Gentry High School

High School Science

High School Science

- High school science teachers teach multiple science courses with different standards (Physical Science, Biology, Chemistry, Environmental Science, Physics)
- As a PLT, we chose to focus common formative assessments (CFAs) on the science skills of reading and interpreting graphs, tables, and charts.
- Each week in class, the same graph/table/chart and group of questions were asked to all science students 9-12.
- In our PLT meeting during the next week, we viewed the results and discussed specific questions the students struggled with, and made plans on practicing that specific science skill in class

Example of CFA

Figure 1

Key
- Troposphere nimbus
- Stratosphere stratus
- Mesosphere cumulus
- Thermosphere cirrus
- —— Temperature
- - - - Pressure

Reading Tables and Graphs Bell Ringer

ablanchard@gentrypioneers.com   Switch account

Not shared

* Indicates required question

The atmosphere is made up of 4 distinct layers: the troposphere, stratosphere, mesosphere, and thermosphere. Different types of clouds form in the different layers depending on the pressure in the atmosphere and the ambient temperature. The cloud types include nimbus, stratus, cumulus, and cirrus. Figure 1 shows the location of the barriers of the atmosphere when the temperature and pressure are at an ideal condition for cloud formation. It also shows the different types of clouds formed at the different levels. Note: Clouds are formed mostly of water crystals, but can also contain particles of rock and dust.
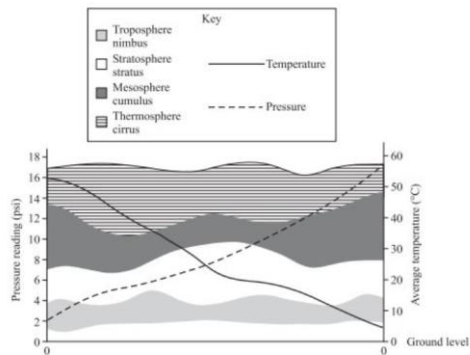
According to Figure 1, the atmospheric layer with the * greatest range in pressure is the:

- ○ mesosphere.
- ○ thermosphere.
- ○ stratosphere.
- ○ troposphere.

Which of the following statements about the formation *
of cumulus clouds is supported by the data presented in
Figure 1? Cumulus clouds typically form in:

- ○ pressures between 8 and 12 psi and at an average temperature of 35°C.
- ○ pressures between 12 and 16 psi and at an average temperature of 22°C.
- ○ a pressure of 4 psi and at average temperatures between 12°C and 22°C.
- ○ a pressure of 18 psi and at average temperatures between 50°C and 60°C.

According to Figure 1, as pressure within the atmo- *
spheric layers increases, temperature within the atmo-
spheric layers:

- ○ increases only.
- ○ decreases only.
- ○ increases up to 6 psi, then decreases.
- ○ decreases up to 10 psi, then increases.

According to the information given in Figure 1, clouds *
within the stratosphere are most likely formed:

- ○ under a pressure of 4 psi and 20°C.
- ○ under a pressure of 10 psi and 30°C.
- ○ over a pressure of 12 psi and 40°C.
- ○ over a pressure of 14 psi and 50°C.

If a pressure of 7 psi were sustained within the atmo- sphere, according to Figure *
1, which of the following types of clouds would likely form?

