



Handbook for Teachers

A Reference Guide
for Working with the A+LS™ Software

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Credits

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Introduction

We've Got the *A+LS* Software – Now What?

The *A+nyWhere Learning System*[®] software is a comprehensive curriculum system with full management capabilities. This guide is designed to provide you with a basic reference tool for all of the common tasks done by teachers. It starts with the student viewpoint (Chapter One), then offers a basic introduction to the navigation system (Chapter Two). The next six chapters provide a series of quick reference procedures covering assignments, assessments, reports, and other daily tasks. The final chapter reviews the installation of the *A+LS*[™] workstation client (for remote users) and troubleshooting. Perhaps its most important component is the customer support contact information (page 9-1).

Every procedure, task, and section heading has been indexed to make it easy for you to find the information you need. Also, for your convenience we have created a *Teacher's Quick Reference Guide*. This condensed guide covers many of the same frequently used procedures.

What's New

Each time the *A+LS* software is updated, a new *What's New* guide is created. It summarizes the new features as well as changes to familiar processes. If your school is an ongoing user of *A+LS* systems, you will find this to be a handy guide for your experienced users. It offers step-by-step instructions for reviewing the changes.

A copy of the *What's New* guide is included with each new installation package. It is also available via the online help (page 9-2) and the Documentation CD.

We hope you find this handbook to be useful in your mastery of a very powerful learning tool.

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Chapter One

The Student's Perspective

This chapter provides you with exactly the same information that your students will see in their *Student's Quick Reference Guide*. It is an overview of how the *A+LS* student interfaces work.

Navigating

There are several student interfaces (screen styles) your teacher can assign. This guide uses screen shots from the *Secondary* interface, but all of them work the same way.

Common Buttons

The *A+LS* software makes it easy to study on the computer by making it easy to get around the program. These seven buttons are used in all of the screen interfaces.




Go to the next screen - Goes to the next screen on a lesson or test. If it is grayed out, there is no next page.



Return to the previous screen - Works like the back button in a web browser. If it is grayed out, there is no previous page.



Stop this activity - When in lessons, taking a test, or writing an essay this button exits the activity. To avoid accidentally logging out, from the menus, we suggest using the  instead.



View help - Pops open a window that describes the features of the screen you are looking at. Click on the help window's *Stop* button to close it.



Replay sound - Whenever a lesson or test plays a sound for you, this button will let you replay it.



Go to/exit study guide - In practice tests, clicking this button will let you go back to the study guide. Clicking it again will return you to the practice test. It is not available in the real tests.



Show student's answers - After you complete a *Practice* or *Mastery* test, you may get the chance to review the questions. When reviewing test questions, click on the green checkmark button to switch between your answer and the correct answer.



Drop box open - If you see a box with a black triangle toward the right side, you've found a drop box. If you click on the triangle the box will drop open and reveal your choices. This is commonly found when choosing your assignment lists (see *Selecting a Class and Assignment*).

Mastery Icon



Red apple - It's not a button, but when you see a red apple next to an assignment, you know that you have mastered all parts of the assignment.

Starting the Program

Loading the Program

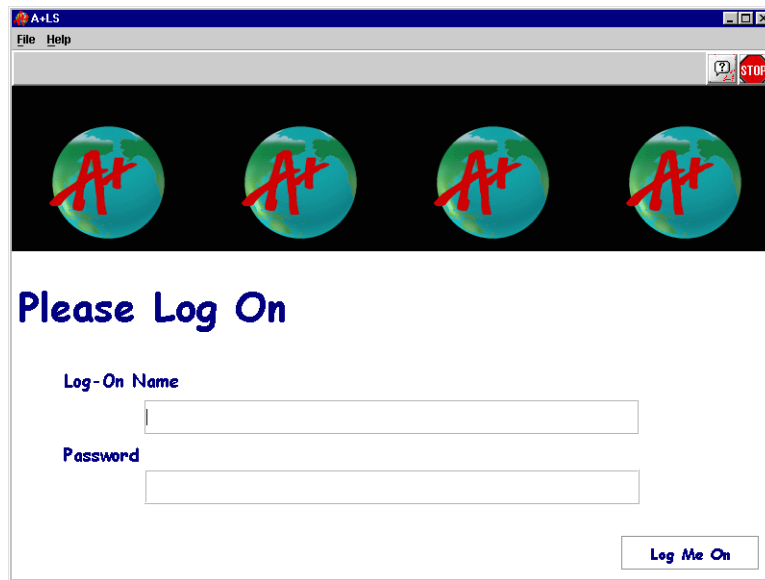
Different schools make the *A+LS* software available in different ways. It could appear as an icon (little picture) on your screen or in a special menu program. Here we'll describe one common way of loading the program. If the way shown below doesn't work, be sure to check with your teacher.

1. If you are at school, be sure you are logged into your network.
OR
If you are a remote user (telephone modem, cable modem, DSL, etc.) please connect to the Internet.
 - The software won't load properly unless it can connect to the server that houses its databases (digital filing cabinets).
2. Click on the Windows[®] **Start** button in the lower left corner of your screen.
3. Select **Programs** from the *Start menu*.
4. Choose the **A+nyWhere Learning System** group.
5. Click on **A+LS Client** to load the program.


Logging On

Since your lessons are coming from a network, it is important that the computer knows who you are. This helps it to keep your *Progress Records* accurate and private. It is very important that you do not write down or share your password with anyone.

The first screen you'll see after the program loads is the *Log-On* screen. See the figure below.



1. Logging on is simple. Just type your assigned log-on name into the *Log-On Name* text box.
 - If the text doesn't appear as you type, use your mouse to click on the text box and the text cursor (little black bar) will appear, allowing you to start typing.
2. Press the **[Tab]** key to move the text cursor to the *Password* box.
3. Type your password.
 - Don't worry, instead of text, the computer only shows ********* to keep your password a secret. You will see one * for each letter in your password.
4. Press the **[Enter]** key OR click on the **Log Me On** button to finish.
 - It should only take a moment or two to enter the program.
 - If there is a problem, carefully type in your log-on name and password again.

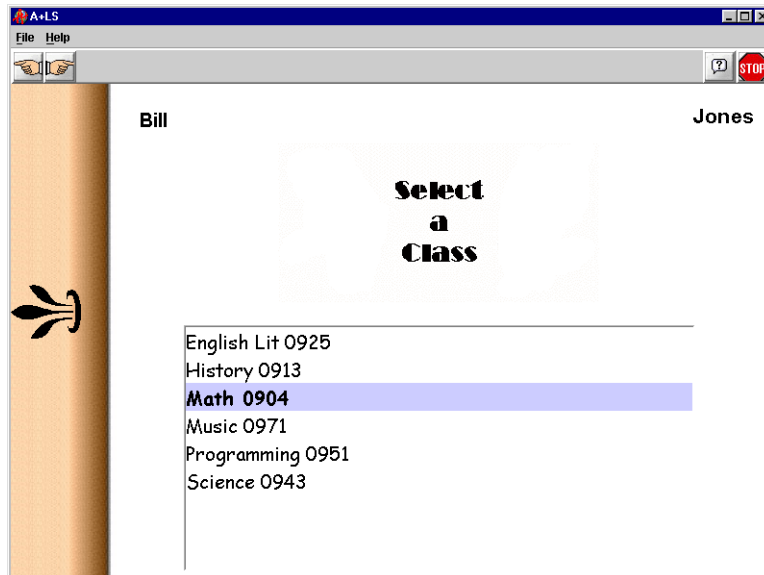
5. On the *title screen*, click on the  in the lower right corner.


Which screen appears next depends on your teachers and your assignments. If you only have one class that uses the *A+LS* system, then you may go straight to the *Select a Lesson* screen. If you only have one assignment list, you may go straight to an assignment. We'll assume that you have several classes.

Selecting a Class and Assignment

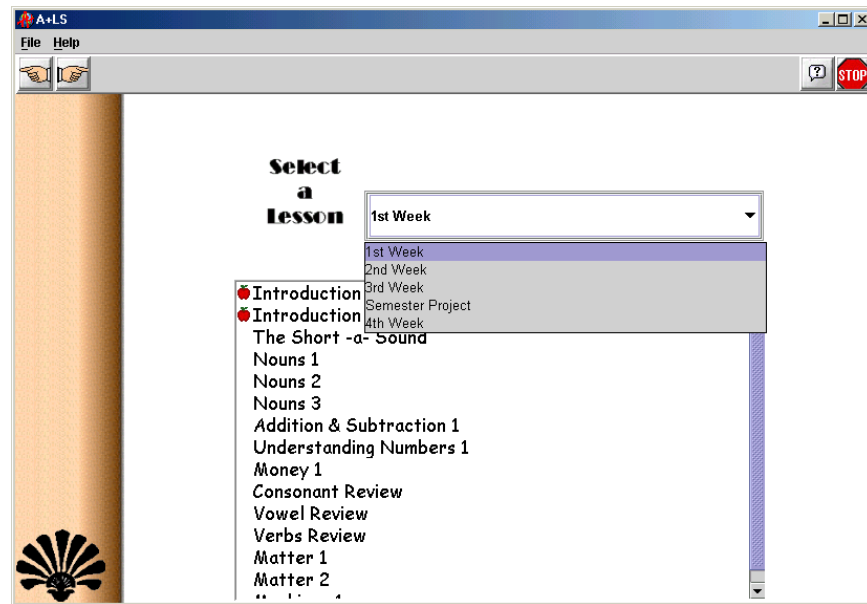
Now that you are in the *A+LS* software it's time to choose what you want to do.

1. Select the class to work in by **double clicking** on the class name.
 - In the figure below, the class *Math 0904* has been highlighted. It will open when double clicked.



- Now you need to decide whether to work with your *Lessons* or review your *Progress*.
2. Click on the **Lessons** button.
 - The *Select a Lesson* screen comes up (see the following graphic). The screen has two major sections: the drop box where you select your assignment list (remember clicking on  opens a drop box). Below the drop box is the list of assignments. The list changes depending on which assignment list you choose.

- In the following figure, the student has clicked on the drop box, revealing all of the Algebra assignment lists for the first part of the semester.

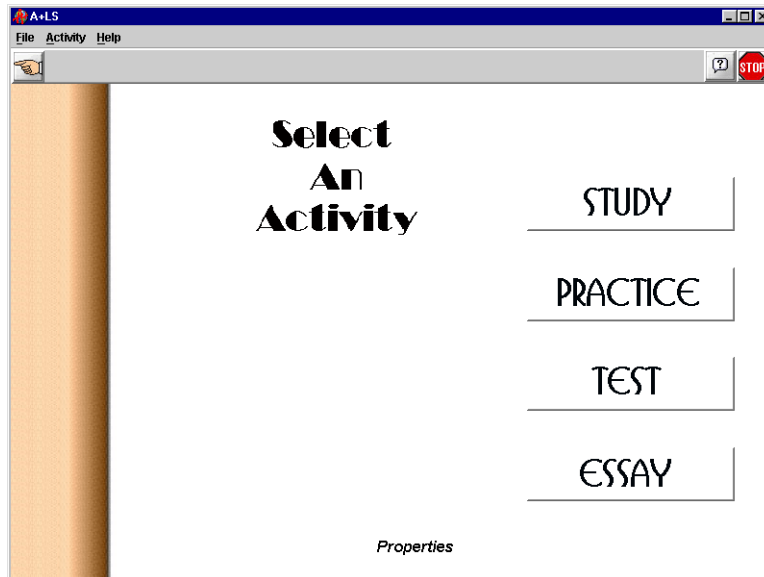


3. Click on the **drop box** and select an *assignment list*.
 - The list of assignments in that list is displayed in the big text box.
 - A *red apple* next to the first two assignments in the figure above indicates that the student has mastered the assignments and has gotten a passing grade on them. In the final section of this guide, *Checking Your Progress*, you'll learn how to check your scores.
4. **Double click** on the assignment you want to work on.
 - The *Select an Activity* screen appears.

Now we'll move into the next section to take a look at the various types of activities you have to choose from.

Selecting an Activity

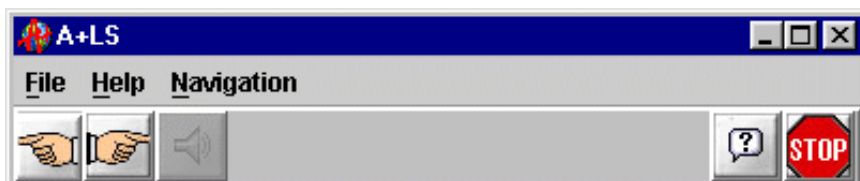
There are four parts to the typical *A+LS* lesson, though not all lessons use all four parts. It's OK if a button is missing. The *Select an Activity* screen with all four buttons is shown in the following figure.



Study

The *Study* portion of the *Lesson* set is where new concepts are taught and reviews conducted. Study guides use text, graphics, and multimedia to present the ideas. You may return to the *Study* section as much as you wish. When you are confident you've learned the new material you can go onto the *Practice*, *Test*, or *Essay* sections of the assignment.

As you can see from the *Study* button bar below, it uses the simple command buttons we looked at on the first page, to move through the lesson.



Study Button Bar


Hint: Some graphics enlarge when you click on them. For example, clicking on a map makes it easier to see the details.

Practice

Practice grades work just like the *Tests* but these grades are just for your information. They let you know when you are ready for the "real" test. The questions come in the standard varieties: multiple choice, fill-in-the-blank, and true/false.



Practice Button Bar

Hint: Notice the extra button on the *Practice* button bar. , the *Go to/exit study guide* button, which allows you to jump back to the lesson's *Study*. When in *Study*, just click on the button again to close *Study* and return to the *Practice* test.

When you complete a practice test, your teacher may let you to review the correct answers. As you review the questions, look for a green checkmark button on the toolbar. Click on the button to toggle between your answer and the correct answer.

Tests

A *Test* is just what you would expect. Like the *Practice* tests, the questions may include multiple choice, fill-in-the-blank, and true/false. Answer the questions to the best of your ability. The computer grades it, then reports the results to you and your teacher. Keep in mind that your teacher will see how long it took you to do the test, so make sure to give it a good effort.

The *Test* button bar works like the *Study* button bar, making it easy to move through the tests (see the figure below).



Test Button Bar

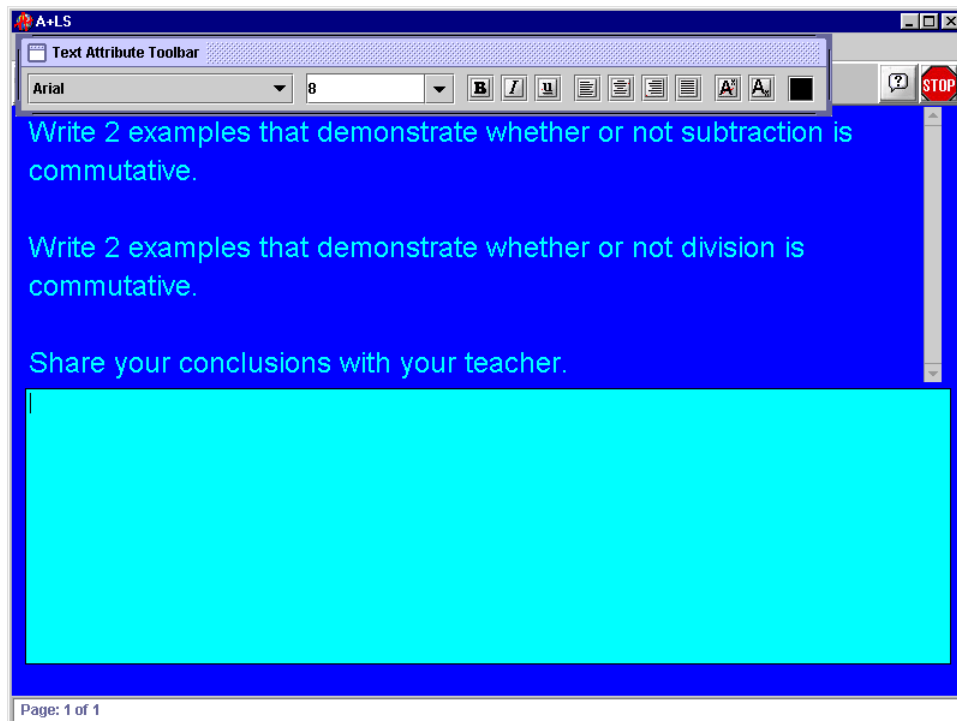
Hint: On fill-in-the-blank questions, be sure to press **[Enter]** after typing the answer. This will make sure that you get credit for answering that question.

If you are offered the option to review your test, the green checkmark button will allow you to toggle between the correct and incorrect answers.

Essays - The Essay Button

There are two types of essays found in the *A+LS* system. The most common is found when you click on the *Essay* button, located on the *Select an Activity* screens. We'll cover that kind first.

A typical *Essay* button's screen (see the following figure) has three major parts:



- The question is usually located in the top half of the screen. As with any essay question, read it carefully to make sure that your answer(s) fully cover the question(s) asked.
- Usually the bottom section is where you type your answer(s).
- Many *Essays* provide a *Text Attribute Button Bar* (see the figure below). The toolbar works like a word processor, changing how text and numbers look. You can make the text bigger, smaller, bold, color it, etc.



Hint: If you don't know what a button does, point your mouse's cursor at it. Wait a moment and a *tool tip* will appear describing what the button does. If you have already typed some text in and want to change the way it looks, highlight the text, then click on a button. You may experiment with how your answers look, but remember, they need to be easy for the teacher to read and grade.

Essays can have a single question or they may have several questions on multiple pages. So always click on the *Go to next screen* button to be sure you are answering all of the questions.


Essays - Writing Assessment Lessons

A second type of essay is found in *Writing Assessment* lessons. These lessons have no study or test components, just essays. Their essay screens look a lot like the *Essay* button's screen, except they use a white background instead of blue.

When you first enter a *Writing Assessment* essay, you are given directions. You click the *Go to the next page* button to move through them and onto the essay. The essay instructions are in the top text box and you type your answer in the bottom text box. You can save your work with the *Save* button and return later to finish the essay. When the essay is finished, you click on the *Submit Essay* button.

Unlike the *Essay* button essays, *Writing Assessments* are automatically graded by the computer. A few moments after clicking on the *Submit Essay* your Internet browser will open. You'll see your score and how your essay was graded.

Exiting

To exit from any activity, just click on . *Tests* and *Essays* will ask you to confirm your decision so that you don't accidentally quit and mess up your score. Some activities have a *Submit* button that saves your work and exits.

Checking Your Progress

You've done all that work studying and testing, now you want to know your scores. In the *A+LS* software we call that *Progress*. Your scores are updated just as soon as you finish a test. An essay score appears just a moment after the teacher grades it.

Checking your *Progress* is easy:

1. After you *log in*, select your *class*.
2. Click on the **Progress** button.
 - Your *Progress Record* for that class will now appear. See the following figure.

Bill Jones

Progress Record: Math 3rd Period

Date	Assignment	Score	Max Score	%	Type	Time (time on task)
11/29/2002	Expressions & Equations	90	100	90	Mastery Test	00:21:51
11/29/2002	Expressions & Equations	100	100	100	Essay	00:15:12
11/29/2002	Exponents & Factors	70	100	70	Mastery Test	00:08:27
11/30/2002	Exponents & Factors	100	100	100	Mastery Test	00:23:46
12/01/2002	Exponents & Factors	90	100	90	Essay	00:17:32
11/30/2002	Properties	80	100	80	Mastery Test	00:22:08
12/06/2002	Properties	100	100	100	Essay	00:18:57
11/30/2002	Order of Operations	70	100	70	Mastery Test	00:10:01
12/01/2002	Order of Operations	100	100	100	Mastery Test	00:24:29
12/06/2002	Order of Operations	90	100	90	Essay	00:16:42
11/30/2002	Numbers & Sets	80	100	80	Essay	00:19:22

The list has seven columns of information:

Date - The last date the assignment was worked on.

Assignment - The assignment that you took the *Test* for or from which you wrote the *Essay*.

Score - The number of points you earned from the test or essay.

Max Score - The maximum number of points that you could earn if you did the test or essay perfectly.


% - The percent (%) of the score you got right. So 100 means 100% correct, 50 means you got 50% or half right.

Hint: If you didn't get a 100 you may want to check your assignment list to see if there is a red apple 🍏 confirming mastery. Teachers can set mastery at different levels, so the apple is the best sign that you've mastered the work. If there is no red apple your score may be improved by retesting or rewriting the essay.

Type - Lets you know what kind of activity you did to get the score. Note: *Mastery Test* just means it was scored and recorded by the computer and wasn't a practice test.

Time (time on task) - The amount of time you spent working on this assignment. You will probably need to use the bottom scroll bar to see this column.

Hint: If you have done a lot of tests and essays, the *Progress Record* may be too long to list everything on one screen. When there are too many records, a scroll bar will appear along the right side of the list. Use the scroll bar to look down the record. To use the scroll bar, put your mouse cursor on the blue textured part of the bar (the scroll button), hold down the left mouse button, and drag the scroll button down.

3. To exit from the *Progress Record* just click on .

As you have seen, the *A+LS* system provides a student-centric learning environment. While only one interface was demonstrated here, there are four that are commonly assigned to students. They run the gamut from a colorful kid's interface to a stylistically neutral adult interface. Previewing the different interfaces is easy, check out the procedure *Reviewing and Printing Lesson Content* on page 3-1.

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Chapter Two

The *A+LS* Management System

Now you'll review some of the basics of managing the various teacher parts of the *A+nyWhere Learning System* software. Keep in mind that individual school systems will have variations to what is suggested here. Generally, some preliminary tasks are completed by the *A+LS* system administrator before teachers use the program. Typically, the system administrator is not a teacher, but his/her tasks are based upon teacher and school requirements. The common administrative functions this person performs include:

- Enter all students and teachers into the database
- Add the classes that will be taught at your school
- Input an assigned teacher(s) for each class
- Enter the students into the class
- Other functions as required

How the Management Windows Work

Before you start checking student progress and creating assignment lists you need to know the basics of how the various management windows work. The brief exercises below will give you a chance to experiment with the common components.

Loading the *A+LS* Remote Client and Logging On

You'll log onto your computer as yourself and start the *A+nyWhere Learning System* client. If you are continuing from the previous chapter just skip down to the next section, *Logging On and Setting Up Assignment Lists*.

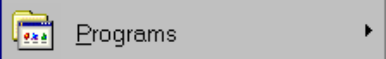
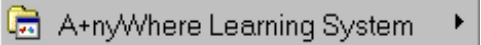
1. Start your computer in the usual manner and display the Windows desktop.

2-2 Chapter Two

2. If you are at school, be sure you are logged into your network.

OR

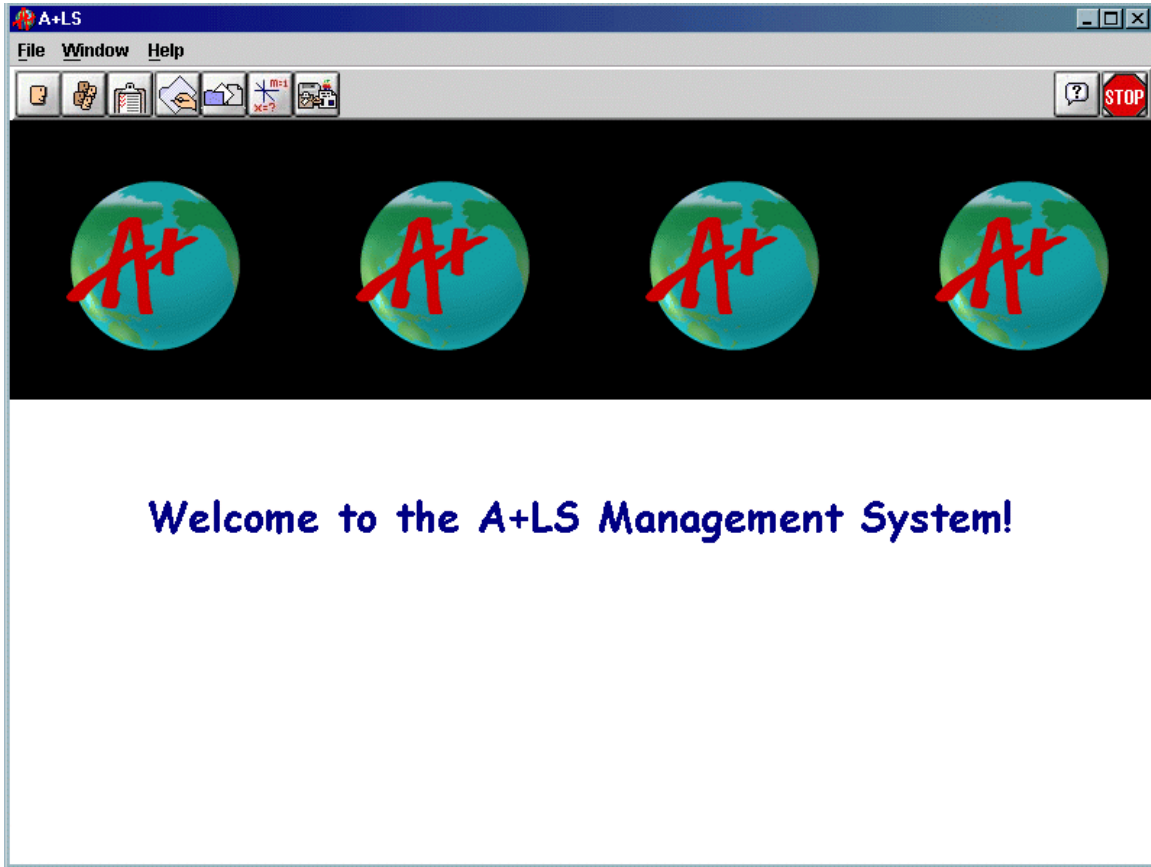
If you are a remote user (telephone modem, cable modem, DSL, etc.) please connect to the Internet.

- The software won't load properly unless it can connect to the server that houses its databases (digital filing cabinets).
3. Click on the **Start** button, usually found in the lower-left corner of your Windows desktop.
 - The *Start menu* expands upward.
 4. Point to  .
 5. Move the pointer to the next column and click on  .
 6. Move the pointer to **A+LS Client** and click.

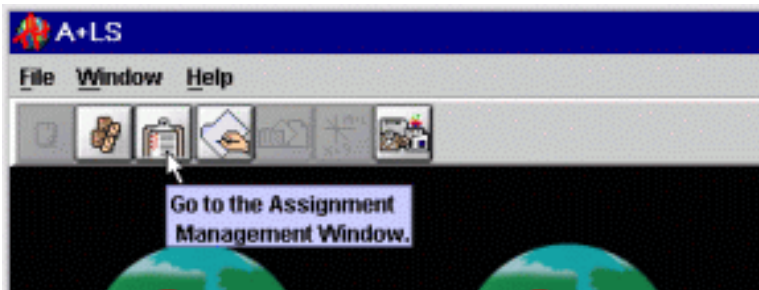
Logging On and Entering Assignment Management Window


The log-on screen displays and you are ready to review the *A+LS* management system.

1. Type the *teacher log-on name* assigned to you and press the **[Tab]** key.
2. Type the *password* assigned to your log-on name and press the **[Enter]** key.
 - The *A+LS Welcome/Main Menu* screen displays. See the following figure. The familiar blue title bar appears at the top, the menu bar below the title bar, and the button bar below the menu bar.
 - Remember, some of the buttons on the button bar may appear ghosted (gray) because there are special functions that are reserved for your system administrator or special tasks.
 - The first button on the left is used for entering all students, teachers, and administrators into the system. The second button is used to add classes and assign teachers and students to them. The third button from the left is one used mainly by teachers. It is the *Assignment* button.

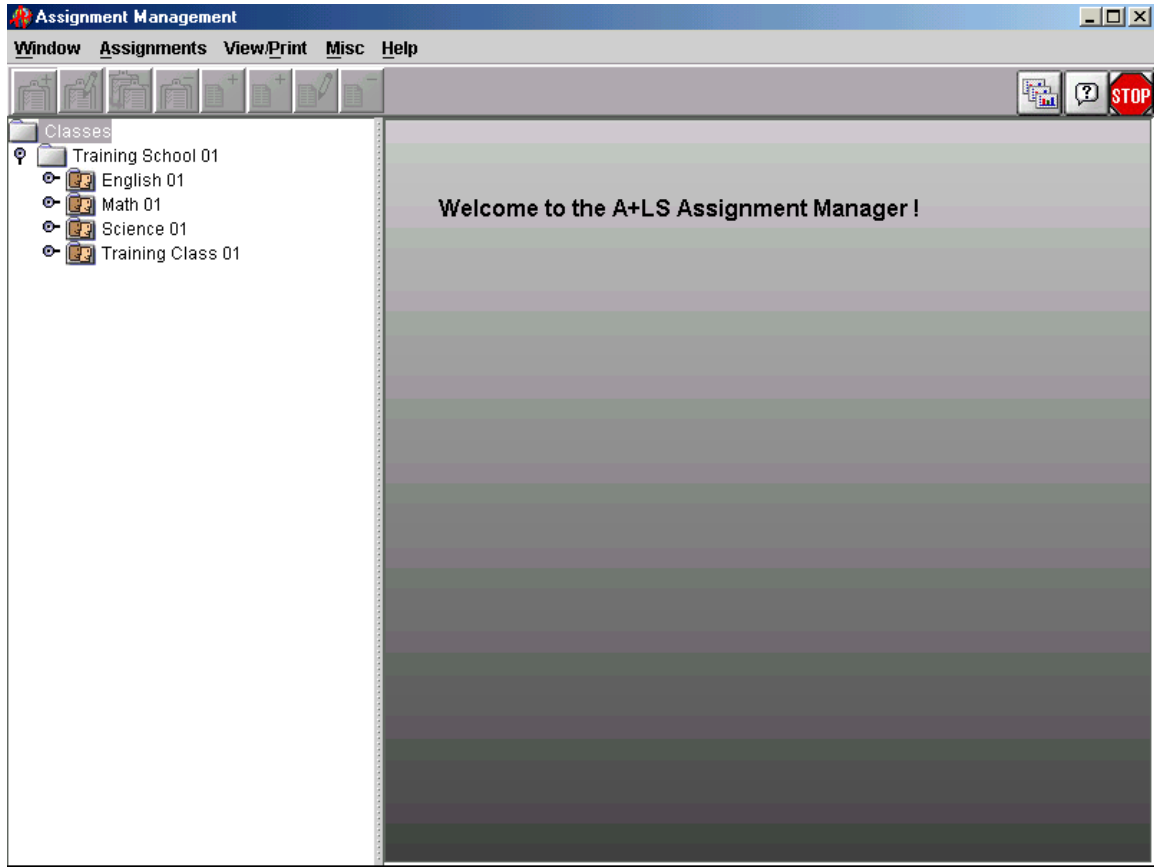


3. Point the mouse cursor to the *third button*, but do not click.
 - Notice that a small *tool tip* opens telling you about the function of the button. This button allows you to enter assignment lists and assign them to various students and classes.



4. Click on the *Assignment Management Window* button  .
 - The *Assignment Management Window* displays. Note the following figure. Notice that it looks similar to Windows Explorer®, displaying two panes.

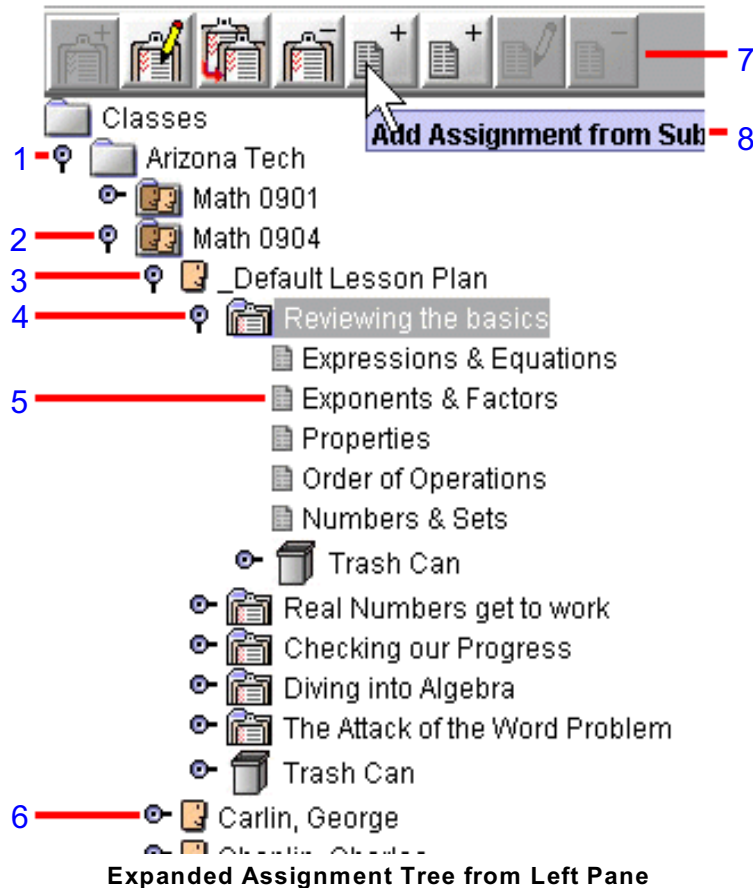
2-4 Chapter Two



The two panes are really side-by-side windows. The left pane displays an expandable tree of objects. The right pane is now empty except for the welcome message, but it will display forms and dialogs where the teacher enters needed information when creating assignments.

Understanding Common Buttons, Objects, and Icons







Study the left pane of your window and note the school(s). Study the figure that follows and compare it to your screen. Your window will not look exactly like this because this figure represents a fully developed A+LS school system. Please study the figure carefully and identify the parts as they are described in the text following the figure.








