M	2	0: 0	CL	12/05/96	12/05/96	12/05/96
blr5dl1	5	What's the Purpose?: Tutorial		2	0:10	C	12/05/96	12/05/96	12/05/96
blr5dl2	5	What's the Purpose?: Drill	M	1	0: 5	C	12/05/96	12/05/96	12/05/96
blr5dt1	5	What's the Purpose?: Mastery Test	M	2	0: 8	CL	12/05/96	12/05/96	12/05/96
blr5el1	6	Real Life or Fantasy: Tutorial		1	0: 3	C	12/05/96	12/05/96	12/05/96
blr5el2	6	Real Life or Fantasy: Drill	M	1	0: 4	C	12/05/96	12/05/96	12/05/96
blr5et1	6	Real Life or Fantasy: Mastery Test	M	1	0: 1	CL	12/05/96	12/05/96	12/05/96
blr5gl1	6	Information or Entertainment: Tutorial		2	0:13	C	12/12/96	12/12/96	12/12/96
blr5gl2	6	Information or Entertainment: Drill	M	1	0: 2	C	12/12/96	12/12/96	12/12/96
blr5gt1	6	Information or Entertainment: Mastery Test	M	2	0: 5	CL	12/12/96	12/12/96	12/12/96
blr5il1	4	Describing Characters: Tutorial		14	0:29	C	10/29/96	12/12/96	10/29/96
blr5it1	4	Describing Characters: Mastery Test	M	·12	1:46	C	10/29/96	11/05/96	11/05/96
blr5kl1	7	What Evidence Is There?: Tutorial		1	0: 6	C	12/12/96	12/12/96	12/12/96
blr5kl2	7	What Evidence Is There?: Drill	M	1	0: 2	C	12/12/96	12/12/96	12/12/96
blr5kt1	7	What Evidence is There?: Mastery Test	M	1	0: 4	CL	12/12/96	12/12/96	12/12/96
blr5ll1	7	What Is Your Conclusion?: Tutorial		1	0: 6	C	01/09/97	01/09/97	01/09/97
blr5ll2	7	What Is Your Conclusion?: Drill	M	1	0: 2	C	01/09/97	01/09/97	01/09/97
blr5lt1	7	What is Your Conclusion?: Mastery Test	M	1	0: 3	CL	01/09/97	01/09/97	01/09/97
blr5nl1	7	Working with Facts & Opinions: Tutorial		1	0: 5	C	01/09/97	01/09/97	01/09/97
blr5nl2	7	Working with Facts & Opinions: Drill	M	1	0: 1	C	01/09/97	01/09/97	01/09/97
blr5nt1	7	Working With Facts & Opinions: Mastery Test	M	1	0: 2	CL	01/09/97	01/09/97	01/09/97
blr5pl1	7	Supporting the Purpose: Tutorial		2	0: 7	C	12/12/96	12/12/96	12/12/96
blr5pl2	7	Supporting the Purpose: Drill	M	1	0: 3	C	12/12/96	12/12/96	12/12/96
blr5pt1	7	Supporting the Purpose: Mastery Test	M	2	0:22	CL	12/12/96	12/12/96	12/12/96
blr5ql1	7	Headlines: Tutorial		1	0: 5	C	01/09/97	01/09/97	01/09/97
blr5ql2	7	Headlines: Drill	M	1	0: 3	C	01/09/97	01/09/97	01/09/97
blr5qt1	7	Headlines: Mastery Test	M	1	0: 4	CL	01/09/97	01/09/97	01/09/97

Total time in activities: 43:12

Average Percent Score for Drills/Applications: 95.0

Number of Tests Mastered (M):   150

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 32

Class: paino.tr2

Code Key:

Student: ████████ **#13**

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	23	26:38	S	08/27/96	03/25/97	
aa1gd2		Set Union and Intersection: Drill 2	87	1	0: 6	C	01/28/97	01/28/97	01/28/97
aa1gl1	9	Set Union and Intersection: Tutorial		1	0:10	C	01/28/97	01/28/97	01/28/97
aa1gl2	9	Set Union and Intersection: Drill 1	87	1	0: 3	C	01/28/97	01/28/97	01/28/97
aa1gl3	9	Set Union and Intersection: Review	100	1	0: 4	C	01/28/97	01/28/97	01/28/97
aa1gt1	9	Set Union and Intersection: Test 1	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
aa1gt2	9	Set Union and Intersection: Test 2	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
aa1gt3	9	Set Union and Intersection: Test 3	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
aa1hl1	9	Exponents: Tutorial		1	0: 2	S	01/28/97	01/28/97	
aa1kl1	9	Roots and Radicals: Tutorial		1	0:11	C	01/28/97	01/28/97	01/28/97
aa2el1	9	Polynomial Product: Tutorial		2	0:12	S	10/22/96	11/19/96	
aa2gl1	9	Common Factors: Tutorial		1	0: 0	S	11/19/96	11/19/96	
aa3dl1	9	Graphing: Tutorial		2	0: 1	S	12/11/96	12/11/96	
aa3jl1	9	Quadratic Formula: Tutorial		1	0:24	S	12/03/96	12/03/96	
aa4cd2		Rational Sum and Difference: Drill 2	75	1	0: 4	C	11/19/96	11/19/96	11/19/96
aa4cl1	9	Rational Sum and Difference: Tutorial		3	0:23	C	09/03/96	11/05/96	11/05/96
aa4cl2	9	Rational Sum and Difference: Drill 1	90	1	0: 8	C	11/05/96	11/05/96	11/05/96
aa4dl1	9	Rational Product and Quotient: Tutorial		2	0:21	C	10/29/96	11/12/96	11/12/96
aa4dl2	9	Rational Product and Quotient: Drill 1	90	1	0:17	C	11/12/96	11/12/96	11/12/96
aa4el1	9	Unlike Denominators: Tutorial		1	0:35	C	11/12/96	11/12/96	11/12/96
aa4el2	9	Unlike Denominators: Drill	100	1	0:35	C	11/12/96	11/12/96	11/12/96
aa4el3	9	Unlike Denominators: Review	100	1	0: 3	C	11/12/96	11/12/96	11/12/96
aa4et1	9	Unlike Denominators: Test 1	M	1	0: 2	CL	11/13/96	11/13/96	11/13/96
aa4et2	9	Unlike Denominators: Test 2	M	1	0:15	CL	11/13/96	11/13/96	11/13/96
aa4et3	9	Unlike Denominators: Test 3	M	1	0:13	CL	11/13/96	11/13/96	11/13/96
aa4fl1	9	Rational Expression: Review		3	0:19	C	10/29/96	11/13/96	11/13/96
aa4ft1	9	Rational Expression: Mastery Test	M	1	0: 2	C	11/13/96	11/13/96	11/13/96
aa5bd2		Graphing Linear Equations: Drill 2	90	3	0:37	C	02/20/97	02/25/97	02/25/97
aa5bl1	9	Graphing Linear Equations: Tutorial		2	0:49	C	09/17/96	02/20/97	09/17/96
aa5bl3	9	Graphing Linear Equations: Review	100	1	0: 5	C	02/25/97	02/25/97	02/25/97
aa5bt1	9	Graphing Linear Equations: Test 1	M	1	0: 4	CL	02/25/97	02/25/97	02/25/97
aa5bt2	9	Graphing Linear Equations: Test 2	M	1	0: 9	CL	03/11/97	03/11/97	03/11/97
aa5cd2		Slope and Y-intercept: Drill 2	100	1	0: 8	C	03/11/97	03/11/97	03/11/97
aa5cd3		Slope and Y-intercept: Drill 3	100	1	0: 2	C	03/11/97	03/11/97	03/11/97
aa5cl1	9	Slope and Y-intercept: Tutorial		1	0:33	C	03/11/97	03/11/97	03/11/97
aa5cl2	9	Slope and Y-intercept: Drill 1	88	1	0: 8	C	03/11/97	03/11/97	03/11/97
aa5cl3	9	Slope and Y-intercept: Review	100	1	0: 4	C	03/11/97	03/11/97	03/11/97
aa5ct1	9	Slope and Y-intercept: Test 1	M	1	0: 2	CL	03/11/97	03/11/97	03/11/97
aa5ct2	9	Slope and Y-intercept: Test 2	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
aa5ct3	9	Slope and Y-intercept: Test 3	M	1	0: 3	CL	03/11/97	03/11/97	03/11/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ▬▬▬ #13   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
aa5dd2		Slope-Intercept Form: Drill 2	100	1	0: 5	C	03/20/97	03/20/97	03/20/97
aa5dd3		Slope-Intercept Form: Drill 3	100	1	0: 3	C	03/20/97	03/20/97	03/20/97
aa5dl1	9	Slope-Intercept Form: Tutorial		2	0:23	C	03/11/97	03/20/97	03/20/97
aa5dl2	9	Slope-Intercept Form: Drill 1	100	1	0: 8	C	03/20/97	03/20/97	03/20/97
aa5dl3	9	Slope-Intercept Form: Review	100	1	0: 2	C	03/20/97	03/20/97	03/20/97
aa5dt1	9	Slope-Intercept Form: Test 1	M	1	0: 2	CL	03/20/97	03/20/97	03/20/97
aa5dt2	9	Slope-Intercept Form: Test 2	M	1	0: 3	CL	03/20/97	03/20/97	03/20/97
aa5dt3	9	Slope-Intercept Form: Test 3	M	1	0: 1	CL	03/20/97	03/20/97	03/20/97
aa5ed2		Parallel and Perpendicular Lines: Drill 2	100	1	0: 8	C	03/25/97	03/25/97	03/25/97
aa5ed3		Parallel and Perpendicular Lines: Drill 3	83	1	0: 8	C	03/25/97	03/25/97	03/25/97
aa5el1	9	Parallel and Perpendicular Lines: Tutorial		2	0:14	C	03/20/97	03/25/97	03/25/97
aa5el2	9	Parallel and Perpendicular Lines: Drill 1	90	1	0:16	C	03/25/97	03/25/97	03/25/97
aa5el3	9	Parallel and Perpendicular Lines: Review	87	1	0: 4	C	03/25/97	03/25/97	03/25/97
aa5et1	9	Parallel and Perpendicular Lines: Test 1	NM	1	0: 2	SL	03/25/97	03/25/97	
aa5et2	9	Parallel and Perpendicular Lines: Test 2	M	1	0: 2	CL	03/25/97	03/25/97	03/25/97
aa5et3	9	Parallel and Perpendicular Lines: Test 3	M	1	0: 4	CL	03/25/97	03/25/97	03/25/97
aa5fl1	9	Graphs: Review	92	1	0:12	C	03/25/97	03/25/97	03/25/97
aa5ft1	9	Graphs: Mastery Test	M	1	0: 1	C	03/25/97	03/25/97	03/25/97
aa6al1	9	Pairs of Equations: Tutorial		4	0: 4	S	10/16/96	03/25/97	
aa6el1	9	Systems of Equations: Review		1	0: 1	S	12/03/96	12/03/96	
alm4al1	10	Special Angles - Part 1: Tutorial		2	2:33	C	12/11/96	01/23/97	12/11/96
alm4al2	10	Special Angles - Part 1: Application	10	1	0: 1	S	12/11/96	12/11/96	
alm6al1	7	Percents - Part 1: Tutorial		1	0: 3	S	01/16/97	01/16/97	
alm6el1	7	Using Special Topics: Tutorial		1	0:55	C	01/16/97	01/16/97	01/16/97
alm6el2	7	Using Special Topics: Application	77	1	0:10	C	01/16/97	01/16/97	01/16/97
blm7al1	6	Decimal Fractions 1: Tutorial		1	0: 5	S	01/30/97	01/30/97	
}ad2bal		Inequalities: Application 1	66	2	1: 3	C	11/19/96	11/20/96	11/20/96
}ad2bl1		Inequalities: Tutorial		5	3: 5	C	10/16/96	12/03/96	11/19/96
}ad3al1		Lines and Slopes: Tutorial		3	1:19	S	01/28/97	01/30/97	

Total time in activities: 18:38
Average Percent Score for Drills/Applications: 88.9
Number of Tests Mastered (M):   18

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

       Class: paino.tr2

Date Printed: 04/03/97

Page: 34

Code Key:

Student: ██████ #14

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	18	124:18	S	04/25/95	03/11/97	
alr1al1	10	Identifying the Main Idea 1: Tutorial		2	0:21	C	01/21/97	02/06/97	02/06/97
alr1al2	10	Identifying the Main Idea 1: Application	M	2	0:15	C	02/06/97	02/06/97	02/06/97
alr1at1	10	Identifying the Main Idea 1: Mastery Test	M	2	0:11	CL	02/06/97	02/06/97	02/06/97
alr1bl1	10	The Title as the Main Idea: Tutorial		1	0: 8	C	02/06/97	02/06/97	02/06/97
alr1bl2	10	The Title as the Main Idea: Application	NM	1	0:12	C	02/06/97	02/06/97	02/06/97
alr1bt1	10	The Title as the Main Idea: Mastery Test	M	1	0: 6	CL	02/06/97	02/06/97	02/06/97
alr1cl1	10	Locating Supporting Details: Tutorial		1	0:12	C	03/11/97	03/11/97	03/11/97
alr1cl2	10	Locating Supporting Details: Application	M	2	0:14	C	03/11/97	03/11/97	03/11/97
alr1ct1	10	Locating Supporting Details: Mastery Test	NM	2	0:11	SL	03/11/97	03/11/97	
alr1dl1	10	Understanding Logical Relationships 1: Tut.		1	0: 5	S	03/11/97	03/11/97	
blr3pl2	6	Reading for Information: Drill	M	2	0:35	C	04/16/96	01/14/97	04/16/96
blr3pt1	6	Reading for Information: Mastery Test	M	2	0:20	CL	04/16/96	01/14/97	01/14/97
blr5ll1	7	What Is Your Conclusion?: Tutorial		1	0: 9	C	01/14/97	01/14/97	01/14/97
blr5ll2	7	What Is Your Conclusion?: Drill	M	1	0: 5	C	01/14/97	01/14/97	01/14/97
blr5lt1	7	What is Your Conclusion?: Mastery Test	M	1	0: 4	CL	01/14/97	01/14/97	01/14/97
blr5nl1	7	Working with Facts & Opinions: Tutorial		1	0:10	C	01/21/97	01/21/97	01/21/97
blr5nl2	7	Working with Facts & Opinions: Drill	M	1	0: 1	C	01/21/97	01/21/97	01/21/97
blr5nt1	7	Working With Facts & Opinions: Mastery Test	M	1	0: 6	CL	01/21/97	01/21/97	01/21/97
blr5sl1	8	Different or Equal Statements: Tutorial		1	0:15	C	01/21/97	01/21/97	01/21/97
blr5sl2	8	Different or Equal Statements: Drill	NM	3	0:13	C	01/21/97	01/21/97	01/21/97
blr5st1	8	Different or Equal Statements: Mastery Test	M	2	0: 3	CL	01/21/97	01/21/97	01/21/97

Total time in activities: 3:56

Average Percent Score for Drills/Applications:

Number of Tests Mastered (M):   11

171

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 35

Class: paino.tr2

Code Key:

