This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on monitoring student progress and keeping student records, covers the following topics: (1) identifying necessary records; (2) identifying necessary files; (3) exploring methods to monitor student progress; and (4) monitoring student progress and maintaining student records. (KC)
Monitor Student Progress and Maintain Student Records

One of your most important duties as an instructor in a CBVE system is to monitor student progress and maintain student records. Monitoring student progress means keeping track of how each student is doing in making progress towards mastery of each task leading to their occupational goal. Maintaining student records means documenting task mastery for each student and maintaining all records required by your school administration. This manual will prepare you for these important duties.

Task | Est. Time
--- | ---
012 | 3 Hours

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

<table>
<thead>
<tr>
<th>Program</th>
<th>Task</th>
<th>Est. Time</th>
<th>Prereq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>3 Hours</td>
<td>007,010, &amp; 013</td>
</tr>
</tbody>
</table>
Monitor Student Progress and Maintain Student Records

Prepared by:
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Stephenson Area Career Center
Pearl City Road
Freeport, Illinois 61032
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1985

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INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records
13. Assign Grades
14. Identify Necessary Administrative Support
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida
1. Conduct Feasibility Study or Evaluate Existing Courses or Programs

2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content

3. Develop a Task List or Competency Profile

4. Write, Adopt/Adapt Performance Objectives

5. Develop, Adopt/Adapt Criterion Referenced Measures

6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)

7. Validate or Field Test Learner Activity Materials

8. Enter Information Into Records Management and Reporting System

9. Implement CBVE Programs and Evaluate Learner Activity Materials

10. Review Evaluation Data and Revise the Materials
FOREWORD

One of the most critical functions performed by an instructor is the maintenance of student records. Regardless of the system in which you teach, complete and accurate records are a necessity. Only with accurate, reliable, up-to-date information which is easy to locate or retrieve can you make informed decisions about your students.

Record keeping in a CBVE program need not be more difficult or time consuming than that of a traditional program. The records need to show work completed, dates of completion, performance and written tests completed, and a record of daily affective factors used as a part of the student's grade. Most districts or school systems already have in place the required forms so with a little modification of the record keeping headings, the record keeping system should be very easy to install.

Many schools are beginning to use micro, mini, and main frame computers to facilitate the record keeping functions. Four systems which are being field tested in Illinois are the Random House Curriculum Management System, the Vo-Tech Data System, the Lake County Management Instructional System, and the Minnesota Management Instructional System. For more information on these and other computer systems, contact your ICBVE consultant.
OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Access to all available resources and your classroom situation

YOU WILL: Develop a plan to monitor student progress and maintain student records

HOW WELL: To master this task, you must score 10 out of 12 on a written exam and score 17 out of 20 on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)
   1. Identify necessary records
   2. Identify necessary files
   3. Explore methods to monitor student progress
   4. Monitor student progress and maintain student records

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.
**MICRO-PERFORMANCE OBJECTIVE #1**

Identify Necessary Student Records

**LEARNING STEPS**

1. Read Resource #1 to identify necessary student records.

2. Complete Resource #2 for a self-check on student records.

3. Go on to Resource #3 for information on necessary files.

**RESOURCES**

1. Information Sheet 012-001-001, "Identify Necessary Records," in this guide, pages 9-11.


3. MPO #2 in this guide, page 14.
INFORMATION SHEET
012-001-001
Identify Necessary Records

In order for the instructor to know the daily status and progress of each student, complete and accurate records must be maintained. As students complete the cognitive work of each learning guide or competency sheet and demonstrate task mastery, a record must immediately be made of their achievement. The record forms and record-keeping system and procedures must be accurate and detailed. It is absolutely essential that information be recorded immediately following evaluation activities. Record keeping should not wait until the end of the day or period as memories tend to fade.

As a minimum, the following records should be maintained by the instructor.

- Student personal data and background information
- Assessment test scores
- Special needs and abilities of the student
- Learning style of the student
- The student's learning plan
- Proficiency test scores
- Past contracts and grades
- Discipline/attendance records
- Student personal performance records
- Task, learning guide, or competency sheet records
- Task, learning guide, or competency sheet progress

Each of these records are reviewed below.

**Student personal data**: includes the student's name, identification number, address, parent's name, entrance date to the program, and any other information supplied by the school.
Assessment test scores: will include any re-testing which your school does or information supplied by the student's home school. Types of testing may include math and reading by grade level, or a vocational assessment.

Special needs of the student: includes information on any medical problems, learning problems, handicaps, or disadvantages and any other pertinent information provided by the school.

Learning style of the student: some schools are providing a cognitive map of each student which gives an indication of which senses the student uses to learn. A limited number of schools also test to determine if a student primarily uses the right or left brain hemisphere. This information, while not necessary, may increase the student's chance of success in a program.

