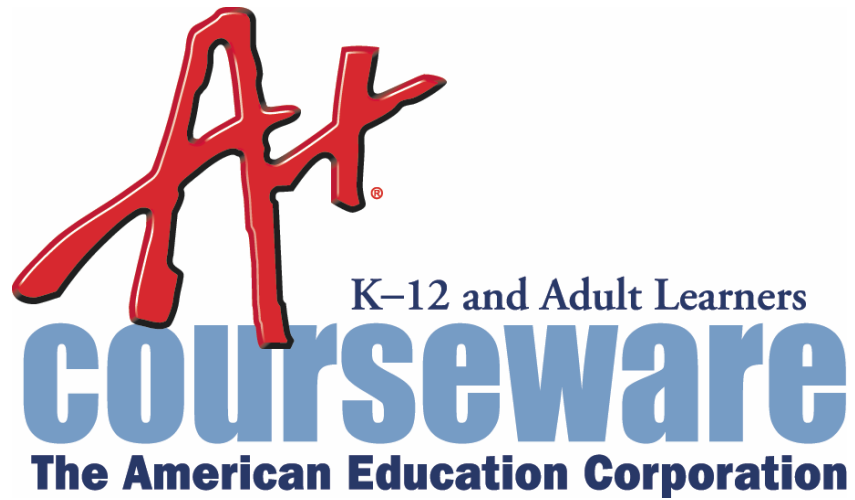


A STATEMENT OF CAPABILITIES



American Education Corporation
7506 North Broadway Extension
Oklahoma City, OK 73116
www.amered.com
800.222.2811

OVERVIEW & EXECUTIVE SUMMARY

Meeting federal, national, state, district, or even local mandates while addressing the individual needs of students is a challenge to educators everywhere. Educators need a software program that not only provides assessment tools but also can provide core curriculum content to match all skill levels of all students. The *A+nyWhere Learning System*[®] (*A+LS*[™]) software program is an e-learning solution ideal for schools searching for more efficient ways to improve their instructional processes. The *A+LS* program consists of an award-winning instructional management system supported by significant core curriculum content for grades one through 12 delivered through a local area network (LAN), a wide area network (WAN), or the Internet. The research-based curriculum content is in the subject areas of Reading, Mathematics, Language Arts, Science, Writing, and Social Sciences. Each subject area consists of titles, or courses, that are grade level specific and delivered modularly. With extensive management and reporting tools, educators control the learning process.

The American Education Corporation (AEC) offers this Statement of Capabilities to illustrate how the *A+nyWhere Learning System*, a leading comprehensive curriculum and assessment software system, allows states and districts to provide access for every student, assign students specific instructional content informed by short and frequent assessments of progress, while tracking individual student performance over time. This functionality also provides immediate educator access to student intervention information useful. Finally, the tools to access this complex data simply and easily are provided to facilitate review and analysis of a wide range of performance metrics at the student, class, building, and district level. This capability is essential in not only reporting performance, but also in promoting accountability at all levels.

AEC is an established, 25 year-old educational publisher and developer of technology. It has a long history of successful development of core content, management systems, and assessment testing combined with robust data management tools. Early recognition of the national trend in school accountability by AEC, combined with an understanding of the likely impact of the Internet on education, has allowed it to move to the next level with its products and to a position of industry leadership. Few if any vendors can offer the systemized combination of formative assessment, proven instruction, alignment to state and other standards, as well as data management and reporting capabilities of AEC's comprehensive courseware and learning management system. These capabilities are all deployable across the range of network topologies, which includes the Internet. Importantly, AEC's recognition of school accountability requirements has shaped its design philosophy; the structure of its product allows for aggregation of disaggregated data associated with subjects, standards, backgrounds, and other socioeconomic factors now demanded by national standards for school accountability.

These capabilities provide for the wide range of options presented in this paper and will help the districts to achieve the following objectives:

- 1) The use of assessment and adaptive instructional systems to both guide and supplement traditional instructional methods should be widespread and available to all teachers and students in each district.
- 2) The educational and instructional technology used should be consistent across the district, in its instructional methods, methods of operation, and data provided.
- 3) Educational technology should provide for the frequent assessment of student progress towards attaining content standards, benchmarks and performance standards, and immediate communication of data to:
 - a) teachers, to enable them to make appropriate, individualized course corrections and leave no child behind during the school year; and,
 - b) administrators, to enable them to assess teacher and building performance.
- 4) The systems deployed should operate in a consistent manner regardless of the brand and type of hardware and operating systems used in order to maximize return on investment, efficiency, and effectiveness.

