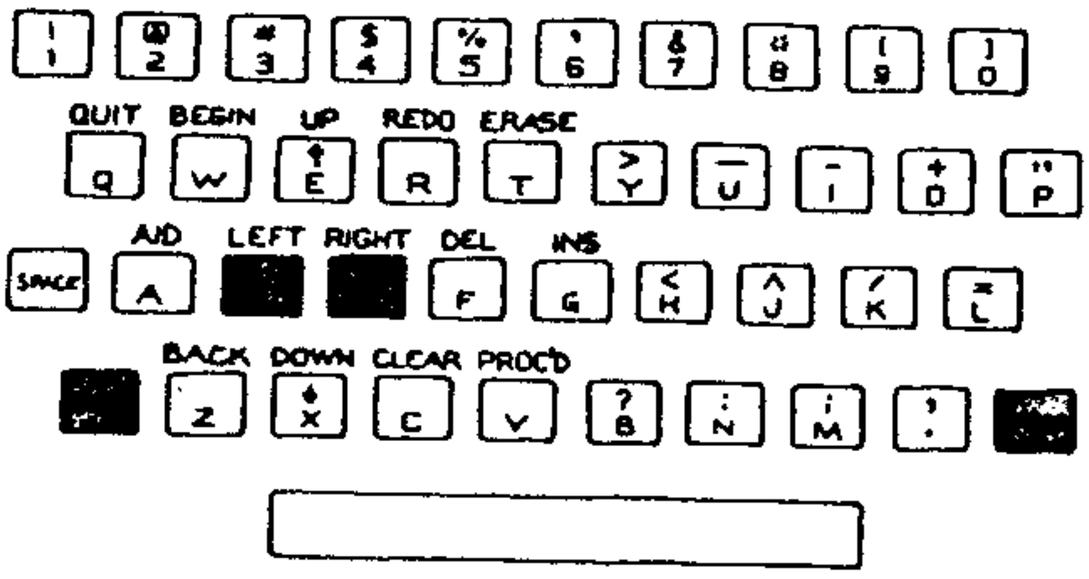
Course Manager

Scott, Foresman Mathematics

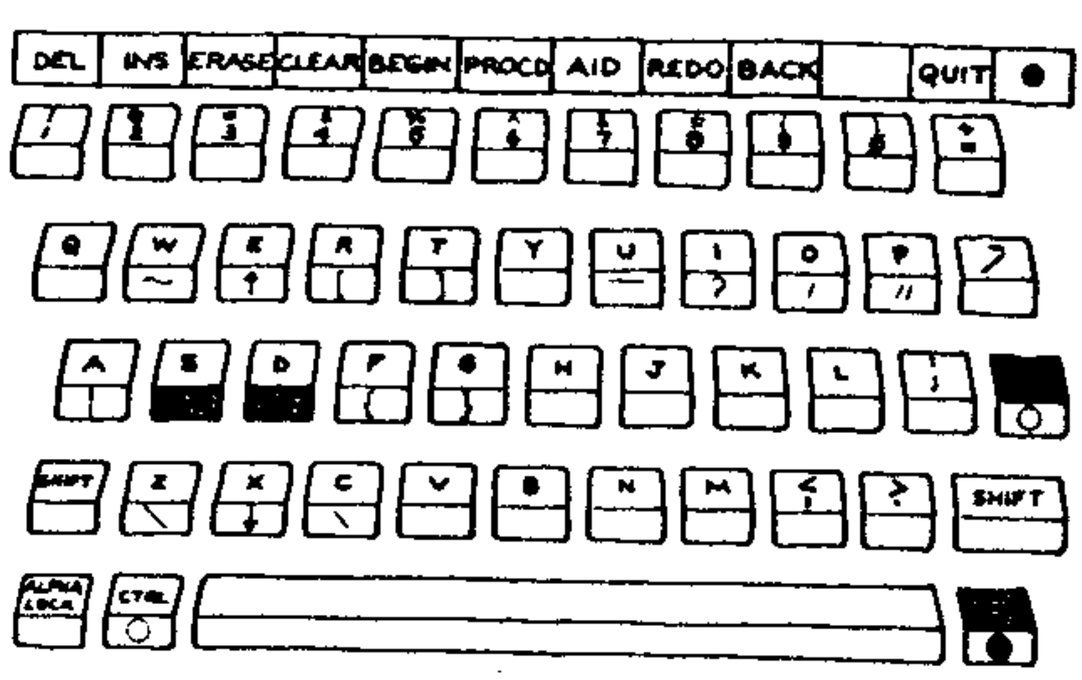
for the Texas Instruments 99/4 microcomputer

Keyboard Reference Guide

TI 99/4 Keyboard



TI 99/4A Keyboard



Function	TI 99/4	TI 99/4A
ENTER stores the data just typed.	ENTER	ENTER
LEFT (←) moves the cursor one space to the left without erasing a character.	SHIFT-S	FCTN-S
RIGHT (→) moves the cursor one space to the right without erasing a character.	SHIFT-D	FCTN-D
DEL(ETE) deletes the character beneath the cursor and automatically closes up space.	SHIFT-F	FCTN-1
INS(ERT) inserts one or more characters, starting from where the cursor is when the function is first used. To cancel this function, another function must be activated or ENTER must be pressed.	SHIFT-G	FCTN-2
ERASE deletes all data in the field where the cursor is then located.	SHIFT-T	FCTN-3
CLEAR does the same as ERASE.	SHIFT-C	FCTN-4
END stops any *School Management* program or a segment or *branch* of the application.	E/END	E/END
QUIT interrupts a program and restores the preliminary Texas Instruments display. *With disk-based applications, this function can cause loss of data or diskette damage.*	SHIFT-Q	FCTN-=
BEGIN, UP, REDO, AID, BACK, DOWN, and **PROC'D** are not used in *School Management Applications*. Some are used with *Disk Manager* (page 10).		

Special Reminders

1. You cannot substitute the letter *L* for the number *one*.
2. You cannot substitute the letter *O* for a *zero*.
3. You cannot use the underscore function to underline. *It erases characters.*
4. The space bar and space key erase characters.

Course Manager

Developed by ESI, Inc.
St. Paul, Minnesota

Scott, Foresman Mathematics

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This Scott, Foresman *Course Manager* module is designed for use with the Texas Instruments 99/4 microcomputer. A disk controller, two disk drives for 5¼-inch diskettes, an RS-232 interface, and a printer must be used with this module.

This Scott, Foresman *Course Manager* application was developed in conjunction with ESI, Inc., a firm that provides a variety of professional services for local, state, and Federal educational agencies, and for corporations engaged in developing technological products for education. Founded in 1968 as an educational consulting and evaluation group, ESI has come to focus its staff's professional expertise in educational computing on the development of computer software for education, training, and administration.

Component	Serial Number	Purchase Date
TI 99/4 Microcomputer		
Video Display Monitor		
RS-232 Interface		
Disk Controller		
Disk Drive 1		
Disk Drive 2		
Printer		
Optical Card Reader		
RF Video Modulator (needed with TV sets)		

ISBN-0-673-30449-3

1 2 3 4 5 6 7 - MAL - 87 86 85 84 83 82 81

Contents

Part 2:
Using *Course Manager*

General Application Information

Purpose of *Course Manager*

The main purpose of *Course Manager* is to computerize the management of the material in Books 3 through 8 of the *Scott, Foresman Mathematics* series. *Course Manager* correlates the objectives of each chapter for Books 3 through 8 with the test results for an individual student or an entire class. Thus, the teacher can determine which objectives have been met and which concepts require additional instruction.

Uses of *Course Manager*

The objectives of each chapter that are stored in *Course Manager* correspond with the page numbers in the textbook, the *Practice Workbook*, the *Reteaching Masters*, and the *Enrichment Masters* in the *Scott, Foresman Mathematics* series, Books 3 through 8. After you enter a minimum amount of data into the computer, such as the current date, class information, student names and student test results, you are able to have reports printed that correspond to each class. These reports enable you to see which objectives have not been passed by a particular student, which test items are causing the students the greatest amount of difficulty, and which students need additional instruction or enrichment on a particular concept.

Contents of *Course Manager*

The *Course Manager* package consists of the following:

One set of 6 diskettes containing chapter objectives for grade levels 3 through 8 with suggested passing criterion for each objective.

One set of 6 blank diskettes designed to hold information for 6 different classes.

The *Course Manager* command module, which controls the entire application.

A manual designed to answer any questions you may have regarding the components or content of the *Course Manager* application.

The main menu of the application provides five options:

1 ADD OR DELETE STUDENTS
2 ENTER TEST RESULTS
3 EDIT INFORMATION
4 PRINT REPORTS
E END THIS PROGRAM

The first three options allow you to enter, verify, or update information regarding student data and scores. The fourth option allows you to print a variety of reports. The fifth option allows you to end the program. A detailed description of these options is found under the heading *"Using the Main Menu"* in this section of the manual.

Six different reports options can be printed. A brief description of each report follows. The "Student Prescription" report and the "Student Item Responses" report are shown in this section as samples of the reports options.

Report 1: "Student Prescription" provides a list of chapter objectives followed by an alphabetical listing of the students in the class. It indicates the objectives not passed, and the specific textbook pages, workbook pages, and *Reteaching Masters* for remediation, as well as the *Enrichment Masters* for enrichment.

Report 2: "Objectives Prescription" displays each objective individually followed by an alphabetical listing of students who have not met the passing criterion for the objective.

Report 3: "Student Item Responses" provides the score and the response of a student (by objective) to each item on a particular test.

Report 4: "Student Scores to Date" displays the students' scores for each unit and chapter test, and gives the unit test average, the chapter test average, and the end-of-book test score.

Report 5: "Class Item Responses" gives the test number, the total number of students who responded correctly to each test item, and the percentage of students who responded correctly to each test item. This information is provided for both the pretest and the posttest of a chapter, unit, or end-of-book test.

Report 6: "Class List" provides an alphabetical list of students which can be used to record information for each student.

A detailed description of these reports is found under the heading "Option 4: PRINT REPORTS" in this section of the manual.

Important: Each class diskette can hold the records of 40 students. You may alter class, student, and test result information at any time.

Important: It is advisable to maintain all important student information on a backup diskette in case the information stored on the original diskette is accidentally destroyed. A backup diskette is a copy of the original diskette; it should be periodically updated so that it contains current data for each class. For more information about backing up diskettes, see page 20 in Part 1 of the *Course Manager* manual.

10/04/81 S6.2a

*** STUDENT PRESCRIPTION ***
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON PERIOD OF DAY: 3
GRADE/CLASS: 6/C

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17) POSTTEST

OBJECTIVE	PASSING CRITERIA
9 GIVE PRODUCTS FOR MULTIPLICATION BASIC FACTS.	1/1
*10 MULTIPLY BY A ONE-DIGIT NUMBER.	2/2
*11 MULTIPLY BY A TWO-DIGIT NUMBER.	8/8
12 MULTIPLY BY A THREE-DIGIT NUMBER.	2/3
13 MULTIPLY NUMBERS THAT ARE MULTIPLES OF 10, 100, OR 1000.	3/4
14 MULTIPLY THREE NUMBERS.	2/3
15 ESTIMATE PRODUCTS USING ROUNDED NUMBERS.	1/2
16 SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION.	1/1
17 SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION WHERE TOO MUCH OR TOO LITTLE INFORMATION IS GIVEN.	1/2

* MINIMUM COMPUTATIONAL SKILLS OBJECTIVE

STUDENT	OBJECTIVES NOT PASSED AND HELP PAGES: TEXT	WORKBOOK	RET MAST	ENRICHMENT: OBJ	PAGE
ANDERSON, DENISE #01 TEST DATE 9/18				*11 12 13	5-6 7 4
BALDWIN, EUGENE #02 TEST DATE 9/18	*10 30-31 14 32-33 17 42-43		11 12	10	*11 12 13	* 4 7 4
CHANG, DENNIS #03 TEST DATE 9/18	*11 38-39 13 28-29 14 32-33		13-14 10 12	11-12	12	7
ENGSTROM, THOMAS #04 TEST DATE 9/18					*11 12 13	5-6 7 4

10/04/91 *** STUDENT ITEM RESPONSES *** S5.2C
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON
GRADE/CLASS: 6/C
PERIOD OF DAY: 3

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17)

OBJECTIVE		PASSING CRITERIA
9	GIVE PRODUCTS FOR MULTIPLICATION BASIC FACTS.	1/1
*10	MULTIPLY BY A ONE-DIGIT NUMBER.	2/2
*11	MULTIPLY BY A TWO-DIGIT NUMBER.	5/6
12	MULTIPLY BY A THREE-DIGIT NUMBER.	2/3
13	MULTIPLY NUMBERS THAT ARE MULTIPLES OF 10, 100, OR 1000.	3/4
14	MULTIPLY THREE NUMBERS.	2/2
15	ESTIMATE PRODUCTS USING ROUNDED NUMBERS.	2/2
16	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION.	1/1
17	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION, WHERE TOO MUCH OR TOO LITTLE INFORMATION IS GIVEN.	2/2

* MINIMUM COMPUTATIONAL SKILLS OBJECTIVE

#01 ANDERSON, DENISE 9/18 23, 100%

OBJECTIVE NUMBER	9	10	11	12	13	14	15	16	17
ITEM	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0
POSTTEST	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +

#02 BALDWIN, EUGENE 9/18 19, 83%

OBJECTIVE NUMBER	9	10	11	12	13	14	15	16	17
ITEM	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0
POSTTEST	+ + - + + + + + - +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +	+ + + + + + + + + +

General Computer Information

In Part 1 of the *Course Manager* manual, the components of the *School Management System* are explained in detail. In this section, therefore, you will find only a brief review of information concerning the computer and its related components.

Preliminary Steps

The following steps should be completed in sequence to ensure that all of your components are functioning properly.

1. Connect all units according to directions (see Part 1, pages 8-9).

Important: If the adapter board on the flat cable of either disk drive has been connected upside down to the disk controller or the other drive's adapter board plug (see page 8 in Part 1 of this manual), **your diskettes will be completely erased as soon as you turn on power and insert them.** Therefore, before inserting a diskette, switch on the whole system and look at both disk drive lights. If the cables are properly connected, they should *not* glow. If the light on either drive comes on and remains lit, that drive's adapter board is plugged in upside down. Switch off all units, unplug that cable, and reconnect it the other way.

