



Assessment Items Consolidated

Client Report

Client Name: T Trainer 0739
NEDP ID: N036518

Assessor: Training Assessor 0739
Date: 10/10/2017

Competency Area: Cultural Literacy

Understanding Plagiarism - Activity A

Status

| | | |
|----------|--|---|
| 1a-b. | List of two effective changes made in the paraphrase. | Demonstrated on 05/26/2017 |
| 2a. | Explanation of why the word "Renaissance" should not be changed in the paraphrase. | Demonstrated on 05/26/2017 |
| 2b 1-3). | List of three rules followed to make an effective paraphrase. | Demonstrated on 05/26/2017 |
| 3. | Explanation of why the statement does not require a citation. | Not demonstrated(Incomplete) Note: Please fully answer the question. |
| 4a. | Explanation of why the statement does or does not require a citation. | Demonstrated on 05/26/2017 |
| 4b. | Explanation of why the statement does or does not require a citation. | Demonstrated on 05/26/2017 |
| 4c. | Explanation of why the statement does or does not require a citation. | Not demonstrated(Incomplete) Note: Please reread the question and answer both parts. |
| 4d. | Explanation of why the statement does or does not require a citation. | Not demonstrated(Incomplete) Note: Please answer both parts of the question. |

Understanding Plagiarism - Activity B

Status

| | | |
|-----|--|--|
| 1a. | Paraphrase of the original text, including changes in 1) vocabulary, 2) sentence structure, and 3) word order, while maintaining the original meaning. | Demonstrated on 05/26/2017 |
| 1b. | Citation of the original text | Not demonstrated(Incorrect) Note: Please review the resource for correct citation guidelines using APA style. |

Reading Literature - Activity A

Status

| | | |
|-----|--|----------------------------|
| 1a. | Identification of the story's point of view. | Not started |
| 1a. | Identification of the story's point of view | Demonstrated on 05/26/2017 |
| 1a. | Identification of the story's point of view. | Not started |
| 1b. | Phrase, sentence, or section from the story that reveals its point of view. | Not started |
| 1b. | Phrase, sentence, or section from the story revealing its point of view. | Demonstrated on 05/26/2017 |
| 1b. | Phrase, sentence, or section from the story that reveals its point of view. | Not started |
| 1c | Page number for the phrase, sentence, or section of the story revealing its point of view. | Not started |
| 1c | Page number for the phrase, sentence, or section of the story revealing its point of view. | Not started |
| 1c. | Page number for the phrase, sentence, or section of the story revealing its point of view. | Demonstrated on 05/26/2017 |
| 2a. | Identification of the story's setting | Demonstrated on 05/26/2017 |
| 2a. | Identification of the story's setting. | Not started |



Assessment Items Consolidated Client Report

| | | |
|-----|--|--|
| 2a. | Identification of the story's setting. | Not started |
| 2b. | Phrase, sentence, or section of the story revealing its setting. | Not started |
| 2b. | Phrase, sentence, or section of the story revealing its setting. | Not started |
| 2b. | Phrase, sentence, or section of the story that reveals its setting | Not demonstrated(Incorrect) Note: Please review the story and the definition of setting. |
| 2c. | Page number for the phrase, sentence, or section of the story revealing its setting. | Not demonstrated Note: 2c must be redone to refer to the new answer in 2b |
| 2c. | Page number for the phrase, sentence, or section of the story revealing its setting. | Not started |
| 2c. | Page number for the phrase, sentence, or section of the story revealing its setting. | Not started |
| 3a. | Identification of the story's theme. | Not started |
| 3a. | Identification of the story's theme. | Not started |
| 3a. | Identification of the story's theme | Not demonstrated(Incorrect) Note: Please review "theme" in the glossary of literary terms resource. |
| 3b. | Phrase, sentence, or section from the story revealing the stated theme. | Not demonstrated(Incorrect) Note: Please redo 3b when you reattempt the theme of the story. |
| 3b. | Phrase, sentence, or section from the story revealing the stated theme. | Not started |
| 3b. | Phrase, sentence, or section from the story revealing the stated theme. | Not started |
| 3c. | Page number for the phrase, sentence, or section of the story revealing the stated theme. | Not started |
| 3c. | Page number for the phrase, sentence, or section of the story revealing the stated theme. | Not started |
| 3c. | Page number for the phrase, sentence, or section of the story revealing the stated theme. | Not demonstrated Note: Please redo 3c when you determine the theme of the story and the phrase that reveals the theme |
| 3d. | Explanation of how the phrase, sentence, or section of the story reveals the theme. | Not demonstrated(Incorrect) Note: Please redo 3d when you determine the theme of the story and the phrase that reveals the theme. |
| 3d. | Explanation of how the phrase, sentence, or section of the story reveals the theme. | Not started |
| 3d. | Explanation of how the phrase, sentence, or section of the story reveals the theme. | Not started |
| 4 | Explanation of what Emily Grierson's metaphor "a monument" communicates to the reader. | Demonstrated on 05/26/2017 |
| 4. | Explanation of what the metaphor of the King's wearing of 'simple clothes' communicates to the reader. | Not started |
| 4. | Explanation of the metaphor of an open window. | Not started |
| 5. | Explanation of what the given passage reveals about how the plot will develop later in the story. | Not started |