The student's learning plan: this provides information on career goals and progress towards these goals.

Proficiency test scores: provide information on which tasks the student has proficiency tested out of and which tasks the student tried and failed. Some systems take this into account in grading, so test scores may or may not be important to your system.

Past contracts and grades: are useful in planning realistic occupational goals for the student.

Discipline/attendance record: is useful to predict future problems and solutions to those problems. If, for example, a student is constantly in trouble for not wearing safety equipment, perhaps a daily mention of it would be sufficient to solve the problem.

Attendance is an important part of a vocational education program. Students who often miss school will also miss work and must be identified. Accurate daily attendance records will help you to identify students who miss school.
INFORMATION SHEET
012-001-001 (Continued)

Student personal performance records: At the end of each class session, you should record the personal performance points for each student. These points cover work and interpersonal relations which are important factors on the job. The points should be recorded on the competency achievement record, the task listing transcript, or in your grade book.

Task, learning guide, or competency sheet record: A daily record of the task, learning guide, or competency sheet each student is working on is necessary. This helps in monitoring where each student is in the program. This also helps you plan for the best use of the available program equipment. It will also help you plan for the materials and supplies which your students will need.

Task, learning guide, or competency sheet progress: A daily monitoring of each student's progress will help you to identify possible learning problems. There is no formal record of this. It is important that you initial or review each of your student's self-checks as they complete them. This provides positive feedback to the student and keeps you informed as to each student's progress.
ACTIVITY SHEET

012-001-002

Student Records

Directions: Complete the following questions in your own words. Check your work with the following answer key.

1. List and briefly describe nine items a student record should include:
   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.

2. How often should daily records be recorded?
ANSWER KEY
For Activity Sheet 012-001-002
Student Records

Directions: Check your answers with those below. If you missed any, review Information Sheet 012-001-001.

1. A. Student personal data and background information
   B. Assessment test scores
   C. Special test scores
   D. Learning style of the student
   E. The student's learning plan
   F. Proficiency test scores
   G. Past contracts and grades
   H. Discipline/attendance records
   I. Student personal performance records
   J. Task, learning guide or competency sheet records
   K. Task, learning guide or competency sheet progress

2. Daily after each class period.
MICRO-PERFORMANCE OBJECTIVE

#2

Identify Necessary Files

LEARNING STEPS

1. Read Resource #1 to identify files necessary in a CBVE program.

2. Complete Resource #2 to check your knowledge of files.

3. Go on to Resource #3 for methods of monitoring student progress.

RESOURCES

1. Information Sheet 012-002-001, "CBVE Files," in this guide, pages 15-17.


3. MPO #3 in this guide, page 20.
In a CBVE system, it is useful to keep various filing systems. The filing systems recommended for use by the instructor only are:
- Test file
- Activity sheet/answer key file
- Curriculum development file

The filing systems recommended for use by both the instructor and students are:
- Student file
- Task file

Now for a detailed look at the filing systems:

**Test file:** Many instructors find it helpful to create a test file. Several test items are constructed for each MPO or sub-objective of each learning guide. The items are typed on individual cards and identified by task and MPO number. The cards are filed in either a Rolodex holder or a recipe box. When a student is ready to take a test, the instructor can pull items from the file. This enables the instructor to produce numerous forms of a test for the same task. As items are revised, it is easier to revise an individual card than the entire test. Additional items can be included in your file regularly, thereby, increasing the potential number of test forms.

The following is an example of a test card.

<table>
<thead>
<tr>
<th>Test Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 303</td>
</tr>
<tr>
<td>MPO 004</td>
</tr>
<tr>
<td>The final step in applying a zipper is to:</td>
</tr>
<tr>
<td>a. stitch the placket.</td>
</tr>
<tr>
<td>b. release the pressure foot.</td>
</tr>
<tr>
<td>c. secure the thread.</td>
</tr>
<tr>
<td>d. adjust the tension</td>
</tr>
</tbody>
</table>

(Front)  (Back)

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>PROG</th>
<th>TASK</th>
<th>TPO</th>
<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>002</td>
<td></td>
</tr>
</tbody>
</table>

Task 303
MPO 004
(Correct Responses)

C
INFORMATION SHEET
012-002-001 (Continued)

You may want to add your department and program number for additional identification.

You may also want to note the number of items available for each MPO. If so, your identification number should look like this:

```
DEPT.  PROG.  TASK
700    706    303
004    2 of 4  MPO second of four possible items for MPO
```

The same identification number should be on the front and back of each card.

When a student is ready for a written test, photocopy the cards on sheets of paper. You can generally fit six items on each sheet. Be sure to identify the test form in some manner and to also design an answer key for each test form by turning the cards over and photocopying them. Remember, each test form should have directions. To prevent any delay when a student is ready to take the exam, prepare several copies of at least two test forms in advance. Additional test forms can be created from your file if the student does not achieve mastery after two attempts.

