

# A

## APPENDIX A. GLOSSARY

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- Arts Terms
- NAEP Terms

## Arts Terms

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# A

## APPENDIX A. GLOSSARY OF ART TERMS

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Term	Definition
<b>Bearden, Romare</b>	Romare Bearden, (1911-1988), born in Charlotte, North Carolina, was a prominent African-American artist, musician, and writer. Although he created in many styles (see Cubism) and media, he worked more often in collage later in his career. His collage creations are generally considered his best works.
<b>Byzantine</b>	The Roman Empire from the 5th century until 1453 (Fall of Constantinople) is known as the Byzantine Empire. Artists were usually anonymous and paintings (see Icons) are mostly religious and reflect the somber tone of the Orthodox Church. Icon paintings and mosaics (images or designs made from small pieces of glass, stone, or ceramic) display flat, one-dimensional forms. Figures are shown in a frontal view without shadowing, giving them an unreal appearance. Faces are elongated with prominent eyes and serious expressions.
<b>Charcoal Pencil</b>	Charcoal has been used as an art medium since prehistoric times. It comes in degrees of hardness and forms. Today, it is usually wrapped in paper to form a pencil. Charcoal is often used in drawings because it can create very subtle shades of light and dark. A disadvantage is that surfaces require a protective sealer to prevent smudging.
<b>Collage</b>	Collage (from the French <i>coller</i> , “to stick or glue”) is a work of visual arts made from an assemblage of different forms and materials such as newspapers, ribbons, hand-made papers, portions of other artwork, photographs, and such, glued to a piece of paper, canvas, or other surface.
<b>Cowper Madonna</b>	See Raphael.
<b>Cray-Pas™</b>	A special art medium created by the Japanese in the 1920s. The name is a combination of cray(on) and pas(tel). (See crayon and pastel.) Cray-Pas™ are widely used in schools and by professional artists because of their range of colors and ability to blend well.

Term	Definition
<b>Crayon</b>	A crayon (from the French craie, “chalk”) is a stick of colored wax, charcoal, chalk, or other materials used for writing and drawing. A crayon made of oiled chalk is called an oil pastel; when made of pigment with a dry binder, it is simply a pastel (see pastels).
<b>Cubism</b>	Cubism was an influential early 20th century art style. In cubist artworks, objects are broken up and re-assembled in an abstracted form—instead of depicting objects from one viewpoint, the artist shows the subject from a multitude of viewpoints to represent the subject in a broader context. Picasso was an early proponent of Cubism.
<b>Guernica</b>	Guernica (approximately pronounced "gair NEE kah" and often as "GWAIR nee kah") is a large, black and white oil painting by Pablo Picasso depicting the Nazi bombing of Guernica, Spain. It has become an iconic portrayal of the horrors of war with its depiction of death, brutality, and suffering.
<b>Icons</b>	An icon (from the Greek eikon, "image") is a picture or representation that symbolizes an object or person. In Eastern Christianity and other icon-painting traditions, it is generally a flat panel painting depicting a holy being or object.
<b>Impressionism</b>	Impressionism was a 19th century art movement that began in Paris. The name is derived from the title of a Claude Monet work <i>Impression, Sunrise</i> , which was not well received by one Paris art critic who derogatorily branded the style “impressionistic.” Characteristics of Impressionist painting include visible brushstrokes; emphasis on light in its changing qualities (often accentuating the effects of the passage of time); ordinary subjects (as opposed to mythological themes); the inclusion of movement as a crucial element of human experience; and unusual visual angles.
<b>Kendall, William Sergeant</b>	William Sergeant Kendall (1869-1938) was born outside New York City. He is best known for paintings of his wife and daughters (Elisabeth, Beatrice, and Alison), often posing them by a mirror. Kendall studied in the United States and in France (like most artists of his time), but his work was little influenced by Impressionism (see Impressionism), reflecting rather a more classical, realistic style.
<b>Kollwitz, Käthe</b>	Käthe Schmidt Kollwitz (1867-1945) (pronounced approximately “KATE-ah COAL-vitz”) was a German painter, printmaker, and sculptor whose work offered an eloquent and often searing account of the human condition: illness, poverty, war. Her early work was grounded in Naturalism (the depiction of realistic objects in a natural setting and its view of the futility of humans against the forces of nature), but later her works took on Expressionistic (see Egon Schiele) qualities.