Assessment Items Consolidated Client Report

| | | |
|-----|--|---|
| 5. | Explanation of what the given passage reveals about how the plot will develop later in the story. | Not started |
| 5. | Explanation of what the given passage reveals about how the plot will develop later in the story | Demonstrated on 05/26/2017 |
| 6a. | Explanation of what the passage provided in 5 suggests about the King's character. | Not started |
| 6a. | Explanation of what the passage provided in 5 suggests about Louise Mallard's character. | Not started |
| 6a. | Explanation of what the passage provided in 5 suggests about Emily Grierson's character. | Demonstrated on 05/26/2017 |
| 6b. | Phrase, sentence, or section from later in the story confirming the characterization described in 6a. | Not demonstrated(Incorrect) Note: please reread the question and your answer to 6a before referring to the story for evidence. |
| 6b. | Phrase, sentence, or section from later in the story confirming the characterization described in 6a. | Not started |
| 6b. | Phrase, sentence, or section from later in the story confirming the characterization described in 6a. | Not started |
| 6c | Page number for the phrase, sentence, or section of the story confirming the characterization described in 6a. | Not started |
| 6c | Page number for the phrase, sentence, or section of the story confirming the characterization described in 6a. | Not started |
| 6c. | Page number for the phrase, sentence, or section of the story confirming the characterization described in 6a. | Not demonstrated Note: This page number will reflect your new answer for 6b. |

Analyze Film Elements - Activity A

| | | Status |
|-----|---|-----------|
| 1 | Identification of the setting during the opening scene. | Submitted |
| 2a. | Identification of the film's theme. | Submitted |
| 2b. | Response of two or more sentences describing one scene, and how it reveals the stated theme. | Submitted |
| 3 | Response of one or more sentences explaining what the scene reveals about the characterization of Charles Foster Kane. | Submitted |
| 4 | Response of two or more sentences explaining how the scene in question #3 anticipates the plot development during the investigation by reporters of Kane's final word(s). | Submitted |
| 5 | Response of two or more sentences explaining how the plot develops, so the viewer eventually has greater understanding of Charles Foster Kane. | Submitted |
| 6 | Response of two or more sentences that describing the music and how it affects the mood of the film (see Glossary in R1). | Submitted |
| 7 | Response of two or more sentences explaining the emotional effect of the camera angle and movement and/or the type of lighting in the scene. | Submitted |

Analyze Film Elements - In-Office Check

| | | Status |
|---|--------------------------------------|-----------|
| 1 | Identification of the central theme. | Submitted |
| 2 | Description of the film's climax. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|---|--|-----------|
| 3 | Explanation of whether the scene effectively conveys or resolves the theme or central idea and why or why not. | Submitted |
|---|--|-----------|

Analyze Political Media Messages - Activity A

Status

| | | |
|----------|--|-----------|
| 1a. | Basic right in the U.S. Constitution relevant to not restricting Internet content. | Submitted |
| 1b. | Major problem that arises from freedom of expression and unregulated information on the Internet. | Submitted |
| 1c 1-2). | Questions users should ask themselves when reading information on the Internet. | Submitted |
| 2. | Style of language used in information that may indicate a fake news site. | Submitted |
| 3a. | Persuasive techniques the author uses from Political Message #1. | Submitted |
| 3b. | Exact quote from Political Message #1 that supports your description of the persuasive technique in 3a. | Submitted |
| 4a. | Persuasive technique the author uses from Political Message #2. | Submitted |
| 4b. | Persuasive techniques the author uses and an exact quote from Political Message #2 that supports your description of the persuasive technique in 3b. | Submitted |
| 5. | Identification of the political message that is likely to be fake news and states opinions versus facts. | Submitted |

Competency Area: Health Literacy

Disaster Preparedness - Activity A

Status

| | | |
|-------|---|-----------|
| 1a-b | Information regarding items in a disaster preparedness kit to address medical needs. | Submitted |
| 2a-b. | Information on items in a disaster preparedness kit to stay clean and avoid infection | Submitted |
| 3a-b | Information regarding items in a disaster preparedness kit to meet nutritional needs. | Submitted |
| 4a-b. | Information regarding items in a disaster preparedness kit to stay warm or cool. | Submitted |
| 5a-b. | Information regarding items in a disaster preparedness kit to maintain contact with others. | Submitted |

Disaster Preparedness - In-Office Check

Status

| | | |
|----|---|-----------|
| 1 | Information regarding a possible natural or human-caused disaster in your area. | Submitted |
| 3a | Description of a place to meet outside of your home. | Submitted |
| 3b | Description of a place to meet outside the neighborhood | Submitted |
| 3c | Description of an out-of-area emergency contact person | Submitted |
| 3d | City and state of an out-of-area emergency contact person | Submitted |



Assessment Items Consolidated Client Report

Health Threats - In-Office Check

Status

| | | |
|-------|---|-------------|
| 1a. | Definition of colon cancer | Not started |
| 1b. | Possible symptoms of colon cancer | Not started |
| 2a-d. | Information on four lifestyle factors that can reduce the risk of colon cancer | Not started |
| 1a | Definition of heart disease | Not started |
| 1b | Possible symptoms of heart disease | Not started |
| 2a-d | Information regarding four lifestyle factors that can reduce the risk of heart disease. | Not started |
| 1a | Definition of Diabetes Mellitus | Not started |
| 1b | Possible symptoms of Diabetes Mellitus | Not started |
| 2a-d | Information on four lifestyle factors that can reduce the risk of diabetes. | Not started |

Patient Safety and Advocacy - Activity A

Status

| | | |
|----|--|-----------|
| 1 | Definition of a healthcare-associated infection (HAI) | Submitted |
| 2 | Ways a patient could help prevent getting an HAI. | Submitted |
| 3. | Definition of anaphylaxis | Submitted |
| 4 | Precaution you should take to prevent an anaphylactic reaction. | Submitted |
| 5 | Information regarding an important action for hospital visitors and healthcare providers to take to minimize the risk of HAIs. | Submitted |
| 6 | Information regarding what to do about severe hives that occur after a person takes antibiotics. | Submitted |

Patient Safety and Advocacy - Activity B

Status

| | | |
|----|--|-----------|
| 1 | Information regarding considerations to keep in mind when choosing a personal physician. | Submitted |
| 2 | Steps you can take to help decide which doctor is best for you. | Submitted |
| 3 | Method to determine if a particular doctor is board certified to practice a specialty. | Submitted |
| 4 | Information regarding who is the center of a patient's healthcare team. | Submitted |
| 5 | Information on ways patients can participate in decisions regarding their treatment. | Submitted |
| 6. | Reasons to have an advocate during hospitalization | Submitted |

