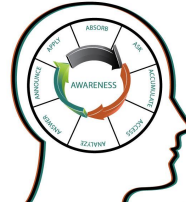




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Develop Your Data Mindset

Module 10 - Classroom Level Goal Monitoring Part 3B - Answer

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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Learning Goals

- Analyze data to identify middle-of-period values
 - Analyze data to compare middle-of-period actual values with expected values
 - Analyze data to compare middle-of-period actual values with end-of-year goal values
 - Analyze data to identify highest and lowest areas of performance
 - Analyze data to compare the change in values relevant to the action plan focus area
- Identify limitations and implications of analysis findings

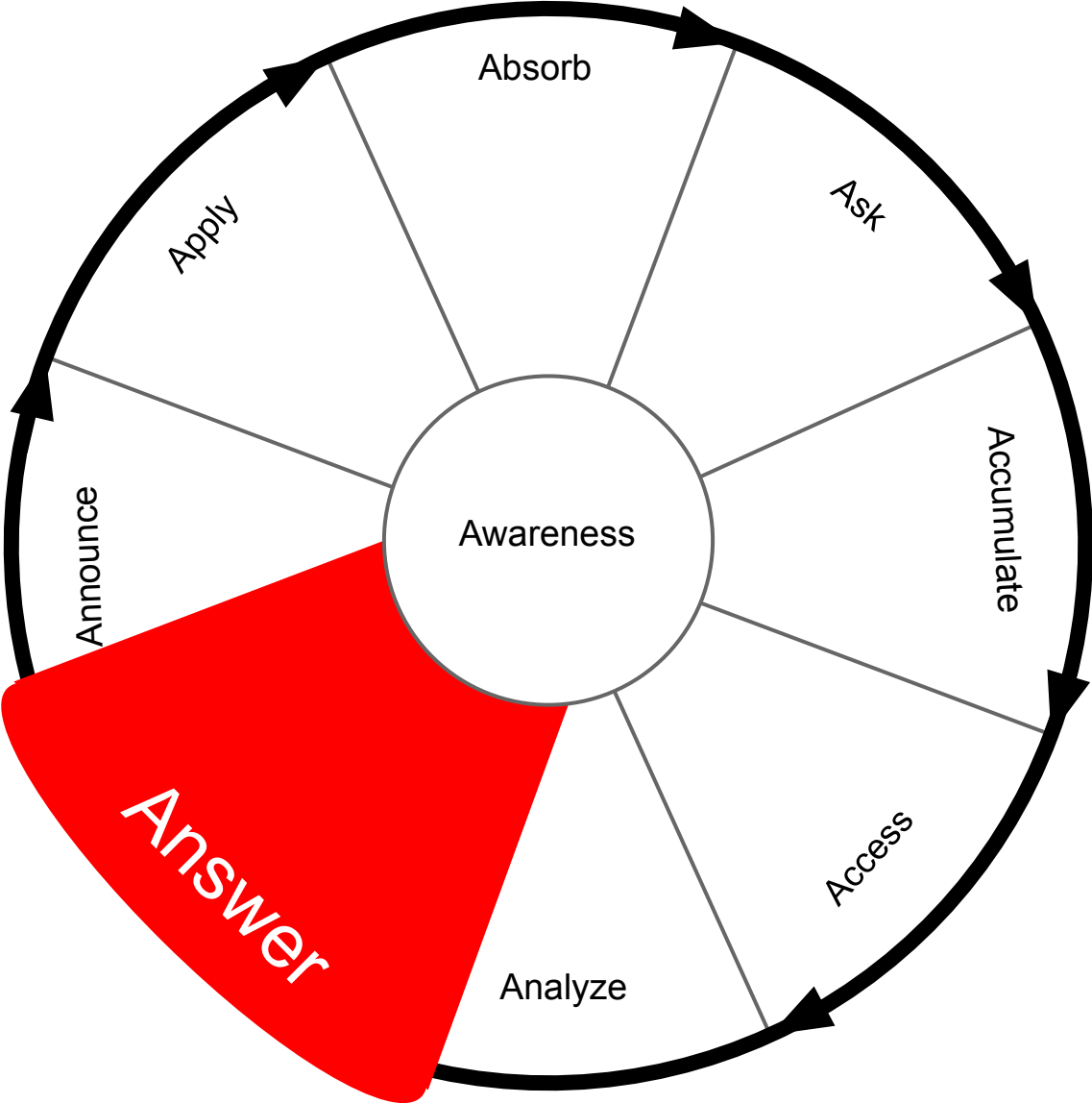
SLDS Data Use Standards

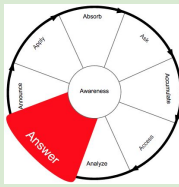
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Introduction

Ryan:

Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions and begin to identify limitations and implications of the answers.





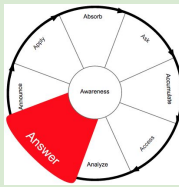
Activity - 10.3B.01

Select the answer to your first question relevant to the first goal you are monitoring, “What is the middle-of-year reading performance average scale score of my students?”

- 212
- 209
- 213
- 86%

Standard: S.5.C Patterns

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district’s interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



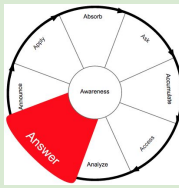
Activity - 10.3B.02

Select the answer to your second question relevant to the first goal you are monitoring, “To what extent is the middle-of-year actual reading performance scale score above or below the middle-of-year expected scale score?”

- The middle-of-year actual scale score is the same as the middle-of-year expected scale score
- The middle-of-year actual scale score is 3 points above the middle-of-year expected scale score
- The middle-of-year actual scale score is 3 points below the middle-of-year expected scale score
- The middle-of-year actual scale score is 6 points above the middle-of-year expected scale score

Standard: S.5.C Patterns

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district’s interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



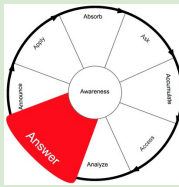
Activity - 10.3B.03

