

By the authority of the Trustees of

# The Moody Bible Institute of Chicago

Founded by D.L. Moody in 1886

In recognition of the satisfactory completion of all requirements  
in the course of study in preparation for Christian Ministry, and  
upon recommendation of the Undergraduate Faculty,

## Franklin King

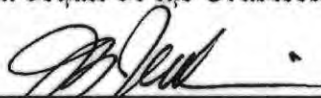
the degree of  
Bachelor of Arts

Given this 21st day of December 2012

Witness the seal of the Institute and the signatures hereunto affixed



On behalf of the Trustees

  
Chairman of the Board

  
Secretary

  
President

On behalf of the Faculty

  
Provost

  
Registrar

### Unofficial Transcript

**Name:** Franklin King  
**Student ID:** 4026731

**Institution Info:** Moody Bible Institute  
 820 N. LaSalle Blvd  
 Chicago, IL 60610-3284  
**Student Address:** 820 N LaSalle Blvd  
 Cpo 642  
 Chicago, IL 60610  
**Print Date:** 01/06/2013

#### Academic Program History

**Program:** B.A. in Communications  
**11/17/2008:** Active in Program  
**11/17/2008:** Communication Studies Major

**Program:** B.A. in Communications  
**01/01/2011:** Active in Program  
**01/01/2011:** Electronic Media Major

#### Beginning of Undergraduate Record

		<b>Sprg 2009</b>		<u>Earned</u>	<u>Grade</u>
<u>Course</u>		<u>Description</u>			
BI	1112	New Testament Survey		4.000	A-
Contact Hours:		4.00			
Instructor:		William Marty			
CM	2201	Introduction to Mass Communica		3.000	A
Contact Hours:		3.00			
Instructor:		Jamie L. Janosz			
FE	1100	Introduction to Ministry		1.000	B
Contact Hours:		1.00			
Instructor:		Donald K Martindell			
GSU	1112	Research Writing		3.000	A
Contact Hours:		3.00			
Instructor:		Maria Mocuta			
MS	1100	Spiritual Life and Community		3.000	B
Contact Hours:		3.00			
Instructor:		Michael Boyle			
OR	0000	Orientation		0.000	P
Instructor:		Dianna Lee Susan Hart			
		Timothy Arens			
PCM	1104	Practical Christian Ministry		0.000	P
Instructor:		Gloria Alicea			
		Donald K Martindell			
		Nathan William Strand			
		Roberto Rivera			
STDV	1001	Undergraduate Chapel		0.000	P
Instructor:		Ilene Joyce C. Gamboa			
Term Honor:		With High Honors			
Cum GPA		Cum Totals		14.000	14.000
					3.629

## Unofficial Transcript

Name: Franklin King  
Student ID: 4026731

		Fall 2009		Earned	Grade
Course		Description			
BI	1111	Old Testament Survey		4.000	B+
Contact Hours:		4.00			
Instructor:		William Marty Melissa Joy Istrate Katelyn Joy McNeil Cori Stemen			
CM	2212	Introduction to Electronic Med		3.000	A-
Contact Hours:		3.00			
Instructor:		Curtis Wilkinson Tiffany Ann Irvine			
GSU	1110	College Writing		2.000	A
Contact Hours:		2.00			
Instructor:		Jamie L. Janosz Kyle Joseph Isabelli			
LF	1100	Principles of Lifetime Fitness		1.000	A
Contact Hours:		1.00			
Instructor:		Joseph Harding Tyler Cox			
PCM	1106	Practical Christian Ministry		0.000	P
Instructor:		Gloria Alicea Donald K Martindell Nathan William Strand Roberto Rivera			
TH	1110	The Church and Its Doctrines		3.000	A
Contact Hours:		3.00			
Instructor:		Bryan Litfin Matthew Peter Tully Lindsay Tully			
Cum GPA		Cum Totals		27.000	27.000 3.670

		Sprg 2010		Earned	Grade
Course		Description			
BI	2230	Bible Introduction		3.000	A
Contact Hours:		3.00			
Instructor:		Christopher Yuan			
CM	3301	Fundamentals of Radio Broadcas		3.000	A
Contact Hours:		3.00			
Instructor:		Nathan William McMillan			
GSU	2210	Introduction to Psychology		3.000	B+
Contact Hours:		3.00			
Instructor:		Caroline Vera Elizabeth Ann Smith			
MS	1101	Introduction to Disciplemaking		2.000	A
Contact Hours:		2.00			
Instructor:		Samuel Naaman Emily Anne Wood			
MS	1102	Studying and Teaching the Bibl		4.000	A-
Contact Hours:		4.00			
Instructor:		Dennis Fledderjohann Christina Michelle Classen			
PCM	1104	Practical Christian Ministry		0.000	P
Instructor:		Gloria Alicea Donald K Martindell Nathan William Strand Roberto Rivera			
Term Honor:		With High Honors			
Cum GPA		Cum Totals		42.000	42.000 3.710

## Unofficial Transcript

Name: Franklin King  
Student ID: 4026731

## Sumr 2010

<u>Course</u>	<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
GSU 2221	Christianity & Western Culture	3.000	A	
Contact Hours:	3.00			
Instructor:	Bryan Litfin			
Cum GPA	Cum Totals	45.000	45.000	3.729

## Fall 2010

<u>Course</u>	<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
BI 2280	Hermeneutics/Bib Study Methods	3.000	A	
Contact Hours:	3.00			
Instructor:	Ernest Dwight Gray Thompson Paisley			
GSU 1120	Speech Communication	3.000	A	
Contact Hours:	3.00			
Instructor:	Elizabeth Marie Sparks Brian Kammerzelt			
GSU 2222	Christianity & Western Cult II	3.000	B	
Contact Hours:	3.00			
Instructor:	Michael B. McDuffee			
GSU 2250	Introduction to Philosophy	3.000	A-	
Contact Hours:	3.00			
Instructor:	Bryan O'Neal			
LF 1155	Beginning Rollerblading	1.000	A	
Contact Hours:	1.00			
Instructor:	Dana N. Daly Kate Sparks			
PCM 1101	Practical Christian Ministry	0.000	P	
Instructor:	Gloria Alicea Donald K Martindell Nathan William Strand Roberto Rivera			
Cum GPA	Cum Totals	58.000	58.000	3.722

## Sprg 2011

<u>Course</u>	<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
BI 2270	Life in Bible Times	3.000	A	
Contact Hours:	3.00			
Instructor:	Timothy Sigler Fiona Haggerty			
CM 3302	Short Format Radio Production	3.000	A	
Contact Hours:	3.00			
Instructor:	Daniel W. Royle			
CM 3319	Writing for Electronic Media	3.000	A	
Contact Hours:	3.00			
Instructor:	Jon T. Gauger			
MS 1103	Christian Missions	3.000	A	
Contact Hours:	3.00			
Instructor:	Samuel Naaman Marcus Constantine			
PCM 1101	Practical Christian Ministry	0.000	CR	
Instructor:	Gloria Alicea Donald K Martindell Nathan William Strand Roberto Rivera			
TH 3330	Systematic Theology I	4.000	B	
Contact Hours:	4.00			
Instructor:	Louis A. Barbieri			
Term Honor:	With High Honors			

**Unofficial Transcript**

**Name: Franklin King**  
**Student ID: 4026731**

Cum GPA Cum Totals 74.000 74.000 3.728

**Sumr 2011**

<u>Course</u>		<u>Description</u>	<u>Earned</u>	<u>Grade</u>
MU 1130		Exploring Music	3.000	A
Contact Hours:		3.00		
Instructor:		Daniel John Mattix		

Cum GPA Cum Totals 77.000 77.000 3.739

**Fall 2011**

<u>Course</u>		<u>Description</u>	<u>Earned</u>	<u>Grade</u>
BI 2213		Psalms	3.000	A
Contact Hours:		3.00		
Instructor:		Andrew Jon Schmutzer Michael Adam Jones		
BI 4410		Romans	3.000	A
Contact Hours:		3.00		
Instructor:		John F. Hart Abigail Droppa		
CM 3322		Broadcast Announcing	3.000	B+
Contact Hours:		3.00		
Instructor:		Daniel W. Royle		
FE 4400		Ministry Internship	3.000	A
Course Topic:		Communications		
Contact Hours:		3.00		
Instructor:		Kelli Ann Worrall		
GSU 1151		Elementary Spanish I	3.000	A-
Contact Hours:		3.00		
Instructor:		Richard Wilkinson Robert Loffler		
GSU 2231		Quantitative Reasoning	2.000	B
Contact Hours:		2.00		
Instructor:		Gina Behrens Lisa Collins		
PCM 1102		Practical Christian Ministry	0.000	P
Instructor:		Donald K Martindell Nathan William Strand Roberto Rivera		

Cum GPA Cum Totals 94.000 94.000 3.733

## Unofficial Transcript

Name: Franklin King  
Student ID: 4026731

## Sprg 2012

<u>Course</u>		<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
CM	2230	Oral Interpretation	3.000	A	
Contact Hours:		3.00			
Instructor:		Michael S. Kellogg			
GSU	1152	Elementary Spanish II	3.000	A-	
Contact Hours:		3.00			
Instructor:		Richard Wilkinson			
GSU	2216	Images of Christ in the Novel	3.000	B+	
Contact Hours:		3.00			
Instructor:		Rosalie De Rosset			
PCM	1102	Practical Christian Ministry	0.000	P	
Instructor:		Donald K Martindell			
		Nathan William Strand			
		Roberto Rivera			
TH	3340	Systematic Theology II	4.000	B	
Contact Hours:		4.00			
Instructor:		Alexis Berry			
		John Clark			
Cum GPA		Cum Totals	107.000	107.000	3.700

## Sumr 2012

<u>Course</u>		<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
TH	3364	History of American Protestant	3.000	A-	
Contact Hours:		3.00			
Instructor:		Gregg Quiggle			
Cum GPA		Cum Totals	110.000	110.000	3.700