AEC CAPABILITIES

We offer a solution that is designed to achieve the following objectives:

- 1) Administration of formative assessment tests that are designed to provide information to guide instruction throughout the school year. These tests are directly aligned to each state's standards and benchmarks.
- 2) Provision of award-winning core curriculum content to all students to provide individualized learning plans to address the needs of students consistently.
- 3) Maximizing student access by making this resource available across a variety of computer brands, operating systems, and topologies, and through a mix of online and offline deployments.
- 4) Ensuring that support is available to all users on a timely basis.

Formative Assessments

The *A+nyWhere Learning System* contains over 130,000 assessment items that are designed to determine whether students have mastered specific skills. These items can be administered to students in a variety of methods. These methods are described in detail below.

A+LS provides districts the capability to assign and conduct short assessments targeted to specific content standards, benchmarks, and performance standards, designed to be conducted on a frequent basis. These "short and frequent" assessments can be utilized to adjust, or "course correct," individual instructional plans. AEC has developed a specific product to provide for the easy administration of the tests, called *A+ District Driven Assessment*.

Award-Winning Content and Individualized Learning Plans

The AEC solution would allow the use of the entire curriculum content available in the *A+nyWhere Learning System* at any school. This content comprises 140 titles, each of which covers, at a minimum, a semester's work in a subject and grade level. This proposal also includes future upgrades to content, although there may be additional charges associated with new content.

The *A+LS* curriculum content is among the broadest and deepest available, and has been proven effective for a variety of student populations. Research reports on the efficacy of *A+LS* in various student groups, as well as the research basis under which the content was developed, are available as PDFs at www.amered.com/research.php.

The result of these efforts could be that a student would have *A+LS* installed on his or her computer. When the student launches *A+LS* and connects for the first time, he or she immediately receives the assessment test developed by the district at the grade level and in the subject dictated by the district. This test automatically generates individual assignments, as well as reports for administrators and teachers.

Multiple Deployment Options

The AEC solution offers the choice of local installation and management where bandwidth, security, student safety concerns, or budget dictate delivery. Regardless of delivery methods, customers can still centrally control curriculum content and student (and school) performance data. These benefits, which are mutually exclusive in most other learning management systems, are available because A+LS has been developed to run on many platforms, to support multiple configurations of connectivity, and to operate in environments running from stand-alone machines to the Internet. Each of these deployments uses the same content, same testing functionality, and same database structure, allowing A+LS to be configured as a comprehensive solution.

The *A+nyWhere Learning System* is designed to run in two fundamental deployments, client-server and browser-based. In the client-server deployment, client applications installed on a user's computer do most of the processing required, and communicate with server applications running on a network server. Content and data are stored on the server. The user's computer and the server are connected via a TCP/IP connection.

LAN and WAN Deployment

If the server is located in the same building as users' computers, it is delivered via a Local Area Network (LAN). The vast bulk of A+LS installations are LANs running in school buildings. If schools are connected with high bandwidth, users' computers can be connected to a central server outside the building in a Wide Area Network (WAN) configuration. These are typically district-wide networks in which all schools run from a central server.

There are many different types of hardware and software used in schools and A+LS will operate seamlessly on most of them, including Windows, Macintosh, Novell, Unix and Linux. This means that installations of the A+LS client application on most users' computers will connect to installations of A+LS on most types of servers (although an individual user workstation can connect to only one server at a time). This allows for installation of A+LS on almost any existing school LAN.

Online Deployment

Any computer that has a high speed Internet connection can use A+LS. This can be done by connecting server applications at the AEC Data Center, in one of two ways. The first is to install the A+LS client application on the user's computer. The other is to access www.aplusanywhere.com through an Internet browser (Internet Explorer, Netscape, or Safari). Either way, the content, testing, and data will be the same.

Customer Support

AEC provides dedicated, online support during the hours of 7 a.m. to 7 p.m., Central Time. Support packages are available in various configurations to suit the district's individual needs. Support will be available through a dedicated email and Instant Messaging accounts for technical issues and software help.

A+NYWHERE LEARNING SYSTEM OVERVIEW

Assessment Overview

The *A+nyWhere Learning System* software provides extensive testing and assessment capabilities. “Assessment” is a word that is prominent today, and, unfortunately, is sometimes misunderstood. This document will outline the purpose and capabilities of assessment in *A+LS*, which will clearly define what the assessment features are designed to do, and, as importantly, not designed to do.

