Pace Learning Systems

Nothing Teaches Like Success®

Pace Customer Training Guide

"The old saying, 'Nothing Teaches Like Success,' has been my guiding principle, and I hope, my legacy."

~Dr. John McKee, Founder, Pace Learning Systems

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The Pace Learning Curriculum

- Characteristics of a Pace System
- Curriculum Overview
- Components

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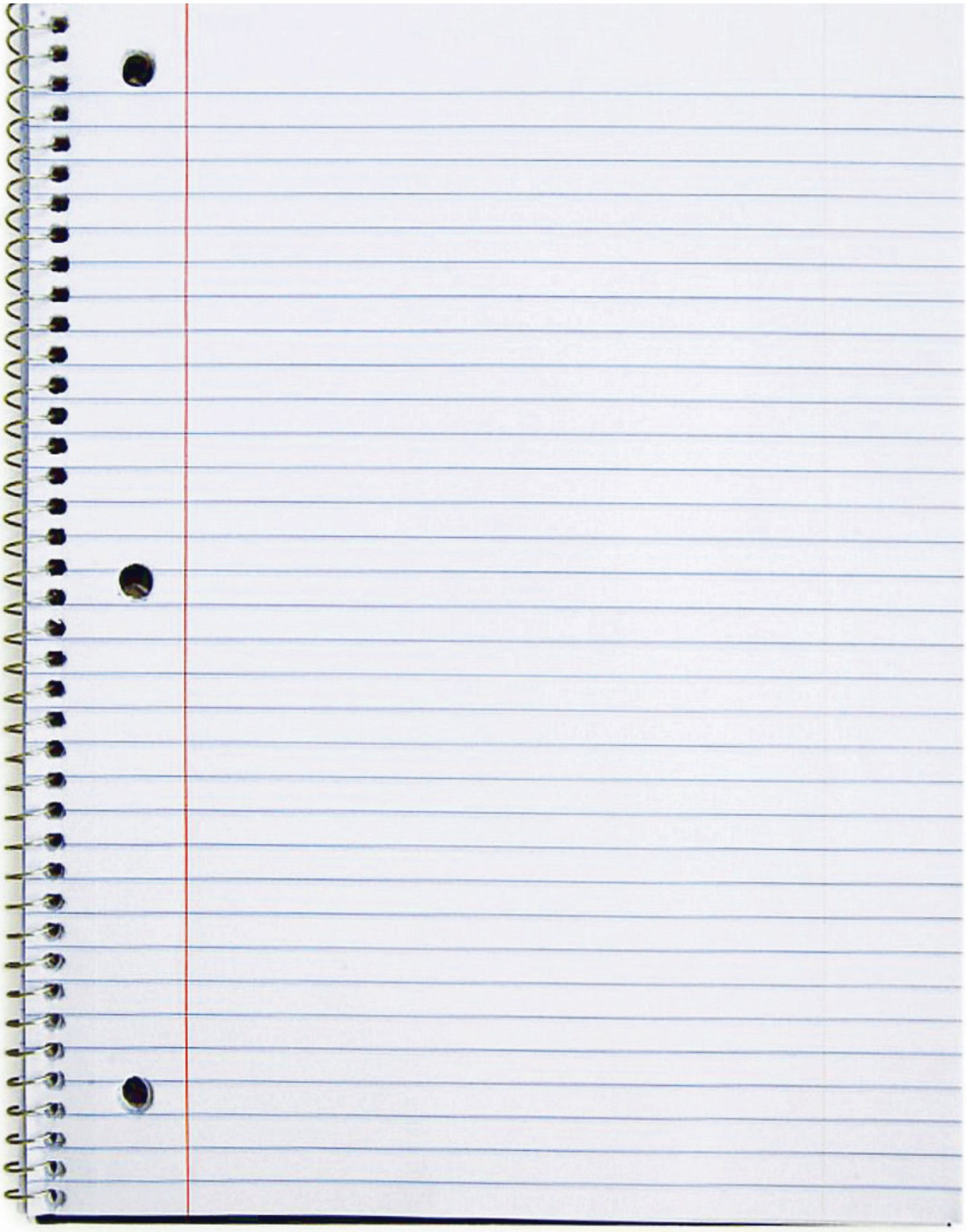


Characteristics of a Pace System

Individualized The student's individual education plan is called a Study Schedule. It is developed from the diagnosis of each student's strengths and needs before instruction begins. In general, students work on only the competencies or skills that they have not yet mastered.

Self-Paced, Self-Instructional Students learn independently and at their own rate of learning. Most students progress rapidly, since they are not hindered by difficult text or by other students. Because the lessons are self-instructional, the Instructor has more time to interact with individual students or small groups of students as needed.

Mastery-Based This competency-based system consists of learning objectives that define the intended results of instruction. Student progress is measured by Mastery Tests given at the end of each lesson. Therefore, Instructors and programs can be evaluated based on student progress and student achievement over time.

Flexible This program is designed to be flexible in meeting the requirements of the students and the Instructor. Not all educational programs are the same; likewise, each student has his or her own individual learning style. Depending on the subject, lessons may be followed sequentially or may be explored in other ways appropriate to a particular program or student population. Additionally, Instructors are encouraged to include additional materials and activities as part of the program. The system naturally allows for easy integration with other curricula through its portioned/targeted instruction, and through its assessments and Study Schedules. Finally, the academic curriculum is designed to correlate with a variety of test standards and educational frameworks.

Systematic The "Systems Approach" views learning and teaching as systematic processes. There are 5 steps associated with the Systems Approach that is used to operate a Pace system effectively:

1. Orient
2. Diagnose
3. Prescribe
4. Manage
5. Evaluate

"Programmed" There are 5 Principles of Programmed Instruction / Programmed Learning:

1. Small Steps
2. Active, Constructed Response
3. Immediate Feedback
4. Self-Pacing
5. Learning Validation

Characteristics and Needs of the Target Learner

Target Student Characteristic: *History of failure; expectations of failure*

Student Needs:

- Requires a different approach - a learning environment distinguished from traditional education environments in clear, specific ways
- Also requires thousands of successful learning experiences to shape expectations of success to replace a cycle of learning failure

Target Student Characteristic: *Easily Frustrated; low tolerance level*

Student Needs:

- Short, manageable steps (many small successful learning experiences)
- Self-paced, individualized learning
- Privacy
- Highly-structured learning programs

Target Student Characteristic: *Dependent learners*

Student Needs:

- Clear communication of learning goals and expectations
- Programmed learning

Target Student Characteristic: *External locus of control*

Student Needs:

- Self-paced, individualized learning
- Self-recognized success in independent learning activities
- Constant constructive feedback (written, verbal, tangible)
- Clear communication of progress in relation to short-term and long-term goals
- Programmed learning

Target Student Characteristic: *Large gaps in basic, foundation skills*

Student Needs:

- Self-paced, individualized learning
- Competency-based diagnosis/prescription
- Clear communication of learning goals and expectations

At Your Own Pace Series (AYOP)	Subject	Lessons	Reading Level (Avg.)	Pre/Post	Misc	Progression Level
Builds on beginning reading skills and bridges the gap for more accelerated, advanced learning. This print series teaches founda- tion skills (3rd-6th) in Reading, English, and Math, and shapes independence and self-pacing skills required at higher levels of achievement.	Reading	16	3.5	No	Mastery Tests A/B	1
	English	23	2.9	No	Mastery Tests A/B	1
	Math	17	3	No	Mastery Tests A/B	1

Accelerated Learning Lab (ALL)	Subject	Lessons	Reading Level (Avg.)	Pre/Post	Misc	Progression Level
Prescriptive, fully-individualized basic skills systems for targeted remediation and high school equivalency preparation. Includes diagnostic Pre- and Post-testing by subject area, Practice Test, and Mastery Test A/B for over 300 self-paced lessons in English Language Arts, Mathematics, Science, and Social Studies.	Spelling	12	2.4	Yes	Personal Spelling Lists included	1
	Language	30	5.1	Yes		2
	Reading	61	6.5	Yes	61 reproducible lesson worksheets	2
	Writing	28	4.5	Yes	49 reproducible lesson worksheets	3
	Basic Math	41	4.1	Yes		2
	Advanced Math	39	4.3	Yes		3
	Science	53	6.7	Yes	122 reproducible lesson worksheets	4
	Social Studies	40	6.6	Yes	101 reproducible lesson worksheets	4

Transition Skills Lab (TSL)	Subject	Lessons	Reading Level (Avg.)	Pre/Post	Misc
Fully-individualized system for teaching work-readiness and soft skills for work maturity and work success; includes objective Pretest assessment and subjective Entry Rating System assessment	Workforce Development	15	5.0	Yes	62 reproducible lesson worksheets; Entry Rating System included in addition to Pre- and Post-tests for each standard
Group-oriented lessons in three series - Self-Development, Achieving Personal Goals, and Interpersonal Skills - designed to develop personal and interpersonal soft skills.	Life Skills 25	25	Self-Development: 5.6 Achieving Personal Goals: 6.4 Interpersonal Skills Series: 6.8	No	Includes journal-style student materails

Text Complexity in a Competency-Based System

The Pace Systems are competency-based and are not leveled by "grade content." Students are placed into Pace according to standardized measures of independent reading level. Pace Systems in general, within a subject area, progress from simpler to more complex (text complexity as measured by the Flesch-Kincaid Reading Grade Level along with other considerations). Flesch-Kincaid Reading Grade Level is one of the objective measures of text complexity recognized by the CCRS standards.

F-K Reading Grade Level = 0.39 (words/sentences) + 11.8 (syllables/words) - 15.59

Pace can be used with a very wide range of students. Since Pace instructional programs are self-paced, they involve prerequisite independent reading levels. Certain system areas may be appropriate for a student within one standard, such as "Vocabulary Skills," but not appropriate within a more complex standard in the same system, such as "Literary Skills." In addition, competency-based systems in Language, Basic Math, Writing, and Advanced Math allow the materials to be used as a remedial targeting tool, for students at higher reading levels who need work in specific skills.

Prerequisite reading level recommendations for the Pace systems are designed to ensure success by “rounding up the lower range. Errors in placement at the lower end (too easy) are less costly than errors in placement at the upper end (material too difficult).

For example, lessons in Reading At Your Own Pace and English At Your Own Pace range from F-K Reading Grade Level 1.8 to Level 5.9, and recommended placement for At Your Own Pace is students Reading from 3rd-6th. This increases the chances of a new student succeeding quickly and consistently in the program - Nothing Teaches Like Success!

Note that text complexity measures should be used as guide. Below are measures of text complexity ranges appropriate for each College and Career Readiness grade level grouping. There are a wide variety of quantitative measures of text complexity; furthermore, no quantitative measure describes text complexity perfectly. These measures sometimes fail to accurately describe the difficulty of certain vocabulary. And there are many other considerations - even fonts (serif vs. sans serif), white space, and font styles or emphasis affect text complexity. Perhaps most importantly, quantitative measures fail to account for difficulty of interpretation when there is implied meaning or figurative language.

Common Core Band	Flesch-Kincaid Reading Grade Level	*ATOS* (Renaissance Learning)	*Degrees of Reading Power* (Questar)	*The Lexile* (MetaMetrix)	*Reading Maturity* (Pearson)	*SourceRater* (Educational Testing Service)
2.0-3.9	2.75-5.14	42-54	1.98-5.34	420-820	3.53-6.13	0.05-2 48
4.0-5.9	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84 5.75
6.0-8.9	7.00-9.98	57-67	6.51-10.34	925-1185	7.04-9.57	4.11-10 66
9.0-10.9	9.67-12.01	62-72	8.32-12.12	1050 -1335	8.41-10.81	9.02 -13.93
11.0-CCR	11.20-14 10	67-74	10.34-14 2	1185-1385	9.57-12 00	12.30-14 50

(See *Text Complexity in a Competency Based System or visit* pacelearning.com/pace-text-complexity *for more information on reading levels of Pace materials*).

Reading Component List
(CRR6000)

Management Materials

Item No.	Description	Unit	Quantity
CRR4108	Instructor's Guide	Each	1
CRR4060A	Mastery Tests, Form A	Set	1
CRR4060B	Mastery Tests, Form B	Set	1
CRR4061	Mastery Test Answer Keys, Forms A & B	Set	1
CRR4070A	Mastery Test Answer Sheet	1	1
CRR4070B	Pretest/Posttest Answer Sheet	1	1
CRR5000	Certificate of Achievement	1	1
CRR4020A	Pretest	1	1
CRR4020B	Pretest Answer Key	1	1
CRR4021A	Posttest	1	1
CRR4021B	Posttest Answer key	1	1
CRR4089	Passages Reading Record	1	1
CRR4089	Passages Answer Keys	Set	1
CRR4095	Reading Reproducible Lesson Worksheets	Set	1
CRR4096	Reading Worksheet Answer Keys	Set	1
CRR4080	Reading Study Schedule	1	1

Lessons

Item No.	Description	Unit	Quantity
CRR4101	Prefixes: Unit 1	Each	3
CRR4102	Prefixes: Unit 2	Each	3
CRR4103	Prefixes: Unit 3	Each	3
CRR4111	Suffixes: Unit 1	Each	3
CRR4112	Suffixes: Unit 2	Each	3
CRR4120	Synonyms, Antonyms, and Figures of Speech	Each	3
CRR4125	Definitions and Explanations	Each	3
CRR4130	Clue Words and Phrases Context	Each	3
CRR4135	Word Classifications	Each	3
CRR4140	Word Analogies	Each	3
CRR4201	Reading Strategies: Unit 1	Each	3
CRR4202	Reading Strategies: Unit 2	Each	3
CRR4210	Sequence of Events	Each	3
CRR4221	Main Ideas and Supporting Details: Unit 1	Each	3
CRR4222	Main Ideas and Supporting Details: Unit 2	Each	3
CRR4223	Main Ideas and Supporting Details: Unit 3	Each	3
CRR4230	Conclusions and Generalizations	Each	3
CRR4235	Directions and Instructions	Each	3
CRR4241	Cause and Effect: Unit 1	Each	3
CRR4242	Cause and Effect: Unit 2	Each	3
CRR4251	Fact and Opinion: Unit 1	Each	3
CRR4252	Fact and Opinion: Unit 2	Each	3

Accelerated Learning Lab (Reading, Language, Spelling, Writing, Basic Math, Advanced Math, Science, and Social Studies) includes Diagnostic Testing, whereas At Your Own Pace (Reading, English, and Math) does not. At Your Own Pace includes reproducible Mastery Tests A and B, Answer Sheets and Keys, and Study Schedules.