## Fall 2012

<u>Course</u>		<u>Description</u>	<u>Earned</u>	<u>Grade</u>	
CM	3312	Video Editing	3.000	A	
Contact Hours:		3.00			
Instructor:		Curtis Wilkinson			
CM	3318	Graphic Design	3.000	B+	
Contact Hours:		3.00			
Instructor:		Lawrence M. Bohlin			
CM	4410	Senior Communications Seminar	3.000	A	
Contact Hours:		2.00			
Instructor:		David Fetzer			
GSU	4400	Contemporary Issues in Science	3.000	A-	
Contact Hours:		3.00			
Instructor:		Gina Behrens			
LF	4400	Wellness Seminar	1.000	A	
Contact Hours:		1.00			
Instructor:		David Mc Farland			
		Christopher McHugh			
PCM	1103	Practical Christian Ministry	0.000	P	
Instructor:		Donald K Martindell			
		Nathan William Strand			
		Roberto Rivera			
TH	4451	Apologetics (BA)	3.000	A	
Contact Hours:		3.00			
Instructor:		Rani Parish			
		Sanjay Merchant			

Cum GPA

Cum Totals

126.000

126.000

3.714

Final Moody Bible Institute GPA 3.71

Name: Franklin King  
Student ID: 4026731

**Unofficial Transcript**

End of Unofficial Transcript

NAME *Kyle Franklin Thomas*  
DATE TRANSFERRING *8/2002*  
PREVIOUS COLLEGES *Blount*  
*Chickamauga*

DATE EVALUATED *11/19/04* DEGREE EARNED *AA*  
EVALUATED BY \_\_\_\_\_ HOURS TRANSFERRED \_\_\_\_\_  
MAJOR *CHH* REGENT'S TEST *Yes*  
ADVISOR *A. Wiggins* SS# *255-88272*

PROBATION *NO* PRELIMINARY \_\_\_\_\_  
*83/8*  
TRANSFER GPA *(2.85)* TRANSCRIPTS REQUIRED: \_\_\_\_\_

ACC	CHE	ECO	FRE	HUM	PSY	SOC
2010	101	1010	1010		1010	1010
2020	1030	2100	1020		ORGAN	
3110	1040	2110	2010			
3120			2020			
3130				MAT	PIANO <i>3/3 3/3 3/3</i>	
				1060	<i>3/3 1/3 1/3 1/3</i>	
			GEO	1070		SPA
			2000	1110	<i>3/3</i> VOICE <i>3/3</i>	1010 <i>3/3</i>
	CIS			1120		1020
	1010	<i>3/3</i>		2100		2010
ANT	2030	EDU	GER	2510	ENSEMBLE	2020
251		2900	1010	2520	<i>3/3 3/3 1/3 1/3</i>	
			1020	3180	<i>1/3 1/3</i>	
			2010			
			2020		NAS	REL
					1010	OT
					1020	THE
ART	COM			MUS		
1500	1010			1011		
2010				1012		
			HPE	1021		
			1010	1022	PHI	
			2021	2011	101	
BIO			115	2012		A <i>2/3 2/3 2/3 3/3 3/3 3/3 3/3 3/3 1/3 1/3 1/3 1/3 2</i> <i>3/2</i>
1010	<i>3/3</i>		2120	2021		<i>3/3 1/3 1/3 1/3 3/3 1/3</i>
1020	<i>3/3</i> CRJ		2090	2022		B <i>2/3 1/3 2/3 3/3 3/3 2/3 3/3 2/3 2/3 1/3 2/3 1/3 2/2</i> <i>4/3</i>
			2030	2030	PHY	<i>3/3 3/3 3/3 3/3</i>
			2030	2190	101	<i>3/3 3/3 3/3 1/3</i>
		ENG		2220	1030	<i>2/2 2/3 1/3 1/3 1/3</i> <i>2/4 2/3</i>
		1010	<i>3/3</i>	3210	1040	D <i>3/3</i>
		1020	<i>3/3</i>	209		
		2030	<i>3/3</i>	221		P <i>6/3</i>
	EAS	2040	<i>3/3</i>	2010		
BUS	2010	220	<i>3/3</i>	2050	POS	
	2020		<i>3/3</i>	3030	2110	EXAM
			<i>3/3</i>	3120		NOT TRANSFERRED
			<i>3/3</i>	3140		A <i>1/3 1/3 1/3 1/3 1/3</i>
				4010		B
				3230		C
				228		D
						P
						F <i>3/3</i>

CAPS *NO*

*11/4/3 3/30P* *4/3*



GENERAL EDUCATION CORE CURRICULUM

OUTLINE OF MAJOR

COMMON CORE			
Sem. Hours			
1	SDV 101		
6	ENG 101-102 OR 103-104	<u>3/3</u>	<u>3/3</u>
3	REL 150b, h or t		
3	COM 101, 210 OR 242		
3	FINE ARTS APPRECIATION: ART 150 201, MUS 203, 343 OR THE 225		
3	HIS 102 OR 201	<u>2/3</u>	<u>3/3</u>
3	ECO 101, 210, 211 POS 211, PSY 101, SOC 101	<u>3/3</u>	<u>3/3</u>
3	MAT 106 OR 111 (OR HIGHER)	<u>3/3</u>	<u>3/3</u>
4	BIO 101	<u>3/3</u>	<u>3/3</u>
2	CIS 101 (OR EXEMPTION)	<u>3/3</u>	<u>3/3</u>
1	HPE 101	<u>1/3</u>	<u>1/3</u>
1	HPE (2 ACTIVITIES)	<u>1/3</u>	<u>1/3</u>
	Total:	<u>33</u>	<u>33</u>

TOTAL SEMESTER HOURS IN CORE:

CAPS  
No

At least 32 sem. Hrs. in courses numbered 300-499, with 24 in major sequence.

#Organ & Piano majors must pass proficiency in voice.  
 Voice majors must pass proficiency in Piano.  
 Remaining secondary hours may be in a third instrument.

A CUMULATIVE 2.00 GPA IS REQUIRED FOR GRADUATION.

MUSIC-APPLIED					Sem. Hours
Piano: <u>2 1/2 hrs.</u>					
Primary	2	2	2	2	2
	2	2	3	3	3
Secondary#	1	<u>2/3</u>	1	1	1
	1	1			
	Total:				24

MUSIC					
101a,b Theory, Ear-Training	2	<u>4</u>	2		
102a,b Theory, Ear-Training	2	<u>2</u>	2		
201a,b Theory, Ear-Training	3	<u>2</u>	1	<u>2</u>	
202a,b Theory, Ear-Training	3		1		
107, 108 Accompanying I,II (Keyboard Primary) OR 230 Diction: English & Italian, 1 hr. elective (Voice Primary)	1		1		
204 Hymnology					3
211 Choral Literature for the Church					3
219 History & Literature I					3
222 History & Literature II					3
301 Counterpoint I					2
303,304 Form & Analysis I,II	2	<u>2</u>	2		
309,310 Church Music Ed. I,II	3		3		
313 Conducting					<u>2</u>
314 Choral Techniques					2
321 History & Literature III					<u>3</u>
343 World Music & Art					(Core)
345 Music & Technology					2
403 Service Planning					1
420a Church Music Field Work I					1
420b Church Music Field Work II					1
Literature & Pedagogy of Primary Instrument					
319 Organ Pedagogy, 1 hr. elective, or 327 Piano Pedagogy and 416 Keyboard Literature OR					4
418a,b Voice Pedagogy and 419 Sacred Solo Literature					
MUS Elective		<u>4010</u> <u>298</u>			<u>3</u>
					<u>61</u>
	Total:				<u>61</u>

Music Activities (a maximum of 12 hours of activity credit allowed towards a degree)					
Ensemble	1	1	1	1	
	1	1	1	1	
Recitals					
	Total:				8

TOTAL SEMESTER HOURS IN MAJOR: 93

ELECTIVES (at least 3 hours outside major discipline)			
		3	<u>3/3</u>
<u>HIS 206a</u>			<u>3/3</u>
<u>ENG 2030</u>			<u>3/3</u>
<u>EDU 290a</u>			<u>3/3</u>
	Total:		<u>3/3</u>

MINIMUM SEMESTER HOURS IN DEGREE: 129

Signature of major professor \_\_\_\_\_ Date \_\_\_\_\_





STUDENT NO.		GRADE REPORT FOR					QUARTER ENDING	EXPLANATION OF GRADES
000117132		Franklin Thomas King					4/26/91	
COURSE	COURSE TITLE	GRADE	PASS HOURS	HOURS ATTEMPTED	HOURS CREDIT	POINTS EARNED		
MUS302	Composition	B		3.00	3.00	9.00	GRADE	
MUS329	Conducting	E		3.00	3.00	6.00	A - Superior	
MUS348	Mus Lit/Hist	C		3.00	3.00	6.00	B - Above Average	
MUS194	Mthd Percussion	E		2.00	2.00	4.00	C - Average	
MUS111	Concert Choir	A		1.00	1.00	4.00	D - Passing	
MUS262F	Piano Lesson	C		2.00	2.00	4.00	F - Failure	
							I - Incomplete	
							X - Audit	
							W - Withdrew	
							WF - Withdrew Failing	
							WP - Withdrew Passing	
							WS - Withdrew From School	
							H - Honors	
							P - Passing	
							R - Course Must Be Repeated	
							NR - Not Reported	
OFFICE OF REGISTRAR							GPA	
	UNDERGRADUATE CURRENT QUARTER	.00	14.00	14.00	33.00	2.36	TRANSFER HRS.	
	UNDERGRADUATE CUMULATIVE	.00	30.00	28.00	74.00	2.47	TOTAL HRS.	
	GRADUATE CURRENT QUARTER						TRANSFER HRS.	
	GRADUATE CUMULATIVE						TOTAL HRS.	

Only grades of A, B, C, D, F & WF are considered in grade-average calculations. Transferred courses are included only in total hours credit to date. Average is computed by dividing hours attempted into quality points. Quality points are calculated by multiplying hours earned for each course by the grade-point value of the grade earned.

If you did not receive the grade you think you earned, contact the professor. Notify the office of the registrar of problems involving summary calculations.

Franklin Thomas King  
 3652 Oakland Lane  
 Gainesville GA 30501

White, Darwin G.

Berry College  
 Final GPA  
 2.47

# Gainesville College

hereby confers upon

**Franklin Thomas King**

the degree of

**Associate of Arts**

*Music*

together with all the rights, privileges and honors appertaining thereto in consideration of the satisfactory completion of the course prescribed by the Faculty of this College.

