



VideoText *Interactive*

New Customer Orientation Packet for Algebra

INTRODUCTION

I would first like to thank you for your interest in the VideoText Interactive (VTI) Algebra program materials. I don't know what circumstances caused you to be drawn to give my program a try, but I trust your instructional experience will be a positive one, with noticeable student achievement.

I would also like to apologize, in advance, for the quantity of material in this orientation packet. However, because of the unique nature of the VTI program approach to concept development, and content coverage, it is simply necessary to examine, in detail, the various characteristics of the VTI philosophy. This will ensure that you begin your evaluation, and the instruction of your students, in the most efficient way possible, minimizing questions. In addition, I'm sure you will quickly notice that this approach to teaching and learning does not reflect the way most of us were taught. So, please know that you can contact me at any time, should you encounter something that just doesn't seem quite right, or something you or your student is having trouble with.

Just remember, I am known, all over the country, as the "why" guy, because I don't teach tricks, shortcuts, rules, or formulas. In fact I don't even encourage memorizing, at this level of Mathematics instruction. I am entirely focused on the development of concepts, and a student's demonstration of concept mastery. I want the student to "internalize" the concept, understanding where it comes from, why it works, and why it makes sense to do it. As a result, memorization will be almost automatic.

With that introduction, let me briefly explain the purpose of the rest of the orientation materials in this packet.

“IS MY CHILD READY?”

The first document you will see, will help you decide whether your child is ready to start Algebra. Please notice that each arithmetic concept listed is considered a prerequisite to taking an Algebra course. We need to be sure there is "reasonable" proficiency in these areas. And, while mastery of each is desired, it is not really essential, since we are going to “re-teach” each of them, focusing on the "why", and demonstrating how these concepts will have to be modified, to appropriately apply them to algebraic thinking.

PROGRAM OVERVIEW

The next document you will see, is titled, "Program Overview. This is a very important piece, because it explains the dynamic of concept development, and why it is so necessary for true mastery. As such, it explains the nature of the Algebra course, and the instructional strategies that are used to make sure students truly understand where the concepts come from.

SCOPE AND SEQUENCE RATIONALE

Related to that, the next piece is titled, "Scope and Sequence Rationale". This document explains, in detail, the organization of the Algebra course, and why the concepts are arranged in a particular order. This explanation is again extremely important, because it lays out the pure mathematical logic of the sequence of the topics in the course. You need to understand that there is no other commercial text which is organized in this way. I hope you will see, however, that following this very logical sequence, will be extremely efficient and productive, resulting in a high level of mastery.

PACING OPTIONS

Continuing, as you consider the Scope and Sequence Rationale, it will be natural to ask questions such as, "How fast should I go?", or, "How much should I cover in a school year?" The next document, titled, "Pacing Options", gives you several alternatives which you may follow, based on your particular situation. For example, considering that the Algebra program includes the essential elements of what is traditionally called Pre-Algebra, Algebra 1, and Algebra 2, it would seem appropriate to finish the program in three years. However, since traditional programs largely teach only the mechanics of "how", with little regard for the "why", Algebra 1 usually contains a significant review of Pre-Algebra. Likewise, Algebra 2 usually contains a significant review of Algebra 1. I firmly believe that, when students are taught conceptually, with a focus on mastery and internalization, the necessity of a major review is minimized. When you couple that with a scope and sequence which requires students to regularly "use" learned concepts, in the development of new concepts, the review is, of necessity, embedded in the new material. Again, if you have questions in this area, do not hesitate to contact me.

QUICK REFERENCE GUIDE

The fifth document, titled, "Quick Reference Guide", is fairly self-explanatory, laying out a reasonably detailed, daily plan for teaching and reinforcing the concept in each lesson, as well as assessing student mastery. You will notice that they specifically address the use of the online format. If you are examining the classic print program, you will have a Quick Reference Guide included in your shipped materials. In either case, it will probably be helpful to keep this document handy, until you and your student become familiar, and comfortable, with the daily instructional procedure.

VIDEOTEXT PROGRESS CHECKLIST

Finally, you will see a document titled, "VideoText Progress Checklist". This tool is designed to help you track student progress, and provide documentation, as your student moves through the program. This is, of course, just a sample, but it illustrates several approaches to record keeping. You will notice that several strategies are suggested, and examples are given, relative to entering student information. However, you are encouraged to develop your own strategies, and keep records based on your personal philosophy of grading.

