



State of West Virginia  
Department of Administration  
Purchasing Division  
2019 Washington Street East  
Post Office Box 50130  
Charleston, WV 25305-0130

## Request for Quotation

RFQ NUMBER

EDD363384

PAGE

1

ADDRESS CORRESPONDENCE TO ATTENTION OF:

SHELLY MURRAY  
304-558-8801

RFQ COPY

TYPE NAME/ADDRESS HERE

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Sheila Boyington  
ACT, Inc. Workforce Curriculum  
340 Frazier Ave  
Chattanooga, TN 37405  
Phone: 423-266-2244  
Fax: 423-266-2111

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DEPARTMENT OF EDUCATION

BUILDING 6  
1900 KANAWHA BOULEVARD, EAST  
CHARLESTON, WV  
25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
08/25/2011				
BID OPENING DATE: 09/22/2011		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	YR		205-20-99-000		
THE WEST VIRGINIA PURCHASING DIVISION, FOR THE AGENCY, THE WEST VIRGINIA DEPARTMENT OF EDUCATION, OFFICE OF CAREER AND TECHNICAL ACCOUNTABILITY AND SUPPORT, IS SOLICITING BIDS FOR A COMPREHENSIVE PROGRAM FOR CAREER READINESS CURRICULUM K-12 COMPUTER BASED AND ONLINE PER THE ATTACHED SPECIFICATIONS.						
TECHNICAL QUESTIONS MUST BE SUBMITTED IN WRITING TO SHELLY MURRAY IN THE WEST VIRGINIA PURCHASING DIVISION VIA MAIL AT THE ADDRESS SHOWN AT THE TOP OF THIS RFQ, VIA FAX AT 304-558-4115, OR VIA E-MAIL AT SHELLY.L.MURRAY@WV.GOV. DEADLINE FOR ALL TECHNICAL QUESTIONS IS 09/07/2011 AT THE CLOSE OF BUSINESS. ALL TECHNICAL QUESTIONS RECEIVED, IF ANY, WILL BE ADDRESSED BY ADDENDUM AFTER THE DEADLINE.						
CAREER READINESS COMPREHENSIVE PROGRAM						
EXHIBIT 3						
LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE UPON AWARD AND EXTENDS FOR A PERIOD OF ONE (1) YEAR OR UNTIL SUCH "REASONABLE TIME" THEREAFTER AS IS NECESSARY TO OBTAIN A NEW CONTRACT OR RENEW THE ORIGINAL CONTRACT. THE "REASONABLE TIME" PERIOD SHALL NOT EXCEED TWELVE (12) MONTHS. DURING THIS "REASONABLE TIME" THE VENDOR MAY TERMINATE THIS CONTRACT FOR ANY REASON UPON GIVING THE DIRECTOR OF PURCHASING 30 DAYS WRITTEN NOTICE.						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
	423 266 2244	9/27/2011
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE
Vice President	42 0841485	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

RECEIVED

2011 SEP 28 A 10:12

PURCHASING DIVISION  
STATE OF WV



## GENERAL TERMS & CONDITIONS REQUEST FOR QUOTATION (RFQ) AND REQUEST FOR PROPOSAL (RFP)

1. Awards will be made in the best interest of the State of West Virginia.
2. The State may accept or reject in part, or in whole, any bid.
3. Prior to any award, the apparent successful vendor must be properly registered with the Purchasing Division and have paid the required \$125 fee.
4. All services performed or goods delivered under State Purchase Order/Contracts are to be continued for the term of the Purchase Order/Contracts, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise available for these services or goods this Purchase Order/Contract becomes void and of no effect after June 30.
5. Payment may only be made after the delivery and acceptance of goods or services.
6. Interest may be paid for late payment in accordance with the *West Virginia Code*.
7. Vendor preference will be granted upon written request in accordance with the *West Virginia Code*.
8. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
9. The Director of Purchasing may cancel any Purchase Order/Contract upon 30 days written notice to the seller.
10. The laws of the State of West Virginia and the *Legislative Rules* of the Purchasing Division shall govern the purchasing process.
11. Any reference to automatic renewal is hereby deleted. The Contract may be renewed only upon mutual written agreement of the parties.
12. **BANKRUPTCY:** In the event the vendor/contractor files for bankruptcy protection, the State may deem this contract null and void, and terminate such contract without further order.
13. **HIPAA BUSINESS ASSOCIATE ADDENDUM:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, is available online at [www.state.wv.us/admin/purchase/vrc/hipaa.htm](http://www.state.wv.us/admin/purchase/vrc/hipaa.htm) and is hereby made part of the agreement. Provided that the Agency meets the definition of a Cover Entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the vendor.
14. **CONFIDENTIALITY:** The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/noticeConfidentiality.pdf>.
15. **LICENSING:** Vendors must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, and the West Virginia Insurance Commission. The vendor must provide all necessary releases to obtain information to enable the director or spending unit to verify that the vendor is licensed and in good standing with the above entities.
16. **ANTITRUST:** In submitting a bid to any agency for the State of West Virginia, the bidder offers and agrees that if the bid is accepted the bidder will convey, sell, assign or transfer to the State of West Virginia all rights, title and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to the bidder.

I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, or person or entity submitting a bid for the same material, supplies, equipment or services and is in all respects fair and without collusion or fraud. I further certify that I am authorized to sign the certification on behalf of the bidder or this bid.

### INSTRUCTIONS TO BIDDERS

1. Use the quotation forms provided by the Purchasing Division. Complete all sections of the quotation form.
2. Items offered must be in compliance with the specifications. Any deviation from the specifications must be clearly indicated by the bidder. Alternates offered by the bidder as **EQUAL** to the specifications must be clearly defined. A bidder offering an alternate should attach complete specifications and literature to the bid. The Purchasing Division may waive minor deviations to specifications.
3. Unit prices shall prevail in case of discrepancy. All quotations are considered F.O.B. destination unless alternate shipping terms are clearly identified in the quotation.
4. All quotations must be delivered by the bidder to the office listed below prior to the date and time of the bid opening. Failure of the bidder to deliver the quotations on time will result in bid disqualifications: Department of Administration, Purchasing Division, 2019 Washington Street East, P.O. Box 50130, Charleston, WV 25305-0130
5. Communication during the solicitation, bid, evaluation or award periods, except through the Purchasing Division, is strictly prohibited (W.Va. C.S.R. §148-1-6.6).





State of West Virginia  
Department of Administration  
Purchasing Division  
2019 Washington Street East  
Post Office Box 50130  
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SHELLY MURRAY  
304-558-8801

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TYPE NAME/ADDRESS HERE

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Sheila Boyington  
ACT, Inc. Workforce Curriculum  
340 Frazier Ave  
Chattanooga, TN 37405  
Phone: 423-266-2244  
Fax: 423-266-2111

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08/25/2011				
BID OPENING DATE: 09/22/2011		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
UNLESS SPECIFIC PROVISIONS ARE STIPULATED ELSEWHERE IN THIS CONTRACT DOCUMENT, THE TERMS, CONDITIONS AND PRICING SET HEREIN ARE FIRM FOR THE LIFE OF THE CONTRACT.						
RENEWAL: THIS CONTRACT MAY BE RENEWED UPON THE MUTUAL WRITTEN CONSENT OF THE SPENDING UNIT AND VENDOR, SUBMITTED TO THE DIRECTOR OF PURCHASING THIRTY (30) DAYS PRIOR TO THE EXPIRATION DATE. SUCH RENEWAL SHALL BE IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AND SHALL BE LIMITED TO TWO (2) ONE (1) YEAR PERIODS.						
CANCELLATION: THE DIRECTOR OF PURCHASING RESERVES THE RIGHT TO CANCEL THIS CONTRACT IMMEDIATELY UPON WRITTEN NOTICE TO THE VENDOR IF THE COMMODITIES AND/OR SERVICES SUPPLIED ARE OF AN INFERIOR QUALITY OR DO NOT CONFORM TO THE SPECIFICATIONS OF THE BID AND CONTRACT HEREIN.						
OPEN MARKET CLAUSE: THE DIRECTOR OF PURCHASING MAY AUTHORIZE A SPENDING UNIT TO PURCHASE ON THE OPEN MARKET, WITHOUT THE FILING OF A REQUISITION OR COST ESTIMATE, ITEMS SPECIFIED ON THIS CONTRACT FOR IMMEDIATE DELIVERY IN EMERGENCIES DUE TO UNFORESEEN CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)						
BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THE STATE MAY DEEM THE CONTRACT NULL AND VOID, AND TERMINATE SUCH CONTRACT WITHOUT FURTHER ORDER.						
THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT SHALL SUPERSEDE ANY AND ALL SUBSEQUENT TERMS AND CONDITIONS WHICH MAY APPEAR ON ANY ATTACHED PRINTED						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
<i>SA</i>	423-266-2244	9/27/2011
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE
Vice President	42 0841485	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
	DOCUMENTS SUCH AS PRICE LISTS, ORDER FORMS, SALES AGREEMENTS OR MAINTENANCE AGREEMENTS, INCLUDING ANY ELECTRONIC MEDIUM SUCH AS CD-ROM.					
	NOTICE					
	A SIGNED BID MUST BE SUBMITTED TO:					
	DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION BUILDING 15 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25305-0130					
	THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:					
	SEALED BID					
	BUYER: SHELLY MURRAY					
	RFQ. NO.: EDD363384					
	BID OPENING DATE: 09/22/2011					
	BID OPENING TIME: 1:30 PM					
	PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID: 423-266-2111					

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
	423-266-2244	9/27/2011
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE
Vice President	42 0841485	

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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
CONTACT PERSON (PLEASE PRINT CLEARLY): Sheila Boyington						
Phone: 423-266-2244						
Fax: 423-266-2111						
***** THIS IS THE END OF RFQ EDD363384 ***** TOTAL:						\$60,000.00
SEE REVERSE SIDE FOR TERMS AND CONDITIONS						
SIGNATURE: SA			TELEPHONE: 423-266-2244		DATE: 9/27/2011	
TITLE: Vice President		FEIN: 42 0841485		ADDRESS CHANGES TO BE NOTED ABOVE		

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



RFQ No. EDD363384

STATE OF WEST VIRGINIA  
Purchasing Division

## PURCHASING AFFIDAVIT

**West Virginia Code §5A-3-10a states:** No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owed is an amount greater than one thousand dollars in the aggregate.

### DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Debtor" means any individual, corporation, partnership, association, limited liability company or any other form or business association owing a debt to the state or any of its political subdivisions. "Political subdivision" means any county commission; municipality; county board of education; any instrumentality established by a county or municipality; any separate corporation or instrumentality established by one or more counties or municipalities, as permitted by law; or any public body charged by law with the performance of a government function or whose jurisdiction is coextensive with one or more counties or municipalities. "Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

**EXCEPTION:** The prohibition of this section does not apply where a vendor has contested any tax administered pursuant to chapter eleven of this code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

Under penalty of law for false swearing (*West Virginia Code §61-5-3*), it is hereby certified that the vendor affirms and acknowledges the information in this affidavit and is in compliance with the requirements as stated.

### WITNESS THE FOLLOWING SIGNATURE

Vendor's Name: ACT, Inc.

Authorized Signature: [Signature] Date: 9/27/2011

State of TENN

County of HAMILTON, to-wit:

Taken, subscribed, and sworn to before me this 27 day of Sept, 2011.

My Commission expires 6/5/2012, 2011.

AFFIX SEAL HERE



NOTARY PUBLIC

[Signature]





State of West Virginia  
Department of Administration  
Purchasing Division  
2019 Washington Street East  
Post Office Box 50130  
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DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
09/21/2011				

BID OPENING DATE: 09/29/2011 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
----- ADDENDUM NO. 1 -----						
THIS ADDENDUM IS ISSUED TO ADDRESS THE QUESTIONS RECEIVED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 09/07/2011.						
THE BID OPENING DATE IS EXTENDED						
FROM: 09/22/2011						
TO : 09/29/2011						
0001	1	YR		205-20-99-000		
CAREER READINESS COMPREHENSIVE PROGRAM						
EXHIBIT 10						
REQUISITION NO.: EDD363384						
ADDENDUM ACKNOWLEDGEMENT						
I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.						
ADDENDUM NO.'S:						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE		TELEPHONE	423-266-2244	DATE	9/27/2011
TITLE	Vice President	FEIN	42 0841485	ADDRESS CHANGES TO BE NOTED ABOVE	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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- I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, or person or entity submitting a bid for the same material, supplies, equipment or services and is in all respects fair and without collusion or fraud. I further certify that I am authorized to sign the certification on behalf of the bidder or this bid.

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09/21/2011				

BID OPENING DATE:

09/29/2011

BID OPENING TIME

01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
NO. 1	✓					
NO. 2						
NO. 3						
NO. 4						
NO. 5						
I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.						
VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.						
..... SIGNATURE ..... ACT, Inc. .... COMPANY ..... 9/27/2011 ..... DATE						
NOTE: THIS ADDENDUM ACKNOWLEDGEMENT SHOULD BE SUBMITTED WITH THE BID.						
----- END OF ADDENDUM NO. 1 -----						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
Vice President	423-266-2244	9/27/2011
FEIN	ADDRESS CHANGES TO BE NOTED ABOVE	
42 084185		

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



September 20, 2011

Department of Education  
Shelly Murray  
Building 6  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0330

Dear Ms. Murray:

Thank you for the invitation to bid on the Comprehensive Program for Career Readiness Curriculum K-12 described in your request for quotation EDD363384 and Addendum No. 1. The included quotation and descriptive literature demonstrate that ACT Workforce Curriculum and our KeyTrain system meets or exceeds all requirements outlined in the RFQ. For your convenience we have included the descriptive literature, which is due within 5 days, as part of this package.

We have worked with numerous groups and organizations in West Virginia with our KeyTrain system for many years and letters of recommendation are included starting on page 35 of the Descriptive Literature demonstrating strong support for KeyTrain. Further, all West Virginia High Schools were licensed for unlimited KeyTrain use during the 2010/2011 school year. It is important to recognize that this license for KeyTrain corresponded with significantly higher scores on WorkKeys and NCRC assessments as compared to the previous year when they did not all have KeyTrain. Of particular note are the scores in Locating Information as this skill is one that KeyTrain is nationally known for being the ONLY curricula that raises levels in this fashion.

% students scoring 4 (level for silver certificate) or above	2009/2010 without KeyTrain all-access	2010/2011 with KeyTrain all-access
Reading for Information	82%	94%
Applied Mathematics	77%	83%
Locating Information	71%	85%

Additionally the recent acquisition of KeyTrain by ACT makes KeyTrain the only curricula able to be reflective of the WorkKeys assessments. Later this year we will introduce an integration of the two making the administration of WorkKeys streamlined and much easier for instructors.

We sincerely appreciate the opportunity to provide this quotation. Thank you again for your consideration.

Respectfully yours,

Sheila C. Boyington  
Vice President, Workforce Initiatives  
Workforce Development Division,  
ACT, Inc.



## **Request for Quotation EDD363384**

### **PURPOSE:**

The West Virginia Department of Education, Office of Career and Technical Accountability and Support is in need of Comprehensive Program for Career Readiness Curriculum K-12 computer-based and online. The vendor must provide access, hosting, and technical support to this "all-inclusive" internet-based system.

This purchase will include all required licensing and a minimum of three (3) years of warranty services support. Warranty services shall include all product upgrades, applicable subscription service and installation service.

Vendor must submit descriptive literature verifying that bid material meets all mandatory requirements. This literature must be received no later than five (5) days after the bid opening. If bidder wishes to have literature returned, the bidder must include a pre-paid label or other information to have this returned at vendor's expense. All items stating a "must", "shall" or "will" are mandatory requirements. Failure to provide or meet any of these mandatory requirements shall be grounds to disqualify the entire quotation.

### **Detailed Description of Project:**

- Vendor will provide a comprehensive program for career readiness curriculum via print-based, computer-based, and online instructional materials for the K-12 educational levels for statewide use in all West Virginia public schools.
- Vendor must agree to provide staff development and training to support the implementation of the curriculum.
- The contract will be for one year with two (2) one-year renewals.
- The curriculum must contain industry-specific contextual units aligned with the 16 high-growth industries identified by the US Department of Labor and a Kindergarten through 8<sup>th</sup> grade instructional suite.
- The career readiness curriculum must include levels of Work Habits curriculum for soft skills improvement.
- The Comprehensive K-12 career readiness curriculum courseware must contain:
  - Appropriate materials for low-level learners to grade-level learners in middle and high schools
  - Online assessments and placements within the courseware,
  - Soft Skills series with online and classroom-based instructional programs
  - **K-8** Career Readiness Lesson Plans and Activities for each grade level.

As seen in the following answers to specific eligibility criteria and the literature provided, our proposed solution meets or exceeds these requirements. ACT Workforce Curriculum agrees to provide staff development training for implementation, the proposed contract term for one year with two (2) one-year renewals, and warranty services indicated above.

Further, this "all-inclusive" internet-based system includes the following features as identified in the Evaluation Criteria:

- Site License - Unlimited Use on an Unlimited Number of Computers with client. License is for a 12 month period.
- Beginning Skills - Academic and Foundational Workplace Skill Topic Area with skills in Language/Reading and Math - electronic print and computer-based.
- Key Modules- Reading for Information, Applied Mathematics, Locating Information, Applied Technology, Listening, Writing, Teamwork, Observation and Business Writing Skills.
- Printable Materials- Reading, Writing, Mathematics, Locating, Applied Technology and Business Writing. Electronic Format.
- Student Tracking- Management system tracking student usage and progress.
- Job Profile Database - Correlates student's score to National profiles with Career Development Tools, accessible on line.



**Specific Eligibility Criteria:**

**1. Career Readiness Curriculum Must:**

- a. Provide different levels of learning and achievement within academic and foundational workplace skill topic areas. Learning levels must accommodate low-level learners to accelerated learners, with courseware able to be accessed at multiple different skill levels.

✓ **Our proposed solution meets or exceeds this specification**

ACT's WorkKeys system has become accepted as the nationally recognized tool to measure Career Readiness. The ACT Career Ready 101/KeyTrain is the only solution that meets the ACT standards for quality. The curriculum provides levels of academic and foundational learning and achievement for low-level learning to accelerated learners. The courseware can be accessed starting at any level and learners can be placed at their appropriate level automatically via pretest evaluation.

Career Ready 101/KeyTrain curriculum pre-test will automatically assign the recommended lessons for each student individually, depending on the needs the individual. It is adaptive, randomly generated and continuous, designed to adapt to the user without stopping until the user's beginning point in the curriculum has been determined. The adaptive nature of this pre-test is designed to ensure that a user doesn't get frustrated with questions that are too advanced or too elementary.

Subsequently the student is directed to the courseware at the appropriate level for instruction. This allows the courseware to be accessed by students at multiple skill levels.

Descriptive Literature Reference page(s)

See Course Outlines: page 43

See KeyTrain: page 2

See Pre-Assessment, Post-Assessment: page 9

See Activities and Learning at Lower Levels and Grade Levels: page 25

- Courseware must include foundational skills, soft skills, applied technology, and writing at a minimum.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution of Career Ready 101/KeyTrain includes foundational skills, soft skills, applied technology, writing and many more skill areas. This includes courseware for all nine WorkKeys foundational skills, 200 lessons in soft skills, four categories of applied technology - the most comprehensive in the field, writing AND business writing. In addition, our courseware includes all levels of all WorkKeys foundational skills and is the only system that can

develop curriculum as new WorkKeys skills develop with accuracy. Note that our courseware includes the Workplace Observation courseware for the new Workplace Observation WorkKeys assessment. Additional courseware includes a unique financial literacy course – required and desired by many in secondary education nationally.

Descriptive Literature Reference page(s)

See Course Outlines: page 43

See KeyTrain: page 2

See Career Ready 101: page 5

See Soft Skills, Work Habits: page 3

- The curriculum must be competency-based and Internet-delivered, with the flexibility to be instructor-delivered or self-paced.

✓ **Our proposed solution meets or exceeds this specification**

Our competency-based curriculum in Career Ready 101/KeyTrain is delivered via Internet and includes tremendous flexibility for instructor delivery. Courseware includes online self-paced learning while offering instructor-led documents and exercises.

Descriptive Literature Reference page(s)

See KeyTrain: page 2

See Career Ready 101: page 5

See Varied Instructional Methods and Learning Styles: page 21

See Print Materials and Natural Voice Soundtrack: page 20

See PowerPoints and Instructor Led Documents: page 8

- The learning modules must be contextual and address core skills required for entry into high-demand jobs across the 16 career clusters identified by the US. Department of Labor.

✓ **Our proposed solution meets or exceeds this specification**

Learning modules address core skills for entry into high-demand jobs and include contextualization for the 16 career clusters identified by the U.S. Department of Labor. Additionally the Career Ready 101/KeyTrain system includes access the Job Profile Database that contains jobs that have been identified as “high-demand” and students can access this information to train to these jobs.

Descriptive Literature Reference page(s)

See Career Clusters: page 4

See Job Profile Database: page: 18



- Include printable workbooks for all levels.

✓ **Our proposed solution meets or exceeds this specification**

Printable workbooks are included for all levels. The workbooks are easily accessible from the web portal at all times.

Descriptive Literature Reference page(s)

See Print Materials and Natural Voice Soundtrack: page 20

- Courseware must utilize natural voice audio with no plug-in requirements for any of the courseware areas.

✓ **Our proposed solution meets or exceeds this specification**

There are no plug-in requirements for the courseware. Our courseware uses natural-voice audio. In fact, KeyTrain was the only such career readiness curriculum with a natural voice soundtrack for many years. The Authorware plug-in is no longer required for the KeyTrain system.

