

# ACE

# RECORD KEEPING KIT

The ACE/School of Tomorrow program is an easy to administer individualized program. When used properly, students master material before moving on in each subject.

This “How-To” booklet is designed to give you the basics on how to get the most out of your ACE curriculum and record keeping kit.

1-800-685-3357

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# CURRICULUM PROCEDURES

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## ISSUE A PACE IN EACH SUBJECT

When you receive your materials, check the contents of the box against the invoice. If there are missing or incorrect items, Claims are to be submitted within 10 days of receipt of shipment.

After you have arranged the PACEs in numerical order by subject, check each one.

Math	yellow or gray
English	red
Social Studies	green
Science	blue
Word Building	purple
Bible Reading	tan
Animal Science	turquoise
Literature and Creative Writing	coral
Electives	various color with white

If at all possible, keep the PACEs in a box or file drawer until the student is ready to use them.

When ready to begin, select the *first PACE of each subject* (the one with the lowest number). Remove the test that is stapled in the middle of the PACE, and place it in a student's test folder. Also remove all test keys from the middle of the Score Keys. The tests and test keys must be kept in a secure place. Test keys may be stored in a three-ring binder.

Next, give the PACEs, one in each subject, to the student. Help the student fill out the Goal Card (see page 25) which is in the Home School Chart Set. It is important that the student take no more than three weeks to complete and test on a PACE. The normal time needed is two weeks.

The student with learning limitations may need to work in only two or three subjects at a time in order to attain goals. In such cases, the student should work in Math and Social Studies first and then English, Science, and Word Building. Encourage the student to take at least two tests each week. This is the minimum needed for adequate academic progress.

## SETTING GOALS

The Goal Card is designed for daily entries each week. The card is two-sided, thus it can be used for two weeks. The Goal Card is pinned on a small bulletin board in the student's work area. Each day as he completes his goals in each subject, he enters reasonable goals for the next day and draws a diagonal line through each completed goal. (Do not allow students to scratch out or cover up goals.) The student must be required to enter specific page numbers (i.e., 12-16) in each subject, using a pen. You should make all goal changes, not the student.

When you begin, explain how to set daily goals. For Math, English, and Word Building, the student enters actual page numbers for each subject in pen. For Science and Social Studies, the student should enter actual page numbers or sections, such as I, II, or A, B, whichever is best, depending on page arrangement and the complexity of problems and equations. For Basic Literature, he should enter specific page numbers of the resource book being read or questions to be answered.

Such entries as "Test" and "Review" are also acceptable; however, you must guard against the student delaying a test. Such entries should not be repeated two days in a row. A review day should have specific activities such as writing or typing all previously missed questions on Checkups and Self Test.

The student scores the PACE work according to built-in "score strip" controls. The student should also score at the end of each day's goals, and before and after a Checkup and the Self Test.

When the goals are completed, scored, and re-scored, the student places a diagonal line on the Goal Card across the page number completed. He immediately writes in the next day's PACE goals. Since he has just worked on the subject, he can better calculate how much academic work can be completed the next day. By the end of the day, he should have completed all his goals, marked them on the Goal Card, and set new ones for the next day. The student should take care to keep the Goal Card neat. Implement a system of follow-up that provides corrective measures when he does not complete goals. However, consideration should be given for illness, unusually difficult problems, disruptions, "idealistic goals," etc.

Goal setting may be relatively easy for some students but more difficult for others. Do not permit the student to sit idle and not produce. The student may need a short break or encouragement. Identify when the student needs motivational assistance, and give more attention.