Student: **#15**

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	147	363:32	S	04/27/95	04/01/97	
alr2fl2	10	Comparison and Contrast: Application	NM	4	0:53	S	10/31/96	11/05/96	
alr2ft1	10	Comparison and Contrast: Mastery Test	M	2	0:23	CL	10/31/96	11/05/96	11/05/96
alr2gl1	10	Cause and Effect: Tutorial		1	0:17	C	11/05/96	11/05/96	11/05/96
alr2gt1	10	Cause and Effect: Mastery Test	M	1	0: 8	CL	11/05/96	11/05/96	11/05/96
alr3al1	10	Understanding Plot: Tutorial		3	0:58	C	11/12/96	02/04/97	02/04/97
alr3al2	10	Understanding Plot: Application	NM	1	0:23	C	02/04/97	02/04/97	02/04/97
alr3at1	10	Understanding Plot: Mastery Test	M	3	0:48	CL	08/01/95	02/04/97	02/04/97
alr3bl1	10	Implied Meaning of Plot: Tutorial		1	0:13	C	02/04/97	02/04/97	02/04/97
alr3bt1	10	Implied Meaning of Plot: Mastery Test	M	1	0: 7	CL	02/04/97	02/04/97	02/04/97
alr3cl1	10	Setting: Tutorial		1	0:32	C	02/06/97	02/06/97	02/06/97
alr3ct1	10	Setting: Mastery Test	M	1	0:13	CL	02/06/97	02/06/97	02/06/97
alr3dl1	10	Implied Setting: Tutorial		1	0:32	C	02/06/97	02/06/97	02/06/97
alr3dt1	10	Implied Setting: Mastery Test	M	1	0:12	CL	02/06/97	02/06/97	02/06/97
alr3fl1	10	Style: Tutorial		1	0:10	C	02/06/97	02/06/97	02/06/97
alr3ft1	10	Style: Mastery Test	M	1	0: 5	CL	02/06/97	02/06/97	02/06/97
alr3gl1	10	Kinds of Writing: Tutorial		1	0:56	C	02/11/97	02/11/97	02/11/97
alr3gl2	10	Kinds of Writing: Application	M	2	0:32	C	02/13/97	02/13/97	02/13/97
alr3gt1	10	Kinds of Writing: Mastery Test	M	2	0:16	CL	02/11/97	02/13/97	02/13/97
alr3il1	10	What's a Formal Essay?: Tutorial		2	0:54	C	02/13/97	02/18/97	02/18/97
alr3it1	10	What's a Formal Essay?: Mastery Test	M	1	0:27	CL	02/18/97	02/18/97	02/18/97
alr3jl1	10	What's an Informal Essay?: Tutorial		1	0:28	C	02/18/97	02/18/97	02/18/97
alr3jt1	10	What's an Informal Essay?: Mastery Test	M	1	0: 6	CL	02/18/97	02/18/97	02/18/97
alr3kl1	10	Biography/Autobiography: Tutorial		1	0:19	C	02/18/97	02/18/97	02/18/97
alr3kl2	10	Biography/Autobiography: Application	M	1	0:26	C	02/20/97	02/20/97	02/20/97
alr3kt1	10	Biography/Autobiography: Mastery Test	M	2	0:11	CL	02/18/97	02/20/97	02/20/97
alr4al1	10	Rhyme Scheme: Tutorial		1	0:30	C	11/07/96	11/07/96	11/07/96
alr4al2	10	Rhyme Scheme: Application	M	1	0:18	C	11/07/96	11/07/96	11/07/96
alr4at1	10	Rhyme Scheme: Test 1	M	3	0:18	CL	07/13/95	11/07/96	11/07/96
alr4at2	10	Rhyme Scheme: Test 2	M	2	0: 8	C	07/13/95	11/07/96	11/07/96
alr4bl1	10	Understanding Meter: Tutorial		2	1:23	C	11/07/96	11/14/96	11/14/96
alr4bt1	10	Understanding Meter: Mastery Test	M	2	0:48	CL	11/12/96	11/14/96	11/14/96
alr4cl1	10	Symbolic Meaning: Tutorial		1	0:26	C	11/14/96	11/14/96	11/14/96
alr4ct1	10	Symbolic Meaning: Mastery Test	M	1	0:14	CL	11/14/96	11/14/96	11/14/96
alr4dl1	10	Figurative Language: Tutorial		2	0:42	C	11/14/96	11/19/96	11/19/96
alr4dt1	10	Figurative Language: Mastery Test	M	1	0: 4	CL	11/19/96	11/19/96	11/19/96
alr4el1	10	How to Read a Poem: Tutorial		2	1:19	C	11/19/96	11/21/96	11/21/96
alr4et1	10	How to Read a Poem: Mastery Test	M	1	0:16	CL	11/21/96	11/21/96	11/21/96
alr5al1	10	Literal Meaning of Drama: Tutorial		1	0:41	C	11/26/96	11/26/96	11/26/96
alr5at1	10	Literal Meaning of Drama: Mastery Test	M	1	0:16	CL	11/26/96	11/26/96	11/26/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: ████████████▐▌ **15**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alr5bt1	10	Interpretation of Drama: Mastery Test	M	1	0:12	CL	12/03/96	12/03/96	12/03/96
alr6al1	10	What Is a Review? : Tutorial		2	0:57	C	12/03/96	12/05/96	12/05/96
alr6al2	10	What Is a Review? : Application	NM	1	0:17	C	12/05/96	12/05/96	12/05/96
alr6at1	10	What Is a Review? : Mastery Test	M	2	0:15	CL	12/05/96	12/05/96	12/05/96
alr6bl1	10	How to Read a Review: Tutorial		1	0:37	C	12/05/96	12/05/96	12/05/96
alr6bl2	10	How to Read a Review: Application	NM	1	0:43	C	12/12/96	12/12/96	12/12/96
alr6bt1	10	How to Read a Review: Mastery Test	M	2	0:34	CL	12/05/96	12/12/96	12/12/96
alr6cl1	10	Commentary On Literature: Tutorial		5	0:52	C	12/12/96	01/14/97	01/14/97
alr6ct1	10	Commentary On Literature: Mastery Test	M	2	0:49	CL	01/07/97	01/14/97	01/14/97
alr6dl1	10	Commentary on the Arts: Tutorial		1	0:38	C	01/07/97	01/07/97	01/07/97
alr6dl2	10	Commentary on the Arts: Application	NM	1	1: 4	C	01/09/97	01/09/97	01/09/97
alr6dt1	10	Commentary on the Arts: Mastery Test	M	1	0:15	CL	01/09/97	01/09/97	01/09/97
blm2bl1	1	Addition Facts 1: Tutorial		1	0:31	C	11/12/96	11/12/96	11/12/96
blm2bt1	1	Addition Facts 1: Mastery Test 1	M	1	0: 1	CL	11/12/96	11/12/96	11/12/96
blm2bt2	1	Addition Facts 1: Mastery Test 2	M	1	0: 1	CL	11/12/96	11/12/96	11/12/96
blm2ct1	3	Addition Facts 2: Mastery Test 1	M	1	0: 2	CL	11/12/96	11/12/96	11/12/96
blm2ct2	3	Addition Facts 2: Mastery Test 2	M	1	0: 2	CL	11/12/96	11/12/96	11/12/96
blm2dl1	4	Addition Properties: Tutorial		1	0:27	C	11/12/96	11/12/96	11/12/96
blm2dl2	4	Addition Properties: Drill	80	1	0: 7	C	02/20/97	02/20/97	02/20/97
blm2dt1	4	Addition Properties: Mastery Test 1	M	1	0: 1	C	11/12/96	11/12/96	11/12/96
blm2dt2	4	Addition Properties: Mastery Test 2	M	1	0: 3	C	11/12/96	11/12/96	11/12/96
blm2dt3	4	Addition Properties: Mastery Test 3	M	3	0: 7	CL	11/12/96	02/20/97	02/20/97
blm2el1	3	Addition Skills 1: Tutorial		1	0:11	C	02/20/97	02/20/97	02/20/97
blm2et1	3	Addition Skills 1: Mastery Test 1	M	1	0: 1	CL	02/20/97	02/20/97	02/20/97
blm2et2	3	Addition Skills 1: Mastery Test 2	M	1	0: 1	CL	02/25/97	02/25/97	02/25/97
blm2et3	3	Addition Skills 1: Mastery Test 3	M	1	0: 1	CL	02/25/97	02/25/97	02/25/97
blm2et4	3	Addition Skills 1: Mastery Test 4	M	1	0: 2	CL	02/25/97	02/25/97	02/25/97
blm2fl1	4	Addition Skills 2: Tutorial		2	0:18	C	02/25/97	02/27/97	02/27/97
blm2ft1	4	Addition Skills 2: Mastery Test 1	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm2ft2	4	Addition Skills 2: Mastery Test 2	M	1	0: 2	CL	02/27/97	02/27/97	02/27/97
blm2gt1	4	Addition Skills 3: Mastery Test 1	M	1	0: 2	CL	02/27/97	02/27/97	02/27/97
blm2gt2	4	Addition Skills 3: Mastery Test 2	M	1	0: 3	CL	02/27/97	02/27/97	02/27/97
blm2gt3	4	Addition Skills 3: Mastery Test 3	M	1	0: 4	CL	02/27/97	02/27/97	02/27/97
blm2hl1	4	Addition Skills 4: Tutorial		1	0:36	C	02/27/97	02/27/97	02/27/97
blm2ht1	4	Addition Skills 4: Mastery Test 1	M	1	0: 7	CL	02/27/97	02/27/97	02/27/97
blm2ht2	4	Addition Skills 4: Mastery Test 2	M	1	0: 8	CL	02/27/97	02/27/97	02/27/97
blm3ad2		Meaning of Subtraction: Drill 2	93	1	Q:11	C	03/04/97	03/04/97	03/04/97
blm3al1	2	Meaning of Subtraction: Tutorial		1	0:25	C	02/27/97	02/27/97	02/27/97
blm3al2	2	Meaning of Subtraction: Drill 1	100	1	0: 3	C	03/04/97	03/04/97	03/04/97
blm3at1	2	Meaning of Subtraction: Mastery Test 1	M	1	0: 1	CL	03/04/97	03/04/97	03/04/97
blm3at2	2	Meaning of Subtraction: Mastery Test 2	M	1	0: 1	CL	03/04/97	03/04/97	03/04/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 38

Class: paino.tr2

Code Key:

Student: ▬▬▬▬ #16

C -- Complete   L -- Locked   M -- Mastered

Init Routing Activity: plato.library

S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library

E -- Exempt

Report on All Activities of Student
Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	9	5:37	S	01/23/97	02/25/97	
alw1cl1	7	Forming Plurals and Possessives: Tutorial		1	0:16	C	02/13/97	02/13/97	02/13/97
alw1ct1	7	Forming Plurals and Possessives: Test 1	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
alw1ct2	7	Forming Plurals and Possessives: Test 2	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
alw1el1	7	Punctuation - End Marks: Tutorial		1	0: 8	C	02/04/97	02/04/97	02/04/97
alw1et1	7	Punctuation - End Marks: Mastery Test	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
alw1fl1	7	A Lesson About Commas: Tutorial		1	0: 9	S	02/04/97	02/04/97	
alw1hl1	7	Capitalization: Tutorial		2	0:17	C	02/04/97	02/04/97	02/04/97
alw1ht1	7	Capitalization: Mastery Test	M	2	0: 3	CL	02/04/97	02/04/97	02/04/97
alw3al1	8	Confusing Words: Tutorial		1	0:12	C	02/13/97	02/13/97	02/13/97
alw3at1	8	Confusing Words: Mastery Test	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
alw3bl1	10	Inappropriate Language: Tutorial		1	0:11	C	02/13/97	02/13/97	02/13/97
alw3bt1	10	Inappropriate Language: Mastery Test	NM	1	0: 2	S	02/13/97	02/13/97	
bll1fl1	4	Verbs: Review		1	0: 9	C	02/20/97	02/20/97	02/20/97
bll1jt1	4	Subjects and Verbs and Number: Mastery Test	M	1	0: 1	CL	02/20/97	02/20/97	02/20/97
bll2at1	5	What is a Sentence?: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2bt1	5	Parts of a Sentence: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2ct1	5	More About Sentences: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2fl1	7	Identifying Phrases: Tutorial		1	0: 9	C	02/11/97	02/11/97	02/11/97
bll2ft1	7	Identifying Phrases: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2gl1	7	What is a Clause?: Tutorial		1	0:11	C	02/11/97	02/11/97	02/11/97
bll2gt1	7	What is a Clause?: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2ht1	7	More About Phrases: Mastery Test	M	1	0: 1	CL	02/11/97	02/11/97	02/11/97
bll2rl1	6	Run-On Sentences: Tutorial		1	0: 5	S	02/11/97	02/11/97	
bll2rt1	6	Run-On Sentences: Mastery Test 1	NM	1	0: 1	SL	02/11/97	02/11/97	
blm2bl1	1	Addition Facts 1: Tutorial		1	0: 9	S	01/23/97	01/23/97	
blm2bt1	1	Addition Facts 1: Mastery Test 1	M	1	0: 0	CL	01/23/97	01/23/97	01/23/97
blm3hl1	4	Problem Solving 1: Tutorial		1	0: 0	S	01/28/97	01/28/97	
blm3ht1	4	Problem Solving 1: Mastery Test	M	1	0: 3	CL	02/25/97	02/25/97	02/25/97
blm5mt1	8	Problem Solving 3: Mastery Test	M	1	0: 5	CL	02/25/97	02/25/97	02/25/97
blm6al1	3	Meaning of Fractions: Tutorial		1	0: 7	C	01/30/97	01/30/97	01/30/97
blm6at1	3	Meaning of Fractions: Mastery Test 1	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm6at2	3	Meaning of Fractions: Mastery Test 2	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm6at3	3	Meaning of Fractions: Mastery Test 3	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm6at4	3	Meaning of Fractions: Mastery Test 4	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm6bt1	6	Equivalent Fractions: Mastery Test 1	M	1	0: 1	CL	02/20/97	02/20/97	02/20/97
blm6bt2	6	Equivalent Fractions: Mastery Test 2	M	1	0: 2	CL	02/20/97	02/20/97	02/20/97
blm6cl1	6	Multiples & Common Denominators: Tutorial		1	0:14	C	02/20/97	02/20/97	02/20/97
blm6ct1	6	Multiples & Common Denominators: Mastery Test 1	M	1	0: 2	C	02/20/97	02/20/97	02/20/97
blm6ct2	6	Multiples & Common Denominators: Mastery Test 2	M	2	0: 7	CL	02/20/97	02/20/97	02/20/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: ████████ # 1b

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm6dl1	6	Comparing Fractions: Tutorial		1	0:23	S	02/20/97	02/20/97	
blm7ad2		Decimal Fractions 1: Drill 2	100	1	0: 4	C	01/28/97	01/28/97	01/28/97
blm7ad3		Decimal Fractions 1: Drill 3	100	1	0: 2	C	01/28/97	01/28/97	01/28/97
blm7al1	6	Decimal Fractions 1: Tutorial		1	0:31	C	01/28/97	01/28/97	01/28/97
blm7al2	6	Decimal Fractions 1: Drill 1	100	1	0: 2	C	01/28/97	01/28/97	01/28/97
blm7at1	6	Decimal Fractions 1: Mastery Test 1	M	1	0: 2	CL	01/28/97	01/28/97	01/28/97
blm7at2	6	Decimal Fractions 1: Mastery Test 2	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7at3	6	Decimal Fractions 1: Mastery Test 3	M	1	0: 2	CL	01/30/97	01/30/97	01/30/97
blm7at4	6	Decimal Fractions 1: Mastery Test 4	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7at5	6	Decimal Fractions 1: Mastery Test 5	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7cl1	6	Adding & Subtracting Decimals: Tutorial		1	0:13	C	01/30/97	01/30/97	01/30/97
blm7ct1	6	Adding & Subtracting Decimals: Mastery Test 1	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7ct2	6	Adding & Subtracting Decimals: Mastery Test 2	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7ct3	6	Adding & Subtracting Decimals: Mastery Test 3	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blm7ct4	6	Adding & Subtracting Decimals: Mastery Test 4	M	1	0: 1	CL	01/30/97	01/30/97	01/30/97
blr1at1	3	Simple Verb Endings: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1bt1	2	Basic Contractions w/Pronouns: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1ct1	3	Abbreviations: Mastery Test	M	1	0: 0	CL	02/18/97	02/18/97	02/18/97
blr1dt1	3	Easy Compound Words: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1el1	3	Basic Word Building: Review	M	1	0: 7	C	02/18/97	02/18/97	02/18/97
blr1ft1	4	More Compound Words: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1gt1	2	Verbs Ending in E: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1ht1	3	Contractions of NOT: Mastery Test	M	1	0: 0	CL	02/18/97	02/18/97	02/18/97
blr1il1	3	More Basic Word Building: Review	M	1	0: 5	C	02/18/97	02/18/97	02/18/97
blr1jt1	2	Verb Endings After Consonants: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1kt1	4	Verb Endings After Y: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1lt1	4	Word Endings for Comparisons: Mastery Test	M	1	0: 0	CL	02/18/97	02/18/97	02/18/97
blr1mt1	5	Compound Words--New Meanings: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1nt1	5	More Contractions: will/are: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr1ol1	5	Complex Word Building: Review	M	1	0: 9	C	02/18/97	02/18/97	02/18/97
blr2bt1	3	Comparatives 1 and 2: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2ct1	6	Prepositions: on/at/in: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2dt1	5	Pronouns: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2et1	7	More Pronouns: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2fl1	6	Selecting the Proper Words: Review	M	1	0: 9	C	02/18/97	02/18/97	02/18/97
blr2ht1	4	Words That Sound Alike 1: Mastery Test	M	1	0: 0	CL	02/18/97	02/18/97	02/18/97
blr2it1	6	More Prepositions: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2jt1	3	Identifying Groups: Mastery Test	M	1	0: 1	CL	02/18/97	02/18/97	02/18/97
blr2l1	4	Choosing the Proper Words: Review	M	1	0: 8	C	02/18/97	02/18/97	02/18/97

Total time in activities: 5:17

Average Percent Score for Drills/Applications: 100.0

Number of Tests Mastered (M): 56

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 40

Class: paino.tr2

Code Key:

Student: ██████ **#17**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library ██████

Code			
C -- Complete	L -- Locked		M -- Mastered
S -- Started	- -- No End		NM -- Not Mastered
E -- Exempt			

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	106	210:53	S	10/24/95	02/25/97	
alm1bl1	8	Exponents: Tutorial		1	0:35	C	01/28/97	01/28/97	01/28/97
alm1bl2	8	Exponents: Application	66	2	0: 8	C	01/28/97	01/28/97	01/28/97
alm1bt1	8	Exponents: Test 1	M	1	0: 3	C	01/28/97	01/28/97	01/28/97
alm1bt2	8	Exponents: Test 2	M	2	0: 4	CL	01/28/97	01/28/97	01/28/97
alm1bt3	8	Exponents: Test 3	M	1	0: 2	C	01/28/97	01/28/97	01/28/97
alm1bt4	8	Exponents: Test 4	M	1	0: 1	C	01/28/97	01/28/97	01/28/97
alm1cl1	7	Adding & Subtracting Integers: Tutorial		1	0:21	C	01/07/97	01/07/97	01/07/97
alm1cl2	7	Adding & Subtracting Integers: Application	66	1	0: 7	C	01/07/97	01/07/97	01/07/97
alm1ct1	7	Adding and Subtracting Integers: Test 1	M	1	0: 2	CL	01/09/97	01/09/97	01/09/97
alm1ct2	7	Adding and Subtracting Integers: Test 2	M	1	0: 1	CL	01/09/97	01/09/97	01/09/97
alm1dl1	7	Multiplying & Dividing Integers: Tutorial		1	0:21	C	01/09/97	01/09/97	01/09/97
alm1dl2	7	Multiplying & Dividing Integers: Application	85	1	0: 9	C	01/09/97	01/09/97	01/09/97
alm1dt1	7	Multiplying & Dividing Integers: Test 1	M	1	0: 2	CL	01/09/97	01/09/97	01/09/97
alm1dt2	7	Multiplying & Dividing Integers: Test 2	M	1	0: 2	CL	01/09/97	01/09/97	01/09/97
alm2al1	7	Variables: Tutorial	M	4	4:37	C	01/28/97	02/11/97	02/11/97
alm2al2	7	Variables: Application	60	1	0: 9	C	02/11/97	02/11/97	02/11/97
alm2at1	7	Variables: Test 1	M	1	0: 2	CL	02/11/97	02/11/97	02/11/97
alm2at2	7	Variables: Test 2	M	1	0: 3	CL	02/11/97	02/11/97	02/11/97
alm2at3	7	Variables: Test 3	M	1	0:18	CL	02/11/97	02/11/97	02/11/97
alm2bl1	8	Monomials: Tutorial		4	2: 6	C	02/11/97	02/18/97	02/13/97
alm2bl2	8	Monomials: Application	40	2	0:35	C	02/18/97	02/18/97	02/18/97
alm2bt1	8	Monomials: Test 1	M	2	0: 6	CL	02/18/97	02/20/97	02/20/97
alm2bt2	8	Monomials: Test 2	M	1	0: 9	C	02/18/97	02/18/97	02/18/97
alm2bt3	8	Monomials: Test 3	M	2	0: 9	CL	02/18/97	02/20/97	02/20/97
alm2bt4	8	Monomials: Test 4	M	1	0: 6	C	02/18/97	02/18/97	02/18/97
alm2cl1	8	Binomials: Tutorial		2	1:15	S	02/20/97	02/25/97	
alm6al1	7	Percents - Part 1: Tutorial		2	1:32	C	01/09/97	01/14/97	01/09/97
alm6al2	7	Percents - Part 1: Application	100	7	0:31	C	01/14/97	01/21/97	01/14/97
alm6at1	7	Percents - Part 1: Test 1	M	2	0:16	C	01/14/97	01/14/97	01/14/97
alm6at2	7	Percents - Part 1: Test 2	M	3	0: 9	C	01/14/97	01/16/97	01/16/97
alm6at3	7	Percents - Part 1: Test 3	M	3	0: 8	C	01/16/97	01/21/97	01/21/97
alm6at4	7	Percents - Part 1: Test 4	M	4	0:17	CL	01/16/97	01/21/97	01/21/97
alm6bl1	7	Percents - Part 2: Tutorial		1	0:30	C	01/21/97	01/21/97	01/21/97
alm6bl2	7	Percents - Part 2: Application	50	1	0: 5	C	01/21/97	01/21/97	01/21/97
alm6bt1	7	Percents - Part 2: Test 1	M	1	0: 5	CL	01/21/97	01/21/97	01/21/97
alm6bt2	7	Percents - Part 2: Test 2	M	1	0: 1	CL	01/21/97	01/21/97	01/21/97
alm6bt3	7	Percents - Part 2: Test 3	M	1	0: 1	CL	01/21/97	01/21/97	01/21/97
blm6bl2	6	Equivalent Fractions: Drill	92	3	0:39	C	11/05/96	11/05/96	11/05/96
blm6bt1	6	Equivalent Fractions: Mastery Test 1	M	1	0: 1	C	11/05/96	11/05/96	11/05/96

