



Administrator Handbook

A+nyWhere Learning System® Version 3.5

A+LS Administration Manager Window

Window System Settings View/Print Help

Select a User Type to edit or delete:

Student Assistant ☐ Lesson As Student

Make changes to User Type Name:

Student Assistant

Add User Type

Delete User Type

Change User Rights

Make changes to User Type Description:

Teacher account with very limited rights to "own class".

Grade Level Language:

English

Apply Help

Add User

First Name: Robert *

Middle Name: Edward

Last Name: Retort *

Other Name: Bob

User ID: 08-234-5678

Log-on Name: rretort *

Password: spot8homework

Type: student

Grade Level: Ninth

Interface: Secondary

School: Orange Park High School

* denotes required information

Apply Close NCLB Help

Add Class

Class Information

Class Name: 0911 - Algebra *

Grade Level: Ninth

School: Orange Park High School *

* denotes required information

Apply Close Help

A+LS Report Wizard

What type of report do you want to generate?

Select one: Standard Attainment - by Class

List of Languages**

List of Programs**

NCLB Report

Standard Attainment - by Class

Standard Attainment - Selected Students

Student Progress - by Class

Student Progress - Selected Students

Total Usage Time - by Site

This report displays the level selected class(es). It is an add layered on the same pages. The objective(s). The second level third level displays aggregate objective. Before generating it

Cancel << Back << >> Next >>

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Introduction

We've got the A+LS Software - Now What?

The *A+LS*[™] software is a comprehensive curriculum system with full management capabilities. This handbook is designed to cover all of your normal management tasks and to help you support your teachers' basic needs.

How This Guide Works

Quick Reference

Chapters One through Seven are intended to act as a reference, detailing the tools and procedures you will be using to support and administer the *A+LS* system. They are organized by management window. So if you need to set up some classes, you would turn to the chapter covering the *Classes Manager Window*. All of the chapters are indexed. So if you have a task but aren't sure which window or windows include the commands you need, check the index.

Reports, Automated Essays, Troubleshooting, and Technical Data

Chapter Eight covers the original *A+LS* reports as well as the newer .HTML-based reports. Chapter Nine is a collection of troubleshooting information and tips. To understand how the *A+nyWhere Learning System*[®] software is installed on your systems and may be integrated into your network, review Chapter Ten's technical information.

Please take extreme care with your system administrator's account name and password. This account is the only one with the ability to edit all other users' rights.

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.

What's Not Covered in this Handbook?

This handbook covers the core functionality of the *A+nyWhere Learning System* and its Java™-based clients. The browser-based playback modes have their own documentation. The *Welcome* screen's *A+ Dashboard* gadgets are covered in the *A+ Dashboard Quick Reference Guide* (available on the *Welcome* screen via the *Quick Reference Guide* button).

This handbook also doesn't encompass the following add-on components:

Web-based A+LS - Allows you to host Internet deliverable *A+LS* and provide it to remote sites and users at home. There are three playback modes, two browser-based and one Java-based. The Java-based *Webstart* playback mode is functionally identical to the "V3.5" Java client and, as such, is covered in this guide.

The interfaces between *A+LS* and the other members of the *A+* product family are also not included in this handbook and are covered in separate manuals. These include:

A+ LearningLink™ - A formative assessment that measures a student's existing knowledge, comprehension, and mastery of basic skills in language arts and mathematics for grades one through eight. The tests and results are calibrated to the Lexile Framework® for Reading and the Quantile Framework® for Mathematics and are aligned to state standards and objectives. Specific prescriptions which are based on *A+LL* results can be generated in *A+LS*.

A+ Classroom Student Response Software™ - Provides teachers with tools to improve student learning and make targeted decisions through the use of interactive academic competitions, challenging quizzes, and automated assessments — all in the classroom setting.

Chapter One

Users Manager Window

All of the user oriented activities detailed in this section take place in the *Users Manager Window* and require you to be logged in as the administrator.

User Rights

It is strongly recommended that you do not initially modify any rights. We have attempted to define a flexible, yet secure set of rights for your school and its users. If you are considering rights changes, you should first experiment with your proposed changes using dummy user accounts. Verify that the newly edited right works as anticipated, but also see if you can cause problems in the system or for other users.

It is important to note that *A+LS* lessons can be edited for two audiences, depending on the rights granted. On one hand, a teacher could edit lessons only for his or her class, leaving an unchanged lesson on the server for the other teachers and students. In the second case, a teacher could be given the rights to edit globally, then his or her changes would affect the lesson module used by everyone in the school. It is strongly recommended that global authoring be reserved for the teachers that specifically request it and have been approved by their department head, curriculum coordinator, or other authorized administrator.

In Chapter Four, we'll cover Curriculum Authoring, and you'll see how the following rights can come into play.

Rights Level	Rights Setting	Level of Authoring Available
Minimum	Access curriculum authoring window (system default)	None, only can review lessons as student
Basic Authoring	Add/edit/delete own curriculum	Edit only for own classes
Global Authoring	Add/edit/delete global curriculum	Edit for all classes

Reviewing the Default Rights for Users

You may want to review the default rights for newly created users before adding your first student or teacher. Changing the default rights does not affect existing users. They have to be edited individually.

1. Choose the *Users Manager Window*,  from the *Welcome/Main Menu* screen (appears right after Log in).
2. Locate your school in the *Users* tree (left pane) and **right click** on either **student** or **teacher**, depending on which type of user you want to review.
3. Select **Change Default Rights** from the pop-up menu.
4. Use the **vertical scroll bar** to see the complete list of rights.
5. If you were to change any rights, you would click in the appropriate checkboxes:
 Unchecked = right denied
 Checked = right granted
 - Take great care, especially with rights that include the words “any” or “global.” Those are settings that affect all users or objects. Most, if not all, global rights should be reserved for the *A+LS* administrator(s).
 - Again, we recommend that you make no changes to the rights until you have worked with the *A+LS* system for a bit. Then you and your teachers may want to review the rights and consider changes.
6. When you have finished reviewing the list, click **Close** to exit without saving any changes.

Changing Rights for a User

1. Choose the *Users Manager Window*,  from the *Welcome/Main Menu* screen (appears right after log in).
2. Locate your school in the *Users* tree (left pane).
3. Double click on **student** or **teacher**, depending on the type of user you want to edit.
4. Double click on the appropriate *grade level*.
5. **Right click** on the *user's name*.
6. Select **Edit User** from the pop-up menu.

7. Choose the **Change Rights** button from the *Edit User* window.
 - The *User Rights* window opens.
8. Use the **vertical scroll bar** to find the rights you want to review.
9. Click in the appropriate checkboxes to enable and disable rights:
 - Unchecked = right denied
 - Checked = right granted
 - Take great care especially with rights that include the words “any” or “global.” Those are settings that affect all users or objects. Most, if not all, global rights should be reserved for the *A+LS* administrator(s).
 - Once again, we recommend that you make no changes to the rights without careful consideration and experimentation.
 - If you feel you have made an error, the safest thing to do is use the *Set to Default* button. All of the user’s rights will revert to the default for that type of new user (*student, teacher, or administrator*). Note that this will also change any rights you previously modified back to the defaults.
10. When you have finished reviewing the rights, you can either:
 - Click on the **Close** button (to exit without saving).
 - OR
 - Click on the **Apply** button (if you are saving changes), then **Close**.
11. Choose **OK** to exit the *Edit User* window, and **OK** again to confirm.

If users are logged on while you are editing their rights, they will have to log out and back in for the new rights to apply. Enabling each right only has to be done once for a user.

Creating User Accounts

For efficiency we recommend that you create all of your user accounts before creating the classes and assigning users to them.

Adding a New Student Users Account

It is assumed that you previously organized the student information by *grade level* and that you know the *interface* each teacher has selected for his/her students. The fields in the *A+LS Add Users* input form are the same for all students. Information such as *grade level*, selected *interface*, and *school* name remains constant and is only set for the first student in each group. This templating makes it quick and easy to add groups of users.

4 Chapter One

If your school wants the *A+LS* database to track *No Child Left Behind* (NCLB) information, please use the instructions in the next section, *Adding a New Student Users Account with NCLB Data* (page 5).

1. In the *Users Manager Window*, under your *school's name*, double click on the **student** folder displayed.
 - The *grade levels* will display.
2. **Right click** on the *grade level* where the new student(s) will be added.
 - If there are no students in your system, no grade levels will display. In that case, just *right click* on the *student* folder. When you add the first student to a grade level, that grade level will automatically start appearing in the *Users* tree.
3. From the pop-up menu, select **Add User**.

- The *Add User* window opens (see the figure at right). The three fields that you must fill in are indicated by the red asterisks on the right. We'll work through them, but feel free to fill in additional fields if you and your teachers need them.

4. Fill in the text boxes for *First Name*, *Last Name*, and *Log-on Name*.

- Please note that the *Log-on Names* and *Passwords* are not case dependent. So it doesn't matter if you type them in upper or lowercase letters, or a combination of the two.

5. It is strongly recommended that you issue everyone, students and teachers, *Passwords*.

Password hints:

- Passwords should be at least six characters long, but have no spaces or characters other than letters or numbers.
- Make passwords easy to remember. Otherwise users will write them down.

Add User

First Name: *
Middle Name:
Last Name: *
Other Name:
User ID:
Log-on Name: *
Password:
Type: student
Grade Level: Kindergarten
Interface: Adult
School: Training School 01

* denotes required information

Apply Close NCLB Help

- Combine two words with a number, which is hard to hack but easy to remember. Examples: duck3eggs, dogbone9, and chef8hat.
 - Replace letters with numbers. Examples: spa8he77i (spaghetti) or spagh3tt1.
 - Do not use any information that can be easily discovered, such as birth date, nickname, pet's name, or favorite color.
 - *A+LS* passwords are NOT case dependent, so mixing upper and lowercase letters is not effective.
6. Verify the *Grade Level* using the drop box.
 7. Set the *Interface* using the drop box.
 - The *Interface* setting has no effect on the lesson content, only on the navigation between screens. For example, the *Next* and *Previous Screen* buttons in the *Primary* interface look more cartoon-like than in the other interfaces.
 - It is recommended that you review each interface. You'll want to be familiar with the subtle and sometimes not-so-subtle differences between them. While most function identically, with only cosmetic differences, the *Primary* interface's school theme offers a unique path to the lessons.
 - We also recommend that you create a dummy user for each interface. It will be good practice. Then log on as each user and try out the interface. They will come in handy later as test users.
 8. Click on the **Apply** button when you have finished inputting all of the student information.
 9. Click **OK** to confirm.
 10. Continue inputting students using steps 4 through 9 until all of the student user accounts have been created.
 11. Click the **Close** button when you are finished.
 12. If you are finished in the *Users Manager Window*, select  to return to the *Welcome/Main Menu* screen.

Adding a New Student Users Account with NCLB Data

One of the key provisions of H.R. 1, the *No Child Left Behind Act*, is the requirement to track student information. "Statewide reports will include performance data disaggregated according to race, gender, and other criteria to demonstrate not only how well students are achieving overall but also progress in closing the achievement gap between disadvantaged students and other groups of students" (NCLB website). *A+LS* student user records can maintain this information for you. The data can be input when the user is initially set up or added later.

6 Chapter One

As mentioned in the prior section, it is assumed that you previously organized the student information by *grade level* and that you know the *interface* each teacher has selected for his/her students. The fields in the *A+LS Add Users* input form are the same for all students. Information such as *grade level*, selected *interface*, and *school* name remains constant and is only set for the first student in each group. This templating makes it quick and easy to add groups of users.

1. In the *Users Manager Window*, under your *school's name*, double click on the **student** folder to expand the tree.
 - The *grade levels* will display.
2. **Right click** on the *grade level* where the new student(s) will be added.
 - If there are no students in your system, no grade levels will display. In that case, just *right click* on the *student* folder. When you add the first student to a grade level, that grade level will automatically start appearing in the *Users* tree.
3. From the pop-up menu, select **Add User**.
 - The *Add User* window opens (see the figure at right). The three fields that you must fill in are indicated by the red asterisks on the right. We'll work through them, but feel free to fill in additional fields if you and your teachers need them.
4. Fill in the text boxes for *First Name*, *Last Name*, and *Log-on Name*.
 - Please note that the *Log-on Names* and *Passwords* are not case dependent. So it doesn't matter if you type them in upper or lowercase letters, or a combination of the two.
5. It is strongly recommended that you issue everyone, students and teachers, *Passwords*.

Add User

First Name: *
Middle Name:
Last Name: *
Other Name:
User ID:
Log-on Name: *
Password:
Type: student
Grade Level: Kindergarten
Interface: Adult
School: Training School 01

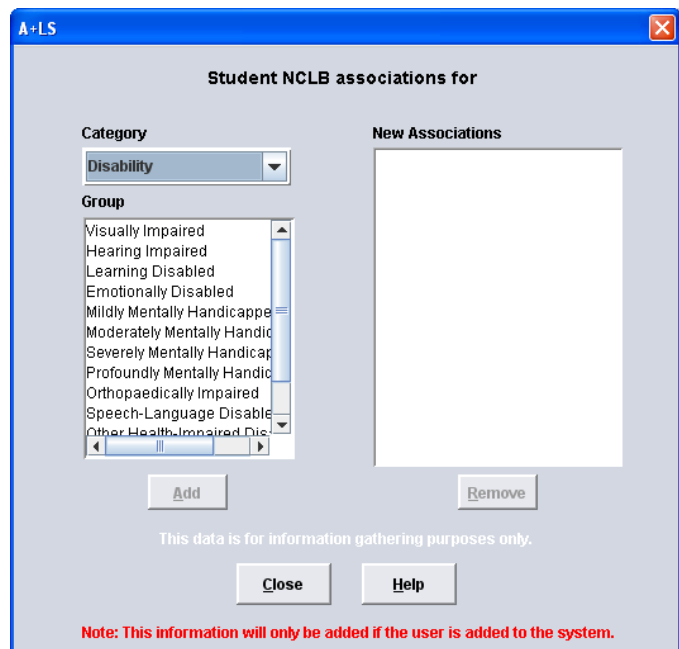
* denotes required information

Apply Close NCLB Help

Password hints:

- Passwords should be at least six characters long, but have no spaces or characters other than letters or numbers.

- Make passwords easy to remember. Otherwise users will write them down.
 - Combine two words with a number, which is hard to hack but easy to remember. Examples: duck3eggs, dogbone9, and chef8hat.
 - Replace letters with numbers. Examples: spa8he77i (spaghetti) or spagh3tt1.
 - Do not use any information that can be easily discovered, such as birth date, nickname, pet's name, or favorite color.
 - *A+LS* passwords are NOT case dependent, so mixing upper and lowercase letters is not effective.
6. Verify the *Grade Level* using the drop box.
7. Set the *Interface* using the drop box.
- The *Interface* setting has no effect on the lesson content, only on the navigation between screens. For example, the *Next* and *Previous Screen* buttons in the *Primary* interface look more cartoon-like than in the other interfaces.
 - It is recommended that you review each interface. You'll want to be familiar with the subtle and sometimes not-so-subtle differences between them. While most function identically, with only cosmetic differences, the *Primary* interface's school theme offers a unique path to the lessons.
 - We also recommend that you create a dummy user for each interface. It will be good practice. Then log on as each user and try out the interface. They will come in handy later as test users.
8. Click on the **NCLB** button.
- The *Student NCLB associations* dialog box opens (see the figure at right). You can choose each of the NCLB categories from the drop box, then select the appropriate group for each using the list appearing in the *Group* text box.
 - You'll probably start with disabilities because *Disability* is typically the default category, the one that appears when you first click on the *NCLB* button.



- If the student has an NCLB qualified disability, it should be listed on the left side, in the *Group* text box (found beneath the *Category* drop box). If not, skip ahead to step 11.
9. Highlight the student's first disability, then click on the **Add** button.
 - The disability should now appear on the right side, in the *New Associations* text box.
 10. Use the **Add** button to associate any other relevant disabilities with the student.
 11. Click on the *Category* drop box and review the list.
 - At least five categories should be listed:
 - Disability
 - Economic Status
 - Ethnic Group
 - Gender
 - Migrant Status
 - Additional categories and groups can be added using the *Administration Manager Window's NCLB Editor* (page 180). This allows the *A+LS* system to be adapted to changes in NCLB reporting requirements. It also permits your school to track additional non-NCLB demographic data.
 12. Click on the appropriate *Category*.
 13. Select the *Group*, then use the **Add** button to associate it with the student.
 14. Repeat the process of selecting the *Category* and *Group*, then clicking **Add** until you have associated all of the information you need to track for the student.
 15. When you have finished making all of the NCLB and non-NCLB associations, click on the **Close** button.
 - You return to the *Add User* dialog box.
 16. Make any final changes to the basic student information.
 17. Click on the **Apply** button when you have finished inputting all of the student information.
 18. Click **OK** to confirm.
 19. Continue inputting students using steps 4 through 18 until all of the student user accounts have been created.

20. Click the **Close** button when you are finished.
21. When you return the *Users Manager Window*, click on a newly added student's name and note that the NCLB associations appear to the right of his/her name (right pane).
22. If you are finished in the *Users Manager Window*, select  to return to the *Welcome/Main Menu* screen.

Adding a New Teacher Users Account

1. In the *Users Manager Window*, under your *school's name*, **right click** on the **teacher** folder.
2. Select **Add User**.
 - The *Add User* window opens. The three fields that you must fill in are indicated by the red asterisks on the right.
3. Fill in the text boxes for *First Name*, *Last Name*, and *Log-on Name*.
 - Please note that the log-on names and passwords are not case dependent. So it doesn't matter if you input them in upper or lowercase letters.
4. It is strongly recommended that you also issue everyone, especially teachers, *Passwords*.

Password hints:

- Passwords should be at least six characters long, but have no spaces or characters other than letters or numbers.
 - Make passwords easy to remember. Otherwise users will write them down.
 - Combine two words with a number, which is hard to hack but easy to remember. Examples: duck3eggs, dogbone9, and chef8hat.
 - Replace letters with numbers. Examples: spa8he77i (spaghetti) or spagh3tt1.
 - Do not use any information that can be easily discovered, such as birth date, spouse's name, pet's name, or favorite color.
 - *A+LS* passwords are NOT case dependent, so mixing upper and lowercase letters is not effective.
5. Set the *Grade Level* using the drop box.
 6. Set the *Interface* using the drop box.
 - Some teachers may want to use the same interface as their students. Others may prefer the default *Adult* interface.
 7. When you have finished inputting all of the teacher's information, click on the **Apply** button.

8. Click **OK** to confirm.
9. Continue inputting teachers, using steps 3 through 8, until you are finished.
10. Click the **Close** button when you are finished inputting teachers.
11. Select  to return to the *Welcome/Main Menu* screen.

Editing User Accounts

If you want to edit user rights, please refer to the *Changing Rights for a User* section near the beginning of this chapter (page 2).

Editing an Existing Users Account

1. Choose the *Users Manager Window*, .
2. Locate your *school* in the *Users* tree (left pane).
3. Double click on **student** or **teacher**, depending on the type of user you want to edit, to expand the tree.
 - The *grade levels* will display.
4. Double click on the appropriate *grade level* to expand the tree further.
5. **Right click** on the *user's name* to be edited.
6. Select **Edit User** from the pop-up menu.
7. Make your changes.
8. When you've finished editing, click **OK** to exit, and **OK** again to confirm the changes.

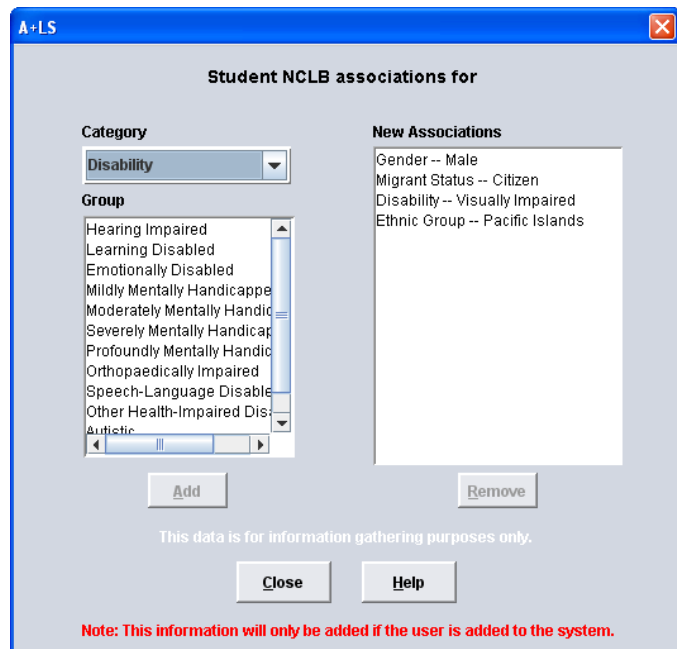
Editing a Student's NCLB Data

Changing *No Child Left Behind* related data is easy.

1. Choose the *Users Manager Window*.
2. Locate your *school* in the *Users* tree.

3. Double click on **student**.
 - The *grade levels* will display.
4. Double click on the student's *grade level* to expand the tree.
5. Click on the *student name* to be edited.
 - Note that the right pane not only displays the student's basic information (name, log-on information, etc.), it also lists the *NCLB Associations*. They include all of the categories and groups linked to this student.
6. Click on the **Edit** button at the bottom of the right pane.
 - The *Edit User* dialog box opens. You can make any desired changes to the basic student information at this time.
7. Click on the **NCLB** button.

- The *Student NCLB associations* dialog box opens (see the figure at right). You can choose each of the NCLB categories from the drop box, then *Add*, *Edit*, or *Remove* groups as needed.
- First you'll add any new associations; later you'll modify (step 14) and/or remove (step 18) existing ones. You'll probably start with disabilities because *Disability* is typically the default category, the one that appears when you first click on the *NCLB* button.



8. To add any new disability associations, highlight the student's first disability, then click on the **Add** button and **OK** to confirm the action.
 - The disability should now appear on the right side, in the *Existing Associations* text box.
9. Use the **Add** button to associate any other relevant disabilities with the student.

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10. To add additional associations, click on the *Category* drop box and review the list.
 - At least five categories should be listed:
 - Disability
 - Economic Status
 - English as a Second Language
 - Ethnic Group
 - Gender
 - Migrant Status
 - Additional categories and groups can be added using the *Administration Manager Window's NCLB Editor* (page 180). This allows the *A+LS* system to be adapted to changes in NCLB reporting requirements. It also permits your school to track additional non-NCLB demographic data.
11. Click on the next appropriate *Category*.
12. Use the **Add** button to associate any relevant *Groups* with the student, then click **OK** to confirm your action.
13. Repeat the process of selecting the *Category* and *Group*, then clicking **Add** until you have associated all of the information you need to track for the student.
 - Next you'll edit the *Existing Associations*.
14. In the *Existing Associations* text box, highlight the first item to be changed, then click on the **Edit** button.
 - A new dialog box opens. Here you can change the group associated with the current category. The category type is the last word or phrase in the dialog. The drop box will display all of the relevant groups.
15. Click on the drop box, then click on the desired *Group*.
16. Click **OK**, then **OK** to confirm your action.
 - The category/group you edited should appear in the *Existing Associations* text box, displaying its new data.
17. Repeat the process on each *Existing Associations* you want to modify.
18. To delete unwanted associations, just highlight the targeted *Existing Association*, then click on the **Remove** button and confirm the action.
19. When you have finished editing all of the NCLB and non-NCLB associations, click on the **Close** button.

- You return to the *Edit User* dialog box.

20. Click **OK** to exit the *Edit User* dialog box, and **OK** again to confirm the changes.

Searching for Users

You can search for all types of users in *Users Manager* or student users in the *Classes* and *Assignment Manager Windows*.

1. From the menu bar, select **Record**, then **Search for Users**.
 - The search dialog box opens.
2. Place a checkmark next to each data field you want to search, then type the name or data to search for.
 - For example, to search for John Doe, you would:
 place a checkmark next to *First Name* and *Last Name*
 type “John” into the *First Name* textbox
 type “Doe” into the *Last Name* textbox
3. With your search parameters set, click on the **Search** button (middle, right side).
 - The search results appear in the lower half of the dialog box. Use the scroll bar if necessary to view all the results.
4. If the user you were looking for appears, click on his/her name, then on the **Select in Tree** button.

Inactivating, Restoring, and the Trash Can

Inactivating a Users Account

When users are set to inactive, they will not be able to log into the system. All of their related records are preserved (assignments, scores, etc.), and their user account moves into the local *Trash Can*.

1. To inactivate a user, **right click** on his or her *name*.
2. Select **Inactivate User**.
3. You get a *Warning*, please read it.

4. If appropriate, click **Yes**, then **OK** to confirm it.

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

Finding the Appropriate Trash Can

If you are looking for an inactivated user, to either restore or delete, use this procedure.

1. Double click on the type of user you are looking for, **administrator**, **student**, or **teacher**.
2. Double click on the user's *grade level*.
3. Double click on the *grade level's* **Trash Can**.
 - The user you are looking for should be in the alphabetized list.

Trash Can - Restoring All Users

Restored users will again be able to log into the system with all of their user information, assignments, scores, etc. intact.

1. **Right click** on the **Trash Can** containing the users to be restored.
2. Select **Restore All** from the pop-up menu, then **OK**.
 - All of the users should be restored to the *grade level* list.

Trash Can - Restoring a Specific User

Restored users will again be able to log into the system with all of their user information, assignments, scores, etc. intact.

1. Double click on the **Trash Can** with the users to be restored.
 - The *Trash Can* expands, revealing the names of all of the user accounts within.
2. **Right click** on the *user name* to restore.
3. Select **Restore** from the pop-up menu.
4. Click **OK** to confirm.