- ○ Cirrus
- ○ Cumulus
- ○ Nimbus
- ○ Stratus

Example of CFA Results

Score	Student	Teacher	Class Period	1	2	3	4	5
3 / 5	1	Tingley	7	thermosphere.	pressures between 8 and 12 psi a	decreases only.	over a pressure of 12 psi	Cumulus
3 / 5	2	Grace	2	stratosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 4 psi	Stratus
2 / 5	3	Herbaugh	1	thermosphere.	pressures between 12 and 16 psi	increases up to 6 psi, the	under a pressure of 10 ps	Cirrus
4 / 5	4	Tingley	5	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 4 psi	Stratus
2 / 5	5	Tingley	1	thermosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 4 psi	Cumulus
3 / 5	6	Herbaugh	4	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 4 psi	Cumulus
4 / 5	7	Tingley	2	stratosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 10 ps	Stratus
1 / 5	8	Tingley	2	troposphere.	pressures between 8 and 12 psi a	increases up to 6 psi, the	under a pressure of 4 psi	Cirrus
3 / 5	9	Tingley	4	thermosphere.	pressures between 8 and 12 psi a	decreases only.	over a pressure of 12 psi	Cumulus
2 / 5	10	Tingley	7	stratosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 4 psi	Stratus
5 / 5	11	Grace	1	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 10 ps	Stratus
3 / 5	12	Jarvis	5	thermosphere.	a pressure of 4 psi and at averag	decreases only.	under a pressure of 4 psi	Stratus
4 / 5	13	Grace	2	thermosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 10 ps	Stratus
4 / 5	14	Jarvis	8	thermosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 10 ps	Stratus
3 / 5	15	Tingley	2	thermosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 4 psi	Stratus
3 / 5	16	Tingley	1	thermosphere.	pressures between 12 and 16 ps	decreases only.	under a pressure of 10 ps	Cumulus
4 / 5	17	Grace	2	thermosphere.	pressures between 8 and 12 psi	increases up to 6 psi, the	under a pressure of 10 ps	Stratus
5 / 5	18	Grace	1	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 10 ps	Stratus
2 / 5	19	Tingley	7	stratosphere.	pressures between 12 and 16 psi	decreases only.	under a pressure of 10 ps	Cumulus
5 / 5	20	Grace	4	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 10 ps	Stratus
2 / 5	21	Jarvis	5	thermosphere.	pressures between 12 and 16 psi	increases up to 6 psi, the	under a pressure of 10 ps	Nimbus
3 / 5	22	Tingley	2	thermosphere.	pressures between 8 and 12 psi a	increases only.	under a pressure of 4 psi	Stratus
4 / 5	23	Tingley	6	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 4 psi	Stratus
4 / 5	24	Tingley	5	thermosphere.	pressures between 8 and 12 psi a	decreases only.	under a pressure of 4 psi	Stratus

CFAs and Proficiency Scales

- CFA questions are aligned with standards
- Questions should determine level of understanding based off of proficiency scales

Example of a CFA Question and the Correlating Proficiency Scale

The structure most responsible for maintaining cell homeostasis is the   1 point
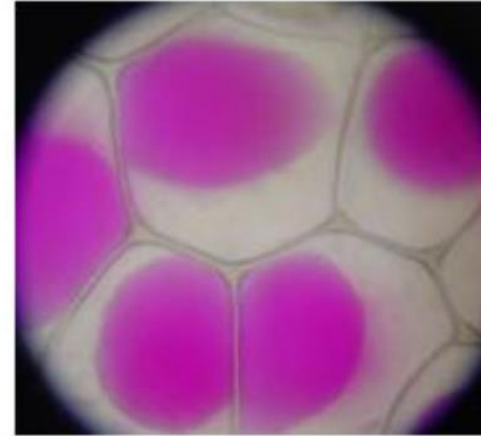
○ cytoplasm

○ cell wall

○ mitochondria

○ cell membrane

2.0

Recognize or recall specific vocabulary (for example, enzyme, exercise, feedback mechanism, heart rate, homeostasis, moisture, response, root development, stomate, temperature, water).

Plant cell after not being watered lately, so it has begun to wilt.

Which way will the water go?

1. Into the vacuole

2. Out of the vacuole

3.0

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis

Example of a CFA Question and the Correlating Proficiency Scale

Standard: BI-LS1-3	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
Score 3.0	The student will: **BI-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis** (for example, investigate feedback mechanisms—such as heart rate response to exercise stomata response to moisture and temperature, and root development in response to water levels— to demonstrate that these mechanisms maintain homeostasis).
Score 2.0	BI-LS1-3 The student will: ● Recognize or recall specific vocabulary (for example, enzyme, exercise, feedback mechanism, heart rate, homeostasis, moisture, response, root development, stomate, temperature, water). ● Describe how various feedback mechanisms maintain homeostasis.

Moving Forward

- Our goal is to have CFA questions aligned to proficiency scales for all assessments.
  - Historically, science instruction has focused on content and facts, but to be proficient, students are asked to use the content scientifically (Investigation, critical thinking, problem solving, etc.).
  - Our Science PGP goal for the year is to utilize the interactive application of standards to synthesize learning targets into the scientific skills necessary for proficiency. (MORE LABS)
- Incorporate the Classroom Tool questions from ATLAS in the creation of CFAs
  - Aligned with NGSS
  - Formatted in the same manner as our new state summative assessment
  - Require students go beyond science content to science skill

High School Math

Development of CFAs

- CFAs are developed through collaboration in our weekly PLT meetings.
- CFAs are reviewed and developed to make sure they assess essential targets from proficiency scales.
- PLT meetings are held separately for Algebra 1, Geometry and Algebra 2 since each class has a different set of standards to develop CFAs for.