Do not insert diskettes until you have again turned on the system and are sure that the lights are not glowing.

2. Turn on the monitor so that it has time to warm up.

Important: The function of the computer makes it necessary to turn *on* the components in this order. You may, however, turn the components *off* in any order.

3. Turn on both disk drives and the disk controller.
4. Turn on the console, the RS-232 interface, and the printer. The printer LINE/LCL switch should be set to LINE.
5. Insert the *Course Manager* command module into the slot on the console. If the module produces a garbled monitor display, slide the console switch to the off position and then back to the on position.
6. Insert a grade level diskette entitled *Course Manager* into DRIVE 1. This diskette contains the objectives for the grade level specified on the label.
7. Insert an initialized diskette for storing class information into DRIVE 2. A detailed explanation of how to initialize diskettes can be found on page 18 in Part 1 of this manual.

The Texas Instruments preliminary title screen with the message READY-PRESS ANY KEY TO BEGIN is now displayed. Read the following sections on keyboard functions and signal tones before beginning your work with the *Course Manager* application.

Important: Do not leave a diskette in either disk drive when you are turning the power on or off for the system. Data on a diskette may be altered or erased by the sudden change of current when the system is turned on or off.

Keyboard Functions

On page 14 in Part 1 of the *Course Manager* manual, the functions of the keyboard are explained in detail. In this section, therefore, you will find only a brief review of the most important keys and their functions.

1. ENTER - Pressing ENTER commands the computer to accept the information you have just typed. After responding to specific questions throughout *Course Manager,* you must press ENTER so that the computer stores your responses.
2. E or END - Pressing E or END commands the computer to end a branch of the application. Whenever the main menu appears, the question YOUR CHOICE? will be shown at the bottom right of the screen. If you type E ("end") and press ENTER, the application will terminate. If you enter E or END in response to ANY CHANGES? or YOUR CHOICE? shown on a screen other than the main menu, you will return to the previous menu. If you type E or END and press ENTER once you have again reached the main menu, the application will terminate.

Important: At the end of every work session, you should return to the main menu and enter E to halt the application. This is the *only safe way* to terminate *Course Manager* with no risk of losing data. *Remember that the QUIT function may erase data or even damage a diskette.*

The following functions can be used to edit information typed into the computer before ENTER is pressed.

1. The ← arrow moves the cursor left one space at a time within a given field. It does not erase information passed over by the cursor.
2. The → arrow moves the cursor right one space at a time within a given field. It does not erase information passed over by the cursor.
3. DELETE erases a character that the cursor is on in a given field.
4. INSERT allows you to insert one or more characters into the place indicated by the cursor;

the character underneath the cursor and all the characters to the right of the cursor move to the right as the character or characters are inserted.
5. ERASE erases all characters within a given field.
6. CLEAR erases all characters within a given field.
7. The SPACE BAR moves the cursor to the right one space at a time within a given field; it erases information the cursor passes over.

Signal Tones

Three different tones will be heard while you are working with the *Course Manager* application. A high-pitched tone is heard when the preliminary title pages appear and when the program is terminated. A lower-pitched tone occurs when you attempt to enter invalid characters. The field is cleared of invalid information and the cursor reappears at the beginning of the field. The lowest-pitched tone is heard when you have entered invalid data within a given field, entered the maximum number of characters a line is able to contain, or pressed ENTER without typing any data where data are required.

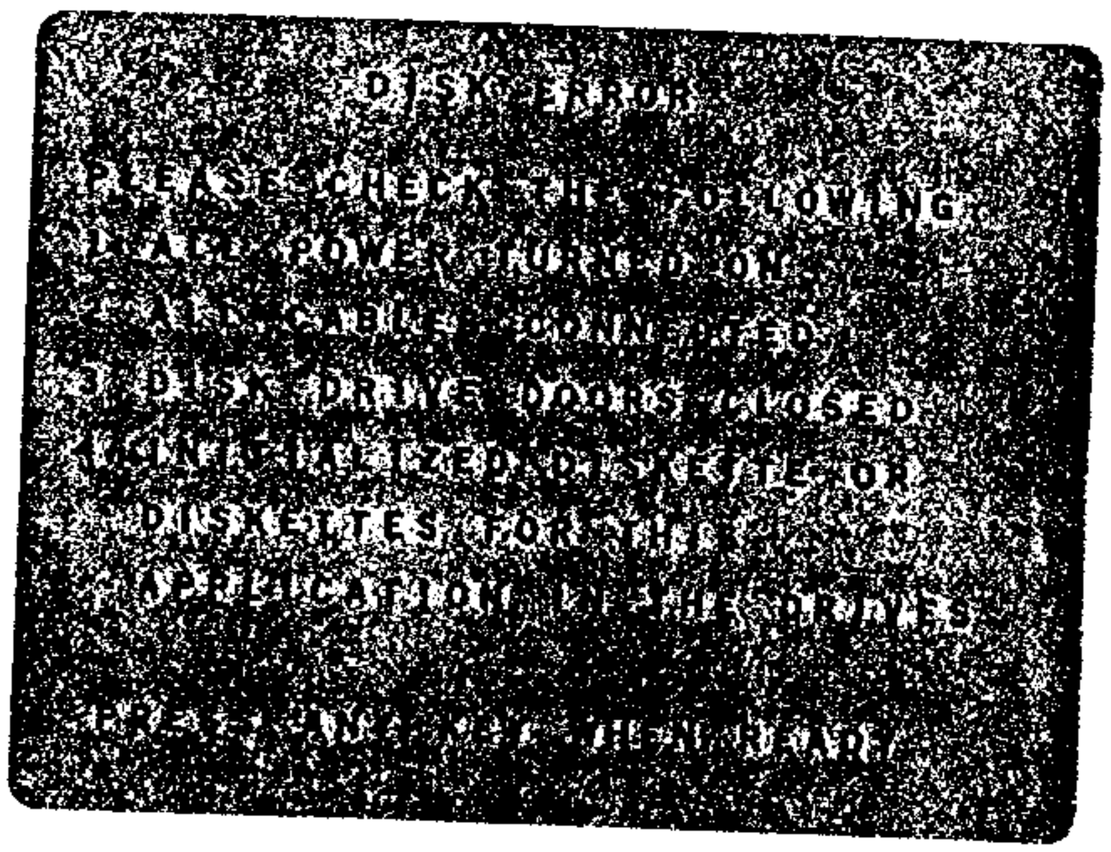
Changing Modules

When finished working with this application, you should use the following procedure to end the program and, if necessary, to start another one:
1. Return to the application's main menu and enter E to end the program.
2. Back up new data, if changes have been made, and remove and file your diskettes as suggested on the application's final display.
3. Press any key to bring back the preliminary Texas Instruments display.
4. Remove the command module.
5. If you wish to use another application, insert that module and the appropriate diskette or diskettes and continue work.

Entering Data

Now that you are familiar with the components of your computer, you are ready to enter data into the computer. When the components have been turned on, the command module has been inserted into the console, and the diskettes have been inserted into the correct disk drives, you will see the Texas Instruments preliminary title page on the screen.

Press any key on the keyboard to begin the program. Then press the appropriate number to indicate your selection of the *Course Manager* application. When the words DISK CHECK appear on the screen, you will see the red lights on the front of the disk drives alternately flash on and off for several seconds. If the disk check has not been completed satisfactorily, the following message will appear:



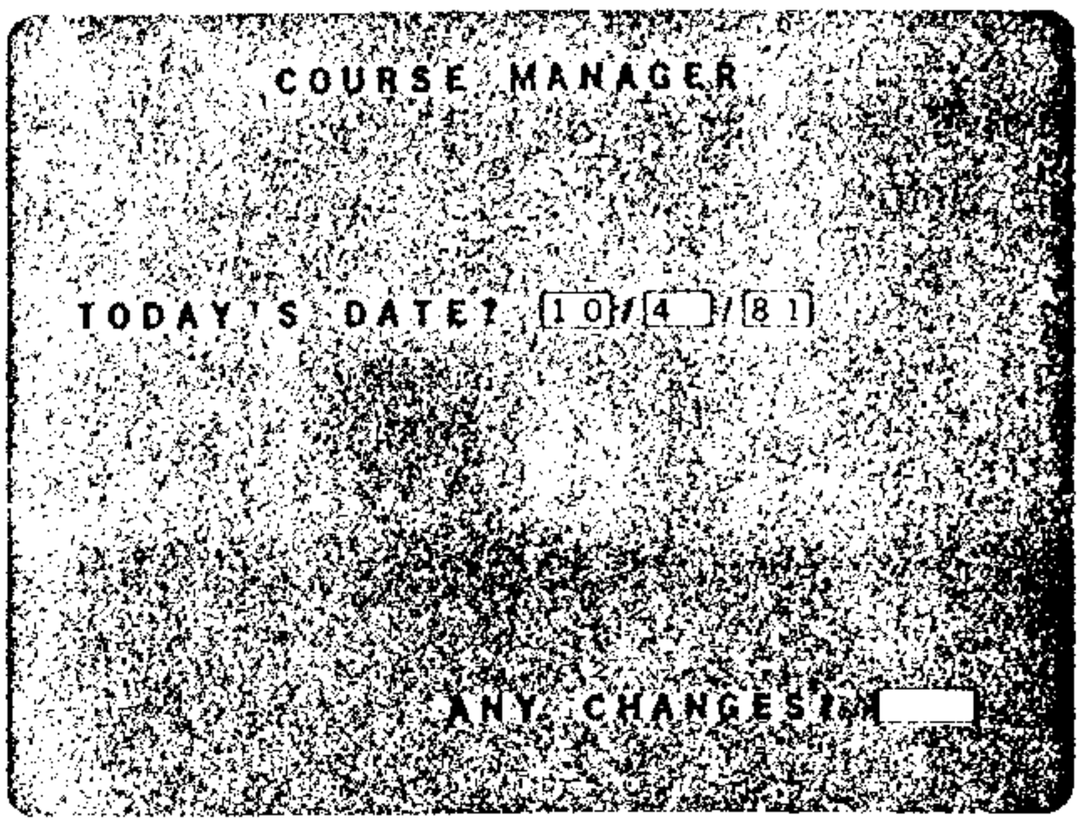
It will be necessary to check the items listed on the screen, and then press any key to once again perform the DISK CHECK.

If you have inserted the diskette for DRIVE 2 into DRIVE 1, the following message will appear:

WRONG DISKETTE IN:
DRIVE 1
PRESS ANY KEY WHEN READY

If this message appears, you will need to check and see that the correct diskettes are in the proper disk drives.

If the DISK CHECK has been completed satisfactorily, the following screen will appear:



Date Information

You are asked to respond to the question TODAY'S DATE? The three date fields **(2 spaces each; numbers only)** are shown in the following order: month/day/year. The cursor first appears in the field indicating the month. If the month is a single digit, the number may be entered singly or preceded by a zero. Type in the digit or digits indicating the current month and then press ENTER.

Important: In this manual, when a data field on a screen is surrounded by a black rule, as are the date fields above, you cannot pass through that field without entering at least one character.

Important: Each time you input data in a particular field, you must press the ENTER key. Pressing the ENTER key commands the computer to store that information.

The cursor moves to the field indicating the day. If the day is a single digit, the number may be entered singly or preceded by a zero. Type in the digit or digits indicating the current day and press ENTER. The cursor moves to the field indicating the year. Type in the last two digits of the current year and press ENTER. The date may be entered as

01 (ENTER)/
04 (ENTER)/
82 (ENTER)

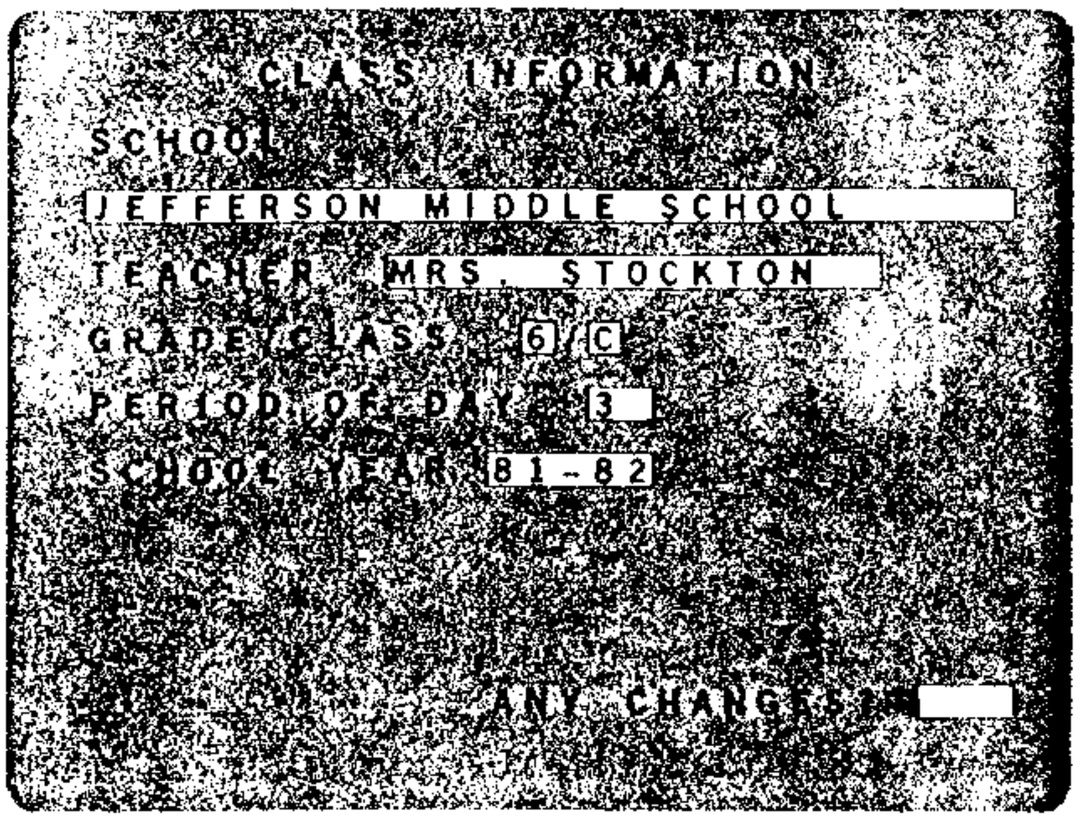
or as

1 (ENTER)/
4 (ENTER)/
82 (ENTER)

You are now asked to respond to the question ANY CHANGES? If you have typed in any incorrect information, type Y or YES and press ENTER. The cursor will return to the first field on the screen requiring information. If the information in the field indicating the month is not correct, use the editing keys and type in the correct information; then press ENTER. If the information in the field indicating the month is correct, press ENTER. Follow the same procedure for the fields indicating the day and the year. When the information shown on the screen is correct, answer N or NO to the question ANY CHANGES? and press ENTER. At this point the word WORKING appears on the screen as the appropriate files are set up on the newly initialized diskette.

