BUILDING AN ADULT EDUCATION TOOLBOX

PRESENTED BY: TRACY HENDERSON & ANGIE HESTER
AGENDA

I. INTRODUCTION
II. ENCOURAGING SELF-REGULATING BEHAVIOR
III. STUDENT-CENTERED INSTRUCTION
IV. DATA CHATS
V. DEBRIEF
I. INTRODUCTION
OUR PROGRAM

Adult Basic Education (ABE)/General Equivalency Diploma (GED®) 2019-2020 Program Syllabus

INSTRUCTORS

Mr. Tracy Henderson - Daytime A & D Evening
tracy.henderson@riveroak.edu

Mr. Angel Martinez - Evening
angel.martinez@riveroak.edu

Mr. Robert George - Daytime A & D Evening
robert.george@riveroak.edu

CLASS MEETING TIMES

Daytime A: Monday - Friday
Morning Classes: 8:00 - 12:00
Afternoon Classes: 1:00 - 2:30

Daytime D: Monday - Friday
Morning Classes: 12:00 - 4:00
Afternoon Classes: 8:00 - 9:30

Evening Classes: Monday - Wednesday
5:00 - 8:00 PM

GED® Program Description

The GED® Program prepares students for the five content areas listed on the GED® Test: Reading, Language Arts, Mathematics, Science, and Social Studies. The purpose of the program is to prepare students to achieve the knowledge and skills necessary to pass the official GED® Tests. Upon earning the state of Florida High School Diploma, the program allows students to continue their education to a postsecondary degree or industry certification. GED® levels are assigned to students using TABE scores of above 63 (scale score) in Reading (65), Language (64), Mathematics (64).

Syllabus Policies & Procedures

For security purposes, you must display your RFTC issued campus identification badge on your person at all times. You are required to present your badge upon request by any administrator, instructor, or staff member.

You must display an up-to-date parking permit for your vehicle parked on school property. This permit is free with your paid registration. You must have a separate permit for each vehicle you may be driving. Vehicles parked in RFTC property are subject to search without notice by school and/or law enforcement officials.

You are allowed an acceptable change period each quarter. Additional charges in schedule must be accompanied by a letter from your employer or agency describing, along with a correction work schedule.

There is no smoking, vaping, or use of tobacco or marijuana on campus. This includes the parking lots.

Here are the buildings of the RTC campus:

CLASSROOM Policies & Procedures

In order to maintain a respectful learning environment, follow the following guidelines:

- No food or drinks are allowed on the work sites.
- For safety purposes, garments must be stowed out of sight and not on or about fabric.
- If an emergency call must be made (e.g., medical), stay on the call to keep the information.
- GED® is NOT for any last or of student property.
- Headphones, earbuds, and other listening devices are to be used for assigned academic purposes only.
- When leaving during class time, even for an emergency restroom break, you must use the "Sign Out/Sign In Sheet" to document your destination.

COMPUTER USE Policies

In this student packet, you will find the GED® Student Agreement Form. You must sign if you are 18 years of age or older. Students younger than 18 must have a parent or guardian sign this form. Below are some additional guidelines:

1. Students may not use the internet without permission. You may access teacher/RTC approved sites only. You may not enter unauthorized websites (i.e., online games, social media, YesTube, etc.).
2. Do not download programs, music, or apps for the computer.
3. Return the Chrome Book to the teacher. Please plug it in to charge for the next user.

STUDENT Expectations

1. Be an active participant during class. You are expected to actively participate by asking and answering questions, completing independent practice, working cooperatively with others, and engaging in academic discussions.
2. Be your own advocate. You are expected to communicate your goals and academic needs with your teacher on a regular basis.
3. Be aware of your attendance. You are responsible for knowing the attendance policy and for keeping track of your attendance and absences.

PROGRESSION: Testing

After TABE testing prior to entering the program, students will work on targeted skills to improve in these areas. All students will retake the TABE test to document academic progress and readiness for GED® testing. These scores may be used as such indications for CTE programs are allowed to take the TABE test after 50 course hours per subject is completed, based on your instructors' recommendations.