In Witness Whereof the undersigned have affixed their names and the seal of the College at Gainesville, Georgia, in the month of June, 1990

*H. Dean Propot*  
Chancellor, University System of Georgia

*Charles Stephen Quirk*  
Dean of the College



*J. Tate Watkins*  
President, Gainesville College

*Richard A. Cole*  
Registrar of the College

GAINESVILLE COLLEGE

Student No: 255-88-2771 Date of Birth: 19-AUG-1967

Date Issued: 10-OCT-2001

Page: 1

Issued To: SHORTER COLLEGE - GEORGIA  
315 SHORTER AVENUE  
ROME, GA 30161

Record of: Franklin Thomas King

Student Type: Returning Freshman

Current Program:  
Major: Music Education

Degree Awarded: Associate of Arts 07-JUN-1990  
Major: Applied Music

SATV: 500R SATM: 420R

CPCE: E 0 CPCM: E 0 CPCSC: E 0 CPCSS: E 0 CPCFL: E 0

Immunization:

Measles 1:  
Measles 2:  
Mumps:  
Rubella:  
MMR1: X  
MMR2: X

US/H: S US/C: S GA/H: S GA/C: S

RTPW: Passed RTPR: Passed

SUBJ NO. COURSE TITLE CRED GRD PTS R

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Fall 1987

<del>DSM 011</del>	<del>INTERM ALGEBRA</del>	<del>5.00</del>	<del>C*</del>	<del>10.00</del>
MUS 110	FUND OF MUSIC	5.00	A	12.00
<del>MUS 171</del>	<del>APP MUSIC PIAN</del>	<del>1.00</del>	<del>A</del>	<del>4.00</del>
MUS 202	GJC CHORUS	2.00	A	8.00
MUS 292	VOCAL ENSEMBLE	1.00	A	4.00

Term: Ehrs: 7.00 GPA-Hrs: 7.00 Pts: 28.00 GPA: 4.00  
CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Good Standing

Winter 1988

CPE 200	PERSONAL HEALT	2.00	B	6.00
ENG 101	RHETORIC & COM	5.00	C	10.00
MUS 111	BEGINING THEOR	3.00	A	12.00
MUS 171	APP MUSIC PIAN	1.00	A	4.00
<del>MUS 202</del>	<del>GJC CHORUS</del>	<del>2.00</del>	<del>A</del>	<del>8.00</del>
MUS 292	VOCAL ENSEMBLE	1.00	A	4.00

Term: Ehrs: 14.00 GPA-Hrs: 14.00 Pts: 44.00 GPA: 3.14  
CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Good Standing

Spring 1988

ENG 102	COMP & LIT	5.00	A	20.00
<del>MAT 100</del>	<del>COLLEGE ALGEBRA</del>	<del>5.00</del>	<del>W</del>	<del>0.00</del>
MUS 112	ELEM HARMONY	3.00	B	9.00
MUS 171	APP MUSIC PIANO	1.00	A	4.00
<del>MUS 202</del>	<del>GJC CHORUS</del>	<del>2.00</del>	<del>A</del>	<del>8.00</del>
MUS 292	VOCAL ENSEMBLE	1.00	A	4.00

Term: Ehrs: 12.00 GPA-Hrs: 12.00 Pts: 45.00 GPA: 3.75  
CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

Merit List Good Standing

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

GAINESVILLE COLLEGE

Student No: 255-88-2771 Date of Birth: 19-AUG-1967  
 Record of: Franklin Thomas King

Date Issued: 10-OCT-2001  
 Page: 2

SUBJ NO. COURSE TITLE CRED GRD PTS R SUBJ NO. COURSE TITLE CRED GRD PTS R

Fall 1988

CPE 105	BADMINTON 1 BEG <sup>2024</sup>	2.00	B	6.00
MAT 100	COLLEGE ALGEBRA <sup>1110</sup>	5.00	F	0.00
MUS 202	GJC CHORUS <sup>184</sup>	2.00	A	8.00
MUS 234	ADV EAR TRAIING <sup>2072</sup>	3.00	B	9.00
MUS 271	APP MUSIC PIANO <sup>1724</sup>	1.00	B	3.00
SPN 101	ELEM SPANISH 1 <sup>1010</sup>	5.00	B	15.00

Term: Ehrs: 13.00 GPA-Hrs: 18.00 Pts: 41.00 GPA: 2.27  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

Winter 1989

BIO 101	PRIN BIOLOGY 1 <sup>1010</sup>	5.00	C	10.00
CPE 102	CPR/FIRST AID <sup>115</sup>	2.00	A	8.00
HIS 251	AM HIST TO 1877 <sup>2050</sup>	5.00	B	15.00
MUS 202	GJC CHORUS <sup>185</sup>	2.00	A	8.00
MUS 235	ADV HARMONY <sup>2011</sup>	3.00	B	9.00
MUS 271	APP MUSIC PIANC <sup>1244</sup>	1.00	B	3.00

Term: Ehrs: 18.00 GPA-Hrs: 18.00 Pts: 53.00 GPA: 2.94  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

Spring 1989

CPE 113	FOLK & SQ DANCE <sup>2120</sup>	2.00	A	8.00
MAT 100	COLLEGE ALGEBRA <sup>1110</sup>	5.00	B	15.00
MUS 181	APP MUSIC VOICE <sup>1112</sup>	1.00	B	3.00
MUS 202	GJC CHORUS <sup>185</sup>	2.00	A	8.00
MUS 236	CONTEMP MATERIL <sup>299</sup>	3.00	B	9.00
POL 101	AMER GOVERNMENT <sup>2110</sup>	5.00	B	15.00

Term: Ehrs: 18.00 GPA-Hrs: 18.00 Pts: 58.00 GPA: 3.22  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

Institution Information continued:

Fall 1989

BIO 102	PRIN BIOLOGY 2 <sup>1020</sup>	5.00	C	10.00
CPE 132	VOLLEYBAL 1 BEG <sup>2090</sup>	2.00	A	8.00
EDU 203	INTRO EDUCATION <sup>2900</sup>	5.00	B	15.00
ENG 205	AMERICAN LIT <sup>220</sup>	5.00	B	15.00
MUS 202	GC CHORUS <sup>181</sup>	2.00	A	8.00

Term: Ehrs: 19.00 GPA-Hrs: 19.00 Pts: 56.00 GPA: 2.94  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

Winter 1990

HIS 252	AM HIST AF 1877 <sup>2060</sup>	5.00	C	10.00
MUS 122	MUSIC HIST & LIT <sup>221</sup>	5.00	B	15.00
MUS 202	GC CHORUS <sup>188</sup>	2.00	A	8.00
MUS 272	APP MUSIC PIANO <sup>2011</sup>	2.00	A	8.00
PSY 101	GEN PSYCHOLOGY <sup>1010</sup>	5.00	A	20.00

Term: Ehrs: 19.00 GPA-Hrs: 19.00 Pts: 61.00 GPA: 3.21  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

Spring 1990

CPE 114	GOLF 1 BEG <sup>2030</sup>	2.00	C	4.00
CSC 215	INTRO COMPUTER <sup>1010</sup>	5.00	D	5.00
ENG 201	WORLD LIT 1 <sup>2030</sup>	5.00	B	15.00
MUS 202	GC CHORUS <sup>185</sup>	2.00	A	8.00
MUS 272	APP MUSIC PIANO <sup>2011</sup>	2.00	A	8.00

Term: Ehrs: 16.00 GPA-Hrs: 16.00 Pts: 40.00 GPA: 2.50  
 CReg: Ehrs: 0.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00  
 Good Standing

\*\*\*\*\* CONTINUED ON PAGE 3 \*\*\*\*\*

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GAINESVILLE COLLEGE

Student No: 255-88-2771 Date of Birth: 19-AUG-1967  
Record of: Franklin Thomas King

Date Issued: 10-OCT-2001  
Page: 3

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
***** BEGIN		UNDERGRADUATE		TOTALS *****	
	Earned Hrs	GPA Hrs	Points	GPA	
TOTAL INSTITUTION	136.00	141.00	426.00	3.02	
TOTAL TRANSFER	0.00	0.00	0.00	0.00	
OVERALL	136.00	141.00	426.00	3.02	
***** END		UNDERGRADUATE		TOTALS *****	
***** END OF TRANSCRIPT *****					

Gainesville State College  
Final GPA 3.02

100%  
10/29/94  
[Handwritten initials and marks]

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SCORE REPORT FOR **FRANKLIN T KING**

30501

Sex	Birth Date	Social Security No.	Telephone No.	Registration No.	Ethnic Group	U.S. Citizen	Report Date
M	8/19/67	255-88-2771	404-535-8034	1517042	White	Yes	4/17/87
High School Name and Code			First Language		Religion		
			English only		Baptist		

TEST SCORES								APRIL 1987 SCHOLASTIC APTITUDE TEST			Percentiles		
Test	Score	Score Range						College-bound Seniors		National H.S. Sample			
		200	300	400	500	600	700	800	National		State		
SAT V	420			<<<>>>					46	58	67		
SAT M	370			<<<>>>					20	30	39		
TSWE	44								51	59			

See the reverse side of this report for more information about these scores.

SUMMARY OF TEST SCORES							Achievement Tests				
Test Date	Grade Level	SAT Verbal	SAT Verbal Subscores		SAT Math	TSWE	Test Date	Grade Level	1	2	3
			Reading	Vocabulary							
Apr 87	>12th	420	41	42	370	44					

EDUCATIONAL BACKGROUND				(REPORTED ON STUDENT DESCRIPTIVE QUESTIONNAIRE 4/87)			
Courses	Years	Honors	Average Grade	Coursework and Experience			
ARTS AND MUSIC	4+		B	Art Hist/App, Music Hist/Theory/App, Perform Music			
ENGLISH	4+		C	Amer Lit, Brit Lit, Comp, Grammar			
FOREIGN LANGUAGES	2		C	Spanish			
MATHEMATICS	3.5		C	Algebra, Other			
NATURAL SCIENCES	3.5		C	Biology, Chemistry, Physics, Geology or Earth/Space Sciences, Other			
SOCIAL SCIENCES	3.5		C	U.S. Hist, U.S. Govt, Economics, Sociology, Other			
COMPUTER EXPERIENCE				Math			
Grade Point Average	C+			Class Rank	Middle fifth		

PLANS FOR COLLEGE			(REPORTED ON STUDENT DESCRIPTIVE QUESTIONNAIRE 4/87)		
Degree Goal	First Choice of Major		Certainty of First Choice		
Doctoral/Related degree	Music (composition, theory)		Very certain		
Other Majors Listed		Requested Services			
Music (composition, theory) Instrumental music (performance) Vocal music (performance) Art (painting, drawing, sculpture)		Math skills Financial aid info Part-time job			
Preferred College Characteristics		College Programs and Activities			
Type: 4 yr, Public Size: 5,000 to 10,000 Setting: Rural Distance from home: Close to home Other: Coed, At home		Art Dance Debate/Speech Drama/Theater Journalism/Literary Instrumental music Vocal music Religious activity			
Advanced Placement or Exemption Plans					

**Colleges and Scholarship Programs That Received a Score Report  
FOR THE APRIL 1987 TEST ADMINISTRATION**

A score report has been sent to the colleges and scholarship programs listed below. The information about the colleges is from *The College Handbook*. For more information about these and other schools, consult the *Handbook* or other materials available in your high school or library and talk with your counselor. Contact the colleges for application materials and additional information.