CONCLUSION

To summarize the VideoText *Interactive* philosophy, our goal is to make sure students:

- a) experience and own the concept (by participating in its development through the Video Lesson)
- b) verbalize the concept (by using the Course Notes to teach the lesson back, developing articulation skills and logical thinking skills)
- c) demonstrate understanding of the concept (by working through Exercises and applications in the WorkText and Solutions Manual)
- d) assess mastery of the concept (by using the Quizzes and Tests to exercise the ability to apply the concept, including the ability to analyze their own errors)

I know this seems like a lot to digest right now, but we must not forget our ultimate goal in teaching our students. Everything we do should be contributing to our students becoming independent, life-long learners, being personally responsible for their work, and developing their analytical and critical thinking ability to a high level. Keeping that in mind, I urge you to contact me if there are issues or concerns, or if anything in this packet seems unclear.

Thank you again for your willingness to evaluate my Algebra program. I wish you the best.

Cordially,

A handwritten signature in black ink that reads "Thomas E. Clark". The signature is written in a cursive, slightly slanted style.

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Is My Child Ready?

Did you know...



Your student may be
READY for
ALGEBRA!

- Knows how to Add, Subtract, Multiply, and Divide using Whole Numbers, Fractions, and Decimals.
- Knows "a little" about Positive and Negative Numbers, such as above and below zero on a thermometer, or gaining and losing points in a game.
- Knows how to change Fractions to Decimals, and Decimals to Fractions.
- Knows how Percent relates to Fractions and Decimals.



VideoText*Interactive*

can show you that...

**"It doesn't have to be
that hard when you
use a video textbook!"**

PROGRAM OVERVIEWS



VTI Algebra Program Overview

The **VideoText Interactive Algebra** program addresses two of the most important aspects of mathematics instruction. First, the **inquiry-based video format contributes to the engaging of students more personally in the concept development process.** Through the frequent use of the pause button, you, as the instructor, can virtually require interaction and dialogue on the part of your student. As well, students who work well on their own, can “simulate” having an instructor present, by pausing the lesson every time a question is asked, and trying to answer it correctly before continuing. Second, **each incremental concept is explored in detail, using no shortcuts, tricks, rules, or formulas, and no step in the process is ignored.** As such, the logic, and the continuity of the development assure students that they understand completely. Subsequently, learning is more efficient, and all of the required concepts (topics) of the subject can be covered with mastery. Of course, the benefits of these efforts can be seen even more clearly in a description of a typical session as follows:

After a brief 2 or 3 sentence introduction of the concept to be considered, usually by examining the description and the objective given at the beginning of the video lesson, you and your student can begin. **You should pause the lesson frequently**, usually every 15-20 seconds, (or more often if appropriate), to engage your student in discussion. This means that for a 5-10 minute VideoText lesson, it may take 15-20 minutes to finish developing the concept. **Dialogue is a cornerstone.** In addition, during this time, **your student should probably not be allowed to take notes.** He or she must not have their attention divided, or they risk missing important links. Neither should you be dividing your attention by looking at notes or writing on a note pad. **Everyone should be concentrating on concept development and understanding.** Please understand that a student who is accustomed to working alone, or can be motivated to study independently, has, with the VideoText delivery system, a powerful resource to explore and master mathematical concepts, by simulating the dialogue normally encountered with a “live” instructor. And, because of the extensive detail of the explanations, along with the computer-generated graphics and animation, students are never shortchanged when it comes to the insight necessary to fully comprehend.

Once the concept is developed, and the VideoText lesson is completed, the student can then **employ the course notes to review, reinforce, and demonstrate comprehension.** These course notes are replications of the content that was viewed in the VideoText lesson, illustrating the same terms, problems, numbers, and logical sequences. In fact, at this time, your student should use the Course Notes to teach the lesson back to you, demonstrating understanding. As well, If your student needs a little more help, he or she can use these course notes while viewing the lesson again, this time using them as a guide through the reexamination of the concept. **The key here is that students concentrate on understanding first, and take care of documentation later.**

Please understand that it is not the intent of the program to let the VideoText lesson completely take the place of instruction. Actually, **the video should never tell the student anything that hasn't been considered or discussed (while the lesson is paused), and it should never answer**

questions that have not already been resolved. As such, it becomes a “new breed” of overhead projector whereby you, as the teacher, or your student working alone, can “write” on this overhead simply by pressing the “play” button. This is a critical point to be understood and should serve to help you examine all of the materials and strategies from the proper perspective.