Miscellaneous Instruction/Assessment

Two subject-area systems in the Pace curriculum include miscellaneous instruction and assessment tools, in addition to Pre/Post Diagnostic Testing, Mastery Testing, and Lesson Materials. In Reading and Writing, Reproducible Worksheets are included for use alongside each lesson. These are designed to be used as needed, or at the learning manager's discretion. There are rows on each Study Schedule to record any work completed in lesson worksheets.

The Reading System also includes Passages and Passage Tests, which consists of 40 leveled reading passages with 10-item comprehension tests, from 5th-12th grade reading levels. A listing of Passages, reading levels, and recommended reading times can be found in the Reading Instructor's Guide. The Reading System contains an additional record-keeping tool (the Passages Reading Record) for tracking progress with Reading Passages:

Passages Level 500						
Passage Number	Word Count	Reading Time	Reading WPM	Passage Test Score	Date Complete	Comments
510	242					
520	424					
530	353					
540	344					
550	341					

The Writing System also includes clusters of Writing Applications prompts for composition, as well as Performance-Based Pre/Post Testing. Grading rubrics and more information about Writing Applications and Performance-Based Assessments can be found in the Writing Instructor's Guide. Progress in Writing Applications can be tracked on the back page of the Writing Study Schedule:

Standard VI: Writing Applications

All students should complete at least one exercise in each cluster. Evaluate writing performance by reviewing Writing Applications activities and Performance-Based Assessment results:

☐ Performance-Based Assessment A ☐ Performance-Based Assessment B

Assignment	Notes	Dates Worked On	Date Completed	Mastery
Cluster I: Directed Writing				

Operating the System: Five Steps of the “Systems Approach”

- The Systems Flow Chart
  - Step1: Orient
  - Step 2: Diagnose
  - Step 3: Prescribe
  - Step 4: Manage
  - Step 5: Evaluate

The Systems Approach

Effective systems include assessment, management, and evaluation; Pace Learning Systems applies these characteristics of a system to teaching and learning. The "Systems Approach" views learning and teaching as systematic processes.

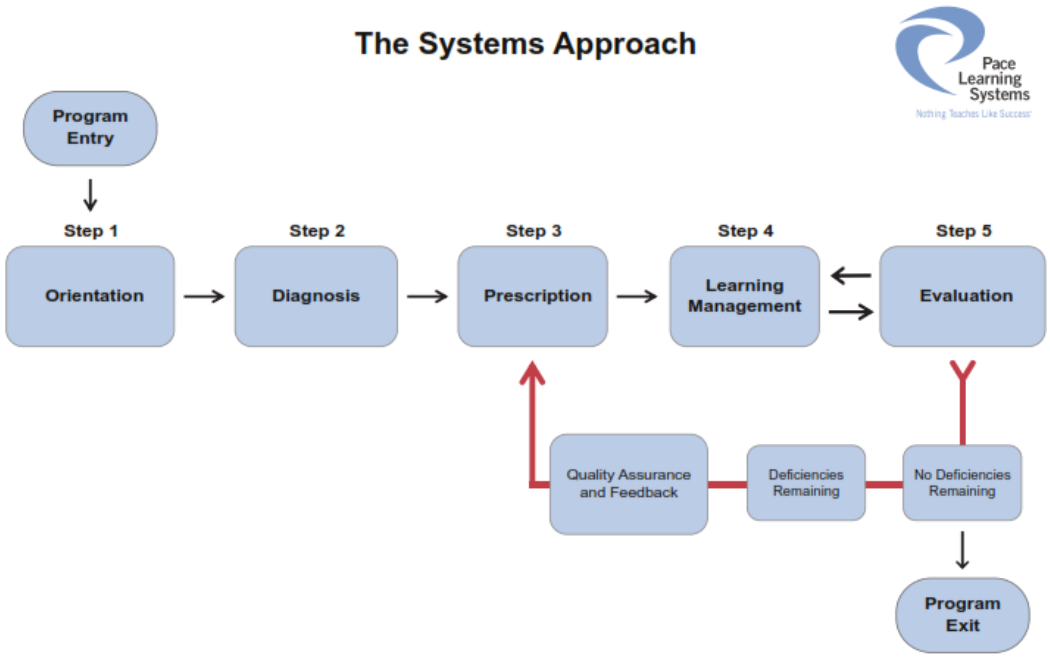
There are five steps in operating a Pace Learning System:

1) Orientation
2) Diagnosis
3) Prescription
4) Instructional Management
5) Evaluation

- ***The Systems Approach*** is Pace Learning Systems' unique method of instructional delivery. There are many benefits of this simple, 5-step approach, including efficiency in individualized assignment, involving the adult learner in the learning process, and communicating learning progress. Naturally, this manual uses the 5 steps above to guide discussion of the operation of a Pace system, from orientation and diagnostic assessment to individualized evaluation of student progress.

- ***Programmed Instruction*** is Pace Learning Systems' unique method of instructional design/format.

- ***Programmed Learning*** is the interaction between a student and a programmed lesson tutorial.



For more information on Programmed Instruction or Pace's Systems Approach, visit: https://pacelearning.com/the-pace-method

Five Steps of the “Systems Approach” - Step 1: Orient

- Sample Orientation Script

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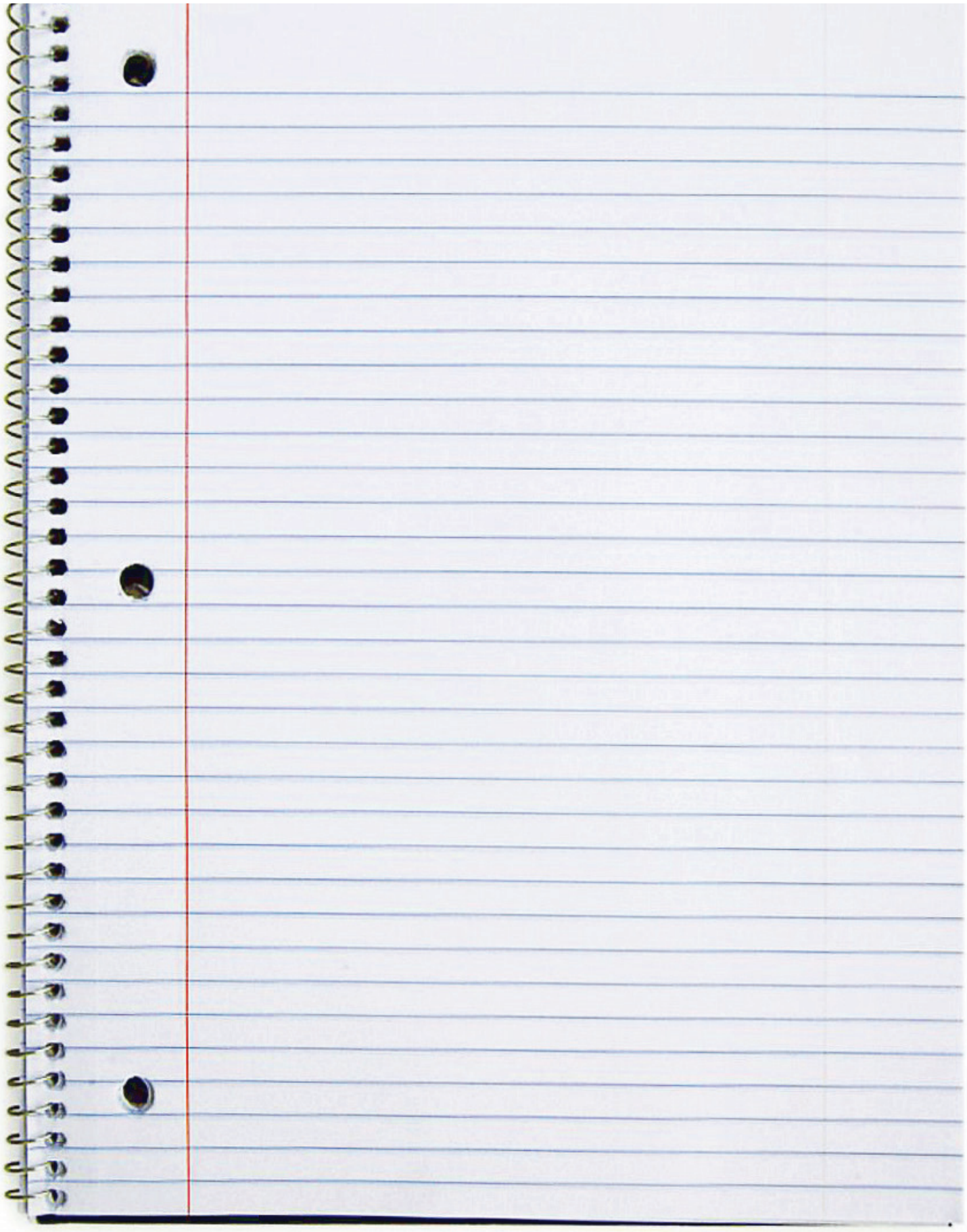

Orientation Script

Introduction

Welcome, class. Today we are starting a new curriculum from Pace Learning Systems, and it is going to work well for you because it was designed specifically for you and your fellow students. The Pace Learning method was developed in a correctional facility to bring success to adult learners. When you have completed this program, you will be capable of learning anything you might want or need to learn, and you will be able to do so independently.

While this program teaches some academic skills you will need moving forward, it also teaches you to learn independently and take responsibility for your own learning. The program is not designed to "test" you. It is designed to direct you quickly to the skills you need to move up the educational ladder, and to help you effectively teach yourself those skills.

What a Pace Learning system offers you is unique. This program is different from traditional classrooms, and it is important that we review how.

How It Works

The first difference is me. Instead of being your teacher, I will now be your Learning Manager. My main role is to be your guide as you learn independently, and to help you manage your learning tasks. I will always give you help when you need it, giving you guidance and support along the way, and I will also manage the classroom and resources.

You will be responsible for taking control of your own learning. You will work through assignments independently, at a speed or pace that is most comfortable for you. There will not be any pressure to keep up" with the group, nor any delay waiting for classmates to keep up with you. You can move successfully through your own program, at your own rate of learning. You should work hard to improve your rate of learning and you should always be consistent in your level of effort. I will assist you in reviewing your work and determining ways to improve.

Each of you will have a personalized plan called a Study Schedule. On the Study Schedule you will find the names of the lessons you will work through to learn the skills you need. We will work together to record your progress on your Study Schedule. This tool will help us keep track of what you are learning and how quickly and effectively you are progressing.

You will not be using a standard textbook. The Pace Learning lessons are designed to guarantee that you succeed, if you use them as directed. Knowledge and skills are taught in a series of small steps, leading you from simple to more complex tasks. The instruction is broken down into small, numbered parts called Frames.

While you are working through a lesson, you will continuously be informed about your progress through a work process called "Read, Write, Check." Self-pacing and self-checking, as directed, you will always know whether you are on the right track for learning. This makes learning easy, fast, and enjoyable and ensures your success.

If you come across a problem or skill that you do not understand, you should first try your best to solve it yourself. I will also work hard to help you understand it. You should never hesitate to ask for help when you need it. If you do not understand something or cannot work through a problem, raise your hand and I will help you. I am here to help you succeed.

Get Commitment

I would like for each of you to make a commitment to this program, just as I am making a commitment to help you in your learning and skills development. We will use the word "Pace" to establish the four ways in which I would like you to commit to this program to ensure you get the most out of your time in class.

- ***P = Participation.*** *Each of you has already shown some commitment today by being a part of this class, but you must continue to attend regularly. Participation also involves following the directions carefully for working through the lessons, following class rules and procedures, and making sure to ask for help when you need it. Finally, participation means thoughtfully contributing to class discussions when asked.*
- ***A = Attitude.*** *You must commit to a positive attitude. Showing respect for others property, yourself, and your work demonstrates a positive, productive attitude. Having a willingness to try something new and believing you can learn and succeed will help you get where you want to go. A consistently positive attitude will improve your outcomes dramatically in anything you do.*
- ***C = Cooperation.*** *This class requires you to cooperate with your teacher and class members. To have the privilege of working in this class, you must demonstrate both responsibility and maturity through cooperation. This also means using the materials as directed.*
- ***E = Effort.*** *Always do your absolute best. Stay on task, working quickly and quietly, and you will achieve and succeed in this course. As an instructor in this program, I am here to assist you each step along the way. My goal is for you to learn successfully on an independent basis as much as possible; this will give you the confidence you will need to advance beyond this course. Your success will come naturally if you are able to listen well, work hard, and be consistent.*

If we commit to Pace together, I know this program can help each of you achieve your education goals and more. I am confident you will succeed!

