

MANAGEMENT SYSTEM AND LESSONS

USER'S GUIDE



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The Bilingual LIRIC Project
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Management System and Lessons User's Guide

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ENGLISH AS A
SECOND
LANGUAGE



The software described herein should not be used unless you have LEGAL copies of APPLE DOS Version 3.3 and the APPLE DOS TOOL KIT.

It is recommended that at least one backup copy be made of each of your E. S. L. (English as a Second Language) diskettes. Backup copies of diskettes can be made by using the COPYA program included with APPLE DOS Ver. 3.3. Your original E. S. L. diskettes should NEVER be used by your students. They should be kept as archive copies only.

You MUST have the following hardware items to use the Bilingual LIRIC Project programs:

- 1) An APPLE II computer with APPLESOFT BASIC in ROM,
- 2) a monochrome monitor (display) or black and white television set, and
- 3) one floppy disk drive.

It is recommended that you also have a printer to print out the class scores (through the TEACHER'S-MENU program as described later in this document). If you do have a printer, it must handle at least 80 columns. The Bilingual LIRIC Project programs MUST be used in upper case mode (all capital letters) only.

Note: The project software should also operate on the APPLE IIe and the FRANKLIN computers, but only when they are in ALL-CAPS (upper case) mode.

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Introduction

The Bilingual LIRIC Project, funded with a grant from the U.S. Department of Education through ESEA (the Elementary and Secondary Education Act), Title VII, operates under the auspices of the Denver Public Schools. The project is administered through the Department of Bilingual/Multicultural Education. Presently in its second year of funding, this demonstration project is ongoing and subject to revision. It has been and is being developed by the staff and students of George Washington High School.

The Bilingual LIRIC Project consists of a set of disks containing lessons for students learning English as a second language. Lessons are designed to reinforce the regular classroom material for limited English speakers. Each project disk is currently available with lessons in Spanish, Lao, Hmong, and Vietnamese.

Each disk also contains a class management system and is, therefore, self-contained. Through the class management system a teacher is permitted to carefully monitor each student's progress. This system normally sequences each student through the various lessons automatically. However, a teacher can override this automatic sequencing and manually sequence a student based upon his progress.

Developing project diskettes to utilize another language, other than those named above, will be as simple as producing the character set for that language. Many other character sets can be designed. Once the character set for another language has been produced, it becomes easy to develop translations utilizing that language within any lesson.

The project does not currently contain any test software. This is, however, in no way a limit of the project programs themselves. Test programs could easily be developed for the current, unmodified version of the class management system. The process used to develop tests would be the same as that currently used in developing lessons.

General Information

Currently, each project diskette contains enough "space" for a class of up to thirty-one members, at least one of whom must be a teacher, and one or more consecutively numbered lessons utilizing a particular foreign language. The first lesson on each disk is generally LESSON 1. Each lesson contains at least one part. Lesson parts are arranged consecutively within a given lesson (i.e. part A, part B, etc.). Each disk has a "disk number." Disks containing the same set of lessons, but utilizing different foreign languages, have the same disk number. For example, Disk 3, which currently has four versions (English/Hmong, English/Lao, English/Spanish, and English/Vietnamese), contains three lesson programs. LESSON 1 deals with subjects and verbs, LESSON 2 deals with nouns and pronouns, and LESSON 3 deals with colors. Each lesson can be used by teachers and students alike.

Two types of class members are recognized by the class management system: teachers and students. Students are only permitted to execute the lesson currently assigned to them. Unless a student's teacher alters the order, a student will be sequenced through consecutive lessons and their associated parts automatically. Teachers are permitted to execute any part of any lesson on the current disk at will (as described in the section titled "The TEACHER'S-MENU Program").

Notes: Follow through this user's guide in the order that material is presented. Pay special attention to the section titled "Diskette Care."

The word "person" refers to BOTH teachers and students in this document. The word "you" generally refers to the teacher reading this document. The words "he," "him," and "his" were used rather than "he/she," "him/her," and "his/her" for the sake of simplicity. The noun phrases "lesson" and "lesson program(s)" are in some cases used as synonyms in this document.

Diskette Care

Disk care is of special importance. The magnetic disks you have been given are extremely delicate. Disks should not be bent, nor should they have things laid on top of them, under any circumstances. If disks are exposed to heat, cold, liquids, or magnetic fields, it is likely that valuable data (including programs) on them will be destroyed. Some devices that produce magnetic fields strong enough to damage diskette data are television screens (such as that of the computer), radios, lamps, recorders, electric typewriters, blenders, microwave ovens, refrigerators, and, in general, anything that contains an electric motor.

When a diskette is not in a disk drive, it should be kept within its paper jacket. If anything should happen to scratch one of the exposed surfaces (illustrated in the shaded portions of FIGURE 1 below) of a disk, it is virtually certain that the disk will be damaged and rendered unusable.

Never write on a disk with a pencil or ball point pen. Doing so can dent the diskette and thus damage it. If you need to write on a diskette, do so with a felt tip marker. Never touch any of a disk's exposed surfaces in any way.

Summary: Handle your disks with extreme care.

Note: You should emphasize the points made above to your students.

FIGURE 1 (A diskette)

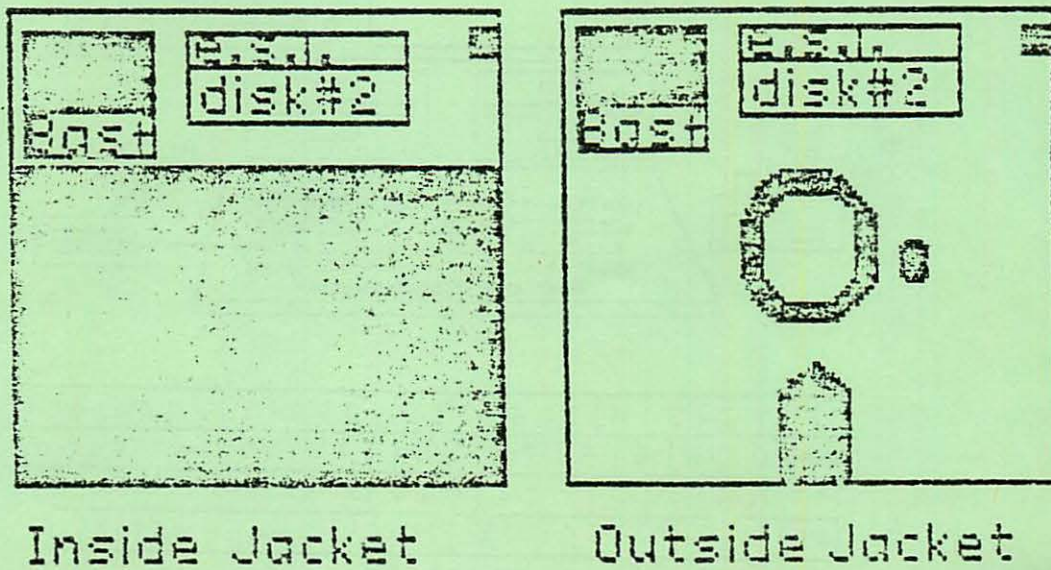


FIGURE 2 (A diskette with fingerprints on exposed surfaces)