Example of Algebra 1 Proficiency Scale

Topic: Functions

	Grade: Algebra 1
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was explicitly taught in class. For example: Use piecewise and absolute value functions to model real-world situations.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	☐ I can explain when a relationship between two quantities is a function. ☐ I can use function notation to express functions that have specific inputs and outputs. ☐ When given a statement written in function notation, I can explain what it means in terms of a situation. ☐ Given a word problem, I can write a function that describes the situation. ☐ When given key information, I can sketch a graph representing a real world situation. ☐ I can determine key features of a function, and their meaning in context, given the function's graph, table or equation. ☐ I can explain the meaning of solutions to a function, in context. ☐ I can use the table, graph, function rule or set of ordered pairs of a function to solve problems. **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology, such as: linear equation, slope, x-intercept(horizontal), y-intercept(vertical), domain, range, input, output, independent variable, dependent variable. • performs basic processes, such as: ● I can solve one and two step equations. ● I can identify the horizontal intercepts and vertical intercepts from a graph. ● I can identify key features (intercepts and slope) of the graph and from a function or table. ● I can determine the domain and range of a function. ● I can find the horizontal and vertical intercept of a graph or table. ● I can find the average rate of change from a graph or table. ● When given a word problem, graph or function rule, I can identify the independent and dependent variables.

|	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1.5	Partial knowledge of the 2.0 content
Score 1.0	With help, a partial understanding of some of the simpler details and processes.

Example of Geometry Proficiency Scale

Geometry Congruence Proficiency Scale

Score 4.0		☐ I can prove properties of quadrilaterals by splitting up a quadrilateral into two triangles and using properties of the triangles. ☐ I can prove two figures are congruent. ☐ I can prove more complicated theorems about isosceles and equilateral triangles.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0		☐ I can describe a sequence of rigid transformations that can take one figure to another in order to prove two figures are congruent. ☐ I can distinguish criteria that produce a congruent triangle from those that do not. ☐ I understand that corresponding parts of congruent triangles are congruent. ☐ I can prove theorems about isosceles and equilateral triangles. **The student exhibits no major errors or omissions.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0		**There are no major errors or omissions regarding the simpler details and processes as the student:** recognizes or recalls specific terminology, such as: ☐ preimage, image, rotation, reflection, translation, transformation, rigid transformation, congruence, theorem, corresponding, isosceles, equilateral, scalene. performs basic processes, such as: ☐ I know that shapes are congruent if there is a sequence of rigid motions that takes one to another. ☐ I can recognize criteria needed to use triangle congruence theorems. ☐ I can recognize corresponding sides and angles of congruent figures. ☐ I understand the order of the letters matter and how they match the corresponding parts of the triangles. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	1.5	Partial knowledge of the 2.0 content
Score 1.0		**With help, a partial understanding of some of the simpler details and processes.**

Geometry Congruence Quiz 3

1. (Level 2)

   Match each statement using only the information shown in the pairs of congruent triangles.

   A. In the 2 triangles there are 3 pairs of congruent sides.

   B. The 2 sides and the included angle of one triangle are congruent to 2 sides and the included angle of another triangle.

   C. The 2 angles and the included side of one triangle are congruent to 2 angles and the included side of another triangle.

   1.

   2.

   3.
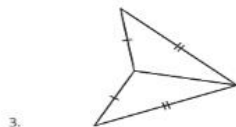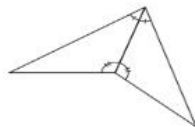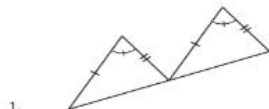
2. Suppose angle *A* is congruent to angle *E* and segment *AC* is congruent to segment *EF*. What additional piece of information is needed in order to prove the triangles are congruent using angle-side-angle triangle congruence theorem? (Level 3)
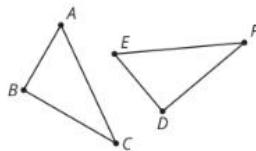
3. Prove that triangle ACB is congruent to triangle ECD. (Level 4)
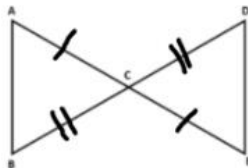
Color key: | Green: > or =90% | Yellow: 70%-89% | Red: <70% | **Quiz scores are out of 10.