*Mark Tucker*

**SCHOOL OF TOMORROW**



Date *9-16-96*

	<i>Math</i>	<i>English</i>	<i>Soc.St.</i>	<i>Science</i>	<i>Wd.Bldg</i>	<i>New.Test</i>	<i>Typing</i>	TOTAL PAGES
<b>M</b>	<del><i>43-48</i></del>	<del><i>1-6</i></del>	<del><i>1-6</i></del>	<del><i>15-21</i></del>	<del><i>9-12</i></del>	<del><i>Review</i></del>		<del><i>29</i></del>
<b>T</b>	<del><i>49-54</i></del>	<del><i>7-11</i></del>	<del><i>7-12</i></del>	<del><i>22-27</i></del>	<del><i>13-16</i></del>	<del><i>27, 28</i></del>		<del><i>29</i></del>
<b>W</b>	<del><i>Test</i></del>	<del><i>12-16</i></del>	<del><i>13-17</i></del>	<del><i>28-32</i></del>	<del><i>17-20</i></del>	<del><i>Test</i></del>		<del><i>19</i></del>
<b>Th</b>		<del><i>17-21</i></del>	<del><i>18-22</i></del>	<del><i>Test</i></del>	<del><i>24-25</i></del>	<del><i>1-5</i></del>		<del><i>20</i></del>
<b>F</b>		<i>22-26</i>	<i>23-28</i>		<i>26-30</i>	<i>6-11</i>	<i>1-6</i>	<i>28</i>

GOALS A  C  E  BOOK REPORT Oral  Written  BIBLE MEMORY

For demonstrating responsibility, check your schedule each morning and mark off pages as completed. As you complete each subject, put up new goals for the next day.



## SETTING UP YOUR RECORD KEEPING SYSTEM

Maintaining accurate records is a very important responsibility. If you later decide to enroll in another school, records and completed tests will be vital.

### Student Progress Chart

The Student Progress Chart is an 8 1/2"x 11" card with subjects listed on the left for each progress report period. At the beginning of the academic year, use a large, brightly colored, felt-tip marker to print the student's name in large letters neatly across the top of the chart. Printing must be neat if the student is to keep the chart neat. Throughout the academic year when the student successfully completes a PACE, a star is placed opposite the PACE subject in the proper column representing the week in which the PACE Test was passed. School of Tomorrow® stars are color coded to match the color of PACEs:

Math	Yellow
English	Red
Social Studies	Green
Science	Blue
Word Building	Purple
Scripture Memory	Bible
All others	Silver

No other marks are to be made on the chart. You may wish to insert the chart in a plastic page protector, which helps keep the chart neat and clean.

As insignificant as a little star, logo sticker, or Bible sticker may seem to you, they represent tangible achievement and reward when the student places them on the Student Progress Chart. Achievement and reward are almost synonymous, for they both contain built-in motivational value.

# Mark Tucker

1st  
Quarter

- MATH
- ENGLISH
- LITERATURE
- SOCIAL STUDIES
- SCIENCE
- WORD BUILDING
- BIBLE MEMORY



2nd  
Quarter



3rd  
Quarter

- MATH
- ENGLISH
- LITERATURE
- SOCIAL STUDIES
- SCIENCE
- WORD BUILDING
- BIBLE MEMORY



4th  
Quarter

## Master Record Sheet

One of your most important documents is the Master Record Sheet! This form provides an instant record of a student's grades in each subject for the year and an attendance record (see example on page 15).

The PACE number is entered in the top half of each divided box. Each corresponding test score is entered in the bottom half of each divided box. There is no Mid-Term Test or Final Test in the PACE program. The First Term Average is determined by averaging the first six grades, and the Final Grade is determined by averaging the twelve unit grades. The student must score a minimum of 80 percent on all PACE Tests. A PACE Test score below 80 percent demonstrates inadequate learning or insufficient mastery of skills; therefore, a student who scores below 80 percent is not ready to proceed. You should order another PACE and have the student rework the entire PACE and retake the test. The original score is then replaced by the new score if it is 80 percent or higher. It is your responsibility to be certain the student is ready to test by reviewing the Self Test and Checkups with the student. It is very important that all information on the Master Record Sheet be accurate and include all test scores, since information from this form is then transferred to a permanent record (see example on page 21).