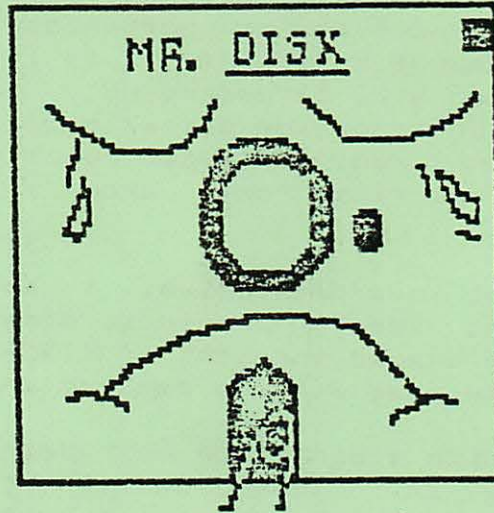
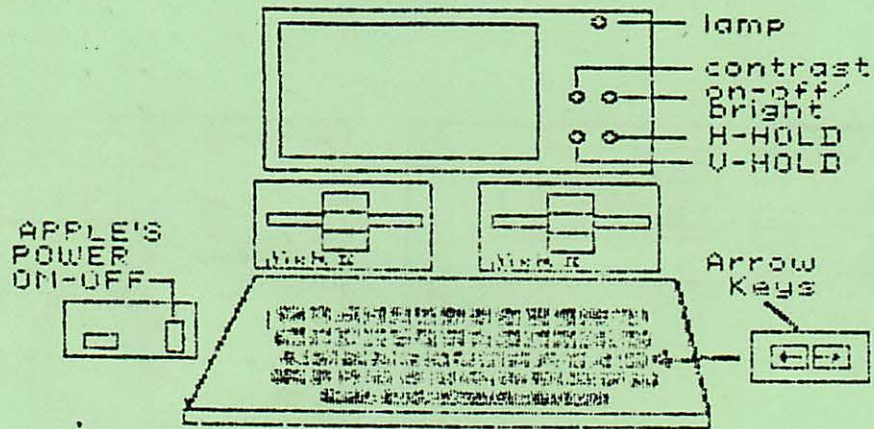


FIGURE 3 (The computer)



| | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|-------|--------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | : | - | reset |
| esc | Q | W | E | R | T | Y | U | I | O | P | rept | return |
| ctrl | A | S | D | F | G | H | J | K | L | : | < | > |
| shift | Z | X | C | V | B | N | M | , | . | / | shift | |
| space bar | | | | | | | | | | | | |

Getting Started

The BILINGUAL program (described in the following section) will be executed automatically when an E. S. L. lesson disk is put into the disk drive and the computer is turned on, in that order. (E. S. L. lesson disks MUST be used in the DEFAULT drive of multiple drive systems.)

A) Putting a disk into the disk drive

Make certain that the computer is turned off before inserting the diskette to be used into the disk drive. If you aren't sure that the computer is powered down (turned off) refer to Part II of this section before continuing. Before inserting a disk into a drive be sure that the door (flap) on the face of the drive is open (up; horizontally perpendicular to the face of the drive). After the door of the drive has been flipped up, remove the diskette from its envelope being careful not to touch any of its exposed surfaces. Position the diskette such that the corner with the rectangular notch in it is the closer left-hand corner of the diskette as it faces you. While it is in this position, gently insert the diskette into the horizontal slot on the face of the drive until it won't go any further (such that the diskette is not protruding from the face of the drive). Finally, close the door of the disk drive by slowly pushing it from the top edge down until it is flat with the face of the drive.

To leave the computer and remove a diskette from a drive simply follow the directions above in reverse order, regardless of whether the computer is turned on or off. CAUTION: When the red light of a disk drive is on (indicating that the drive is active), NEVER open the drive's door, insert a disk, or remove a disk.

B) Turning the computer on (Powering up the system)

Before turning the computer on, turn the monitor (television screen; CRT) on. Next, turn the computer on. The computer's on/off switch is located on the end of a metal box in the lower left-hand corner of the computer's back side when you are facing the computer keyboard. The computer may be turned on and off simply by toggling this switch.

When the computer is turned on, a red disk drive light will illuminate indicating that data is being taken from the diskette in that drive. When this light goes out, an introduction to what is called the BILINGUAL program shall be displayed. This introduction will appear every time an E. S. L. lesson disk is used.

The BILINGUAL Program (Version 2.0)

Every E. S. L. diskette contains a BILINGUAL program, a TEACHER'S-MENU program, and one or more lesson programs. The BILINGUAL program is "linked" to the TEACHER'S-MENU program and to each lesson program on a given diskette. In turn, the TEACHER'S-MENU program and each lesson program on a given diskette is hooked-up to the BILINGUAL program. The BILINGUAL program is the logical starting point of the Bilingual LIRIC Project programs.

The BILINGUAL program, in most cases, must be executed before a student can use a lesson program. If a person currently using a lesson program or the TEACHER'S-MENU program, leaves the computer so that someone else can use it directly, no distinction between the two people will be made. In other words, the project programs will continue to operate in their current mode under the assumption that the SAME person is still using the computer. Therefore, it is highly recommended that every time a person decides to stop working and leave the computer that he first exit from wherever he is and enter (run) the BILINGUAL program. When the computer is first turned on (powered up) as described in the previous section (titled "Getting Started"), the BILINGUAL program will automatically be executed. When a person leaves one of the lesson programs or the TEACHER'S-MENU program through any of their respective QUIT options, the BILINGUAL program will be entered. The computer can be exited and turned off at any time while in the BILINGUAL program so long as the disk drive is inactive, (its light is OFF).

The BILINGUAL program will be used by a teacher to run (execute) the TEACHER'S-MENU program and by an old student to execute the next LESSON PART assigned to him. If this program is used by a new student and the class is not full, he will be added to the class and sent to part A of the first consecutive lesson on the given diskette. A "new student" is a student who is not currently a member of the class on the disk being used. A new student will not be recognized by the BILINGUAL program because he has not previously been added to the class by his teacher through the TEACHER'S-MENU program AND he has not used the current diskette before. The only time that this program will not be executed in going between programs is when a person who has just completed a given lesson part decides to continue on to the next lesson part by using the CONTINUE option rather than the QUIT option at the end of a lesson part, OR when a teacher enters a lesson part from the TEACHER'S-MENU program.

The methods used by a teacher to run a lesson program are not the same as those used by a student. To execute a lesson program a teacher must first use the BILINGUAL program to access (run) the TEACHER'S-MENU program. From the TEACHER'S-MENU program a teacher may execute any part of any lesson on the diskette currently in use. Within a lesson a teacher is treated as a student. Should a person other than the person previously using the computer wish to use the project programs, he must start by entering the BILINGUAL program.

The BILINGUAL program asks for two pieces of information from the person using it. The first piece of information requested is the person's name. The second piece of information asked for is that person's password. If the given person is not currently a member of the class then his name will not be recognized, and, after he enters his password, he will be asked whether or not he has previously used the current diskette. If he responds that he has used the current diskette before then a message to the effect that he has entered his name improperly shall be displayed, and he will be forced to re-enter his name and password. If he responds that he has not used the current diskette before and the class is not full, he will automatically be admitted to the class as a new STUDENT with the given password, and he will be sent to part A of the first consecutive lesson on the diskette. (Information regarding the allocation of a password to a new student is given in detail below.) If the class already has thirty-one members when a new student tries to use the BILINGUAL program, then a message saying that the class is full will be displayed, and the student will be asked for his name and password again. In other words, he will not be permitted to continue on to any lesson programs until such a time as the number of class members is decreased by his teacher through the TEACHER'S-MENU program on the given diskette and he can be added to the class.

