

# Measuring up

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## MANUAL

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## Designed and produced by

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Supported by the 1996 ANTA Adult Literacy National Project through the Department of Employment, Education, Training and Youth Affairs.

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ISBN 978-0-646-33064-8

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## Technical support

If you experience problems with the installation or use of this program, first look at the Troubleshooting section of this manual. If you continue to have difficulties, please contact Protea Textware Pty Ltd for technical support.

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# 1. Getting Started

## Purchase agreement

The Protea Textware Purchase Agreement for the use of this program is:

- **single user licence:** the program may be used on one computer at a time;
- **5 user licence:** the program may be used on up to 5 computers at a time;
- **10 user licence:** the program may be used on up to 10 computers at a time;
- **20 user licence:** the program may be used on up to 20 computers at a time;
- Licences for more than 20 users are available;
- **Home user licences** are available for purchasers who want to use the program for personal study at home. The CD-ROM must be in the CD-ROM drive of the computer whenever the program is used.

Licences are for concurrent users. The program may be run on standalone or networked computers.

The program may be purchased by libraries and made available for loan to the public.

You are not allowed to make any copies of the CD-ROM in any way at all.

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## System requirements

- Multimedia computer with Windows (minimum Win 98);

## Package contents

The package contains:

- One CD-ROM with Licence Manager
- The Manual
- A serial code for installation.

## Program installation

The program installation should start automatically. If it does not, run **setup** from the CD-ROM drive.

## **Trial**

Follow the onscreen prompts. The 30 day trial will start when you first start the program. You can activate the program at any time by entering the serial code in the Licence Manager (p. 22).

## **Licence**

Follow the onscreen prompts and choose the option for a standalone computer, or a network installation. Both the standalone and network options allow you to download the media files to a hard disk or the server.

## **The Licence Manager**

The Licence Manager is automatically installed with stand-alone computer installations. It is installed to the server with network installations.

The Licence Manager allows you to:

- Update your network user licence
- Log computers off if the program did not exit normally

See page 22 for details.

## 2. Overview of Measuring Up

### Who is it for?

**Measuring Up** is an interactive multimedia CD-ROM program for teaching and applying metrics and measurement to real life contexts through the learning areas of decimals, fractions, scales and the metric system.

The program is targeted at learners who are working at Level 2 of the Certificates in General Education for Adults (CGEA) or Levels 1 to 4 of the National Reporting System (NRS) or equivalent. However the material would also be suitable for a wider range of learners.

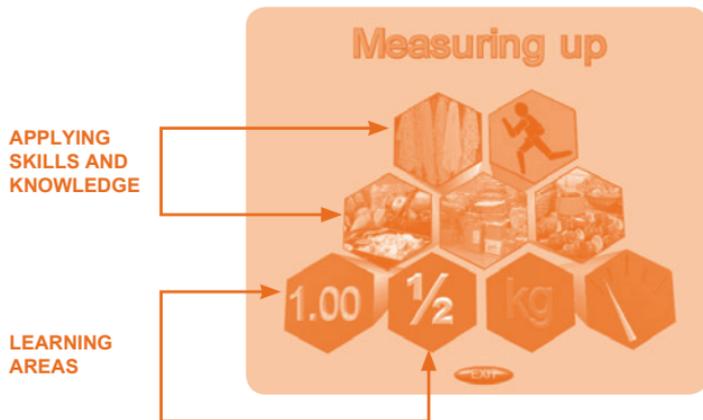
Learners at Level 1 of the CGEA or NRS would find many of the introductory learning activities relevant, whilst learners at higher levels would find the materials extremely valuable for practice or revision purposes. Learners from a Non-English Speaking Background who may need to learn about the language associated with metrics, decimals and fractions would also find the material to be of assistance.

The program is intended for use by learners working:

- independently in an educational organisation
- individually in an independent learning centre
- at home
- in a classroom setting as a supplement to large group or face to face teaching
- in pairs at a computer in a co-operative learning environment.

Underpinning the program is the assumption that a meaningful context is required for effective learning to take place. The content is based on a wide range of situations familiar to adults.

The program is divided into two main parts, for Learning and for Applying the skills and knowledge. Learners can choose to start with the Learning Areas or with Applying the skills and knowledge.