Class Information

When this is completed, the CLASS INFORMATION screen will appear. The information you type in on this screen will appear on any reports you may wish to have printed later.



You are first asked to type in the name of the school **(28 spaces; any characters).** Next you are asked to type in the teacher's name **(15 spaces; any characters).** You may wish to include a title (Mr., Mrs., Ms.) if space permits.

Designate the grade or class **(2 spaces; any characters)** for which you are entering data. Designate the period of the day **(2 spaces; any characters)** that a particular class meets.

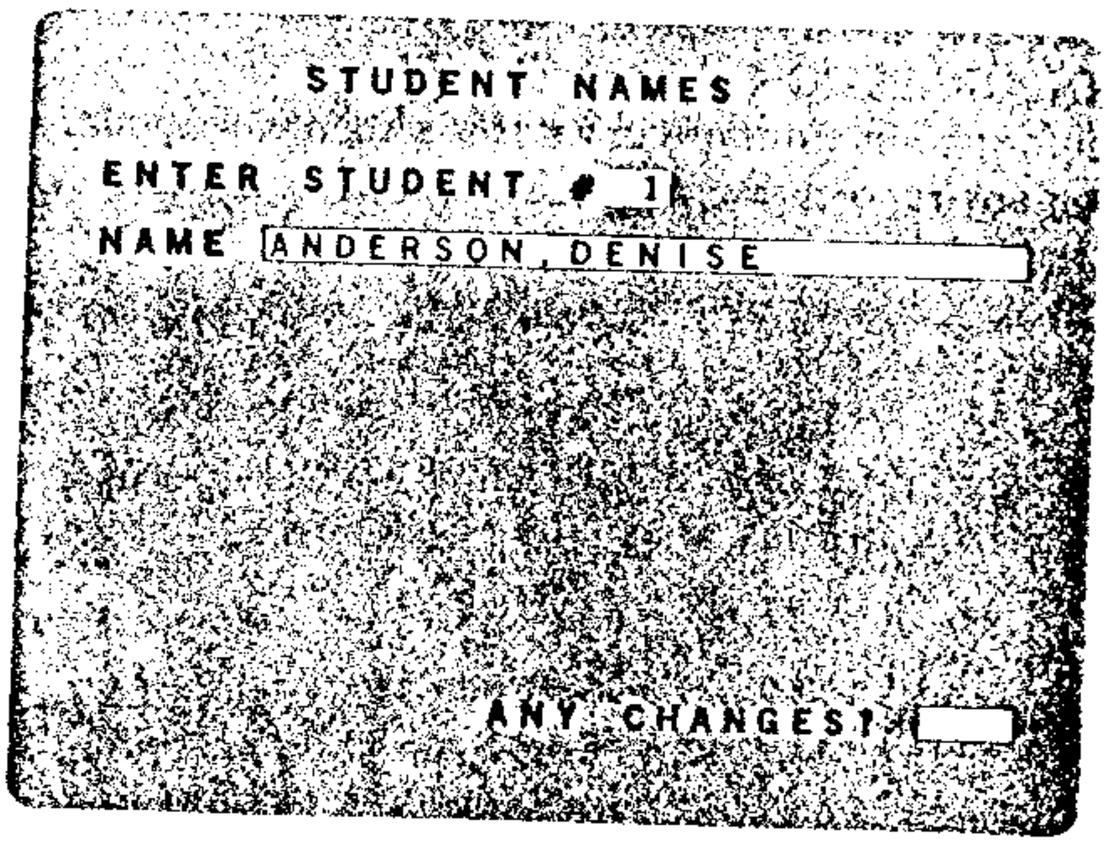
The school year is designated by two sets of digits **(2 spaces each; numbers only).** When you have typed in the last two digits of the current school year, the last two digits of the following year will automatically appear. Suppose, for example, that you want to enter information for the school year 1981-1982. If you type in the digits *81,* the digits *82* automatically appear.

You are now asked to respond to the question ANY CHANGES? If you have typed in any incorrect information, type Y or YES and press ENTER. The cursor will return to the first field on the screen requiring information. If the information in a particular field is incorrect, use

the editing keys and type in the correct information; then press ENTER. If the information in a particular field is correct, press ENTER. When the information shown on the screen is correct, answer N or NO to the question ANY CHANGES? and press ENTER.

Student Names

When the class information has been stored in the computer, the STUDENT NAMES screen will appear:



You are asked to type in the NAME (**23 spaces; any characters**) of each student in this particular class. It is important that you type in the name of each student in the following manner: last name, comma, first name or initial.

If the last name of a student is not separated from the first name by a comma, the following message will appear:

NO COMMA WAS ENTERED.
ENTER NAMES AS LAST, FIRST.

The cursor will reappear after the heading NAME and you are given another opportunity to enter the name of the student correctly.

Each diskette can hold the records of up to 40 students. Every student name that you enter will automatically be assigned a number by the computer. When you are using a diskette for the first time, the number on the screen after the words ENTER STUDENT # is *1*. The number assigned to a student becomes a part of the student's permanent file for *Course Manager*, and is used to call that student's record for the purpose of entering or editing data.

The student names do not have to be entered in alphabetical order; the computer automatically alphabetizes the names of the students for you. If you enter the names of the students alphabetically, the numbers assigned to the students will appear on the reports in numerical sequence from the lowest to the highest number. If you do not enter the names of the students alphabetically, the numbers assigned to the students will not appear in numerical sequence.

After you have entered the name of each student, you are asked if you want to make ANY CHANGES? By pressing Y or YES and ENTER you can alter the information you have typed. Pressing N or NO and ENTER stores the information you have typed. The red light on the disk drive will come on while the information is being stored.

A new STUDENT # and blank NAME field will continue to reappear after you have entered a student's name so that you can enter the names of all the students in the class in the same manner. If you have fewer than 40 student names to enter and wish to terminate this part of the program, answer N or NO to the question ANY CHANGES? after the final student's name has been entered. Type END in the next NAME field and press ENTER. You can also respond with E or END to ANY CHANGES? once you have typed the name of the last student. In either case, the application will advance to the *Course Manager* main menu screen.

Important: Immediately after entering your initial data base, you should back up your data diskette. End the application as described on page 55 of this manual, remove your diskettes, and follow the back-up procedures described on page 20.

Using the Main Menu

The *Course Manager* main menu provides you with a choice of 5 options. In order to select an option, simply press the number that corresponds to the desired option and press ENTER. The options are displayed on the following screen:

```
COURSE MANAGER

1 ADD OR DELETE STUDENTS
2 ENTER TEST RESULTS
3 EDIT INFORMATION
4 PRINT REPORTS
E END THIS PROGRAM

YOUR CHOICE? _
```

Option 1 ADD OR DELETE STUDENTS

With this option you can add student names to a class or delete student names from a class. If you choose Option 1 from the main menu, the following screen will appear:

```
ADD OR DELETE STUDENTS

1 ADD STUDENTS
2 DELETE STUDENTS

YOUR CHOICE? _
```

1. Add Students If you choose to add a name to a class list, enter the number 1 for ADD STUDENTS after the words YOUR CHOICE? The screen for entering student names will appear. This screen is the same screen that appeared when you entered the names of your students the first time you worked with *Course Manager*.

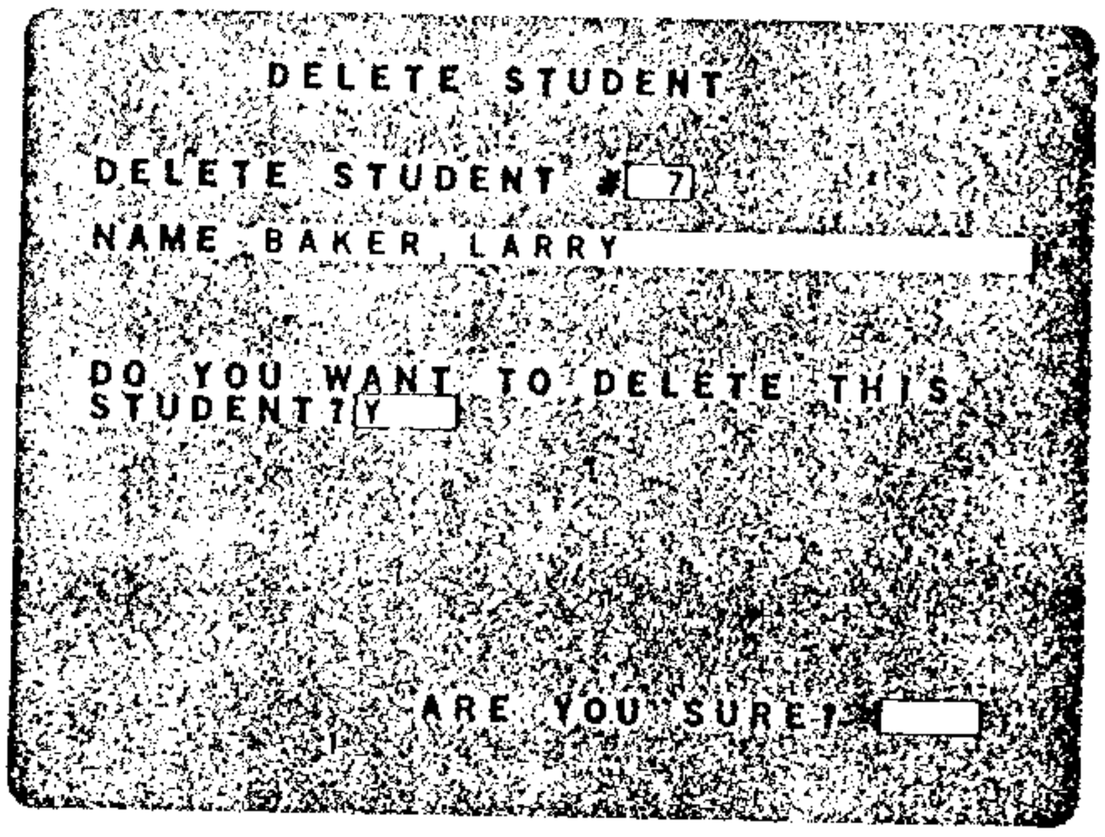
```
STUDENT NAMES

ENTER STUDENT # 6
NAME WALKER,SARA

CREATING NEW TEST FILES

ANY CHANGES? _
```

The lowest available student number on the disk will appear after the heading ENTER STUDENT #. Type in the last name of the student you wish to add, a comma, and then the first name or initial of the student.

After the name of each student is entered, you are asked to respond to the question ANY CHANGES? By entering Y or YES, you have the opportunity to alter the information you have typed. If you respond with N or NO, the message CREATING NEW TEST FILES appears on the screen, and about 50 seconds are necessary as the new student's file is set up on the diskette. The computer then returns to the ADD OR DELETE STUDENTS screen.

When you have finished adding the desired number of names, you can return to the main menu screen by answering E to the question YOUR CHOICE? on the ADD OR DELETE STUDENTS screen.

2. Delete Students If you wish to delete the name of a student from a class list, choose Option 1 from the choices displayed on the main menu screen. The ADD OR DELETE STUDENTS screen will again appear. Enter the number 2 for DELETE STUDENTS after the words YOUR CHOICE? The screen at the head of the following page will appear.

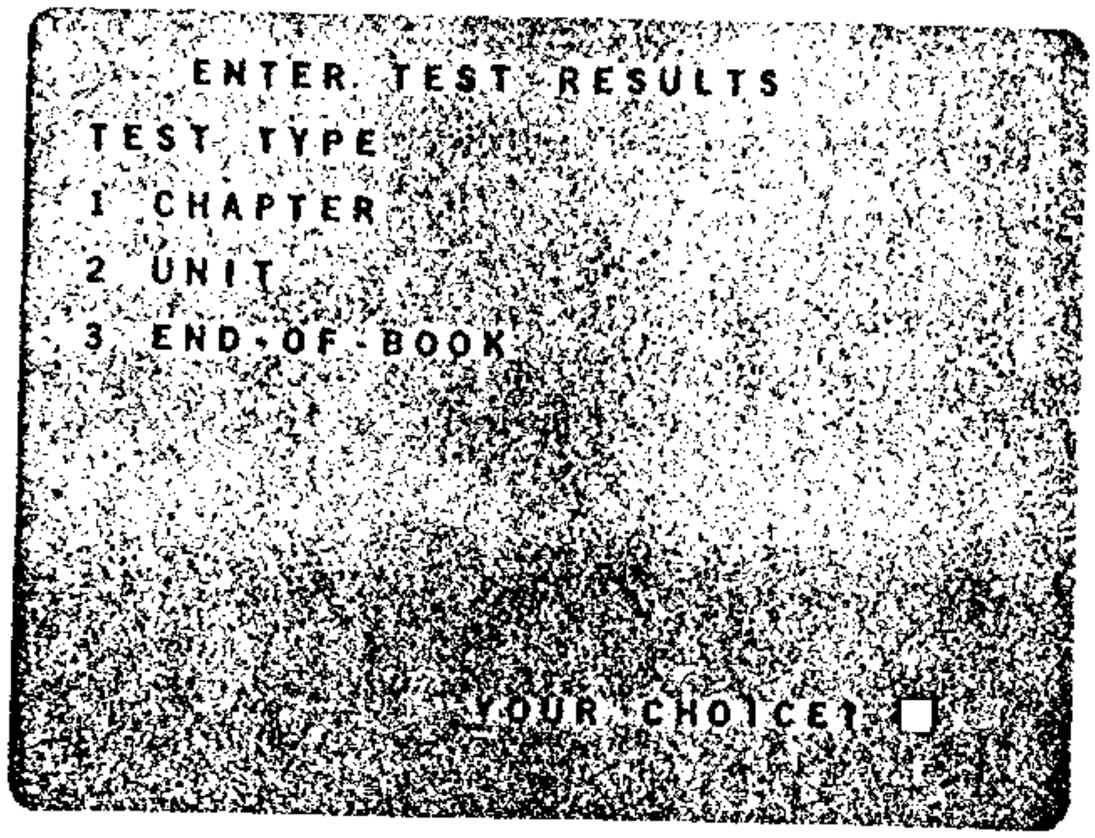


You will be asked to enter the number of the student whose record you wish to delete. This student number appears on Report 6, which is the "Class List." When you enter the number of the student, the name of the student will automatically appear. You are then asked to respond to the question DO YOU WANT TO DELETE THIS STUDENT?