Targets Assessed:
I can recognize criteria needed to use triangle congruence theorems.
I can distinguish criteria that produce a congruent triangle from those that do not.
I can prove two figures are congruent

3rd Hour Honors Geometry		4th Hour Honors Geometry		4th hour Geometry		5th hour Geometry		6th hour Geometry		8th Hour Geometry	
Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4
10	10	6.5	8	7	8	6	7	7	7	7	9
8	9	9.5	8	6.5	9	6.5	8	6.5	8	6.5	
9	9.5	8	8	6.5	6.5	8	7	8	9	6	7
8	7	9.5	9.5	7	7	6.5	7	6	7	6	9
9.5	8	7	8	6.5	8	7	7	6.5	7	6.5	7
10	10	7	9	9.5	8	9	9.5	6.5	7	6	7
9.5	10	9	8	8	6.5	6.5	7	7	6.5	9	9
6.5	9	9	9.5	6	7	6.5	9	8	7	6	7
8	6	7	8	10	9	6.5	7	6	8	6	7
9.5	9.5	9.5	9.5	8	8	6	7	6	7	6.5	8
9.5	9	9	9.5	9.5	10	6	7	8	8	6.5	7
10	10	8	9	6	8	9	9	9	8	6.5	8
9	10	9.5	9.5	8	8	6.5	8	6	7	6.5	9
10	10	8	9	6	7	6.5	7	7	8	6.5	7

CFA data is entered by each teacher and discussed as a team during PLT meetings.

Focus of discussion: common misconceptions seen, plans for intervention/reteach, plans for reassessment of targets if needed.
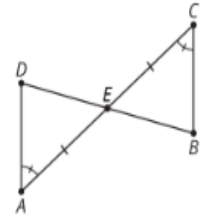
Our Geometry team decided that, after some reteach we wanted to reassess the same targets from quiz 3. We decided to use a fill in the blank format to assess the level 2 and level 3 targets.

Name_____
Geometry Congruence Quiz 4

1. Fill in the blanks below to prove that in the figure to the right angle B is congruent to angle D. (Levels 2 and 3)
    a. My goal is to prove that angle B is congruent to angle ____.
    b. I'm going to do this by proving that triangle AED is congruent to triangle _____ by _____ Congruence Theorem.
    c. Angle A is congruent to angle ____ because_____
    _____
    d. Segment AE is congruent to segment ____ because_____
    _____
    e. Angle DEA is congruent to angle _____ because_____
    _____
    f. Therefore, triangle AED is congruent to triangle _____ by _____ Congruence Theorem.
    g. Since angle B and angle D are _____,
    they must be congruent.

2. Segment *AD* is the angle bisector of angle *BAC*. Prove triangle *ABD* is congruent to triangle *ACD*. Then explain why angle B is congruent to angle C. (Level 4)

2.02   54° 54°   2.02
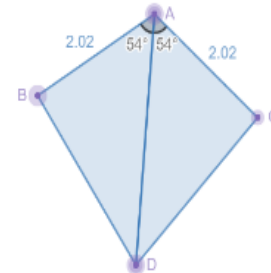
Reassessment of learning targets following discussion in PLT are outlined in red.

Color key:	Green: > or =90%	Yellow: 70%-89%	Red: <70%		**Quiz scores are out of 10.**						

Targets Assessed:
I can recognize criteria needed to use triangle congruence theorems.
I can distinguish criteria that produce a congruent triangle from those that do not.
I can prove two figures are congruent

Teacher 1				Teacher 2							
3rd Hour Honors Geometry		4th Hour Honors Geometry		4th hour Geometry		5th hour Geometry		6th hour Geometry		8th Hour Geometry	
Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4	Congruence Quiz 3	Congruence Quiz 4
10	10	6.5	8	7	8	6	7	7	7	7	9
8	9	9.5	8	6.5	9	6.5	8	6.5	8	6.5	8
9	9.5	8	8	6.5	6.5	8	7	8	9	6	7
8	7	9.5	9.5	7	7	6.5	7	6	7	6	9
9.5	8	7	8	6.5	8	7	7	6.5	7	6.5	7
10	10	7	9	9.5	8	9	9.5	6.5	7	6	9
9.5	10	9	8	8	6.5	6.5	7	7	6.5	9	9
6.5	9	9	9.5	6	7	6.5	9	8	7	6	7
8	6	7	8	10	9	6.5	7	6	8	6	7
9.5	9.5	9.5	9.5	8	8	6	7	6	7	6.5	8
9.5	9	9	9.5	9.5	10	6	7	8	8	6.5	7
10	10	8	9	6	8	9	9	9	8	6.5	8
9	10	9.5	9.5	8	8	6.5	8	6	7	6.5	9
10	10	8	9	6	7	6.5	7	7	8	6.5	7

Moving Forward

- CFAs will continue to be reviewed and refined to ensure appropriate relevance and rigor.
- CFAs will include questions from ATLAS classroom tools to help prepare students for the ATLAS exam.