Five Steps of the “Systems Approach” - Step 2: Diagnose

- Coordinating Diagnostic Tools
- Pace Learning Systems Student Placement
- Pace Diagnostic Testing

Diagnosis - Coordinating Diagnostic Tools

Standardized Test	Pace Learning Systems Pretest
• Standardized, norm-referenced for reporting purposes	• Competency-based, criterion-referenced assessments aligned to Pace instruction
• Multi-level (literacy-high school equivalency) ·	• Requires 5th grade independent reading level
• Timed, formal testing under established conditions	• Informal, self-paced
• Can be unreliable if test-taking and administration practices are not observed	• Can be unreliable if test-taking and administration practices are not observed
• Provides specific links to Pace Learning instruction through the Study Schedule	• Provides specific links to Pace Learning instruction through the Study Schedule

Pace Learning Systems instruction and assessments are closely coordinated with the TABE assessments, according to test levels, and can be used to provide targeted, self-paced instruction to remediate skills gaps diagnosed through TABE.

A Pace prescription may contain lessons associated with skills identified by standardized diagnostic tests, and contain additional instruction identified by the Pace diagnostic tests. For example, the learning manager may choose to assign the student only 2 standards of the Pace Reading Pretest (for example, Life Oriented Terms and Symbols and Working with Literature) in order to supplement a diagnosis generated by TABE or CASAS. In addition, Pace Pretests can be used to verify a diagnostic result obtained from TABE or CASAS.

Although the Pace Pretests should not be strictly timed, the following guidelines can be used:

- Reading –183 test items in 6 Standards = 2 hours
- Language – 101 items, 1 part = 2 hours
- Spelling - 36 test items, 1 part = 30 minutes
- Writing Pretest – 66 items, 1 part = 1 hour
- Writing Performance–Based Assessments – 66 items, 1 part = 2 hours
- Basic Math – 123 items, 2 parts = 2 hours
- Advanced Math – 114 items, 2 parts = 2 hours
- Science – 159 items, 6 Standards = 2 hours
- Social Studies – 120 items, 6 Standards = 2 hours

Pace Learning Systems Placement Chart

Functioning Level	*Test Benchmark*		*PLS Solution*
Beginning ABE Literacy Grade Level 0.0-1.9	TABE (9-10) scale scores (grade level 0-1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS L&W Reading: Reading: 200 and below Math: 200 and below	TABE (11-12) scale scores (grade level 0-1): Reading: 300-441 Mathematics: 300-448 Language: 300-457 CASAS Reading GOALS: Reading: 203 and below	
Beginning Basic Education Grade Level 2.0-3.9	TABE (9-10) scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 390-49 CASAS L&W Reading: Reading: 201-210 Math:201-210	TABE (11-12) scale scores (grade level 2-3): Reading: 442-500 Mathematics: 449-495 Language: 458-510 CASAS Reading GOALS: Reading: 204-216	***At Your Own Pace Series*** Reading English, Math ***Accelerated Learning Lab*** Spelling
Low Intermediate Basic Education Grade Level 4-5.9	TABE (9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523 CASAS L&W Reading: Reading: 211-220 Math:211-220	TABE (11-12) scale scores (grade level 4-5): Reading: 501-535 Mathematics: 496-536 Language: 511-546 CASAS Reading GOALS: Reading: 217-227	***At Your Own Pace Series*** Reading English, Math ***Accelerated Learning Lab*** Reading, Language Spelling, Writing
High Intermediate Basic Education Grade Level 6-8.9	TABE (9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559 CASAS L&W Reading: Reading: 221-235 Math: 221-235	TABE (11-12) scale scores (grade level 6-8): Reading: 536-575 Mathematics: 537-595 Language: 547-583 CASAS Reading GOALS: Reading: 228-238	***Accelerated Learning Lab*** Basic Math, Language Advanced Math, Reading Writing, Science Social Studies
Low Adult Secondary Education Grade Level 9-10	TABE (9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585 CASAS L&W Reading: Reading: 236-245 Math: 236-245	TABE (11-12) scale scores (grade level 9-10): Reading: 576-616 Mathematics: 596-656 Language: 584-630 CASAS Reading GOALS: Reading: 239 - 248	***Accelerated Learning Lab*** Basic Math, Reading Advanced Math, Social Studies Science
High Adult Secondary Education Grade Level 11-12	TABE (9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS L&W Reading: Reading: 246 and above Math: 246 and above	TABE (11-12) scale scores (grade level 11-12): Reading: 617-800 Mathematics: 657-800 Language: 631-800 CASAS Reading GOALS: Reading: 249 and above	***Accelerated Learning Lab*** Basic Math, Reading Advanced Math, Social Studies Science

Indicates content areas that are available in the PaceWare learning management system. For more information, visit pacelearning.com/paceware

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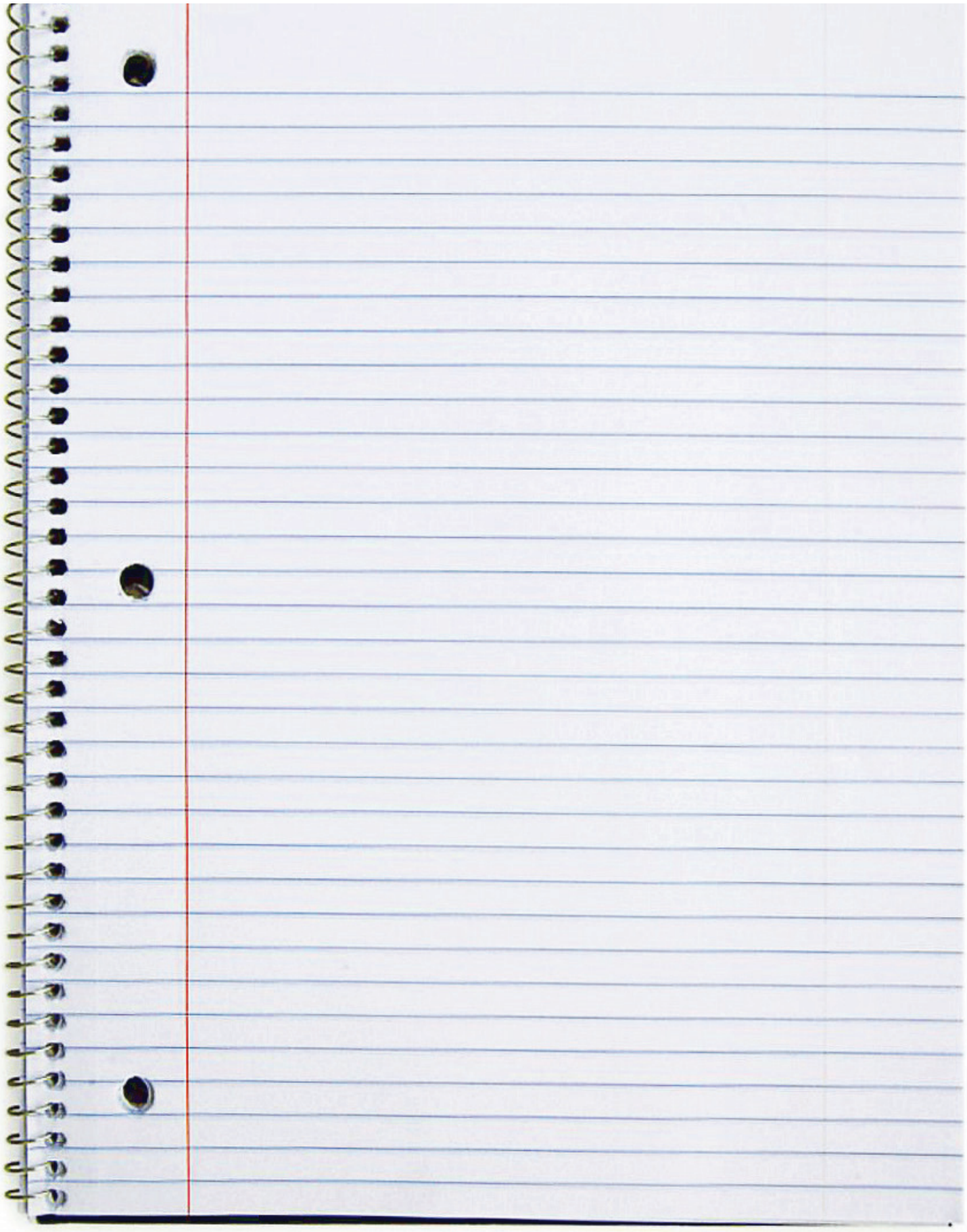


Reading

Pretest

Standard I: Vocabulary Skills

Read each test item carefully. Choose the letter of the best answer for each item. Darken the matching circle on your answer sheet. Each test item has only one answer.

1. We knew we would have to ***repaint*** the fence after the rain washed off the first coat. The prefix *re* means _____.

   A to resent
   B to wash off
   C to coat well
   D to do again

2. The ***interstate*** highway system shortens the driving time on cross-country trips. The prefix *inter* means _____.

   A within
   B before
   C between
   D greater

3. The carpenters had already installed the ***subfloor*** and were ready to start laying the hardwood flooring. The prefix *sub* means _____.

   A below
   B over
   C first
   D tile

4. An electric golf cart is a ***multipurpose*** vehicle. The prefix *multi* means _____.

   A few
   B many
   C useful
   D colorful

5. Harold spent long hours writing about his famous ***forefather*.** The prefix *fore* means _____.

   A before
   B wealthy
   C grand
   D former

6. Don't joke with Susanna. She is ***hypersensitive*** and will be offended. The prefix *hyper* means _____.

   A energetic
   B usually
   C never
   D extremely

7. Astrology doesn't really work. It is a ***pseudoscience***. The prefix *pseudo* means _____.

   A popular
   B silly
   C false
   D accurate

8. The crane has to have several tons of ***counterweight*** to stay upright. The prefix *counter* means _____.

   A over
   B against
   C beside
   D before

9. Flu shots are given using a ***hypodermic*** needle. The prefix *hypo* means _____.

   A clean and sharp
   B between or among
   C long or large
   D below or beneath

10. In order to preserve our natural resources, each and every ***consumer*** must learn to consume less. The suffix *er* means_____.

    A the process of
    B one who
    C the state of
    D many

11. Adding the suffix *ent* to the word *absorb* makes ***absorbent***, which is a(n) _____.

    A noun
    B adjective
    C verb
    D adverb

12. We had to navigate the boat ***southward*** to avoid the shoreline. *Southward* means _____.

    A with the south
    B through the south
    C toward the south
    D behind the south

13. What suffix should be added to ***peril*** to mean *full of peril (danger)?* _____

    A ous
    B ive
    C ish
    D yze

14. The ***ignition*** system was not working, so Carlos was unable to start the car. The suffix *ion* in *ignition* means _____.

    A one who
    B like
    C without
    D the act or condition of

15. Although he lost his job, Jordan had saved money for several years. He knew his family wouldn't be ***homeless*** while he looked for work. The suffix *less* in *homeless* means _____.

A within
B without
C bound
D fewer

16. Kenny broke Ms. Rogers' window, and she called his mother. He's going to be ***in hot water*** when he gets home. *In hot water* means _____.

A taking a bath
B washing dishes
C having to cook dinner
D in trouble

17. Jean considered the number five to be ***auspicious*** for her. Unlucky things, she thought, always came in twos and threes. *Auspicious* means _____.

A important
B favorable or fortunate
C bad or wrong
D wasteful

18. My pet parrot is so ***reticent.*** I've never seen any other parrot be so quiet. *Reticent* means _____.

A reserved or shy
B noisy
C beautiful
D social and talkative

19. *Negotiations* between people trying to solve a problem usually start with defining the problem. In this sentence, ***negotiations*** means _____.

A fights among rivals
B fees paid to a lawyer
C steps in attempting to reach an agreement
D a way to be sure of winning

20. The warning on the can of hairspray reminded us that the contents were highly *combustible*. That is, we couldn't use the can near a fire or extreme heat. ***Combustible*** means _____.

A smelly
B magnetic
C electric
D flammable

21. The old miser was greedy, selfish, and *parsimonious*. ***Parsimonious*** means _____.

A unwilling to spend money
B extremely generous
C overly loud and angry
D nice and friendly

22. Mandy prefers to take the *express* bus to work because it gets downtown faster than regular buses. In this sentence, ***express*** means _____.

A to put into words
B making few stops
C system or company that carries packages
D clear and definite

23. The teacher had a reputation for being *lenient.* She was unlike the strict Ms. Baldwin. The ***opposite*** of ***lenient*** is _____.

A reputation
B harsh
C easygoing
D vigorous

24. The company's board of directors held a ***surreptitious*** meeting downtown, instead of an announced, open meeting in the office. *Surreptitious* means _____.

A small
B out of town
C secret
D publicized

25. The three words below are all part of which ***general category***?

_____

carrots broccoli celery

A vegetables
B lettuce
C nuts
D garden

26. The three words below are all part of which ***general category***?

_____

basketball football tennis

A soccer
B sports
C balls
D high school

27. Choose the word that belongs in the ***same general category*** as the three words below.

    black purple green
    _____

    A colors
    B paints
    C gems
    D blue

28. ***Tall*** is to ***short*** as ***fat*** is to _____.

    A thin
    B size
    C wide
    D small

29. ***Easy*** is to ***simple*** as ***hard*** is to _____.