Select the answer to your third question relevant to the first goal you are monitoring, “To what extent is the middle-of-year actual reading performance scale score above or below the end-of-year goal scale score?”

- The middle-of-year actual scale score is the same as the end-of-year goal scale score
- The middle-of-year actual scale score is 3 points above the end-of-year goal scale score
- The middle-of-year actual scale score is 3 points below the end-of-year goal scale score
- The middle-of-year actual scale score is 6 points below the end-of-year goal scale score

Standard: S.5.C Patterns

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



Activity - 10.3B.04

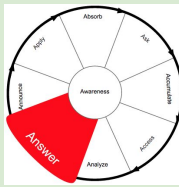
Select the answer to your first question relevant to the second goal you are monitoring, “What percentage of students in my current year’s class met or exceeded their fall percentile in the winter?”

- 86%
- 46%
- 60%
- 80%

Standard: S.5.C Patterns

Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district’s interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



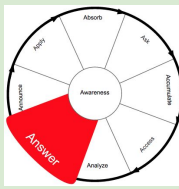
Activity - 10.3B.05

Select the answer to your second question relevant to the second goal you are monitoring, “To what extent is the actual percentage of students in my class meeting or exceeding their fall percentile on the winter assessment above or below the percentage of students expected to meet or exceed their fall percentile on the winter assessment?”

- The actual mid-year value is 40 percentage points above the expected mid-year value
- The actual mid-year value is 86 percent above the expected mid-year value
- The actual mid-year value is 6 percentage points above the expected mid-year value
- The actual mid-year value is 40 percentage points below the expected mid-year value

Standard: S.5.C Patterns

Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district’s interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



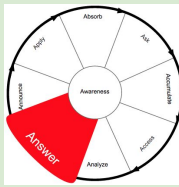
Activity - 10.3B.06

Select the answer to your third question relevant to the second goal you are monitoring, “To what extent is the actual percentage of students in my class meeting or exceeding their fall percentile on the winter assessment above or below the end-of-year goal percentage set as the goal for students to meet or exceed their fall percentile on the spring assessment?”