Descriptive Literature Reference page(s)

See Varied Instructional Methods and Learning Styles: page 21

See Print Materials and Natural Voice Soundtrack: page 20

- b. Courseware must provide alignments and effectiveness studies with a variety of credentials including the West Virginia Governor's Career Readiness Certificate, National Career Readiness Credential (NCRC), National Work Readiness Credential (NWRC), and General Educational Diploma (GED).

✓ **Our proposed solution meets or exceeds this specification**

KeyTrain was licensed in all West Virginia High Schools during the 2010/2011 school year. During this year, student performance on WorkKeys assessments required for West Virginia Governor's Career Readiness Certificate and the National Career Readiness Certificate was **significantly higher** than the previous year. The assessments for these certificates are the WorkKeys® Reading for Information, Applied Mathematics, and Locating Information.

The percentage of students in West Virginia high schools who scored 4 or higher (the level required for a silver certificate or higher) on each of these assessments increased (with KeyTrain available in all high schools) from the prior year (before KeyTrain was available in all high schools) as follows:

- Reading for Information - **increased from 82% to 94% – 12% increase**
- Applied Mathematics - **increased from 77% to 83% - 6% increase**
- Locating Information - **increased from 71% to 85% - 14% increase**

Alignments are included with our literature for the West Virginia Governor's Career Readiness Certificate and National Career Readiness Credential (NCRC), National Work Readiness Credential (NWRC), and General Educational Diploma (GED).

Also found in the attached literature are studies showing the effectiveness of our curriculum in raising skills for such credentials.

[Descriptive Literature Reference page\(s\)](#)

[See Results in Skill Building: page 31](#)

[See Separately Sealed Confidential Information Alignments: page 2](#)



- Specific Eligibility Criteria:
2. Online Assessments and Placements, must be built into the online career readiness curriculum to include:

**2. Online Assessments and Placements, must be built into the online career readiness curriculum to include:**

- a. Built-in, well-developed online assessments to determine skill levels and pre-post-test learning gains across skill areas.

✓ **Our proposed solution meets or exceeds this specification**

KeyTrain offers complete pre- and post-assessments in each WorkKeys skill level. The pre- and post-assessments are randomized, so each student receives a different quiz. The responses to each question are recorded, so that instructors can review the results of individual questions with the student using the included answer keys. KeyTrain includes unique guidance on course content and progress as follows:

- Randomly generated adaptive pretests to place students at a starting point in the curriculum
- End of topic quizzes to measure understanding of each topic within each level
- End of level quizzes to measure understanding of the entire level

KeyTrain includes Post-tests for end-of-level (final quizzes) and for each sub-level (topic quizzes)

Descriptive Literature Reference page(s)  
See Pre-Assessment, Post-Assessment: page 9  
See Diagnostics: page 10

- b. Placement assignments, determined by scores on the assessment, determines at which level in a skill area a student begins the course.

✓ **Our proposed solution meets or exceeds this specification**

KeyTrain's curriculum pre-test will automatically assign the recommended lessons for each student individually, depending on the needs the individual. It is adaptive and continuous, designed to adapt to the user without stopping until the user's beginning point in the curriculum has been determined. It begins with Level 3 questions and if the user performs appropriately, it advances to Level 4 and so on. If a user does not do well on Level 3, the test moves to Level 2, and to Level 1 if necessary. The adaptive nature of this pre-test is designed to ensure that a user doesn't get frustrated with questions that are too advanced or too elementary.

Descriptive Literature Reference page(s)  
See Pre-Assessment, Post-Assessment: page 9

- Assessments must identify at which level student learning must begin (placement), exactly determined by assessments.

✓ **Our proposed solution meets or exceeds this specification**

KeyTrain's curriculum pre-test will automatically assign the recommended lessons for each student individually, depending on the needs the individual. It is adaptive and continuous, designed to adapt to the user without stopping until the user's beginning point in the curriculum has been determined. It begins with Level 3 questions and if the user performs appropriately, it advances to Level 4 and so on. If a user does not do well on Level 3, the test moves to Level 2, and to Level 1 if necessary. The adaptive nature of this pre-test is designed to ensure that a user doesn't get frustrated with questions that are too advanced or too elementary.

Descriptive Literature Reference page(s)

See Pre-Assessment, Post-Assessment: page 9

- Once placed at an appropriate skill level, students must be able to work through specific training modules to build skill proficiency and move to the next level.

✓ **Our proposed solution meets or exceeds this specification**

Our system is designed specifically to place students at the appropriate level so that they are able to work through the specific training modules to build skill proficiency and move to the next level. It does this through the unique feedback process in the KeyTrain system. Targeted feedback is provided on each answers provided to the student and guides the student through the learning. It is believed that this process is responsible for the tremendous gains the state of WV experienced this past year.

Descriptive Literature Reference page(s)

See Pre-Assessment, Post-Assessment: page 9

See Varied Instructional Methods and Learning Styles: page 21

- c. Online in English and Spanish.

✓ **Our proposed solution meets or exceeds this specification**

English and Spanish options are available online.

Descriptive Literature Reference page(s)

See Varied Instructional Methods and Learning Styles: page 21



3. Soft Skills Courseware Series, must be a part of the career readiness curriculum and include:

**3. Soft Skills Courseware Series, must be a part of the career readiness curriculum and include:**

- a. Instructional video modeling of appropriate and inappropriate behavioral skills for the workplace.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes instructional video modeling of appropriate and inappropriate behavioral skills for the workplace.

Descriptive Literature Reference page(s)

See Varied Instructional Methods and Learning Styles: page 21

- b. At a minimum the following topics: reliability, work ethic, attitude, professionalism, collaboration, teamwork, interpersonal skills, communication, cooperation, problem-solving, critical thinking, motivation, tact and concern for others, adaptability, dependability, initiative, resource management, time management, and attention to others' needs.

✓ **Our proposed solution meets or exceeds this specification**

Our courseware includes the topics: reliability, work ethic, attitude, professionalism, collaboration, teamwork, interpersonal skills, communication, cooperation, problem-solving, critical thinking, motivation, tact and concern for others, adaptability, dependability, initiative, resource management, time management, and attention to others' needs.

Descriptive Literature Reference page(s)

See Soft Skills, Work Habits: page 3

See Varied Instructional Methods and Learning Styles: page 21

See Course Outlines: page 43

- c. Formative and summative assessments, as well as, facilitated units for the classroom.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes formative and summative assessments and facilitated units for the classroom.

Descriptive Literature Reference page(s)

See Pre-Assessment, Post-Assessment: page 9

See Course Outlines: page 43

3. Soft Skills Courseware Series, must be a part of the career readiness curriculum and include:

- d. A credentialing option complementary to the National Work Readiness Credential, National Career Readiness Certificate, and Skills USA.

✓ **Our proposed solution meets or exceeds this specification**

Our solution includes a credentialing option complementary to the National Work Readiness Credential, National Career Readiness Certificate, and Skills USA. Soft skills completion certificates can be printed directly from the system.

Descriptive Literature Reference page(s)

See Soft Skills, Work Habits: page 3

See Separately Sealed Confidential Information Alignments: page 2



4. The comprehensive program for career readiness must include a career exploration and readiness program for students in kindergarten through 8<sup>th</sup> grade and include the following:

**4. The comprehensive program for career readiness must include a career exploration and readiness program for students in kindergarten through 8th grade and include the following:**

- a. Career exploration activities for primary and middle school grades, K through 8 for each grade level.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes career exploration activities for primary and middle school grades, K through 8 for each grade level. The CharacterEd.Net tool is included. The Character Education Network is a place for students, teachers, schools and communities to facilitate character education which are the soft skills that employers desire. This tool is dedicated to providing quality online, ready-to-use curriculum, activities and resources that integrate with and enhance the classroom experience. It allows schools and students to network together by sharing ideas and experiences with others in their community and nationwide.

Descriptive Literature Reference page(s)

See Activities and Learning at Lower Levels and Grade Levels: page 25

See CharacterEd.net: page 28

- b. Career exploration for earlier grades, gradually introducing career readiness through middle school grades (6 to 8).

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes career exploration for earlier grades, gradually introducing career readiness through middle school grades (6 to 8). Age appropriate mini-courses are included that relate to selected soft skills and career readiness, rewarded with a certificate. Students can then turn in their certificates as a record of their accomplishment. The lessons are age-appropriate, and are accompanied by a full soundtrack to aid those with reading difficulties.

Descriptive Literature Reference page(s)

See Activities and Learning at Lower Levels and Grade Levels: page 25

See CharacterEd.net: page 28

4. The comprehensive program for career readiness must include a career exploration and readiness program for students in kindergarten through 8<sup>th</sup> grade and include the following:
- c. For upper grades, the materials must introduce foundational and soft skills in career-related areas including, but not limited to, Reading for Information, Applied Mathematics, Locating Information, Listening, Observation, Applied Technology, Writing, and Teamwork.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution will introduce foundational and soft skills in career-related areas as described. These areas include, but are not limited to, Reading for Information, Applied Mathematics, Locating Information, Listening, Observation, Applied Technology, Writing, and Teamwork. This proposed curricula of Career Ready 101/KeyTrain are the most widely used curricula to address the WorkKeys skills.

Descriptive Literature Reference page(s)

See Course Outlines: page 43

See KeyTrain: page 2

See Career Ready 101: page 5

- d. All learning activities for K-8 must be project based with available printable and electronic workbooks for each grade level that introduce demand occupations in a variety of career pathways and job families.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes project based learning activities for K-8 with available printable and electronically for each grade level that introduce demand occupations in a variety of career pathways and job families.

Descriptive Literature Reference page(s)

See Activities and Learning at Lower Levels and Grade Levels: page 25

See CharacterEd.Net: page 28

- e. Supportive materials which include instructor-led lesson plans and worksheets for each grade level of K-8.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes supportive materials that include instructor-led lesson plans and worksheets for each grade level of K-8. The CharacterEd.Net activities provided that pertain to career readiness are designed to be done with a group. The activities are ideal for classroom time and are available by grade levels.

Descriptive Literature Reference page(s)

See Activities and Learning at Lower Levels and Grade Levels: page 25

See CharacterEd.Net: page 28



- f. Classroom activities related to the occupation and learning objectives in all eight foundational skills, for all grade levels.

✓ **Our proposed solution meets or exceeds this specification**

The proposed solution includes classroom activities related to the occupation and learning objectives in all eight foundational skills, for all grade levels.

Descriptive Literature Reference page(s)

See Activities and Learning at Lower Levels and Grade Levels: page 25

See CharacterEd.Net: page 28

**ACT Workforce Curriculum  
Response to RFQ EDD363384  
West Virginia Department of Education,  
Office of Career and Technical Accountability and Support**

**Confidential Descriptive Literature**



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# GED

## Alignment of KeyTrain with GED Tests

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The **GED Language Arts, Reading Test** is a passage-based, multiple-choice test that measures a candidate's ability to comprehend and interpret workplace and academic reading selections and to apply those interpretations to new contexts. **KeyTrain®** provides assessment and instruction through the module **Reading for Information (RI)** that can be used to prepare for the GED reading portion. The higher the level of successful completion of **KeyTrain** modules the more likely the person will successfully pass this portion of the GED. A score of "5" or higher on topic specific modules usually ensures success on the related GED tests.

### Test Construction Criteria

GED Reading Test	KeyTrain
<i>Literary Text</i> 75 percent <ul style="list-style-type: none"> <li>Poetry.</li> <li>Drama.</li> <li>Prose fiction before 1920.</li> <li>Prose fiction between 1920 and 1960.</li> <li>Prose fiction after 1960.</li> </ul>	No
<i>Nonfiction Text</i> 25 percent	
• Nonfiction prose.	Yes
• Critical review of visual and performing arts.	No
• Workplace and community documents	Yes
<i>Context</i>	
• Diverse age groups	Yes
• Multicultural backgrounds	Yes
• Variety of experiences	Yes

### Content

#### I. Comprehension: (20 percent)

Comprehension questions measure the candidate's ability to extract basic meaning and the intent of the writing. This question type can refer to specific parts of the text or to the text as a whole.

GED Standards	KeyTrain Reading for Information Module Lesson(s)	Level
• Restate or paraphrase information.	• Finding Information • Following Directions	3
• Summarize main ideas.	• Finding Details • Topics & Main Ideas	3
• Explain the thought or clear implications of the text.	• Facts in Paragraphs • Reading for Details	4

**II. Application: (15 percent)**

GED Standards	KeyTrain Reading for Information Module Lesson(s)	Level
<ul style="list-style-type: none"> <li>Use information and ideas from a text in a situation different from that described</li> </ul>	<ul style="list-style-type: none"> <li>Making Connections</li> <li>Making Inferences</li> </ul>	4
<ul style="list-style-type: none"> <li>Transfer concepts and principles from the reading text to a new context.</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting Information</li> </ul>	5

**III. Analysis: (30-35 percent)**

Analysis questions measure the candidate's ability to break down information into basic elements and can require multiple or complex references.

GED Standards	KeyTrain Reading for Information Module Lesson(s)	Level
<ul style="list-style-type: none"> <li>Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting Information</li> </ul>	4
<ul style="list-style-type: none"> <li>Understand consequences</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Effects</li> </ul>	4
<ul style="list-style-type: none"> <li>Make inferences</li> </ul>	<ul style="list-style-type: none"> <li>Words in Context</li> <li>Word Part Clues</li> <li>Making Inferences</li> </ul>	4-5
<ul style="list-style-type: none"> <li>Identify elements of style and structure</li> </ul>	<ul style="list-style-type: none"> <li>Reading Procedures</li> <li>Understanding Jargon</li> </ul>	4-5
<ul style="list-style-type: none"> <li>Identify the use of different techniques, e.g., tone, word usage, characterization,</li> </ul>	<ul style="list-style-type: none"> <li>Author's Reasons</li> <li>Interpreting Information</li> </ul>	6
<ul style="list-style-type: none"> <li>Use of detail and example</li> </ul>	<ul style="list-style-type: none"> <li>Applying Principles</li> <li>Multiple Meanings</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Identify cause and effect relationships</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Conclusions</li> </ul>	6-7
<ul style="list-style-type: none"> <li>Distinguish conclusions from supporting statements and recognize unstated assumptions and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Applying Principles</li> <li>Drawing Conclusions</li> </ul>	7

**IV. Synthesis: (30-35 percent)**

Synthesis questions measure the candidate's ability to put elements together to form a whole. Synthesis questions require multiple inferences that draw on many parts of the text.

GED Standards	KeyTrain Reading for Information Module Lesson(s)	Level
<ul style="list-style-type: none"> <li>Interpret the organizational structure or pattern of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting Information</li> </ul>	5
<ul style="list-style-type: none"> <li>Interpret the overall tone, point of view, style, or purpose of a work.</li> </ul>	<ul style="list-style-type: none"> <li>Author's Reasons</li> <li>Drawing Conclusions</li> </ul>	6
<ul style="list-style-type: none"> <li>Make connections among parts of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Complex Information</li> <li>Meaning from Context</li> </ul>	6-7
<ul style="list-style-type: none"> <li>Compare and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Effects</li> </ul>	4
<ul style="list-style-type: none"> <li>Integrate information from outside the passage with elements within the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Applying Principles</li> </ul>	7

Note: Levels 1 and 2 in **KeyTrain® Reading for Information** can be used for remediation.



The **GED Mathematics Test** assesses an understanding of mathematical concepts and the application of those concepts to various situations. **KeyTrain®** provides assessment and instruction through two modules: **Applied Mathematics (AM)** and **Locating Instruction (LI)** that can be used to prepare for the GED math portion. The higher the level of successful completion of **KeyTrain®** modules the more likely the person will successfully pass this portion of the GED. A score of "5" or higher on topic specific modules usually ensures success on the related GED tests.

### Test Construction Criteria

<i>GED Mathematics Test</i>	KeyTrain
<ul style="list-style-type: none"> <li>Measures problem-solving, analytical, and reasoning skills.</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Determines whether a candidate can interpret information from both word problems and graphic formats, including charts, tables, graphs, and diagrams.</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Presents problems in real-life contexts.</li> </ul>	<b>Yes</b>

### Content

The GED Mathematics Test covers four major areas

#### I. Number operations and number sense (20–30 percent)

GED Standards	KeyTrain Module/Lesson(s)	Level
Represent and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific) in real-world and mathematical problem situations.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>Quantity</li> <li>Money</li> <li>Time</li> <li>Measurement</li> <li>Fractions &amp; Decimals</li> <li>Negative Numbers</li> <li>Averages</li> <li>Proportions</li> </ul>	3-5
Represent, analyze, and apply whole numbers, decimals, fractions, percentages, ratios, proportions, exponents, roots, and scientific notation	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>Percentages</li> <li>Measurement</li> <li>Averages</li> <li>Proportions</li> <li>Diagrams</li> <li>Problem Solving</li> <li>Multiple Steps</li> </ul>	4-6

**I. Number operations and number sense (continued)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Recognize equivalencies and order relations for whole numbers, fractions, decimals, integers, and rational numbers.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Fractions &amp; Decimals</li> <li>• Negative Numbers</li> <li>• Averages</li> <li>• Proportions</li> <li>• Percentages</li> <li>• Rate Problems</li> <li>• Multiple Steps</li> </ul>	<b>5-7</b>
Select the appropriate operations to solve problems	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• All lessons</li> </ul>	<b>3-7</b>
Relate basic arithmetic operations to one another.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• All lessons</li> </ul>	<b>3-7</b>
Calculate with mental math, pencil and paper, and a scientific calculator using whole numbers, fractions, decimals, and integers.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Fractions &amp; Decimals</li> <li>• Negative Numbers</li> <li>• Averages</li> </ul>	<b>3-5</b>
Use estimation to solve problems and assess the reasonableness of an answer.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	<b>6</b>

**II. Measurement and geometry (20–30 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Model and solve problems using the concepts of perpendicularity, parallelism, congruence, and similarity of geometric figures.	<b>NA</b>	
Use spatial visualization skills to describe and analyze geometric figures and translations/rotations of geometric figures.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Perimeter &amp; Area</li> <li>• Volume &amp; Areas</li> </ul>	<b>5-7</b>
Use the Pythagorean theorem to model and solve problems.	<b>NA</b>	
Find, use, and interpret the slope of a line, the y-intercept of a line, and the intersection of two lines.	<b>NA</b>	
Use coordinates to design and describe geometric figures.	<b>NA</b>	
Identify and select appropriate units of metric and customary measures.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Measurement</li> </ul>	<b>3-5</b>
Convert and estimate units of metric and customary measure (all conversions within systems).	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Measurement</li> </ul>	<b>4-6</b>



**II. Measurement and geometry (continued)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Solve and estimate solutions to problems involving length, perimeter, area, surface area, volume, angle measurement, capacity, weight, and mass.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Perimeter &amp; Area</li> <li>• Area &amp; Volume</li> </ul>	<b>5-7</b>
Use uniform rates (e.g., miles per hour, bushels per acre) in problem situations.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Production Rates</li> <li>• Rate Problems</li> <li>• Best Deals</li> </ul>	<b>6-7</b>
Read and interpret scales, meters, and gauges.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Diagrams</li> </ul>	<b>4</b>
	<b>Locating Information</b> <ul style="list-style-type: none"> <li>• Graph Words</li> <li>• Graph Symbols</li> <li>• Basic Graphs</li> <li>• Following Directions</li> <li>• Reading Graphs</li> <li>• The Order of Graphs</li> <li>• Types of Graphs</li> <li>• Tools Used in Graphs</li> <li>• Creating Graphs</li> <li>• Using Different Graphs</li> <li>• The Purpose of Graphs</li> <li>• Putting Things in Order</li> <li>• Diagrams</li> <li>• Gauges</li> </ul>	<b>1-3</b>
Predict the impact of changes in linear dimension on the perimeter, area, and volume of figures.	<b>Applied Mathematics</b> <ul style="list-style-type: none"> <li>• Troubleshooting</li> <li>• Perimeter &amp; Area</li> <li>• Area &amp; Volume</li> </ul>	<b>5-7</b>
	<b>Locating Information</b> <ul style="list-style-type: none"> <li>• Extracting Data</li> <li>• Identifying Trends</li> <li>• Drawing Conclusions</li> <li>• Using Criteria</li> <li>• Data Relationships</li> </ul>	<b>5-6</b>

**III. Data analysis, statistics, and probability (20–30 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Construct, interpret, and draw inferences from tables, charts, and graphs.	<b>Applied Mathematics</b> • Problem Solving	<b>6</b>
	<b>Locating Information</b> • Finding Details • Multiple Documents • Extracting Data • Identifying Trends • Drawing Conclusions • Using Criteria • Creating Graphs • Using Different Graphs • The Purpose of Graphs	<b>5-6</b>
Make inferences and convincing arguments that are based on data analysis.	<b>Applied Mathematics</b> • Troubleshooting	<b>7</b>
	<b>Locating Information</b> • Finding Details • Data Relationships • Drawing Conclusions • Identifying Trends	<b>6</b>
Evaluate arguments that are based on data analysis, including distinguishing between correlation and causation.	<b>NA</b>	
Represent data graphically in ways that make sense and are appropriate to the context.	<b>NA</b>	
Apply measures of central tendency (mean, median, mode) and analyze the effect of changes in data on these measures.	<b>NA</b>	
Use an informal line of best fit to predict from data.	<b>Applied Mathematics</b> • Best Deals	<b>6</b>
Apply and recognize sampling and bias in statistical claims.	<b>NA</b>	
Make predictions that are based on experimental or theoretical probabilities, including listing possible outcomes.	<b>NA</b>	
Compare and contrast different sets of data on the basis of measures of central tendency and dispersion.	<b>NA</b>	



**IV. Algebra, functions, and patterns (20–30 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Analyze and represent situations involving variable quantities with tables, graphs, verbal descriptions, and equations.	<b>Applied Mathematics</b> • Best Deals	<b>7</b>
	<b>Locating Information</b> • Multiple Documents • Extracting Data • Identifying Trends • Drawing Conclusions • Using Criteria • Data Relationships	<b>5-6</b>
Recognize that a variety of problem situations may be modeled by the same function or type of function (e.g., $y = mx + b$ , $y = ax^2$ , $y = ax$ , $y = 1/x$ ).	<b>NA</b>	
Convert between different representations, such as tables, graphs, verbal descriptions, and equations.	<b>NA</b>	
Create and use algebraic expressions and equations to model situations and solve problems.	<b>NA</b>	
Evaluate formulas.	<b>NA</b>	
Solve equations, including first degree, quadratic, power, and systems of linear equations.	<b>Applied Mathematics</b> • Multiple Unknowns • Troubleshooting • Non-Linear Functions	<b>7</b>
Recognize and use direct and indirect variation.	<b>NA</b>	
Analyze tables and graphs to identify and generalize patterns and relationships.	<b>Applied Mathematics</b> • Troubleshooting • Non-Linear Functions	<b>7</b>
	<b>Locating Information</b> • Extracting Data • Drawing Conclusions	<b>6</b>
Analyze and use functional relationships to explain how a change in one quantity results in change in the other quantity, including linear, quadratic, and exponential functions.	<b>Applied Mathematics</b> • Multiple Steps • Non-Linear Functions • Ratios & Proportions	<b>7</b>
	<b>Locating Information</b> • Identifying Trends • Data Relationships • Using Criteria • Drawing Conclusions	<b>6</b>

Note: Levels 1 and 2 in **KeyTrain® Applied Math** can be used for remediation.