If you respond with Y/YES, the words ARE YOU SURE? appear. You must respond with Y/YES to the question ARE YOU SURE? in order to delete the name of the student and all stored test information for that student. Once the deletion is completed, the *Course Manager* main menu will appear. If you respond with N/NO to the question ARE YOU SURE?, the name of the student and all stored test information for that student remain stored. The DELETE STUDENT NAMES screen will reappear, enabling you to delete the names of other students from the class list.

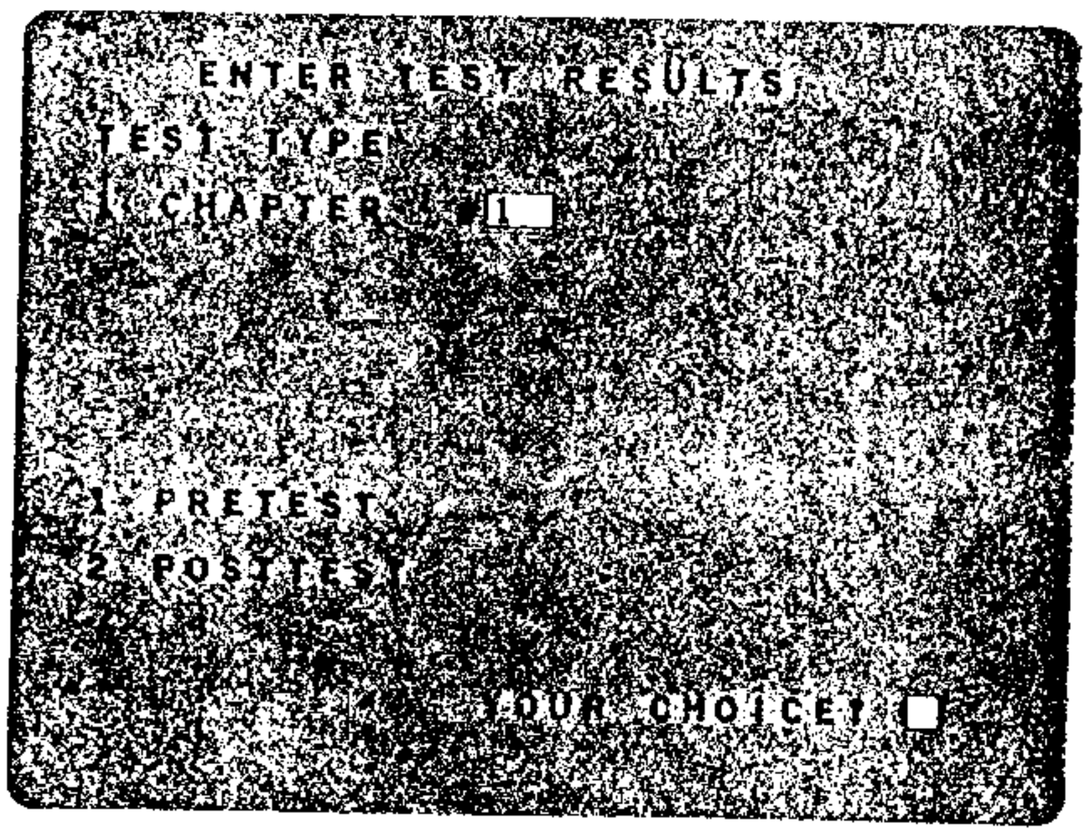
Option 2 ENTER TEST RESULTS

With this option you are able to enter test scores for any student whose name is stored in the computer. When you choose Option 2, the ENTER TEST RESULTS screen appears:



The procedure for entering results will be described for chapter tests. The same procedure should be followed for entering results from unit tests and the end-of-book test.

If you enter the number 1 for CHAPTER, the following screen will appear:



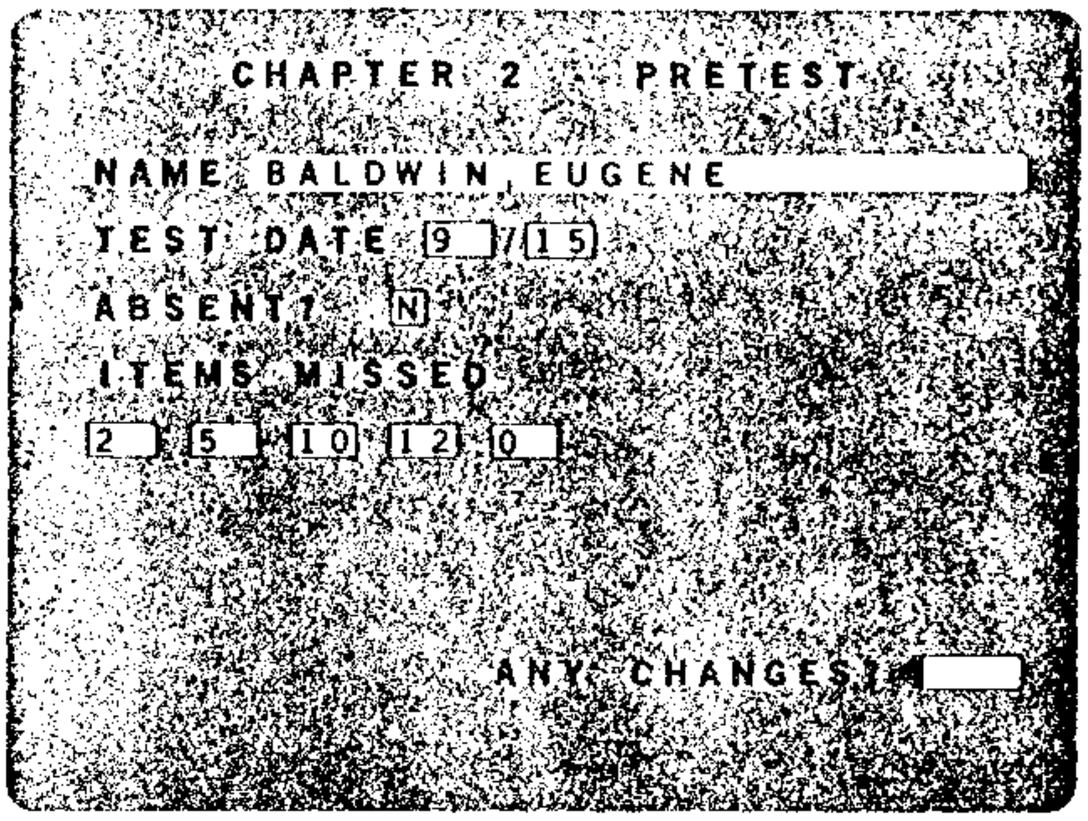
You are asked to indicate the chapter number that corresponds to the test scores to be entered. After you have entered the chapter number, you are asked whether these scores are to be recorded as a pretest or as a posttest.

Important: The numbers of the chapter tests, unit tests, and end-of-book tests on each *Course Manager* objectives diskette correspond with the numbers of the tests in the matching level of Books 3 through 8 of the *Scott, Foresman Mathematics* series.

If you are testing your students twice on a particular chapter, you should designate the first test as a pretest and the second test as a posttest. Thus, you are able to see the improvement in the students' scores. If you are testing your students only once on a particular chapter, you should

designate the test as a posttest so that the scores will be added to the students' cumulative chapter or unit test averages. A different form of each test is found in the *Scott, Foresman Mathematics* student text, the *Test Masters,* and the *Test Booklet.*

If you choose PRETEST, the following screen will appear. (A screen similar to this screen will appear if you choose POSTTEST.)



The name of each student in the class will appear in alphabetical order. The cursor indicates that you should enter the month **(2 spaces; numbers only)** and the day **(2 spaces; numbers only)** the chapter test was taken by the student. If the month or the day is a single digit, the number may be entered singly or preceded by a zero. Enter the digit or digits indicating the desired month and day.

The test date information you enter will remain for subsequent students unless you choose to alter that information. If you wish to alter the test date information for the next student, when the name of the next student appears, type the new date when the cursor appears after the heading TEST DATE and then press ENTER. If the test date information is already correct for the next student, just press ENTER to accept it.

The cursor moves to the next field where you are asked to indicate whether a student is absent or not **(1 space; N or Y only).** The letter N (for "no," indicating the student was not absent) will automatically appear for the first student and will remain on the screen for subsequent students until you change the response to Y (for "yes," indicating the student was absent). Whenever you respond with Y to ABSENT?, the cursor bypasses the field following the heading ITEMS MISSED. Whenever you respond with N to ABSENT?, the cursor moves to the field following the heading ITEMS MISSED **(2 spaces each; numbers only).**

You are now able to enter the number of each item the student missed on the chapter test. If a student has not missed any items on the test, enter a zero in the first field. If the student has missed one or more items on the test, enter the first item number. A new field will appear for the next item number. Continue in this manner until all missed item numbers have been entered for the student.

When you have entered all of the missed item numbers, enter a zero in the next field. The question ANY CHANGES? will appear on the screen. If you respond with Y/YES to the question ANY CHANGES?, you have the opportunity to alter any information you have just entered. *Important:* If you now enter a zero as the first item missed, any remaining item numbers will be automatically deleted.

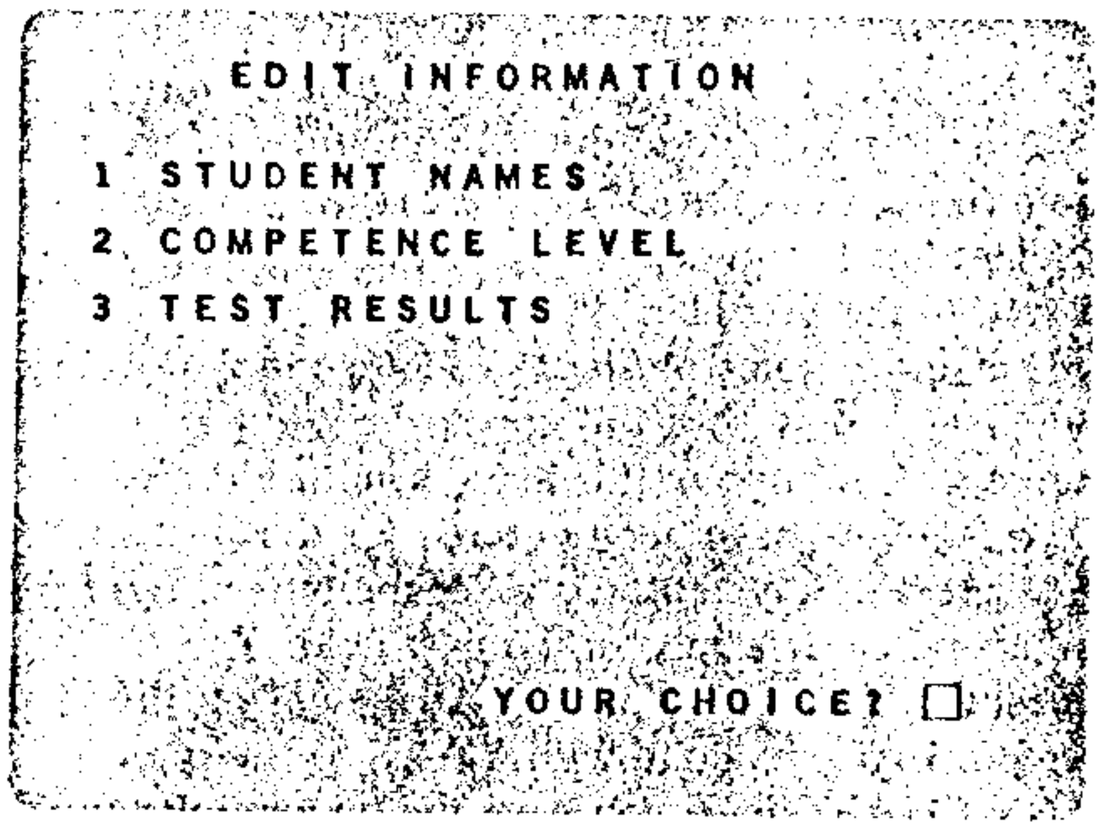
If you respond with N/NO to the question ANY CHANGES?, the name of the next student will appear. Once all of the students' scores have been entered, the *Course Manager* main menu appears.