- The actual mid-year value is 6 percentage points above the end-of-year goal value
- The actual mid-year value is 80 percent above the end-of-year goal value
- The actual mid-year value is 6 percentage points below than the end-of-year goal value
- The actual mid-year value is 26 percentage points above than the expected value

Standard: S.5.C Patterns

Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



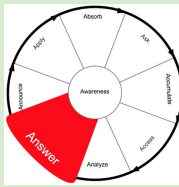
Activity - 10.3B.07

Select the answer to your first question relevant to supporting evidence for your action plan, “What is the lowest middle-of-year level of performance in the area of reading?”

- Literature
- Informational Text
- Vocabulary Acquisition and Use
- Reading

Standard: S.5.C Patterns

Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	



Activity - 10.3B.08

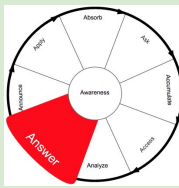
Select the answer to your second question relevant to supporting evidence for you action plan, “What is the highest middle-of-year level of performance in the area of reading?”

- Literature
- Informational Text
- Vocabulary Acquisition and Use
- Reading

Standard: S.5.C Patterns

Action Planning

Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	



Activity - 10.3B.09

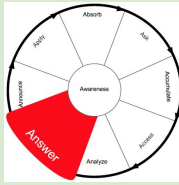
Select the answer to your third question relevant to supporting evidence for you action plan, “To what extent is the percentage of average or above students on the current year’s winter interim reading assessment above or below the percentage of average or above students on the current year’s fall interim reading assessment in the subcategory representing the focus area of my beginning-of-year action plan?”

- The winter % of students is 35 percentage points above the fall % of students in vocabulary acquisition and use
- The fall % of students is students in literature is 21 percentage points above the winter percentage of students in the area of literature
- The winter % of students is 43 percentage points above the fall % of students in the area of vocabulary acquisition and use
- The fall % of students is 25 percentage points above the winter % of students in the area of literature

Standard: S.5.C Patterns

Action Planning

Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district’s interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	

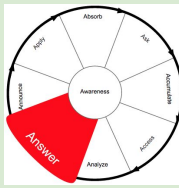


Activity - 10.3B.10

My data analysis findings serve as evidence that

- I am making progress toward the achievement of both of my end-of-year goals and that my beginning-of-year action plan may have had a positive impact on my class in the area of vocabulary acquisition and use
- I am not making progress toward the achievement of my goals and that my action plan most likely did not have a positive impact on my class in the area of vocabulary acquisition and use.
- my students enjoy school and perceive the instructional environment to be conducive for their learning
- the parents of my students are well aware of the learning that has occurred throughout the first half of the school year

Standard: S.5.C Patterns

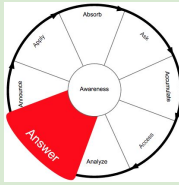


Activity - 10.3B.11

What are potential limitations of the data analysis findings?

- The middle-of-year values represent small group sizes; the middle-of-year expected percentage of students meeting or exceeding their fall percentile represents a different group of students than the students in my current class
- The middle-of-year value for the second goal is greater than 50%; middle-of-year and end-of-year expected values are the same
- The middle-of-year value for the second goal is equal to 212; middle of year and end of year expected values are different
- Data analysis focused on multiple metrics; the subcategory percentages were not the same

Standard: K.3.B Data Limitations



Activity - 10.3B.12

What are potential implications of the analysis findings?