ERIC

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ██████ #17

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm6bt2	6	Equivalent Fractions: Mastery Test 2	M	3	0: 8	CL	11/05/96	11/05/96	11/05/96
blm6cl1	6	Multiples & Common Denominators: Tutorial		1	0:16	C	11/12/96	11/12/96	11/12/96
blm6cl2	6	Multiples & Common Denominators: Drill	94	1	0: 5	C	11/12/96	11/12/96	11/12/96
blm6ct1	6	Multiples & Common Denominators: Mastery Test 1	M	1	0: 0	CL	11/12/96	11/12/96	11/12/96
blm6ct2	6	Multiples & Common Denominators: Mastery Test 2	M	1	0: 3	CL	11/12/96	11/12/96	11/12/96
blm6dl1	6	Comparing Fractions: Tutorial		1	0:48	C	11/05/96	11/05/96	11/05/96
blm6dl2	6	Comparing Fractions: Drill	100	2	0:34	C	11/07/96	11/07/96	11/07/96
blm6dt1	6	Comparing Fractions: Mastery Test 1	M	2	0:15	CL	11/07/96	11/07/96	11/07/96
blm6dt2	6	Comparing Fractions: Mastery Test 2	M	1	0:29	CL	11/07/96	11/07/96	11/07/96
blm6el1	6	Improper Fractions/Mixed Numbers: Tutorial		1	0:43	C	11/07/96	11/07/96	11/07/96
blm6el2	6	Improper Fractions/Mixed Numbers: Drill	90	1	0: 8	C	11/12/96	11/12/96	11/12/96
blm6et1	6	Improper Fractions/Mix Numbers: Mastery Test 1	M	1	0: 1	CL	11/12/96	11/12/96	11/12/96
blm6et2	6	Improper Fractions/Mix Numbers: Mastery Test 2	M	1	0: 2	CL	11/12/96	11/12/96	11/12/96
blm6et3	6	Improper Fractions/Mix Numbers: Mastery Test 3	M	1	0: 7	CL	11/12/96	11/12/96	11/12/96
blm6il1	6	Adding Mixed Numbers: Tutorial		1	0:47	C	11/12/96	11/12/96	11/12/96
blm6il2	6	Adding Mixed Numbers: Drill	77	2	0:34	C	11/12/96	11/14/96	11/12/96
blm6it1	6	Adding Mixed Numbers: Mastery Test 1	M	1	0: 1	C	11/12/96	11/12/96	11/12/96
blm6it2	6	Adding Mixed Numbers: Mastery Test 2	M	1	0: 4	C	11/12/96	11/12/96	11/12/96
blm6it3	6	Adding Mixed Numbers: Mastery Test 3	M	2	0:27	CL	11/12/96	11/14/96	11/14/96
blm6jl1	6	Subtracting Mixed Numbers 1: Tutorial		1	0:38	C	11/14/96	11/14/96	11/14/96
blm6jl2	6	Subtracting Mixed Numbers 1: Drill	90	1	0:11	C	11/14/96	11/14/96	11/14/96
blm6jt1	6	Subtracting Mixed Numbers 1: Mastery Test 1	M	1	0: 5	CL	11/14/96	11/14/96	11/14/96
blm6jt2	6	Subtracting Mixed Numbers 1: Mastery Test 2	M	1	0: 3	CL	11/14/96	11/14/96	11/14/96
blm6jt3	6	Subtracting Mixed Numbers 1: Mastery Test 3	M	1	0: 2	CL	11/14/96	11/14/96	11/14/96
blm6jt4	6	Subtracting Mixed Numbers 1: Mastery Test 4	M	1	0:16	CL	11/14/96	11/14/96	11/14/96
blm6kd2		Subtracting Mixed Numbers 2: Drill 2	100	1	0:12	C	11/19/96	11/19/96	11/19/96
blm6kl1	6	Subtracting Mixed Numbers 2: Tutorial		1	0:29	C	11/19/96	11/19/96	11/19/96
blm6kl2	6	Subtracting Mixed Numbers 2: Drill 1	91	1	0: 8	C	11/19/96	11/19/96	11/19/96
blm6kt1	6	Subtracting Mixed Numbers 2: Mastery Test 1	M	1	0: 4	CL	11/19/96	11/19/96	11/19/96
blm6kt2	6	Subtracting Mixed Numbers 2: Mastery Test 2	M	1	0:13	CL	11/19/96	11/19/96	11/19/96
blm6ml1	6	Multiplying Fractions: Tutorial		1	0:24	C	11/19/96	11/19/96	11/19/96
blm6ml2	6	Multiplying Fractions: Drill	84	1	0: 8	C	11/19/96	11/19/96	11/19/96
blm6mt1	6	Multiplying Fractions: Mastery Test 1	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blm6mt2	6	Multiplying Fractions: Mastery Test 2	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blm6mt3	6	Multiplying Fractions: Mastery Test 3	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blm6nl1	6	Dividing Fractions 1: Tutorial		1	0: 9	C	12/05/96	12/05/96	12/05/96
blm6nl2	6	Dividing Fractions 1: Drill	100	1	0: 7	C	12/05/96	12/05/96	12/05/96
blm6nt1	6	Dividing Fractions 1: Mastery Test 1	M	1	0: 2	CL	12/05/96	12/05/96	12/05/96
blm6nt2	6	Dividing Fractions 1: Mastery Test 2	M	1	0: 2	CL	12/05/96	12/05/96	12/05/96
blm6ol1	7	Dividing Fractions 2: Tutorial		2	0:30	C	12/05/96	12/12/96	12/12/96
blm6ol2	7	Dividing Fractions 2: Drill	95	2	0:13	C	12/12/96	12/12/96	12/12/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

#17

Student:

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm6ot1	7	Dividing Fractions 2: Mastery Test 1	M	2	0: 2	CL	12/12/96	12/12/96	12/12/96
blm6ot2	7	Dividing Fractions 2: Mastery Test 2	M	1	0: 2	C	12/12/96	12/12/96	12/12/96
blm6pl1	7	Mult. & Dividing Mixed Numbers 1: Tutorial		4	1:50	C	11/19/96	12/03/96	11/21/96
blm6pl2	7	Mult. & Dividing Mixed Numbers 1: Drill	100	2	0:38	C	11/26/96	11/26/96	11/26/96
blm6pt1	7	Mult. & Dividing Mixed Numbers: Mastery Test 1	M	2	0:13	C	11/26/96	11/26/96	11/26/96
blm6pt2	7	Mult. & Dividing Mixed Numbers: Mastery Test 2	M	3	0:28	CL	11/26/96	12/03/96	12/03/96
blm6ql1	7	Mult. & Dividing Mixed Numbers 2: Tutorial		1	0:14	C	12/03/96	12/03/96	12/03/96
blm6ql2	7	Mult. & Dividing Mixed Numbers 2: Drill	93	2	0:18	C	12/05/96	12/05/96	12/05/96
blm6qt1	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 1	M	2	0:47	CL	12/05/96	12/05/96	12/05/96
blm6qt2	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 2	M	1	0: 9	CL	12/05/96	12/05/96	12/05/96
blm8cl1	7	Percent Concepts 1: Tutorial		1	0:15	C	12/12/96	12/12/96	12/12/96
blm8cl2	7	Percent Concepts 1: Drill	100	2	0:12	C	12/12/96	12/12/96	12/12/96
blm8ct1	7	Percent Concepts 1: Mastery Test 1	M	1	0: 1	C	12/12/96	12/12/96	12/12/96
blm8ct2	7	Percent Concepts 1: Mastery Test 2	M	1	0: 2	C	12/12/96	12/12/96	12/12/96
blm8ct3	7	Percent Concepts 1: Mastery Test 3	M	2	0:23	CL	12/12/96	12/12/96	12/12/96
blm8ct4	7	Percent Concepts 1: Mastery Test 4	M	1	0: 1	C	12/12/96	12/12/96	12/12/96
blm8dl1	7	Percent Concepts 2: Tutorial		1	0:15	C	12/12/96	12/12/96	12/12/96
blm8dl2	7	Percent Concepts 2: Drill	77	1	0:17	C	01/07/97	01/07/97	01/07/97
blm8dt1	7	Percent Concepts 2: Mastery Test 1	M	1	0: 6	CL	01/07/97	01/07/97	01/07/97
blm8dt2	7	Percent Concepts 2: Mastery Test 2	M	1	0: 3	CL	01/07/97	01/07/97	01/07/97
blm8dt3	7	Percent Concepts 2: Mastery Test 3	M	1	0: 3	CL	01/07/97	01/07/97	01/07/97
blm8dt4	7	Percent Concepts 2: Mastery Test 4	M	1	0:15	CL	01/07/97	01/07/97	01/07/97

Total time in activities: 31:53

Average Percent Score for Drills/Applications: 84.1

Number of Tests Mastered (M):   60

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STUDENT PERFORMANCE REPORT--ACTIVITIES   Date Printed: 04/03/97
User set of classes: project.gold   Page: 43
          Class: paino.tr2   Code Key:

Student: ████████████ **#18**   C -- Complete   L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

                              Report on All Activities of Student
                     Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	62	270:30	S	04/25/95	04/01/97	
alm1bl1	8	Exponents: Tutorial		8	2:32	C	09/10/96	01/21/97	10/29/96
alm1bt3	8	Exponents: Test 3	M	2	0: 6	C	11/05/96	11/05/96	11/05/96
alm1bt4	8	Exponents: Test 4	M	1	0: 2	C	11/05/96	11/05/96	11/05/96
alm2al1	7	Variables: Tutorial		16	10: 6	C	11/05/96	03/04/97	03/04/97
alm2al2	7	Variables: Application	80	3	0:16	C	03/04/97	03/04/97	03/04/97
alm2at1	7	Variables: Test 1	M	2	0:13	CL	01/14/97	03/11/97	03/11/97
alm2at2	7	Variables: Test 2	M	1	0: 9	CL	03/11/97	03/11/97	03/11/97
alm2at3	7	Variables: Test 3	M	2	0:19	CL	01/09/97	03/11/97	03/11/97
alm2bl1	8	Monomials: Tutorial		6	1:48	S	12/12/96	03/20/97	
alm2bt3	8	Monomials: Test 3	NM	1	0:12	SL	01/14/97	01/14/97	
blm1dd2		Whole Numbers 10-99: Drill 2	100	1	0: 6	C	03/25/97	03/25/97	03/25/97
blm1dd3		Whole Numbers 10-99: Drill 3	100	1	0:12	C	03/25/97	03/25/97	03/25/97
blm1dl1	2	Whole Numbers 10-99: Tutorial		3	0:25	C	04/25/96	03/20/97	03/20/97
blm1dl2	2	Whole Numbers 10-99: Drill 1	100	2	0: 4	C	03/25/97	03/25/97	03/25/97
blm1dt1	2	Whole Numbers 10-99: Mastery Test 1	M	1	0: 1	CL	03/25/97	03/25/97	03/25/97
blm1dt2	2	Whole Numbers 10-99: Mastery Test 2	M	1	0: 1	CL	03/25/97	03/25/97	03/25/97
blm1dt3	2	Whole Numbers 10-99: Mastery Test 3	M	1	0: 1	CL	03/25/97	03/25/97	03/25/97
blm1ed2		Whole Numbers 100-999: Drill 2	100	2	0: 7	C	04/01/97	04/01/97	04/01/97
blm1ed3		Whole Numbers 100-999: Drill 3	100	1	0: 4	C	04/01/97	04/01/97	04/01/97
blm1el1	2	Whole Numbers 100-999: Tutorial		2	0:30	C	03/25/97	04/01/97	04/01/97
blm1el2	2	Whole Numbers 100-999: Drill 1	83	1	0: 3	C	04/01/97	04/01/97	04/01/97
blm1et1	2	Whole Numbers 100-999: Mastery Test 1	M	1	0: 2	CL	04/01/97	04/01/97	04/01/97
blm1et2	2	Whole Numbers 100-999: Mastery Test 2	M	1	0: 2	CL	04/01/97	04/01/97	04/01/97
blm1et3	2	Whole Numbers 100-999: Mastery Test 3	M	1	0: 1	CL	04/01/97	04/01/97	04/01/97
blm1gl1	3	Hundreds and Thousands: Tutorial		2	0:20	S	04/01/97	04/01/97	
blm1gt1	3	Hundreds and Thousands: Mastery Test 1	NM	1	0: 3	SL	04/01/97	04/01/97	
blm2bl1	1	Addition Facts 1: Tutorial		5	0:18	C	06/08/95	02/06/97	06/08/95
blm4ol1	8	Problem Solving 2: Tutorial		1	0: 0	S	01/14/97	01/14/97	
blm7al1	6	Decimal Fractions 1: Tutorial		8	1:19	C	05/14/96	02/04/97	05/14/96
blr2ml1	3	Synonyms: Tutorial		35	0:34	C	05/30/95	01/21/97	06/15/95

                              Total time in activities: 19:56
            Average Percent Score for Drills/Applications: 94.7
                      Number of Tests Mastered (M):   11

STUDENT PERFORMANCE REPORT--ACTIVITIES

Date Printed: 04/03/97

User set of classes: project.gold

Page: 44

Class: paino.tr2

Code Key:

Student: ~~████████~~ **#19**

Init Routing Activity: plato.library

Titled: <u>Siemens</u> PLATO Library

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	63	247:36	S	04/27/95	04/01/97	
aa3et1	9	Word Problems I: Mastery Test	M	3	1:20	CL	10/24/96	11/07/96	11/07/96
aa3fl1	9	Inequalities I: Tutorial		2	0:51	C	11/07/96	11/12/96	11/12/96
aa3fl2	9	Inequalities I: Drill	87	1	0:18	C	11/14/96	11/14/96	11/14/96
aa3ft1	9	Inequalities I: Mastery Test	M	3	0:15	CL	11/12/96	11/14/96	11/14/96
aa3gl1	9	Inequalities II: Tutorial		1	0:47	S	11/14/96	11/14/96	
aa3gt1	9	Inequalities II: Test 1	NM	1	0: 6	SL	11/14/96	11/14/96	
aa3gt2	9	Inequalities II: Test 2	NM	1	0: 7	SL	11/14/96	11/14/96	
alr2ct1	10	The Title as the Main Idea 2: Mastery Test	M	1	0: 2	CL	01/14/97	01/14/97	01/14/97
alr2dt1	10	Details That Support The Main Idea: Mst.Tst	M	1	0: 6	CL	01/14/97	01/14/97	01/14/97
alr2et1	10	Chronological and Logical Order: Mastery Test	M	1	0: 4	CL	01/14/97	01/14/97	01/14/97
alr2ht1	10	Illustration and Example: Mastery Test	M	1	0: 6	CL	01/14/97	01/14/97	01/14/97
alr2jt1	10	Implying a Title: Mastery Test	M	1	0: 3	CL	01/14/97	01/14/97	01/14/97
alr2kt1	10	General Reading Strategies: Mastery Test	M	1	0: 5	CL	01/14/97	01/14/97	01/14/97
alra2cat	-1	Reading Skills/Strategies: Assessments	M	0	0: 0	C	01/14/97	01/14/97	01/14/97
alra6	-1	Commentary On Literature/Arts	M	0	0: 0	C	01/14/97	01/14/97	01/14/97
alw1cl1	7	Forming Plurals and Possessives: Tutorial		1	0:23	C	01/21/97	01/21/97	01/21/97
alw1ct1	7	Forming Plurals and Possessives: Test 1	M	2	0: 2	CL	07/10/95	01/21/97	01/21/97
alw1ct2	7	Forming Plurals and Possessives: Test 2	M	1	0: 2	C	01/21/97	01/21/97	01/21/97
alw3at1	8	Confusing Words: Mastery Test	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
alw3bl1	10	Inappropriate Language: Tutorial		1	0:12	C	02/04/97	02/04/97	02/04/97
alw3bt1	10	Inappropriate Language: Mastery Test	M	2	0: 3	CL	02/04/97	02/04/97	02/04/97
alw3cl1	10	Word Choice Errors: Tutorial		1	0:13	C	02/04/97	02/04/97	02/04/97
alw3ct1	10	Word Choice Errors: Mastery Test	M	2	0: 8	CL	02/04/97	02/06/97	02/06/97
alw3dt1	10	Using Figures of Speech in Writing: Mastery Tst	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
alw4dl1	10	Misplaced Modifiers: Tutorial		1	0:13	C	02/06/97	02/06/97	02/06/97
alw4dt1	10	Misplaced Modifiers: Mastery Test	M	2	0: 6	CL	02/06/97	02/06/97	02/06/97
alw4ft1	10	Awkward Sentence Structure: Mastery Test	M	1	0: 3	CL	02/06/97	02/06/97	02/06/97
alw5bt1	9	Unnecessary Sentences: Mastery Test	M	1	0: 4	CL	02/06/97	02/06/97	02/06/97
alw5ct1	9	Order of Sentences in Paragraphs: Mst. Tests	M	1	0: 2	CL	02/06/97	02/06/97	02/06/97
alw5el1	9	Improving Structure in Paragraphs: Tutorial		1	0:24	C	02/06/97	02/06/97	02/06/97
alw5et1	9	Improving Structure in Paragraphs: Mastery Test	M	2	0: 5	CL	02/06/97	02/06/97	02/06/97
alw5ft1	9	Paragraph Development & Organization: Mst. Test	M	1	0: 4	CL	02/06/97	02/06/97	02/06/97
alw6al1	10	The Writing Process: Tutorial		1	0: 9	C	02/18/97	02/18/97	02/18/97
alw6bl1	10	Working With the Topic: Tutorial		1	0: 0	S	03/11/97	03/11/97	
alw6cl1	10	From Ideas to Sentences: Tutorial		1	0:33	C	02/18/97	02/18/97	02/18/97
alw6el1	10	Writing and Evaluating Essays: Tutorial		2	0:20	C	02/18/97	02/25/97	02/25/97
alwa1cat	-1	Mechanics: Assessments		1	0:18	C	02/27/97	02/27/97	02/27/97
alwa2cat	-1	Grammar: Assessments		1	0:15	C	02/25/97	02/25/97	02/25/97
alwa3cat	-1	Diction and Style: Assessments		1	0: 8	C	03/11/97	03/11/97	03/11/97

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STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ▉▉▉▉▉▉ #19

Init Routing Activity: plato.library   C -- Complete L -- Locked   M -- Mastered

Titled: Siemens PLATO Library   S -- Started   - -- No End   NM -- Not Mastered

                                              E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alwa4cat	-1	Sentence Structure: Assessments		1	0: 8	C	03/11/97	03/11/97	03/11/97
alwa5cat	-1	Logic and Organization: Assessments		1	0:15	C	03/11/97	03/11/97	03/11/97
bll101t1	7	Using Articles: Mastery Test 1	M	1	0: 1	CL	01/16/97	01/16/97	01/16/97
bll101t2		Using Articles: Mastery Test 2	M	1	0: 1	CL	01/16/97	01/16/97	01/16/97
bll10211	7	Prepositions and Articles: Review 1		1	0: 3	C	01/21/97	01/21/97	01/21/97
bll10212		Prepositions and Articles: Review 2		1	0: 3	C	01/21/97	01/21/97	01/21/97
bll1fl1	4	Verbs: Review		1	0:10	C	01/14/97	01/14/97	01/14/97
bll1kl1	4	Nouns: Review 1		1	0:12	C	01/14/97	01/14/97	01/14/97
bll1kl2		Nouns: Review 2		1	0: 3	C	01/14/97	01/14/97	01/14/97
bll1pl1	5	Pronouns: Review 1		1	0: 4	C	01/14/97	01/14/97	01/14/97
bll1pl2		Pronouns: Review 2		1	0: 5	C	01/14/97	01/14/97	01/14/97
bll1tl1	6	Making Nouns and Pronouns Agree: Review 1		1	0: 3	C	01/14/97	01/14/97	01/14/97
bll1tl2		Making Nouns and Pronouns Agree: Review 2		1	0: 4	C	01/14/97	01/14/97	01/14/97
bll1yl1	5	Adjectives and Adverbs: Review 1		1	0: 7	C	01/16/97	01/16/97	01/16/97
bll1yl2		Adjectives and Adverbs: Review 2		1	0: 7	C	01/16/97	01/16/97	01/16/97
bll1zt1	7	Learning About Prepositions: Mastery Test	M	1	0: 5	CL	01/16/97	01/16/97	01/16/97
bll2dt1	5	Three Kinds of Sentences: Mastery Test	M	1	0: 1	CL	01/21/97	01/21/97	01/21/97
bll2el1	7	Learning About Sentences: Review 1		2	0: 5	C	01/21/97	01/21/97	01/21/97
bll2el2		Learning About Sentences: Review 2		1	0: 5	C	01/21/97	01/21/97	01/21/97
bll2kl1	7	Phrases and Clauses: Review 1		1	0: 6	C	01/21/97	01/21/97	01/21/97
bll2kl2		Phrases and Clauses: Review 2		1	0: 8	C	01/21/97	01/21/97	01/21/97
bll2lt1	6	Subject and Its Verb Must Agree: Mastery Test	M	1	0: 1	CL	01/23/97	01/23/97	01/23/97
bll2nt1	6	Making Verbs and Unusual Nouns Agree: Mst. Tst.	M	1	0: 1	CL	01/23/97	01/23/97	01/23/97
bll2ot1	6	Starting Sentences with THERE or HERE: Mst. Tst	M	1	0: 1	CL	01/23/97	01/23/97	01/23/97
bll2pl1	6	Subject-Verb Agreement: Review 1		1	0: 6	C	01/23/97	01/23/97	01/23/97
bll2pl2		Subject-Verb Agreement: Review 2		1	0: 7	C	01/23/97	01/23/97	01/23/97
bll2sl1	6	More About Sentences: Review 1		1	0:28	C	01/23/97	01/23/97	01/23/97
bll2sl2		More About Sentences: Review 2		1	0: 5	C	01/23/97	01/23/97	01/23/97
bll3dl1	3	More Than One: Review 1		1	0: 3	C	01/23/97	01/23/97	01/23/97
bll3dl2		More Than One: Review 2		1	0: 3	C	01/23/97	01/23/97	01/23/97
bll3et1	4	What are Negative Words?: Mastery Test	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
bll3gt1	6	Synonyms and Antonyms: Mastery Test 1	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
bll3gt2		Synonyms and Antonyms: Mastery Test 2	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
bll3ht1	6	Homophones: Words That Sound Alike: Mst.Test	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
bll3il1	6	Word Confusion: Review 1		1	0: 9	C	02/04/97	02/04/97	02/04/97
bll3il2		Word Confusion: Review 2		1	0: 5	C	02/04/97	02/04/97	02/04/97
bll3lt1	3	Possessive Pronouns & Adjectives: Mastery Test	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
bll3ml1	3	Possessives: Review 1		1	0: 4	C	02/04/97	02/04/97	02/04/97
bll3ml2		Possessives: Review 2		1	0: 4	C	02/04/97	02/04/97	02/04/97
bll4dl1	3	Capital Letters: Review 1		1	0: 3	C	01/21/97	01/21/97	01/21/97
bll4dl2		Capital Letters: Review 2		1	0: 3	C	01/21/97	01/21/97	01/21/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ▓▓▓▓▓▓ #19   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt
▓▓▓▓▓