If you want to have your scores sent to other colleges and scholarship programs, complete an Additional Report Request Form. You received one of these forms with your Admission Ticket. Your high school counselor has additional forms.

**5273**  
Gainesville Junior College  
Box 1358  
Gainesville, Georgia 30503  
(404) 535-6239

**FACTORS IN ADMISSIONS DECISIONS:** School achievement record and test scores very important. Interview important. School and community activities and recommendations considered. There may be other factors. Be sure to contact the college.

**5251**  
Georgia State University  
University Plaza  
Atlanta, Georgia 30303  
(404) 658-2365

**FACTORS IN ADMISSIONS DECISIONS:** School achievement record and test scores very important. Interview, school and community activities and recommendations considered. There may be other factors. Be sure to contact the college.

**ADMISSIONS DEADLINE:** Closing date is August 15. Notification on a continual rolling basis.

**FINANCIAL AID DEADLINE:** No closing date; priority given to applications received by April 1. Notification on a rolling basis beginning on or about May 15.

**5409**  
Mercer University  
1400 Coleman Avenue  
Macon, Georgia 31207  
(912) 744-2650

**FACTORS IN ADMISSIONS DECISIONS:** School achievement record, test scores, school and community activities and recommendations important. Interview considered. There may be other factors. Be sure to contact the college.

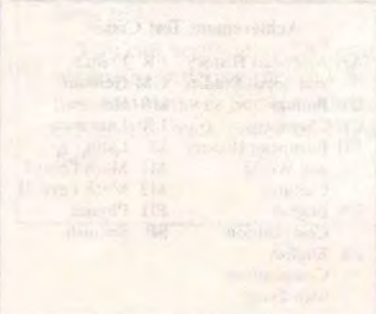
**ADMISSIONS DEADLINE:** No closing date. Notification on a continual rolling basis.  
**FINANCIAL AID DEADLINE:** No closing date; priority given to applications received by May 1. Notification on a rolling basis beginning on or about February 1.

**5059**  
Berry College  
PO Box 159  
Mount Berry, Georgia 30149  
(404) 235-4494

**FACTORS IN ADMISSIONS DECISIONS:** School achievement record and test scores very important. Interview and recommendations important. School and community activities considered. There may be other factors. Be sure to contact the college.

**ADMISSIONS DEADLINE:** Closing date is August 1; priority given to applications received by February 1. Notification on a continual rolling basis.

**FINANCIAL AID DEADLINE:** No closing date; priority given to applications received by April 15. Notification on a rolling basis beginning on or about March 1.



**FRANKLIN T KING  
ROUTE 5B 157/A  
GAINESVILLE GA 30501**

## 200-800 — YOUR COLLEGE BOARD SCORES

Your SAT and Achievement Test scores are reported on a 200 to 800 scale—200 is the lowest score and 800 is the highest. The SAT-verbal and -math sections are scored separately. Each Achievement Test you take is also scored and reported separately.

If you took the SAT, you also receive verbal subscores and a TSWE score. For information about the subscores and TSWE, see the right-hand column on this page.

## SCORE RANGES — A MORE ACCURATE ASSESSMENT

In addition to the numerical scores on your Report, your College Board results are shown as bands or “score ranges.” The range is a more accurate representation of your ability than a single numerical score, because there is a limit to how precisely any test can measure your ability.

If you took a College Board test many times, your scores would tend to vary somewhat, but not too far, above and below your actual ability. Statisticians can predict how far your scores are likely to vary. For the SAT and Achievement Tests, your score would fall in a range about 30 points above or below your actual ability about two-thirds of the time.

This range is called the standard error of measurement (SEM). A table in the booklet *Using Your College Planning Report* (page 6, bottom right) shows the SEMs for the SAT, TSWE, and each Achievement Test. The SEM varies slightly depending on your numerical score and the test you took. The score bands on this College Planning Report reflect the SEMs for the actual scores you received.

### Colleges Receive Score Ranges, Too

The College Board includes this information with your report because the range gives a better idea of your ability. If, for instance, you score a 480 on the SAT, you should consider that your ability most likely lies between 450 and 510. The College Board encourages colleges to look at your scores in this way and provides the same ranges on the score reports you have sent them.

## PERCENTILES

Percentiles give you a way to compare your performance with that of others who also took the SAT or Achievement Tests. Your percentile indicates what percentage of the test takers in a group earned a score lower than yours. For instance, if 100 people in your school took the test and you scored higher than 47 of them, you would be at the 47th percentile compared to the students in your school. In other words, the 47th percentile indicates that you scored better than 47 out of every 100 people in the group.

Tables on pages 6 and 7 in *Using Your College Planning Report* give percentiles for selected scores on the SAT, TSWE, and Achievement Tests.

### Three Comparisons Given

Your percentile is different depending on the group with which you are being compared. (You may be the best violin player in your home town, but only be good enough to play second fiddle in a statewide orchestra.) Your College Planning Report includes percentiles for three groups. You can see how you compare with each.

The first column of percentiles compares your scores with the scores of all the students who graduated from high school in 1985 and who took the SAT or Achievement Tests. This group is called the “College-bound Seniors—National” group.

The next column compares your SAT and TSWE scores with the scores of the group of students from your state who graduated from high school in 1985 and who took the test. These are the “College-bound Seniors—State.”

Keep in mind that these groups of college-bound seniors do not include ALL students who are going to college. In some states, relatively few students take the tests, and the ones who do tend to be above-average students. Similarly, some Achievement Tests, such as Math II and Physics, tend to be taken only by better math and science students. In either of these cases, your percentiles will be lower for a particular scaled score than they would have been if the tests had been taken by a more representative group of students.

The last percentiles on your report compare your SAT scores with a national sample of high school students. This sample included students whether or not they planned to take the regular SAT and go on to college. Your “National High School Sample” percentiles give you an idea of how your scores compare with those of all high school juniors and seniors.

## SUMMARY OF TEST SCORES

This section of your College Planning Report has several pieces of information. On the left-hand side, it lists your SAT scores from up to six test dates. Your most recent test is first.

On the far right, Achievement Test scores from as many as six different test dates are listed. The average of all Achievement scores on this report is also included.

Toward the middle of the Summary, you will find your verbal subscores and your score on the TSWE.

### Verbal Subscores

The verbal part of the SAT has two subscores, vocabulary and reading comprehension, in addition to the total verbal score. These subscores are scaled and equated separately on a 20 to 80 scale. (Your verbal SAT score is *not* an average of the two subscores.)

The vocabulary subscore reflects your performance on the “antonyms” and “analogies” parts of the test. The reading comprehension score is drawn from the “reading passages” and “sentence completion” questions.

### TSWE

The Test of Standard Written English (TSWE) is given together with the SAT. It is a separate test, not part of your SAT-verbal score. (The TSWE was the section in which you were asked to find grammatical or usage errors in the underlined portions of sentences.) The TSWE tests your ability to handle the basics of standard written English. Some colleges use your TSWE score after you enroll to help make sure you are placed in the freshman English course best for you.

TSWE is designed to test basic knowledge, not advanced ability, so it does not show the difference between good and excellent performance. It is scored on a scale of 20 to 80, but if you score better than 59, your score is reported as “60+.”

### Achievement Test Codes

AH American History and Social Studies	FR French
BY Biology	GM German
CH Chemistry	HB Hebrew
EH European History and World Cultures	LR Literature
EN English Composition	LT Latin
ES English Composition with Essay	M1 Math Level I
	M2 Math Level II
	PH Physics
	SP Spanish

## HOW THE TESTS ARE SCORED

The SAT and Achievement Tests are scored in a two-part process. The first step determines your "raw" score. The second step puts the score on the College Board 200 to 800 scale.

### STEP ONE: Calculating Raw Scores

A scoring machine reads your answer sheet and counts points as follows:

- Correct answers: add one (1) point
- Questions with answers omitted or with more than one answer given: no (0) points
- Incorrect answers on questions with 5 choices: deduct  $\frac{1}{4}$  point
- Incorrect answers on questions with 4 choices: deduct  $\frac{1}{2}$  point

If your total raw score adds up to a fraction, the score is rounded off to the nearest whole number— $\frac{1}{2}$  or more is rounded up; less than  $\frac{1}{2}$  is rounded down.

More information about calculating raw scores, including a raw-score worksheet, is included in the booklet *Taking the SAT*.

### STEP TWO: Converting to Scaled Scores

After your raw score has been calculated, it is converted into a "scaled score" on the College Board 200 to 800 scale. (Your scaled score is the score that is reported.) Scores are scaled because there are slight differences in difficulty between various editions of the test.

A process called "equating" corrects for the differences between editions when your scores are converted from raw scores to the 200 to 800 scale. Equating makes it possible to compare scores fairly, even if they are from different editions of the test. For instance, it assures test takers and colleges that a 450 on one SAT indicates the same level of ability as 450 on another edition.

Since the table to convert raw scores to scaled scores is different for each edition of a test, we cannot print all the tables in *Using Your College Planning Report*. If you order either the SAT Score Verification Service or the SAT Question-and-Answer Service, you will receive a copy of the conversion table for the edition you took.

**Your scores depend on your performance, not on how others do.**

The scaling and equating process also ensures that your score does not depend on how well others did on the test you took. The tests are not marked on a curve, and you will not be marked down if other students do very well on the same test.

You can verify your SAT scores (both raw and scaled scores) by ordering the SAT Score Verification or Question-and-Answer Service. An order form and instructions are on the back cover of *Using Your College Planning Report*.