    A logical
    B difficult
    C easy
    D soft

30. ***Room*** is to ***house*** as ***house*** is to _____.

    A country
    B garage
    C neighborhood
    D address

Pretest Answer Sheet

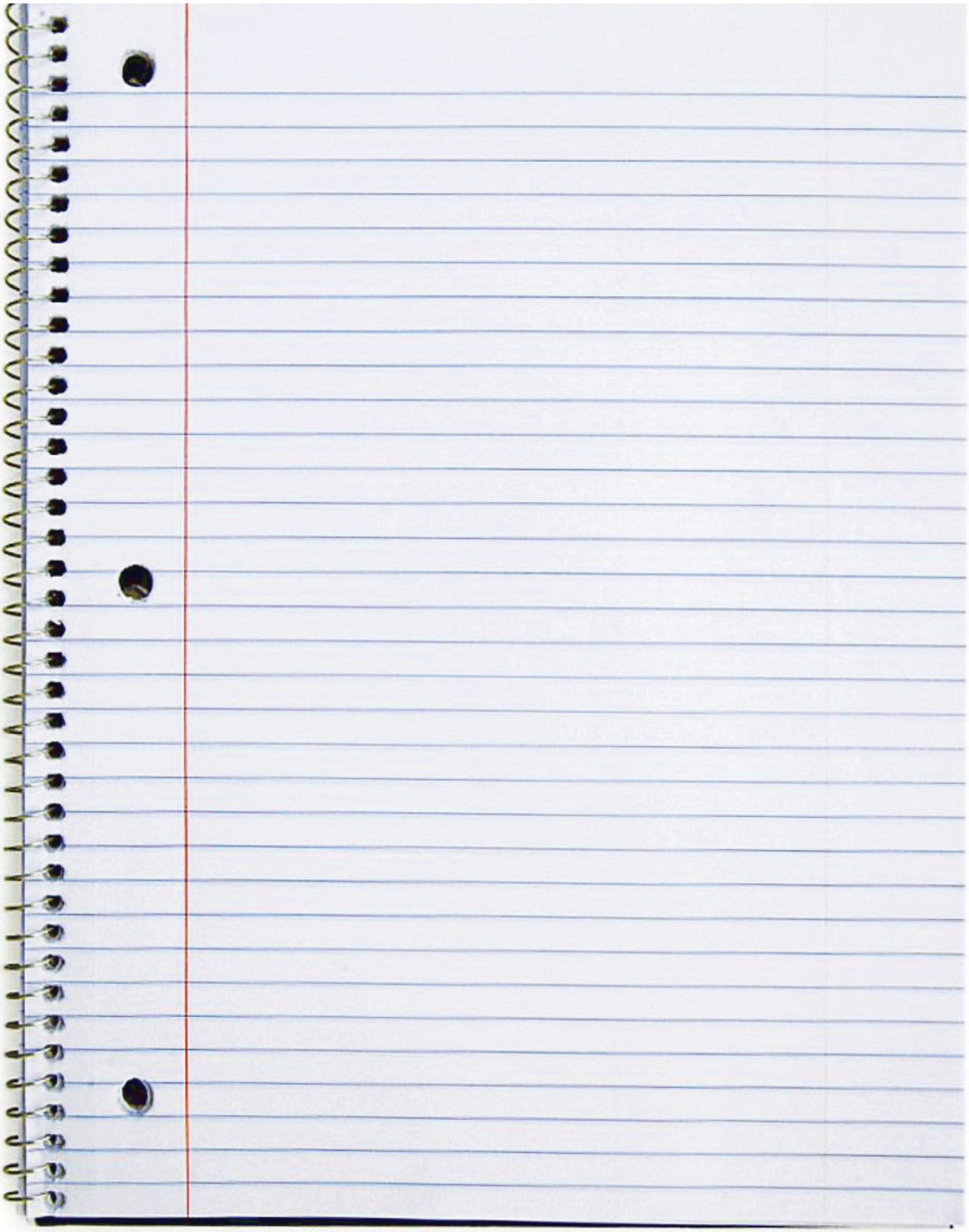
Standard I

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)
19. (A) (B) (C) (D)
20. (A) (B) (C) (D)
21. (A) (B) (C) (D)
22. (A) (B) (C) (D)
23. (A) (B) (C) (D)
24. (A) (B) (C) (D)
25. (A) (B) (C) (D)
26. (A) (B) (C) (D)
27. (A) (B) (C) (D)
28. (A) (B) (C) (D)
29. (A) (B) (C) (D)
30. (A) (B) (C) (D)

Five Steps of the "Systems Approach" - Step 3: Prescribe

- Three Prescription Methods
- Pace Study Schedules
- Correlations to Tests and Standards (TABE 11/12, GED, CCRS)
- Pace Mastery Testing

NOTES



Three Prescription Methods

1. ***Prescribing from Pace Pretest results:*** Using items missed on the Pretest or Posttest (interchangeable), the learning manager can prescribe lessons on the student's Study Schedule.

Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	Standard / Vocabulary Skills	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
1, 2, 3	101	Prefixes: Unit 1				A ___ B___
		Worksheet Prefixes: Unit 1				
4, 5, 6	102	Prefixes: Unit 2				A ___ B___
		Worksheet Prefixes: Unit 2				
7, 8, 9	103	Prefixes: Unit 3				A ___ B___
		Worksheet Prefixes: Unit 3				
10, 11, 12	111	Suffixes: Unit 1				A ___ B___
		Worksheet Suffixes: Unit 1				

2. ***Prescribing from correlated tests or frameworks:*** Using diagnostic results provided by TABE or CASAS, the learning manager can prescribe lessons that are linked to assessment targets.

   In addition, standardized diagnostic test results can be combined with Pace Pretest results, or with parts of Pace Pretest results, to generate a course of study that includes objectives not covered by TABE or CASAS. For example, if a student has been given a prescription in Reading directly from TABE Level D Reading test results, the learning manager may choose to build that prescription by testing the student in two standards from the Reading Pretest, “Life Oriented Terms and Symbols” and “Working with Literature."

   Using Practice Tests or Mastery Tests, learning managers can also verify or refine a diagnostic result. For example, a student is assigned all three units of Commas (Accelerated Learning Lab - Language), which are linked to missed items on TABE. However, the diagnostic information from TABE does not indicate which sub-skills are deficient within the Commas objective. The student can be assigned one form of the Mastery Test for each unit, to determine specific skills needs within those lessons (e.g., commas in addresses, commas in a series, commas in dates, etc.).

3. ***Prescribing from student needs and instructor's judgement:*** Pace lessons are concise and targeted to specific objectives or topics. Each lesson is separated into ranges of instructional frames, which teach specific sub-skills related to mastering the lesson objective. The learning manager's ability to accurately target student needs in instructional order will improve as knowledge of the curriculum increases. When an instructor's judgment is used to prescribe instruction, it is good practice to document specific observations or other indications of the student's learning need for that assignment.

The Pace curriculum is competency-based and self-paced. Therefore, lessons should be assigned in instructional order, regardless of the prescription method, and students should have requisite independent reading levels for assigned Pace lessons. (See *Text Complexity in a Competency Based System or visit pacelearning.com/pace-text-complexity for more information on reading levels of Pace materials*).

Pace Learning Systems
Nothing Teaches Like Success®

English At Your Own Pace (EAYOP)

Study Schedule

Student's Name: _____ **Date:** _____

Instructor's Name: _____

Directions to the Student:

1. Find the lesson with the same title in the EAYOP system.
2. Read the page titled "To The Student," and follow the directions to complete the lesson and the practice test.
3. Enter the date(s) you work on the lesson and record under the column labeled **Dates Worked On**.
4. Record how much time you spent in the lesson in minutes, under the column labeled **Time In Lesson**.
5. Enter the date you pass the Mastery Test, under the column labeled **Date Completed**.
6. Ask your instructor to enter the Mastery Test Score under the column labeled **Mastery Test Score**.

Lesson Number	English At Your Own Pace (EAYOP)	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
100	Singular and Plural Nouns				A ____ B____
105	Pronouns				A ____ B____
110	Verbs				A ____ B____
115	Adjectives and Adverbs				A ____ B____
120	Possessives				A ____ B____
200	Sentence Recognition				A ____ B____
205	Introduction to Sentence Combining				A ____ B____
210	Combining Sentences				A ____ B____
215	Introduction to Paragraphs				A ____ B____
220	Paragraph Development				A ____ B____
225	Sentence Sequence				A ____ B____
300	Capitalization				A ____ B____

Pace Learning Systems
Nothing Teaches Like Success®

Reading
Study Schedule

Student's Name: _____ **Date:** _____

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more test items in a block, circle the number of the lesson that appears in the next column titled Lesson Number.

Directions to the Student: Complete the lessons whose numbers are circled in the order they are listed.
1. Find the lesson with the same lesson number and title in the Reading system. 2. Read the page titled "To The Student," and follow the directions to complete the lesson and the Practice Test. 3. Each lesson has a worksheet your instructor may ask you to complete. Record the date you complete the worksheet on this document. 4. Enter the date(s) you work on the lesson and the date you pass the Mastery Test. 5. Ask your instructor to enter the Mastery Test score on your Study Schedule. Follow these directions for each lesson.

Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	**Standard I** Vocabulary Skills	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
1, 2, 3	101	Prefixes: Unit 1				A ____ B____
		Worksheet: Prefixes: Unit 1				
4, 5, 6	102	Prefixes: Unit 2				A ____ B____
		Worksheet: Prefixes: Unit 2				
7, 8, 9	103	Prefixes: Unit 3				A ____ B____
		Worksheet: Prefixes: Unit 3				
10, 11, 12	111	Suffixes: Unit 1				A ____ B____
		Worksheet: Suffixes: Unit 1				
13, 14, 15	112	Suffixes: Unit 2				A ____ B____
		Worksheet: Suffixes: Unit 2				
16, 17, 18	120	Synonyms, Antonyms and Figures of Speech				A ____ B____
		Worksheet: Synonyms, Antonyms and Figures of Speech				
19, 20, 21	125	Definitions and Explanations				A ____ B____
		Worksheet: Definitions and Explanations				
22, 23, 24	130	Clue Words and Phrases in Context				A ____ B____
		Worksheet: Clue Words and Phrases in Context				
25, 26, 27	135	Word Classifications				A ____ B____
		Worksheet: Word Classifications				
28, 29, 30	140	Word Analogies				A ____ B____
		Worksheet: Word Analogies				

Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	**Standard II** Comprehension Skills	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
31, 32, 33	201	Reading Strategies: Unit 1				A ____ B____
		Worksheet: Reading Strategies: Unit 1				
34, 35, 36	202	Reading Strategies: Unit 2				A ____ B____
		Worksheet: Reading Strategies: Unit 2				
37, 38, 39	210	Sequence of Events				A ____ B____
		Worksheet: Sequence of Events				
40, 41, 42	221	Main Ideas and Supporting Details: Unit 1				A ____ B____
		Worksheet: Main Ideas and Supporting Details: Unit 1				
43, 44, 45	222	Main Ideas and Supporting Details: Unit 2				A ____ B____
		Worksheet: Main Ideas and Supporting Details: Unit 2				
46, 47, 48	223	Main Ideas and Supporting Details: Unit 3				A ____ B____
		Worksheet: Main Ideas and Supporting Details: Unit 3				
49, 50, 51	230	Conclusions and Generalizations				A ____ B____
		Worksheet: Conclusions and Generalizations				
52, 53, 54	235	Directions and Instructions				A ____ B____
		Worksheet: Directions and Instructions				
55, 56, 57	241	Cause and Effect: Unit 1				A ____ B____
		Worksheet: Cause and Effect: Unit 1				
58, 59, 60	242	Cause and Effect: Unit 2				A ____ B____
		Worksheet: Cause and Effect: Unit 2				
61, 62, 63	251	Fact and Opinion: Unit 1				A ____ B____
		Worksheet: Fact and Opinion: Unit 1				
64, 65, 66	252	Fact and Opinion: Unit 2				A ____ B____
		Worksheet: Fact and Opinion: Unit 2				
67, 68, 69	260	Writer's Purpose				A ____ B____
		Worksheet: Writer's Purpose				
		Standard III Abbreviations and Contractions				
70, 71, 72	300	Abbreviations: Time				A ____ B____
		Worksheet: Abbreviations: Time				
73, 74, 75	305	Abbreviations: Measurements				A ____ B____
		Worksheet: Abbreviations: Measurements				
76, 77, 78	310	Abbreviations: Locations				A ____ B____
		Worksheet: Abbreviations: Locations				
79, 80, 81	315	Abbreviations: Miscellaneous and Symbols				A ____ B____
		Worksheet: Abbreviations: Misc. and Symbols				
82, 83, 84	320	Abbreviations: Help Wanted Ads				A ____ B____
		Worksheet: Abbreviations: Help Wanted Ads				
85, 86, 87	325	Contractions				A ____ B____
		Worksheet: Contractions				

Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	**Standard IV** Reference Skills	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
88, 89, 90	400	Sources of Information				A ____ B____
		Worksheet: Sources of Information				
91, 92, 93	405	Guide Words				A ____ B____
		Worksheet: Guide Words				
94, 95, 96	410	Dictionaries				A ____ B____
		Worksheet: Dictionaries				
97, 98, 99	415	Encyclopedias				A ____ B____
		Worksheet: Encyclopedias				
100, 101, 102	420	The Library				A ____ B____
		Worksheet: The Library				
103, 104, 105	430	Using Books				A ____ B____
		Worksheet: Using Books				
106, 107, 108	440	Diagrams and Graphs				A ____ B____
		Worksheet: Diagrams and Graphs				
109, 110, 111	445	Tables and Charts				A ____ B____
		Worksheet: Tables and Charts				
112, 113, 114	451	Maps: Unit 1				A ____ B____
		Worksheet: Maps: Unit 1				
115, 116, 117	452	Maps: Unit 2				A ____ B____
		Worksheet: Maps: Unit 2				
118, 119, 120	460	Using Information Sources				A ____ B____
		Worksheet: Using Information Sources				
121, 122, 123	465	Using the Internet				A ____ B____
		Worksheet: Using the Internet				
124, 125, 126	470	Research and Research Projects				A ____ B____
		Worksheet: Research and Research Projects				
		Standard V Life Oriented Terms and Symbols				
127, 128, 129	500	Words Common to Forms				A ____ B____
		Worksheet: Words Common to Forms				
130, 131, 132	505	Employment Applications				A ____ B____
		Worksheet: Employment Applications				
133, 134, 135	510	Educational Applications				A ____ B____
		Worksheet: Educational Applications				
136, 137, 138	515	Financial Forms				A ____ B____
		Worksheet: Financial Forms				
139, 140, 141	520	Tax Forms				A ____ B____
		Worksheet: Tax Forms				
142, 143, 144	525	Leases, Licenses and Registration Forms				A ____ B____
		Worksheet: Leases Licenses and Registration Forms				

Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	**Standard V** Life Oriented Terms and Symbols	Dates Worked On	Time in Lesson	Date Completed	Mastery Test Score
145, 146, 147	530	Transportation Schedules				A ____ B____
		Worksheet: Transportation Schedules				
148, 149, 150	535	Product Labels				A ____ B____
		Worksheet: Product Labels				
151, 152, 153	540	Words and Symbols on Signs				A ____ B____
		Worksheet: Words and Symbols on Signs				
		Standard VI Literary Skills				
154, 155, 156	600	Types of Literature				A ____ B____
		Worksheet: Types of Literature				
157, 158, 159	605	Techniques of Poetry				A ____ B____
		Worksheet: Techniques of Poetry				
160, 161, 162	610	Techniques of Prose and Drama				A ____ B____
		Worksheet: Techniques of Prose and Drama				
163, 164, 165	615	Elements of Literary Character				A ____ B____
		Worksheet: Elements of Literary Character				
166, 167, 168	620	Author's Style				A ____ B____
		Worksheet: Author's Style				
169, 170, 171	625	American Literature				A ____ B____
		Worksheet: American Literature				
172, 173, 174	630	British Literature				A ____ B____
		Worksheet: British Literature				
175, 176, 177	635	World Literature				A ____ B____
		Worksheet: World Literature				

Instructor's Suggestions/Comments

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Item No. CR-074080

Pace Correlations and the *TABE Test Translation*

Pace is coordinated with all major tests and standards driven by CCRS. Pace correlation documentation for CCRS, GED 2014, HiSET, TABE (9/10, 11/12), and CASAS (2009 and 2016) can be found at pacelearning.com/customer-resources

Pace has always been very closely connected with the TABE assessments (since TABE 1&2 in the late 1960s); Pace programs are more closely connected to TABE through additional resources designed for programs using Pace in conjunction with TABE.

For TABE 11/12, Pace offers a very-detailed analysis of the TABE 11/12 objectives along with its correlation to TABE, through a special online resource called the *TABE Test Translation*. This includes detailed connections of TABE objectives and Pace lessons with CCR Standards and sub-skills.

To register (free) for access to this tool, visit: https://pacelearning.com/targeting-tabe

Form, Level & Subject	Item	Domain	CCRS	TABE Category	TABE Skill	Individual Profile Report Skill	Discrete Skill	Recommended Pace Lesson
11 - M Reading	06	Craft and Structure (42%)	RI.4.5	Text Structure	Use text tools to locate information	Describe the structure of a slightly to moderately complex text (or a very complex text)	Identify the overall structure of a passage (article): topics, chronological, cause/effect, compare/contrast	Reading 201, Reading Strategies, Unit 1: Reading 222, Main Idea and Supporting Details: Unit 2
11 - M Reading	07	Key Ideas and Details (47%)	RI.4.3	Text Details	Describe relationship between events	Explain an idea based on explicitly stated details	Explain an implied (indirectly stated) detail in a passage using quoted passage text	Reading 221, Main Idea and Supporting Details: Unit 1 + Reading 222, Main Idea and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
11 - M Reading	07	Key Ideas and Details (47%)	RI and RL.5.1	Text Details	Describe relationship between events	Explain an idea based on explicitly stated details	Explain an implied (indirectly stated) detail in a passage using quoted passage text	Reading 221, Main Idea and Supporting Details: Unit 1 + Reading 222, Main Idea and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
11 - M Reading	08	Key Ideas and Details (47%)	RI.4.2	Text Details	Support main idea	Identify the main idea of a moderately complex text (or of a very complex text)	Determine the main idea of a passage (article) and select quoted passage text that best supports the main idea	Reading 221, Main Idea and Supporting Details: Unit 1 + Reading 222, Main Idea and Supporting Details Unit: 2
11 - M Reading	18	Key Ideas and Details (47%)	RI.4.2	Text Details	Identify main idea	Identify the main idea of a moderately complex text (or of a very complex text)	Select the sentence that best states the main idea of a passage	Reading 221, Main Idea and Supporting Details: Unit 1 + Reading 222, Main Idea and Supporting Details Unit: 2
11 - M Reading	19	Craft and Structure (42%)	RI.5.5	Text Structure	Use text tools to locate information	Describe the structure of multiple paragraphs	Identify the overall structure of two sequential paragraphs in a passage: cause/effect, chronological, problem/solution, comparison/contrast	Reading 201, Reading Strategies, Unit 1: Reading 222, Main Idea and Supporting Details: Unit 2
11 - M Reading	20	Craft and Structure (42%)	RI.5.6	Text Structure	Identify author's/s' point of view	Compare the point of view across multiple texts on the same topic of a moderately complex text	Identify and compare the author's opinion/point of view across two passages	Reading 251, Fact and Opinion + Reading 230, Conclusions and Generalizations

Pace Mastery Testing

Each Pace lesson topic in any Pace system includes three 10-item assessments for measuring progress and ensuring mastery of the skill. First, inside each lesson book is a 10-item Practice Test. Practice Tests can be used as a student's resource and self-evaluation, or the answer keys can be removed so that the Practice Test functions as a third Mastery Test.

Beyond the Practice Test, Pace systems include two forms of Mastery Testing (A/B). These 10-item assessments are designed to be used as the teacher's resource. These tests can be used to ensure mastery of the lesson objective; they can also be used as "lesson pretests," in order to determine priority sub-skills *within* the lesson topic.

Mastery Test 222A

Main Ideas and Supporting Details: Unit 2

For numbers 1 through 10, read the passage and answer the questions that follow.

Use this paragraph to answer questions 1 through 3.

Most car windshields are cracked in one of four ways. The most common way is for a rock to be kicked up by a passing large truck and strike the windshield. Another way involves flying road debris, and a third way is during a hailstorm. However, we have to label the fourth way as "miscellaneous," because many strange things have broken car windshields, including large beetles, shoes, and baseballs. In fact, there is a confirmed report of a car windshield being damaged by a meteor!

1. This passage is an example of a _____ paragraph.

   A process
   B whole to parts
   C question to answer
   D comparison / contrast

2. What is the main idea of this paragraph? _____

   A A car windshield was once damaged by a meteor.
   B Most car windshields are cracked in one of four ways.
   C Rocks kicked up by large trucks are the most common way to break a windshield.
   D Flying road debris and hailstorms can damage windshields.

3. Why is the fourth way to break windshields labeled "miscellaneous"? _____

   A Many reasons for cracked windshields are unknown.
   B There are numerous different and strange ways for a windshield to get damaged.
   C It is similar to hailstorms.
   D These types of windshield impacts are especially damaging.

Use this paragraph to answer questions 4 through 6.

Who assassinated President John F. Kennedy? Most people will tell you a lone gunman named Lee Harvey Oswald shot the president on a terrible November day in 1963. In fact, the later investigation by the government concluded that the assassination was indeed the work of one mentally ill man. However, other people who have spent their lives investigating the Kennedy assassination are not so sure. Many theories have been offered. Some people believe Russian agents shot Kennedy, and other people think the Mafia or the Cubans had something to do with it. The Oliver Stone movie *JFK* said it might have been a conspiracy by certain people in Louisiana. However, the history books will always say Lee Harvey Oswald was the murderer, and we will never know Oswald's side. He too was killed before he could ever be brought to trial.

4. This is an example of a _____ paragraph.

   A whole to parts
   B comparison / contrast
   C question to answer
   D cause / effect

5. What is the main idea of this paragraph? _____

   A There are many different theories about the assassination of John F. Kennedy.
   B John F. Kennedy was killed by Lee Harvey Oswald.
   C The government believes Oswald acted alone.
   D People who think someone besides Oswald killed Kennedy are crazy.

6. Of the following choices, who ***is not*** considered by some people to be a suspect in Kennedy's death? _____

   A Russian agents
   B Cubans
   C the Mafia
   D Oliver Stone

Use this paragraph to answer questions 7 through 10.

You've probably heard the word *tsunami* before. Tsunamis have been in the news often, ever since the terrible East Asian tsunami of 2004, which affected many people. *Tsunami* is actually a Japanese word meaning "wave in the harbor." It is used by scientists as the term for a huge and powerfully destructive ocean wave caused by an earthquake, a volcano or a landslide. For a long time people incorrectly called these waves *tidal waves*, but tidal waves are caused by the movement of the tides, not by earthquakes or landslides. Tsunamis happen without warning, and often people are unable to escape the water in time. The Japanese have had to deal with tsunamis hitting their country many times in the past, so it is fitting that we use a Japanese word for this disaster.

7. This passage is an example of a _____ paragraph.

   A definition
   B question to answer
   C cause / effect
   D whole to parts

8. What is the main idea of this passage? _____

   A Tsunamis are often incorrectly called tidal waves.
   B The Japanese have had to deal with tsunamis in the past.
   C *Tsunami* is the Japanese word for a very destructive ocean wave.
   D There was a terrible tsunami in December of 2004.

9. Which of the following ***does not*** cause tsunamis? _____

   A landslides
   B earthquakes
   C volcanoes
   D tides

10. Why does the author think you might have heard the word *tsunami* before? _____

   A Many people have lived in Japan.
   B Tsunamis are very common occurrences.
   C Tsunamis are a danger for most countries.
   D Tsunamis have been in the news often.

Mastery Test 222A Answer Key

Main Ideas and Supporting Details: Unit 2

Answer		Content to Review	Frames to Review
1.	**B**	Identifying a ***whole to parts*** paragraph	3 – 13
2.	**B**	Identifying the ***main idea*** of a ***whole to parts*** paragraph	3 – 13
3.	**B**	Identifying ***supporting details***	41 – 54
4.	**C**	Identifying a ***question to answer*** paragraph	14 – 15
5.	**A**	Identifying the ***main idea*** of a ***question to answer*** paragraph	14 – 15
6.	**D**	Identifying ***supporting details***	41 – 54
7.	**A**	Identifying a ***definition*** paragraph	18 – 24
8.	**C**	Identifying the ***main idea*** of a ***definition*** paragraph	18 – 24
9.	**D**	Identifying ***supporting details***	41 – 54
10.	**D**	Identifying ***supporting details***	41 – 54

Scope and Sequence: Main Ideas and Supporting Details

Lesson 221 – Main Ideas and Supporting Details: Unit 1
Identifying the topic and limit in a sentence; explaining the topic sentence, details, and concluding sentence in a paragraph; identifying the sentence from a group of sentences that is the best topic sentence; defining general to particular paragraph; defining general to example paragraph; defining particular to general paragraph; identifying the main idea in a paragraph