If you do not enter the missed item numbers for all of the students in the class when you use this option the first time for a given test, you must use the EDIT INFORMATION option from the menu to enter this information at a later date. If you were to try to enter results for this class at a later date by using the ENTER TEST RESULTS option, the following message would appear:

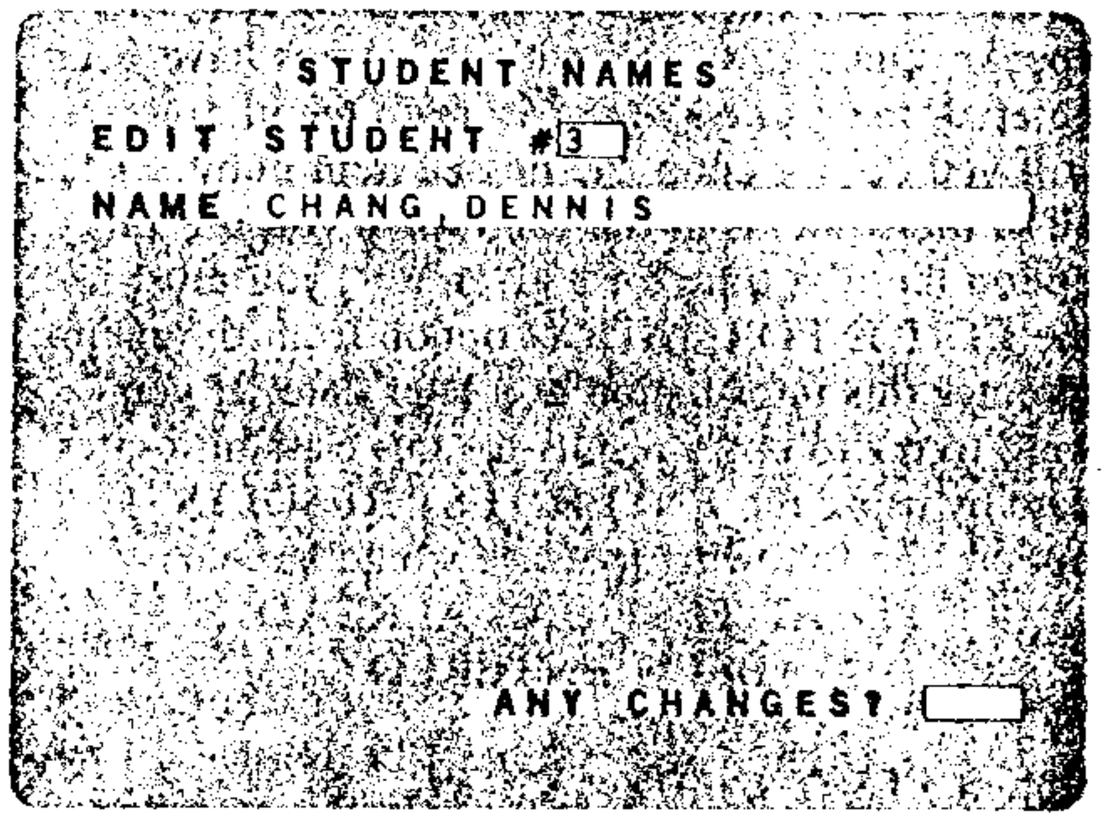
THAT TEST HAS ALREADY
BEEN ENTERED.

Option 3 EDIT INFORMATION

With this option you are able to alter the information stored for student names, competence levels, and test results. When you choose Option 3 from the *Course Manager* main menu, the EDIT INFORMATION screen will appear as shown at the head of the following page.



1. Edit Student Names If you choose to edit information concerning student names, enter the number 1 after the question YOUR CHOICE? and the following screen will appear:

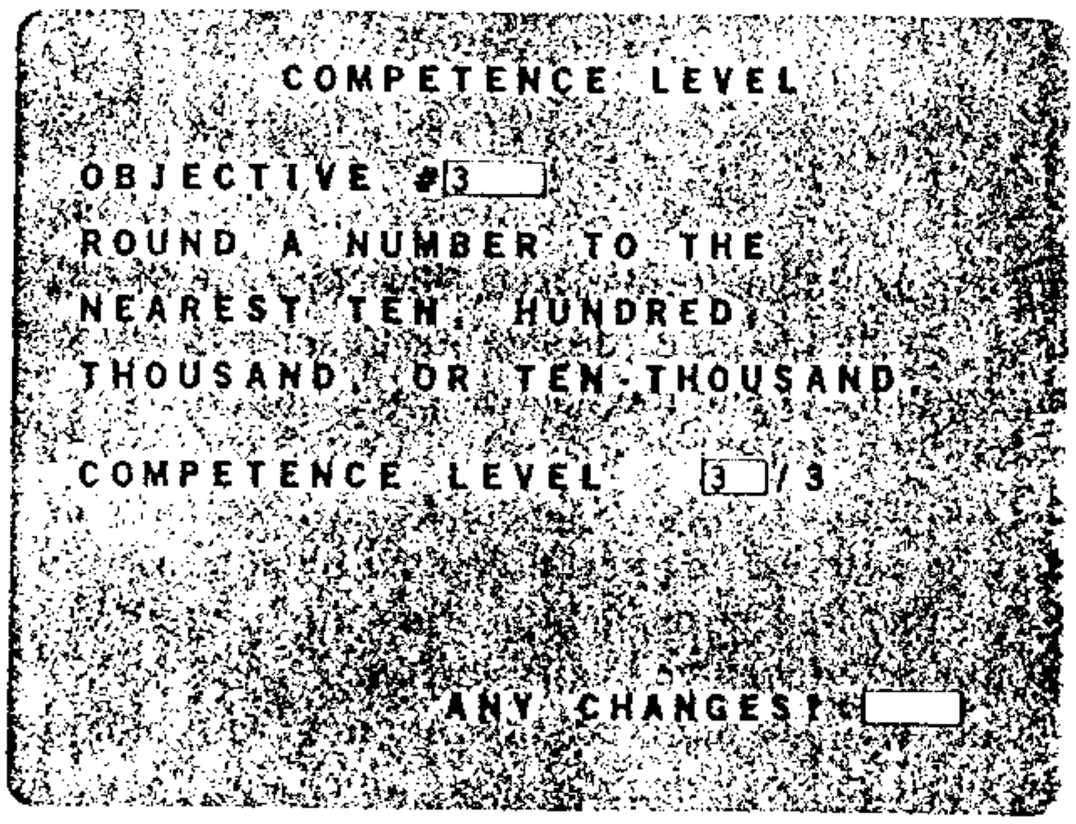


Enter the number of the student whose name you wish to edit. If a name does not exist for a number you have entered, you will hear an error tone. The cursor will return to the beginning of the STUDENT # field, indicating that you should enter the number of another student.

If a name exists for the number you have entered, the name appears automatically and you are asked to respond to the question ANY CHANGES? If you respond with Y/YES, the cursor appears in the field following the heading NAME and you are able to edit the name of the student. If you respond with N/NO to the question ANY CHANGES?, the information on the screen is cleared and you are able to enter the number of another student. If you enter E/END in response to the question ANY CHANGES?, the information on the screen is stored and the EDIT INFORMATION screen will appear again.

2. Edit Competence Levels The *competence level* is the mastery level of a specific objective. Each objective has a suggested competence level (passing criterion) already assigned to it. The competence level is indicated by two numbers separated by a slash (2/2). The first number indicates the number of items a student must answer correctly in order to satisfy an objective. The second number indicates the total number of items related to the objective. By establishing competence levels, you are able to tell if your students are ready for more difficult material. Unless you alter a specific competence level (passing criterion), the competence levels already stored on the diskette will appear on the "Student Prescription" report, the "Objectives Prescription" report, and the "Student Item Responses" report.

If you choose to edit the information concerning competence levels, enter the number 2 as your choice on the EDIT INFORMATION screen and the COMPETENCE LEVEL screen will appear:



Enter the number of the objective whose competence level you wish to edit. The objective and competence level will be displayed on the screen. You are asked to respond to the question ANY CHANGES? If you respond with Y/YES, the cursor will appear after the heading COMPETENCE LEVEL and you can change the number of items that the student must pass in order to satisfy that objective. If you respond with N/NO, the information on the screen is cleared and you can enter the number of another objective. If you enter E/END after changing a competence level, the information on the screen is stored and the EDIT INFORMATION screen reappears.

The objectives stored on the diskettes correspond with the chapter objectives in Books 3

through 8 of the *Scott, Foresman Mathematics* program. Most of the competence levels that are stored on the diskettes have been set at 80%. The 80% level will vary, however, according to the number of items that correspond to a particular objective. If an objective has 5 items and the information on the screen indicates that 4 of the items must be passed, the competence level is 80%. If an objective has only 2 items and the information on the screen indicates that both of these items must be passed, the competence level is 100%.

3. Edit Test Results If you choose to edit information concerning test results, enter the number 3 in response to the question YOUR CHOICE? on the EDIT INFORMATION screen and the EDIT TEST RESULTS screen will appear:

```
EDIT TEST RESULTS
TEST TYPE
1 CHAPTER
2 UNIT
3 END OF BOOK

YOUR CHOICE? 3
```

Enter the number of the type of test for which you wish to edit test results. The procedure for editing chapter test results will be described here. The same procedure is followed for editing unit and end-of-book test results.

If you enter the number 1 for CHAPTER in response to the question YOUR CHOICE? on this screen, you will be asked whether you want to edit a PRETEST or a POSTTEST. (Screens with similar information for unit tests and the end-of-book test will be displayed if the unit or end-of-book options are chosen.)

The screen that allows you to edit a student's test results will now appear:

```
CHAPTER 2 - PRETEST

EDIT STUDENT # 4
NAME ENGSTROM, THOMAS
TEST DATE 9/15
ITEMS MISSED
4 6 7 23 0

ANY CHANGES?
```

Enter the number of the student whose test results you wish to edit. The student's name and results for that test will appear on the screen. The cursor indicates you must respond to the question ANY CHANGES? If you respond with Y/YES, you are able to edit the information following the headings TEST DATE and ITEMS MISSED. *Important:* If you enter the number of a student who did *not* take the test, the message DID NOT TAKE THE TEST appears, and the cursor flashes following ANY CHANGES?, allowing you to now enter this student's test date and test results.

If you wish to alter the information following the heading TEST DATE, you may erase the information in each field by pressing ERASE (or CLEAR) and entering the correct information.

You may wish to edit the information following the heading ITEMS MISSED. *You do not need to edit these items in numerical sequence.* If the first item indicated by the cursor is incorrect, press ERASE (or CLEAR) to erase the information in the field; then enter the correct information. If the first item indicated by the cursor is correct, press ENTER until you have reached the item number that needs to be edited. Press ERASE (or CLEAR) and enter the correct information.

You may wish to delete information following the heading ITEMS MISSED. If you wish to delete the last entry in the list of items missed, press ENTER until you have reached the last field. Press ERASE (or CLEAR) to clear the field and enter a zero. If you wish to delete an item that is not the last entry in the list of items missed, press ENTER until you have reached the item number to be deleted. Press ERASE (or CLEAR) and enter the number of the last entry in the list of items missed. Press ENTER until you have reached the field that contains the last entry. Press ERASE (or CLEAR) and enter a zero. This replaces the unwanted item number with the

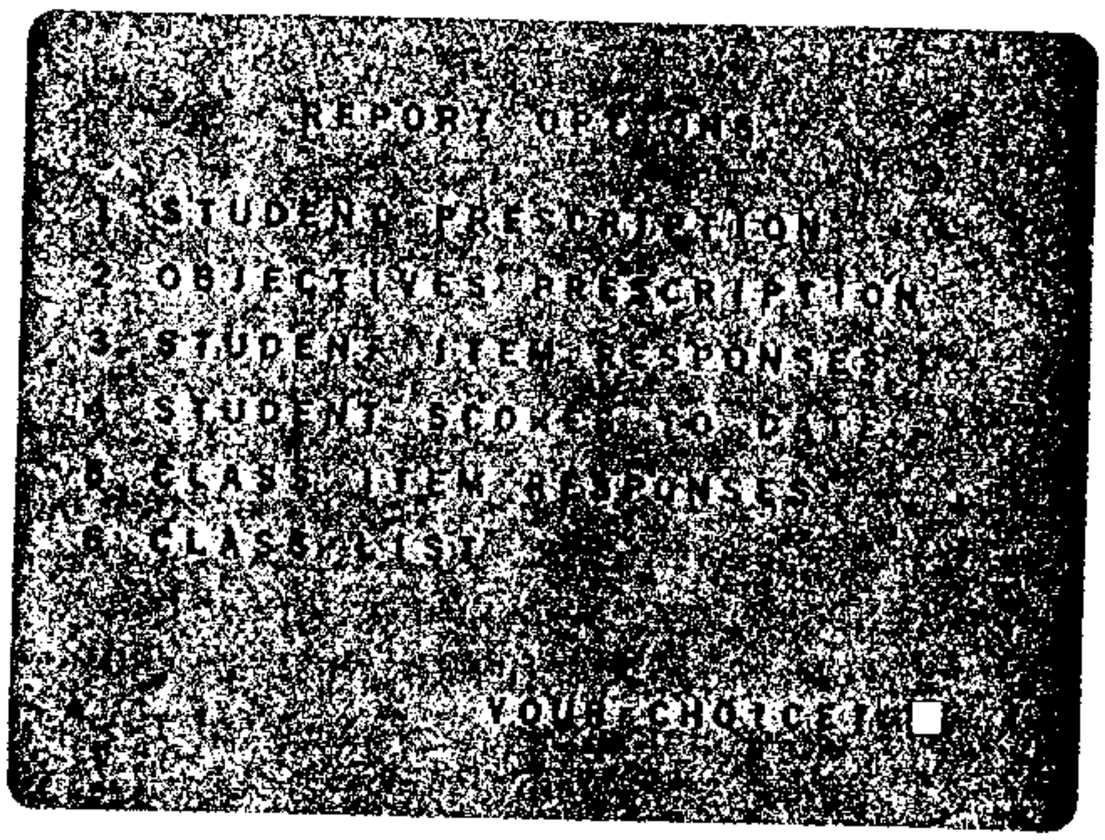
desired item number without deleting and reentering all of the items on the screen. *Important:* If you enter a zero in an ITEMS MISSED field, and it is not the last entry, all subsequent entries that appear on the screen will be deleted.

If you respond with N/NO to the question ANY CHANGES?, the information on the screen is cleared and you are able to enter the number of the next student and edit his or her test results for that same test.