1. School Name - Your school name appears here.
2. Class Name - Your class names that appear in the assignment tree.
3. Class Assignments - Group assignment lists that you created with a series of lessons in each group.
4. Assignment List - Heading for a group of assigned lessons.
5. Assignments - Related activities that make up a single lesson.
6. Student - The user (student) assigned to a class.
7. Button Bar - Ghosted (gray) buttons indicate tasks that are unavailable.
8. Tool Tip - Appears when you point the cursor at a button and describes the purpose of the button.

Expanding and Contracting the Tree

The tree structure in the left pane of the *Assignment Management Window* can be expanded and contracted at will. Typically, the tree will display the schools and their classes when you first open the window. You'll learn to expand the tree to see additional levels of objects, such as students within classes, lessons within assignment, etc. In addition, you'll learn to contract the tree structure to reduce the number of the objects displayed in the tree.

Notice the small icon  to left of most of the items in the figure above. The small icon is either pointing down  or pointing to the right . If the icon is pointing down , it means that particular item in the list is expanded. For example, notice the small icon to the left of *Reviewing the basics* is pointing down  in the previous figure. This means that the assignment list is expanded to show all of the specific lessons within that assignment group. Now notice the small icon  to the left of the heading *Real Numbers get to work*. That particular icon is pointing to the right and, therefore, is not expanded. *Real Numbers get to work* is another assignment list, but the individual lessons within it are not yet displayed because it had *not* been expanded.

If you are unfamiliar with this type of control, you can try the following mini practice exercise. It only takes a couple of minutes to practice expanding and contracting the tree structure.

1. First check to see if the small icon to the left of the *school name* is pointing down .
2. If the icon points to your school's object, click on the icon  one time to expand it and display the list of available classes.
3. Click on the small icon  to the left of one of your *classes* to expand the tree.
 - The list includes a *_Default Lesson Plan* and a list of users (students) assigned to your class.
 - You might wonder why there is an under score immediately in front of *_Default Lesson Plan*. The under score tricks the computer into putting *Default Lesson Plan* at the top of the list, for your convenience. Otherwise, it would be sorted alphabetically amongst your student names.
4. Click on  to the left of the expanded *class object* to contract the tree.
 - The right pane displays the *Class Information for* information.
5. Click on  to the left of the *school object* to contract the tree.
 - The right pane is empty, except possibly for the welcome message.

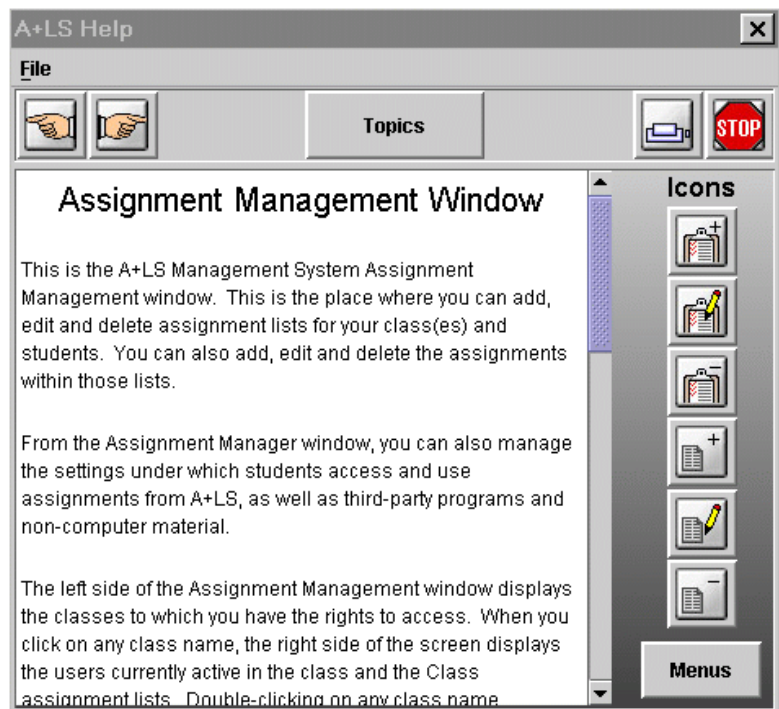
Practice expanding and contracting objects until you are comfortable because this is a very common action when working with the *A+LS* software. Note that double clicking on a tree object will also expand the tree beneath it.

Using Help


The help files built into the *A+LS* system can be very useful for teachers too. When in doubt, give them a try. They are available on any screen. You'll learn to use *Help* in the following steps.

1. Click on **Help** in the *menu bar* near the top of the screen.
2. Click on **For This Screen F1**.

- Clicking *Help* on the menu bar is the same as clicking on the *Help* button on the button bar.
- A *Help* window displays information about the current window (see the example at right). Notice the *Help* window has a title bar, menu bar, and button bar similar to the *A+LS* Assignment Management window. Take a moment to scroll through some of the information using the vertical scroll bar.



3. Click on **STOP** in the *Help* window button bar to close the window.
4. Click on **Help** on the *menu bar* again.
5. Click on **Topics F2** to see a list of topics about which you can receive help.
 - A list of help topic buttons displays on the left side of the *A+LS Help* window. Be sure to experiment with the help system during one of your practice sessions. Learning to use it well can save many hours of frustration.

6. Click on  in the *Help* window button bar to close the window.

Accessing the Basic A+LS Manuals Through Help

You can view, print, or download *A+LS* manuals and guides from the *View Manuals* help page using the steps below.

1. Return to the *Welcome/Main Menu* screen (the screen that appears right after you log on).
2. Select **Help** on the menu bar.
3. Choose **View Manuals** from the pull-down menu.

- The *View Manuals* window opens (see the figure at right).

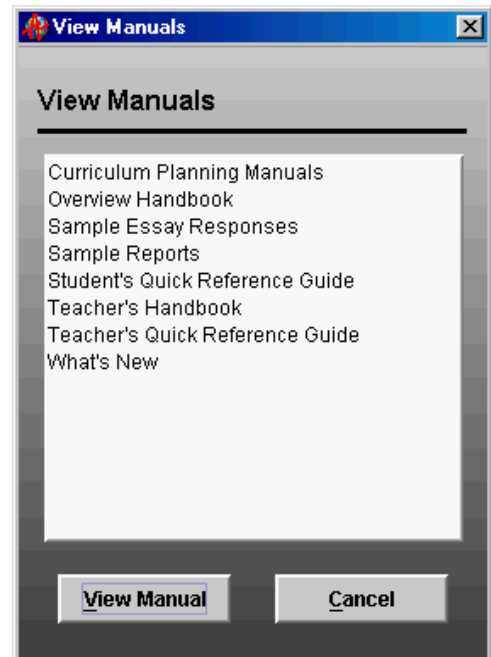
4. Click on the guide or manual of your choice, highlighting it.

5. Click on the **View Manual** button.

- After a few moments the *Adobe® Acrobat® Reader* will open and a bit later the document will display.
- Please note you must have a working copy of the *Acrobat Reader 4.0* or higher installed on your computer (available for free download at www.adobe.com/products/acrobat/readstep.html). Also, if you are connecting to the *A+LS* system via a modem it may take a few minutes for larger documents to open. So please be patient.
- With the document displayed, you can save it locally or print it. For assistance with the *Acrobat Reader* please select *Help* on its menu bar, then *Acrobat Help*. It offers extensive, easy to understand support.

6. When you have finished with the document, you may close the *Acrobat Reader*.


7. Close the *View Manuals* window by clicking on the **Cancel** button.

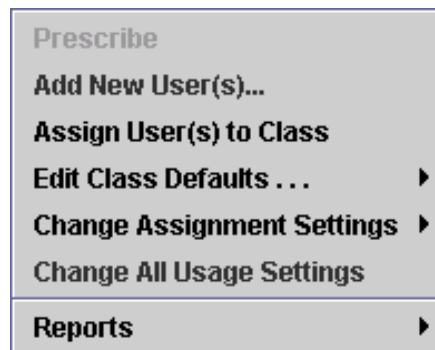



Using the Powerful Right Click

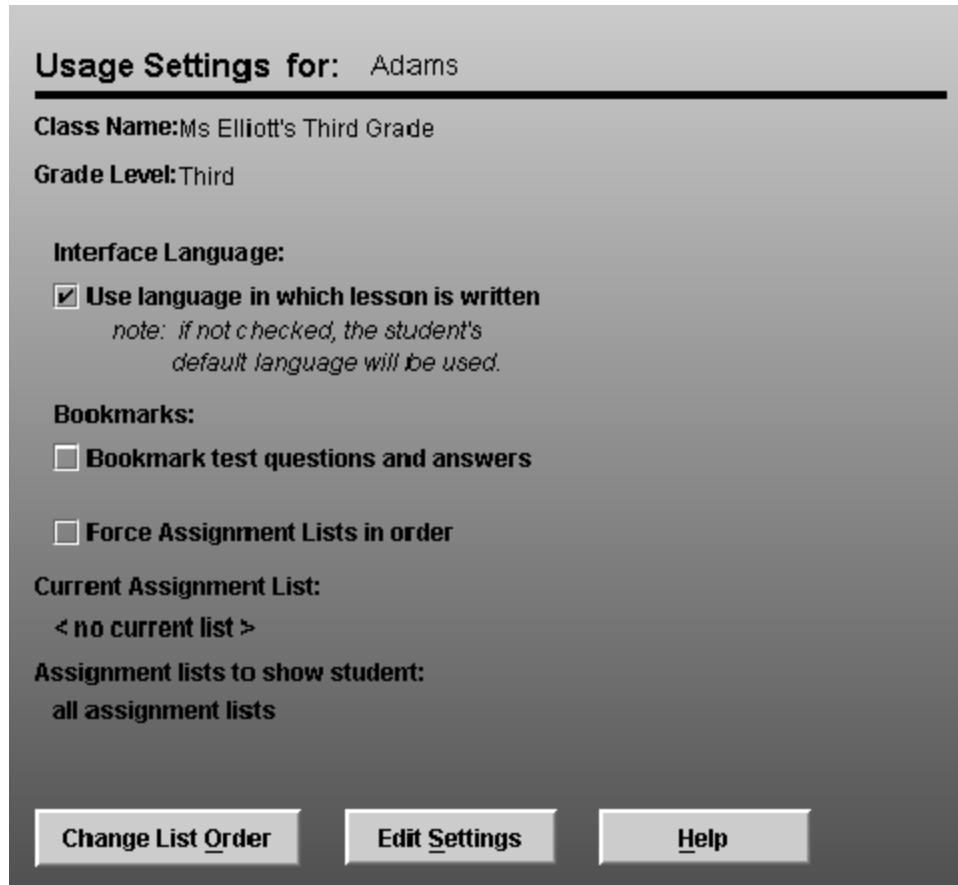
A very important thing to know about the A+LS software is the power of the *right mouse button*. The developers of this program have made great use of the right mouse button in the left pane. Whether copying an assignment to your students or just wondering what to do next, point your cursor to the tree object in question and *right click*. A pop-up menu will appear with a list of all the things you can do with that object. To close the pop-up menu, either select an item in its menu or click anywhere outside of the menu.


You should currently be seeing the *Assignment Management Window* with your school name listed in the left pane. In the following brief exercise you'll use the left click to open some of the items under the school name.

1. If necessary, click on  to open your *school object* and expand the tree.
2. Point to *class object* and **right click** on the mouse button.
 - A pop-up menu displays two choices in the left pane and *Class Information for* displays in the right pane. The pop-up menu that follows enables you to assign (add) new users (students), assign students to your class, edit defaults and settings for your class (see the following figure), or generate assignment related reports.



3. Left click anywhere in the white portion of the left pane to close the pop-up menu.
4. Click on  to the left of one of your *classes* to expand it.
5. If a *student object* is available, point to it and **right click**.
 - A pop-up menu displays over the left pane. You have several options from which to choose. For example, *Create a New List* allows you to generate a new assignment list.
 - The right pane displays the *Usage Settings for* this student as displayed in the following figure. For example, you could use a checkmark to force the student to complete all assignments in order.



6. Left click anywhere in the white area of the left pane to close the pop-up menu.
 - Note that the last entry directly beneath the class object is a *Trash Can*. Many tree objects have their own local *Trash Can*.
7. Point to the *Trash Can* for the class and **right click**.
 - Two choices display: *Empty Trash Can* and *Restore All*. You'll learn about these two options in the next chapter.
8. Left click anywhere in the white area of the left pane to close the pop-up menu.
9. Click on  to the left of *class object* to contract the *class tree*.
 - Remember, *right clicking* on an object opens a pop-up menu that gives you a choice of options relating to that object. When you are wondering what to do, this is a great source of hints for relevant commands.

As you can see, the basic management system is easy to learn. As your mastery grows you'll discover you have a great deal of control.

Chapter Three



Daily Tasks

This chapter covers the most common teachers' tasks, primarily those related to creating and distributing assignments to students. It also walks you through reviewing content, integrating third-party programs, using the trash can, and checking and grading student progress.

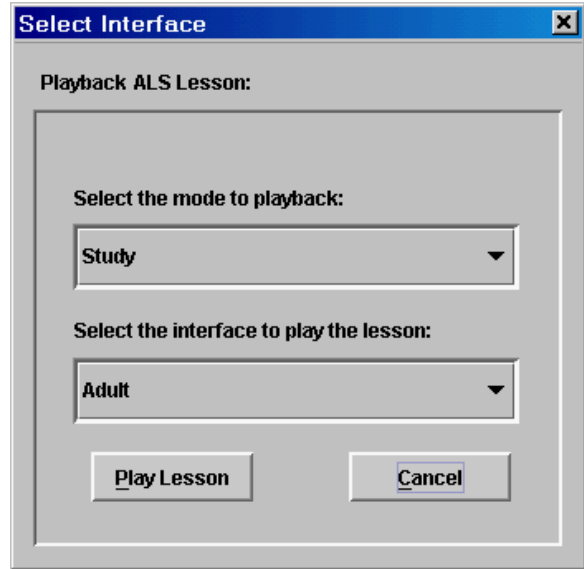
Reviewing and Printing Lesson Content



Reviewing Lesson Content

It is important for you to be able to review lesson content and tests prior to assigning them to students. The *A+LS* system makes it easy to see lessons just as your students will. This normally takes place in the *Curriculum Authoring Window*.

1. Load the *A+nyWhere Learning System* client normally.
2. Log on using your teacher or administrator account.
3. Click on the *Curriculum Authoring Window* button  on the button bar.
4. Select the *subject module* you want to work with and click on its  (expand tree) to reveal its lessons.
5. **Scroll down** until you find the lesson to review.
6. **Right click** on the *lesson title*.
7. Select **Launch Playback as Student** from the pop-up menu.



- The *Select Interface* dialog box opens (see the figure at right).
8. Set *Select the mode to playback*: **Study**, **Practice**, **Mastery**, or **Essay** (not all lessons have all four modes).
 9. Set *Select the interface to play the lesson* (has no effect on the lesson content, typically the navigation button graphics change).
 10. Click the **Play Lesson** button.



- In a few moments the lesson will display.
11. When you have finished browsing the assignment, click on  to quit the lesson and return to the list of assignments.
 12. To exit from the *Curriculum Authoring Window*, click on  again.

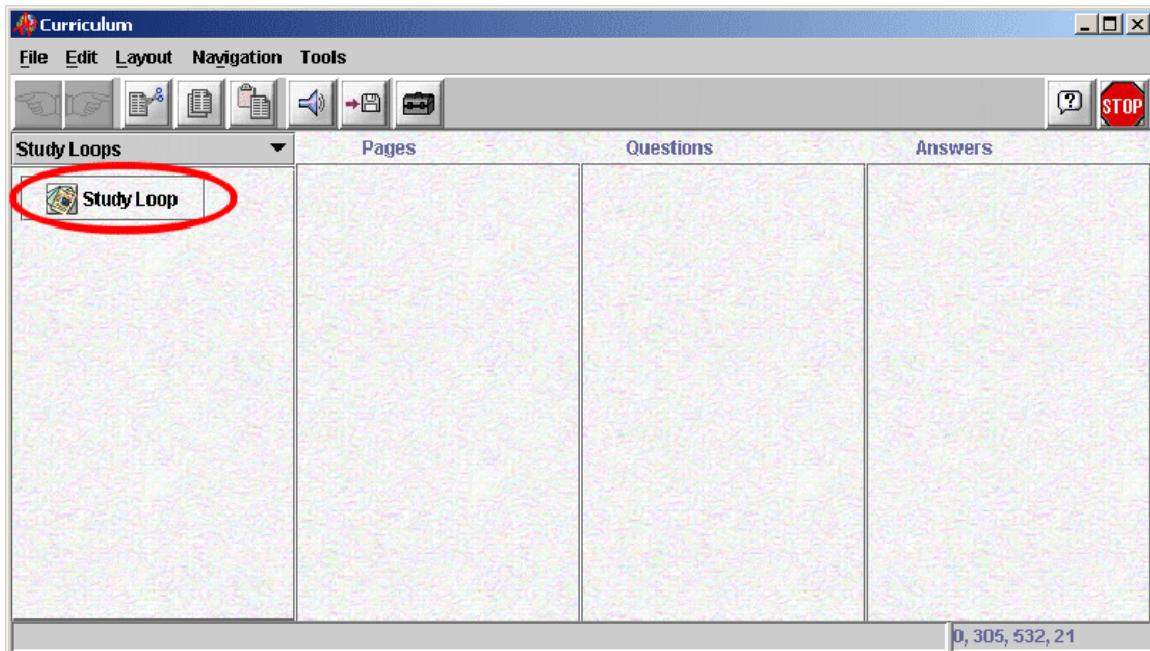
Printing Study Guides

The *A+LS* content was designed to be delivered on a computer screen, but you can still print out the core content as a study guide.

1. Log on using your teacher account.
2. Click on the *Curriculum Authoring Window* button  on the button bar.
3. Select the curriculum module you want to work with, then click on its  (expand tree) to reveal its lessons.
4. **Scroll down** until you find the lesson to print.
5. **Right click** on the lesson title.
6. Choose **Edit Activity** from the pop-up menu.
 - If the *Edit Activity* command is grayed out, you will need to request that you be given the right to *add/edit/delete any curriculum*. This is a very powerful right, since you could accidentally delete lessons and modules from the system, so it may be restricted.
 - The *Activity Editor* dialog box opens.

7. Select the **Edit Content** button.

- The Curriculum authoring *Thumbnail View* displays (see the following figure).

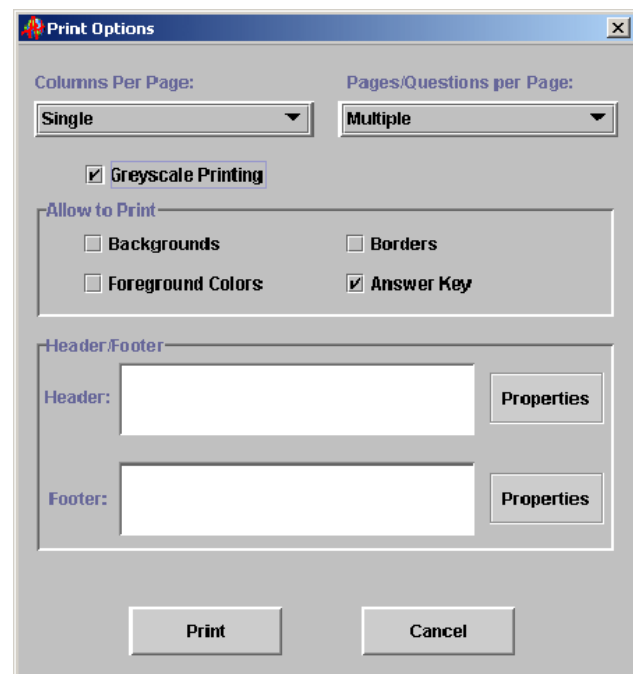


8. Click on the **Study Loop** (found in the leftmost column, circled in the preceding figure).





9. From the menu bar select **File**, then **Print**.

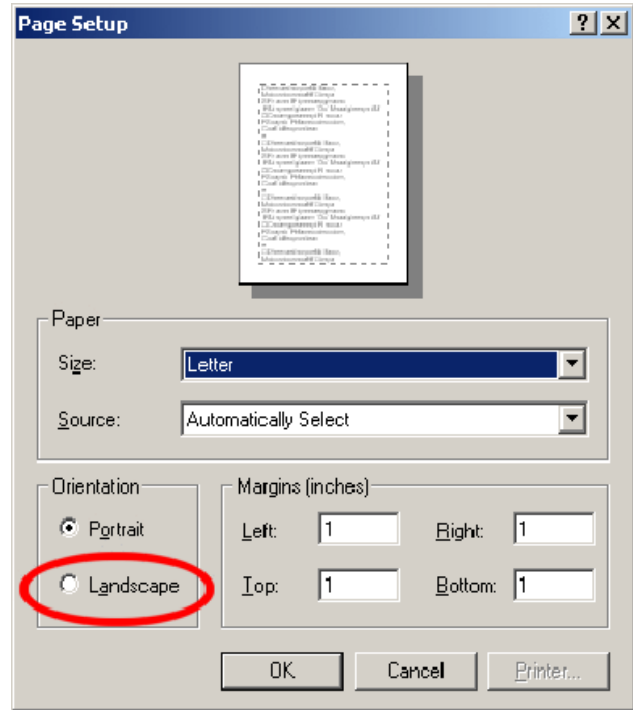
- The *Print Options* dialog box opens (see the figure at right).
- You will want to experiment with the various settings to see which one works best for the particular lesson you have selected. You can decide if you want the answers to print and even create custom headers and footers for the report (add your name or the class name, the date of the test, etc.)

10. After selecting the appropriate *print settings* for your lesson, click on **Print**.



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- The *Page Setup* dialog box opens (see the figure at right). Normally you will not make any changes though you may want to experiment with the *Landscape* setting if you are printing multiple columns (circled in the figure at right).
11. When you have made your selections, select **OK**.
 - Windows own *Print* dialog box opens.
 12. If you are experimenting with settings, you may want to set the *Print Range* to *Pages from: 1 to: 1*.
 - The *Print Preview* displays.
 13. Use the  and  (*Next* and *Previous Page* buttons) to review the *Print Preview* pages.
 14. Choose  to print.
 - After a brief delay (while the report is sent to the printer) you return to the *Print Options* dialog box.
 15. If necessary, either make adjustments and click **OK** proceed to print or click on the **Cancel** button to exit.
 16. To exit from *Curriculum Authoring*, click on  .



Customizing Your Class Settings

Default Assignment List Settings


You can create a default set of characteristics for you assignment lists using the following procedure. Once the default values are established, they can be changed for an individual assignment list to be copied to a group of students or on a student-by-student basis.

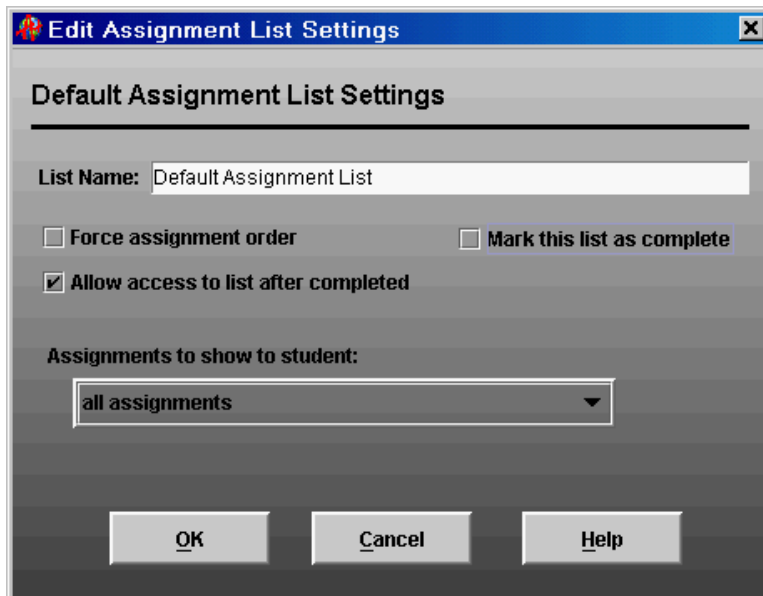
1. Log on and select *Assignment Management Window* button,  .
2. **Right click** on the *class* to be changed.


3. Point to **Edit Class Defaults...**, then click on **Assignment List Settings**.

- The *Edit Assignment List Settings* dialog box opens (see the figure at right).


4. Click on the **Help** button to decide which settings are most appropriate.

- To set the *Assignments to show to student* option, open the drop box by clicking on . The box will open, and you can click on the desired choice.



- To select *Allow access* or *Force assignment order* put a checkmark  next to the option.
- *Mark this list as complete* is not typically enabled because it would mark assignment lists completed as soon as you assigned them.


5. Click on the **OK** button when you are finished, then click on OK again to acknowledge that your changes were saved.

6. Clicking on , the *Stop* button exits the Assignment area.

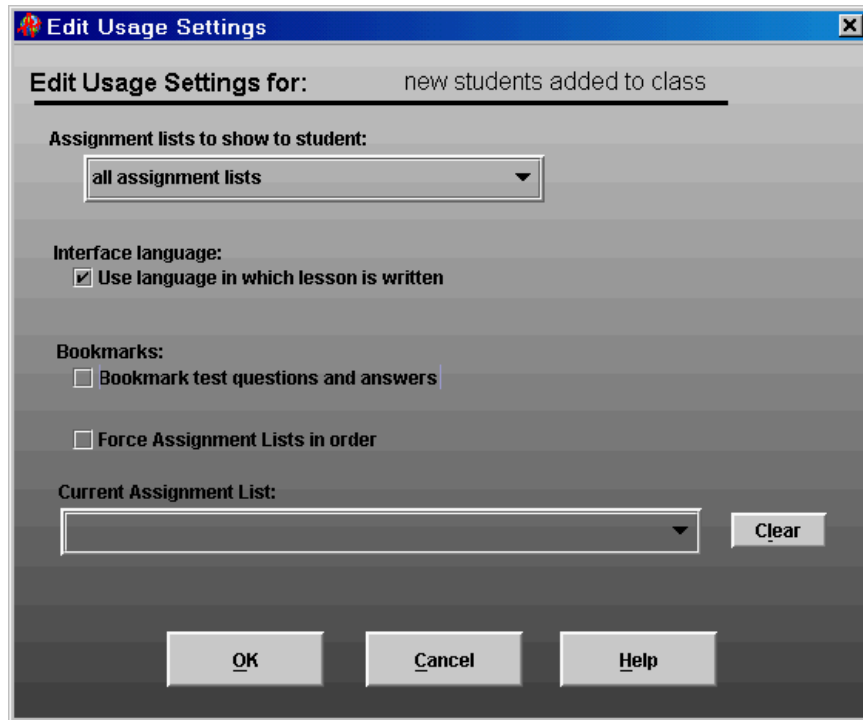
Now, all assignment lists will be initially configured with the new settings.




Defining the Default Lesson Plan Settings

Teachers can create a default set of characteristics for their assignment lists using the following procedure. Once the default values are established, they can be changed for an individual assignment list or on a student-by-student basis.

1. Log on and select the *Assignment Management Window* button, .
2. Double click on the appropriate *class* to reveal its students.
3. Click on **_Default Lesson Plan** (all new students) or a *student's name* (edit existing student settings).

4. Choose the **Edit Settings** button in the right pane.
 - The *Edit Usage Settings for* dialog box opens (see the following figure).



5. Click on the **Help** button to determine which settings are most appropriate.
 - To set the *Usage Settings*, open each drop box by clicking on . The box will open, and you can click on the desired choice.
 - To select *Bookmarks* or *Force assignment lists in order*, put a checkmark  next to the option.
 - Normally you should not change the *Interface language* setting.
6. When you are finished, click on the **OK** button, then on **OK** again to confirm.
7. Clicking on , the *Stop* button exits the *Assignment Management Window*.

Under the object where you right clicked, all assignment lists will be initially configured with the new settings. We will cover changing individual assignment list settings in the next section on *Creating and Managing Assignment Lists*. Manipulating individual assignment settings begins on page 3-18.

Creating and Managing Assignment Lists

Imagine that you have been creating assignment lists and lessons for your students for a full semester. By this time you could have 30 or 40 assignment lists with hundreds of lessons entered into the system. Students might be very confused as they view their assignment lists. For example, a menu might display 30, 40, or more assignment lists with each list displaying 10 or 20 lessons. There are several ways to deal with this issue and each method will depend upon the philosophy and practices of the teacher.

The simplest way to deal with a number of lessons and assignment lists is to choose an option that allows only the uncompleted assignment lists to display. As students master the lessons in each list, that list simply disappears from the student's account. The list is still there for the teacher to view, but the student cannot view it.

Many teachers choose not to use this option for one main reason: the ability to review and reinforce completed material. Even though a student has completed a lesson successfully, he or she might want to go back and review. Perhaps the student wants to improve the skill to the highest possible level. Students might be given extra credit for improving their grade. Also, students may use assignment lists to prepare for major examinations. Completed assignment lists that are not visible cannot be accessed by students.

Another method allows the teacher to inactivate assignment lists or specific lessons within an assignment list. That list or lesson will not be available to the student until the teacher reactivates it. Some lists could disappear from the student's list until just before exam time when the teacher reactivates the list for students to use.

Yet another method is used when the teacher knows that all students in the class completely finished an assignment list. The list is first inactivated, moving it to the *Trash Can*. Once moved to the *Trash Can*, the list is no longer available to anyone and can be deleted. However, the student scores remain in the *A+LS* system database for use in reports.


The *A+LS* system gives you a stunning degree of control over how and when your students can access the various lesson components. But this control can also lead to frustration for you and your students. Please review the troubleshooting section covering *Restrictive Lesson Settings* (page 9-12).

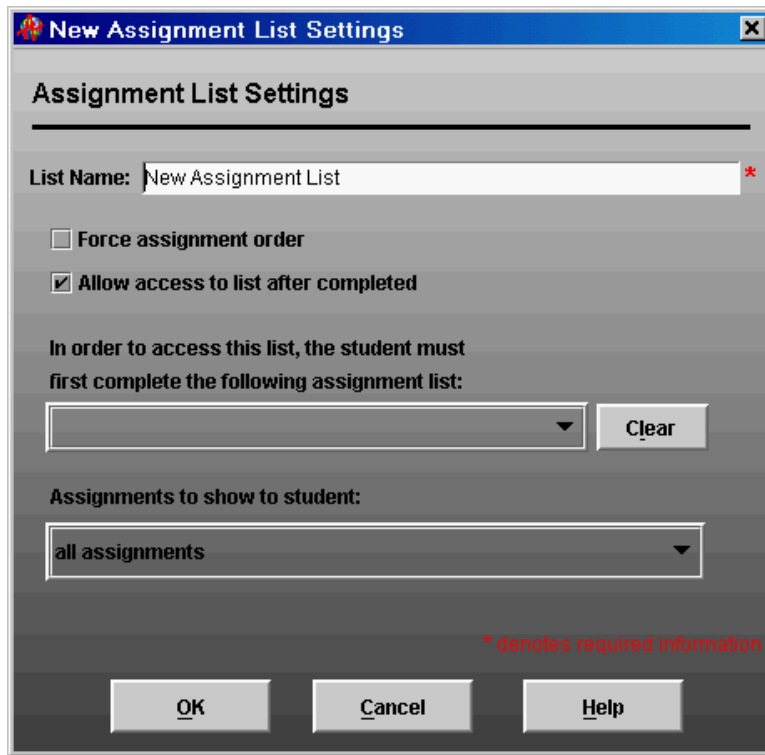
Creating Assignment Lists

Assignment lists are containers for groups of specific lessons (we use lessons and assignments interchangeably). This process assumes you are in *Assignment Management*.

1. Click on the *Assignment Management Window* button  on the button bar.

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2. Select the *Class* where the list is to be created.
 3. Click on the class's  (expand trees) icon if needed to reveal the list of students.
 4. **Right click** on **_Default Lesson Plan** (group lists) or a *student's name* (individual lists).
 5. Select **Create New List** from the pop-up menu.
- The *New Assignment List Settings* dialog box displays as shown in the following figure.



- Notice the small box to the left of *Force assignment order*? Clicking this box enters a checkmark and forces the student to do all of the assignment lists in order.
 - Near the lower center of the dialog box is an oblong box which allows you to establish a prerequisite for this assignment list. It should be left blank if this is the first assignment list.
 - Next you'll enter the name for the assignment list in the *List Name* text box below the black horizontal line.
6. Highlight the text in the *List Name* text box and press the **[Delete]** key.
- Students will see the *List Name*, so it needs to be clear and concise.

7. Type in the *List Name* for the new assignment list.
8. Decide what checkbox options you want to enable and click to apply the checkmarks.
 - Remember to click the *Help* button if you need to find information on the choices.
9. Set the prerequisite list (*In order to assess this list...*) by clicking on its ▼ to open the drop box, then click on the desired assignment list or select the **Clear** button to have no prerequisite.
10. Set *Assignments to show to student* by clicking on its ▼ and making your choice.
11. Click on **OK**.
 - Momentarily, a small dialog box displays telling you that the assignment list has been added.
12. Click on **OK** again to save the new list.

Later if you want to change the assignment list's settings, just click on the list, then select the *Edit Settings* button in the right pane.

Changing the Assignment List Order


The *A+LS* software uses the very simple *drag-and-drop* method for changing the order of assignment lists, making it very easy to reorder them. This process assumes you are in *Assignment Management* with the appropriate class expanded.

1. Either click on the *student's name* you want to reorder or on **_Default Lesson Plan**.
2. Click on the **Change List Order** button in the right pane..
3. Put your mouse's *cursor* on the first list to be moved.
4. **Hold** down the left cursor button and don't release it.
5. Move the cursor up or down until you have highlighted the list *that will follow* the first list on which you clicked.
6. **Release** the mouse button.
 - The desired list should have moved into place.
7. Continue to move the remaining lessons to be reordered as shown in steps 3 through 6.