## COLLEGE INFORMATION

Through the College Board testing process, you give information about yourself to colleges. But they give important information back to you, too. The entire second page of your College Planning Report is devoted to information about the colleges to which you had your scores sent. The information includes:

- A list, in order of importance, of the college's admission criteria
- Deadlines for admission and financial aid applications (Remember, some colleges give priority to early applications or have pre-application requirements. If you are at all serious about applying to a college, contact the college directly as soon as possible.)
- Contact names, addresses, and phone numbers for your colleges
- Any appropriate information given to us by scholarship and talent-search programs to which you had your scores sent

## SDQ INFORMATION

The score reports that go to colleges contain more than your College Board scores. They also include the information you gave about yourself when you filled out your Student Descriptive Questionnaire. Check the "Educational Background" and "Plans for College" sections on your report to make sure that the information shown there is accurate and up to date.

*Using Your College Planning Report* tells you more about how your SDQ information is used by colleges and how you can use the information to help you make your college decisions.

## DO YOU WANT TO KNOW:

- What colleges do with your scores?
- Whether you can improve your scores if you take the test again?
- How your score report can help you choose the right college?
- Statistical information (percentiles and SEMs) for the SAT and Achievement Tests?

Then read the booklet:

*Using Your College Planning Report!*

We sent it along with this Report.

## PROBLEMS, INQUIRIES, OR CHANGES

- Missing Scores?
- Wrong ID?
- Questions?
- Want to Send More Score Reports?

CALL College Board ATP  
(609) 771-7600

G.P.A. 2.3960 Rank 115/250

Final High School GPA 2.39

EAST BATON ROUGE PARISH PUBLIC SCHOOLS  
PUPIL'S REPORT

EXPLANATION OF GRADE COLUMNS

- PR =Progress Report
- GRD1=1st nine weeks
- GRD2=2nd nine weeks
- S1 =Semester 1
- GRD3=3rd nine weeks
- GRD4=4th nine weeks
- S2 =Semester 2

SCHOOL: ROBERT E LEE HIGH

YEAR: 85-86

STUDENT NUMBER		STUDENT NAME							GRADE	HOME ROOM
195218		KING, THOMAS FRANKLIN							12	017
SECTION	COURSE TITLE	PR	GRD 1	GRD 2	S1	GRD 3	GRD 4	S2	COMMENTS	UNITS
107	SOCIOLOGY								D 07 06	0.50
185	ALGEBRA I								B	0.50
475	ADVANCE CHORUS								A	0.50
293	BUSINESS LAW								A	0.50
076	ENGLISH IV								C	0.50
352	STUDIO PIANO II								A	0.50
355	GRAPHIC ARTS II								A	0.25

EXPLANATION OF GRADES

- A. Outstanding achievement
- B. Good achievement
- C. Satisfactory achievement
- D. Minimum achievement
- I. Incomplete
- F. Failure
- S. Satisfactory
- U. Unsatisfactory
- W. Withdrew

EXPLANATION OF COMMENT CODES:

- 1=Did Excellent Work
- 2=Work Improved
- 3=Tardiness Affected Class Work
- 4=Absences Affected Class Work
- 5=Books/Materials Not Brought to Class
- 6=Study Habits Needed Improving
- 7=Assigned Work Not Completed
- 8=Was Inattentive in Class
- 9=Failed to Make Up Work
- 10=Behavior Interfered with Class Work
- 11=Instruction Below Grade Level
- 12=Teacher/Parent Conference Needed

380 THOMAS F KING  
9989 BURBANK  
BATON ROUGE, LA 70808

SEMESTER DAYS ABSENT		
1ST	2ND	TOTAL
6	7	13

TO PARENTS/GUARDIANS:

Student success in school depends to a large extent on a cooperative relationship between home and school. Parents and guardians are urged to contact the school whenever there is need for information about student progress or about the school.



GRADE 6 READING REPORT FOR THOMAS F KING  
SPRING 1979 Word Attack Skills

**Objective 1:** Associates sounds of long and short vowel digraphs and diphthongs with their symbols.

ITEM NO.	5	6	7	8	9	10	11	12	13
RESPONSE	*	*	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 2:** Associates sounds of consonant digraphs and blends with their symbols.

ITEM NO.	14	15	16	17	18	19	20	21	22
RESPONSE	*	*	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 3:** Recognizes variant sounds like c and g and r controller; applies a before l, w, u; recognizes silent letters.

ITEM NO.	53	54	55	56	57	58	59	60	61
RESPONSE	*	*	B	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 4:** Applies open and closed syllable principles using VC-CV, V-CV, and le.

ITEM NO.	62	63	64	65	66	67	68	69	70
RESPONSE	*	A	A	B	*	B	A	*	*

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
HE MAY NEED HELP WITH SYLLABICATION PRINCIPLES.

**Objective 5:** Uses prefixes and suffixes.

ITEM NO.	102	103	104	105	106	107	108	109	110
RESPONSE	*	*	*	*	*	*	*	D	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 6:** Translates contractions into uncontracted form and abbreviations into unabbreviated form.

ITEM NO.	111	112	113	114	115	116	117	118	119
RESPONSE	*	*	*	*	*	*	*	B	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Comprehension Skills**

**Objective 7:** Recognizes essential symbols in written material and what they stand for.

ITEM NO.	151	152	153	154	155	156	157	158	159
RESPONSE	*	*	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 8:** Uses clues in written material to determine the meaning or pronunciation of words.

ITEM NO.	160	161	162	163	164	165	166	167	168
RESPONSE	*	*	*	*	*	*	*	A	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 9:** Uses punctuation to help understand the meaning of written material.

ITEM NO.	120	121	122	123	124	125	126	127	128
RESPONSE	B	*	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 10:** Recognizes and summarizes main ideas and supporting details in the reading material.

ITEM NO.	72	76	79	80	81	82	83	85	88
RESPONSE	*	*	*	*	*	*	A	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

CUT ALONG LINE.

**TO THE PARENTS OF THOMAS F KING**

---IN WORD ATTACK SKILLS YOUR CHILD:  
 DID WELL IN VOWEL SOUNDS, VOWEL DIGRAPHS  
 AND DIPHTHONGS.  
 DID WELL IN BLENDS AND CONSONANT DIGRAPHS.  
 DID WELL IN SOUNDS OF "C" OR "G", SILENT LETTERS,  
 VOWEL CONTROLLERS.  
 NEEDS HELP WITH SYLLABICATION PRINCIPLES.  
 DID WELL IN PREFIXES AND SUFFIXES.  
 DID WELL IN ABBREVIATIONS AND CONTRACTIONS.

---IN COMPREHENSION SKILLS YOUR CHILD:  
 DID WELL IN RECOGNIZING SYMBOLS.  
 DID WELL USING CLUES TO DETERMINE WORD MEANINGS.  
 DID WELL WITH PUNCTUATION.  
 DID WELL WITH MAIN IDEA AND SUPPORTING DETAILS.

STUDENT'S NAME	SCHOOL NAME AND CODE
THOMAS F KING	TAYLOR ELEMENTARY 611-5068 73

**Objective 11:** Answers fact questions like **why, what, when, where** or **who** from material read.

ITEM NO.	71 73 74 75 77 78 84 86 87
RESPONSE	A * * O * C * D A THOMAS HAS NOT ACHIEVED OBJECTIVE. HE MAY NEED HELP WITH QUESTIONS OF FACT.

**Objective 12:** Tells the difference between fact and opinion in written material.

ITEM NO.	129 130 131 132 133 134 135 136 137
RESPONSE	* * * * * * * * THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 13:** Puts material in sequential order.

ITEM NO.	23 24 25 26 27 28 29 30 31
RESPONSE	* D * * D * * * * THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 14:** Draws conclusions from material read.

ITEM NO.	32 33 34 35 36 37 38 39 40
RESPONSE	* * B * * * B C * THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 15:** Predicts outcomes from material read.

ITEM NO.	169 170 171 172 173 174 175 176 177
RESPONSE	* * * * * B * * A THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 16:** Follows written directions.

ITEM NO.	178 179 180 181 182 183 184 185 186
RESPONSE	* * * * * * C * * THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 17:** Interprets maps, charts, graphs, and tables.

ITEM NO.	89 90 91 92 93 94 95 96 97
RESPONSE	* * * * * * * * THOMAS HAS ACHIEVED OBJECTIVE.

#### Study Skills

**Objective 18:** Uses a dictionary for identifying word meanings, finding synonyms and antonyms, and pronouncing words.

ITEM NO.	41 42 43 44 45 46 47 48 49
RESPONSE	* * * A * * * D A THOMAS HAS NOT ACHIEVED OBJECTIVE. HE MAY NEED HELP WITH USING A PRONUNCIATION KEY.

**Objective 19:** Uses a table of contents, glossary, and index.

ITEM NO.	138 139 140 141 142 143 144 145 146
RESPONSE	D * * * * * * * * THOMAS HAS ACHIEVED OBJECTIVE.

**Objective 20:** Uses titles, headings, pictures, and introductions to find information or to get a summary of reading material.

ITEM NO.	187 188 189 190 191 192 193 194 195
RESPONSE	* * * B * * * * * THOMAS HAS ACHIEVED OBJECTIVE.

CUT ALONG LINE.

#### COMPREHENSION SKILLS (CONTINUED)

NEEDS HELP WITH QUESTIONS OF FACT.  
DID WELL IN DIFFERENTIATING FACT FROM OPINION.  
DID WELL WITH PUTTING STATEMENTS IN ORDER.  
DID WELL DRAWING CONCLUSIONS FROM MATERIALS READ.  
DID WELL WITH PREDICTING OUTCOMES FROM MATERIALS READ.  
DID WELL WITH UNDERSTANDING OF WRITTEN DIRECTIONS.  
DID WELL WITH CHARTS, GRAPHS, MAPS.

---IN STUDY SKILLS YOUR CHILD:

DID WELL WITH IDENTIFYING WORD MEANINGS BUT NEEDS HELP WITH USING PRONUNCIATION KEYS IN A DICTIONARY.  
DID WELL USING TABLE OF CONTENTS, GLOSSARY OR DIRECTORY.  
DID WELL WITH USING TITLES, HEADINGS AND INTRODUCTIONS TO FIND INFORMATION OR GET SUMMARY OF READING MATERIAL.