High School English & Social Studies

Development of CFAs

- CFAs are developed through collaboration in our weekly PLT meeting.
- CFAs are developed to make sure they assess essential targets from proficiency scales.

Example of Proficiency Scale

9.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central idea and/or theme."

10/10 Got it and then some!	Students exhibit a higher degree of analytical depth and insight into central idea and theme development. Key characteristics include: • Analyzes the progression of the central idea or theme, identifying subtleties and complexities. • Effectively selects and explains supporting details, highlighting their interconnections and influence on theme evolution. • Offers interpretations that consider the author's intent, literary techniques, and broader contextual factors.
9/10 Got it!	Students can effectively analyze how a central idea and/or theme evolves throughout the text, while recognizing the importance of supporting details. Key characteristics include: • Traces the development of the central idea or theme. • Accurately selects and explains supporting details that significantly contribute to theme development. • Demonstrates an understanding of how supporting details contribute to the overall meaning and impact of the theme.
7.5/10 Almost there!	Students at this level exhibit progress in analyzing central idea and theme development, though their analysis may lack depth. Key characteristics include: • Identifies some supporting details related to the central idea or theme. • Describes the overall direction of the theme's development without offering extensive analysis. • Limited ability to explain the significance of specific supporting details in relation to the theme.
6/10 Going to get there!	The student demonstrates a basic grasp of identifying central ideas and themes, but struggles to analyze their development and the role of supporting details. Key characteristics include: • Identifies a general central idea or theme without delving into its development. • Struggles to differentiate between central ideas and minor points. • Minimal understanding of the impact of supporting details on theme progression.
0/10 I need more help!	Even with help, the student has no success.

Example of CFA

Theme Essay Rubric

Target	10/10	9/10	7.5/10	6/10	0/10
Theme	9th-10th: The student identifies two themes in a text. 11th-12th: The student identifies two complex themes in a text.	9th-10th: The student identifies one theme in a text. 11th-12th: The student identifies two themes in a text.	9th-10th: The student attempts to identify two themes in a text but only provides two topics. 11th-12th: The student identifies one theme in a text.	The student attempts to identify one theme in a text but only provides a topic.	The student does not attempt to identify a theme or central idea.
Textual Evidence	In a complex way, the student identifies and explains how textual evidence supports what the author states directly and what the author implies.	The student identifies and explains how textual evidence supports what the author states directly and what the author implies.	The student identifies and explains how textual evidence supports what the author states directly.	The student identifies textual evidence but does not successfully explain how the textual evidence supports what the author states.	The student does not identify textual evidence.
Development	The student can analyze the development of two themes over the course of a text.	The student can analyze the development of one theme over the course of a text.	The student attempts to analyze the development of two themes over the course of the text.	The student attempts to analyze the development of one theme over the course of the text	The student does not attempt to analyze the development of a theme over the course of a text.

Example of CFA

Theme Post-Test

Form description

This form is automatically collecting emails from all respondents. Change settings

Your Name *

Short answer text

What is a theme of "The Stolen Party?? *

Short answer text

List one detail from the story that shows the theme, then explain how the piece of evidence supports the theme. *

Long answer text

List another detail from the story that shows the theme, then explain how the piece of evidence supports the theme. *

Long answer text

List another detail from the story that shows the theme, then explain how the piece of evidence supports the theme. *

Long answer text

Data

- Data was separated by grade and teacher and entered into one spreadsheet
- Red and yellow means that students did not master the skill and need to be retaught

Theme	Evidence	Development
9	9	9
9	9	10
9	9	9
9	9	9
9	10	10
6	6	6
9	10	10
10	10	10
9	9	6
9	9	9
9	9	9
9	9	9
6	9	9
9	9	9
6	7	7
9	9	9
9	9	9
7	7	9
9	6	9
9	9	9
9	9	9
7	7	6
9	9	9
6	9	9
7	7	7

Reteaching

1st Rotation	2nd Rotation	3rd Rotation
Library	Library	Analysis
Library	Library	Library
Library	Library	Library
Evidence	Analysis	Theme
Theme	Library	Library
Library	Library	Library
Theme	Evidence	Analysis
Library	Library	Library
Library	Library	Theme
Evidence	Analysis	Theme
Library	Library	Analysis
Theme	Evidence	Analysis
Theme	Evidence	Analysis
Library	Library	Library
Library	Library	Library
Library	Library	Library
Evidence	Analysis	Theme
Library	Library	Library
Library	Library	Library
Library	Analysis	Library
Library	Library	Library
Library	Library	LIbrary
Ramsey-Theme	Evidence	Analysis

To reteach these particular skills, we combined all English classes and completed rotations. Each English teacher was assigned a skill to reteach to the students who did not master the skill.