Health Planning - Activity A

Status

| | | |
|-----|---|-----------|
| 2a | Information regarding types of vaccinations or shots. | Submitted |
| 2b. | Information regarding ways to make shots easier for a child at the doctor's office. | Submitted |
| 2c. | Information to help identify and minimize side effects after the shots. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|-----|---|-------------|
| 4d. | Question to ask the doctor about preventing chronic disease | Not started |
| 5a. | Information on ways to take charge of one's health care | Submitted |
| 5b. | Information on important things to include in one's personal health record | Submitted |
| 5c. | Information on possible changes that may have occurred since a last doctor's visit and that should be discussed with the doctor | Submitted |

Health Planning - Activity B

Status

| | | |
|------|--|-----------|
| 1. | Information on the purpose of this podcast | Submitted |
| 2 | Information regarding what to do if a doctor objects to the patient getting a second opinion. | Submitted |
| 3a&b | Information regarding the benefits of getting a second opinion. | Submitted |
| 4 | Information regarding how patients may obtain their medical records from a previous doctor. | Submitted |
| 5 | Information regarding the potential problem of staying with a physician with whom the patient is uncomfortable asking questions. | Submitted |
| 6 | Evaluation of the doctor's communication in the podcast. | Submitted |

Emotional Health - Activity A

Status

| | | |
|-----|---|-----------|
| 1a. | Information regarding the "fight-or-flight" response. | Submitted |
| 1b. | Steps for successful stress relief | Submitted |
| 1c. | Information regarding negative stress triggers. | Submitted |
| 1d. | Information regarding strategies for managing stress. | Submitted |
| 2a. | Information regarding when to seek medical help for anxiety. | Submitted |
| 2b. | Information regarding possible physical symptoms of anxiety. | Submitted |
| 2c. | Definition of generalized anxiety disorder | Submitted |
| 2d. | Information regarding a type of therapy which may be used to treat an anxiety disorder. | Submitted |
| 3a. | Definition of depression. | Submitted |
| 3b. | Possible symptoms of depression | Submitted |
| 3c. | Information regarding coping with depression. | Submitted |
| 3d. | Information about types of treatment for depression. | Submitted |

Emotional Health - In-Office Check

Status

| | | |
|-----|---|-----------|
| 1a. | Identification of an emotional condition, based on specific symptoms. | Submitted |
| 1b. | Identification of an emotional condition, based on specific symptoms. | Submitted |
| 1c. | Identification of an emotional condition, based on specific symptoms. | Submitted |
| 2a. | Action Linda could take to deal with her anxiety. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|-----|--|-----------|
| 2b. | Strategy that Ralph could use to deal with stress. | Submitted |
| 2c. | Technique Sarah could use to deal with stress. | Submitted |

Healthcare Services - Activity A

| | | Status |
|-------|---|-----------|
| 1 | Terminology related to choosing a hospital. | Submitted |
| 2 | Reason for asking how often a hospital performs a certain surgical procedure. | Submitted |
| 3a-b. | Answer regarding two types of information to request from a hospital's Quality Management department. | Submitted |
| 4a-g. | Characteristics patients should look for in a hospital. | Submitted |

Healthcare Services - Activity B

| | | Status |
|-----|---|-----------|
| 1a. | Reason why an older adult would need in-home healthcare. | Submitted |
| 1b. | Reason why a younger adult would need in-home healthcare. | Submitted |
| 1c. | Reason why an infant or child would need in-home healthcare. | Submitted |
| 2a | List of advantages to finding care through a Medicare-certified home healthcare agency. | Submitted |
| 2b. | Advantage of finding in-home healthcare through a registry. | Submitted |
| 2c. | Disadvantage of employing an independent provider of in-home healthcare services. | Submitted |

Nutrition Labels - Activity A

| | | Status |
|---|---|-----------|
| 1 | Identification of amount of nutrients for good nutrition. | Submitted |

Nutrition Labels - Activity B

| | | Status |
|-----|---|-----------|
| 1a. | Brand of cracker with better nutritional value. | Submitted |
| 1b. | Reason to support your choice of cracker | Submitted |
| 2a. | Identification of the soup with better nutritional value. | Submitted |
| 2b. | Reason to support your choice of soup | Submitted |

Nutrition Labels - In-Office Check

| | | Status |
|-----|---|-----------|
| 1a. | Identification of the fruit cocktail with better nutritional value. | Submitted |
| 1b. | Reasons to support your choice of fruit cocktail. | Submitted |

Physical Fitness - Activity A

| | | Status |
|-----|---|-----------|
| 1. | Explanation of why both strength and aerobic training are necessary | Submitted |
| 2. | List of benefits of aerobic training | Submitted |
| 3 | List of strength training benefits, that are not obtained through aerobic exercise. | Submitted |
| 4a. | Information about heart rate, and its relationship to exercise intensity. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|---|------------------------------------|-----------|
| 5 | Calculations of target heart rates | Submitted |
|---|------------------------------------|-----------|

Physical Fitness - In-Office Check

Status

| | | |
|----|--|-----------|
| 1. | Examples of aerobic exercise | Submitted |
| 2 | List of two aerobic training benefits. | Submitted |
| 3. | Example of strength training | Submitted |
| 4 | Information regarding a strength training benefit which cannot be obtained through aerobic exercise. | Submitted |