- The user should be restored to the *grade level* list.

Trash Can - Deleting All Users

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

1. To empty all users in a particular grade level trash can, **right click** on the **Trash Can**.
2. Select **Empty Trash Can** from the pop-up menu.
3. Click **Yes**, then click **OK** to confirm.

Trash Can - Deleting a Specific User

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

Newly deleted log-in names are available for reuse.

1. To delete specific users from a particular *grade level* trash, double click on that grade's **Trash Can**.
2. **Right click** on the *user name* to be deleted.
3. Select **Delete** from the pop-up menu.
4. Click **Yes**, then **OK**.

Promoting and Demoting Students at the End of the Year

The commands in this section are some of the most powerful in the *A+LS* software. They include the commands to promote or demote whole groups of students, as well as ones that remove students from their previous classes.

One example of a very powerful command is *Promote Students*. It is important that you realize that EVERY TIME you click on the *OK* button, every student in the selected school not explicitly exempted will be promoted to the next grade.

A few things to know about *Promoting Students*:

- The purpose of the dialog box is to mark the students NOT to be promoted (all other students are promoted). This is the most efficient method because you only have to mark the few students being held back.
- You must do the whole promotion process for a school at one time. You must mark ALL students in ALL grades not being promoted in the selected school before you click *OK*.
- Students who have graduated as a result of the promotion are placed in a new grade level called "Class of (*current year*)". For example, if your *A+LS* server delivers content to students in grades First through Sixth, then Sixth graders in 2010 would be promoted to the grade "Class of 2010".
- If you run the *Promote Students* command a second time, you will promote all of the non-excluded students again. For example, you are at an elementary school with grades First through Sixth. You decide to only process the First and Second grades. But when you click *OK*, all of your students will be promoted, even those in Third through Sixth. When you return later to do Fourth through Sixth, everyone gets promoted again. Thus, your Second graders won't have been promoted once to the Third grade. They will have been promoted twice, to the Fourth grade.
- If you need to reverse the promotion process, you can use the *Demote Students* command (page 19). Nevertheless, take great care with the *Promote Students* command.

Recommendations for *A+LS* systems supporting multiple schools:

- Run the *Promote* command on all schools. When doing so, always have the graduating grade set to the highest grade in ALL schools, not just the one being promoted. When the promoting is complete for all schools, each school will have an extra grade folder above what is taught at that school. Only the school with the highest grade levels will have a grade called *Class of 20xx*.

For example, if your district has 3 elementary schools (grades 1-6), a junior high (grades 7-9), and a high school (grades 10-12), then you should set the highest grade to promote to the *Twelfth* for each school. Then the graduating elementary students will go to the *Seventh* grade, the junior high students the *Tenth*, and the high school students the *Class of 20xx*. Then all you have to do is change the school field for the elementary and junior high graduates, and they'll be ready for the new school year.

- If you need to move some of the promoted students to a new school (for example, junior high graduates to high school), you have two options. You can either manually

edit student records to change their school assignment, or you can export the data, edit it, and reimport the student records (see *Importing and Exporting Overview* on page 22).

Enabling the Promote Students Right

The first step is to enable the right to *Promote Students*. Due to power of this command, it is not a default administrative right.

1. Select the *User Manager Window*.
2. Locate your school, then double click on *administrator*, expanding it.
 - The goal is to find your administrator account. The default grade for administrators is the *Eighth*.
3. Expand the *Grade Level* where your administrator account resides, then **right click** on the account.
4. Select **Edit User** from the pop-up menu.
5. Click on the **Change Rights** button.
6. You need to scroll about three quarters of the way down the rights list to find *Promote Student* (the list is in alphabetic order).
7. Confirm there is a checkmark next to *Promote Students* to activate the right, placing one there if necessary.
8. If needed, you can also grant/confirm the right to *Demote Users* (about half way down the list of rights).
9. Click on **Apply**, then **Close**.
10. Click on **OK**, then **OK** again to confirm and close the *Edit User* window.

Enabling the rights only needs to be done once. Next you will select the students, then learn how to promote them to the next *Grade Level*.

Promoting Students

As mentioned in the introduction to this section, when it is time to promote your students, you need to be prepared to do the whole process at one time. You will need a list of all of the students NOT being promoted in the selected school because they all have to be entered at one time. You cannot return to the command later to make additional changes. If you do, you will

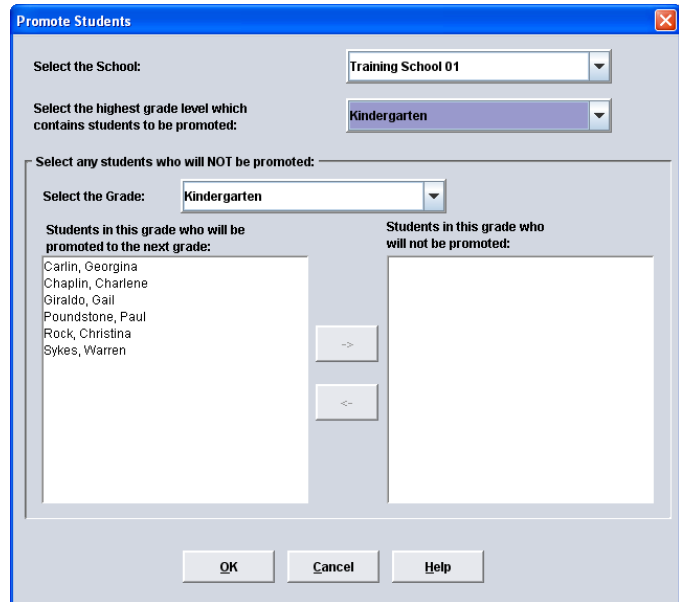
end up promoting everyone again. This is because every time you click *OK*, all students in all grades not specifically exempt get promoted.

1. Select the *User Manager Window*.
2. **Right click** on *Users* at the top of the left pane.
3. Select **Promote Students...** from the pop-up menu.

- The *Promote Students* dialog box opens (see the figure at right).

4. Set the **Select the School** drop box to the first school in the list.

- The *Select the highest grade level...* drop box defines which students will be graduated from the system. If the highest grade in your system is the Eighth and you select it, then the students currently in the Eighth grade will be moved into a *Grade Level* called “Class of (*current year*)”



5. Click on the **Select the highest grade level...** drop box and choose the school’s highest grade level.
 - If you are working with multiple schools, the programmers recommend that you select the highest grade in your system, not just the highest grade in the selected school.
6. Click on the **Select the Grade** drop box and choose the first of the school’s *Grade Levels*.
 - All of the students in that grade level should appear in the left text box. As you review the screen, note that you can easily select individual students to leave at their current grade level.
7. Click on a student's name who is NOT to be promoted, highlighting it.
8. Click on the -> button to move the student to the right text box.
 - Students listed on the right will not be promoted.

- Windows® users can use the standard commands of [Ctrl] click and [Shift] click to select multiple students, or [Apple] click and [Shift] click for OS X.

9. If you move the wrong student, you can select the student in the right text box, then click on the <- button to move him or her back.
10. Repeat the process of selecting the school and selecting the grade, then selecting and moving students to the right text box, until you have gone through all of this server's schools and their grade levels.

WARNING: If you click OK, then every student in the selected school and not specifically exempt will be promoted to the next grade level. ONLY proceed if you are absolutely sure that you have exempted all desired students and want to promote every other student in the school.

11. Either: Click on the **OK** button to promote every student not exempt, then click **Yes** to confirm.
OR
12. Click on the **Cancel** button to exit without saving any changes.
13. Repeat the process for each of your schools.

The *Promote Students* command is also available in the *Classes Manager Window* when you right click on *Classes* (at the top of the tree) or your school's name.

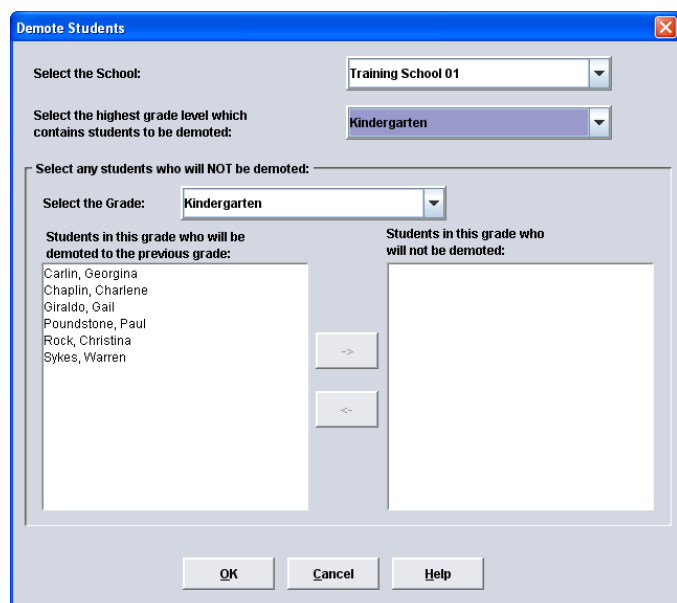
Demoting Students

Sometimes you need an undo command. While *Demote Students* isn't a simple undo, it will help you recover from an untimely promotion. It works just like promotion in that you select ALL of the students to exclude, then click OK to demote EVERY other student in the selected school.

As with *Promote Students*, the right to *Demote Students* must be enabled before you can use the command.

1. Select the *User Manager Window*.
2. On the menu bar, select **Record**, then **Demote Students**.

- The *Demote Students* dialog box opens (see the figure at right).



3. Set the **Select the School** drop box to the first school in the list.
 - The *Select the highest grade level...* drop box defines which students will be ungraduated from the system. If the highest grade in your system is the Eighth and you select it, then the students that were graduated from the Eighth grade into “Class of *(current year)*” will be moved back to the Eighth. If the “Class of *(current year)*” grade is left empty by this operation (no other schools are using it), it will be removed.
4. Click on the **Select the highest grade level...** drop box and choose the school’s highest grade level.
5. Click on the **Select the Grade** drop box and choose the first of the school’s *Grade Levels*.
 - All of the students in that grade level should appear in the left text box. As you review the screen, note that you can easily select individual students to leave at their current grade level.
6. Click on a student's name who is NOT to be demoted, highlighting it.
7. Click on the **->** button to move the student to the right text box.
 - Students listed on the right will not be demoted.
 - Windows users can use the standard commands of *[Ctrl] click* and *[Shift] click* to select multiple students, or *[Apple] click* and *[Shift] click* for OS X.
8. If you move the wrong student, you can select the student in the right text box, then click on the **<-** button to move him or her back.
9. Repeat the process of selecting the school and selecting the grade, then selecting and moving students to the right text box, until you have gone through all of this server's schools and their grade levels.

WARNING: If you click *OK*, then every student in the selected school and not specifically exempt will be demoted to the next lower grade level. **ONLY** proceed if you are absolutely sure that you have exempted all desired students and want to demote every student in the school.

10. Either: Click on the **OK** button to demote every student not exempted, then **Yes** to confirm.

OR

Click on the **Cancel** button to exit without saving any changes.

11. Click on  to close the *User Manager Window*.

Removing Students from a Previous Class

After promoting students to the next grade, you will probably want to remove them from their old classes. Please take great care to avoid unintentionally removing students from active classes.

WARNING: This command is not automatically a school-wide command, unless you *right click* on school's name and choose *Remove All Students from All Classes*. For example, if you *right click* on a class and choose *Remove All Students*, only those students in that class are removed. Nevertheless, it is still a very powerful command that can cause much chaos if used inappropriately. For that reason, we recommend only top-level system administrators use it.

1. Select the *Classes Manager Window*.
2. Double click on your school's name, revealing its classes.
3. **Right click** on the appropriate class, then select **Remove All Students** from the pop-up menu.
 - Don't worry, there is a confirmation required before the students are actually removed.
4. Read the warning in the dialog box very carefully.
5. Either: Select **Yes** to remove all of the students from the class.
OR
Select **No** to retain all of the students' current class assignments.
6. Click on  to close the *Classes Manager Window*.

Removing Students from All Classes

Just as the command indicates, this command will remove students from ALL of the classes in ALL of the schools on this server. Never run this command if students are actively using the *A+LS* server.

1. Select the *Classes Manager Window*.
2. **Right click** on your school's name.
 - If you have any classes that are still active, such as summer school, you will NOT want to use this global remove command.
3. Select **Remove All Students from All Classes** from the pop-up menu.

- Don't worry, there is a confirmation required before the students are actually removed.
4. Read the warning in the dialog box very carefully.
 5. Either: Select **Yes** to remove all of the students from the class.
OR
Select **No** to retain all of the students' current class assignments.
 6. Click on  to close the *Classes Manager Window*.

Importing and Exporting Overview

It is possible to import and export *A+LS* user information to and from other databases at your school or district. You can also use exporting to manipulate data within your *A+LS* server. For example, after promoting your graduating junior high students, you could export their records, run a search and replace to change the school assignments to high school, and then import their records. To do so requires an understanding of database concepts and a working knowledge of delimited data files. Because poorly imported data can cause problems, it is strongly recommended that only experienced users attempt this process.

You can experiment with exporting data without putting your database at risk. But if you have any questions about importing, please call before attempting the process (due to the potential risk to your data).

Exporting User Data

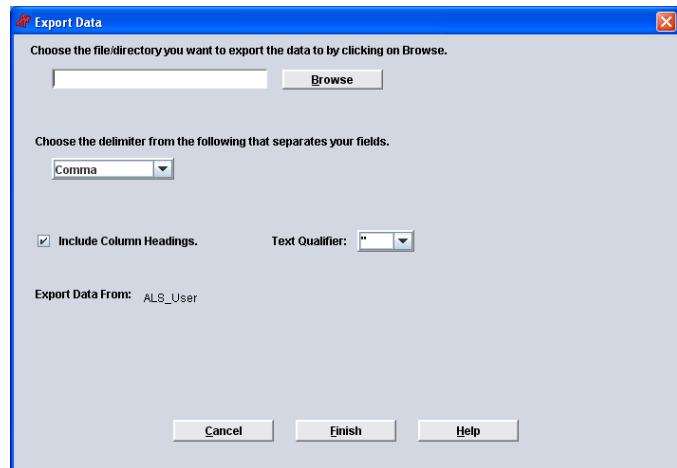
Exporting data does not put your *A+LS* database at risk. So even if you need to import data, practicing with exporting can help you familiarize yourself with the issues and options.

1. Log into *A+LS* using your administrator log-on and password.
2. Click on the **User Manager Window** icon.
3. Highlight the **Users** object at the top of the tree in the left pane.

4. From the menu bar, select **Record**, then **Export Data** and the *Export Data* dialog box will open (see figure at right).

5. Click on the **Browse** button.

- Choosing a file extension depends on what you plan to do with the data. Make your selection based on the application that will be reading the data file. Check its help for instructions on importing data, which should list the file types it prefers.



- The .CSV file extension is helpful because many applications know what to do with them. For example, if you double click on a .CSV file, Microsoft® Excel® will automatically open the file, systematically placing the data in spreadsheet cells.

6. In the *Open* dialog box, locate the directory where you want to place the data file, type the file name and extension (either “.txt” or “.csv”), and then click **Open**.

7. Typically the default options are appropriate (only expert users should change them):

Choose the delimiter...	Comma
Include Colum Headings	Checked
Text qualifier	“

8. Click the **Finish** button, and the data file with all user information will be created.

Importing User Data

Before you begin this procedure, there must be a file to import saved in a CSV format (comma delimited). If importing users from an existing school, you can perform the Export procedure from *A+LS* to create the import file.

Warning: Do not attempt to import users into *A+LS* without following these instructions or you could cause serious damage to your database.

The import file must be saved in a CSV file format and be configured in the format as illustrated below. If you performed an export beforehand with a list of users, you can create a new Import file from that list by doing a “save as” of the export file and changing its name to UserImport. It is recommended that you save the file to a location on your local hard drive to make importation easier, as you will be selecting this file from *A+LS* further on in this process.

Configuring the CSV file for Import

The following columns are required for successful user data import:

user_key	Leave blank, it is automatically assigned by <i>A+LS</i> during the import process
first_name	Users first name
middle_name	Middle name (optional, data can be blank)
last_name	Last name
other_name	Nickname (optional, data can be blank)
logon_name	Log-on account name
user_password	Log-on password (optional, data can be blank)
user_id	School's student ID number (optional, data can be blank)

The remaining columns have specific data requirements as detailed below:

type_key - This identifies the user type.

Student	1
Teacher	2
Administrator	3

grade_key - This represents the grade level the user is being imported to, keep in mind that if importing users and moving to a new grade level, you need to adjust the grade accordingly. Use the following table to set grades in the *A+LS* format. Keep in mind, *A+LS* does not use a grade "0", so all grades need to be set accordingly:

Kindergarten	1
First grade	2
Second grade	3
Third grade	4
Fourth grade	5
Fifth grade	6
Sixth grade	7
Seventh grade	8
Eight grade	9
Ninth grade	10
Tenth grade	11
Eleventh grade	12
Twelfth grade	13
Secondary grade	14

ID_UI - This column represents the user interface (screen view) used in *A+LS*.

Primary	1
Intermediate	4
Secondary	5
Adult	6
Management	7
Thin Client	8

active - This represents an active user; if using a file that was exported from *A+LS*, be sure to change the Active column to the appropriate number setting.

True	1	(active user)
False	0	(inactive user)

logon_flag - Must be set to false.

False	0
-------	---

ip_addr - This column should remain blank. If using an exported file, clear this column of all data, but leave the column heading.

default_flag - Must be set to false.

False	0
-------	---

no_del - Must be set to false.

False	0
-------	---

removed - Must be set to false.

False	0
-------	---

default_user - Must be set to false.

False	0
-------	---

school_key - This column is unique to each school, if only one school, then set this value to "0". The school key is a critical field. If you have multiple schools that you'll be importing users into, then it would be best to run an export from the *A+LS* program to help identify the correct school key values. To do this, create a dummy user in each school, making sure to use a unique name for each. Now follow the export instructions. The report will list each of the schools and dummy users along with their appropriate school key.

Example of what the school key column might look like with multiple schools:

Primary school	0
Middle school	1
High school	2

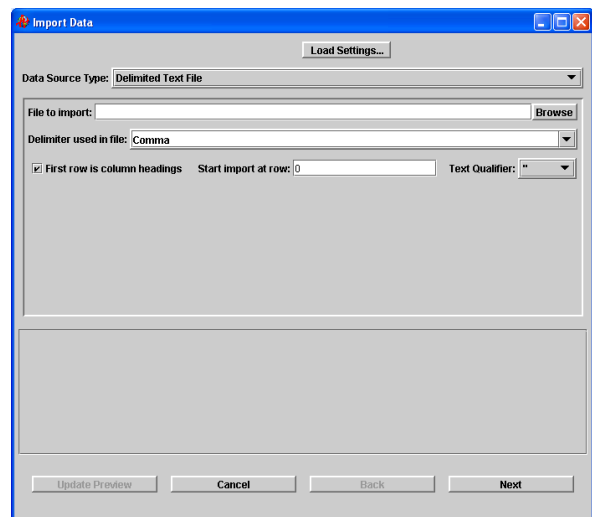
user_key	first_name	middle_name	last_name	other_name	logon_name	user_pass	user_id	type_key	grade_key	id_ui	active
	John	Michael	Allen		jallen	103	103	1	9	4	
	Emily	Jean	Altomare		ealtomare	101	101	1	9	4	
	Nathan	Rex	Altomare		naltomare	105	105	1	7	4	
	Jacobie	J.	Ammons		jammons	104	104	1	9	4	
	Rhonda	Nichole	Ammons		rammons	107	107	1	8	4	
	Emma		Andrade		eandrade	767	767	1	8	4	
	Albert	James	Aponte		aaponte	887	887	1	9	4	
	Christian	A.	Aponte		caponte	888	888	1	9	4	
	Michia		Arthur		marthur	959	959	1	8	4	
	Ismael	Edgardo	Avila		iavila	106	106	1	9	4	
	Davon	Lashawn	Ayers		dayers	119	119	1	9	4	
	Diana		Baeza		dbaeza	905	905	1	9	4	
	Sharanda		Baker		sbaker	109	109	1	8	4	

A sample portion of a properly configured CVS file.

The Import Process

It is strongly recommended that the first time you attempt to import data that you do so with only two or three user accounts. After you have verified that they have been imported as planned, then you can proceed with your entire file.

1. Log into *A+LS* using your administrator log-on and password.
2. Click on the **User Manager Window** icon.
3. Highlight the **Users** object at the top of the tree in the left pane.
4. From the menu bar, select **Record**, then **Import Data** and the *Import Data* dialog box will open (see figure at right).

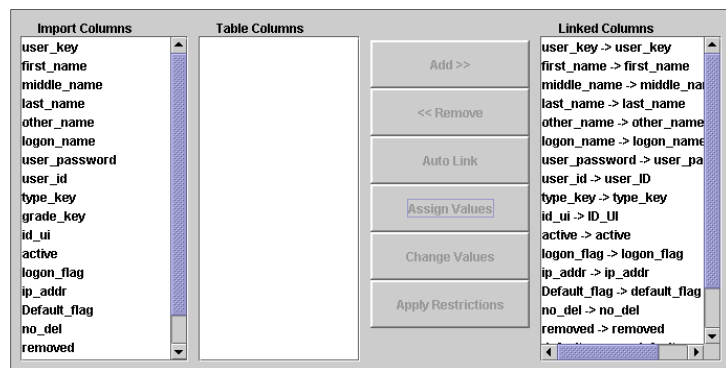


5. Typically the default options are appropriate (only expert users should change them):

Data Source Type	Delimited
Text File	
Delimiter used in file	Comma
First row is column headings	Checked
Start import at row	0
Text qualifier	“

6. Click the **Browse** button, navigate to the local hard drive and select the CSV file with the user data, and then click **Open**.
7. Returning to *Import Data*, click the **Next** button.

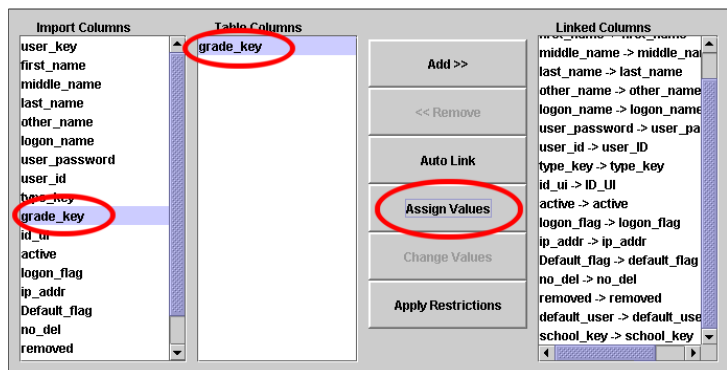
- The goal on this screen is to match the data fields in your CSV file with the data fields in the *A+LS* system.
- The *Linked Column* will automatically be populated if the CSV file was preconfigured correctly. Note in the figure at right, *Table Columns* is empty and that all columns are present in the *Linked Columns* list. When an imported column name doesn't exactly match a



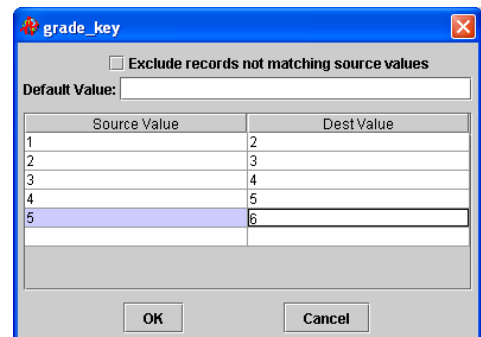
corresponding *A+LS* column name, you have to manually establish the link.

8. If all of the data has been automatically linked and there are no entries under *Table Columns*, please use the data preview to confirm that the columns are properly linked (preview is the table at the bottom of the dialog box). If everything appears as it should, you may skip ahead to step 14.
9. If necessary, click on the first *Import Column* value, click on the matching *Table Column* value, and then click the **Add** button to move the matched values to the *Linked Column*. Repeat this process as necessary until all columns except *grade_key* have been paired up in *Linked Columns*.
10. At any time, you can click the **Update Preview** button to see how your data is matching up.
 - It is critical to set the *grade_key* link correctly. If you did not preset the data in the *grade_key* column in the CSV file, then the grades for the users may be off by one grade. Remember, grade “1” in *A+LS* is Kindergarten, grade “2” is First Grade, etc. If you need to adjust the *grade_key* data, you can do it inside the Import Data utility.

11. To translate values to the *grade_key* from literal grade levels to *A+LS* values, highlight **grade_key** in the *Import Column* and the *Table Column*, then click on the **Assign Values** button (see the figure at right).



12. The *grade_key* dialog box will open, input the appropriate *Source Value* and the *Dest Value*. You put the literal grade level in *Source Value* and the *A+LS* value in *Dest Value*. In the example at right, the school grades First through Fifth will be translated into corresponding *A+LS grade_keys* 2 through 6.

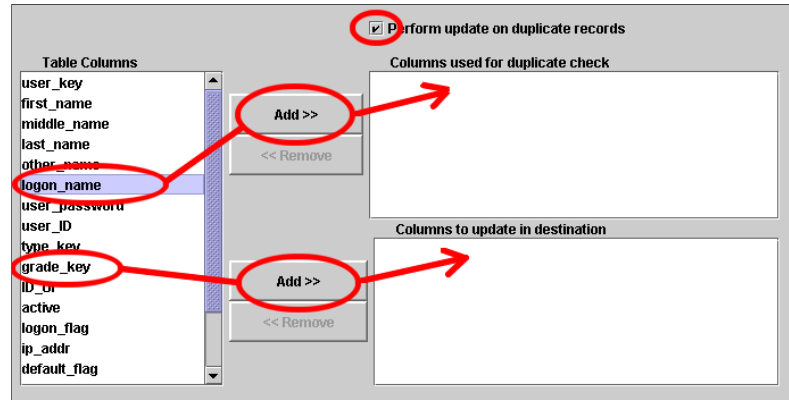


13. As you add data, another row of value entry boxes will appear, allowing you to translate as many grade levels as necessary. When you have entered corresponding values for every grade level in your CSV file, click **OK**.