Next, your student can begin to do some work independently, either by your personal introduction of additional examples from the WorkText, or by the student immediately going to the WorkText on his or her own. **The primary feature of the WorkText**, beside providing problem banks with which students can work on mastery, is that **objectives are restated, important terms are reviewed, and additional examples are considered**, in noticeable detail, **taking students, once again, through the logic of the concept development process.** The premise here is simple. When students work with an instructor, whether doing exercises on their own, or working through them with other students, they are concentrating more on “how to do” the problems. Then, when they leave the instructor, they simply don’t take the discussion of the concept with them. The goal of the VideoText program is to provide a resource which will **help students “relive” the concept development** on their own, whether for review or for additional help. That is the focus of the Student WorkText.

Having completed the exercises for the lesson being considered, your **student is now ready to use the detail in the Solutions Manual to check work and engage in error analysis.** Again, it is essential to a student’s understanding that he or she find mistakes, correct them, and be required to give some explanation, either verbal or in writing, to you as the instructor. In fact, at this stage, you might even **consider grading your student only on the completion of the work**, not on its accuracy. Remember, this is the first time the student has tried to demonstrate understanding of a concept, and he or she may still need some fine-tuning. So, because this is part of the initial learning process, **the focus should be on a careful analysis of the logic behind the work, not just the answers.**

Finally, **it is time to assess your student’s mastery** of the concept behind the work. Just **be sure you are not testing on the same day the exercises were completed.** Short-term memory can trick you into thinking that you “have it”, when, in fact, you are just remembering what you did moments before. A more accurate evaluation can be made on the next day, before moving on to the next lesson. Further, the quizzes and tests in the program often utilize **open-response questions which will require your student to state, in writing, his or her understanding of the concept.** This often reveals much more about a student’s understanding than just checking to see if an answer on a test is correct. Remember too, that there are **two versions of every quiz and test**, allowing you to retest, if necessary, in order to make sure that your student has mastered the concept.

Of course, just as with the WorkText, there are detailed **solutions for all of the quiz and test problems, in the Instructor’s Guide.** Again, your student should be required to analyze problems that were missed, and explain why the problem should have been done differently. It is simply a fact that one of the most powerful and effective teaching tools you can employ, is to **ask your students to “articulate” to you what their thinking was**, as they worked toward a given answer.

As you can see, the highly interactive quality of this program, at a personal level, affords students a much greater opportunity than usual to grow mathematically and develop confidence in their ability. That can have a tremendous impact on a student’s future pursuits, especially in an age where applications of mathematics are so important.

SCOPE AND SEQUENCE RATIONALE



VTI Algebra

Scope & Sequence Rationale

There are two basic premises which drive concept development in Algebra, and these two essentials shape the logical scope and sequence of algebraic content.

First, it is generally understood that the study of Algebra is the study of relations. In the same way that Geometry focuses on spatial concepts, and Calculus is concerned with rates of change, Algebra is a comprehensive exploration of mathematical relationships, including both equations and inequalities. As such, **no treatment of Algebra should ever separate equations from inequalities**, especially when it utilizes a format which addresses them in different “chapters.” In fact, a true adherence to the National Council of Teachers of mathematics (NCTM) standards, requires us to deal specifically with functions, and we know that the set of functions is a subset of the set of relations, without regard initially to the differences between equations and inequalities. Therefore, in this course, **equations and inequalities are studied together**, and distinctions are made only when necessary, to clarify functional differences. As an aside, documentation exists to show that students generally have little or no trouble working with all types of relations at the same time and, in fact, understand the logic of studying them together.

The second premise is that the concepts of Algebra develop by degrees. This means, of course, that **relations of first-degree should be mastered first.** In fact, in Algebra, it is important to understand that relations of any degree other than one, must be “reduced” to relations of first-degree, or “factored” into linear or first-degree factors, before they can be resolved. The impact of this understanding on the scope and sequence of Algebra content, is to organize the various types of relations, by degree. In this course, first-degree relations are examined exhaustively before higher-order relations are encountered. Unit II deals with first-degree relations with one variable.

Unit III then addresses first-degree relations with two variables. Unit IV considers first-degree relations with three or more variables. **The idea here is to help students master first-degree relations, before moving on to relations of other degrees (or orders).** This is not only more mathematically correct than the traditional treatment, but it allows students to reinforce more efficiently, one-variable concepts by immediately moving to two-variable concepts, and then to concepts involving three or more variables. Further, to resolve a system of relations with three variables, we must use the same strategies we used when we resolved as a system with only two variables.