First Aid - In-Office Check

Status

| | | |
|----------|---|-------------|
| 1a. | identification of symptoms other than chest pain that could indicate a heart attack | Not started |
| 1b. | identification of two actions that may be taken in the case of a possible heart attack, in addition to calling for emergency help | Not started |
| 2a. | Identification of the first five steps to be taken immediately to treat bleeding from a cut | Not started |
| 2b. | explanation of when to seek medical help for a cut | Not started |
| 3a. | Explanation of the six steps to be taken immediately when treating a minor burn. | Not started |
| 3b. | Information regarding when 911 should be called for a burn injury. | Not started |
| 4a. | Signs that an individual may be choking. | Not started |
| 4b. | Information regarding the "five-and-five" procedure for choking. | Not started |
| 5a(1-3). | symptoms that could indicate a stroke | Not started |
| 5b(1-3). | steps of the FAST method for recognizing signs of a stroke | Not started |
| 6a. | explanation of the purpose of Standard Precautions | Not started |
| 6b. | explanation of the central assumption behind Standard Precautions | Not started |
| 6c. | Information about the one standard precaution to take after any contact with bodily fluids, other than sweat. | Not started |
| 6d. | explanation of one additional Standard Precaution | Not started |

Competency Area: Civic Literacy and Community Participation

Community Services - Activity A

Status

| | | |
|-----|--|-----------|
| 1a. | Public agency from the list provided in Column A. | Submitted |
| 1b. | Information regarding the name of the public agency. | Submitted |
| 1c. | Contact information for the public agency. | Submitted |
| 1d. | Information regarding the website of the public agency. | Submitted |
| 1e. | Information regarding the website of the public agency. | Submitted |
| 2a. | Social service agency from the list provided in Column B. | Submitted |
| 2b. | Information regarding the name of the social service agency. | Submitted |
| 2c. | Contact information for social service agency. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|-----|--|-----------|
| 2d. | Information regarding the mission or purpose of the social service agency. | Submitted |
|-----|--|-----------|

| | | |
|-----|---|-----------|
| 2e. | Information regarding the website of the social service agency. | Submitted |
|-----|---|-----------|

Community Services - In-Office Check

Status

| | | |
|-----|---|-----------|
| 1f. | Information regarding the circumstances when someone might need to use the public agency. | Submitted |
|-----|---|-----------|

| | | |
|-----|---|-----------|
| 1g. | Information regarding services the public agency could provide under the circumstances you specified. | Submitted |
|-----|---|-----------|

| | | |
|-----|---|-----------|
| 2f. | Information regarding the circumstances when someone might need to use the social service agency. | Submitted |
|-----|---|-----------|

| | | |
|-----|---|-----------|
| 2g. | Information regarding services the social service agency could provide under the circumstances you specified. | Submitted |
|-----|---|-----------|

Evaluating Community Services - Activity A

Status

| | | |
|---|--|-----------|
| 1 | Information regarding the first service agency you selected. | Submitted |
|---|--|-----------|

| | | |
|---|---|-----------|
| 2 | Information regarding the second service agency you selected. | Submitted |
|---|---|-----------|

| | | |
|---|-----------------------------------|-----------|
| 3 | Social service need for a person. | Submitted |
|---|-----------------------------------|-----------|

| | | |
|-----|---|-----------|
| 4a. | Facts about each agency's types of services | Submitted |
|-----|---|-----------|

| | | |
|-----|--|-----------|
| 4b. | Facts about the ease or difficulty of access to each agency's services | Submitted |
|-----|--|-----------|

| | | |
|----|---|-----------|
| 5. | Selection of one agency that better meets the person's needs and/or reasons for recommending the selected agency over another | Submitted |
|----|---|-----------|

| | | |
|----|---|-----------|
| 6. | Questions that a person could ask to ensure an agency is reputable and reliable | Submitted |
|----|---|-----------|

Lifelong Learning - Activity A

Status

| | | |
|----|--|-----------|
| 1. | Identification of a personal interest or professional goal | Submitted |
|----|--|-----------|

| | | |
|----|---|-----------|
| 2. | Information on the identification of an educational program or course that could lead to the achievement of the stated goal | Submitted |
|----|---|-----------|

| | | |
|-----|---|-----------|
| 3a. | Information about the name and location of an institution or agency offering an educational program or course in the chosen area. | Submitted |
|-----|---|-----------|

| | | |
|-----|---|-----------|
| 3b. | Information regarding the type or location of study offered by the agency or institution. | Submitted |
|-----|---|-----------|

| | | |
|-----|--|-----------|
| 4a. | Identification of the organization that accredits/licenses/certifies the course or program | Submitted |
|-----|--|-----------|

| | | |
|----|---|-----------|
| 5. | Identification of the type of certification received upon completion of the course or program | Submitted |
|----|---|-----------|

| | | |
|---|--|-----------|
| 6 | Information regarding an opportunity that could result from successful completion of the stated course or program. | Submitted |
|---|--|-----------|

| | | |
|-----|---|-----------|
| 4b. | Evidence of research on the organization or agency that accredits/licenses/certifies the course or program. | Submitted |
|-----|---|-----------|



Assessment Items Consolidated Client Report

Traditional and Online Learning - Activity A

Status

| | | |
|---|--|-----------|
| 1 | Information regarding the advantages of online learning. | Submitted |
| 2 | Information about the advantages of traditional classroom learning. | Submitted |
| 3 | Information supporting your answer about whether online learning would be appropriate for you. | Submitted |

The US Bill of Rights - In-Office Check

Status

| | | |
|------|--|-------------|
| 1-7. | Oral presentation regarding the U.S. Bill of Rights, and how one basic right relates to a current or recent event. | Not started |
|------|--|-------------|

The Legal System - Activity A

Status

| | | |
|---|---|---------------|
| 1 | Written response describing circumstances under which the Miranda Rights should, or should not apply to an individual, citing two sources of information. | Not evaluated |
|---|---|---------------|

The Legal System - Activity B

Status

| | | |
|---|---|-----------|
| 1 | Circumstances in which a person may need the services of an attorney. | Submitted |
| 2 | Information regarding a free or low-cost legal service in your local community or area. | Submitted |