- Maintain or modify end-of-year goal values and implement strategies to improve the weakest subcategory
- Place students in tiers and begin progress monitoring
- Set end-of-year goals below the expected level of performance and don't consider adjusting teaching strategies in response to data analysis results
- Begin strategic interventions with students at or above the 95th percentile

Standard: S.7.A Strategies

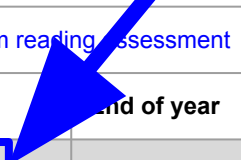
Tutorial

Now that you've analyzed the data, you can proceed to the Answer stage where you verify that your analyses revealed answers to the questions and begin to identify limitations and implications of the answers.

Tutorial

Your first question relevant to monitoring a scale score increase states, “What is the middle-of-year reading performance average scale score of my students?” The answer to this question, 212, appears as the middle-of-year actual value in the goal 1 section.

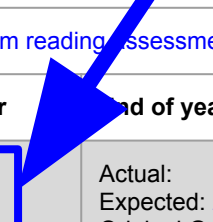
Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



Tutorial

Your second question relevant to a scale score increase states, “To what extent is the middle-of-year actual reading performance scale score above or below the middle-of-year expected scale score?” The answer to this question is that the middle-of-year actual and expected scale scores are the same. This answer stems from your analysis when you subtracted the expected value from the actual value to calculate a difference of 0.

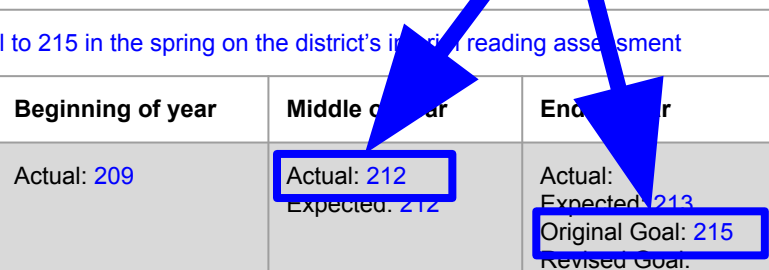
Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:



Tutorial

Your third question relevant to a scale score increase states, “To what extent is the middle-of-year actual reading performance scale score above or below the end-of-year goal scale score?” The answer to this question is that the middle-of-year actual score is 3 points below the end-of-year goal score. This answer stems from your analysis when you subtracted the end-of-year goal score from the middle-of-year actual score to calculate a difference of -3.


Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: 213 Expected: 213 Original Goal: 215 Revised Goal:



Tutorial

Your first question relevant to a percentage of students meeting or exceeding their percentile states, “What percentage of students in my current year’s class met or exceeded their fall percentile in the winter?” The answer to this question, 86%, appears as the middle-of-year actual value in the goal 2 section.


	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 40%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



Tutorial

Your second question relevant to a percentage of students meeting or exceeding their percentile states, “To what extent is the actual percentage of students in my class meeting or exceeding their fall percentile on the winter assessment above or below the percentage of students expected to meet or exceed their fall percentile on the winter assessment?” The answer to this question is that the middle-of-year actual value is 40 percentage points above the middle-of-year expected value. This answer stems from your analysis when you subtracted the expected value from the actual value to calculate the difference.

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:



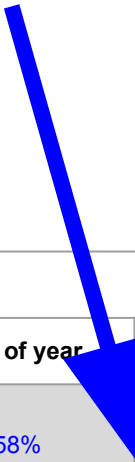
Tutorial

Your third question relevant to a percentage of students meeting or exceeding their percentile states, “To what extent is the actual percentage of students in my class meeting or exceeding their fall percentile on the winter assessment above or below the end-of-year goal percentage set as the goal for students to meet or exceed their fall percentile on the spring assessment?” The answer to this question is that the middle-of-year actual value is 6 percentage points above the end-of-year goal value. This answer stems from your analysis when you subtracted the end-of-year goal value from the actual middle-of-year value to calculate the difference.