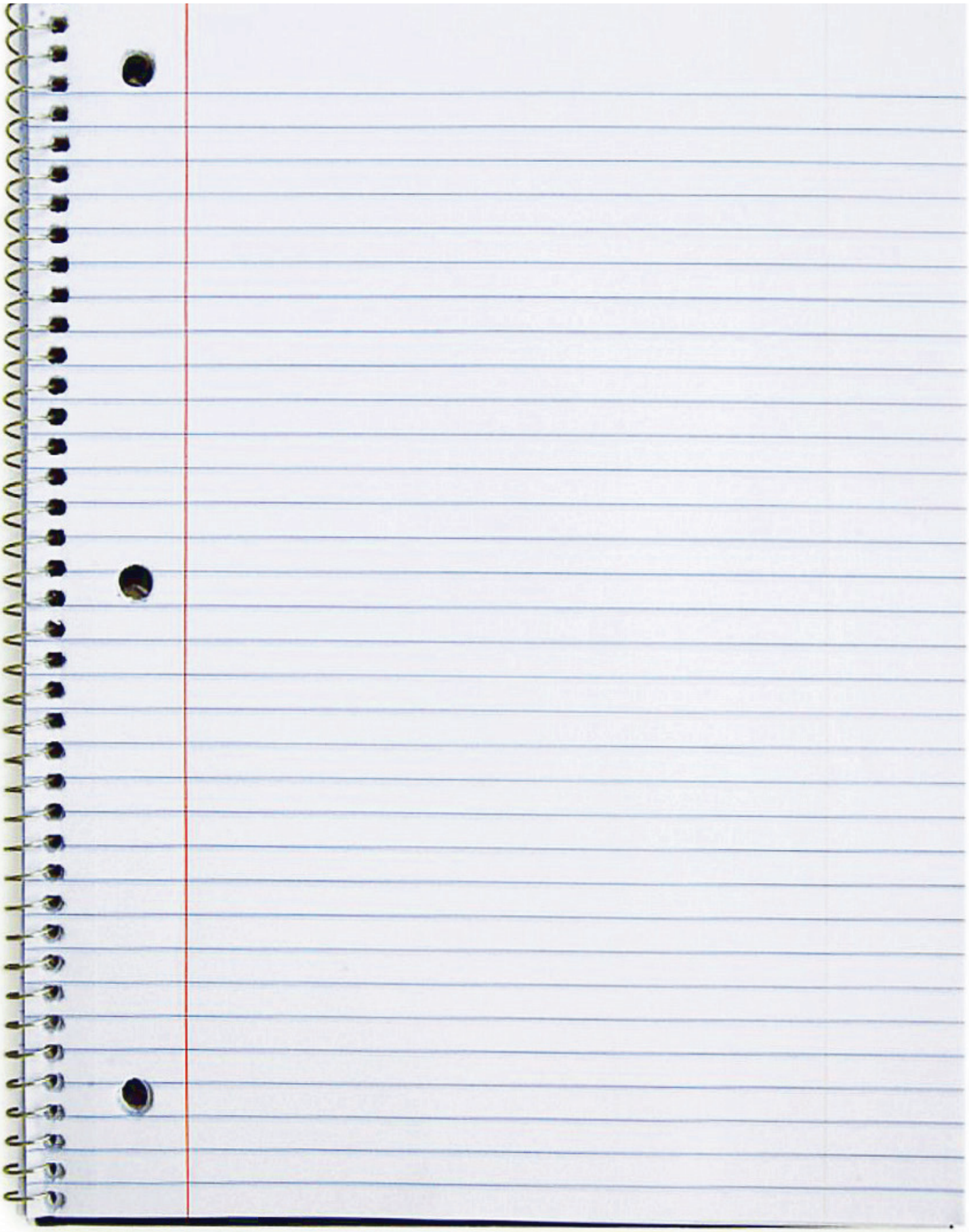
Lesson 222 – Main Ideas and Supporting Details: Unit 2
Defining whole-to-parts paragraph; identifying the main idea and details in whole-to-parts paragraphs; defining question-to-answer paragraph; defining cause/effect paragraph; defining definition paragraph; defining comparison/contrast paragraph; defining process paragraph; defining implied main idea; identifying the main idea and supporting details in paragraphs of various patterns

Lesson 223 – Main Ideas and Supporting Details: Unit 3
Explaining how a title may be too broad or too narrow; selecting the best title for a paragraph; defining thesis statement in a multi-paragraph essay; identifying the main idea, best title, and supporting details in passages longer than two paragraphs; identifying the main idea and supporting details in consumer information passages; identifying stated or implied main idea in business letters and memoranda

Five Steps of the “Systems Approach” - Step 4: Manage

- Programmed Instruction Features
- The “Workpage”
- Miscellaneous Instruction/Assessment

NOTES



To the Student

This is Lesson 221, *Main Ideas and Supporting Details.* In it you will learn to identify the ***main idea*** in a paragraph. You also will learn to identify the ***supporting details*** in a paragraph. You will learn to recognize the following paragraph patterns: ***general to particular***, ***general to example***, and ***particular to general***. As you continue to develop your ability to identify these kinds of paragraphs and the main ideas they contain, you will improve your reading speed, reading comprehension, and reading enjoyment.

In this book you will find numbered parts that are called Frames. Within the Frames you will be asked to respond to many questions about main ideas and supporting details. Write your answers to these questions on a separate piece of paper. Then look at the top of the next page in the book and check your answers.

If you use the lesson in this way, you will easily remember how to correctly identify the main idea and supporting details in a paragraph. If you do not understand how to use this book, or if you need assistance with certain Frames, ask your instructor for help.

Now turn the page and begin.

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The "To the Student" passage is part of assigning the responsibility of learning to the student. Learner-centered instruction is a core concept in Pace programs. The balance between providing instructional support and maintaining the student's learning independence is a crucial factor in how the learning manager can use the instructional format featured in this pamphlet.

The student takes ownership of *the instructional material or program, with support from the learning manager or "facilitator of learning." The program is* ***their resource****, not designed to test them, but* ***designed to help them teach themselves*** *the skills they need to achieve their learning goals.*

The unique format employed in a Pace Learning Systems tutorial is referred to as "programmed instruction." The resulting interaction between student and instructional program is referred to as "programmed learning."

Never too much on a page...
easy to approach and doesn't overwhelm the student...
this "framing" of instruction promotes an even, consistent progression.

1. This is the first of three units on finding ***main ideas*** and the ***details*** which support the main idea. In this unit you will learn what makes a paragraph and how a paragraph is put together.

---

2. A paragraph is an organized unit of thought, just like a sentence. A paragraph is more complicated than a sentence, though. For one thing, a paragraph often consists of several sentences. A paragraph has both a main idea and supporting details that support or provide evidence for this main idea.

---

3. A paragraph has both a _____ and _____.

Pace tutorials require active, constructed responses throughout the lesson.

Small Steps

4. The main idea is sometimes called the ***topic*** of a paragraph. All of the sentences in a paragraph help to explain or support the topic.

---

5. The main idea, or topic, is explained in all of the _____ in a paragraph.

---

6. You might find the topic ***stated*** in one single sentence.

---

7. Here is an example of a short paragraph that has a ***stated topic***:

> Shrews are the hungriest animals in the world. They can go only a few hours without food. They must eat so much because they burn calories faster than any other mammal. They eat an amount of food equal to their own weight every couple of hours.

All of the sentences in the paragraph above are about _____.

Immediate Feedback: This principle is key to the success of a programmed lesson. The secret is that feedback (either corrective or reinforcing) is immediate; it is not too far removed from the student's constructed response.

answers to page 1

3. main idea, supporting details
5. sentences
7. shrews

---

8. Often the main idea, or topic, is stated in the first sentence. Sometimes it comes later in the paragraph. A topic sentence summarizes the paragraph.

---

9. Here is another paragraph. It is also about one topic.

> [1]In the 1700s, upper-class French women used to spend hours applying fancy make-up and styling their wigs. [2]They painted their faces with white lead to make themselves look pale. [3]They then used colors from vegetable dyes to add yellow and red to their faces. [4]To finish their faces, they always added a beauty spot. [5]Then they put on tall white wigs arranged in elaborate styles. [6]A wig might even have a toy ship pinned on it.

In the paragraph above, the topic is stated in one _____. It is the _____ (first / second) sentence in the paragraph.

Provides many opportunities for small, sequential "success experiences" in learning...

Nothing Teaches Like Success!

---

10. A main idea that is stated in one sentence is called a ***topic sentence***. There are two parts to a topic sentence: the ***topic*** and the ***limit***.

    The topic of the paragraph in Frame 9 was French _____.

    A ***topic*** is the most general part of a topic sentence.

    The ***limit*** is a small part of the topic. It is the part the writer is going to be addressing in the paragraph.

We have found that feedback should be built-in at all possible points in an instructional program or learning activity -- embedded within tutorial material (constructed response, immediate feedback), at the competency level (short-term, skill mastery/fluency), and at the course level (long-term learning goal).

At all times, ***students see and feel their progress, and they understand*** *how their learning activities apply to their greater learning goals.*

Fluency = Mastery + Speed

answers to page 2

9. sentence, first
10. women

There are 61 frames in "Main Ideas and Supporting Details, Unit 1

If a student completes this lesson in 37 minutes, with a response accuracy of 70-80%, you will have the opportunity to manage this rate of learning and accuracy.

Frames Per Minute = 1.65

11. Remember, the limit is a small part of the general topic.

The limit to the topic in Frame 7 is ***the eating habits of the shrew***.
The limit to the topic in Frame 9 is ***the make-up and wigs the women used in the past***.

12. Every paragraph needs a topic. The topic is the general idea of the paragraph.

The _____ of a topic defines what part of the general topic will be discussed in the paragraph.

Numbered frames allow for analysis of "fluency," rather than just "mastery."

13. Decide which part of each sentence is the topic and which part is the limit:

	Topic	**Limit**
A. Cats make good pets.	_____	
B. Ants are amazingly strong.	_____	
C. Airbags increase driver safety.	_____	
D. The planet Mars has two tiny moons.	_____	
E. Sugar and yeast are two ingredients necessary for wine making.	_____	

A student with 70-80% of the items correct, working at a rate of 1.65 frames per minute, likely has good understanding of the concept.

This student may be able to master this lesson's mastery test, but may also need work in fluency of this skill.

You will have the opportunity to review the results of this student's Practice Test before allowing them to take the Mastery Test and move on to the next lesson. The next lesson is Main Ideas and Supporting Details, Unit 2, followed by a third unit in Main Ideas and Supporting Details.

In these lessons, the student will now have clear, communicable goals for improving their fluency in this comprehension skill. For example, "Try to complete the next lesson at a quicker rate, while maintining 80% accuracy."

Remember, skill fluency is best acheived in small steps.

*The **"Read, Write, Check"** process for self-study:*

- *promotes consistent progress and gives a sense of "movement"*
- *holds the student responsible for learning*
- *allows for precise identification of learning breakdowns*
- *requires the student to learn to discriminate correct from incorrect*
- *allows the teacher to assist when and where they are needed most*

This process introduces the student to Self-pacing, Self-instruction, Self-assessment, and Self-reinforcement, in small, achievable steps

The Work Page

Working through this program, students will write their responses to the response frames of a lesson on a separate sheet of paper. To distinguish lesson work from test answer sheets, we refer to a lesson answer sheet as a “Work Page.”

At the time you familiarize students with the format of a programmed lesson, you may also wish to explain to them the use of the Work Page. There are specific suggestions for directions to give students for using the Work Page:

“Before beginning work in a lesson, write the lesson number and lesson title in the top left-hand corner of the Work Page. Write your name and the day's date in the top right-hand corner of the Work Page.

1. *Beginning with Frame 1 in the lesson, write the number one (1) on your Work Page.*
2. *When the frame contains only information to read and no blank, draw a horizontal line next to the number for that frame. If the frame contains one response blank, write your response to fill the blank next to the frame number on your Work Page. If the frame contains more than one blank, list the response to each blank one under the other. Continue to write the number of each frame in the lesson and the corresponding answers.*
3. *After completing a page in the lesson, check your answers immediately by looking at the answer box at the top of the next page. Be sure you understand why your answers are correct or incorrect. If you have written an incorrect answer, do not erase it. Draw one line through it and write the correct answer next to it on your Work Page. Read the frame again to figure out what makes the correct answer correct. It is acceptable to make mistakes as you work through the lesson; that is part of learning.”*

   NOTE: *You may have students use a blank sheet of paper to cover the right-hand page as they work through the frames on the left-hand page. This helps some students to focus on one instructional frame at a time.*

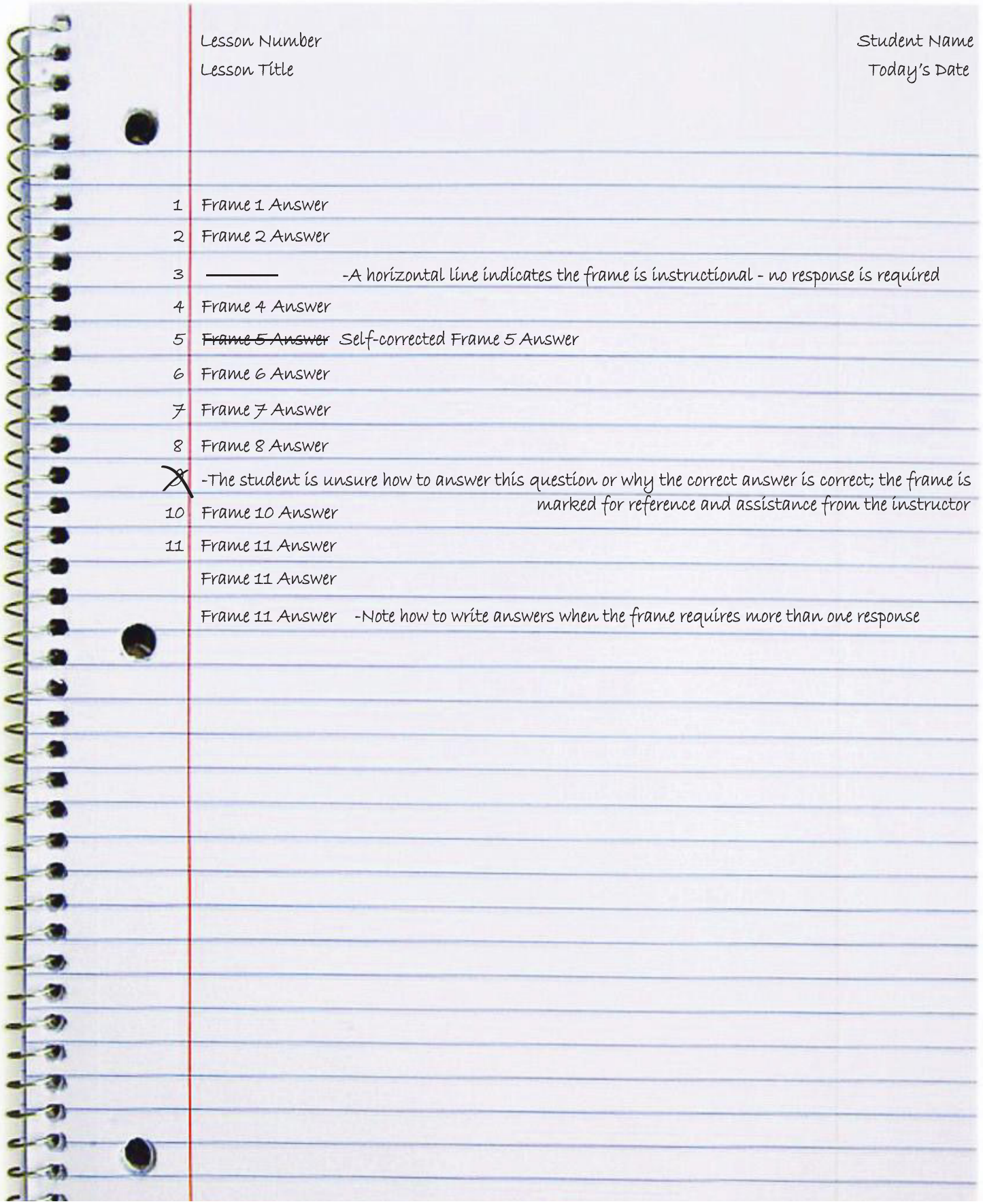
4. *“When you complete a lesson, you should have written down your response to all the blanks in the lesson on your Work Page. You must show all your work in the lesson on your Work Page. You should then complete and self-check the Lesson Practice Test at your instructor's direction.”*

You may find it beneficial to display an example of a Work Page on poster board in the classroom. You can use it to demonstrate to students how you expect them to use the Work Page as they complete the lessons on their Study Schedule.