“High stakes” tests are one reason assessments are used; they are used for purposes such as graduation, college entrance, special education, and determination of adequate yearly progress (AYP). Another purpose of assessment testing is to compare a student to a group of other students. These tests are norm-referenced and report grade equivalents, percentiles, and standard scores. *A+LS* assessment testing is not designed for either of these purposes.

A+LS was designed for a third type of assessment, instructional planning that is also known as formative assessment. Most commercially-sold curricula such as reading and math come with placement tests. The tests are used to help make decisions such as into which textbook the student should be placed, or to identify the parts of the scope and sequence the student knows. Formative assessments are designed to understand important information about students’ formation of knowledge, understanding, and performance so that proper instruction can be given. This is the purpose of the assessment technologies in *A+LS*.

Tests designed to help with instructional planning are usually criterion-referenced. In a criterion-referenced test a student’s performance is compared to criteria such as description of a standard or capability. The results of criterion-referenced tests usually describe what students can and cannot do. This is in contrast to a norm-referenced test where a student’s performance is compared to other students.

Assessment in *A+LS* is an integral part of the curriculum content. Assessments are even assigned to students in the same way a lesson is assigned. Once a test is taken, *A+LS* can create an assignment list specifically designed to meet the students’ needs as identified by the assessment. This capability empowers the schools to provide differentiated instruction. It is the ultimate in flexible grouping because each student becomes a group of one. Therefore, by design all of the assessment tools provided with *A+LS* are formative assessments.

A unique capability of *A+LS* is its ability to relate performance on assessments in *A+LS* to state standards. A record is maintained and reports can be generated that show what state standards a student has mastered in relation to *A+LS* instructional content.

Four forms of assessment are now available in the *A+nyWhere Learning System*. These are course assessments, adaptive assessments, *A+ District Driven Assessments*, and tests within a lesson. The adaptive assessments and the *A+ District Driven Assessments* are designed to be aligned with state and national standards.

A+LS Assessment Aligns to Standards

The *A+nyWhere Learning System* software program has been developed with an emphasis on aligning assessments to specific national, state and local learning objectives. This alignment drives prescriptions that can include all resources that the school or district has at its disposal. AEC has developed and integrated into the A+LS management system, alignments for all state and most national standards-based tests (TerraNova, SAT 9, ITBS, TABE, etc.). Additionally, the alignment tool within A+LS provides the means to align additional instructional materials such as textbooks with various content standards.

Assessment tests in the *A+nyWhere Learning System* software program test students on specific learning objectives as defined by any standard set that a school or district may choose. This provides educators with the additional capability to easily assign students, individually or in groups, all instructional content designed to address a particular objective or set of objectives.

The following graphic is a screen shot of the Standards Management Window from the *A+nyWhere Learning System*. This window has many functions, but most significantly, it shows the relationship between the standard set and the skills necessary to master each standard, as well as where the skills are taught in the curriculum content.

In the screen below, the standard “Employs literary devices” has been selected in the left panel. The standard is found in the Language Arts subject in the Writing for Grade 8 strand of the Maryland Voluntary State Curriculum. The dropdown menu in the top right panel reflects the skills that are necessary to master in order to master the selected standard. The bottom right panel shows the curriculum activities where the necessary skills are taught.

The screenshot shows the 'Standards Management Window' with a tree view on the left and a detailed view on the right. The tree view is expanded to 'Grade 8' > 'Writing' > 'Employs literary devices'. The right panel shows the 'Objective Information' for this standard, including its ID (LA8.18) and a list of 'Component ALS Skills'. One skill, 'Identify forms of figurative language in text (8)', is selected. Below this, a 'Description' field explains the skill. At the bottom, an 'Activities' table lists curriculum activities where this skill is taught.

Subject	Activity	Type
Reading VIII	Literary Devices	ALS Lessons
Secondary Reading	Farce and Satire	ALS Lessons
Reading VIII	Figurative Language	ALS Lessons
Secondary Reading	Mood and Tone	ALS Lessons
Reading VIII	Figure of Speech Review	ALS Lessons
Secondary Reading	Literary Devices	ALS Lessons

Additional resources to the A+LS curriculum content may be desired to address certain skills and standards. The A+LS software allows users to input and manage all available teaching resources.