8. When you are finished click on the **Apply** button to save your changes, then **Close** to finish.

Requiring Assignment Lists to be Done in Order

You can configure the *General Settings* so that some or all students must complete the lists in order. This process assumes you are in *Assignment Management* with the appropriate class expanded.

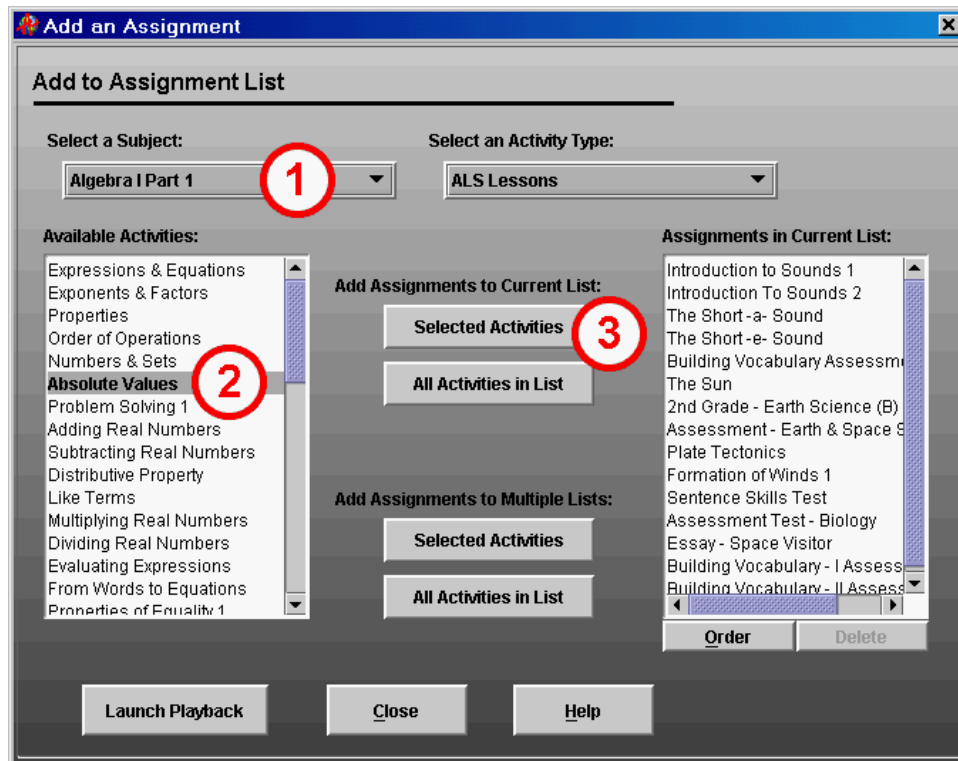
1. Select the assignment list to be configured, under either **_Default Lesson Plan** or a *student's name*.
2. Click the **Edit Settings** button in the right pane.
3. Place a checkmark next to *Force Assignment Lists in order*.
4. You may also choose which assignment lists are shown by clicking on the top , the drop box for *Assignment lists to show student*.
5. Click **OK** to save the settings, then click **OK** to confirm.

Adding Lessons and Reordering or Playing Them Back

Adding Lessons to an Assignment List

This process assumes you are logged in and in the *Assignment Management Window* with the appropriate class expanded. Adding assessments to an assignment list is covered in the section on *Assessment* (page 3-24).

1. Click on the *assignment list* where you'll add the new lessons (under *_Default Lesson Plan* or a *student's name*).
 - Notice that the right pane has an *Assignments in List* box. It displays all of the lessons currently in the list.
2. Click on the **Add From Subject** button.
 - The *Add an Assignment* dialog box opens (see the following figure). Please note that the three steps to add an assignment are shown on the figure.



3. *Select a Subject* by clicking on its ▼ and clicking on your choice.
 - Be sure to scroll down if necessary. The subject modules are in alphabetical order.
4. In the *Available Activities* box, click on the first assignment to be added.
5. Next click on the *Add Assignments to Current List* button **Selected Activities**.
 - Adding all the lessons in a module is easy, just click the *All Activities in List* button.
 - You can also add assignments to several student lists by clicking on one of the *Multiple Lists* buttons.
 - With the *Add Activity* window open (see the following figure), it's time to use checkboxes to determine the various settings for the lesson. Remember that the *Help* button can clarify any questions.

Add Activity - Single User

Settings for Assignment of ALS Lesson

Allow access after mastery Administer Pretest
 Allow tests to be reviewed Consider mastered if Pretest mastered
 Show answers in Practice Pretest Mastery Percentage: 80

Number of test questions: 10

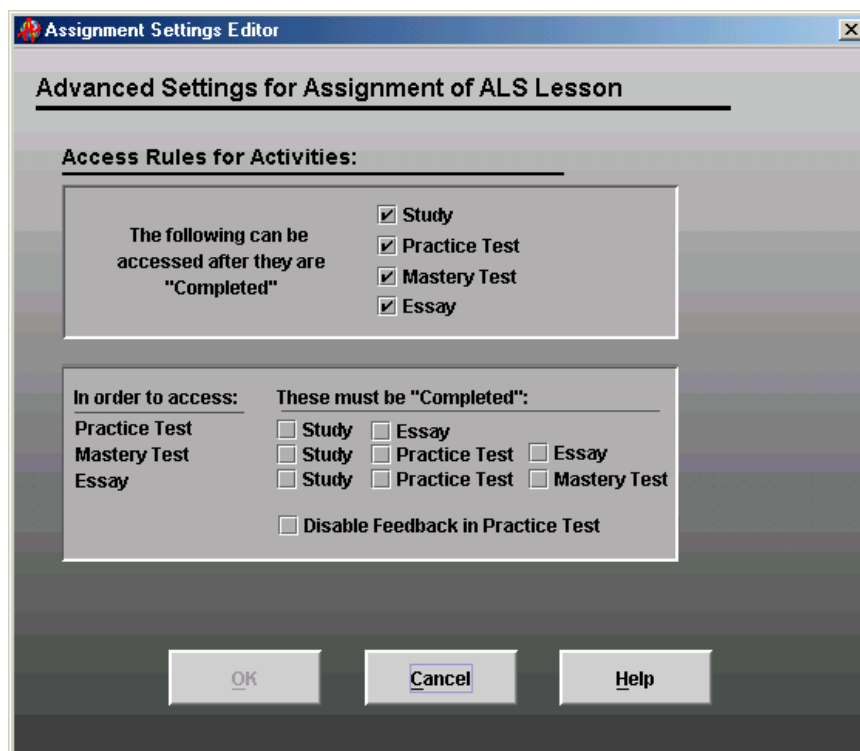
Maximum Mastery Test Attempts: 10

Mastery and Completion Rules:

Required for mastery	Completion determined by	Value
<input type="checkbox"/> Study	Total minutes >=	20
<input type="checkbox"/> Practice Test	Score >=	80
<input checked="" type="checkbox"/> Mastery Test	Score >=	80
<input type="checkbox"/> Essay	Score >=	80

6. Choose the appropriate settings for assessments and mastery:
- Allow access after mastery** when enabled lets students return to activities after they have been mastered and marked complete.
 - Place a checkmark next to **Allow tests to be reviewed** if you want your students to be able to review the correct answers after they have taken a Practice, Mastery, or Pretests.
 - A checkmark next to **Show answers in Practice** lets students review the correct answer after an incorrect answer. Applies only to Practice tests.
 - Maximum Mastery test attempts** governs how many times a student can take a Mastery test before the test button is ghosted and the test marked complete, but not mastered. If you set this to zero, it will offer an unlimited number of test attempts.
 - Pretests* are easy to configure:
 - A check next to **Administer Pretest** will force a test when the student loads the assignment.

- ii. If the pretest proves mastery, then add a check next to **Consider mastered if pretest mastered**
 - iii. Also set the **Pretest Mastery Percentage** (mastery level percentage required, 100 = 100%)
 - iv. You can also change the **Number of test questions** if you wish (also affects the other types of tests).
- f. The *Mastery and Completion Rules* allow you to define:
- i. What activities are **Required for mastery** by placing a check next to each item that is required.
 - ii. What the student must accomplish by setting the **Completion determined by** for each required activity.
7. Select the **Advanced** button to review or change the *Access Rules for Activities*.
- The *Assignment Settings Editor* dialog box opens revealing the *Advanced Settings for Assignment of ALS Lesson* (see the following figure).



8. Make any desired changes (click on **Help** for more information on the options).

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9. Click on **OK** twice to save changes.

OR

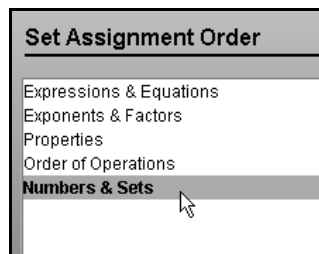
Click on **Cancel** twice to exit without saving changes.

10. Repeat the process (steps 3 through 9) until you have added all of the necessary assignments.
11. Click on the **Close** button when you are done.

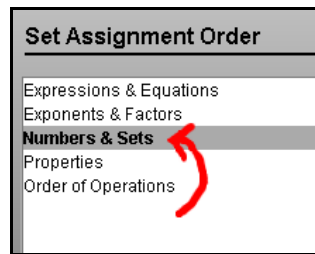
Changing the Order of Lessons

The *A+LS* software uses the very simple *drag-and-drop* method for changing the order of Assignments, making it very easy to reorder lessons within a list. This process assumes you are in *Assignment Management* with the appropriate class expanded.

1. Click on the *assignment list* where you want to reorder the lessons (under *_Default Lesson Plans* or a *student's name*).
2. Click on the **Change Order** button.
3. Put your mouse's *cursor* on the first assignment to be moved.
4. **Hold** down the left cursor button and don't release.
5. Move the cursor up or down the list until you have highlighted the assignment *that will follow* the first assignment on which you clicked.
6. **Release** the mouse button.
 - The desired assignment should have moved into place. In the figures below you can see how the highlighted lesson is drug up, then was dropped onto *Properties* so that it would precede it.



Order Before Dragging



Order After Dragging

7. Continue to move the remaining lessons to be reordered as shown in steps 3 through 6.

- When you are finished click on the **Apply** button to save your changes, then **Close** to finish.

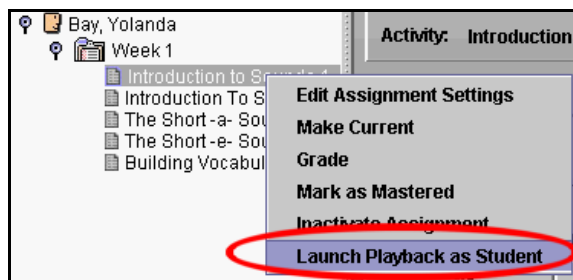
Playing Back an Assignment as a Student

Sometimes a student has a question regarding a specific lesson. You can go to the student's assignment list and playback the assignment, seeing it just as the student does.

To playback lessons as a student you will need an existing student or a *_Default Lesson Plan* with at least one assignment.

- Open the *Assignment Management Window*.
- Select your *class*.
- Select a *student* or *_Default Lesson Plan*.
- Select an *assignment list*.
- Right click** on an *ALS Lesson assignment*.

- A pop-up menu appears, listing all of the possible assignment level options, including *Launch Playback as Student* (circled in the figure at right).
- You can't playback an assessment, other computer, or noncomputer activity. So *Launch Playback as Student* will be greyed out ("ghosted") whenever you *right click* on one, indicating that playback is unavailable.



- From the pop-up menu choose **Launch Playback as Student**.
 - The *Select Interface* dialog box opens.
- Use *Select the mode to playback* to choose between **Study**, **Practice**, **Mastery**, and **Essay**.
 - Remember that not all lessons offer all modes.
- Set *Select the interface to play the lesson*.
- Click on the **Play Lesson** button.

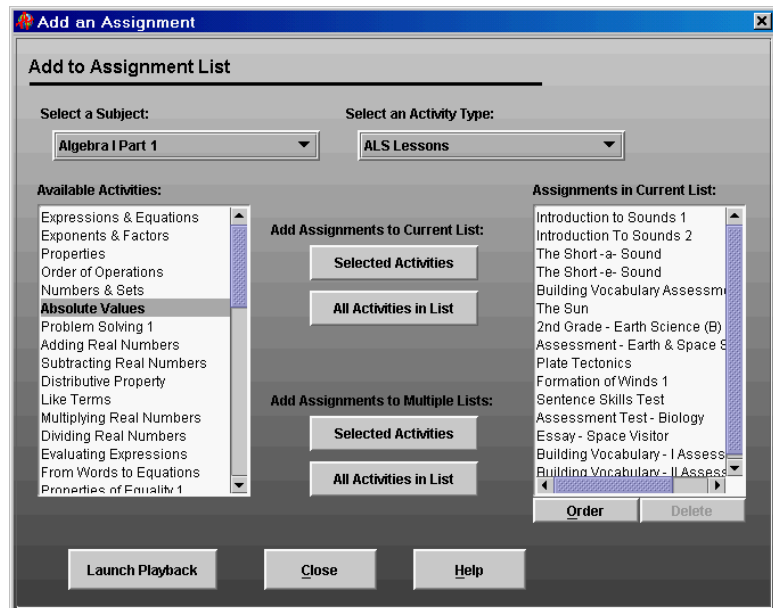
3-16 Chapter Three

- The lesson opens and you navigate it just as the student does.

10. Use the **Stop** button on the toolbar to exit from the lesson.

You can also play back lessons from the *Add an Assignment* window. In the figure at right note the *Launch Playback* button at the bottom of the screen.

1. Highlight the activity you want to playback (in the *Available Activities* column on the left).
2. Click on the **Launch Playback** button.



- You will see a warning that the *Add an Assignment* window will close when the lesson loads. Due to a program limitation only one major window can be open at a time. After playing back the activity, you can choose *Add by Subject* again to reopen the *Add an Assignment* window.

3. Click **Yes**.

- The *Select Interface* dialog box opens.

4. Use *Select the mode to playback* to choose between **Study**, **Practice**, **Mastery**, and **Essay**.

- Remember that not all lessons offer all modes.

5. Set *Select the interface to play the lesson*.

6. Click on the **Play Lesson** button.

- The lesson opens and you navigate it just as the student does.

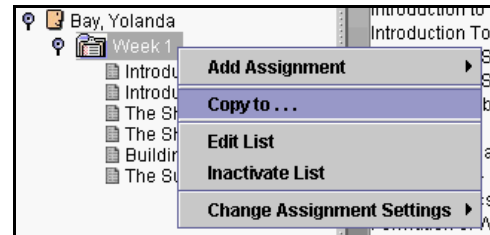
7. Use the **Stop** button on the toolbar to exit from the lesson.

Copying Class Assignment Lists to Students

WARNING: DO NOT copy assignment lists to students until you have finished adding all of the desired lessons and tests. *A+LS* assignment lists are not dynamically updated and you will be prevented from copying over an existing list. This process assumes you are in *Assignment Management* with the appropriate class expanded.

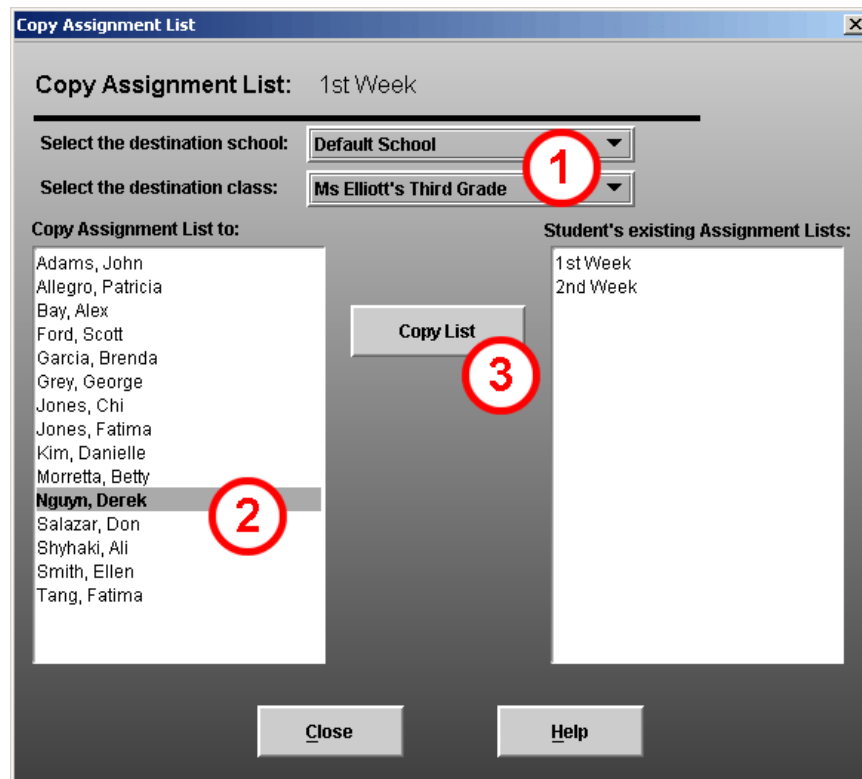
1. **Right click** on the *assignment list* you want to copy to students.

- A pop-up menu displays several options and you are ready to copy (see the figure at right).



2. Click on **Copy to...** on the pop-up menu.

- The *Copy Assignment List* dialog box opens (see the following figure). The dialog box displays the list of students assigned to the class in the *Copy Assignment List to* box on the left side. The current assignment list displays in the *Student's Current Assignment Lists* box on the right side. Please note that the three steps detailed below are numbered on the following figure.



3. Use *Select the destination school* and *Select the destination class* drop boxes to display the appropriate students in the *Copy Assignment List* to column.

4. Click on a *student's name* if you want a single student and/or:
Hold down the **[Ctrl]** key and click to select additional students.
Use the **[Shift]** key to select a range of students.
Press **[Ctrl] A** to select all of the students.
5. Click on the **Copy List** button.
 - It may take several moments for the assignment list to be copied. During this process, the cursor displays as an hour glass, which means the computer busily following your orders. Do not press any keys or mouse buttons while the computer is busy. When the hour glass disappears and the arrow displays, you may continue.
 - If you receive an error, then the list already exists for one or more of the students. It may be inactive and in the trash.
6. Click on **OK** to acknowledge.
 - Note that the list has been added to the *Student's existing Assignment Lists* box.
7. Select the **Close** button and you're done.

Copying Updated Assignment Lists

The program does not currently support dynamically updating assignment lists (you make a change and all related student lists are automatically updated—this is a future feature). Once you've updated a list you'd have to delete the old list from each student, then copy the new one in its place. But this would delete all of their work and thus is NOT recommended.

Changing Existing Assignment Settings

Changing Mastery Settings

1. In the *Assignment Management Window*, double click on one of your *classes* to open it.
2. Double click on a *student's name* to reveal his/her assignment lists.
3. Double click on an *assignment list* that has lessons to open the list.
4. Click once on one of the individual *assignments*, highlighting it.
5. Click on the **Edit Settings** button at the bottom of the right pane.

- The new *Settings for Assignment of ALS Lesson* window opens (see the following figure). Note that you can now configure the tests and define mastery all on the same window. You can also rename the assignment.

Edit Settings

Settings for Assignment of ALS Lesson

Assignment Name: Nouns 2 *

Date Assigned: 09/09/2004 Date Mastered:

Allow access after mastery Administer Pretest

Allow tests to be reviewed Consider mastered if Pretest mastered

Show answers in Practice Pretest Mastery percentage: 80

Number of test questions: 10

Maximum Mastery test attempts: 10

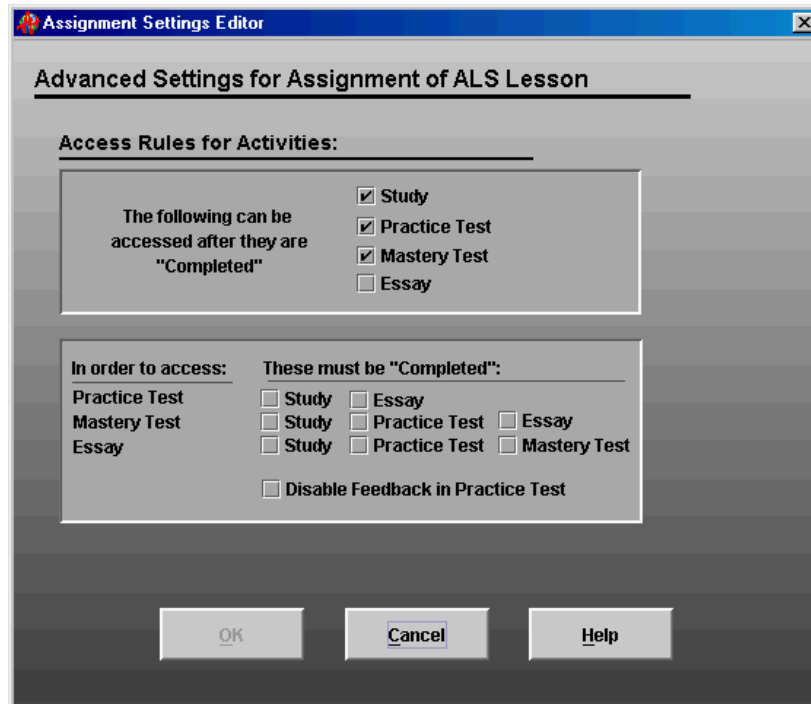
Mastery and Completion Rules:

Required for mastery	Completion determined by	Value	Done
<input type="checkbox"/> Study	Total minutes >=	20	<input type="checkbox"/>
<input checked="" type="checkbox"/> Practice Test	Score >=	80	<input type="checkbox"/>
<input checked="" type="checkbox"/> Mastery Test	Score >=	80	<input type="checkbox"/>
<input type="checkbox"/> Essay	Score >=	80	<input type="checkbox"/>

OK Cancel **Advanced** Help

* denotes required information

- The *Help* button details the various settings.
- Make any desired changes.
 - Select the **Advanced** button to review the *Advanced Settings for Assignment of ALS Lesson* window (see the following figure).



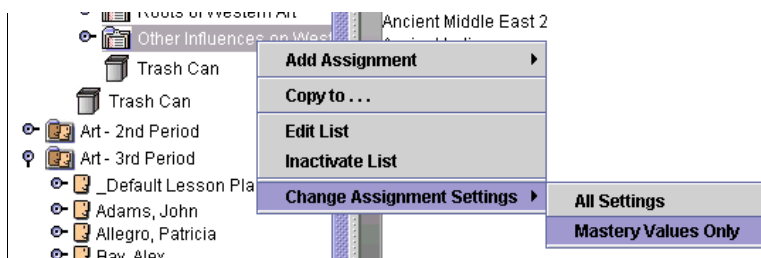
- This window allows you to define what can be accessed and prerequisites within the lesson. Use the *Help* button to explain the options.
8. Make any desired changes to the access rules.
 9. Use the **OK** buttons to save your changes and return to the *Assignment Management Window* (**Cancel** exits without saving).

Changing Established Assignment Settings by Class, Student, and List

Teachers can change the mastery rules and other assignment parameters for:

- Every *ALS Lesson* for all students and assignment lists for an entire class.
- All assignment lists for a single student in a class.
- Just one assignment list for a single student.

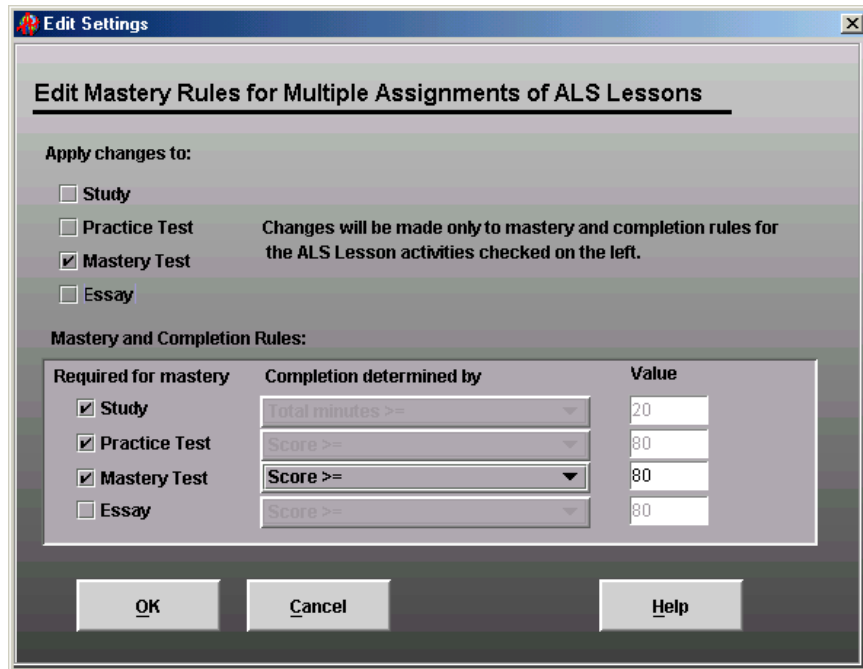
This is accomplished in the *Assignment Management Window*. You *right click* on the appropriate class, student name, or assignment list. The resulting pop-up menu will offer you the option to *Change Assignment Settings*, then *All Settings* or *Mastery Values Only* (see the following figure).



1. Go to the *Assignment Management Window*.
2. **Right click** on the appropriate *class, student name, or assignment list*.
3. From the pop-up menu choose **Change Assignment Settings**.
 - Next you'll decide what kind of changes to make:

All Settings - You can change all mastery and assignment settings. The *Advanced* button will be available.

Mastery Values Only - Only the *Edit Mastery Rules...* window will be available. The *Advanced* button will not appear.
4. Choose either **All Settings** or **Mastery Values Only**.
5. Read the *Warning* dialog carefully, then click **OK** to proceed.
 - If you chose *All Settings*, then *Settings for Assignment of ALS Lessons* will open.
 - If you chose *Mastery Values Only*, then *Edit Mastery Rules for Multiple Assignments of ALS Lessons* window will open (see the following figure).



6. Make any desired changes to the current window.
7. If you chose *All Settings*, then you may click on the **Advanced** button to review the *Access Rules for Activities*.
 - Remember that the *Help* button can provide explanations for the various settings.
8. Click on **OK** to save changes.
OR
Click on **Cancel** to exit without saving changes.
9. If necessary, chose **OK** (saves changes) or **Cancel** again to return to the *Assignment Management Window*.

Inactivating Assignments, Lists, and the Trash Can

Sometimes you change your mind about an assignment or list and want to delete it. In the *A+LS* system you can inactivate an object such as a list, which makes it inaccessible to students, but preserves all of the related data (scores, time on task, etc.). The object is placed in the local *Trash Can* (the one on the same tree level where the inactivated object resided). It can be safely left frozen in the trash or you can delete the object permanently.

Please note that all *A+LS* trash cans in all of the management windows function the same way. When an object (user, assignment, assignment list, etc.) is inactivated, its information is frozen and the object is put in the local trash can. From the trash can the object can be deleted or restored. When restored, all of its information is again available.

Inactivating Assignments and Lists

When objects are set to inactive, their related records are preserved (assignments, scores, etc.) and they go into the *Trash Can*.

1. To inactivate an object (assignment, list, etc.), **right click** on it.
2. From the pop-up menu select **Inactivate**.
3. Please read and consider the warning before clicking **Yes**, and then **OK** confirming it.


The object should have disappeared from its previous location and will now be found in the local *Trash Can*.

Trash Can – Restoring Assignments and Lists

When you restore an assignment or list all of the related information (scores, number of attempts, time on task, etc.) is also restored.


1. To restore an assignment or list **right click** on the *Trash Can* containing the object to be restored.
2. Select **Restore All** from the pop-up menu, then **Yes**, and **OK** to acknowledge.

OR

To restore one object in the trash click on the  (expand the tree), **right click** on the object, select **Restore**, then **OK** to confirm.

Trash Can – Deleting Assignments and Lists

You will want to take great care when emptying the trash! Remember, objects and their related information are completely removed from the system and are UNRECOVERABLE when the *Trash Can* is emptied.

1. To empty all objects in a particular trash, **right click** on the **Trash Can**.
2. Select **Empty Trash Can** from the pop-up menu, click **Yes**, then click **OK** to confirm.
OR
2. To delete one object in the trash click on the  (expand tree) icon next to the appropriate *Trash Can*.
3. **Right click** on the *object* to be deleted.
4. Select **Delete** from the pop-up menu, click **Yes**, then **OK**.

Assessment

There are three places where you can set up student tests and assessments, the first is within the *Assignment Management Window* and we'll deal with that here. In the *Standards-Based Assessment* section of Chapter Five (page 5-1), we cover creating assessments using standards and objectives. Later in Chapter Five standards-based testing of large groups of students using *A+ State Snapshots Assessments™* is covered (page 6-1).

In the *Assignment Management Window* you can set up the following tests:

Test to prove mastery - This is the normal mode for *ALS Lesson* assessments. A student has the choice to *Study, Practice, Test*, or do the *Essay* when entering a lesson. The lesson is mastered after they are successfully finished at or above the mastery level you have set. These tests are automatically assigned when you assign lessons, though you control the mastery settings.

Administer pretest - This allows students to test out of a lesson. The first time students enter the lesson, they have no choices and a test is immediately presented. If successful, the lesson is marked as mastered, if not mastered the normal options of *Study, Practice, Test*, and *Essay* are available. This is a checkmark option when you assign a lesson (see page 3-12).

Assess by subject - Using either *Course Assessment* or *Adaptive Assessment*, you select the test content by subject. Setting up both types of assessments is covered on page 3-25.

Course Assessments are similar to conventional paper tests in that they are graded. They can also prescribe lessons. There are four *Course Assessment* subject related modules that can be added to your *A+LS* system. These are test only modules, with no lesson material.

When your students start a *Course Assessment*, they can take it over one or more sessions at the computer. But when they return to the test the previously answered questions will be unavailable to them. Any questions that they previewed but left unanswered will be marked as incorrect, preventing them from returning to the test with the correct answers in hand. When students attempt to exit an incomplete test, they will be informed of the rules and offered the opportunity to complete the previewed questions before exiting.

Adaptive Assessments are primarily diagnostic or prescriptive tools. They can be used to prescribe lessons, but they don't issue grades. *Adaptive Assessments* are integrated into each *A+LS* subject module and are almost always available.

Since *Adaptive Assessments* are primarily prescriptive and don't issue a grade, students are permitted more latitude during testing. In later sessions they can revisit prior questions and ones that they have previewed.

Review test - A test that covers all of the previous *A+LS* assignments in the current list. This option is available when you are assigning lessons to an assignment list (see page 3-29).

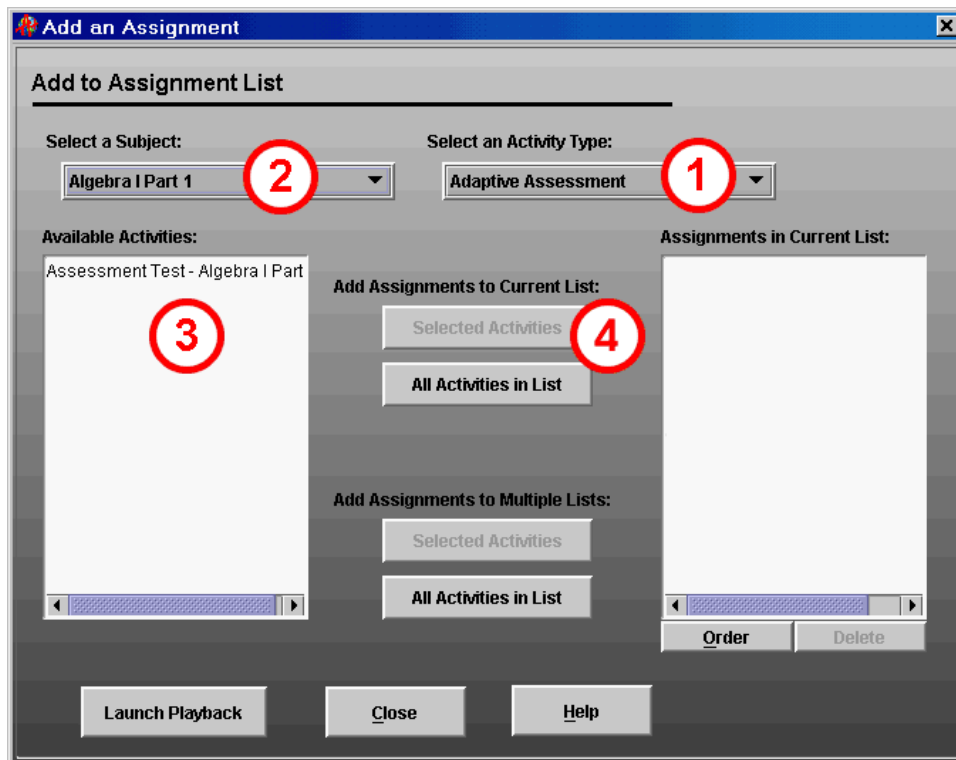
To review the results of your assessments please see the next major section in this chapter, *Checking and Grading Student Progress* on page 3-36.