14. When you are completely satisfied with how the data will be imported, click the **Next** button to continue the import process.

- A new *Import Data* dialog box opens.

15. If you are importing users into *A+LS* that may already exist in the system, it is recommended that you enable *Perform Update on Duplicate Records* (putting a checkmark next to it, as shown at the top of the figure on the right).



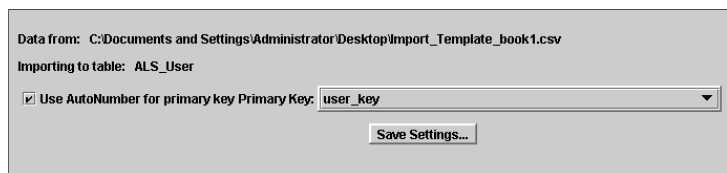
16. When checking for duplicate records, select **logon_name**, then **Add** it to *Columns used for duplicate check* (using the top **Add** button, as illustrated in the top half of the previous figure).

17. If some students may already be in the *A+LS* system and this is the beginning of a new school year, select the **grade_key** from *Table Columns* and click the bottom **Add** button to add it to *Columns to update in destination* (as illustrated in the lower half of the previous figure).

- Doing steps 15, 16, and 17 will check *A+LS* to see if there are matching users and update their grade levels if necessary.

18. When done with this section, click the **Next** button to proceed to the next step.

19. Verify that *Use AutoNumber for primary key* is enabled (checked) and that the *Primary Key* field is set to **user_key** (as shown in the figure at right).



20. If you want to save the Import Utility settings to reuse later, click the **Save Settings...** button.

21. It is recommended you accept the default *Content* folder (*/als30/alsclient/content*), enter a *File Name*, and then click **Save**.

- Note: This only saves configuration settings and not the user information.

22. At the *Import Data* dialog, click the **Finish** button. If you have a large number of users to import, it may take a few moments.
 23. To verify the import worked as desired, open the *student* object under your school, then expand each grade and you should see the students that you just imported. Review several student records to confirm that the individual data elements are correct.
-

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Chapter Two

Classes Manager Window

Classes

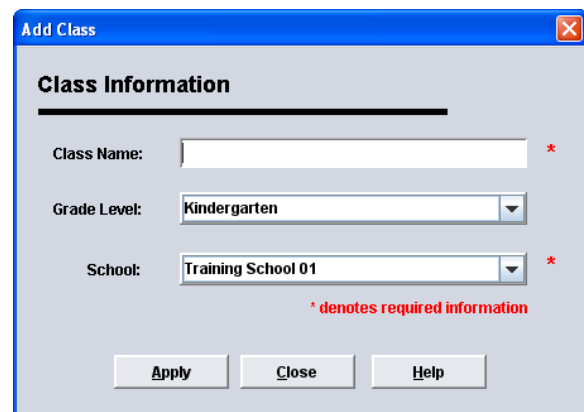
Before the teachers can start creating assignment lists and assigning lessons, you need to create their classes. Once classes are created, you will need to assign users to them. Teachers typically do not have the rights to handle these tasks.

Hint: The *Classes* tree sometimes may become unreadable. Press [F5] to refresh the screen and redraw the tree. This works in the other management windows too.

The most efficient way to create and populate classes is to have all of the user accounts setup before you start.

Adding New Classes

1. Log on as administrator and select  , the *Classes Manager Window* button on the *Welcome/Main Menu* button bar.
2. **Right click** on *your school name*.
3. Select **Add Class** from the pop-up menu.
 - The *Add Class* dialog box appears (see the figure at right).
4. Type the *Class Name*.
5. Using the drop box  select the *Grade Level*.



The image shows a screenshot of the 'Add Class' dialog box. It has a blue title bar with the text 'Add Class' and a close button. The main area is titled 'Class Information' and contains three fields: 'Class Name' (a text box with a red asterisk), 'Grade Level' (a dropdown menu showing 'Kindergarten'), and 'School' (a dropdown menu showing 'Training School 01' with a red asterisk). Below these fields is a red line of text that says '* denotes required information'. At the bottom are three buttons: 'Apply', 'Close', and 'Help'.

6. Choose the **Apply** button to save the new class.
7. Add additional classes following steps 4 through 6.
8. Click **Close** when you are finished creating classes for the specified school.

Editing an Existing Class

1. From the *Classes Manager Window*, double click on *your school's name* to expand the tree.
2. **Right click** on the *class* to be edited.
3. Select **Edit Class** from the pop-up menu.
 - The *Edit Class* dialog box opens (see the figure at right).
4. Make whatever changes are necessary.
5. Click **OK** to save the changes, then **OK** again to confirm.

Assigning Users to Classes

Assigning Teachers to Classes

The first user we'll assign will be the teacher, then we'll add the students in the next section.

1. If necessary, select , the *Classes Manager Window* button on the *Welcome/Main Menu's* button bar.
2. Double click on *your school* to expand the tree.
3. **Right click** on the *class* to which you want to add users.
4. Select **Assign User(s)** from the pop-up menu.
 - The *Assign Users* dialog box opens.
5. From the *Select the desired User Type* drop box, click on **teacher**.
6. From the *Select the desired grade* drop box, click on the appropriate grade for the teacher you want to assign to the class.

- Notice how the white text box now displays all eligible *teachers* for that grade (see the figure at right).

7. Click on the *teacher's name* who will be assigned to this class.
8. Click on the **Apply** button, then **OK** to confirm.

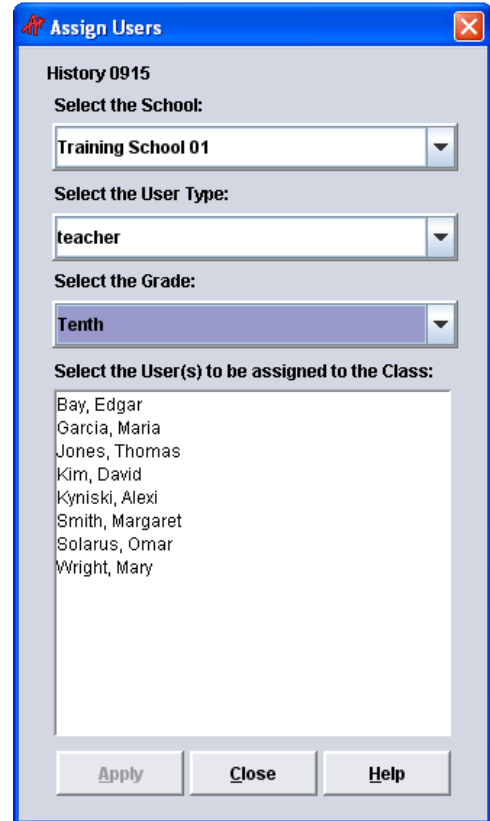
It is recommended, for efficiency, that you proceed to the next section and add all of the students for this class, if you are working from a class roster.

If the *Assign Users* dialog box is still open, proceed to step 4 in the next section.

Assigning Students to Classes

You should be logged on as administrator.

1. Select  (*Classes Manager Window*) on the button bar.
2. If necessary, double click on *your school* to expand the tree.
3. **Right click** on the *class* to which you want to add users.
4. Select **Assign User(s)** from the pop-up menu.
5. Change *Select the desired User Type* to **student**.
6. Change *Select the desired grade* to the appropriate grade.
 - Eligible *students* should now be displayed in the white text box.
7. There are several ways to select the students for this class:
 - a. You can click on a *student's name*, then **Apply** and **OK**, repeating for each student.
 - b. You can select multiple students by holding down the **[Ctrl]** key (Windows) or the **[Apple]** key (OS X) on the keyboard while you click on each *name*, **Apply** all of the students at once, and then click **OK**.
 - c. If there is a range of students to be selected:
 - i. Click on the *top name* of the contiguous group you want to add.



The screenshot shows the 'Assign Users' dialog box with the following fields and options:

- History 0915** (header)
- Select the School:** Training School 01
- Select the User Type:** teacher
- Select the Grade:** Tenth
- Select the User(s) to be assigned to the Class:**
 - Bay, Edgar
 - Garcia, Maria
 - Jones, Thomas
 - Kim, David
 - Kyniski, Alexi
 - Smith, Margaret
 - Solarus, Omar
 - Wright, Mary
- Buttons at the bottom: **Apply**, **Close**, **Help**

- 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.
 - iii. Now click on **Apply**, then **OK**.
8. When you have added all of the students for the class, click the **Close** button to exit.

Transferring a Student to a Different Class

1. From the *Classes Manager Window*, double click on your school to expand the tree.
2. Double click on the *student's current class*.
3. Double click on **student** to expand the tree.
 - The tree expands and reveals all of the students in the class.
4. **Right click** on the *student* to be transferred.
5. Choose **Transfer User** from the pop-up menu.
 - The *Transfer User* dialog box opens.
6. Verify that the *School* is set correctly.
7. Select the *Classes* to transfer the student to, scrolling down if need be.
8. Choose what records to transfer along with the student by clicking on the *Transfer* drop box.
 - The student's new teacher should specify what records to transfer with the student to the new class, especially since the first option will lose student assignment related records:
 - No user records** – All progress records for assignments completed in the current class will be lost.
 - Uncompleted assignment lists** – Records for completed assignments will be lost, but unfinished assignments will be moved with the student to the new class.
 - All assignment lists** – All progress records will be preserved and all assignments will move with the student to the new class.
 - The last option, *all assignment lists*, is the generally recommended choice because it lets teachers decide what to do with the assignments. Teachers can delete

assignments if they wish, though it is recommended that they print out the progress results prior to deleting the records.

9. Click **OK** to transfer the student, then **OK** again to confirm.

Inactivating, Restoring, and the Trash Can

Inactivating a Class

When classes are set to inactive, students and teachers will not be able to access them. All of their related records are preserved and the *class name* moves into the local *Trash Can*.

1. To inactivate a class, **right click** on its *name*.
2. Select **Inactivate Class**.
3. You get a *Warning*, please read and carefully consider it.
4. If appropriate, click **Yes**, then **OK** to confirm it.

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

Finding the Appropriate Trash Can

If you are looking for an inactivated class, to either restore or delete it, use this procedure.

1. Double click on the appropriate school, opening the *Classes* tree.
2. Double click on the school's **Trash Can**.
 - The class you are looking for should be in the alphabetized list.

Trash Can - Restoring All Classes

Restored classes will again be available to teachers and students, with their information intact.

1. **Right click** on the *Trash Can* containing the classes to be restored.
2. Select **Restore All** from the pop-up menu, then **OK**.
 - All of the classes should be restored to the grade level list.

Trash Can - Restoring a Specific Class

Restored classes will again be available to teachers and students, with their information intact.

1. Double click on the **Trash Can** with the class to be restored.
 - The *Trash Can* expands, revealing the names of all of the classes within.
2. **Right click** on the *class* to restore.
3. Select **Restore** from the pop-up menu.
4. Click **OK**.
 - The class should be restored to the school's list.

Trash Can - Deleting All Classes

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

1. To empty all classes in a particular school trash can, **right click** on the *Trash Can*.
2. Select **Empty Trash Can** from the pop-up menu.
3. Click **Yes**, then click **OK** to confirm.

Trash Can - Deleting a Specific Class

Take great care when deleting a class. Data is completely removed from the system and is UNRECOVERABLE when the *Trash Can* is emptied.

1. To delete a specific class from a particular school's trash, double click on the school's **Trash Can**.
2. **Right click** on the *class* to be deleted.
3. Select **Delete** from the pop-up menu.
4. Click **Yes**, then **OK**.

Chapter Three

Assignment Manager Window

Teachers will spend a significant amount of their *A+LS* time in this management window. This chapter includes the same assignment related information found in the *Teacher Quick Reference Guide*.

Please note that if you want to work in the *Assignment Manager Window* you'll have to log on as a user assigned to classes. Users without classes don't see any class objects in the *Classes* tree. Often this happens when you log on as an administrator because many administrators aren't assigned to classes. It is recommended that you set up two or three dummy classes. They are helpful when troubleshooting or discovering the implications of rights changes.

Defining the Default Settings

Administrators Can Edit Default Assignment Parameters

The system-wide default assignment parameters are editable by the administrator. These default settings are used when making prescriptions from assessment tests. They are also the default settings for teacher created assignments and lists, unless the teacher has chosen to modify them for his or her class.

1. Log on as the administrator, then go to the *Assignment Manager Window*, .
2. Select **Assignments** from the menu bar.
3. Choose **Edit System Default Settings**.

4. Decide which default settings you want to review or change:

Assignment:

General - *Allow access after mastery*

ALS Lesson - *Allow tests to be reviewed, Show answers in Practice, Number of test questions, Maximum Mastery test attempts, Pretest settings, and Mastery and Completion Rules, with the Advanced button and its Access Rules for Activities and Disable Feedback in Practice Test*

Adaptive Assessment - *Assignment is a Pretest/Post-test and Depth of ALS Skills testing*

Course Assessment - *Mastery percentage*

Other Computer / Non-Computer - *Show to student..., Mastery Determined By, and Student must meet both/either conditions to complete assignment*

Assignment List - *List Name, Force assignment order, Allow access to list after completed, and Assignments to show to student*

Usage - *Assignment lists to show to student, Interface language, Bookmark test questions and answers, and Force Assignment Lists in order*

- Remember to use the *Help* button found on each of the settings windows if you have any questions. Take care with these global default settings.

5. At each of the above screens, **OK** will save your changes and **Cancel** will exit without saving.

Default Assignment List Settings

Teachers can create a default set of characteristics for their class-wide 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 Manager*, .
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.
4. Click on the **Help** button to determine which settings are most appropriate.

- To enable *Force assignment order* or *Allow access to list after completed*, put a checkmark in the checkbox 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.
 - 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.
5. If you've made changes you want to save, click on the **OK** button when you are finished, then click on **OK** again to confirm.
 6. Clicking on  (the *Stop* button) exits the Assignment area.

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

Defining the Class 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 to be copied to a group of students or on a student-by-student basis.

1. Log on and select the *Assignment Manager Window* button, .
2. Double click on the appropriate *class* to reveal its students.
3. Click on **_Class Lesson Plan** (all new students) or a *student's name* (edit existing student settings).
4. Choose the **Edit Usage Settings** button in the right pane.
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 enable *Bookmark test questions and answers* or *Force assignment lists in order*, put a checkmark in the checkbox next to the option. Do not change the *Use language...* setting, as this feature has not been fully implemented.
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 Manager Window*.

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

Creating, Changing, and Copying Assignment Lists

Creating Assignment Lists

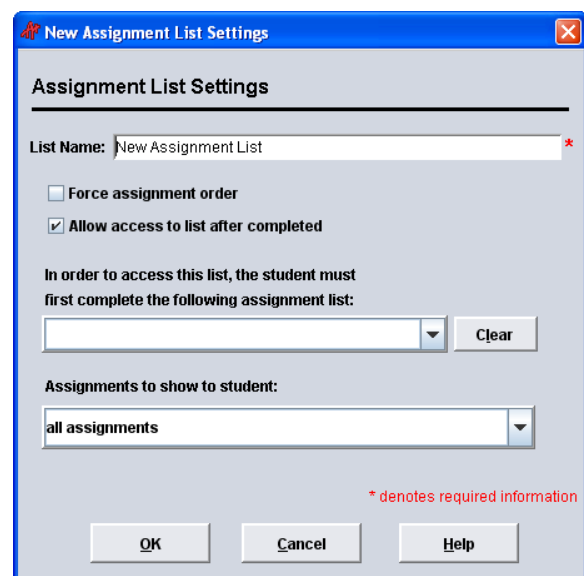
Assignment lists are containers for groups of specific lessons (we use lessons and assignments interchangeably). This process assumes you are in *Assignment Manager*.

1. Select the *Class* where the list is to be created.
2. Click on the class's  (expand tree) icon if needed to reveal the list of students.
3. **Right click** on **_Class Lesson Plan** (group lists) or a *student's name* (individual lists).
4. Select **Create New List** from the pop-up menu.

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

5. Highlight the text in the *List Name* text box and press the **[Delete]** key.
6. Type the *List Name* for the new assignment list, as you want it shown to students.
7. Decide what checkbox options you want to enable and click to apply the checkboxes.

- Remember to click the *Help* button if you need to find information on the choices.



The image shows a screenshot of the 'New Assignment List Settings' dialog box. The title bar is blue with a red 'X' icon. The main area is light gray. At the top, it says 'Assignment List Settings'. Below that is a text box labeled 'List Name:' containing 'New Assignment List'. There are two checkboxes: 'Force assignment order' (unchecked) and 'Allow access to list after completed' (checked). Below these is a section titled 'In order to access this list, the student must first complete the following assignment list:' followed by a dropdown menu and a 'Clear' button. Below that is a section titled 'Assignments to show to student:' followed by a dropdown menu showing 'all assignments'. At the bottom right, there is a red asterisk and the text '* denotes required information'. At the bottom are three buttons: 'OK', 'Cancel', and 'Help'.

8. 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.
9. Set *Assignments to show to student* by clicking on its  and making your choice.
10. Click the **OK** button, then **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 Manager* with the appropriate class expanded.

1. **Right click** on the *student's name* you want to reorder or on **_Default Assignment List**.
2. Choose the **Set Order of Assignment Lists**.
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 also configure the *General Settings* so that some or all students must complete the lists in order. This process assumes you are in *Assignment Manager* with the appropriate class expanded.

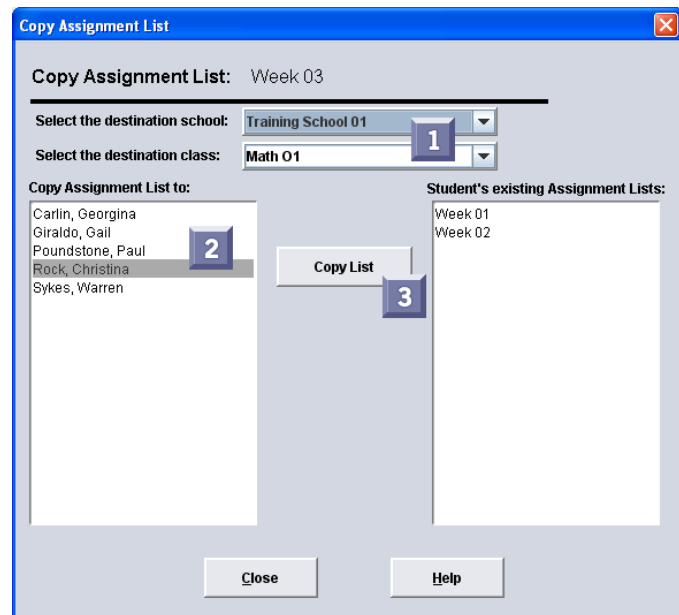
1. Select the assignment lists to be configured, either click on **_Default Lesson Plan** or a *student's name*.
2. Click the **Edit Usage Settings** button in the right pane.
3. Place a checkmark in the checkbox next to *Force Assignment Lists in order*.
4. You may also choose which assignment lists 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.

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 Manager* with the appropriate class expanded.

1. **Right click** on the *assignment list* you want to copy to other students.
2. Select **Copy to...** from the pop-up menu.

- The *Copy Assignment List* dialog box opens (see the figure at right). The dialog box displays the list of students assigned to the class in the *Copy Assignment List to* box on the left side and the current assignment list 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. (Step 1)
4. Click on a *student's name* if you want a single student and/or: (Step 2)
Hold down the **[Ctrl]** key (Windows) or the **[Apple]** key (OS X) and click to select additional students.
Use the **[Shift]** key to select a range of students.
5. Click on the **Copy List** button. (Step 3)
 - If you receive an error, then the list already exists for one or more of the students. If you don't see it in their active list, it may be inactive and in the trash.
6. Click **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

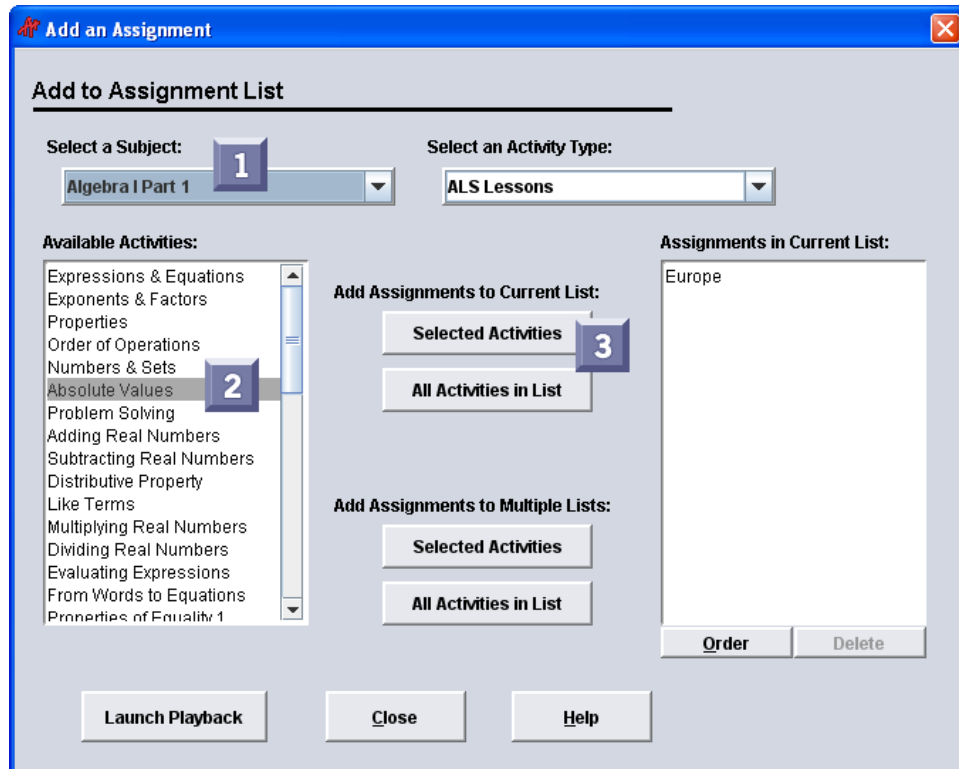
The program does not currently support dynamically updating assignment lists (where you make a change and all related student lists are automatically updated). Once you've updated a list, you'd have to delete the old list from each student, and then copy the new one in its place. But this would delete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

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 Manager Window* with the appropriate class expanded.

1. Click on the *assignment list* where you'll add the new lessons (under *_Class 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 (right pane).
 - 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.



- If you are interested in creating assignments from standards, please see the procedure in the *Standards Manager Window* chapter on page 151.
3. *Select a Subject* by clicking on its  and clicking on your choice. (Step 1)
 - 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. (Step 2)
 - 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.
 5. To add the activity to the current assignment list, click on the *Add Assignments to Current List* button **Selected Activities**. (Step 3)
 - With the *Add Activity* window open, it's time to use checkboxes to determine the various settings for the lesson. Remember that the *Help* button can clarify any questions.
 6. Choose the appropriate settings for assessments and mastery:

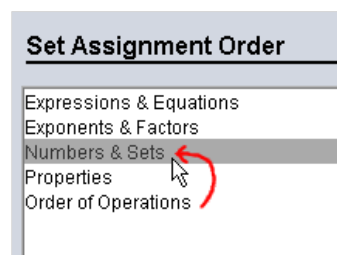
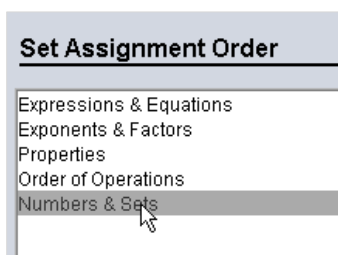
- a. **Allow access after mastery** when enabled lets student return to activities after they have been mastered and marked complete.
 - b. Place a checkmark next to **Allow tests to be reviewed** if you want your students to be able to review the correct answers after they have taken a Practice, Mastery, or Pretest.
 - c. A checkmark next to **Show answers in Practice** lets students review the correct answer after an incorrect answer. (This applies only to Practice tests.)
 - d. You can also change the **Number of test questions** if you wish (affects Pretest, Practice, and Mastery tests).
 - e. **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.
 - f. *Pretests* are easy to configure:
 - i. If you place a checkmark in the checkbox next to **Administer Pretest**, it will force a test when the student loads the assignment.
 - ii. If the pretest proves mastery, then add a checkmark in the checkbox 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.
 - g. The *Mastery and Completion Rules* allow you to define:
 - i. Which activities are **Required for mastery**, enabled by placing a checkmark in the checkbox next to each item that is required.
 - ii. What the student must accomplish, defined by setting the **Completion determined by** for each required activity.
7. Select the **Advanced** button to review or change the *Access Rules for Activities* (click on **Help** for more information).
 8. Click on **OK** twice to save the *Advanced* settings and new assignments.
OR
Click on **Cancel** twice to exit *Advanced* settings and add no new assignments.
 9. Repeat the process (steps 3 through 8) until you have added all of the necessary assignments.

- 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 the lists. This process assumes you are in *Assignment Manager* with the appropriate class expanded.