**GRADE 6 MATHEMATICS REPORT FOR THOMAS F KING**  
**SPRING 1979 Sets, Numbers, and Numeration**

**Objective 1:** Identifies, compares, and orders numbers.

ITEM NO.	1 12 13 14 18 23 26 33
RESPONSE	* C * D C * * B

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED WORK ON DECIMAL PLACE VALUE.  
 HE MAY NEED HELP IN ORDERING AND/OR USING SYMBOLS FOR ORDERING.  
 HE MAY BE READY FOR OTHER NOTATIONS LIKE SCIENTIFIC NOTATION.

**Objective 2:** Identifies and uses round numbers to estimate sums, differences, products, and quotients.

ITEM NO.	76 80 93 98 101 103 107 110 113
RESPONSE	* B D A D D C D C

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED HELP WITH ROUNDING DECIMALS AND WHOLE NUMBERS.  
 NEEDS WORK ESTIMATING QUOTIENTS FOR 1 OR 2-DIGIT DIVISORS.  
 HE MAY NEED WORK ON ESTIMATING PRODUCTS USING MULTIPLES OF TEN.

**Objective 3:** Recognizes and relates models or representations of numbers and recognizes and uses

ITEM NO.	2 5 6 7 8 15 16 20 31 35
RESPONSE	* * * * A C O D D B

equivalent names for numbers.  
 THOMAS HAS NOT ACHIEVED OBJECTIVE.

NEEDS WORK IN EQUIVALENT FRACTIONS OR DECIMAL REPRESENTATION.

**Operations, Their Properties, and Number Theory**

**Objective 4:** Adds, subtracts, multiplies, and divides.

ITEM NO.	10 11 22 24 28 29 32 36 37
RESPONSE	A * D C * C D C A

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED WORK WITH PHYSICAL MODELS TO ILLUSTRATE OPERATIONS.  
 HE MAY NEED MORE WORK WITH PROBLEM-SOLVING STRATEGIES.

**Objective 5:** Recognizes and applies number properties and number theory concepts.

ITEM NO.	3 4 9 17 19 21 25 27 30 34
RESPONSE	* * * * B B A * * D

THOMAS HAS ACHIEVED OBJECTIVE.  
 SEEMS TO UNDERSTAND NUMBER PROPERTIES: ZERO, ONE, DISTRIBUTIVE.  
 HE MAY NEED ADDITIONAL WORK WITH FACTORS, PRIMES, LCM, ETC.  
 HE MAY NEED HELP WITH RECOGNIZING SIMPLE NUMBER PATTERNS.

**Objective 6:** Understands and uses the algorithms for addition, subtraction, multiplication, and division.

ITEM NO.	39 41 43 46 49 50 61 63 69 73
RESPONSE	* * * * * B * C * *

THOMAS HAS ACHIEVED OBJECTIVE.  
 HE MAY NEED MORE WORK WITH BASIC OPERATIONS ON WHOLE NUMBERS.  
 HE MAY BE READY FOR MULTIPLICATION OF FRACTIONS.  
 MAY BE READY FOR MORE ADVANCED WORK WITH DECIMAL OPERATIONS.

**Objective 7:** Solves word problems involving one or two operations.

ITEM NO.	45 48 52 54 58 59 60 64 71 75
RESPONSE	* D B * * * * C C *

THOMAS HAS ACHIEVED OBJECTIVE.  
 NEEDS WORK WITH RECOGNIZING RATIOS.  
 HE MAY BE READY FOR ADDITIONAL WORK WITH PERCENT.  
 MAY ENJOY CHALLENGING PROBLEMS REQUIRING REASONING, JUDGEMENT.

**Relations and Functions**

**Objective 8:** Sorts and classifies objects by similarities or differences, and identifies relations.

ITEM NO.	47 56 57 62 67 68 70 72 74
RESPONSE	* * A A A D C * D

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED HELP IDENTIFYING RELATIONS GIVEN IN WORDS, DIAGRAMS.  
 NEEDS WORK WITH FUNCTIONS IN TABLES, ORDERED PAIRS, EQUATIONS.

**Objective 9:** Associates points in a plane with ordered pairs or whole numbers.

ITEM NO.	38 40 42 44 51 53 55 65 66
RESPONSE	* * * * C * C O B

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 MAY NEED WORK WITH ORDERED PAIRS AND COORDINATE GRAPHING.

**Geometry**

**Objective 10:** Identifies closed curves such as triangles, quadrilaterals, rectangles, squares, and circles.

ITEM NO.	150 151 153 154 156 163 165 177 179 186
RESPONSE	* * * * * * * * B C

THOMAS HAS ACHIEVED OBJECTIVE.  
 HE SEEMS TO KNOW PROPERTIES OF TRIANGLES AND CIRCLES.  
 HE MAY NEED HELP WITH PROPERTIES OF SQUARES AND RECTANGLES.  
 HE MAY NEED HELP WITH PROPERTIES OF QUADRILATERALS.

CUT ALONG LINE.

**TO THE PARENTS OF THOMAS F KING**

---IN SETS, NUMBERS AND NUMERATION YOUR CHILD:  
 NEEDS HELP WITH IDENTIFYING, COMPARING, ORDERING NUMBERS.  
 NEEDS HELP WITH ESTIMATION USING ROUNDED NUMBERS.  
 NEEDS HELP IN RECOGNIZING AND USING NUMBERS, NAMES AND MODELS.

--IN OPERATIONS, PROPERTIES AND NUMBER THEORY YOUR CHILD:  
 NEEDS HELP TO ADD, SUBTRACT, MULTIPLY, DIVIDE.  
 RECOGNIZES AND APPLIES NUMBER PROPERTIES AND CONCEPTS WELL.  
 UNDERSTANDS AND USES ALGORITHMS WELL.  
 DID WELL IN SOLVING WORD PROBLEMS.

---IN RELATIONS AND FUNCTIONS YOUR CHILD:  
 NEEDS HELP IN SORTING AND CLASSIFYING OBJECTS.  
 NEEDS HELP TO ASSOCIATE POINTS ON A PLANE WITH NUMBERS.



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THOMAS F KING	TAYLOR ELEMENTARY 611-5068 74

**Objective 11:** Recognizes by name three-dimensional shapes such as the cube, sphere, rectangular prism, pyramid, cone, and cylinder.

ITEM NO.	119 121 123 124 127 132 133
RESPONSE	* * * * D D *

THOMAS HAS ACHIEVED OBJECTIVE.  
 HE MAY RECOGNIZE SPHERES AND CONES.  
 HE MAY NEED HELP WITH PROPERTIES OF A CYLINDER.  
 HE NEEDS HELP RECOGNIZING THAT A CUBE IS A RECTANGULAR PRISM.

**Objective 12:** Sorts geometric figures that have the same or proportional size and shape, and that are alike when turned or reflected.

ITEM NO.	78 80 91 94 97 104 106 111 112
RESPONSE	* * * * O * * * C *

THOMAS HAS ACHIEVED OBJECTIVE.  
 HE MAY KNOW SIMILARITY AND CONGRUENCE.  
 NEEDS HELP RECOGNIZING FIGURES THAT ARE ALIKE UNDER ROTATION.  
 HE MAY RECOGNIZE SYMMETRY AND MIRROR IMAGES.

**Objective 13:** Identifies and classifies points, lines, line segments, special line segments, and parallel, perpendicular and intersecting lines.

ITEM NO.	115 118 129 131 135 138 139 143 145 148
RESPONSE	* * * B * B * A B *

THOMAS HAS ACHIEVED OBJECTIVE.  
 HE MAY NEED HELP WITH CONCEPT OF PERPENDICULAR.  
 HE MAY NEED HELP WITH LINE SEGMENTS OF CIRCLES.

**Measurement**

**Objective 14:** Uses measurement to solve problems.

ITEM NO.	77 81 82 85 86 89 92 95 98 105
RESPONSE	* * * * * C A * D

THOMAS HAS ACHIEVED OBJECTIVE.  
 NEEDS PRACTICE USING MEASUREMENT TO SOLVE EVERYDAY PROBLEMS.

**Objective 15:** Selects or uses the unit for estimating or measuring length and finds the distance between two points.

ITEM NO.	116 126 130 136 140 141 142 144 147
RESPONSE	* * * A B * C B

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED WORK IN ESTIMATING AND FINDING DISTANCES.  
 HE MAY NEED HELP WITH APPROPRIATE METRIC UNITS FOR DISTANCE.  
 HE MAY NEED HELP IN FINDING PERIMETER.

**Objective 16:** Determines the area of a region.

ITEM NO.	114 117 120 122 125 128 134 137 146 149
RESPONSE	* A * * * D C B C C

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED WORK IN FINDING AREA BY COUNTING SHADED REGIONS.  
 HE MAY NEED WORK IN FINDING AREA USING PICTURES WITHOUT GRID.  
 HE MAY NEED WORK WITH FORMULAS.

**Objective 17:** Determines volume, recognizes capacity units, selects mass units, reads temperature scales, and recognizes time.

ITEM NO.	155 160 161 162 164 170 171 174 175 180
RESPONSE	* * C * * * D C C B

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED HELP IN DETERMINING VOLUME BY COUNTING.  
 HE NEEDS HELP TO IDENTIFY OR CONVERT UNITS IN METRIC SYSTEM.

**Probability and Statistics**

**Objective 18:** Interprets and uses tables and graphs.

ITEM NO.	157 158 159 167 168 169 172 173 176 178
RESPONSE	* * D D B C * * B A

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED HELP IN INTERPRETING LINE GRAPHS OR BAR GRAPHS.  
 HE MAY NEED WORK ON INTERPRETING CIRCLE GRAPHS.

**Objective 19:** Finds the average (mean), range, and the middle numbers (median) of data.

ITEM NO.	152 166 181 182 183 184 185
RESPONSE	D D A D * C D

THOMAS HAS NOT ACHIEVED OBJECTIVE.  
 HE MAY NEED WORK FINDING AVERAGES, PARTICULARLY IN TABLES.  
 HE MAY NEED WORK FINDING RANGE, PARTICULARLY IN TABLES.  
 HE MAY NEED WORK FINDING MEDIAN, PARTICULARLY IN TABLES.

**Objective 20:** Recognizes events that are more likely or less likely to occur, and expresses the probabilities of chance events.