## Learning

There are four groups of **Learning areas** - **Fractions**, **Decimal numbers**, **Metric units** and **Decimal scales**. There are 43 **Learning Areas** in **Measuring Up**. Each **Learning Area** covers modelling and practice activities for a range of knowledge and skills. The 43 **Learning Areas** are arranged in sub-groups within the four main groups. See **Learning: Table of skills and knowledge** on page xx for a table of all the knowledge and skills covered by each **Learning Area** within each group.

A modelling-practice paradigm is utilised in the **Learning Areas**. A skill or knowledge area is introduced and modelled using real life or visual models and then the opportunity is provided for practice before the learner proceeds to the next skill/knowledge area. The practice activities are generated randomly and so the examples and exercises are different on each occasion they are accessed by the learner. A learner can go over the modelling of a skill, or can repeat a set of practice activities, as many times as they wish before proceeding. The learner can also return to the modelling of the previous skill area or set of practice activities.

Accessing the activities and moving within and between the **Learning Areas** is described in greater detail in the section below titled **Using Measuring Up**.

If learners know which skill they want to learn or practise, they can go straight to that **Learning Area**. Learners who want to brush up on the entire range of skills which are covered in **Measuring Up** are advised to access the activities in the order suggested in the **Learner's Record Sheet** (pages 16-19). The 43 **Learning Areas** are interlinked and therefore are not necessarily sequential, but the suggested order should suit most learners.

## Applying the skills and knowledge

There are five groups of **Scenes for Applying the skills and knowledge** where learners can apply or assess their knowledge of decimals, fractions, scales and the metric system by interacting in a range of real life situations. Each **Scene** consists of a number of different applied activities within that context. Information about the particular skills which are applied and assessed in those activities can be found in **Applying: The skills applied in the Scenes** on pages 20 and 21. The learner can also see this information when they are in a **Scene**. This is described in greater detail in **Using Measuring Up** below.

The **Measuring Up** program generates a **Summary** when a learner has completed all the activities in one of the **Scenes**. The Summary identifies the skill areas in which the learner has demonstrated competence as well as those requiring further practice. The Summary may be printed to provide a permanent record of the learner's performance. The Summary may also be used as a navigation aid to any **Learning Area** which has been identified as requiring further practice.

## The relationship between the Scenes and the Learning Areas

The Scenes encompass a range of applied activities. Each **Scene** can be used by learners to apply their knowledge or to evaluate their performance on a number of competency-based activities. There are direct links between the **Scenes for Applying the skills**, and the skills in the **Learning Areas**. When skills requiring further practice are identified within a **Scene**, the learner can access those skills in the **Learning Areas** directly by using the navigation Links on the Summary which appears on completion of the activities in a **Scene**. These links are explained in more detail in the section below titled **Using Measuring Up**.

## Learner control

The program has been designed to maximise flexibility of use. Learners have control over:

- **the activities**. Learners decide which activities they will do and the order in which they will do them. Learners can choose the activities that are most relevant or most interesting for them.
- **the rate**. The program is completely self-paced. Learners can proceed as quickly or as slowly as they want.
- **the number of repetitions**. Learners have control over the number of times they repeat an individual activity.

## Feedback

In the **Learning Areas**, the **Measuring Up** program responds to everything the learner does. It praises the learner if their answer is right. If their answer is wrong, it will help them to find the right answer or, after the learner has entered three incorrect answers, it will show them the right answer.

In the **Scenes**, the program also responds to everything the learner does. It tells the learner if their answer is right or wrong. After the learner enters a second incorrect answer, **Measuring Up** will enter the right answer so the learner can proceed with the activities in that **Scene**.

Information and answers always remain on the screen until the learner elects to go on.

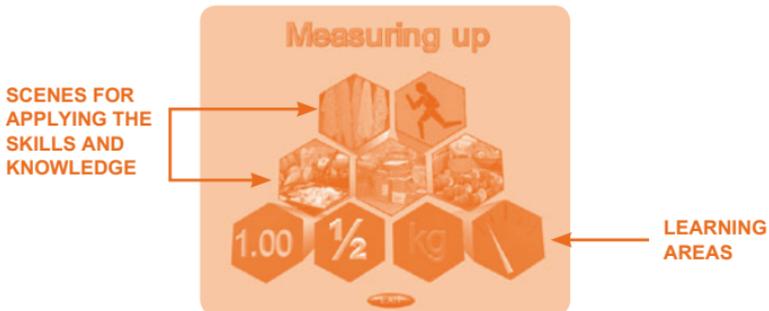
## Group learning

Although this program has been designed as a self-access package, it is also entirely suitable for use by learners who are working co-operatively in small groups. Teachers and learners are encouraged to use **Measuring Up** in this way.