Obviously, this system demands a lot of time and planning. Many CBVE programs make up four copies of a written test in advance and then administer the test, or use one of the many computerized test programs.

Either way, it is important for the instructor to have available a copy of each test with the answer key. This way, the instructor can provide immediate feedback to the student.

**Activity sheet answer key file:** The answers to all the activity sheets in each task should be kept in a file, or a three-ring notebook. If the instructor is absent, it is an easy matter for the substitute teacher to go to the file or notebook and provide the correct answers for any activity sheet. The answers should be filed by task number and have the code number which your school uses on them.
INFORMATION SHEET
012-002-001 (Continued)

Curriculum development file: This file is set up by task number and title and is used by
the instructor to gather information on a task for writing or revising the SLG.

Student file: This file is for use by the student and is best kept in the classroom for easy
access. Students may keep any handouts such as information sheets, activity sheets, blueprints,
or other papers they are working on. It is also used to keep test results, checklists, time cards,
and any other information needed to verify mastery of each task. A copy of the task list and
student contract may also be included.

Task file: This file also belongs in the classroom for easy student access. In it are copies
of all the activity sheets in the SLG and copies of the checklists. This should be arranged
numerically by task number. Typically, when students start to work on a SLG, they go to the
task file to obtain all the activity sheets for that SLG. When a student is ready for a checklist,
he/she goes to the task file for a copy and then under the instructor's supervision completes
the checklist for mastery.
ACTIVITY SHEET
012-002-002
CBVE Files

Answer the following questions and check your answers with Information Sheet 012-002-001 and the following answer key.

1. List and describe five filing systems recommended for use in a CBVE program.
   A. 
   B. 
   C. 
   D. 
   E. 

2. Which three of the above filing systems are recommended for use by the instructors only?
   A. 
   B. 
   C. 

<table>
<thead>
<tr>
<th>DEPT</th>
<th>PROG</th>
<th>TASK</th>
<th>TPO</th>
<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>002</td>
<td></td>
</tr>
</tbody>
</table>
ANSWER KEY

For Activity Sheet 012-002-002

1. A. Test file
   B. Activity sheet answer key file
   C. Curriculum development file
   D. Student file
   E. Task file
   (Refer to Information Sheet 012-002-002 for descriptions of the above.)

2. A. Test file
   B. Activity sheet answer key file
   C. Curriculum development file
MICRO - PERFORMANCE OBJECTIVE  #3

Explore Methods to Monitor Student Progress

LEARNING STEPS

1. Read Resource #1 for a review of the reasons to monitor student progress.

2. Complete Resource #2 for a self-check on the need to monitor student progress.

3. Read Resource #3 to identify the different forms available to monitor student progress.

4. Complete Resource #4 to develop a system to monitor student progress.

5. Go on to Resource #5 for a review and evaluation.

RESOURCES

1. Information Sheet 012-003-001, "How to Monitor Student Progress," in this guide, pages 21-22.


5. MPO #4 in this guide, page 43.
INFORMATION SHEET
012-003-001

How to Monitor Student Progress

In a CBVE system, the instructor's role in monitoring student progress is critical to the success of the program. The instructor must keep accurate, up-to-date records on each individual student and for the entire class. The instructor should also provide each student with some method of monitoring their own progress.

Your records of student progress should be organized around the tasks in each student's contract or task list. To accurately monitor individual progress, you will need to keep records of the following:

- Individual plan of tasks to be completed
- Individual student progress
  A. Daily progress
  B. By MPO
  C. By task
  D. Weekly progress
  E. By quarter
  F. By semester
- Document tasks completed
- Certify competence by task or tasks by job title

Keep in mind that the reason for monitoring student progress is to document tasks mastered and to identify those students who may be having difficulties so corrective action may be taken. The end of the quarter or semester is too late to realize that a student is making unsatisfactory progress.

A brief review of satisfactory and unsatisfactory progress is necessary. For a detailed review, refer to PTT Manuals #010 on student contracting, #012 on grading, and #007 on

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>PROG</th>
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<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>003</td>
<td></td>
</tr>
</tbody>
</table>
teaching strategies.

After 6-10 students have completed an SLG, you will be able to establish an "average time" required to complete the guide. By comparing this average time with the time that an individual student is spending on the guide, you will be able to identify if the student is progressing at a satisfactory rate. When doing this comparison, you should keep in mind the individual student's goals, abilities, learning style, and any other factors which may influence progress.

For example, assume the average time for SLG #004 is 10 hours. A student has spent four days at two hours a day (8 hours) on the SLG and has only completed the first of four MPO's. The instructor should counsel with the student (if the student has not already come to the instructor) and try to find out what the problem is. To do this, you will need to develop a monitoring system and use it. In this case, a daily time monitoring system is necessary and is a system for daily monitoring of objectives, as well as a method of monitoring task completion.
ACTIVITY SHEET
012-003-002

Why Monitor Student Progress?

