

**HANDBOOK for  
Individual Courses  
(workbook curriculum)**



**CHRISTIAN ACADEMY  
— OF AMERICA —**

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Middle States Association of Colleges and Schools  
Commissions on Elementary and Secondary Schools



**NAPS**

National Association of Private Schools



# Getting Started

- 1. Check and organize your materials. If anything is missing, you must notify the Academy office within ten (10) days of receiving the curriculum.** Claims made after ten (10) days will incur replacement and shipping fees. There may be items on backorder. If so, your invoice will have a notation of “To Follow”.
  - Check the workbooks. (Compare them with the packing slip and the Master Record Sheet.)
  - Make sure you received all the correct score keys and test keys. (Each workbook should have a corresponding score key. Each score key should have a Test Key in the center.) Score keys will not be listed on the packing slip. *Note: If you have a LifePac course, you may have a Teacher's Guide instead of score keys.*
  - Check for any additional reference materials, such as reference books and CDs. (Compare them with the packing slip.)
- 2. Establish a quiet work area for your student that is free of distractions.** A comfortable, quiet, well-lit, and distraction-free work area is beneficial for a successful school year. Equip your student for success by being aware of their surroundings and potential distractions. It may be helpful for you to sit where your student will be doing their work so you can observe their environment and recognize distractions that they might see or hear while working, whether siblings, T.V., radio, computer, video game, smartphone, or any other electronic device. Once you note potential distractions, do your best to eliminate them.
- 3. Establish a scoring area in a separate place from the work area.** It should be a counter or table that is away from the work area or in a different room and visited only with parent/supervisor permission and supervision. This area should be free of distractions and have only the score keys and a red ink scoring pen (see Scoring Procedures, p. 7).
- 4. Remove the Final Test from the center of each workbook** before issuing the workbook to your student. [Students should not view a test until sitting down to take it.](#)
- 5. Remove the Test Key from the center of each Score Key before allowing your student access to the Score Key to score daily work.** [Students should never have access to the Test Key. In compliance with this policy, tests and test keys should be kept in a secure \(locked\) location.](#) If you leave the Test Key in the Score Key, your student will have access to all the test answers when scoring their daily work, and their final test grade will not be an accurate reflection of their level of mastery.

*Note: If your student's course has a Teacher's Guide, the Test Key is in the Teacher's Guide. Test keys contained in the Teacher's Guide should not be removed. Students in the 9th-12th grade levels who are taking Physical Science, Chemistry, or Physics may have workbooks that contain Activity Pacs. When issuing these workbooks, remove the Activity Pac from the center and give it to your student with the corresponding workbook.*

6. **Issue the first workbook (lowest number) in each subject to your student. Do not issue more than one workbook per subject at a time.** Completing the workbooks in numerical order is a requirement of the Academy to achieve success in this program. Each workbook builds on the material covered in previous workbooks. Therefore, they must be completed one at a time and in numerical order. This mode of education is called mastery-based learning and is designed to ensure that students comprehend each concept that is taught before proceeding to the next concept. Issuing only the first workbook and then each subsequent workbook individually prevents the student from completing workbooks out of order and struggling because of skipped concepts.

Any reference to a PACE in the materials refers to the workbooks.  
 Any reference to supervisor or teacher refers to the parent or other adult that is designated by the parent to supervise the student's schoolwork.

7. To determine how much work your student needs to complete each day, divide the number of pages in a workbook by the number of school days in which it needs to be completed. This will equal the number of pages that need to be completed in that workbook each day. (Pages in workbook ÷ number of school days = pages per day in that workbook.)

*Example: 36 pages ÷ 12 school days = 3 pages per day*

Without clearly defined goals, students often lack direction and focus. Use Goal Cards (free printable on CAA's Resource Center) to set specific daily goals for your student. At the end of each day, write down which pages you want your student to accomplish the next school day. This will help your student start each day with a clear picture of what needs to be accomplished.