Term	Definition
<b>Miró, Joan</b>	Joan Miró i Ferrà (1893-1983) (pronounced approximately (“zhon mee-ROH”) was a Catalan painter, sculptor, and ceramist born in Barcelona, Spain. His work has been interpreted as surrealistic (exploring dreams and the subconscious mind). He expressed distain for conventional means of expression and sought a recreation of the childlike in his work.
<b>Pastels</b>	Pastel sticks or crayons consist of powdered pigment combined with a binder. Two types of pastels are dry and oil. Chalk, among other compounds, may be used as a binder in dry pastels. They come in varying degrees of hardness and muted colors. Oil pastels have a soft, buttery consistency and intense colors. They are slightly more difficult to blend than soft pastels, but do not require a fixative to preserve the surface of the artwork.
<b>Raphael</b>	Raphael Sanzio or Raffaello (1483-1520) was an Italian master painter and architect of the Renaissance (see Renaissance). Noted for the perfection, grace, and beauty of his paintings, his works were influenced by both Michelangelo and Leonardo DaVinci, who were his contemporaries. An example of a painting influenced by DaVinci is the <i>Small Cowper* Madonna</i> , painted circa 1505 (oil on panel, 23 3/8” x 17 3/8,” National Gallery of Art).
	* Pronounced “Cooper”—an art collector who once owned the painting along with the <i>Large Cowper Madonna</i> also at the National Gallery of Art.
<b>Renaissance</b>	The Renaissance (from French renaissance, “rebirth”) was one of the most important periods in Western art history and spanned the 14th to the 17th centuries. The paintings and sculptures of this period, particularly those of the Italian Renaissance, are among the most famous works ever created: DaVinci’s <i>Mona Lisa</i> and Michelangelo’s <i>David</i> , for example. Art of this period used perspective, balance, proportion, and realistic depictions of the human body along with bright, airy colors.
<b>Schiele, Egon</b>	Egon Schiele (1890–1918) (pronounced approximately “egg-ON SHEE-lah”) was born in Austria and is considered a major figurative painter of the early 20th century. Schiele's pieces—often nudes and self-portraits—are noted for their intensity. He is a notable exponent of Expressionism (works that distort reality to produce an intense emotional effect). Due to the highly charged nature of his art, his turbulent life, and his premature death, Schiele has come to epitomize the popular image of the tortured artist. His work (and all Expressionist art) was branded as “decadent” by Nazi Germany.

## NAEP Terms

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## APPENDIX A. GLOSSARY OF NAEP TERMS

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### Glossary for Assessment Administrators

**AA (Assessment Administrator)**

Westat field staff member hired and trained to administer the assessment and to assist the supervisor with other NAEP activities in the school.

**Accommodation Code**

Code entered on the Administration Schedule for each selected student. This code is used to indicate whether a student will be assessed with or without accommodations, in a regular session, or in a separate accommodation session.

**Accommodations**

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

**Administration Code**

Participation status code entered on the Administration Schedule for each selected student. This code is used to identify if and how students participated in NAEP.

**Administration Schedule**

The central document used to list the students in a given school selected to participate in NAEP. It links the student demographic and performance data to produce aggregate reports.

**Arts**

An assessment in music and visual arts that will mark the fourth time these two subjects have been assessed nationally for NAEP.

**Assessment Booklets**

Developed to assess the selected students in grade 8 in the two subject areas specified for the 2008 Arts Assessment—Music and Visual Arts. Assessment booklets consist of four parts: two cognitive blocks and two background question blocks.

**Assessment Information Form (AIF)**

Form used and completed by the supervisor to communicate specific information to an AA about an assignment.

**Assessment Session**

The period of time during which test booklets are administered to a group of students.

**Bundle Slip**

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

**ELL (English language learner)**

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term “limited English proficiency” or “LEP.”

**ELL Questionnaire**

NAEP questionnaire completed for each selected student identified as ELL by the school staff member most knowledgeable about the student.

**ETS (Educational Testing Service)**

Contractor responsible for the design, analysis, and reporting of NAEP data.

**Field Manager**

Westat field staff member hired to coordinate all NAEP field activities with the state departments of education and the Westat home office staff.

**Field Test (FT)**

The second stage of pretesting NAEP assessments after pilot testing. Field tests are administered to a nationally representative sample of students 1 year before the operational assessment. Field test subjects for 2008 are reading, mathematics, and science.

**Framework**

Under the Governing Board’s direction, the objectives for each assessment are described in a framework document that delineates the important content and process area to be measured for a given subject areas as well as the types of questions to be included on the assessment. The framework development process is congressionally mandated and involves widespread participation and review by policymakers, educators, and members of the general public.

**Fulcrum IT**

Contractor responsible for the NAEP web operations and web maintenance.

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**HumRRO (Human Resources Research Organization)**

Contacting responsible to conduct independent quality assurance activities throughout the NAEP assessment cycle.

**IEP (Individualized Education Program)**

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

**Long-Term Trend (LTT)**

An assessment designed to give information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and 1973 for mathematics.

**MySchool**

The website that provides participating schools and districts with a convenient way to access details about the NAEP assessment.

**NAEP (National Assessment of Educational Progress)**

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called "the Nation's Report Card."

**NAEP Code of Ethics**

The Code of Ethics is a set of principles that NAEP expects all staff members to follow. The Code defines principles that are the foundation for fair and accurate test administration and data collection.