Answer the following questions and check with the following answer key.

1. The instructor must keep accurate, up-to-date records for each ________ and for the ________________.

2. The instructor should also provide __________________________ with a method to monitor progress.

3. Records of student progress should be organized around ________________.

4. List four records of student progress which need to be monitored.
   A. 
   B. 
   C. 
   D. 

5. Why monitor student progress?
ANSWER KEY
For Activity Sheet 012-003-002

1. Individual student, entire class
2. Each student
3. Tasks in each student's contract
4. A. Individual plan of tasks to be completed
   B. Individual student progress
   C. Document tasks completed
   D. Certify competence by job title
5. To identify students who may be having difficulties and document task mastery.
INFORMATION SHEET
012-003-003

CBVE Management Forms

There are many different forms which you may use to monitor student progress. Some of
the more popular forms used by CBVE schools will be discussed in this information sheet.

Task Achievement Records are used to do the following:

1. Provide background information on the student
2. Indicate the student's pre-assessment on each task
3. Identify the tasks completed to date
4. Include a personal performance report on the student
5. Provide a special section for recording special skills and abilities of the student
6. Include a section for counselor comments

Let's look at each of these six parts:

1. Background information on the student should provide you with the following:
   A. The student's name
   B. The name and date of schools previously attended
   C. A contact for additional information on the student

2. Pre-assessment of the student should provide you with the following:
   A. When the student entered the program
   B. Tasks which the student completed via proficiency testing
   C. A pre-assessment score for the program

3. Identify the tasks completed to date. The transcript or record should provide for
   the following:
   A. Tasks completed to date
   B. Student signature
   C. Instructor signature

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>PROG</th>
<th>TASK</th>
<th>TPO</th>
<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>003</td>
<td></td>
</tr>
</tbody>
</table>
D. Date of task mastery

4. The personal performance report should provide the following:
   A. Job-keeping tasks being evaluated
   B. Dates for each job-keeping performance

5. The special skills and abilities section should provide:
   A. A place to include extra tasks learned by the student
   B. A place to include tasks completed which are related to the job but not included on the program task list.

6. Counselor's comments section should provide:
   A. A place for the counselor to comment on the unique individual aspects of the student
   B. A place for positive or negative comments