## 3. Using Measuring Up

### The Main menu

The main menu appears automatically when the **Measuring Up** program begins. Nine hexagons, which represent the four groups of **Learning Areas** and the five groups of **Scenes for Applying the skills and knowledge**, appear on the Main Menu screen. You can move your mouse over the nine hexagons to listen to the names of each. You then select one of the groups of **Learning Areas** (the four hexagons at the bottom of the Main Menu screen) or one of the groups of **Scenes** (the five hexagons with photographic images) by clicking on it.



### Learning

#### Selecting a Learning Area

When you click on one of the four groups of **Learning Areas** - Fractions, Decimal numbers, Metric units and Decimal scales - the sub-menu for that group appears.

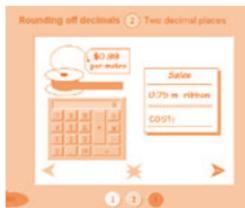
For example, this is the sub-menu for Decimal numbers:



You can run your mouse over the sub-menu to listen to the names of the different sub-groups. Then click on one of these. This takes you to the first **Learning Area** of that sub-group.

You can click on one of the other four icons at the bottom of the screen to go to a different group of Learning Areas.

Click on the menu button to return to the Main Menu.



The name of the sub-group appears at the top left of the screen. The number and name of the **Learning Area** also appears at the top of the screen.



The round spots at the bottom of the screen are the links to the different **Learning Areas** in that sub-group. The main knowledge and skills encompassed in each **Learning Area** are displayed as you pass your mouse over the round spots. You will find a list of the **Learning Areas**, and skills and knowledge areas, in **Learning: Table of skills and knowledge**.

## Moving within a Learning Area



### Forward button

Click on the **forward arrow** to move to the next teaching or practice part of the **Learning Area**. The **forward arrow** is gold during the modelling or while instructions are being given and it changes to purple on completion of that part. You can click the forward arrow in either case to move forward. The **forward arrow** is grey when there is no further activity in that **Learning Area**.

If you click the **forward arrow** without having done that part, you will 'jump' to the next skill area. For example, if you click on the **forward arrow** during a cycle of practice activities without **attempting** a response, the other activities in the cycle will not appear, and you will move directly to the next new area. (If you have started to respond, the next practice activity will appear. Click on the **forward arrow** again to jump to the next part.) This makes it possible to move quickly through the program in order to access a specific part.



### Repeat button

Use the repeat button to look at the teaching and modelling again or to do a particular activity again. If a cycle of activities has finished, the repeat button will generate a new cycle of activities.



### Back arrow

Click on the back arrow to return to the previous part of the Learning Area, either modelling or practice activity. The back arrow is grey when there is no previous activity.

## Changing from one Learning Area to another



The **round spots** at the bottom of the screen indicate the different **Learning Areas** covered in that sub-group. Pass your mouse over the **round spots** to see the main knowledge and skills encompassed in each of the **Learning Areas**. Click on one of the **spots** below the working area on the screen. The spots will change to bright green while you are working in that **Learning Area**, and to yellow when you leave that **Learning Area**. The **spot** stays dark green until you access a **Learning Area**.

## Changing from one Learning Area sub-group to another



Click on the menu button (bottom left hand side of the screen) to go back to the sub-menu.

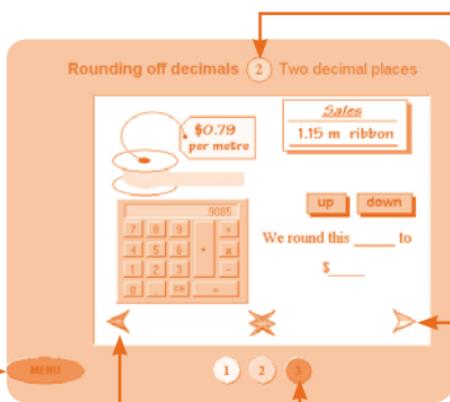
## Returning to the Main Menu

Click on the menu button which is located at the bottom left hand side of the Learning group screen. This will take you directly back to the Main Menu.

### SAMPLE LEARNING AREA SCREEN

Shows the current Learning Area

Click here to go back to the sub-menu.