Assessment in the *A+nyWhere Learning System* is designed specifically to diagnose students' skill deficiencies and automatically prepare lesson plans to address those deficiencies. Furthermore, the system is designed to report directly on student achievement of state or nationally mandated objectives by grade. In short, *A+LS* can provide curriculum-based assessment, prescription, and reporting on student achievement of almost any set of standards.

The *A+LS* software program provides extensive testing and assessment capabilities. These tools can be broken down into four categories: Course Assessments, Adaptive Assessments, educator-created tests, and tests within lessons.

Course Assessments

Course Assessments provide a comprehensive evaluation of the knowledge and skills that are taught in an *A+nyWhere Learning System* title. They are located in special Course Assessment titles, by subject area. The titles are as follows:

- Course Assessments - Mathematics
- Course Assessments - Language Arts
- Course Assessments - Science
- Course Assessments - Social Studies

These formative assessments consist of test items in a form identical to that used in the instructional content that address the specific skills taught in the title. These assessments are criterion-referenced and can provide a prescription for students consisting of the lessons that address the skills for which mastery was not demonstrated on the Course Assessment. Two scores are provided with each test. The first shows the percentage of questions answered correctly, while the second is a report of the skills for which the student showed mastery.

Each Course Assessment examines all of the skills in a title. In most cases, the student is asked multiple questions per skill in order to avoid chance and guessing, so tests may seem long. Two strategies are employed to address this challenge:

- First, students are not required to complete an assessment in one sitting. *A+LS* will remember exactly where they left off and return them to the next unanswered question. It will also prevent students from changing answers to questions they have seen in a previous test session. With this capability, *A+LS* provides maximum flexibility in the assessment experience while maintaining the integrity of the assessment results.
- Second, some Course Assessments, most commonly in Science and Social Science, have been broken into sections. For example, there may be one Course Assessment that assesses skills related to life science and another that assesses earth science skills.

Course Assessments are the tests to use to measure pre and post test comparisons. Two equivalent forms of each test ("A" and "B") are provided especially for this purpose. These comparisons may be of special interest when it is important to understand what a student knows before an instructional intervention begins and after it ends. Pre and post test comparisons are used to determine student growth and/or gains.

Because of the pre and post test comparison scores, another option that educators may choose to use is to assign the Course Assessments without automatically prescribing curriculum. This allows the educators to assign lessons instead through the school year that are aligned with a pacing guide.

Finally, Course Assessments will not be the best method of assessment for all students. Some students require accommodations above and beyond extra time, taking the test in multiple sittings, or other creative ways of addressing students' needs. In this case, the Adaptive Assessment technology may meet student needs.

Adaptive Assessments

Adaptive Assessment is the second formative assessment technology used in the *A+nyWhere Learning System*. It generates tests “on the fly,” selecting test items based on the skills that need to be tested. The skills included in an Adaptive Assessment depend on which skills the educator selects for assessment and which skills the student masters during the test. Because of the flexibility and ad hoc method of generating tests, this tool adapts to both educator need and student response.

An Adaptive Assessment consists of a list of skills to be tested. *A+LS* automatically picks the test items to be presented. The first use of Adaptive Assessment is with a specific set of skills. In this scenario, the educator selects a group of skill(s) and every student is tested on every skill in the list. For example, a teacher who wants to test the students on their knowledge of basic fractions before teaching a unit would create this assessment for one class. Then, the same students are tested on the same skills following instruction. In this way the teacher has both data to drive instruction on a specific skill set and can also then see the outcome after instruction.

A second scenario to which this assessment tool can adapt is short-cycle assessment. In short-cycle assessment it is increasingly common for districts to have a test each quarter leading up to the state mandated achievement test. Each test is designed to assess the students’ knowledge of essential skills from each quarter determined by a state or district pacing guide. For this scenario, the Adaptive Assessment tool can be used to create tests that can be saved and reused by teachers throughout the school or district based strictly on the pacing guides.

A third scenario is for completely individualized instruction. Once again, an assessment is created simply by selected skills to test. The difference is that the tool can be instructed to adapt to the student’s performance. If a student demonstrates mastery of a skill, *A+LS* will test the student on a more difficult skill. If the student does not demonstrate mastery of the skill, *A+LS* will test the student on the skills that are prerequisite to the tested skill. This adaptive assessment technology can be used to pinpoint a student’s abilities with minimal exposure to failure. The teacher controls the number of steps up or down skill levels that can be taken in one Adaptive Assessment.