With students working independently through the lessons, your interaction with them and opportunities for close observation of their work will be limited. Reviewing all of a student's work on his or her Work Page at the completion of a lesson is valuable to your successful management of the student's learning. The number of answers a student crosses out and rewrites, in addition to answers to the Practice Test, will indicate whether she or he grasps the concepts and skills and is ready to take the Mastery Test for that lesson.

Using this standard format to work through lesson material, the “Read, Write, Check” work process will become dependable for the student. This will assist students in understanding the instructional objectives. This format will also assist you, the instructor, in easily reviewing student work, and easily locating areas of learning breakdown or misunderstanding. You and the student will be able to quickly identify and focus on the student’s specific areas of instructional need within the lesson objective.

Recommended Work Page Format for Pace Lessons



Lesson 230: Conclusions and Generalizations

1. Which of the following is probably not a true generalization? Write an X on the line of each correct answer.

   A Women care more about clothing styles than men do. _____

   B Men always enjoy NASCAR events. _____

   C Some children prefer skating rather than riding a bike. _____

   D Everyone loves the show *American Idol.* _____

   E Men have no interest in dieting. _____

   F It will probably rain tomorrow. _____

2. You are on a road near an interstate. You see an ambulance, a police car, and a fire truck going to the interstate. What can you conclude?

   _____

3. You and your friend are having lunch in a nice restaurant. An attractive, well dressed man sits at the table near yours. You notice his stylish clothes, leather briefcase, gold wedding band, and expensive watch. The man removes some papers from his briefcase, and you notice a booklet entitled "A Referee's Guide to Soccer."

   Check all the inferences you could make about this man.

   He works in an office. _____

   He plays soccer. _____

   He is interested in refereeing soccer. _____

   He is probably on his lunch break. _____

   He is married. _____

   He travels as part of his work. _____

   He buys expensive clothing and jewelry. _____

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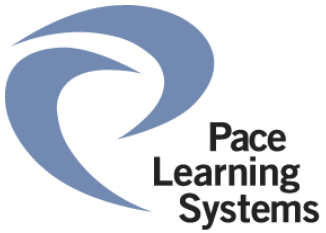
To

_____

For Successfully Completing

Accelerated Learning Lab

Basic Math



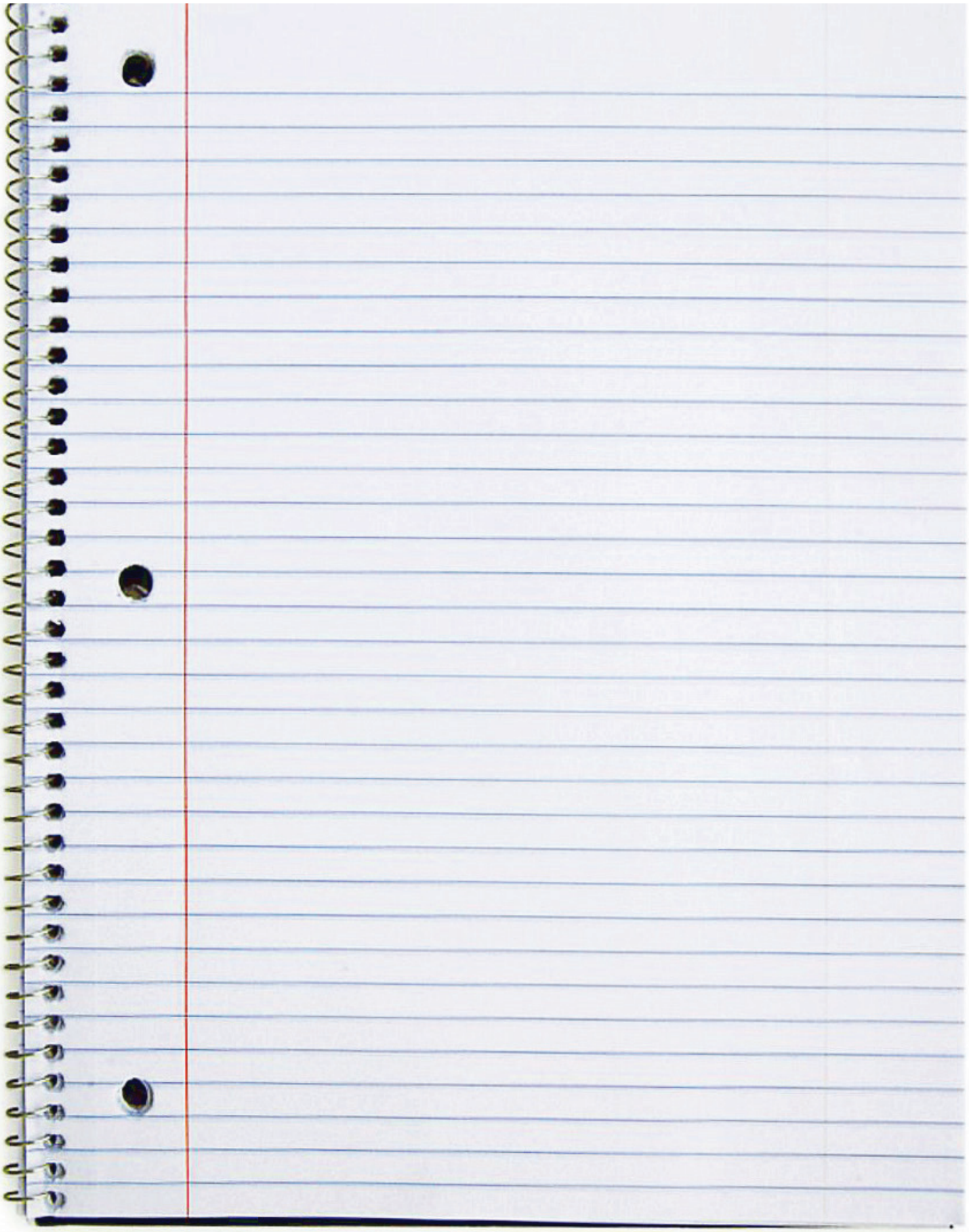
Instructor

Date

Five Steps of the “Systems Approach” - Step 5: Evaluate

- Evaluating Progress with a Pace System
  - Skill Fluency and Learning Rate
  - Test Efficiency
  - Study Schedule “Red Flags”

NOTES



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Language

Study Schedule

Student's Name: Charles Barett Date: 8/27

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more test items in a block, circle the number of the lesson that appears in the next column titled Lesson Number.

Directions to the Student: Complete in order the modules whose numbers are circled. 1. Find the lesson with the same lesson number and title in the Language system. 2. Read the page titled "To the Student," and follow the directions to complete the lesson and the practice test. 3. Enter the date(s) you work on the lesson and the date you pass the mastery test. 4. Ask your instructor to enter the mastery test score on your Study Schedule.

# Frames	Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	Standard I The student will identify grammatically correct sentences.	Dates Lesson Worked On	Date Completed	Mastery Test Score
61	1, 2, 3, 4	100	Nouns	8/27	8/27	A 100 B ___
			time in lesson	55'		
122	5, 6, 7, 8	110	Pronouns	8/28 8/29	8/29	A 80 B 90
				95'		
101	9, 10, 11, 12	120	Verbs	8/30 8/31	8/31	A 90 B ___
				80'		
39	13, 14, 15, 16	130	Subject-Verb Agreement	9/3	9/3	A 90 B ___
				25'		
58	17, 18, 19, 20	140	Adjectives and Adverbs	9/3 9/4	9/4	A 100 B ___
				40'		
67	21, 22, 23, 24	150	Parts of Speech	9/4	9/4	A 80 B 100
				70'		

Charles Barett - Basic Grammar Fluency

Learning managers can analyze skill fluency using time in lesson. This information may be helpful to the learning manager when considering readiness for TABE or CASAS timed testing. The information can also be used to identify circumstances that impact attendance or focus and rate of learning. For example, students may perform at a quicker rate in similar topics, depending on the day and time of day or other circumstances.

To calculate fluency for a specific lesson or skill set use:

Number of Frames ÷ Minutes in Lesson = Frames per Minute

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Language

Study Schedule

Student's Name: Charles Barett Date: 8/27

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more test items in a block, circle the number of the lesson that appears in the next column titled Lesson Number.

Directions to the Student: Complete in order the modules whose numbers are circled. 1. Find the lesson with the same lesson number and title in the Language system. 2. Read the page titled "To the Student," and follow the directions to complete the lesson and the practice test. 3. Enter the date(s) you work on the lesson and the date you pass the mastery test. 4. Ask your instructor to enter the mastery test score on your Study Schedule.

# Frames	Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	Standard I The student will identify grammatically correct sentences.	Dates Lesson Worked On	Date Completed	Mastery Test Score
61	1, 2, 3, 4	100	Nouns	8/27	8/27	A 100 B ____
			Frames per Minute (FPM) = 1.11	55'		
122	5, 6, 7, 8	110	Pronouns	8/28 8/29	8/29	A 80 B 90
			FPM = 1.28	95'		
101	9, 10, 11, 12	120	Verbs	8/30 8/31	8/31	A 90 B ____
			FPM = 1.26	80'		
39	13, 14, 15, 16	130	Subject-Verb Agreement	9/3	9/3	A 90 B ____
			FPM = 1.56	25'		
58	17, 18, 19, 20	140	Adjectives and Adverbs	9/3 9/4	9/4	A 100 B ____
			FPM = 1.45	40'		
67	21, 22, 23, 24	150	Parts of Speech	9/4	9/4	A 80 B 100
			FPM = 0.96	70'		
			Standard II The student will identify structurally correct sentences.			
	25, 26, 27	200	Sentences: Parts and Types			A ____ B ____
	28, 29, 30	210	Sentences: Fragments and Run-Ons			A ____ B ____

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Language

Study Schedule

Student's Name: Michael Hill Date: 8/27

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more test items in a block, circle the number of the lesson that appears in the next column titled Lesson Number.

Directions to the Student: Complete in order the modules whose numbers are circled. 1. Find the lesson with the same lesson number and title in the Language system. 2. Read the page titled "To the Student," and follow the directions to complete the lesson and the practice test. 3. Enter the date(s) you work on the lesson and the date you pass the mastery test. 4. Ask your instructor to enter the mastery test score on your Study Schedule.

# Frames	Test Item Number ☐ Pretest ☐ Posttest	Lesson Number	Standard I The student will identify grammatically correct sentences.	Dates Lesson Worked On	Date Completed	Mastery Test Score
61	1, 2, 3, 4	100	Nouns	8/27	8/27	A 90 B ____
			Frames per Minute (FPM) = 1.35	45'		
122	5, 6, 7, 8	110	Pronouns	8/27 8/28	8/28	A 80 B 90
			FPM = 1.53	80		
101	9, 10, 11, 12	120	Verbs	8/29 8/30	8/30	A 100 B ____
			FPM = 1.56	65'		
39	13, 14, 15, 16	130	Subject-Verb Agreement	8/30	8/30	A 90 B ____
			FPM = 1.30	30'		
58	17, 18, 19, 20	140	Adjectives and Adverbs	8/31	8/31	A 100 B ____
			FPM = 1.29	45'		
67	21, 22, 23, 24	150	Parts of Speech	9/3	9/3	A 80 B 100
			FPM = 1.34	50'		
			Standard II The student will identify structurally correct sentences.			
	25, 26, 27	200	Sentences: Parts and Types			A ____ B ____
	28, 29, 30	210	Sentences: Fragments and Run-Ons			A ____ B ____

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Basic Math

Study Schedule

Student's Name: _____ Date: _____

Directions to the Instructor: In the column labeled Test Item Number, check the name of the test the student completes (Pretest or Posttest). Then circle the number of each test item missed or left blank. If the student misses one or more items in a block, circle the number that appears in the next column titled Lesson Number.

Directions to the Student: ...dule. 1. Find the lesson with the same ...e Student," and follow the directions ... lesson and the date you pass the M... chedule. Follow these directions f...