Part I of the **GED Language Arts, Writing Test** requires test takers to demonstrate the ability to revise and edit workplace and informational documents by answering multiple-choice questions. Part II assesses their ability to write an essay. **KeyTrain®** provides assessment and instruction through two modules, **Writing (W)** and **Business Writing (BW)**, that can be used to prepare for the GED writing segment. The higher the level of successful completion of **KeyTrain®** modules the more likely the person will successfully pass this portion of the GED. A score of "5" or higher on topic specific modules usually insures success on the related GED tests.

## Test Construction Criteria

<i>GED Writing Test</i>	KeyTrain
• Revise and edit workplace and informational documents	<b>Yes</b>
• Write an essay	<b>No*</b>
• Higher-order thinking skills	<b>Yes</b>

\***Writing** and **Business Writing** modules have writing exercises and techniques at all levels.

## Content Part I

### I. Organization (15 percent)

GED Standards	KeyTrain Module/Lesson(s)	Level
Edit and revise a document by adding, removing, or repositioning sentences.	<b>Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Writing Techniques</li> <li>• Proofreading</li> </ul> <b>Business Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Developing Ideas</li> <li>• Organizing Ideas</li> </ul>	1-5
Effective text divisions (within or among paragraphs, forming new paragraphs within multi-paragraph documents and combining paragraphs to form a more effective document)	<b>Writing &amp; Business Writing</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Writing Exercises</li> </ul>	1-5
Topic sentences	<b>Writing &amp;</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Writing Techniques</li> </ul> <b>Business Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Developing Ideas</li> <li>• Writing Style</li> </ul>	3-5
Unity/coherence	<b>Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Writing Techniques</li> </ul> <b>Business Writing</b> <ul style="list-style-type: none"> <li>• Organizing Ideas</li> <li>• Persuasive Writing I</li> <li>• Persuasive Writing II</li> </ul>	4-5



**II. Sentence Structure (30 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Sentence fragments	<b>Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Grammar and Punctuation</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Grammar and Punctuation</li> </ul>	<b>1 &amp; 4</b>
Run-on sentences	<b>Writing</b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Proofreading</li> </ul>	<b>4</b>
Comma splices	<b>Writing</b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Proofreading</li> </ul>	<b>4-5</b>
Improper coordination and subordination	<b>Writing</b> <ul style="list-style-type: none"> <li>• Proofreading</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Proofreading</li> </ul>	<b>4-5</b>
Misplaced Modifiers	<b>Writing</b> <ul style="list-style-type: none"> <li>• Describing Words</li> <li>• Grammar and Punctuation</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Describing Words</li> </ul>	<b>4</b>
Parallel Structure	<b>Writing</b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Writing Techniques</li> <li>• Writing Exercises</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Writing Style</li> <li>• Organizing Ideas</li> </ul>	<b>4</b>

**III. Usage (30 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Subject-verb agreement (including agreement in number, interrupting phrases, and inverted structure),	<b>Writing</b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Nouns and Verbs</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Grammar and Punctuation</li> <li>• Sentence Structure</li> </ul>	<b>2-5</b>
Verb tense errors (including sequence of tenses, word clues to tense in sentences, word clues to tense in paragraphs, and verb form),	<b>Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Nouns and Verbs</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Nouns and Verbs</li> </ul>	<b>2-3</b>
Pronoun reference errors (including incorrect relative pronouns, pronoun shift, vague or ambiguous references, and agreement with antecedents).	<b>Writing</b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Sentence Structure</li> </ul>	<b>3</b>

**IV. Mechanics (25 percent)**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Capitalization (including proper names and adjectives, titles, and months/seasons),	<b>Writing</b> <ul style="list-style-type: none"> <li>• Punctuation and Capitalization</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Punctuation</li> </ul>	<b>5</b>
Punctuation (including commas in a series, commas between independent clauses joined by a conjunction, introductory elements, appositives, and the overuse of commas),	<b>Writing</b> <ul style="list-style-type: none"> <li>• Punctuation and Capitalization</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Punctuation</li> </ul>	<b>5</b>
Spelling (restricted to errors related to possessives, contractions, and homonyms only).	<b>Writing</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation and Spelling</li> </ul> <b><u>Business Writing</u></b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation and Spelling</li> </ul> <b><u>Reading for Information</u></b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Identifying Sentence Parts</li> </ul>	<b>1-2</b>



## **Content Part II**

**KeyTrain Writing and Business Writing** modules provide writing exercises at all levels (1-5) that test takers can use to practice for the essay required in Part II.

The **GED Science Test** emphasizes the physical sciences (physics and chemistry) and expands the area of Earth science to include space science. Test questions measure the candidate's skill in understanding and interpreting concepts of life, Earth, and space sciences; physics; and chemistry, and applying them to visual and written text from academic and workplace contexts. The questions reflect the many roles of individuals (for example, worker, family member, consumer, and citizen). Although **KeyTrain®** does not provide assessment and instruction in all the content areas, two modules, **Applied Technology (AT)** and **Locating Instruction (LI)**, can be used to prepare for selected portions of the science test.

### Test Construction Criteria

<i>GED Science Test</i>	KeyTrain
• Apply scientific knowledge	<b>Yes</b>
• Range of reasoning skills	<b>Yes</b>
• Interpret visual text (e.g., graphs, tables, charts, diagrams).	<b>Yes</b>
• Understand links between science and technology	<b>Yes</b>

### Content

The **GED Science Test** covers three of eight broad content standards for grades 9–12 outlined by the National Science Education Standards (NSES). The content areas targeted by the test questions are:

#### I. Physical science 35 percent

GED Standards	KeyTrain Module/Lesson(s)	Level
Structure of atoms.	NA	
Structure and properties of matter.	NA	
Chemical reactions.	NA	
Motions and forces.	• Applied Technology – Mechanics	<b>3-4</b>
Conservation of energy and increase in disorder.	• Applied Technology – Mechanics & Thermodynamics	<b>3-4</b>
Interactions of energy and matter.	• Applied Technology – Mechanics & Thermodynamics	<b>4-5</b>

#### II Life science 45 percent

GED Standards	KeyTrain Module/Lesson(s)	Level
The cell.	NA	
Molecular basis of heredity.	NA	
Biological evolution.	NA	
Interdependence of organisms.	NA	
Matter, energy, and organization in living systems.	NA	
Behavior of organisms.	NA	



**III. Earth and Space Science      20 percent**

<b>GED Standards</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Energy in the Earth system.	NA	
Geochemical cycles.	NA	
Origin and evolution of the Earth system.	NA	
Origin and evolution of the universe.	NA	

The **GED Social Studies Test** assesses skills in understanding and interpreting key history, geography, economics, and civics concepts and principles and applying them to visual and written academic and workplace contexts. The test questions are based on written and visual texts drawn from a variety of sources, including academic and workplace texts as well as primary and secondary sources. A critical skill involved in the **Social Studies** segment of the **GED Test** is locating information from charts, graphs, and forms.

## Test Construction Criteria

<i>GED Social Studies Test</i>	KeyTrain
<b>Higher-level thinking skills</b>	<b>Yes (All)</b>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Restate information.</li> <li>• Summarize ideas.</li> <li>• Identify implications and make inferences.</li> </ul>	<b>Yes (RI &amp; LI)</b>
<b>Application</b>	<b>Yes (All)</b>
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Distinguish facts from opinions and hypotheses.</li> <li>• Distinguish conclusions from supporting statements.</li> <li>• Recognize information that is designed to persuade an audience.</li> <li>• Recognize unstated assumptions.</li> <li>• Recognize fallacies in logic in arguments or conclusions.</li> <li>• Identify cause and effect relationships and distinguish them from other sequential relationships.</li> <li>• Recognize the point of view of a writer in a historical account.</li> <li>• Recognize the historical context of the text, avoiding "present-mindedness."</li> <li>• Identify comparisons and contrasts among points of view and interpretations of issues.</li> <li>• Determine implications, effects, and value of presenting visual data in different ways</li> </ul>	<b>Yes (RI &amp; LI)</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Assess the appropriateness of information to substantiate conclusions, hypotheses, and generalizations (using such criteria as source, objectivity, technical correctness, currency).</li> <li>• Assess the accuracy of facts.</li> <li>• Compare and contrast differing accounts of the same event.</li> <li>• Recognize the role that values, beliefs, and convictions play in decision-making.</li> </ul>	<b>Yes (RI &amp; LI)</b>



**Content**

- History: 40 percent (national, 25 percent; world, 15 percent).
- Geography: 15 percent.
- Civics and government: 25 percent.
- Economics: 20 percent.

**KeyTrain®** does not provide direct assessment and instruction in these content areas; however, the modules **Reading for Information (RI)** and **Locating Information (LI)** can be used to provide students with the essential skills of locating information from charts, graphs, and forms that are necessary for test taking proficiency in these areas.

All **GED Social Studies Test** questions are multiple-choice questions based on one of the following three types of source materials:

**I.**

<b>GED Source Material</b>	<b>KeyTrain Module/Lesson(s)</b>	<b>Level</b>
Prose (40 percent): narratives, high school textbooks and resources, editorials, speeches, newspapers, news magazines, historical documents.	Reading for Information	3-7
Visual text (40 percent): maps, graphs, charts, diagrams, political cartoons, photographs, lithographs, works of art.	Locating Information	1-6
Written and visual text (20 percent): a combination of a map and narrative, a photograph and editorial, etc.	Reading for Information Locating Information	3-7 1-6

<b>Career Ready 101™ Alignment with the WorkKeys Assessments for the National Career Readiness Certificate and the West Virginia Career Readiness Certificate</b>	
<b>Applied Mathematics</b>	<b>KeyTrain Applied Mathematics Curriculum</b>
<b>LEVEL 3 SKILLS</b>	<b>LEVEL 3 TOPICS</b>
Solve problems that require a single type of mathematical operation.	Rounding & Estimating; Quantity; Handling Money; Telling Time; Measurement; Fractions, Decimals & Percentages; Positive & Negative Numbers
Add or subtract either positive or negative numbers (such as 10 or -2).	Positive & Negative Numbers; Rounding & Estimating; Quantity; Handling Money; Telling Time; Measurement
Multiply or divide using only positive numbers (such as 10).	Quantities; Rounding & Estimating; Handling Money; Telling Time; Measurement
Change numbers from one form to another using whole numbers (such as 10), fractions (such as $\frac{1}{2}$ ), decimals (such as .75), or percentages (such as 12%). For example, convert $\frac{4}{5}$ to 80%.	Measurement; Fractions, Decimals & Percentages
Convert simple money and time units (for example hours to minutes and vice versa).	Handling Money; Telling Time; Rounding & Estimating
<b>LEVEL 4 SKILLS</b>	<b>LEVEL 4 TOPICS</b>
Solve problems that require two operations – add, subtract, or multiply using several positive or negative numbers (such as 10, -2), and divide positive numbers (such as 10).	Money, Time and Quantity; Fractions and Decimals; Percentages; Measurement; Averages; Proportions & Ratios;
Figure out averages, simple ratios (such as $\frac{3}{4}$ ), simple proportions (such as 10/100 cases), or rates (such as 10 mph) using whole numbers and decimals.	Averages; Proportions & Ratios
Add commonly known fractions, decimals, or percentages (such as $\frac{1}{2}$ , .75, or 25%).	Fractions and Decimals; Percentages; Measurement
Add three fractions that share a common denominator (such as $\frac{1}{8} + \frac{3}{8} + \frac{7}{8}$ ).	Fractions and Decimals; Measurement
Multiply a mixed number (such as $12\frac{1}{2}$ ) by a whole number or decimal.	Money, Time and Quantity; Fractions and Decimals; Measurement
Put information in the right order before performing calculations.	Money, Time and Quantity; Fractions and Decimals; Percentages; Measurement; Averages; Proportions & Ratios;
<b>LEVEL 5 SKILLS</b>	<b>LEVEL 5 TOPICS</b>
Decide what information, calculations, or unit conversions to use to find the answer to a problem.	Measurement; Fractions and Decimals; Percentages; Perimeter and Area; Production Rates; Best Deals
Look up a formula and change from one unit to another in a single step within a system of measurement (such as converting ounces to pounds).	Perimeter and Area; Measurement; Production Rates; Best Deals
Look up a formula and change from one unit to another	Perimeter and Area; Measurement



in a single step between systems of measurement (such as converting centimeters to inches).	
Calculate using mixed units (such as adding 3.50 hours and 4 hours 30 minutes).	Measurement
Divide negative numbers (such as -10).	Fractions & Decimals
Find the best deal using one - and two-step calculations and then comparing results to determine the solution meets the stated conditions.	Best Deals
Calculate perimeters and areas of basic shapes like rectangles and circles.	Perimeter and Area
Calculate percentage discounts or markups.	Percentages; Best Deals
<b>LEVEL 6 SKILLS</b>	<b>LEVEL 6 TOPICS</b>
Use fractions with unlike denominators, reverse percentages, or multiply two mixed numbers.	Fractions and Decimals; Percentages; Multiple Step Problems
Rearrange a formula before solving a problem (such as $8X = 20 \Rightarrow X = 20/8$ ).	Area and Volume
Use two formulas to change from one unit to another within the same system of measurement.	Multiple Step Problems; Rates
Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement.	Multiple Step Problems
Find areas of basic shapes (rectangles and circles) when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations.	Area and Volume
Find mistakes in items that belong at Levels 3, 4, and 5.	Multiple Step Problems
Calculate multiple rates.	Rates
Find the best deal and use the result for another calculation	Best Deals
Find the volume of rectangular solids.	Area and Volume
<b>LEVEL 7 SKILLS</b>	<b>LEVEL 7 TOPICS</b>
Solve problems that include nonlinear functions and/or that involve more than one unknown.	Multiple Steps; Nonlinear Functions; Multiple Unknowns
Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages.	Multiple Steps; Volume and Area; Ratios and Proportions; Troubleshooting
Calculate volumes of spheres, cylinders, or cones.	Volume and Areas
Set up and manipulate complex ratios or proportions.	Ratios and Proportions
Determine the better economic value of several alternatives by using graphics or by finding a percentage difference or a unit cost.	Best Deals
Find mistakes in Level 6 problems.	Troubleshooting
Calculate multiple areas.	Volume and Area; Troubleshooting

Reading for Information	KeyTrain Reading for Information Curriculum
<b>LEVEL 3 SKILLS</b>	<b>LEVEL 3 TOPICS</b>
Pick out the main ideas and clearly stated details in basic workplace documents.	Finding Information & Details; Using Headings and Titles; Topics and Main Ideas; Making Connections
Choose the correct meaning of a word when the word is clearly defined in the reading.	Word Meanings; Making Connections
Choose the correct meaning of common everyday and workplace words (such as <i>employee</i> , <i>timecard</i> , <i>office</i> ) when the words are not defined in the reading.	Word Meanings; Making Connections
Choose when to perform each step in a short series of steps.	Following Directions
Apply instructions to a situation that is the same as the one they are reading about (such as knowing which button to push first after reading instructions on how to run a copy machine).	Following Directions; Making Connections
<b>LEVEL 4 SKILLS</b>	<b>LEVEL 4 TOPICS</b>
Identify important details in straightforward workplace reading materials that may not be clearly stated.	Making Inferences; Information in Paragraphs; Reading for Details
Use the reading material to figure out the meaning of words that are not defined.	Words in Context; Word Part Clues
Apply instructions with several steps to a situation that is the same as the situation in the reading materials.	Reading Procedures; Cause and Effect; Making Inferences
Choose what to do when changing conditions call for a different action. For example, they can follow directions that include "if-then" statements.	Reading Procedures; Cause and Effect; Making Inferences
<b>LEVEL 5 SKILLS</b>	<b>LEVEL 5 TOPICS</b>
Apply straightforward instructions to a new situation that is similar to the one described in the material.	Applying Instructions; Interpreting Information
Apply complex instructions that include conditionals to situations described in the materials.	Applying Instructions; Interpreting Information
Figure out the correct meaning of a word based on how the word is used.	Multiple Word Meanings; Technical Terms & Jargon
Identify the meaning of an acronym that is defined in the document.	Understanding Acronyms
Identify the paraphrased definition of a technical term or of jargon that is defined in the document.	Technical Terms & Jargon
Apply technical terms and jargon and relate them to stated situations.	Technical Terms & Jargon
<b>LEVEL 6 SKILLS</b>	<b>LEVEL 6 TOPICS</b>
Identify implied details in complicated workplace documents.	Implied Details
Use technical terms and jargon in new ways.	Understanding Jargon



Alignments: Career Ready 101 Alignment with the WorkKeys Assessments for the NCRC and the WV CRC

Figure out the less common meaning of a word based on context.	Meaning from Context
Apply complicated instructions to new situations.	Complex Information; Main Principles
Figure out the principles behind policies, rules, and procedures.	Main Principles
Apply general principles from the reading materials to similar and new situations.	Main Principles; Complex Information
Explain the rationale behind a procedure, policy, or communication.	Author's Reasons; Main Principles;
<b>LEVEL 7 SKILLS</b>	<b>LEVEL 7 TOPICS</b>
Draw conclusions from some parts of very complex reading materials and apply them to other parts.	Drawing Conclusions; Legal Documents
Figure out the definitions of difficult, uncommon words based on how they are used.	Word Definitions; Legal Documents
Figure out the meaning of jargon or technical terms based on how they are used.	Legal Documents; Word Definitions
Figure out the general principles behind complex policies and apply them to situations that are quite different from any described in the reading materials.	Applying Principles; Legal Documents
<b>Locating Information</b>	<b>KeyTrain Locating Information Curriculum</b>
<b>LEVEL 3 SKILLS</b>	<b>LEVEL 3 TOPICS</b>
Find one or two pieces of information in an elementary workplace graphic such as a simple order form, bar graph, table, flowchart, map, instrument gauge, pie chart, or floor plan.	Pie Charts; Bar Graphs; Line Graphs; Tables & Forms; Maps and Plans; Diagrams; Gauges
Fill in one or two pieces of information that are missing from a graphic.	Pie Charts; Bar Graphs; Line Graphs; Tables & Forms; Maps and Plans; Diagrams; Gauges
<b>LEVEL 4 SKILLS</b>	<b>LEVEL 4 TOPICS</b>
Find several pieces of information in one or two straightforward workplace graphics.	Pie Charts; Bar Graphs; Line Graphs; Tables & Forms; Maps and Plans; Diagrams; Gauges & Dials
Understand how graphics are related to each other in performing a task or solving a problem.	Pie Charts; Line Graphs; Table & Forms
Summarize information from one or two straightforward graphics.	Pie Charts; Line Graphs; Tables & Forms; Bar Graphs;
Identify trends shown in one or two straightforward graphics.	Pie Charts; Line Graphs; Bar Graphs
Compare information and trends shown in one or two straightforward graphics.	Pie Charts; Bar Graphs; Line Graphs; Tables & Forms; Maps and Plans; Diagrams; Gauges & Dials
<b>LEVEL 5 SKILLS</b>	<b>LEVEL 5 TOPICS</b>
Sort through distracting information in complicated workplace graphics.	Complex Graphics; Finding Details; Extracting Data
Summarize information from one or more detailed graphics.	Complex Graphics; Finding Details; Extracting Data; Multiple Graphics

Alignments: Career Ready 101 Alignment with the WorkKeys Assessments for the NCRC and the WV CRC

Identify trends shown in one or more detailed or complicated graphics.	Identifying Trends; Multiple Graphics
Compare information and trends from one or more complicated graphics.	Complex Graphics; Finding Details; Extracting Data; Multiple Graphics; Identifying Trends
<b>LEVEL 6 SKILLS</b>	<b>LEVEL 6 TOPICS</b>
Draw conclusions based on one complicated or multiple related graphics.	Drawing Conclusions; Data Relationships; Using Criteria
Apply information from one or more complicated workplace graphics to specific situations.	Using Criteria; Data Relationships; Drawing Conclusions
Use information from very complicated graphics to make decisions.	Drawing Conclusions; Data Relationships; Using Criteria