Assigning an Assessment Test by Subject

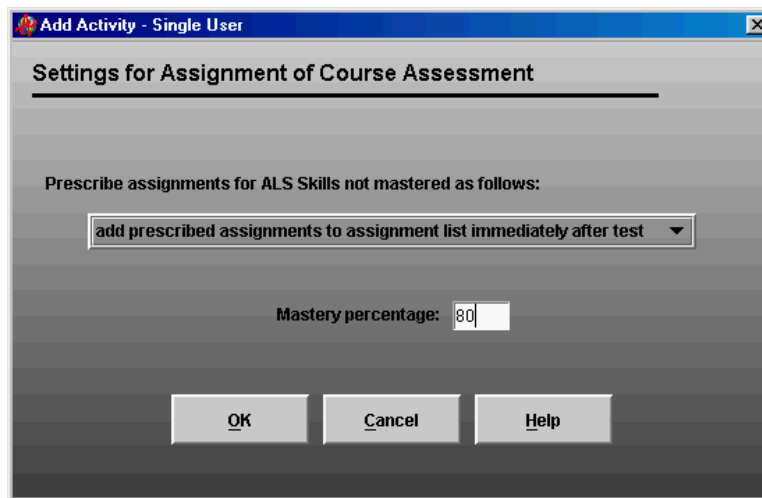
Assigning assessment tests (*Adaptive Assessments*, *Course Assessments*, or your custom tests) is almost identical to assigning normal lessons to students.

1. Return to the *Assignment Management Window* and double click on the selected *class*.
2. Click on the *assignment list* where the assessment is to be added (under *_Default Lesson Plan* or a *student's name*).
 - Notice that the right pane has an *Assignments in List* box that displays any lessons already in the list.
3. Click on the **Add From Subject** button.

- The *Add an Assignment* dialog box opens (see the following figure). Note that the four steps to adding an assessment are numbered on the figure. This is the same dialog box where you add normal lesson activities.



- Use *Select an Activity Type* to choose the type of assessment (either **Course Assessment** or **Adaptive Assessment**).
- Select a Subject* by clicking on its , then clicking on the module of your choice.
- In the *Available Activities* box, click on the assessment you want to add to the assignment list.
- Next click on the *Add Assignments to Current List's Selected Activities* button.
 - You can also add it to *Multiple Lists* by clicking the appropriate button (great for updating several existing lists).
 - Now it's time to choose the appropriate settings for the assessment. The following figure represents choosing *Course Assessment*, if you chose *Adaptive Assessment* your screen will vary slightly. Remember that the *Help* button can clarify any questions.



8. Set *Prescribe assignments for ALS Skills not mastered as follows* by clicking on the drop box ▼ and selecting from:

Add prescribed assignments to assignment list immediately after test - Adds new lessons to the current assignment list immediately following the test's entry in the list.

Append prescribed assignments to assignment list - Places the new assignments at the end of the current assignment list

Create a new assignment list and add prescribed assignments to it - Creates a new assignment list with the prescribed lessons and issues it to the student.

Make no automatic prescriptions - Allows the teacher to approve and modify the assignments before issuing them to the student.

9. If this is a *Course Assessment* you need to verify the *Mastery percentage*, the passing grade for the test.
10. Click the **OK** button when you are finished with the settings.
11. Click **OK** again to acknowledge the new assignment.
12. Repeat the process (steps 4 through 11) until you have added all of the necessary assessments.
13. Click on the **Close** button when you are finished.

Add an Adaptive Assessment When Assigning Activities by Standard

When adding *ALS Lesson* assignments from standards, you have the option to auto-create an *Adaptive Assessment* based on those same standards. Placing it in a student's assignment list after the ALS Lessons creates a post-test on just those standards.

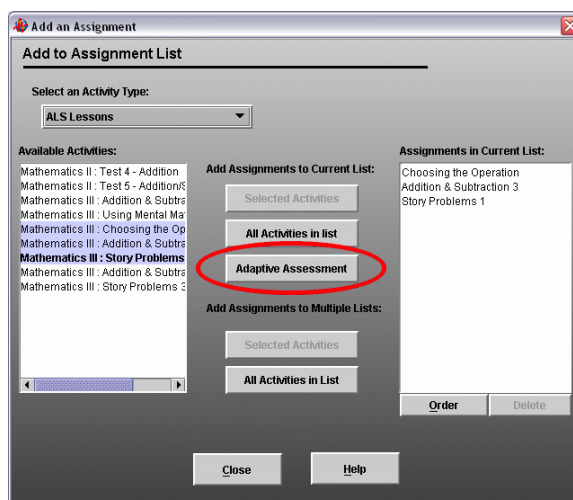
To use the new method of assigning an Adaptive Assessment:

1. Go to the *Assignment Management Window*.
2. **Right click** on an assignment list (where you'll add activities and the Adaptive Assessment), then select **Add Assignment** and **From Standards**.
3. Select and **Add** standards as you normally do.

4. When the *Add to Assignment List* dialog box opens (see figure at right), add the desired activities to the right column (*Assignments in Current List*) using one of the **Selected Activities** buttons.

5. When the *Settings for Assignment of ALS Lesson* dialog opens, adjust the settings as you normally do, then click **OK**.

6. Back at *Add to Assignment List*, click on the **Adaptive Assessment** button (circled in the figure at right).



- The *Settings for Assignment of Adaptive Assessments* dialog opens.

7. After you have adjusted the settings, click **OK**.

- Note that "Assessment from Standards" was added to the assignment list. This *Adaptive Assessment* will cover all of the skills from the selected standards.

8. When you have finished adding activities and assessments, click **Close** twice to return to the main *Assignment Management Window*.

If you want to create standards-based *Adaptive Assessments* for multiple students, you can add *ALS Lesson* activities and the test to a single list, then copy the list to multiple students.

If you want to edit an existing *Adaptive Assessment*, *right click* on the assignment, then select *Edit Assignment Settings*. When the dialog box opens you can change the assessment's name and settings. To modify the skills associated with the test, click on the *Skills* button.

Adding a Review Test to an Assignment List

This feature allows you to add a review test based on assignments within an assignment list. You may choose to have the review test cover all of the assignments or just those since the last review test. Please note that this is not an assessment and as such will only pull questions from the lessons in the assignment list.

1. Using the *Assignment Management Window*, locate the student who will receive the review test.
2. Select the *assignment list* to which you wish to add the review test.
3. On the right pane, select the **Add Review Test** button.
 - The *Add Activity* dialog box opens (see the following figure).

The screenshot shows a dialog box titled "Add Activity" with a subtitle "Settings for New Review Assignments". It contains the following elements:

- Assignment Name:** A text box containing "Review Test".
- Allow access after mastery:** A checked checkbox.
- Mastery Percentage:** A text box containing "80".
- Number of Questions:** A text box containing "0".
- Review all previous A+LS Assignments in list:** A selected radio button.
- Review A+LS Assignments in list since last review:** An unselected radio button.
- Buttons:** "OK", "Cancel", and "Help" buttons at the bottom.

4. You can leave the *Assignment Name* as it is or change it.
5. If you wish to allow the student to access the review test after it has been mastered, check the *Allow access after mastery* checkbox.
6. In the *Mastery Percentage* box, enter the percentage the student will need to master the review test.
7. Enter the total number of questions that should appear on the review test in the *Number of Questions* box.

8. Click the appropriate radio button for which assignments should be included in the review. Choose from:

Review all previous A+LS Assignments in list - This will ensure the student is presented with questions from all the assignments within the selected list.

Review A+LS Assignments in list since last review - This option will present the student with questions based on any assignments appearing in the assignment list after a previous review test. This is the most common selection.

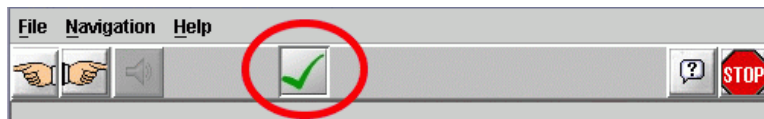
9. Click **OK** to save the settings, then **OK** again to acknowledge.

The new review test is appended to the end of the selected assignment list. If you want to move the assessment further up in the list, use *Changing the Order of Lessons* on page 3-14.

Show Test Answers and Limit the Number of Mastery Test Attempts

Teachers have three options to show correct answers in the following cases:

- To the student when exiting *Pretest*, *Practice*, and *Mastery* tests (optional as in the *A+dvanced Learning System*[®]). Covered here.
- To the student after answering Practice test questions. The student will have the option to toggle between their answer and the correct answer with a toolbar button (circled in the following figure). The status bar will also display the score for the question. Covered here.



- To the teacher when reviewing a bookmarked test.

In addition to bookmarking, you can also place a limit on the number of times a student can take a Mastery test. When the limit is exceeded, the Mastery test button will be ghosted and the assignment will be marked completed, but not mastered. This will allow students to proceed with the next assignment when the option to *Force Assignment Lists in order* is enabled.

1. Go to the *Assignment Management Window*.
2. **Right click** on an existing assignment list, select **Add Assignment**, then **From Subjects**.
 - The *Add an Assignment* dialog box opens. Please note that the new features are also available when adding assignments from standards.

3. Select any subject, but leave *Select an Activity Type* set to *ALS Lessons*.
4. Highlight the desired activities under *Available Activities* and click on the top **Selected Activities** button.
 - The *Settings for Assignment of ALS Lesson* dialog box opens (see the following figure).

- The *Allow tests to be reviewed* checkbox if enabled, would allow your students to review the correct answers after they have completed their Pretests, Practice, and Mastery tests (the top circled item).

The screenshot shows the 'Add Activity - Single User' dialog box. The title bar reads 'Add Activity - Single User'. The main content area is titled 'Settings for Assignment of ALS Lesson'. It contains several checkboxes and input fields:

- Allow access after mastery
- Allow tests to be reviewed (circled in red)
- Show answers in Practice
- Number of test questions: 10
- Maximum Mastery Test Attempts: 10 (circled in red)
- Administer Pretest
- Consider mastered if Pretest mastered
- Pretest Mastery Percentage: 80

Below these is the 'Mastery and Completion Rules' section, which is a table:

Required for mastery	Completion determined by	Value
<input type="checkbox"/> Study	Total minutes >=	20
<input type="checkbox"/> Practice Test	Score >=	80
<input checked="" type="checkbox"/> Mastery Test	Score >=	80
<input type="checkbox"/> Essay	Score >=	80

At the bottom of the dialog are four buttons: OK, Cancel, Advanced, and Help.

- Also note the *Maximum Mastery test attempts* option (the lower circled item). When students exceed the maximum number you set here, the Mastery test button will be ghosted and disabled. As previously mentioned, the assignment will be marked completed, but not mastered. A zero will allow unlimited attempts.

5. Adjust the appropriate settings, then click **OK**.
6. Back at the *Add an Assignment* dialog, you can continue adding activities or click **Close**.

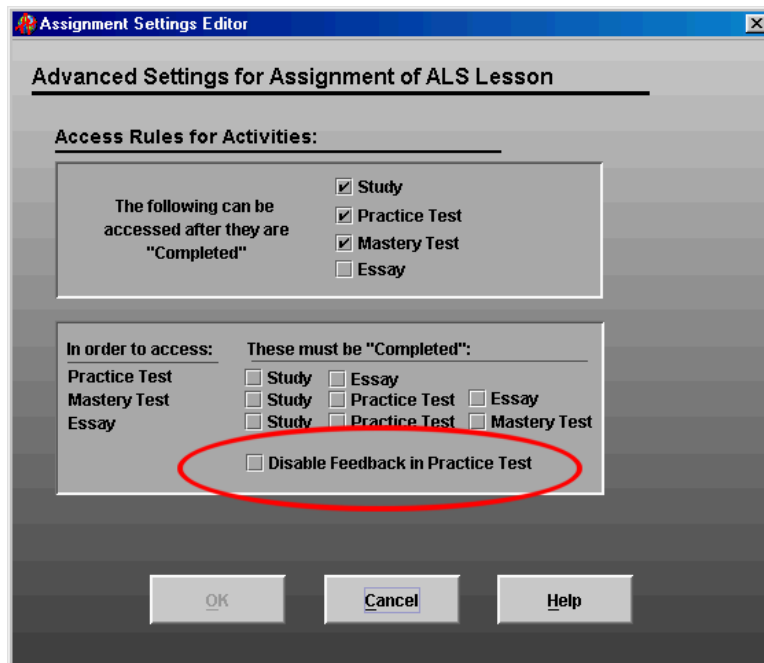
A+LS system administrators can also modify the system defaults for test reviewing and the number of mastery test attempts.

Turn Off Feedback in *Practice* Tests

You have the option of setting your students' *Practice* tests to behave like *Mastery* tests. You can turn off the feedback screens that normally appear after they answer each question. The students won't know whether they got an answer right or wrong until the test is graded. All other aspects of the *Practice* test will function normally.

1. Select the *Assignment Management Window*.

2. Double click on one of your *classes* to open it.
3. Double click on a *student's name* to reveal his or her assignment lists.
4. Double click on an *assignment list* so that the lessons are displayed.
 - Do not select an assessment, other computer, or noncomputer assignment. They don't have feedback screens.
5. **Right click** on the desired *ALS Lesson* assignment, then choose **Edit Assignment Settings** from the pop-up menu.
 - The *Settings for Assignment of ALS Lesson* window opens.
6. Select the **Advanced** button to review the *Advanced Settings for Assignment of ALS Lesson* window.
 - The *Disable Feedback in Practice Test* command is circled in the following figure. Placing a checkmark next to it will prevent any feedback screens from appearing. The student won't know whether a particular question was right or wrong until the *Practice* test is graded.



7. Click **OK** to save the advanced settings.

8. Back at the *Settings for Assignment of ALS Lesson*, click **OK** again to save all settings and return to the *Assignment Management Window*.

You can also set *Disable Feedback in Practice Test* when you are initially assigning a lesson.

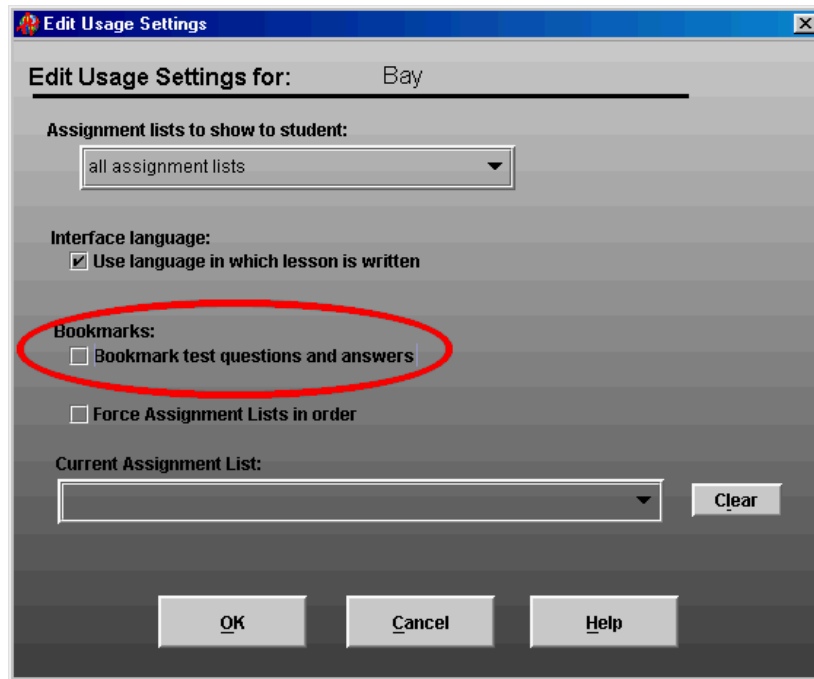
Reviewing Student Tests

The *A+LS* assessment engine can save student test answers. This means that you can review a student's test in detail, checking the individual answers to see where a student may have conceptual or learning challenges. Please note that this feature is available for Mastery, Practice, Pre-test, and Review tests, as well as Course Assessments. It is not currently available for Adaptive Assessments.

Bookmarks **MUST** be enabled before the student takes his or her test for you to be able to review the questions and answers.

Enabling Bookmarks for Student Tests

1. In the *Assignment Management* window, select one of your classes.
2. Either, highlight a student's name to enable bookmarks for that student.
OR
Highlight **_Default Lesson Plan** to enable bookmarks for all future students added to the class.
3. Click on the **Edit Settings** button in the right pane.
 - The *Edit Usage Settings* dialog box opens. The *Bookmarks* checkbox is in the middle of the dialog box (circled in the following figure).

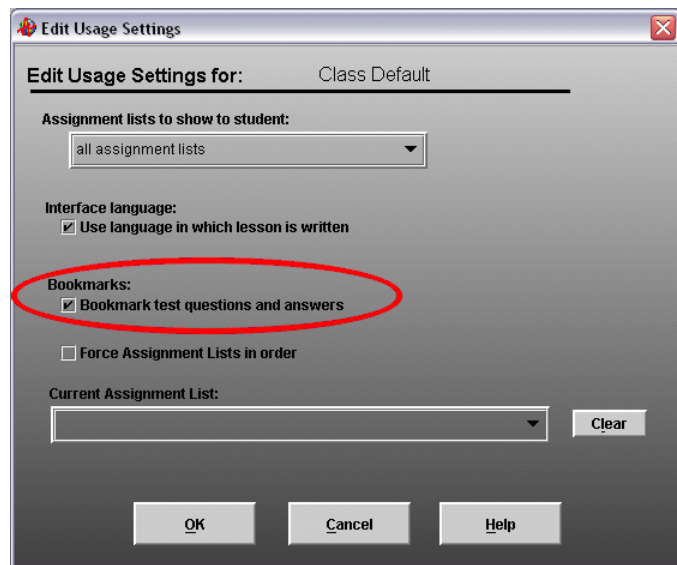


4. Click to place a checkmark in the box to the left of *Bookmark test questions and answers*.
5. Click **OK** to save the setting.

Bookmarking Can Be Set for Whole Classes

Teachers can enable bookmarking for an entire class at one time. This would allow the *A+LS* assessment engine to save student test answers. So you could review a student's test in detail, checking the individual answers to see where a student may have conceptual or learning challenges. Please note that this feature is available for Mastery, Practice, Pretest, and Review tests, as well as Course Assessments. It is not currently available for Adaptive Assessments.

1. **Right click** on a class name in the left pane.
2. From the pop-up menu, select **Edit Class Defaults**, then **Usage Settings**.
 - The *Edit Usage Settings for:*



Class Default dialog box opens (see the figure at right). Once *Bookmark test questions and answers* is enabled, all new and existing students in the class will receive bookmarked tests.

- To enable bookmarking, put a checkmark next to *Bookmark test questions and answers*.
- Click **OK** to save your settings.

Reviewing a Student's Test

To review one of your student's tests (taken after bookmarks were enabled):

- In the *Assignment Management* window, select one of your classes, then the student whose test you want to review.
- Under the student's name, select the assignment list, then highlight the specific assignment to be reviewed.
- In the right pane, under *Assignment Usage Summary*, click on the test (circled in the following figure).

The screenshot shows the 'Assignment Management Window' with the following details:

Assignment Settings for: Problem Solving 4

Assignment came from:
 Subject: Mathematics VII
 Activity: Problem Solving 4

Date Assigned: 01/06/2004 Date Mastered: 0

Assignment is complete Teacher manually set this mastered

Assignment is mastered

Assignment Usage Summary

Date	Score	Max. Score	Time (hh : mm : ss)	Type
01/05/2004 04:21 PM	0	0	00 : 01 : 04	Study
01/05/2004 04:25 PM	0	0	01 : 03 : 00	Study
01/06/2004 08:51 PM	20	100	00 : 03 : 02	Mastery Test

Buttons at the bottom: **Edit Settings**, **View Test**, **Help**

- Note that when you clicked on the test activity, the *View Test* button appeared at the bottom of the right pane.
4. Click on the **View Test** button.
 - The student view of the test appears. The student's answers will appear, either highlighted if they are multiple choice or as they were typed for fill-in questions. Use the green checkmark button on the toolbar to toggle between the student's answer and the correct answer.
 5. Use the **Next** and **Previous** buttons to go through the test, then the **Stop** button to exit and return to the management system.

Checking and Grading Student Progress

Reviewing Progress, Mastery, and Test Scores

This process assumes you are in *Assignment Management* with the appropriate class expanded.

1. Select the *student* whose progress you'd like to review.
2. Choose the appropriate *assignment list*.
3. Click on the desired *assignment*.
 - The *Assignment Settings* will appear in the right pane which includes mastery status, the number of times the student accessed the lesson, time on task, and the option to *Edit Settings*.
 - Please note that *Adaptive Assessments* do not typically produce a score or grade.
4. Use the **scroll bar** on the right side of the *Assignment Usage Summary* box to review the activities if there are too many to fit in the box.
5. **Right click** on the desired *assignment* in the left pane.
6. Select **Mark as Mastered** to override the assignment's mastery settings if you feel the student has accomplished the desired goals, then **Yes** and **OK** to confirm.
 - Later, if you change your mind, you can *right click* on the assignment and you will be offered to option to *Mark as Not Mastered*.
7. When finished you may proceed to other tasks.

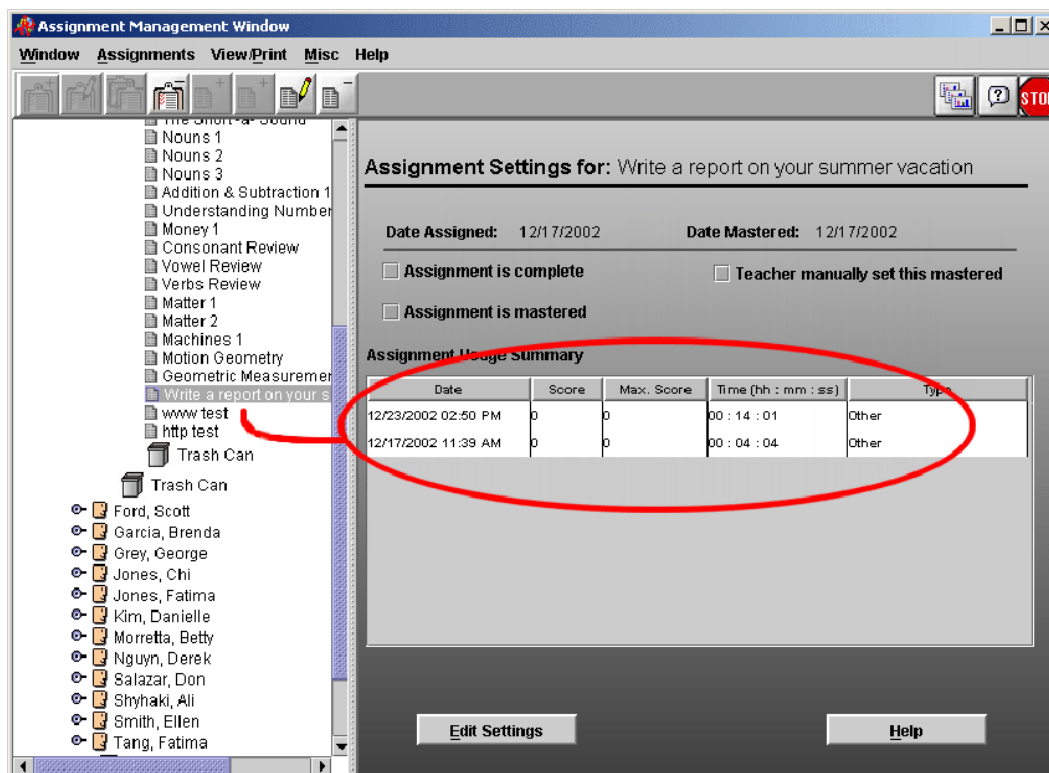
Grading Essays and Portfolios

The process of reading and grading *A+LS* essays and portfolio files is essentially the same. Please note that portfolio files are typically documents that require a program on the workstation to open. The student will need the application to edit the portfolio file and the teacher will need it to review the student's work.

To review the results of a *Writing Assessment (Online)* essay, please see Chapter Five's *Reviewing the Student's Response and the Score* (page 7-5).

This process assumes you are in *Assignment Management* with the appropriate class expanded.

1. Double click on the *student's name* whose work you would like to grade.
2. Double click the appropriate *assignment list*.
3. Click once on the *assignment* with the essay to be graded.
4. In the *right pane* verify that the student has completed the essay or portfolio file and that you haven't already graded it (circled in the following figure).



- Under *Assignment Usage Summary*, in the *Type* column, look for *Essay* or *Other* for portfolios. There will be an entry with the *Time* a student spent working on the

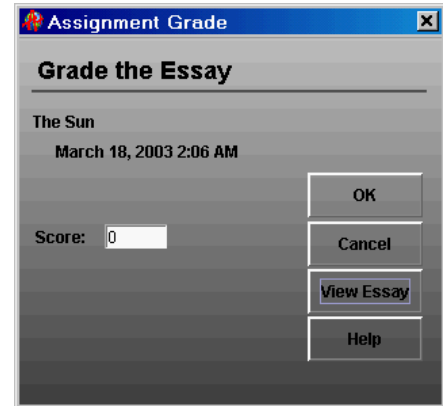
assignment. In the preceding figure the assignment was a portfolio document that the student edited, so the *Type* is listed as *Other*.

5. If the student has worked on the essay or portfolio document, click on the most recent entry (verify which is the newest using the *Date* column).

6. **Right click** on the *assignment* in the left pane.

7. Choose **Grade** from the pop-up menu.

- The *Assignment Grade* dialog box opens (see the figure at right).




8. Click on the **View Essay** or **View Work** button, as appropriate.

- Either the essay screen appears with the student’s answer typed in the text box (usually found at the bottom of the screen) or the appropriate application automatically loads the portfolio file.

9. If the student’s essay answer is too small to read, resize it by **highlighting the text** and using the *Text Attribute Toolbar* to change the font to a bigger size.

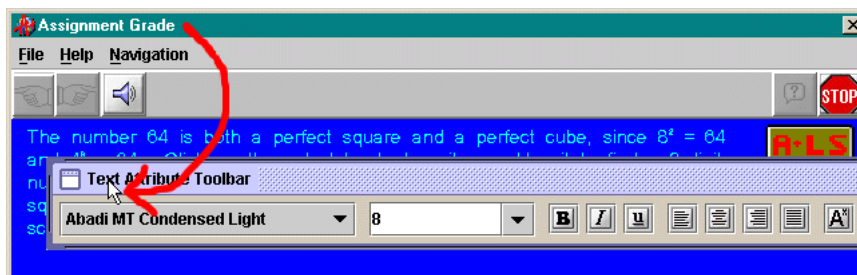
10. Review the student’s work (there may be more than one question or page to assess) and decide on the grade to award.

11. For essays, close the *Assignment Grade* window by clicking on the  sign.

OR

For portfolio files, close the application normally (often **File** on the menu bar, then **Exit**).

- With essays, if the *Stop* sign is hidden under the *Text Attribute Toolbar* you can drag the toolbar out of the way. Place your cursor on the word “Text,” hold down the left mouse button, and drag the toolbar down out of the way. See the following figure.



12. Select **Yes** to save any comments you added to the work (**No** quits the work without saving any changes).

13. Type the score into the *Score* text box (this is a percentage, 100 = 100%).
14. Click on the **OK** button to save the score.
 - To mark the whole assignment as mastered *right click* on the assignment, choose *Mark as Mastered*, then click on *Yes* to confirm the change.

You can now grade other essays and portfolio files or pursue other activities. To print out student progress you will need to use the *A+LS Report Wizard* (page 8-1).

Managing Students in the Assignment Management Window

Adding, editing, and inactivating users from within the Assignment Management Window are rights granted to all teachers by default.

Adding Students

You can add and edit students from the *Assignment Management Window*. Added students will be automatically added to the selected class.

1. **Right click** on a *class name* in the left pane.
2. From the pop-up menu, select **Add New User(s)**.
 - The *Add User* dialog box opens (see the figure at right). This is exactly the same dialog box that you would normally open from the *Users Management Window*. When you've finished adding students, they will automatically be assigned to the class you right clicked on.

3. After inputting each student's information, click **Apply** to save, then **OK** to confirm.
4. When you've finished adding students, click on **Close** to exit.

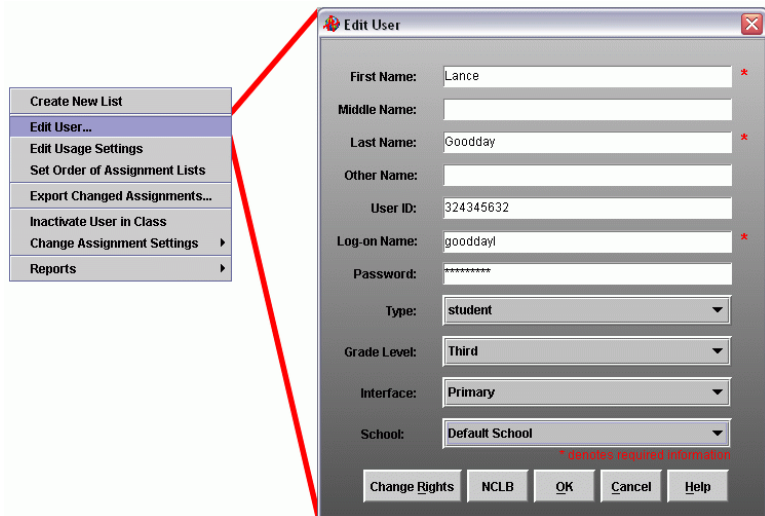
Editing Students

Checking and editing student information is just as easy as adding them.

1. **Right click** on a *student name*.
2. Select **Edit User** from the pop-up menu.

- The *Edit User* dialog box that opens (see the figure at right) allows you to review and edit the student's information, without having to go into *User Management*.

- Please note that the student's password is only shown when the teacher has been granted the right to see passwords.

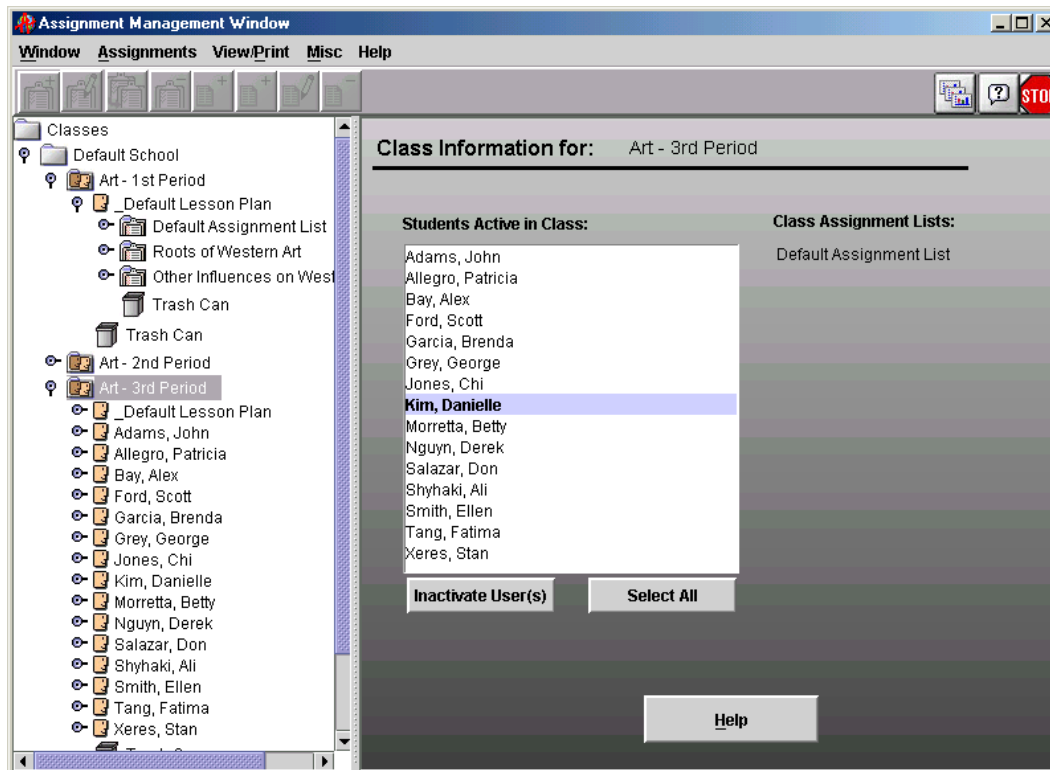


3. Change the appropriate information, click **OK**, then again to confirm.
OR
Click on **Cancel** to exit without saving.

Inactivating Students

The default rights assigned to teachers limit their capabilities in the *Classes Management Window* (for security reasons). However, they have a lot of control in the *Assignment Management Window*, including the ability to remove students from individual classes. They are not removed from the *A+LS* system, just unassigned or inactivated for that class.

1. Go to the *Assignment Management Window*.
 2. Click on the *class* that contains the student(s) to be unassigned.
- The right pane displays the *Class Information for* screen (see the following figure). It lists all of the students in the class and includes a button to *Inactivate User(s)*.



3. Select the first *student name* to be inactivated.
 - You can select multiple students by holding down either the *[Shift]* or *[Ctrl]* keys while clicking. Select the first student with a simple click, then hold down *[Shift]*, then click to select a contiguous range. Holding down *[Ctrl]* while clicking lets you select or deselect multiple individual students.
4. Click on the **Inactivate User(s)** button to remove highlighted students from your class.

There are no windows to close, so when you have finished removing students you can move onto other tasks.

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Chapter Four

Third-Party Programs

The ability to deliver outside resources to students working within the *A+LS* system greatly expands their educational opportunities. These resources can include third-party programs (such as *Microsoft Word*[®]), documents students can edit and submit for grading, and links to Web sites (through their URL addresses).

Before third-party programs can be assigned to students, they must be added to the list of available lesson modules. Typically programs are added by the *A+LS* administrator. Once a program is available, you can control what it does through command line parameters. For example, you can have a program (such as *Word*) open a data file automatically when the student starts the program. These documents, which can be edited by students, are called portfolio files.

Third-party programs can also serve as links to web site addresses (URLs). Once a program, program and data file, or URL has been added to the list of available lesson modules, it can easily be added to an assignment list just like any other *A+LS* lesson.