If a person enters a password that is not identical to the password that the BILINGUAL program previously accepted and saved as his permanent password (described below), he will be given a message to the effect that the entered password is incorrect, and he will be forced to re-enter his name and password. After the name and password of a person have been successfully entered, the BILINGUAL program will check its data to find out if that person is a teacher. If the person is a teacher, he will be sent to the TEACHER'S-MENU program where he will have control over virtually every piece of data that the class management system has stored on the current diskette relative to each person in the class. (The "class management system" consists of the BILINGUAL program, the TEACHER'S-MENU program, and a routine used at the end of each lesson part to save and update scores.) If the person is a student, he will be sent to the lesson part after the lesson part he last COMPLETED: i.e. from lesson 2 part C to lesson 3 part A. Within a given lesson part the scores of students and teachers are kept track of alike.

The TEACHER'S-MENU can only be accessed through the use of the BILINGUAL program with the correct name and password of a teacher in the current class, the class on the diskette currently in use. New teachers can only be added to the class through the TEACHER'S-MENU program. Because of this a one member class, specifically a teacher, has been provided on each of your new E. S. L. (English as a Second Language) diskettes. This teacher has the name "E.S.L. TEACHER" and the password "BILINGUAL". Notice the space between L. and TEACHER in the above name. This SPACE is REQUIRED. It is highly recommended that the name "E.S.L. TEACHER" and that name's corresponding password, "BILINGUAL", NEVER be removed from the class.

A) Passwords

New students may be added manually to a class (by a teacher) through the TEACHER'S-MENU program or automatically through the BILINGUAL program. After a NEW STUDENT enters his name in the BILINGUAL program and BEFORE he enters a password, the program automatically issues him a NULL (BLANK) password.

When a new student, to the current class, enters his password for the first time, the BILINGUAL program recognizes the fact that his present password is a BLANK password. This blank password will automatically be replaced with the password that he entered if he is accepted as a new member of the class. Every time a password is entered it is padded on the right to a length of TEN characters with spaces. A blank or null password consists of ten spaces. Therefore, if a new student simply types the RETURN key or a series of spaces (up to 10) followed by the RETURN key upon being asked to enter a password, his "permanent" password actually becomes a NULL password. Null passwords are NOT permanent. A permanent password consists of a series of 10 characters in which at least one character is not a space.

Once a student has a truly permanent password, he must enter that specific password everytime he uses the BILINGUAL program. If he enters a password that doesn't agree with his permanent password, a message indicating that the entered password is incorrect will be displayed and he will be made to re-enter his name and password. This cycle will continue indefinitely until the entered password corresponds to his permanent password.

Should a student forget what his permanent password is, a teacher can issue him a null password through the TEACHER'S-MENU program. After doing so, the specified student can use the BILINGUAL program again to enter a new password. Unless it's blank, his new password will become permanent in the same way that his previous password did.

In general, whenever a person has a BLANK password and he enters a non-blank password through the BILINGUAL program, his blank password is replaced with the entered password. Therefore, whenever a person has a null password, the password that he enters will be accepted regardless of what it is. **WARNING:** If a person forgets his permanent password, he will not be able to leave the BILINGUAL program until such a time as a teacher issues him a blank password, thus giving him the ability to enter a new password through the BILINGUAL program and move forward with his work.

It is not recommended that each student in the class have a permanent password. If you have a student in your class that would willingly enter another student's name when using the BILINGUAL program, you may find it necessary to require that your students enter permanent passwords.

A new teacher can only be added to the class through the TEACHER'S-MENU program. Whenever a new teacher or student is added to the class through the TEACHER'S-MENU program, he automatically receives a blank password. If a permanent password is desired, it must be entered through the BILINGUAL program. A teacher should ALWAYS have a permanent password. Therefore, after a new teacher has been added to the class, the BILINGUAL program should be entered via the QUIT option of the TEACHER'S-MENU program. Once in the BILINGUAL program, the new teacher should first enter his name as it was entered through the TEACHER'S-MENU program, and then make up and enter his permanent password. A teacher can alter his permanent password by first replacing it with a null password through the TEACHER'S-MENU program and then by repeating the procedure outlined above.

8) Routines used to enter information (input routines)

The routines used for entering information (from the computer's keyboard), the "input routines," in the BILINGUAL program (and throughout the entire class management system) are quite "user friendly." ALL illegal characters AND entries are "trapped" (not accepted) by them. Also, appropriate messages and/or "buzzes" are given whenever illegal entries are made.

The name input routines of the BILINGUAL and TEACHER'S-MENU programs allow names with as many as thirty characters, not including the RETURN key character, to be entered. Any commas entered will automatically be converted to ampersands ("&"s). Therefore, when the class is listed through the TEACHER'S-MENU program ampersands will be seen where commas were originally entered. Any unacceptable character typed at the keyboard will result in a buzzing sound produced by the computer's speaker. The first character in a person's name can only be a letter. Small letters cannot be entered. If you wish to go back and change an incorrect entry, position the cursor, the flashing white square, over the first character of that entry and then enter the correct character string. (When the cursor is on top of a character, the character will be displayed as black on white alternating with the normal white on black.) By typing either of the arrow keys, located on the right-hand side of the keyboard and illustrated in FIGURE 3, the cursor can be moved left or right, forward or backward, over previously entered characters without their being altered or erased. To move the cursor to the right, type the "right-pointing" arrow key. To move the cursor to the left, type the "left-pointing" arrow key. If you wish to "delete" your entire name entry thus far, position the cursor over its first character. This can be done most easily by typing the X key WHILE HOLDING DOWN the CTRL key. After the name has been entered and before the RETURN key is typed, the cursor should be positioned so that the last character in the name is directly to its left. All characters entered that are under and

to the right of the cursor when the RETURN key is typed will be erased from the display and will not be taken as part of the name entry. In other words, what is displayed after the RETURN key is typed is what the BILINGUAL program will interpret as the entered name.

Because passwords were intended to be private, the password input routine does not show what a person has entered for any length of time. The maximum length of a person's password is 10 characters. Each character typed is displayed just long enough to provide the person who entered it with the knowledge that what he entered was or was not accepted as typed. If an unusable or unacceptable character is entered by the user, the computer will produce a buzzing noise from its speaker. Each entered character that is accepted will be displayed for a short time period and then it will be covered over by an asterisk in inverse video (a black on white asterisk). The last consecutive character entered, the character directly to the left of the flashing cursor, may be deleted by typing the left-pointing arrow key. When this key is typed, the inverse asterisk directly to the left of the cursor will be deleted, thus indicating that the character originally typed there has been erased (ignored) and another character may be entered in its place. The entire password thus far entered may be erased (deleted) by holding the CTRL key down and typing the X key or the U key at the same time, or by typing the right-pointing arrow key. A maximum of ten characters, not including the RETURN key character, is accepted for the password string. Once the password has been completely entered, type the RETURN key. Should a person currently entering his password realize that he hasn't entered his name properly, he can type the ESC key to "restart" the BILINGUAL program and thereby enter his name and password again.

The "yes or no" input subroutine is used when the question, "Have you used the current lesson diskette before?" is asked. This routine expects the given person to type the Y key for the answer "yes" and the N key or the ESC key for the answer "no."

C) Some possible messages

THE CLASS IS FULL.

This message indicates that an attempt was made to add a new student to a class containing thirty-one members. The new student cannot be added to the current class.

THE PASSWORD YOU JUST ENTERED IS
INCORRECT. PLEASE TRY AGAIN.

This message indicates that the password just entered does not correspond to that of the given person. The person currently using the BILINGUAL program will have to reenter his name and password.

YOU HAVE COMPLETED YOUR WORK ON
THE CURRENT DISK. PLEASE SEE YOUR
TEACHER FOR FURTHER INSTRUCTIONS.