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
bl14il1	3	Punctuation: Review 1		1	0: 5	C	01/21/97	01/21/97	01/21/97
bl14il2		Punctuation: Review 2		1	0: 4	C	01/21/97	01/21/97	01/21/97
bl15al1	7	Writing Personal & Business Letters: Tutorial		1	0:10	C	02/06/97	02/06/97	02/06/97
bl15at1	7	Writing Personal & Business Letters: Mst. Tst. 1	M	2	0: 2	CL	02/06/97	02/06/97	02/06/97
bl15at2		Writing Personal & Business Letters: Mst. Tst. 2	M	1	0: 1	C	02/06/97	02/06/97	02/06/97
bl15bt1	7	Addresses & Return Addresses: Mastery Test 1	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
bl15bt2		Addresses & Return Addresses: Mastery Test 2	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
bl15cl1	7	Making Letters Look Right: Review 1		1	0: 5	C	02/13/97	02/13/97	02/13/97
bl15cl2		Making Letters Look Right: Review 2		1	0: 3	C	02/13/97	02/13/97	02/13/97
bl15dt1	7	Letter of Application: Mastery Test 1	M	1	0: 3	CL	02/13/97	02/13/97	02/13/97
bl15dt2		Letter of Application: Mastery Test 2	M	1	0: 2	CL	02/13/97	02/13/97	02/13/97
bl15dt3		Letter of Application: Mastery Test 3	M	1	0: 2	CL	02/13/97	02/13/97	02/13/97
bl15dt4		Letter of Application: Mastery Test 4	M	1	0: 2	CL	02/13/97	02/13/97	02/13/97
bl15et1	7	Filling Out an Application: Mastery Test	M	1	0: 1	CL	02/13/97	02/13/97	02/13/97
bl15fl1	7	Giving the Employer Correct Information: Review		1	0:10	C	02/13/97	02/13/97	02/13/97
bl15gl1	8	Opening a Bank Account: Tutorial		2	0: 9	C	02/13/97	02/13/97	02/13/97
bl15gl2	8	Making a Bank Deposit & Writing a Check: Tut.		1	0:12	C	02/13/97	02/13/97	02/13/97
bl15gl3	8	Filling Out a Retail Credit Appl. Part 1: Tut.		1	0: 4	C	02/13/97	02/13/97	02/13/97
bl15gl4	8	Filling Out a Retail Credit Appl. Part 2: Tut.		1	0:11	C	02/13/97	02/13/97	02/13/97
bl15gl5	8	Filling Out a Retail Credit Appl. Part 3: Tut.		1	0:17	C	02/18/97	02/18/97	02/18/97
bl15gl6	8	Filling Out a Job Application: Tutorial		1	0:25	C	02/18/97	02/18/97	02/18/97
bl1al1.1cat	-1	Part 1: Assessments		2	0:15	C	01/16/97	02/25/97	02/25/97
bl1al1.2cat	-1	Part 2: Assessments		1	0: 5	C	02/25/97	02/25/97	02/25/97
bl1a2cat	-1	Assessments		2	0:28	C	02/27/97	03/11/97	03/11/97
bl1a3cat	-1	Assessments		1	0: 9	C	03/11/97	03/11/97	03/11/97
bl1a4cat	-1	Assessments		1	0: 4	C	02/25/97	02/25/97	02/25/97
bl1a5cat	-1	Assessments		1	0:10	C	03/11/97	03/11/97	03/11/97
blr10311	6	Prefixes and Suffixes in Context: Review	M	1	0:30	C	11/26/96	11/26/96	11/26/96
blr1fl1	4	More Compound Words: Tutorial		1	0:12	C	11/19/96	11/19/96	11/19/96
blr1ft1	4	More Compound Words: Mastery Test	M	1	0: 2	CL	11/19/96	11/19/96	11/19/96
blr1gl1	2	Verbs Ending in E: Tutorial		1	0:14	C	11/19/96	11/19/96	11/19/96
blr1gt1	2	Verbs Ending in E: Mastery Test	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blr1hl1	3	Contractions of NOT: Tutorial		1	0: 6	C	11/19/96	11/19/96	11/19/96
blr1ht1	3	Contractions of NOT: Mastery Test	M	1	0: 6	CL	11/19/96	11/19/96	11/19/96
blr1il1	3	More Basic Word Building: Review	M	1	0: 9	C	11/19/96	11/19/96	11/19/96
blr1jl1	2	Verb Endings After Consonants: Tutorial		1	0: 1	S	11/19/96	11/19/96	
blr1jt1	2	Verb Endings After Consonants: Mastery Test	M	1	0: 2	CL	11/19/96	11/19/96	11/19/96
blr1kt1	4	Verb Endings After Y: Mastery Test	M	1	0: 1	CL	11/19/96	11/19/96	11/19/96
blr1lt1	4	Word Endings for Comparisons: Mastery Test	M	1	0: 2	CL	11/19/96	11/19/96	11/19/96
blr1mt1	5	Compound Words--New Meanings: Mastery Test	M	1	0: 4	CL	11/19/96	11/19/96	11/19/96
blr1nt1	5	More Contractions: will/are: Mastery Test	M	1	0: 2	CL	11/19/96	11/19/96	11/19/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

       Class: paino.tr2

Code Key:

Student: ~~■■■■■■■■~~ **#19**

Init Routing Activity: plato.library

Titled: ~~Siemens~~ PLATO Library

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr1ol1	5	Complex Word Building: Review	M	1	0:18	C	11/19/96	11/19/96	11/19/96
blr1pl1	4	Noun Endings: er/or: Tutorial 1		1	0:22	C	11/21/96	11/21/96	11/21/96
blr1pl2	4	Noun Endings: ist/ian: Tutorial 2		1	0:15	C	11/21/96	11/21/96	11/21/96
blr1pt1	4	Noun Endings: er/or ist/ian: Mastery Test	M	1	0: 2	CL	11/21/96	11/21/96	11/21/96
blr1pt2	4	Noun Endings: er/or ist/ian: Mastery Test 2	M	1	0: 1	C	11/21/96	11/21/96	11/21/96
blr1rt1	6	Special Compound Words: Mastery Test	M	1	0: 2	CL	11/21/96	11/21/96	11/21/96
blr1tl1	6	Prefix/Suffix/Compound Words: Review	M	1	0: 9	C	11/21/96	11/21/96	11/21/96
blr1yl1	4	More Prefixes and Suffixes: Review	M	1	0:12	C	11/21/96	11/21/96	11/21/96
blr201t1	4	Words That Are Spelled Alike 2: Mastery Test	M	1	0: 1	CL	12/03/96	12/03/96	12/03/96
blr203t1	7	More Idioms: Mastery Test	M	1	0: 3	CL	12/03/96	12/03/96	12/03/96
blr204l1	7	Understanding/Using New Words: Review	M	1	0: 6	C	12/03/96	12/03/96	12/03/96
blr204l2	7	Reading Want Ads to Find a Place to Live: Appl.		2	0:12	C	12/03/96	12/05/96	12/05/96
blr2bt1	3	Comparatives 1 and 2: Mastery Test	M	1	0: 2	CL	11/26/96	11/26/96	11/26/96
blr2ct1	6	Prepositions: on/at/in: Mastery Test	M	1	0: 1	CL	11/26/96	11/26/96	11/26/96
blr2dt1	5	Pronouns: Mastery Test	M	1	0: 0	CL	11/26/96	11/26/96	11/26/96
blr2et1	7	More Pronouns: Mastery Test	M	1	0: 2	CL	11/26/96	11/26/96	11/26/96
blr2fl1	6	Selecting the Proper Words: Review	M	1	0:10	C	11/26/96	11/26/96	11/26/96
blr2ht1	4	Words That Sound Alike 1: Mastery Test	M	1	0: 0	CL	11/26/96	11/26/96	11/26/96
blr2it1	6	More Prepositions: Mastery Test	M	1	0: 0	CL	11/26/96	11/26/96	11/26/96
blr2jt1	3	Identifying Groups: Mastery Test	M	1	0: 2	CL	11/26/96	11/26/96	11/26/96
blr2ll1	4	Choosing the Proper Words: Review	M	1	0: 9	C	11/26/96	11/26/96	11/26/96
blr2nt1	3	Word Grouping: Mastery Test	M	1	0: 0	CL	11/26/96	11/26/96	11/26/96
blr2ql1	3	Dealing with Confusing Words: Review	M	1	0:16	C	11/26/96	11/26/96	11/26/96
blr2vl1	5	Word Meanings: Review	M	1	0:14	C	11/26/96	11/26/96	11/26/96
blr2yl1	6	Idioms: Tutorial		1	0: 1	S	12/03/96	12/03/96	
blr2yt1	6	Idioms: Mastery Test	M	1	0: 3	CL	12/03/96	12/03/96	12/03/96
blr2zl1	5	Applying New Words: Review	M	1	0: 8	C	12/03/96	12/03/96	12/03/96
blr302l1	5	Reading and Remembering: Review	M	1	0:46	C	12/12/96	12/12/96	12/12/96
blr307l1	6	Interpreting What You Read: Review	M	2	0:19	C	12/12/96	01/07/97	01/07/97
blr307l2	6	Using the Want Ads to Find a Car to Buy: Appl.		1	0:14	C	01/07/97	01/07/97	01/07/97
blr3at1	3	Nouns and Pronouns: Mastery Test	M	1	0: 5	CL	12/05/96	12/05/96	12/05/96
blr3bt1	3	Following Directions: Mastery Test	M	1	0: 3	CL	12/05/96	12/05/96	12/05/96
blr3ct1	7	Past and Present Tense: Mastery Test	M	1	0: 0	CL	12/05/96	12/05/96	12/05/96
blr3el1	5	Locating Basic Facts: Review	M	1	0:19	C	12/05/96	12/05/96	12/05/96
blr3it1	6	Past/Present/Future Tense: Mastery Test	M	1	0: 0	CL	12/05/96	12/05/96	12/05/96
blr3nt1	4	Replacing Nouns With Pronouns: Mastery Test	M	1	0: 2	CL	12/05/96	12/05/96	12/05/96
blr3ol1	4	Understanding What You Read: Review	M	1	0:32	C	12/05/96	12/05/96	12/05/96
blr3ul1	6	Remembering What You Read: Review	M	2	0:50	C	12/05/96	12/12/96	12/12/96
blr401l1	3	Understanding the Whole Story: Review	M	1	0: 6	C	01/09/97	01/09/97	01/09/97
blr401l2	3	Reading the Grocery Ads: Application		1	0: 9	C	01/09/97	01/09/97	01/09/97
blr4fl1	5	Understanding Basic Facts: Review	M	1	0: 6	C	01/07/97	01/07/97	01/07/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: ▬▬▬▬ **#19**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blr4kl1	3	Reading and Understanding More: Review	M	1	0:10	C	01/07/97	01/07/97	01/07/97
blr4pl1	3	Describers and Conclusions: Review	M	1	0: 9	C	01/07/97	01/07/97	01/07/97
blr4vl1	3	More Describers and Conclusions: Review	M	2	0:31	C	01/07/97	01/09/97	01/09/97
blr5cl1	4	Facts and Nonfacts: Review	NM	1	0: 3	C	01/09/97	01/09/97	01/09/97
blr5fl1	5	The Author's Purpose: Review	M	1	0: 9	C	01/09/97	01/09/97	01/09/97
blr5jl1	5	Evaluating What You Read: Review	M	1	0:22	C	01/09/97	01/09/97	01/09/97
blr5ol1	7	The Author and Your Conclusions: Review	M	1	0: 6	C	01/09/97	01/09/97	01/09/97
blr5rt1	8	Stating Fact or Opinion: Mastery Test	M	1	0: 1	CL	01/09/97	01/09/97	01/09/97
blr5tl1	8	Separating Facts from Opinions: Review	M	1	0: 7	C	01/09/97	01/09/97	01/09/97
blr5tl2	8	Reading the Entertainment Section: Application		2	0:11	C	01/09/97	01/09/97	01/09/97
glsmathat		FASTRACK Math Assessment Tests		2	0:57	C	03/20/97	03/25/97	03/25/97
glsreadat		FASTRACK Reading Assessment Tests		2	1:18	C	03/18/97	03/20/97	03/20/97
}wc1atl		The Process of Communication: Mastery Test	NM	1	0: 4	SL	03/25/97	03/25/97	
}wm1al1		Time Applications: Tutorial		1	0:36	C	04/01/97	04/01/97	04/01/97
}wm1at1		Time Applications: Mastery Test 1	M	2	0: 7	CL	04/01/97	04/01/97	04/01/97
}wm1at2		Time Applications: Mastery Test 2	M	1	0:21	C	04/01/97	04/01/97	04/01/97
}wm1bt1		Clocks and Time Zones: Mastery Test 1	M	1	0: 5	CL	04/01/97	04/01/97	04/01/97
}wm1bt2		Clocks and Time Zones: Mastery Test 2	NM	1	0:15	SL	04/01/97	04/01/97	
}wm1ct1		Estimating: Mastery Test	NM	1	0:23	SL	04/01/97	04/01/97	
}wr1atl		You Have A Message: Mastery Test	M	1	0:16	CL	03/20/97	03/20/97	03/20/97

Total time in activities: 28:52

Average Percent Score for Drills/Applications: 87.0

Number of Tests Mastered (M):   100

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Date Printed: 04/03/97

Page: 49

Code Key:

Student: ■■■■■■■■ #20

Init Routing Activity: plato.library

Titled: Siemens PLATO Library ■■■■■

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	125	315: 2	S	04/25/95	04/01/97	
alm1cl1	7	Adding & Subtracting Integers: Tutorial		1	1: 6	C	02/18/97	02/18/97	02/18/97
alm1cl2	7	Adding & Subtracting Integers: Application	83	1	0:10	C	02/18/97	02/18/97	02/18/97
alm1ct1	7	Adding and Subtracting Integers: Test 1	M	1	0: 6	CL	02/18/97	02/18/97	02/18/97
alm1ct2	7	Adding and Subtracting Integers: Test 2	M	1	0: 5	CL	02/18/97	02/18/97	02/18/97
alm1dt1	7	Multiplying & Dividing Integers: Test 1	M	1	0: 3	CL	02/18/97	02/18/97	02/18/97
alm1dt2	7	Multiplying & Dividing Integers: Test 2	M	1	0: 4	CL	02/18/97	02/18/97	02/18/97
alm6al1	7	Percents - Part 1: Tutorial		3	1:26	C	02/20/97	03/20/97	02/20/97
alm6al2	7	Percents - Part 1: Application	70	1	0:17	C	02/25/97	02/25/97	02/25/97
alm6at1	7	Percents - Part 1: Test 1	M	2	0:17	CL	02/25/97	03/20/97	03/20/97
alm6at2	7	Percents - Part 1: Test 2	M	2	0:25	CL	02/27/97	03/20/97	03/20/97
alm6at3	7	Percents - Part 1: Test 3	M	2	0:17	CL	02/27/97	03/20/97	03/20/97
alm6at4	7	Percents - Part 1: Test 4	M	2	0:47	CL	02/27/97	03/20/97	03/20/97
alm6bl1	7	Percents - Part 2: Tutorial		2	1:54	C	03/25/97	04/01/97	04/01/97
alm6bl2	7	Percents - Part 2: Application	66	1	0:20	C	04/01/97	04/01/97	04/01/97
alm6bt1	7	Percents - Part 2: Test 1	M	1	0: 3	CL	04/01/97	04/01/97	04/01/97
alm6bt2	7	Percents - Part 2: Test 2	M	1	0: 3	CL	04/01/97	04/01/97	04/01/97
alm6bt3	7	Percents - Part 2: Test 3	M	1	0: 1	CL	04/01/97	04/01/97	04/01/97
alr6dl1	10	Commentary on the Arts: Tutorial		7	2:41	C	07/09/96	02/27/97	10/01/96
blm6bl1	6	Equivalent Fractions: Tutorial		3	1:51	C	10/29/96	11/05/96	11/05/96
blm6bl2	6	Equivalent Fractions: Drill	92	1	0:12	C	11/05/96	11/05/96	11/05/96
blm6bt1	6	Equivalent Fractions: Mastery Test 1	M	1	0: 1	C	11/05/96	11/05/96	11/05/96
blm6bt2	6	Equivalent Fractions: Mastery Test 2	M	1	0: 4	C	11/05/96	11/05/96	11/05/96
blm6cl1	6	Multiples & Common Denominators: Tutorial		1	0:17	C	12/03/96	12/03/96	12/03/96
blm6ct1	6	Multiples & Common Denominators: Mastery Test 1	M	1	0: 1	CL	12/03/96	12/03/96	12/03/96
blm6ct2	6	Multiples & Common Denominators: Mastery Test 2	M	1	0: 3	CL	12/03/96	12/03/96	12/03/96
blm6dl1	6	Comparing Fractions: Tutorial		3	2:29	C	11/07/96	11/14/96	11/14/96
blm6dl2	6	Comparing Fractions: Drill	95	1	0:19	C	11/14/96	11/14/96	11/14/96
blm6dt1	6	Comparing Fractions: Mastery Test 1	M	1	0:13	CL	11/14/96	11/14/96	11/14/96
blm6dt2	6	Comparing Fractions: Mastery Test 2	M	1	0: 4	CL	11/14/96	11/14/96	11/14/96
blm6el1	6	Improper Fractions/Mixed Numbers: Tutorial		1	0:56	C	11/19/96	11/19/96	11/19/96
blm6el2	6	Improper Fractions/Mixed Numbers: Drill	90	1	0: 7	C	11/21/96	11/21/96	11/21/96
blm6et1	6	Improper Fractions/Mix Numbers: Mastery Test 1	M	1	0: 3	CL	11/21/96	11/21/96	11/21/96
blm6et2	6	Improper Fractions/Mix Numbers: Mastery Test 2	M	1	0: 2	CL	11/21/96	11/21/96	11/21/96
blm6et3	6	Improper Fractions/Mix Numbers: Mastery Test 3	M	1	0: 3	CL	11/21/96	11/21/96	11/21/96
blm6hl1	6	Adding & Subtracting Fractions 2: Tutorial		3	1:36	C	06/15/95	11/26/96	06/15/95
blm6hl2	6	Adding & Subtracting Fractions 2: Drill 1	37	2	1:29	C	06/20/95	11/21/96	06/20/95
blm6ht1	6	Adding & Subtracting Fractions 2: Mastery Tst 1	M	2	0:25	CL	06/22/95	11/26/96	11/26/96
blm6ht2	6	Adding & Subtracting Fractions 2: Mastery Tst 2	M	2	0:25	CL	06/22/95	11/26/96	11/26/96
blm6it1	6	Adding Mixed Numbers: Mastery Test 1	M	1	0: 3	CL	12/03/96	12/03/96	12/03/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Student: ███████████ **#20**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Code Key:

C -- Complete   L -- Locked   M -- Mastered
S -- Started   - -- No End   NM -- Not Mastered
E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm6it2	6	Adding Mixed Numbers: Mastery Test 2	M	1	0: 2	CL	12/03/96	12/03/96	12/03/96
blm6it3	6	Adding Mixed Numbers: Mastery Test 3	M	2	0:19	CL	12/03/96	12/05/96	12/05/96
blm6jt1	6	Subtracting Mixed Numbers 1: Mastery Test 1	M	1	0: 8	CL	12/05/96	12/05/96	12/05/96
blm6jt2	6	Subtracting Mixed Numbers 1: Mastery Test 2	M	1	0:12	CL	12/12/96	12/12/96	12/12/96
blm6jt3	6	Subtracting Mixed Numbers 1: Mastery Test 3	M	1	0: 3	CL	12/12/96	12/12/96	12/12/96
blm6jt4	6	Subtracting Mixed Numbers 1: Mastery Test 4	M	1	0: 8	CL	12/12/96	12/12/96	12/12/96
blm6kt1	6	Subtracting Mixed Numbers 2: Mastery Test 1	M	1	0: 6	CL	12/12/96	12/12/96	12/12/96
blm6kt2	6	Subtracting Mixed Numbers 2: Mastery Test 2	M	1	0:12	CL	12/12/96	12/12/96	12/12/96
blm6mt1	6	Multiplying Fractions: Mastery Test 1	M	1	0: 8	CL	12/12/96	12/12/96	12/12/96
blm6mt2	6	Multiplying Fractions: Mastery Test 2	M	1	0: 5	CL	12/12/96	12/12/96	12/12/96
blm6mt3	6	Multiplying Fractions: Mastery Test 3	M	1	0:12	CL	12/12/96	12/12/96	12/12/96
blm6nl1	6	Dividing Fractions 1: Tutorial		1	0:11	C	01/14/97	01/14/97	01/14/97
blm6nl2	6	Dividing Fractions 1: Drill	100	1	0: 4	C	01/14/97	01/14/97	01/14/97
blm6nt1	6	Dividing Fractions 1: Mastery Test 1	M	1	0: 2	CL	01/14/97	01/14/97	01/14/97
blm6nt2	6	Dividing Fractions 1: Mastery Test 2	M	1	0: 1	CL	01/14/97	01/14/97	01/14/97
blm6ot1	7	Dividing Fractions 2: Mastery Test 1	M	1	0: 9	CL	01/14/97	01/14/97	01/14/97
blm6ot2	7	Dividing Fractions 2: Mastery Test 2	M	1	0:27	CL	01/14/97	01/14/97	01/14/97
blm6pl1	7	Mult. & Dividing Mixed Numbers 1: Tutorial		1	0:51	C	01/07/97	01/07/97	01/07/97
blm6pl2	7	Mult. & Dividing Mixed Numbers 1: Drill	96	1	0:26	C	01/09/97	01/09/97	01/09/97
blm6pt1	7	Mult. & Dividing Mixed Numbers: Mastery Test 1	M	1	0:13	C	01/07/97	01/07/97	01/07/97
blm6pt2	7	Mult. & Dividing Mixed Numbers: Mastery Test 2	M	1	0: 6	CL	01/09/97	01/09/97	01/09/97
blm6ql1	7	Mult. & Dividing Mixed Numbers 2: Tutorial		1	0:45	C	01/09/97	01/09/97	01/09/97
blm6qt1	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 1	M	1	0:12	CL	01/09/97	01/09/97	01/09/97
blm6qt2	7	Mult. & Dividing Mixed Numbers 2: Mastery Test 2	M	2	0:41	CL	01/07/97	01/09/97	01/09/97
blm7ad2		Decimal Fractions 1: Drill 2	95	1	0: 4	C	01/21/97	01/21/97	01/21/97
blm7ad3		Decimal Fractions 1: Drill 3	93	1	0: 5	C	01/21/97	01/21/97	01/21/97
blm7al1	6	Decimal Fractions 1: Tutorial		3	2:41	C	01/14/97	01/21/97	01/21/97
blm7al2	6	Decimal Fractions 1: Drill 1	82	1	0: 8	C	01/21/97	01/21/97	01/21/97
blm7at1	6	Decimal Fractions 1: Mastery Test 1	M	1	0: 8	CL	01/21/97	01/21/97	01/21/97
blm7at2	6	Decimal Fractions 1: Mastery Test 2	M	1	0: 2	CL	01/21/97	01/21/97	01/21/97
blm7at3	6	Decimal Fractions 1: Mastery Test 3	M	1	0: 2	CL	01/21/97	01/21/97	01/21/97
blm7at4	6	Decimal Fractions 1: Mastery Test 4	M	1	0: 1	CL	01/21/97	01/21/97	01/21/97
blm7at5	6	Decimal Fractions 1: Mastery Test 5	M	1	0: 3	CL	01/21/97	01/21/97	01/21/97
blm7bl1	7	Decimal Fractions 2: Tutorial		1	0:47	C	02/04/97	02/04/97	02/04/97
blm7bl2	7	Decimal Fractions 2: Drill	100	1	0: 9	C	02/04/97	02/04/97	02/04/97
blm7bt1	7	Decimal Fractions 2: Mastery Test 1	M	1	0:14	CL	02/04/97	02/04/97	02/04/97
blm7bt2	7	Decimal Fractions 2: Mastery Test 2	M	1	0: 5	CL	02/04/97	02/04/97	02/04/97
blm7bt3	7	Decimal Fractions 2: Mastery Test 3	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
blm7cl1	6	Adding & Subtracting Decimals: Tutorial		1	0: 4	S	01/21/97	01/21/97	
blm7ct1	6	Adding & Subtracting Decimals: Mastery Test 1	M	1	0: 2	CL	01/21/97	01/21/97	01/21/97
blm7ct2	6	Adding & Subtracting Decimals: Mastery Test 2	M	1	0: 3	CL	01/21/97	01/21/97	01/21/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ████████ #20

C -- Complete L -- Locked   M -- Mastered

Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered

Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm7ct3	6	Adding & Subtracting Decimals: Mastery Test 3	M	1	0: 4	CL	01/21/97	01/21/97	01/21/97
blm7ct4	6	Adding & Subtracting Decimals: Mastery Test 4	M	1	0: 3	CL	01/21/97	01/21/97	01/21/97
blm7el1	6	Dividing Decimals: Tutorial 1		2	2:10	C	01/23/97	01/28/97	01/28/97
blm7el2	6	Dividing Decimals: Tutorial 2		1	0:40	C	01/28/97	01/28/97	01/28/97
blm7el3	6	Dividing Decimals: Drill	82	1	0:15	C	01/28/97	01/28/97	01/28/97
blm7et1	6	Dividing Decimals: Mastery Test 1	M	2	0:34	CL	01/28/97	01/30/97	01/30/97
blm7et2	6	Dividing Decimals: Mastery Test 2	M	1	0:12	CL	01/30/97	01/30/97	01/30/97
blm7et3	6	Dividing Decimals: Mastery Test 3	M	1	1: 1	CL	01/30/97	01/30/97	01/30/97
blm8cl1	7	Percent Concepts 1: Tutorial		2	0:40	C	02/06/97	02/06/97	02/06/97
blm8cl2	7	Percent Concepts 1: Drill	100	1	0: 7	C	02/06/97	02/06/97	02/06/97
blm8ct1	7	Percent Concepts 1: Mastery Test 1	M	1	0: 1	CL	02/06/97	02/06/97	02/06/97
blm8ct2	7	Percent Concepts 1: Mastery Test 2	M	1	0: 1	CL	02/06/97	02/06/97	02/06/97
blm8ct3	7	Percent Concepts 1: Mastery Test 3	M	1	0:18	CL	02/06/97	02/06/97	02/06/97
blm8ct4	7	Percent Concepts 1: Mastery Test 4	M	1	0:20	CL	02/11/97	02/11/97	02/11/97
blm8dt1	7	Percent Concepts 2: Mastery Test 1	M	1	0:16	CL	02/11/97	02/13/97	02/13/97
blm8dt2	7	Percent Concepts 2: Mastery Test 2	M	1	0:12	CL	02/13/97	02/13/97	02/13/97
blm8dt3	7	Percent Concepts 2: Mastery Test 3	M	1	0: 7	CL	02/13/97	02/13/97	02/13/97
blm8dt4	7	Percent Concepts 2: Mastery Test 4	M	1	0:24	CL	02/13/97	02/13/97	02/13/97

Total time in activities: 38:36

Average Percent Score for Drills/Applications: 85.4

Number of Tests Mastered (M):   65

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Student: ▬▬▬▬▬ **#21**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

Code Key:

C -- Complete   L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	82	163:17	S	01/23/96	04/01/97	
aa5ed2		Parallel and Perpendicular Lines: Drill 2	70	2	0:30	C	10/01/96	02/04/97	10/01/96
aa5ed3		Parallel and Perpendicular Lines: Drill 3	83	2	0:25	C	10/01/96	02/04/97	10/01/96
aa5el1	9	Parallel and Perpendicular Lines: Tutorial		7	4:15	C	09/19/96	02/04/97	10/01/96
aa5el2	9	Parallel and Perpendicular Lines: Drill 1	100	3	1: 1	C	10/01/96	02/04/97	10/01/96
aa5el3	9	Parallel and Perpendicular Lines: Review	62	3	0:29	C	10/01/96	11/12/96	10/01/96
aa5et3	9	Parallel and Perpendicular Lines: Test 3	M	3	0:11	CL	10/17/96	02/04/97	02/04/97
aa5fl1	9	Graphs: Review	57	3	1: 3	C	10/17/96	02/04/97	11/12/96
aa5ft1	9	Graphs: Mastery Test	M	2	0: 9	C	11/12/96	02/04/97	02/04/97
aa6ad2		Pairs of Equations: Drill 2	54	2	0:30	C	02/11/97	02/13/97	02/13/97
aa6ad3		Pairs of Equations: Drill 3	87	1	0: 9	C	02/11/97	02/11/97	02/11/97
aa6al1	9	Pairs of Equations: Tutorial		6	4:51	C	11/12/96	04/01/97	02/11/97
aa6al2	9	Pairs of Equations: Drill 1	54	3	0:35	C	02/13/97	04/01/97	02/13/97
aa6al3	9	Pairs of Equations: Review	40	1	0:17	C	02/18/97	02/18/97	02/18/97
aa6at1	9	Pairs of Equations: Test 1	NM	3	0:37	SL	02/13/97	04/01/97	
aa6at2	9	Pairs of Equations: Test 2	M	1	0: 5	C	02/13/97	02/13/97	02/13/97
aa6bd2		Systems - Substitute: Drill 2	100	1	0: 6	C	02/20/97	02/20/97	02/20/97
aa6bl1	9	Systems - Substitute: Tutorial		1	0:39	C	02/18/97	02/18/97	02/18/97
aa6bl2	9	Systems - Substitute: Drill 1	75	1	0:22	C	02/18/97	02/18/97	02/18/97
aa6bt1	9	Systems - Substitute: Mastery Test	M	2	0:24	CL	02/18/97	02/20/97	02/20/97
aa6cd2		Systems - Addition: Drill 2	0	1	0:24	S	02/25/97	02/25/97	
aa6cd3		Systems - Addition: Drill 3	80	1	0:15	C	02/27/97	02/27/97	02/27/97
aa6cl1	9	Systems - Addition: Tutorial		3	0:58	C	02/18/97	02/25/97	02/20/97
aa6cl2	9	Systems - Addition: Drill 1	66	1	0:50	C	02/27/97	02/27/97	02/27/97
aa6cl3	9	Systems - Addition: Review	100	1	0:12	C	02/25/97	02/25/97	02/25/97
aa6ct1	9	Systems - Addition: Mastery Test	M	4	0:38	CL	02/25/97	02/27/97	02/27/97
aa6dl1	9	Word Problems: Tutorial		2	1:45	C	03/04/97	03/18/97	03/18/97
aa6dl2	9	Word Problems: Drill 1	16	2	1:26	S	03/18/97	04/01/97	
aa6el1	9	Systems of Equations: Review		1	0:36	C	03/11/97	03/11/97	03/11/97
aa7al1	9	Sample Space: Tutorial		1	0:18	C	03/11/97	03/11/97	03/11/97
aa7al2	9	Sample Space: Drill	46	1	0: 4	C	03/11/97	03/11/97	03/11/97
aa7at1	9	Sample Space: Test 1	M	1	0: 2	CL	03/11/97	03/11/97	03/11/97
aa7at2	9	Sample Space: Test 2	M	1	0: 3	CL	03/11/97	03/11/97	03/11/97
aa7bl1	9	Probability: Tutorial		1	0:13	C	03/11/97	03/11/97	03/11/97
aa7bt1	9	Probability: Mastery Test	M	1	0: 3	CL	03/11/97	03/11/97	03/11/97
aa7cl1	9	Probability: Review		1	0: 0	S	03/11/97	03/11/97	
aa7ct1	9	Probability: Mastery Test 1	M	1	0: 3	C	03/11/97	03/11/97	03/11/97
aa7ct2		Probability: Mastery Test 2	M	1	0: 2	C	03/11/97	03/11/97	03/11/97
aa7ct3		Probability: Mastery Test 3	M	1	0: 3	C	03/11/97	03/11/97	03/11/97
alm1gl1	10	Using Basic Number Ideas: Tutorial		1	0:44	C	12/12/96	12/12/96	12/12/96

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: ▓▓▓▓▓▓ #21

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete L -- Locked   M -- Mastered

S -- Started   - -- No End   NM -- Not Mastered

E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
alm1gt1	10	Using Basic Number Ideas: Mastery Test	NM	1	0: 4	S	12/12/96	12/12/96	
alm2el1	9	Linear Inequalities: 1 Variable: Tutorial		1	0:29	C	03/20/97	03/20/97	03/20/97
alm2el2	9	Linear Inequalities: 1 Variable: Application	80	1	0: 6	C	03/20/97	03/20/97	03/20/97
alm2et1	9	Linear Inequalities: 1 Variable: Test 1	M	2	0: 4	CL	03/20/97	03/20/97	03/20/97
alm2et2	9	Linear Inequalities: 1 Variable: Test 2	M	1	0: 3	C	03/20/97	03/20/97	03/20/97
alm2et3	9	Linear Inequalities: 1 Variable: Test 3	M	1	0: 4	C	03/20/97	03/20/97	03/20/97
alm3bl1	10	Linear Equations: 2 Variables: Tutorial		1	0:51	C	03/25/97	03/25/97	03/25/97
alm3bt1	10	Linear Equations: 2 Variables: Test 1	M	1	0: 7	CL	03/25/97	03/25/97	03/25/97
alm3bt2	10	Linear Equations: 2 Variables: Test 2	M	1	0: 5	CL	03/25/97	03/25/97	03/25/97
alr3cl1	10	Setting: Tutorial		1	0:15	C	01/28/97	01/28/97	01/28/97
alr3cl2	10	Setting: Application	M	1	0: 5	C	01/28/97	01/28/97	01/28/97
alr3ct1	10	Setting: Mastery Test	M	2	0:13	CL	01/28/97	01/28/97	01/28/97
alr3dl1	10	Implied Setting: Tutorial		1	0:19	C	01/28/97	01/28/97	01/28/97
alr3dl2	10	Implied Setting: Application	M	1	0:10	C	01/30/97	01/30/97	01/30/97
alr3dt1	10	Implied Setting: Mastery Test	M	2	0:10	CL	01/28/97	01/30/97	01/30/97
alr3fl1	10	Style: Tutorial		1	0:13	C	01/28/97	01/28/97	01/28/97
alr3ft1	10	Style: Mastery Test	M	1	0: 5	CL	01/28/97	01/28/97	01/28/97
alr3kl1	10	Biography/Autobiography: Tutorial		1	0:16	C	01/28/97	01/28/97	01/28/97
alr3kt1	10	Biography/Autobiography: Mastery Test	M	1	0: 7	CL	01/28/97	01/28/97	01/28/97
alw1bl1	7	More Spelling Rules: Tutorial		1	0:41	C	11/26/96	11/26/96	11/26/96
alw1bl2	7	More Spelling Rules: Application	60	1	0: 4	C	11/26/96	11/26/96	11/26/96
alw1bt1	7	More Spelling Rules: Mastery Test	M	1	0: 2	CL	11/26/96	11/26/96	11/26/96
alw1dl1	7	Commonly Misspelled Words: Tutorial		2	1:20	C	11/26/96	12/03/96	12/03/96
alw1dt1	7	Commonly Misspelled Words: Mastery Test	M	1	0: 2	CL	12/03/96	12/03/96	12/03/96
alw1fl1	7	A Lesson About Commas: Tutorial		4	2:10	C	04/25/96	01/23/97	01/23/97
blm1al1	1	Whole Numbers 0-9: Tutorial		2	0:19	C	02/29/96	12/12/96	12/12/96
blm1at1	1	Whole Numbers 0-9: Mastery Test 1	M	1	0: 2	CL	12/12/96	12/12/96	12/12/96
blm1at2	1	Whole Numbers 0-9: Mastery Test 2	M	1	0: 1	CL	12/12/96	12/12/96	12/12/96
blm1at3	1	Whole Numbers 0-9: Mastery Test 3	M	1	0: 2	CL	12/12/96	12/12/96	12/12/96
blm1at4	1	Whole Numbers 0-9: Mastery Test 4	M	1	0: 1	CL	12/12/96	12/12/96	12/12/96
blm1dt1	2	Whole Numbers 10-99: Mastery Test 1	M	1	0: 2	CL	12/12/96	12/12/96	12/12/96
blm1dt2	2	Whole Numbers 10-99: Mastery Test 2	M	1	0: 1	CL	12/12/96	12/12/96	12/12/96
blm1dt3	2	Whole Numbers 10-99: Mastery Test 3	M	1	0: 1	CL	12/12/96	12/12/96	12/12/96
blm1el1	2	Whole Numbers 100-999: Tutorial		1	0:15	C	12/12/96	12/12/96	12/12/96
blm1et1	2	Whole Numbers 100-999: Mastery Test 1	M	2	0: 3	CL	12/12/96	12/12/96	12/12/96
blm1et2	2	Whole Numbers 100-999: Mastery Test 2	NM	1	0: 0	SL	12/12/96	12/12/96	
blm9jl1	8	Problem Solving 7: Tutorial		1	0:45	C	01/07/97	01/07/97	01/07/97
blm9jt1	8	Problem Solving 7: Mastery Test	M	1	0:11	CL	01/07/97	01/07/97	01/07/97
gma14	10	Postulates and Theorems		1	0:38	C	01/09/97	01/09/97	01/09/97
gma15	10	Points, Lines, and Planes		1	0:34	C	01/09/97	01/09/97	01/09/97
gma16	10	Intersecting Lines and Planes		1	0:28	C	01/14/97	01/14/97	01/14/97