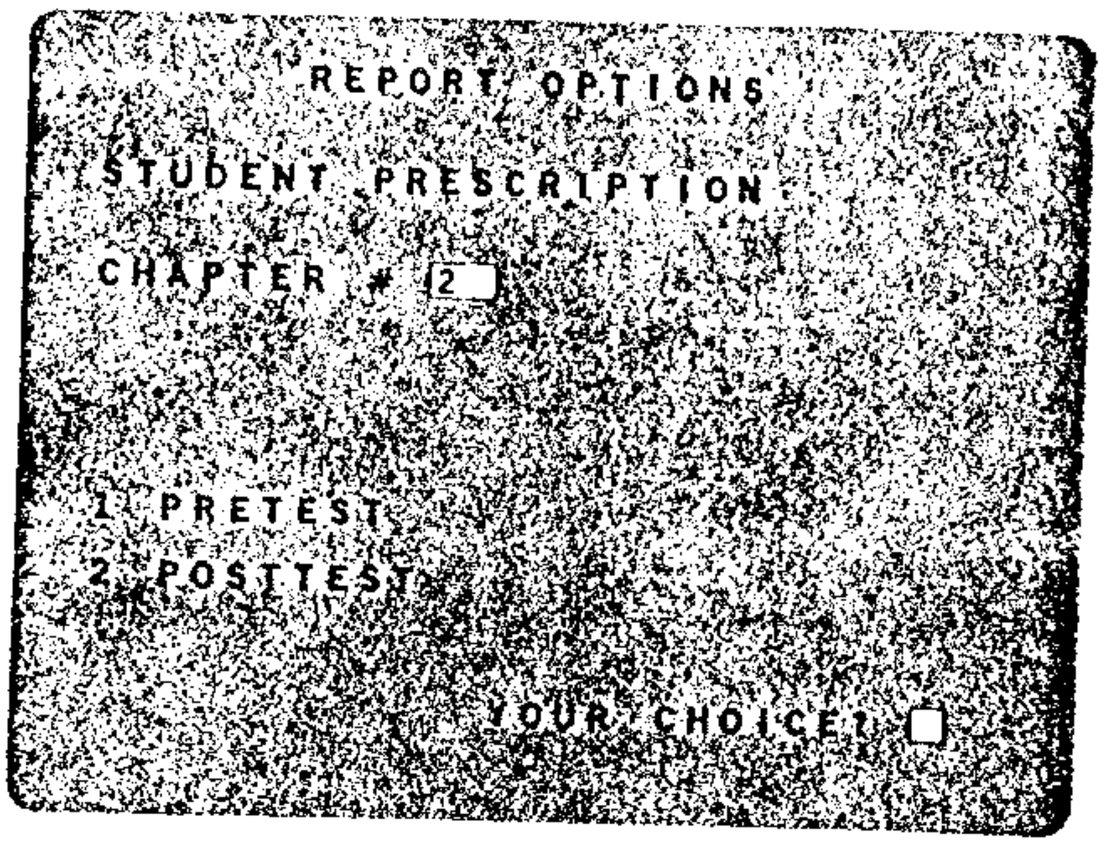
If you respond with E/END to the question ANY CHANGES?, the EDIT TEST RESULTS screen reappears. If you enter E in response to the question YOUR CHOICE? on this screen, the *Course Manager* main menu reappears.

Option 4 PRINT REPORTS

With this option you are able to have six different reports printed. The procedure for obtaining each report will be described here. A sample of each report and a summary of the contents of each report will be given. When you choose Option 4 from the *Course Manager* main menu, the REPORT OPTIONS screen will appear:



Report 1: Student Prescription If you choose to print the "Student Prescription" report, enter the number 1 in response to the question YOUR CHOICE? on this menu and the following screen will appear:



Enter the number of the chapter and indicate whether you wish to have the "Student Prescription" printed for the pretest or the posttest. When you have indicated your choice, the printing of the report will begin.

The current date, the school name, the teacher's name, the grade and class, and the period of the day appear at the top of the page. The chapter number, the chapter title, the numbers of the corresponding objectives, and the word "Pretest" or "Posttest" appear on the next line.

The objectives for the chapter and the passing criterion (competence level) for each objective are given. The *minimum computational skills* objectives are noted with an asterisk. Minimum computational skills are basic mathematical skills that are designated for each grade level in Books 3 through 8 of the *Scott, Foresman Mathematics* series. It is important that each student be competent in each of the minimum computational skills for his or her grade level before being introduced to the more advanced skills in the following grade.

Each student in the class is listed in alphabetical order and the date each student took the test is shown. References to specific pages on which each student can find additional instruction (for objectives not passed) and enrichment material (for objectives passed) are noted.

The information in the "Student Prescription" report can be used to reassign specific textbook pages to any student who has not met the passing criterion for a particular objective. This report helps individualize your approach to teaching mathematics by highlighting each student's needs. One or more of the Scott, Foresman supplementary materials can also be used as a review for students who have not passed all of the objectives for a chapter. The "Student Prescription" report cites page numbers from the

Practice Workbook which correspond to objectives not passed. In addition, the report indicates pages from the *Reteaching Masters* and *Enrichment Masters* which can be given to the student for review and enrichment purposes.

10/04/81 *** STUDENT PRESCRIPTION *** 56.2a
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON PERIOD OF DAY: 3
GRADE/CLASS: 6/C

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17) - POSTTEST

OBJECTIVE		PASSING CRITERIA
9	GIVE PRODUCTS FOR MULTIPLICATION BASIC FACTS.	1/1
*10	MULTIPLY BY A ONE-DIGIT NUMBER.	2/2
*11	MULTIPLY BY A TWO-DIGIT NUMBER.	5/6
12	MULTIPLY BY A THREE-DIGIT NUMBER.	2/3
13	MULTIPLY NUMBERS THAT ARE MULTIPLES OF 10, 100, OR 1000.	3/4
14	MULTIPLY THREE NUMBERS.	2/2
15	ESTIMATE PRODUCTS USING ROUNDED NUMBERS.	2/2
16	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION.	1/1
17	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION, WHERE TOO MUCH OR TOO LITTLE INFORMATION IS GIVEN.	2/2

* MINIMUM COMPUTATIONAL SKILLS OBJECTIVE

STUDENT	OBJECTIVES NOT PASSED	HELP PAGES: WORKBOOK REF	HELP PAGES: TEXT	ENRICHMENT: OBJ	ENRICHMENT: PAGE
ANDERSON, DENISE #01 TEST DATE 9/19				*11 12 13	5-6 7 4
BALDWIN, EUGENE #02 TEST DATE 9/18	*10 30-31 14 32-33 17 42-43	11 12	10	*11 12 13	5-6 7 4
CHANG, DENNIS #03 TEST DATE 9/13	*11 36-39 10 28-29 14 32-33	13-14 10 12	11-12 9	12	7
NOSTROM, THOMAS #04 TEST DATE 9/18				*11 12 13	5-6 7 4
GUTIERREZ, CARMEN #05	DID NOT TAKE THIS TEST.				

Report 2: Objectives Prescription If you choose to print the "Objectives Prescription" report, enter the number 2 in response to the question YOUR CHOICE? on the REPORT OPTIONS screen and the following screen will appear:

```
REPORT OPTIONS

OBJECTIVES PRESCRIPTION

CHAPTER #2

1 PRETEST
2 POSTTEST

YOUR CHOICE? 
```

Enter the number of the chapter and then indicate whether you wish to have the "Objectives Prescription" printed for the pretest or the posttest. Once you have indicated your choice, the printing of the report will begin.

The standard heading, which includes the current date, the school name, the teacher's name, the grade and class, and the period of the day, appears at the top of the page. The chapter number, the chapter title, the numbers of the corresponding objectives, and the word "Pretest" or "Posttest" appear on the next line.

Each objective for the chapter is listed individually followed by its passing criterion. References to specific pages on which a student can find additional instruction are noted. An alphabetical list of those students who did not meet the passing criterion of each objective is given. The date each student took the test and the items each student missed are shown. A plus sign (+) indicates a correct response to an item; a minus sign (−) indicates an incorrect response to an item.

If all of the students in the class met the passing criterion of an objective, the message ALL STUDENTS PASSED THIS OBJECTIVE is printed. This message takes the place of a list of students who have not met the passing criterion of an objective.

The information in the "Objectives Prescription" report can be used to reassign specific textbook pages to a group of students who have not met the passing criterion for a particular objective. The problems on these pages could be completed by each student individually or completed by the group as a whole. You may also choose to use supplementary materials as a review for students who have not passed all of the objectives for a chapter. The "Objectives Prescription" report cites page numbers from the *Practice Workbook* and *Reteaching Masters* which correspond to objectives not passed.

10/04/91 *** OBJECTIVES PRESCRIPTON *** 36.2b
JEFFERSON MIDDLE SCHOOL

STUDENTS WHO NEED HELP

TEACHER: MRS. STOCKTON PERIOD OF DAY: 3
GRADE/CLASS: 6/C

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17) - POSTTEST

OBJECTIVE #9: * * * * *

GIVE PRODUCTS FOR MULTIPLICATION BASIC FACTS.

PASSING LEVEL = 1/1 TEXT: 25
WORKBOOK: RETEACH MASTER: 8

STUDENTS DATE 1

#05 GUTIERREZ, CARMEN NOT TESTED

OBJECTIVE #10: * * * * *

MULTIPLY BY A ONE-DIGIT NUMBER.

PASSING LEVEL = 2/2 TEXT: 30-31
WORKBOOK: 11 RETEACH MASTER: 10

STUDENTS DATE 2 3

#12 [illegible], EUGENE 9/13 + -

#05 GUTIERREZ, CARMEN NOT TESTED

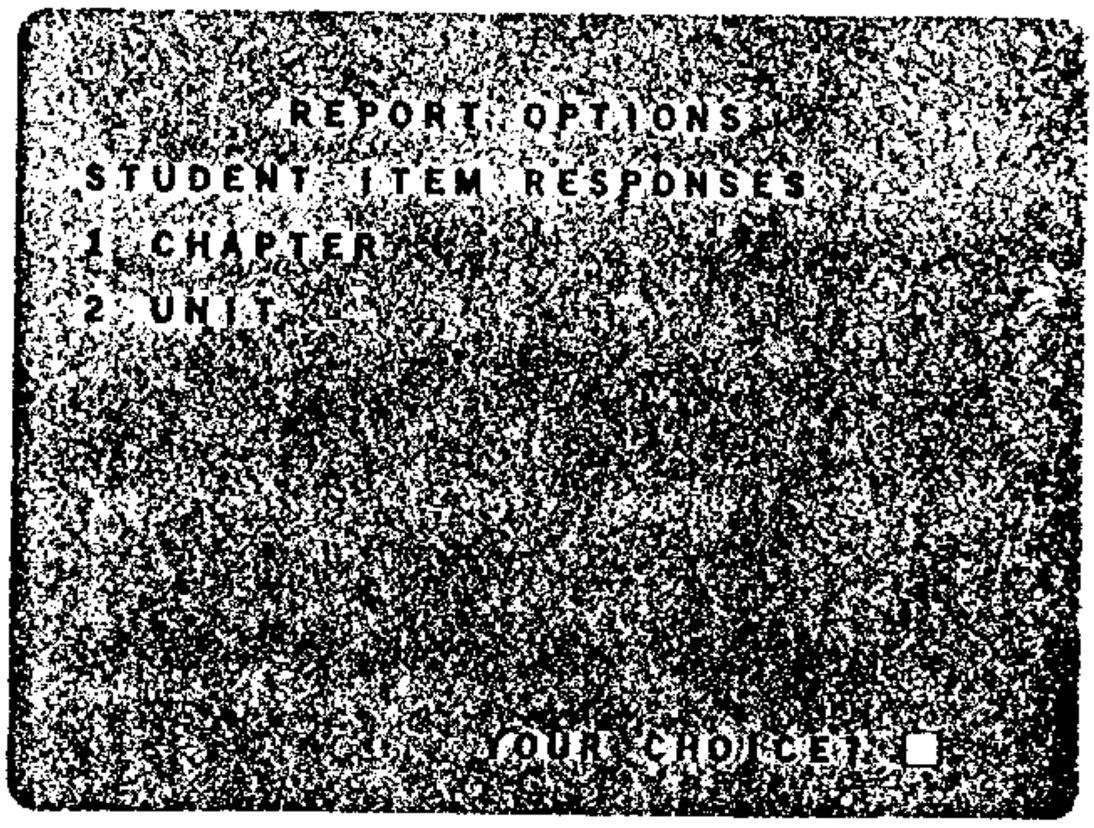
OBJECTIVE #11: * * * * *

MULTIPLY BY A TWO-DIGIT NUMBER.

PASSING LEVEL = 5/6 TEXT: 36-39
WORKBOOK: 13-14 RETEACH MASTER: 11-12

STUDENTS	DATE	4	5	6	7	8	9
#03 CHANG, DENNIS	9/18	+	-	-	+	+	+
#05 GUTIERREZ, CARMEN	NOT TESTED						

Report 3: Student Item Responses If you choose to print the "Student Item Responses" report, enter the number 3 after the question YOUR CHOICE? on the REPORT OPTIONS screen and the following screen will appear:



Enter the appropriate number for either CHAPTER or UNIT; then designate the specific chapter or unit number.

Once you have entered the specific chapter or unit number, printing of the report will begin.

The standard heading appears at the top of the page. The chapter number, the chapter title, and the numbers of the corresponding objectives appear on the next line.

The objectives for the chapter and the passing criterion for each objective are given. The minimum computational skills objectives are noted with an asterisk. The name of each student is listed alphabetically. The date the student took the pretest follows. The number and percentage of correct items on the pretest are shown. Then the date the student took the posttest and the number and percentage of correct items on the posttest are shown.

Beneath the name of each student, the objective numbers, the items corresponding to the objectives, and the responses of the student to each item are shown for both the pretest and posttest scores. A plus sign (+) indicates a correct response to an item; a minus sign (−) indicates an incorrect response to an item.

The information in the "Student Item Responses" report can be used to analyze a student's response patterns for the pretest and the posttest. If a student responded incorrectly to an item on the pretest and responded correctly to the same item on the posttest, the student has demonstrated mastery of the information covered in that particular item. If a student responded incorrectly to an item on the pretest and responded incorrectly to the same item on the posttest, the student has indicated a need for further review of the information covered in that particular item.