Make sure these goals are attainable. Your student can always exceed these goals, but it may be discouraging if the goals are too high and they are unable to meet them. Have your student cross off each subject as they complete it.

### Goal Card Example

<b>GOAL CARD</b>						
Name: _____		Date: _____				
MATH	ENGLISH	WORD BUILDING	SCIENCE	SOCIAL STUDIES	BIBLE	
M	9-12	27-30	TEST	1-4	REVIEW	13-16
T	13-16	SELF TEST	1-4	5-8	TEST	17-20
W						
T						
F						

# Daily Procedures

1. **All coursework should be completed in pencil.** This allows your student to correct wrong answers and rescore his/her work as outlined in the Scoring Procedures (p. 7).
2. **All workbooks must be entirely completed.**

In lower elementary workbooks, any letter, number, or word that is gray or dotted should be traced by the student. For example:



3. **Memory verses should be completed in the workbooks and must be completed on the Final Test to receive full points for that test.** Scripture references in the workbooks primarily use the King James Version (KJV) of the Bible. Memory verses may be learned in a version of the Bible that you prefer, but some answers to questions will be taken directly from the KJV. If you do not have a KJV Bible, CAA has some available for purchase or it is accessible for free on many websites and mobile apps.
4. **Look over your student's assignments daily - including checkups and self-tests - to make sure they are completed correctly and on time.** Parental interest and involvement in a student's schoolwork can improve academic performance. Take time to ask your student about their assignments and new things they have learned. Be sure to do this each day to ensure that the Academy procedures are being followed and your student has a successful school year.

It is the parent's responsibility to see that students achieve their maximum potential. Be careful to note difficult areas and study them with your student. Help them through the problem areas in a caring, gentle way, without "giving the answers".

# Scoring Procedures

1. Using the score keys in the scoring area, students (grades 3-12) should score their own coursework each day with your permission and supervision. This not only saves you time but also increases your student's learning and comprehension. The score keys have the correct answers as well as many solutions, graphs, and other learning tools. This instant academic feedback allows students to see not only *what* they may have answered incorrectly, but also *why* it was incorrect.

**Score keys and test keys are CAA property. Please do not mark or write in them.**

2. **All answers should be checked each day.** Some workbooks have a "Score Strip" (usually at the bottom of the page). The following steps should be followed each time your student encounters this. The score strip has a checkbox for each step and should be marked complete with a checkmark or an "X" as the student finishes the step. (Some workbooks may not have score strips. In this case, scoring procedures should be followed when the work scheduled for that day is completed.)

### Score Strip Example

Score this page. 	Correct Mistakes. 	Rescore. 
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3. Students should use a red pen to mark incorrect answers with an X. If an answer is correct, no mark is necessary. **Students should not be allowed to take a pencil to the scoring area.** Marking wrong answers in a color different than the student's daily work (which should be completed in pencil) not only allows the student to easily find and correct incorrect answers, it also helps you to see at a glance if they are struggling with a concept.
4. Immediately after marking incorrect answers, students should return to their coursework area and correct all incorrect answers. **Each day's assignments are not considered complete until incorrect answers have been corrected.**
5. **After correcting wrong answers, students should rescore their corrected coursework.** Rescoring involves going back to the scoring area after corrections have been made and checking to see that the answers are now correct. (Answers are correct when they reflect the answer given in the Score Key.) Once an answer is complete and correct, your student should circle the red "X" with the red pen. This makes it easy to see at a glance when incorrect answers have been corrected.

**These scoring procedures do *not* apply to final tests.  
Students should *never* score, correct, or rescore answers on the Final Test.**

## Checkup Procedures

Each workbook typically has 2-3 checkups (quizzes). The score received on a Checkup is not averaged into your student's final grade. Its purpose is to measure your student's understanding of the material presented prior to the Checkup.

Checkup

"Borrow" and subtract.