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



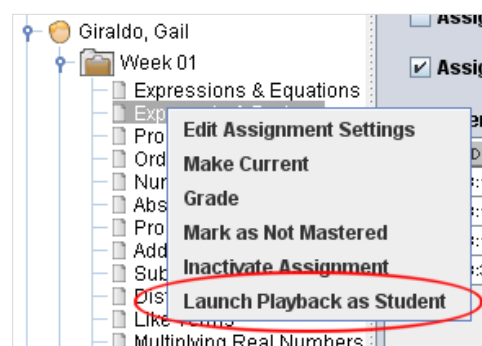
- Continue to move the remaining lessons to be reordered as shown in steps 3 through 6.
- When you are finished, click on the **Apply** button to save your changes, then **Close** to finish.

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 *_Class Lesson Plan* with at least one assignment.

1. Open the *Assignment Manager Window*.
2. Select your *class*.
3. Select a *student* or *_Class Lesson Plan*.
4. Select an *assignment list*.
5. In the left pane, **right click** on the *assignment*.
 - A pop-up menu appears, listing all of the possible assignment level options. It now includes *Launch Playback as Student* (circled in the figure at right).
 - You can't playback an assessment. So *Launch Playback as Student* will be grayed out ("ghosted") whenever you *right click* on one, indicating that playback is unavailable.



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

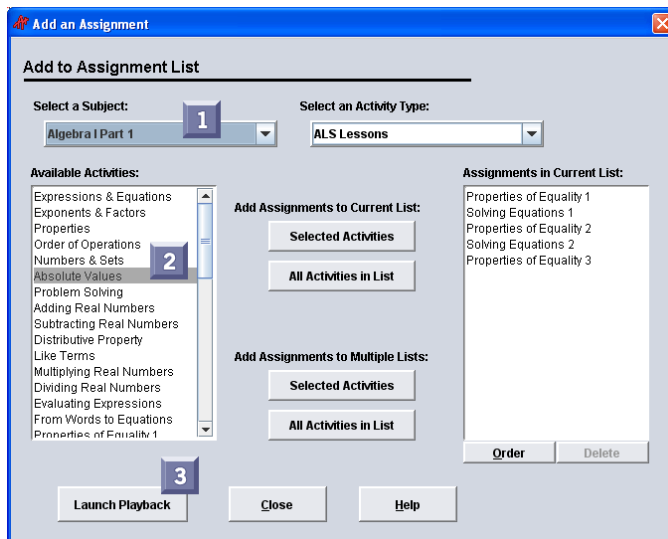
You can also play back lessons from the *Add an Assignment* window. In the following figure, note the *Launch Playback* button at the bottom of the screen.

1. Highlight a student's assignment list, then click on the **Add from Subject** button (right pane).

2. *Select a Subject*, then highlight the activity you want to playback (in the *Available Activities* column on the left). (Steps 1 and 2 in figure.)

3. Click on the **Launch Playback** button. (Step 3 in the figure.)

- 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.



4. Click **Yes**.

- The *Select Interface* dialog box opens.

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

- Remember that not all lessons offer all modes.

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

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

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

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

Changing Existing Assignment Settings

Changing Mastery Settings

1. In the *Assignment Manager 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 *Settings for Assignment of ALS Lesson* window opens (see the following figure). Note that you can configure the tests and define mastery all on the same window.

Edit Settings

Settings for Assignment of ALS Lesson

Assignment Name: Definition of Art *

Date Assigned: 12/23/2009 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: 0

Mastery and Completion Rules:

Required for mastery	Completion determined by	Value	Done
☐ Study	Total minutes >=	20	☐
☐ Practice Test	Score >=	80	☐
☒ Mastery Test	Score >=	80	☐
☐ Essay	Score >=	80	☒

OK Cancel Advanced Help

* denotes required information

- The *Help* button details the various settings.

6. Select the **Advanced** button to review the *Advanced Settings for Assignment of ALS Lesson* window (see the figure at right).

Assignment Settings Editor

Advanced Settings for Assignment of ALS Lesson

Access Rules for Activities:

The following can be accessed after they are "Completed"

☒ Study
☒ Practice Test
☒ Mastery Test
☒ Essay

In order to access: **These must be "Completed":**

Practice Test ☐ Study ☐ Essay
Mastery Test ☐ Study ☐ Practice Test ☐ Essay
Essay ☐ Study ☐ Practice Test ☐ Mastery Test

☒ Disable Feedback in Practice Test

OK Cancel Help

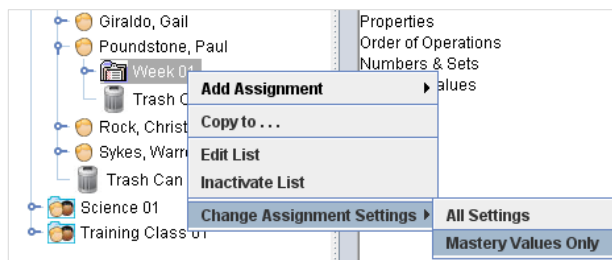
- This window allows you to define what can be accessed and prerequisites within the lesson. Use the *Help* button to explain the various options.
7. Use the **OK** buttons to save your changes and return to the *Assignment Manager Window* (**Cancel** exits without saving).

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.

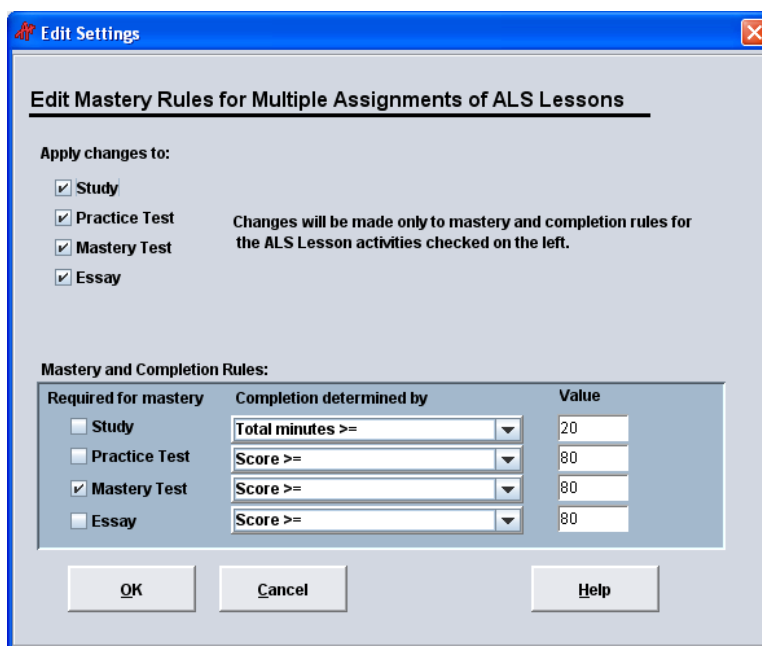
This is accomplished in the *Assignment Manager Window*. You *right click* on the appropriate class, student name, or assignment list. The resulting pop-up menu will offer you the option to *Change Assignment Settings*, then *All Settings* or *Mastery Values Only* (see the figure at right).



1. Go to the *Assignment Manager 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 Lesson* 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 choose *All Settings*, then you may click on the **Advanced** button to review the *Access Rules for Activities*.
 - Remember, 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 Manager Window*.

Inactivating Assignments, Lists, and the Trash Can

Inactivating Assignments and Lists

When objects are set 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**, and 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**, and then click **OK** to confirm.
OR
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**, and then **OK**.

Assessments

There are three places where you can set up student tests and assessments. The first is within the *Assignment Manager Window*, where the typical daily or weekly tests are set up. We'll deal with that type here. In the *Standards-Based Assessment* section of the next chapter (page 70), we cover creating assessments using standards and objectives, followed by *A+ District Driven Assessments* (page 78).

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

Test to prove mastery - This is the normal mode for *ALS Lesson* assessments. Students have the choice to *Study*, *Practice*, *Test*, or do the *Essay* when entering a lesson. The lesson is mastered after they successfully finish the test 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 57).

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 54.

Course Assessments are similar to conventional paper tests in that they are graded and they can prescribe lessons. There are several *Course Assessment* subject related modules that can be added to your *A+LS* system. These are optional, 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 prescribe lessons, but they don't issue grades. *Adaptive Assessments* are integrated into most *A+LS* subject modules.

Because *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.

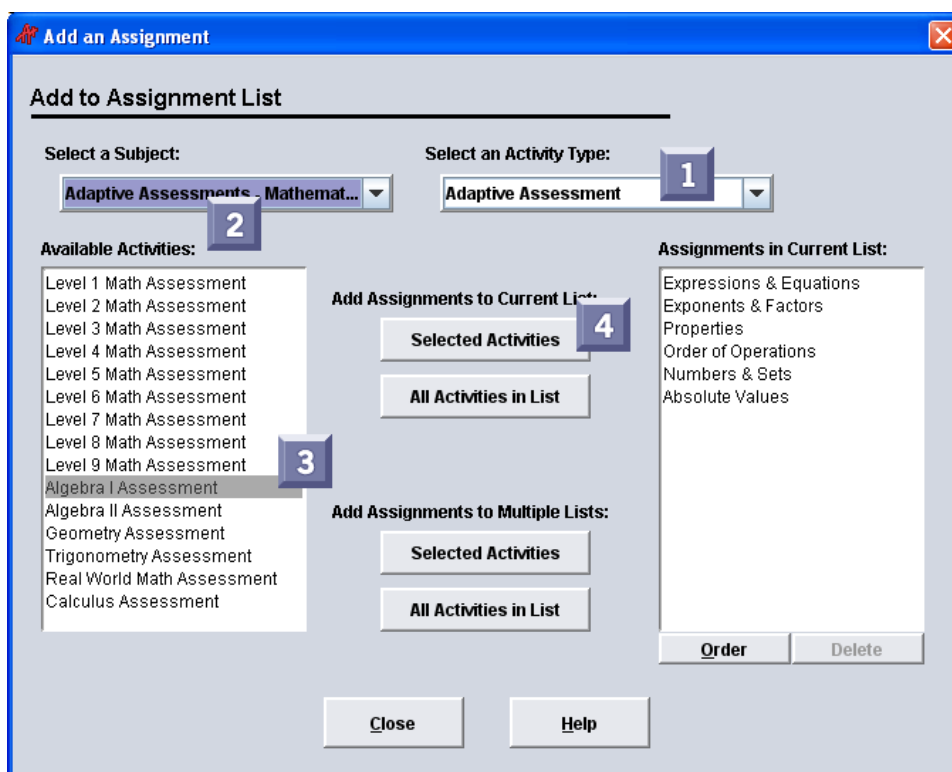
Review Test - A test that covers all of the previous *A+LS* assignments in the current list. This option is available when you are assigning lessons to an assignment list (see page 62).

To review the results of your assessments, please see *Reviewing Progress, Mastery, and Test Scores* on page 60.

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 Manager Window* and double click on the selected *class*, expanding it.
2. Click on the *assignment list* where the assessment is to be added (under *_Class 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.



- There are two types of assessment activities:

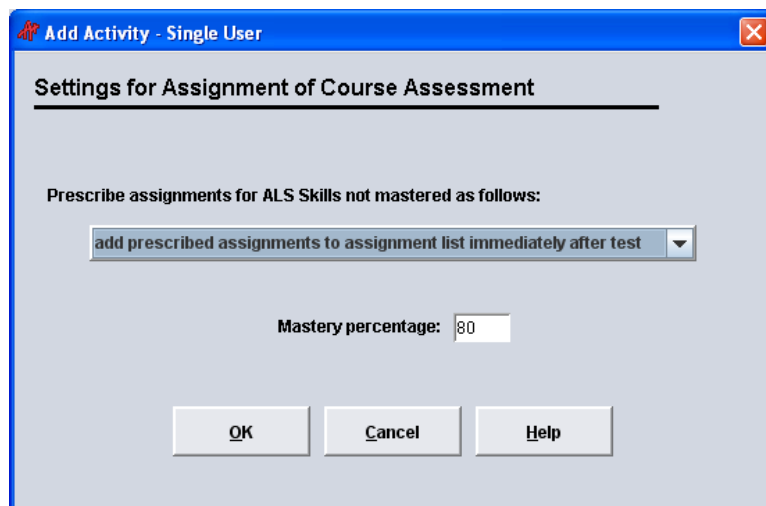
Course Assessments - Provides a grade like a paper test and can prescribe lessons.

Adaptive Assessments - Primarily a diagnostic or prescriptive tool.

4. Set the *Select an Activity Type* by clicking on its ▼ (either **Course Assessment** or **Adaptive Assessment**). (Step 1 in the figure above.)
5. *Select a Subject* by clicking on its ▼, then clicking on the module of your choice. (Step 2 in the figure.)
6. In the *Available Activities* box, click on the assessment you want to add. (Step 3 in the figure.)
7. Next click on the *Add Assignments to Current List's* **Selected Activities** button. (Step 4 in the figure.)

- 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 test. The figure at right represents choosing *Course Assessment*; if you choose *Adaptive Assessment*, then your screen will vary slightly. Remember that the *Help* button can display descriptions of the various options.



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... - 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 (*Adaptive Assessments* aren't graded).
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.

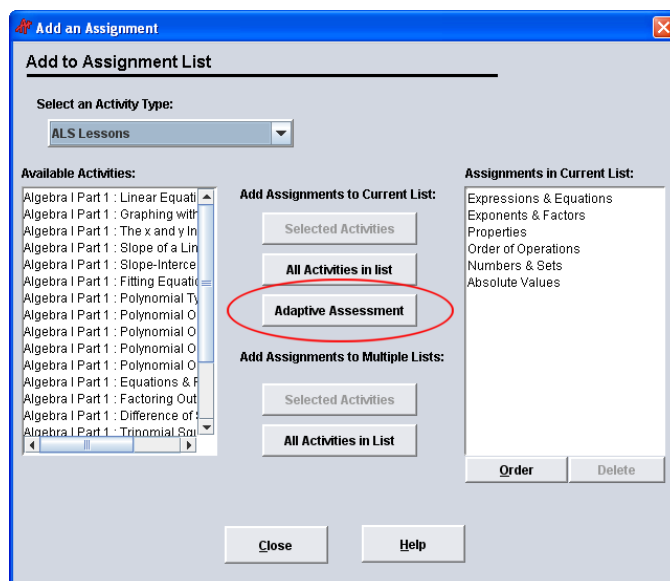
Add an Adaptive Assessment When Assigning Activities by Standard

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 (as shown in the steps below).

1. **Right click** on an assignment list (where you'll add activities and the Adaptive Assessment), then select **Add Assignment** and **From Standards**.
2. When the first *Add to Assignment List* dialog opens, use the top four drop boxes to select the standards and populate the *Available Standards* list.
3. Highlight the standards you want to use for the assessment from the *Available Standards* (note that **[Ctrl] click** / **[Apple] click** selects multiple standards), then click the **Add** button.
 - When the second *Add to Assignment List* dialog box opens, all test activities that correspond to your selected standards appear in the left column.
4. Highlight the desired activities in the left column (*Available Activities*).
 - If you want to add just an Adaptive Assessment (with no preceding lessons), skip to step 7.
5. Using one of the **Selected Activities** buttons, add them to the right column, *Assignments in Current List* (note that **[Ctrl] click** and **[Apple] click** select multiple activities).
6. When the *Settings for Assignment of ALS Lesson* dialog opens, adjust the settings as you normally do, then click **OK**.

7. Back at *Add to Assignment List* with the lessons assigned, click on the **Adaptive Assessment** button to add the companion test (circled in the figure at right).

- The *Settings for Assignment of Adaptive Assessments* dialog opens.
- If you are using the Adaptive Assessment as a post-test, be sure to set that in the lower left corner, under *For reporting purposes*...



8. 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.

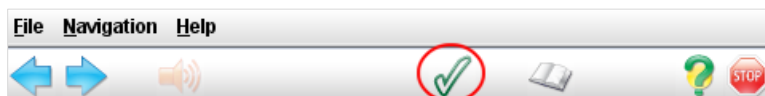
9. When you have finished adding activities and assessments, click **Close** twice to return to the main *Assignment Manager Window*.

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.

Show Mastery Test Answers, Limit Number of Test Attempts, and Pretests

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

- To the student when exiting Pretest, Practice, and Mastery tests (covered here).
- To the student after answering Practice test questions. The student will have the option to toggle between his or her answer and the correct answer with a toolbar button (circled in the following figure). The status bar will also display the score they got on 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. **Right click** on an existing assignment list, select **Add Assignment**, and then **From Subjects**.
 - The *Add an Assignment* dialog box opens. Please note that these features are also available when adding assignments from standards.
2. Select any subject, but leave *Select an Activity Type* set to *ALS Lessons*.
3. 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 figure at right).

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

- 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.

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: 0

Mastery and Completion Rules:

Required for mastery	Completion determined by	Value
☐ Study	Total minutes >=	20
☐ Practice Test	Score >=	80
☒ Mastery Test	Score >=	80
☐ Essay	Score >=	80

- You can *Administer Pretest* by enabling the checkbox (top of right column). The first time the student enters the lesson, a pretest will be given over the lesson material.

4. Adjust the appropriate settings, then click **OK**.
5. 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 (see *Defining the Default Settings* on page 37).

Bookmarking Can Be Set Globally

An administrator can set bookmarking “on” globally. This would allow the *A+LS* assessment engine to save student test answers. This means that 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 available for Adaptive Assessments.

1. From the menu bar, select **Assignments**, then **Edit System Default Settings**, and finally **Usage**.
 - The *Edit System Default Usage Settings* dialog box opens.
2. To enable bookmarking, put a checkmark next to *Bookmark test questions and answers*.
 - When enabled, all newly assigned students in the system will take bookmarked tests.
3. Click **OK** to save your changes.

Bookmarking Can Be Set for Whole Classes

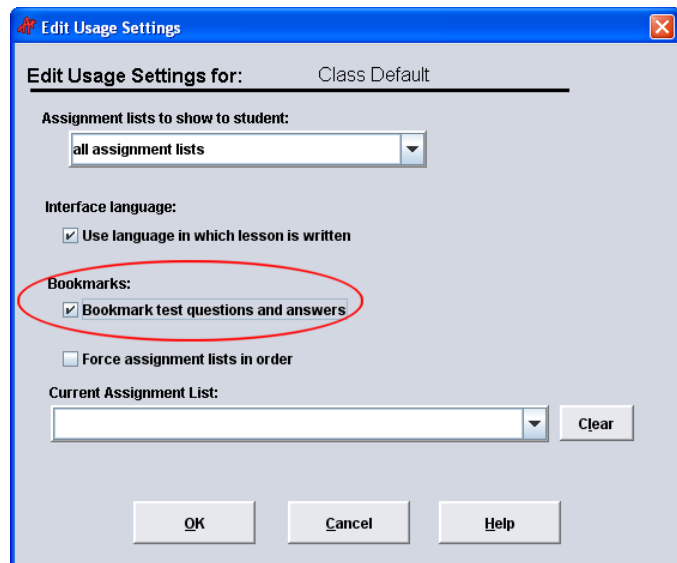
Teachers can enable bookmarking for an entire class at one time. This would allow the *A+LS* assessment engine to save student test answers. So you could review a student’s test in detail, checking the individual answers to see where a student may have conceptual or learning challenges. Please note that 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). When *Bookmark test questions and answers* is enabled, all new and existing students in the class will have bookmarked tests.

3. To enable bookmarking, put a checkmark next to *Bookmark test questions and answers*.



4. Click **OK** to save your settings, then **OK** again to confirm.

Reviewing Progress, Mastery, and Test Scores

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

1. Expand the tree under the *student* whose progress you'd like to review, revealing the assignment lists.
2. Double click on the appropriate *assignment list*, expanding its list of assignments.
3. Click on the desired *assignment*.
 - The *Assignment Settings* will appear in the right pane. It includes mastery status, number of times the student has access to the assignment, 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 your goals.
 - Later, if you change your mind, you can *right click* on the assignment and you will be offered the option to *Mark as Not Mastered*.

When finished, you may proceed with 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.

Some essays may present your novice users with a challenge. The toolbar sometimes covers the *Stop* button, the only way to exit from the standard *A+LS* essay screens. They may also have to change fonts for readability, depending on their video resolution.

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

1. Expand the tree under the *student* whose work you would like to grade.
2. Expand the tree under 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.
 - 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.
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.
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 (typically a third-party application's file, such as a *Microsoft® Word®* document).
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 (which may require viewing multiple pages) and decide what 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**).
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, then **OK** again to confirm.

- To mark the whole assignment as mastered, *right click* on the assignment, choose *Mark as Mastered*, and then click on *Yes* to confirm the change.

You can now grade other essays and portfolio files or pursue other activities.

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 Manager Window*, locate the student who is to 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 figure at right).
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 in order 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 assignments appearing in the list since the last 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, and you may proceed with other tasks.

A+ District Driven 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. Because *A+ District Driven Assessments*[™] (an add-on module to the *A+LS* system) are often used to get an overview of several classes, sometimes from multiple schools, a separate *A+ District Driven Assessments Results* school has been created. Each test's results are treated like a class, with the participating students listed under it.

If you are interested in creating or assigning *A+ District Driven Assessments*, please see page 78.

Assigning Assessment Prescribed Lessons to Multiple Students

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

1. Go to the *Assignment Manager Window*.
2. Under the *A+ District Driven Assessment Results* school, **right click** on the desired *A+ District Driven Assessment* 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 *A+ District Driven 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+ District Driven 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 Manager Window*.
6. You can repeat the process, assigning prescribed lessons to students in other classes or click **Cancel** to exit.

Reviewing Individual *A+ District Driven Assessment Results*

1. Under the *A+ District Driven Assessment 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 *A+ District Driven Assessment Results* (which appears as a class-like name in the tree).
3. Click on the test results, named after the specific *A+ District Driven 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 date, score, time on task, etc. should also appear.
4. If you want to review and/or prescribe the lessons recommended by the *A+ District Driven Assessment* for this individual student, proceed to the next section.

Assigning Lessons Using the *A+ District Driven Assessment Prescription*

The process of assigning prescribed lessons begins with the previous section, *Reviewing Individual A+ District Driven 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 A+ District Driven Assessment* dialog opens. This screen allows you to assign activities to a student based on the prescriptions from an assessment. The student's school and class will display at the top of the dialog box. All of the activities prescribed by the *A+ District Driven 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 click on the **Add** button.
 - Windows users can use the standard commands of *[Ctrl]* click and *[Shift]* click to select multiple activities, or *[Apple]* click and *[Shift]* click for OS X.. Select the first activity with a single click, hold down *[Shift]*, and then click to select a contiguous range. Holding down *[Ctrl]* or *[Apple]* while clicking lets you select or deselect multiple individual activities.
4. When *Settings for Assignment of ALS Lesson* opens, adjust the settings as you normally do, then click **OK**.
 - Note that the lessons you selected now appear on the right, in the *Assignments in List* column.
5. When you return to *Prescribe from A+ District Driven Assessment*, click **Close** to exit.

Managing Students in the Assignment Manager Window

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

Adding Students

You can add and edit students from the *Assignment Manager 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. This is the same dialog box that you would normally open from the *Users Manager Window* (except that you can't adjust the user *Type*). 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, and then **OK** to confirm.
4. When you've finished adding students, click on **Close** to exit.

Editing Students

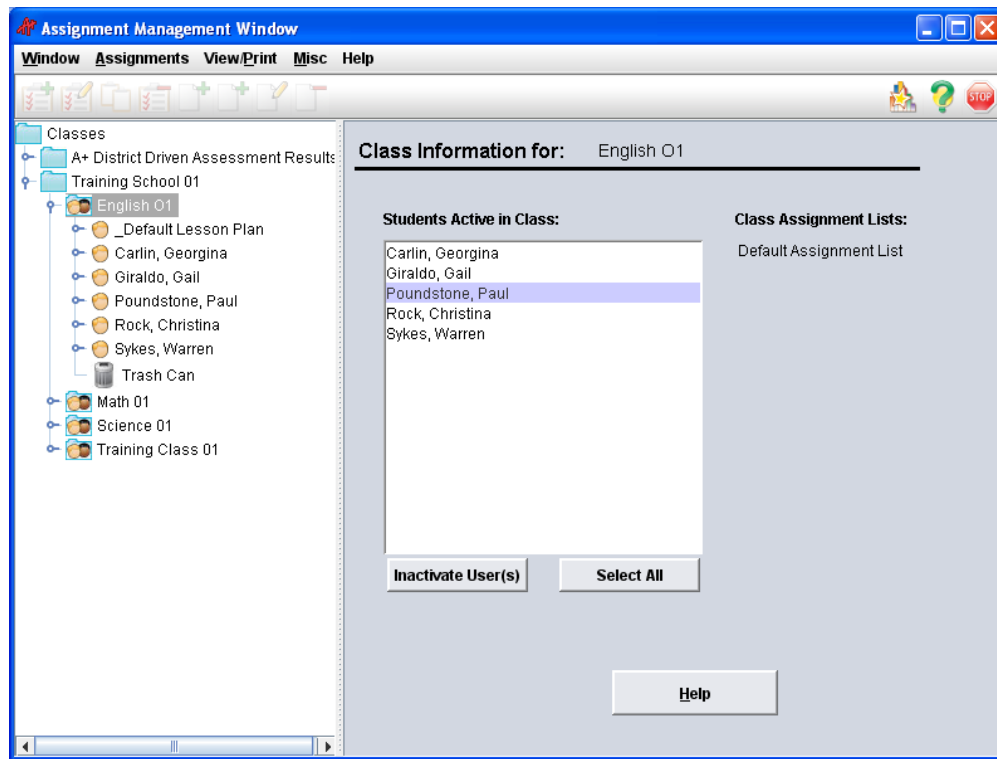
Checking and editing student information is just as easy as adding them.

