

GUIDELINES FOR USING A.C.E. PACE MATERIALS

....for people who later on intend to connect with Home Schooling NZ for credit purposes.



As a homeschooling family, you have the complete freedom to make choices about the materials you use, how you use them and when you use them,

BUT

if later on you are wanting your children to access qualifications and intend to follow the CENZ certificate pathway, then it is vital that you establish the working methodology outlined in the following pages.

Failure to instill in your child(ren) proper procedures at the beginning is invariably going to lead to problems later on, potentially creating the situation where there will be difficulty in approving their work for credit purposes.

SPECIFIC GUIDELINES FOR ADMINISTRATING THE A.C.E. CURRICULUM

Please note that maintaining the following procedures is vital if later on you are going to want your child's work to be accepted for qualification purposes by Home Schooling NZ.

This is because they have to be able to satisfy external authorities that the integrity of home-based testing is no different to the approach used in a normal school setting.

If families use A.C.E. in a different way, children will inevitably develop habits that later on are going to be very hard to change. As the old saying goes, once the horse has bolted, it is extremely difficult to ever get it back into the corral again.

Description

A popular, self-instructional, workbook-based curriculum.

Materials Required

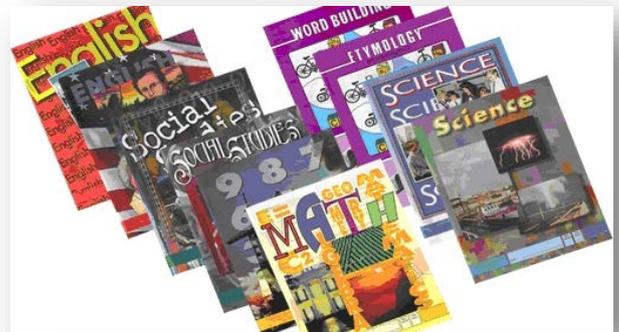
10-12 Workbooks/Activity Pacs (PACEs) plus four Score Keys per subject per grade.

Suppliers

www.scee.edu.au

Overview

1. The A.C.E. curriculum: Procedures for working through A.C.E. PACEs
 - a. **The Basic Structure of a PACE**
 - i. The PACE Test is always found in the **centre** of each new PACE.
 - ii. Each PACE is divided into three sections, each of which finishes with a "Checkup" (which tests mastery of the content in the previous section)
 - iii. Each PACE finishes with a "Self Test", which tests mastery of the content of the entire PACE.
 - b. **You must always take out the PACE Test before issuing an Activity Pac to a student.** Store this in a secure place that your children do not have access to.
 - i. PACE Tests are to be completed the day after the Self Test.
 - ii. Completed PACEs must be handed in the day before a PACE Test is sat.
 - iii. When completing the PACE Test, a student may not have access to any aids (including the PACE material) for the answers. This is the true test of how well the student has mastered the PACE.
 - c. **Read the first page of the new PACE together with your student.** This outlines the goals of the PACE, explains the character trait emphasised in the PACE, and gives the memory verse for the PACE. It may also contain essential vocabulary or other important information specific to that PACE.



This ensures that the student is aware of the goals of the PACE and puts parents “in the picture”. It is also an opportunity for parents to check their child(ren)’s understanding of the upcoming concepts.

i. Note that Bible verses are always given in KJV. This is because the use of the KJV is not governed by copyright. You are free however, to use whatever translation you believe is most appropriate for your children. However, do be sure that the test accurately reflects what you have chosen and is not some form of student paraphrase. (If later on you connect with Home Schooling NZ for credit purposes, you will also need to state which version you are using so that the moderators can assess it against the correct original.)

ii. Always sign the bottom of the first page (using your green pen) to show that parent and child have understood the contents of the page.

iii. Note that this is simply a reading page. For the purpose of filling out their goal card, the student should **NOT** count it as a page of “work.”

iv. Many parents choose to pray with their child at this point before they then start work on the PACE.

a. Scoring A.C.E. PACEs

As your student works through their PACE, they will come to a “Scoring Strip”. These are just like the scoring strips in your training PACE and are scored by the student in just the same way.