ITEM NO.	75 83 84 87 88 96 100 102 108 109
RESPONSE	* * * * * D * * D

THOMAS HAS ACHIEVED OBJECTIVE.  
 MAY BE READY TO STUDY MORE ADVANCED IDEAS OF PROBABILITY.

CUT ALONG LINE.

--- IN GEOMETRY YOUR CHILD:  
 DID WELL IN IDENTIFYING TRIANGLES, CIRCLES, RECTANGLES, ETC.  
 DID WELL RECOGNIZING SHAPES LIKE CUBES, SPHERES, CONES.  
 DID WELL SORTING GEOMETRIC FIGURES BY SIZE, SHAPE.  
 DID WELL IDENTIFYING POINTS, LINES, PARALLEL, PERPENDICULAR.

--- IN MEASUREMENT YOUR CHILD:  
 DID WELL USING MEASUREMENT TO SOLVE PROBLEMS.  
 NEEDS HELP ESTIMATING OR MEASURING LENGTH AND DISTANCE.  
 NEEDS HELP DETERMINING THE AREA OF A REGION.  
 NEEDS HELP MEASURING VOLUME, CAPACITY, MASS, TEMPERATURE, TIME.

--- IN PROBABILITY AND STATISTICS YOUR CHILD:  
 DID WELL ON RECOGNIZING LIKELIHOOD OF EVENTS, BUT NEEDS HELP  
 ON TABLES AND GRAPHS, AND ON FINDING MEAN, RANGE, MEDIAN.

BIBB COUNTY PUBLIC SCHOOLS  
PROMOTION CARD - PARENT/GUARDIAN COPY

SEX M RACE W

I. D. NO. 107745

MACON, GA., JUNE 1, 1979

OPENING DAY AUG 27, 1979

NAME KING THOMAS F JR  
LAST FIRST M.I. APP.

IMMUNIZATION: ADEQUATE  PROVISIONAL  NONE  DATE OF BIRTH 08 19 67  
MO. DAY YR.

PARENT/GUARDIAN KING THOMAS F SR  
LAST FIRST M.I. APP.

00816 CHISHILM TER MACON 31210  
RESIDENCE ADDRESS CITY ZIP CODE

ASSIGNED TO 7 GRADE Rosa Taylor SCHOOL

Janice Johnson TEACHERS SIGNATURE

TEACHER OR PARENT COMMENTS

First Report

Parent's Signature

*Mrs. Sharon King*

Second Report

Parent's Signature

*Mrs. Sharon King*

Third Report

Parent's Signature

This pupil is promoted to  
~~placed in~~ the 7 grade  
retained in  
(delete two)  
for the 19 79 19 80 school year

*Janice Johnson*

Teacher's Signature

BIBB COUNTY PUBLIC SCHOOL

19 78 19 79

PUPILS PROGRESS REPORT  
ELEMENTARY GRADES

NAME KING, THOMAS F JR

GRADE 06 HOME ROOM NO. 023

SCHOOL TAYLOR

TEACHER

*J. Johnson*

PRINCIPAL

*Mary Cox*

TO PARENTS

This report is designed to assist parents in interpreting the student's progress. Grades or marks revealed through daily participation in classroom work and periodic tests, have been assigned for achievement and constitute the measurement of the child's progress.

Parents are encouraged to contact the school for a conference concerning the welfare of the student.

*Paul J. Hagerity*

Superintendent of Bibb County Schools





1. *Objective:* distinguishes between sentence fragments and complete sentences.

ITEM NO.	104	105	106	107	108	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	D	*	HE CAN BE INTRODUCED TO MORE COMPLEX SENTENCES.

2. *Objective:* identifies sounds of beginning consonants, or two-letter combinations of consonants.

ITEM NO.	81	82	83	84	85	95	96	97	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	A	*	D	*	*	HE MAY NEED HELP WITH FINAL CONSONANTS. HE MAY NEED WORK IN DISTINGUISHING BETWEEN VARIED SOUNDS OF "S"

3. *Objective:* identifies the sounds of long vowels and of short vowels in one- and two-syllable words.

ITEM NO.	16	17	18	19	20	21	22	23	24	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	*	*	*	*	

4. *Objective:* identifies number of syllables in a word and divides words into syllables.

ITEM NO.	98	99	100	101	102	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	

5. *Objective:* identifies sounds that vowels have when they appear before L, W, and R, and distinguishes between the two different sounds of C and G.

ITEM NO.	51	52	53	54	55	86	87	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	*	*	

6. *Objective:* selects the appropriate words such as *here*, *under*, *beside*, *around*, *above* to indicate position or location.

ITEM NO.	1	2	3	4	5	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	

7. *Objective:* identifies contractions and abbreviations and the words they represent.

ITEM NO.	88	89	90	91	92	93	94	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	*	*	

8. *Objective:* selects appropriate verbs or adjectives which complete sentences.

ITEM NO.	11	12	13	14	15	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	

9. *Objective:* selects appropriate meaning for the following word endings: S, ES, IES, ING, ED, LY, ER, and EST.

ITEM NO.	109	110	111	112	113	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	C	C	*	MAY NEED HELP WITH COMPARATIVE AND SUPERLATIVE ADJECTIVE FORMS.

HE MAY NEED HELP IN VISUALLY DISCRIMINATING PLURAL FORMS PRESENTED CORRECTLY AND INCORRECTLY.

10. *Objective:* recognizes simple vocabulary words instantly when seen, without having to analyze them in order to pronounce them.

ITEM NO.	6	7	8	9	10	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	*	*	*	*	*	

*Summary:* Of reading objectives 1-10 10 WERE achieved and 56 ITEMS of 61 were answered correctly by THOMAS.

HE ANSWERED MORE THAN 20 OF 25 ITEMS CORRECTLY IN OBJECTIVES 2, 3, 5. HE APPEARS TO PERFORM ADEQUATELY WITH PHONETIC ANALYSIS. HE ANSWERED MORE THAN 12 OF 17 ITEMS CORRECTLY IN OBJECTIVES 4, 7, 9. APPEARS TO PERFORM ADEQUATELY WITH STRUCTURAL ANALYSIS. HE MET OBJECTIVE 10. APPEARS ALL RIGHT IN SIGHT VOCABULARY. HE ANSWERED MORE THAN 12 OF 15 ITEMS CORRECTLY IN OBJECTIVES 1, 6, 8. APPEARS TO PERFORM ADEQUATELY WITH SENTENCE STRUCTURE.

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11. *Objective:* matches symbols and pronouns to the things, ideas, or persons that they represent.

ITEM NO.	56 57 58 59 60
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RESPONSE	* C * * *
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THOMAS HAS ACHIEVED OBJECTIVE.  
HE MAY NEED TO BE TAUGHT HOW PRONOUNS ARE USED IN SENTENCES.

12. *Objective:* reads short selections and identifies the main idea and supporting details.

ITEM NO.	36 37 73 74 118 119
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RESPONSE	* * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

13. *Objective:* reads short selections and identifies which statements are facts, and which express the writer's opinions.

ITEM NO.	38 39 77 114 116 117
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RESPONSE	* A * A * *
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THOMAS HAS ACHIEVED OBJECTIVE.  
HE MAY NEED PRACTICE WITH COMBINING TWO FACTS INTO ONE ANSWER.

14. *Objective:* arranges groups of objects or ideas into simple categories.

ITEM NO.	41 42 43 44 45
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RESPONSE	* * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

15. *Objective:* arranges words in order, from the most general to the most specific.

ITEM NO.	61 62 63 64 65
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RESPONSE	* C * * * D
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THOMAS HAS ACHIEVED OBJECTIVE.

16. *Objective:* reads a simple selection, identifies "heroes," "villains," other main characters, and the setting.

ITEM NO.	31 32 33 34 35 78 79 80
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RESPONSE	* * * * * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

17. *Objective:* distinguishes between the obvious (literal) and implied (figurative) meanings in simple statements.

ITEM NO.	40 66 67 68 115
----------	-----------------

RESPONSE	* * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

18. *Objective:* alphabetizes words according to the first two letters, and uses dictionaries and tables of contents to locate specific information.

ITEM NO.	25 26 27 28 29 30 103
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RESPONSE	* * * * * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

19. *Objective:* reads and comprehends a simple passage and draws conclusions, recognizes cause-and-effect relationships and/or the sequence of events.

ITEM NO.	69 70 71 72 75 76 120
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RESPONSE	* * * * * * * *
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THOMAS HAS ACHIEVED OBJECTIVE.

20. *Objective:* recognizes the correct use of basic punctuation marks and recognizes how punctuation can change the meaning of a sentence.

ITEM NO.	46 47 48 49 50
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RESPONSE	* * * * * C
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THOMAS HAS ACHIEVED OBJECTIVE.

HE MAY NEED TO BE TAUGHT THAT SENTENCE MEANING CAN CHANGE WITH PLACEMENT OF COMMA.

*Summary:* Of reading objectives 11-20 10 WERE achieved and 53 ITEMS of 59 were answered correctly by THOMAS.

HE ANSWERED MORE THAN 25 OF 32 ITEMS CORRECTLY IN OBJECTIVES 12, 13, 16, 17, 19. HE APPEARS TO PERFORM ADEQUATELY IN COMPREHENSION.

HE ANSWERED MORE THAN 6 OF 10 ITEMS CORRECTLY IN OBJECTIVES 14, 15. HE APPEARS TO PERFORM ADEQUATELY WITH CLASSIFICATION.

HE MET OBJECTIVE 18. HE APPEARS TO PERFORM ADEQUATELY IN STUDY SKILLS.

HE ANSWERED MORE THAN 7 OF 10 ITEMS CORRECTLY IN OBJECTIVE 11, 20. APPEARS TO PERFORM ADEQUATELY IN PUNCTUATION.



1. Objective: shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by 1's, 2's, 3's, 5's, 10's, and 100's.

ITEM NO.	6	15	21	22	24	28	29
RESPONSE	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

2. Objective: expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.

ITEM NO.	41	47	48	54	60	69	78
RESPONSE	*	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

3. Objective: reads and writes names of numbers up through one million.

ITEM NO.	81	89	96	105	117	120
RESPONSE	*	A	*	*	*	A

THOMAS HAS ACHIEVED OBJECTIVE.

4. Objective: tells which arithmetic operation is appropriate to a given problem situation.

ITEM NO.	3	7	8	9	11	12	14	17	26	35
RESPONSE	*	*	D	*	*	*	*	*	*	C

THOMAS HAS ACHIEVED OBJECTIVE.