	Where to access	Baseline	Beginning of year	Middle of year	End of year
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 40%	Actual: 60% Expected: 60% Original Goal: 80% Revised Goal:

Tutorial

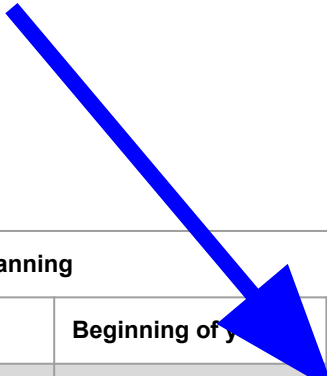
Your first question relevant to supporting evidence states, “Which subcategory represents the highest percentage of students achieving average or above on the current year’s winter interim reading assessment?” The answer to this question, Vocabulary Acquisition and Use (85%), appears as one of the middle-of-year values in the Supporting Evidence section.



Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	

Tutorial

Your second question relevant to supporting evidence states, “Which subcategory represents the lowest percentage of students achieving average or above on the current year’s winter interim reading assessment?” The answer to this question, Literature (42%), appears as one of the middle-of-year values in the Supporting Evidence section.




Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	

Tutorial

Your third question relevant to supporting evidence states, “To what extent is the percentage of average or above students on the current year’s winter interim reading assessment above or below the percentage of average or above students on the current year’s fall interim reading assessment in the subcategory representing the focus area of my beginning-of-year action plan?” The answer to this question is that the the winter percentage is 35 percentage points greater than the fall percentage in the area of Vocabulary Acquisition and Use.

Action Planning				
Supporting Evidence	Where to access	Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report	Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): ...			Action plan (middle of year):	



Tutorial

The data analysis findings revealed evidence that progress is being made toward the achievement of both end-of-year goals. Furthermore, focusing strategies on the weakest subcategory may have had a positive impact on performance of the weakest subcategory (i.e. Vocabulary Acquisition and Use), as well as overall performance in the area of reading.

As with any set of findings revealed through data analysis, there are limitations in these results. A couple limitations of these findings are:

- Middle-of-year values represent small group sizes
- The middle-of-year actual percentage of students meeting or exceeding their fall percentile represents a group of students that is different than the group representing the expected percentage. The two groups may have had different learning abilities.

Tutorial

Although limitations exist, there are implications that could be applied as decisions and actions in support of improved student learning. Implications include maintaining the end-of-year goals because adequate progress is being made toward the goals, which is evidenced by middle-of-year values that are above the middle-of-year expected values, yet still below the end-of-year goals. Implications also include implementing strategies relevant to the weakest subcategory.

Activity Conclusion

Great work in the Analyzing and Answer stages for classroom level goal monitoring! Here's another look at your Goal Setting, Monitoring, and Evaluating Organizer. We still need to indicate whether the goals will be revised and write a middle-of-year action plan.