(1) $\begin{array}{r} 625 \\ - 94 \\ \hline \end{array}$	(2) $\begin{array}{r} 436 \\ - 72 \\ \hline \end{array}$	(3) $\begin{array}{r} 558 \\ - 74 \\ \hline \end{array}$	(4) $\begin{array}{r} 765 \\ - 92 \\ \hline \end{array}$	(5) $\begin{array}{r} 536 \\ - 94 \\ \hline \end{array}$	(6) $\begin{array}{r} 275 \\ - 83 \\ \hline \end{array}$
(7) $\begin{array}{r} 646 \\ - 95 \\ \hline \end{array}$	(8) $\begin{array}{r} 535 \\ - 42 \\ \hline \end{array}$	(9) $\begin{array}{r} 486 \\ - 92 \\ \hline \end{array}$	(10) $\begin{array}{r} 782 \\ - 92 \\ \hline \end{array}$	(11) $\begin{array}{r} 427 \\ - 44 \\ \hline \end{array}$	(12) $\begin{array}{r} 543 \\ - 82 \\ \hline \end{array}$

1. **Students must have parent/supervisor permission BEFORE taking each Checkup.** This allows you to check for any issues in the previous coursework (e.g. sections of the workbook that were left blank, etc.) to ensure that your student is ready for the Checkup.
2. **In order to be effective, checkups should be taken only after all questions on previous pages have been completed, scored, corrected, and rescored.** Be sure to check the workbook before your student takes the Checkup so you can catch potential problems before he/she completes the entire workbook.

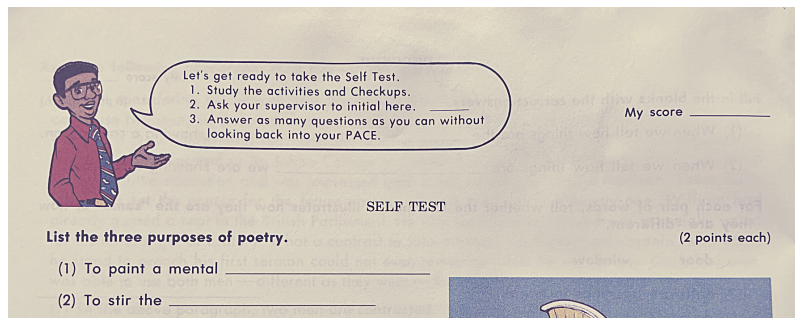
Once the Checkup is started, do not allow your student to look back in the workbook for answers until the Checkup is **completed and scored**.

3. **After the Checkup is completed and scored, students may look back in the workbook to find correct answers.** Following this procedure carefully will result in greater retention of the material learned.

For each workbook, repeat the above steps until the Self-Test is reached.

## Self-Test Procedures

The Self-Test is an important tool for determining if your student is ready to take the Final Test. It indicates which areas of the workbook need more attention and how much time should be allotted for study prior to taking the Final Test.



1. **Before permitting your student to take the Self-Test, make sure that the entire workbook is complete up to the Self-Test and has been scored properly.** Checking the workbook before your student takes the Self-Test is an opportunity to spot any struggles in their work. If there are problem areas, your student should review those portions of the workbook, concentrating on the checkups and vocabulary. When you feel they are ready, give them permission to take the Self-Test.

Once the Self-Test is started, **do not allow your student to look back in the workbook until the Self-Test is completed and scored.** Following this procedure carefully is an essential part of the CAA workbook program. The Self-Test prepares your student for the Final Test and helps you to assess their mastery of the concepts being taught.

2. After the Self-Test is completed and scored, students may look back in the workbook to find correct answers. Next, they should spend some time reviewing the workbook, paying special attention to concepts missed on the Self-Test. This will improve their Final Test scores and keep retake attempts to a minimum.

It is your responsibility to make sure your student has mastered the concepts being taught. The Self-Test is an opportunity to spot weak areas or learning gaps and will help you know if your student is ready to take the Final Test or if they need further study before doing so. Looking back at the results of checkups and the Self-Test and questioning your student on the corrected material from the Self-Test will give you the feedback necessary to make an accurate determination.