10/04/81 S6.2c

*** STUDENT ITEM RESPONSES ***
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON PERIOD OF DAY: 3
GRADE/CLASS: 6/C

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17)

	OBJECTIVE	PASSING CRITERIA
9	GIVE PRODUCTS FOR MULTIPLICATION BASIC FACTS.	1/1
*10	MULTIPLY BY A ONE-DIGIT NUMBER.	2/2
*11	MULTIPLY BY A TWO-DIGIT NUMBER.	5/6
12	MULTIPLY BY A THREE-DIGIT NUMBER.	2/3
13	MULTIPLY NUMBERS THAT ARE MULTIPLES OF 10, 100, OR 1000.	3/4
14	MULTIPLY THREE NUMBERS.	2/2
15	ESTIMATE PRODUCTS USING ROUNDED NUMBERS.	2/2
16	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION.	1/1
17	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION, WHERE TOO MUCH OR TOO LITTLE INFORMATION IS GIVEN.	2/2

* MINIMUM COMPUTATIONAL SKILLS OBJECTIVE

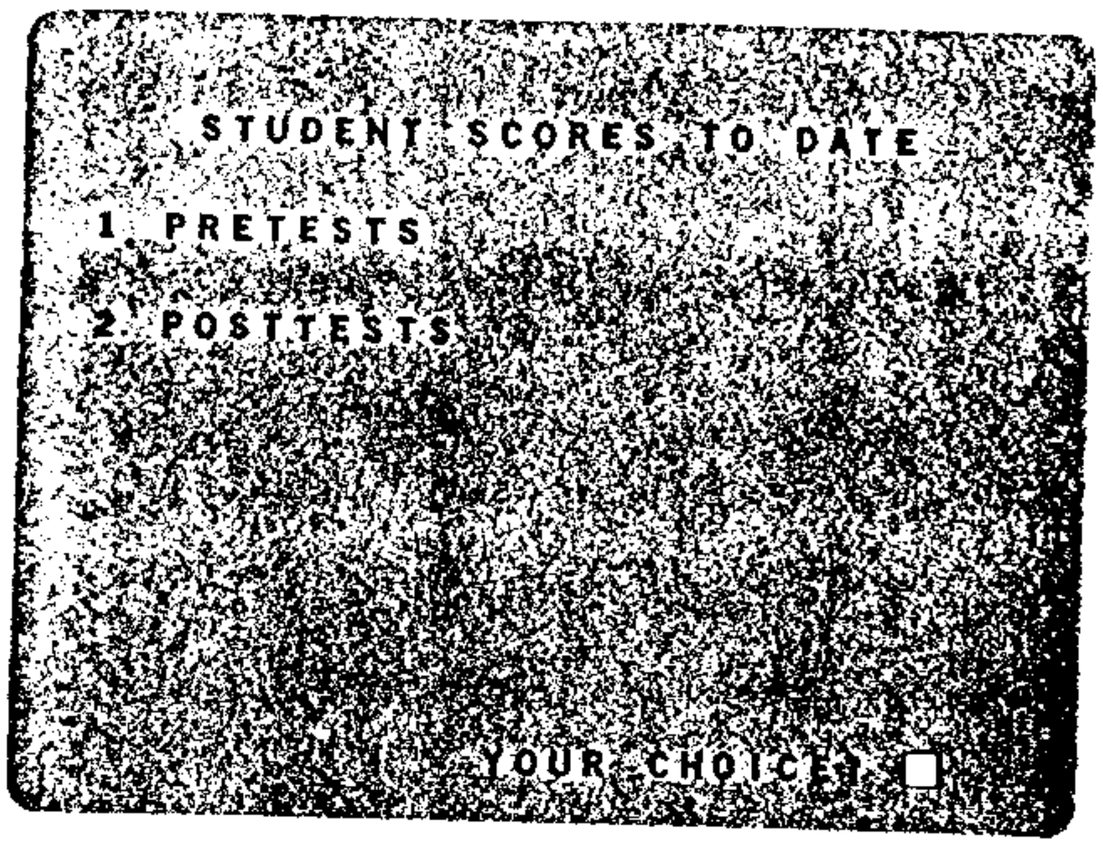
#01 ANDERSON, DENISE 9/19 23, 100%

OBJECTIVE	1			1			1			1			1			1			1			1			
NUMBER	9	0		1			2			3			4		5		6		7						
ITEM	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3		
POSTTEST	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		

#02 BALDWIN, EUGENE 9/18 19, 83%

OBJECTIVE	1			1			1			1			1			1			1			1			
NUMBER	9	0		1			2			3			4		5		6		7						
ITEM	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3		
POSTTEST	+	+	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-		

Report 4: Student Scores to Date If you choose to print the "Student Scores to Date" report, enter the number 4 on the REPORT OPTIONS screen and the following screen will appear:



Designate PRETESTS or POSTTESTS and the printing of the report will begin.

The standard heading and the word "Pretests" or "Posttests" appear at the top of the page.

The name of each student is listed in alphabetical order. Each unit test number is shown followed by the percent correct for the unit test. Each chapter test number is shown followed by the percent correct for the chapter test. The letters NE ("not entered") appear wherever the results for a unit or chapter test have not been entered. A unit test average and a chapter test average, both expressed in percentages, are shown for each student. If a student has taken the end-of-book test, that score is also expressed as a percentage.

At the end of the "Student Scores to Date" report, the scores of all students are averaged; this average is also expressed as a percentage.

The information in the "Student Scores to Date" report can be used to help determine each student's overall grade. When the results for a specific unit test or a specific chapter test have been entered, a unit test average and a chapter test average for each student are given in this report.

10/04/81

*** STUDENT SCORES TO DATE ***
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON
GRADE/CLASS: 6/C

PERIOD OF DAY: 3
POSTTESTS

#01 ANDERSON, DENISE

UNIT TEST	1
%	100

CHAPTER	1	2	3
%	87	100	100

UNIT TEST AVE.: 100% CHAPTER TEST AVE.: 95%

#02 BALDWIN, EUGENE

UNIT TEST	1
%	AB

CHAPTER	1	2	3
%	100	83	71

UNIT TEST AVE.: 0% CHAPTER TEST AVE.: 87%

#03 CHANG, DENNIS

UNIT TEST	1
%	82

CHAPTER	1	2	3
%	87	78	79

UNIT TEST AVE.: 82% CHAPTER TEST AVE.: 82%

#04 ENGSTROM, THOMAS

UNIT TEST	1
%	100

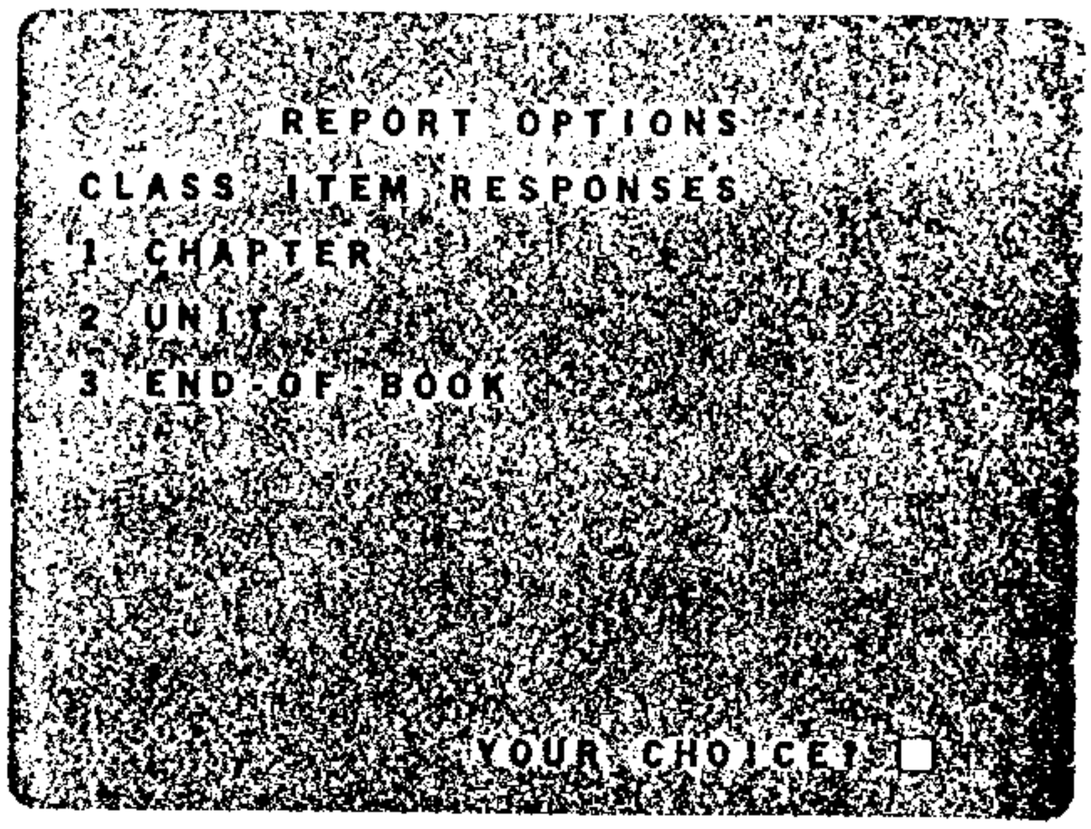
CHAPTER	1	2	3
%	AB	100	AB

UNIT TEST AVE.: 100% CHAPTER TEST AVE.: 100%

#05 GUTIERREZ, CARMEN

UNIT TEST	1
%	86

Report 5: Class Item Responses If you choose to print the "Class Item Responses" report, enter the number 5 on the REPORT OPTIONS screen and the following screen will appear:



Once you have entered the desired CHAPTER or UNIT, printing of the report will begin.

The standard heading and the number of students in the class appear at the top of the page.

The number of each item is listed. Beside each item number is the number and percent of students in the class who responded correctly to that item. This information is provided for both the pretest and the posttest.

The information in the "Class Item Responses" report can be used to determine which item or items on a pretest or posttest are causing difficulty for a majority of students. You might arbitrarily decide that any posttest item missed by more than 50% of the class warrants further instruction on that particular concept.

10/04/81

*** CLASS ITEM RESPONSES ***
JEFFERSON MIDDLE SCHOOL

TEACHER: MRS. STOCKTON
GRADE/CLASS: 6/C

PERIOD OF DAY: 3
NO. OF STUDENTS: 6

CHAPTER 2: MULTIPLICATION (OBJECTIVES 9-17) - 23 ITEMS

ITEM	PRETEST # CORRECT	PRETEST % CORRECT	POSTTEST # CORRECT	POSTTEST % CORRECT
1	6	100	5	100
2	4	67	6	100
3	6	100	6	100
4	5	83	6	100
5	4	67	6	100
6	5	83	5	80
7	5	83	6	100
8	5	83	6	100
9	4	67	6	100
10	5	83	6	100
11	4	67	5	80
12	5	83	6	100
13	4	67	6	100
14	4	67	6	100
15	4	67	6	100
16	4	67	5	80
17	4	67	6	100
18	4	67	6	100
19	4	67	5	80
20	4	67	6	100
21	4	67	5	80
22	4	67	6	100
23	4	67	5	80

Report 6: Class List If you choose to print a class list, enter the number 6 on the REPORT OPTIONS screen and the printing of the class list will begin.

The standard heading appears at the top of the page. The students in a particular class are listed in alphabetical order. Space is provided after the name of each student so that you can record any pertinent information concerning that student.

The "Class List" can be used to record specific grades for a student or to document any comments you might wish to make concerning a student's progress or behavior.

10/04/81 *** CLASS LIST ***
JEFFERSON MIDDLE SCHOOL

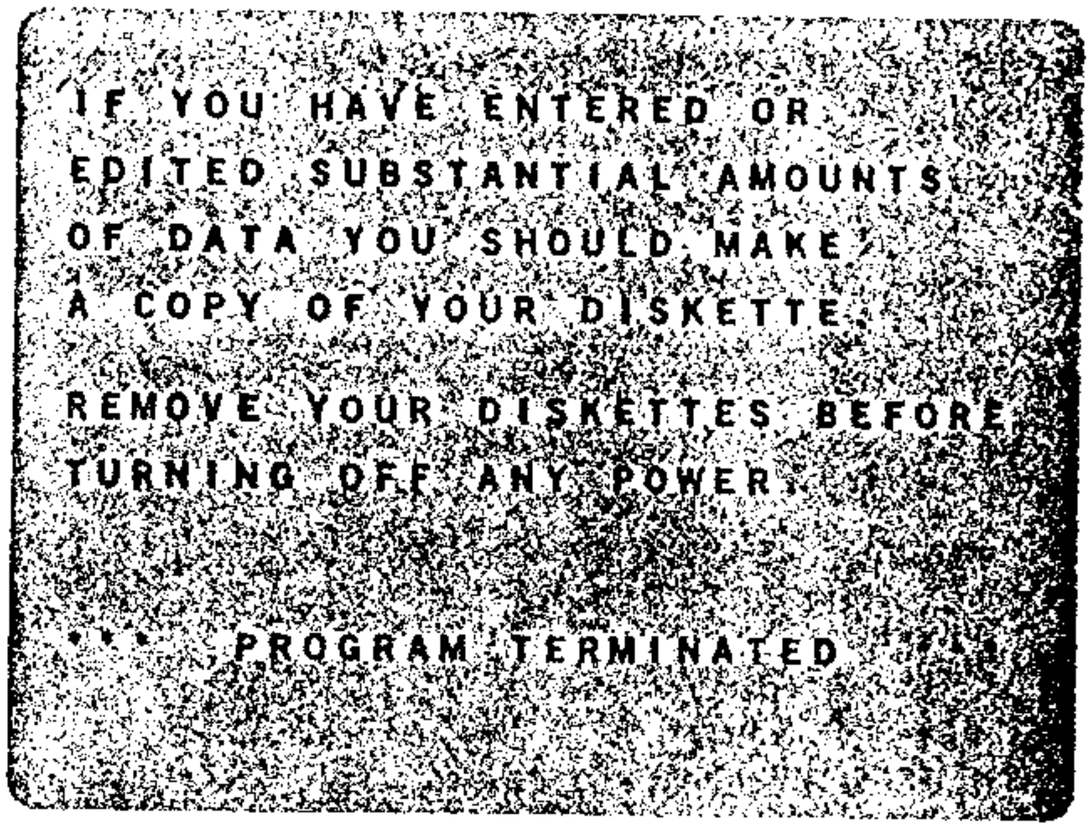
TEACHER: MRS. STOCKTON
GRADE/CLASS: 6/C

PERIOD OF DAY: 3
NO. OF STUDENTS: 14

#	NAME	
01	ANDERSON, DENISE	
02	BALDWIN, EUGENE	
12	BERGER, NATALIE	
14	BRISTOW, WILLIAM	
03	CHANG, DENNIS	
04	ENGSTROM, THOMAS	
11	FRAZIER, KAREN	
05	GUTIERREZ, CARMEN	
08	KAHN, JEAN	
13	MONTAGUE, LISA	
09	RATAJ, DAVID	
10	SPRINGER, BRADLEY	
07	TYLER, BRIAN	
06	WALKER, SARA	

Option E END THIS PROGRAM

The last option on the *Course Manager* main menu screen is E END THIS PROGRAM. With this option you can halt the *Course Manager* application. If you press E and ENTER when the *Course Manager* menu is displayed, the final screen will appear:



When this screen appears, you must press ENTER to return to the Texas Instruments title screen.