Reinforcement from Social Studies Department

Our Social Studies Department reinforces the skills students learn in English classes. To go along with this particular skill, they had their students do a CFA where they found the central idea of a text and supported it with evidence. They all used the same template to assess the skills.

Constructed Responses

Part A
What is the central idea of the text?

Part B
Give one detail from the passage to support your answer to Part A.

Part C
Give one detail from the passage to support your answer to Part A.

Part D
Give one detail from the passage to support your answer to Part A.

Part E
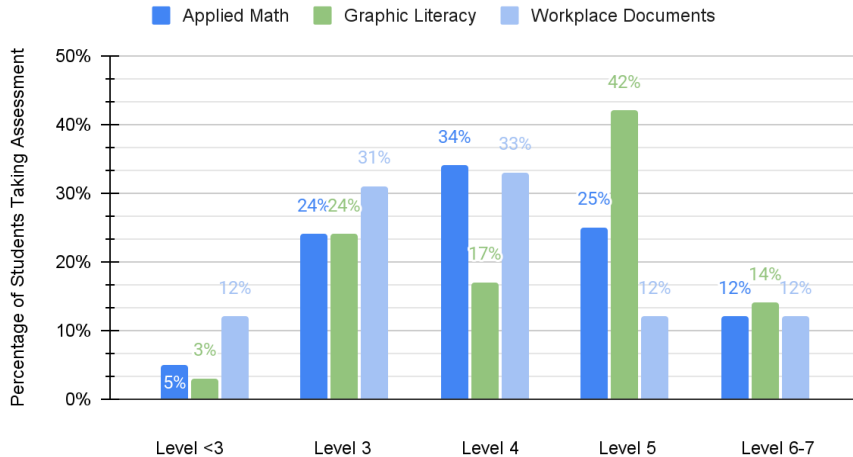Analyze how the evidence supports your answer in Part A.
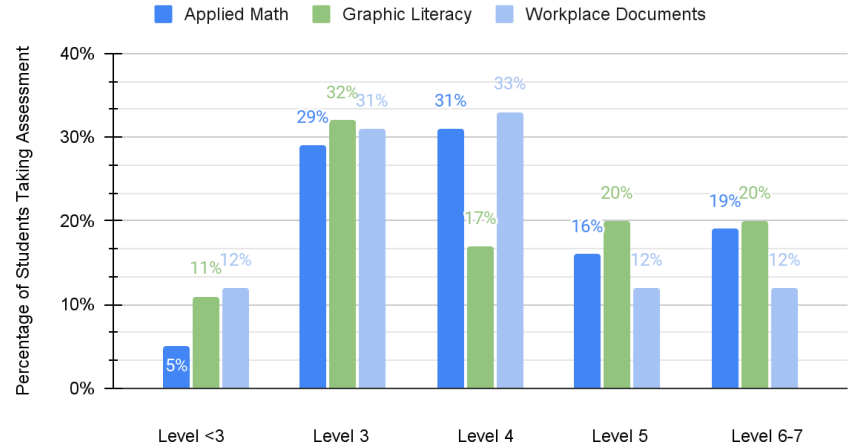
Career and Technical Education

ACT WorkKeys Assessment

This is used as an Assessment of Career Skills. Even though we each teach very different subjects, all of our CTE courses have Career Focus as our common denominator. This year was the second thorough year for testing where we have adequate information for comparison. While we need to strive for improvement in all areas, we feel Workplace Documents was the lowest scoring section, which relates to reading comprehension.