**NAEP in Your School**

Officially titled "NAEP in Your Schools," this document provides an overview of NAEP. It is included in the recruitment materials sent to sampled schools.

**NAEP School ID Number**

Unique ID number for each participating school used on all NAEP materials.

**NAEP State Coordinator**

Staff member at the state department of education who works with the Westat field manager to coordinate all NAEP activities in the state.

**NAEP Storage Envelope**

Used by the school to hold the NAEP material needed by the NAEP team on assessment day and for storage of the material at the school following the assessment.

**NAGB (National Assessment Governing Board)**

Also known as "the Governing Board," this independent organization is appointed by the U.S. Secretary of Education and develops the content "frameworks" or test blueprints. The Governing Board sets policy for NAEP and selects the subject areas to be assessed and develops guidelines for reporting.

**NCES (National Center for Education Statistics)**

NAEP is directed by NCES of the U.S. Department of Education.

**NSLP (National School Lunch Program)**

A federally assisted meal program that provides low-cost or free lunches to eligible students.

**Pearson (Pearson Educational Measurement)**

Contractor responsible for NAEP materials distribution and processing. It is also responsible for scoring the student responses to the test questions. Formerly known as NCS Pearson.

**Preassessment Packet**

Contains important information, instructions, and materials the school coordinators need to prepare for the preassessment visit and the assessment process.

**Quality Control Booklet (QCB)**

Document used by the NAEP supervisor to track the work with the school throughout the entire process of planning and supervising assessment activities. The QCB is organized into three parts. Part 1, Preassessment Activities; Part 2, Assessment Day Activities; and Part 3, Post-Assessment Activities.

**Sample**

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students, but it selects a representative sample from the population to participate in the assessment.

**Sample Parent Notification Letter**

A No Child Left Behind requirement, the letter explains the assessment and its importance to parents of students selected for the assessment. It may be modified to satisfy any parental notification requirements of the district and/or school.

**Sample Questions Booklet**

Contains NAEP 2008 background questionnaires accompanied by explanations, rationales, and sample assessment items.

**School Coordinator**

The principal or other school staff member assigned to coordinate all NAEP activities at the school.

**School Folder**

Contains all of the official recordkeeping documents and information relating to conducting the school assessment.

**School Questionnaire**

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

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### **Science Interactive Computer Tasks (SICT)**

A pre-pilot of test items and procedures that will be piloted during the 2008 Field Test.

### **SD (Student with a Disability)**

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

### **SD and/or ELL Roster of Questionnaires**

Form used to keep track of the SD and ELL Questionnaires distributed to school staff members.

### **SD Questionnaire**

NAEP questionnaire completed for each selected student identified as SD by the school staff member most knowledgeable about the student.

### **Session Debriefing Form**

Form used by AAs to document certain details about an assessment session.

### **Session Number**

The Session Number consists of two letters and four numbers. The two letters indicate that it is a Long-Term Trend assessment. The first two numbers indicate the age of the students being assessed and the last two numbers uniquely identify the session from the other sessions that may be conducted at the school.

### **Session Scripts**

Script and instructions used by AAs to conduct all NAEP assessments in a uniform manner.

### **Statistical Validity**

For NAEP, when the analyses and reports from the assessment data precisely reflect student achievement across the nation.

### **Supervisor**

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to oversee all NAEP activities in the schools.

### **Title I**

A federally funded assistance program for economically and educationally disadvantaged students.

### **Westat**

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

# B

## APPENDIX B. CD PLAYER SETUP AND USER MANUAL

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- **CD Player Setup**
- **CD Player User Manual**

## CD Player Setup

## RCA CD PLAYER RS 2664 SETUP GUIDE

Before using the RCA RS 2664 CD player, read the instructions in the *User's Manual* that follows this setup guide.

To set up the CD player and speakers do the following:

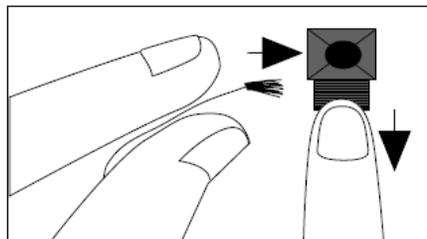
**STEP 1:** REMOVE CD PLAYER AND SPEAKERS FROM PACKING BOX

**STEP 2:** ATTACH THE SPEAKER WIRES

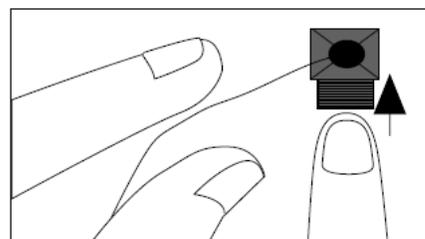
Connect the speakers to the player as noted in the diagram below.

Each speaker has two sets of wires: a black/red wire and a black/purple wire. When connecting the speakers, match the red or purple wires to the red or purple jacks on the main unit. Match the black wires to the black jacks on the main unit.