Backing Up Data

Remember that the information for each class must be stored on a separate diskette. Whenever you store new information on a diskette or alter existing information, you should make a backup copy of the diskette. The procedure to follow in making backup copies of diskettes is described on page 20 in Part 1 of this manual. Keep the information on the backup copy current in case information on the original diskette is accidentally destroyed.

Hints to Help You

Caring for Your Module

The *Course Manager Module* is a sturdy device that cannot jam or be accidentally erased. Nonetheless, it deserves the same care you would give any high-quality piece of electronic or audio-visual equipment. Keep the module clean and dry and do not touch its recessed contacts. *Important:* Like data on diskettes, the program stored in a module can be damaged by static electricity discharges. Keep the module away from sources of static. See "Avoiding Accidental Data Loss" in Part 1.

Caring for Your Diskettes

1. Do not touch the openings on the surfaces of the diskettes.
2. Keep the diskettes clean and free from dust.
3. Keep the diskettes away from magnetic fields.
4. Keep the diskettes away from sources of static.
5. Do not bend or scratch the diskettes.
6. Use only a soft-tipped pen to write on the labels of the diskettes.
7. Store the diskettes in a cool, dry place.
8. Never leave diskettes in the disk drives when the components are being turned on or off.

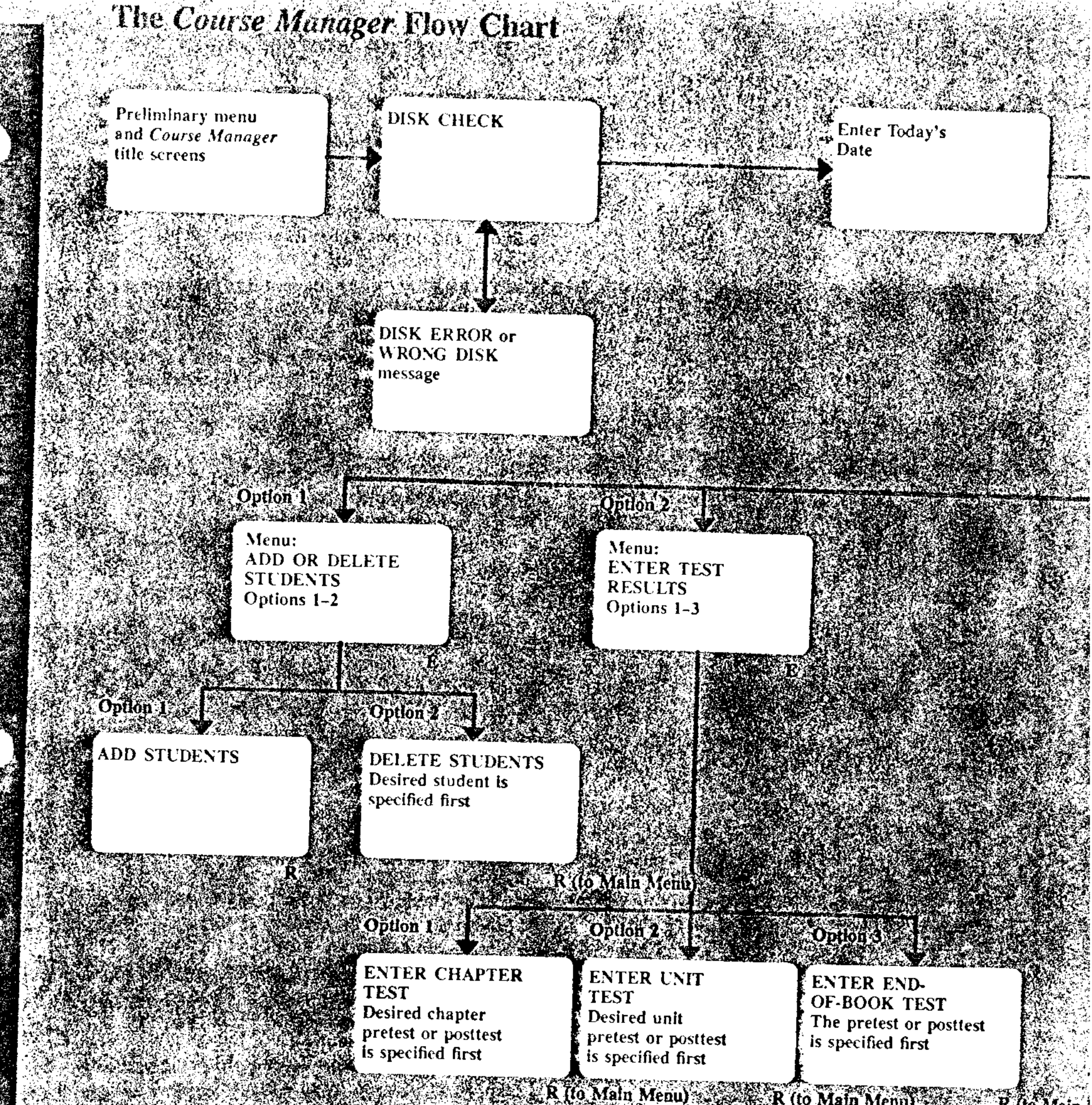
In Case of Difficulty

If the module does not appear to be performing properly, return to the preliminary Texas Instruments screen by turning the computer off and then on again. Withdraw the module, realign it with the module port on the console, and reinsert it carefully. Then press any key to make the master selection list appear. The title of the module should be on this list. Press the appropriate number to restart the application. If the problem continues, turn the console off, wait a few seconds, then switch it on and again restart the application as above.

If the module is accidentally removed from the console port while being used, the computer may behave erratically. To restore normal operation, turn off the console, wait a few seconds, reinsert the module carefully, and switch on again.

If you experience further difficulty, consult "Checking Your System" in Part 1. Additional information may be found in your *User's Reference Guide* for the TI 99/4A. If you need further assistance, contact the Customer Service Representative for Electronic Publishing at your nearest Scott, Foresman Regional Office, or your local authorized Scott, Foresman dealer.

The *Course Manager* Flow Chart



Key:

E: The END function can be used to bring back the last menu (except where specified).

R: The program returns automatically to the last menu after this step (except where specified).

NOTE:
DO NOT use the QUIT function while the application is operating under normal conditions. This function can cause loss of data on the disks.

Enter school, teacher, and class

Main Menu:
COURSE MANAGER
Options 1–4 and
E to end program

End of program

Back up new data
Remove and file disks before switching off machine

E (to end program)

(Option 4 on following page)

Option 3

Menu:
EDIT
INFORMATION
Options 1-3

Option 1

EDIT STUDENT NAMES
Desired student is specified first

R

Option 2

EDIT COMPETENCE LEVELS
Desired objective is specified first

R

Option 3

Menu:
EDIT TEST RESULTS
Options 1-3

Option 1

EDIT CHAPTER TEST
Desired chapter pretest or posttest is specified first

R

Option 2

EDIT UNIT TEST
Desired unit pretest or posttest is specified first

R

Option 3

EDIT END-OF-BOOK TEST
The pretest or posttest is specified first

R

The *Course Manager* Flow Chart

(continued from preceding page)

Option 4

Menu:
REPORTS OPTIONS
Reports 1–6

Report 1 or 2

If Report 1 or 2 is chosen, the desired chapter is specified first

Then the pretest or posttest is chosen

Report 3

If Report 3 is chosen, the type of test is specified first

If chapter test is chosen, the desired chapter is specified first

If unit test is chosen, the desired unit is specified first

Report 4

If Report 4 is chosen, the pretest or posttest is specified first

Report 5

If Report 5 is chosen, the type of test is specified first

If chapter test is chosen, the desired chapter is specified first

If unit test is chosen, the desired unit is specified first

If end-of-book test is chosen, printing begins immediately

Report 6

If Report 6 is chosen, printing begins immediately

Printing

Microcomputer Glossary

backup: a duplicate data disk made as a reserve in case of accidental erasure of or damage to a master disk; also, the process of copying the contents of a master disk onto a reserve disk, which is most conveniently done when both disks are in connected disk drives.

branch: an alternative procedure in an application that is triggered instead of another procedure by a specific input or command. In *School Management Applications*, the user-controlled branches are identified by numbered lists on menu screens and selected by entering the desired number.

character: any letter, number, or other symbol, such as an asterisk or plus sign. To a computer a space counts as one character.

cursor: a movable symbol (such as a rectangle or a dash) that flashes on a monitor screen at the point where the next character can be typed. Data cannot be entered at any place or any time that the cursor is not flashing.

data-entry form: a form that conveniently presents varied input data for one application in a clear layout to make accurate keyboard input easier.

default: an item of data that a computer will use as input unless given other data. The most likely response to a query on a display is often preset to be a default.

disk: a magnetic recording medium on which coded information can be stored and swiftly retrieved from any location on the disk. Disks work much faster and more reliably than cassette tapes for data storage and retrieval.

diskette: a small "mini-floppy" disk, 5¼ inches across, made of flexible plastic coated with a thin layer of metallic oxide.

diskname: a user-assigned code name consisting of up to ten characters (with no periods or spaces), which is recorded on a disk to enable a computer to "recognize" that disk when it is in a drive.

display: the information shown on a video monitor screen at any one time.

editing keys: certain keys that, when used with the SHIFT or FCTN key, can move the cursor within a data field, erase an entire field, or delete and insert characters.

ENTER: a command key at the right of the TI 99/4 keyboard that signals the computer to accept or "remember" the last group of data typed in.

field: a specific space on a disk or other data-storage device that is reserved for a single item of information, and limited to a certain number of characters; for instance, a field of 23 spaces for a name, or one of 4 spaces for a room number. In *School Management Applications*, each data field is displayed on the monitor as a white block whose length indicates the number of characters that can be input there. Some fields are for numbers or letters only.

initialization: the process by which an operator identifies a disk with a unique diskname, while the computer clears the disk and sets up an index to prepare it for new data.

input: any data that must be provided to a computer in order to use an application.

interface: a communications link between two devices or computer systems, in which such variables as their rates of data handling or their types of electronic coding are adjusted to work together.

menu: a video display on which branches are listed as numbered options that are selected by typing the desired number and pressing the ENTER key. On some menus, just pressing the number is sufficient.

microcomputer: a small, economical, portable computer that is very simple to operate.

output: any product of a computer such as a printed report or a video display.

RAM (Random Access Memory): computer circuitry that allows information to be both "written" in and also "read" out, but that offers no safeguards against erasure.

read/write head: the part of a disk drive that both records data on a disk and locates it to be played back.

ROM (Read Only Memory): computer circuitry that permanently protects stored contents, thus allowing a program to be freely "read" and used, but not tampered with nor erased.

sector: a segment of a disk that can hold a certain maximum quantity of data (usually 256 characters). A sector is analogous to one drawer in a bank of file cabinets. Diskettes are said to be *soft-sectored* if a computer can adjust their sectors, and *hard-sectored* if the diskette is manufactured with predefined sectors.

Solid State Software ™: read-only application (or *command*) modules that contain pretested computer programs and that are fast-working, durable, and tamper-resistant because they have no loose wires or moving parts.

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Boldface page numbers refer to diagrams

Warranty and Service Information

Texas Instruments Incorporated extends this consumer warranty only to the original consumer purchaser.

Warranty Coverage

This warranty covers the electronic and case components of the software module. These components include all semiconductor chips and devices, plastics, boards, wiring, and all other hardware contained in this module (''the Hardware''). This limited warranty does not extend to the programs contained in the software module and in the accompanying book materials (''the Programs'').

The Hardware is warranted against malfunction due to defective materials or construction. **This warranty is void if the hardware has been damaged by accident or unreasonable use, neglect, improper service, or other causes not arising out of defects in material or construction.**

Warranty Duration

The Hardware is warranted for a period of three months from the date of the original purchase by the consumer.

Warranty Disclaimers

Any implied warranties arising out of this sale, including but not limited to the implied warranties of merchantability and fitness for a particular purpose, are limited in duration to the above three-month period. Texas Instruments shall not be liable for loss of use of the Hardware or other incidental or consequential costs, expenses, or damages incurred by the consumer or any other user.

Some states do not allow the exclusion or limitation of implied warranties or consequential damages, so the above limitations or exclusions may not apply to you in those states.

Legal Remedies

This warranty gives you specific legal rights, and you may also have other rights that vary from state to state.

Performance by TI Under Warranty

During the three-month warranty period, defective Hardware will be replaced when it is returned postage prepaid to a Texas Instruments Service Facility listed below. The replacement Hardware will be warranted for a period of three months from date of replacement. Other than the postage requirement, no charge will be made for replacement. TI strongly recommends that you insure the Hardware for value prior to mailing.

Texas Instruments Consumer Service Facilities
Texas Instruments Service Facility
P.O. Box 2500
Lubbock, Texas 79408

Geophysical Services Incorporated
41 Shelley Road
Richmond Hill, Ontario, Canada L4C5G4

Consumers in California and Oregon may contact the following Texas Instruments offices for additional assistance or information.

Texas Instruments Consumer Service
831 South Douglas Street
El Segundo, California 90245
(213) 973-1803

Texas Instruments Consumer Service
10700 Southwest Beaverton Highway
Beaverton, Oregon 97005
(503) 643-6758

Important Notice of Disclaimer Regarding the Programs

The following should be read and understood *before* purchasing and/or using the software module.

Scott, Foresman and Company does not warrant that the *School Management Applications* Programs will be free from error or will meet the specific requirements of the consumer. The consumer assumes complete responsibility for any decisions made or actions taken based on information obtained using the Programs. Any statements made concerning the utility of the Programs are not to be construed as express or implied warranties.

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