**Career Ready 101 Alignment to the National Work Readiness Credential****COMMUNICATION SKILLS**

<b>Standard: Read With Understanding</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Determine the reading purpose.</li> <li>Select reading strategies appropriate to the purpose.</li> <li>Monitor comprehension and adjust reading strategies.</li> <li>Analyze the information and reflect on its underlying meaning.</li> <li>Integrate it with prior knowledge to address reading purpose.</li> </ul>	<p><u><b>KeyTrain Workplace Skills</b></u></p> <p><b>Reading for Information Level 4:</b> Words in Context; Word Part Clues; Reading for Details; Making Inferences; Reading Procedures; Cause and Effect</p> <p><b>Reading for Information Level 5:</b> Technical Terms &amp; Jargon; Interpreting Information; Understanding Acronyms; Multiple Word Meanings; Applying Instructions</p> <p><b>Reading for Information Level 6:</b> Implied Details; Complex Information; Meaning from Context; Main Principles; Author's Reasons</p> <p><b>Reading for Information Level 7:</b> Legal Documents; Word Definitions; Applying Principles; Drawing Conclusions</p>
<b>Standard: Speak So Others Can Understand</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Determine the purpose for communicating.</li> <li>Organize and relay information to effectively serve the purpose, context, and listener.</li> <li>Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.</li> <li>Use multiple strategies to monitor the effectiveness of the communication.</li> </ul>	<p><u><b>KeyTrain Career Skills: Communication Skills</b></u></p> <p><b>Speaking:</b> Using Language Carefully; Showing Confidence; One-on-One Conversations; Small Group Communication; Large Group Communication; Making Speeches; Involving the Audience; Answer Questions; Visual and Media Aids; Errors in Communication</p> <p><b>Communicating at Work:</b> Improving Communication Skills; Effective Oral Communication; Giving and Receiving Effective Feedback</p>
<b>Standard: Listen Actively</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Attend to oral information.</li> <li>Clarify purpose for listening and use listening strategies appropriate to that purpose.</li> <li>Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</li> <li>Integrate information from listening with prior knowledge to address listening purpose.</li> </ul>	<p><u><b>KeyTrain Workplace Skills</b></u></p> <p><b>Listening Level 3:</b> Listening for Details; Predicting Outcomes; Signal Words; Literal Comprehension</p> <p><b>Listening Level 4:</b> Listening for Details; Following Directions; Listening Challenges; Interpretation</p> <p><b>Listening Level 5:</b> Complete Details; Following Directions; Critical Listening; Verbal vs. Nonverbal; Interpretation</p>

	<b><u>KeyTrain Career Skills: Communication Skills</u></b> <b>Listening:</b> Reasons for Listening; Benefits of Listening; Barriers to Listening; Listening Strategies; Ways We Filter What We Hear; Developing a Listening Attitude; Show You are Listening; Asking Questions; Obtaining Feedback; Getting Others to Listen
<b>Standard: Observe Critically</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Attend to visual sources of information, including television and other media.</li> <li>Determine the purpose for observation and use strategies appropriate to the purpose.</li> <li>Monitor comprehension and adjust strategies.</li> <li>Analyze the accuracy, bias, and usefulness of the information.</li> <li>Integrate it with prior knowledge to address viewing purposes.</li> </ul>	<b><u>KeyTrain Workplace Skills</u></b> <b>Workplace Observation Level 1:</b> Preparing to Observe; Memory and Visualization; Recognizing Main Ideas; Procedure Steps  <b>Workplace Observation Level 2:</b> Paying Attention to Details; Memory Skills; Sequencing Skills; Conditions in Procedures; Workplace Observation Exercises  <b>Workplace Observation Level 3:</b> Interpreting What You Observe; Details and Differences; Multiple Conditions; Memory Skills; Workplace Observation Exercises  <b>Workplace Observation Level 4:</b> Underlying Principles; Cause-Effect Relationships; Complex Procedures; Drawing Conclusions; Workplace Observation Exercises  <b>Workplace Observation Level 5:</b> Details, Differences & Distractions; Evaluating Processes; Predicting Outcomes; Workplace Observation Exercises
<b>INTERPERSONAL SKILLS</b>	
<b>Standard: Cooperate With Others</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions.</li> <li>Seek input from others in order to understand their actions and reactions.</li> <li>Offer clear input on own interests and attitudes so others can understand one's actions and reactions.</li> <li>Try to adjust one's actions to take into account the needs of others and/or the</li> </ul>	<b><u>KeyTrain Workplace Skills</u></b> <b>Teamwork Level 3:</b> Membership; Positive Attitude; Trust and Dependability  <b>Teamwork Level 4:</b> Respect; Appreciate Diversity  <b>Teamwork Level 5:</b> Decision Making; Initiative; Assertiveness  <b>Teamwork Level 6:</b> Role Flexibility, Cohesiveness



task to be accomplished.	<a href="#">KeyTrain Career Skills: Workplace Effectiveness</a> <b>Teamwork:</b> Teamwork Skills; Building Strong Team Communication; Expressing Yourself on a Team; Giving Constructive Criticism; Receiving Criticism
<b>Standard: Resolve Conflict and Negotiate</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Acknowledge that there is a conflict.</li> <li>Identify areas of agreement and disagreement.</li> <li>Generate options for resolving conflict that have a "win/win" potential.</li> <li>Engage parties in trying to reach agreement on a course of actions that can satisfy the needs and interests of all.</li> <li>Evaluate results of efforts and revise approach as necessary.</li> </ul>	<a href="#">KeyTrain Workplace Skills</a> <b>Teamwork Level 5:</b> Decision Making; Leadership; Empowerment; Initiative; Assertiveness  <b>Teamwork Level 6:</b> Role Flexibility; Conflict Resolution; Cohesiveness; Goal Creation and Revision  <a href="#">KeyTrain Career Skills: Workplace Effectiveness</a> <b>Teamwork:</b> Problems That Affect Teams; Building Strong Team Communication; Expressing Yourself on a Team; Giving Constructive Criticism; Receiving Criticism; Team Problem Solving  <a href="#">KeyTrain Career Skills: Communication Skills</a> <b>Communicating at Work:</b> Improving Communication Skills; Effective Nonverbal Communication; Giving and Receiving Effective Feedback; Handling Anger; Dealing With Difficult Co-workers
<b>DECISION MAKING SKILLS</b>	
<b>Standard: Solve Problems and Make Decisions</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Anticipate or identify problems.</li> <li>Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.</li> <li>Generate alternative solutions.</li> <li>Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short-and-long-term consequences.</li> <li>Select alternative that is most appropriate to goal, context, and available resources.</li> </ul>	<a href="#">KeyTrain Workplace Skills: Teamwork</a> <b>Teamwork Level 3:</b> Recognizing Workplace Goals; Problem Identification  <b>Teamwork Level 4:</b> Prioritization; Creative Thinking  <b>Teamwork Level 5:</b> Decision Making; Leadership; Delegation; Empowerment; Initiative; Assertiveness  <b>Teamwork Level 6:</b> Structuring and Planning; Goal Creation and Revision; Integration/Synthesis  <a href="#">KeyTrain Workplace Skills: Applied Technology</a> <b>Problem Solving Strategies:</b> What is Problem Solving?; Problem Solving Methods (Identify Problem, Gather Data, Make a Plan, Execute the Plan, Evaluate the Results); Compartmentalizing; Other Problem Solving Models

	<p><b>KeyTrain Career Skills: Communication Skills</b></p> <p><b>Problem Solving:</b> Becoming a Problem Solver; Identifying a Problem; Becoming a Critical Thinker; Thinking Creatively</p> <p><b>Teamwork:</b> Problems That Affect Teams; Team Problem Solving</p>
<b>Standard: Use Math to Solve Problems and Communicate</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Understand, interpret, and work with pictures, numbers, and symbolic information.</li> <li>Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.</li> <li>Define and select data to be used in solving the problem.</li> <li>Determine the degree of precision required by the situation.</li> <li>Solve problem using appropriate quantitative procedures and verify that the results are reasonable.</li> <li>Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.</li> </ul>	<p><b>KeyTrain Workplace Skills: Applied Mathematics</b></p> <p><b>Level 3:</b> Rounding &amp; Estimating; Quantity; Handling Money; Telling Time; Measurement; Fractions, Decimals &amp; Percentages; Positive &amp; Negative Numbers</p> <p><b>Level 4:</b> Money, Time &amp; Quantity; Fractions &amp; Decimals; Percentages; Measurement; Averages; Proportions &amp; Ratios; Diagrams &amp; Graphics</p> <p><b>Level 5:</b> Fractions &amp; Decimals; Percentages; Measurement; Perimeter &amp; Area; Production Rates; Best Deals</p> <p><b>Level 6:</b> Multiple Step Problems; Fractions &amp; Decimals; Percentages; Area &amp; Volume; Problem Solving; Rates; Best Deals</p> <p><b>Level 7:</b> Multiple Steps; Volume &amp; Area; Nonlinear Functions; Multiple Unknowns; Ratios &amp; Proportions; Best Deals; Troubleshooting</p>
<b>LIFELONG LEARNING SKILLS</b>	
<b>Standard: Take Responsibility for Learning</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>Establish learning goals that are based on an understanding of one's own current and future learning needs.</li> <li>Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.</li> <li>Become familiar with a range of learning strategies to acquire or retain knowledge.</li> <li>Identify and use strategies appropriate to goals, task, context, and resources available for learning.</li> <li>Monitor progress towards goals and</li> </ul>	<p><b>Finding Your Career: Real-World Experience</b></p> <p><b>Career Ladders:</b> Preparing for a Career Ladder; Identifying Skill Requirements; Advancing in a Career Ladder; Learning Outcomes</p> <p><b>KeyTrain Career Skills: Work Habits</b></p> <p><b>Employer Expectations:</b> Job Success; Transferable Job Skills; Demonstrating Your Skills; Advancing Your Career</p> <p><b>KeyTrain Workplace Skills: Listening</b></p> <p><b>Level 1:</b> Preparing to Listen; Listening for Information; Listening for Understanding; Following</p>



<p>monitor strategies or other features of the learning situation as necessary to achieve goals.</p> <ul style="list-style-type: none"> <li>• Test out new learning in real-life applications.</li> </ul>	<p>Directions</p> <p><b>Level 2:</b> Following Directions, Getting the Details; Organizing What You Hear</p> <p><b>Level 3:</b> Listening for Details; Predicting Outcomes; Signal Words, Literal Comprehension</p> <p><b>Level 4:</b> Listening for Details; Interpretation; Following Directions; Listening Challenges</p> <p><b>Level 5:</b> Complete Details; Following Directions; Critical Listening; Interpretation</p> <p><u><b>KeyTrain Workplace Skills: Workplace Observation</b></u></p> <p><b>Level 1:</b> Preparing to Observe; Memory and Visualization; Recognizing Main Ideas; Workplace Observation Exercises</p> <p><b>Level 2:</b> Paying Attention to Details; Memory Skills; Sequencing Skills; Conditions in Procedures; Workplace Observation Exercises</p> <p><b>Level 3:</b> Interpreting What You Observe; Details &amp; Differences; Multiple Conditions; Memory Skills; Workplace Observation Exercises</p> <p><b>Level 4:</b> Underlying Principles; Cause-Effect Relationships; Complex Procedures; Drawing Conclusions; Workplace Observation Exercises</p> <p><b>Level 5:</b> Details, Differences &amp; Distractions; Evaluating Processes; Predicting Outcomes; ; Workplace Observation Exercises</p>
<b>Standard: Use Information and Communications Technology</b>	<b>Career Ready 101 Alignment</b>
<ul style="list-style-type: none"> <li>• Determine the purpose for using information and communications technology.</li> <li>• Select the technology tool(s) and resources appropriate for the purpose.</li> <li>• Apply technological knowledge, skills, and strategies to use technology tool(s) to locate, process, or communicate information.</li> <li>• Monitor own ability to use the tool(s) in</li> </ul>	<p><u><b>KeyTrain Workplace Skills: Locating Information</b></u></p> <p><b>Locating Information Level 3:</b> Maps &amp; Plans; Pie Charts; Bar Graphs; Line Graphs; Tables &amp; Forms; Diagrams; Gauges</p> <p><b>Locating Information Level 4:</b> Maps &amp; Plans; Pie Charts; Bar Graphs; Line Graphs; Tables &amp; Forms; Diagrams</p> <p><b>Locating Information Level 5:</b> Complex Graphics;</p>

<p>achieving the purpose, and if needed, use strategies to overcome barriers to achieving goals.</p>	<p>Finding Details; Extracting Data; Multiple Graphics; Identifying Trends</p> <p><b>Locating Information Level 6:</b> Drawing Conclusions; Using Criteria; Data Relationships</p> <p><u><b>KeyTrain Workplace Skills: Applied Technology</b></u>  <b>Level 5:</b> Computers; Information Storage Devices; Printers; Photocopying</p> <p><u><b>Finding Your Career: Financial Awareness</b></u>  <b>Checking and Savings Accounts:</b> Online Banking</p> <p><u><b>Finding Your Career: Creating Your Career Goals</b></u>  <b>Exploring Careers:</b> The O*NET Interest Profiler; Using O*NET Online; Search WorkKeys Job Profiles Online</p> <p><u><b>Finding Your Career: Preparing for Your Career</b></u>  <b>Writing a Resume:</b> Introduction to Resumes; Resume Formats; Resume Design and Layout; Resume Sections (technology resource: The Resume Writer)</p> <p><b>Job Search Strategies:</b> Online Job Search</p>
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**ACT Workforce Curriculum  
Response to RFQ EDD363384  
West Virginia Department of Education,  
Office of Career and Technical Accountability and Support**

**Descriptive Literature  
Alignments  
and Supporting Documents**

**Descriptive Literature Table of Contents**

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## **KeyTrain**

The KeyTrain® skills-gap training courseware was specifically created for the purpose of improving skills assessed by the WorkKeys® job skills assessment system, the basis for the National Career Readiness Certificate (NCRC) and related state Career Readiness Certificate (CRC) programs – such as the West Virginia Governor’s Career Readiness Certificate. KeyTrain has more documented successes in raising these skills than any other remediation tool. The system provides for all areas and all levels in:

- **Reading for Information**
- **Applied Mathematics**
- **Locating Information**
- Business Writing
- Writing
- Teamwork
- Observation
- Workplace Observation
- Listening
- Applied Technology
- Pre-WorkKeys/Beginning Skills

KeyTrain has proven more effective in improving **WorkKeys and NCRC performance**, as well as performance in other standardized tests, across the country. The following features contribute to student success with KeyTrain:

- Course design based on effective learning strategies
- Strong instructional foundation as well as practice opportunities
- Varied interactivity to ensure student engagement
- Context sensitive feedback that promotes learning through exercises
- Multi-sensory multimedia experience with a full, true natural voice soundtrack

By design, KeyTrain is effective – and has been shown to be effective – for many audiences and all levels including:

- WIA (adult, youth, dislocated)/TAA participants
- TANF/Food Stamp participants
- Veterans
- High school/CTE students
- Underemployed
- Unemployed/Re-employment Services participants
- Adult Education and Literacy Students
- Incumbent workers

KeyTrain courses employ a problem-based learning approach to teach skills. The learner is given a problem with step by step interactions to guide them through solving the problem. Each interaction is checked and feedback is provided to direct the learner through the critical thinking necessary to succeed. Problems are **contextual** in nature, relating required skills to the workplace. Multiple problems are offered for each skill to **connect the skill to different contexts** and ensure mastery.

**Soft Skills, Work Habits (further detail - see Career Ready 101, page 3)**

KeyTrain includes two hundred lessons broken down into five areas: Work Habits, Communication Skills, Workplace Effectiveness, Business Etiquette and The Job Search. A quiz is included with each lesson to reinforce the concepts presented.

**Work Habits**

Workplace Ethics  
Personal Characteristics  
Employer Expectations

**Communication Skills**

Communicating at Work  
Speaking  
Listening  
Presenting Yourself  
Non-Verbal Communication

**Workplace Effectiveness**

Time Management  
Problem Solving

**Customer Service**

Teamwork

**Business Etiquette**

On the Job Etiquette  
Person-to-Person Etiquette  
Telephone and E-mail Etiquette  
Meeting Etiquette

**The Job Search**

Finding the Right Job  
Effective Resumes  
The Application Process  
Interviewing Skills

Certificate of Completion:





### **Career Clusters**

Career clusters motivate students to study and improve their basic workplace skills. They provide an ideal path for helping students see the linkage between workplace literacy skills and their desired occupation.

The KeyTrain system includes both testing and instructional material that is contextualized for all career clusters as defined by the U.S. Department of Labor. A separate introductory module for each career cluster:

- introduces the cluster
- provides examples of common jobs in that cluster
- discusses basic workplace skills typically required in that cluster
- lists examples of situations where these skills are applied in these jobs
- provides example skill levels based on the national occupational skill profile results.

#### **US DOL (GOE) Career Clusters**

1. Agriculture, Food, & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business, Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety & Security
13. Manufacturing
14. Marketing, Sales & Service
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics

## **Career Ready 101: Foundational Skills, Soft Skills, Work Habits, Financial Literacy, Career Exploration and more:**

Career Ready 101 provides instruction and tracking for all of the above skills in a single system in order to provide an easy implementation and single point of accountability. It is an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain® remediation, and creating life-literacy with such skills as financial awareness and job searching.

Career Ready 101 is the ONLY system available that combines all WorkKeys curriculum with all of the skills listed above. WorkKeys curriculum is combined with soft skills and job search skills, including work habits, workplace effectiveness, communication skills, customer service, career exploration, interest surveys, resume preparation, job applications, financial literacy, and interviewing skills. The following is a complete list of courses and topics:

Introduction to Career Ready 101  
About this Course  
Introduction to Career Ready 101  
What is Career Readiness?  
The National Career Readiness Certificate™

Finding Your Career  
Creating Your Career Goals  
Career Clusters  
- The 16 Career Clusters  
- Career Clusters Interest Survey

Exploring Careers  
- The O\*Net Interest Profiler  
- Using O\*Net Online  
- WorkKeys® Job Profiles

Financial Awareness  
Checking and Savings Accounts  
- Checking Account Basics  
- Managing a Checking Account  
- Managing a Savings Account  
- Online Banking  
Budgeting  
- Calculating Household Income  
- Creating a Budget  
- Managing Your Budget  
- Spending and Saving  
Credit Cards and Loans  
- Credit Basics  
- Understanding Credit Cards  
- Types of Loans  
- Managing and Repairing Your Credit

Insurance  
-Introduction to Insurance  
-Auto Insurance  
-Homeowner's / Renter's Insurance  
-Health Insurance  
-Life Insurance

Financial Planning and Investing  
- Creating a Financial Plan  
- Understanding Savings Accounts  
- Understanding Investments  
- Saving and Investing for Retirement

Preparing for Your Career  
Writing a Resume  
- Resume Formats  
- Resume Design and Layout  
- Resume Sections  
Job Search Strategies  
- Planning Your Job Search  
- Public and Private Career Resources  
- Online Job Search  
- Career Networking  
- Other Job Search Strategies

Applying for a Job  
- Application Types and Steps  
- Application Form Sections  
- Supporting Documents

Interviewing Strategies  
- Interviewing Types  
- Preparing for an Interview  
- During an Interview  
- After an Interview  
- Interview Practice

Real-World Experience  
- Job Shadowing  
- Mentoring  
- Guest Speakers  
- Career Ladders



KeyTrain® Workplace Skills (including all skill levels)

- Reading for Information
- Applied Mathematics
- Locating Information
- Applied Technology
- Writing
- Business Writing
- Teamwork
- Observation
- Workplace Observation
- Listening

KeyTrain® Career Skills

The Job Search

- Effective Resumes
- Finding the Right Job
- The Application Process
- Interviewing Skills

Work Habits

- Workplace Ethics
- Employer Expectations
- Personal Characteristics

Workplace Effectiveness

- Customer Service
- Teamwork
- Time Management
- Problem Solving

Communication Skills

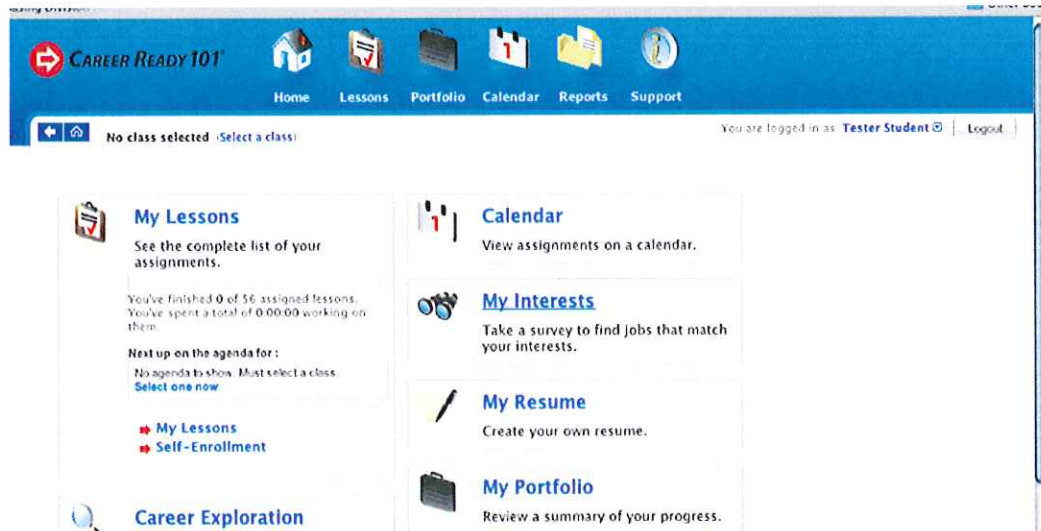
- Communicating at Work
- Listening
- Non-Verbal Communication
- Presenting Yourself
- Speaking

Business Etiquette

- Meeting Etiquette
- On the Job Etiquette
- Person-to-Person Etiquette
- Telephone & E-mail Etiquette

## Career Exploration and Interest Profiler

Career Ready 101 includes powerful tools for career exploration, interest profiling and more. With these tools, students can search for jobs of interest that match their current skill levels. Jobs can be searched in many ways – including by skill level, high demand/bright outlook, green jobs, job cluster, job title, job description, and more.