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student: ▬▬▬▬ #21   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

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Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
gmbl3	10	Congruent Angles		1	0:33	C	01/14/97	01/14/97	01/14/97
gmbl4	10	Supplementary and Complementary Angles		1	0:30	C	01/14/97	01/14/97	01/14/97
gmbl5	10	Two of a Kind		1	0:29	C	01/16/97	01/16/97	01/16/97
gmcl1	10	Congruent Triangles, Part 1		2	0:55	C	01/16/97	01/21/97	01/21/97
gmcl2	10	Congruent Triangles, Part 2		1	0:42	C	01/21/97	01/21/97	01/21/97
gmcl4	10	Congruent Triangle Problems		1	0:18	C	01/21/97	01/21/97	01/21/97
gmel3	10	The Pythagorean Theorem		1	0: 2	S	02/18/97	02/18/97	

Total time in activities: 40:14
Average Percent Score for Drills/Applications: 64.7
Number of Tests Mastered (M):   33

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2   Code Key:

Student:█████████ **#22**   C -- Complete L -- Locked   M -- Mastered
Init Routing Activity: plato.library   S -- Started   - -- No End   NM -- Not Mastered
Titled: Siemens PLATO Library   E -- Exempt

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
plato.library		Siemens PLATO Library	NM	11	12:52	S	01/28/97	03/25/97	
alm4cl1	8	Circles/Arcs/Circumferences: Tutorial		1	0: 5	S	02/27/97	02/27/97	
alma4cat	-1	Geometry: Assessments		1	0: 1	S	03/11/97	03/11/97	
alw1al1	7	Spelling Rules: Tutorial		2	0:15	C	01/28/97	01/28/97	01/28/97
alw1al2	7	Spelling Rules: Application	100	2	0: 1	C	01/28/97	01/28/97	01/28/97
blm1cl1	1	Whole Numbers 0-9: Review		1	0: 3	S	01/30/97	01/30/97	
blm2bl1	1	Addition Facts 1: Tutorial		1	0: 0	S	02/04/97	02/04/97	
blm2dl1	4	Addition Properties: Tutorial		1	0: 0	S	02/04/97	02/04/97	
blm2hl1	4	Addition Skills 4: Tutorial		2	0:10	C	03/11/97	03/11/97	03/11/97
blm2hl2	4	Addition Skills 4: Drill	100	1	0: 4	C	03/11/97	03/11/97	03/11/97
blm2ht1	4	Addition Skills 4: Mastery Test 1	M	2	0: 4	CL	03/11/97	03/11/97	03/11/97
blm2ht2	4	Addition Skills 4: Mastery Test 2	M	1	0: 4	C	03/11/97	03/11/97	03/11/97
blm3cl1	3	Subtraction Skills 1: Tutorial		3	0: 4	C	02/20/97	03/11/97	03/11/97
blm3cl2	3	Subtraction Skills 1: Drill	100	1	0: 2	C	03/11/97	03/11/97	03/11/97
blm3ct1	3	Subtraction Skills 1: Mastery Test 1	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
blm3ct2	3	Subtraction Skills 1: Mastery Test 2	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
blm3ct3	3	Subtraction Skills 1: Mastery Test 3	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
blm3fl1	4	Subtraction Skills 4: Tutorial		1	0: 6	S	03/11/97	03/11/97	
blm4el1	4	Multiplication Properties 2: Tutorial		1	0: 0	S	02/25/97	02/25/97	
blm4gl1	4	Multiplication Skills 2: Tutorial		1	0: 0	S	02/27/97	02/27/97	
blm4it1	5	Multiplication Skills 4: Mastery Test 1	M	1	0: 1	CL	03/11/97	03/11/97	03/11/97
blm4it2	5	Multiplication Skills 4: Mastery Test 2	M	1	0: 4	CL	03/11/97	03/11/97	03/11/97
blm5kl1	6	Division Skills 8: Tutorial		2	0:57	C	03/20/97	03/25/97	03/25/97
blm5kl2	6	Division Skills 8: Drill	81	1	0:32	C	03/25/97	03/25/97	03/25/97
blm5kt1	6	Division Skills 8: Mastery Test 1	M	2	0:10	CL	03/11/97	03/25/97	03/25/97
blm5kt2	6	Division Skills 8: Mastery Test 2	M	1	0:23	C	03/11/97	03/11/97	03/11/97
blm6el1	6	Improper Fractions/Mixed Numbers: Tutorial		2	0:40	C	02/25/97	03/25/97	02/25/97
blm6el2	6	Improper Fractions/Mixed Numbers: Drill	85	1	0: 5	C	02/25/97	02/25/97	02/25/97
blm6et1	6	Improper Fractions/Mix Numbers: Mastery Test 1	M	1	0: 1	C	03/25/97	03/25/97	03/25/97
blm6et2	6	Improper Fractions/Mix Numbers: Mastery Test 2	NM	2	0: 2	SL	03/25/97	03/25/97	
blm6et3	6	Improper Fractions/Mix Numbers: Mastery Test 3	NM	1	0: 2	SL	03/25/97	03/25/97	
blm6gl1	6	Adding & Subtracting Fractions 1: Tutorial		1	0: 9	S	02/04/97	02/04/97	
blm6gt1	6	Adding & Subtracting Fractions 1: Mastery Tst 1	M	1	0: 1	CL	02/04/97	02/04/97	02/04/97
blm6gt2	6	Adding & Subtracting Fractions 1: Mastery Tst 2	M	1	0: 2	CL	02/04/97	02/04/97	02/04/97
blm6hd2		Adding & Subtracting Fractions 2: Drill 2	100	2	0: 9	C	02/04/97	02/11/97	02/04/97
blm6hl1	6	Adding & Subtracting Fractions 2: Tutorial		3	0:49	C	02/04/97	02/11/97	02/04/97
blm6hl2	6	Adding & Subtracting Fractions 2: Drill 1	93	1	0: 8	C	02/04/97	02/04/97	02/04/97
blm6ht1	6	Adding & Subtracting Fractions 2: Mastery Tst 1	M	1	0:12	C	02/11/97	02/11/97	02/11/97
blm6ht2	6	Adding & Subtracting Fractions 2: Mastery Tst 2	M	3	0:17	CL	02/11/97	02/20/97	02/20/97
blm7al1	6	Decimal Fractions 1: Tutorial		2	0:50	S	01/30/97	01/30/97	

STUDENT PERFORMANCE REPORT--ACTIVITIES

User set of classes: project.gold

Class: paino.tr2

Code Key:

Student: **#22**

Init Routing Activity: plato.library

Titled: Siemens PLATO Library

C -- Complete	L -- Locked	M -- Mastered
S -- Started	- -- No End	NM -- Not Mastered
E -- Exempt		

Report on All Activities of Student

Where Some Action Occurred between: 11/01/96 and 04/02/97

Activity Name	Skill Level	Activity Title	Score	Tries	Cumulat Time Hrs:Min	Status	Start	Last Changed	Initial Complete
blm7cl1	6	Adding & Subtracting Decimals: Tutorial		1	0: 0	S	01/30/97	01/30/97	
blm7dl1	6	Multiplying Decimals: Tutorial		1	0:20	S	02/20/97	02/20/97	
blm9al1	7	Plane Figures 1: Tutorial		1	0:10	C	02/27/97	02/27/97	02/27/97
blm9al2	7	Plane Figures 1: Drill	100	2	0: 6	C	02/27/97	02/27/97	02/27/97
blm9at1	7	Plane Figures 1: Mastery Test 1	M	2	0: 2	C	02/27/97	02/27/97	02/27/97
blm9at2	7	Plane Figures 1: Mastery Test 2	M	1	0: 1	C	02/27/97	02/27/97	02/27/97
blm9bl1	8	Plane Figures 2: Tutorial		1	0:11	C	02/27/97	02/27/97	02/27/97
blm9bl2	8	Plane Figures 2: Drill	100	1	0: 2	C	02/27/97	02/27/97	02/27/97
blm9bt1	8	Plane Figures 2: Mastery Test 1	M	1	0: 2	CL	02/27/97	02/27/97	02/27/97
blm9bt2	8	Plane Figures 2: Mastery Test 2	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm9cl1	7	Figure Comparisons: Tutorial		1	0: 6	C	02/27/97	02/27/97	02/27/97
blm9cl2	7	Figure Comparisons: Drill	100	1	0: 3	C	02/27/97	02/27/97	02/27/97
blm9ct1	7	Figure Comparisons: Mastery Test 1	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm9ct2	7	Figure Comparisons: Mastery Test 2	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm9ct3	7	Figure Comparisons: Mastery Test 3	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm9dl1	7	Common 3-Dimensional Figures: Tutorial		1	0: 9	C	02/27/97	02/27/97	02/27/97
blm9dl2	7	Common 3-Dimensional Figures: Drill	95	1	0: 2	C	02/27/97	02/27/97	02/27/97
blm9dt1	7	Common 3-Dimensional Figures: Mastery Test 1	M	1	0: 1	CL	02/27/97	02/27/97	02/27/97
blm9dt2	7	Common 3-Dimensional Figures: Mastery Test 2	M	1	0: 0	CL	02/27/97	02/27/97	02/27/97
blr2ml1	3	Synonyms: Tutorial		1	0: 0	S	02/25/97	02/25/97	
}ad3al1		Lines and Slopes: Tutorial		1	0: 1	S	01/30/97	01/30/97	

Total time in activities: 7:56

Average Percent Score for Drills/Applications: 95.8

Number of Tests Mastered (M):   23

STUDENT PROGRESS @ PARKER HANNIFIN
APRIL-AUGUST 1997
COMMENTS FROM MERCEDES CHARNECO, INSTRUCTOR

The following students are enrolled either in ABE or GED studies:

██████████ -- Her self-confidence is greatly improved. She has come a long way in the math skills. However, she tends to do poorly under testing stress. Her language arts skills have improved.

██████████████ -- Works hard. She's preparing simultaneously in writing skills and math. Also does a lot of homework.

██████████████-- A dedicated student with a purpose. He passed the GED exam with great scores and is planning on attending college. A success story.

████████████ -- Took a leave of absence from class. Came back and seems to be more dedicated. Wants to review writing skills and math to be able to take the college entrance exam.

██████████ -- Is extremely diligent. Never misses class. Has prepared in all the skills and categories for the GED exam. Her self-confidence has greatly improved. She never thought that at her age she could attain so much. Will do well on her GED exam.

███████████████-- Excellent student. Worked on all the skills. Will do well on her exam for she has very good study habits. Will do well on all her endeavors.

████████████████-- Has improved greatly. Has worked in reading and writing skills. Will not be ready to take the GED exam by December but hopefully will continue with her education goals.

████████████ -- Good student. Still needs more self-confidence. Does well in class and on untimed tests. Even though her scores are below the GED scores, she is able to hand the GED test preparation material.

██████████-- Wants to be able to get her GED before the class is over. Works very hard and has made substantial progress.

██████████ -- Is focused on passing the science test. She is now also working on her writing, language arts skills and a little math. Attends class regularly.

██████████ -- Came back after a long illness. Has been working exclusively on math. Started working on writing skills, essay writing with the class as a whole.

PAGE 2/PARKER HANNIFIN STUDENTS

███████— Determined to get her GED. Works diligently even though exhausted from her work and personal responsibilities.

████████ — Her emphasis is on math. Wants to prepare well before entering college. Now also working on language arts and essay writing.

██████████— Great student! Did anything and everything required to prepare for the GED exam. No doubt will do well on the exam and in all her undertakings.
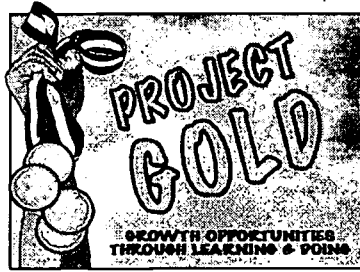
INDIVIDUAL STUDENT PROGRESS

ABE/GED Classes at Parker Hannifin
January-April 1997

Computers are <u>not</u> available in this program.

Instructor Comments Included

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #1

Instructor observations:
*** is an excellent student who never misses class. Her self-confidence has sky-rocketed. Her communication skills (vocabulary and form of expression) have greatly improved.*

Term II skill level:
- *ABE I*

Individual progress:
- *GED Literature Test 4*
- *Mathematics 1 (whole number handouts)*
- *Math 1 Pretest (score: 45/50)*
- *Post-test (Score: 27/28)*
- *Math Problem-Solving Skills (reviewing whole numbers and fractions)*
- *Essay*
- *Math 2*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #2

Instructor observations:
*** first language is not English. She feels she needs a lot of work on language skills. Has done immensely well. Will take the Writing/Language Test this week. Her self-confidence has improved 99%. *** is eager to learn and attends class regularly. Only missed once and that's because she was taking a ocmputer class at Seminole Community College sponsored by Parker Hannifin.

Term II skill level:
* Post high school

Individual progress:
* GED Writing & Skills Pre-Test
* Language Skills handouts
* Essay
* Post-Test (practice)
* Practice tests (GED)
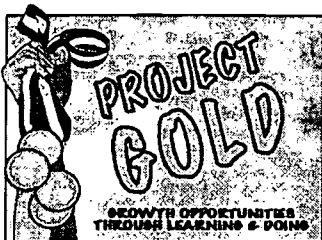
STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #3

Instructor observations:

*** *attends class regularly and is a hard worker. Her self-confidence is improving slowly. Presently
working at the GED level — Literature.*

Term II skill level:
- *ABE 2*

Individual progress:
- *Pre-GED Critical Reading Skills*
- *Post-test (score: 7/20)*
- *GED Literature Test 4*
- *Literature practice tests*
- *GED practice tests*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #4

Instructor observations:
   *** is a conscientous student who rarely misses class. Her skills are at a very low level, but she's smart and learns quickly. She just never had the opportunity. Needs a lot of one-on-one instruction.

Term II skill level:
  * *ABE 1*

Individual progress:
  * *Pre-GED Critical Reading Skills*
  * *Pre-test (score: 26/31)*
  * *Post-test (score: 21/30)*
  * *Pre-GED Writing Skills*
  * *Punctuation handouts*
  * *Completed writing areas.*
  * *Working on verb handouts.*
  * *Working on fractions, decimals, and whole numbers.*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #5

Instructor observations:
*** is anxious to pass the GED exam. She has taken the entire battery twice before but has not gotten a high enough composite score. Has only missed class once due to someone else's emergency. Works diligently. Her self-confidence is slowly improving.*

Term II skill level:
* *ABE 2*

Individual progress:
* *Pre-GED Literature*
* *Critical Reading Skills Pretest (score: 24/31)*
* *Math decimal handouts*
* *Post-test (score: 9/30)*
* *GED Reading Literature*
* *Pre-test (score: 16/20)*
* *Completed pages on drama.*
* *Literature Post-test.*
* *Post-test (score: 36/45)*
* *Timed practice tests*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #6

Instructor observations:
*** has blossomed completely. She's never absent, except on her vacation day. She is an extremely hard worker with a definite purpose. Has already tested on three GED categories and scored very high. Working on math which she'll test out of next week and then will work on her language skills which she says will be a big challenge for her. Interested in working with computers. Has also attended the computer class at Seminole Community College offered through Parker Hannifin.*

Term II skill level:
* *GED*

Individual progress:
* *Pre-GED Literature*
* *Critical Reading Skills Pre-Test (Score: 24/31)*
* *Math decimal handouts*
* *Post-Test (Score: 9/30)*
* *GED Reading Literature*
* *Pre-Test (Score: 16/20)*
* *Completed pages on drama. Started the Post-Test in Literature.*
* *Post-Test (Score: 36/45)*
* *Practice Test Book*
* *More practice tests in alternate book (timed).*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #7

Instructor observations:
*** *makes progress when she comes to class but her attendance is sporadic. Has personal concerns that sometimes prevent her from staying after work for class. If her attendance were better, she would improve her skills greatly.*

Term II skill level:
- *ABE 1*

Individual progress:
- *Pre-GED Writing*
- *Pre-test*
- *Language handouts*
- *Review of subject/verb agreement*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #8

Instructor observations:
*** is a dedicated, hard-working student. Has only missed class when on vacation from work. Finished the Literature portion of the GED Practice Test (score: 51). She is now working on Language Skills where she needs a lot of work. Likes it best when the teacher sits with her and goes over everything with her after a one-on-one explanation. Has the potential to be a leader, yet still working on her self-esteem.*

Term II skill level:
* *ABE 2*

Individual progress:
* *Pre-test in three Reading areas*
* *Post-tests: Literature, Social Studies, and Science*
* *Post-test Literature practice test*
* *GED practice test*
* *Language Skills handouts*
* *Pre-GED Writing Skills*
* *Subject/verb agreement handouts*
* *Test-taking techniques*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #9

Instructor observations:
*** is a late registrant. Has the potential to do well. *** is pregnant and not feeling too well, which affects her attendance.

Term II skill level:
- *GED*

Individual progress:
- *Language Skills handouts*
- *Pre-GED Writing Skills*
- *Pre-Test*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #10

Instructor observations:
*** *has good comprehension skills and is a fast learner. However, due to personal responsibilities,
her attendance is irregular. Making progress in all respects, inluding life skills.*

Term II skill level:
- *ABE 2*

Individual progress:
- *Language Skills handouts*
- *Pre-test Writing Skills (score: 18/32)*
- *Subject/verb agreement*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #11

Instructor observations:
*** is a diligent, conscientious student who never misses class. Self-esteem has improved and is much more communicative.

Term II skill level:
- *ABE 1*

Individual progress:
- *Pre-GED Critical Reading Skills*
- *Pre-test (score: 2/10)*
- *Punctuation, capitalization, subject/verb agreement, and spelling handouts*
- *Vocabulary*
- *Essay Writing*
- *Pre-GED Reading Skills Vocabulary*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #12

Instructor observations:
Good student who rarely misses class. Needs a little bit more self-confidence. Has improved in all her skills considerably. Will take the GED Literature practice test this week.

Term II skill level:
* *ABE 1*

Individual progress:
* *Language Skills handouts*
* *GED 4 Literature and the Arts*
* *Pre-test (scores: 13/19, 60/89, 36/59)*
* *Post-test (GED Book 4)*
* *Essay*
* *Practice test, Literature*
* *GED practice test, Literature*
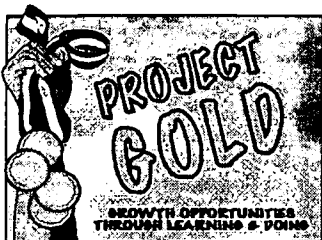
STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #13

Instructor observations:
Has GED. Was brushing up for college entrance. Withdrew from class.

Term II skill level:
- *Post high school*

Individual progress:
- *Writing Skills handouts*
- *Pre-test GED Writing Skills*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #14

Instructor observations:
Poor attendance prior to withdrawal from class. Has high school diploma. Brushing up on her language skills.

Term II skill level:
* *Post high school*

Individual progress:
* *GED Writing Skills Pre-test*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #15

Instructor observations:
Withdrew from class.

Term II skill level:
- *ABE 1*

Individual progress:
- *Language handouts*

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STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #16

Instructor observations:
  Came to class twice. Worked at home for awhile because she always had an excuse as to why she couldn't attend the class. Withdrew.