### Speaker Wire Connection



Push Speaker terminal tab down to insert wire.

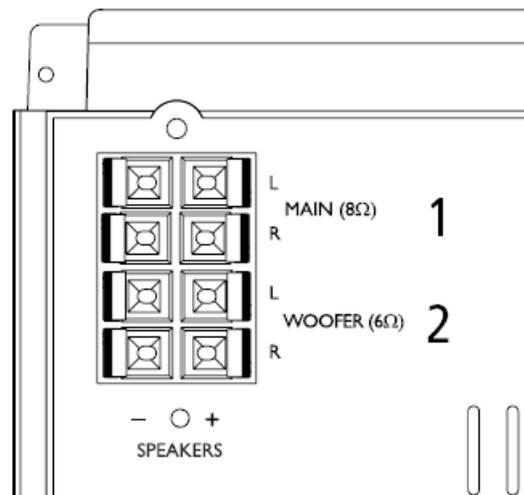


Release tab to lock wire in the terminal.

**NOTE:** Make sure the insulation is completely removed from the ends of the speaker wires at all connection points.

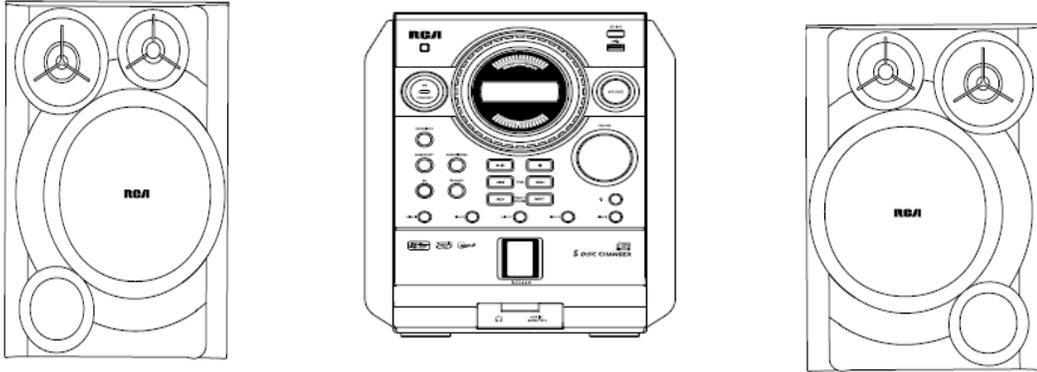
### BACK VIEW

1. Main speaker jacks—for the system speakers.
2. Woofer jacks—not used.



**STEP 3: POSITION THE SPEAKERS**

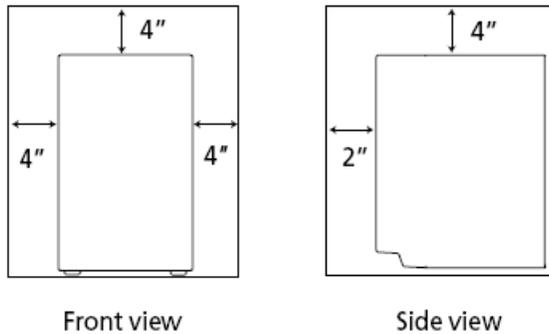
Speakers should be placed facing students and 3 feet from the CD player to ensure good sound separation and to reduce CD player vibration which can cause playback problems. See diagram below. The front of the CD player also should face toward the AA, if possible, for easy access to the controls.