## Activity and Academic Log Key

The Activity and Academic Log Key should be filled in on a daily basis using the letter codes. This is your official attendance record, and it is very important to keep this document current (see example on page 15).



# MASTER RECORD SHEET

Student Name <u>Mark Tucker</u>	Account Number <u>4000010</u>	Account Name <u>John Tucker</u>
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Subject	Test Scores						First Term Avg.	Test Scores						Second Term Avg.	Final Grade
	1	2	3	4	5	6		7	8	9	10	11	12		
MATH	#85 89%	#86 90%	#87 92%	#88 91%	#89 90%	#90 88%	90%	#91 88%	#92 91%	#93 90%	#94 93%	#95 91%	#96 91%	91%	90%
ENGLISH	#85 96%	#86 93%	#87 93%	#88 94%	#89 96%	#90 92%	93%	#91 92%	#92 91%	#93 90%	#94 96%	#95 94%	#96 91%	92%	93%
LITERATURE	# %	#86 95%	# %	#88 97%	# %	#90 93%	95%	# %	#92 94%	# %	#94 90%	# %	#96 95%	95%	95%
SOCIAL STUDIES	#85 94%	#86 96%	#87 94%	#88 95%	#89 95%	#90 94%	95%	#91 96%	#92 97%	#93 93%	#94 94%	#95 95%	#96 97%	95%	95%
SCIENCE	#85 93%	#86 99%	#87 95%	#88 97%	#89 100%	#90 92%	96%	#91 97%	#92 90%	#93 94%	#94 94%	#95 97%	#96 96%	93%	94%
WORD BUILDING	#85 96%	#86 94%	#87 98%	#88 95%	#89 96%	#90 97%	96	#91 98%	#92 94%	#93 96%	#94 95%	#95 97%	#96 96%	96%	96%
Typemaster II	#	#	#	#	#	#	Level 6	#	#	#	#	#	#		
Math Blaster	%	%	%	%	%	%	8th + 9th	%	%	%	%	%	%		
ReadMaster Level 8	#	#	#	#	#	#	100	#	#	#	#	#	#	100	100
P.E.							A								A

## ACTIVITY AND ACADEMIC LOG KEY

	Week #1	Week #2	Week #3	Week #4	Week #5	Week #6	Week #7	Week #8	Week #9
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	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1st Quarter	C	C	C	C	F	C	C	C	C	F	C	C	C	C	C	C	C	C	C	F	S	S	S	C	C	C	C	C	C	F	C	C	C	C	F	C	C	C	C	F
2nd Quarter	C	C	C	C	F	C	C	C	C	F	C	C	C	C	C	F	R	C	C	F	C	C	C	F	S	S	C	C	C	C	C	C	C	C	F	C	C	C	C	F
3rd Quarter	C	C	C	C	C	C	C	C	C	F	C	C	C	C	C	F	C	C	C	C	C	C	C	C	F	C	C	C	C	F	C	C	C	C	F					
4th Quarter	C	C	C	S	S	C	C	C	F	C	C	C	C	C	C	F	C	C	C	F	C	C	C	F	C	C	C	C	F	C	C	C	C	S	S	S	S	S	F	

C—Curriculum Studies                      S—Special Studies  
 F—Field Trip                                      I—Illness

The above information is accurate to the best of my knowledge.

Signed John Tucker Date 6-3-94  
 (To be signed at the close of the study year.)

White - Parent Copy                      Yellow - Second Term (School Copy)                      Pink - First Term (School Copy)



## Student Progress Report (Pages 18 and 19)

The Progress Report card may be filled out each quarter. Record PACE numbers and test scores from the Master Record Sheet in the appropriate boxes and average the scores.

The section entitled "Desirable Habits and Traits" is for the student's self-evaluation with your guidance. You should explain the marks to the student: "S" is average; most of us are average. This means we need to work at improving; we all have some area on which we need to work. "G" indicates area of strength. "E" means unusually good. "N" means needs improvement. You might then say to the student, "Now let's go down the list. You tell me how you feel you rate and why."