Please note that for a third-party program assignment to function, the program must either reside on the student's workstation and be fully functional (typical) or be run from the *A+LS* server (rare). Also keep in mind that the online version of the *A+LS* system (browser-based) does not support third-party programs. It only supports URL links. This is a limitation of the browsers, they can't run programs in their windows.

The Document Launcher

A powerful tool is found in the *Programs Editor*, the *Document Launcher*. Now administrators don't have to configure the *A+LS* system to handle standard applications, such as *Notepad*, *Paint*, or *Word*. *Document Launcher* uses file associations to load documents, graphics, and other data files. For example, a teacher wants a student to open a text file (.txt) as part of an assignment. Now the teacher can choose *Document Launcher* instead of looking through a

confusing list of third-party applications. As long as the student workstation has an application associated with the file type, in this case text files, the file will open for the student.

As previously mentioned, this saves the administrator from having to pre configure a number of applications before teachers can use them. It also means that your student workstations don't have to be identically configured for some programs to run. For example, if *Microsoft Office*[®] is installed on the D: drive in one lab and the C: drive on another, this is no longer a problem, as long as your teachers use the *Document Launcher* to handle *Word* and *Excel*[®] files.

Preparing Third-Party Programs, URLs, and Portfolio Files

Adding a Third-Party Program or Portfolio File to a Lesson Module


The *Document Launcher* and the new *Portfolio Use* button makes distributing documents to students much easier. The *Document Launcher* also simplifies the teacher's task of assigning documents to students. Documents will typically autoloading as long as they are a standard file type, such as: text (.txt), *Word* (.doc), *Excel* (.xls), *Web* (.html), or a graphic (.jpg, .gif, or .bmp). Please see *The Document Launcher* section on page 4-1 for additional information.

Originally teachers had to use command line arguments to utilize the full potential of the third-party program features in the *A+LS* system. Now these features (such as *Portfolios*) are integrated into the management interface.

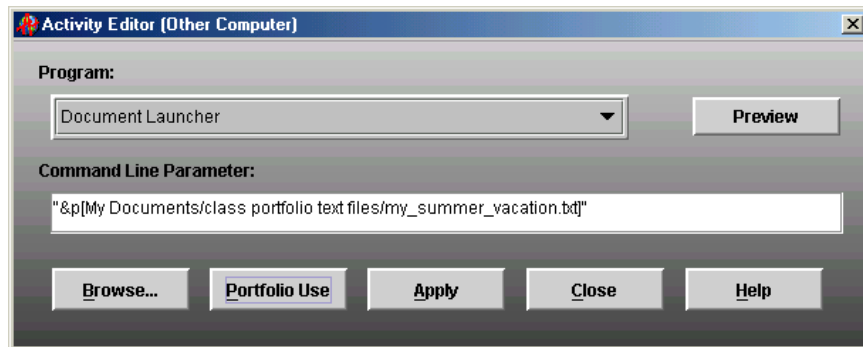
First teachers create a file (typically a text or document file) for student use. They then use the *Curriculum Authoring Window* to create a new *Other Computer* assignment. Teachers use the *Browse* button to locate the original copy of the document on their local computer and are offered the opportunity to copy it to the *A+LS Content Server*, which they do. *Document Launcher* is selected as the program to open the document. Then they click on the *Portfolio Use* button to indicate the file is to be copied to student portfolios. The assignment is saved, ready to be assigned to any student.

After being assigned the new *Other Computer* assignment, a student opens the lesson. The document is automatically copied into his or her private space in the *A+LS* system, then it is opened. After making any changes the student can save it and the teacher can access it and grade it through the *Assignment Management Window*.

Teachers should create any files (text or document) for student use before they start this process, and know the location of the files.

1. Go to the *Curriculum Authoring Window*, .
2. **Right click** on the *subject* where you want to create the new assignment.
3. Select **Add New Activity**, then **Other Computer** from the pop-up menu.

4. Type in the *Name* of the new assignment; the *Description* and *Associated ALS Skills* are optional.
5. Click on the **Save/Create Content** button.
 - The *Activity Editor (Other Computer)* window opens (see the following figure).



6. Use the *Program* drop box to select **Document Launcher** or other appropriate application.
7. If you want to distribute a document to students:
 - a. Use the **Browse...** button to locate the file.
 - b. Click on the **Portfolio Use** button to copy the file to the *A+LS* server and later to the student portfolios.
 - c. It is critical that you answer **Yes** to the prompt to upload (copy) the file.
 - Note *Portfolio Use* has added *&p* and the required square brackets to the *Command Line Parameters*.
8. Click on the **Apply** button, then **OK** to save the assignment.
 - You have just created a lesson that can be assigned to any student (see the next section). When students save their work, it will be saved in their personal portfolios.
 - At this point you could add additional third-party program assignments if you wish.
9. Click on the **Close** buttons until you return to the *Curriculum Authoring Window*.

The program is now available to be inserted into a student assignment list.

Adding a Web Address (URL) to a Lesson Module

The *A+LS* system does NOT provide a web browser. Each student workstation must have a working web browser set as its default browser for *A+LS* web assignments to function.

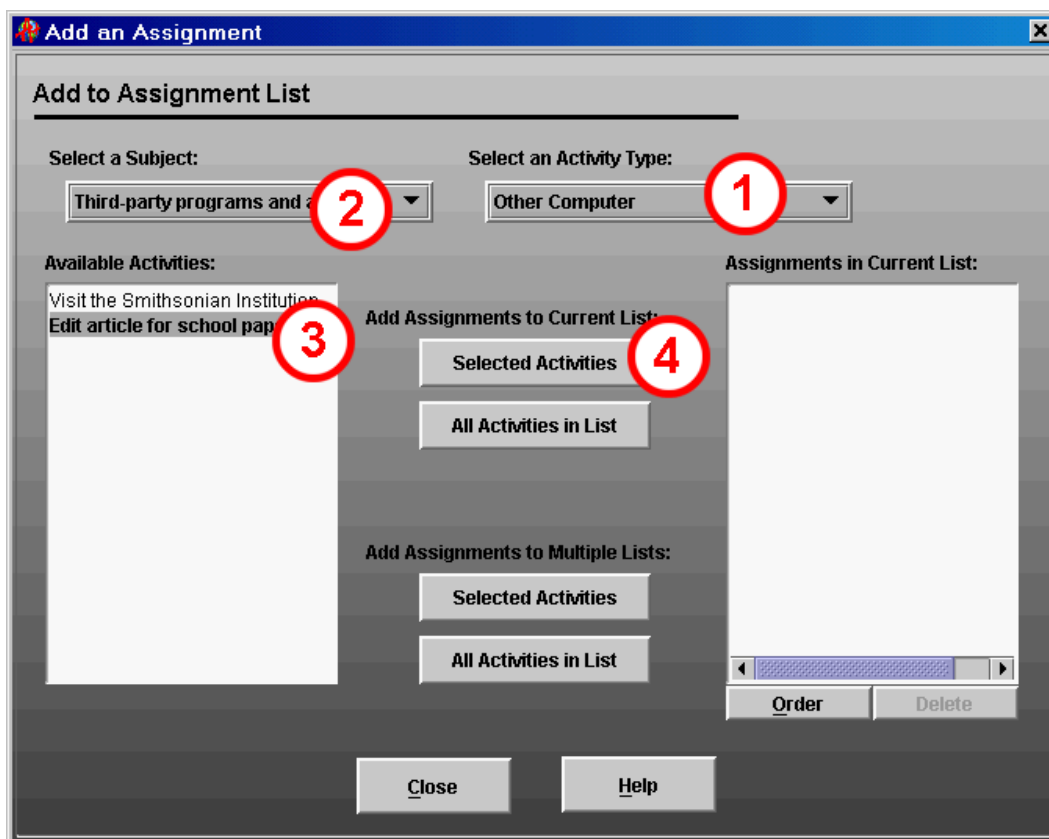
1. In the *Curriculum Authoring Window*, scroll down until you find the subject module where you want to add the Web-based assignment (sometimes *Third-party Programs* or a similarly named module is used for non-*A+LS* assignments).
2. **Right click** on the desired subject module.
3. From the pop-up menu select **Add New Activity**, then **Other Computer**.
4. Type in the title of the assignment in the *Name* field.
 - You may want to include the name of the Web site in the name. For example “A Virtual Visit to the Smithsonian” would be a good title for an assignment tied to www.smithsonian.org.
5. Click on the **Save/Create Content** button.
 - The *Activity Editor (Other Computer)* dialog box opens.
6. From the *Program* drop box select **Document Launcher**.
7. In the *Command Line Parameter* text box type in the URL of the web site to be assigned.
 - Example: *www.amered.com*
8. To verify that the address is valid, click on the **Preview** button.
 - Your default browser loads and after a few moments the web page displays.
9. After confirming that the address was correct, close your browser.
10. Click on the **Apply** button, then **OK** to confirm.
11. Choose **Close** twice.

The URL is now available to be inserted into a student assignment list.

Adding a Program, Portfolio, or URL to an Assignment List

Adding a third-party program, portfolio file, or URL link to an assignment list uses basically the same process as adding a standard *A+LS* lesson.

1. Log on as a user with classes.
2. In the *Assignment Management Window*, open the appropriate *class*.
3. Locate the *assignment list* where you'll add the third-party program.
4. **Right click** on the *assignment list*.
5. Choose **Add Assignment**, then **From Subjects** from the pop-up menu.
 - The *Add an Assignment* dialog box opens. Please note that the four steps to adding a third-party program, portfolio file, or Web site (URL) to an assignment list are numbered.



6. Using the *Select an Activity Type* drop box, choose **Other Computer**.

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7. From the *Select a Subject* drop box, scroll down and select the subject module where you added the third-party program, *Document Launcher*, portfolio file, or Web URL entry.
8. Click on the appropriate *Available Activities* that you want to add to the assignment list.
9. Click on the appropriate *Selected Activities* button to copy the assignment to the *Current Lists* text box.
 - The settings window opens. The default is normally set so that the first time a student accesses the program it will be mastered. But you can change that if you wish.
10. For some third-party programs you may want keep *Allow Access after Mastery* enabled (with a checkmark).
11. Set *Mastery determined by* as appropriate to the assignment by using the drop box(es) and typing in the *Value(s)*.
12. If you have set both *Mastery determined by* drop boxes, then you will need to choose between the two radio button options at the bottom of the window.
13. When you are satisfied with the settings click on **OK**, then **OK** again to confirm.
14. Click on **Close** and proceed to your next task.

Grading Portfolio Files

Reviewing and grading student edited portfolio files works just like grading essays. Please note that you must have the appropriate program installed on your workstation to be able to open the portfolio file. See *Grading Essays and Portfolios* on page 3-37.

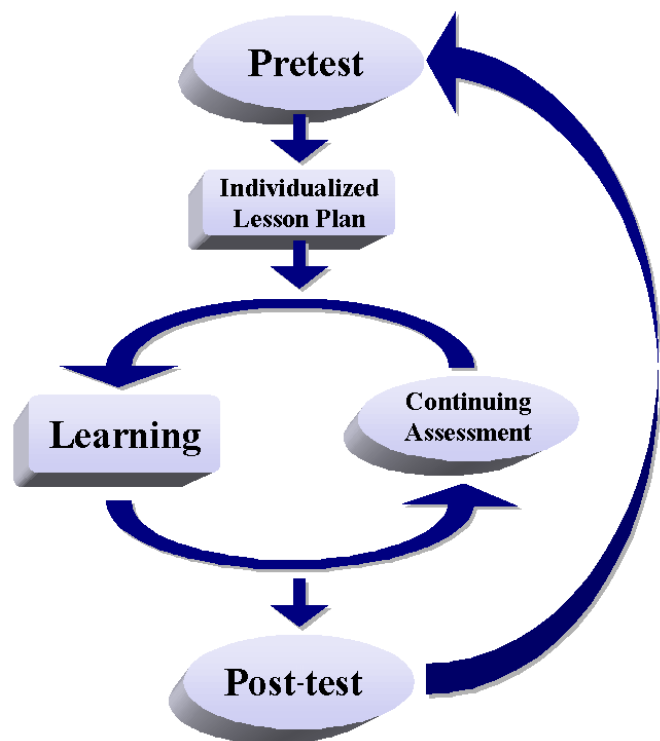
Chapter Five

Standards-Based Assessment

Assessing Student Learning

The *A+LS* system offers a variety of flexible assessment tools and strategies for teachers and students (see the figure at right). In addition to the lesson-based mastery tests, there are several standards related strategies.

Pretest Assessments Against Standards and Objectives - There is an assessment system for each grade level in most subject areas. For example, third grade mathematics has a complete assessment for every standard and objective at that level. The tests are lengthy and may take more than one class period for students to complete. Upon completion of a test, the system analyzes each objective and determines what was mastered and what was not. The teacher can create a report for a class or for each student on the outcome of each objective.



Skills that were not mastered are analyzed by the *A+LS* system and can be put into an *individualized lesson plan* for each student. The net result is that students are given credit for the standards and objectives they meet. They are also given a unique set of lessons, designed just for them, covering unmastered standards.

Continuing Assessment - Most lessons include a mastery *Test* following the *Study* and *Practice* portions. The teacher establishes the mastery level for each lesson or uses the default level of 80 percent. Students must pass the test at or above that mastery level. The tests are included with each lesson. The teacher's tasks are simply to determine the mastery level, change options such as force students to do each lesson in order, create prerequisites, etc.

Lesson Pretests - The teacher can choose to generate a pretest for a lesson as lessons are assigned. The pretest will automatically display and the student must complete the exam before continuing. If the student is successful, he or she is given credit and can move onto the next lesson. If the student is not successful, he or she can be given the normal lesson which includes *Study*, *Practice*, and a mastery *Test*.



Assess Student Skills - There may be times when teachers need a skills or standards-based assessment, without it being connected to a specific *A+LS* lesson. This might be useful when trying to place the student into the proper class level. You can create tests for this purpose using *Standards-Based Assessments* (page 5-4) or *A+ State Snapshots Assessment Creation and Assignment* (page 6-1).

The Curriculum Authoring Window

If you have any problems accessing the *Curriculum Authoring Window*, contact your system administrator. It may be necessary for the administrator to change the system rights to give you access. You need *A+LS rights* set to include *access curriculum authoring window*.




Curriculum Authoring and Dynamic Assessment

Most of the assessment tasks detailed here take place in the *Curriculum Authoring Window*. To access that screen:


1. Load the *A+LS client* normally.
2. Log on using your teacher log-on name and password.
3. Click on the *Curriculum Authoring Window* button  on the button bar.
4. When you have finished your curriculum related tasks, exit by clicking on the  button in the upper right corner.

Navigating the Curriculum Authoring Window

Briefly, let's look at the *Curriculum Authoring Window*.

1. Click on *Global Subject's*  to expand the tree, if it isn't already expanded.
2. Click on the  next to the *subject module* of your choice to expand the tree under it.
 - Listed alphabetically, you'll find all of the assignments associated with that subject module.
3. Click on one of the assignments.
4. Review the contents of the right pane and explore the three buttons (**View ALS Skills**, **View Authors**, and **Edit Activity**).
 - Use the *Help* button on each screen as necessary.
 - In the *Edit Activity* screen the **Cancel** button is a safe way to back out without making changes.
5. You can exit the *Curriculum Authoring Window* at anytime by clicking on , found in the upper right corner.

Reviewing Existing Assessment Tests

1. Click on the *Curriculum Authoring Window* button  on the button bar.
2. Scroll down to the assessment subject module that interests you:
 - *Course Assessments - Language Arts*
 - *Course Assessments - Mathematics*
 - *Course Assessments - Science*
 - *Course Assessments - Social Science*
 - *GED 2002 Assessment Tests*
 - Your own assessments, filed under your name in the left pane.
3. Expand the tree under the chosen assessment module and click on a test.
4. The **View ALS Skills** button will list all of the items covered in the test.
5. Click on the **Close** button to return to the list of assessments.
6. **Right click** on a test, such as a *Course Assessment* (do not click on an *Adaptive Assessment* as they can't be played back).
7. Select **Launch Playback as Student** from the pop-up menu.
8. Leave the mode and interface set to the defaults (Mastery/Adult), then click **Play Lesson**.

- After a few moments the test should open.
9. Use the **Stop** buttons to exit from the lesson and return to the management system.

Standards-Based Assessment

There are several great features in an assessment created in the *Curriculum Authoring Window*:

Skills - You are testing using a range of *skills* rather than just a specific assignment.

Depth to test - The assessment can be set to drill up and down the number of curriculum *levels* you desire, finding out exactly what the student's base skills are. Example: A student fails three-digit multiplication, so the assessment automatically presents two-digit multiplication, then single-digit working down two levels to establish what concepts are weak. This smart assessment enables the dynamic assignment of lessons, targeting only those areas in which the student needs further work.

Automatic Assignment Lists - You can have the assessment automatically generate an assignment list for the student based on failed objectives.

Setting Up an Assessment Subject Module

The first step in setting up an assessment subject module is similar to setting up an assignment list. You create an assessment subject where the actual tests will go. From the *Curriculum Authoring Window* follow these steps:

1. When setting up a new assessment group, scroll down until you find *your name*.
 - User modules are always found below the standard *A+LS* subject modules.
2. **Right click** on your name, then choose **Add New Subject** from the pop-up menu.
 - The *Add Subject* dialog box opens (see the following figure).

3. Type in the *Name* of your assessment subject module with a brief descriptive phrase.
 - The *Name* you are creating will appear with all of the standard *A+LS* assessment modules, as well as those your co-workers have created. So the *Name* needs to be easy to find and clearly describe the contents. For example you could start with the class section number: *0813 Assessments - Algebra I* or start with your name: *Mr. Garcia's 2nd Week Tests*.
4. Add a detailed *Description* if you wish, then choose the appropriate curriculum *Area*.
5. Click **Apply** to save, then **OK** to confirm.
6. Click **Close** to exit the window.

Creating a Dynamic Assessment Test

The assessment test you are about to create can be assigned to any student, at any time, just like any other assignment (see *Assigning an Assessment Test by Standard* on page 5-9). In the *Curriculum Authoring Window*, follow these steps:

1. Scroll down to *your name* in the *Curriculum Authoring Window*.
2. Open the tree under your name to reveal your subject modules.
3. **Right click** on the module where you want to create a new assessment activity.
4. From the pop-up menu, select **Add New Activity**, then **Adaptive Assessment**.

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- If you own one or more of the optional *Course Assessment* modules, then you could select *Course Assessment* instead of *Adaptive Assessment*.
- The *Add Adaptive Assessment* dialog box opens (see the following figure).

The screenshot shows a dialog box titled "Add Adaptive Assessment". It features a "Name:" field with a red asterisk, a "Description:" text area, a "Language:" dropdown menu set to "English", and a "Depth to test:" field with a red asterisk and the value "1". There are radio buttons for "Pretest" (selected) and "Post-test". Below these is a section titled "ALS Skills to be Tested:" with a large empty list box and two buttons: "Add ALS Skill" and "Remove ALS Skill". At the bottom right, there is a red asterisk and the text "* denotes required information". At the bottom, there are three buttons: "Apply", "Close", and "Help".

5. Input the *Name* of your test.

- To make it easy to find your tests in the Subject/Assignment lists, we suggest starting the name with “Test,” “Quiz,” or something similar followed by a brief but clear description of the contents.

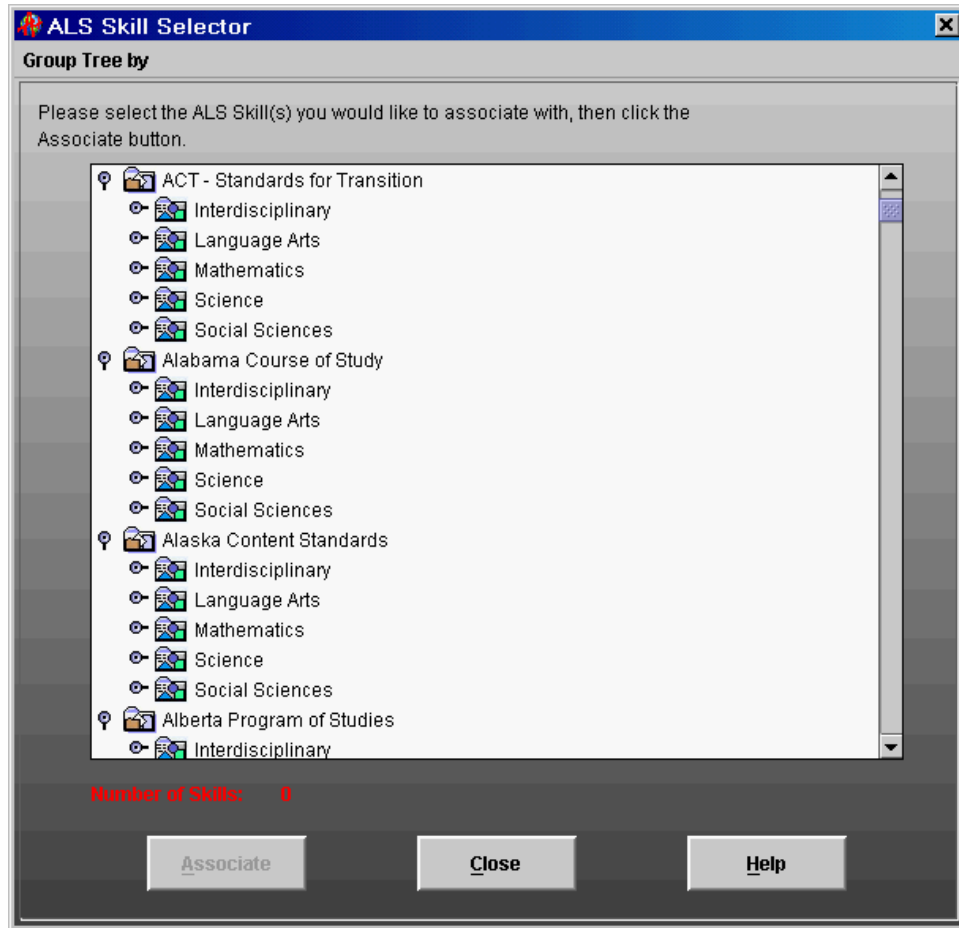
6. Add a *Description* if you wish.


7. Set the *Depth to test* and decide if this is to be a *Pretest* or a *Post-test*.

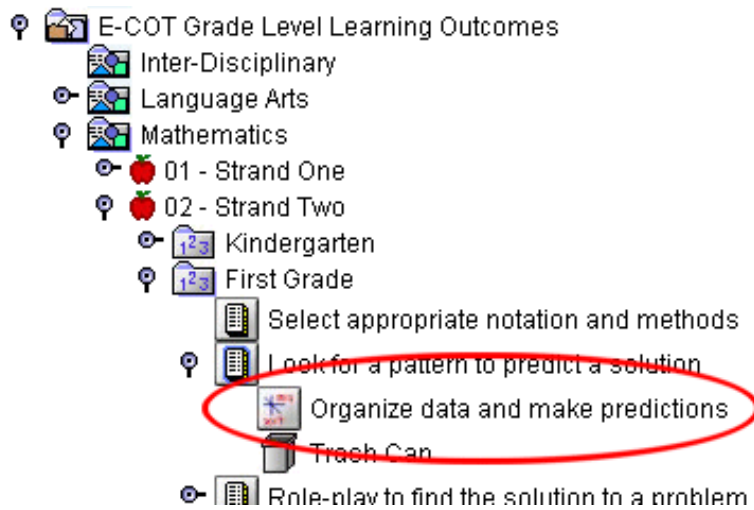
- Take care not to test too deeply. If the *Depth to test* is set too high, especially if you are testing over several skills, a struggling student may end up taking a massive test, as ever more questions are added for each failed concept.
- Remember that the *Help* button can provide information on these functions.

8. Click on the **Add ALS Skill** button.


- The *ALS Skill Selector* dialog box opens (see the following figure).



9. **Scroll down** the list of *ALS Skill Selector* list until you find the skill set to which you want to assess (the generic *A+LS* set, school specific, a state standard, etc.).
10. Double click on the desired skill set to expand its tree.
11. Keep clicking to *expand the tree* until you reach the *skill* specific level (look for the objective icon , circled in the following figure).



**ALS Skill Selector Tree Expanded
Assignable Skill Circled**

12. Click on the desired  objective.
13. Click on the **Associate** button in the right pane.
 - Note that as you add a skill, the *Number of skills* increases by one.
14. Continue expanding other skills and adding additional objectives to your assessment.
15. When all of the desired objectives have been added, click the **Close** button.
 - You return to the *Add Adaptive Assessment* dialog box (see the following figure).

Add Adaptive Assessment

Name: Mid Term Test *

Description:
Covers the lessons for the first part of the semester

Language: English

Depth to test: 1 *

Pretest
 Post-test

ALS Skills to be Tested:

- MA1.3MA001 : Sort & count; place value, ordinals; skip count
- MA1.3MA020 : Properties of multiplication and solve problems
- MA1.4MA007 : Solve multiplication and division problems.
- MA1.4MA010 : Estimate answers to problems.

Add ALS Skill

Remove ALS Skill

* denotes required information

Apply Close Help

16. Use the **scroll bar** if necessary to review your *ALS Skills to be Tested* (circled in the preceding figure).
17. If you want to delete any of the skills, use the **Remove ALS Skill** button.
18. Click the **Apply** button when you have finished reviewing your settings.
19. Click **OK** to confirm.
20. Select **Close** to finish.

Your new assessment is now available for assigning to students.

Assigning an Assessment Test by Standard

Assigning assessment tests (*A+LS* tests or your custom tests) is almost identical to assigning normal activities to students. There are two types of assessments that can be assigned by standard:

Course Assessments are similar to conventional paper tests in that they are graded. They can prescribe lessons and, for reporting purposes, can be used for pre or post-testing. There are four *Course Assessment* subject related modules that can be added to your *A+LS* system. These are test only modules, with no lesson material.

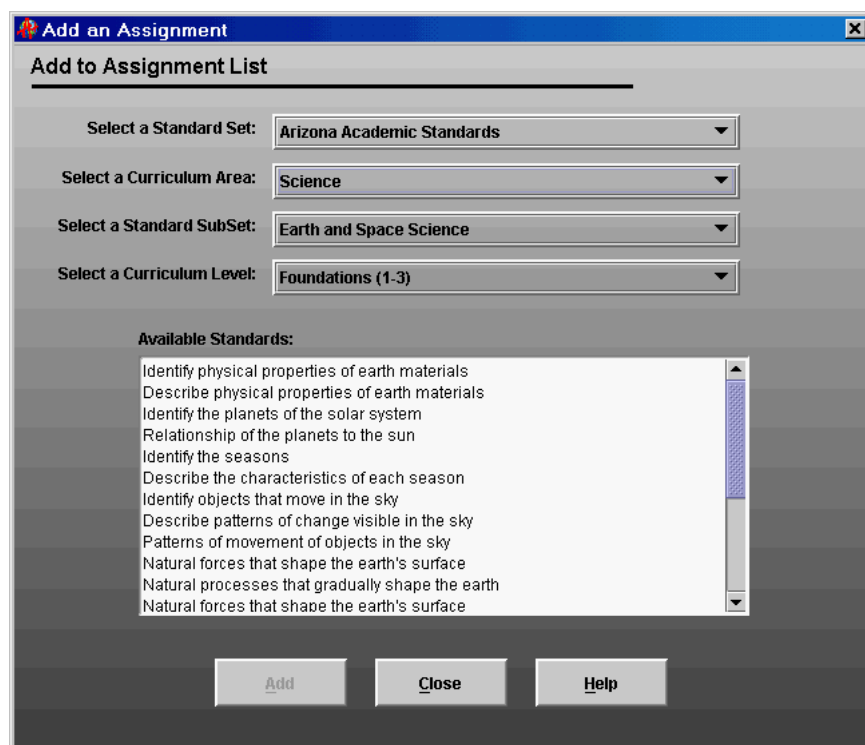
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When your students start a *Course Assessment*, they can take it over one or more sessions at the computer. But when they return to the test the previously answered questions will be unavailable to them. Any questions that they previewed but left unanswered will be marked as incorrect, preventing them from returning to the test with the correct answers in hand. When a student attempts to exit an incomplete test they will be informed of the rules and offered the opportunity to complete the previewed questions before exiting.

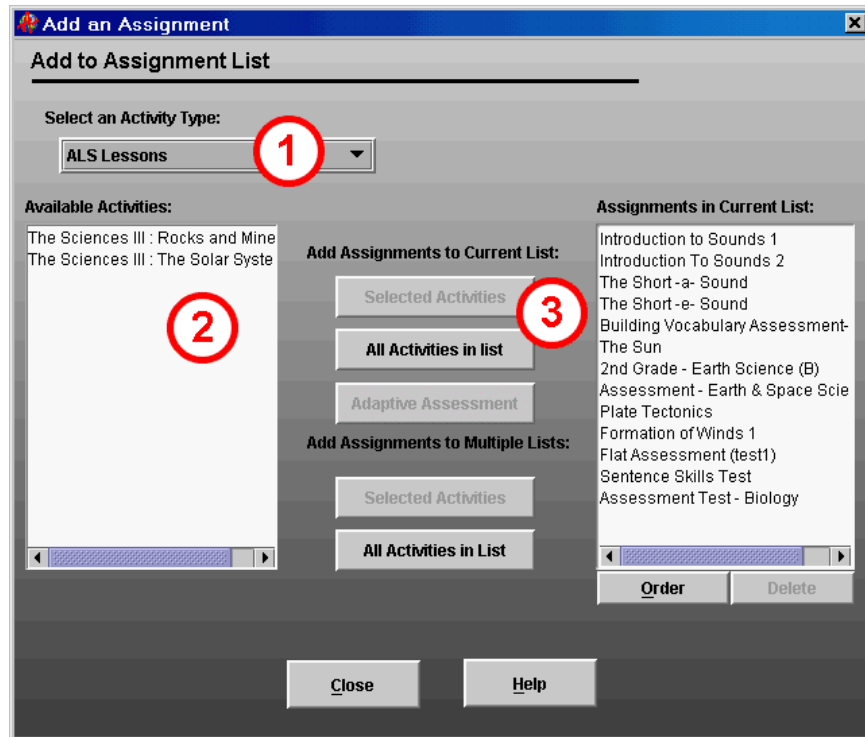
Adaptive Assessments are primarily diagnostic or prescriptive tools. They can be used for prescribing lessons, but they don't issue grades. *Adaptive Assessments* are integrated into each *A+LS* subject module and are almost always available.

Since *Adaptive Assessments* are primarily prescriptive and don't issue a grade, students are permitted more latitude during testing. In later sessions they can revisit prior questions and ones that they have previewed.

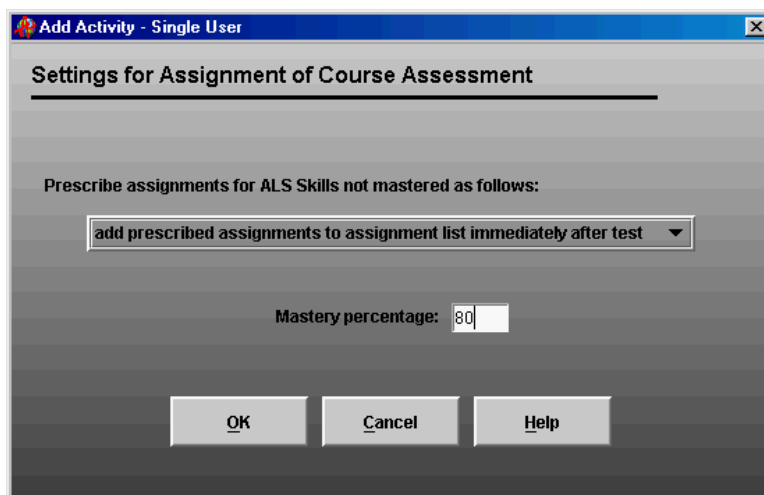
1. Return to the *Assignment Management Window* and select a *class*.
2. Click on the *assignment list* where you want to add the assessment (under *_Default Lesson Plan* or a *student's name*).
 - Notice that the right pane has an *Assignments in List* box that displays any activities already in the list.
3. Click on the **Add from Standards** button.
 - The first *Add to Assignment List* dialog box opens (see the following figure). This is where you will select the standards for the test.



4. Set *Select a Standard Set*, typically to your state's standard.
5. Choose the appropriate subject area with *Select a Curriculum Area*.
6. Set *Select a Standard SubSet*.
7. *Select a Curriculum Level*, often the grade level(s).
 - The *Available Standards* should list all of the specific standards that can be selected for the test. If you are going to do in-depth testing you will want to limit the number of standards you select. Otherwise the test may radically expand for students who haven't mastered the subject area.
8. Highlight each of the standards you want to test over (holding down the **[Ctrl]** key allows you to select multiple standards).
9. Click on the **Add** button after you have selected all of the appropriate standards for the assessment.
 - The second *Add to Assignment List* opens (see the following figure). Note that the three primary steps are shown on the figure.



10. Set the *Select an Activity Type* to either **Course Assessment** or **Adaptive Assessment**.
11. In the *Available Activities* box, click on the assessment you want to add.
 - If no activities are listed, then there are none available for the standard you selected. This is not a program bug. All standards are listed in the *A+LS* standards database, even if you do not own the corresponding *A+LS* lessons or assessments
12. Next click on the *Current List's Selected Activities* button.
 - You can also add it to *Multiple Lists* by clicking the appropriate button (great for updating several existing lists).
 - Now it's time to configure the assessment test (see the following figure, which represents the *Course Assessment's* screen, an *Adaptive Assessment's* options will vary slightly). Remember that the *Help* button can clarify many questions.