ACCOMMODATIONS

Students must self-report to use these services. There are LBA forms included in this packet.

CAREER SERVICES

RTC has a Career Services Specialist available for students seeking assistance with career guidance and GED® program advancement. This office is located in Student Services.

Mr. Julie Uller, Coordinator of Career & Technical Education

ACKNOWLEDGEMENTS

You are expected to adhere to all subject matters covered within this syllabus. Your signed acknowledgement will be kept on file by your instructor.

Name: __________________________
Date: __________________________
OUR MISSION

PROVIDING LIFELONG FAMILY SUSTAINABLE EMPLOYMENT THAT IS MEANINGFUL, APPRECIATED, AND CHALLENING
## OUR COLLEGE

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEFINITELY</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Body Repair &amp; Refining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brick &amp; Block Masonry</td>
<td></td>
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<tr>
<td>Building Construction Technology</td>
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<td>Culinary Arts</td>
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<td>Cosmetology</td>
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<tr>
<td>Digital Design</td>
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<tr>
<td>Early Childhood Education (Child Care)</td>
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<tr>
<td>Electrical Helper</td>
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<tr>
<td>Medical Administrative Specialist</td>
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<tr>
<td>Patient Care Technician (PCT)</td>
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<tr>
<td>Welding</td>
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<td><strong>MEDICAL PROGRAMS</strong></td>
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<tr>
<td>Pharmacy Technician</td>
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<tr>
<td>Phlebotomy</td>
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<tr>
<td>Practical Nursing (LPN)</td>
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<tr>
<td>Surgical Technology</td>
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II. ENCOURAGING SELF-REGULATING BEHAVIOR

A. INTAKE PACKET
B. LEARNING STYLES SHEET
C. UNPACKING THE TABE
D. GOAL-SETTING ACTIVITY
A. INTAKE PACKET

**Adult Basic Education Program**
**Student Intake Form**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>City, Zip code</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>Cell phone:</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

**Do you have a diploma?** Yes: ___ No: ___

**Age Waiver?** Yes: ___ No: ___

**When do you anticipate earning your diploma?** (month) ________________

**What is your 3 year goal?** ________________

**EMERGENCY INFORMATION:**

**Health Issue/Allergies:**

<table>
<thead>
<tr>
<th>Primary doctor:</th>
<th>Emergency contact – Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relationship:</td>
</tr>
<tr>
<td></td>
<td>Phone number:</td>
</tr>
</tbody>
</table>

**Are you a CareerSource client?** Yes: ___ No: ___

**Class Schedule TO BE COMPLETED BY INSTRUCTOR: Ms. Henderson/Ms. Hester*****

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>COURSE TITLE</th>
<th>SCHEDULED DAYS OF THE WEEK</th>
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<tbody>
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<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Activity Period/Lunch</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. LEARNING STYLES SHEET

Learning styles inventory

To get a better understanding of how you learn, take this learning styles inventory. Arrange each question as honestly as you can, then add up your points to find out whether you’re an auditory, visual or tactile learner—and how you can make your personal style work in the classroom.

<table>
<thead>
<tr>
<th>Item</th>
<th>Visual Learners</th>
<th>Auditory Learners</th>
<th>Tactile Learners</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
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<tr>
<td>15</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Check your results

Scoring

Place the point value on the line next to the corresponding item, then add up your points. The highest number of points determines your learning style.