Community Participation - In-Office Check

Status

| | | |
|-----|---|-------------|
| 1a. | Community issue or problem which could be addressed or solved through community participation | Not started |
| 1b. | Documentation of a community issue or problem | Not started |
| 2 | Way one could participate in addressing a community issue or problem. | Not started |
| 3 | Possible outcome, resulting from addressing a community issue or problem. | Not started |
| 4 | Potential difficulty in achieving the desired outcome for a community issue or problem, and a possible way to address the difficulty. | Not started |

The Election Process - Activity A

Status

| | | |
|-----|---|---------------|
| 1a. | Information regarding how House candidates are nominated in most states. | Not evaluated |
| 1b. | Information regarding how House candidates are elected in their respective Congressional districts. | Not evaluated |
| 1c. | Information regarding what happens if no one receives the requisite majority of votes. | Not evaluated |
| 2 | Information regarding the requirements to become a Member of the U.S. House of Representatives. | Not evaluated |



Assessment Items Consolidated Client Report

The Election Process - Activity B

Status

| | | |
|----|--|-----------|
| 1. | Identification of your U.S. representative and your U.S. Congressional district number | Submitted |
| 2. | Identification of your state legislative representative and your state legislative district number | Submitted |
| 3 | Identification of a local elected official and office, or position of the official. | Submitted |

Civic Participation - Activity A

Status

| | | |
|-----|---|-----------|
| 1 | Selection of an activity demonstrating civic participation. | Submitted |
| 2 | Evidence of your chosen activity demonstrating civic participation. | Submitted |
| 3a. | Description of your specific involvement in the chosen civic participation activity. | Submitted |
| 3b. | Description of your feelings about being involved in the democratic process, by way of the chosen civic participation activity. | Submitted |
| 3c. | Comparison of your expectations before starting the chosen civic participation activity, with the results of involvement. | Submitted |

Competency Area: Consumer Awareness

Consumer Products - Activity A

Status

| | | |
|---|--|-----------|
| 1 | Table comparing two televisions, according to five criteria. | Submitted |
| 2 | List of three reasons for buying one of two televisions | Submitted |

Consumer Products - Activity B

Status

| | | |
|---|---|-----------|
| 1 | Process for calculating total cost of the first TV. | Submitted |
| 2 | Total cost of the first TV. | Submitted |
| 3 | Process for calculating total cost of the second TV. | Submitted |
| 4 | Total cost of the second TV. | Submitted |
| 5 | Savings, if the second TV is purchased. | Submitted |
| 6 | Process for calculating the total cost, including a 25% discount. | Submitted |

Consumer Products - In-Office Check

Status

| | | |
|----|--|-----------|
| 1. | Explanation of the process for calculating the total cost of a laptop computer | Submitted |
| 2 | Explanation of the process for calculating whether the discounted laptop purchase is within your budget. | Submitted |

Consumer Complaints - Activity A

Status

| | | |
|----|--|-----------|
| 1 | List of four places to contact when dissatisfied with a seller's response to a consumer complaint. | Submitted |
| 2. | Reason for consumers to keep records of steps taken to resolve their complaints | Submitted |



Assessment Items Consolidated

Client Report

| | | |
|---|--|-----------|
| 3 | List of two tips regarding style and tone to use when composing a consumer complaint letter. | Submitted |
| 4 | Formal complaint letter containing four types of information, six formal elements, and no errors in grammar and mechanics. | Submitted |

Credit Cards - Activity A

Status

| | | |
|-----|--|-----------|
| 1 | Identification of the elements in the credit card statement. | Submitted |
| 2a. | Calculation of how much is owed on a credit card balance for one month | Submitted |
| 2b. | Calculation of how much interest a savings account earns in one month | Submitted |
| 3. | Calculations of interest charges | Submitted |

Credit Cards - Activity B

Status

| | | |
|-----|--|-----------|
| 1a. | Choice of credit card | Submitted |
| 1b. | List of reasons to choose a particular credit card | Submitted |
| 2 | Information regarding the length of time required for payoff, and/or total interest amounts for a given credit-card balance. | Submitted |

Credit Cards - In-Office Check

Status

| | | |
|------|---|-------------|
| 1-2. | Calculations of monthly interests amounts for given interest rates and account balances | Not started |
|------|---|-------------|

Consumer Loans - In-Office Check

Status

| | | |
|-----|---|-----------|
| 1. | Explanation of how to calculate the total interest paid over the life of a loan | Submitted |
| 2a. | Identification of the less expensive loan, overall | Submitted |
| 2b. | Amount to express the difference in total cost of the two loans. | Submitted |
| 3a. | Representation of loan amounts using a bar chart. | Submitted |
| 3b. | Pie chart representation of principal and interest for the two loans. | Submitted |

Consumer Credit - Activity A

Status

| | | |
|-------|--|-----------|
| 1. | Explanation of how credit information about prospective tenants would benefit a landlord | Submitted |
| 2a-c. | Information about how a person can build a strong credit history | Submitted |
| 3 | Information on how to correct inaccurate information in a credit report | Submitted |
| 4. | List of reasons a strong credit report is important | Submitted |
| 5 | Information about how credit scores are determined | Submitted |



Assessment Items Consolidated Client Report

Consumer Credit - Activity B

Status

| | | |
|---|---|-----------|
| 1 | Explanation of the five factors lenders consider when deciding whether to approve a loan. | Submitted |
|---|---|-----------|

Competency Area: 21st Century Workplace

Employment Information - Activity A

Status

| | | |
|-------|---|-----------|
| 1a-b. | Occupational choice identified in My Next Move assessment, or choice of a new occupation. | Submitted |
| 2a-f. | Information on the first job posting. | Submitted |
| 3a-f | Information on the second job posting. | Submitted |