Score activities 32 – 54.	<input type="checkbox"/>	Correct mistakes.	<input type="checkbox"/>	Rescore.	<input type="checkbox"/>
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A Reminder: The Score Key (and the red pen) are always kept in a central location that the student goes to. This keeps the student accountable. The Score Key is **NEVER** kept by the student, nor beside their working area.

- The student checks their answers in the corresponding Score Key and if they have any incorrect answers, they place a **red cross next to the number of the question** in the Activity Pac. (This is because in some cases, multi-choice options are given, and children may mark their work with the cross **strategically placed**, saving them the need to actually go back and study to find out what they did wrong.)

This →  

Not this →  

- Answers do not have to be exactly the same as those in the Score Key if the student has truly processed the answer and now “owns” it within their own understanding. However, such a discretionary decision is only ever made by the parent - **NEVER** by the student.

- When they have scored all the activities, they indicate this by putting a red cross in the Score Strip box next to “Score Activities”.

Score activities 32 – 54.	<input checked="" type="checkbox"/>	Correct mistakes.	<input type="checkbox"/>	Rescore.	<input type="checkbox"/>
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- If the student has any mistakes, they go back and re-read, study and correct the appropriate material.

They indicate this step by putting a pencil cross in the Score Strip box next to "Correct mistakes".

Score activities 32 – 54.	<input checked="" type="checkbox"/>	Correct mistakes.	<input checked="" type="checkbox"/>	Rescore.	<input type="checkbox"/>
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- Once they have corrected all their mistakes, they check again against the Score Key. They put a circle around the red cross next to the incorrect answer if it is now correct. They repeat this until all mistakes are corrected.

<input checked="" type="checkbox"/>	45. The grass is <u>green</u> and the flowers are <u>blooming</u> .
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- When all incorrect answers have been corrected, the student puts a red cross in the Score Strip box next to "Rescore". (If they do not have any corrections, then they leave the final two boxes clear.)

Score activities 32 – 54.	<input checked="" type="checkbox"/>	Correct mistakes.	<input checked="" type="checkbox"/>	Rescore.	<input checked="" type="checkbox"/>
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b. Notes on scoring:

- We recommend that parents do not buy Score Keys for PACEs below 1040 (except for Literature & Creative Writing), and do the marking themselves. At these levels, it is fairly easy to mark the children's work, and it helps parents keep a very close eye on what their child(ren) are doing. Above this level however, marking starts to get a bit more complex.
- Marking should be done at the end of each day's goals, whether or not there is a Score Strip.
- Supervise marking. **DO NOT ASSUME THAT YOUR CHILD WILL ALWAYS BE HONEST!** All of us are tempted to take shortcuts in life, and your child(ren) are no exception!

- c. Supervisor Score Strips:** At certain points in a PACE, a yellow strip may indicate that a supervisor's initials are required. **Supervisor initial _____**

This is **mandatory** for a student – not optional. It is there for a purpose, and the student must stop at that point and bring their PACE for you to check.

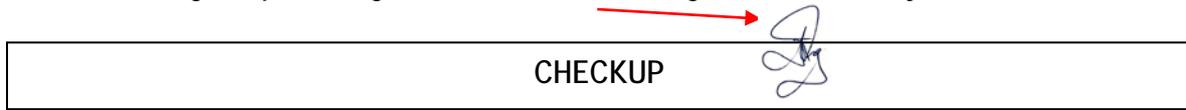
d. The Checkup

When a child reaches a Checkup, they must stop and bring their PACE to you. At this point, you, as the supervising parent, need to check back through the work in the previous section. Make sure you check the following things:

- Is all work marked?
- Have all corrections been done?
- Is it correct? (At times, children will be expedient rather than accurate, and will, deliberately or inadvertently, fail to mark correctly and/or honestly)

- iv. Is the work tidy enough? (Children will tend to work to the standard you permit - if you permit sloppy work, you will get sloppy work.)

When you are happy with the work in the previous section, place your initials (in your green pen) alongside the CHECKUP heading. This authorises your child to start.



- i. A Checkup must be completed once started.
- ii. A student should complete the whole Checkup in one sitting.
- iii. The student should complete the Checkup without looking back for the answers.
- iv. A student should score the Checkup when finished.
- v. A student should score a minimum of 80% (no more than four mistakes) in a Checkup.
- vi. A student should get a Supervisor's Initial when they have finished the Checkup.
(Initial should be bottom right hand corner of last page of Checkup)

e. The Self Test

The Self Test is the final quality control strategy in the PACE.