### INTEREST PROFILER MENU

WELCOME  
INSTRUCTIONS  
ANSWER QUESTIONS

« Prev Next »

### Interest Profiler Survey

#### How to Answer the Questions...

For each question, decide whether you would like to do this work, would dislike this work, or are unsure if you like or dislike it.

The Question that is active or ready to be answered will be outlined as in the example below.

2. Guard money in an armored car

L ? D

- Type "L", or click the "L", to indicate that you LIKE doing this work
- Type "D", or click the "D", to indicate that you DISLIKE doing this work
- Type "?", or click the "?", to indicate that you are UNSURE
- Type "P" to move to the previous question
- Type "N" to move to the next question
- You may also click on any question to activate it

#### Answering Questions

- Start at the top of the screen. Answer all the questions in order.
- If you accidentally skip a question, the computer will remind you.



My Jobs List Search Skill Details

#### Search

Job Title:   
Job Cluster:   
Job Description:

▼ Skill Levels

Search

Show only:

☐ green  
☐ Bright Outlook

#### Search Results

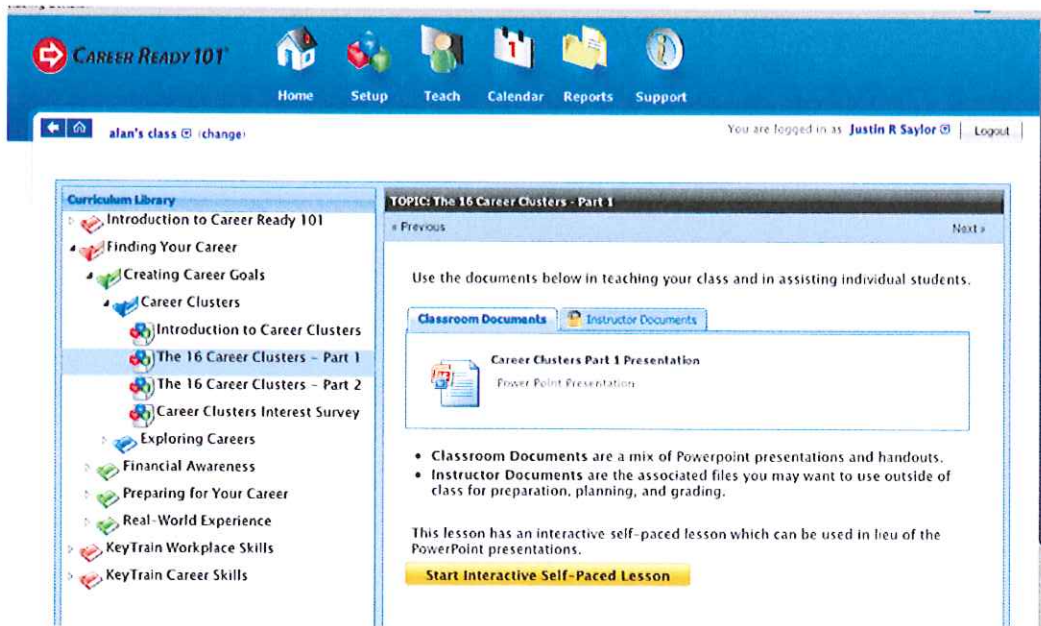
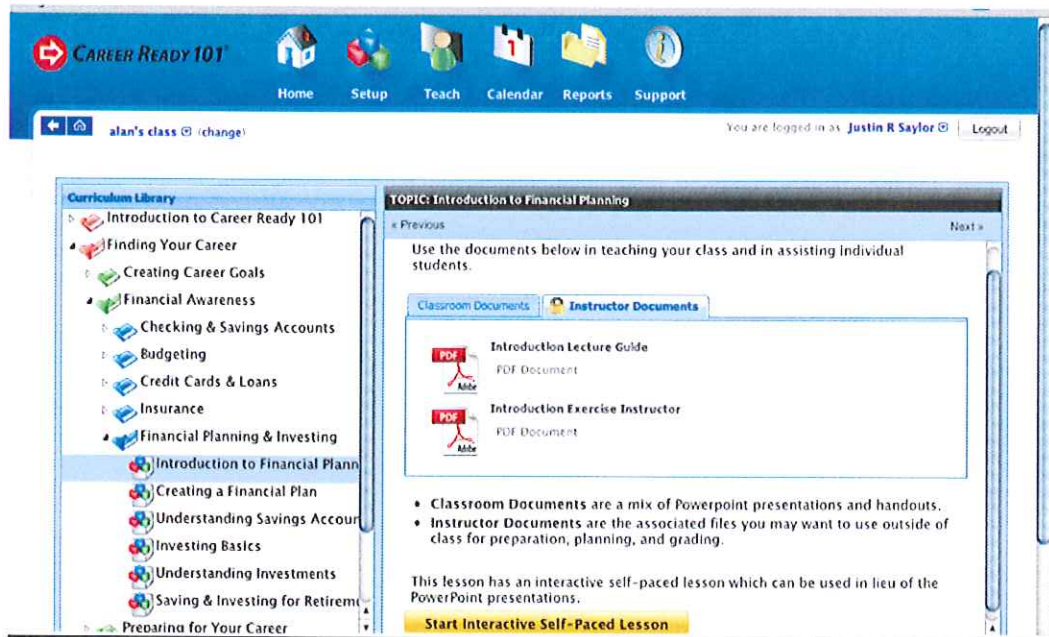
O'Net Code	Title	Clusters	WK Prof	Special
Enter your search criteria and click the Search button to display results here.				

Enter your search criteria and click the Search button to display results here.



## PowerPoints and Instructor-Led Documents

When courses are taught using an instructor, Career Ready 101 provides everything the instructor needs – support documents, powerpoint presentations, classroom exercises, and even instruction on how to teach the course!



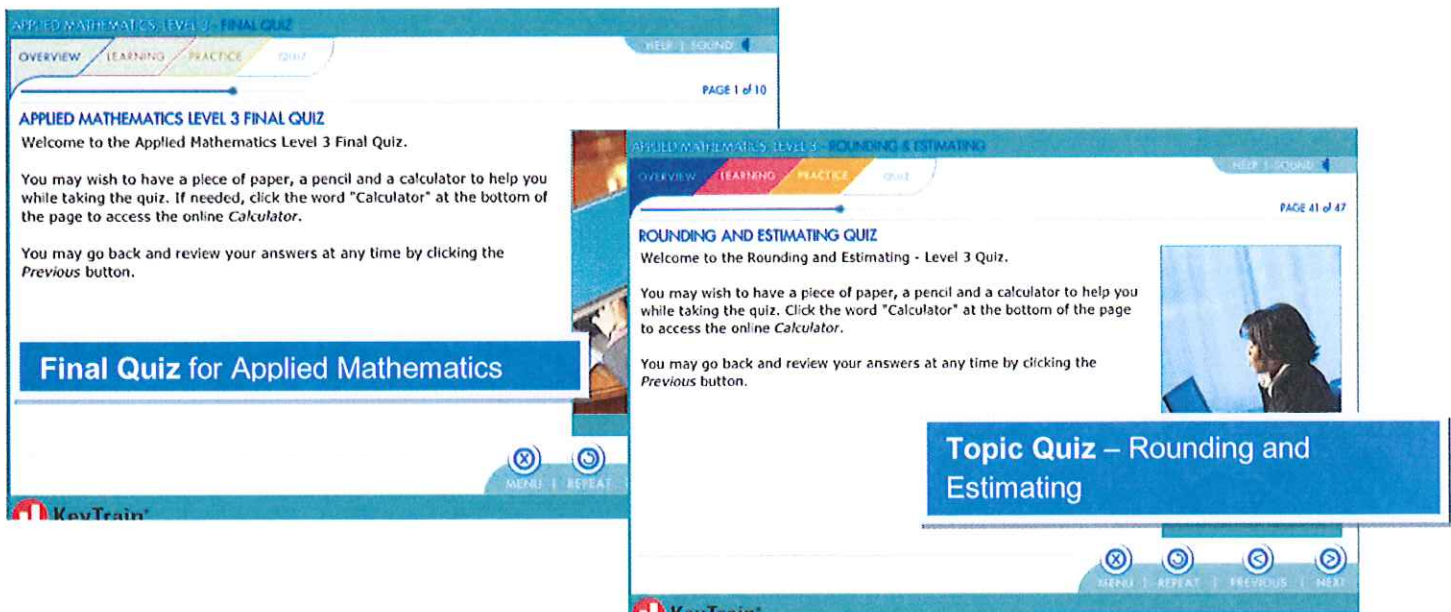
### **Pre-Assessment, Post-Assessment**

KeyTrain offers complete pre- and post-assessments in each WorkKeys skill level. The pre- and post-assessments are randomized, so each student receives a different quiz. The responses to each question are recorded, so that instructors can review the results of individual questions with the student using the included answer keys. KeyTrain includes tests on course content as follows:

- Pretests to place students at a starting point in the curriculum
- End of topic quizzes to measure understanding of each topic within each level
- End of level quizzes to measure understanding of the entire level

KeyTrain's NCRC curriculum pre-test will automatically assign the recommended lessons for each student individually, depending on the needs the individual. It is adaptive and continuous, designed to adapt to the user without stopping until the user's beginning point in the curriculum has been determined. It begins with Level 3 questions and if the user performs appropriately, it advances to Level 4 and so on. If a user does not do well on Level 3, the test moves to Level 2, and to Level 1 if necessary. The adaptive nature of this pre-test is designed to ensure that a user doesn't get frustrated with questions that are too advanced or too elementary.

Keytrain includes Post-tests for end-of-level (final quizzes) and for each sub-level (topic quizzes)





## Diagnostics

All quizzes within the KeyTrain curriculum are tracked in the KeyTrain management system. KeyTrain also tracks responses to practice problems within the curriculum. Performance results on all tests are accessible in the easy-to-use KeyTrain reports

The KeyTrain system tracks **individual scores and much more**. The management system outshines others by combining feature-rich tracking and reporting with a fast and easy-to-use interface. This system is a true, centralized management system, and not a set of separate databases for individual sites. As a result, program administrators can generate summary reports that cover the efforts of all program participants across a system (colleges or one-stops, for example) or even the state in one step. And because the system is **user-name and password driven, users see only the level of access their login information allows**. State, regional and area administrators can report on the progress of organizations within their purview to ensure all sites are achieving required goals.

KeyTrain reports are generated directly in PDF format and open automatically on screen as soon as they are generated, as shown in the sample here.

KeyTrain can also export all data into spreadsheets that can be directly opened in Excel and Access. The spreadsheets can include detailed data, summary data, or data between two specific dates. This information is available from an easy-to-use menu.

KeyTrain Quiz Detail Report

Organization: Thinking Media, Inc.  
Name: John Doe

Date: 6/18/2007  
Time: 6:42:28PM  
Job Profile: First-Line Supervisors' Customer Service

LESSON	ID	STATUS	SCORE	TARGET	ATTEMPTS
Pretest - Apl. Math	P	Completed	4	7	5

Applied Mathematics 5 hrs 28 min

QUESTIONS	QUESTION	ANSWER	CORRECT?	Completed	2
Q012000	Q012000	00713	Completed	2	
Q012000	Q012000	00713	Completed	2	
Q012000	Q012000	00713	Completed	2	
Q012000	Q012000	00713	Completed	2	
Q012000	Q012000	00713	Completed	2	

Our Learning Management System provides comprehensive on-demand and standard performance and accountability reports. Standard reports monitor student use and provide comprehensive information for targeting instruction. Students can access reports on their own progress and instructors/administrators can report on individual student progress, classes, or the entire organization. Additionally, state, regional and area administrators can report on the progress of organizations within their purview to ensure all sites are achieving required goals.

The data from each instructional assessment is automatically collected via the e-learning industry standard protocols of AICC and SCORM. Using our menu-driven online interface, instructors, administrators, and state-level program administrators can generate reports ranging from individual participants up to state-level analysis of skills.

This system is managed with a series of secure, password-protected accounts that provide varying levels of access, depending on the responsibilities and credentials of the individual user.

### Individual User Reports

Individual user reports are accessible to the individual student, instructors and administrators. A variety of different report formats are available. These reports include:

- Assigned courses/lessons, time spent, quiz scores, and attempts.
- Quiz scores, including correct and incorrect answers to quiz questions.
- Status of each course assigned including score and time spent.
- User activity in lessons, time spent including dates and times of logins and logouts, scores, and quiz attempts.
- Placement test scores.

Course/Lesson		Lesson	A/D	Status	Score	Target	Attempts
<b>Applied Mathematics</b>							
Apl. Math WorkKeys Introduction			A	Not Attempted	0	0	0
Calculator Review			A	Not Attempted	0	0	0
Pretest - Apl. Math			P	Completed	4	7	1
<b>SESSIONS:</b>							
#1		12/01/2004	0.03.01	Completed	4		
<b>QUIZ DETAIL:</b>		QUESTION	ANSWER	CORRECT?			
		AM3Q4	E	Y			
		AM3Q5	B	Y			
		AM3Q7	E	Y			
		AM3Q8	B	Y			
		AM4Q4	D	Y			
		AM4Q5	A	Y			
		AM4Q7	A	N			
		AM4Q8	D	Y			
		AM5Q22	B	N			
		AM5Q23	B	N			
		AM5Q25	B	Y			
		AM5Q26	C	Y			
<b>TOTAL TIME:</b>		0.03.01					





## Group Reports

KeyTrain provides a variety of group reports that display:

- Usage time for all classes by course, class total usage hours, course total hours and grand total.
- Quiz data for all students: quiz attempts, number passed and failed and average scores.
- Course/lesson data for entire organization, including average scores, number of students and total time.
- List of students, usernames, user type (e.g., learner, manager, administrator), demographics (such as gender, race, etc.), and status (active or inactive).for entire organization.

KeyTrain Class Usage Statistics												
School: Washington High School										Date: 4/24/2007 Time: 4:41 21PM		
	AM	AT	BL	BM	BW	KI	LI	LS	OB	RI	TW	W
202-4	20	0	0	0	0	0	1	0	0	32	0	0
202-6	33	0	0	0	0	0	0	2	0	63	0	0
208-3	36	0	0	0	0	0	1	0	0	87	0	0
208-8	45	0	0	0	0	0	1	0	0	196	0	0
302-3	75	0	0	0	0	0	0	0	0	11	0	0
302-6	75	0	0	0	1	0	0	0	0	14	1	0
8th Period Resource	18	0	5	0	0	0	0	0	0	25	0	0
Advanced Algebra 2	71	0	0	0	0	0	2	0	0	53	0	1
Alg 2 Period 2	61	0	0	0	0	0	0	0	0	49	0	0
Alg 2 Period 4	52	0	7	0	0	0	3	1	0	24	0	0
Algebra 1-Period 7	18	0	0	0	0	0	0	0	0	65	0	0
Algebra 1-Period 8	34	2	0	0	0	0	0	0	0	34	0	0
Algebra 2 - 5th	117	0	0	0	0	0	1	0	0	12	0	0
Algebra 2 - 6th	11	0	0	0	0	0	0	0	0	32	0	0
Algebra 2 - 7th	132	0	0	0	0	0	0	1	0	22	0	0



## Entire Organization Reports (for entire system or state)

Organization reports show the total number of hours used by each college or one-stop, and the total number of hours used for each course for each location.

Page 1 of 10

**KeyTrain Online Admin Accounts Report**

Date: 4/24/2007      Time: 4:48:48 PM

Organization	Expiration Date	Students Allowed	Students Used	Student Total	Hours Used
Allegany College of Maryland	-- None --	0	23	26	371.57.34
Art Institute of Chicago	-- None --	0	30	82	152.01.48
California State University	-- None --	0	4	7	3.19.18
Central Piedmont Community College	-- None --	0	1,356	1,576	4437.17.49
City Community College	-- None --	0	12	11	64.54.17
Delaware State University	-- None --	0	64	56	317.21.04
Florida State University	-- None --	0	118	654	25.49.33
Indiana University	-- None --	0	147	270	92.15.23
North Carolina State University	-- None --	0	7	7	29.56.48
Portland Community College	-- None --	0	342	379	393.05.45
San Diego State University	-- None --	0	10	28	4.46.39
San Jose State University	-- None --	0	0	13	0.00.00
University of California - Berkeley	-- None --	0	74	112	28.43.01
University of Illinois - Urbana	-- None --	0	1	32	0.00.00
Western Kentucky University	-- None --	0	732	752	2326.47.47





With KeyTrain, you can create administrator accounts that have access to any number of sites from a single logon and menu. From their main menu, they can select any individual site or all sites at once. For each individual site, the multi-site manager has all of the capabilities of a local administrator.

### Multi-Site Administrator Site Selection Screen

(Private information blurred)

**KeyTrain** [Support](#) | [Logout](#)

[Home](#) **Administrator:** Colorado Super Administrator **Organization:** Thinking Media, Inc.

### Organization Selection

Select the organization you want to be.

Currently, you are working with Thinking Media, Inc.  
Thinking Media, Inc. is also your default organization.

SEARCH TIP: Use wildcards!

Organization	City	State	Location	Department	Active	
					Yes	Filter
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default
					Yes	Select Default

1-20 of 46 records (1) 2 3 > >> Show 20 per page

Built into KeyTrain are features and functionality that are designed specifically to connect the entire learning system with the ultimate goals of National Career Readiness Certificate, West Virginia's Career Readiness Certificate and desired careers/jobs. KeyTrain is designed to motivate students and create relevance in learning in order to overcome typical limitations inherent in other online and/or self-paced learning systems.

Examples include:

- Linking assignments to **job profiles** automatically to create relevance
- Linking assignments to **Career Readiness Certificate levels** (National Career Readiness Certificate, **West Virginia's Career Readiness Certificate**) automatically to create relevance
- Contextualizing and explaining the relevance of Reading for Information, Applied Mathematics, Locating Information and other WorkKeys skills to typical jobs and career clusters

KeyTrain provides seamless integration of WorkKeys profiles through the ability to assign lessons directly from the skills required from profiles. This unique feature allows instructors to assign students all requirements of a **job or occupational profile** OR a desired level of **certificate** ( NCRC/CRC) directly in KeyTrain with a few simple clicks – there is no need to look up profiles in one database and then copy information to the management system. This capability is shown below.

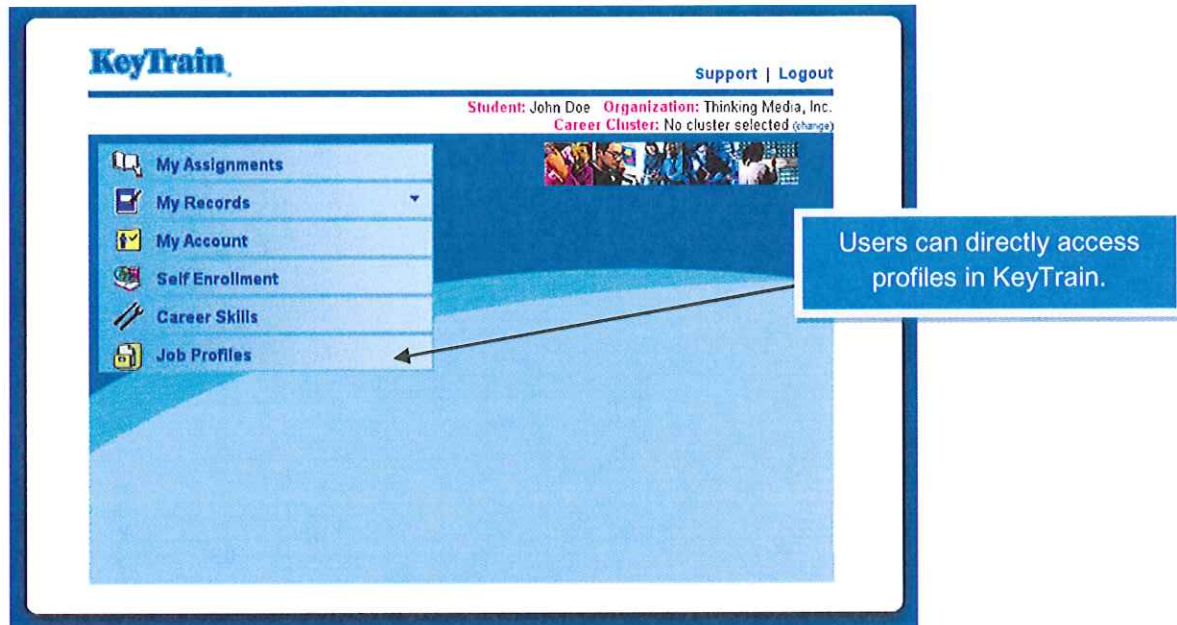
The screenshot shows the KeyTrain interface. At the top, there's a navigation bar with the KeyTrain logo, a home icon, and links for Support and Logout. Below this, it shows the user is an Administrator (Demo Admin) for the organization Thinking Media, Inc. The main section is titled 'All Courses' and prompts the user to 'Select the course in which you wish to assign lessons by clicking it.' There are three buttons: 'Change Goals', 'Assign by profile', and 'Assign by Certificate'. Below these buttons, it shows 'John Doe's current profile: Hairdressers, Hairstylists, and Cosmetologists'. A table lists various courses and their assignment status. Three blue callout boxes with arrows point to the assignment options: 'Click here to assign by occupational or job profile' points to the 'Assign by profile' button; 'Click here to assign by Career Readiness Certificate' points to the 'Assign by Certificate' button; and 'Click here to assign by individual skill pretests' points to the 'Teamwork' row in the table.