Moving on to Unit V, students quickly review exponent notation, including the various properties of powers and operations with powers, and investigate relations with integral degrees of 2 or higher. Unit VI continues this exploration with a focus on algebraic fractions, in which negative, integral exponents make a prominent appearance. In Unit VII, fractional exponents are introduced, which obviously pave the way for a study of radicals and roots. This, of course, is the seed from which rational-degree relations develop, or, as they are more commonly called, relations with radicals in them.

Then, after a review of second-degree relations with one variable (Unit VIII – The Quadratic Relations) and two variables (Unit IX – The Conic Sections), the study of Algebra is completed by examining the only type of exponent not yet investigated – the variable, or placeholder. This is the start of a study of literal-degree relations, and is the basis for the development of exponential and logarithmic functions. It is only after considering all possible degrees then, that we can say we have studied a complete course in Algebra. In that context, it is quite artificial to define, for everyone, what “Algebra 1” is, or “Algebra 2”, or even “Pre-Algebra”. **The logical scope of Algebra covers relations of all degrees, including numeric and literal, while the sequence of concepts begins with a mastery of first-degree relations and grows systematically to include increasingly more sophisticated degrees.**

One more organizational quality is noteworthy here. **The normal flow of each unit is based on the logical introduction of any new mathematical symbolism.** First, the new “thing” is defined and described in detail. Then, operations involving the new “thing” are explored. Finally, relations involving this new “thing” are examined, and strategies are developed to resolve them. This cycle is introduced and explained in Unit I, and is evidenced in each successive unit. For example, in Unit V, polynomials are introduced. This is new mathematical symbolism for the student, and it must be defined carefully. Then, operations with polynomials must be examined. All of this culminates, of course, in learning to solve relations with polynomials. **This logical cycle of exploration in mathematics is helpful to students,** providing them with some anticipation of the levels of exploration necessary to develop algebraic concepts.

Please understand that the organizational argument presented here is not meant to stifle the student’s creativity by requiring the student to always solve a problem the same way. It does, however, serve to remedy the fragmented, isolated-topic, “chapter” approach, to a subject which has been traditionally presented to us in “textbooks”, without that element of developmental or linear continuity. To that end, it speaks loudly to the attitudinal issues students deal with when they are presented with the fact that “everyone needs Algebra”.

PACING OPTIONS

PACING OPTIONS

The VideoText Interactive Mathematics programs can be paced in several ways, according to the age and/or need of your student.



VideoText *Interactive*

ONE-YEAR PLAN

The One-Year Plan for completing the entire Algebra program is designed primarily for the high school student that is in need of acquiring credits as soon as possible. In addition, students who have already had Algebra 1, and are in need of only an Algebra 2 credit, can finish the Algebra program in one year, receiving Algebra 2 credit, and, in the process, "cleaning up" any issues from Algebra 1.

In this plan, the student is, **each day**, watching one video lesson, working with the exercises, and testing on the previous day's lesson, as follows:

- Step 1)** The day starts with a Quiz over the previous lesson, if one is prescribed, with the instructor grading only the answers, and letting the student analyze the errors, in order to verify mastery, and receive partial credit.
- Step 2)** The student then watches the new lesson, followed by the student "re-teaching" the lesson to the instructor, using the Course Notes.
- Step 3)** The student demonstrates understanding, by working 5-10 Exercises in the WorkText.
- Step 4)** The instructor checks only the answers, and requires the student to do error analysis, using the Solutions Manual.

This procedure is repeated each day, allowing the student to cover the entire Algebra program in one year. The student receives full credit for Algebra 1 and Algebra 2 for this work.



VideoText *Interactive*

TWO-YEAR PLAN

The Two-Year Plan for completing the entire Algebra program is designed primarily for the middle school or beginning high school student, who has time to go more slowly, and achieve a noticeably higher level of mastery.

In this plan, the student is watching and working with a new lesson every other day, with the quizzes being given on the off-days, as follows:

Day One:

- Step 1)** The student watches a new lesson, followed by the student re-teaching the lesson to the instructor, using the Course Notes.
- Step 2)** The student demonstrates understanding by working with 5-10 Exercises in the WorkText.
- Step 3)** The instructor checks only the answers, and requires the student to do error analysis, using the Solutions Manual.

Day Two:

- Step 1)** The day starts with a quiz over the previous lesson, if one is prescribed.
- Step 2)** The instructor grades only the answers, and requires the student analyze the errors, in order to receive partial credit.