### FORWARD ARROW

Click here to go to the next teaching or practice part.

### BACK ARROW

Click here to go back to the previous teaching or practice part.

Click one of these **round spots** to change to a different learning area.

## Applying the skills and knowledge



When you click on one of the five groups of **Scenes for Applying the skills and knowledge**, the first **Scene** of that group appears on the screen. The other activities appear in the control panel and can be accessed directly by clicking on them.

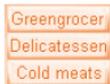
### The skills applied and assessed in the Scenes

Each **Scene** applies and assesses a range of skills. To find out which skills are applied and assessed in a particular **Scene**, move your mouse over the **green button with the "i" on it**. This is located in the control panel of each of the **Scene** screens. You can then listen to a description of the activities in the **Scene** and read the skills that are applied and assessed in that **Scene**. Also see **Applying: The skills applied in the Scenes**.

### Instructions: The repeat ball and the blue ball

In the **Scenes**, click the **repeat ball** (the small grey ball with the purple "★" on it) to hear the current instructions again. The **repeat ball** is replaced by the **blue ball** once you begin to enter a response. You can edit or change your answer before it is assessed. Click on the **blue ball** to enter your answer and to get feedback about whether your answer is correct or not. The **repeat ball**, which can be clicked to hear the instructions again, automatically appears the first time you enter an incorrect answer. In most activities, the feedback includes specific instructions about what to do next.

## Changing from one Scene to another



Click on one of the **Scene buttons** in the control panel to go directly to another **Scene** within that group.

## Returning to the Main Menu



Click on the **menu button** which is located in the control panel in each **Scene**. This will take you directly back to the Main Menu.

## Summary



The learner's performance is analysed by the program and, on completion of all the activities in a **Scene**, the **Summary button** appears in the control panel. You can click on the **Summary button** to see the **Summary** of your performance, which also provides links back to the relevant **Learning Areas**.

The **Summary** lists relevant individual skills which are applied and assessed in a **Scene**. These appear on the Summary as "You did well in ....or as "You need more practice in ..."

Where the learner is assessed as requiring more practice, there is a Link to the **Learning Area** next to that skill. This is indicated by a **green spot** which, when clicked, takes you directly to that part of the program where those particular skills are taught and where there are practice activities.

## The Summary serves a number of functions:

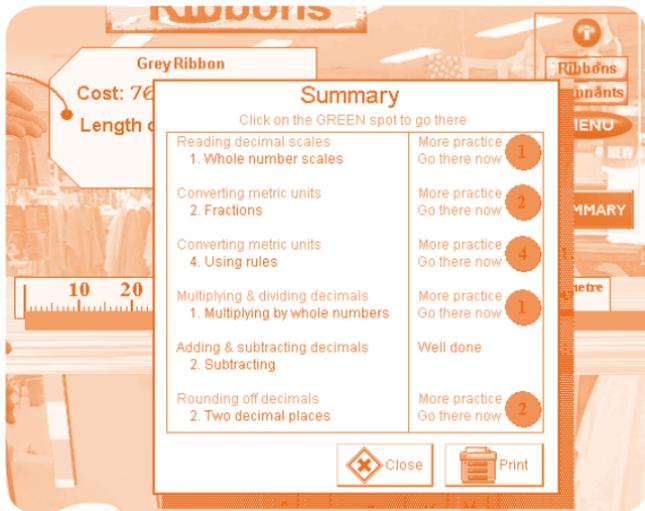
- It provides immediate feedback about your performance on the competency-based tasks in that **Scene**.
- It identifies by name the particular skills which were assessed.
- It indicates if the learner demonstrated competence in each of the skills or not.
- It can be printed to provide a permanent record of the learner's performance at that time.
- It can be used by the learner to quickly and easily access the specific part of the **Measuring Up** program where the skills in which they require practice are taught.

## The Summary as a navigation aid

**Green Link spots** appear automatically on the **Summary** next to any skill in which competence and understanding was not clearly demonstrated. You can then access the relevant skill in the **Learning Areas** by clicking on the **green Link spot** on the **Summary**. A **Summary** button will then appear on any consequent screen you access from the **Summary**. Click on the **Summary** button to open the **Summary**.

Click on the scene button to return to the **Scene**. Click on another **green spot** to go to another skill in the **Learning Areas**. That is, you can use the Links spots on the **Summary** to navigate through each of the skills requiring practice.