2023 WorkKeys Data Comparison

Legend: Applied Math | Graphic Literacy | Workplace Documents

Level	Applied Math	Graphic Literacy	Workplace Documents
Level <3	5%	3%	12%
Level 3	24%	24%	31%
Level 4	34%	17%	33%
Level 5	25%	42%	12%
Level 6-7	12%	14%	12%

Y-axis: Percentage of Students Taking Assessment (0% – 50%)

2024 WorkKeys Data Comparison

Legend: Applied Math | Graphic Literacy | Workplace Documents

Level	Applied Math	Graphic Literacy	Workplace Documents
Level <3	5%	11%	12%
Level 3	29%	32%	31%
Level 4	31%	17%	33%
Level 5	16%	20%	12%
Level 6-7	19%	20%	12%

Y-axis: Percentage of Students Taking Assessment (0% – 40%)

What is the plan for improvement?

- CFA's will be developed through collaboration in our PLTs to target Career Skills using the curriculum of the ACT WorkKeys
- Continue to use our Pioneer Principles that we have developed to reinforce Career Skills in all Advisory Classes, collaboration in PLTs to develop new lessons
- Although these CFA's will be used in all CTE classes , Use the Career Readiness class as a way to emphasize the importance of these career skills earlier in a students journey

P	I	O	N	E	E	R	S
Punctuality, Preparedness, and Organization	Team Mindset	Goal Oriented	Integrity	Teachable Spirit	Leadership	Respect and Responsibility	Success for the Future
Organization with Google	Cup Team Building Activity	5 Year Plan Description 5 Year Plan Life after High School This can be a two week project	3 Lessons on Integrity				
Effects of Absenteeism Game	Good Teamwork and Bad Teamwork	▶ ATOMIC …	What does Integrity Mean				
Class Discussion: Attendance & Punctuality	What makes a High Performing Team	How to Stop Procrastinating Your Goals	Integrity in the workplace				
How Good is your Time Management	Why Trust is Key to High Performing Teams	The Motivation Myth Video	Simplifying Integrity This is a good one				
"Punching a Timecard" Activity	How to build a team Mentality	SMART Goals	Integrity Jeopardy Game				

Applied Math

5. A customer buys a bag of dog food that costs $12.79 and pays the sales tax of $0.64. How much change is due back from a $20 bill?
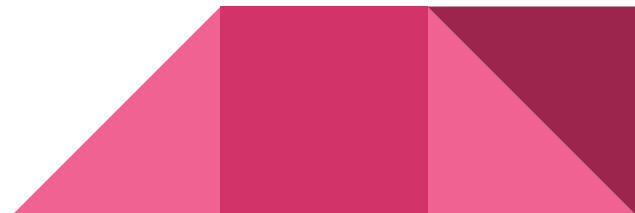
Level 4 Question

a. $ 6.57
b. $ 7.85
c. $12.15
d. $13.23
e. $13.43

5. You and a partner tend 3 machines that run continuously. One prints 200 plastic bottles per hour, one prints 180 plastic bottles per hour, and one prints 150 plastic bottles per hour. If the machines work at their average rates, how many plastic bottles will they print during the 8.5 hours you are at the factory for your shift?

Level 6 Question

a. 530
b. 538.5
c. 1,700
d. 4,240
e. 4,505

Graphic Literacy

Current Monthly Expenditures

Key
- Cost per month
- Cumulative percent

8. Construction workers on a construction site remodeling a house use this table.

Table for Maximum Joist Spans

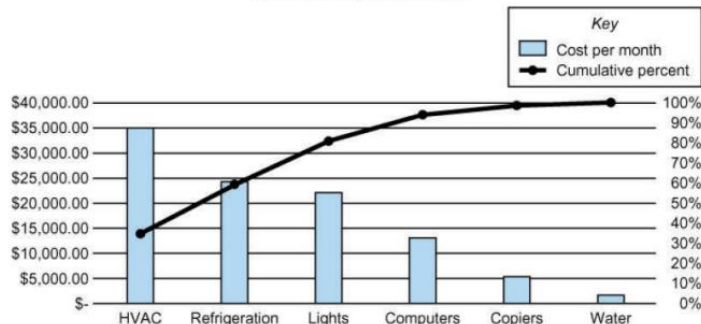| Load (psf)	Spacing (inches)	Board size (inches)				
		2×6	2×8	2×10	2×12	2×14
		Span (feet-inches)				
10	16	11-8	15-4	19-4	23-4	25-8
	24	10-3	14-6	17-3	20-7	24-0
20	16	10-5	13-11	17-6	21-1	24-0
	24	9-2	12-3	15-6	18-7	21-9
30	16	9-9	12-1	16-3	19-6	22-9
	24	8-6	11-4	14-4	17-3	20-2
40	16	9-1	12-1	15-3	18-5	21-5
	24	7-10	10-4	13-1	15-9	18-5
50	16	8-7	11-6	14-7	17-6	20-5
	24	7-3	9-6	12-1	14-7	17
60	16	8-1	10-10	13-8	16-6	19
	24	6-8	8-11	11-3	13-7	15-
70	16	7-8	10-2	12-10	15-6	18
	24	6-5	8-5	10-7	12-9	15

Load is the load or weight the floor must support. Spacing refers to the space between joists in inches. Span is the length and/or width of supporting floor.