In each of these scenarios, as with the Course Assessments, Adaptive Assessments can also automatically prescribe lessons for skills that the student has not demonstrated mastery. There are a number of Adaptive Assessments that are pre-configured and delivered with each installation of the *A+nyWhere Learning System*. These are located in titles named “Adaptive Assessments,” and the assessments located within each title are also Adaptive Assessments. As you consider using these assessments, please read the descriptions of the assessment so that you will understand what is being tested.

It is important to understand that these pre-configured assessments are provided as examples of *A+LS*’s Adaptive Assessment capability. The most important capability of the Adaptive Assessment technology is that teachers can readily use this technology to create assessments that address the specific needs of the students they are teaching. This includes creating assessments based on state standards. In addition, when accommodations are needed to address individual student needs this is the tool to use. Creating an Adaptive Assessment in *A+LS* is as easy and quick as creating an assignment list.

A+ District Driven Assessments

A+ District Driven Assessments is a special application of the adaptive assessment technology. Because a strong emphasis is being placed on a yearly snapshot of school and district performance, *A+ District Driven Assessments* offers the ability to see the progress that schools, classes and students are making throughout the year. District and school administrators can easily create formative assessments by selecting specific state objectives. These reports will be “forced” down to individual students at times determined by the administration. In essence, they are administered across classes, superseding previous assignments. These short and frequent assessments will show how schools, classes and students are progressing in their mastery of the standards at a time when instruction can be modified and directed to affect the outcome of the yearly state high-stakes assessments.

A once-a-year snapshot is an adequate measure of school and district performance, but it is so much more effective to have a series of snapshots that can affect the yearly report. In effect, administrators are building a photo album of the performance of the district, schools, classes and students. It is much easier to analyze the skill knowledge level of students with a particular group of objectives. This focused picture shown by *A+ District Driven Assessments* will allow skill deficiencies to be immediately addressed, thereby influencing the yearly snapshot.

For example, an administrator can get a quick picture of all third grade students to understand their formation of understanding of a specific state standard at a specific point in time. With this tool, administrators can more effectively plan instruction for the entire school or district.

The *A+ District Driven Assessments* tool is available for use with the *A+nyWhere Learning System* subject areas of Math, Reading, Language Arts, Science and Social Sciences for grade levels one through 12. Administrators create the assessment by selecting the individual standards, usually according to the curriculum map or pacing guide. The assessments are automatically assigned to the students according to the date range specified. The tests are automatically inserted into each student’s assignment list for each class selected, and the assessment will be required before any other assignment can be accessed. Results are available to the administrators that show where the classes and schools are in relation to being prepared for the high stakes state tests. Teachers have the option – as soon as a test is completed – of having *A+LS™* prescribe the curriculum to immediately address the identified skill deficiencies.

Tests in Lessons

The fourth form of assessment in the *A+nyWhere Learning System* is the tests provided with each lesson. A bank of test items that is used for both the Practice and Mastery tests is provided with most lessons. These test items are used in four ways. These are:

- Pretests
- Practice tests (quizzes)
- Mastery tests
- Review tests

Each time a student takes a Pretest, Practice test or Mastery test, *A+LS* selects ten (or in very rare cases, five or twenty) questions and provides a quiz. An additional capability allows teachers to create review tests. At any point in an assignment list, the teacher can instruct *A+LS* to give the student a test that will review all the skills taught in the previous lessons on the assignment list. This is an instructional technique to promote retention of what is learned and to prevent students from racing through lessons, knowing they will be accountable on a review test.

Educator-Created Assessment

It is important to understand that the pre-configured assessments (Adaptive and Course) that are delivered with the *A+LS* program are not the only assessment tools available to educators using *A+LS*. One of the most important capabilities of the *A+LS* assessment technology is that educators can readily use this technology to create their own assessment tests directly from a standard set. Educators have the ability to test on any number of standards while using this tool; from one standard to many. This unique ability is especially useful when an educator desires to use short, frequent assessments to determine intervention strategies for individuals or groups of students. Creating an Adaptive Assessment test in the *A+LS* system is quick and easy, and can be reused from year to year.

It is important to note that within each of the areas of Adaptive Assessments and Educator Created Assessments, the *A+LS* system allows the educator to determine how many levels the system will “branch” up or down a skill tree during the test. As each of these types of assessments are adaptive in nature, dependent upon how the student answers the questions, the system will move up or down the skill tree in order to determine the student’s mastery level. This feature provides the educator with even more control over the delivery and substance of the curriculum content.