13. Set *Prescribe assignments for ALS Skills not mastered as follows* by clicking on the drop box ▼ and selecting from:
 - Add prescribed assignments to assignment list immediately after test** - Adds new lessons to the current assignment list immediately following the test's entry in the list.
 - Append prescribed assignments to assignment list** - Places the new assignments at the end of the current assignment list.
 - Create a new assignment list...** - Creates a new assignment list with the prescribed lessons and issues it to the student.
 - Make no automatic prescriptions** - Allows the teacher to approve and modify the assignments before issuing them to the student.
14. If this is a *Course Assessment*, you need to verify the *Mastery percentage*, the passing grade for the test.
 - The *Help* button can provide additional information on these functions.
15. Click the **OK** button when you are finished with the settings.
16. Click **OK** again to acknowledge the new assignment.
17. Use the **Close** button to return to the standards dialog box.
18. Repeat the process (steps 4 through 17) until you have added all of the necessary assessments.

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19. Click on the **Close** button when you are finished.

You can check student test scores through the *Assignment Management Window*. Please see *Checking and Grading Student Progress* on page 3-36. There are also reports that include test scores (please see the *Sample Reports* document, found on the *Document CD* and online *Help*).

Chapter Six

A+ State Snapshots Assessments

Snapshot Assessments are unique testing tools in that you can create a test that is assigned to multiple classes, even grades, and can supersede any other *A+LS* assignment. They are often used to provide a perspective on where students are with relationship to state standards and the knowledge required for state mandated tests. To create a *Snapshot Assessment* you need to purchase the *A+ State Snapshots Assessments* module for your *A+LS* server.

A+ State Snapshots Assessment Creation and Assignment

Snapshot Assessments are created in the *Curriculum Authoring Window*. They can be assigned to students at the time they are created or later. Reviewing test results and prescribing lessons are handled in the *Assignment Management Window* (page 6-6).

Creating an A+ State Snapshots Assessment

To create *Snapshot Assessments* you must have the *A+LS* system right to *Add/edit/delete global curriculum* (contact your *A+LS* system administrator to obtain this right). This is because the Snapshot activity has to be available globally to large groups of students, often in multiple classes.

1. Select the *Curriculum Authoring Window*.
2. *Snapshot Assessments* can be created in either an existing subject module (skip down to step 8).

OR

You can put them in a new subject module under your user name at the bottom of the left pane.

3. **Right click** on your name, then choose **Add New Subject** from the pop-up menu.

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4. Type the *Name* of your new assessment subject module.
 - The *Name* you are creating needs to be easy to find and clearly describe the contents. For example, you could simply name it *Snapshot Assessments* or be more specific with something like *Snapshot Assessments - Third Grade*.
5. Add a detailed *Description* if you wish, then choose the appropriate curriculum *Area*.
6. Click **Apply** to save, then **OK** to confirm.
7. Click **Close** to exit the window.
8. **Right click** on the newly created (or an existing) subject module and select **New Activity**, then **Snapshot Assessment**.
 - The *Add Snapshot Assessment Activity* dialog opens. In the following figure, an assessment has been set up to test third grade students using state math standards.

Add Snapshot Assessment Activity

Name: Snapshot - Grade 3, week 12, Math assessment *

Description: Test grade 3 students with the state math standards

Language: English **Depth to test:** 1 *

This test will be available to students:

Beginning: October 22, 2004 1:00 PM **and Ending:** October 22, 2004 3:00 PM

Force students to take test

Standards to be tested:

- 1M-F3.1.: Addition: demonstrate with models (3 questions)
- 1M-F3.2.: Subtraction: demonstrate with models (3 questions)
- 1M-F3.3.: Multiplication: demonstrate with models (3 questions)
- 1M-F3.4.: Division: demonstrate with models (3 questions)
- 1M-F3.5.: Addition and subtraction: to three digit numbers (3 questions)

Total Questions in Test: 32 **Edit Standards...**

Students to be tested:

Grade: Third, School: George Washington Elementary, District: Mountain Side

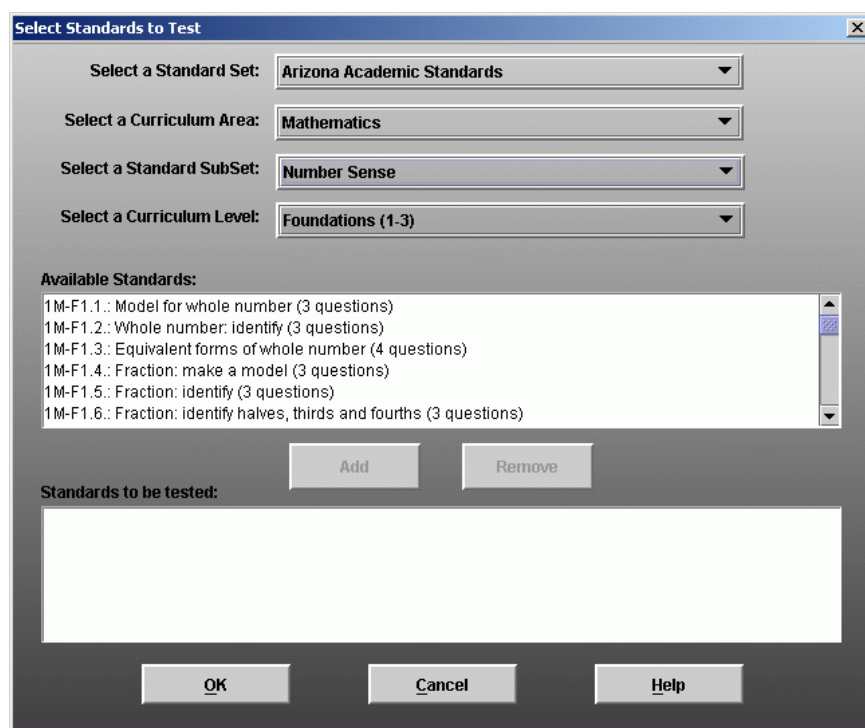
Edit Students...

* denotes required information

Apply **Close** **Help**

9. Enter the *Name* of the assessment (what the student will see) and add a *Description* if you wish.

10. Set the *Depth to test*, keeping in mind that the higher the number, the longer the test will take.
11. Click on the **Beginning** and **Ending** date/time buttons to set the time that the test will be available to students.
 - Once the test has been created, it can be reassigned later with new *Beginning* and *Ending* times (it can NOT be reassigned to the same students).
12. Decide if you want to *Force students to take test*.
 - If you enable *Force students to take test*, students with the Snapshot assignment will not be able to access their normal *A+LS* activities until they have completed the test.
13. Click on the **Edit Standards** button.
 - The *Select Standards to Test* dialog opens. The goal here is to locate the standards you want to test with and *Add* them to the bottom list box. In the following figure, state standards for third grade math are being selected.



14. Set *Select a Standard Set*, typically to your state's standard.
15. Choose the appropriate subject area with *Select a Curriculum Area*.
16. Set *Select a Standard SubSet*.

17. *Select a Curriculum Level*, often the grade level(s).
 - The *Available Standards* should list all of the specific standards that can be selected for the test. Watch for standards that have questions. If a standard description includes “(0 questions)”, it means that no questions exist to be added to the test. You can *Add* the standard to the bottom list, but it will have no effect on the assessment.
18. Highlight each of the standards you want to test over (holding down the **[Ctrl]** key allows you to select multiple standards).
19. Click on the **Add** button to move the standards to *Standards to be tested* (the bottom list box).
20. You can add additional standards by changing any of the top four drop boxes and repeating the process of adding standards to *Standards to be tested*.
21. When you have added all of the desired standards to *Standards to be tested*, click **OK**.
 - At the next step you can either choose to save the Snapshot and create additional ones for assigning later, or proceed to assign students to the current test.
22. Either, continue with assigning the assessment to students by proceeding to the next section.

OR

Save the new *Snapshot Assessment* by clicking **Apply**, after which you can create additional assessments or use the **Close** button to exit.

Assigning an A+ State Snapshots Assessment

This section continues the steps begun in the previous section.

1. Click on the **Edit Students** button.
2. With the *Select Students to Test* dialog open, use the top four drop boxes to select the group of students to receive the test.
 - You don't have to use all four drop boxes. The **X** found to the right of each drop box can be used to clear its value. For example, if you want to test every student in the Third Grade, you'd first set *District* and *School*, then you'd set *Grade* to “Third”. To include every class in the Third Grade for that school, you'd click on the **X** next to *Class*, clearing the *Class* filter (as shown in the following figure). Now, when you click on the *Add* button, all students in the Third Grade will be included, regardless of class.

3. When you have the top four drop boxes set appropriately, click on the **Add** button.
 - Since you could be adding hundreds of student names, the individual names are not listed. Instead you'll find a single line that shows the selection criteria (the settings of the drop boxes).
4. You can select additional students to receive the test by changing any of the four drop boxes, then clicking **Add** again.
5. When you have selected all of the desired students, click on **OK**.
 - You return to the *Add Snapshot Assessment Activity* dialog.
6. With all of your selections made, click on the **Apply** button to assign the *Snapshot Assessment* to all of the designated students.
7. You can continue creating *Snapshot Assessments* or you can click **Close** to exit.

To review the test results or prescribe lessons recommended by *Snapshot Assessments*, go to *A+ State Snapshots Assessment Results and Prescribing* on page 6-6.

Editing and Assigning Existing Snapshot Assessments

1. Select the *Curriculum Authoring Window*.
2. Locate the *Snapshot Assessment* you want to edit or assign.
 - *Snapshot Assessments* can be found either in an existing subject module or in a module under your user name at the bottom of the left pane.

3. **Right click** on the Snapshot, then choose **Edit Activity** from the pop-up menu.

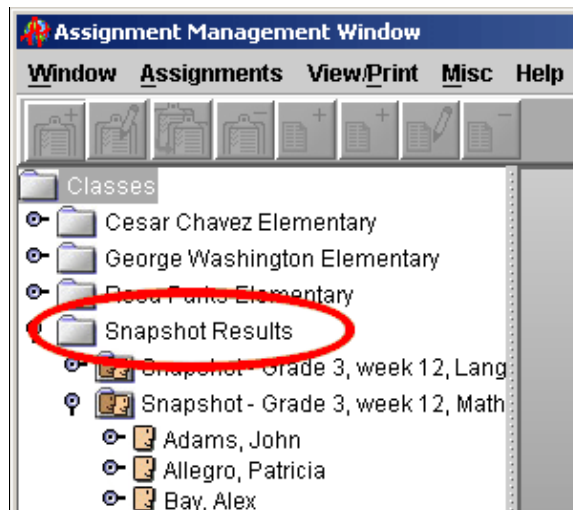
WARNING: You **MUST** change the students to be tested. Click on the *Edit Students* button, then *Remove* the existing students from the list. Students can only take each *Snapshot Assessment* one time. If you want to retest them over the same standards, you will have to create a new test. But an old test can be assigned to a new group of students.

The process of assigning an existing *Snapshot Assessment* is that same as that for a new one (see the previous section, *Assigning an A+ State Snapshots Assessment*).

For more information on the various screen elements, please click on the *Help* button.

A+ State Snapshots Assessment Results and Prescribing

Normally assessment results are associated with a student's record, which are then accessed by that student's teacher. This limits access to staff who have been assigned to the student's class. Since *Snapshot Assessments* are often used to get an overview of several classes, sometimes from multiple schools, a separate *Snapshot Results* school has been created (circled in the figure at right). Each test's results are treated like a class, with the participating students listed under it.



Assigning Snapshot Prescribed Lessons to Multiple Students

This procedure offers the opportunity to assign prescribed lessons to classes of students who have taken a *Snapshot Assessment*. If you want to review the results for a single student, please go to the next section, *Reviewing Individual Snapshot Assessment Results*.

1. Go to the *Assignment Management Window*.
2. Under the *Snapshot Results* school, **right click** on the assessment's name (appears as a class in the tree).
3. From the pop-up menu, select **Prescribe**.

- The *Assign Prescribed Activities to Multiple Students* dialog opens. Each class that took the *Snapshot Assessment* should be listed. Each student who took the test in the selected class will receive lessons based on an individualized prescription from his or her test results.
4. To select the students to receive the prescribed assignments, click on one of the school/class names.
 - The prescribed assignments will appear to the students under an assignment list named “Prescribed from (*name of the A+ State Snapshots Assessment*)”.
 5. Click on **OK**, then wait a few moments while the assignment list is set up for each student.
 - You are returned to the main *Assignment Management Window*.
 6. You can repeat the process, assigning prescribed lessons to students in other classes or click **Cancel** to exit.

Reviewing Individual Snapshot Assessment Results

1. Under the *Snapshot Results* school, locate the test’s name, then under it the student’s name.
2. Expand the list under the student’s name, then expand the list under *Snapshot Results*.
3. Click on the test results, named after the *Snapshot Assessment*.
 - In the right pane, the test information displays the date and time the test was assigned and taken. If the test was completed, the score, time on task, etc. should also appear.
4. If you want to review and/or prescribe the lessons recommended by the *Snapshot Assessment* for this individual student, proceed to the next section.



Assigning Lessons Using the Snapshot Prescription

The process of assigning prescribed lessons begins with the previous section, *Reviewing Individual Snapshot Assessment Results*. So you should start with step 1 in that section.

1. While looking at the test results in the right pane, click on the **Prescribe** button.
 - The *Prescribe from Snapshot Assessment* dialog opens. This screen allows you to assign activities to a student based on the prescriptions from a *Snapshot Assessment*. The student's school and class will display at the top of the dialog box. All of the activities prescribed by the *Snapshot Assessment* should appear under *Prescribed Activities* on the left.

2. Decide if you want the prescribed activities placed in a new assignment list or an existing one:
If you want a new list to be created, place a checkmark next to *Prescribe to a new assignment list* and type the name of the list in the *Assignment List* text box.
OR
If you want the activities to be placed in an existing assignment list, uncheck the box and use the *Assignment List* drop box to select the appropriate list.
3. Highlight activities in the left list box, then use the **Add** button to assign them to the *Assignments in List* (right list box).
 - You can select multiple activities by holding down either the *[Shift]* or *[Ctrl]* keys while clicking. Select the first activity with a single click, then hold down *[Shift]*, then click to select a contiguous range. Holding down *[Ctrl]* while clicking lets you select or deselect multiple individual activities.
4. When you have finished adding prescribed activities to the list, click **Close**.
5. When *Settings for Assignment of ALS Lesson* opens, adjust the settings as you normally do.
6. When you return to *Prescribe from Snapshot Assessment*, click **Close** to exit.

The Snapshot Report

1. Go to the *Curriculum Authoring Window*.
2. Choose  , the *A+LS Report Wizard* button, on the right side of the button bar.
 - The *A+LS Report Wizard* dialog box appears.
3. Click on the *Select one* drop box icon  to open the list of reports.
4. Select the **State Snapshots Report**, then click on the **Next** button.
5. Set *Select Your Standard Set* to the standard set used when you created the test.
6. Set *Select Your Snapshot Assessment* to the test you want the report to cover.
7. Click **Generate** to continue.
 - It may take a few minutes for the report to be generated. Please take no action as long as the *Saving Data* message is onscreen.

- Your Web browser will open and the Snapshot Report will appear, ready to be printed or saved.

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Chapter Seven

Writing Assessments (Online)

Automated Essay Grading

Automated essay scoring has come to the *A+LS* system through the *Writing Assessments (Online)* modules. Some of the essays are based on expired essays from the NAEP (National Assessment of Educational Progress). They are holistically scored online via ETS Technologies' *e-rater*[™] service (a subsidiary of Educational Testing Service). Although available for all versions of the *A+nyWhere Learning System* software, **you must have a live Internet connection to use these titles.**

Previewing, Assigning, and Reviewing Finished Essays

You can preview the essays as a student will see them using the normal lesson preview process (see *Reviewing Lesson Content* on page 3-1). *Writing Assessments (Online)* essays are assigned exactly as you would assign any other *ALS Lesson* (see *Adding Lessons to an Assignment List* on page 3-10). Reviewing student responses and scores is covered later in this chapter (page 7-5)

Sample Essay Responses

As you review the sample essays note that the score goes up as spelling and punctuation errors are reduced, the format becomes more appropriate, and the concepts expressed become more sophisticated.

NAEP 8th Grade Topic - Designing a TV Show

A public television network is seeking ideas for a new series of shows that would be educational for teenagers. The series will include ten one-hour episodes and will be shown once a week.

Some of the titles under consideration are:

"Great Cities of the World"

"Women in History"

"Nature Walks"

"American Legends"

Choose one of these titles. Write a letter to the network president describing your ideas for a new educational series. In your letter, describe what one episode might be like. Use specific examples of what information you would include in the episode so the network president will be able to imagine what the series would be like.

Essay Sample: Score Point 1

Great Cities of the World.

We should have great cities of the world because alot of the land don't have cities like us because they don't have alot of money, people are dies in the land because no food Nassty water. We send alot of rice, water but rice and water is not good for them. We neat to give to them and make alot of homes cities, clean, water, meat, rice, and all those things thay need.

Essay Sample: Score Point 2

Dear President

I think you should do the series on "Great Ctiy's of the World". If you did the series off of that title it would be best. You would get to learn about all the cities instead of just one city. Because teenagers could learn about their cities in other countries. That's why I think you should do the series on "Great City's of the World".

Yours, Truely,

Tmika

Essay Sample: Score Point 3

Dear, Network President

One of the episodes I would like to see, would be an episode on "Nature Walks". I think that this episode would be great for alot of teens with the same interest as mine. Here are some of the topics to be discusted on the show.

You could tell helpful information about wildlife that may be seen in nature. You could inform us about the things we could or shouldn't do. I would like to know some things to do if an accident were to occur, such as an encounter with a animal poisonous plant, or insect. Since their are a lot of insects around you could explain how to catch, handle, and take proper Care of some of them. And most importantly, you could tell us what to bring and how to dress on our nature walk.

Essay Sample: Score Point 4

Dear Network President:

I'm writing in response to the new educational program. I fell I can handle the job! I have my episode all planed out. I liked to talk about nature walks, because teenager have become really interesting in the out doors. My show will teach them when, where, and how to go nature walking. I'll provide them with the safest trails, animal safety, and plant health. My future episode will just like these....So that the viewers (teenagers of age) will feel comfortable I have young adults on to talk about their nature walks. This way the viewers can relate. It'll be real serious, but fun so the viewers will learn and enjoy. I'll take a real nature walk so they can see up close. We'll take the both trails that I picked to show the difference on the one you should take and not. I'll point out the different animals and tell them how to be safe.

I'll then talk about the plants and trees. We will talk about which ones to touch and not to touch! Then we'll head back to the studio answer all questions. Hope you find my show interesting and we can meet in person to discuss more!!

Sincerely,

Writer

Essay Sample: Score Point 5

Dear Network President,

I believe that educational shows are the foundation of a good education. Students find learning more interesting when they see it on television. I think "Nature Walks" would be a good subject, because so many children don't get outside often enough, and continue to watch violent television series' in the home. It can include a host who actually goes on nature walks, filming of nature and exciting footage of places children want to go.

The host should be a person who likes nature and is educated about it. He or she should be able to explain about different plants and animals that are being filmed without cue cards.

The content shouldn't be of nature that you can find in your own backyard. It should be of a different place every week. It should be new and exciting to children. The Rocky Mountains, GreatLakes and the deserts are some suggestions of where to take the show.

The footage should be of places that children have heard about, but never had the chance to explore, the Grand Canyon for example. Children like to see the Gran Canyon because they learn about it in school. It would be so exciting to them.

Please look into showing a "nature warlks" program on television. The children love a "cool" host, new and exciting places to learn about, and area where children have certain intrests.

Sincerely,

LaShana Bays

Essay Sample: Score Point 6

Dear Sir,

I feel that a good educational series for teenagers would be "Women in History." It is my opinion that the importance of women is all too often overlooked. Women do many great things, and their role in life has never been an easy one. They have always fared prejudice and restriction. Despite this, many women rise to be great figures in today's world. I feel that we must start near the beginning, and tell people of women's road to Freedom. From the Molly Pitcher's of the Revolution, to today's Madeleine Albright, women have always done their part. Whether in secret, the home, or public, women have always played an important role, and now the time has come for them to tell their story.

The series should start in Colonial times. It should tell of how women had no freedom, and of how hard their lives were. It should show how even the ordinary housework of a woman was extremely difficult. The series should then progress to the Revolutionary War. It should tell about

the women who posed as men to become soldiers, nurses, Molly Pitchers, and of the women who took their husband's places behind the cannons when they were wounded. It should also tell of women like Clara Barton, who started the American Red Cross. The series should tell of the fight for women's suffrage, and their struggle to take their place in the workplace.

One episode could be about the life of a colonial women. It should tell of how hard her life was. The episode would show that what was considered ordinary housework was very hard, indeed. It should show how the colonial woman was practically owned by her husband, and had no rights. She couldn't even have her own money.

I feel that this series would be very beneficial for teenagers. It would give young women a sense of pride in themselves. It would also help to give them an identity. In addition, it would also give the leaders of tomorrow, today's teenagers, a feeling of what it was like for women, and how important they are. This series would show that in reality, men and women are equal, and should be treated as such.

I greatly appreciate your giving me your time, and reading this letter. I hope you will truly consider my suggestion. Thank you very much.

Sincerely,

Regina Rosen

Reviewing the Student's Response and the Score

The *Writing Assessment (Online)* essays are automatically scored and the results are delivered to both you and the student via your Internet browsers. The student sees the scoring page moments after submitting his or her work. You can see the same scoring page whenever you wish by using following procedure.

This process assumes you are in *Assignment Management* with the appropriate class expanded.

8. Double click on the *student* whose work you would like to grade.
9. Double click the appropriate *assignment list*.
10. Click once on the *assignment* with the essay to be graded.
11. In the *right pane* verify that the student has completed the essay (circled in the following figure).

The screenshot shows the 'Assignment Management Window' for 'Voter Registration'. The 'Assignment Usage Summary' table is circled in red and contains the following data:

Date	Score	Max. Score	Time (hh : mm : ss)	Type
12/29/2002 05:54 PM	0	5	00 : 00 : 05	Essay
12/09/2002 04:55 PM	0	5	00 : 00 : 15	Essay

- Under *Assignment Usage Summary*, in the *Type* column, look for at least one *Essay* entry. The *Time* a student spent working on the essay will also be listed.
12. If the student has worked on the essay, click on the most recent *Essay* entry (verify which is the newest using the *Date* column).
 13. Click on the **View Online Essay** button.
 - After a few moments your Internet browser will open and the scoring page will display. It includes the score, essay question, student's response, and reasons for the score. There is also a statistical summary of the student's work (sentence count, number of misspelled words, number of run-on sentences, etc.) and a list of specific *Usage and Mechanics Errors*. Use the vertical scroll bar to review the information.
 14. When you have finished reviewing the results close your browser.

You may proceed with any other *A+LS* related tasks you may have.

Additional Information and More Sample Responses

The *Curriculum Planning Manuals* file (CPM) has additional information on the use of the automated essays. It includes the full text from the *Written Language* CPM (WritLang3LIT3312.PDF). A complete list of sample essay responses is found in the *SampleEssayResponses.PDF* file.

Both manuals are found on the Documentation CD shipped with every *A+LS* installation (Java client users). The *Curriculum Planning Manuals* file is also available on the *View Manuals* help page (Java client users).

You can view, print, and/or download *A+LS* manuals and guides from the *View Manuals* help page using the steps below.

1. Return to the *Welcome/Main Menu* screen (the screen that appears right after you log on).

2. Select **Help** on the menu bar.

3. Choose **View Manuals** from the pull-down menu.

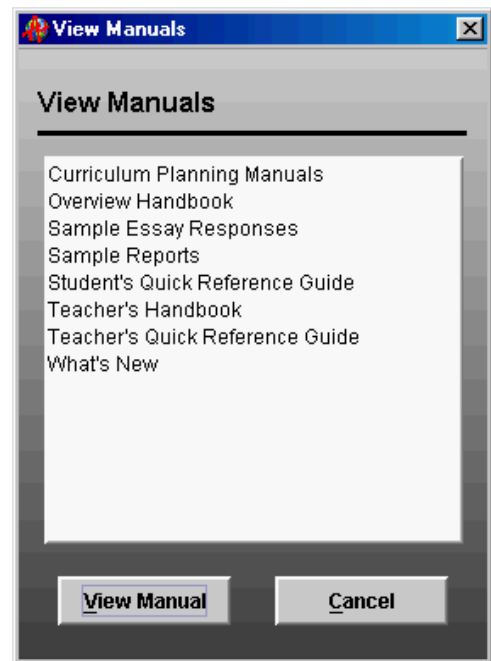
- The *View Manuals* window opens (see the figure at right).

4. Click on the guide or manual of your choice, highlighting it.

- The automated essay related manual is the *Curriculum Planning Manuals* (look for the *Written Language* bookmark).

5. Click on the **View Manual** button.

- After a few moments the *Adobe Acrobat Reader*[®] will open and a bit later the document will display.



- Please note you must have a working copy of the *Acrobat Reader 4.0* or higher installed on your computer. It is available for free download at www.adobe.com/products/acrobat/readstep.html. Also, if you are connecting to the *A+LS* system via a modem it may take a few minutes for larger documents to open. So please be patient.

- With the document displayed, you can save it locally or print it. For assistance with the *Acrobat Reader* please select *Help* on its menu bar, then *Acrobat Help*. It offers extensive, easy to understand support.


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6. When you have finished with the document, you may close the *Acrobat Reader*.
7. Close the *View Manuals* window by clicking on the **Cancel** button.

Chapter Eight

A+LS Reports

There are now two approaches to printing reports. The first we'll discuss is a recent addition to the *A+LS* system. Report shortcuts are available when you *right click* on an object in a left pane tree. For example, if you *right click* on your class, the resulting pop-up menu will offer a *Reports* option. It will list just the reports that pertain to classes, such as the *Class Roster*. When you select the appropriate report, the *A+LS Report Wizard* will open and the initial information will be entered for you (in our example that would be the school and class).

The second reporting technique is to click on the *A+LS Report Wizard* button , found on each management window's toolbar. This takes you directly into the wizard where you are offered a list of all of the reports available for that management window. After you make your choice you will be walked through each step, defining, then previewing the report. You can print the report or export it for use in other programs.

WARNING: Some reports may include log-on names and passwords. These are very sensitive documents and must be guarded and stored securely.

The first part of this chapter provides generic steps that will quickly walk you through the process of generating a report. The rest of the chapter offers quick step tutorials with detailed explanations (starting on page 8-7). The second tutorial covers the *Matrix Report*, a report that lets you create a custom format (page 8-17). These tutorials are recommended for new users.

Samples of *A+LS* Reports

The *A+LS Documentation CD* includes *Sample Reports*, a guide with screen shots of reports and descriptions of each report format. *Sample Reports* is also available via the online help (see page 9-2).

Titles Not Owned Reports

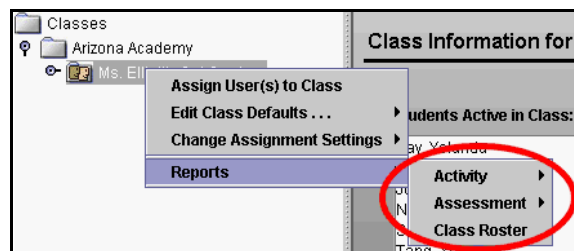
When a student completes an *A+LS* assessment test, teachers often have the system automatically prescribe the appropriate lessons. Sometimes the system can't prescribe lessons because the school does not own the necessary titles. The *Titles Not Owned* report can provide a list of all of the missing subject modules that would have been utilized. This makes it easy for your school to determine which *A+LS* titles you may want to acquire next, ones with a proven relevance to your student population. This report is found through the *User Management Window's Report Wizard*.

There is also an *All Titles Not Owned* report available in the *Curriculum Authoring Window*. It will list all missing *A+LS* titles, regardless of assessment data.

A+LS Report Shortcuts

Report shortcuts are available via *right click* pop-up menus. They cover individual student data accessible on the *Assignment* and *Classes Management Windows*.

1. Select either the *Classes* or *Assignment Management Window*.
2. **Right click** on a tree object in the left pane (*class* or *student* name for example).
 - A pop-up menu appears. If the last entry in the menu is *Reports*, then there are reports available for this object.
3. Click on **Reports**.
 - You may have several choices (circled in the following figure).




- When there are multiple reports, they will often be sorted into categories for you (*Activity* and *Assessment* in the above example). Some reports may also be available at this level of the menu (*Class Roster* as shown above).
4. Click on the desired report.

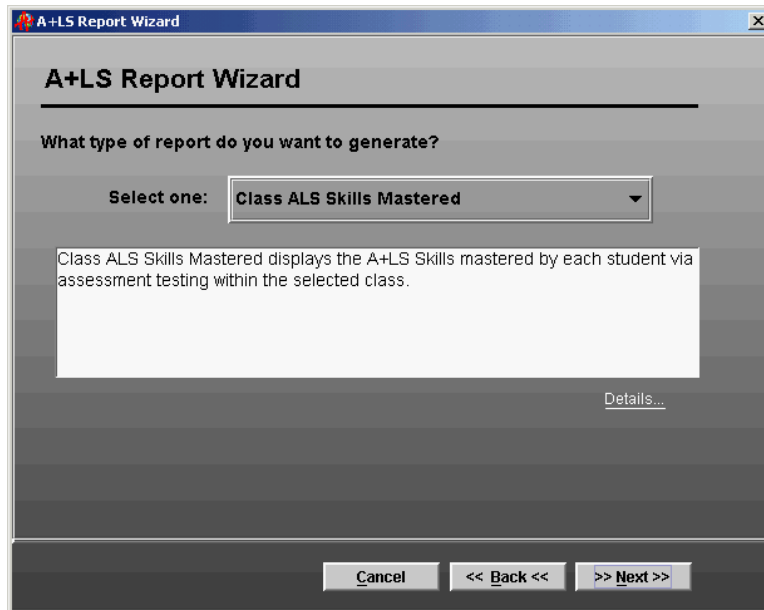
- After a few moments the *A+LS Report Wizard* opens and you are presented with the standard *Header and Footer Setup* dialog. The remainder of the *A+LS Report Wizard* steps function normally.
 - If you have worked with the report wizard before you may recall that you normally have to choose information prior to this screen, such as school or class. Since you *right clicked* on a specific object, the *Report Wizard* can take object's information and automatically fill in that data for you. For example, if you *right click* on a student's name in a specific class, the wizard will assume that the report will cover that student and fill in the necessary school, class, and student information.
5. Please skip ahead to *Setting Up the Report's Headers and Footers* on page 8-5 to complete the report.


Please keep in mind that initially, the report shortcuts are only available in the *Assignment* and *Classes Management Windows*' pop-up menus. Later *A+LS* releases will add this capability to other management windows.

Generic Steps Through the A+LS Report Wizard

Viewing and printing reports using the *A+LS Report Wizard* works the same way in each of the management windows. Normally you'll decide generally what kind of report you want to generate (users, classes, assignments, etc.), then go to the appropriate management window, where you'll start the *A+LS Report Wizard*. Please note that all *A+LS* reports are available through the *A+LS Report Wizard*.

1. Select the desired management window from the button bar.
2. Choose  , the *A+LS Report Wizard* button, on the right side of the button bar.
 - The *A+LS Report Wizard* dialog box appears (see the following figure).



- The text box offers a brief description of the report. Additional information is available if you click on the *Details* hotlink.
4. Click on the *Select one* drop box icon  to open the list of reports.
 5. Remembering to scroll down if necessary, click on the report of your choice.
 - Read the description to decide if this report matches your needs.
 6. If you want additional information, click on **Details** (under the text box).
 - After a few moments the *Report Description* window opens. It contains a lot of useful information:

Title of the report

Screen shot of the report preview screen - You can see what the columns are and how they will be laid out.

Report Description - A summary similar to the one displayed on the first screen of the *A+LS Report Wizard*. It briefly describes what the report covers.


Report Information - Each column or field is listed in the order it will appear in the report. There is also a description. For example, *Last* tells you that it will list the users' last names.

Report Generation Process - Tells you what information will be required to generate the report and the selection order.

- Use your *vertical scroll bar* to review the *Report Description* window.
 - When you have reviewed all of the information, close the *Report Description* by clicking on the window's *Close* button (“**X**” in the upper right corner of its window).
7. When you have selected the appropriate report, click on the **Next** button.
- You may be asked to select active users, the school, grade, class, etc., as appropriate to the report you selected.
 - Some reports let you select multiple objects to report on:
 - a. You can select multiple objects by holding down the [**Ctrl**] key on the keyboard while you *click on each name*.
 - b. You can select a range of objects by:
 - i. Click on the *top name* of the contiguous group.
 - ii. Hold down the [**Shift**] key on the keyboard and click on the *bottom name*.
 - All names between the top and bottom names should be selected.
8. Each time you make a selection click **Next** to proceed to the next step.
9. Click on the *Date* buttons (if available) to change their settings.