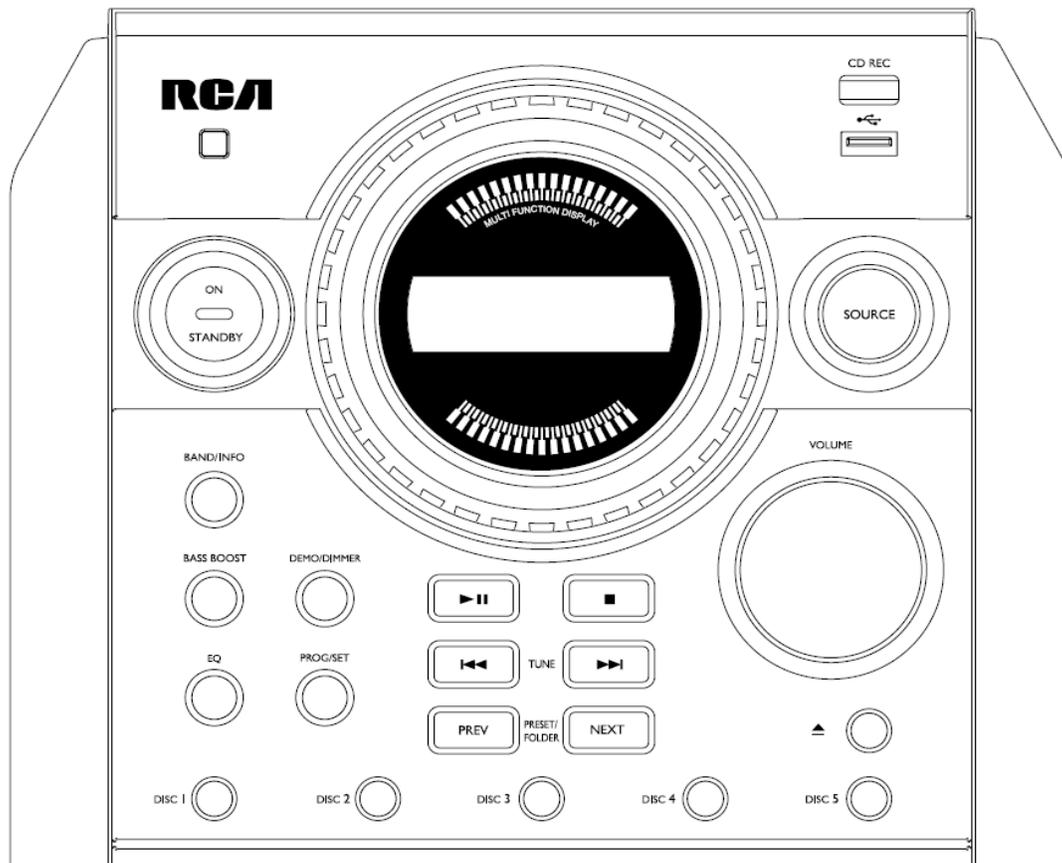
Do not place the player or speakers close to walls. Maintain the minimum distance shown below.

**Installation**

To ensure sufficient ventilation, keep the spacing shown as below:



## STEP 4: OPERATING THE PLAYER



**ON/STANDBY**—press to turn on the unit or place in standby mode. Remember to unplug the power cord if you not going to use the system for some time. When in standby mode, the bar on the standby button is lit red.

**SOURCE**—press to select CD player, tuner, or other modes. Set the source to CD player.

**CD REC**—press to start and stop recording to USB device. Not used here.

**BAND/INFO**—in CD mode, this function is similar to a playback counter. Pressing the button allows you to display either the amount of time remaining to be played on a track or the amount of time a track has been playing. Repeat pressing the button to select the desired display. Set this to display the amount of time a track has been playing starting from zero.

**BASS BOOST**—press to turn on or off. The setting should be set to off. The word “Bass” is displayed if the setting is on and not displayed when the setting is off.

**DEMO/DIMMER**—to activate, press and hold button to adjust brightness.

**EQ**—press the EQ button until the “Flat” setting is displayed.

**PROG/SET**—this button is not active since no programs will be set.

**VOLUME**—to adjust volume, turn the knob clockwise or counterclockwise. Set the volume before the session begins at a level so that all students can hear. Avoid adjusting the volume when the CD is playing—especially the music sections—unless absolutely necessary.

**DISC 1/2/3/4/5**—these buttons are not used here. The CD holds up to 5 CDs at a time and these buttons allow you to select which CD in a particular tray will be played. **Place the session CD only into tray 1, the top disc tray, of the CD changer. Never store or place CDs in any of the other trays.** The CD player will automatically recognize the CD in tray 1.



—press to stop and pause the CD playback. Use this button when the CD narrator tells you to stop (pause) or restart the CD. You should also use this button to pause the CD when the narrator says “Stop, this is the end of the section.” If you do not press the pause button, the CD narration automatically goes on to the next track (section).

Do not use the  button to stop the CD. See below.

—press to stop playback entirely. **Warning: pressing this button will terminate the section. You will not be able to return to the place you left off without playing through the entire track back to that point. This could cause serious disruption to the session and may result in an incomplete assessment as might occur with a fire drill.**



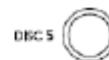
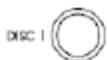
— these buttons allow you to move between tracks. For instance, if you are playing track 1 of a music session CD and press the right arrows, the player moves to track 2. If you are playing track 2 and press the right arrows, the player moves back to track 1.



—use this button to open and close the disc changer. Be certain to place the CD in the top tray (tray 1).



—these buttons are inactive since we do not have preset folders.