Term II skill level:
  • *ABE 2*

Individual progress:
  • *Language handouts*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #17

Instructor observations:
*Seems eager to get his GED but does not put forth enough effort. His attendance is very irregular.
He completed the Literature portion (score: 51) and has been working on Social Studies for some
time. Has the potential to do well.*

Term II skill level:
- *GED*

Individual progress:
- *Pre-test Reading 3 areas*
- *Literature practice test (score: 51)*
- *Pre-test & Post-test Social Studies*
- *Pre-test Science*
- *Practice test in Social Studies, GED book*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #18

Instructor observations:
*** was working diligently and making progress in all aspects and skills. Never missed class. She became ill, had to be hsopitalized, and has not returned to work.*

Term II skill level:
* *ABE 2*

Individual progress:
* *Math handouts*
* *Fractions handouts*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #19

Instructor observations:
Has a high school diploma but realizes the need to brush up on her skills so that when she retires, she can start a small business from home. She attends class regularly. She has improved considerably, including her communication skills and self-esteem.

Term II skill level:
- *ABE 2*

Individual progress:
- *Pre-GED Writing Skills*
- *Pre-test (score: 24/32)*
- *Math handouts*
- *Ratio proportion & percentages, GED book*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997
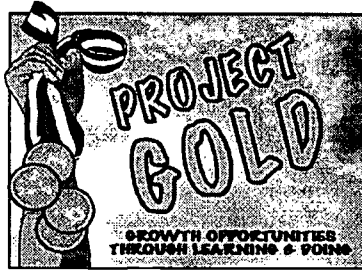
STUDENT #20

Instructor observations:
*** is brushing up on her skills in order to enter college. Would like to become an assistant in physical therapy. Has been diligently working on math after working on and passing the Literature Test with a score of 41. Her self-esteem is improving gradually. Prefers one-on-one explanation and review.*

Term II skill level:
- *ABE 2*

Individual progress:
- *Language practice handouts*
- *GED Literature Test 4 (score: 51)*
- *Math/fractions handouts*
- *Math 2*
- *Math/decimals handouts*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #21

Instructor observations:
*** attendance is irregular. Has previously taken the Social Studies and Literature portion sof the
GED exam, scoring in the low 40's. She needs a lot of preparation to get her to pass the GED.
Has been working mainly on Science. She felt ready to take the book practice test but did not do
well at all. Likes the Science Machine.

Term II skill level:
*   ABE 2

Individual progress:
*   Language Skills handouts
*   Threshold Writing Skills
*   Science, GED book
*   Used Science Machine
*   Science Foundations (working through book, will take post-test when ready)

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #22

Instructor observations:
*** is a very conscioustious, diligent worker who never misses class. Will take the Writing practice test this week. Her self-confidence has improved considerably.

Term II skill level:
- *ABE 2*

Individual progress:
- *Threshold Pre-GED Writing Skills*
- *Pre-test*
- *Punctuation handouts*
- *Punctuation practice sheet*
- *GED Writing Skills Pre-test Part 2 (Essay)*
- *GED Writing Skills (score: 58)*
- *Post-test*
- *Essay Writing*
- *Post-test (score: 47/55)*
- *Book practice test (score: 54/55)*
- *GED practice test, Writing*
- *Literature Pre-test*

STUDENT PROGRESS

Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997

STUDENT #23

Instructor observations:
*** is a conscientious, hard-working individual. Never misses class unless a true emergency arises. Has worked on Literature (GED practice test); scored 54. Found Social Studies too difficult and switched to Science in which he's been working diligently and is ready for the test this week.*

Term II skill level:
- *GED*

Individual progress:
- *Practice tests in Social Studies and Science*
- *GED Literature practice test (score: 54)*
- *Social Studies pre-test*
- *Science pre-test*
- *Science post-test*
- *Science handouts*
- *Completed Science book*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #24

Instructor observations:
  Withdrew. Said she was attending a class a GED class at Seminole Community College.

Term II skill level:
  • *ABE 1*

Individual progress:
  • *Language Skills*

STUDENT PROGRESS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #25

Instructor observations:
*** is doing very well. She is a very conscientious worker and attends class regularly. Evern though she has a high school diploma, she needs to improve her Language Arts (Writing) and Math skills.

Term II skill level:
- ABE 2

Individual progress:
- Writing Skills/capitalization and punctuation handouts
- GED Writing Skills Pre-test (score: 27/65)
- Post-test (score: 39/55)
- GED Writing Practice Test (score: 22/27)
- Essay
- Math/place value, rounding, averaging, decimals
- GED Practice test
- Writing Skills test (score: 48)
- Math handouts

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INSTRUCTOR OBSERVATIONS

*Individual Student Progress Report for ABE/GED Students
at Parker Hannifin from January-April 1997*

STUDENT #26

Instructor observations:
*** *joined the class in April 1997. Since then she has been working diligently in Writing Skills
and Math. Also does a lot of homework. Seems very smart andis determined to get her GED.*

Term II skill level:
- *ABE 2*

Individual progress:
- *Language Arts Handouts + Theshold*
- *Pre-GED: Chapters 1,2 and 4.*
- *Math Handouts*
- *Threshold Writing Skills Pre-Test*
- *Threshold Post-Test/Writing Skills*

INDIVIDUAL STUDENT PROGRESS

ESOL Class at Parker Hannifin
January-April 1997

Computers are <u>not</u> available in this program.

Instructor Comments Included

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STUDENT PROGRESS

*Individual Student Progress Report for ESOL Students
at Parker Hannifin from January-April 1997*

STUDENT #1

Instructor observations:

Has a great attitude. An eager student. He works hard at punctuation; does well, but it doesn't carry over to next class. He always shows up on time and is making good progress. He laughs at his own mistakes and then works hard to correct them. A great student. He writes very slowly. He's afraid of making mistakes (erases a lot). Dictation is helping him write faster. He's gaining confidence in writing and speaking. Has only missed one class to date. Always willing to work and immediately correct his mistakes.

Term II skill level:

* *Beginning ESOL*

Individual progress:

* *Practiced in every class: pronunciation.*
* *Also in every class: dictation, writing exercises, and conversations.*
* *The New Oxford Picture Dictionary*
* *The New Oxford Beginner's Workbook*
* *Graded Exercises in English*
* *Real Life English Grammar #1*
* *Real Life English Workbook #1*
* *Power English 1*
* *Power English Locater Tests*
* *Basic Grammar in Use*

STUDENT PROGRESS

Individual Student Progress Report for ESOL Students
at Parker Hannifin from January-April 1997

STUDENT #2

Instructor observations:
*** verbal skills are very good. Written and reading skills are also excellent. She needs pronunciation work with "the" and "ex" sounds and still uses present tense verbs when speaking in the past. So far, text book material is easy for her. Working on conversation in past tense. She has a good attitude but comes tired, lacking energy. Power English 6 was easy for her. Doing much better with past tense (she knows it; just forgets to use it). Reviewed prepositions: She did great, much better than previous exercises. Good learner. Needs energy. She missed a lot of classes in March.*

Term II skill level:
- *Advanced ESOL*

Individual progress:
- *Basic Grammar in Use*
- *Graded Exercises in English*
- *Cause & Effect*
- *English Pronunciation for International Students*
- *Power English Locater Tests*
- *Power English 6*

STUDENT PROGRESS

*Individual Student Progress Report for ESOL Students
at Parker Hannifin from January-April 1997*

STUDENT #3

Instructor observations:

*He has a good vocabulary but needs lots of pronunciation work, "th," "ck," and "x" sounds
especially. He doesn't know grammar terminology (i.e., subjects and verbs). We're working on
pronunciation. Misses one-half of the classes but has a good attitude. He seems to want to learn
but he's working two jobs and can only come on Tuesdays. He continues to send messages that
he'll be in class but hasn't been to class since February 18.*

Term II skill level:

* *Intermediate ESOL*

Individual progress:

* *Basic Grammar in Use*
* *Graded Exercises in English*
* *Facts & Figures*
* *English Pronunciation for International Students*
* *Power English Locater Tests*
* *Power English 3*

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #1

- Has completed all but one area of TABE skills. She will complete prior to end of PROJECT GOLD (October 1997).

- Focused on her goals, she is beginning classes at Seminole Community College during Term III (May 6, 1997).

- Excellent attendance.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #2

- Always enthusiastic, has excellent attendance, and loves to learn.

- She has shown marked improvement in writing skills and verbal communication skills, in addition to an obvious increase in self-confidence and self-esteem.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #3

- Recent attendance has been nil [family obligations]; however, student has made progress in reading skills since joining PROJECT GOLD.

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INSTRUCTOR OBSERVATIONS

*Individual Student Progress Report
for Siemens Stromberg-Carlson Classes*

*Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.*

STUDENT #4

- Attendance has always been sporadic.

- Unable to adequately comment on skills improvement.

INSTRUCTOR OBSERVATIONS

*Individual Student Progress Report
for Siemens Stromberg-Carlson Classes*

*Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.*

STUDENT #5

- Joined the program in October 1996, but due to personal and family problems, she has not attended enough for this instructor to properly evaluate progress.

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INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #6

* Good attendance.

* Student skipped a semester, and has felt a need to review previously completed material.

* Her written and verbal communication skills show some improvement.

* Student works diligently to improve basic skills.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #7

- Work commitments have kept student from attending as regularly as she would like.

- Student has set very specific goals for herself. She has been working on and improving math skills.

- Student has enrolled in classes at Seminole Community College.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #8

- Illness and job obligations have prevented regular attendance.

- She continues to work on writing skills.

- Student participates in all class activities.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #9

- Student's attendance is excellent.

- Student has made some progress in all areas, but has not focused on any one area for an extended period of time.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #10

- Student has made remarkable progress in both reading and math areas.

- She participates in all activities, attends regularly, and always tries to do her best.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #11

- Skills are at a very low level.

- Because of illness, student has not been attending regularly.

- When she is present, she works hard to complete assignments.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #12

- Works methodically through TABE competencies.

- Has specific goals to improve math and writing skills.

- Participates in all activities.

- Excellent attendance.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

*Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.*

STUDENT #13

- Working specifically to improve math skills so that he can successfully complete college math classes.

- Uses both books and computer to achieve goals.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #14

- Sporadic attendance.

- Instructor is unavailable to evaluate.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #15

- Reading was her most difficult challenge. She has completed the vocabulary and comprehension sections and has shown a remarkable improvement in her reading abilities.

- Attends regularly and participates enthusiastically in all activities.

- She is working with a one-to-one tutor in reading and writing.

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INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #16

- She particularly wanted to improve writing and math skills.

- Work duties prevented regular attendance.

- Student has not been in class for one month. No contact in spite of notes to student.

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INSTRUCTOR OBSERVATIONS

*Individual Student Progress Report
for Siemens Stromberg-Carlson Classes*

*Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.*

STUDENT #17

- Student is always willing to learn and participate.

- She has made steady progress in reading and writing skills.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #18

- Student attends regularly and participates in activities.

- She has completed 5 of 7 TABE areas, and is currently working in mathematics.

INSTRUCTOR OBSERVATIONS

*Individual Student Progress Report
for Siemens Stromberg-Carlson Classes*

*Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.*

STUDENT #19

- Student has excellent attendance record.

- She has worked diligently through almost all TABE areas.

- She has recently decided to try to hand at writing professionally and toward that end has enrolled in a creative writing course.

- She has a definite love of learning.

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INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #20

- Student continues to progress through TABE skills.

- Currently is preparing to start algebra (having started by working in fractions).

- She has definitely improved her basic skills and continues to do so.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #21

- Student enrolled specifically to improve her math skills in order to successfully complete her two college math classes.

- She has remained focused on her goal and has made excellent progress.

INSTRUCTOR OBSERVATIONS

Individual Student Progress Report
for Siemens Stromberg-Carlson Classes

Instructor comments reflect the grant reporting period of November 1996-April 1997.
See the attached report regarding individual student progress in PLATO courseware
during the same period.

STUDENT #22

- Student needs to pursue her GED.

- She is currently working in math. Reading and writing skills need minimal improvement.

- Student should be ready to take the GED test during Term III (May-August 1997).

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Appendix G

Instructor Evaluations

Confidential Comments of Teacher

MEMORANDUM

April 2, 1997

TO: Pam Ledford
           Project Gold Coordinator

FROM: Irene Paino

SUBJECT: Project Gold Basic Skills Update - Siemens - Statistics

I have reviewed the records of twenty current students who are enrolled in our Basic Skills Update classes.

		#:	%:
Total current enrollment	20		
Total number/percent who have completed individual TABE competencies:			
Vocabulary		16	80%
Comprehension		12	60%
Math Computation		0	0%
Math Concepts & Applications		1	5%
Language Mechanics		5	25%
Language Expression		5	25%
Spelling		12	60%
None completed		3	15%

We currently have 1 additional student who has completed all TABE competencies and will graduate from Project Gold in April, 1997.

PROJECT GOLD

ABE/GED
Parker Hannifin
Mercedes Charneco, Instructor
April-August 1997

Evaluation of General Class Activities

The class as a whole has been a very positive experience for the students and the instructor. It has grown into a cohesive group, where students share and respect each other's opinions. Communication skills have greatly improved due to group discussions on listening, speaking skills, and maintaining a positive attitude. Class discussions on what is the GED, the students' purpose for taking the course, setting goals, and test taking techniques have been some of the topics covered. Expressing ourselves clearly was combined with the writing process and it proved to be a very rewarding experience. I also like to give them a warm-up of critical thinking, math or language. At first some students wouldn't even attempt it, whereas now, they look forward to it. Smaller groups are also formed depending on the subject presently being covered (i.e. subject-verb agreement). Students like this smaller group instruction as well.

The students are progressing rapidly and they have a new thirst and eagerness for learning that encompasses their entire lives. Their life skills have also greatly improved. Overall, there has been noticeable improvement in students' self-confidence in dealing with education and life skills in general.

The students are grateful that Parker Hannifin and Seminole Community College are providing this educational opportunity on site. Most of them are also taking advantage of the computer classes at SCC sponsored by Parker Hannifin.

Since writing and math skills are the most difficult categories on the GED exam, a half-hour group class has been developed teaching math concepts on Monday and essay writing skills on Wednesdays. Students get homework. This has proven to be very effective.

I think the best conclusion would be to quote the students when they say: *"This is the best part of my day. I learn, I feel relaxed, and I have a sense of accomplishment."*

Instructor Observations
PROJECT GOLD @ Parker Hannifin Corporation
Instructor: Patricia Hagen
Dates: May-October 1997

I see this class at Parker Hannifin as having three distinct stages. The students have run the complete gamut from insecure participants to confident learners.

The initial TABE testing (mostly in the fall of 1996) indicated quite low entry levels. The students were ashamed and down on themselves. The classroom environment was a bit hostile and definitely negative at the beginning (in January 1997). Students supported each other in a negative manner with comments like, "I don't get it either. I'll never to be able to pass the GED." They were not open to instruction.

Attitudes changed in the second stage. The TABE was re-administered and all scores improved. Also, at this time, a few students took the GED and were successful. These people offered encouragement and support to the others. Comments changed. Now people were saying, "If I stick to it, maybe I can actually reach my goal and pass the GED." The outlook changed from negative to positive. Students became open to instruction and took work home to get ahead. Classes became fun, not just work. This stage culminated on a high note: the awards ceremony on October 8th. The 7 participants (4 who earned the GED and 3 who completed personal academic goals) were honored by peers as well as supervisors.

The current and third stage is very positive. Everyone is open and secure, filled with a take-charge attitude. Self-confidence has soared. More GED testing has taken place with more successes. Now, the comment is: "We can do it!" Arrangements are being made by the students to complete the GED test and get on with the rest of their lives.

Appendix H

Course Evaluations by Project Gold Students

RESULTS OF COURSE EVALUATION

PROJECT GOLD @ Siemens Stromberg-Carlson

RESPONSES:

1. The skills I learned in class will help me on my job.

      STRONGLY AGREE (5)   AGREE (12)   DISAGREE (0)   SOMEWHAT DISAGREE (0)

2. The teacher helped me when I had a problem in class.

      STRONGLY AGREE (13)   AGREE (4)   DISAGREE (0)   STRONGLY DISAGREE (0)

3. I felt the computer software, books, and worksheets I used were helpful.

      STRONGLY AGREE (8)   AGREE (9)   DISAGREE (0)   STRONGLY DISAGREE (0)

4. I would have liked to have spent more time on the computer.

      STRONGLY AGREE (4)   AGREE (8)   DISAGREE (3)   STRONGLY DISAGREE (1)

5. (If English is *not* your first language) I would have liked more practice in conversation, reading, and/or writing.

      STRONGLY AGREE (2)   AGREE (7)   DISAGREE (1)   STRONGLY DISAGREE (0)

6. I am now more comfortable working with computers.

      STRONGLY AGREE (5)   AGREE (10)   DISAGREE (2)   STRONGLY DISAGREE (0)

7. This class helped me to work toward my outlined goals.

      STRONGLY AGREE (8)   AGREE (9)   DISAGREE (0)   STRONGLY DISAGREE (0)

8. What did you like most about PROJECT GOLD?

- "It gave me the opportunity to learn more about American culture and become more confident at work."

- "I like all things about PROJECT GOLD."

- "The opportunity to better my mind and self-esteem."

- "I am learning to write more."

- "I like to work individually, and the program allows me to work on my own level."

- "Working on the computers."

- "The teacher and her patience."

- "Our teacher who makes learning fun."

- "The new types of things we do and learn at each class, the way we are made to think things out."

- "The most thing I like about PROJECT GOLD is you get to work at your own pace. The teacher is always there for you."

- "As a tutoring system, PLATO was very helpful. It often gave a different angle on subject matter that made it easier to understand some of the tougher material."

- "PROJECT GOLD helped me to remember things that I have forgotten. It also helped me to learn things I didn't learn in high school 33 years ago."

- "Opportunity to work on the skills of your choice."

- "How we were able to work together as a team. The help from our teacher on a one-on-one basis when you needed it."

9. What suggestions do you have to make PROJECT GOLD a better program?

- "Sometimes it was difficult to find the subject matter [in PLATO]. I had to go through the entire algebra tutorial to find problems related to my intermediate algebra class [at Seminole Community College]. A cross reference would have been helpful."

- "Computers for each person rather than having to share one. By the time you are into something you have to give it up. Very frustrating at times."

- "At this time, I don't see any [need for] improvements for PROJECT GOLD."

10. Additional comments

- "I have really enjoyed PROJECT GOLD. It has really helped me a lot. Now I am able to help my kids with their home work. Their grades are better."

- "As I continue night classes for my AA degree, it would be most helpful if PROJECT GOLD offered tutorial help in science or history."

- "Best thing I've done lately."

11. Do you plan to re-enroll in PROJECT GOLD at a later date? Yes (10)   No (2)

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RESULTS OF COURSE EVALUATION

PROJECT GOLD @ Siemens Stromberg-Carlson
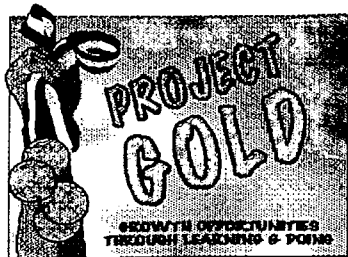
TERM II (JANUARY-APRIL 1997)   17 RESPONDENTS (COMBINED ABE/GED CLASSES)

RESPONSES:

1. The skills I learned in class will help me on my job.

    STRONGLY AGREE (7)   AGREE (10)   DISAGREE (0)   SOMEWHAT DISAGREE (0)

2. The teacher helped me when I had a problem in class.

    STRONGLY AGREE (14)   AGREE (3)   DISAGREE (0)   STRONGLY DISAGREE (0)

3. I felt the computer software, books, and worksheets I used were helpful.

    STRONGLY AGREE (10)   AGREE (7)   DISAGREE (0)   STRONGLY DISAGREE (0)

4. I would have liked to have spent more time on the computer.

    STRONGLY AGREE (5)   AGREE (7)   DISAGREE (5)   STRONGLY DISAGREE (0)

5. (If English is *not* your first language) I would have liked more practice in conversation, reading, and/or writing.