This two-day cycle is repeated, allowing the student to complete the entire Algebra program in two years. The student receives Algebra 1 and Algebra 2 credit for this work.



VideoText *Interactive*

THREE-YEAR PLAN

The three-year plan is designed primarily for the very young student, who is proficient in Arithmetic, and needs to progress, but is apprehensive about starting Algebra.

In this plan, the student is **moving very slowly at first, and accelerates** through the period of the three years, as follows:

YEAR 1

The student will take this full year to complete the 27 lessons in Unit I (Module A), generally doing one lesson per week, as follows:

Day One - A new concept will be introduced.

Step 1) As is usual, the student will participate in the concept development, by watching the Video Lesson.

Step 2) The student will teach the lesson back to the instructor, using the Course Notes.

Step 3) The student will work 5 Exercises.

Step 4) The instructor will check only the answers, requiring the student to use the Solutions Manual to analyze errors.

Day Two - Student understanding will be assessed.

Step 1) The student takes a quiz (Form A) over the previous day's lesson if one is prescribed.

Step 2) The instructor grades only the answers, and requires the student analyze the errors, in order to receive partial credit.

Day Three - The student repeats the activities of Day One, watching the lesson again, and doing five more Exercises. The benefit here, is like watching a movie the second time. The student will pick up details that may have been missed, and will also be reinforcing what was seen the first time.

Day Four - The student repeats the activities of Day Two, taking Form B of the quiz, and assessing the results as before.

Day Five - This may be a "Fun Friday", which is used to play a math game, or just a "free day", as a reward for good work.

YEAR 2

The student begins with Unit II (Module B) and now does two lessons each week (as in the two-year plan), but still reserves Friday for review, or math games, etc. The student will have then covered half the program by the end of year two.

YEAR 3

The student will now begin with unit IV (Module D), and do a new lesson every other day, as in the two-year plan. This will allow the student to complete the program by the end of year three.



VideoText *Interactive*

THREE-YEAR PLAN

(variation)

There is also a variation on the three-year plan, which allows a more developmentally ready student to move a little faster in Unit I (Module A), but continue at a relaxed pace throughout the program, as follows:

Day One - As before, the student will watch the Video Lesson, teach the lesson back using the Course Notes, do 5-10 Exercises from the WorkText, and check and analyze solutions, using the Solutions Manual.

Day Two - As before, the student will take a quiz on the concept from the previous day's lesson, if one is prescribed, and the instructor will grade the quiz, requiring the student to analyze any errors.

Day Three - As a strong reinforcement, the student watches the Video Lesson again, and does five Exercises to demonstrate mastery.

This three-day cycle will allow the student to finish the whole program in three years, covering approximately two modules per year.

QUICK REFERENCE GUIDES

QUICK REFERENCE GUIDE

for using the

VIDEOTEXT INTERACTIVE ONLINE ALGEBRA PROGRAM

I. PREPARE FOR THE DAY'S LESSON!

Have the student log in to the site, and navigate to the lesson for the day. Be sure to notice if there is a quiz that should be taken first, or if the Video Lesson can be started immediately.

If there is a quiz, the student should log out, and have the instructor log in to access the appropriate quiz. Print out the quiz for the student and, upon completion, access the solutions pages to grade the quiz.

Suggestion: When grading any quiz, or major test, be sure to make each problem worth a sufficient number of points to grant credit for “correct thinking” even when the answer is incorrect.

If there is no quiz, the student should begin the Video Lesson for the day. Be sure to note the description of the lesson, given to the right of the video screen, and the objective which is to be addressed.

Suggestion: Depending on your internet connection and download speed, you may decide to start the video download process, and let the lesson be completely downloaded before you begin. This will make sure the video plays smoothly, without any hesitation.

II. TEACH THE LESSON! Two basic steps each day

Step 1 – Watch the video lesson with your student (at least for the first several lessons), pausing from time to time to answer the questions posed on the video or to make sure the concept is understood.

Suggestion: To help your student focus on the concept development on the video, note-taking is not recommended. Just remember that the Course Notes are next on the lesson agenda, and contain all of the essential information from the lesson. To ensure that your student really understands the concept before working the daily exercises, a good practice might be to have the student briefly re-teach the lesson to you, after the fact, using the Course Notes as a guide.

Step 2 – Assign exercises from the Student WorkText to reinforce the concept.