1. **Right click** on a *student name*.
2. Select **Edit User** from the pop-up menu.
 - The *Edit User* dialog box that opens allows you to review and edit the student's information without having to go into *User Manager*.
 - 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**, and 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 Manager Window* (for security reasons). However, they have a lot of control in the *Assignment Manager Window*. So teachers have 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 Manager Window*.
2. Click on the *class* that contains the student(s) to be inactivated.
 - 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.
 - Windows users can use the standard commands of *[Ctrl]* click and *[Shift]* click to select multiple students, or *[Apple]* click and *[Shift]* click for OS X. Select the first student with a simple click, hold down *[Shift]*, and then click to select a contiguous range. Holding down *[Ctrl]* or *[Apple]* while clicking lets you select or deselect multiple students.
4. Click on the **Inactivate User(s)** button to remove highlighted students from your class.
5. A warning opens, read it carefully, then click **Yes** if appropriate.
6. If you are sure that you won't need to restore the user, you can open the class *Trash Can*, **right click** on the student's name, select **Delete**, and click **Yes** and **OK**.

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

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Chapter Four

Curriculum Authoring Window

This chapter opens with the two tasks most frequently handled in the *Curriculum Authoring Window*, reviewing existing lessons and setting up assessment tests. Then there is a brief introduction to the authoring tools, followed by three tutorials. The first tutorial covers editing newer lessons (fixed size lesson page), and the second walks you through editing a test loop. Editing existing lessons and tests are the most common authoring tasks for teachers and serve as a good introduction to the tools and processes. The final tutorial introduces creating new subject and lesson modules.

Note: If your teachers don't have access to the *Curriculum Authoring Window*, they are instructed to check with their system administrator. Depending on the current default rights, they may need *A+LS* rights set to include *access curriculum authoring window*. See page 1 for more information on changing rights.

Reviewing Lesson Content

Teachers often want to review a lesson's content before assigning it to students. This normally takes place in the *Curriculum Authoring Window*, as you will see momentarily. You can also review lessons that have already been assigned by *right clicking* on them and selecting *Launch Playback as Student*.

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.
8. Set *Select the mode to playback*: **Study**, **Practice**, **Mastery**, or **Essay**.
9. Set *Select the interface to play the lesson* (does not affect the lesson content, typically only 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.

Standards-based Assessment

There are two places where you can set up student tests and assessments. The first is in the *Assignment Manager Window*, which is dealt with in the previous chapter (page 52). In this section, we cover assessing against standards and objectives as well as the automatic generation of assignment lists.

Navigating the Curriculum Authoring Window

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

1. Click on the *Curriculum Authoring Window* button  on the button bar.
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* 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 (your list may vary):
 - *Course Assessments - Language Arts*
 - *Course Assessments - Mathematics*
 - *Course Assessments - Science*
 - *Course Assessments - Social Science*
 - *GED 2002 – Course Assessments*
 - 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. Click on the **View ALS Skills** button to see a list of 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*, it can't be played back).
7. Select **Launch Playback as Student** from the pop-up menu.
8. *Select the interface* (the mode will default to *Mastery*), 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 of 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.
3. Type 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* and grade levels.
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 anytime, just like any other assignment (see *Assigning an Assessment Test by Standard* on page 54). 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 assessment subject modules.
3. **Right click** on the *assessment module* where you want to create a new assessment activity.

4. Select **Add New Activity**, then **Adaptive Assessment**.

- If you own one or more of the optional *Course Assessment* modules, then you could select *Course Assessment* instead of *Adaptive Assessment*.

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. Follow it with 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 assessment will be a *Pretest* or a *Post-test*.

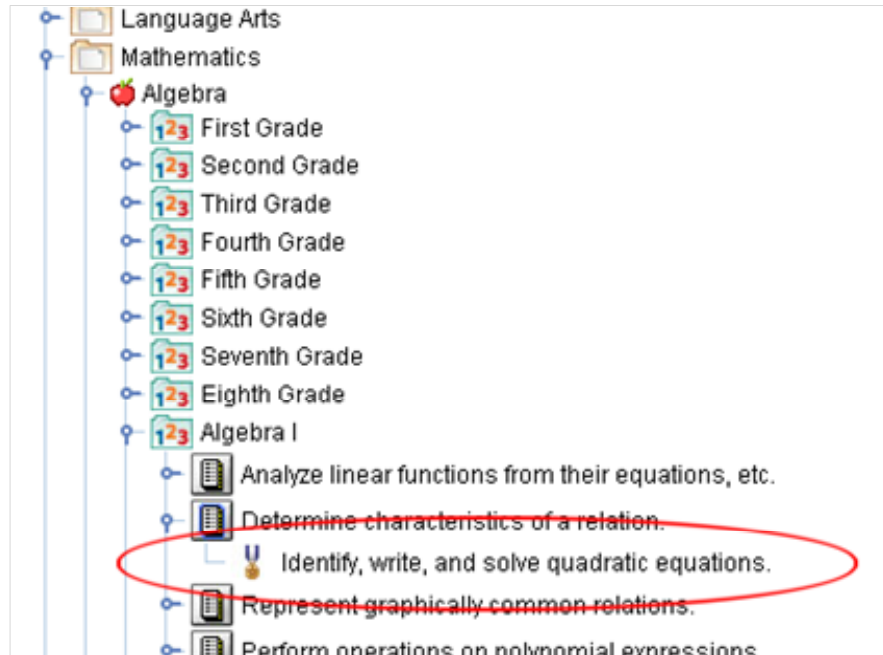
- Take care not to test too deeply. If the *Depth to test* is set too high, especially if you are testing over several skills, a struggling student may end up taking a massive test, as ever more questions are added for each failed concept.
- Remember that the *Help* button can provide information on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

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

9. After the *ALS Skill Selector* opens, scroll down the list until you find the skill set you want to assess with (the generic *A+LS* set, school specific, a state standard, etc.).

10. Click on the for the object group 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).



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 are added, click the **Close** button.
16. Use the scroll bar (if necessary) to review your *ALS Skills to be Tested*, using the **Remove ALS Skill** button if necessary.
 - At the end of each skill listing is the number of available test questions.
17. Click the **Apply** button when you have finished reviewing your settings.
18. Click **OK** to confirm.
19. 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 and they can prescribe lessons. There are several *Course Assessment* subject related modules that can be added to your *A+LS* system. These are optional, 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. As such, they don't issue scores. *Adaptive Assessments* are integrated into most *A+LS* subject modules.

Because *Adaptive Assessments* are primarily prescriptive and don't issue a score, 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 Manager Window* and select a *class*.
2. Click on the *assignment list* where you want to add the assessment (under *_Class 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 based on grade levels.

- The *Available Standards* should list all of the specific

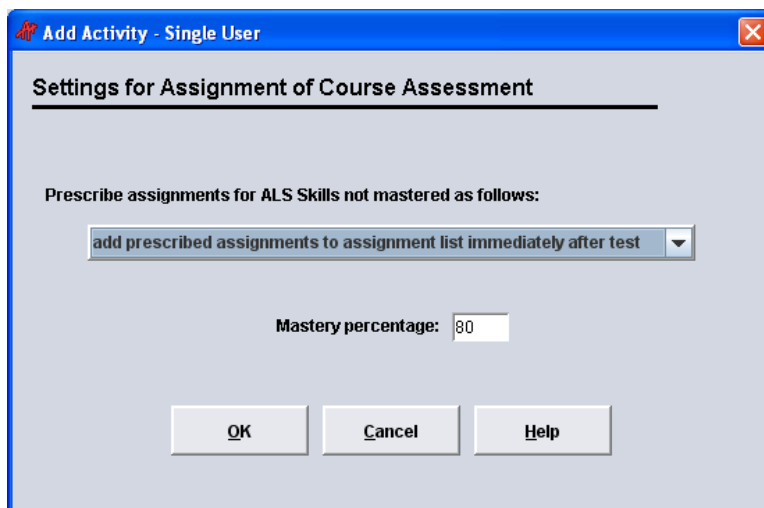
standards that can be selected for the test. If you are going to do in-depth testing, you will want to limit the number of standards you select. Otherwise the test may radically expand for students who haven't mastered the subject area.

8. Highlight each of the standards you want to test over (holding down [Ctrl] or [Apple] 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 figure at right). 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**. (Step 1).
11. In the *Available Activities* box, click on the assessment you want to add. (Step 2)
 - 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. (Step 3)
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 figure at right, which represents the *Course Assessment's* settings screen, which varies slightly from the *Adaptive Assessment's* screen). 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.
19. Click on the **Close** button when you are finished.

You can check student test scores through the *Assignment Manager Window*. Locate the student and click on the test assignment in question. The score, time on task, and other information will appear in the right pane. Some reports include test scores (please see the *Sample Reports* document, found in the online *Help*).

A+ District Driven Assessment Creation and Assignment

The *A+ District Driven Assessment* (an add-on to the *A+LS* system) is a unique testing tool in that you can create a test that is assigned to multiple classes, even multiple grade levels, 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.

A+ District Driven 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 Manager Window* (page 63).

Creating an A+ District Driven Assessment

To create *A+ District Driven Assessments*, you must have the *A+LS* system right to *Add/edit/delete global curriculum* (for more information on changing rights, see page 2). This is because the assessment activity has to be available globally to large groups of students, often in multiple classes.

1. Select the *Curriculum Authoring Window*.

2. *A+ District Driven 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.
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 *A+DD Assessments* or be more specific with something like *A+ District Driven Assessments - 3rd Grade*.
5. Add a detailed *Description* if you wish, then choose the appropriate curriculum *Area* and grade levels.
6. Click **Apply** to save, then **OK** to confirm.
7. Click **Close** to exit the window.
8. **Right click** on the newly created (or existing) subject module and select **New Activity**, then **A+ District Driven Assessment**.
 - The *Add A+ District Driven Assessment Activity* dialog opens. In the following figure, an assessment has been set up to test Algebra I students using state math standards.

Add A+ District Driven Assessment Activity

Name: Algebra I Assessment *

Description: Test Algebra I students with the state math standards

Language: English

Depth to test: 1 *

This test will be available to students:

Beginning: October 5, 2009 8:00 AM **and Ending:** October 9, 2009 3:30 PM

☒ **Force students to take test**

Standards to be tested:

MA6.609.2: Analyze linear functions from their equations, etc. (3 questions)
 MA6.609.4: Represent graphically common relations. (3 questions)
 MA6.609.5: Perform operations on polynomial expressions. (3 questions)
 MA6.609.6: Factor binomials, trinomials, and other polynomials. (3 questions)
 MA6.609.7: Solve multistep equations and inequalities. (8 questions)

Total Questions in Test: 12 **Edit Standards...**

Students to be tested:

Class: Math 01, Grade: Secondary, School: Training School 01, District: test123

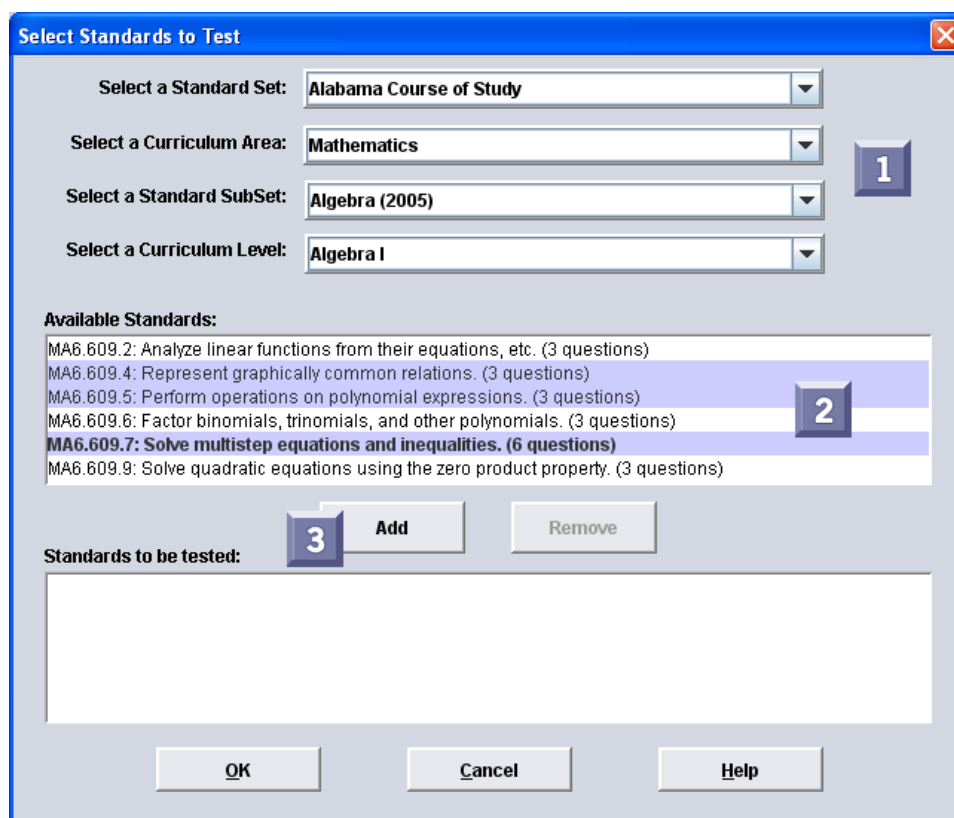
Edit Students...

Apply **Close** **Help**

* denotes required information

9. Enter the *Name* of the new 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. (The default of “0” means that after an erroneous answer the test will not drill down, offering a more basic question on the topic.)
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 *A+ District Driven Assessment* 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 Algebra are being selected.



14. Set *Select a Standard Set*, typically to your state's standard. (The beginning of step 1.)
15. Choose the appropriate subject area with *Select a Curriculum Area*. (Step 1 cont.)
16. Set *Select a Standard SubSet*. (Step 1 cont.)
17. *Select a Curriculum Level*, often the grade level(s). (The last option of step 1.)
 - 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] or [Apple] keys allows you to select multiple standards). (Step 2)
19. Click on the **Add** button to move the standards to *Standards to be tested* (the bottom list box). (Step 3)

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**.
22. Optionally, you can reorder the *Standards to be tested* by dragging and dropping them into the desired sequence. Student test questions will reflect this order.
 - At the next step, you can either choose to save the *A+ District Driven Assessment* and create additional ones for assigning later, or proceed to assign students to the current test.
23. Either: Continue with assigning the assessment to students by proceeding to the next section.
OR
Save the new *A+ District Driven Assessment* by clicking **Apply**, after which you can create additional assessments or use the **Close** button to exit.

Assigning an *A+ District Driven 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 Ninth Grade, you'd first set District and School, then you'd set Grade to "Ninth".

To include every class in the Ninth Grade for that school, you'd click on the X next to Class, clearing the Class filter (as shown in the figure at right). Now, when you click on the Add button, all students in the Ninth Grade will be included, regardless of class.

3. When you have the top four drop boxes set appropriately, click on the **Add** button.
 - Because 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 A+ District Driven Assessment Activity* dialog.
6. With all of your selections made, click on the **Apply** or **OK** button to assign the *A+ District Driven Assessment* to all of the designated students.
7. You can continue creating *A+ District Driven Assessments*, or you can click **Close** to exit.

To review the test results or prescribe lessons recommended by *A+ District Driven Assessments*, go to *A+ District Driven Assessment Results and Prescribing* on page 63.

If you created a new subject module for *A+ District Driven Assessments*, you may want to make the tests available to other staff members. For instructions on how to move a subject module from your local space, see *Move to Global* on page 86.

Editing an Existing *A+ District Driven Assessment*

1. Select the *Curriculum Authoring Window*.

2. Locate the *A+ District Driven Assessment* you want to edit or assign.
 - *A+ District Driven 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 *A+ District Driven Assessment*, 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 be assigned and take each *A+ District Driven Assessment* one time. If you want to retest them over the same standards, you will have to copy the test (see the next section). But an existing test can be assigned to a new group of students.

The process of assigning an existing *A+ District Driven Assessment* is that same as that for a new one (see *Assigning an A+ District Driven Assessment*, page 82).

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

Copying an Existing *A+ District Driven Assessment*

1. Select the *Curriculum Authoring Window*.
2. Locate the *A+ District Driven Assessment* you want to copy.
 - *A+ District Driven 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 *A+ District Driven Assessment*, then choose **Make a Copy** from the pop-up menu.
 - With the *Copy A+ DDA Activity* dialog box open, we recommend you rename the test and change the *Beginning* and *Ending* date and time. You can also add or remove standards, reorder standards, change the *Depth to Test*, etc.

The process for assigning a copied *A+ District Driven Assessment* is the same as that for a new one (see *Assigning an A+ District Driven Assessment*, page 82).

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

Managing Subject Modules

You can move or copy teacher authored subject modules and their lessons into the global *A+LS* subject modules area. Teachers can create new subjects and lessons under their own name

(located in the *Curriculum Authoring Window* beneath the *A+LS* modules). However, lessons in this local area can only be assigned to the author's students. The command *Move to Global* shifts these subjects and their lessons from the local area to the *Global Subjects* area. That makes them available to be assigned by all of the teachers in your system.

Move to Local, the companion right and command, allows you to do the reverse, moving content from global back to local. This can be useful if your school decides to revise a custom subject module that has been in use. You can also *Make a Copy* of a lesson or subject and place it in either the global or local areas if you have enabled the *Move to Global* right.

The first step is to enable the appropriate rights.

Setting Module Related Rights

1. Select the *User Manager Window*.
2. Find your school, then double click on the appropriate user type (typically *administrator* or *teacher*), expanding it.
 - If the goal is to find an administrator's account, the default grade for administrators is *Eighth*.
3. Expand the grade level where the desired user's account resides, then **right click** on the user's name.
4. Select **Edit User** from the pop-up menu.
5. Click on the **Change Rights** button.
6. You will need to scroll down to find the appropriate rights to change:
 - To move or copy a subject module to the *Global Subjects* area - *Move subject to global*
 - To move or copy a subject module to a teacher's local area for editing - *Move subject to local*
7. Place a checkmark next to the right(s) to be activated, enabling it/them.
8. Click on **Apply**, then **Close**.
9. Click on **OK**, then **OK** again to confirm and close the *Edit User* window.
10. Click on  to close the *User Manager Window*.

If users are logged on while you are editing their rights, they will have to log out and back in for the new rights to apply. Enabling each right has to be done only once for a user.

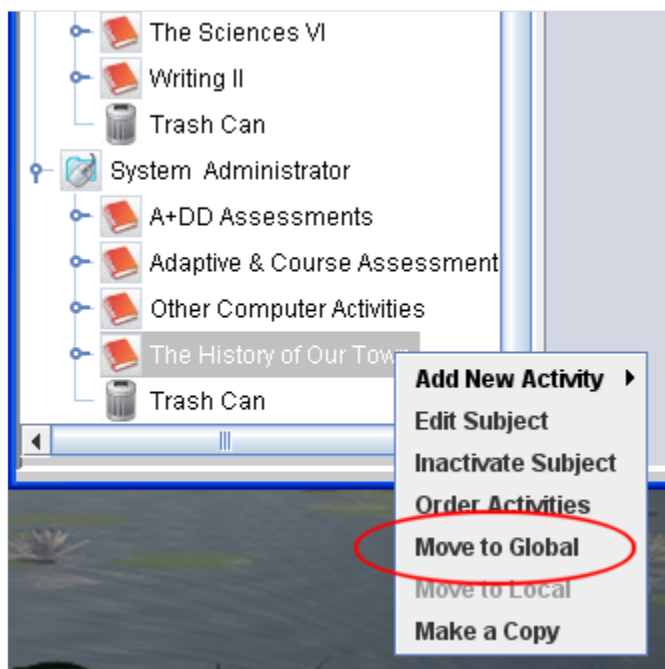
Move to Global

To use this command, you must have previously created a custom subject module. It should be found under your name (below the *Global Subjects*). For example, in the figure below, “The History of Our Town” is found under its author’s name, beneath the last of the *A+LS* subject modules.

It is recommended that before any subjects or activities are moved to *Global Subjects* someone other than the author proof them. This is because all of the teachers in your system will have access to the lessons and through their assignments, potentially to all of their students.

1. Click on the *Curriculum Authoring Window* button  on the button bar.
 - Please note that only subject modules can be moved. So you will want the subject module to be made up of only complete, proofed lessons, and any unfinished lessons should be clearly named as such. This will prevent other teachers from accidentally assigning unfinished lessons to their students.
2. **Right click** on the subject modules to be moved, then select **Move to Global** from the pop-up menu (circled in the figure at right).

It’s that easy. The subject module will now be found in alphabetical order along with the *A+LS* subject modules under *Global Subjects*. Refresh the subject list using [F5] if you don’t see your subject.



Move to Local

Normally you will not want to move *A+LS* subject modules out of the global area. However, you may find this command useful for moving custom subject modules out of the global area to a local area for updating. For example, you have a module on your town’s history and want to add a new lesson covering recent events. You could move the subject to the author’s local area for editing. The new lesson could be created and the subject moved back to *Global Subjects* for general use.

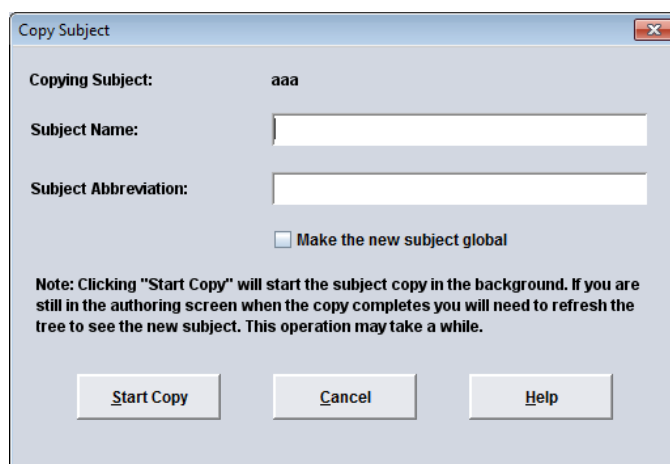
1. Click on the *Curriculum Authoring Window* button on the button bar.
2. Scroll down the list of subject modules listed under *Global Subjects* and find the module to be moved to your local area.
3. **Right click** on the desired subject module, then click on **Move to Local** on the pop-up menu.

That's it. After a few moments, the subject module will be found under your name at the bottom of the subjects list. Remember to refresh the list using [F5] if you don't see your subject.

Make a Copy (Subject)

The *Make a Copy* command (shown in the two previous figures) allows you to *right click* on a subject module and make a copy of it. For example, you could copy a new custom module into the global area where teachers could start assigning the first few lessons. All the while, the author continues working on the remaining lessons in the original module, still located in his or her local area.

1. Click on the *Curriculum Authoring Window* button  on the button bar.
2. Scroll down and find the subject module or activity you want to copy (either in the global or local areas).
 - Unlike the move commands, you can copy either subject modules or activity. If you want to copy a specific lesson, please skip down to the next section in this guide, *Make a Copy (Activity)*. Please note that *A+ District Driven Assessments* cannot be copied.
3. **Right click** on a subject module (which also selects all of its activities).
4. Then select **Make a Copy** from the pop-up menu.
 - The *Copy Subject* dialog box opens (see the figure at right).
 - The dialog box has the following options:



The image shows a 'Copy Subject' dialog box with the following fields and options:

- Copying Subject:** aaa
- Subject Name:** [Empty text box]
- Subject Abbreviation:** [Empty text box]
- ☐ Make the new subject global
- Note:** Clicking "Start Copy" will start the subject copy in the background. If you are still in the authoring screen when the copy completes you will need to refresh the tree to see the new subject. This operation may take a while.
- Buttons:** Start Copy, Cancel, Help

Subject Name - This is the name as it will appear in the list of subject modules. You may want to repeat the original name and add-on a brief descriptive like "copy",

“part 1”, or “lessons 1-6”. However, the *Subject Name* should be different from the original.

Subject Abbreviation - It is used to name the directory location of the media files when copying. For example, media/pictures/(*abbreviation*) and media/sounds/(*abbreviation*). After the copy operation, the abbreviation is not saved anywhere. It is automatically filled in when copying to an existing *A+LS* subject module. Please note that the abbreviation is limited to seven characters.

Make the new subject global - If the *Move to Global* right is enabled, you can use this checkbox to copy the subject into the *Global Subjects* area. If this is not checked, then the copy will be placed in the local area.

5. Type the *Subject Name* of the duplicate module, then its *Subject Abbreviation*.
6. If the copy is to be placed in the global area along with the *A+LS* subject modules, then put a checkmark next to *Make the new subject global*.
 - Reading the onscreen instructions is very important, especially the last sentence. Some modules may be large and thus will take several minutes to copy. So you must be patient. The good news is that you may proceed with other tasks while the copying takes place. But you must NOT do anything with the subject or activity being copied.
7. Either: Click on **Start Copy** to begin the process.
OR
Click on **Cancel** to exit without copying.

When you continue with the process, you see a progress bar and later, a copy complete dialog box. [F5] refreshes the subject list, helpful if you don't spot your subject.

Make a Copy (Activity)

You can also use the *Make a Copy* command to copy a single activity (lesson). For example, you could copy an existing activity into your local area for editing. Later, after making your changes, you could copy it back to its subject in the *Global Subjects* area.

1. Click on the *Curriculum Authoring Window* button  on the button bar.
2. Expand the appropriate subject, and find the activity you want to copy (either in the global or local areas).
 - Unlike the move commands, you can copy either subject modules or activity. If you want to copy a whole subject module with all of its lessons, please jump to the previous section in this guide, *Make a Copy (Subject)*.

3. **Right click** on the desired activity (lesson).
4. Select **Make a Copy** from the pop-up menu.