Occupations, Skills, and Education - Activity A

Status

| | | |
|------|--|-----------|
| 1a-b | Job characteristics for two positions originated in the Employment Information competency. | Submitted |
| 2 | Job position, job title and employer name of desired position, and reason for choosing the position. | Submitted |

Occupations, Skills, and Education - In-Office Check

Status

| | | |
|----|--|-------------|
| 1 | Preference to accept one of the two positions if offered based on the jobs' characteristics. | Not started |
| 2. | Explanation of a reason for choosing one position over the other | Not started |
| 3. | Information on three job skills or abilities needed for the position identified | Not started |
| 4. | Information on two personality traits desired for the position identified | Not started |
| 5 | Job outlook for the future of the occupation. | Not started |

Creating a Resume - Activity A

Status

| | | |
|---|--|-----------|
| 1 | Resume that meets the list of five content criteria and five formatting criteria for effective resume development. | Submitted |
|---|--|-----------|

Employment Cover Letter - In-Office Check

Status

| | | |
|-------|---|-----------|
| 1a-b. | Cover letter that includes the nine criteria listed in Activity A | Submitted |
|-------|---|-----------|

The Job Interview - Activity A

Status

| | | |
|----|---|-----------|
| 1. | Statement(s) of training and/or education | Submitted |
| 2. | Description of a problem and solution | Submitted |
| 3. | Workplace goal by the end of three years | Submitted |
| 4 | Business idea or talent that could contribute to the position or company. | Submitted |
| 5 | Question to ask the interviewer. | Submitted |



Assessment Items Consolidated Client Report

The Job Interview - In-Office Check

| | | Status |
|----|---|-------------|
| 1 | Job position for the interview. | Not started |
| 2. | Description of skills and experience for job position | Not started |
| 3. | Personal qualities as a worker | Not started |
| 4 | Reason to be hired for position. | Not started |
| 5 | Question to ask the interviewer. | Not started |

Career Planning - Activity A

| | | Status |
|-------|---|---------------|
| 1a-b. | Information on the next-step occupation AND link to its My Next Move page. | Not evaluated |
| 1c. | Information on how a skill acquired in the first step occupation will prepare the job seeker in the next-step occupation. | Submitted |
| 2 | Information on the education needed for the next-step occupation. | Submitted |
| 4a-c. | Information on the education program, institution offering the program, and length of the program | Submitted |
| 5a-c. | Information on the name of an institution or agency offering a type of certification, the name of the specific certification, and one requirement of this certification | Submitted |
| 5a. | Information on a possible obstacle to obtaining the next-step occupation, or to obtaining the training or certification for this occupation. | Submitted |
| 5b. | Information on how to overcome a possible obstacle to obtaining the next-step occupation. | Submitted |

Employee Benefits - Activity A

| | | Status |
|-------|---|-----------|
| 1. | Selection of one of the Case Studies | Submitted |
| 2a-e. | Five employee benefits for case study selected | Submitted |
| 2f-j. | Explanation of the importance of each of five employee benefits | Submitted |

Pay Stubs - In-Office Check

| | | Status |
|-----|---|-------------|
| 1. | Identification of pay stub sections | Not started |
| 2a. | Information on the employer contribution to a health insurance plan | Not started |
| 2b. | Information on Erikah's contribution to a retirement plan | Not started |
| 2c. | Information on the total amount taken out for medical, dental, and retirement plans | Not started |

Competency Area: Financial Literacy

Savings Accounts - Activity A

| | | Status |
|---|--|-----------|
| 1 | Terminology related to savings accounts. | Submitted |
| 2 | Definition of "compounded daily." | Submitted |



Assessment Items Consolidated Client Report

| | | |
|-------|--|-----------|
| 3. | Explanation of how an annual percentage yield differs from an interest rate | Submitted |
| 4 | Explanation of why APY, rather than interest rate, should be used to compare savings accounts. | Submitted |
| 5a-c. | List of three ways a Certificate of Deposit (CD) differs from a statement savings account. | Submitted |
| 6a. | Calculation of the interest earned in one year with a regular passbook savings account | Submitted |
| 6b. | Calculation of the interest earned with a one-year Certificate of Deposit (CD) | Submitted |
| 6c. | Calculation of the amount that a CD will be worth at the end of five years | Submitted |

Savings Accounts - In-Office Check

Status

| | | |
|-----|---|-------------|
| 1 | Calculation of additional interest earned by investing in a CD, rather than a passbook savings account. | Not started |
| 2a. | Choice of best account option OR explanation of why the choice is best | Not started |
| 2b. | Calculation of interest earned on a two-year Certificate of Deposit (CD) | Not started |
| 2c. | Calculation of interest earned on a money market savings account | Not started |
| 2d. | Calculation of interest earned on a five-year CD | Not started |

Checking Accounts - Activity A

Status

| | | |
|-------|--|-----------|
| 1a-b. | Information regarding the best checking account for a particular consumer. | Submitted |
| 2a-b. | Information regarding the best checking account for a particular consumer. | Submitted |
| 3a-b. | Information regarding the best checking account for a particular consumer. | Submitted |
| 4a-b. | Information regarding the best checking account for a particular consumer. | Submitted |
| 5a-b. | Information regarding the best checking account for a particular consumer. | Submitted |

Household Budgets - Activity A

Status

| | | |
|-------|---|---------------|
| 1a. | Calculation of the average monthly expense for utilities | Not evaluated |
| 1b. | Amounts of the range in utility costs over one year | Not evaluated |
| 2 | Determination of expense types as fixed, variable, or periodic. | Not evaluated |
| 3 | Monthly expense amount for car insurance. | Not evaluated |
| 4 | Monthly expense amount for cleaning supplies. | Not evaluated |
| 5 | Calculation of Alison's net surplus for the month | Not evaluated |
| 6 | Percentages of budgeted expenses | Not evaluated |
| 7 | Pie chart showing budgeted expenses | Not evaluated |
| 8a-c. | Methods to reduce expenses. | Not evaluated |