Visual learners
- Read the words or numbers type of learner, mentioning about 75% of the population. Visual learners tend to be affected by visual information, colors, diagrams and pictures. They might take it a little bit longer to understand information that is presented verbally.
- Study tips: They can benefit from seeing diagrams, charts, graphs, flowcharts, maps, videos and pictures that display the material to be learned. Visual learners should also record notes on what they see, such as charts and graphs, images, images, and pictures and videos that display the material to be learned.
- Tactile learners
- Read the hands or hands-on type of learner, mentioning about 20% of the population. Tactile learners tend to be affected by tactile and kinesthetic information, such as touch, movement, hands-on activities, and physical sensations. They might take it a little bit longer to understand information that is presented verbally.
- Study tips: They can benefit from hands-on activities, such as building models, handling objects, using manipulatives, and engaging in hands-on activities. They might also benefit from recording notes on what they touch, such as charts and graphs, images, and pictures and videos that display the material to be learned.

Auditory learners
- Read the ears or auditory type of learner, mentioning about 15% of the population. Auditory learners tend to be affected by auditory information, such as sound, music, and stories. They might take it a little bit longer to understand information that is presented visually.
- Study tips: They can benefit from hearing information, such as stories, music, and videos that display the material to be learned. Auditory learners should also record notes on what they hear, such as charts and graphs, images, and pictures and videos that display the material to be learned.
C. UNPACKING THE TABE

The tables and diagrams below provide guidance on scale score ranges for TABE. The tables outline the likely passing scores for the following areas: Mathematics, Reading, and Language. The scores are categorized into pass/fail ranges to assist in understanding the assessment results. The diagrams illustrate the scale score ranges visually.
D. GOAL-SETTING ACTIVITY:

a. HARMONY CHART
b. JOHN CENA YOU TUBE
C. GOAL CHART
HARMONY CHART

Balance is a feeling derived from being whole and complete; it's a sense of harmony. It is essential for maintaining quality in life and work.

- Physical
- Social
- Educational Growth
- Financial
- Relationship
- Employment
- Spiritual
- Psychological

Wendy George
JOHN CENA REACTS TO FANS
# Goal Chart

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>THIS YEAR</th>
<th>5 YEARS</th>
<th>STEPS TO TAKE</th>
<th>PEOPLE IN YOUR CORNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Growth</td>
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<td>Emotional</td>
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<td>Employment</td>
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<tr>
<td>Family</td>
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</tr>
<tr>
<td>Financial</td>
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</table>
## Goal Chart

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>THIS YEAR</th>
<th>5 YEARS</th>
<th>STEPS TO TAKE</th>
<th>PEOPLE IN YOUR CORNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td></td>
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<tr>
<td>Friends</td>
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</tr>
<tr>
<td>Relationship</td>
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<tr>
<td>Spiritual</td>
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</table>
III. STUDENT-CENTERED INSTRUCTION

A. NEWSLETTERS
B. EMBEDDING CONTENT AREAS: SOCIAL STUDIES PRIMARY SOURCES
C. MATERIALS LIST
D. WEBSITES
A. NEWSLETTERS

Another year of adult education at RIVEROAK Technical College is coming to an end. The Adult Education and GED program, under the leadership of Ms. Angie Hester, has been a successful year for our students. We have had many students complete the GED process, some of whom are almost finished, and a few who have just begun. New students have been enrolled from the state of Florida. These are two students still in the age waiver process.

We have 20 students who graduated in the 2010 graduating class. All but two of them are starting to work across the stage at graduation. One young man will not attend as his daughter is also graduating that same night. One graduate is serving in the US Army and will not be able to attend; however, his sister will accept his diploma on his behalf.

Tuition for our graduates will be a part of our CTE programs in the fall. RTC offers scholarships for returning graduates, and several of our students have worked hard to save themselves for this opportunity. Several of our students have asked for ways to help others. The TAFE and GED programs need a few websites that we have listed:

- math-lets.com
- math.info.com
- mathhelp.net
- mathhelp.org

On behalf of Mr. Angie Hester, I wish you a safe, productive, and wonderful summer.
B. EMBEDDING CONTENT AREAS:
SOCIAL STUDIES PRIMARY SOURCES
C. MATERIALS LIST

**MATERIALS LIST**

Be curious about! For knowledge will not await you; you must acquire it.