NB If a student struggles with the Self Test, then they will probably not pass the PACE Test.

It is more prudent to repeat parts of the PACE before sitting the PACE Test than having to repeat the whole PACE. Therefore, the student is strongly advised to review the PACE, and particularly the three Checkups, before sitting the Self Test.

- i. Just as for a Checkup, the student must stop and bring their PACE to you.
- ii. When you are happy with the work in the previous section, place your initials (in your green pen) alongside the SELF TEST heading, and tape or staple the PACE together so that the student cannot look back for answers. This way you will pick up the areas of the PACE that will need reviewing for the PACE Test.

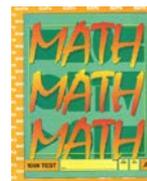


- iii. The student must complete the Self Test in one sitting.
- iv. When the student has completed the Self Test and marked it, the PACE must be handed to the parents ready for the PACE Test the next day. (Do check the scoring first!)

f. The PACE Test

The PACE Test is the final, quality control stage of the PACE. It measures whether the student has "mastered" the material sufficiently to move onto the next PACE.

- i. The PACE must have been handed in the day before the PACE Test is sat. This "stand down" period from contact with the PACE is essential.
Students CANNOT finish a PACE and sit the PACE Test on the same day.



- ii. The student **MUST** complete the PACE Test in an area where they can be supervised, and the testing area should be clear of any material that will provide inappropriate assistance with the test.
- iii. The PACE Test **MUST** be completed in a single sitting. Students cannot start, stop, have a break and then come back to it.



iv. The student hands in their PACE Test to the parent when completed.

g. Marking a PACE Test

Only the parent may score the PACE Tests. This is **NON-NEGOTIABLE**, as it is an important factor in protecting the integrity of the CENZ Certificates.

- i. Check carefully to see how many points a question is worth.
- ii. All spelling and grammatical errors are counted as a half point deduction.
- iii. **Unless specific guidelines say differently, always assume a Test has a maximum score of 100%, and deduct any errors off that amount.** E.g. 9 points off = 91% (regardless of how many points there actually are in the test.)
- iv. Compositions, essays, student opinions and responses require the parents to use their discretion and score the work themselves.
- v. A student must achieve 90% in Wordbuilding and Etymology to pass. In all other subjects, a pass mark is 80%.

h. Failed PACE Tests

If a student scores less than the minimum required score in a PACE Test, this is likely to be an indication that something has been "short-circuited" in the whole process. e.g. Serious procedural or scoring violations by the student during the PACE, or the parent has failed to pick up a lack of understanding through the various supervisor check points in the PACE. Therefore, **if a PACE is failed, check to find out why.**

- i. For students working towards a CENZ Certificate (ie PACEs 1085 or higher), a **PACE Test score of less than the minimum required score is an automatic repeat PACE.** As mentioned above, this is consistent with a student failing an examination at a school - they do not get their test paper back to "correct" mistakes, but have to repeat that aspect of the course again, and then sit a complete re-test.
- ii. For primary students who score between 70% and 80%, you are free to allow them to review their work then resit the PACE Test.
- iii. If a primary student scores less than 70% in a PACE Test then they must repeat the PACE and sit the test again.
- iv. If a student is working through "gap" PACEs and learning new concepts, it may be appropriate to move them onto the next PACE to maintain momentum and motivation.
- v. If a student fails the same PACE Test twice, and it is not required for a CENZ Certificate, then move the student onto the next PACE to maintain momentum and motivation and, if necessary, revisit that PACE at a later time.
- vi. If a student is repeatedly failing PACE tests or gaining very low marks then a re-assessment of the level of work should be completed.
- vii. When a student needs to repeat a PACE the parent will need to order a new one. This could take some time so we recommend that the student continues with the next PACE unless it is inappropriate to do so.
- viii. If the failed PACE Test is a result of the student not being responsible in their work, then we recommend that you require the student to pay for the new PACE out of their own money. This acts as a very good deterrent and incentive to avoid failed PACE Tests in the future.