Click on the **print button** to print the **Summary**. The **Summary** disappears when you go back to a **Scene**, back to the Main Menu, or when you exit the program.



## In general

### Mouse clicks

Only single mouse clicks are required to access any part of the program.



#### Entering an answer: The blue ball

In both **Learning Areas** and **Scenes**, when you begin to enter an answer, a small **blue ball** appears on the screen. When you want to check if your answer is correct, click on the **blue ball** to receive feedback. You can change your answer at any time **before** you click the **blue ball**.

The verbal instructions which are given throughout the program tell you to click the **blue ball** when you want to check your answer. However, this instruction is generally only given for the first exercise in a cycle.

Pressing the ENTER key on the keyboard serves the same function as clicking on the blue ball and may be physically less demanding for some learners.

### Entering fractions: TAB key

When you are required to type a fraction, there are two ways to do this:

- You can use the mouse to put the cursor in the place where you want to type a number. Click to position the cursor and then type the number.
- You can use the TAB key on the keyboard to move from one entry place to the next.

### Feedback

**Measuring Up** provides feedback for every response you make. In the **Learning Areas** you are either given specific feedback, such as “No, type two numbers after the decimal point” (in examples dealing with money), or general feedback, such as “No, that’s not right. Try again” You are automatically given the correct answer after you have entered three incorrect responses.

In the **Scenes for Applying the skills and knowledge**, the computer tells you if the answer is right or wrong and, if you are wrong, it gives you another opportunity to enter the right answer. If you are wrong the second time, the computer will automatically show you the correct answer so you can proceed with the activities in the **Scene**. You can see your results on the **Summary** after you have finished the **Scene**. The **Summary** indicates what you can do well and what you need to practise. The things that you need to practise have a **green spot** next to them. If you click on the **green spot**, it will take you to the part of the program where you can learn and practise those skills.



#### Exiting the program

Click the **EXIT button** in the bottom centre of the Main Menu screen to exit to Windows.

## 4. Learning: Table of skills and knowledge

	Learning Area	Skills and knowledge
<b>Decimal numbers</b>	<b>Understanding decimals</b>	
	1. The basics	Concept of decimal numbers. The significance of the decimal point.
	2. The decimal point	Application of basic decimal concepts in familiar situations.
	3. The first decimal place	Relationship to tenths and the decimal equivalent of a half.
	4. Writing decimals	Words, fractions and decimal notation.
	5. The second decimal place	Meaning of the second decimal place - relationship to hundredths expressed as fractions and tenths. Common fraction equivalents.
	6. Matching hundredths	Consolidation exercise - words, fractions decimal numbers.
	7. Comparing decimals	Comparing and ordering decimals.
	8. The third decimal place	Introducing thousandths, the relationship to hundredths and tenths, and the relationship between the three notations.
	9. Matching	Consolidation exercise - comparing notations, including pictorial representations.
	10. Ordering decimals	Ordering decimals with differing numbers of decimal places in a variety of contexts.
	<b>Rounding off decimals</b>	
	1. Whole numbers	Rounding off to whole numbers for estimation purposes
	2. Two decimal places	Rounding off to two decimal places applied to money calculations.
	3. Rules	Developing rules for rounding off. Rounding off for special situations - 5 cents and rounding up.

	Learning Area	Skills and knowledge
Decimal numbers	<b>Adding and subtracting decimals</b>	
	1. Adding	Addition using pen and paper and calculator Checking by rough estimation. Using a variety of metric units including money.
	2. Subtracting	Subtraction using pen and paper and calculator. Checking by rough estimation. Counting on techniques. Using a variety of metric units including money.
	3. Going shopping	Application of adding and subtracting with money.
	4. Dice game	Game to consolidate place value, understanding adding and subtracting decimals and estimation of addition.
	<b>Multiplying and dividing decimals</b>	
	1. Multiplying by whole numbers	Multiplying decimals by whole numbers using commonsense methods, calculator and estimation.
	2. Dividing by whole numbers	Dividing decimals by whole numbers using pen and paper, calculator and estimation.
	3. Tens, hundreds and thousands	Multiplication and division by tens, hundreds and thousands.
	Decimal scales	<b>Reading decimal scales</b>
1. Whole number scales		Introduction to reading whole number analog and digital scales and gauges.
2. One decimal place		Reading scales to one decimal place, using a variety of metric applications.
3. Reading maps		Interpreting scale markings in the context of a map.
4. Two decimal places		Reading scales to two decimal places using a variety of metric applications.
5. Recording hundredths		Recording readings on a scale to two decimal places.
6. Matching hundredths		Matching decimal notation to scale readings.