The following are sample forms used to monitor student progress.
<table>
<thead>
<tr>
<th>Task</th>
<th>St. Hrs.</th>
<th>No. Hrs.</th>
<th>Instructor</th>
<th>Task Description</th>
<th>Task</th>
<th>St. Hrs.</th>
<th>No. Hrs.</th>
<th>Instructor</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>6</td>
<td></td>
<td></td>
<td>Typing Office Communications: 001-099</td>
<td>140</td>
<td>2</td>
<td></td>
<td></td>
<td>Type letter in simp. style</td>
</tr>
<tr>
<td>005</td>
<td>8</td>
<td></td>
<td></td>
<td>Prfrd. ident. and corr. errors in sp. punct., nos. word div.</td>
<td>145</td>
<td>3</td>
<td></td>
<td></td>
<td>Compose 2 letters</td>
</tr>
<tr>
<td>011</td>
<td>2</td>
<td></td>
<td></td>
<td>Type Postal cards</td>
<td>210</td>
<td>3</td>
<td></td>
<td></td>
<td>Typing Business Forms</td>
</tr>
<tr>
<td>016</td>
<td>2</td>
<td></td>
<td></td>
<td>Type addresses on env.</td>
<td>211</td>
<td>6</td>
<td></td>
<td></td>
<td>Type statistical reports</td>
</tr>
<tr>
<td>021</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letter, full block style</td>
<td>220</td>
<td>6</td>
<td></td>
<td></td>
<td>Prepare, type, statistical reports</td>
</tr>
<tr>
<td>022</td>
<td>5</td>
<td></td>
<td></td>
<td>Type modified block letter</td>
<td>225</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, request for quotation</td>
</tr>
<tr>
<td>026</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letters, att. line, subj. line</td>
<td>230</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, purchase order</td>
</tr>
<tr>
<td>036</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letters with co. nama, encl. not., cc. not., post script</td>
<td>235</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, sales invoice</td>
</tr>
<tr>
<td>037</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letter in simp. style</td>
<td>240</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, customer statements</td>
</tr>
<tr>
<td>046</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letter with a table</td>
<td>245</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, voucher checks</td>
</tr>
<tr>
<td>051</td>
<td>5</td>
<td></td>
<td></td>
<td>Type two-page letters</td>
<td>250</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, 2 bills of lading</td>
</tr>
<tr>
<td>056</td>
<td>4</td>
<td></td>
<td></td>
<td>Type letters on spec. sized stat.</td>
<td>255</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare, type, credit mem.</td>
</tr>
<tr>
<td>061</td>
<td>6</td>
<td></td>
<td></td>
<td>Type Interoffice mem.</td>
<td>273</td>
<td>5</td>
<td></td>
<td></td>
<td>Type legal papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Processing Data 100-199</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performing Reproduction Functions 300-399</td>
</tr>
<tr>
<td>102</td>
<td>2</td>
<td></td>
<td></td>
<td>Operate a transcribing mach.</td>
<td>301</td>
<td>3</td>
<td></td>
<td></td>
<td>Justify right margins</td>
</tr>
<tr>
<td>105</td>
<td>6</td>
<td></td>
<td></td>
<td>Compose and type bus. letters</td>
<td>310</td>
<td>4</td>
<td></td>
<td></td>
<td>Prepare masters, rig. for dup.</td>
</tr>
<tr>
<td>110</td>
<td>8</td>
<td></td>
<td></td>
<td>Compose and type reports</td>
<td>320</td>
<td>4</td>
<td></td>
<td></td>
<td>Dup. masters/orig. on fluid-dry copier</td>
</tr>
<tr>
<td>115</td>
<td>6</td>
<td></td>
<td></td>
<td>Type bl. letter on word proc.</td>
<td>350</td>
<td>4</td>
<td></td>
<td></td>
<td>Prep. paste-ups and dummy cy. off. p.</td>
</tr>
<tr>
<td>120</td>
<td>6</td>
<td></td>
<td></td>
<td>Type mod. bl. letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintaining Office Files 400-499</td>
</tr>
<tr>
<td>125</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letter with co. nama, encl. not., cc. not., and post script</td>
<td>404</td>
<td>5</td>
<td></td>
<td></td>
<td>Maintain index card, tickler files</td>
</tr>
<tr>
<td>130</td>
<td>5</td>
<td></td>
<td></td>
<td>Type letters with att. line, subj. line</td>
<td>414</td>
<td>5</td>
<td></td>
<td></td>
<td>Code, ind., sort, cross-ref. bus. corr.</td>
</tr>
<tr>
<td>135</td>
<td>4</td>
<td></td>
<td></td>
<td>Type 2 rep. in ms form</td>
<td>424</td>
<td>3</td>
<td></td>
<td></td>
<td>File and retrieve documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>434</td>
<td>6</td>
<td></td>
<td></td>
<td>Establish files</td>
</tr>
</tbody>
</table>
### INDIVIDUAL PROGRESS FORM

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Program</th>
<th>Date Entered</th>
<th>Date Exitd</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Pretest</th>
<th>Criterion Referenced Testing (Post Test)</th>
<th>Instructor's Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Written Exams</td>
<td>Product/Performance Checklist</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Master Date</td>
<td>Final Score</td>
</tr>
<tr>
<td></td>
<td>Attempts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DEPT.**

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>PROG</th>
<th>TASK</th>
<th>TPO</th>
<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>003</td>
<td></td>
</tr>
</tbody>
</table>
### INFORMATION SHEET

**012-003-003 (Continued)**

**STUDENT PERFORMANCE CONTRACT**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School Year</th>
<th>SACC Program</th>
<th>Home School</th>
<th>Block</th>
<th>Grade</th>
<th>Sem</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Contract</th>
<th>Hrs</th>
<th>Pts</th>
<th>Quarter</th>
<th>Contract</th>
<th>Hrs</th>
<th>Pts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>D/Absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjust %

#### QUARTER

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG HRS HRS M</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG HRS HRS M</td>
<td></td>
</tr>
</tbody>
</table>

#### MID-TERM

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG HRS HRS M</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG HRS HRS M</td>
<td></td>
</tr>
</tbody>
</table>

#### DEPT. | PROG | TASK | TPO | MPO |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>003</td>
<td></td>
</tr>
</tbody>
</table>

Page 30
Monitoring student work: Most of the forms used for planning student work will also work for monitoring tasks completed. However, it is often necessary to monitor student progress on a daily or weekly basis (time) or to monitor students as they work through an SLG (by MPO). The following forms are used by one CBVE demonstration center to monitor student progress.

The system works like this: (For a detailed account of this system, see PTTM #009.)

1. The student arrives at school and punches in on his/her time card.
2. The student reports to his/her instructor and attendance is taken as well as reporting the task being worked on. This information is recorded in the grade book.
3. For students who need extra planning and monitoring, the MPO progress form is also used. This helps track the student as he/she works on each MPO in a learning guide.
4. When a student fails the written exam, the instructor completes the exam review form. The student then must review specific learning steps in the SLG. This form is typically used only when the testing is done by computer, so that the MPO and learning step may be easily identified.
5. At any time, the instructor or student may check a grade by completing the estimated grade to date form. For a detailed account of this specific grading format, see PTT Manual #013.