The ideal way to help a student develop these particular traits and habits is to discuss them during the first progress reporting period. Enter his evaluations in pencil. However, do not take his word for each rating; discuss his comments about himself, and guide him to realistic conclusions. He may downgrade or over-rate himself because of limited insight. Usually no more than 10 percent of the student's responses should be challenged. Next quarter, cover his responses on the previous quarter and repeat the process. After you have discussed each trait, compare the evaluations, and see how the student has progressed as he has worked on personal habits and traits.

The following explanations of the categories found on the back of the Progress Report will help you evaluate your student during the student conference at the end of each progress reporting period.

### WORK HABITS:

1. *Follow directions.* The student follows through with instructions for functioning in the Learning Center: setting goals, operating computers, completing work, etc. He does PACE and computer work according to steps and instructions, does not skip procedures, scores well, waits for Self Test initials, etc.
2. *Works well independently.* The student works with minimum supervision. He takes initiative to find solutions with computer software and/or he can find answers in his PACE and analyze examples to learn new procedures on his own. He maintains steady work habits and does not waste time.
3. *Does not disturb others.* The student does not distract others by talking, turning around in his chair, tapping his pencil, making unnecessary noise, or moving around in any way other than a quiet manner.
4. *Takes care of materials.* PACEs, computers, software, books, and reference materials are kept neat and in good repair. The student keeps PACEs free of extraneous marks. He writes and erases neatly. Assignments are done in neat penmanship without strike-overs and with neat erasures. He keeps PACEs neatly stacked in his work area in the order in which they appear on his Goal Card. The student does not mar Learning Center materials, equipment, or furniture. He immediately reports any damaged material he discovers.
5. *Completes work required.* The student consistently finishes his goals, hands in assignments on time, and does what is required to achieve maximum progress within a given time period.
6. *Achieves computer assignments when applicable.* The student consistently completes computer assignments in the time allotted and takes the initiative to guarantee maximum progress.
7. *Promotes school spirit.* The student supports school programs, and more importantly, supports the school spiritually by prayer and other service.



## SOCIAL TRAITS:

1. *Is courteous.* The student is polite to peers and shows proper respect for adults. He addresses adults as instructed (i.e., "Yes, sir; No, ma'am"). He follows common rules of courtesy and etiquette.
2. *Gets along well with others.* The student follows the Biblical admonition to "Love one another." He deals unselfishly with others, works cooperatively, and does not make fun of or tease fellow students. He follows the Biblical way of settling differences by asking forgiveness when he is wrong.
3. *Exhibits self-control.* The student does not "explode" when provoked. He controls his temper, passions, and appetites. He does not compulsively mark on things, push students, or call names.
4. *Shows respect for authority.* The student treats adult authorities as those God has placed in that position to care for his soul. He treats them courteously, is obedient, and avoids situations of familiarity or disrespect.
5. *Responds well to correction.* The student does not become rebellious or refuse to accept discipline. He sees discipline as God's method of shaping his character to conform with that of Christ. He does not sulk, pout, or try to "get even" with the authority meting out discipline.
6. *Promotes school spirit.* The student supports school programs, and more importantly, supports the school spiritually by prayer and other service.