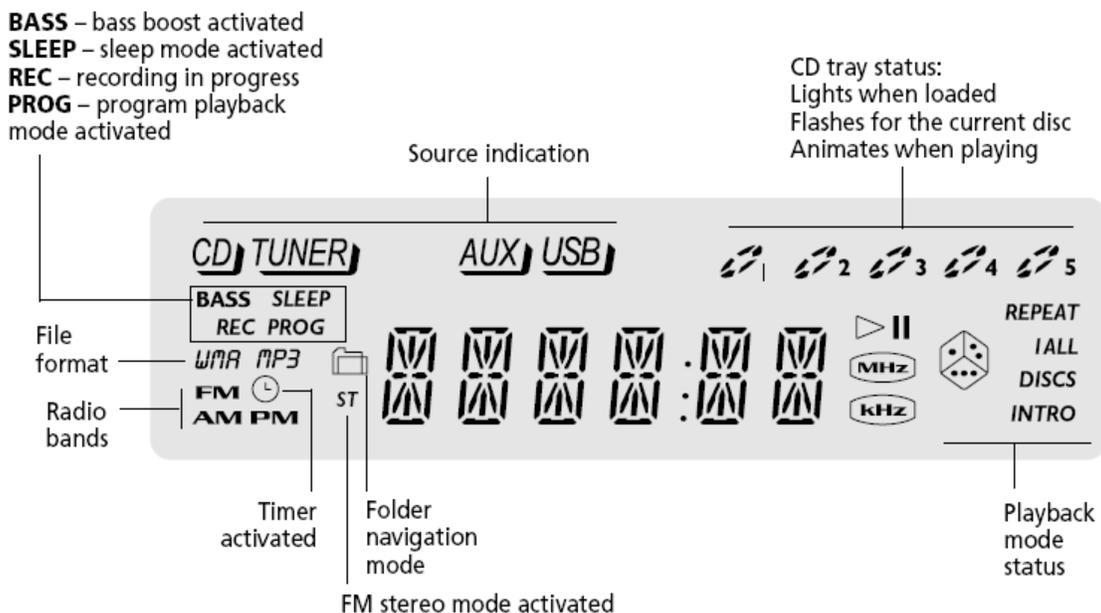
This row of track buttons is not used since we only will use tray 1.

**STEP 5. CHECK THE DISPLAY SETTINGS TO CONFIRM THE PLAYER IS SET UP CORRECTLY. THE DISPLAY SHOULD INDICATE:**

1. BASS is off (nothing displayed).

2. PROG area on left side of display window indicates “CD.”
3. Source is “CD”.
4. Timer is off (nothing displayed).
5. Playback mode status on the right side should indicate “ALL DISCS.”
6. Random play display  should be off (nothing displayed).
7. When the disc is loaded, only this  display disc should be lit and blinking. The display “spins” when the disc is playing.

## Display



### STEP 6: PLACE CD IN TRAY 1 OF CD CHANGER

The display will indicate the number of tracks on the CD. For a music session the display will read **2TRK5**, indicating that there are 2 tracks on this CD and the CD is 1 of 5. The Whisper Box CD only has 1 track.

### STEP 7: PRESS THE BUTTON TO BEGIN CD NARRATION

### TROUBLESHOOTING TIPS

1. System does not turn on.
  - a. Check power cord for a secure connection.
  - b. Unplug unit for a moment, and then plug it back in.
  - c. Check the outlet by plugging in another device.
2. There is no sound.
  - a. Increase volume setting.
  - b. Check connection to speakers.

- c. Check that you have selected the correct function: CD.
  - d. Make sure mute is off.
  - e. Unplug headset.
3. CD does not play.
  - a. Check that CD is in tray 1.
  - b. Check that CD is facing up.
  - c. Check that PAUSE mode is not on.
  - d. Check that CD function is selected.
  - e. Clean the disc.
  - f. Try another disc.
4. CD sound skips.
  - a. Clean the disc.
  - b. Check disc for scratches or other damage.
  - c. Check if something is causing the player to vibrate and reposition. Note that speakers should be 3 or more feet from the player or on a different surface.
5. CD button does not respond.
  - a. Switch to another function (Tuner) and then back to CD.

## MAINTENANCE

**CAUTION!** Do not attempt to open the CD player case. This unit operates with laser and may cause eye damage. Opening the case also voids the warranty. If you encounter a problem, contact the NAEP help desk which will arrange a replacement.

1. Disconnect the system from the power source before cleaning the case. Clean the exterior of the case with a soft, cloth only.
2. Handling CDs
  - a. Do not touch the recorded surface. Hold the CD by the perimeter and inner edge.
  - b. Do not affix labels or adhesive tapes to the label surfaces.
  - c. Do not scratch or damage the label.
  - d. Do not use damaged (cracked or warped) CDs.
3. Cleaning CDs
  - a. Dirty CDs can cause poor sound quality. Always keep CDs clean by wiping them gently with a soft, lint-free cloth from the inner edge toward the outer edge.
  - b. If a CD is clearly dirty, wipe it clean with a moist, soft cloth. Then wipe dry with a soft, dry, lint-free cloth.
  - c. Do not use cleaning sprays, cleaning solvents, or antistatic agents.