This message indicates that the given student has completed all of the work assigned to him on the current diskette. (At this point the student can be sent on to another diskette containing a different set of lessons.)

THE NAME YOU JUST ENTERED IS NOT
THE SAME AS THE NAME YOU ORIGINALLY
ENTERED. PLEASE TRY AGAIN.

This message indicates that the person currently using the BILINGUAL program has not entered his name correctly and that he will have to reenter his name and password.

TYPE A KEY TO CONTINUE...

This message indicates that the person using the computer should first read the given message, one of the messages on the previous page, and then type a key to continue. After a key is typed, the BILINGUAL program will re-start by requesting that the person using the computer enter his name and password again. (At this point another person can get on the computer if desired.)

ENTERING THE TEACHER'S-MENU PROGRAM...

This message indicates that the BILINGUAL program is being exited and that the TEACHER'S-MENU program is being executed.

ENTERING PART ? OF LESSON ?...

This message indicates that the BILINGUAL program is being exited and that the indicated part of the specified lesson is being entered.

The Lessons

The lessons are the only parts of the Bilingual LIRIC Project programs which permit the user to get translations (on the display) between English and the particular foreign language on the disk being used. When a lesson is first entered, the person using it will see a large question mark in the lower lefthand corner of the display. At any time while this question mark is visible, a foreign language translation of the display may be obtained by typing the ESC (escape) key. While a foreign language translation is being displayed, the large question mark in the lower lefthand corner of the display is not visible. As soon as a key is typed, the question mark will re-appear along with the original English version of the display. The answer to a problem within a lesson part cannot be entered while a foreign language translation is being displayed. Therefore, when a person is finished reading a translated (non-English) display, a key must be typed to get the English version of the display back before the answer to a given problem can be entered. Notice that the only time during which the large question mark is displayed while entering the answer to a problem is when the cursor is in the leftmost position of the answer blank(s) on the display.

A set of MAIN INSTRUCTIONS pertaining to the given lesson can be displayed, one screen at a time, at the beginning of each lesson part. Each successive screen may be seen by typing the RETURN key. These instructions include information on entering answers and replies to problems within the particular lesson. An example problem similar to each of those within the particular lesson can be seen by typing the E key at some specified point while viewing that lesson's MAIN INSTRUCTIONS. The first few lessons require that the person using them view the MAIN INSTRUCTIONS before they permit him to continue with the actual problems of the lessons themselves. In later lessons the viewing of these instructions is optional.

While a person is currently in a session using a lesson part, the following pieces of data are saved:

- 1) the number of typing errors that he made on each problem (assuming that the particular lesson counts typing errors),
- 2) the number of foreign language translations that he requested for each problem (if the particular lesson permits him to obtain such translations),
- 3) the number of times he answered each problem correctly, and
- 4) the number of times that he answered each problem incorrectly.

This data is cumulatively saved during a given session using a lesson part. A "session" is defined as the time during which a person works on a given lesson part WITHOUT working on, or so much as even entering, any other lesson part.

Even though a student may have completed his work on a given lesson part, he has not completed his session with that part until he actually enters the NEXT lesson part, assuming that there is one. If a student has COMPLETED a session with a given lesson part and he is made to work on that part again by his teacher, through the TEACHER'S-MENU program, a new session will begin upon his entering it. Once this new session begins, his old data relating to that part will be replaced with his new. Within a session, each piece of data saved can attain a maximum value of forty-eight. (This restriction is due to disk I/O limitations within APPLE DOS version 3.3 and APPLESOFT BASIC.)

A teacher's data is maintained in the same way that a student's is. However, because a teacher uses whatever lesson part he wishes to at the moment, he can ignore the normal lesson part sequencing and "jump out" of a given session. If a teacher decides to manually follow the lesson part sequence that the management system has set for him, then his scores will be maintained as outlined above for a student. (By adding himself to the class as a student, a teacher can directly experience the same things that a student does.) The number of MAIN INSTRUCTIONS translations obtained by each class member on each lesson part is also saved and can be seen through the TEACHER'S-MENU program as can all of the class data.

A variety of methods is used between the various lessons to determine typing mistakes. Typing errors are kept track of for the purpose of giving a teacher the means to determine if a given student is having keyboard difficulties. The percentage base used varies with each lesson. If an answer is counted as a typing error, it is also counted as a wrong answer.

When a person is using a lesson part, he must answer each problem correctly before he can make a normal exit from it. Problems that are answered incorrectly will be repeated at random until correct answers are finally entered. Once he has completed the given lesson part, the message "UPDATING SCORES..." shall be displayed in INVERSE video indicating that his scores for the current lesson part are being updated). Following this message he shall have the choice of either Quitting and returning to the BILINGUAL program or Continuing on to the next consecutive lesson part. If the lesson part just completed happens to be the last part of the last lesson on the current disk, the options QUIT and CONTINUE will not be offered. Instead, the BILINGUAL program will be entered. (The QUIT and CONTINUE options are invoked by typing the letters Q and C, respectively.)

A person can make an ABNORMAL (premature) exit from a lesson part without losing any of his current data by holding down the CTRL key while typing the RESET key. When a premature exit from a lesson part is made, the message "UPDATING SCORES..." will be displayed in NORMAL video. As soon as the given person's scores have been updated for the particular lesson part, the BILINGUAL program will be entered automatically. This method of exiting a lesson should only be employed in emergency situations or when time is short, such as at the end of a class period. CAUTION: NEVER attempt to prematurely exit a lesson part while the disk drive is active.

When a person makes an abnormal exit from a lesson part, his current session is NOT completed. Therefore, when he resumes his work on the particular lesson disk, he will be returned to the BEGINNING of the lesson part on which he last worked. Once he resumes his work on the given lesson part, he will again have to answer each of that part's problems correctly before he is allowed to make a normal exit from it. (Notice that this enables a person to answer a problem correctly more than once in a given session.)

If an unforeseen interruption, such as a power failure, should occur before a person exits a lesson part, all of the scores (data) that he just obtained will be lost. Previous scores, however, will remain intact unless the interruption occurs while the disk drive is being accessed to update those scores. If an interruption should occur while the disk drive is active, much class data, if not all, could be lost. For this reason, printouts of class data should be made at fairly regular intervals.

The TEACHER'S-MENU Program
(Version 2.0)

This section is intended to give a general description of the TEACHER'S-MENU program. This description is not suitable as a substitute for actual working experience with the TEACHER'S-MENU program. It is recommended that anyone wishing to learn how to use the TEACHER'S-MENU program do the following:

- 1) read through this section once for an understanding of the program's functions
- 2) read through this section again while experimenting with the program on the computer.

The TEACHER'S-MENU program is very user friendly. It cannot be "fouled-up" by illegal data entries as they are "trapped" (not permitted). Its use, for the most part, is straight forward. All messages given by the program are self-explanatory.

The TEACHER'S-MENU program can be prematurely exited through the typing of the RESET key while the CTRL key is being depressed. It is not recommended that this method of exiting the TEACHER'S-MENU program be used. CAUTION: Premature exits should NEVER be made from this program except when data is being entered within one of its input routines (described later).

A) The MAIN OPTIONS menu

Upon entering the TEACHER'S-MENU program, the following MAIN OPTIONS "menu" will be displayed:

ADD A PERSON TO THE CLASS
CHANGE THE NAME OF A PERSON
DELETE A PERSON'S PASSWORD
EDIT A PERSON'S LESSON STATUS
CHANGE THE PRINTER SLOT
INITIALIZE DISK (CLEAR THE CLASS)
LIST THE CLASS NAMES
PRINT THE CLASS SCORES
REMOVE A PERSON FROM THE CLASS
SHOW BILINGUAL CREDITS
USE ANOTHER DISK
EXECUTE A LESSON or (NOT AVAILABLE) EXECUTE A LESSON

QUIT

While this menu is visible, any one of its given options can be used at will. To invoke (execute) a particular option, simply type its corresponding letter (shown in heavy print above).