Assessment Items Consolidated

Client Report

Household Budgets - In-Office Check

Status

| | | |
|---|---|-----------|
| 1 | Percentages of actual expenses. | Submitted |
| 2 | Pie chart of actual expenses. | Submitted |
| 3 | Category for the Nguyen family to reduce expenses towards the future purchase of a car. | Submitted |

Measurement to Inform Purchases - Activity A

Status

| | | |
|-----|---|-----------|
| 1a. | Measure for perimeter of the room | Submitted |
| 1b. | Measurement for the room. | Submitted |
| 1c. | Information regarding the total cost for carpet. | Submitted |
| 2a. | Information regarding the perimeter of the room measured in meters. | Submitted |
| 2b. | Information regarding the area of the room measured in meters. | Submitted |
| 2c. | Information regarding the total cost of baseboards in meters. | Submitted |
| 3 | Information regarding square footage of the area for tiles. | Submitted |

Measurement to Inform Purchases - In-Office Check

Status

| | | |
|---|--|-------------|
| 1 | Information regarding the square footage of the room. | Not started |
| 2 | Information regarding the total cost for the room. | Not started |
| 3 | Information regarding the area of the room measured in meters. | Not started |

Net Worth and Personal Debt - Activity A

Status

| | | |
|-----|--|-----------|
| 1. | Calculation of the total amount of assets for this household | Submitted |
| 2 | Percentage of the assets accounted for, by the value of the home. | Submitted |
| 3. | Calculation of the total liabilities of this household | Submitted |
| 4 | Percentage of the liabilities accounted for, by the value of the mortgage. | Submitted |
| 5a. | Explanation of how to calculate net worth | Submitted |
| 5b. | Calculation of the household's net worth | Submitted |

Net Worth and Personal Debt - Activity B

Status

| | | |
|------|---|-----------|
| 1 | Calculations of percentage of differences in liabilities from Year One to Year Two. | Submitted |
| 2a-c | Examples of how the household's debt has changed. | Submitted |
| 3a-b | Steps the household can take to manage debt. | Submitted |
| 4a-b | Steps regarding how to choose a reliable organization to help manage debt. | Submitted |

Net Worth and Personal Debt - In-Office Check

Status

| | | |
|----|---|-------------|
| 1. | Calculation of the total assets of this household | Not started |
|----|---|-------------|



Assessment Items Consolidated Client Report

| | | |
|----|--|-------------|
| 2. | Calculation of the total liabilities of this household | Not started |
| 3 | Calculation of the net worth for this household. | Not started |

Owning or Renting a Home - Activity A

Status

| | | |
|-------|---|-----------|
| 1a-b. | List of two financial benefits of home ownership | Submitted |
| 2a-c. | List of three non-monetary advantages of home ownership | Submitted |
| 3a-c | List of three monetary costs of home ownership. | Submitted |
| 4a-b | List of two questions considering home ownership. | Submitted |
| 5a-b. | List of two actions by a landlord that could force a move | Submitted |

Competency Area: Geography and History

Local Geography - Activity A

Status

| | | |
|-----|---|-----------|
| 1a. | Major geographic feature of the state, surrounding state, or region that impacts the economy. | Submitted |
| 1b. | Economic area impacted by the geographic feature | Submitted |
| 2a. | Employment activity impacted by the geographic feature. | Submitted |
| 2b. | Response of two or more sentences specifying how the employment activity impacts the lives of the workers and/or residents of the area. | Submitted |
| 2c. | Citation format for the information in 2a and 2b. | Submitted |

Local Geography - In-Office Check

Status

| | | |
|---|---|-------------|
| 1 | Oral presentation, supported by a PowerPoint, on the impact of a geographic feature on the local economy. | Not started |
|---|---|-------------|

National Geography - Activity A

Status

| | | |
|-----|---|-----------|
| 1a. | Name of a state or region with a geographic feature | Submitted |
| 1b. | Geographic feature in a U.S. state or region affected by an environmental factor. | Submitted |
| 2 | Screen capture of a geographic feature in a state or region. | Submitted |
| 3a. | Title of a news or research article about how a geographic feature has been affected by an environmental factor. | Submitted |
| 3b. | URL of a news or research article about how a geographic feature has been affected by an environmental factor | Submitted |
| 4 | Response of three or four sentences explaining how an environmental factor has affected the geographic feature, and how human activity can expedite the impact. | Submitted |

National Geography - In-Office Check

Status

| | | |
|---|---|-------------|
| 1 | Screen capture of a geographic feature in a state or region and statement explaining how human activity can reduce environmental degradation of a geographical feature. | Not started |
|---|---|-------------|



Assessment Items Consolidated Client Report

| Systems of Other Countries - Activity A | | Status |
|--|---|---------------|
| 1a. | Identification of country (a) in one of the sets of comparison counties. | Submitted |
| 1a1) | Identification of the type of government for country 1a. | Submitted |
| 1a2) | Identification of the Executive Branch for country 1a. | Submitted |
| 1a3) | Identification of how people in country 1a. are represented (Legislative Branch). | Submitted |
| 1b. | Identification of country (b) in one of the sets of comparison counties. | Submitted |
| 1b1) | Identification of the type of government for country 1b. | Submitted |
| 1b2) | Identification of the Executive Branch for country 1b. | Submitted |
| 1b3) | Identification on how people in country 1b. are represented in the government. | Submitted |
| 2a. | Statement of one important similarity between two political systems. | Submitted |
| 2b. | Statement of one important difference between two political systems. | Submitted |
| 3a1-2) | Statement of one important feature of country 1a's economy to the world. | Submitted |
| 3b1-2) | Statement of one important feature of country 1b's economy to the world. | Submitted |
| 4 | Identification of one significant historical event within the Twentieth and Twenty-First centuries between two countries. | Submitted |

| Systems of Other Countries - In-Office Check | | Status |
|---|--|---------------|
| 1 | Names of two countries researched, and statement of one significant historical event, that occurred between the two countries. | Submitted |
| 2. | Statement on the impact of a historical event involving two countries. | Submitted |

| Historical Conflicts within U.S. - Activity A | | Status |
|--|--|---------------|
| 1 | Paragraph with supporting evidence that clearly summarizes the contradiction that divided the nation leading to the Civil War. | Submitted |
| 2. | Paragraph with supporting evidence that clearly summarized the reason given for the South's defense of slavery. | Submitted |
| 3 | Paragraph clearly summarizing how abolitionists defined and viewed slavery, and provides supporting evidence from Resource R1. | Submitted |
| 4 | Paragraph with supporting evidence clearly identifying one way the Emancipation Proclamation had immediate impact. | Submitted |