RIVER OAK HIGH SCHOOL

ONLINE:
- Essential Education - GED® Academy & TABE 11 & 12 Academy
- Edgenuity GED®
- ged.com Study Practice & Tutorials

"PAPER/PENCIL:"
- Steck-Vaughn Fundamental Skills Math (Houghton Mifflin Harcourt)
- Steck-Vaughn Pre GED® Test Preparation Mathematical Reasoning (HMH)
- Steck-Vaughn Mathematical Reasoning (HMH)
- Steck-Vaughn Fundamental Skills Reading (Houghton Mifflin Harcourt)
- Steck-Vaughn Pre GED® Test Preparation Reading (Houghton Mifflin Harcourt)
- Steck-Vaughn Pre GED® Test Preparation RLA (HMH)
- Steck-Vaughn RLA (HMH)
- Steck-Vaughn Pre GED® Test Preparation Social Studies (HMH)
- Steck-Vaughn Social Studies (HMH)
- Steck-Vaughn Pre GED® Test Preparation Science (HMH)
- Steck-Vaughn Science (HMH)
- Essential Reading Skills (Essential Education)
- Essential Writing Skills (Essential Education)
- Essential Math Skills (Essential Education)
- Contemporary’s Achieving TABE Success in Mathematics (McGraw Hill Education)
- Contemporary’s Achieving TABE Success in Reading (McGraw Hill Education)
- Contemporary’s Achieving TABE Success in Language (McGraw Hill Education)
- TABE Tutor Math (Passen Publishing)
- TABE Tutor Reading (Passen Publishing)
- TABE Tutor Language (Passen Publishing)

ADDITIONAL RESOURCES:
- Barron’s GED® Test 480 Flashcards
- Social Studies Primary Sources Cards (Carol Shands/Gallopade International)
D. WEBSITES

ADULT BASIC EDUCATION

ACADEMIC WEBSITES

**Multiple subjects:**

1. www.riversidecolleges.edu - Formerly enrolled students may use the user name and password provided for you.
2. GED Testing Service website: [www.gedtesting.com](http://www.gedtesting.com)
3. [https://acdelco.com](https://acdelco.com)
4. [http://www.aptus.com](http://www.aptus.com)
5. [www.mathportal.com](http://www.mathportal.com)
6. [www.mathzone.com](http://www.mathzone.com)
7. [www.freewebs.com](http://www.freewebs.com)
8. [www.khanacademy.org](http://www.khanacademy.org)
9. [www.eduwebquest.com](http://www.eduwebquest.com)
10. [www.statemate.org](http://www.statemate.org)
11. [www.kutasoftware.com](http://www.kutasoftware.com) (Under US History: click on how to read a document.)
12. Kutasoftware.com (go to free worksheets; you’ll need a printer)
13. [Commoncoresheets.com](http://www.commoncoresheets.com)
14. [https://www.ted.com/talks](https://www.ted.com/talks)
16. [http://www.english.index.edu](http://www.english.index.edu)
17. virtualnursing.org
18. [http://www.entrepreneur.com/k12education/k12student](http://www.entrepreneur.com/k12education/k12student)
19. [https://www.npr.org/k12teacher/k12general](https://www.npr.org/k12teacher/k12general)
22. [www.gmath.com](http://www.gmath.com)
23. [www.algebra.com](http://www.algebra.com)
24. [www.math.com](http://www.math.com)
25. [https://www.xtrememath.com](https://www.xtrememath.com)
26. [www.getalgebra.com](http://www.getalgebra.com)
27. [http://math峩ing.com](http://math峩ing.com/math)
29. [www.mathimat.com](http://www.mathimat.com)
30. [www.mathur.com](http://www.mathur.com)

**APPS:**
- Math Solver by iKars
- iMathBoard by Citrix
- PhotoMath
IV. DATA CHATS

A. PROGRESS MONITORING FORM

B. E-REPORTS

C. CAREER PATHWAYS COUNSELING
   A) CLIENT INTERVIEW SHEET  B) RESUME/CV LETTER

D. CONFERENCE FORM
A. PROGRESS MONITORING FORM
B. E-REPORTS

ESSENTIAL ED & EDGENUITY
EE: RLA LANGUAGE REPORT
EE: SOCIAL STUDIES REPORT
EE: SCIENCE REPORT

Current Review: GED Science Practice Test 3

Purple are previously attempted lessons. Blue are lessons you have not tried yet.