Test Efficiency

To calculate test efficiency for a time period, use:

Tests Passed ÷ Tests Taken x 100 = Test Efficiency (%)

For example, calculate the student's Test Efficiency for the time period 8/27-9/4. This will be the student's "baseline phase," using work from Standard 1. This information can be used in the future, to compare to any follow-up or "feedback phase" Test Efficiency measures.

Test Item Number ☐ Pretest ☐ Posttest	Les... Nu...				...astery Test Score
1, 2, 3	1				___ B ___
4, 5, 6	1				___ B ___
7, 8, 9	120	Rounding Numbers	8/27	8/27	A 90 B ___
		time in lesson	40'		
10, 11, 12	130	Comparing Decimals	8/28	8/28	A 70 B 90
			50'		
13, 14, 15	140	Adding Whole & Decimal Numbers	8/29	8/29	A 100 B ___
			60'		
16, 17, 18	150	Subtracting Whole & Decimal Numbers	8/30	8/30	A 90 B ___
			45'		
19, 20, 21	160	Multiplying Whole & Decimal Numbers	8/31	8/31	A 100 B ___
			45'		
22, 23, 24	170	Dividing Whole Numbers	9/3	9/3	A 80 B 100
			50'		
25, 26, 27	180	Dividing Decimal Numbers	9/4	9/4	A 80 B 90
			65'		

Evaluation of a Pace Lab

Name of Institution: _____ Class: _____

Name of Learning Manager: _____ Date: _____

DIRECTIONS TO EVALUATORS: In the blank to the left of each item in Sections I and II, record an **S** for **satisfactory** or an **N** for **needs improvement**. You will compile scores from these ratings according to the keys provided at the end of each section. It is acceptable, sometimes necessary, to use multiple observations in your analysis of each item.

In reviewing scores and considering any adjustments, scores should be considered along with the subjective assessment and comments provided by the evaluator. The evaluator should note any special circumstances and any specific feedback that could be helpful to the Learning Manager in making adjustments.

SECTION I: THE LEARNING MANAGER (LM)

DIRECTIONS TO EVALUATORS: Observe the behavior of the LM during one or more class periods. Include the first 15 minutes and the last 15 minutes of the class in your observations.

_____ 1. The LM introduces the students to a new lesson assignment by showing them the beginning and ending pages of the lesson and reviewing the programmed format of the text, if necessary.

_____ 2. The LM has recorded the date that the current lesson was assigned to a student on the student's Study Schedule.

_____ 3. The LM has checked all students during class to see that they are writing responses to each frame before they check their answers.

_____ 4. The LM responds quickly to/acknowledges students who raise their hands.

_____ 5. The LM sits down with individual students and works with them through several pages or frames of their assignment.

_____ 6. The LM sits at his/her desk only when reviewing mastery tests or providing tutorial assistance.

_____ 7. The LM administers mastery tests to students promptly after they complete their assignments.

_____ 8. The LM makes certain that responses have been made to the majority of the questions in an assignment and briefly reviews the assignment with the student before administering a mastery test.

_____ 9. The LM reviews the mastery test with the student after it is scored.

_____ 10. The LM records students' mastery test score on their Study Schedule.

_____ 11. When students pass a mastery test, the LM assigns a new lesson from students' Study Schedule.

_____ 12. When a student fails a mastery test, the LM does one or more of the following:

a. Examines the test results to determine whether a concrete skill or the entire concept is missed.
b. Prescribes an alternate lesson when the entire concept is missed and indicates this on the student's Study Schedule.
c. Prescribes only the necessary pages to teach a concrete skill missed using the Same text, an alternate lesson, or supplementary work when needed
d. Provides tutorial assistance or supplementary work when needed.

_____ 13. The LM is easily accessible to all students.

_____ 14. The LM reinforces students who demonstrate appropriate behaviors – such as raising their hand, being on task – by smiling, touching, verbal acknowledgement, etc.

_____ 15. The LM employs motivation techniques such as contingency contracts, a point-value system, or progress plotters.

_____ 16. The LM gathers pre/posttest data of students exiting the program.

_____ 17. The LM records the total hours of instruction provided to a student during the program.

SUBJECTIVE RATING: In your view, to what degree does the LM function in an organized and efficient manner? (Circle the appropriate number.)

Negative 1 2 3 4 5 Positive

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

SCORING KEY: For each item marked **S** in Section I, add 1 point and total the points for all 17 items.
Score: _____

Use the total scores below and your comments as a guide for assessing performance, implementing staff development plans, or providing assistance with managing and operating the Pace Learning System(s).

16-17 **Excellent**. LM has retained and applies the skills taught during training. LM provides students with guidance, personal involvement, reinforcement, and instruction. The LM has evidence of attending workshops and of receiving training from PACE Learning Systems. The LM uses current management techniques and is resourceful in establishing and maintaining an effective learning environment.

14-15 **Good**. The LM practices many skills taught in training but overlooks several techniques. (Variables such as a heavy workload, limited exposure to consultation in management skills may be contributing factors to LM's omission of important management techniques.)

12-13 **Fair**. Management skills of the LM are adequate, but the learning environment is not sufficiently reinforcing or progressive. Student achievement and positive attitude are lacking.

11 or less **Inadequate**. LM is in need of training and consultation.

SECTION II: THE STUDENTS

DIRECTIONS TO EVALUATORS: Observe the behavior of the students during one or more class periods. Include the first 15 minutes and the last 15 minutes of the class in your observation.

_____ 1. Students enter the lab, pull their folders, and proceed to check their Study Schedule for the lesson assignment, or they follow other set procedures for getting started.

_____ 2. Students get their own material and begin lessons with minimal assistance, or LM provides materials to students immediately when they enter the classroom.

_____ 3. Students are seated and organized within 5 minutes of the beginning of class.

_____ 4. Students raise their hands when they desire assistance.

_____ 5. Students write responses to questions and do figuring on scratch paper before checking the answers in the lesson.

_____ 6. Students check their answers after each page of the lesson.

_____ 7. When their first answers are incorrect, students redo their work or request assistance before moving on to the next page.

_____ 8. Students bring their material and written responses to the LM or assistant before taking a mastery test.

_____ 9. Students raise their hands when they have completed a mastery test and are ready for the test to be scored.

_____ 10. Students appear to be on-task at least 85% of the time.

_____ 11. Students do not interfere with others who are working by talking, laughing, etc.

_____ 12. Students work quietly without speaking aloud, shifting positions and papers frequently, etc.

_____ 13. Students throw away any scratch paper, return unused paper to their folders, and put their folders away in an organized manner.

_____ 14. In the "Date Completed" column of their Study Schedule, students record, in pencil, the number of the page on which they stopped if class ends before they complete a lesson.

_____ 15. Students calculate their own EQ, plot their own progress and/or follow their own contract if these techniques are used.

_____ 16. Students return all materials to the appropriate place when class is over.

SUBJECTIVE RATING: Based on their behavior in class, how do you rate the general attitude of the students towards the education program? (Circle the appropriate number.)

Negative 1 2 3 4 5 Positive

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

SCORING KEY: For each item marked **S** in Section II, add 1 point and total the points for all 16 items.
Score: _____

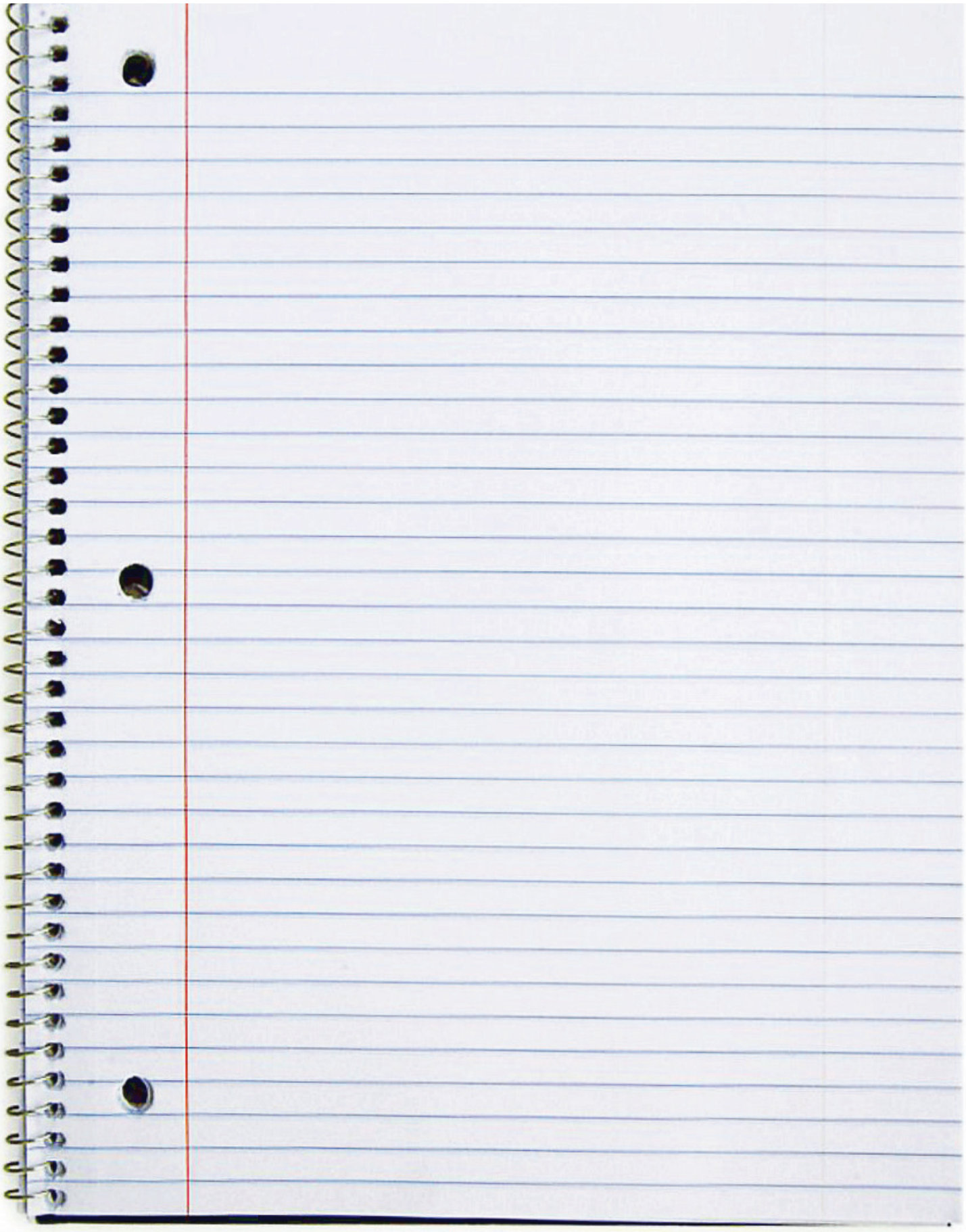
15-16 **Independents**. The students in this category are independent learners who understand the program's objectives and, without prompting, complete their individual program successfully. They achieve their educational objectives rapidly.

13-14 **Responsibles**. These students, although not completely independent, do demonstrate responsibility for their own learning and try hard when encouragement and reinforcement are present. These students do need occasional assistance and should be monitored at consistent intervals. LM should reinforce these students when they show more independent behaviors.

11-12 **Dependents**. These students largely rely on the LM to provide materials, direction, and incentives. If response from the teacher is not immediate, they loiter, talk, and are slow to get their materials and begin working. They must be trained by the teacher to be more responsible and independent, or the management of the classroom will deteriorate. Student orientation is an important part of their training.

10 or less **Disrupters**. These students must be monitored closely and can contribute to a rapid deterioration of program effectiveness. The teacher should employ special motivation and management techniques with disrupters.

NOTES



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Pace Customer Resources

Pace offers a wealth of resources to customers and online community members, in addition to its learning system products:

Product Documentation and Resource Materials

Pace Systems are documented in detail, through the Scope and Sequence, Systems Components, and correlations to standardized tests and frameworks such as TABE 11/12, CASAS, GED, HiSET, or CCRS.

pacelearning.com/customer-resources

On-Demand Professional Development

If you are not able to join us at a conference event, you can still join our regular professional development webinars. If you are not able to join us there, you can ***still*** join us (free) through the Pace Online Community, where members can access recorded professional development webinars at convenience.

pacelearning.com/pd

TABE 11/12 Diagnostic Translation Tool

The TABE Test Translation provides a wealth of additional information on TABE 11/12 test content, beyond what is provided by standard diagnostic reports, including:

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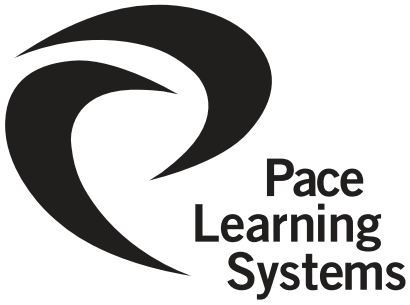
- Connections between TABE Skills and CCR Anchor Standards
- Identification of TABE Skills tested on each test item (Levels E, M, and D)
- Alternative descriptions for each TABE skill and test item, describing sub-skills performed in plain terms

I have found the (Pace) materials to be wonderful for dependent learners, students with fluctuating schedules, and more methodical learners...these students need the step-by-step instruction at which Pace Learning is so good. I have noticed that using the Pace system helps them build their self-image as learners.
~Adult Educator, Fannin, GA

Contact **success@pacelearning.com**

Structured, Self-Paced Systems in the Basics

Since 1977



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