Assessment Items Consolidated

Client Report

Competency Area: Science

The Scientific Method - Activity A

| | | Status |
|-----|--|-----------|
| 1a. | Identification of the student suggestion that adheres to the Scientific Method | Submitted |
| 1b. | Rationale explaining choice of one student's suggestion for study question | Submitted |
| 2a | Identification of the student suggestion that adheres to the scientific method. | Submitted |
| 2b | Rationale explaining choice of one student's suggestion for the next step in the experiment. | Submitted |
| 3a | Description of the independent variable in the experiment. | Submitted |
| 3b | Description of the dependent variable in the experiment. | Submitted |
| 3c. | Rationale explaining choices of independent and dependent variables in the experiment. | Submitted |

The Scientific Method - In-Office Check

| | | Status |
|---|--|-------------|
| 1 | Sequence of steps to conduct an experiment, following the scientific method. | Not started |
| 2 | Description of the independent variable in the experiment. | Not started |
| 3 | Description of the dependent variable in the experiment. | Not started |
| 4 | Information proving whether the hypothesis was correct or incorrect. | Not started |
| 5 | Reason for all T-shirts being the same material. | Not started |

Natural Science Issues - Activity A

| | | Status |
|----------|---|-----------|
| 1a. | Sentence stating a possible hypothesis for a scientific study of store-bought poultry. | Submitted |
| 1b. | Reason why the hypothesis, analysis and findings of the study are relevant when setting minimum cooking temperatures. | Submitted |
| 2. | Identification of whether the various brands and types of poultry are an example of dependent or independent variables. | Submitted |
| 3a. | Rationale for repeating a study of store-brand organic chickens. | Submitted |
| 3b. | Negative outcome if a scientific study is not repeated. | Submitted |
| 4. | Explanation of how the findings and data results are reported. | Submitted |
| 5a.1-4) | Identification of four groups of people who are at a higher risk for developing foodborne illness. | Submitted |
| 5b. 1-2) | Factors related to temperature to insure food safety. | Submitted |
| 5c. | Reason why factors related to temperature, other than cooking temperature, insure food safety. | Submitted |

Natural Science Issues - In-Office Check

| | | Status |
|---|---|-----------|
| 1 | Reason the Consumer Reports article recommends cooking chicken and other poultry to 165° F. | Submitted |



Assessment Items Consolidated Client Report

| | | |
|-------|---|-----------|
| 2a-b. | Rules to follow to prevent cross-contamination of foods and their juices away from ready-to-eat foods (especially raw meat, poultry, seafood and eggs). | Submitted |
| 3a-c. | Safety precautions recommended for making sure poultry is safe, in addition to cooking at the recommended temperature. | Submitted |

Science Issues in the News - Activity A

Status

| | | |
|-----|--|-----------|
| 1a | Definition of "global warming." | Submitted |
| 1b. | List of three effects of global warming. | Submitted |
| 1c. | Description of a major cause of global warming. | Submitted |
| 2a | Identification of your region of the U.S., and two natural resources featured in your region. | Submitted |
| 2b | Description regarding the impact of climate change in your region. | Submitted |
| 2c. | Sentence regarding the impact of climate change in your region. | Submitted |
| 3 | Statement regarding temperature changes displayed in graph, and prediction of future temperature change. | Submitted |

Science Issues in the News - In-Office Check

Status

| | | |
|-----|--|-------------|
| 1a. | Counterclaim to skeptics' assertion that the evidence for the earth's temperature rise is not clear. | Not started |
| 1b. | Counterclaim to skeptics' assertion that the earth has been warmer in the past. | Not started |
| 1c. | Counterclaim to skeptics' assertion that the climate is mainly influenced by the sun. | Not started |

Causes and Effects in Science - Activity A

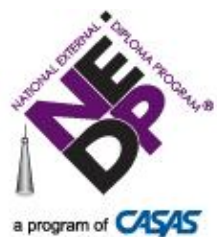
Status

| | | |
|-----|--|-----------|
| 1a. | Explanation of how agriculture causes deforestation. | Submitted |
| 1b. | Identification of most devastating effect of deforestation. | Submitted |
| 1c. | Identification of one cause of the loss of forests discussed in the resource that is not intentional. | Submitted |
| 1d. | Identification of the two things we must do to reduce destruction of our forests. | Submitted |
| 2a. | Consequence when people clear the forest with fire, as it relates to global warming. | Submitted |
| 2b. | Identification of four rainforest products consumed by global markets that depend on sustainable harvesting. | Submitted |
| 2c. | identification of two benefits of facilitating reforestation that could improve lives of humans in the future. | Submitted |

Causes and Effects in Science - In-Office Check

Status

| | | |
|----|---|-----------|
| 1. | Explanation for why agriculture is a key factor used to study deforestation rates. | Submitted |
| 2. | Realistic solution to balance the cutting of trees to offset the consequences of deforestation. | Submitted |



Assessment Items Consolidated

Client Report

| | | |
|----|---|-----------|
| 3. | Consequences of deforestation in terms of biodiversity. | Submitted |
|----|---|-----------|