## PERSONAL TRAITS:

1. *Ability to establish own goals.* The student is able to set reasonable goals that are neither too low nor too high. (Reasonable goals allow him to achieve the maximum he is normally capable of producing each day.) As a high school student, he is able to plan long-range goals as well as daily goals (especially when approaching graduation). He is able to set physical and spiritual goals as well as academic goals and is constantly striving to increase productivity.
2. *Successfully reaches goals.* The student is learning to achieve goals despite obstacles. He is able to set aside his own desires for leisure activity in order to meet a goal. He is learning not to quit in the face of difficulty.
3. *Displays flexibility.* The student is able to set aside his own desires to meet the needs of others. He accepts changes in the routine without grumbling or complaining.
4. *Shows creativity.* The student is constantly alert for creative alternatives that enable him to achieve goals at an accelerated rate. He is especially alert to find solutions to difficult situations by using the resources available to him (i.e., dictionary, encyclopedia, maps, handbooks, concordances, etc.). The creative student also demonstrates uniqueness in his work area.
5. *General overall progress.* This is a catch-all area that allows you to ask the student, "Are there things in your personal life or in school that you would like to discuss? What do you think you need to work on most?" Ask questions that reveal his attitude toward school. Compare his general progress from the beginning of the academic year to the last reporting period.
6. *Attitude toward computer learning when applicable.* The student maintains a positive attitude toward computer learning.

## DESIRABLE HABITS AND TRAITS

E-Excellent      G-Good      S-Satisfactory      N-Needs Improvement

### WORK HABITS

Follows directions	1	2	3	4
Works well independently	G	G	F	E
Does not disturb others	E	E	E	E
Takes care of materials	S	G	G	E
Completes work required	S	S	G	G
Achieves computer assignments	S	S	S	S

### SOCIAL TRAITS

Is courteous	1	2	3	4
Gets along well with others	E	E	E	E
Exhibits self-control	E	E	E	E
Shows respect for authority	G	G	G	E
Responds well to correction	G	G	G	G
Promotes school spirit	G	G	G	E

### PERSONAL TRAITS

Ability to establish own goals	1	2	3	4
Successfully reaches goals	S	S	G	G
Displays flexibility	G	G	G	G
Shows creativity	S	G	G	E
General overall progress	S	S	S	S
Attitude toward computer learning	G	G	G	G
	S	S	G	G

This report of the student's work, social, and personal progress reflects a joint evaluation by supervisor and student after a working period of nine weeks.

Each student matures according to his own rate and ability. The staff has endeavored to design a report that will accurately reflect your student's own rate of progress and relate it as reasonably as possible to his peers.

If you have any questions, please call the office.

# PROGRESS REPORT



\_\_\_\_\_  
 Student  
 Mark Tucker  
 \_\_\_\_\_  
 School  
 Tucker Academy  
 \_\_\_\_\_  
 Supervisor  
 John Tucker  
 \_\_\_\_\_  
 Year  
 1993-94

**SCHOOL OF TOMORROW®**



Tucker, Mark

	FIRST SEMESTER			SECOND SEMESTER			Sem. Total	Year Total
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Third Quarter	Fourth Quarter		
MATH	85-89% 86-90%	88-91% 90-88% 89-90%	91-88% 92-91%	94-93% 95-91%	91-88% 92-91%	93-90% 96-91%	6/198% 6/191%	12/190%
ENGLISH	85-90% 86-93%	88-94% 90-92% 87-96%	91-92% 92-91%	94-96% 95-94%	91-92% 92-91%	93-90% 96-91%	6/193% 3/195%	12/193%
LITERATURE	86-95%	88-97% 90-93%	92-94%	94-96% 96-95%	92-94%		3/195%	6/198%
SOCIAL STUDIES	85-94% 86-92%	88-95% 90-94% 89-95%	91-96% 92-97%	94-94% 95-95%	91-96% 92-97%	93-93% 94-94%	6/195%	12/198%
SCIENCE	85-93% 86-99%	87-95% 88-97%	91-97% 90-92%	94-94% 95-97%	92-90% 93-94%	94-94% 95-97%	7/196%	12/194%
WORD BUILDING	85-96% 86-94%	88-95% 90-97% 89-96%	91-97% 90-97%	93-96% 95-97%	91-98% 92-94%	93-96% 95-97%	6/196%	12/196%
COMPUTER PROGRESS	Program Typewriter II Starting Level Level 6 Ending Level _____	Program Typewriter II Starting Level Level 14 Ending Level End	Program Math Elester Starting Level 8th Ending Level _____	Program Math Elester Starting Level 8th Ending Level _____	Program Math Elester Starting Level 8th Ending Level _____	Program Math Elester Starting Level 8th Ending Level _____		
TOTAL PACE'S COMPLETED	17	17	34	17	17	15	32	66
PACE AVERAGE	94%	94%	94%	93%	93%	94%	94%	94%
DATE	9-6-93 to 11-5-93	11-8-93 to 1-21-94			1-24-94 to 3-25-94	4-4-94 to 6-3-94		
DAYS ABSENT	0	0	0	1	1		2	2
READING Readmaster Level 8	300 w.p.m. 100% 300	350 w.p.m. 100% 350	400 w.p.m. 100% 400	425 w.p.m. 100% 425	400 w.p.m. 100% 400	425 w.p.m. 100% 425		
BIBLE MEMORY	Ps 51-1-13 Ps 16	Ps 100 1 Cor 13 Ps 150	Ps 121 John 1:1-14	Ps 121 John 1:1-14	Ps 121 John 1:1-14	Gal 2:1-10 Matt. 5:1-16		
PHYSICAL EDUCATION	B	A	A	A	A	A	A	A