Generally, when the TEACHER'S-MENU program requests user input within one of its main options, that option can be prematurely exited by the typing of the ESC key. The only exception to this rule is the SHOW BILINGUAL CREDITS main option which does not permit a premature exit. Any option or "sub-option" that is entered and then prematurely exited will leave the class data as it was before that option was executed. An option that is prematurely exited will return to the options menu from which it was originally chosen. In most cases, this menu will be the MAIN OPTIONS menu. However, in options such as the EDIT A PERSON'S LESSON STATUS main option, which contains subordinate option menus, this will often not be the case.

8) A description of the MAIN OPTIONS

- ADD A NEW PERSON TO THE CLASS

This option is used to add a new teacher or student with a NULL password to the class. A class is not allowed to exceed 31 persons.

- REMOVE A PERSON FROM THE CLASS

This option is used to remove a person from the current class. The removal of the LAST remaining teacher in a class is not permitted.

- CHANGE THE NAME OF A PERSON

This option is used to alter the name of a person in the current class. Duplicate class names are not permitted.

- LIST THE CLASS NAMES

The names of every person in the current class can be displayed in alphabetical order with this option. The names of each teacher in the class will be preceded by an asterisk.

- DELETE A PERSON'S PASSWORD

This option is used to replace a given class member's current password with a NULL password.

- PRINT THE CLASS SCORES

With this option, printouts of class data can be made. Any of four combinations of class data can be printed out at one time (from the current disk):

- 1) the data of each class member on each lesson,
- 2) the data of a specific class member on every lesson,
- 3) the data of each class member on a specific lesson, and
- 4) the data of a specific class member on a specific lesson.

For a given person, this data includes information on the last lesson part that he completed (if there was one), the next lesson part that he is "scheduled" to work on (assuming that he hasn't yet completed his lesson work on the disk), and the data (scores) that he obtained in the specified lesson(s).

- EDIT A PERSON'S LESSON STATUS

Upon using this option, the name of a class member must be entered. Once this class member has been recognized, information giving both the lesson part that he last completed and the lesson part that he is next to work on will be displayed. Following this information, the primary options of this option will be given.

In differentiating between teachers and students, the EDIT A PERSON'S LESSON STATUS main option varies its primary options. When it is used with the name of a student, an option called the "SEND" option will be included as one of its primary options. When the "SEND" primary option is available (displayed), it can be used to alter the lesson part that the given STUDENT is supposed to work on next. The "SEND" option will not be available when the name of a teacher is used. If the disk being used has only ONE lesson part and the name of a student is used with this option, the "SEND" option will NOT be offered unless the specified student has COMPLETED that part. If this situation should occur, and the "SEND" option is used, then the specified student will be sent back to part A of the particular lesson automatically.

The scores of the specified person can be viewed and edited (changed) with the "EDIT (OR VIEW)" primary option one lesson part at a time. Once this primary option has been entered, his data for the particular lesson part will be displayed unless it has more than ten problems. If it has more than ten problems, then only the data that he obtained on the first ten problems will be displayed.

When editing or viewing the data for a lesson part having more than ten problems, the >, <, right-pointing arrow, and left-pointing arrow keys (see FIGURE 3) have special functions. The right-pointing arrow key can be used to move up to one problem at a time forward from the last (highest numbered) displayed problem. For example, if the data for problems 1 through 10 are displayed when the right-pointing arrow key is typed, the data for problems 2 through 11 will be displayed. The > key is essentially the same as the right-pointing arrow key, but it can be used to move forward up to ten problems at a time rather than just one. The < key can be used to move up to ten problems backward from the lowest numbered (first) problem being displayed. In other words, the < key has a function exactly opposite to that of the > key. For example, if the data for problems 24 through 34 are currently displayed and the < key is typed, the data for problems 13 through 23 will be displayed. The left-pointing arrow key can be used to go back to the beginning of the lesson part and display the data for its first ten problems again.

The "EDIT (OR VIEW)" primary option has a variable set of sub-options. These options are given directly below the data for the given lesson part and are invoked by typing their corresponding letters (displayed in inverse video). While one of these sub-options is being used, the four special function keys mentioned in the preceding paragraph will not be accepted.

The CHANGE A SCORE OR SCORES sub-option can be used to change any or all of the specified person's data for the given lesson part. Any of four different score (data) combinations can be changed with ease. This option truly needs to be experienced to be appreciated. If this option is used and a problem that is not currently being displayed is specified for the data change, then that problem will be displayed before the new score value is requested. If a data change is made, then the FORGET SCORE CHANGE(S) sub-option will become available. This option can then be used to replace the current data for the particular lesson part with its original data, that which it had before the "EDIT (OR VIEW)" primary option was invoked.

The "EDIT (OR VIEW)" primary option can be exited with the EXIT LESSON PART sub-option. The data relative to the last lesson part that the specified person worked on, etc., and the primary options menu, will be given again after exiting. If data changes were made and kept within the particular lesson part, the message "UPDATING SCORES..." will be displayed as those changes are saved before exiting.

If the particular lesson which is being edited or viewed has more than one part, then the "JUMP TO ANOTHER PART OF LESSON ?" sub-option will be included among the other sub-options of the "EDIT (OR VIEW)" option. This sub-option can be used to switch the lesson part that is being edited or viewed with another of the same lesson. Like the EXIT LESSON PART sub-option, the "JUMP" sub-option will give the message "UPDATING SCORES..." when data changes are being saved.

- CHANGE THE PRINTER SLOT

Upon entering the TEACHER'S-MENU program, the printer card is assumed to be in slot number ONE. If the printer card is not in slot one, this option MUST be used to enter the correct slot number BEFORE the PRINT THE CLASS SCORES main option can be used successfully. Once another slot number has been entered, that slot becomes the assumed slot number for the printer card until such a time as the TEACHER'S-MENU program is exited or this option is used again.

- EXECUTE A LESSON

This option, when available, is used to exit the TEACHER'S-MENU program and enter any part of any lesson on the current diskette. When this option is used, the data obtained in the executed lesson part(s) will be saved under the name of the teacher who entered the current TEACHER'S-MENU program from the BILINGUAL program. Therefore, if the teacher who entered the current TEACHER'S-MENU program is removed from the class, this option will no longer be available. Until the TEACHER'S MENU is exited and then later re-entered through the BILINGUAL program, this shall remain the case.

- INITIALIZE DISK (CLEAR THE CLASS)

This option is used to restore the original class that was on each of the E. S. L. lesson diskettes when they were first shipped to the current disk. This class consists of only one member, "E.S.L. TEACHER", who has a the password "BILINGUAL". If this option is invoked, the EXECUTE A LESSON main option will no longer be available.

- USE ANOTHER DISK

This option is used to change E. S. L. lesson diskettes while in the TEACHER'S-MENU program. If this option is invoked, the EXECUTE A LESSON main option will no longer be available.