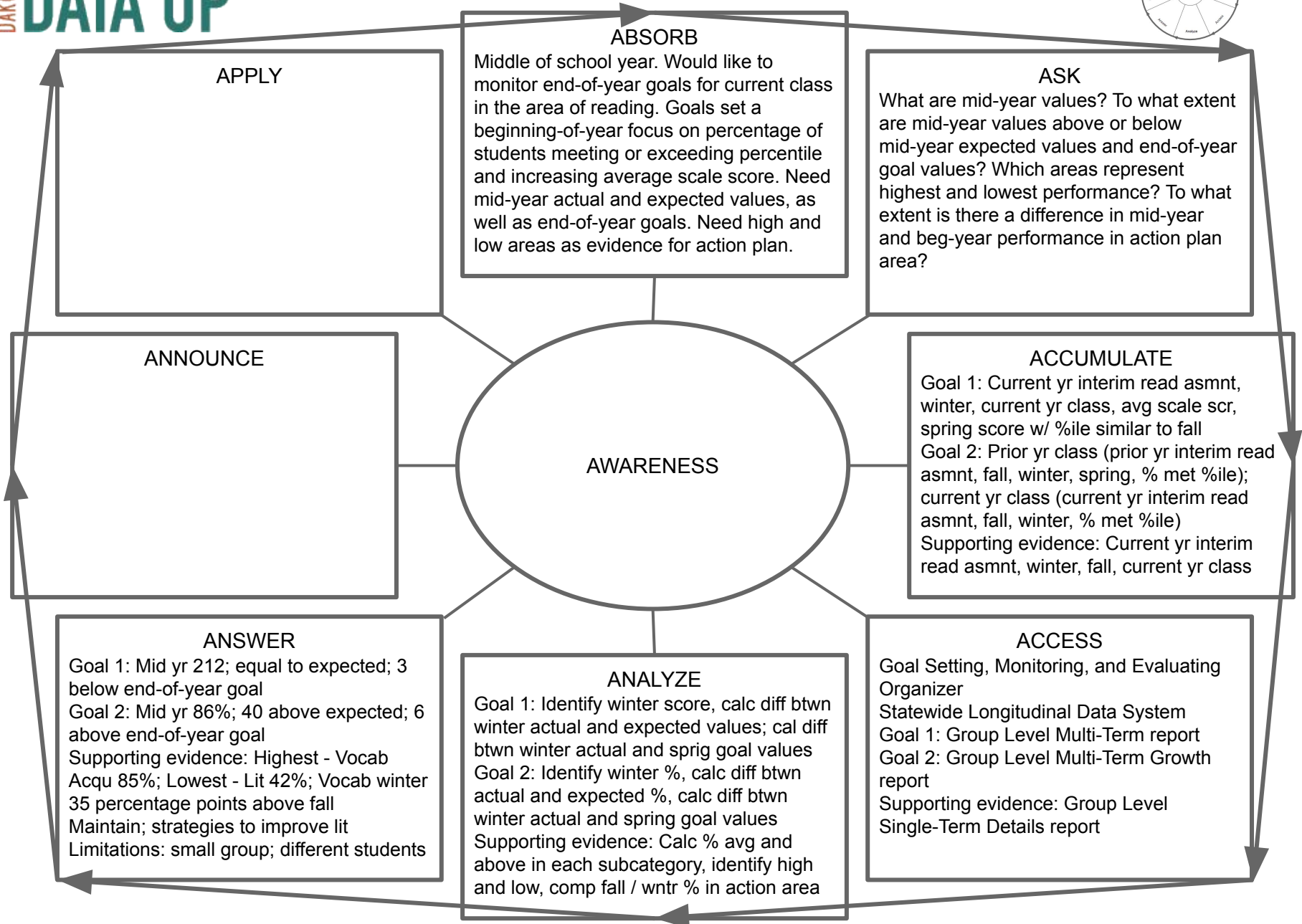
Goal Setting, Monitoring, and Evaluating Organizer

Goal 1: The average scale score of students in my class will increase from 209 in the fall to 215 in the spring on the district's interim reading assessment					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: Average scale score of students in my class	SLDS, Group Level Multi-Term report	Value: 209 Details: my current year students, beginning of year	Actual: 209	Actual: 212 Expected: 212	Actual: Expected: 213 Original Goal: 215 Revised Goal:
Goal 2: The percentage of students in my class maintaining or increasing their individual percentile from fall to spring on the district's interim reading assessment will increase from 60% based on my prior year class to 80% based on my current year class					
	Where to access	Baseline	Beginning of year	Middle of year	End of year
Metric: % of students maintaining or increasing %ile from beginning of year	SLDS, Group Level Multi-Term Growth report	Value: 60% Details: my prior year students	Actual: N/A	Actual: 86% Expected: 46%	Actual: Expected: 60% Original Goal: 80% Revised Goal:
Action Planning					
Supporting Evidence	Where to access		Beginning of year	Middle of year	End of year
Metric: % of students at / above avg by reading subcategory on the district's interim assessment	SLDS: Group Level Single-Term Details report		Lit: 71% Inform txt: 58% Vocab/Acqu: 50%	Lit: 42% Inform txt: 57% Vocab/Acqu: 85%	
Action plan (beginning of year): I will transfer my vocabulary teaching strategies from literary text to the content areas to include the genre of informational text. The specific skills I will work on are: Uses context to determine the meaning of domain-specific words or phrases in informational text; Uses a definition to confirm initial understanding of word meaning; Uses context and dictionary, glossary, or thesaurus entries to determine word meaning; Uses antonym and synonym relationships in context to determine word meanings				Action plan (middle of year):	