- Working with Textual Data: Welcome to the lesson on Working with Textual Data. This lesson will teach you how to find data in a passage and see how it supports a conclusion.
- Evaluating Scientific Conclusions: This lesson will help you decide whether scientific conclusions are supported or challenged by data or evidence.
- Drawing Conclusions from a Scientific Text: This lesson will help you understand scientific texts well enough to draw conclusions based on what you’ve read.
- Forming and Refining a Hypothesis: This lesson will teach you how to create a hypothesis and how to improve a hypothesis based on data gathered from an investigation.
- Evaluating an Investigation: To evaluate an investigation, you need to look at what the investigation is doing and how its parts work together.
- This lesson will help you do that.
- Verifying Accuracy in Scientific Investigations: Verifying accuracy in scientific investigations means that the investigator is making sure that the science is repeatable, reliable, and consistent.
- Using Scientific Formulas: This lesson teaches you about scientific formulas, their purpose, how they work, and how you can use them. You’ll learn how to understand what the formula is asking you to do and how to apply the formula to a problem.

Recommended Workbook Review

<table>
<thead>
<tr>
<th>Workbooks</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Essential Reading Skills</td>
<td>129-140</td>
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<tr>
<td>Essential Math Skills</td>
<td>291-322</td>
</tr>
<tr>
<td>Essential Language and Writing Skills</td>
<td>221-228</td>
</tr>
</tbody>
</table>

To continue studying, go to your Learning Plan. If you need to find a particular lesson, you can Choose a Lesson. Doing the review lessons or choosing a lesson from the list will not change your Learning Plan.

Print
EE: RLA READING REPORT

Math Reasoning  RLA Reading  RLA Writing  Science  Social Studies  RLA Language

Unit: Analysis and Application
Checking Reasoning and Support
This lesson usually takes 25 minutes.
This lesson will teach you to make distinctions between facts that are related versus facts that are relevant to support the main idea of a text.

Start Lesson

Think you've got it? Try to test out of Analysis and Application
Need Computer Skills? Study Computer Essentials

Progress
Study Level
In Progress  GED Prep  Advanced GED
Pre-GED
Practice Test
Ready! Details 161

Study Time
Congratulations!

Whole Numbers and Operations Unit Quiz Passed!
Your score: 70%
You passed the unit quiz and can go on.

Need Computer Skills? Study Computer Essentials
**EDGENUITY: SCIENCE REPORT**

**VT-GED 2014 Science 1**

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<tr>
<th>Category</th>
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<td>Overall Grade</td>
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**Progress Details**

- **Complete (Count):** 13.5%
- **Relative Grade:** 6.4%
- **Start Date:** 9/10/2019
- **Actual Grade:** N/A
- **Target Date:** 9/10/2019
- **Target Completion:** N/A

**Quiz Distribution**

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<thead>
<tr>
<th>Quiz</th>
<th>Exam</th>
<th>Assignment</th>
<th>Lab</th>
<th>Diagnostic</th>
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<td>5</td>
<td>3</td>
<td>1</td>
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**Total Grades and Weights**

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<th>Grade</th>
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<tbody>
<tr>
<td>Score</td>
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<td>68%</td>
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<tr>
<td>Score</td>
<td>56%</td>
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</table>


EDGENUITY: SCIENCE INSTRUCTION

- Diagnostic PreTest
- Human Body and Health
  - Macromolecules
    - Warm-Up
    - Instruction
    - Summary
    - Assignment
    - Quiz
  - Lab: Identifying Nutrients
    - Warm-Up
    - Instruction
    - Virtual Lab
    - Assignment: Reflect on the Lab
    - Summary
  - The Endocrine and Exocrine Systems
  - Lab: Disease Spread
EDGENUITY: LESSONS