Item Validity

The *A+nyWhere Learning System* has an extensive bank of test questions in the four assessment technologies, and the validity of these items is important to their usefulness. The validity and validation process of test items in *A+LS* are explained in the following sections.

Item Construction

The author teams who write the instructional content of *A+LS* also write the test items. All items are written to evaluate the student’s understanding of the instructional content presented in each lesson. The authors who write test items are certified teachers. They follow the form used by national achievement tests and the generally accepted guidelines of item construction.

Following initial item development, editorial staff reviews the test questions to ensure clarity of presentation, accuracy, and grammatical correctness. Upon completion of the editorial review, all test items are submitted to and verified by the Quality Assurance team.

Validity

Two forms of validity are continuously examined for all test items in the *A+LS* system. These are face and construct validity. The examination of these forms of validity is part of the item development process described above. Each question is reviewed to determine that the question appears to test the concepts that are the focus of instruction.

Most important to the question of validity is the purpose for which the test items within *A+LS* were developed. The purpose is to evaluate a student’s understanding of the content presented in *A+LS*. As such, the items represent a criterion-referenced test. As a criterion-referenced test, there have been no comparisons of performance on *A+LS* test items to external norm-referenced tests. Therefore, no statements can be made with regard to concurrent validity of the test items.

Curriculum Content

AEC focuses on proven teaching methods, developing curriculum created only by certified teachers, and keeping the software focused on skill attainment, not “edutainment.” Curriculum content has been focused on the core areas of knowledge: Math, Language Arts, Science, and Social Sciences. Each of the English-language titles and Spanish-language titles in the *A+nyWhere Learning System* software program has been created following the highest standards, such as the national council guidelines for Math, Social Sciences, Science and English (NCTM, NCTE, NCSS, NSES), and the Benchmarks for Science, CORE Knowledge Standards and the Dolch Word List.

Additionally, the *A+nyWhere Learning System* software program offers educators unique and dynamic control of the curriculum content via the use of its multimedia authoring system. The built-in authoring tool enables educators to create and modify content, simply and easily providing the ability to produce current, up-to-the-minute lesson content. Through this feature, it is a simple process to add new text, graphics, video, or sound (e.g., voice) to any lesson. The authoring feature is also the tool that allows educators to create their own lesson content, whether it is state or local history or content in a different language.

The curriculum design of the *A+nyWhere Learning System* focuses on the instruction of specific skills in all major subject areas, and allows a great deal of teacher control in the use of the content. The program equips the teacher with flexible tools to manage classes, to provide individualized instruction for each student, and to present curriculum in an interactive, engaging delivery method.

Each title contains between 25 and 90 lessons, most of which teach and test a specific skill. *A+LS* lessons utilize a four-step approach (Study, Practice, Mastery Test, Essay) to content mastery. A **Study Guide** for each lesson teaches the concepts and skills associated with the lesson. A **Practice Test** allows the learner to attempt a test on the lesson material with access to the Study Guide for remediation. A **Mastery Test** is designed to determine whether the learner has mastered the lesson material. Access to the Study Guide is not allowed from the Mastery Test area. The learner’s ability to analyze, synthesize, and evaluate concepts are tested in the **Essay** portion of the lesson.

Lessons in the *A+LS* program are comprised of a series of “pages,” or screens. The pages chosen for display to a student at run time are determined by the playback “mode” (Study, Practice Test, Mastery Test, or Essay), and by the content of the pages themselves. The various modes are discussed below.

Study Guide

The Study Guides introduce and teach the concepts and skills associated with each lesson. Concepts are introduced and explained on these pages and main ideas are typically kept one to a page. The *A+LS* software program is fully multimedia capable and extensive use of graphics has been incorporated into the lesson content to support and promote ideas and concepts. Additionally, each lesson for grades K-3 has complete voice-over functionality for emerging readers, etc.

The Study Guide pages present the material in rich-text format boxes, pictures (gif, jpeg or bmp), videos (avi or mov), sounds (wav or QuickTime™) or in a browser object that presents HTML stored locally or accessed via a live Internet connection. This feature incorporates the rich resources of the Internet to allow students to explore, work independently or collaboratively and to seek information

Practice Test

Practice Tests allow the student to work through exercises while providing immediate feedback as well as access to the Study Guide. During a Practice Test, students are asked ten questions from a larger bank of questions (average bank size of 35 questions). The *A+LS* software program offers a variety of answer formats, such as multiple choice, fill-in-the-blank, and short answer. The questions are randomized, as are the answers and student scores for Practice Tests are tracked.