7. You have been directed to reduce the costs that make up the first 75% of monthly expenditures. Which expenditures should you target?

Level 6 Question

a. HVAC only
b. Lights only
c. HVAC and refrigeration only
d. HVAC, refrigeration, and lights only

What is the appropriate span for a 30 psf load using 2×8 boards with a joist spacing of 16 inches?

Level 4 Question

a. 8 feet 6 inches
b. 11 feet 4 inches
c. 12 feet 1 inch
d. 13 feet 11 inches

Workplace Documents

INSTRUCTIONS TO SORTING DEPARTMENT:

SPECIAL PROJECT TO FIX ORDER #3434

The customer rejected the previous order. To meet the customer's demands, five long, blue plastic bins have been rolled by the overhead door. Piled on the other side of this room are several thousand steel rods of varying lengths. These rods are to be sorted by length and placed in the bins. Please arrange rods according to the following criteria:

- Bin 1 is for rods that are 4 to 5 meters long.
- Bin 2 is for rods that have a length of over five meters, up to 8 meters.
- Bin 3 is for rods that have a length of over eight meters, up to 10 meters.
- Bin 4 is for rods that have a length of over 10 meters.

Set apart any irregular or especially short or long rods. We cannot afford to have any RBs again. They frustrate the customer and lower our credibility. Please ensure the accuracy of your measurements and that rods are placed into the requisite bins. Further, be sure to measure any rods where it is not immediately evident to which bin they belong.

3. You are tasked with sorting the rods. What does RB likely stand for?

a. Rejected Bins
b. Requisite Bins
c. Red Bins
d. Rolling Bins
e. Rod Bins

Level 4
Question

Workplace Documents

Wellington Farms Homeowners Association: Noise Violations

Definitions

The following are declared to be nuisances affecting public health, safety, peace, or welfare:

1. Any distinctly and loudly audible noise that:
   a. Unreasonably disturbs, injures, or endangers the comfort or safety of any person.
   b. Prevents enjoyment of property or negatively affects property's value.
2. The use of any vehicle so out of repair or so loaded as to create loud and unnecessary grating, rattling, or other noise.
3. Any loud or excessive noise in the loading or unloading of any vehicle.
4. The use of a television, stereo, or any sound-producing device that it is plainly audible at the property line of the structure or building in which it is located, or at a distance of 50 feet if the source is located outside a structure or building.

Hourly restriction of certain activities

Home maintenance and construction.

A. Noise caused by operations such as maintenance and construction shall be prohibited between the hours of 8 p.m. and 7 a.m. on any weekday and between the hours of 9 p.m. and 8 a.m. on any weekend or holiday.
B. Types of activities include but are not limited to:
   a. Domestic power equipment, such as lawn mowers, chain saws, mulchers, and drills.
   b. Construction activities, such as the use of any kind of electric, diesel, or gas-powered machine or other power equipment.
C. Exceptions may be allowed with appropriate permits.

Recreation and entertainment

A. Recreational and entertainment noise shall be prohibited between the hours of 10 p.m. and 9 a.m. on any weekday or between the hours of 11 p.m. and 10 a.m. on any weekend or holiday.
B. Exceptions may be allowed with appropriate permits.

Noise impact statements

The Homeowners Association (HOA) may require any person applying for a change in zoning classification or a permit or license for any structure, process, or project that may be considered a potential noise source to submit a noise impact statement. Noise impact statements must be submitted according to HOA protocol listed on the website. The HOA shall evaluate each statement and take its evaluation into account when considering the application.

Exemptions

A. Town services such as garbage collection.
B. Snow removal.
C. Emergency vehicles.
D. Wellington Farms Pool swim meets.
E. Annual Mayfest community celebration.

---

6. You are a DJ hired to work a graduation party Saturday night at a house in the Wellington Farms neighborhood. According to the policy shown, the music for the party will be:

Level 6 Questions

a. Considered a nuisance.
b. Considered exempt.
c. Beginning before 10 p.m.
d. Over by 11 p.m.
e. Approved in advance by the HOA.