Courses	Status
Introduction to Keytrain	
Reading for Information	Assignment made
Applied Mathematics	Assignment made
Locating Information	Assignment made
Pre-WorkKeys Reading	
Pre-WorkKeys Math	
Pre-WorkKeys Other	
Pre-WorkKeys Loc. Info.	
Observation	Assignment made
Teamwork	Assignment made
Writing	Assignment made
Introduction to Applied Technology	Assignment made
Applied Technology - Electricity	Assignment made
Applied Technology - Fluid Dynamics	Assignment made
Applied Technology - Mechanics	Assignment made
Applied Technology - Thermodynamics	Assignment made
Beginning Language	
Beginning Mathematics	
Business Writing	
Listening	Assignment made
Introduction to Career Clusters	



## Job Profiles Database

KeyTrain provides unique seamless access to ACT's WorkKeys Job Profiles database. Users can directly access the profiles database from within their KeyTrain account, as shown below.



KeyTrain includes a unique and easy-to-use search function of ACT's job profile database. The profiles database contains the collective result of almost 18,000 WorkKeys profiles, job descriptions, and task lists for over 1000 actual jobs. Using this database, participants can examine the types of jobs available at their skill level, or the skill levels required for their desired job. The job description and task list will help them to understand the duties and responsibilities of each career. Jobs can also be browsed by career groupings such as career cluster or job families. This database includes:

- The complete national database of WorkKeys occupational profiles
- The ability to enter individual job profiles of actual jobs
- The ability to search either occupational profiles, actual profiles, or both
- Jobs defined by both O\*Net and DOT job classifications
- Searchable by:
  - Job title
  - Keywords
  - Holland cluster
  - Job family
  - Skill levels
  - Green Jobs
  - Bright Outlook/high demand

Search forms from the profiles database. With these tools, students can search for jobs that of interest and are suitable for them given their current skill levels. Jobs can be searched in many ways – including by skill level, high demand/bright outlook, green jobs, job cluster, job title, job description, and more.

**1. Specify search location.**

**Search Location**

☒ Occupational WorkKeys Profiles  
☐ Local Job Profiles      State:   
☐ Both

☐ Search DOT Database Directly  
☐ Search O\*Net Database Directly

**2. Specify search criteria. (You may search by category or skill levels or both.)**

**Search Category**

☐ Job Title (Keywords):   
☐ Holland Job Cluster:   
☐ Job Family:   
☐ Job Description (Keywords):   
☒ Don't search by category.

**Skill Levels**

Use this section to search the WorkKeys® occupational profiles or local job profiles by specific skill levels. You can use the results to identify careers which you are likely to be successful in, or to plan the training you need for a career you would like.

SKILL AREA	NA	1	2	3	4	5	6	7	SEARCH TYPE
Applied Math	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> Best matches <input type="radio"/> Exact matches <input type="radio"/> Better Jobs <input type="radio"/> All qualified jobs <input type="radio"/> Higher skilled jobs
Reading for Information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Locating Information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Applied Technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Listening	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teamwork	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Observation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Point your mouse to a search type to see more details in the status bar.

Users can easily search for suitable jobs based on skill level required or many other options – including Green Jobs and Bright Outlook

**CAREER READY 101**

Home Lessons Portfolio Calendar Reports Support

No class selected (Select a class)

You are logged in as: **Teacher Student** | Logout

**My Jobs List Search Skill Details**

**Search**

Job Title:   
 Job Cluster:   
 Job Description:

**Show only:**

☒ green  
☐ Bright Outlook

**Skill Levels**

Use this section to search the WorkKeys® occupational profiles or local job profiles by specific skill levels. You can use the results to identify careers which you are likely to be successful in, or to plan the training you need for a career you would like.

Skill Area	NA	1	2	3	4	5	6	7	Search Type
Reading for Information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Best Matches: <input checked="" type="radio"/> Exact Matches: <input type="radio"/> Better Jobs: <input type="radio"/> All Qualified Jobs: <input type="radio"/> Higher Skilled Jobs: <input type="radio"/>
Applied Math	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Locating Information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Applied Technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Listening	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Observation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teamwork	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



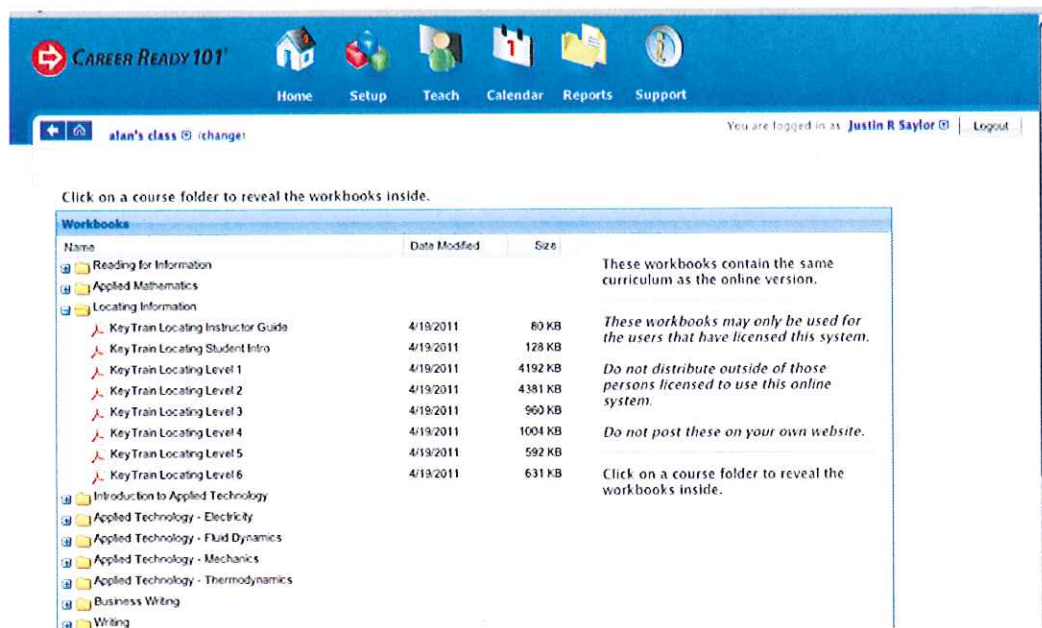
## Print Materials and Natural Voice Soundtrack

KeyTrain also includes a full, natural-voice, narrative sound track that follows the instructional content on the screen. This is advantageous for those with limited reading, English, or visual skills.

The sound track is not necessary to successfully complete the courses in Reading for Information, Applied Mathematics, Locating Information or Applied Technology, and therefore hearing-impaired users will not be affected.

The same quality KeyTrain curriculum is also provided in print-based form, adapting and enhancing the exercises where required for this format. These printed materials provide an ideal accompaniment to the software versions for student practice away from the classroom or learning lab. Instructors can use the print materials as needed with the students when computer access is not available or desirable. Print material can be used in a self-paced environment or in instructor-led classrooms.

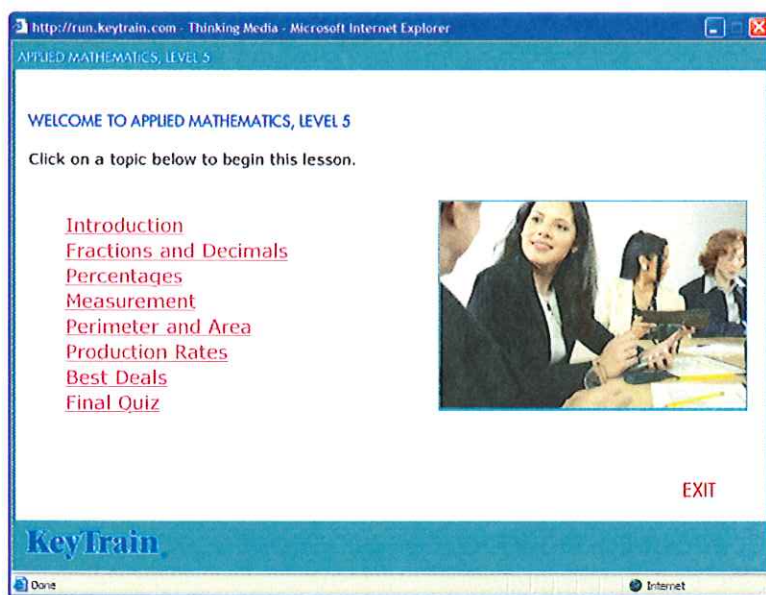
The print versions of Applied Mathematics, Applied Technology, Business Writing, Locating Information, Reading for Information, and Writing will be supplied as reproducible electronic files accessible directly from the administrator/instructor menu for easy reproduction. Instructors can make as many copies as needed for on-site use, or for at-home use with students.



## Varied Instructional Methods and Learning Styles

**KeyTrain is a multi-sensory multimedia experience** combining text, graphics, video, animation and audio to engage learners in a number of different styles. The lessons include a full natural-voice sound track improving attention span and reaching auditory learners. The sound track is especially helpful to those with reading difficulties and with ESL students. KeyTrain's soundtrack is a real person's voice (as opposed to computer generated sound) and corresponds directly to the text that is shown on the screen. Comparative testing demonstrates that this method is preferred to increase comprehension and reduce confusion. Computer generated voices frequently mispronounce terms and have been shown by the US Department of Defense research to be less effective than a natural voice.

KeyTrain courses employ a problem-based learning approach to teach skills. The learner is given a problem with step by step interactions to guide them through solving the problem. Each interaction is checked and feedback is provided to direct the learner through the critical thinking necessary to succeed. Problems are contextual in nature, relating required skills to the workplace. Multiple problems are offered for each skill to connect the skill to different contexts and ensure mastery.



Learning includes both simple skill demonstrations and higher-level activities that require more complex problem-solving abilities, building the student's skill level and

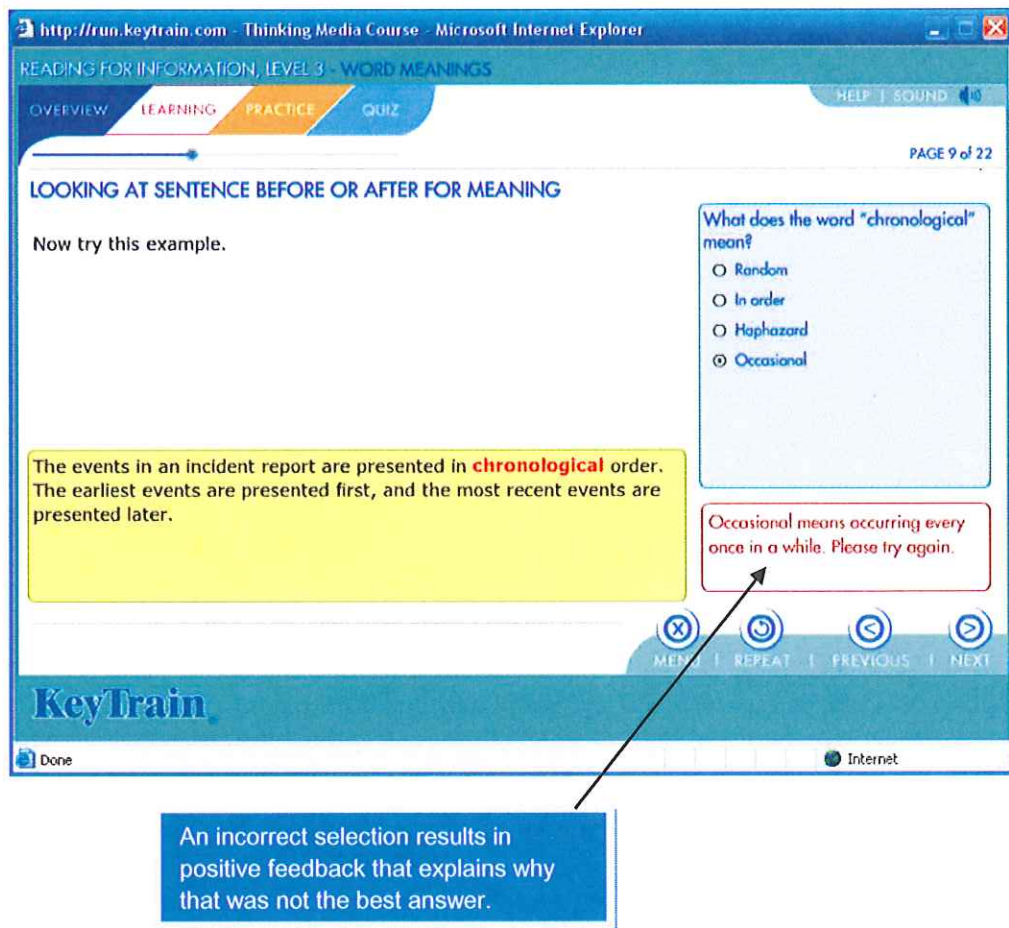


confidence throughout the process. KeyTrain includes better tutorial instruction than similar products. For instance, KeyTrain actually explains how to read a line graph or bar chart, instead of simply asking the student to read one without prior instruction. Students learn through interactivity; in explaining how to accomplish a task, the learning pages guide the student through the process with exercises, rather than simply providing the student with written instructions.

### **Context Sensitive Feedback: a feature unique to KeyTrain**

Students learn through interactivity; in explaining how to accomplish a task, the learning pages guide the student through the process with exercises, rather than simply providing the student with written instructions.

The KeyTrain curriculum provides helpful, instructive and positive feedback to the user. This is a key and unique feature to the KeyTrain system. When an incorrect answer is selected, instead of simply saying something like "Sorry, the correct answer is B", KeyTrain provides helpful constructive information that helps the user to understand why that is not the best answer. Then the user has an opportunity to select a better answer. This turns what could have been a negative and unhelpful experience into a positive, learning experience.



**Videos** are an important aspect of learning various skills. The frames of video content here are demonstrating acceptable behaviors in the workplace.





## Training description

Effective training at all levels will help ensure effective implementation of KeyTrain. Training sessions will be conducted for individuals commensurate with their role in implementation and provide the specific guidance, information and motivation necessary to carry out their individual responsibilities. The training sessions cover all aspects of usage and of the management and reporting system. These training sessions are conducted in a hands-on manner (generally in on-site computer labs) so that participants can practice the various functions that they will perform. We believe that actual experience best provides the staff with the confidence that they need to most effectively use the curriculum.

**Sessions** involving in-depth training in the WorkKeys-based credentialing system and KeyTrain curriculum are delivered to instructors, facilitators, and any other staff requested. **These workshops are designed to ensure personnel are knowledgeable and well prepared to use the system.** Participants receive access to material to review for the sessions, a PowerPoint presentation, a training manual, a quick-start guide and reference manual. Participants learn the KeyTrain system from both the management and teaching perspectives and use the student tracking system to set up and manage student accounts, including assigning lessons and generating reports. Participants will also use the curriculum to determine how to best implement the lessons with each student. Training will also help participants strategize how to most effectively use the flexibility of the KeyTrain system and how to achieve the maximum benefit for the students.

### WEB-BASED TRAININGS:

KeyTrain web-based trainings are offered monthly on a first-come first-serve basis. Anyone is free to join these sessions by simply registering through our website or calling our toll free number

We provide continuous technical and customer support via:

- Telephone support line answered by a live person 24 hours per day / 365 days a year at the toll-free number 877-842-6205
- Engineer available for technical issues within 15 minutes in most cases
- Email at support@keytrain.com
- Fax at 423-266-2111
- Online via user manuals and support sections

## **Activities and Learning at Lower Levels and Grade Levels**

Activities and gradual introductions of career readiness and career information appropriate for grades K-8 and for lower-level learners include career readiness and academic skills that are at beginning levels and exercises that help introduce lower grade levels to career exploration, careers in general, and career readiness skills and how they relate.

### **Reading for Information WorkKeys Introduction**

#### **Level 1**

Introduction, Recognizing Sound and Words, Visual Comprehension, Sequencing Skills, Alphabetical Ordering, Spelling, Vocabulary, Quiz

#### **Level 2**

Introduction, Identifying Sentence Parts – Nouns, Identifying Sentence Parts – Verbs, Word Forms, Following Directions, Common Abbreviations, Personal Information, Text Comprehension, Quiz

#### **Level 3**

Introduction, Word Meanings, Finding Information & Details, Following Directions, Using Headings & Titles, Making Connections, Topics & Main Ideas, Quiz

### **Applied Mathematics WorkKeys Introduction**

#### **Calculator Review**

##### **Level 1**

Introduction, Counting, Numbers and Sequences, Addition, Subtraction, Multiplication, Division, Quiz

##### **Level 2**

Introduction, Word Problems, Money, Time, Measurement, Fractions & Decimals, Calculator, Quiz

##### **Level 3**

Introduction, Rounding & Estimating, Quantity, Handling Money, Telling Time, Measurement, Fractions, Decimals & Percentages, Positive & Negative Numbers, Quiz

### **Locating Information WorkKeys Introduction**

#### **Level 1**

Introduction, Graph Words, Graph Symbols, Putting Things in Order, Basic Graphs, Following Directions, Reading Graphs, Quiz

#### **Level 2**

Introduction, The Order of Graphs, Types of Graphs, Tools Used in Graphs, Creating Graphs, Using Different Graphs, The Purpose of Graphs, Quiz

#### **Level 3**

Introduction, Pie Charts, Bar Graphs, Line Graphs, Tables & Forms, Maps & Plans, Diagrams, Gauges, Quiz



## Exercises

Career exploration and career readiness skills for grades K-8

Excerpt – grade 3 exercise:

# Career Exploration

## Healthcare Careers

### Activity Guide:

**Purpose:** This lesson is designed to introduce students to careers in healthcare. The worksheet focuses on pharmacy and will help students practice math skills as well.

#### **Part 1 Learning Objectives:**

- Participants will learn about careers in healthcare
- Participants will practice multiplication

**Time Required:** 30 Minutes

#### **Materials Needed:**

Copy of worksheet for each student

#### **Optional**

- Further description at <http://www.bls.gov/k12/science02.htm>

#### **Activity Directions:**

1. Pass out worksheets to class and discuss different professions that work in the healthcare field: Doctor, Nurse, Pharmacist, etc
2. Have students read description of a pharmacist and discuss with the class the pros and cons of this job
3. Give the students 5 minutes to complete math problems at bottom of worksheet
4. Go over correct answers (listed below)

**Answers:**

1. 30 of Pill A
2. 30 teaspoons of Liquid Medicine C

# Be a Pharmacist



Pharmacists give medicine to people when a doctor says that they need it. They tell people how to use the medicine correctly.

Pharmacists are experts in medicine and its side effects. They sometimes help doctors choose which medicines to give patients. Pharmacists also warn doctors if the doctors have asked their patients to take any medicine that might hurt their patients.

Sometimes, pharmacists mix the medicine themselves. Most often, though, they use medicines that are already made.

Pharmacists mostly work in drug stores. These stores are clean and have a lot of light. Many pharmacists must stand while they work. Pharmacists must wear gloves and masks when they work with dangerous chemicals. Some pharmacists work at night or on weekends because sick people may need medicine at any time. Most pharmacists work about 40 hours a week, but some work longer hours.

Source: <http://www.bls.gov/k12/science02.htm>

1. A doctor says the patient needs a Pill A twice a day for 15 days. How many of Pill A should you give the patient?
2. The doctor says the patient needs 5 ounces of Liquid Medicine C. There are 6 teaspoons in 1 ounce. How many teaspoons of the medicine should you give to the patient?



## CharacterEd.net

Classroom Activities for grades K-8 help to introduce career topics via CharacterEd.net. Samples from Kindergarten and 7<sup>th</sup> grade are shown below:



### RESPONSIBILITY

Classroom Activities  
Thinking Media  
Kindergarten

*Main Menu*  
*Student Notebook*

#### Arthur's Pet Business

##### Objective:

To allow the students to identify actions that show responsibility and to practice these in the classroom.

##### Materials:

- *Arthur's Pet Business* by Marc Brown
- small stuffed animals
- poster board
- markers

##### Activity:

- In the book *Arthur's Pet Business*, Arthur wants a dog of his own and opens a pet sitting business to prove to his parents that he is responsible.
- Read the story, *Arthur's Pet Business*.
- Discuss ways Arthur proves he is responsible. Lead students to discover that responsible actions aren't always a lot of fun. Question if feeding animals is fun. Discuss cleaning their messy cages, walking a mean dog, etc.
- Point out that Arthur showed responsibility when he continued to work hard even when Perky was difficult.
- Ask how students show responsibility.
- Create a class pet business. Have students create a schedule for feeding the pet and play the responsibilities.



RESPONSIBILITY  
Classroom Activities  
Thinking Media  
7th grade

*Main Menu*  
*Student Notebook*

##### Objective:

To allow the students to assume responsibility for routine activities. To broaden students' knowledge and wisdom of routine activities leading to an eventual career or occupation.

##### Materials:

- magazines
- poster board
- glue
- markers
- board
- chalk

##### Activity:

- Discuss the quote: "A journey of a thousand miles began as a single step."  
- Lao Tzu 604-531 B.C.
- Ask for parallels of the quote in regard to getting an education to prepare for a career.
- How many steps does it take to complete your career journey? Discuss students' dreams, career goals, and desires.
- Have students make a collage of themselves and their aspirations using magazines, words, pictures, and scenes (like a self-portrait collage of how they see themselves grown up.) Ex. pictures of a college graduate, doctor, nurse, businessman, etc.
- Let students express their desires, show their aspirations, present their collage.

Reference: Teaching Character . . . It's Elementary


By Sadie Allran Broome & Nancy W. Henley.

Distributed by: National Center for Youth Issues

This resource is available from the National Center for Youth Issues.