DIAGNOSTIC TEST -- A

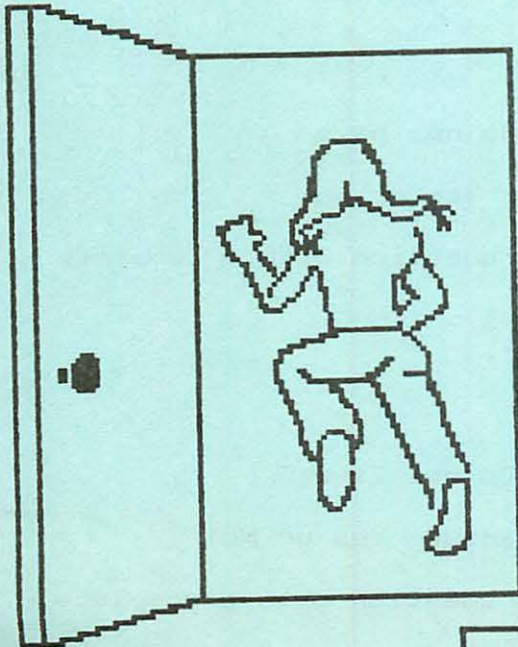
I-1 Subject and verb

Below are some pictures of a person performing an action. You need to write a sentence about the picture using words from the list to the right of the picture. Select one word from the list to be the subject of the sentence; write that word in the box under the picture marked SUBJECT. Select a word from the list that tells what the person in the picture is doing; write that word in the box marked VERB.



DRINKS
RUNS
FELL
DRIVES
WRITES
DAVID

| SUBJECT | VERB |
|---------|------|
| | |



READS
SLEEPS
ANN
LEFT
STANDS
WALKS

| SUBJECT | VERB |
|---------|------|
| | |

I-2 Pronouns

Each sentence below is written a second time with a blank in the place of the subject. Select the appropriate pronoun from the list to fill in the blank.

He
She
They

Jack and Martha ate. ---> _____ ate.
John drove. ---> _____ drove.
Mark and Max swam. ---> _____ swam.
Aunt Sue sat. ---> _____ sat.

I-3 Colors

Select the word from the list that tells the color of the object named in each sentence. Write the color word in the blank.

Cherries are _____ .

Grass is _____ .

green
blue
yellow
red
orange

II-1a Relationship Between Yes/No and Have/Do not have

Do you have a car? _____ (answer Yes or No)

Fill in the blanks below to answer the question with a complete sentence.

_____, I _____ a car.

II-1b Relationship Between Yes/No and Like/Do not like

Do you like sandwiches? _____ (answer Yes or No)

Fill in the blanks below to answer the question with a complete sentence.

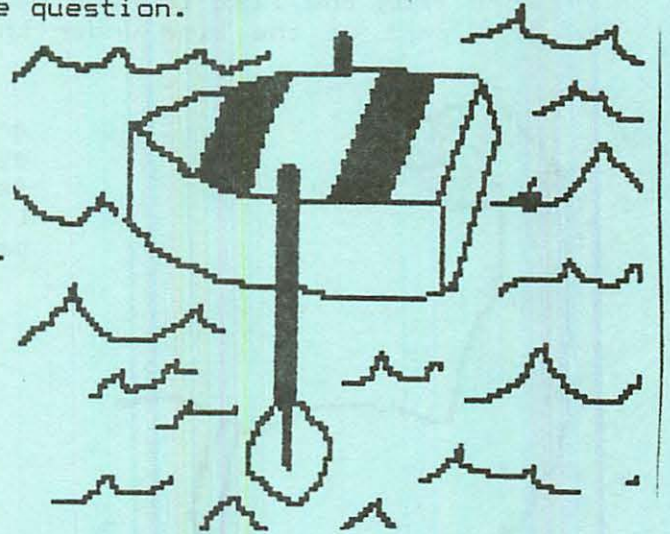
_____, I _____ sandwiches.

II-2 Identification of items; Is and Is not

Fill in the blanks below to answer each question with a complete sentence. The sentence should tell if the item in the picture is or is not the item named in the question.

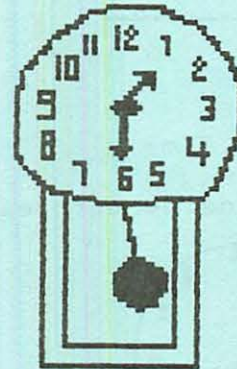
Is this a boat?

This _____ a _____ .



Is this a window?

This _____ a _____ .



II-3 Colors; Compound Subjects

Select the word from the list that tells the color of the objects named in each sentence. Write the color word in the blank.

Lemons and bananas are _____ .

Garlic and onions are _____ .

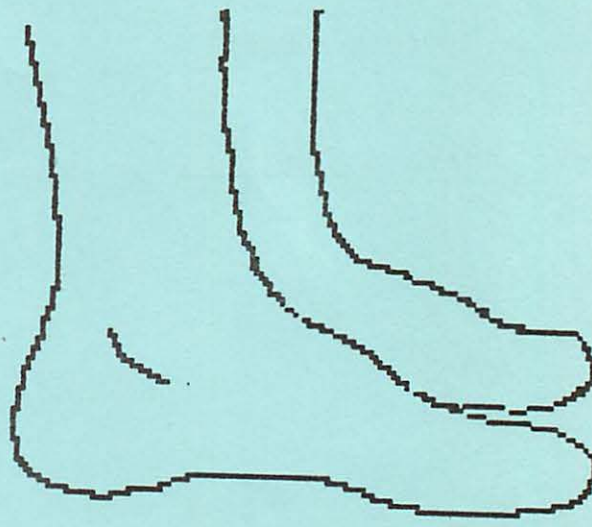
black
white
green
gray
yellow

III-1 Body parts

Below are pictures of some of the parts of the body. Choose the best word from the list to name each body part. Write the name of each body part on the line under the picture.

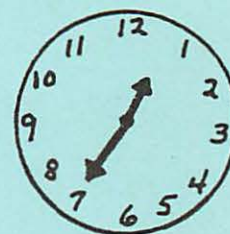
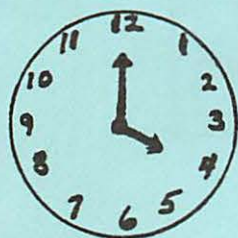


arm
eyes
feet
lips
teeth



III-2 Telling Time

On the line beneath each clock, write the time shown on the clock.



III-3 Plurals of nouns

Form the plural of each word listed below by adding the appropriate letters. Write the plural on the line next to each word.

box _____

daughter _____

dish _____

uncle _____

IV-1 Numbers in sequential order

In each line below there are five numbers. Write the five numbers in the proper order on the blanks at the right.

| | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 12 | 15 | 13 | 11 | 14 | _____ | _____ | _____ | _____ | _____ |
| 90 | 70 | 100 | 80 | 60 | _____ | _____ | _____ | _____ | _____ |
| 5,000 | 2,000 | 4,000 | 1,000 | 3,000 | _____ | _____ | _____ | _____ | _____ |
| 43 | 67 | 19 | 82 | 47 | _____ | _____ | _____ | _____ | _____ |
| 80.659 | 4.978 | 1,749 | 8,538 | 5.615 | _____ | _____ | _____ | _____ | _____ |

IV-2&3 Cardinal numbers/words

Write the correct number on the line following each number word.

seven _____ thirty-nine _____ fifty-five _____ fifteen _____
 sixty-eight _____ twenty-four _____ ninety-two _____ forty _____
 one thousand _____ eight hundred _____

IV-4 Ordinal number words

Study the list of items at the right.
 Fill in the blank in each sentence below
 with the word that tells the position of
 the item in the list (for example: Desk is
 the first item. Comb is the tenth item.)

Bag is the _____ item in the list.

Pen is the _____ item in the list.

Book is the _____ item in the list.