PARENT SIGNATURE: John Tucker John Tucker John Tucker

## Academic Record Card

The Academic Record serves as a permanent history of the student's achievement. Transfer the information regarding PACE numbers and test grades from the Master Record Sheet. Attendance information should also be included. It is especially important to maintain accurate records of credits earned by high school students. Copies of this record (transcript) will later be required when applying to colleges. If you are enrolled in a school that performs record-keeping services for you, you will not need to complete this form.

Issue one credit for each twelve PACEs completed in a subject above #1097, (i.e., World History PACEs 97-108 constitutes one credit). A few courses contain only six PACEs (Health, Music, Speech). These courses count as 1/2 credit. See *High School Distinctives* section (page 34) for high school requirements.

### DETERMINING GPA (GRADE-POINT AVERAGE)

Assign each completed high school course a letter grade. The following grading system is suggested:

PERCENT GRADE	LETTER GRADE
98-100	A+
96-97	A
94-95	A-
92-93	B+
90-91	B
88-89	B-
86-87	C+
83-85	C
80-82	C-

Each "A" is worth 3 points. Each "B" is worth 2 points. Each "C" is worth 1 point.

Add the total points for all completed courses and divide by the total number of courses. This yields the student's grade-point average.

Example:

SUBJECT	GRADE	GRADE POINTS
Algebra I	B-	2
World History	C+	1
English I	B+	2
Biology	C	1
New Testament Survey	A-	3

Grade-Point Average (GPA): 9 divided by 5 = 1.8 (GPA is usually rounded to one decimal). When you report a GPA on a transcript, always specify that a 3-point scale was used. A 4-point scale includes the "D" grades, which are not used for students in the School of Tomorrow® program.

**Remember:** Your home school's image is carried with every academic record. Keep records neat and professional.

**Critical:** Academic Records are to be retained PERMANENTLY.



# PERMANENT RECORD

SCHOOL Tucker Academy  
 ADDRESS 4455 Wayne Dr.  
 CITY Fair Haven STATE TX ZIP 77777

(RECENT PHOTOS)

HIGH SCHOOL ATTENDANCE	
YEAR	DAYS SCHOOL IN SESSION
94-95	187
95-96	185
96-97	185
97-98	186

GRADUATE RECORD

STUDENT RATES IN A CLASS OF \_\_\_\_\_

AWARDS \_\_\_\_\_

DIPLOMA RECEIVED \_\_\_\_\_

HONORS

COLLEGE PREPARATORY

GENERAL PREPARATORY

VOCATIONAL PREPARATORY

### STUDENT INFORMATION

STUDENT Mark Tucker SS# 123 - 45 - 6789  
 BIRTH DATE 7-24-80 BIRTH PLACE Denton, TX  
 PARENT OR GUARDIAN John Tucker  
 ADDRESS 4455 Wayne Dr  
 CITY Fair Haven STATE TX ZIP 77777