3. When satisfied that your student is ready for the Final Test, secure the workbook and Score Key in your possession. On the following morning, the Final Test should be administered. **Workbooks must be entirely completed and scored before tests are taken.**

## Final Test Procedures

Final Test grades are recorded and submitted on the Master Record Sheet, which is used to average your student's grades in each subject for the annual report card. Therefore, final tests are perceived as the greatest indicators of your student's learning in this program. It is imperative to follow procedures exactly as given when administering the Final Test.

**Final Test**  
Found in  
center of  
**workbook**



**Test Key**  
Found in  
center of  
**Score Key**



1. On the morning following the completion of the Self-Test, issue the Final Test, which should be taken under supervisor/parent supervision. **Do not allow your student to have access to the workbook or Score Key** or leave the testing area until the test has been completed. (Students should never have access to the Test Key.) **Do not assist during the test** or allow the student to reference other books, websites, or notes. The exception to this is the Geometry Handbook that students complete from the center of their workbook.



2. When your student completes the test, grade it immediately and privately, using the Test Key. **Do not grade the test in the presence of your student.** Grading the Final Test the day it is taken informs you what procedure should be followed next. Grading in private creates the environment necessary for accuracy and academic integrity.

**Be sure to use pen when you grade the test.** Marking wrong answers in a color different than your student's daily work (which should be completed in pencil) provides clarity both for you and for CAA staff who review the tests.

Each test is worth a total of 100%. **The point value assigned to each question may vary from one section of the test to another.** If a section of the test says “\_\_\_\_\_ points for each question,” and a question has multiple blanks, then divide those points by the number of blanks in that question. If it says “\_\_\_\_\_ points for each answer,” then each blank within a question is worth that number of points. For each question that is incorrect, subtract the number of points it is worth from 100%. When grading tests, be sure the student’s answers reflect the instructions given.

**Writing the Bible verse from memory is a required part of the test.** If it is left blank or completed incorrectly, points must be deducted accordingly.

3. **If your student scores less than 80% on a Final Test, do not allow them to proceed to the next workbook.** Instead, the Final Test and relevant areas of the checkups and Self-Test should be erased (or covered with whiteout or correction tape) and your student should rework applicable portions of the workbook.

This approach applies mastery-based learning and is designed to ensure that students comprehend each concept that is taught before proceeding to the next concept. Remind your student that repetition is an important element of learning, and use some of the study techniques provided in this handbook (p. 10) to help them grasp challenging concepts.

4. After review, your student may retake the Final Test. **The highest recorded retest score should be 80%.** After the test is retaken and meets the 80% passing threshold, incorrect answers should not be corrected.
5. **Immediately after grading the Final Test, record the test or retest score on the front of the test and on the Master Record Sheet.** (See example on next page.) Do not wait until you are sending in your Course Completion Report. This will give you a quick, overall view of your student's progress and help you stay organized. Then, review the test results with your student. Praise them for their successes and challenge them repeatedly to do their best. **Students should not correct answers on the Final Test.** Keep the tests and any work done on separate paper to return with the Master Record Sheet to the Academy office.

# Master Record Sheet Instructions & Example

Record each final test grade under the correct workbook number. (Subjects/courses will vary.) Averaging semester grades is optional, as grades will be averaged by CAA staff when your student's work is checked in.