1. Desk
2. Pen
3. Paper
4. Clock
5. Book
6. Shoe
7. Hat
8. Coat
9. Bag
10. Comb

V-1a Days of the week -- Spelling

The seven days of the week are listed below. In each word, there is a letter missing. Select the correct letter from the list on the right to fill in the blank space in each word.

| | |
|------------|---|
| S__NDAY | S |
| MO__DAY | T |
| TUE__DAY | R |
| W__DNESDAY | F |
| THU__SDAY | N |
| __RIDAY | U |
| SA__URDAY | E |

V-2 Foods and meals

Usually different types of foods are eaten at different meals or eating times. Tell which eating time (Breakfast, Lunch, Dinner, or Snack) would be most appropriate for each list of foods. Use the letter B, L, D, or S to show your answer. Write the letter for the answer you choose on the line following each list of foods.

B = Breakfast
 L = Lunch
 D = Dinner
 S = Snack

candy bar _____

sandwich and apple _____

pancakes and milk _____

roast chicken with rice _____

V-1b Days of the week -- Abbreviations

The abbreviations for the days of the week are listed in the left column. The days of the week are listed in the column on the right. Select the correct abbreviation for each day and write it on the line in front of the complete word.

| | | |
|-----|-------|-----------|
| FRI | _____ | SUNDAY |
| SUN | _____ | MONDAY |
| SAT | _____ | TUESDAY |
| WED | _____ | WEDNESDAY |
| MON | _____ | THURSDAY |
| THU | _____ | FRIDAY |
| TUE | _____ | SATURDAY |

V-3 Occupations

Listed below on the right are several jobs. On the left side are names of persons who do some of the jobs. For each name, select the answer on the right that tells what kind of job that person does.

| | |
|-------------------|-----------------|
| pilot _____ | drives a truck |
| mailman _____ | sells things |
| salesperson _____ | flies a plane |
| | waits on tables |
| | delivers mail |

V-1c Days of the week -- Correct order

In the left column, the days of the week are listed in random order. Write the days of the week in the correct order on the lines on the right side.

- | | |
|-----------|----------|
| TUESDAY | 1. _____ |
| SATURDAY | 2. _____ |
| WEDNESDAY | 3. _____ |
| FRIDAY | 4. _____ |
| SUNDAY | 5. _____ |
| MONDAY | 6. _____ |
| THURSDAY | 7. _____ |

DIAGNOSTIC TEST -- B

VI-1 Adjectives

Underline the adjective in each of the following sentences.

The white dog is barking.

Who lives in the next house?

A few people were waiting.

VI-2 Adverbs

In the following sentences, identify the subject, verb, and adverb. Under each sentence, there is a set of boxes. In the first box, write the subject. In the second box, write the verb. In the third box, write the adverb.

He read slowly.

Subject

Verb

Adverb

| | | |
|--|--|--|
| | | |
|--|--|--|

Bells ring often.

Subject

Verb

Adverb

| | | |
|--|--|--|
| | | |
|--|--|--|

VI-3 Using adjectives and adverbs

Select words from the list to fill in the blanks in the two sentences below.

adjectives
adverbs
nouns
prepositions
pronouns
verbs

Adjectives describe or tell something about _____ or
_____.

Adverbs describe or tell something about _____, _____,
_____.

For each of the three sentences below, there are two words to choose from to fill in the blank. One word is an adjective and the other is an adverb. Decide if the adjective or the adverb is appropriate and write the word you choose in the blank.

The food was _____.
(delicious or deliciously)

Robert paints mountains _____.
(beautiful or beautifully)

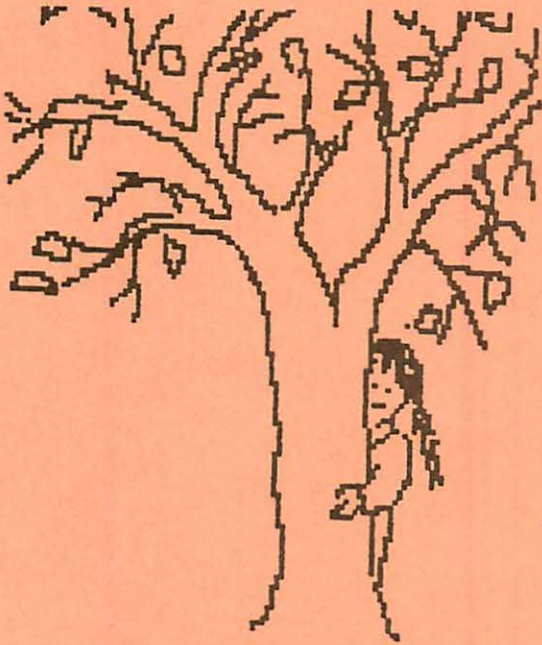
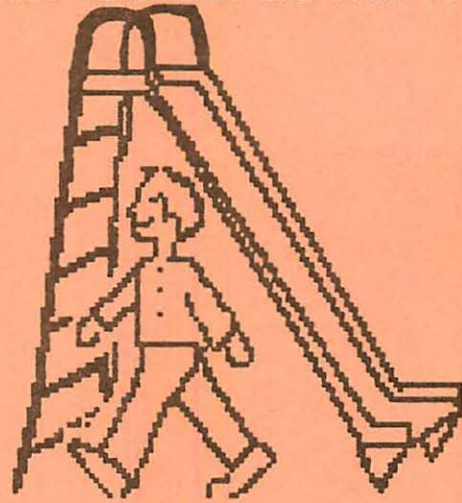
The train came _____ than the bus.
(later or fast)

VII-1 Prepositions #1

Below, there is a sentence by each picture that tells what is happening in the picture. Select the best word from the list to fill in the blank in each sentence.

around
up
under
over
in

Max walked _____ the slide.



in
under
over
around
through

Mary looked _____ the tree.

VII-2 Prepositional phrases

Underline the prepositional phrase in each of the following sentences.

The ball is under the table.

In the morning, Conrado will return.

Mustafa went with Mr. Jones.

By tomorrow, there will be more snow.

VIII-1 Prepositions #2

For each sentence below, there are two prepositions listed under the sentence. Select the correct preposition and write it in the blank in the sentence.

Maria went _____ school.
(to, of)

Joe arrived _____ school opened.
(down, before)

For each sentence below, select the most appropriate preposition from the list and write it in the blank.

| | | | |
|----|----|---------|-------|
| at | in | except | until |
| up | of | between | after |

The fight was _____ John and me.

Thu Ha ran _____ the stairs.

VIII-2 Prepositions and objects

In the sentences below, identify the preposition and write it in the box marked preposition. Then identify the object of the preposition and write it in the box marked object.

Jack sat behind me.

| | |
|-------------|--------|
| Preposition | Object |
|-------------|--------|

| | |
|--|--|
| | |
|--|--|

Please look out the window.

| | |
|-------------|--------|
| Preposition | Object |
|-------------|--------|

| | |
|--|--|
| | |
|--|--|

VIII-3 Prepositions review

For each sentence below, select the most appropriate preposition from the list and write it in the blank.

| | | |
|------|----|------|
| for | to | near |
| with | on | from |

Sachie lives _____ Tokyo.

We will pay _____ the soccer tickets.

IX-1 Possessive personal pronouns

There will be a sentence which tells who owns a given object, then two sentences where you fill in the blanks with possessive pronouns. Select the correct possessive pronouns from the list at the right.

This comb belongs to me.

This is _____ comb.

This comb is _____.

This picture belongs to you.

This is _____ picture.

This picture is _____.

my
our
your
mine
ours
yours

This car belongs to Charles and Maria.

This is _____ car.

This car is _____.

This camera belongs to Bob.

This is _____ camera.