Mastery Test

Mastery Tests determine whether the student has learned the lesson material. The default mastery level is 80%, however the educator is in complete control of the mastery level percentages. As a form of control, the student is not able to access Study Guide material from within a Mastery Test and no feedback will be provided until after the test is scored.

Essay (Constructed Response)

The Essay (Constructed Response) mode is used to assess students' grasp of the lesson material by challenging the student to use the higher order thinking skills of analysis, synthesis and evaluation to construct a well-prepared answer. The teacher is able to view, comment on, and grade the essay from within the A+LS Management System. The teacher determines whether the Essay score is relevant to determining if the student has mastered the lesson. As with all content in the *A+nyWhere Learning System* software program, the curriculum content delivered may be modified allowing full freedom to create additional or alternate essay questions.

The *A+nyWhere Learning System* software program is believed to provide the broadest, deepest and richest curriculum aligned to state standards available. There are English-language titles in the areas of mathematics, language arts, reading, science and social sciences for grades 1-12. There are also Spanish-language titles available in the areas of Lectura, Ortografía, and Gramática, for grades 1-6 and Spanish-language titles in the area of Matemáticas for grades 1-8. The Spanish-language titles teach the same lesson content as the corresponding English-language titles. While the student interface and lesson content is in Spanish, the teacher interface is in English.

Tracking Progress and Reporting

The *A+nyWhere Learning System* software program comes with a complete tracking and reporting system. Every student action in the *A+LS* system is tracked and can be analyzed through various reports. Everything from a class roster, to time on task, to skills and objectives mastered/not mastered is available from the reporting system.

Throughout tutorial interventions, students have access to progress reports. These reports include lessons accessed, time spent on each activity, and mastery of both lessons and standards. In addition, while students are working on lessons, immediate feedback is provided regarding performance on every practice item.

For the educator and administrator, there are over 180 reports available in the *A+nyWhere Learning System*. Among other things, these reports provide clear feedback on student and class progress, additional needs and mastery of skills covered. Please see example below.

Progress Record: Elementary Algebra
Josh Trautman

Date	Assignment	Score	Max Score	%	Type	Time (time on task)
06/18/2001	Expressions & Equations	100	100	100	Mastery Test	00:02:08
06/18/2001	Exponents & Factors	100	100	100	Mastery Test	00:02:57
06/18/2001	Properties	80	100	80	Mastery Test	00:02:21
06/18/2001	Order of Operations	100	100	100	Mastery Test	00:06:56
06/18/2001	Numbers & Sets	70	100	70	Mastery Test	00:04:17
06/18/2001	Numbers & Sets	100	100	100	Mastery Test	00:02:34
06/18/2001	Absolute Values	100	100	100	Mastery Test	00:01:52
06/18/2001	Problem Solving 1	90	100	90	Mastery Test	00:03:59
06/18/2001	From Words to Equations	90	100	90	Mastery Test	00:04:32
06/18/2001	Linear Equations	90	100	90	Mastery Test	00:02:35
06/18/2001	Linear Equations	70	100	70	Mastery Test	00:02:06
06/18/2001	Graphing with The T-Table	100	100	100	Mastery Test	00:07:44
06/18/2001	The x and y Intercepts	0	100	0	Mastery Test	00:00:19
06/18/2001	The x and y Intercepts	60	100	60	Mastery Test	00:05:24
06/18/2001	The x and y Intercepts	60	100	60	Mastery Test	00:03:08
06/18/2001	The x and y Intercepts	0	100	0	Mastery Test	00:00:50
06/18/2001	Slope of a Line	100	100	100	Mastery Test	00:03:13

The following report titles show a sample of the tracking and progress reports available with *A+LS*:

Student/Class <i>A+LS</i> Skills Mastered	Student/Class Assessment Detail
Student/Class Assignment Detail	Student/Class Test Assignment Detail
Student/Class Test Assignment Summary	Student/Class Standard Attainment
Student/Class Assessment Detail by Date Range	Student/Class Assessment Detail with Scores
Classwide Activity Comparison	Classwide Course Assessment
Classwide Student Assignment Lists	Schoolwide Student Summary