Course Information
Course: VT-GED 2014 Science 1
Status: Active
Grade Level: 12th
Start Date: 9/10/2010
Current Assignment: Virtual Lab
Pass W/ Score (Current Activity)
By pass (Current Activity)

Selected Activity
Activity Identifier:
e58f8a0-eb52-444a-a131-3a8b06c24911,
c1e5c736-03-82-e811-a903-0050b51702
Activity: Quiz

Graded Attempts:

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Score</th>
<th>Start of Attempt</th>
<th>Time Spent</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>40%</td>
<td>9/30/2010 6:13:28 PM</td>
<td>00:07:18</td>
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Other Attempts:

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</tr>
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<tbody>
<tr>
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<td>20%</td>
<td>9/30/2010 6:20:52 PM</td>
<td>00:04:34</td>
</tr>
</tbody>
</table>
The picture shows a carafe of olive oil.

What is one of the primary functions of this food in the body?

- building proteins
- storing energy
- providing structure to cell walls
- carrying genetic information

Course Name: VT-GED 2014 Science 1
Lesson Name: Macromolecules
Questions Presented: 10
Questions Answered: 10
Points Possible: 10
Points Received: 4
Score: 40.0%
Time Limit: 01:00:00
Time Spent: 00:07:17
EDGENUITY: MATH REPORTS

VT-GED 2014 Mathematical Reasoning 1

- Complete: 14.3%
- Overall Grade: 59.6%

Select Course:
- Current Courses

Complete (Count): 15.2%
- Start Date: 9/15/2019
- Target Date: 9/16/2019
- Actual Grade: N/A
- Target Completion: N/A

Quiz
- Taken: 3
- Tested Out: 3
- Total: 20
- Graded: 3
- Score: 80%
- Weight: 88%

Exam
- Taken: 1
- Tested Out: 3
- Total: 1
- Graded: 3
- Score: 59%
- Weight: 32%

Assignment
- Taken: 12
- Tested Out: 1
- Total: 83
- Graded: 1
- Score: 1
- Weight: 1

Diagnostic
- Taken: 1
- Tested Out: 1
- Total: 1
- Graded: 1
- Score: 1
- Weight: 1
EDGENUITY: MATH PRETESTS

- Diagnostic PreTest
  - TEST
- Number Sense
  - Comparing Rational Numbers
  - Ordering Rational Numbers
    - Warm-Up
      - Instruction
    - Summary
    - Assignment
  - Quiz
    - Factors and Multiples
    - Simplifying Rational Expressions
- Numerical Expressions
- Ratios, Percents, and Scale Factors
- Two-Dimensional Figures
- Diagnostic PostTest

- Diagnostic PreTest
  - TEST
- Three-Dimensional Figures
- Data Displays
- Probability and Statistics
- Diagnostic PostTest

- Diagnostic PreTest
  - TEST
- Quadratic Equations
- Two-Variable Linear Equations
- Equations of Lines
- Functions
- Diagnostic PostTest

- Diagnostic PreTest
  - TEST
- Linear, Polynomial, and Rational Expressions
- One-Variable Linear Equations
- One-Variable Linear Inequalities
- Diagnostic PostTest
Alexi's restaurant bill is $58, and he wants to leave a 20% tip. Which expression represents the total amount that Alexi needs to pay?

- $58(0.20) + $58
- $58(0.20)
- $58(20) + $58
- $58(20)

Which list orders the numbers from least to greatest?

-2.4, -1.5, -2 1/4, -3, -1 1/8

What is the value of 3ab + 5b - 6 when a = -1 and b = 3?

- 0
- 6
- 18
- 24
The following information is known about a loan.

- Time = 4 years
- Interest rate = 3.1%
- Original amount of loan = $1,200

What amount of simple interest will be paid on the loan?