School Year: 22/23 Grade: 6 Beginning Date: 9/5/23 Ending Date: 5/17/23



## Master Record Sheet

Student's Name: John Smith Parent: Elizabeth Smith

Subject	1st Semester						Semester Average	2nd Semester						Semester Average
	Test Scores							Test Scores						
	1	2	3	4	5	6		7	8	9	10	11	12	
MATH	#1061 87%	#62 90.5%	#63 85%	#64 86%	#65 87.5%	#66 82%	86	#67 86%	#68 90.5%	#69 85%	#70 93%	#71 91%	#72 89%	89
ENGLISH	#	#	#	#	#	#		#	#	#	#	#	#	
WORD BUILDING	#	#	#	#	#	#		#	#	#	#	#	#	

## Course Completion

After course completion, a report must be mailed to the Academy office. Your report should include these items:

- A copy of the **Master Record Sheet**
- All **completed tests** and any **work done on separate paper** (e.g. for math or art)
- All **score keys** and **test keys**
- **Reference books** and **CDs** with "Please return" stickers (if applicable)
- **Bible reading workbooks** for 1st grade and/or **Bible workbooks** for 7th and 8th grade (if applicable)
- Also, complete and submit the **Authenticity Form** (grades 3-12) found on the CAA Resource Center (password - 777) or by scanning the QR code on the next page.

Do not return the workbooks. Workbooks must be retained by you for at least three months after the report card date and are sent to CAA only upon request of CAA staff.

## ATTENTION! Shipping Course Completion Report

- The Master Record Sheet must be completed and signed.
- **Use a shipping method with a tracking number.** CAA is not responsible for lost work.
- **Do not require a signature** as this can greatly delay our receiving your student's work if they attempt to deliver your package outside of regular office hours.
- **Do not discard the workbooks.** Workbooks must be retained by you for at least three months after the report card date and should only be returned to CAA upon request of CAA staff.

Return your report by mail to:  
**Christian Academy of America**  
**1426 Clay Hill Rd.**  
**Billings, MO 65610**

Scan here with  
your phone  
camera to fill out  
the Authenticity  
Form.



**Report cards are only  
processed after all required  
items are received.**

The cost of shipping original materials to students is covered by tuition. Return shipping of the course completion report covered in this handbook and any supplies needed to ship those items back to CAA are the responsibility of the parent/supervisor. **We request that you use a shipping method with a tracking number**, and we recommend also paying for insurance.

If work is returned with postage due, it will be charged to the student's account. **Materials that are sent by CAA as a replacement for work that has been lost, damaged, or changed due to a course adjustment will incur replacement and shipping fees.**

Please contact the Academy office before returning new or unused workbooks or materials for any reason. If you are missing a form, such as the Master Record Sheet, copies can be printed from the CAA Resource Center ([www.chaoa.com](http://www.chaoa.com) - password: 777). The Resource Center has many additional tools for you and your student, and we are constantly adding new resources to this page to help you.

**Christian Academy of America reserves the right to examine all coursework and further reserves the right to withhold passing grades for a course that is incomplete, shows signs of program abuse, or is non-compliant with procedures. Please keep all workbooks, worksheets, and copies of tests until three months after the report card date.**

# Study Techniques

The following techniques have been found to be successful in developing good study habits in the workbook curriculum.

1. (Student) Read the *Introduction, Vocabulary, Table of Contents, and Goals and Objectives*.
2. (Student) Study each workbook as follows:
  - a. Scan the text for the entire workbook, but do not complete the activities.
  - b. Return to the beginning and study (memorize) vocabulary words. Sometimes vocabulary words are on the Final Test.
  - c. Reread the sections, completing all activities.
  - d. Follow the Scoring Procedures (p. 5) for each activity.
  - e. (Supervisor) When you feel the student is ready, let them proceed with the Self-Test.
  - f. (Student) Answer the Self-Test without looking back in the workbook.
  - g. (Supervisor) Check the Self-Test before allowing the student to make corrections.
  - h. If the Self-Test score is less than 80%, students may need to review the sections they did not know.
3. (Student) Use the **SQ3R** method to prepare for the Final Test:
  - a. **SCAN** the entire workbook.
  - b. **QUESTION** yourself on objectives and any areas of weakness.
  - c. **READ** the entire workbook again.
  - d. **RECITE** (or read aloud) through oral questions.
  - e. **REVIEW** all checkups and the Self-Test.
4. Take the Final Test as a supervised closed-book test. If alternate tests are needed, this same method should be used.