Time card: Time cards are kept by each student. Students use one time card for each task. The time is kept by punching in and out each day. At the end of each day, the student totals the time and enters the total in the elapsed time column. When the task is completed, the student adds the daily time and enters it at the bottom of the card as total time. The instructor may verify time on task by checking with the daily entry in the grade book. The time card may vary from the grade book since special presentations, group discussions, visits to the career planning office, etc., are entered on the time card and typically not noted in the grade book.
### JOB CARD

<table>
<thead>
<tr>
<th>JOB</th>
<th>AMT</th>
<th>RATE</th>
<th>TIME</th>
<th>ELAPSED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>023</td>
<td>2</td>
<td></td>
<td>8:00</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>2</td>
<td></td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>.5</td>
<td></td>
<td></td>
<td>8:00</td>
</tr>
<tr>
<td>023</td>
<td>1</td>
<td></td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>.5</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>1.5</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL TIME:** 6.5
INFORMATION SHEET
012-003-003 (Continued)

Grade Book: The following is an abbreviated example of a grade book page used to monitor student progress. Room is provided on the page for the course or program name, time block, instructor name, quarter and school year, month and day of the week. Four lines are included in the book for each student. They are used to record: 1) Daily attendance (A), 2) Daily personal points (P), 3) Task in progress (TK), and 4) Test or checklist completion (T/P).

The left side provides a space for the student's name, identity number, and locker number. The first row (A) is for daily attendance. This is filled in daily by the instructor.

The second row (P) is for the daily personal performance points. These should be evaluated on a daily basis and the points earned should be entered. This will make the personal performance evaluation at the end of each grading period more objective.

The third row (TK) is for the code number of the task that the student is working on. This gives the instructor a daily record of where each student is in the program.

The fourth row (T/P) is to indicate when the student passes the knowledge test. This is done by writing in the letter "K". Successful completion of the performance test is indicated by the letter "P".

This grade book format allows an instructor to determine at a glance if a student is making satisfactory progress and to identify potential problems.
The MPO Progress Form: This is used in place of the time card to provide extra monitoring where necessary. The bottom part of the form is used in the same manner as the time card. The top of the form provides specific information on each MPO in a task. In this way, the instructor can, on a daily basis, monitor the student's progress through each MPO.
Exam review form: Is a formal feedback form used when tests are computerized and may be generated by the computer to guide the student to further study.

YOU HAVE NOT PASSED THE WRITTEN CRITERION EXAM.

TASK __________

REVIEW THE S.L.G.

<table>
<thead>
<tr>
<th>#</th>
<th>LEARNING STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

DATE ____________________________
INSTRUCTOR ________________________

Estimate grade to date: May be determined at any time. The form may be completed by either the instructor or the student in the following manner:

1. Fill in student name
2. Fill in days in quarter to current date
   If the student has an extended illness (verified), or planned credit days (field trips, etc.) do not include them in the available attendance days.
3. Fill in days absent for quarter to current date
4. Available days to date x block time (time in program in minutes) ÷ 60 = hours available
5. Hours available x grading scale = hours necessary for each grade
Note: This form does not provide for daily points which in this system count for 25% of the grade. The form is only to provide a rough estimate of the grade. For a complete grade, the hours available is taken \( x \cdot 0.75 \) and added to the total daily points \( x \) the grading scale \( x \cdot 0.25 \).

6. The planned SLG's and hours for each SLG are then entered.
7. The actual hours spent on each SLG are entered.
8. The SLG's mastered are entered under actual M.
9. The planned hours are totaled providing a correlation to the grading scale.
10. The grade to date is entered.
11. The instructor may initial the form.

**Available Attendance**

**Days to Date** | **Absence**
---|---

Available Days to Date | Block Time | Hrs Available

**GRADE**

Hrs Available __________ \( \times \) 0.63

\( \frac{0.95 \times 3}{2} \) Hrs
\( \frac{0.63 \times 0}{2} \) Hrs
\( \frac{0.72 \times 3}{2} \) Hrs

* Included: Lab Hrs, Club Hrs, and any Credit Hours.

**Total Actual**

**PLANNED ACTUAL**

**SLG** | HRS
---|---

**EXTERNAL**

**PLANNED**

**SLG** | HRS
---|---

**Internal**

**SLG** | HRS
---|---

**EXTERNAL**

**Actual**

**SLG** | HRS
---|---

**Total**

**SLG** | HRS
---|---

**Mastery**

**SLG** | HRS
---|---

**Grade to Date** | **Inst. Initials**
---|---

**Example:** If student has illness or planned credit days, do not include in available attendance days.

**DEPT.** | **PROG** | **TASK** | **TPO** | **MPO**
---|---|---|---|---

PTT | 012 | 012 | 003
Documenting student work: The third type of CBVE progress monitoring record you will need is one which reflects tasks mastered by each student. The student contract will work for this but often a central record or file is maintained for each student.