### NATIONAL TEST RECORDS

DATE 10-15-97 ACT DATE \_\_\_\_\_ SAT \_\_\_\_\_

STANDARD SCORES Eng. 20 Math 24 N.S. 25 Comp. 23 Verbal \_\_\_\_\_ Math \_\_\_\_\_ TSWE \_\_\_\_\_

NATIONAL PERCENTILES 53 81 67 85 73

### COLLEGE ENTRANCE EXAMINATION SCORES

Test	Date	Chron. Grade	Scale Score	Percentile	Rank	Total		C.S.I.
						Age	Grade	
TCS	5-92	7.0	659	70	74	74	108	
TCS	5-93	7.9	677	71	76	76	109	
TCS	5-94	8.9	702	80	77	77	109	
TCS	5-95	9.9	725	82	76	76	113	
TCS	5-96	10.9	769	83	80	80	115	
TCS	5-97	11.9	795	83	81	81	118	
TCS	5-98	12.9	810	85	83	83	124	

### ACHIEVEMENT TEST

Test	Date	Chron. Grade	Equiv. Rank	Scale Score	Total	
					%ile	Score
CAT	8-92	7.0	39	487		
CAT	5-93	7.9	52	525		
CAT	5-94	8.9	59	594		
CAT	5-95	9.9	65	652		
CAT	5-96	10.9	74	720		
CAT	5-97	11.9	79	779		

### ACADEMIC RECORD SUMMARY

Enrolled Date 9-2-92 Graduated \_\_\_\_\_ Date \_\_\_\_\_

Previous Grade 6 Withdrew \_\_\_\_\_

SUBJECT	DIAGNOSED GRADE LEVEL	PRESCRIBED PAGE NUMBER	EQUIVALENT GRADE LEVEL	PAGE NUMBER	H.S. CREDIT EARNED
MATH	7	1073	11	132	3
ENGLISH	7	1073	12	144	4
LITERATURE	7	1073	12	144	—
SOCIAL STUDIES	7	1073	12	138	4 1/2
SCIENCE	7	1073	12	144	4
ETYMOLOGY/WORD BUILDING	7	1073	9	1108	1
Bible	9	97	10	120	2
Comp Lit	9	97	9	108	1

Reading Readiness Test Date \_\_\_\_\_ Score \_\_\_\_\_ Promotion: \_\_\_\_\_

### TRANSCRIPT SENT TO

SCHOOL International Institute  
 ADDRESS P.O. Box 299000  
 CITY Lewisville STATE TX ZIP 75029

(If CAT, SAT, or ACT Labels received, place on form)

# ACADEMIC RECORD

NAME Mack Tucker

Grade 1, Yr 87 Absences 1 Present 174

Course	# of PACES	PACE #s	PACE Average	Grade
ABC's RRT Test				
ABC's Post Test				
Math				A
English				A
Social Studies				A
Science				A
Word Building				B+
Spelling				B
Citizenship				A
Reading				A
Art				A
Typewriter				S
P.E.				

Grade 3, Yr 89 Absences 2 Present 173

Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Literature				A
Reading				A
Social Studies				A
Science				A
Word Building				A
Spelling				A
Hygiene				A
Readmaster				
Typewriter				
P.E.				S

Grade 5, Yr 91 Absences 4 Present 180

Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				B
Literature				A
Reading				A
Social Studies				A
Science				B
Word Building				S
Spelling				S+
Hygiene				A
Citizenship				
Reading				
Typewriter				
P.E.				