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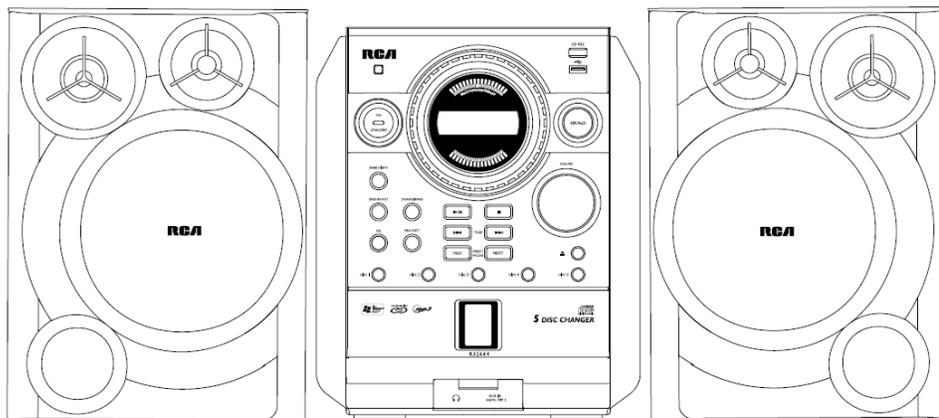
# **CD Player User Manual**

Tocom: 5645 6830

**RCA**

**user manual**  
manual de usuario

**RS2664**



**EN/E**

It is important to read this instruction prior to using your new product for the first time.  
Es importante leer este manual antes de usar por vez primera su equipo.

## FCC information

This device complies with Part 15 of the FCC Rules. Operation is subject to the following two conditions: (1) This device may not cause harmful interference, and (2) this device must accept any interference received, including interference that may cause undesired operation.

In accordance with FCC requirements, changes or modifications not expressly approved by Thomson Inc. could void the user's authority to operate this product.

This device generates and uses radio frequency (RF) energy, and if not installed and used properly, this equipment may cause interference to radio and television reception.

If this equipment does cause interference to radio or television reception (which you can determine by turning the equipment off and on), try to correct the interference by one or more of the following measures:

- Reorient the receiving antenna (that is, the antenna for the radio or television that is "receiving" the interference).
- Move the unit away from the equipment that is receiving interference.
- Plug the unit into a different wall outlet so that the unit and the equipment receiving interference are on different branch circuits.

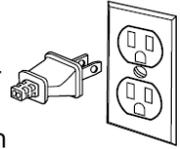
If these measures do not eliminate the interference, please consult your dealer or an experienced radio/television technician for additional suggestions.

Also, the Federal Communications Commission has prepared a helpful booklet, "How To Identify and Resolve Radio TV Interference Problems." This booklet is available from the U.S. Government Printing Office, Washington, DC 20402. Please specify stock number 004-000-00345-4 when ordering copies.

This product complies with DHHS Rules 21 CFR Subchapter J. Applicable at the date of manufacture.

## For your safety

The AC power plug is polarized (one blade is wider than the other) and only fits into AC power outlets one way. If the plug won't go into the outlet completely, turn the plug over and try to insert it the other way. If it still won't fit, contact a qualified electrician to change the outlet, or use a different one. **Do not attempt to bypass this safety feature.**



**CAUTION: TO PREVENT ELECTRIC SHOCK, MATCH WIDE BLADE OF PLUG TO WIDE SLOT, FULLY INSERT.**

 THE LIGHTNING FLASH AND ARROWHEAD WITHIN THE TRIANGLE IS A WARNING SIGN ALERTING YOU OF "DANGEROUS VOLTAGE" INSIDE THE PRODUCT.	<b>CAUTION</b> RISK OF ELECTRIC SHOCK DO NOT OPEN CAUTION: TO REDUCE THE RISK OF ELECTRIC SHOCK, DO NOT REMOVE COVER (OR BACK). NO USER-SERVICEABLE PARTS INSIDE. REFER SERVICING TO QUALIFIED SERVICE PERSONNEL.	 THE EXCLAMATION POINT WITHIN THE TRIANGLE IS A WARNING SIGN ALERTING YOU OF IMPORTANT INSTRUCTIONS ACCOMPANYING THE PRODUCT.
SEE MARKING ON BOTTOM / BACK OF PRODUCT		

**WARNING: TO PREVENT FIRE OR ELECTRICAL SHOCK HAZARD, DO NOT EXPOSE THIS PRODUCT TO RAIN OR MOISTURE.**



This audio system has earned the ENERGY STAR.

## PLEASE READ AND SAVE THIS FOR FUTURE REFERENCE

# IMPORTANT SAFETY INSTRUCTIONS

Some of the following information may not apply to your particular product; however, as with any electronic product, precautions should be observed during handling and use.