When a student has completed a task (SLG) including passing a checklist and/or written exam, he/she will have mastered the task. Task mastery and mastery (actual) hours are recorded in the student's file. One method of doing this is by completing a task mastery card and submitting it to a recording secretary for entry to the file. This works extremely well when the entire system is computerized.

If the system is not computerized, this documentation may be entered on a master task list for each student at the end of each semester.

The following is a sample task mastery card:

**ENTRERING TASK MASTERY**

To enter task mastery the program instructor must fill out the TASK MASTERY CARD (see below).

**TASK MASTERY CARD**

1. Student Identification Number
2. Student year at SACC I or II
3. SACC program computer course number
4. Student name
5. Task number
6. Number of hours student contracted to do task
7. Number of hours it took student to master task (whole numbers only)
8. Instructor signature
9. Date
10. Office information

Task mastery cards may be turned in to the Student Management System secretary on a daily basis.

<table>
<thead>
<tr>
<th>DEPT</th>
<th>PROG</th>
<th>TASK</th>
<th>TPO</th>
<th>MPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTT</td>
<td>012</td>
<td>012</td>
<td>003</td>
<td></td>
</tr>
</tbody>
</table>
Certifying student competence: Some CBVE programs provide a certificate which lists, on the back, all the tasks mastered by the student. Other schools provide a task listing transcript which list all the tasks mastered by the student. With increased cooperation between high schools, area vocational centers and community colleges in certain regions, the task listing transcript takes on a larger role. It provides for both vertical and horizontal articulation between schools and programs.

The following is an example of a certificate of competence.
Certificate of Competence

This is to certify that

Achieved the performance levels acknowledged on the reverse side of this certificate in accordance with the performance standards prescribed for the program of

And is therefore recognized by

ELVERADO HIGH SCHOOL

This Day of , 19

Instructor(s)

Superintendent

President Board of Education
The student named on this certificate has shown that he/she is competent in the tasks initialed below. This certificate validates competency with these three reservations: (1) competency is certain only as of the date indicated, (2) competency is ascertained according to the performance standards prescribed on the Product Checklist for the task, and (3) competency is indicated only for those tasks initialed by the student’s instructor.

The tasks listed below comprise the suggested program for the Typing I & II courses of the Elverado High School Clerk-Typist Program. A student who receives this Certificate of Competency after taking only the Typing I portion of the program should not have a majority of the tasks initialed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Name</th>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Type paragraphs from rough draft copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Center a short announcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Type a personal note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>Type a memorandum in simplified style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>Type a personal letter in modified block style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>Type addresses on small envelopes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>160</td>
<td>Type addresses on large envelopes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>170</td>
<td>Type messages and addresses on postal cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>Type business letters in modified block style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190</td>
<td>Type a topic outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Type an unbound report without footnotes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>Type an unbound report with footnotes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>Type cables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>Type tables with columnar headings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>Type business letters in block style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>Type business letters in mod. block style with indented paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>260</td>
<td>Type a spirit master</td>
<td></td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>Type a leftbound report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>280</td>
<td>Type and file index cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>290</td>
<td>Type invoices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Proofread to identify and correct errors in spelling, punctuation marks, numbers, and word division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>Type business letters with special features (company name, enclosure notation, carbon copy notation, and postscript)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320</td>
<td>Type letters with subject line and attention line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330</td>
<td>Type two-page letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>340</td>
<td>Type letters with tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>350</td>
<td>Type letters with special mailing notations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>360</td>
<td>Type legal papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>370</td>
<td>Type interoffice memoranda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Type minutes of a meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>390</td>
<td>Type bills of lading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Type purchase requisitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>Type purchase orders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>420</td>
<td>Type paragraphs with justified right margin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>Type a mailing list and address labels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>Type letters in simplified style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>450</td>
<td>Type letters with a standard six-inch line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>Type letters on special-size stationery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>470</td>
<td>Type and proofread a leftbound report with title page, table of contents, footnotes, and bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>480</td>
<td>Type four-column tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>Type ruled tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>Type small envelopes for production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Type large envelopes for production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>Type requests for quotations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>530</td>
<td>Type voucher checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>540</td>
<td>Type customer statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>550</td>
<td>Operate a Sharp electronic/printing calculator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEPT. PROG TASK TPO MPO

| PTT | 012 | 012 | 003 |

Page 40
ACTIVITY SHEET
012-003-004

Develop a System to Monitor Student Progress

You are to develop a system to monitor the progress of each student through your CBVE program. Your work will be evaluated using Checklist 012. You must score 10 out of 14 to go on.
Monitor Student Progress