## Additional Study Helps for Workbook-Style Coursework

- Make and use flashcards for vocabulary words and any other terminology or facts likely to be tested (e.g., math facts, formulas, chemical equations, definitions, order of operations, etc.).
- Watch for words in bold print.
- Review regularly.
- Highlight main ideas or important information. (This helps with the “scan” section of studying.)
- Always have students pre-read activity questions so they can focus on looking for those important facts.
- Students who are auditory learners may concentrate and retain information better if you have them read aloud (both text and study notes) for some of their study time.
- Writing answers in complete sentences, showing work in math, answering all parts of an essay question, and always attempting the answers (which will often receive at least partial credit) are ways to ensure maximum points can be given for work done.

# What is Plagiarism<sup>1</sup>

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else's work and **lying** about it afterward.

But can words and ideas really be stolen? According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Attention! **Changing the words of an original source is not sufficient to prevent plagiarism.**

If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized.*

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

For more information and help in this area, visit

<http://www.hunter.cuny.edu/studentaffairs/repository/files/What%20is%20Plagiarism.pdf>.

<sup>1</sup> Document provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.

# General Policies

## **Academic Integrity**

Academic integrity is of great importance to CAA and should be of the highest importance to each parent, guardian, or supervisor. For this reason, CAA implemented the Authenticity Form (for 3rd-12th grade students). This form is found on CAA's Resource Center ([www.chaoa.com](http://www.chaoa.com) – password: 777). No report card will be issued without both parent and student signatures on this document. This certifies that the coursework was solely that of the student and completed in total compliance with the instructions stated in this handbook.

## **Plagiarism Policy**

Plagiarism is a growing problem due to the variety of resources available on the internet. CAA is committed to ensuring that students are equipped to follow accepted guidelines for research, properly cite sources that are used, and receive appropriate feedback and consequences when they fail to do so.

## **AI Policy**

CAA policy prohibits the use of Chat GPT, Bard, Claude, or any other generative AI system for the completion of CAA schoolwork assignments. In order to verify that your student has genuinely learned from the assignment and has not resorted to using AI or other noncompliant methods of answering questions, they should be able to discuss the topic verbally and demonstrate their knowledge and understanding of anything submitted. An inability to support/extend their work through conversation or extension questions demonstrates a need to relearn the material and provide new answers. We recommend utilizing AI checker tools, such as [GPTZero](#), to identify any potential use of AI-generated content before submission.

## **Verification of Coursework**

CAA reserves the right to request workbooks, tests, or other coursework at any time in order to verify the integrity of the coursework that is being completed and the grades that are submitted. Please keep all workbooks, worksheets, and copies of tests until three months after the report card date.

## **Non-Compliance and Program Abuse**

Parents are responsible to see that all coursework is completed in compliance with the instructions stated in this handbook. Any deviation from these procedures is a violation of the Parent Agreement on the Individual Course Application and is considered non-compliant. Program abuse occurs when a student employs an alternate means of completing the coursework and usually takes the form of students copying answers from the answer keys. However, program abuse can take other forms, such as using outside resources (notes, books, or websites) to complete a test. During a test, students should rely solely upon their mental capabilities to recall the concepts and processes.

When it is determined that program abuse has occurred, an appropriate response will be made by CAA staff. Depending on the form and extent of the abuse, consequences can range from having to redo specific workbooks and/or tests for resubmission to failing the course. It is important that parents take measures to prevent program abuse by always providing sufficient supervision. Program abuse that occurs related to final tests can jeopardize credit received for the coursework. When the course completion report is checked in by CAA staff, incomplete/missing work or incorrect grading may result in grade reductions. Low test scores or invalid tests will cause semester averages to drop significantly. Since grades are based on final test scores and not daily work, low test scores jeopardize the final grade received for the entire course.