5. Objective: recalls any of the addition and subtraction facts, and any of the multiplication and division facts through products to 50.

ITEM NO.	1	5	16	18	23	27
RESPONSE	*	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

6. Objective: applies and recognizes use of the properties of numbers and properties of operations without emphasis on the use of words.

ITEM NO.	44	58	65	70	73	74	77
RESPONSE	*	*	*	*	*	*	A

THOMAS HAS ACHIEVED OBJECTIVE.

FAILED TO RECOGNIZE 3 NUMBERS AS COMMON MULTIPLICATION FACTORS.

7. Objective: adds and subtracts with numerals up to four digits (with regrouping).

ITEM NO.	91	97	98	102	104	108
RESPONSE	*	*	*	*	C	B

THOMAS HAS NOT ACHIEVED OBJECTIVE.

HE MAY NEED HELP IN REGROUPING.

8. Objective: multiplies a three-digit number by one-digit number, and divides a three-digit number by a one-digit number (with or without remainder).

ITEM NO.	92	99	106	115	118
RESPONSE	*	*	B	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

MAY NEED HELP IN MULTIPLICATION.

9. Objective: states the relations of a given set of elements; states pairs of elements for a given relation.

ITEM NO.	2	10	19	25	32	34
RESPONSE	*	*	*	*	*	D

THOMAS HAS ACHIEVED OBJECTIVE.

10. Objective: sorts and classifies objects by similarities or differences.

ITEM NO.	4	20	31	37	40
RESPONSE	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

11. Objective: makes diagrams, tables, graphs, or other written records of relations (ordered pairs).

ITEM NO.	43	50	52	56	59
RESPONSE	*	*	*	*	*

THOMAS HAS ACHIEVED OBJECTIVE.

Summary: Of mathematics objectives 1-11 10 WERE achieved and 61 ITEMS of 70 were answered correctly by THOMAS.

ANSWERED MORE THAN 14 OF 20 ITEMS CORRECT ON OBJECTIVES 1, 2, 3. APPEARS TO PERFORM ADEQUATELY ON SETS, NUMBERS, NUMERATION CONCEPTS AND CODING OR RECORDING SKILLS.

HE ANSWERED MORE THAN 27 OF 34 ITEMS CORRECT IN OBJECTIVES 4, 5, 6, 7, 8. HE APPEARS TO PERFORM ADEQUATELY IN OPERATIONS, PROPERTIES AND NUMBER THEORY.

HE ANSWERED MORE THAN 11 OF 16 ITEMS CORRECT IN OBJECTIVES 9, 10, 11 WHICH MEASURE RELATIONS & FUNCTIONS. HE APPEARS TO PERFORM ADEQUATELY ON THESE OBJECTIVES.

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12. *Objective:* names and identifies standard geometric shapes.

ITEM NO.	42 46 51 53 66	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * *	

13. *Objective:* selects from given geometric shapes a shape which matches one that has been turned around, flipped over, moved sideways, stretched or shrunk.

ITEM NO.	13 30 33 36 38 39	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* A * * * *	

14. *Objective:* states the relation between points or between geometric figures, such as points inside or outside a closed curve or a line parallel to another line.

ITEM NO.	45 55 57 72 79 80	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * *	

15. *Objective:* selects a unit of measure appropriate to a situation in which time, weight, length, area, volume, temperature, or money is measured.

ITEM NO.	83 85 94 95 101 109 114	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * * A	

MAY NEED HELP MEASURING AREAS.

16. *Objective:* finds to the nearest number of units a measurement of time, weight, length, area, volume, temperature, or money.

ITEM NO.	82 84 87 88 107 113	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * * D	

HE MAY NEED HELP TELLING TIME.

17. *Objective:* makes estimates of measurements and makes comparisons.

ITEM NO.	49 64 67 68 71	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	D * * * *	HE MAY NEED HANDS-ON COMPARISON WORK.

18. *Objective:* collects information and makes tables, charts, and graphs of data gathered.

ITEM NO.	86 90 110 111 112 118	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * * D	HE PERFORMED WELL ON OBJECTIVE.

HE MAY NEED WORK WITH CONSTRUCTION OF GRAPHS.

19. *Objective:* reads tables, charts, and graphs of information and draws inferences from the information.

ITEM NO.	61 62 63 75 76	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * * *	HE PERFORMED WELL ON OBJECTIVE.

20. *Objective:* specifies outcomes that are more likely, less likely, equally likely, or not likely to occur, from a given set of possible outcomes.

ITEM NO.	93 100 103 119	THOMAS HAS ACHIEVED OBJECTIVE.
RESPONSE	* * * *	HE PERFORMED WELL ON OBJECTIVE.

*Summary:* Of mathematics objectives 12-20 9 WERE achieved and 45 ITEMS of 50 were answered correctly by THOMAS.

HE ANSWERED MORE THAN 13 OF 17 ITEMS CORRECT IN OBJECTIVES 12, 13, 14, MEASURING GEOMETRY. HE APPEARS TO HAVE A GOOD BEGINNING IN INTUITIVE GEOMETRY.

HE ANSWERED 13 OF 18 ITEMS CORRECTLY IN OBJECTIVES 15, 16, 17 AND HE APPEARS TO HAVE AN ACCEPTABLE CONCEPT OF MEASUREMENT.

HE ANSWERED MORE THAN 10 OF 18 ITEMS CORRECTLY IN OBJECTIVES 18, 19, 20 MEASURING PROBABILITY AND STATISTICS. HE APPEARS TO HAVE AN ACCEPTABLE LEVEL OF PERFORMANCE.



**MID-QUARTER STUDENT PROGRESS REPORT  
BIBB COUNTY PUBLIC SCHOOLS  
GRADES 1 THRU 7**

062353

STUDENT	GRADE	HOMEROOM NUMBER	TEACHER	YEAR	SCHOOL						
King, Thomas F	04	116	H. Inman	76-77	1120						
SATISFACTORY PROGRESS _____ S NEEDS IMPROVEMENT _____ I UNSATISFACTORY _____ U		A ✓ BELOW INDICATES POSITIVE QUALITIES		AN X BELOW INDICATES DIFFICULTY							
	1	2	3		1	2	3				
READING	S			RESPECTS RIGHTS OF OTHERS				DOES NOT ACCEPT RESPONSIBILITY			
WRITING				USES TIME WISELY				FAILS TO COMPLETE WORK ON TIME			
ENGLISH	S			WORKS INDEPENDENTLY				INATTENTIVE IN CLASS			
SPELLING	S			SHOWS EVIDENCE OF GOOD CITIZENSHIP				LACKS SELF CONTROL	X		
SCIENCE	I			IS COOPERATIVE				DAYS PRESENT	30		
SOCIAL STUDIES	S							DAYS ABSENT	0		
MATHEMATICS	S							DAYS TARDY			
CONFERENCE WITH PARENTS REQUESTED				PARENTS ARE URGED TO CALL THE SCHOOL FOR AN APPOINTMENT IF FURTHER INFORMATION IS DESIRED							
K F											
TEACHER COMMENTS (1)				TEACHER COMMENTS (2)				TEACHER COMMENTS (3)			
DATE OF ISSUE 10-11-76				DATE OF ISSUE				DATE OF ISSUE			

**1ST QUARTER REPORT**

TEACHER OR PARENT COMMENTS

First Report

Parent's Signature

Second Report

Parent's Signature

Third Report

Parent's Signature

Fourth Report

Parent's Signature

This pupil is promoted to ~~placed in~~ the 3rd grade  
~~retained in~~  
(delete two)  
for the 19 75 19 76 school year

Mrs. Estella K. Hunter  
Teacher's Signature

E. S. 31

BIBB COUNTY PUBLIC SCHOOL

19 74 19 75

PUPILS PROGRESS REPORT

PRIMARY GRADES

NAME KING, THOMAS F JR

GRADE 02 HOME ROOM NO. 205

SCHOOL MORGAN

TEACHER MRS ESTELLA K HUNTER

PRINCIPAL MR THOMAS A WHITE JR

TO PARENTS

This report is designed to assist parents in interpreting the student's progress. Grades or marks, revealed through daily participation in classroom work and periodic tests, have been assigned for achievement and constitute the measurement of the child's progress.

Parents are encouraged to contact the school for a conference concerning the welfare of the student.

Thomas L. Lott  
Superintendent of Bibb County Schools

### EXPLANATION OF GRADES

- A – Superior Work For This Student
- B – Above Average Work For This Student
- C – Average Work For This Student
- D – Below Average Work For This Student
- F – Very Unsatisfactory Work (Failing) For This Student
- S – U Citizenship

Student needs to improve in items marked X.  
 Student is improving in items marked I although progress may continue to be unsatisfactory.  
 Student is making satisfactory progress where no mark is used.

SUBJECTS	GRADING PERIODS				SPECIFIC AREAS OF READING				
	1	2	3	4	1	2	3	4	
Reading <i>Secrets Level 6</i> <i>Rewards Level 7</i> <i>Panorma Level 8</i>	A	A-			Reads orally with ease and fluency				
			A		Understands what he reads				
				A	Uses decoding skills	I	I		
					Knows basic reading words (vocabulary)				
Writing	C+	B-	C	B	Reads silently without lip movement, finger pointing or vocalization				
English	B	C	B	B	Indicates an enthusiasm for reading				
Spelling	A	B	B	A	DESIRABLE ATTITUDES AND HABITS				
Mathematics <i>Holt, Level 2</i>	B	B	B	B	Courteous				
					Cooperative				
Citizenship	S-	S-	U+	U+	Exercises self-control	I	I	I	I
					Respects the rights and property of others			X	X
					Accepts responsibility			I	I
					Exercises initiative			I	I
					Listens carefully	I	I	I	I
ATTENDANCE									
Days Present	44	42	43	41	Follows directions	I	I		I
Days Absent	1	3	2	4	Begins and completes work promptly	X	I		X
Times Tardy	2	0	3	4	Works neatly and carefully	I	I		I

# Vineville Baptist Church

## KINDERGARTEN

*This certificate is awarded to*

**Frank King**

*for completion of the*

KINDERGARTEN PROGRAM

*Presented this* 30<sup>th</sup> *day of* May *19* 73

**Mrs. J. B. Williamson**

*Teacher*

*Director*