A+ Inquiry Framework

The Answer stage has been completed.

A+ INQUIRY GRAPHIC ORGANIZER



ABSORB

Middle of school year. Would like to monitor end-of-year goals for current class in the area of reading. Goals set a beginning-of-year focus on percentage of students meeting or exceeding percentile and increasing average scale score. Need mid-year actual and expected values, as well as end-of-year goals. Need high and low areas as evidence for action plan.

ASK

What are mid-year values? To what extent are mid-year values above or below mid-year expected values and end-of-year goal values? Which areas represent highest and lowest performance? To what extent is there a difference in mid-year and beg-year performance in action plan area?

ACCUMULATE

Goal 1: Current yr interim read asmnt, winter, current yr class, avg scale scr, spring score w/ %ile similar to fall
 Goal 2: Prior yr class (prior yr interim read asmnt, fall, winter, spring, % met %ile); current yr class (current yr interim read asmnt, fall, winter, % met %ile)
 Supporting evidence: Current yr interim read asmnt, winter, fall, current yr class

ACCESS

Goal Setting, Monitoring, and Evaluating Organizer
 Statewide Longitudinal Data System
 Goal 1: Group Level Multi-Term report
 Goal 2: Group Level Multi-Term Growth report
 Supporting evidence: Group Level Single-Term Details report

ANALYZE

Goal 1: Identify winter score, calc diff btwn winter actual and expected values; cal diff btwn winter actual and sprng goal values
 Goal 2: Identify winter %, calc diff btwn actual and expected %, calc diff btwn winter actual and spring goal values
 Supporting evidence: Calc % avg and above in each subcategory, identify high and low, comp fall / wntr % in action area

ANSWER

Goal 1: Mid yr 212; equal to expected; 3 below end-of-year goal
 Goal 2: Mid yr 86%; 40 above expected; 6 above end-of-year goal
 Supporting evidence: Highest - Vocab Acqu 85%; Lowest - Lit 42%; Vocab winter 35 percentage points above fall
 Maintain; strategies to improve lit
 Limitations: small group; different students

ANNOUNCE

APPLY

Activity Answers

10.03B.01	212
10.03B.02	The middle-of-year actual scale score is the same as the middle-of-year expected scale score
10.03B.03	The middle-of-year actual scale score is 3 points below the end-of-year goal scale score
10.03B.04	86%
10.03B.05	The actual mid-year value is 40 percentage points above the expected mid-year value
10.03B.06	The actual mid-year value is 6 percentage points above the end-of-year goal value
10.03B.07	Literature
10.03B.08	Vocabulary Acquisition and Use
10.03B.09	The winter % of students is 35 percentage points above the fall % of students in vocabulary acquisition and use
10.03B.10	I am making progress toward the achievement of both of my end-of-year goals and that my beginning-of-year action plan may have had a positive impact on my class in the area of vocabulary acquisition and use
10.03B.11	The middle-of-year values represent small group sizes; the middle-of-year expected percentage of students meeting or exceeding their fall percentile represents a different group of students than the students in my current class
10.03B.12	Maintain or modify end-of-year goal values and implement strategies to improve the weakest subcategory

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of limitations that may affect analysis findings relevant to classroom-level goal monitoring				
This module part increased my knowledge of implications that may be informed by analysis findings relevant to classroom-level goal monitoring				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.