	Learning Area	Skills and knowledge
<b>Metric units</b>	<b>Understanding metric units</b>	
	1. The basics	Introduction to metric units.
	2. Prefixes	Meaning of metric prefixes.
	3. Length	Metric units for length including estimation exercises.
	4. Volume	Metric units for volume including estimation exercises.
	5. Weight	Metric units for weight including estimation exercises.
	6. Temperature	Metric units for temperature including estimation exercises.
	7. Choosing measurements	Estimating and selecting appropriate measurements and units.
	<b>Converting metric units</b>	
	1. The basics	Relationships between common metric units - simple conversions.
2. Fractions	Recognising halves, quarters and three quarters in metric measurements.	
3. Using commonsense	Commonsense conversions.	
4. Using rules	Converting between metric units using multiplication and division by powers of ten and moving the decimal point.	
5. Small numbers	Challenging conversion examples involving small numbers.	
<b>Fractions</b>	<b>Understanding fractions</b>	
	1. The basics	Meaning, language and notation for common fractions.
	2. Equivalent fractions	Equivalent forms of common fractions. Comparing and ordering common fractions.
	3. Matching fractions and decimals	Decimal form of common fractions.
	4. Calculating with fractions	Multiplying common fractions by whole numbers. Fractions of a quantity.
	5. Calculators and fractions	Converting common fractions to decimals using a calculator. Coping with recurring decimals.

Name: \_\_\_\_\_

## Learner's Record Sheet and suggested order of activities

Order	Learning Area	Completed (✓)	Date
	<b>Metric units – Understanding metric units</b>		
1	1. The basics		
2	2. Prefixes		
3	3. Length		
4	4. Volume		
5	5. Weight		
6	6. Temperature		
7	7. Choosing measurements		
	<b>Fractions – Understanding fractions</b>		
8	1. The basics		
9	2. Equivalent fractions		

	<b>Decimal numbers – Understanding decimals</b>	
10	1. The basics	
11	2. The decimal point	
12	3. The first decimal place	
13	4. Writing decimals	
14	5. The second decimal place	
15	6. Matching hundredths	
16	7. Comparing decimals	
17	8. The third decimal place	
18	9. Matching	
19	10. Ordering decimals	
	<b>Decimal numbers – Rounding off decimals</b>	
20	1. Whole numbers	
21	2. Two decimal places	
22	3. Rounding off rules	

Name: \_\_\_\_\_

Order	Learning Area	Completed ( ✓ )	Date
	<b>Fractions – Understanding fractions</b>		
23	3. Matching fractions and decimals		
24	4. Calculating with fractions		
25	5. Calculators and fractions		
	<b>Decimal numbers – Adding and subtracting decimals</b>		
26	1. Adding		
27	2. Subtracting		
28	3. Going shopping		
29	4. Dice game		
	<b>Decimal numbers – Multiplying and dividing decimals</b>		
30	1. Multiplying by whole numbers		
31	2. Dividing by whole numbers		
32	3. Tens, hundreds and thousands		

	<b>Decimal scales – Reading decimal scales</b>	
33	1. Whole number scales	
34	2. One decimal place	
35	3. Reading maps	
36	4. Two decimal places	
37	5. Recording hundredths	
38	6. Matching hundredths	
	<b>Metric units – Converting metric units</b>	
39	1. The basics	
40	2. Fractions	
41	3. Using commonsense	
42	4. Using rules	
43	5. Small numbers	

## 6. Applying: The skills applied in the Scenes

Scenes	Learning Area	
<b>The Supermarket:</b>		
<b>Greengrocer</b>	Reading decimal scales	2. One decimal place
	Rounding off decimals	3. Rules
	Multiplying and dividing decimals	1. Multiplying by whole numbers
	Adding and subtracting decimals	1. Adding
<b>Delicatessen</b>	Understanding decimals	10. Ordering decimals
	Converting metric units	2. Fractions
	Converting metric units	4. Using rules
<b>Cold Meats</b>	Converting metric units	1. The basics
	Rounding off decimals	2. Two decimal places
	Understanding fractions	4. Calculating with fractions
<b>The Barbeque:</b>		
<b>The meat</b>	Understanding fractions	4. Calculating with fractions
	Converting metric units	2. Fractions
	Converting metric units	3. Using commonsense
<b>Cooking</b>	Understanding fractions	4. Calculating with fractions
	Reading decimal scales	1. Whole number scales
	Understanding fractions	1. The basics
<b>Drinks</b>	Metric units	4. Volume
	Multiplying and dividing decimals	1. Multiplying by whole numbers
	Converting metric units	4. Using rules