Grade 7, Yr 93 Absences 3 Present 182

Course	# of PACES	PACE #s	PACE Average	Grade
Math	12	73-84	91%	B
English	12	73-84	95%	A
Literature	6	73-84	92%	B
Social Studies	6	73-84	96%	A
Science	12	73-84	97%	A
Word Building	12	73-84	98%	A
Typewriter II	Level 45		97%	A
Readmaster	36 St.	Level 17		CS 27S
P.E.				B+

Grade 2, Yr 88 Absences 0 Present 125

Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Literature				A
Reading				A
Social Studies				A
Science				A
Word Building				A
Spelling				A
Art				B
Citizenship				A
Readmaster				
Typewriter				
P.E.				S

Grade 4, Yr 90 Absences 0 Present 175

Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Literature				A
Reading				A
Social Studies				A
Science				A
Word Building				B
Spelling				A
Art				A
Readmaster				
Typewriter				
P.E.				S

Grade 6, Yr 92 Absences 0 Present 183

Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Literature				A
Reading				A
Social Studies				A
Science				A
Word Building				B+
Spelling				S
Hygiene				S
Citizenship				A
Reading				
Typewriter				
P.E.				

Grade 8, Yr 94 Absences 4 Present 181

Course	# of PACES	PACE #s	PACE Average	Grade
Math	12	85-96	90%	B
English	12	85-96	93%	B
Literature	6	86-96	95%	A
Social Studies	6	85-96	95%	A
Science	12	85-96	94%	A
Word Building	12	85-96	96%	A
Typewriter III	Level 6		97%	A
Readmaster	36 St.	Level 8		CS 42S
P.E.				A

COURSES FOR CREDIT TOWARD GRADUATION

DATE	CODE	MATH	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-95	C	Algebra	97-108	90%	B	1
5-96	C	Geometry	109-120	96%	A	1
5-97	C	Algebra II	121-132	97%	A	1
DATE	CODE	ENGLISH	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-95	C	English I	97-108	93%	B	1
5-96	C	" II	109-120	95%	A	1
5-97	C	" III	121-132	97%	A	1
5-98	C	" IV	133-144	100%	A	1

DATE	CODE	SOCIAL STUDIES	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-93	C	TX State History	1-6	96%	A	1/2
5-95	C	World Geography	97-108	94%	A	1
5-96	C	World History	97-108	96%	A	1
5-97	C	American History	109-120	95%	A	1
5-98	C	Civics	121-126	92%	B	1/2
5-98	C	Economics	133-138	93%	B	1/2

DATE	CODE	SCIENCE	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-95	C	Biology	97-108	93%	B	1
5-96	C	Physical Science	109-120	97%	A	1
5-97	C	Chemistry	121-132	95%	A	1
5-98	C	Physics	133-144	94%	A	1

DATE	CODE	BIBLE	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-95	C	N.T. Survey	97-108	93%	B	1
5-96	C	O.T. Survey	109-120	92%	B	1

DATE	CODE	ELECTIVES	PACES COMPLETED	% GRADE	LETTER GRADE	CREDIT
5-95	C	Etymology	97-108	98%	A	1
5-95	C	Typing	97-108	100%	A	1
5-96	C	Spanish	97-108	93%	B	1
5-96	C	Computer Lit.	97-108	95%	A	1
5-97	C	Speech	1-6	94%	A	1/2
5-97	C	Art I/II	1-6	97%	A	1/2
5-98	C	Music	1-6	95%	A	1/2
5-98	C	Band	1-6	95%	A	1

CODE COLUMN IDENTIFIERS

I = Incomplete Course  
H = Honors Program  
C = College Prep. Program  
G = General Program  
V = Vocational Program  
O = Other School Course

CREDITS SUMMARY		CREDITS
MATH		3
ENGLISH		4
SOCIAL STUDIES		4 1/2
SCIENCE		4
BIBLE		2
ELECTIVES		6 1/2
P.E.		2
TOTAL CREDITS		26
TOTAL GPA		2.67

Grading: 94-100 = A 88-93 = B 80-87 = C