Setting Up the Report's Headers and Footers

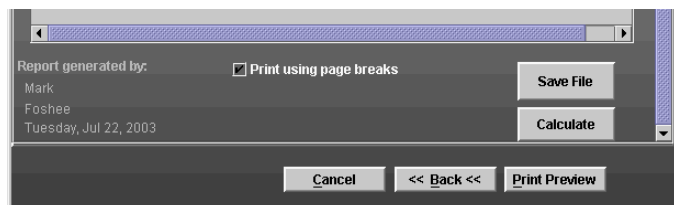
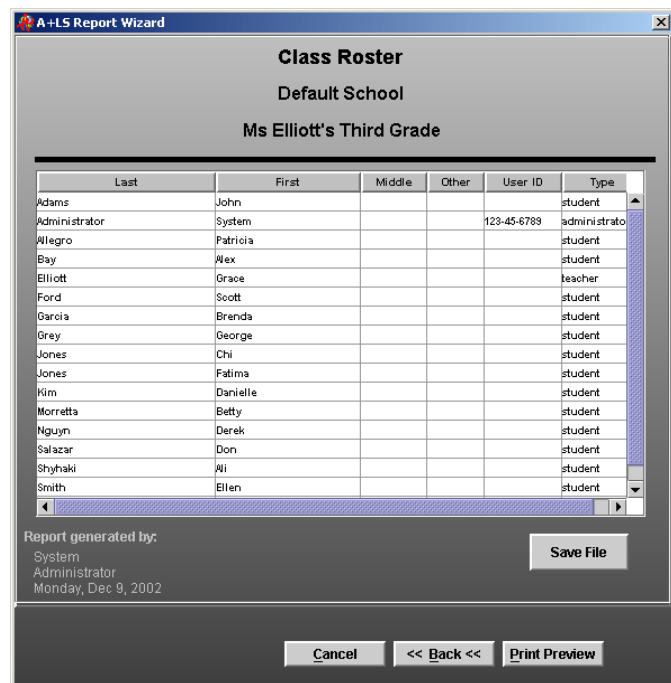
1. Continue making your selections and clicking **Next** until you reach the *Header and Footer Setup* screen.
 - *Header and Footer Setup* can be customized any way you want, but we recommend at least including the *Report Title*, *Class Name*, *Date*, and *Page Number* if they are available.
2. Click on **Report Title**, then the **Add Header** button.
3. If appropriate, click on the *name* of the object being reported on, such as **User Name** or **Class Name**, then **Add Header**.
4. Click on **Date**, then on the **Add Footer** button.





5. Put a checkmark  next to **Footer** for a *Page number*.
6. You may change the order of the *Header List* and the *Footer List* by clicking on the appropriate **Order** button, **dragging** the items, then clicking **Apply**, and **Close**.
7. When you have the headers and footers set, click the **Next** button to display a preview of the report data.

Exporting, Previewing, and/or Printing

This window (see the figure at right) not only gives you a preview of the data that is going into the report, its *Save File* button also provides the opportunity to export the data to a file. You can then load the comma-delimited file (each piece of data is separated by a comma) into a database or spreadsheet.

- Sometimes, if the window is too small, you may not be able to see the *Save File* button. If that happens, you can expand the window by dragging the lower right corner down and to the right. Keep dragging until you can see the button (see the figure at right).
- Some reports require calculations, such as adding up the time on task totals for multiple schools. Rather than make you sit and wait for the data preview, the preview appears without the final numbers in place. Clicking on the *Calculate* button fills in the numbers (see the following figure). But you only need to use *Calculate* if you are going to export the file using the *Save File* button. The wizard will automatically calculate the results for your printed reports.
- The *Print using page breaks* checkbox appears for some reports (see the figure at right). Its default is enabled (checked) so that reports print normally. Unchecking it will allow you to generate the report as a long continuous file without page breaks or repeating headers and footers.



1. If you want to export the report to a file, click on the **Calculate** button (if available), then on the **Save File** button.
 - If you chose to *Save File*, you will be asked to name the file and pick a place for it to be saved.
2. Click the **Print Preview** button.
 - The *Page Setup* window opens and offers an opportunity to adjust how the report will appear on paper. Some reports with numerous columns of data print better when set to *landscape* (horizontal orientation). You can also reduce the margins from 1" to provide more print area. Please note that most printers require at least 1/4" margins.
3. If appropriate, set the *Orientation* to **Landscape** and adjust the *Margins*.
4. Click **OK** at *Page Setup*.
 - The *Print Preview* window will open.
5. To view all the pages of the report click  and , the *Go to previous* and *next page* buttons.
6. If the report looks like you want it to look, click , the *Print the Pages* button; if not, click .

To exit from the *A+LS Report Wizard* at anytime, click on the **Cancel** button.

Report Quick Step Tutorial

A variety of reports can be generated, each designed to address a particular need. Teachers need reports on student progress, systems administrators need reports showing log-on names and passwords, school administrators need reports showing all classes and teacher assignments in the system.


There is an *A+LS Report Wizard* button for each of the management windows to access reports related to that window's functions. For example, in the *Assignment Management Window* it would be logical that any reports generated from this window will be related to class progress, individual student progress, standards and objectives, and assignment lists.

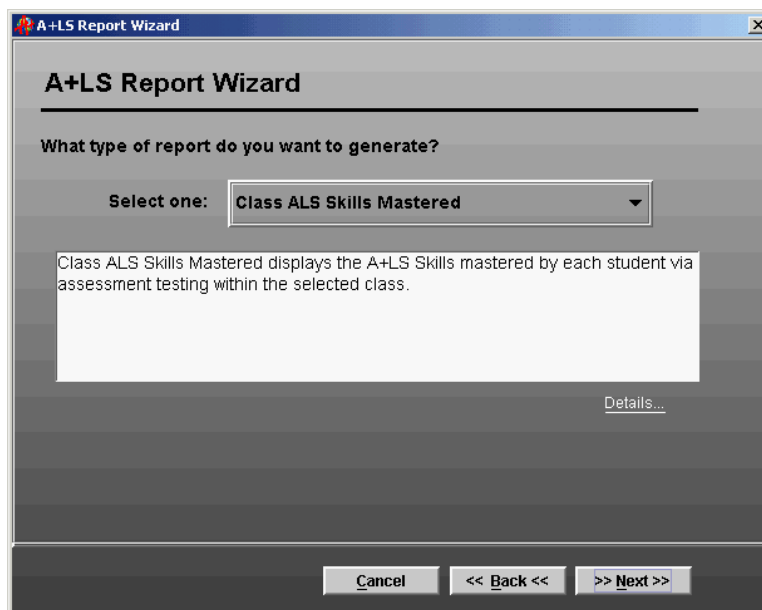
The first report you'll create in this tutorial is a report displaying an assignment list along with the specific lessons.


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Loading the Report Wizard

To complete this tutorial you will need a class with a student who has an assignment list. It can be a practice or active student. You will not make any changes to the user's record.

1. Log on as a teacher and go into the *Assignment Management Window*.
2. Click  on, the *A+LS Report Wizard* button, located on the right side of the button bar.
 - The *A+LS Report Wizard* dialog box displays, appearing similar to the following illustration.



- The *A+LS Report Wizard* provides a series of steps to help create the kind of report you want.
3. Click  on the *Select one* drop box.

Selecting the Appropriate Report

A long list of possible reports displays. For this practice we'll assume that a parent wants to see the lessons assigned to her child. You can print the *Student Assignment List* and *Student Assignment Details* to show this information.

1. Scrolling down, select the **Student Assignment List** report from the *Select one* drop box.
 - The first task is to confirm that this is the appropriate format for our needs.

2. Read the description of the report.
3. For additional information, click on **Details** (under the text box).

- The *Report Description* window opens. It contains a lot of useful information:




Title of the report

Screen shot of the report preview screen - You can see what the columns are and how they will be laid out.

Report Description - A summary similar to the one displayed on the first screen of the *Report Wizard*. It briefly describes what the report covers.

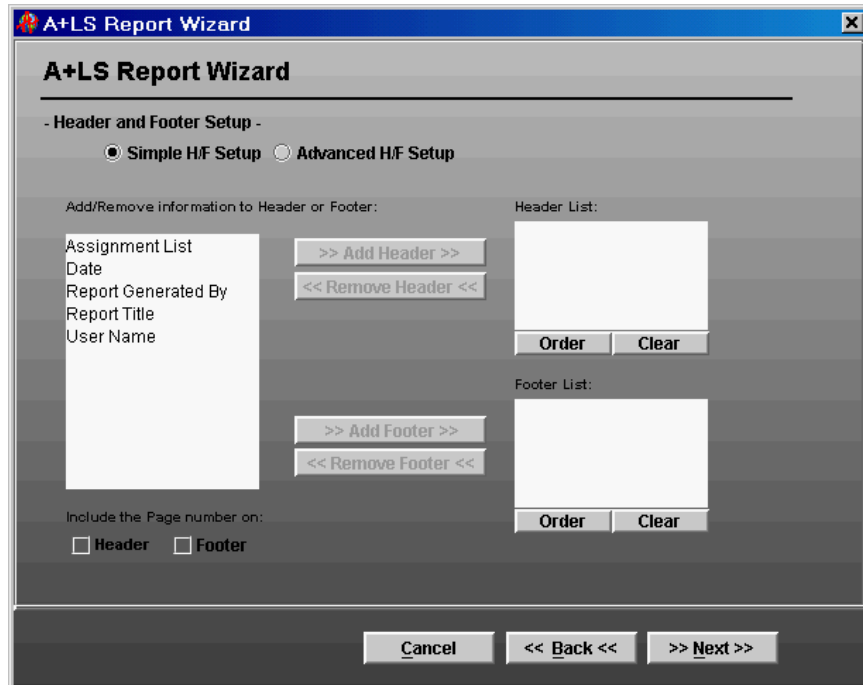
Report Information - Each column or field is listed in the order it will appear in the report. There is also a description. For example, *Last* tells you that it will list the users' last names.

Report Generation Process - Tells you what information will be required to generate the report and the selection order.

4. Use your *vertical scroll bar* to review the *Report Description* window.
 - Note that the report lists all of the student's assignments and whether or not they have been mastered. That is part of what our hypothetical parent wants to see.
5. When you have reviewed all of the information, close the *Report Description* by clicking on the window's *Close* button ("X" in the upper right corner of the window).
 - Now that you have confirmed that this report contains necessary information, you can proceed with generating the report.
6. Click  to advance to the next screen.
 - Here you'll select the particular school the student attends.
7. If the appropriate school is not showing, use the *Select one* drop box to select it.
8. Click  to move onto the next selection screen.
 - Now you'll locate the student's class.
9. Use the *Select one* drop box to choose the student's class.
10. Click  to display a list of students in the class.

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11. Highlight the student's name and click **>> Next >>**.
12. Next click on the desired assignment list.
 - This enables you to prepare a report displaying all lessons in the selected assignment list.
13. Click **>> Next >>** to display the *Header and Footer Setup* section of the *A+LS Report Wizard* (see the following figure).

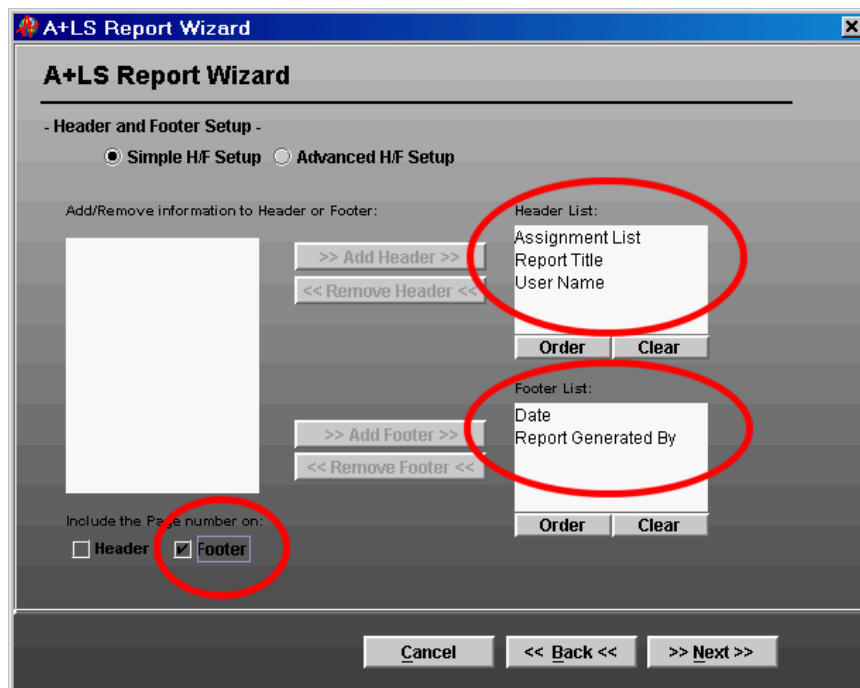


Setting Headers and Footers

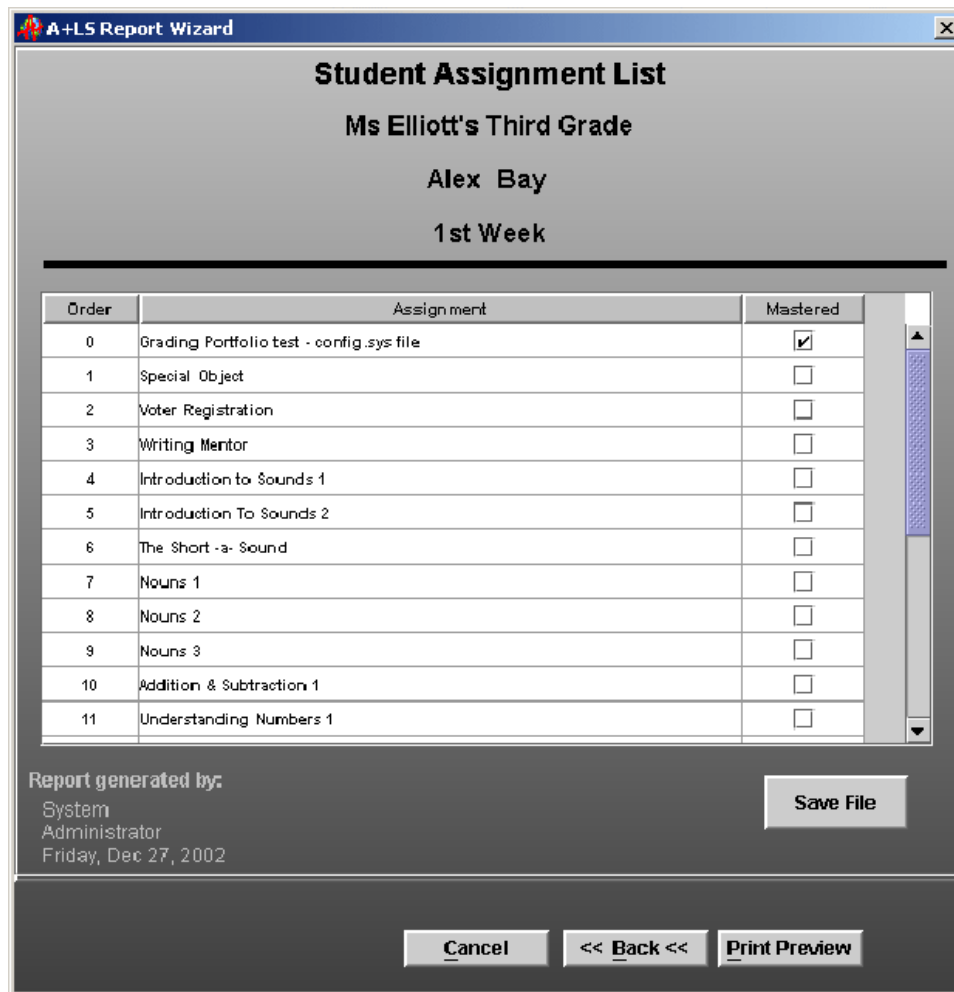
The *header* information in reports generally includes the report title, class, and teacher or student name. The *footer* might include the date, page number, and the creator of the report. The commonly used elements display on the left side of the dialog box. Your goal is to move the desired items from the left box, to either the *Header List* box or the *Footer List* box. The order of the items can be changed in both the *Header List* box and the *Footer List* box once the necessary items have been moved.

1. Click **Assignment List** in the *Add/Remove information to Header or Footer* box.
2. Click **>> Add Header >>** to move *Assignment List* to the *Header List* box.
3. Click **Report Title** in the left box and click **>> Add Header >>**.
4. Click **User Name** in the left box and click **>> Add Header >>**.

- The *Footer List* box will contain the last two items in the *Add/Remove information to Header or Footer* box.
6. Click **Date** in the left box and click **>> Add Footer >>**.
 7. Move **Report Generated By** to the *Footer List* box.
 8. Below *Include the Page number on* put a checkmark next to *Footer*.
 - Your screen should look like the following figure, with the headers and footers configured (note the circled items in the figure).



9. When the headers and footers are set up, click **>> Next >>**.
 - A preview of the report data appears (see the following figure). It is helpful to confirm that you are working with the right report. If the data shown on this window isn't what you expected you can use the *Cancel* button to exit.



- For advanced users there is a *Save File* button. It saves the report data as a comma-delimited file that can be imported into spreadsheets and databases. Sometimes the *Save File* button is hidden and you have to stretch the window until it is large enough to reveal the button.

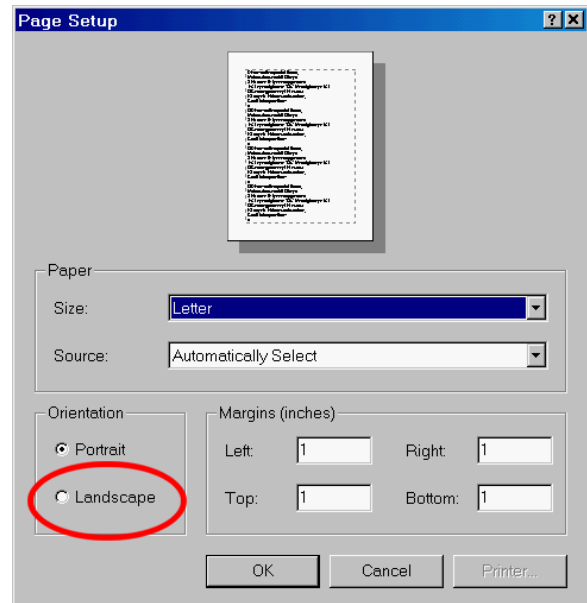
You'll now proceed with generating the report.

Checking Out the Print Preview

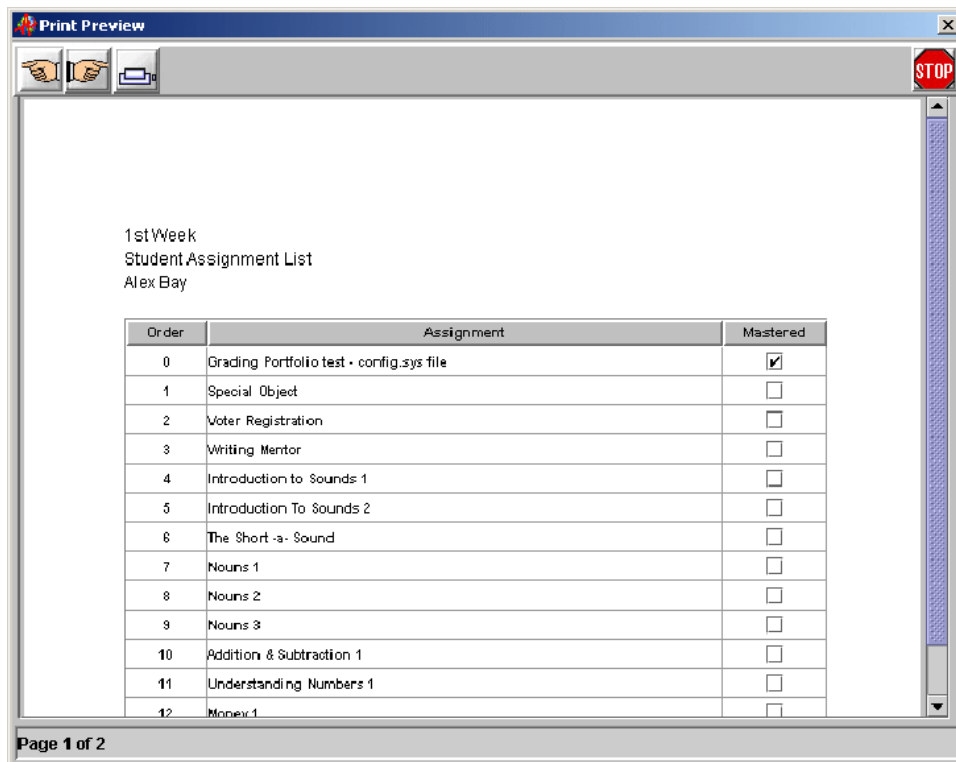
In this section you'll view the report exactly as it will look in printed form.

1. Click **Print Preview** near the bottom of the *A+LS Report Wizard* dialog box.
 - The *Page Setup* dialog box displays enabling you to set the paper size, margins, and page orientation (see the following figure).

- Many of the *A+LS* reports have several columns of data, making for rather wide reports. Often information will fit better if the page is set to *landscape* (horizontal orientation) rather than *portrait* (vertical). Locate the *Orientation* section near the lower-left of the *Page Setup* dialog box.
- Click the button to the left of **Landscape** (circled in the figure at right).
 - Click **OK** to accept the *Page Setup*.



- The print preview displays in landscape orientation just as it will be printed (see the following figure). Notice the headers and footers. You may need to use the scroll bars to see a full page.






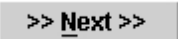
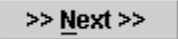


- To view all the pages of the report click  and , the *Go to previous* and *next page* buttons.

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5. You'll not print at this time, so click .
6. Click  located near the bottom of the *A+LS Report Wizard* dialog box.


Creating a Grade Report


Next you'll create a report showing the grades for a student. Be sure to study each screen to follow the logic.

1. From the *Assignment Management Window* click on , the *A+LS Report Wizard* button.
2. Click  on the *Select one* drop box, then select **Student Assignment Detail**.
 - The previous report (*Student Assignment List*) didn't provide score or grade information, which we want this time.
3. Click .
4. If necessary, use the *Select one* drop box to pick your school, then click .
5. Use the *Select one* drop box to choose the class to be covered in the report, then click  (for this tutorial select one of your classes).
6. Highlight the student's name, then click  (for this tutorial choose a student with an assignment list).
7. Use the drop box to select the assignment list to be reported on, and again click .

Setting the Dates for the Report






The *Begin Date* and *End Date* items both display dates. The *End Date* is usually set to today's date. Normally you would insert the dates for beginning and ending of the desired grading period.

1. Click the *Begin Date* button (shows a prior date).
2. If you need to select a different year, type it into the year text box in the upper right of the *Calendar* dialog box.
3. If you need to select a different month, click  next to the month name, then select the correct month.

4. Click on the date button that begins the period of time the report is to cover.
5. Normally you will want to set the time to the beginning of the school day.
6. When the beginning date and time is set click **OK**.
7. Click on the *End Date* button (shows today's date).
8. Set the year, month, date, and time to specify the end of the period to be covered, then click **OK**.
9. Click  when the dates are set correctly.

Setting Up the Headers and Footers

The *Header and Footer Setup* window should be displayed.

1. Click **Report Title** and click .
2. Click on **User Name** and click .
3. Click **Assignment List** and click .
 - Next you'll work on the *footer*.
4. Click **Report Generated by** and click .
5. Use the  button to move **Begin Date** and **End Date** into the *Footer List*.
6. Under *Include the Page number on* put a checkmark next to *Footer*.

Hint: At any time you could use the *Back* button to change any of the previous report settings. But you will proceed this time.

7. Click  to preview the report data.

Saving the Report Data to a File


This window not only gives you a preview of the data that is going into the report, its *Save File* button also provides the opportunity to export the data to a file. You can then load the comma-delimited file (each piece of data is separated by a comma) into a database or spreadsheet.

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Sometimes, if the window is too small, you may not be able to see the *Save File* button. If that happens, you can expand the window by dragging the lower right corner down and to the right. Keep dragging until you can see the button.




Some reports require calculations, such as adding up the time on task totals for multiple schools. Rather than make you sit and wait for the data preview, you are quickly provided the preview without the final numbers in place. Clicking on the *Calculate* button fills in the numbers. But you only need to use *Calculate* if you are going to export the file using the *Save File* button. The report wizard will automatically calculate the results for your printed reports.





The *Print using page breaks* checkbox appears for some reports. Its default is enabled (checked) so that reports print normally. Unchecking it will allow you to generate the report as a long continuous file without page breaks or repeating headers and footers.

1. If you are familiar with comma-delimited files and want to practice exporting the report, click on the **Save File** button, browse for the destination, name the file, and save.
 - After completing this tutorial you can open the new comma-delimited file using your preferred database or spreadsheet application.
2. Click  to open the *Page Setup* dialog box.

Page Setup and Print Preview

Review the *Page Setup* options. You can change your paper size, the margins, and most notably the paper orientation. As previously mentioned, many of the *A+LS* reports have several columns of data, making for rather wide reports. So you may want to use *landscape* (horizontal orientation).

1. Click **OK** to display the report using the default *Page Setup* parameters (including *Portrait* orientation).
 - The report displays with the headers and footers in place.
2. Click  to display the second page (if one is available).
 - Notice the message, *Page 2 of 2* (or similar), displays in the status bar near the bottom of the window. It indicates which page you are viewing and the total number of pages in the report.
 - The data is too wide for 8.5"-wide paper. Since all of the report's columns do not fit on one page, you should try setting the orientation to *landscape*.
3. Click , then click .


- Note the *Orientation* section near the lower-left corner of the dialog box.
4. Click the button next to **Landscape**.
 5. Click **OK** to display the report again.
 6. Click  to view the second page (if available).
 - Notice that all of the columns print on one page, so setting the *Page Setup* to *landscape* was effective.
 - When a report looks like you want it to look, you would normally click on , the *Print the Pages* button.
 7. Click  and click  to exit the *A+LS Report Wizard*.

The report process works the same way for all of the standard reports being generated. Master this process here and you will have mastered creating all types of reports. You may want to go back and practice the steps again to gain mastery.

The Matrix Report

A powerful and useful reporting function called *Matrix Reports* can be found on the *Users Management Window*. This feature allows you to combine options to generate more than 150 different reports.

This set of instructions assumes that you are familiar with the basic report options such as headers and footers. If not, it is recommended that you work through the *Report Quick Step Tutorial* starting on page 8-7.

1. From the *Users Management Window*, select , the *A+LS Report Wizard* button.
 - The *A+LS Report Wizard* dialog box displays.
2. Use the *Select one* drop box to select **Matrix Reports**.
3. Click **Next** to move to the next step of the *A+LS Report Wizard*.

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4. Select the desired *Matrix Report* options:
 - Select one:* Class, District, School, or User
 - Rows:* Class, School, or User (options depend on the *Select one* choice)
 - Columns:* Detail, Enabling Objective, Grade, Objective Set, Printed Test, Standard, or Subject Area
 - Report Type:* Average Score, Percentage Mastered, or Percentage Not Mastered
 - The next few steps are ambiguous, because the choices you'll be offered are based on the previous options.
5. Select the **Next** button when you have defined your matrix options.
 - Note that at any time, you may use the *Back* button to return to a previous option screen.
6. Continue making your selections and clicking **Next**, until the *Header and Footer Setup* window is displayed.
7. At the *Header and Footer Setup* window it is recommended that you include at least:
 - Report Title
 - Class, School, and/or District as appropriate
 - Date (today's)
 - Begin/End Dates
 - Page Number (checkbox in lower-left of the window)

8. Click **Next** to move to the next step.

- A preview of the report data is displayed (see the figure at right). Please keep in mind that your report will probably look a bit different, depending on the options you chose.

9. Click **Print Preview** to format the report for printing.

- The *Page Setup* dialog box displays, allowing you to set the page layout.

Class Name	SA:science (%)	# Correct	Total	SA:mathematics	# Correct	Total	SA:language art...	# C
American History Pre-20t								
American History 20th Ce								
American Literature							92	
Art Appreciation								
Biology	85	119	140					
Chemistry	90	162	180					
Civics								
English Literature							89	
Math - Algebra AM				82	148	180		
Math - Algebra PM				86	142	165		
Math - Geometry AM				91	182	200		
Math - Geometry PM				84	164	180		
Math - Prealgebra				96	202	210		
Math for the Real World				88	154	175		
Mechanics of Music				93	186	200		
State History								
World History Pre-20th C								
World History 20th Centu								
Total:	87.5	286	320	88.57	1078	1310	90.5	

10. It is recommended that you set the *Orientation* to **Landscape**, the four *Margins* to **.5**, and click **OK** (see the figure at right).

- The recommended parameters will expand the printable area on the paper, often preferred for matrix reports.
- A preview of how the report will print displays.

11. You may use the **Previous** and **Next Page** buttons on the toolbar, to review the report.


12. Click the **Print** button on the toolbar to open your printer's dialog box.

- The *Print* dialog box opens. It is the final window to appear before the report prints.

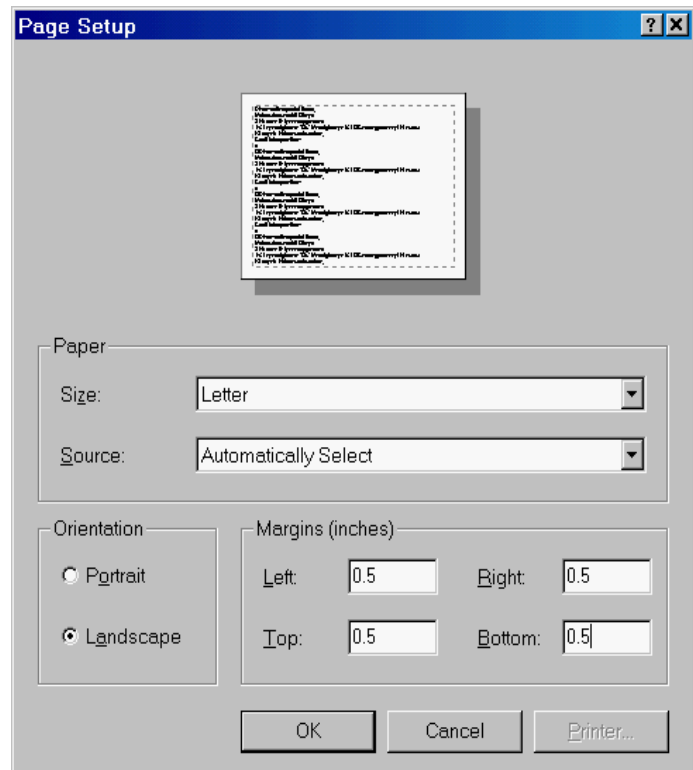
13. Either, print the report by selecting the desired options and clicking **OK**.

OR

To return to the previous screen click on the **Cancel** button.

14. When you have finished viewing and/or printing the report, click  to return to the *A+LS Report Wizard* dialog box.

15. Click **Cancel** to close the *A+LS Report Wizard* dialog box and return to the *Users Management Window*.





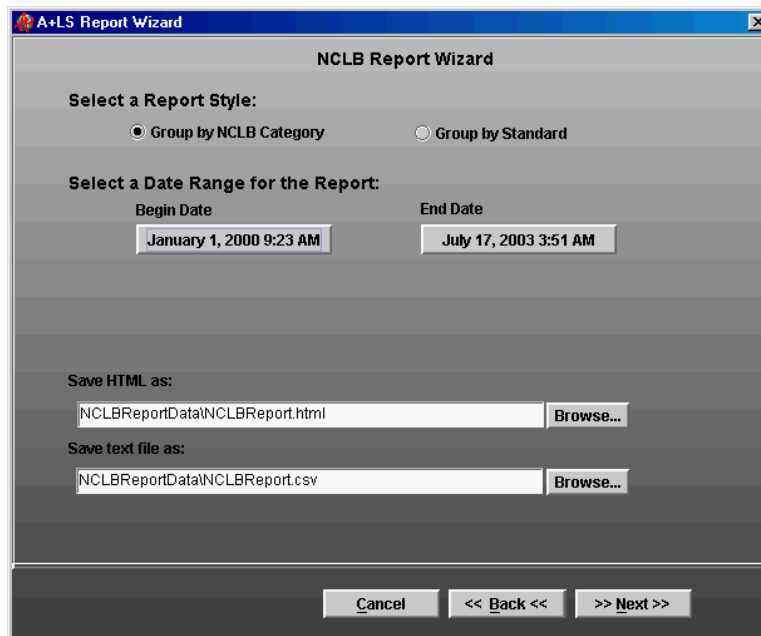
NCLB Report

The No Child Left Behind (NCLB) report allows you to export demographic data from the *A+LS* database. The data is saved in an HTML file (ready to print) and in a comma-delimited file (ready to edit and/or import into another database).

Please note that most teachers do not have the *A+LS* right (*Access administration window*) to enter the *Administration Management Window* where the *NCLB Report Wizard* resides. Either your system administrator will need to grant you the right or will have to generate it for you.

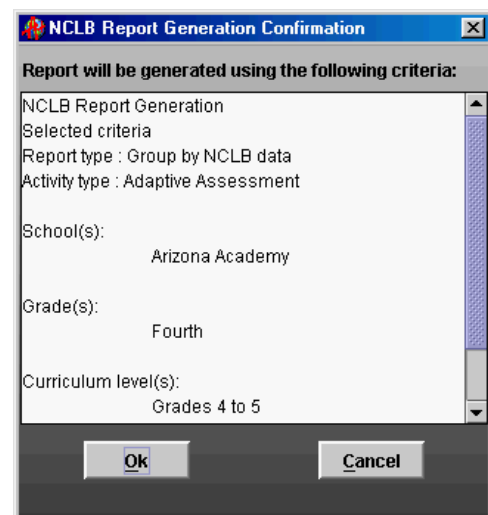
1. Select the *Administration Management Window* from the button bar.

2. Choose , the *A+LS Report Wizard* button, on the right side of the button bar.
 - The *A+LS Report Wizard* dialog box appears.
3. Click on the *Select one* drop box icon  to open the list of reports.
4. Click on **NCLB Report**.
 - Note the description of the report.
5. Click on the **Next** button.
 - The *NCLB Report Wizard* opens (see the following figure).