- The *Copy Activity* dialog box opens (see the figure at right).
- The dialog box offers the following options:

Copy to global subject - This option copies the activity to the global subject specified by *Select the subject to copy to*. The *Copy to Global* right must be enabled to use this checkbox.

Copy to a new subject - If this option is checked, you are prompted for the new subject's name.

Select the subject to copy to - This lets you choose which existing subject module will receive the copied activity. If *Copy to global subject* is checked, then only subjects in the global area will list. If unchecked, only local subjects will display.

Enter the subject abbreviation - It is used to name the directory location of any media files when copying. For example, media/pictures/(*abbreviation*) and media/sounds/(*abbreviation*). After the copy operation, the abbreviation is not saved anywhere. It is automatically filled in when copying to an existing *A+LS* subject module. Please note that the abbreviation is limited to seven characters.

5. Make your selections, checking appropriate checkboxes and selecting the subject module (unless you are creating a new subject).
6. If this is a new subject, then *Enter the new Subject name*.
7. If *Subject abbreviation* is empty, type a seven-character name based on the subject and/or lesson name.
 - Reading the onscreen instructions is very important, especially the last sentence. Some modules may be large and thus will take several minutes to copy. So please be patient. You may proceed with other tasks during the copying, but you must NOT do anything with the subject or activity being copied.

8. Either: Click on **Start Copy** to begin the process.

OR

Click on **Cancel** to exit without copying.

If you continue with the copying, you will see a progress bar and later a dialog box indicating the process is finished. Refresh the list using [F5] if you don't see your activity and its subject.

Curriculum Authoring Tools

This section is designed to be a quick reference for authoring. It will also provide essential background information for the subsequent tutorials. There are three *Curriculum Authoring Quick Step Tutorials* (pages 106, 121, and 135) which will give you hands-on experience editing and creating content and tests. Content authoring training is available for you and your teachers.

Curriculum Authoring Rights

It is important to note that *A+LS* lessons can be edited for two audiences, depending on the rights granted. On one hand, a teacher could edit lessons only for his or her class, leaving an unchanged lesson on the server for the other teachers and students. In the second case, a teacher could be given the rights to edit globally, with his or her changes affecting the lesson module used by everyone in the school. It is strongly recommended that global authoring be reserved for the teachers that specifically request it and have been approved by their department head, curriculum coordinator, or other authorized administrator.

Rights Level	Authoring Rights Setting	Level of Authoring Available
Minimum	Access curriculum authoring window	None, review as student
Basic Authoring	Add/edit/delete own curriculum	Edit only for own classes
Global Authoring	Add/edit/delete global curriculum	Edit for all classes

Loading a Lesson Page

- Click on the *Curriculum Authoring Window* button  on the button bar.
- Click on the  next to *The Sciences IV*, expanding the tree and displaying the individual lessons.
 - If *The Sciences IV* isn't available, then you may choose any other subject module. This is a general review of the tools common to all *A+LS* lessons.

3. **Right click** on *Electricity* (or another lesson if *Electricity* unavailable), scrolling if necessary to find it, and then select **Edit Activity** from the pop-up menu.

- The *Activity Editor (ALS Lesson)* window opens as shown in the following figure.

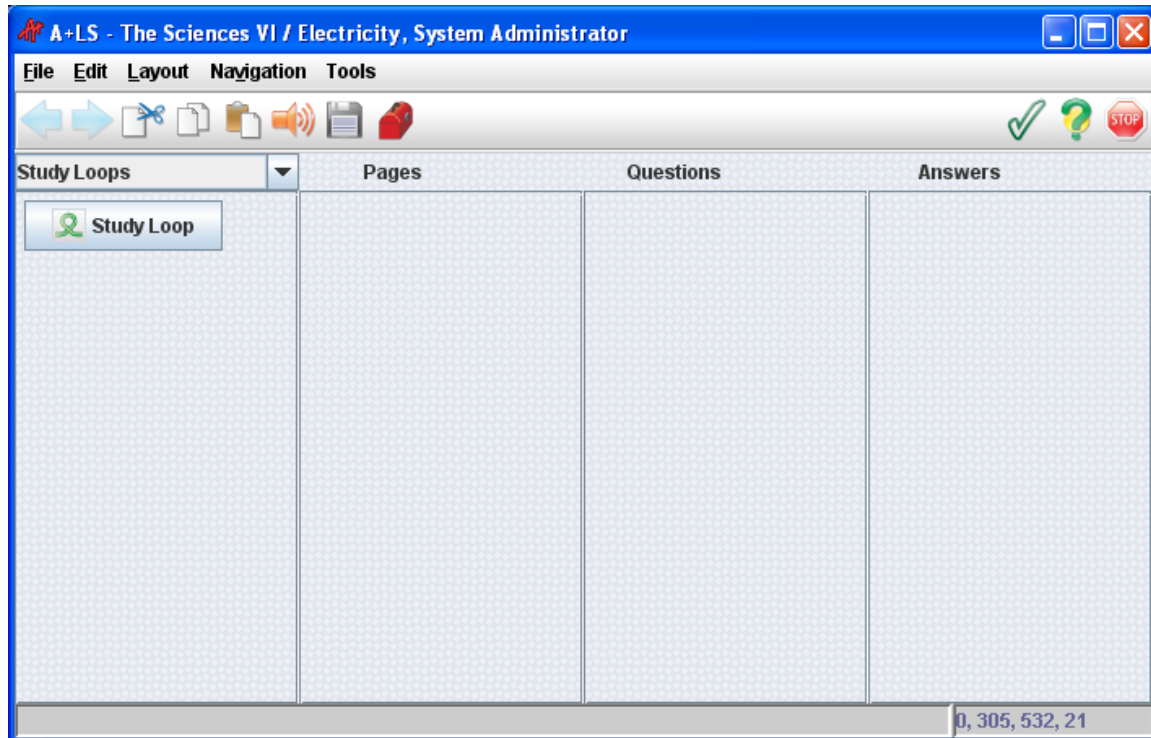
4. Click on the **Edit Content** button.

- The *Content Authoring Thumbnail View* opens.

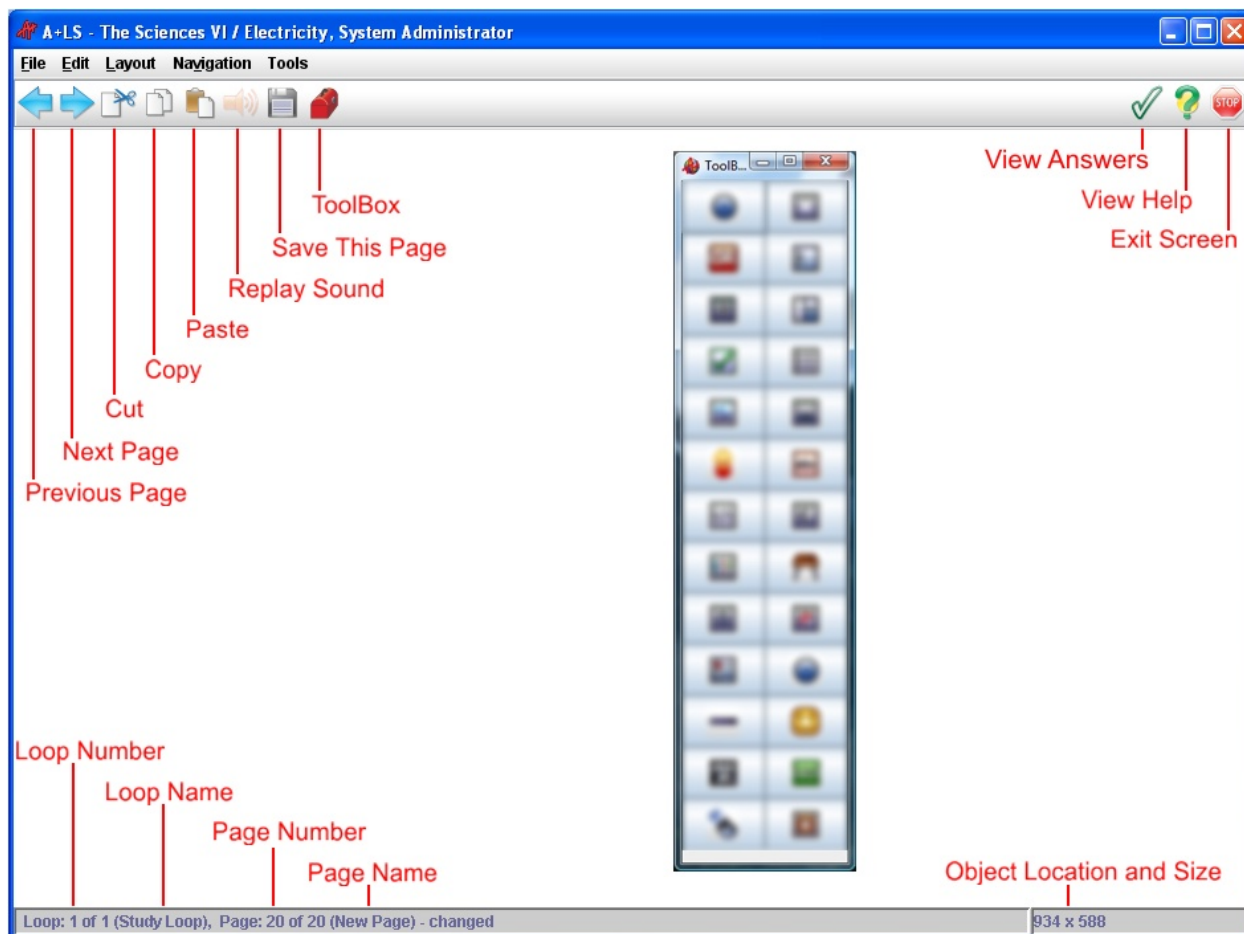
Please keep the current window open and continue on to the next section.

The Content Authoring Thumbnail View

This screen displays an overall “thumbnail” view of the selected lesson (see the following figure). Here you may edit *Study*, *Test*, *Essay*, and *Other* loops (sets of screens/pages). Then, you can select the specific page (screen) to edit.



5. Click once on  at the top of the left column.
 - Notice that the pages in the *Study Loop* are now listed in the *Pages* column.
6. Double click on **page1**, the first page of the lesson.
 - The lesson page opens, and the *ToolBox* should be in the foreground (its exact location on the screen depends on where it was left during the last authoring session). See the figure that follows.
 - Note that the *Toolbox* is blurred in the following figure. This is because the *Toolbox* is constantly changing, with new buttons being added and old ones shifting locations, as new authoring tools are created to implement new features.



7. If the *ToolBox* is not visible, click on the **ToolBox** button on the button bar until it appears.

In the next four sections, we'll discuss the functions of the *ToolBox*, *toolbar*, *status bar*, and *menu bar*. Later we'll cover the critical nature of object *properties*.

The Content Authoring ToolBox

This section briefly covers the various tools in the *ToolBox*; however, there are far too many choices for each to cover them all here. The best way to gain an understanding of the tools is to use them and examine their property settings. Keep in mind that you will be using exactly the same authoring tools that AEC's content developers and programmers use, so there are several specialty tools that you won't need to master.

There are three classes of tools and commands:

Standard - Many of these commonly used tools are introduced in this handbook and its tutorials.

Advanced - A few of the tools are described as advanced. While you may eventually use these tools, they won't be covered by the tutorials in this handbook.

Programmer - If you see a tool labeled for programmers, you will probably never use it. Programmer tools typically require additional scripting (programming) to function.

Note that new tools are sometimes added to the *Toolbox*, and as a result their order changes. The tools listed below are in alphabetical order and were current as of the writing of this handbook.

In alphabetical order:



Answer (standard) - It is a bit misleading to label *Answers* a standard tool. Beginning users will use page templates when creating test questions, so they won't need to create *Answer* panels. However, you may choose to configure *Answer* properties, setting the points awarded if correct, color of the panel, etc.



Applet Container (programmer) - A container for Java applets. The container allows us to display a java applet on the screen. The container also has the ability to pass parameters to the applet at runtime.



Button (advanced) - Using this advanced tool allows you to create the most common style of button, found throughout many applications—and typified by the OK button. You can define what action is taken when the student clicks on the button. While the 3D gray look is the default, you can change the color, text, tooltip, etc. Also, see *Hot Spot* below.

Example of use: Button *Actions* can run the gamut from simple Next Page or Next Loop to more sophisticated commands such as loading a scientific calculator or linking to a web (HTML) object.



Checkbox (programmer) - Programmers use this specialty tool to create dialog boxes. It requires manual scripting for full implementation, so you won't be authoring with it.



Circle Tool (standard) - A simple drawing tool that allows you to create ovals and circles. They can be a line of any thickness or a solid colored object.

Example of use: Brightly colored circles are useful for pointing out specific features in an image or diagram. With a line thickness of four or five and a bright red color, they can easily grab a student's attention.



Combo Box (programmer) - This tool, also known as a drop box, is used by programmers to provide a list of predefined text options. Scripting is required to use this tool, so you will not be using it.



DND (advanced) - The Drag and Drop object allows authors to transparently use all the existing authored components on the screen and identify them as *DNDSources* that can be dropped onto specified *DNDTargets*.



Edit Box (standard) – Using this tool allows you to create a text box in which the student can edit the contents. *Edit Boxes* support multiple correct answers. This is an essential feature because the computer is a very literal grader. Even subtle variations must be explicitly spelled out for the computer. The benefit of using an *Edit Box*-based question is that it requires more cognitive effort than multiple choice questions.

Example of use: *Edit Boxes* are used for single line fill-in-the-blank questions on tests.



Feedback Object (programmer) - This object combines graphics with audio clips to deliver multimedia feedback to students. It is easy to select a graphic and then add audio such as “all right!” It also requires some scripting to implement.



Hot Spot (advanced) - *Hot Spots* act like invisible buttons. When you click on a *Hot Spot*, the *action* you chose is executed.

Example of use: To create an interactive map of the original 13 colonies, you could place the *Image* of the map on a page and then place one hot spot over each colony. The hot spots would link to the 13 pages you created, with each page containing information about a colony. When a student clicked on the state of Virginia, the hot spot would be activated, and the student would be taken to the Virginia page.



HTML Panel (advanced) - This tool is evolving into an important resource. It is designed to display HTML coded pages, as you would find on websites on the Internet. At present, it only supports HTML. Most websites on the Internet use HTML, but many enhance their sites by adding frames (multiple columns of onscreen information) and various special effect plug-ins. Currently, the Java language, in which the *A+LS* software is written, does not support these enhanced features. As these features are added to Java, AEC will incorporate them into the program.

Example of use: An *HTML Panel* puts a window displaying a live website on a lesson page. If you find a website that supports your lesson or an existing lesson, you can put a browser window into the lesson, typically filling the page. Please note the restrictions mentioned above.



Image (standard) - This is a popular tool because images are often used to enhance the content on a page. You can also make them dynamic by assigning an action to them, such as to play a sound, run/load another loop, or load a ruler or calculator.

Example of use: Most frequent use is to simply place an image on the screen that supports the textual content. This doesn't require any *Action* setting. Just

go into *Properties* and tell *A+LS* authoring what image you want displayed in the *Image* box.



Internal Frame (programmer) - Programmers use this tool to read an *A+LS* 3.5 script file and display its contents in a floating window that can be moved around or minimized during playback.

Example of use: If you look at the first page in any Spanish I study guide, you will see an icon on the lower left. This is the internal frame object. When you click on its icon, it opens a dictionary in its own window.



Keyboarding (programmer) - The creation of the *Language Arts Keyboarding Companion* modules required this tool.



Line (standard) - This tool allows you to create a vertical line that can be resized. Through *Properties*, you can change the vertical orientation to horizontal, upward slope, or downward slope. You can also change the thickness and color through *Properties*.

Example of use: You can use a line to divide sections of the screen or for aesthetic touches.



List Box (programmer) - This tool provides a list of predefined text-based choices, similar in function to the *Combo Box*. Scripting is required to use this tool, so you won't be using it.



Panel (standard) - For beginning users, the *Panel* is basically a rectangle drawing tool. This tool allows you to create a box with a colored interior and optional borders. Programmers use it both as a visual accessory and as a foundation for dialog boxes and other key program components. When you see a fine line grouping a set of options on a dialog box, you are seeing a *Panel* with an etched border. The options (such as checkboxes and their *Text Labels*) are placed on the *Panel*. The *Split Panel* serves a similar function (listed below).

Example of use: *Images* often look better when matted, a border with a complimentary color. It helps frame the image. Experiment with the gradient fill option under the *Background* tab, but don't overdo the effect. It can be visually exhausting and distract from the academic content.



Radio Button (programmer) - This tool is used by programmers to make either/or selections. Of a group of radio buttons, only one can be selected. Scripting is required to use this tool, so you will not be using it.

Example of use: When you assign an assessment to a student, two radio buttons let you choose to make it either a pretest or a post-test.



RTF Panel (standard) - The *RTF Panel* is the most powerful and flexible of the text tools. When authoring, activating an *RTF Panel* automatically opens the *Text Attribute Toolbar*. This makes choosing fonts, sizes, and modifiers like bold very easy.

Example of use: *RTF Panels* can display content text on lesson pages and question text on test pages.



Script Panel (programmer) - Complex pages require scripts to handle their actions. Those scripts need a place to reside on the page and the *Script Panel* provides one.

Advanced tip: Other objects such as buttons and text may sit on top of an *Answer*. To access the underlying *Answer's* properties, hold down the *[Shift]* key and *right click* on one of the objects sitting on the *Answer* panel.

Example of use: *Answer* objects are used for creating clickable answers for multiple-choice questions. The magic of the *Answer* panel is that you can put objects on it, and they become answer objects. This is how the picture-based multiple-choice questions work.



Scroll Panel (advanced) - This tool is very useful for graphics that are larger than the screen (typically 800x600 pixels) and very detailed, such as maps.

Example of use: Maps, when scaled down to fit on a page, often lose readability. If you put one in a *Scroll Panel*, it maintains the map's original size and you can use the scroll bars like a little mobile window to view any part of the map. In this way, you can include a large map along with text and graphics to provide context and relevance. Also see *Image* above, for photos and illustrations that look good small but that you would like to have the option of enlarging.



Selection Tool (standard) - You select objects, created with the other ToolBox buttons so that you can move or edit them.



Split Pane (advanced) - Programmers use this tool as a visual accessory when creating sophisticated looking pages and other program components. The options such as *Scroll Boxes* and *HTML Panels* are placed on the *Split Panel*. The *Panel* (listed above) is a simpler version of the *Split Panel*.

Example of use: The United States Air Force needed a page that could access web-based information and simultaneously display its A-Z index. The *Split Panel* framed the interactive index on the left side which was tied to the right side's *HTML Panel*. When an airman clicked on a letter in the index in the left pane, the appropriate web page was displayed in the right pane.



Table (programmer) - The on screen versions of *A+LS* reports use tables to lay out the information. These rows and columns are created using the *Table* tool, along with some scripting.



Text Area (standard) - A basic text object, *Text Areas* use property settings to change font characteristics. Generally it is recommended that you use *RTF Panels* (below) due to their flexibility and ease of configuring with the *Text Attribute Toolbar*. The *Text Area* does have two unique features. It has a built-in scroll panel, and it can be set to be user editable. When there is too much text in a *Text Area*, scroll bars automatically appear.

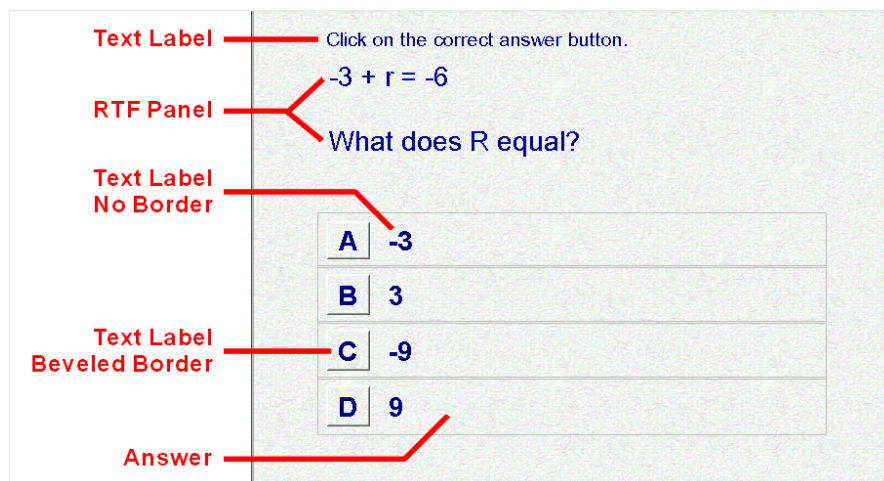
Example of use: *Text Areas* are frequently used for question page instructional text, requiring minimal space but permitting detailed instructions. You could also use this tool to create a multi-line, fill in the blank test question where students would be required to edit the text, correcting grammar, typos, etc.

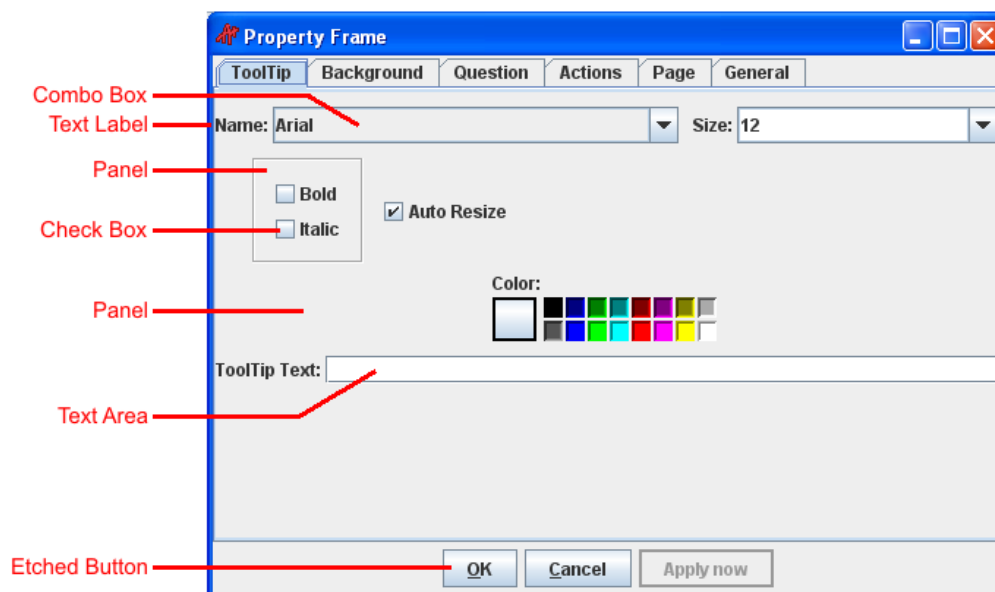


Text Label (advanced) - This is one of the specialty tools with limited application for teachers. The only way to change font characteristic is through *Properties*. Normally you will use either the *Text Area* or *RTF Panel* to add text to a page. Both are described below.

Example of use: Programmers use *Text Labels* in dialog boxes and similar screens where simple text is all that is required. Some test templates use them for instruction text.

The diagrams below illustrate some of the most common uses for *ToolBox* objects.





The Content Authoring Button Bar

Starting from the left side:



Go to previous page - Navigate backward through the lesson pages, reviewing their contents.



Go to next page - Navigate forward through the lesson pages, reviewing their contents.



Cut - If you need to MOVE an object, click on it to *select* it, click *Cut*, move to the destination, and click *Paste*. When you click *Cut*, the object is moved temporarily to the *clipboard*, waiting to be *Pasted*.



Copy - If you need to COPY an object, click on it to *select* it, click *Copy*, move to the destination, and click *Paste*. When you click *Copy*, a copy of the object is saved temporarily to the *clipboard*, waiting to be *Pasted*.



Paste - *Paste* is the companion command to *Cut* and *Copy*. You can click *Paste* multiple times, copying the contents of the clipboard to multiple locations.



Replay Sound – Listen to sounds that play when a student enters the page.



Save - Saves changes to the curriculum server. If you have made changes since the last save, you will be prompted to save when you exit the *Thumbnail View*.



ToolBox - The *ToolBox* automatically opens when you go to page view. On occasion, the *ToolBox* may be hidden under other windows. Clicking on the *ToolBox* button brings it back to the top.



Show Student's Answers - When selected, this button will highlight the correct answer in green and the incorrect ones in red. Note that the first answer on a screen should always be the correct answer (the order will be randomized during playback). There are, however, a few subject modules where the first answer isn't the correct one. None the less, we recommend you always adhere to this rule of thumb and put the correct answer in the first position.



View Help - With the *A+LS* standard *Help* button, specific how-to information is readily available. The first tutorial on authoring includes a brief view of the help system.



Exit Screen - This button, found throughout the *A+LS* software, is used to close the window you are viewing.

The Content Authoring Status Bar

The *status bar* is located at the bottom of the screen. The features of the *status bar* (moving from left to right) are explained below.

Loop: 1 of 1 (New Loop), Page: 2 of 3 (New Page)

Loop Number - Most lessons are made up of the following loops: *Study*, *Test*, and/or *Essay*. It is possible for one of these loops to be made up of more than one loop. For example, many tests have multiple loops.

Loop Name - Loops with names enable you to navigate quickly and easily through a lesson. Students won't see loop names.

Page Number - These two numbers are based on a physical count of lesson pages.

Page Name - As you will find in the first tutorial, pages can be named. Many older lessons have pages named after their then page number. Do not confuse these numbers with the physical page number as new pages may have been added or old pages shifted around.