- Read these instructions.
- Keep these instructions.
- Heed all warnings.
- Follow all instructions.
- Do not use this apparatus near water.
- Clean only with dry cloth.
- Do not block any ventilation openings. Install in accordance with the manufacturer's instructions.
- Do not install near any heat sources such as radiators, heat registers, stoves, or other apparatus (including amplifiers) that produce heat.
- Do not defeat the safety purpose of the polarized or grounding-type plug. A polarized plug has two blades with one wider than the other. A grounding type plug has two blades and a third grounding prong. The wide blade or the third prong is provided for your safety. If the provided plug does not fit into your outlet, consult an electrician for replacement of the obsolete outlet.
- Protect the power cord from being walked on or pinched particularly at plugs, convenience receptacles, and the point where they exit from the apparatus.
- Only use attachments/accessories specified by the manufacturer.
- Use only with the cart, stand, tripod, bracket, or table specified by the manufacturer, or sold with the apparatus. When a cart is used, use caution when moving the cart/apparatus combination to avoid injury from tip-over.
- Unplug this apparatus during lightning storms or when unused for long periods of time.
- Refer all servicing to qualified service personnel. Servicing is required when the apparatus has been damaged in any way, such as power-supply cord or plug is damaged, liquid has been spilled or objects have fallen into the apparatus, the apparatus has been exposed to rain or moisture, does not operate normally, or has been dropped.
- **ADDITIONAL SAFETY INFORMATION**
- Apparatus shall not be exposed to dripping or splashing and no objects filled with liquids, such as vases, shall be placed on the apparatus.
- Always leave sufficient space around the product for ventilation. Do not place product in or on a bed, rug, in a bookcase or cabinet that may prevent air flow through vent openings.
- Do not place lighted candles, cigarettes, cigars, etc. on the product.
- Connect power cord only to AC power source as marked on the product.
- Care should be taken so that objects do not fall into the product.
- Do not attempt to disassemble the cabinet. This product does not contain customer serviceable components.
- **IF YOUR PRODUCT OPERATES ON BATTERIES, adhere to the following precautions:**
  - A. Any battery may leak electrolyte if mixed with a different battery type, if inserted incorrectly, or if all batteries are not replaced at the same time.
  - B. Any battery may leak electrolyte or explode if disposed of in fire or an attempt is made to charge a battery not intended to be recharged.
  - C. Discard leaky batteries immediately. Leaking batteries can cause skin burns or other personal injury. When discarding batteries, be sure to dispose of them in the proper manner, according to your state/provincial and local regulations.



# Important information

English

## Technical information

Product: Audio System  
Brand: RCA  
Model: RS2664

## Electrical consumption

Power Supply: 120V ~ 60Hz  
Power Consumption: 240 Watts

## For your records

In the event that service should be required, you may need the model number. In the space below, record the date and place of purchase:  
Model No.  
Date of Purchase  
Place of Purchase

## Service information

This product should be serviced only by those specially trained in appropriate servicing techniques. For instructions on how to obtain service, refer to the warranty included in this Guide.

## Safety precautions

- Never open the cabinet under any circumstances. Any repairs or internal adjustments should be made only by a trained technician.
- Never operate this product with the cabinet removed.
- Do not use your System immediately after transporting it from a cold place to a warm place, as condensation may cause the system to malfunction.
- Keep your unit away from humid areas and abnormally hot places.
- Do not touch the player with wet hands. If any liquid enters the player cabinet, take the player to a trained technician for inspection.
- This compact disc player uses a laser to read the music on the disc. The laser mechanism corresponds to the cartridge and stylus of a record player. Although this product incorporates a laser pick-up lens, it is completely safe when operated according to directions.
- Discs rotate at high speed inside the player. Do not use damaged, warped, or cracked discs.
- Do not touch the pick-up lens which is located inside the disc compartment. To keep dust from collecting on the pick-up lens, do not leave the compartment door open for an extended period of time. If the lens becomes dirty, clean it with a soft brush, or use an air blower brush designed for camera lenses.
- The apparatus shall not be exposed to dripping and splashing and that no objects filled with liquids, such as vases, shall be placed on apparatus.
- Main plug is used as the disconnet device, it shall remain operable and should not be obstructed during intended use. To be completely disconnected the apparatus from supply mains, the main plug of the apparatus shall be disconnected from the mains socket outlet completely.

## Important information

### Important battery information

- Remove the batteries to avoid leakage if you do not use your remote control for more than one month.
- Discard leaky batteries immediately as leaking batteries may cause skin burns or other personal injuries. Dispose of batteries in the proper manner, according to provincial and local regulations.
- Any battery may leak electrolyte under the following circumstances:
  - if mixed with a different battery type,
  - if inserted incorrectly,
  - if all batteries are not replaced at the same time,
  - if disposed of in fire, or
  - if an attempt is made to charge a battery not intended to be recharged.

### Headset safety

- Have a Blast-Just Not in your eardrums!  
Make sure you turn down the volume on the unit before you put on headphones. Increase the volume to the desired level only after headphone are in place.
- Do not play your headset at high volume. Hearing experts warn against extended high-volume play.
- If you experience ringing in your ears, reduce volume or discontinue use.
- You should use with extreme caution or temporarily discontinue use in potentially hazardous situations.  
Even if your headset is an open-air designed to let you to hear outside sounds, do not turn up the volume so high that you are unable to hear what is around you.



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