- In this dialog box you can select the report style and set the date range. At the bottom you can rename and/or relocate the reports to be saved (the default is in the directory where your *A+LS* client is installed). One is an HTML file (formatted and ready to print) and the other is a comma-delimited file (ready to be imported into a database).
6. Make your selections on the top half of the screen.
 7. Optional - Use the **Browse...** buttons to rename and/or relocate the files.
 - Whether or not you change the names and locations of the files, you should write down the paths so you know where to find them later.
 8. Click **Next**.

- *Select the school and grades to report* opens. You identify the *District, School,* and *Grade Level* to be reported on.
9. Make your selections and click **Next**.
 - In the *Select the standards to report* window you select the *Standard Set, Curriculum Area,* and finally the *Curriculum Levels* for the report.
 10. Select the standards parameters for the report, then click **Next**.
 - The *Select the NCLB categories to report* window opens. You can select the NCLB categories to include in the report by moving them to the right text box. When you select a category, all of its groups will be covered in the report.
 - The *Filter* button lets you focus the report on specific groups in one or more categories. For example, you could select just students with a specific disability. Before setting up a filter you must add the desired category to the right text box.
 11. Select one or more categories, then click on the **Filter** button if you want to focus the report on one or more specific groups.
 - The filter screen uses the same methods used when associating NCLB demographic data with a user.
 12. When you have finished with the filters, click **Next** to return to the *Select the NCLB categories to report...* dialog box.
 13. Click **Next**.
 - Wait a few moments while the *NCLB Report Generation Confirmation* is generated (see the figure at right). If you receive an error, then you probably don't have data necessary to create the report. For example, students must be in the selected NCLB categories/groups who have done work related to the standards you chose. If none of the selected students are in any of the select NCLB categories the *NCLB Report Wizard* will stop you. You will then have to use the *Back* button and change some of your selections.
 14. Click **OK** to generate the two report files.



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- You are informed that the program is saving your data. Then the *View NCLB Report* dialog box opens.
15. Click **Yes** to review the HTML version of your report.
 - Your browser opens and the report appears. You could print it at this time, though you should probably choose *File*, then *Print Preview* first.
 16. When you have finished viewing and/or printing the report, close your browser to return to the *View NCLB Report* dialog box.
 17. Click **No**, then **Cancel** to end the process.
 18. Click on  to close the *Administration Management Window*.

Both reports were generated. Only the HTML version was shown to you because the comma-delimited file is used for importing into spreadsheets and databases, but not for reading. Their default location is in a folder called *NCLBReportData* which is found in your *A+LS* client's directory.

We suggest that you review the various reports that are available to you. The *A+LS Documentation CD* includes *Sample Reports*, a guide with screen shots of reports and descriptions of each report format. *Sample Reports* is also available via the online help (see page 9-2).

Printing Adaptive and Course Assessments

1. In the *Curriculum Authoring Window*'s right pane, locate the assessment you want to print.
2. **Right Click** on the assessment, then select **Generate Printed Test**.
 - The *Print Test* dialog box opens. When you have finished defining the test report (name, fonts, headers, footers, etc.), it will be saved. Later you will be able to select it from a list of existing generated test reports.
3. Type the *Test Title* and add the optional *Test Description* if you wish.
4. Click **Print** to begin formatting the printout.

- The *Print Options* dialog opens (see the following figure). This dialog box allows you to customize the test printout. You can define the number of columns, whether it prints in color or black and white, and much more. You will want to experiment to find the best settings and may want to write them down. Often the same settings will work for the lessons in a single title, but they may vary between titles. For example the settings that work well for social science tests may not work for math tests and their formulas.
- Most tests will print fine using the default settings, though you may want to change the *Columns Per Page* to *Multiple*. Click on the *Print* button when you are ready to print. You'll see a print preview before the test goes to the printer.

Columns Per Page - Many tests will print out fine using the *Multiple* setting, requiring less paper.

Pages/Questions Per Page - Typically you will want more than one question per page, so *Multiple* is the default.

Greyscale Printing checkbox - This checkbox defaults to checked so that the test will print out successfully on all printers, laser and color inkjet.

Allow to Print checkboxes:

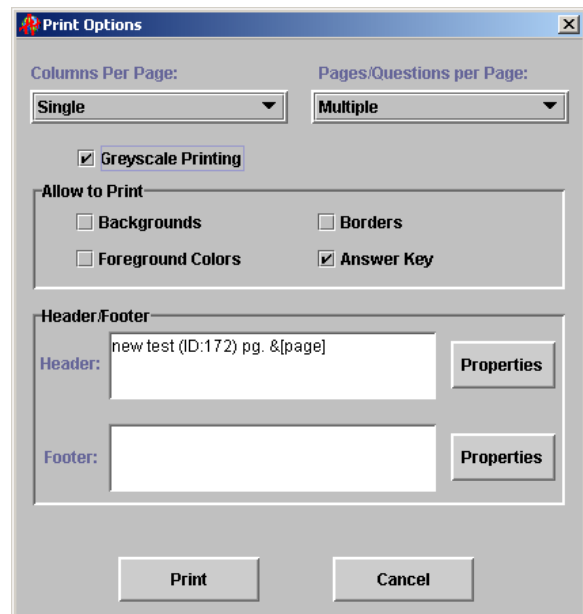
Backgrounds - Normally this is not selected since the background may make it hard to read the question's text.

Foreground Colors - Typically the foreground color is the color of the text, so for clarity you should leave this off so the question text will print in black.

Borders - Borders are typically used on screen to focus the student's attention. They may complicate a printout, so be sure to check the print preview.

Answer Key - Only check this box if you are printing out a teacher's copy of the test or need a grading key.

Header/Footer - You should only modify these if you are an advanced user, one comfortable with the use of variables. For example, the variable to automatically generate page numbers is *&[page]*. Since page numbers are a common requirement, you'll find that they have already been set up to print in the header along with the title of the test (as shown in the previous figure).



5. After making all of your formatting selections, click the **Print** button.

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- The *Page Setup* dialog box opens. Here you define where and how the test will be printed on the page.
6. After deciding on *Portrait* or *Landscape* and setting the margins, click **OK**.
 - The next screen that appears will depend on your printer driver and operating system. Typically clicking on an *OK* or *Print* button will let you proceed.
 - After your printer's formatting screen, the *Print Preview* window opens, offering you a preview of how the questions will fit on the page and the effect of your formatting.
 7. If the preview looks good, click on the **Print** button on the toolbar to send the generated test report to the printer, otherwise click on the **Stop** button.

Chapter Nine

Troubleshooting

There are three primary areas where your users might have problems: installing the client, connecting to the servers, and assignment list settings. This chapter will address them. But first it provides contact information for customer support, then how to view the online documentation, and check the version number and date of your *A+LS* software.

Contacting Customer Support

As the head of the customer support department pointed out to the staff, “We are here to support customers, not technology.” To further that goal, customer support features:

- Extended hours (7 A.M. to 7 P.M. Central Time)
- Our Web site, which includes an online knowledge base:
www.amered.com/tech_support/index.php
- Online chat support:
AIM - APlusSupport1
- Electronic support:
Email - support@amered.com
Fax - 1-405-840-3879 (with downloadable faxback form)
Online Support Request Form -
www.amered.com/tech_support/cs_support.php
- Phone support (a current support package is required for phone support)
1-800-342-7587 (extension 144)

When contacting AEC for support you will need to provide your Support Package ID Number (we suggest writing it below).

— — — — —

We want to help, so please contact us.

Accessing the Basic A+LS Manuals Through Help

As discussed in Chapter Two, you can view, print, or download *A+LS* manuals and guides from the *View Manuals* help page using the steps below.

1. Return to the *Welcome/Main Menu* screen (the screen that appears right after you log on).

2. Select **Help** on the menu bar.

3. Choose **View Manuals** from the pull-down menu.

- The *View Manuals* window opens (see the figure at right).

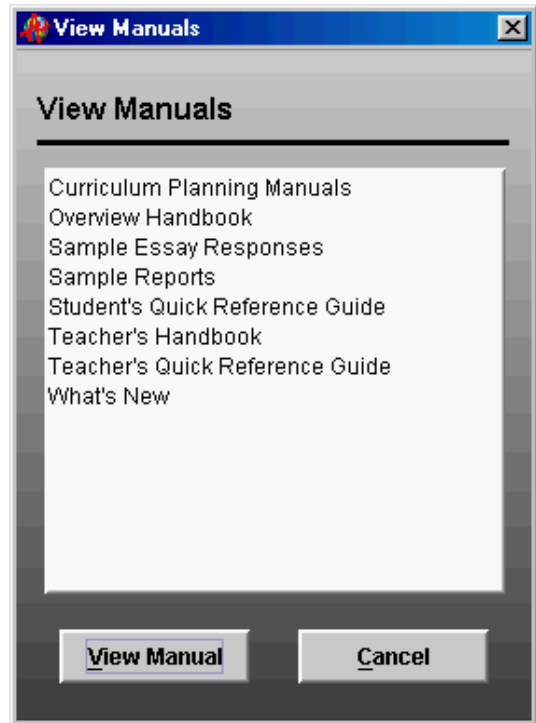
4. Click on the guide or manual of your choice, highlighting it.

5. Click on the **View Manual** button.

- After a few moments the *Adobe Acrobat Reader* will open and a bit later the document will display.
- Please note you must have a working copy of the *Acrobat Reader 4.0* or higher installed on your computer. It is available for free download at www.adobe.com/products/acrobat/readstep.html. Also, if you are connecting to the *A+LS* system via a modem it may take a few minutes for larger documents to open. So please be patient.
- With the document displayed, you can save it locally or print it. For assistance with the *Acrobat Reader* please select *Help* on its menu bar, then *Acrobat Help*. It offers extensive, easy to understand support.

6. When you have finished with the document, you may close the *Acrobat Reader*.

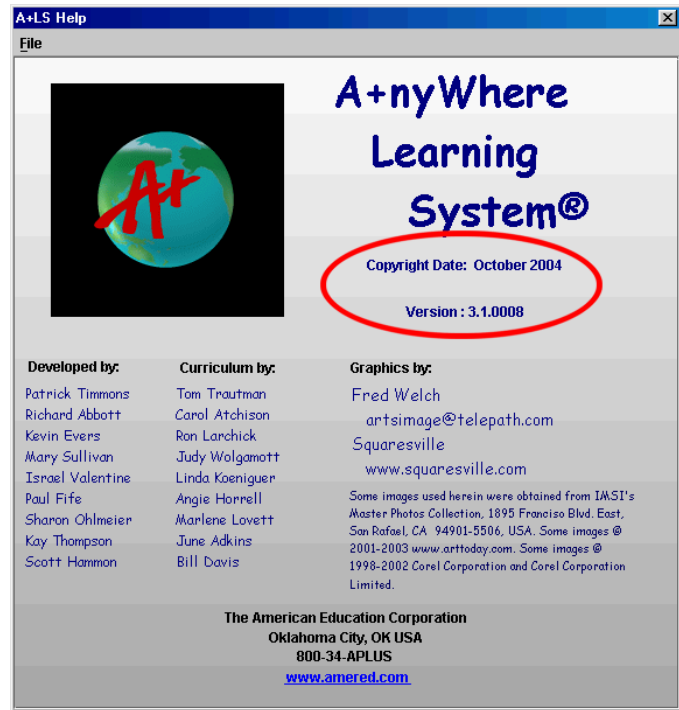
7. Close the *View Manuals* window by clicking on the **Cancel** button.



What Version Are You Running?

When troubleshooting is critical to know which version of the software you are running. It is easy to find out.

1. After loading the *A+LS* client, click on **Help** on the menu bar.
2. Select **About A+LS**.
3. Below the “A+nyWhere Learning System” title is the date and version information (see circled information in the figure at right).
 - The example shows version 3.1.0008 (a.k.a. “Version 3.1, Release 8”).
4. To close the *About A+LS* window, click on **File** on the menu bar.
5. Select **Exit Help System** to return to the *A+LS* client.



Installation of the Client for Remote Users

Few if any technical or “bug” issues exist with the current client installation disc for your remote users. The preponderance of support calls related to installation issues could have been resolved if the user had used the *Remote User Client Installation Guide*. The full text of the guide, as your teachers and students use it, is included here. It is also available on the Documentation CD as the file *ALS_3_Client_Install_ORG_Remote_User.PDF*, which you may freely distribute to your remote users.

Please note that most in-school client installs are handled by the Java-based client installer. It comes with your set of *A+LS* server install CDs. See the *A+LS Server Installation Guide* for more information on using that client.

Getting Started

Glancing at this guide might make you think this is going to be a complicated process. Don’t worry, the only reason it appears lengthy is because we included a lot of screen shots and explanations. If you look closely, you’ll notice most of the sections only have two or three easy steps.

Please close all other programs before you insert the CD-ROM. As with any program’s installation, having other programs open may cause unexpected problems, needlessly wasting your time and effort.

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Please DO NOT interrupt the installation once it begins. As with *all* program installations, rebooting or turning off your machine during the installation is very likely to have catastrophic consequences. If you find it necessary to remove the *A+LS* client from your computer, we have included those instructions.

The Disc Automatically Starts

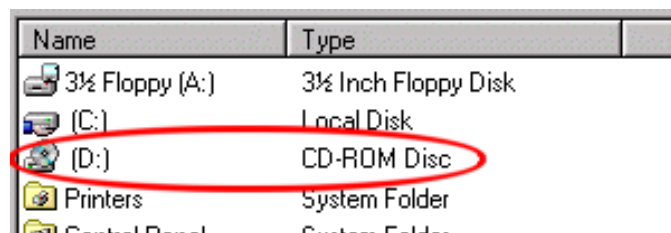
The *A+nyWhere Learning System* Client CD-ROM is designed to run automatically when it is put into your CD-ROM drive. If it doesn't, please jump down to the next section *Manually Running Setup*.

1. Insert the disc in your CD-ROM or DVD-ROM drive.
 - Wait a few moments while the drive reads the disc and starts the autorun sequence.
 - A small splash screen will open briefly.
2. With the *Welcome* window open proceed to the next major section, *Setting Up the Installation*.

Manually Running Setup

If your computer does not automatically run the CD-ROM, you can quickly get it started in just a few easy steps.

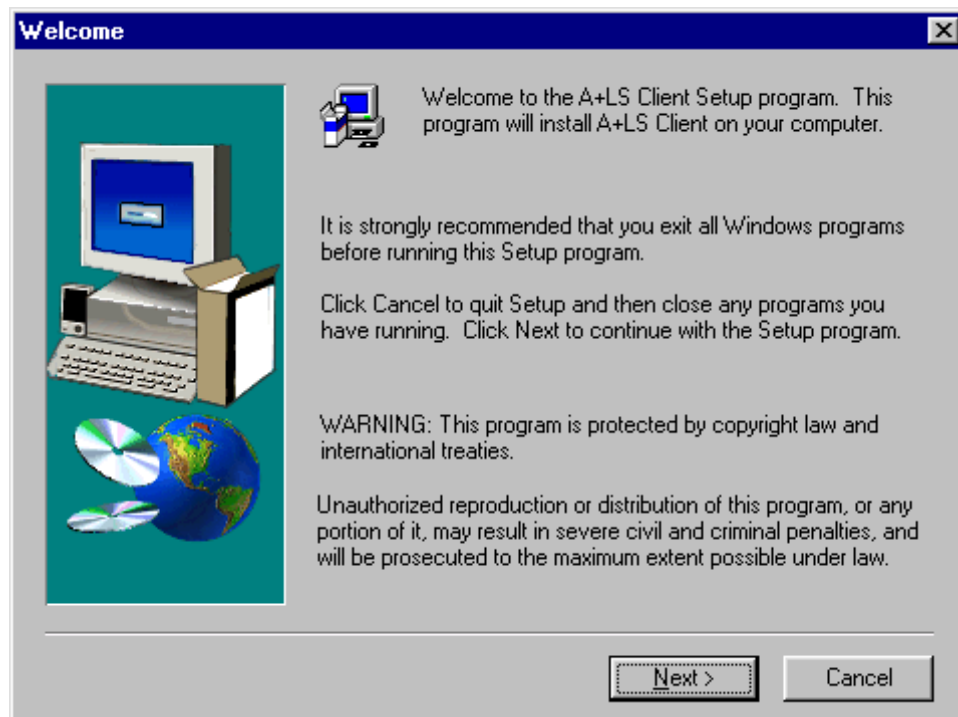
1. Double click on **My Computer**, typically the top left icon on a Windows desktop.
2. Double click on your *CD-ROM Disc* (see the following figure).



- The disc may autorun at this point, if so jump to the next section, *Setting Up the Installation*.
3. Double click on **SETUP.EXE** listed in the right side with the other files.
 - The setup routine should begin.

Setting Up the Installation

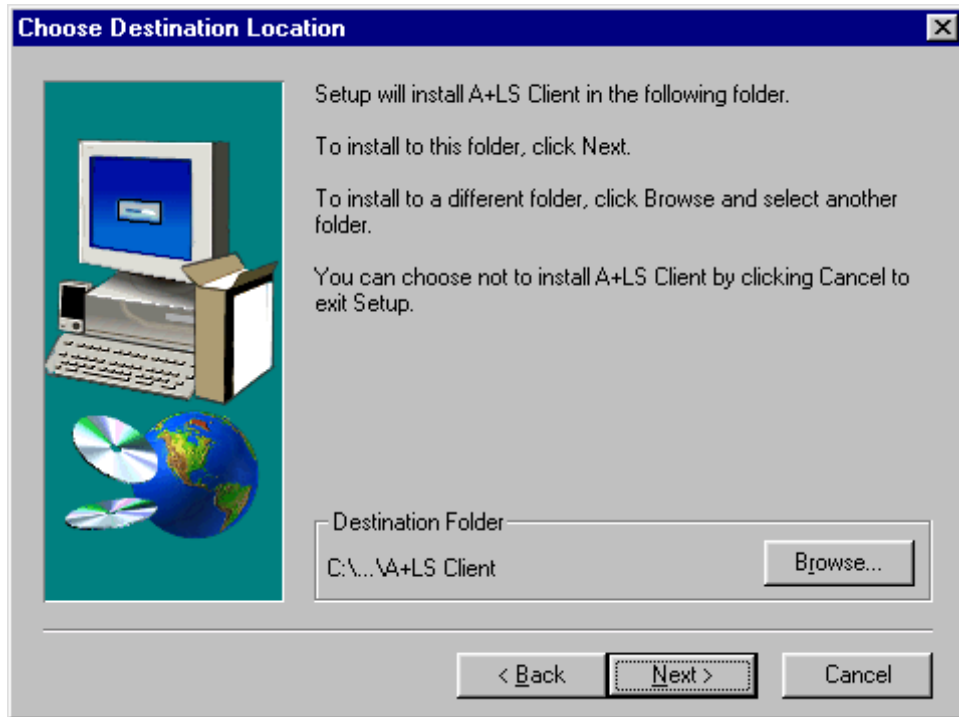
To start the installation you should have the *Welcome* window up on your screen. See the following figure.



1. Click on the **Next** button.
 - The *License Agreement* window opens.
2. Click on the **Yes** button to accept the license agreement.
 - The *Information* window opens with instructions on how to run the *A+LS* client after the installation.
3. Click **Yes** to continue.

Choosing the Destinations

The *Choose Destination Location* window opens (see the following figure). It is strongly recommended that you accept the default location. This will make it easier for our customer support team to help you if you have a problem.



The default is in an industry standard location, the *Program Files* folder on your C: drive (your main hard drive). The full path is:

C:\Program Files\The American Education Corporation\A+LS Client

1. Please click the **Next** button to accept the default location.

OR

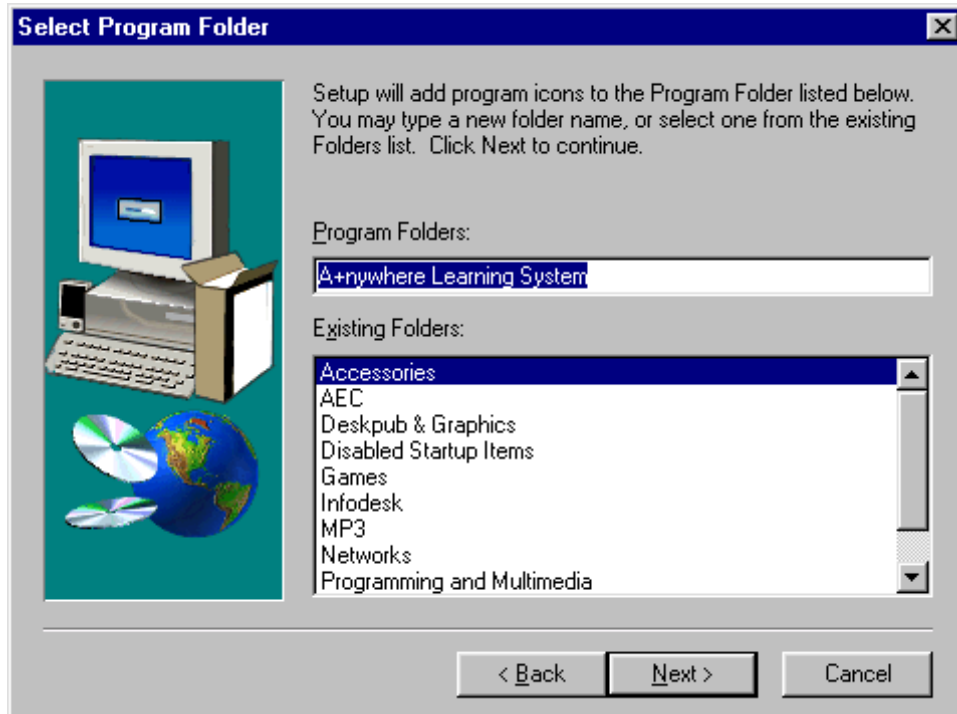
Click the **Browse** button, set your location, then click **OK** and **Next**.

- If you do change the location, please write the new path in the spaces below. You'll want to have the path handy should you need to call customer support.

Drive letter: _____

Folder(s): _____

- The *Select Program Folder* window opens. It wants to know where to put the program shortcut that starts the *A+LS* client. See the following figure.



- Again we recommend going with the default setting.
2. Click on the **Next** button.
- If you change the program icon location, please write it down now:

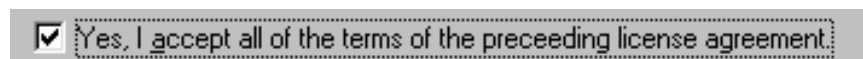
 - A little *Microsoft Data Access Components* window opens which begins its setup routine.

Now it's ready for the installation to begin.

Microsoft ODBC Database Drivers Installation

All of the *A+LS* components reside in an industry standard ODBC database. So we have to install the ODBC drivers so your computer will know how to retrieve the data for you. If your computer already has the necessary database drivers, then the installation routine will skip this section.

1. Click to place a checkmark next to the *Yes, I accept...* (see the figure below).



2. Click the **Next** button to accept the license agreement.
3. Click **Next** again to install the software.
4. After a short time *Setup is Complete* displays and you click **Finish** to complete the database drivers installation.
 - The *Unpacking Java Runtime...* window displays briefly. Please do not interrupt the unpacking.

Java Installation

The first step in the installation is copying Java to your hard drive. The *A+LS* software was written in the Java language which needs to be installed. If your computer already has the appropriate version of Java, then the installation routine will skip this section.

1. Select the **Yes** button on the license screen.
2. Click the **Next** button, do NOT change the folder.
 - The installation begins.
 - The JAR and other file windows quickly come and go.
 - The *Installation Complete* window displays. Java's installation is complete.
 - The screen returns to the *A+LS* installation.

A+LS Client Installation

Now the *A+LS* software will copy its files to your hard drive without needing input from you. Fonts are copied to your system so that the *A+LS* lessons can display math notations properly. Be sure not to remove them because your math lessons will appear scrambled if you do.


After a few moments the installation is complete.

1. Click the **Finish** button – you're done and can remove the CD-ROM from your drive.

Uninstalling the A+LS Client and Java

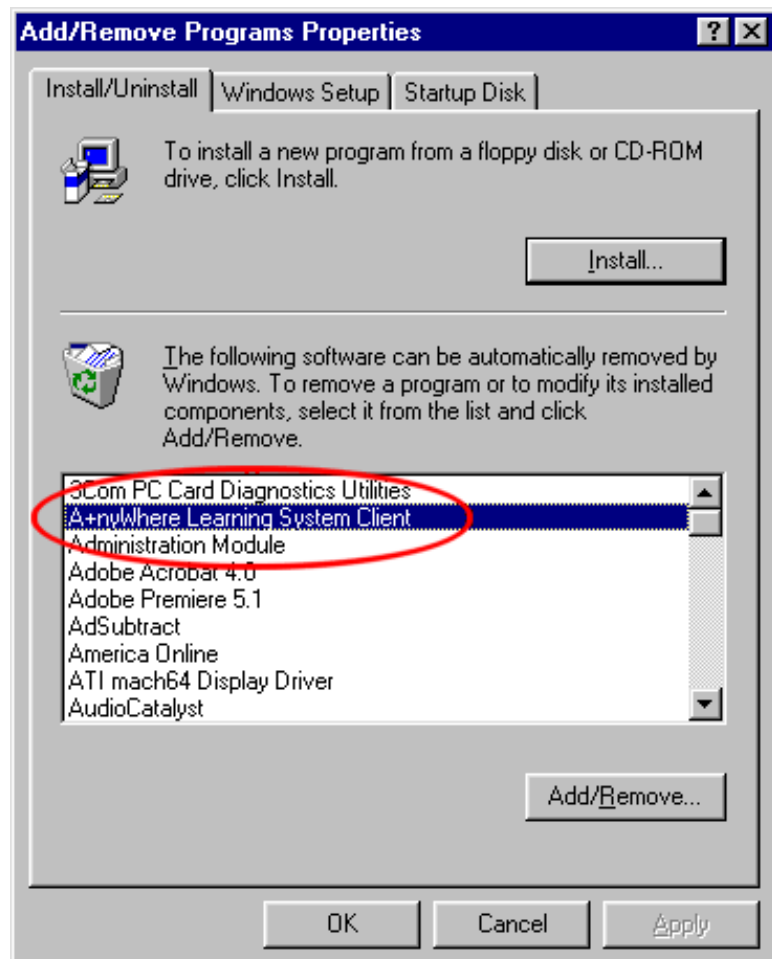
Sometimes it is necessary to remove software from your computer. Deleting folders from your hard drive is potentially hazardous and is not the recommended method. This leaves files tucked away in Windows' system folders and elsewhere. It may also leave entries in the Windows Registry that could cause problems if the related files are missing.

The good news is that it is very easy to remove software using the Windows *Add/Remove Programs* utility.

1. Click on the  button, usually found in the lower-left corner of your Windows desktop.
 - The *Start menu* expands upward.
2. Select the **Settings** group.
3. Choose the **Control Panel**.
4. Double click on **Add/Remove Programs**.

- The *Add/Remove Programs Properties* window opens. Notice in the figure at right that *A+nyWhere Learning System Client* is highlighted and ready to be uninstalled.
- Please note that if you are using Windows XP® or one of the NT® operating systems your prompts may be slightly different, but the process is exactly the same.

5. Click on the **A+nyWhere Learning System Client** to highlight it.



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6. Click on the **Add/Remove** button (XP and NT users click on the **Change/Remove** button).
7. Confirm that you want to remove it by clicking **Yes**.
 - The *Remove Programs from Your Computer* window opens and the files are removed in just a few moments.
8. When the files have been deleted, click **OK**.
 - Only proceed with the next step if you are sure that none of the other programs on this computer require Java.
9. Repeat steps 5 - 8, removing:

Java 2 Runtime Environment Standard Edition v1.3 - You will be asked if *ActPanel.dll* should be deleted; say *Yes*.
10. When the programs have been removed, close the *Add/Remove Program Properties* window.

Troubleshooting Issues

The following areas were defined by reviewing the first six months worth of customer support logs. Because many of the first districts to purchase the *A+nyWhere Learning System* software were using it with students working from home, the logs include more student-centered issues than might normally be reported to a help desk. The logs indicated that there were three distinct areas where users typically require assistance. We've already covered installation, now we'll tackle the remaining two areas: connections with automatic updating and assignment list configurations.

Connection Problems

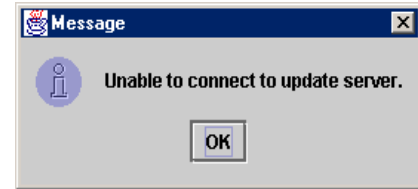
There are four common connection issues:

Home users with dial-up access through an ISP - Any ISP that provides the user with a valid TCP/IP connection to the Internet should be usable. Generally, if the user can browse the Internet using a common Web browser, then he or she should be able to connect to the *A+LS* server (assuming your *A+LS* system is configured for Internet delivery). All of the normal dial-up issues exist: slow connection, modem configuration, dial-up phone number busy, etc.

Internet connection problems - None of the connection issues with an ISP can be resolved by the AEC customer support team. If the student can browse the Internet but not connect to the *A+LS* servers, then a call might be warranted.

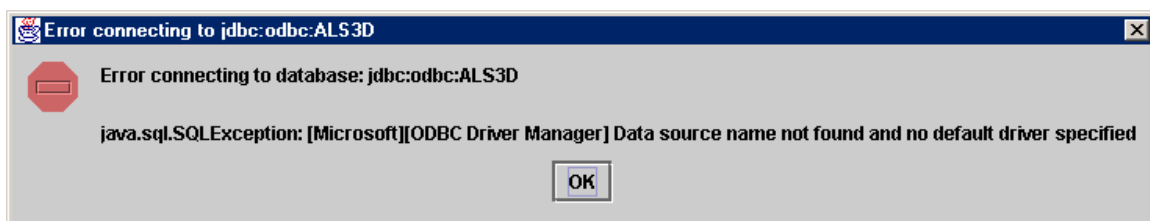
Client to software update servers - The *A+LS* client software on your workstations is designed to check for program updates whenever you start an *A+LS* session. Sometimes the client does not get updated or the update is interrupted. If the update affects the way the client stores data on the content server, then one symptom to watch for is a student's progress not being recorded.

Unable to connect to the update server - Please keep in mind that on rare occasions you will receive an error message indicating that the client was unable to contact your update server (see the figure at right). This is not a problem unless you repeatedly receive this error. If this error does appear regularly, you should call customer support (page 9-1).



Auto updating problems - Any time a single workstation appears to be behaving strangely while running the *A+LS* client and no other application on that machine is misbehaving, then it might be related to an automatic updating problem. First reboot the computer and confirm that the problem persists. Call the customer support team (page 9-1). They will first verify that this is the situation. To force a fresh, complete update, the support technician may have you make a change to the client's *UpdateClient.ini* file. It is critical that you make NO changes to this file without being explicitly instructed to do so by AEC staff.

Client access to the *A+LS* database with its curriculum and user information - Normally at startup the *A+LS* client will contact two servers. First is the update server (discussed above), then it establishes a link to the content server that houses the *A+LS* database. The database provides all log-on information, assignment lists, lesson content, and records user progress. If you are unable to connect to this server, the client will load but won't be able to log you onto the system (see the figure below).



A+LS Connections via the Internet - The first thing you should do is write down the full text of the error message (your text may be different from the example above). Next, test your Internet connection. Load your Web browser and see if you can view Web sites that are virtually always available, such as www.yahoo.com, www.ebay.com, or www.microsoft.com. A final test is necessary because some schools may be running Web caching software. Go to www.cnn.com and verify that you are reading today's news. If you can see those sites without difficulty and CNN was current, then contact customer support (page 9-1).

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The A+LS System is on a LAN or WAN - The first thing you should do is write down the full text of the error message. Next, If your school district provides its own server for the *A+LS* software, then you need to test the connection to it. Try running another application that you know is delivered from a server on your school's network. Often this would be an e-mail application or grade book program. If other network delivered programs are not available, then you need to contact your district's network support team. If the only program that doesn't function properly is the *A+LS* client, then please contact AEC customer support (page 9-1).

Writing Assessments (Online) essays aren't being graded - You MUST have a live Internet connection for these essays to function. The software engine that does the grading is not located on your *A+LS* server. Grading is handled by a remote ETS Technologies' *e-rater* server. To review the essay responses and scores your students and teachers must have a default Web browsers on their workstations.

Restrictive Lesson Settings

Students often do not understand their teacher's assignment list settings (see *Customizing Your Class Settings* on page 3-4). Assignment lists can also have their order forced and students may be prevented from moving onto the next lesson or list without meeting specific criteria. Lessons can have time or minimum grade restrictions. So it is critical that your students fully understand your expectations and your *A+LS* mastery requirements.

Below are samples of trouble calls reported to the customer support team. The questions are typical of many calls and come directly from the logs.

1. "Unable to get into the *Practice* on her physics lesson."

Practice is set so that *Study* has to be completed first. *Study* is set to 30 minutes or more, so the student has to spend at least 30 minutes studying the content for access to be granted to the other lesson components (*Practice*, *Test*, or *Essay*).

2. "Her daughter is unable to advance past the first lesson in her Algebra class."

The teacher has set the lesson requirements so that the *Essay* must have a score of 80 or higher before the lesson is considered mastered. The student will be stuck waiting to move on until the teacher grades the *Essay* and the student scores at least 80.

3. "Cannot get out of the Banking lesson in Consumer Math."

The student needed a score of 80 on the *Test* and only had 60s and 70s. The assignment list is set so that each lesson must be mastered before the next lesson is available.

4. “Cannot get past lesson.”

The student has two assignment lists with the same lessons in them. He uses the first list to access *Study* and uses the second list to access *Practice* and *Test*. The second list does not recognize time spent in *Study* so it does not mark the lesson as mastered. The first list had to be inactivated and all work done in the remaining assignment list.

5. “Getting a message that there are no assignments in the list.”

The student has mastered all of the assignments on the list and needs to contact the teacher for more work, probably a new assignment list.

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