(Print this page)

Lessons: Age appropriate mini-courses are included that relate to selected soft skills and career readiness, rewarded with a certificate. Students can then turn in their certificates as a record of their accomplishment. The lessons are age-appropriate, and are accompanied by a full soundtrack to aid those with reading difficulties. 8<sup>th</sup> Grade sample:



**HONESTY Lesson**  
Thinking Media  
8th grade

*Main Menu*  
*Student Notebook*


**HONEST WORKER FOR HIRE**

[NEXT](#)  
[BACK](#)

On the Internet, you can search for documents by typing the word *honest*. Many different topics will appear. Did you know that the word *honest* is a part of millions of business names in America? There are business listings throughout the world that use the word *honest* as part of their company name. The reason is advertising. If a person, family, boss, etc. is looking for a service to be done or help to be found, the word *honest* may make them choose that particular company because of the implication.

There is a service on the Internet called Honest Worker in which you can choose from twenty different categories depending on your need to hire an honest worker or service to help you. Is this advertising supposed to make you think that other companies are not honest? Perhaps, or could it be that this networking group called Honest Worker believes in the importance of doing honest work?

Too often we do not 'get what we pay for'. Has this happened to you? If so, turn it into a positive and lead by example.



**INTEGRITY Lesson**  
Thinking Media  
6th grade

*Main Menu*  
*Student Notebook*

**CONGRATULATIONS!**

[NEXT](#)  
[BACK](#)

Congratulations for completing the *Integrity* course. To receive your certificate, turn on your printer and click the Print Certificate button.

Print Certificate

Students can print certificates from the system



The Character Education Network makes lessons and classroom activities readily available by a simple menu-driven content interface. Content is clearly organized by:

- Age (grade) level
- Character Trait
- Type of activity
- Individual schools.

The content is divided by nine career readiness traits:

- Honesty
- Respect
- Responsibility
- Caring
- Courage
- Perseverance
- Self-discipline
- Citizenship
- Fairness

## **Results in Skill Building**

Over the last ten years KeyTrain® has provided WorkKeys remediation for millions of people from high school and college students to prospective and incumbent workforce. The documented results are widespread and notable. They include increases in incumbent worker, student, and workforce skills.

Below are some demonstrated successes that similar programs have produced in conjunction with the ACT WorkKeys system and KeyTrain. This shows that KeyTrain produces real and measurable increases in skill mastery through advanced learning style strategies.

### **Recent West Virginia High School Results:**

KeyTrain was licensed in all West Virginia High Schools during the 2010/2011 school year. During this year, student performance on WorkKeys assessments required for West Virginia Governor's Career Readiness Certificate and the National Career Readiness Credential was significantly higher than the previous year. The assessments for these credentials are Reading for Information, Applied Mathematics, and Locating Information.

The percentage of students in West Virginia high schools who scored 4 or higher (the level required for a silver certificate or higher) on each of these assessments increased (with KeyTrain available in all high schools) from the prior year (before KeyTrain was available in all high schools) as follows:

Reading for Information - increased from 82% to 94% - 12% increase

Applied Mathematics - increased from 77% to 83% - 6% increase

Locating Information - increased from 71% to 85% - 14% increase

% students scoring 4 (level for silver certificate) or above	2009/2010 without KeyTrain all-access	2010/2011 with KeyTrain all-access
Reading for Information	82%	94%
Applied Mathematics	77%	83%
Locating Information	71%	85%



## **Oklahoma CRC**

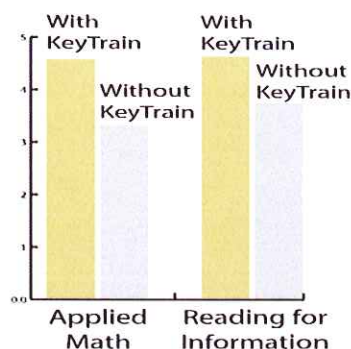
KeyTrain has been a key partner in the implementation of the Certificate for Oklahoma including statewide contracts with:

- Career Technology Centers
- Employment Security Commission/One Stops

The state has awarded more than 57,000 Career Readiness Certificates. In a Career and Technology Education report, with KeyTrain remediation:

- 78% of users increased at least one level
- 94% of users scored Level 4 or above in all three skill areas
- 50% of users scored Level 5 or above in all three skill areas
- These results are significantly higher than typical CRC program results.

## **Illinois: Higher Scores on WorkKeys Components of PSAE**



**Chicago Public Schools** conducted a side-by-side comparison of the two ACT Level 1 WorkKeys curriculum vendors. Each vendor was required to install the web version of their product on CPS servers. KeyTrain was the only curriculum that was successfully installed in the first 24-hour period. KeyTrain was unanimously chosen after an exhaustive three-month test and comparison. The testing involved over 7000 hours of actual student use in 10 schools.

- KeyTrain was then implemented in over 110 high schools.
- To date, over 120,000 students have been enrolled in KeyTrain at CPS, and over 600,000 contact hours have been logged.
- KeyTrain users scored one full level higher in Applied Mathematics on average.
- KeyTrain users scored one-half level higher in Reading for Information on average.
- Average of less than five contact hours in either course.

## **KeyTrain® Results in GED Achievement**

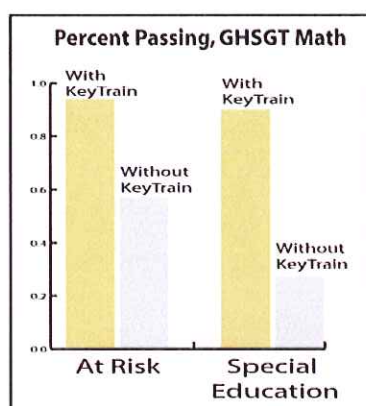
Tidewater Community College and Norfolk Public Schools, VA collaborated in their Best Key program, designed to help students who have not attained a high school degree to complete their GED, "believe in themselves," and go on to jobs, the military or college.

Initially, participants' success rates in achieving the GED fell short of expectations - as low as 25-30% first attempt success rates. However, when KeyTrain was used, there was a noticeable difference in success. KeyTrain was employed extensively throughout the program as the primary tool for preparing these students for the GED.

### **Results**

- First attempt success rate on the GED has been 89 - 94%.
- Nearly 400 students completed their GED and have been placed in jobs, the military or college.
- A 100% success and placement rate was recorded in a class of more than 100 students.

## **Georgia High School Graduation Test**



In Georgia, KeyTrain produced higher passing rates on the Georgia High School Graduation Test by as much as 300% (as demonstrated in independent research for a PhD dissertation.) This is not only significant in its large differential; it is also notable that KeyTrain was designed for WorkKeys, but helps students master concepts that traverse other important assessments of knowledge.



## **Georgia High School Graduation Test continued**

### **GHS GT Math**

Population	% KeyTrain Users Passing	% Non-KeyTrain Users Passing
At-Risk	94%	57%
African American	93%	59%
Special Education	90%	27%
Low Socio-Economic	93%	36%

### **GHS GT English/Language Arts**

Population	% KeyTrain Users Passing	% Non-KeyTrain Users Passing
At-Risk	96%	76%
African American	93%	77%
Special Education	94%	50%
Low Socio-Economic	97%	65%

Source: Dockery, J. (2006). The Effectiveness of Computer-Assisted Instruction in Preparing Academically At-Risk Students for the Georgia High School Graduation Test. PhD Dissertation. Capella University, Minneapolis, MN

## **Reference Contacts and Letters of Recommendation**

### **Michigan**

Cindy Leyrer, Ingham ISD, Michigan  
(517) 244-1338, cleyrer@inghamisd.org

### **Alaska**

Krista Heard, Alaska Department of Education & Early Development  
(907) 465-6410, Krista.Heard@alaska.gov

### **Arkansas**

Ray Henson, Arkansas CTE Director  
(501) 682-1616, raymond.henson@arkansas.gov

### **Oklahoma**

Levi Valdois, Oklahoma Dept. of Career and Technology Education  
(405) 743-5573, lvald@okcareertech.org

### **Tennessee**

Carol G. Puryear, Tennessee Technology Center – Murfreesboro  
(615) 898-8010, cpuryear@ttcmurfreesboro.edu

Following are letters of recommendation from West Virginia KeyTrain users:

**Charles Pack**, Academy of Careers and Technology  
390 Stanaford Rd, Beckley, WV 25801  
304-256-4615 x306, cmpack@access.k12.wv.us

**Kristen Tuttle**, Berkeley Springs High School  
149 Concord Ave, Berkeley Springs, WV 25411  
304-258-2876, ktuttle@access.k12.wv.us

**Ronald C. Odom, Jr.**, James Rumsey Technical Institute  
3274 Hedgesville Rd, Martinsburg, WV 25403-0259  
304-754-7925, rodome@access.k12.wv.us

**Melissa Aguilar**, Region 1 Workforce West Virginia  
200 New River Town Center, Beckley, WV 25801  
304-252-3611, maguilar@r1workforcewv.org



September 12, 2011

ACT, Inc.

Workforce Curriculum/KeyTrain

Subject: Letter of Support

I am writing today from The Academy of Careers and Technology (ACT) to show our appreciation for the ACT KeyTrain curriculum.

The KeyTrain learning system has been a great asset to ACT over the years because of its ease of use. Our students stay engaged because it is self-paced, easily monitored and provides a real connection to careers. It is a great tool that has produced very good results.

In 2004-05, as an interim administrator, I researched tools to improve WorkKeys scores at ACT. I choose KeyTrain and have never been disappointed. It is easy to administer at the organizational level. I can import all of our students into the program, assign lessons and monitor usage at several levels. KeyTrain has been and will remain an important component in our effort to deliver Workplace readiness skills.

I am also very impressed with the technical support offered by KeyTrain. One phone call or email elicits an immediate response from their team. I have asked them to help setup an organization wide formative assessment, which they did, and it produced data spotlighting specific areas of improvement at the classroom level. There have been times when we needed specific technical assistance, a temporary license extension or just simple advice and they are always friendly, helpful and efficient.

Just as it is important to continue our path with the teaching the technical skills to our students and certifying career readiness skills, it is key that we use the curriculum that is aligned and continues to align with WorkKeys. That curriculum is KeyTrain – the tool our state choose years ago because it proved to be superior to others. Now KeyTrain is part of ACT so it is even more closely tied into this system.

We currently and in the future offer our strong support of the ACT KeyTrain product.

Sincerely,



Charles Pack  
Principal, Academy of Careers and Technology



## Berkeley Springs High School

149 Concord Ave.  
Berkeley Springs, WV 25411

Phone: (304) 258-2876  
Fax: (304) 258-5058

Dear ACT/Keytrain,

The KeyTrain learning system has been a great asset to our school. While we have only been using it for a year, we see the value and expect big returns from its use. It is very easy to use, students like it enough to stay engaged and it provides a real connection to careers. It is a great tool that we feel will produce great results.

However, it's not just the program and its ease of use that is superior, but the service as well. All of our questions have been answered promptly and thoroughly. We never get the runaround from the KeyTrain staff when we have questions – any time of day or night! They seem to address everything with a sense of urgency for their clients. The online trainings that we have attended have been well organized and extremely helpful.

It is also worth noting how important it is for tools like this to be supported well. We have received great customer and technical support from KeyTrain – and it has been available to us 24/7! We feel this support is what has helped us become so proficient with the tools – and successful with our students.

We would highly recommend KeyTrain.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristen Tuttle", written over a horizontal line.

Kristen Tuttle  
Assistant Principal





## JAMES RUMSEY TECHNICAL INSTITUTE

3274 Hedgesville Road, Martinsburg, WV 25403-0259  
304-754-7925 • Fax 304-754-7933

September 19, 2011

ACT, Inc.

Workforce Curriculum/KeyTrain

Subject: Letter of Support

This letter is in support of the KeyTrain learning system. As administrator of the program at James Rumsey Technical Center, I am pleased with the ease to which students and instructors can be added to the database. Many instructors have commented on how it easy it is to assign lessons and appreciate the ability to allow students to work at their own pace. As an instructor, I am inclined to agree. I have found that student WorkKeys scores have increased after using KeyTrain over the course of one school year. I also noticed an average of one level increase in Reading for Information scores between students who did not use KeyTrain in a particular school year and those who did use KeyTrain the following year in my classroom. Our school principal is very supportive of the KeyTrain program and encourages all teachers to use it weekly. KeyTrain is user friendly and utilizes real-world situations in the lessons, which keeps students engaged; therefore, I highly recommend that all schools throughout the state of West Virginia use this program.

Sincerely,

Ronald C. Odom, Jr.  
KeyTrain Administrator, James Rumsey Technical Institute  
CISCO Instructor

**GLOBAL21**

*Students deserve it • The world demands it • James Rumsey Technical Institute delivers it !*

Region 1



Workforce Investment Board

200 New River Town Center - Beckley, WV 25801

ACT Workforce Curriculum/KeyTrain  
340 Frazier Avenue  
Chattanooga, TN

September 16, 2011

Dear Sir or Madam:

The Region 1 Workforce Investment Board and its partnering entities in the One-Stop Career Centers have used KeyTrain extensively with customers for many years. KeyTrain has been very effective in assisting our customers to raise their career readiness skills levels, both from a standpoint of WorkKeys assessment and even TABE scores. The referral to KeyTrain and its skills development efforts have also helped us greatly assist potential and/or incumbent employees, ultimately resulting in their increased skill levels which helps to also meet needs of our region's employers.

Because KeyTrain was implemented as part of our one-stop programs several years ago, we have also improved our reporting, tracking, and strategic placement in assisting employers in meeting specific skills needed for a variety of jobs and careers. Because of the success we have seen, not only in our region, but throughout the state of West Virginia, we encourage the usage of the same tool in West Virginia's Career and Technical Education programs.

The Region 1 Workforce Investment Board strongly promotes KeyTrain and certainly, we encourage any organization in West Virginia focused on career readiness to choose KeyTrain. We know it works! And, if usage continues throughout West Virginia, it will help all our state to be consistent in providing an effective tool in which all entities including workforce and economic development, high schools, community and technical colleges, one-stop career center partners, and most importantly, employers have the ability to continue building a highly skilled workforce who is career ready. Having a consistent tool only makes sense for the well-being of our customers so that we can streamline and improve services overall.

Once again, I urge you to choose KeyTrain, of which many organizations throughout West Virginia already utilizes to help our customers. Please feel free to contact me with questions.

Sincerely,

A handwritten signature in blue ink that reads "Melissa Aguilar".

Melissa Aguilar  
Executive Director

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Phone: (304) 253-3611 • Toll free: (866) 253-3611 • Fax: (304) 253-0176  
[www.region1workforcewestvirginia.org](http://www.region1workforcewestvirginia.org)

*An equal opportunity/affirmative action employer and agency. Auxiliary aids and services are available upon request to individuals with disabilities.*



## **Why Choose ACT Workforce Curriculum**

ACT Workforce Curriculum is dedicated to continuous improvement driven by our clients. In other words, we make product development, curriculum, and even company process decisions based on how (or whether) it will affect our clients and their success. We do not develop features because we can; rather we develop features that will aid learning. For example, our unique feature that allows users to assign lessons in one click based on which Certificate level, or which job profile, is of interest was developed to engage users. This feature contributes to results by making the learning and use of KeyTrain relevant to a student's specific goals – it encourages usage of the curriculum while reducing administration time. This is how we approach our business on a daily basis.

Here are the top reasons why most people choose KeyTrain for their programs:

- 1. RESULTS**
- 2. Superior customer service**
- 3. Ease of use**

### **RESULTS**

- We measure our success by our clients' successes
- Features and processes that focus on learning

*"Over 90% of students that used KeyTrain passed the Georgia High School Graduation Test."*

- Dr. Jeremy Dockery, Americus- Sumter County High School, Americus, Georgia

*"The employees we select...are superstars, and we're very satisfied with their performance and interpersonal skills" (Regarding their award-winning KeyTrain and WorkKeys® program)*

- Kim Cheatley, Human Resources Manager, Steelscape

### **Superior Customer Service**

- 24/7 for the last eight years – a live person answers the phone
- Our philosophy is customer-first in all activities

*KeyTrain has provided excellent customer service to the state of Arkansas. We have truly benefited from their vast experience and their wealth of knowledge about the CRC, WorkKeys and KeyTrain.*

- Joe Franklin CRC Project Director, Department of Workforce Services, State of Arkansas

*"KeyTrain staff...has provided guidance, resources, and strategies including hosting statewide seminars... every person we have dealt with works to understand our needs..."*

- Susan Kuzmic, CRC State Coordinator, Department of Commerce, State of Oklahoma

### **Ease of Use**

- User friendly yet powerful management system
- Consistent , easy navigation: focus on learning, not software

*"KeyTrain is ...very much appreciated and easy for adult learners to navigate through."*

- Chris Waymire, Adult Services Coordinator, Tecumseh Area partnership, Inc. Lafayette, Indiana

*"KeyTrain provides a vehicle for progression in a self-study program and allows employees to advance through to higher paying jobs at their own speed."*

- Walt Tillman, Operations Training Team Leader, Siemens

*"KeyTrain is helping us change our culture to a learning environment. Our employees are extremely pleased with the KeyTrain program."*

- Rose Hodges, Human Relations Manager, Wyeth Pharmaceuticals

### Excerpts from comparison of comparison by Michigan Works! Employees

*"The KeyTrain program is very easy for users to navigate. In the [other] program all the subjects are listed and a tester has to remember or click on each one..."*

*...the lessons in the KeyTrain program are broken down by level and subject. It is a daunting task for a person who is remediating in the [other] program to spend a couple of hours without any indication that they are progressing.*

*...The career skills portion of KeyTrain seems much more user friendly and beneficial than the Career Readiness in the [other] program."*



Separately Sealed Descriptive Literature:  
Alignments: Alignment of KeyTrain Curriculum with GED Language Arts, Reading Test  
Alignments: Career Ready 101 Alignment with the WorkKeys Assessments for the NCRC and the WV CRC  
Alignments: Career Ready 101 Alignment to the National Work Readiness Credential

**See separately sealed Confidential Information for the following:**

Alignment of KeyTrain Curriculum with GED Language Arts, Reading Test

Career Ready 101 Alignment with the WorkKeys Assessments for the NCRC and the WV CRC

Career Ready 101 Alignment to the National Work Readiness Credential

**CONTAINS CONFIDENTIAL INFORMATION**

## **CAREER READY 101® Curriculum Outlines**

### **UNIT: INTRODUCTION TO CAREER READY 101**

Lesson: About this Course

- Introduction to Career Ready 101
- What is Career Readiness?
- The National Career Readiness Certificate™

### **UNIT: FINDING YOUR CAREER**

#### **Subject: Creating Your Career Goals**

Lesson: Career Clusters

- Introduction to Career Clusters
- The 16 Career Clusters Part 1
- The 16 Career Clusters Part 2
- Career Clusters Interest Survey

Lesson: Exploring Careers

- Introduction to Exploring Careers
- The O\*Net Interest Profiler
- Using O\*Net Online
- Search WorkKeys® Job Profiles

#### **Subject: Financial Awareness**

Lesson: Checking and Savings Accounts

- Introduction to Checking and Savings Accounts
- Checking Account Basics
- Managing a Checking Account
- Managing a Savings Account
- Online Banking

Lesson: Budgeting

- Introduction to Budgeting
- Calculating Household Income
- Creating a Budget
- Managing Your Budget
- Spending and Saving

Lesson: Credit Cards and Loans

- Introduction to Credit Cards and Loans
- Credit Basics
- Understanding Credit Cards
- Understanding Loans
- Managing Your Credit
- Repairing Your Credit

Lesson: Insurance

- Introduction to Insurance
- Automobile Insurance
- Homeowner's and Renter's Insurance
- Health Insurance
- Life Insurance

Lesson: Financial Planning and Investing

- Introduction to Financial Planning
- Creating a Financial Plan
- Understanding Savings Accounts
- Investing Basics
- Understanding Investments
- Saving and Investing for Retirement



**Subject: Preparing for Your Career**

Lesson: Writing a Resume

- Introduction to Resumes
- Resume Formats
- Resume Design and Layout
- Resume Sections

Lesson: Job Search Strategies

- Introduction to Job Search
- Planning Your Job Search
- Job Search Strategies
- Online Job Search
- Career Networking
- Other Job Search Strategies

Lesson: Applying for a Job

- Introduction to Job Applications
- Application Types
- Application Steps
- Application Sections
- Application Supporting Documents

Lesson: Interviewing Strategies

- Introduction to Interviewing
- Interviewing Types
- Preparing for an Interview
- During an Interview
- After an Interview
- Interviewing Practice

**Subject: Real-World Experience**

Lesson: Job Shadowing

- Introduction to Job Shadowing
- Preparing for Job Shadowing
- During Job Shadowing
- After Job Shadowing

Lesson: Mentoring

- Introduction to Mentoring
- Preparing for Mentoring
- The Mentoring Process
- Learning Outcomes

Lesson: Guest Speakers

- Introduction
- Benefits of a Guest Speaker
- Characteristics of a Great Speaker
- Preparing for a Guest Speaker
- Learning Outcomes

Lesson: Career Ladders

- Introduction
  - Benefits of a Career Ladder
  - Identifying Skill Requirements
  - Advancing in a Career Ladder
  - Learning Outcomes
  -
-

## UNIT: WORKPLACE SKILLS

### KeyTrain Reading for Information Outline

#### Program Introduction

#### Reading for Information WorkKeys Introduction

#### Pretest

##### Level 1

Introduction  
Recognizing Sound and Words  
Visual Comprehension  
Sequencing Skills  
Alphabetical Ordering  
Spelling  
Vocabulary  
Quiz

##### Level 2

Introduction  
Identifying Sent. Parts – Nouns  
Identifying Sent. Parts – Verbs  
Word Forms  
Following Directions  
Common Abbreviations  
Personal Information  
Text Comprehension  
Quiz