Suggestion: You might want to take it very slowly, assigning only the odd problems (or even problems) as your student’s initial assignment, and begin checking with the Solutions Manual after the first 2 or 3 exercises. As well, the student should have to regularly explain what he or she did in solving a problem.

Suggestion: To help your student develop his or her error analysis skills, you might use the Solutions Manual to check answers **ONLY**, for recording purposes. Then let your student use the Solutions Manual to find and correct mistakes. In addition, have your student explain to you what he or she missed and how the mistake was corrected. You might then reward your student by “giving back” a portion of the points that were deducted, once the error is satisfactorily explained, especially if the mistake was due to carelessness.

III. EVALUATE PROGRESS! A mastery approach

Use the appropriate Quiz, when called for, to determine the proficiency of your student and **check the answers** with the Instructor’s Guide, using the same technique for error analysis explained above.

Suggestion: It is best to wait at least one day to give a quiz after a lesson is covered. In that way, students are not simply using short-term memory to repeat what they have just learned. The program will address this each day, at the beginning of the lesson, so you will be aware of the procedure.

Suggestion: You have two versions of each quiz and you can use them in several ways. Form A might be an actual graded quiz and Form B would then be a retest if the first quiz score was not satisfactory. Or form A might be used as an ungraded review with Form B being the graded quiz. Use them to suit your needs.

Suggestion: You also have two versions of each Unit Test, and you can use them in several ways, as described above. In fact, for the longer units, you probably should use form A as a comprehensive review, and then use form B as the actual test. Notice that Unit Tests are comprehensive and often lengthy, so you might even take 2 days to administer them. Just check each part separately and combine the scores. Again, give points back to students for doing acceptable error-analysis. Remember, too, that the detailed solutions for the Unit Tests also indicate, for each problem, which lesson that problem came from. This will help a lot with review.

REMEMBER! We are working toward **mastery**, so, as much as is possible, students should **demonstrate a thorough understanding** of a concept before moving on. However, you must understand that missing 2 or 3 problems in an exercise set does not generally indicate lack of mastery. You can usually go on to the next lesson, without any trouble. Just be sure to take advantage of our **toll-free help-line, (800-897-6181)** when you have difficulty. You will find the number at the top of every page in the program. **Don't wait until you and your student are frustrated.** The trouble is usually due to some minor mistake. **We want to help.**

NOTE: More detailed information can be found in several other important resources in "Unit 0 – Resources for Instructors". These include the "**Program Overview**", and the "**Scope and Sequence Rationale**".

**FEEL FREE TO PRINT OUT AND KEEP THIS GUIDE
FOR FUTURE REFERENCE !**

(POST IT IF NECESSARY)

PROGRESS CHECKLIST

VideoText Progress Checklist –Unit I (sample)

STUDENT NAME				SCHOOL YEAR							
	PART A			PART B							
	1	2	3	1	2	3	4	5	6	7	8
View	X	2X	4/16								
Odd	X	9/10	75%								
Quiz A	X	80%	90%								
Even	----	8/10	----								
Quiz B	----	90%	----								

	DATE	SCORE
UNIT I TEST FORM A	May 13, 2005	46/51 Pretest Only
UNIT I TEST FORM B	May 15, 2005	92%

This is just part of the Progress Checklist for Unit I of the VideoText Interactive Algebra Program, but it will give you a general idea of the helpfulness of the checklist as you keep a record of your student’s progress. Please read the following explanation for three suggestions for using this tool. The complete package of Progress Checklists is available to download at the website below.

You will notice that, for Lesson 1, a simple notation (X) has been used to indicate that the lesson was viewed, the odd problems in the exercise set were completed, and the form A quiz for that lesson was successfully finished. This may be your approach if you are not so concerned with numerical grades.

Another approach is illustrated in the lesson 2 record. Here, we have shown that the lesson was viewed twice, 9 out of 10 exercises were completed successfully, and analyzed for errors. Then, taking the Form A quiz resulted in a score of 80%, and it was decided that more practice was needed, so, the even problems were assigned. The student got 8 out of 10 right, those problems were analyzed and the Form B quiz was taken. The student scored 90%

A third approach is shown in the record for Lesson 3. You will notice that the student viewed the video lesson on April 16th, got 75% of the odd exercises correct, and took the Form A quiz, getting a 90% score. That was considered sufficient.

Notice too, that the record for the Unit Test is shown, including options for documenting the scoring and results for Forms A and B.

Visit our website at www.videotext.com, and click on “Parent Resources” for downloadable pdf versions of the checklist for all ten units.