331, 212, 80, 80

Object Location - The first two numbers (331, 212) indicate the location of the currently selected object. The *Object Location* shows where the upper-left corner of the object is with relation to the upper-left corner of the screen (0, 0). The first number reflects the horizontal position, and the second reflects the vertical.

If the selected object is part of a container (*Answer*, *Panel*, *Scroll Panel*, or *Split Pane*), the location will be measured from the upper-left corner of the container. This helps you ensure that all of the container related objects are consistently placed.

Object Size - The last two numbers (80, 80) reflect the dimensions of the currently selected object. This can be useful if you decide that the size of the objects in a lesson should be precisely coordinated. The first number reflects the width of the object, and the second reflects the height.

Commonly Used Commands on the Menu Bar

Your use of the menu bar commands will increase as you gain mastery of the curriculum authoring tools. You will begin using some commands, such as *Edit/Properties*, immediately. Most of the menu bar commands have shortcut keys listed in small blue print to the right of the command. Shortcuts save time for commands that are used often.

As you read about each of the commands listed below, follow along by clicking on the menu bar. If a window opens, use the *Cancel* button to safely close it.



File *File* is used to *Add Page*, *Add Page Template*, *Add Loop*, and other related processes. *Save* saves all changes, not just the current page. *Print* is also available.

Edit *Edit* is home to common commands such as *Cut*, *Copy*, and *Paste*. There are also some specialty tools available to you:

Test Mode - You can use *Test Mode* to see the page you are editing just as a student would. If you click on an object that has an *Action* set (such as *Etched Buttons* or *Hot Spots*), it will open a series of dialog boxes. They will inform you that an action would have taken place if you weren't in *Test Mode*. This is normal, the authoring system is protecting the page on which you were working. The dialog boxes mention scripts because when you put objects on a page, a script is automatically generated for that page, saving all of your objects and their settings.

Please note that the *Test Mode* button will disappear under the other *A+LS* windows while the pages are active. Watch the taskbar at the very bottom of the screen. *Test Mode's* button is the one on the far right with the *A+LS* globe logo.

Properties - Every object on a page has characteristics that you can define. These characteristics are called *Properties*. *Properties* can run the gamut from fonts

and colors to special actions. For more information, please see *The Importance of Object Properties* on page 103.

Page Properties - This set of properties defines the page *Description* (name) and in the case of question pages, when they are *Available* and where they *Must Appear*.

Layout The layout tools can save you considerable time if you are building pages that have several objects that you want to size or position precisely. The key to using *Align*, *Same Size*, and the other layout commands is selecting multiple objects to work with:

1. Make sure no objects are selected.
2. Adjust one object, the master, to which the other objects will be made to match, either in size or position.
 - Be sure to click on the master object last in the following procedure.
3. Click on the first object to be affected.
4. Hold down the **[Ctrl]** or **[Apple]** key and click on each of the remaining objects to be adjusted.
5. Still holding **[Ctrl]** or **[Apple]**, click on the final object, the master.
 - The master object will be defined with red boxes.
6. With all objects selected, choose **Layout** and the command you desire.
 - All of the objects should now appear to identically reflect the command you chose, either in size, position, or alignment.

Depth Order commands can be quite useful. Think of a page with its objects as a digital layer cake. Each new object is placed on top, becoming a new layer. Sometimes a new object covers or obscures an old object, one that needs to be on top. For example, *Text Labels* need to be on top of their *Answer* panel. Objects can be moved *Forward* or *Back* (toward the top or bottom) using *Depth Order*.

Navigation These are commands that move you through the pages and loops.

Tools In addition to a *Spelling Checker*, there are also specialized authoring tools.

Object Browser – Typically only advanced users build pages that are complicated enough to require the *Object Browser*, but it's still worth a brief discussion. When a page has a substantial number of objects, some may become covered by others, making it almost impossible to click directly on the obscured object. Use the *Object Browser* to list the objects on the page. Select an object to change, then select *Properties* to edit the characteristics. Please note that by selecting it in the *Object Browser*, it is also selected in the normal page view. Therefore, the menu bar's *Layout* commands, such as *Depth Order*, can affect it.

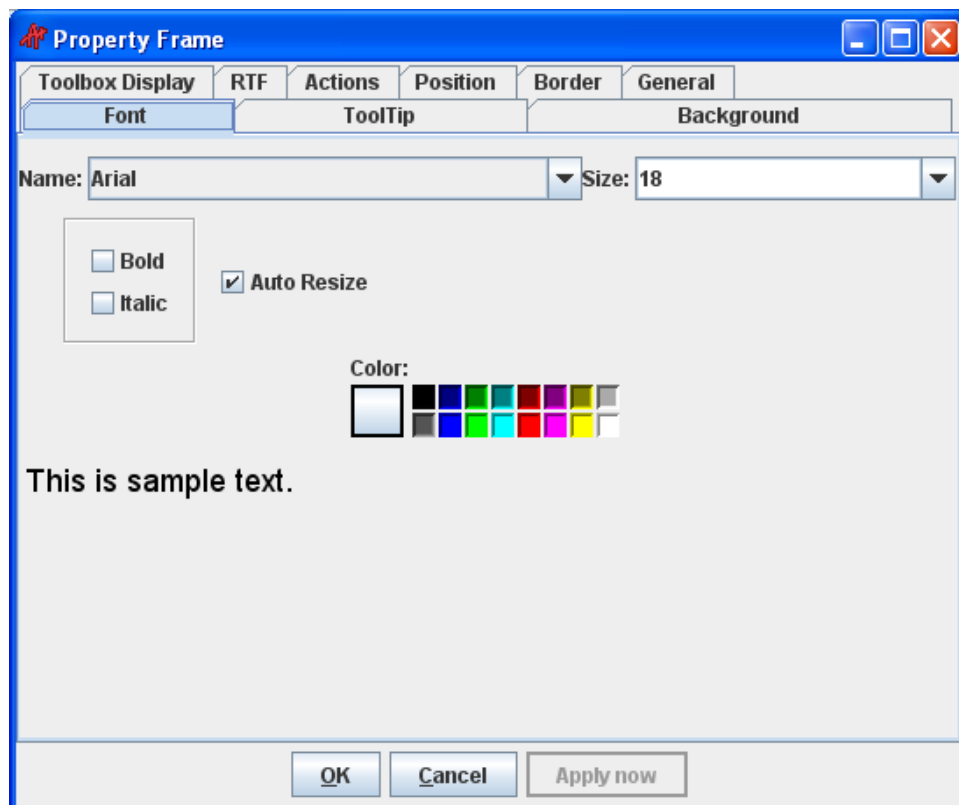
Spelling Checker - This tool works like other spelling checkers, except that you can choose how much text you want to check (*Check Selection*, *Check Page*, or *Check All Pages*). Note that if there is text on screen and it doesn't automatically detect it, highlight the text, then select *Check Selection*.

Applet Importer - This tool is only used by programmers.

The Importance of Object Properties

Before we explore the many creative tools available to you, it is critical for you to understand the concept of object properties. All of the objects in a lesson or test have properties. Properties are characteristics that you can define that govern how the object looks and what it can do. Some objects, like an *Image*, are simple, defining what image file is to be loaded, how big it is, and where it is located on the screen. Other objects, such as buttons, let you define not only their look and size, but what action they are to take when clicked.

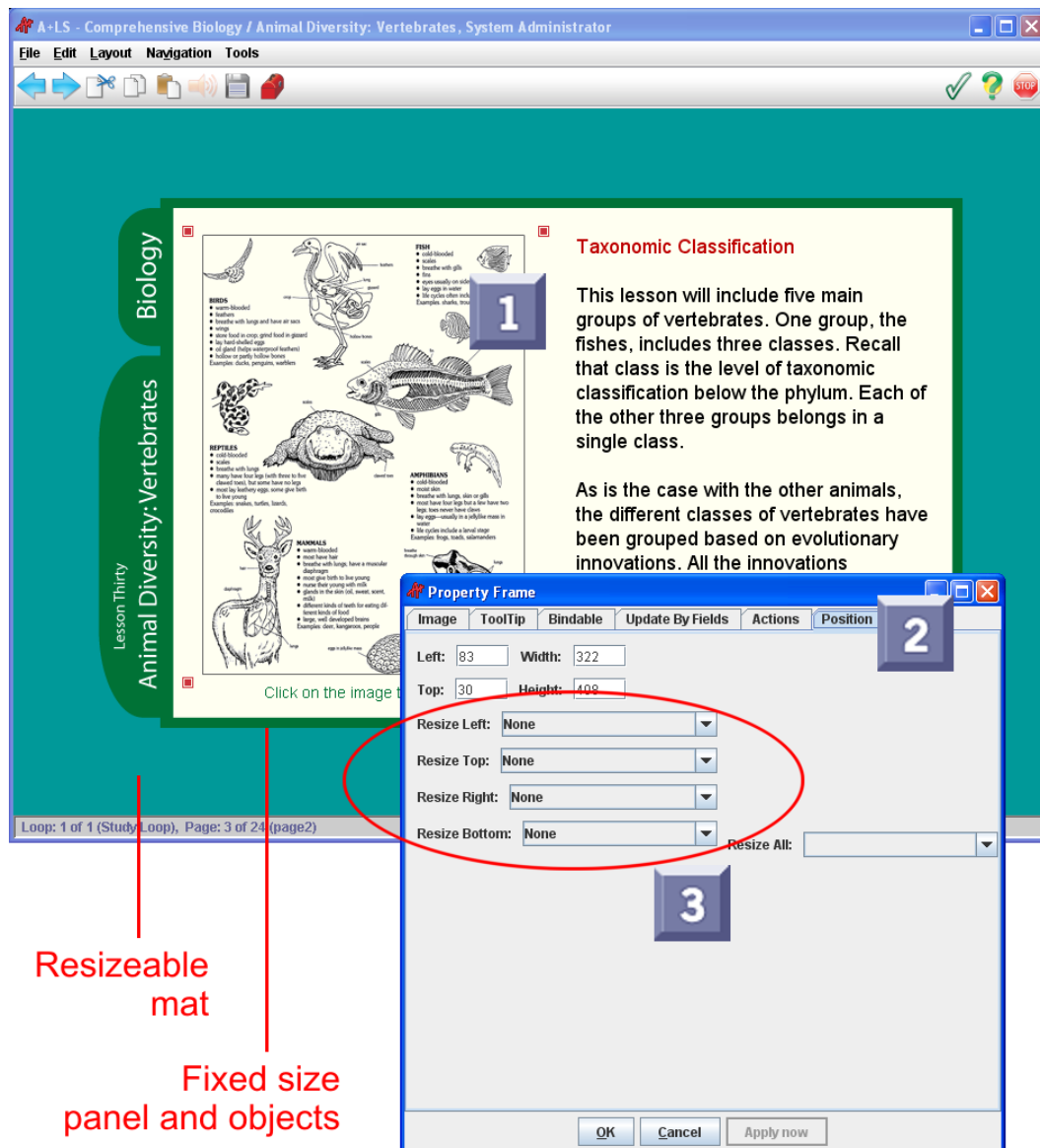
To view the properties of any object, *right click* on the object. Select *Properties* from the object's pop-up menu. The figure that follows is a screen shot of the *Property Frame* dialog box for an *RTF Panel* (used as an answer button in some multiple choice questions).



Notice the various tabs across the *Property Frame* dialog box in the previous figure. By clicking on the tabs, you reveal the settings for each tab section. Currently the *Actions* tab is selected, showing some of the actions that can be chosen for the *etched button* to execute. The tabs will vary depending on object type, though many are common, such as *General*, *Font*, *Background* (color), and *Position*.

Position is a very significant property. It is important because the pages you edit or create will be viewed on various computers, thus the screen resolution may vary from the computer on which you are authoring.

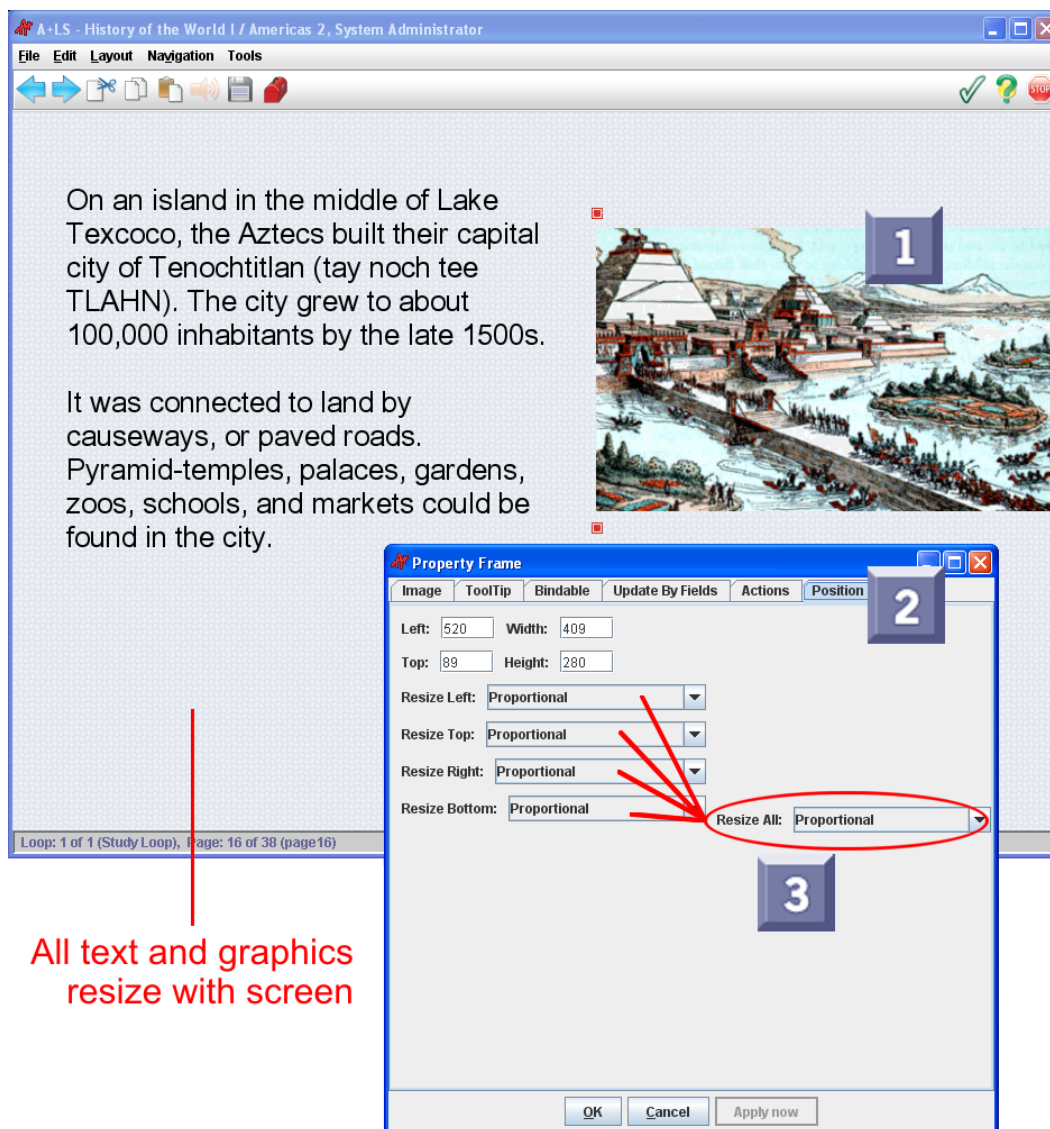
There are two solutions. One is to create a small fixed panel in the center of the screen, one that is small enough to be completely visible at all screen resolutions. *A+LS* titles authored after 2007 use an 800x480 panel centered on the screen, with a mat around it that can expand or contract depending on the viewer's screen resolution (as shown in the following figure).



As shown in the prior and following figures, you can easily check the settings for any lesson or question screen:

1. **Right click** on an object (graphics are best), in this case the lesson page's graphic.
2. From the pop-up menu, select **Properties**, then choose the **Position** tab.
3. Check the **Resize** settings, which should be set to *None* in newer titles or *Proportional* in the older ones.

The second solution has been used on older *A+LS* titles. This is where the property *Resize All* is set to *Proportional* (as shown in the following figure). With *Resize All* set correctly, the *A+LS* client automatically resizes the objects you have created so that they appear to the student exactly where you positioned them when authoring, regardless of what workstation they are on.



The three buttons at the bottom of the property box are always available. Because you may want to make several property adjustments to an object, you can use the *Apply Now* to immediately implement a new setting. This is particularly helpful when making visual changes, such as to the

background and border. For example, you could set the border and then try different background colors or effects to see which one you prefer. Choose the *OK* button when finished.

If you wish to edit older style, full screen lessons, please download the *Old V3.5 Authoring Tutorials - An Extract from the Handbook for Administrators* (filename: *ALS_35_Admins_Handbook_Old_Authoring.pdf*) from AEC's Community of Practice website (www.aplustalk.com).

At first, the number of choices might appear overwhelming. Fortunately, most objects require minimal changes to their properties in order to function. But don't worry about remembering details right now; you'll get to practice with these settings in the tutorials. Just note that *Properties* and *Position* are important. Later, as you become more comfortable with the system, you can expand your repertoire of property settings.

Exiting from the Content Authoring Screens

Normally before exiting, you would want to be sure you had saved each page you edited or created. However this has been a practice session and no changes should be saved.

1. If any dialog boxes are open, such as the *Property Frame*, click the **Cancel** button to exit without saving.
2. Click on the  to exit from the *Content Authoring Page View*.
3. Click the  again to exit from the *Content Authoring Thumbnail View*.
 - At this time, you should not save any experimental changes that you made.
4. Click on the **No** button if you are asked to save.
5. Click on the  until you have quit the program.

Authoring Quick Step Tutorial 1 - Editing Fixed Size Lessons

This tutorial will take approximately 45 minutes. It focuses on lessons that use a fixed size lesson panel (800x480 pixels) surrounded by a resizable mat. The commands and settings you'll learn will enable you to edit and create pages for the new fixed size lessons.

It is important that you review the previous section, *Curriculum Authoring Tools* (page 90), before starting this mini tutorial. If you encounter problems editing, creating, or even accessing the *Curriculum Authoring Window*, please review the section on rights on page 90.

For this lesson you'll need a paragraph or two of text about a local author (you can make it up if you want) and a graphic to go with it (any image will do, but try to fit the theme). Using text and

a graphic from the Internet is fine, but you'll need to save the graphic locally (you can't cut and paste images directly from the Internet). Please note that all copyright and fair use laws apply when you create/edit pages for student use.

Making a Copy of the Lesson to be Edited

It is recommended that you copy the lesson module you want to edit to your local area. This keeps the original lesson available for other users.

1. Log onto the *A+LS* system, then click on the *Curriculum Authoring Window* button  on the button bar.
2. Scroll down to *U.S. History I*, then expand the tree so the individual lessons are displayed.

- If *U.S. History I* isn't available, then select a subject that has fixed size lesson pages (see the table at right for subjects that have the characteristics required for this tutorial). You can also browse the lessons by *right clicking* on a lesson, selecting *Launch Playback as Student*, and then *Practice*, and finally *Play Lesson*.

3. **Right click** on *American Literature*, scrolling if necessary to find it.

- If *American Literature* isn't available, please select a lesson from the subject you substituted.

4. Select **Make a Copy** from the pop-up menu.

- The *Copy Activity* dialog box opens. As before, it offers the following options:

Copy to global subject - This option copies the activity to the global subject specified by *Select the subject to copy to*. The *Copy to Global* right must be enabled to use this checkbox. You would use this checkbox to copy an edited lesson back into the system-wide area where all teachers could use it.

Copy to a new subject - If this option is checked, you are prompted for the new subject's name. You'll use this option to create a new subject in the local area under your name.

Select the subject to copy to - This lets you choose which existing subject module will receive the copied activity. If *Copy to global subject* is checked, then only subjects in the global area will be listed. Unchecked and only local subjects under your name will display.

Some Subjects That Have Fixed Size Lesson Pages (as of September 2012)

Building Vocabulary I
Comprehensive Biology
English IX – Literature
Humanities I
Language Usage II
Language Usage VII
Reading VI
The Sciences II
U.S. History I

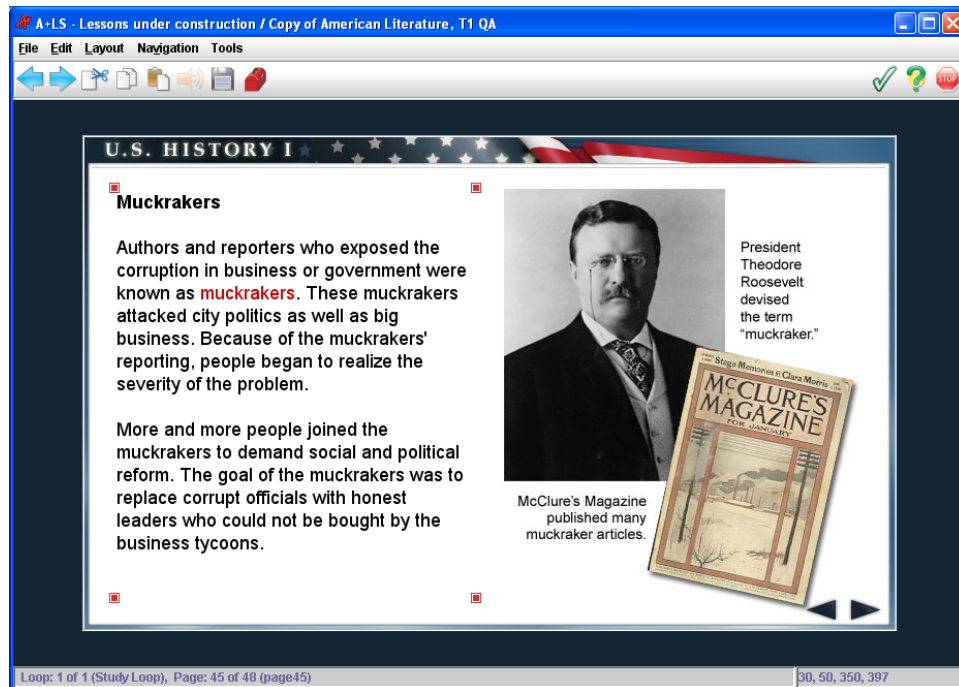
Enter the subject abbreviation - This is used to name the directory location of any media files when copying. For example, media/pictures/(*abbreviation*) and media/sounds/(*abbreviation*). After the copy operation, the abbreviation is not saved anywhere. It is automatically filled in when copying to an existing *A+LS* subject module. Please note that the abbreviation is limited to seven characters and no spaces.

5. Select **Copy to a new subject**, placing a checkmark next to it.
6. At *Enter the new subject name* type: **Lessons under construction**
7. At *Enter the subject abbreviation*, replace any existing text with: **undrcon**
 - Some modules may be large and thus will take several minutes to copy. You may proceed with other tasks during the copying, but you must NOT do anything with the subject or activity being copied.
8. Click on **Start Copy** to begin the process, when it is finished, click **OK**.
9. In the left pane, scroll down past your name (below all of the standard *A+LS* modules) and expand list of lessons under the **Lessons under construction** subject module, revealing the new *Copy of American Literature* (if it doesn't appear in the list, press [F5], the refresh key).
10. **Right click** on **Copy of American Literature**, then select **Edit Activity** from the pop-up menu.
 - The *Activity Editor (ALS Lesson)* window opens.
11. Click on the **Edit Content** button.
 - The *Thumbnail View* opens.

Editing Text on an Existing Page (Fixed Size Lessons)

1. Click once on  at the top of the left column.
 - Notice that all of the pages in the *Study Loop* are now listed in the *Pages* column. Using the scroll bar, you can see that there are more than 40 pages to this lesson.
2. Double click on **page1**.
 - The lesson page opens with the *ToolBox* in the foreground (its exact location on the screen depends on where it was left during the last authoring session).

3. Click on  , the *Go to next page* button three times.
 - The toolbar buttons and the menu bar's *Navigation* options work exactly the same way with fixed size lessons as they did with full screen lessons.
4. Click on **Navigation** on the menu bar.
 - Review the options on the menu.
5. Click on **Last Page**.
 - Notice this lesson's final page clearly indicates to students that they are finished with the lesson. It would be a good idea to do the same when you author new lessons. You can pick up a lot of good design tips by reviewing existing lessons.
6. Click on  , the *Go to the previous page* button.
 - Many of the pedagogical tools you use in lectures and paper materials translate well into *A+LS* lessons. The page currently displayed summarizes the lesson (using a timeline).
7. Click on  until you reach page 45 (*Muckrakers* as shown below or any page that has text and a graphic). Remember that the page number is on the status bar at the bottom left of the window.
8. Click on the text on the left side of the page.
 - Notice that the small *handles* (little colored boxes in the four corners) appeared, as shown in the following figure. This indicates that you can move, resize, and edit the text box (in this case an RTF text box – Rich Text Format).



9. Try to click on the photo and the magazine cover.

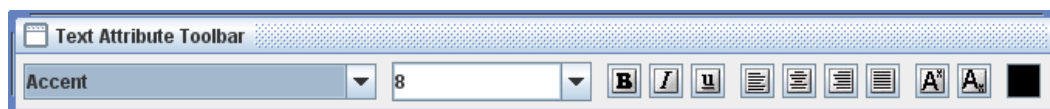
- Note that you never see any handles. That's because the graphic artist who composed this page merged the graphics and their captions with the background graphic (the US HISTORY I flag banner and borders). So the picture is not an object that can be manipulated.

10. Click on the **Previous** and **Next Page** buttons on the lower right.

- Note that you can select the buttons, but it is very strongly recommended that you don't change anything about these or any other navigation buttons. They are not simple graphics. They are objects that have been programmed for specific actions.