    STRONGLY AGREE (1)   AGREE (6)   DISAGREE (2)   STRONGLY DISAGREE (1)

6. I am now more comfortable working with computers.

    STRONGLY AGREE (6)   AGREE (10)   DISAGREE (1)   STRONGLY DISAGREE (0)

7. This class helped me to work toward my outlined goals.

    STRONGLY AGREE (8)   AGREE (9)   DISAGREE (0)   STRONGLY DISAGREE (0)

PROJECT GOLD COURSE EVALUATION FOR TERM II (JANUARY-APRIL 1997)

8. **What did you like most about PROJECT GOLD?**
   - "Working with the computer to help me read better."
   - "What I like most about PROJECT GOLD is the patience my teacher has for each student. Also, you work on your own level. It gives me self-esteem."
   - "The teacher."
   - "The computer programs have been a big help. It helped me to decide on a new goal. This has kept my mind a lot more active."
   - "It helps me work at my own pace. Also set my goals for future education at Seminole Community College."
   - "The ability to learn at my own pace."
   - "It is the people that I go to school with and the teacher. Because she lets you work at your own pace and helps me to understand what I am doing."
   - "The opportunity to learn the subjects (math and English) that I really never understood in regular schools. I also liked the teacher having the time to help you without making you feel ashamed to ask for help."
   - "Working on the computer at my own pace."
   - "The time it gives you 'educationally.' "
   - "That I can go at my own speed."
   - "By studying algebra from both the book and PC. Both explain how to solve problems in a slightly different manner. If you couldn't grasp one, the other usually clarified things."
   - "I like the assignments on the computer. Also, the class discussions."
   - "Working on the computer at your own pace and the areas you prefer to work on."

9. **What suggestions do you have to make PROJECT GOLD a better program?**
   - "That everyone have their own computer."
   - "The program is fine. The teacher needs a raise!"
   - "I would like to have more practice in pronunciation."
   - "Make classes a little longer."
   - "Have an on-site care center for babies and small children. Many of the working parents cannot attend class due to the responsibility of picking up babies and children."
   - "It is a very good program now."
   - "Speed the response time up in the system's programs ... too slow."
   - "I would like to see a more versatile program. Basically the program is real good."

10. **Additional comments**
    - "The writing skills have been beneficial and will help improve our reading and writing skills. General information on different events, places, people, etc., that is placed on the board is very educational."
    - "It [PROJECT GOLD] will help me go to college. I have the courage to go for it."
    - "PROJECT GOLD is a wonderful opportunity for many people to continue their education."
    - "I like my teacher because she explains things when I don't understand them."
    - "PROJECT GOLD has opened up a whole new world for me."
    - "I am glad I enrolled in PROJECT GOLD. It helps me with my kids' and grandkids' homework. My daughter is now an A-B student."
    - "I hope my supervisor lets me come back."

11. Do you plan to re-enroll in PROJECT GOLD at a later date?   Yes (13)   No (0)

RESULTS OF COURSE EVALUATION

PROJECT GOLD @ Parker Hannifin Corporation

TERM II (JANUARY-APRIL 1997) ■ 12 RESPONDENTS (COMBINED ABE/GED CLASSES)

RESPONSES:

1. The skills I learned in class will help me on my job.

   STRONGLY AGREE (4)   AGREE (8)   DISAGREE (0)   SOMEWHAT DISAGREE (0)

2. The teacher helped me when I had a problem in class.

   STRONGLY AGREE (4)   AGREE (7)   DISAGREE (0)   STRONGLY DISAGREE (0)

3. I felt the books and worksheets I used were helpful.

   STRONGLY AGREE (3)   AGREE (4)   DISAGREE (0)   STRONGLY DISAGREE (0)

4. (If English is *not* your first language) I would have liked more practice in conversation, reading, and/or writing.

   STRONGLY AGREE (0)   AGREE (4)   DISAGREE (0)   STRONGLY DISAGREE (0)

5. This class helped me to work toward my outlined goals.

   STRONGLY AGREE (4)   AGREE (8)   DISAGREE (0)   STRONGLY DISAGREE (0)

6. What did you like most about PROJECT GOLD?
   - "It gives me a chance to get my GED."

   - "The help I got when I needed it."

   - "The teachers are excellent in helping you to understand the projects you are working on. I have learned a great deal of math that will help me with the paperwork on my job."

   - "I enjoy coming to class and learning the different things that I have forgotten over the years."

- "I like the organization of the class, the time we spent on different problems, and the pace of the class. The instructors are great."

- "Everything. I have now got a goal to finish my GED. With the suggestions from our teachers we are aware we can have a better future, more money, and a better life because of PROJECT GOLD."

7. What suggestions do you have to make PROJECT GOLD a better program?
   - "Only thing that might improve, would be to have class on weekends (Saturday and Sunday) for those people who work two jobs and couldn't attend class during weekdays."

   - "I would like to use computers in this program."

   - "To have everyone work together at the same pace."

   - "I wish that we would have all started on the same subject at the same time. That way we could have helped one another."

8. Additional comments
   - "I think PROJECT GOLD is a very good program."

   - "Perhaps if some time in the future add a child care project so that parents with little ones would have someone to watch the children while they are in school."

9. Do you plan to re-enroll in PROJECT GOLD at a later date? Yes (12)   No (0)

RESULTS OF COURSE EVALUATION

PROJECT GOLD @ Parker Hannifin Corporation

TERM III (APRIL-AUGUST 1997)   16 RESPONDENTS (COMBINED ABE/GED CLASSES)

RESPONSES:

1. The skills I learned in class will help me on my job.

    STRONGLY AGREE (6)   AGREE (10)   DISAGREE (0)   SOMEWHAT DISAGREE (0)

2. The teacher(s) helped me when I had a problem in class.

    STRONGLY AGREE (10)   AGREE (6)   DISAGREE (0)   STRONGLY DISAGREE (0)

3. This class helped me to work toward my outlined goals.

    STRONGLY AGREE (7)   AGREE (9)   DISAGREE (0)   STRONGLY DISAGREE (0)

4. What did you like most about PROJECT GOLD?
    * "Nice working atmosphere."
    * "Gives me a chance to get my GED."
    * "The chance to work on my own pace and the advantage to have the class at my work."
    * "The teachers let each of us work on an individual basis and would make sure that we were learning in the course we studying. It helped some of us to study for going to college and taking courses."
    * "Being able to get off work and going right into class."
    * "The instructor was the best."
    * "I have the opportunity to improve my grammar and writing skills."
    * "The way the teachers helped in class."
    * "It's a good opportunity to help some people to get their GED."
    * "You can work at your own pace and if you have a problem, there is a teacher to help you."
    * "The teachers and students that were in the class. I learned a lot from both."
    * "That it was right here at work."
    * "Being able to take the books home and study at home, and in class it really helped me a lot."
    * "Personal one-on-one with teachers."
    * "Having access to any books and worksheets that I need to advance my learning."
    * "Gives a person the chance to better herself."

PROJECT GOLD COURSE EVALUATION FOR TERM III (APRIL-AUGUST 1997)

5. What suggestions do you have to make PROJECT GOLD a better program?

- "Excellent program as it is."
- "None. I thought the program was very good."
- "That we could come every day for 2 hours."
- "More team work as a class (working on same subjects)."
- "Some people need more months [to study]. October [projected end to classes] is not long enough for most of the people in class."
- "More class time."
- "To extend PROJECT GOLD past October."

6. How did PROJECT GOLD benefit you as an individual?

- "It heightened my self-esteem."
- "Gives me a better feeling about myself."
- "Gave me more confidence as well as more self-esteem."
- "Taught me to use my intelligent to move into what my goals are for the future and enabled me to go back to school and learn a new job. I achieved one of my goals: I passed the test to enter classes at college."
- "Finally earned GED after 24 years."
- "It has been a big help at my age to learn a lot that I did not know."

7. Do you plan to re-enroll in PROJECT GOLD at a later date? Yes (7) No (7)

RESULTS OF COURSE EVALUATION

PROJECT GOLD @ Parker Hannifin Corporation

TERM II (JANUARY-APRIL 1997) ■ 2 RESPONDENTS (ESOL CLASS)

RESPONSES:

1. The skills I learned in class will help me on my job.

   STRONGLY AGREE (1)   AGREE (1)   DISAGREE (0)   SOMEWHAT DISAGREE (0)

2. The teacher helped me when I had a problem in class.

   STRONGLY AGREE (2)   AGREE (0)   DISAGREE (0)   STRONGLY DISAGREE (0)

3. I felt the books and worksheets I used were helpful.

   STRONGLY AGREE (1)   AGREE (1)   DISAGREE (0)   STRONGLY DISAGREE (0)

4. I would have liked more practice in conversation, reading, and/or writing.

   STRONGLY AGREE (0)   AGREE (1)   DISAGREE (0)   STRONGLY DISAGREE (0)

5. This class helped me to work toward my outlined goals.

   STRONGLY AGREE (1)   AGREE (1)   DISAGREE (0)   STRONGLY DISAGREE (0)

6. What did you like most about PROJECT GOLD?
   * "I don't need to go too far to learn."

7. What suggestions do you have to make PROJECT GOLD a better program?
   * No responses.

8. Additional comments

   • No reponses.

9. Do you plan to re-enroll in PROJECT GOLD at a later date?

   • No reponses. (Students knew ESOL class would not be offered again.)

Appendix I

Project Gold Coordinator Comments

COORDINATOR'S

O B S E R V A T I O N S

SIEMENS STROMBERG-CARLSON
YEAR 3: NOVEMBER 1996-APRIL 1997

- ABE classes were moved to the Seminole Community College campus at the end of December at the same time the company moved its Electronics Training Apprenticeship Program to campus. The move to campus from the Siemens Stromberg-Carlson training center cost us a few students who felt the drive (albeit about the same distance) was inconvenient for them.

- But the classes have continued to grow, with more students enrolling specifically for GED studies. We have also seen a return of PROJECT GOLD students who had dropped out of the program for various reasons.

- PROJECT GOLD enrollment figures: November 1996 (23), December 1996 (23), January 1997 (21), February 1997 (22), March 1997 (22) and April 1997 (22).

- Students attend classes twice a week for a total of four hours. The company allows them to leave the plant floor (on company time) 30 minutes early on class days.

- Two additional computer stations were added to the lab, bringing our total to 10 stations. Additional software, including GED studies, trigonometry and calculus, were also purchased from PLATO.

- One of the strongest components for PROJECT GOLD is the dedication of our instructor for the Siemens Stromberg-Carlson students. An English education graduate herself, the instructor felt she wasn't strong enough in algebra to help some of the students who were moving closer to the advanced problems. The instructor has spent endless hours tutoring herself in algebra in order to be more capable of instructing her advanced students.

- We are hearing more and more success stories at the plant about our PROJECT GOLD students. In particular, we're hearing how they are beginning to take on leadership roles within their departments. And because of this, supervisors have become more willing to cross-train these students for other positions.

• We often repeat this success story about one of our students: An introvert when she arrived in class in April 1995, this student was known within her department for being shy and overly sensitive. (She'd cry whenever her supervisor made comments to her, both positive and negative.)

Not long ago, this student approached her supervisor about a problem in manufacturing that she felt could be easily corrected with the aid of a process engineer. After the supervisor failed to act on the student's first two requests, the student approached the supervisor a third time and stressed more assertively this time that the problem needed immediate attention.

The supervisor acted quickly on the third attempt and did call the engineer who immediately began correcting the problem. Following the student's eagerness to get a problem corrected, she received the most best employee evaluation she'd ever received at Siemens Stromberg-Carlson. And the supervisor tells us that this student "doesn't cry anymore" when the supervisor has to talk to her.

• More and more students are now talking about attending college, something that didn't seem viable to all of the students before they began studying with PROJECT GOLD. Two of our students from last term are no longer enrolled in PROJECT GOLD, but that's OK: They're enrolled in college. We also nave a current student who is dual enrolled in PROJECT GOLD and college. Our instructor tutors him in algebra, an area that poses the most challenges to him in his college studies. Using the PLATO software in our Learning Lab, this student is able to stay ahead of his college instructor and feel more confident in his college classroom.

• Our customized training at Siemens Stromberg-Carlson remains at a slow pace: During this report period (November 1996-April 1997), the grant provided support for the plant's offering of Module 4, "Production Control Activity," as designated by the American Production and Control Society (APICS).

The grant also paid for a indepth job analysis to be conducted on the company's Surface Mount Technology (SMT) line. Purpose of the analysis was to determine the knowledge, skills and abilities required by SMT Line operators in order for them to effectively assemble the line's product components.

COORDINATOR'S

O B S E R V A T I O N S

PARKER HANNIFIN CORPORATION
YEAR 3: JANUARY-APRIL 1997

• The combined ABE and GED classes have made rapid progress since opening in January 1997. One reason is the use of two instructors who work together in the ABE/GED classes. More individualized instruction is possible because of that. (Parker Hannifin students do not have access to a computer lab as do the Siemens Stromberg-Carlson students.) Students meet twice a week, for a total of four hours weekly -- all on personal time.

• Our lead instructor for ABE/GED adds a lot of variety to the classroom: supplemental instruction materials, videos and workplace-related activities.

• Both ABE/GED instructors at Parker Hannifin receive continuous praise from their students (see Students' Return on Investment comments).

• ABE/GED enrollment figures: January 1997 (24), February 1997 (25), March 1997 (20) and April 1997 (20).

• By the end of Term I (April), three students were moving closer to taking the GED exam.

• PROJECT GOLD is helping Parker Hannifin employees meet a mandate by the company issued in October 1996 -- that all employees must hold a high school diploma or GED. Some students were given raises on the basis on their promise to attend PROJECT GOLD classes or other GED classes in the community.

• Less success was accomplished -- enrollment-wise -- with the ESOL class. Three students registered, but only one attended on a regular basis. The ESOL class was not offered after the first term.

• Enrollment figures aside, the ESOL class benefited the life and job of the one student who did come regularly. The instructor was able to work directly on this student's communication needs -- and the results were tremendous. The student became

more communicative (and more easily understood) to his co-workers and to his supervisor, who was very pleased with his employee's progress.

• Customized training has been an integral part of PROJECT GOLD's presence at Parker Hannifin. Between November 1996 and April 1997, we offered two plantwide customized courses: "Interpersonal Skills" and "Teamwork Skills." A third course, "Stress Management," was offered to employees on personal time.

In addition, PROJECT GOLD paid for a study that helped to determine the feasibility of implementing a pay for knowledge compensation at the company. Six departments were studied.

• PROJECT GOLD has not been able to determine its impact as it relates to production figures at Parker Hannifin. Reasons include: changing shift schedules and removing employees from the floor for customized training courses.

Appendix J

Customized Training Class

PROJECT GOLD

Customized Training

FOR SIEMENS STROMBERG-CARLSON

COURSE	JOB ANALYSIS

PRODUCTION CONTROL ACTIVITY
MODULE 4
AS DESIGNATED BY THE AMERICAN
PRODUCTION & CONTROL SOCIETY (APICS)

APRIL-MAY 1997
CONDUCTED ON COMPANY
& PERSONAL TIME

OF PARTICIPANTS 25
OF SESSIONS 8
OF HOURS PER SESSION 2

MANUFACTURING LINE
SURFACE MOUNT TECHNOLOGY (SMT)

PURPOSE OF ANALYSIS
TO DETERMINE THE KNOWLEDGE, SKILLS,
AND ABILITIES REQUIRED BY SMT LINE
OPERATORS IN ORDER FOR THEM TO
EFFECTIVELY ASSEMBLE THE LINE'S
PRODUCT COMPONENTS.

DATE CONDUCTED
FEBRUARY 1997

PERSONNEL INTERVIEWED
MATERIAL HANDLER
SET-UP OPERATOR
STENCIL PRINTER OPERATOR
PICK AND PLACE OPERATOR
QUALITY INSPECTOR
TOUCH-UP & REPAIR OPERATOR
LINE SUPERVISOR
MANUFACTURING MANAGEMENT

(REFLECTS ACTIVITY FROM NOVEMBER 1996-APRIL 1997)

PROJECT GOLD

Customized Training

FOR PARKER HANNIFIN CORPORATION

COURSES	ON-SITE STUDY

COURSES

INTERPERSONAL SKILLS
NOVEMBER 1996
CONDUCTED ON COMPANY TIME

OF PARTICIPANTS 137
OF SESSIONS 7
OF HOURS PER SESSION 3

STRESS MANAGEMENT
DECEMBER 1996
CONDUCTED ON PERSONAL TIME

OF PARTICIPANTS 7
OF SESSIONS 3
OF HOURS PER SESSION 1.5

TEAMWORK SKILLS
FEBRUARY-APRIL 1997
CONDUCTED ON COMPANY TIME

OF PARTICIPANTS 154
OF SESSIONS 10
OF HOURS PER SESSION 3

ON-SITE STUDY

FOCUS OF STUDY
TO STUDY AND DETERMINE THE
FEASIBILITY OF IMPLEMENTING A PAY
FOR KNOWLEDGE COMPENSATION AT
PARKER HANNIFIN CORPORATION,
EXPANSION VALVE FACILITY.

THE EXISTING WAGE RATE FOR ALL
HOURLY WORKERS WAS ANALYZED
AND REVIEWED.

EXTENSIVE RESEARCH OF THE PAY
FOR KNOWLEDGE AND EXISTING
PROGRAMS WAS ALSO CONDUCTED.

DATE CONDUCTED
MARCH 1997
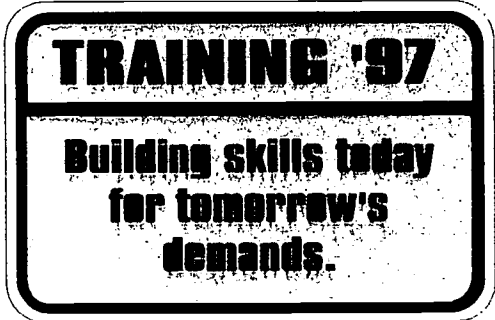
AREAS INVOLVED
BLOCK VALVE DEPARTMENT
HEAT PUMP DEPARTMENT
COMMERCIAL DEPARTMENT
AUTOMOTIVE DEPARTMENT
QUALITY ASSURANCE DEPARTMENT
ACCOUNTING/DATA PROCESS DEPARTMENT
MAINTENANCE POSITIONS
SHIPPING/RECEIVING POSITIONS
MATERIALS POSITIONS
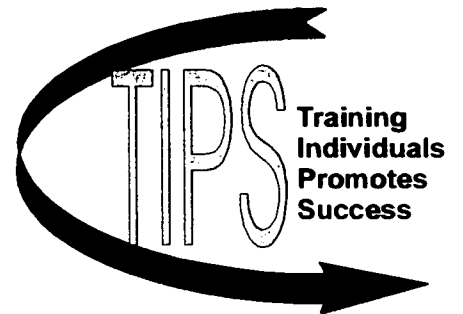
(REFLECTS ACTIVITY FROM NOVEMBER 1996-APRIL 1997)

Samples of training logos designed for Parker Hannifin Corporation, January 1997.

It pays to train.
TRAINING IS WORKING AT PARKER HANNIFIN

MOVING FORWARD

Training keeps us on the right track.

TRAINING is everybody's business.

TRAINING '97

Building skills today for tomorrow's demands.

Training for the future begins today!

TRAINING '97

Stepping up the pace for continued success.

Training '97

CHANGING FOR THE BETTER

TRAINING '97

THE KEY TO OUR FUTURE

TRAINING '97

SKILLS TO LAST A LIFETIME.

TIPS

Training
Individuals
Promotes
Success

TRAINING '97

INVESTING IN THE FUTURE TOGETHER

TRAINING '97

MOVING IN THE RIGHT DIRECTION

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