1. Develop a method to plan student work:
   A. Contract
   B. Wall chart
   C. Other

2. Develop a method to monitor student progress:
   A. Develop a time management system
   B. Develop a task management system
   C. Develop a MPO management system

3. Develop a grade book management system:
   A. Allow for attendance
   B. Allow for daily task record
   C. Allow for daily points
   D. Allow for evaluation record

4. Develop a method to document task mastery

5. Develop a method to certify competence:
   A. Certificate
   B. Task listing transcript
   C. Other

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 14
MICRO-PERFORMANCE OBJECTIVE #4

Monitor Student Progress and Maintain Student Records

LEARNING STEPS

1. Read Resource #1 for a review of how to monitor student progress and maintain student records.

2. When you feel ready for evaluation on how to monitor student progress and maintain student records, contact your school's CBVE resource person and complete Resource #2.

3. Read Resource #3 to determine the performance to master this task.

4. When you feel ready to perform for evaluation, contact your school's CBVE resource person and complete Resource #4.

RESOURCES

1. All MPO's in this guide.

2. Written exam: Task 012, in this guide, pages 46-49.


PROGRAM: Professional Teacher Training

TASK: Monitor Student Progress and Maintain Student Records

TASK #: 012

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME __________________________ EVALUATION SITE ____________

EVALUATOR'S NAME ________________________ PERFORMANCE ATTEMPT 1 2 3 4

DATE OF ATTEMPT ______________

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: Access to all available resources and your classroom situation

YOU WILL: develop a plan to monitor student progress and maintain student records.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN __________ MINUTES AND MUST SCORE AT LEAST 17 OUT OF 20 POINTS OR 85% FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN __________ MINUTES AND MUST SCORE 17 OUT OF 20 POINTS OR 85% AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.
<table>
<thead>
<tr>
<th>CRITICAL ITEMS</th>
<th>ITEMS TO BE OBSERVED OR CHECKED</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>1. Test file</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>2. Activity sheet file</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>3. Curriculum development file</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>4. Student file</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>A. Where is this to be located</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>B. Filed by name, block (class) or ...?</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>5. Task file</td>
<td>1</td>
</tr>
</tbody>
</table>

Monitor student progress:

6. Develop a method to plan student work:
   A. Contract                                 | 1 |
   B. Wall chart                                | 1 |
7. Develop a method to monitor student progress:
   A. Develop a time management system         | 1 |
   B. Develop a task management system         | 1 |
   C. Develop a MPO management system          | 1 |
8. Develop a grade book management system:
   A. Allow for attendance                      | 1 |
   B. Allow for daily task record               | 1 |
   C. Allow for daily points                    | 1 |
   D. Allow for evaluation record               | 1 |
9. Develop a method to document task mastery  | 1 |
10. Develop a method to certify competence:
    A. Certificate                              | 1 |
    B. Task listing transcript                  | 1 |
    C. Other                                    | 1 |

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 17
TOTAL POINTS POSSIBLE = 20
PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 012

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON how to monitor student progress and maintain student records.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 10 out of 12 items correctly, (83%).
CRITERION EXAM

012

1. A list of all the tasks which a student has mastered is called a task ________.
   A. Listing analysis           C. Listing contract
   B. Listing transcript        D. None of the above

2. A file used to provide feedback to students on test items is called a ________ file.
   A. Activity sheet            C. Task
   B. Curriculum Development    D. Test

3. A file used to provide feedback to students on practice exercises is called a ________ file.
   A. Activity sheet            C. Task
   B. Curriculum Development    D. Test

4. A file used to keep all the activity sheets and checklists is called a ________ file.
   A. Activity sheet            C. Task
   B. Curriculum Development    D. Test

5. A file used by the instructor for writing or revising SLGs is called a ________ file.
   A. Activity sheet            C. Task
   B. Curriculum Development    D. Test

6. Records of student progress should be organized around tasks.
   A. True                       B. False

7. A list of all the tasks which a student is to complete is called a task ________.
   A. Listing analysis           C. Listing contract
   B. Listing transcript         D. None of the above

8. It is important in a CBVE system for each instructor to keep a record of each student's progress.
   A. True                       B. False
9. Records in a CBVE system are used to plan students' tasks, monitor progress, document mastery, and verify competence.

A. True  
B. False

10. Critical student information in a CBVE program are: personal data, special needs data, student contract, and task listing contract.

A. True  
B. False

11. To assist instructors in analyzing SLG use and to adjust standard times for completion of each SLG, a task ___________ is used.

A. Listing analysis  
B. Listing transcript  
C. Listing contract  
D. None of the above

12. The only reason to keep student records in a CBVE system is to document task mastery.

A. True  
B. False
ANSWER KEY

For Criterion Exam 012

1. B
2. D
3. A
4. C
5. B
6. A
7. C
8. A
9. A
10. A
11. A
12. B