This camera is _____.

his
her
hers
their
theirs

IX-2 Articles a and an

In the following sentences, fill in the blanks with 'a' or 'an'. Be sure to pick the appropriate word for each blank.

Does John have _____ pencil?

He ate _____ apple.

I have _____ job as _____ salesperson.

_____ University is a school that includes several colleges.

He likes to have _____ egg with breakfast.

IX-3 Seasons of the year

Fill in the blanks in the sentences below with the appropriate season. Select your answers from the list of four seasons at the right.

_____ is another name for Fall.

_____ is hot.

_____ is cold.

_____ begins on March 21.

Spring
Summer
Autumn
Winter

LIRIC DIAGNOSTIC TEST -- B
Disks VI - IX

Student Name _____ School _____ Grade _____

Teacher _____ English Level I II III IV

| DISK | LSSN | CONTENT | # of items/Qs | Date: _____ | |
|------|------|---------------------------------|---------------|---------------------|----------------------|
| | | | | Pre-test
P or NP | Post test
P or Np |
| VI | 1 | Adjectives | 3 | _____ | _____ |
| VI | 2 | Adverbs | 2 | _____ | _____ |
| VI | 3 | Using adjectives and adverbs | 3 +(2)* | _____ | _____ |
| VII | 1 | Prepositions #1 | 2 | _____ | _____ |
| VII | 2 | Prepositional phrases | 4 | _____ | _____ |
| VIII | 1 | Prepositions #2 | 4 | _____ | _____ |
| VIII | 2 | Prepositions and objects | 2 | _____ | _____ |
| VIII | 3 | Prepositions review | 2 | _____ | _____ |
| IX | 1 | Possessive personal pronouns | 4 | _____ | _____ |
| IX | 2 | Articles <u>a</u> and <u>an</u> | 5 | _____ | _____ |
| IX | 3 | Seasons of the year | 4 | _____ | _____ |

* The first two sentences in this section of the test do not relate directly to the objective. These additional items are aimed at determining if students learn the rule/definition as well as the application. It is only necessary for the student to answer the items involving the choice between adverb and adjective to obtain a passing score (P) for this objective.

Nombre _____ Fecha _____

Escuela _____ Grado 9 10 11 12

Maestra/o _____ Nivel de inglés I II III IV

Idioma nativo _____

En las siguientes páginas, encontrará varias preguntas. La mayoría de estas preguntas son acerca del idioma inglés, algunas son sobre matemáticas y otras preguntas acerca de cosas, como lo son las partes del cuerpo, comida y ocupaciones. Nosotros sabemos que usted no podrá leer muchas de estas palabras y que usted no sabe las contestaciones a muchas de las preguntas. El propósito de este examen es para saber que cosas usted sabe y las que usted no sabe, de esta manera las maestras puedan hacer un trabajo mejor al planear su educación. Si usted no puede leer alguna pregunta o si no sabe la respuesta a una pregunta, escriba "no la sé" al lado de la pregunta y continúe con la pregunta siguiente. Por favor examine todas las preguntas del examen. No se preocupe si no puede contestar las preguntas. No obtenga las respuestas de ninguna otra persona, pues eso no le ayudará a identificar las cosas que usted necesita aprender.

Name _____ Date _____

School _____ Grade 9 10 11 12

Teacher _____ English Level I II III IV

Native Language _____

On the following pages, there are several questions. Most of the questions are about the English language, some are about math, and some ask about things like body parts, food, and occupations. We know that you may not be able to read many of the words and that you may not know the answers for many of the questions. The purpose of this test is to find out what things you know and what things you do not know, so that your teachers can do a better job planning instruction for you. If you cannot read a question or if you do not know the answer to a question, just write "Do Not Know" by the question and go on to the next question. Please go through all of the questions in the test. Do not worry if you cannot answer the questions. Do not get answers from any one else, as that will not help to identify what things you need to learn.

Tên _____ Ngày _____
 Trưởng _____ Lớp 9 10 11 12
 Giáo-sư _____ Trình-độ Anh-ngữ I II III IV
 Ngôn-ngữ bản-xứ _____

Tại nơi các trang kê tiếp, có vài câu hỏi. Phần nhiều các câu hỏi ấy bàn về sinh-ngu' Anh Văn, một số nói về toán, và một số nói về những môn như các bộ-phận của thân-thê', thức ăn, và nghề-nghiệp. Chúng tôi thiết-tưởng bạn sẽ không thể đọc hết các chữ và bạn cũng không thể trả lời hết rất nhiều câu hỏi đó. Mục-dích của việc trắc-nghiệm này là để tìm hiểu những gì mà bạn biết và những gì mà bạn không biết, sau đó giáo-sư của bạn sẽ thực-hiện một dự-án tốt hơn để hướng dẫn bạn. Nếu bạn không thể đọc được một câu hỏi hay bạn không thể trả lời một câu hỏi, chỉ cần viết "Không Biết" ở kê câu hỏi đó và tiếp tục qua câu hỏi khác. Xin hãy làm hết các câu hỏi trong bài thi. Đừng quan-tâm nếu bạn không thể trả lời các câu hỏi. Đừng chép câu trả lời của người khác, vì đó sẽ không thể giúp bạn nêu lên những gì mà bạn cần phải học.

(Vietnamese Version)

Name _____ Date _____

School _____ Grade 9 10 11 12

Teacher _____ English Level I II III IV

Native Language _____

On the following pages, there are several questions. Most of the questions are about the English language, some are about math, and some ask about things like body parts, food, and occupations. We know that you may not be able to read many of the words and that you may not know the answers for many of the questions. The purpose of this test is to find out what things you know and what things you do not know, so that your teachers can do a better job planning instruction for you. If you cannot read a question or if you do not know the answer to a question, just write "Do Not Know" by the question and go on to the next question. Please go through all of the questions in the test. Do not worry if you cannot answer the questions. Do not get answers from any one else, as that will not help to identify what things you need to learn.

Name _____ Date _____

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Npe _____ Hnub tim _____

Tsev kawm ntawv _____ Qib kawm _____

Tus xib hwb _____ English Level _____

Yam lus hais (Native Language) _____

Nyob rau hauv cov nplooj ntawv uas nrog ua ke no yuav muaj ob peb nqe lus nug. Feem ntau ntawm cov nqe lus nug ntawd yog hais txog lus Askiv, muaj ib txhia yog hais txog leb, thiab muaj ib txhia yog hais txog tej feem ntawm lub cev, zaub mov thiab yam hauj lwm. Peb paub tias muaj ntau lo lus tej zaum nej yuav tsis muaj cuab kav twm tau thiab muaj ntau nqe lus nug tej zaum nej yuav tsis muaj cuab kav paub tau. Cuv paj xoom (purpose) ntawm kam xeem no yog yuav xyuas seb nej paub yam dab tsi thiab ho tshuav yam dab tsi uas nej tsis paub, kom xwv nej tus xib hwb thiaj paub nrhiav lwm lub tswv yim los qhia nej. Yog tias nej tsis paub twm nqe lus nug los yog nej tsis paub teb nqe lus nug twg no ces nej cia li sau tias "Tsis Paub" (Do Not Know) rau ntawm nqe lus nug ntawd es ho mus ua tauj ntxiv rau lwm nqe lus nug. Tsis txhob txhawj yog tias nej teb tsis tau cov nqe lus nug ntawd. Tsis txhob mus muab lwm tus neeg cov lus teb coj los tso rau nej cov lus nug, yog ua li ntawd ces yuav qhia tsis tau los yog pab tsis tau yam uas nej tsum kev yuav kawm ntawd.

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