##### Level 3

Introduction  
Word Meanings  
Finding Information & Details  
Following Directions  
Using Headings & Titles  
Making Connections  
Topics & Main Ideas  
Quiz

##### Level 4

Introduction  
Words in Context  
Word Part Clues  
Information in Paragraphs  
Reading for Details  
Making Inferences  
Reading Procedures  
Cause and Effect  
Quiz

##### Level 5

Introduction  
Technical Terms & Jargon  
Interpreting Information  
Understanding Acronyms  
Multiple Word Meanings  
Applying Instructions  
Quiz

##### Level 6

Introduction  
Implied Details  
Understanding Jargon  
Meaning from Context  
Complex Information  
Main Principles  
Author's Reasons  
Quiz

##### Level 7

Introduction  
Word Definitions  
Legal Documents  
Applying Principles  
Drawing Conclusions  
Quiz

### KeyTrain Applied Mathematics Outline

#### Program Introduction

#### Applied Mathematics WorkKeys Introduction

#### Calculator Review

#### Pretest

##### Level 1

Introduction  
Counting  
Numbers and Sequences  
Addition  
Subtraction  
Multiplication  
Division  
Quiz

##### Level 2

Introduction  
Word Problems  
Money  
Time  
Measurement  
Fractions & Decimals

Calculator  
Quiz

##### Level 3

Introduction  
Rounding & Estimating  
Quantity  
Handling Money  
Telling Time  
Measurement  
Fractions, Decimals & Percentages  
Positive & Negative Numbers  
Quiz

##### Level 4

Introduction  
Money, Time & Quantity  
Fractions & Decimals  
Percentages  
Measurement  
Averages  
Proportions & Ratios  
Diagrams & Graphics  
Quiz

##### Level 5

Introduction  
Fractions & Decimals  
Percentages

Measurement  
Perimeter & Area  
Production Rates  
Best Deals  
Quiz

##### Level 6

Introduction  
Problem Solving  
Multiple Step Problems  
Fractions & Decimals  
Percentages  
Area & Volume  
Rates  
Best Deals  
Quiz



**KeyTrain Applied Mathematics Outline continued**

**Level 7**

Introduction  
Multiple Steps

Volume & Area  
Ratios & Proportions  
Best Deals  
Multiple Unknowns

Troubleshooting  
Nonlinear Functions

### **KeyTrain Locating Information Outline**

**Program Introduction**  
**Locating Information**  
**WorkKeys Introduction**

**Pretest**

**Level 1**

Introduction  
Graph Words  
Graph Symbols  
Putting Things in Order  
Basic Graphs  
Following Directions  
Reading Graphs  
Quiz

**Level 2**

Introduction  
The Order of Graphs  
Types of Graphs  
Tools Used in Graphs  
Creating Graphs  
Using Different Graphs  
The Purpose of Graphs  
Quiz

**Level 3**

Introduction  
Pie Charts  
Bar Graphs  
Line Graphs  
Tables & Forms  
Maps & Plans  
Diagrams  
Gauges  
Quiz

**Level 4**

Introduction  
Pie Charts  
Bar Graphs  
Line Graphs  
Tables & Forms  
Maps & Plans  
Diagrams  
Gauges & Dials  
Quiz

**Level 5**

Introduction  
Complex Graphics  
Finding Details  
Multiple Documents  
Extracting Data  
Identifying Trends  
Quiz

**Level 6**

Introduction  
Drawing Conclusions  
Using Criteria  
Data Relationships  
Quiz

### **KeyTrain Applied Technology Outline - Introduction**

**Program Introduction**  
**Applied Technology**  
**WorkKeys Introduction**

**Problem Solving**  
**Strategies**

What is Problem Solving?  
Problem Solving Methods  
Identify the Problem  
Gather Data

Make a Plan  
Execute the Plan  
Evaluate the Results  
Compartmentalizing  
Common Concepts  
Other Problem-Solving Models

### **KeyTrain Applied Technology Outline – Electricity**

**Electricity Pretest**

**Up to Level 3**

Introduction  
Voltage & Current  
Resistors  
Circuits & Switches  
Capacitors  
Inductors  
Series & Parallel Circuits  
Circuit Breakers  
Multimeters  
Troubleshooting Circuits  
Quiz

**Level 4**

Introduction  
Magnets & Electricity  
Alternating & 3 Phase Current  
Transformers  
Motors & Generators  
Ohm's Law  
Grounding & GFCI's  
Lighting Types  
Relays & Solenoids  
Troubleshooting Exercises  
Quiz

**Level 5**

Introduction  
Digital Circuits  
Computers  
Information Storage Devices  
Printers  
Photocopying  
Troubleshooting Exercises  
Quiz

**Level 6**

Introduction  
Thermocouples & Thermostats  
Analog / Digital Converters  
Electronic Scales  
Light Sensors & Emitters  
Solar Cells  
Troubleshooting Exercises  
Quiz



## **KeyTrain Applied Technology Outline – Mechanics**

### **Mechanics Pretest**

#### **Up to Level 3**

Introduction  
Force & Pressure  
Friction & Inertia  
Planes & Levers  
Torque and Gears  
Wheels and Pulleys  
Springs  
Troubleshooting Exercises  
Quiz

#### **Level 4**

Introduction  
Screws  
Acceleration  
Rotation  
Center of Gravity  
Troubleshooting Exercises  
Quiz

#### **Level 5**

Introduction  
Bearings  
Lubrication  
Conveyors  
Sound and Vibration  
Troubleshooting Exercises  
Quiz

#### **Level 6**

Introduction  
Gas Engines  
Alternative Power  
Hybrid Engines  
Troubleshooting Exercises  
Quiz

## **KeyTrain Applied Technology Outline – Thermodynamics**

### **Thermodynamics Pretest**

#### **Up to Level 3**

Introduction  
Temperature & Heat  
Conduction  
Thermal Expansion  
Convection  
Radiation  
Troubleshooting Exercises  
Quiz

#### **Level 4**

Introduction  
Melting & Freezing  
Evaporation and  
Condensation  
Boiling  
Refrigeration  
Troubleshooting Exercises  
Quiz

#### **Level 5**

Introduction  
Heat Exchangers  
Ovens & Furnaces  
Boilers  
Troubleshooting Exercises  
Quiz

#### **Level 6**

Introduction  
Cooling Towers  
Solar Heating Systems  
Troubleshooting Exercises  
Quiz

## **KeyTrain Applied Technology Outline - Fluids**

### **Fluids Pretest**

#### **Up to Level 3**

Introduction  
Pressure & Flow  
Flotation  
Pipes & Valves  
Pumps  
Troubleshooting Exercises  
Quiz

#### **Level 4**

Introduction  
Gases and Pressure  
Vacuum  
Compression Heating  
Troubleshooting Exercises  
Quiz

#### **Level 5**

Introduction  
Piping Problems  
Flow Measurement Devices  
Mixing & Turbulence  
Troubleshooting Exercises  
Quiz

#### **Level 6**

Introduction  
Hydraulic Cylinders  
Piping Systems  
Troubleshooting Exercises  
Quiz

## **KeyTrain Listening Outline**

### **Program Introduction**

### **Listening WorkKeys Introduction**

### **Pretest**

#### **Level 1**

Introduction  
Preparing to Listen  
Listening for Information  
Following Directions  
Listening for Understanding  
Quiz

#### **Level 2**

Introduction  
Following Directions  
Getting the Details  
Organizing What You Hear  
Quiz

#### **Level 3**

Introduction  
Listening for Details  
Predicting Outcome  
Signal Words  
Literal Comprehension  
Quiz

#### **Level 4**

Introduction  
Listening for Details  
Interpretation  
Following Directions  
Listening Challenges  
Quiz

#### **Level 5**

Introduction  
Complete Details  
Following Directions  
Critical Listening  
Verbal vs Nonverbal  
Interpretation  
Quiz

## **KeyTrain Writing Outline**

### **Program Introduction**

### **Writing WorkKeys Introduction**

### **Pretest**

#### **Level 1**

Introduction  
Sentence Structure  
Nouns  
Verbs  
Punctuation  
Spelling  
Organization  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 2**

Introduction  
Sentence Structure  
Describing Words  
Punctuation and Spelling  
Organization  
Writing Practice  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 3**

Introduction  
Sentence Structure  
Nouns and Verbs  
Punctuation  
Organization  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 4**

Introduction  
Grammar and Punctuation  
Vocabulary  
Organization  
Writing Techniques  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 5**

Introduction  
Sentence Structure  
Parts of Speech  
Describing Words  
Punctuation and Capitalization  
Organization  
Proofreading  
Writing Exercises  
Practice Problems  
Quiz



## **KeyTrain Business Writing Outline**

### **Program Introduction**

### **Business Writing WorkKeys Introduction**

### **Pretest**

#### **Level 1**

Introduction  
Sentence Structure  
Nouns  
Verbs  
Punctuation  
Spelling  
Developing Ideas  
Organizing Ideas  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 2**

Introduction  
Sentence Structure  
Describing Words  
Punctuation and Spelling  
Organization  
Writing Practice  
Developing Ideas  
Organizing Ideas  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 3**

Introduction  
Sentence Structure  
Nouns and Verbs  
Punctuation  
Organization  
Developing Ideas  
Organizing Ideas  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 4**

Introduction  
Grammar and Punctuation  
Vocabulary  
Organization  
Developing Ideas  
Organizing Ideas  
Writing Style  
Writing Exercises  
Practice Problems  
Quiz

#### **Level 5**

Introduction  
Sentence Structure  
Parts of Speech  
Describing Words  
Punctuation  
Organization  
Proofreading  
Persuasive Writing I  
Persuasive Writing II  
Writing Exercises  
Practice Problems  
Quiz

## **KeyTrain Observation Outline**

### **Program Introduction**

### **Observation WorkKeys Introduction**

### **Pretest**

#### **Up to Level 3**

Introduction  
Memory Skills  
Recognizing Main Ideas  
Visualization  
Overcoming Obstacles  
Observation Exercises  
Quiz

#### **Level 4**

Introduction  
Paying Attention to Details  
How Parts Relate to the Whole  
Memory Skills  
Sequencing Skills  
Observation Exercises  
Quiz

#### **Level 5**

Introduction  
Determining Context  
Observation Style  
Memory Skills  
Sustaining Attention  
Observation Exercises  
Quiz

#### **Level 6**

Introduction  
Getting Details Without  
Distractions  
Integrating Information  
Memory Skills  
Cause-Effect Relationships  
Observation Exercises  
Quiz

## **KeyTrain Workplace Observation**

### **Program Introduction**

### **WorkKeys Workplace Observation Introduction**

### **PreTest**

#### **Level 1**

Introduction  
Preparing to Observe  
Memory and Visualization  
Recognizing Main Ideas  
Procedure Steps  
Quiz

#### **Level 3**

Introduction  
Interpreting What You Observe  
Details and Differences  
Multiple Conditions  
Memory Skills  
Workplace Observation Exercises  
Quiz

#### **Level 5**

Introduction  
Details, Differences &  
Distractions  
Evaluating Processes  
Predicting Outcomes  
Observation Exercises  
Quiz

#### **Level 2**

Introduction  
Paying Attention to Details  
Memory Skills  
Sequencing Skills  
Conditions in Procedures  
Workplace Observation Exercises  
Quiz

#### **Level 4**

Introduction  
Underlying Principles  
Cause-Effect Relationships  
Complex Procedures  
Drawing Conclusions  
Workplace Observation Exercises  
Quiz

## **KeyTrain Teamwork Outline**

### **Program Introduction**

### **Teamwork WorkKeys Introduction**

### **Pretest**

#### **Up to Level 3**

Introduction  
Goal Recognition  
Recognizing Workplace Goals  
Team Goals  
Problem Identification  
Perseverance  
Membership  
Positive Attitude  
Trust and Dependability  
Quiz

#### **Level 4**

Introduction  
Prioritization  
Creative Thinking  
Commitment to Quality  
Customer Sensitivity  
Respect  
Appreciate Diversity  
Quiz

#### **Level 5**

Introduction  
Decision Making  
Delegation  
Leadership  
Empowerment  
Initiative  
Assertiveness  
Quiz

#### **Level 6**

Introduction  
Structuring and Planning  
Goal Creation and Revision  
Integration/Synthesis  
Role Flexibility  
Conflict Resolution  
Cohesiveness  
Quiz

## **UNIT: CAREER SKILLS**

### **THE JOB SEARCH**

#### **Finding the Right Job**

1. Locating Jobs
2. Networking
3. Job Shopping On Line
4. Building a Job Search Web Site
5. Getting Results at Job Fairs
6. Using Employment Agencies
7. Searching the Classified Ads
8. Creating Your Own Position
9. Landing an Internship
10. Staying Motivated to Search

#### **Effective Resumes**

11. Things to Include in a Resume
12. Locating Needed Information
13. Selling Yourself in a Resume
14. Terms to Use in a Resume
15. Matching Talents to Employers
16. Describing Your Job Strengths
17. Organizing Your Resume
18. Writing an Electronic Resume
19. Dressing Up Your Resume
20. Using a Resume Successfully

#### **The Application Process**

21. Completing a Job Application
22. Types of Information for an Application
23. Reasons Companies Use Applications
24. Developing Job-Related Information
25. Assuring Accuracy of Information
26. Writing a Cover Letter
27. Applying On Line
28. Applying in Person
29. Following Up on Your Application
30. Double Check on Your Application

#### **Interviewing Skills**

31. Preparing for an Interview
32. Getting an Interview Off to a Good Start
33. Questions Interviewers Ask
34. Questions Interviewers Should Not Ask
35. Questions You Should Ask in an Interview
36. Things to Include in a Career Portfolio
37. Interviewing Mistakes
38. Benefits to Ask About
39. Traits Employers Consider to Rate Candidates
40. Tips to Consider before Taking a Job

### **WORK HABITS**

#### **Workplace Ethics**

41. Demonstrating Good Work Ethic
42. Behaving Appropriately
43. Showing Honesty
44. Playing Fair
45. Using Ethical Language
46. Showing Responsibility
47. Eliminating Harassment and Intimidation
48. Respecting Diversity
49. Developing the Habit of Truthfulness
50. Leaving a Job Ethically

#### **Personal Characteristics**

51. Demonstrate a Good Attitude
52. Gaining and Showing Respect
53. Demonstrating Responsibility
54. Showing Dependability
55. Demonstrating Courtesy
56. Showing Pride in Your Work
57. Gaining Co-Workers Trust
58. Persevering
59. Handling Criticism
60. Showing Professionalism

#### **Employer Expectations**

61. Behaviors Employers Expect
62. Behaviors Employers Find Objectionable
63. Job Success
64. Transferable Job Skills
65. Establishing Credibility
66. Demonstrating Your Skills
67. Surviving a Bad Work Environment
68. Managing Change
69. Building Work Relationships
70. Advancing Your Career



## **COMMUNICATION SKILLS**

### **Communicating at Work**

- 71. Improving Communication Skills
- 72. Effective Oral Communication
- 73. Effective Written Communication
- 74. Effective Nonverbal Communication
- 75. Effective Word Use
- 76. Giving and Receiving Effective Feedback
- 77. Handling Anger
- 78. Dealing with Difficult Co-workers
- 79. Dealing with a Difficult Boss
- 80. Dealing with Difficult Customers

### **Speaking**

- 81. Using Language Carefully
- 82. Showing Confidence
- 83. One-on-One Conversations
- 84. Small Group Communication
- 85. Large Group Communication
- 86. Making Speeches
- 87. Involving the Audience
- 88. Answering Questions
- 89. Visual and Media Aids
- 90. Errors in Communication

### **Listening**

- 91. Reasons for Listening
- 92. Benefits of Listening
- 93. Barriers to Listening
- 94. Listening Strategies
- 95. Ways We Filter What We Hear
- 96. Developing a Listening Attitude
- 97. Show You Are Listening
- 98. Asking Questions
- 99. Obtaining Feedback
- 100. Getting Others to Listen

### **Presenting Yourself**

- 101. Presenting Yourself: Voice
- 102. Presenting Yourself: Appearance
- 103. Presenting Yourself: Posture
- 104. Presenting Yourself: Attitude
- 105. Presenting Yourself to Associates
- 106. Presenting Written Documents
- 107. Presenting Yourself: Conflict
- 108. Giving Constructive Criticism
- 109. Receiving Criticism
- 110. Demonstrating Leadership

### **Non-Verbal Communication**

- 111. Communicating Non-Verbally
- 112. Positive Non-Verbal Techniques
- 113. Harmful Non-Verbal Behaviors
- 114. Reading Body Language
- 115. Read Mixed Messages
- 116. Matching Your Verbals to Non-Verbals
- 117. Improving Non-Verbal Listening
- 118. Giving Non-Verbal Feedback
- 119. Showing Confidence Non-Verbally
- 120. Showing Assertiveness

## **WORKPLACE EFFECTIVENESS**

### **Time Management**

- 121. Managing Time
- 122. Putting First Things First
- 123. Juggling Many Priorities
- 124. Overcoming Procrastination
- 125. Dealing with Information Overload
- 126. Organizing Workspace and Tasks
- 127. Staying Organized
- 128. Finding More Time
- 129. Managing Projects
- 130. Balancing Personal and Work Priorities

### **Problem Solving**

- 131. Becoming a Problem Solver
- 132. Identifying a Problem
- 133. Becoming a Critical Thinker
- 134. Thinking Creatively
- 135. Characteristics of an Effective Risk Taker
- 136. Holding Yourself Accountable
- 137. Managing Change
- 138. Removing Your Barriers to Change
- 139. Making Change Serve You Personally
- 140. Dealing with Ongoing Change

### **Customer Service**

- 141. Gaining Customer Trust
- 142. Interacting with Customers
- 143. Finding Out What Customers Want
- 144. Giving Customers What They Want
- 145. Keep Customers Coming Back
- 146. Seeing the Customer's Point of View
- 147. Selling Yourself and the Company
- 148. Handling a Customer's Complaints
- 149. Providing Customer Service by Telephone
- 150. Providing Customer Service by Internet

### **Teamwork**

- 151. Teamwork Skills
- 152. Reasons Companies Use Teams
- 153. Types of Decisions Teams Make
- 154. Team Responsibilities
- 155. Problems That Affect Teams
- 156. Building Strong Team Communication
- 157. Expressing Yourself on a Team
- 158. Giving Constructive Criticism
- 159. Receiving Criticism
- 160. Team Problem Solving

## **BUSINESS ETIQUETTE**

### **On the Job Etiquette**

- 161. Using Good Manners
- 162. Introducing People
- 163. Language and Behavior
- 164. Business Casual Dress
- 165. Business Meal Functions
- 166. Behavior at Business Parties
- 167. Behavior at Conventions
- 168. International Etiquette
- 169. Cross-Cultural Etiquette
- 170. Working in a Cubicle

### **Person-to-Person Etiquette**

- 171. Meeting Business Acquaintances
- 172. Meeting People for the First Time
- 173. Showing Courtesy and Politeness
- 174. Interacting with Your Boss
- 175. Interacting with Subordinates
- 176. Interacting with Co-Workers
- 177. Interacting with Suppliers
- 178. Ending a Lingering Visit
- 179. Handling Confidential Information
- 180. Avoiding Gossip

### **Telephone and E-mail Etiquette**

- 181. Creating a Good Impression by Telephone
- 182. Better Telephone Conversations
- 183. Barriers to Telephone Conversations
- 184. Making and Returning Calls
- 185. Answering Calls and Taking Messages
- 186. Making Cold Calls
- 187. Handling Conference Calls
- 188. Cellular Phone Etiquette
- 189. Appropriate Work E-Mail
- 190. Mistakes of Work E-Mail

### **Meeting Etiquette**

- 191. Handling Pre-Meeting Details
- 192. Leading a Large Meeting
- 193. Introducing Speakers
- 194. Facilitating Discussions
- 195. Closing a Large Meeting
- 196. Two-Person Meeting
- 197. Participating in Meetings
- 198. Inviting Speakers
- 199. Preparing Meeting Visuals
- 200. Attending a Videoconference



## **CharacterEd.Net Character Traits (K-12 curriculum)**

The content is provided for nine character traits:

### **Responsibility**

Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

### **Perseverance**

Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.

### **Caring**

Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

### **Self-discipline**

Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.

### **Citizenship**

Being law abiding and involved in service to school, community and country.

### **Honesty**

Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.

### **Courage**

Doing the right thing in the face of difficulty and following your conscience instead of the crowd.

### **Fairness**

Practice justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

### **Respect**

Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.



## **Activities Menu**

The Activities Menu contains the following for each character trait:

### **Lessons**

Age-appropriate mini-courses relating to the selected traits, rewarded with a certificate. Teachers can assign students to work these lessons during spare time in their classroom or computer lab. Students can then turn in their printed certificates as a record of their accomplishment. The lessons are approximately 15 minutes in length, are age-appropriate, and are accompanied by a full soundtrack to aid those with reading difficulties or to hold the student's attention.



### **Stories**

Stories submitted by various students are available to encourage or discourage behavior. Students can write stories that describe their experiences regarding the specific character trait. After approval by their teacher, the stories are available for others to read. This is an excellent opportunity to integrate character education with English, writing or social studies curricula.

Sharing Stories



### **Do-It-Yourself Activities**

Do-It-Yourself activities are printable pages of activities that can be done individually. These include word searches, matching, etc. These activities provide opportunities for homework, extra credit, or any unexpected extra time in the classroom.



### **Classroom Activities**

Activities pertaining to the character trait designed to be done with a group of children. These activities provide opportunities for children to share and experience the effects of good or bad character traits with their peers. The activities are ideal for classroom time with guidance counselors or other character education specialists.



### **Resources**

Reference to other materials that may be useful in teaching or demonstrating the character trait.

Resources