- $37.20
- $148.80
- $1,051.20
- $1,348.80

Which scale drawing of a triangle was created by using a scale factor of \( \frac{1}{3} \), if the original right triangle has a height of 16 cm and a base length of 12 cm?

- 4 cm
- 2 cm
- 8 cm
- 9 cm
EDGENUITY: RLA COURSE STRUCTURE

- Diagnostic PreTest
  - TEST
- Reading: Determine Central Ideas or Themes
- Reading: Analyze How Individuals, Events, and Ideas Interact
- Reading: Interpret Words and Phrases
- Reading: Analyze Text Structure
- Reading: Author’s Purpose and Point of View
- Reading: Evaluating Arguments
- Reading: Comparing Texts
- Writing
- Diagnostic PostTest
C. CAREER PATHWAYS COUNSELING

A) CLIENT INTERVIEW SHEET

B) RESUME/CV LETTER
**CLIENT INTERVIEW SHEET**

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**Client's Interview Notes Form**

**Interview Details**
- Company Name: RIVERSIA Technical College
- Date: 
- Interviewer: Ms. Henderson/Ms. Hester
- Client's Name: 
- Program: 
- Nickname: 
- TAB Test: 

**Questions to Ask Interviewer**

**Question #1:** What do you want me to know about you?

**Notes:** 

**Question #2:** What are you good at that I would not know?

**Notes:** 

**Question #3:** What are you most proud of?

**Notes:** 

**Question #4:** What is your best quality?

**Notes:** 

---

**Question #5:** When are you at your best?

**Notes:** 

**Question #6:** What problems do or might you encounter?

**Notes:** 

**Question #7:** What do you need from me to be successful?

**Notes:** 

**Question #8:** What do you need from me that you can’t deliver?

**Notes:** 

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**Additional Notes:**
Kayly G. Hudson
44497 - 143rd Terrace
Leverock, FL 32806
kaylyhudson32065@icloud.com
303-245-5255

Professional Summary

I am a young lady who is looking for employment that would lend to a career. I am a diligent worker who is capable of doing a variety of things. People who know me know that I focus until I finish the task at hand.

Skills

- Academic Skills: Within one month in my adult education class, I had earned the required scores to pass half of the Florida mandated subjects. I believe I will be ahead of my self-imposed timeline of finishing half semester.

- Personal Skills: I have a very pleasant and outgoing personality. One of my strengths is working with others, and I can see this carry over into working with customers as well as co-workers.

- Character Traits: I believe I have only missed two days of school since I began in August, due to emergency travel. Caring - I care for our house and my family’s property. This is an extreme daily responsibility.

- Employability Skills: Although I have no prior work experience in retail sales, I believe the accomplishments detailed above show that I could handle the job.

Education:

RiverOak Technical College
High School Equivalency Program - Adult and Career Education

Dear Scholarship Committee Members:

Please view me as the person I am today. I am an 18-year-old high school graduate. I earned my diploma while attending Adult Education classes at RiverOak Technical College. I am also an active member of the community. I participate in various activities, including volunteering at local hospitals and food banks. I am a member of the National Honor Society at my high school. I am also a part of the school's dramatics club and have been involved in several productions.

Objectives:

- To complete my college degree and pursue a career in the field of my interest.
- To be accepted into the Adult Education program and continue my education.

I have a strong work ethic and am always willing to go the extra mile. I am a team player and enjoy working with others. I am a good communicator and can work effectively in a team environment. I am also able to work independently and can manage my time effectively.

In the future, I plan to attend a four-year university and continue my education in the field of my interest. I am determined to achieve my goals and am confident that I have the necessary skills and qualifications to succeed.

Thank you for your consideration.

Kayly Hudson
D. CONFERENCE FORM

Adult Basic Education
Conference Form

Name
Date

Those present:

Comments:

Recommendations:

Signatures:
V. DEBRIEF

A. QUESTIONS

B. EVALUATION