Scenes	Learning Area	
<b>The Material Shop:</b>		
<b>Ribbons</b>	Reading decimal scales	1. Whole number scales
	Converting metric units	2. Fractions
	Converting metric units	4. Using rules
	Multiplying and dividing decimals	1. Multiplying by whole numbers
	Adding and subtracting decimals	2. Subtracting
	Rounding off decimals	2. Two decimal places
<b>Remnants</b>	Reading decimal scales	1. Whole number scales
	Multiplying and dividing decimals	1. Multiplying by whole numbers
	Converting metric units	1. The basics
<b>Sports Day:</b>		
<b>Long Jump</b>	Reading decimal scales	4. Two decimal places
	Understanding decimals	7. Comparing decimals
	Understanding decimals	10. Ordering decimals
<b>World Best</b>	Understanding decimals	10. Ordering decimals
	Adding and subtracting decimals	2. Subtracting
	Understanding fractions	1. The basics
<b>The Mail Room:</b>		
<b>Despatch</b>	Rounding off decimals	1. The basics
	Reading decimal scales	4. Two decimal places
	Rounding off decimals	3. Rules
	Adding and subtracting decimals	1. Adding
	Multiplying and dividing decimals	1. Multiplying by whole numbers
<b>Packing</b>	Adding and subtracting decimals	1. Adding
	Adding and subtracting decimals	2. Subtracting
	Converting metric units	2. Fractions
<b>Sorting</b>	Converting metric units	2. Fractions
	Understanding metric units	2. Prefixes
	Understanding decimals	7. Comparing decimals

## 7. Licence Manager

### Starting the Licence Manager

To run the **Licence Manager** program after the program has been installed: Double click on **Measuring Up Licence Manager** icon in Program Manager or click **Start, Measuring Up Licence Manager**.

The **Licence Manager** has **three** options.

When the **Licence Manager** program begins, the Main Menu appears:

The screenshot shows the 'Measuring Up Licence Manager' window. On the left is a vertical sidebar with the text 'Measuring Up Licence Manager' and three buttons: 'Update license', 'Log PCs off', and 'Exit'. The main area is titled 'Update your network license' and contains the following text and controls:

- 'Your serial number is:' followed by four input fields containing 'M96W', '6UR6', '2RP4', and 'R335'.
- 'Your current licence is for 1 users.'
- 'Upgrade your licence' section with the text 'If you have a new serial number to upgrade your license, enter it here:' followed by four empty input fields and an 'OK' button.

### Update Licence

If you upgrade your licence, for example from 20 users to 45 users, you must enter your new code here.

### Log PCs Off

If the program did not exit normally (using the Exit button), the licence/s in use may not have been released. This may happen if the network goes down, the workstation crashes, or if some other similar unusual event occurs. In such a case, you may receive messages that all the licences are in use when, in fact, you have not exceeded your licence limit. You can use this option to disconnect the computers and release the licences. The table will show you which computers are currently logged onto **Measuring Up**. You can select the names from the table to release those computers from the licence manager.

## 8. Troubleshooting

Problem	Possible solution
<b>Program requests CD-ROM or Serial Code</b>	Have you entered a valid serial code? If you have a Home User license, you must have the CD-ROM in the computer when you use the program.
<b>No sound when using the program</b>	Check that the headphones or speakers are connected to the right slot in the sound card.
<b>No sound when using the program</b>	Increase the volume directly through the installed software in Windows.
<b>Distorted screen display of text</b>	Check that the video display is set to 'Small fonts'. In Windows, double click on Windows Setup. Change to a video driver with small fonts.
<b>Program runs very slowly</b>	Check that you have the minimum system requirements for the version of Windows you are running.
<b>Error message</b>	Contact Protea Textware with full message and screen shot (ALT-PrtScr) if possible.  The phone and fax numbers and the email address are at the front of this manual.

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