11. Double click on the text in the text box. When the red box surrounds the text and the cursor appears in the box, you can edit the text (add a sentence or change an existing one).

- Notice that a *Text Attribute Toolbar* appears at the top of the window whenever you are working in an *RTF Panel*. This toolbar gives you control over the appearance of the text (see the figure below).



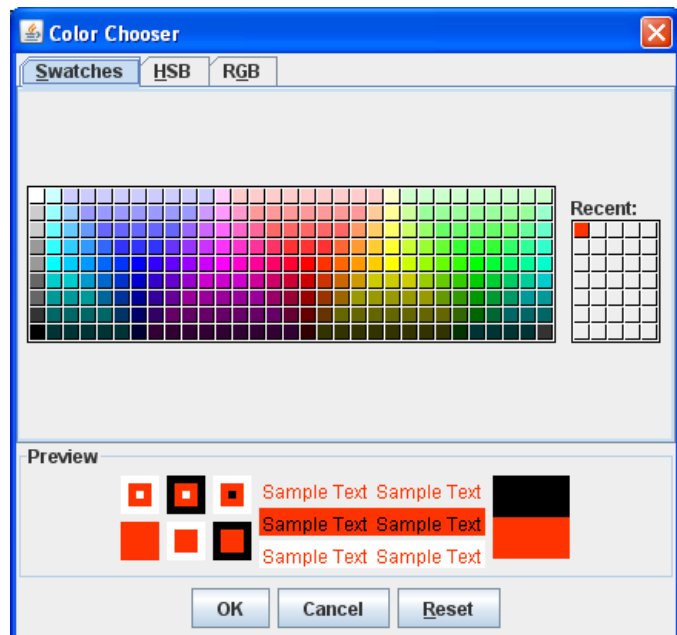
- Next you'll change all the appearances of "muckrakers" to red to match the one that initially appears as that color. The *Text Attribute Toolbar*'s rightmost button is the

Foreground Color tool (circled in the following figure). This tool changes the color of highlighted text.



12. With the word “muckrakers” highlighted, click on the **Foreground Color** button.

- The *Color Chooser* dialog box opens (see the figure at right).
- The *Preview* section at the bottom of the *Color Chooser* can give you an idea of how text will look with different backgrounds.
- Keep in mind that some of your students may be color blind, so always be sure that there is plenty of contrast between the background color and the text. One should always be significantly darker than the other.



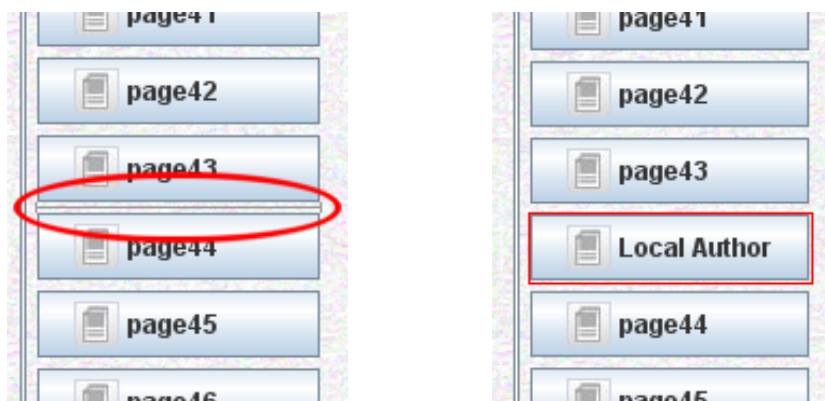
13. Click on a **red color** that roughly matches the existing red “muckrakers”.
14. Click **OK** to accept the color.
15. Click away from the text to remove the highlighting and evaluate the effectiveness of the color.
16. Practice changing the other occurrences of “muckrakers”, then changing the paragraphs’ color, font size, etc.
- Remember that you have to highlight text before you can modify its appearance.
17. When you are finished adjusting the text color, click on the  to return to the *Thumbnail View*.
18. Click on , the *Save the lesson* button on the toolbar.

Adding a New Page to an Existing Fixed Size Lesson

A typical reason to edit an existing lesson is to add a local reference or tie the lesson to other content you are teaching. This can be a little tricky with a fixed size lesson page, since it requires the lesson's background and automatically resizable mat, as well as navigation buttons. So instead of adding a new page (which would be completely blank), you'll identify a text only page, copy that page, delete the existing text, and then finally add the new text and a graphic.

1. Still working with *American Literature* lesson, if necessary, click on **Study Loop** to reveal its pages.
2. Double click on **page1**, opening the first lesson page.
 - The goal is to advance through the lesson, looking for a page that has only text boxes and navigation buttons. Beware of pages that have text boxes lying on top of background graphics, since the background graphic can't be changed.
3. Click on , the *Go to next page* button, until you find a lesson page with just text boxes.
 - In *American Literature*, page 6 is a good candidate for copying and editing since it only has two columns of text and no graphic (the banner at the top is part of the background and thus doesn't count).
4. To confirm the text is selectable (and thus can be edited or deleted), click on each text box and confirm that you see handles appear at each corner.
5. When you find an editable page, look at the status bar (bottom left) and write down the page number.
6. Click on the  to return to the *Thumbnail View*.
7. Double click on the page to be copied to confirm it is the correct one (sometimes the page names don't match their actual numerical position due to lesson revisions).
8. Click on the  to return to the *Thumbnail View*.
9. **Right click** on the page to be copied (*page6* if you are editing *American Literature*), then select **Copy** from the pop-up menu.
10. On the menu bar, select **Edit**, then **Paste**.
 - The new duplicated page appears at the end of the list of lessons in the *Pages* column.
11. At the bottom of the *Pages* column, click on the new page to select it, pause, and then click a second time to edit its name (avoid double clicking, which will open the page).

12. Change the page name to **Local Author**, then click in the blank space next to the page to finalize the name.
 - Note that page labels are limited to a maximum of 50 characters. If you exceed the limit, the name can't be saved. So if your page name keeps reverting back to its original name, shorten it.
 - Now you need to drag the new page to the correct position, right after *page43*, which discusses “Local Color” and regional authors.
13. Position the cursor over **Local Author**, **hold** down the mouse button, **drag** the mouse up over **page44**, and **release** the button.
 - Did you notice the little bar that appeared between the pages as you dragged the page up? The bar is circled in the figure below on the left. When you released the mouse button, the new page was inserted where the bar was (figure on the right).



14. Since you've just made a major change, it's time to click on , the *Save the lesson* button on the toolbar.

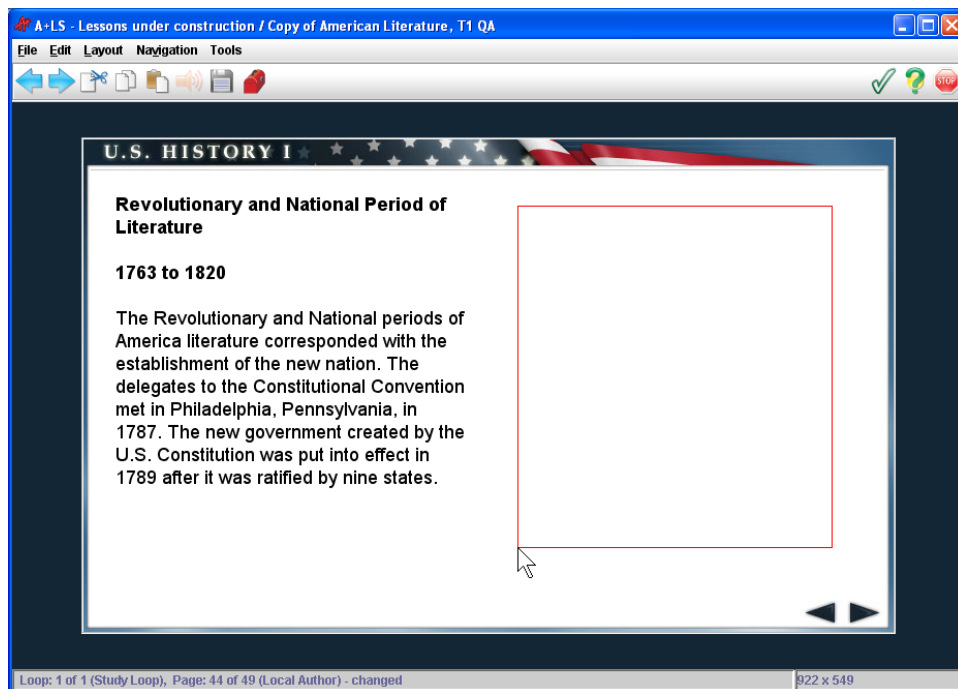
Stay in the thumbnail view and continue on to the next section.

Adding Images to a New Page (Fixed Size Lesson)

The following technique only works on fixed size lesson pages. Full screen lessons require a different technique (since you can simply *Add Page*).

WARNING: If at any time the whole page frame shifts so it is no longer centered, you must **IMMEDIATELY** select *Edit*, then *Undo*. Restore it to the center immediately because there is no convenient, reliable way to do it later manually.

1. Double click on the **Local Author** page to open it.
 - The first task is to delete the unnecessary screen elements.
2. **Right click** on the right text box (the red handles should appear at the four corners), then select **Delete** from the pop-up menu.
3. Select , the *Image* tool.
 - Now you'll place an *Image* object on the page (which acts like a picture frame). You'll choose the picture that goes in it, what the frame looks like, and where it will go on the page.
4. Place the cursor near the *upper-right* portion of the screen, **click** and **hold**, and then **drag** the mouse down and to the left as shown in the following figure.



5. **Release** the mouse button to place the *Image* object on the page.
 - In a single action, you roughly placed and sized the image. Notice that as you dragged the object it was a red box. Now in place, it shows as four colored boxes. It shows a little *A+* icon in the center of the image object because you have not yet assigned an image file to the object. That's coming up, but first we need to prepare the *Image* object.
6. **Right click** on the *Image* object (anywhere inside of the colored handles or boxes), then select **Properties** from the pop-up menu.

7. Click on the **Position** tab (along the top of the Property Frame window), then using the drop box, change *Resize All* to **None**.
 - *None* is critical because the image is part of a fixed size lesson page.
8. Click on the **Image** tab and change the drop box to **Aspect Scale** (below the *Load Image* button).
 - This will force your image into the space you defined, but it will not distort the image (change its aspect).
9. Click on the **Load Image** button.
 - The *Select Image File* dialog box opens.
 - Images you select are not stored inside the page. Just like with a web page, the images are loaded into the page each time the page is shown. You can only use images that can be located and loaded from every machine that might run the lesson. So images must be loaded on a network server that students can access. The authoring system will automatically load web standard images (JPG, GIF, or PNG) that you have selected.
 - For this tutorial, you will load the image you selected to go with the text about a local author (typically a picture of the author).
10. Click on the top drop box and select **Browse**.
11. Use the *Open* window to locate and select your local author image (must be one of the file types listed at the bottom of the window).
12. With the image selected, click **Open**.
 - Next you need to tell *A+LS* where you want to put the image on the *A+LS* server.
13. Confirm that the *Content location* is set to your *A+LS* server (it should be by default).
 - To ensure that your images aren't deleted by periodic subject updates, it is recommended that you place new images for new or edited lessons in their own directory (the default location is where the current *A+LS* lesson finds its images).
14. Change the *Path* to: **media\pictures\custom**(the name of your file)
 - Basically just change "amerlit" to "custom". Do NOT include the quotes or parenthesis. If the directory doesn't exist, it will be created. Note that you should use this process for all your new and edited lesson components.

15. Click **OK** to copy your image file to the server.
16. Back at the *Select Image File* window, confirm your image file is highlighted, then click **OK**.
 - The *Image Property Frame* conveniently gives you a preview of the image, so that you can confirm that it is the correct one before placing it in the *Image* object on the page.
17. Click on **OK** to accept the image.
 - The image you selected appears on the page.
18. Using the handles, adjust the image so its size and position are appropriate for the page.
 - With the cursor keys, you can nudge the graphic, fine tuning its position.

Next you'll add a caption to the graphic.

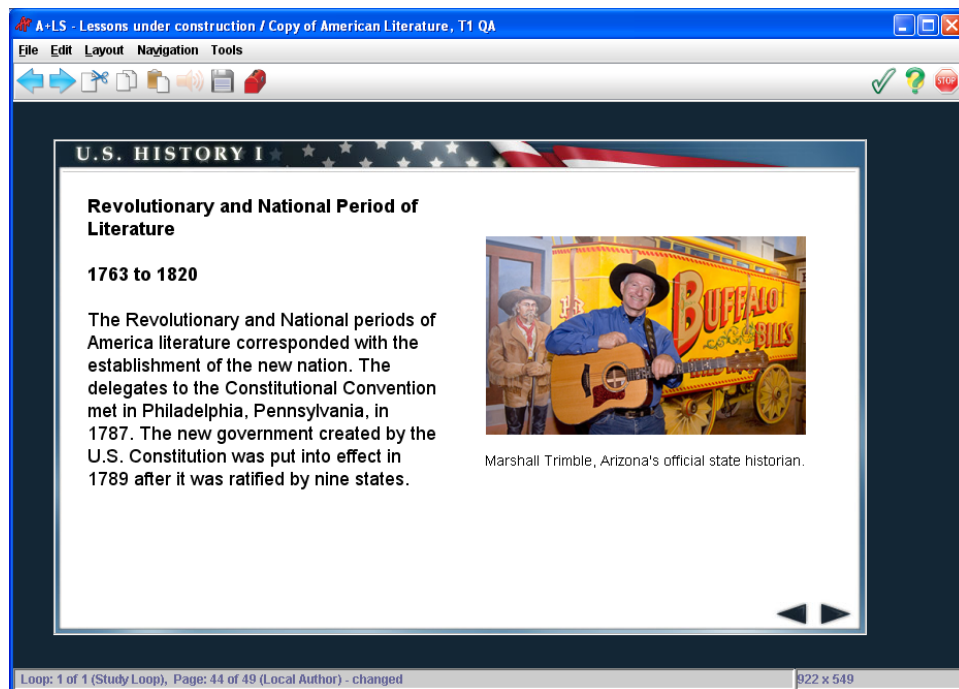
Adding Text to a New Page (Fixed Size Lesson)

1. Select  , the *RTF Panel* tool from the *ToolBox*.
 - If the *ToolBox* does not appear on your screen, click on its button  on the toolbar until it does.
2. Use the same drag and release technique to create an *RTF Box* centered under the new image (point to one corner, click and hold the main mouse button, drag to the opposite corner, and release).

Hint: If you accidentally drag the background graphic out of place, use **Edit / Undo** to restore it.

3. **Right click** on the *RTF Box*, then select **Properties**.
4. Click on the **Position** tab and set *Resize All* to **None**.
5. Click **OK**.
6. Double click on the new caption *RTF Box* object to open it for editing.
7. In the *RTF Box*, write or paste something relevant to the new image and the local author text you'll be adding in a moment. (If present, delete preexisting text before you start.)
 - The text needs to match the style of the lesson, so check the existing text to see what font it used.

8. Double click on the text in the left text box, put the cursor in the middle of the text, and when the *Text Attribute Toolbar* opens, note what font is being used (typically *Arial*) and the size (typically *18*).
9. Double click on the caption, then *Select all* of the text by pressing **[Ctrl] A** (Windows).
10. Click on the *font selection* drop box and select **Arial**.
11. Change the *font size* drop box to **14**, since captions in *A+LS* lessons are typically a couple of sizes smaller than the main text on the page.
 - Your lesson page should look similar to the following figure, with your new image and its caption on the right and the old text awaiting its revision on the left.



12. Double click on the old text on the left, then paste or type the biographical text you gathered about your local author.
13. If pasting the new text into place caused the font to change, please restore the original settings, typically **Arial, 18**. (Select all the text in the text box and change the *Text Attribute Toolbar* settings.) Note that section title text is bolded using the **[B]** button.

- Your lesson page should look similar to the following figure.



- Always keep in mind when editing that a newly added lesson page should look like the pages surrounding it, for continuity. Note that in the example above, the biographical information was too long for the text box, so scroll bars appeared. If you don't want to use scroll bars, you could copy this page and split the text between two pages.
- Click on , the *Save this page* button on the toolbar. (You may have to drag the *Text Attribute Toolbar* out of the way first.)
 - Click on the **Previous** and **Next page** buttons on the toolbar to review where the *Local Author* page is located in relationship to the other lesson pages.
 - Watch the page numbers at the bottom left of the screen on the status bar. As you've just seen by inserting a new page yourself, you can't rely on the page names to accurately reflect their actual page sequence (*Local Author* is now the 44th page, and *page44* is now the 45th page in the lesson).
 - As you review the new page location, keep in mind that it is easy to move the page. You only have to return to the *Thumbnail View* and *drag and drop* it into a new location like you did before. Reordering lesson pages is very easy, especially if you name your pages so they are easy to spot.
 - Click on the  to exit the page view.
 - Click on the  to exit the *Thumbnail View*, clicking **Yes** to save if prompted.

Back at the *Curriculum Authoring Window*, continue to the next section.

Testing Your Edits

Before releasing a new or edited lesson to your students, it is VERY strongly recommended that you test the lesson by viewing it as a student would. It's easy!

1. **Right click** on the newly edited *Copy of American Literature*, then select **Launch Playback as Student**.
2. Since it was a study guide page that you added, select **Study** and click on the **Play Lesson** button.
3. Normally you'd just click on the *Next Page* button, but your new page is near the end of the lesson, so on the menu bar select **Navigation**, then **Last Page**.
4. Use the **Previous Page** button until you reach your new page.
5. When you are satisfied, click on the  to exit the student preview.

Preserving New and Edited Lessons

The key issue in preserving your work in *A+LS* is to never save it within the *A+LS* subjects they are derived from. AEC regularly updates subject modules, and any edits contained in the old subjects are deleted by the updates.

As you've seen from the first two tutorials, lessons are edited in your personal space on the server (found under your name at the end of the subjects list in Curriculum Authoring). When you are ready to "publish" the lesson, making it available to students, you should copy it into global subject (accessible school-wide) that doesn't get updated. That's what we'll cover now.

1. Still in the *Curriculum Authoring Window*, in the left panel, scroll down until you see your name and expand the list of lessons under *Lessons under construction*.
2. **Right click** on *Copy of American Literature*.
3. Select **Make a Copy** from the pop-up menu.
 - The *Copy Activity* dialog box opens. This time the key option is:

Copy to global subject - This option copies the activity to the global subject specified by *Select the subject to copy to*. The *Copy to Global* right must be enabled to use this checkbox. You would use this checkbox to copy an edited lesson back into the system-wide area where all teachers could use it.

4. Enable **Copy to a global subject** and **Copy to a new subject**, placing a checkmark next to them.
5. At *Enter the new subject name* type: **Social Science edited lessons**
6. At *Enter the subject abbreviation*, if no abbreviation appears, type: **socedit**
 - Some modules may be large and thus will take several minutes to copy. You may proceed with other tasks during the copying, but you must NOT do anything with the subject or activity being copied.
7. Click on **Start Copy** to begin the process. When it is finished, click **OK**.
8. In the left pane, scroll up to **Social Science edited lessons** and double click on it. (If it doesn't appear in the list, press [F5], the refresh key.)
 - Next you need to rename the lesson to something more descriptive, so other teachers will know why they might want to use the edited lesson.
9. Expand the list of lessons under **Social Science edited lessons**.
10. **Right click** on **Copy of American Literature**, then select **Edit Activity** from the pop-up menu.
 - The *Activity Editor (ALS Lesson)* window opens. It is recommended that the new name include the subject module, lesson name, and what has been added/edited. Abbreviations are fine as long as any teacher can understand them.
11. Change the *Name* to: **US History I – Amer Lit with local author**
12. Click **OK**, then **OK** again to save the name change.
 - Next you need to confirm that the copying was successful, so repeat the test you did before. You should always test new or revised lessons before students see them.
13. **Right click** on **US History I – Amer Lit with local author**, then select **Launch Playback as Student** from the pop-up menu.
14. Click on **Play Lesson** and review the lesson, confirming it was successfully copied and your edits are intact (*hint: Navigation / Last Page*).
15. Exit from the lesson by clicking on the **Stop** sign.

If your page was incomplete or was otherwise inappropriate for student viewing, the lesson should be deleted. *Right click* on the lesson, select *Inactivate Activity*, click *Yes*, and then *OK*. Finally, empty the Trash Can (*right click* on trash, then *Empty Trash Can*).

The next tutorial covers editing a test, a common task for teachers.

Authoring Quick Step Tutorial 2 - Tests

This tutorial will take approximately 45 minutes. It is assumed that you have already completed the first authoring tutorial and that you have reviewed *Curriculum Authoring Tools* (page 90).

One of the most common curriculum editing tasks is modifying test questions and answers. In this tutorial, you'll edit a test question's instructions for clarity, then add an additional correct answer. You'll also learn to use a test page template to quickly create a new test question page, then populate it with a question, instructions, correct and incorrect answers, and assign correct and incorrect feedback loops.

Please note that this tutorial deals with Mastery tests. These are integrated into most *A+LS 3.5* subject modules and are thus available to all teachers. Editing a question in a *Course Assessment* uses fundamentally the same process.

Loading a Test Loop

1. Click on the *Curriculum Authoring Window* button  on the button bar.

2. Locate the *Language Usage VI* subject module, expand the tree under it, and then **right click** on the **Double Negatives** lesson.

- If the specific lesson isn't available, then please choose a lesson with fixed size lesson pages and a mastery test (see list at right). To browse the lessons, *right click* on a lesson, select *Launch Playback as Student*, select *Practice* mode, and then *Play Lesson*.

3. Select **Make a Copy** from the pop-up menu.

- The *Copy Activity* dialog box opens. You will be copying the lesson to the same subject module that you used in the first two tutorials, *Lessons under construction*.

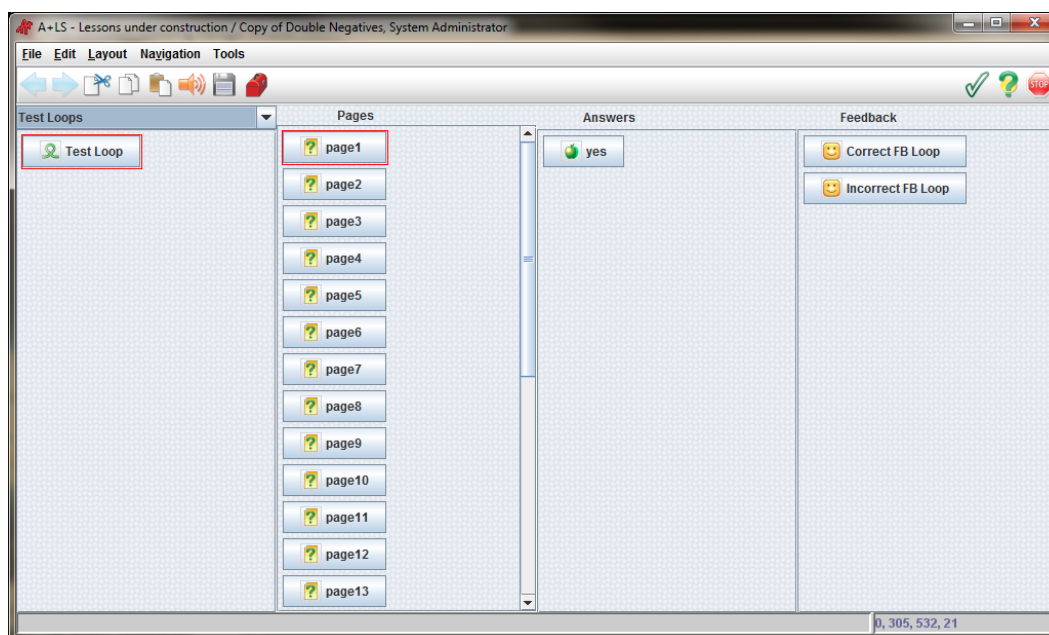
Some Subjects That Have Fixed Size Lesson Pages and Fill-in-the-Blank Questions (as of September 2012)

Algebra I Part 1 – Expressions & Equations
 Civics – U.S. Constitution 1
 Comprehensive Biology – Animal Behavior
 Language Usage III – Adjectives 1
 Language Usage VI – Double Negatives
 Language Usage VIII – Counting Money
 Mathematics VIII – Basic Operations 2
 Reading VI – Abbreviations

4. At the *Select the subject to copy to* drop box, select **Lessons under construction**.
5. Leave *Enter the subject abbreviation* to **undrcon**.
 - Please be patient while the lesson and all of its components are being copied. You may proceed with other tasks during the copying, but you must NOT do anything with the subject or activity being copied.
6. Click on **Start Copy** to begin the process. When it is finished, click **OK**.
7. In the left pane, scroll down past your name (below all of the standard *A+LS* modules) and expand the list under the **Lessons under construction** subject module.
8. If the *Copy of Double Negatives* doesn't appear, press **[F5]**, the refresh key.
9. **Right click** on **Copy of Double Negatives**, then select **Edit Activity** from the pop-up menu.
 - The *Activity Editor (ALS Lesson)* window opens.
10. Choose to **Edit Content**.
 - You should be looking at the *Thumbnail View*.
11. Click on the *Loops* drop box to open it (see the figure at right).
12. Select **Test Loops** to display all of the test loops.
 - If you were working with a *Course Assessment* module, you would notice that it just contains tests. These assessments are made up of only *Test Loops*, without *Study*, *Essay*, or *Other Loops*.
13. Depending on the lesson you are editing, there may be one or more test loops. Click on the first **Test Loop**.
 - The pages in the loop display in the *Pages* column.
14. Click once on the first page.
 - Be patient. Sometimes it takes a second or two for the server to assemble the components to show you.



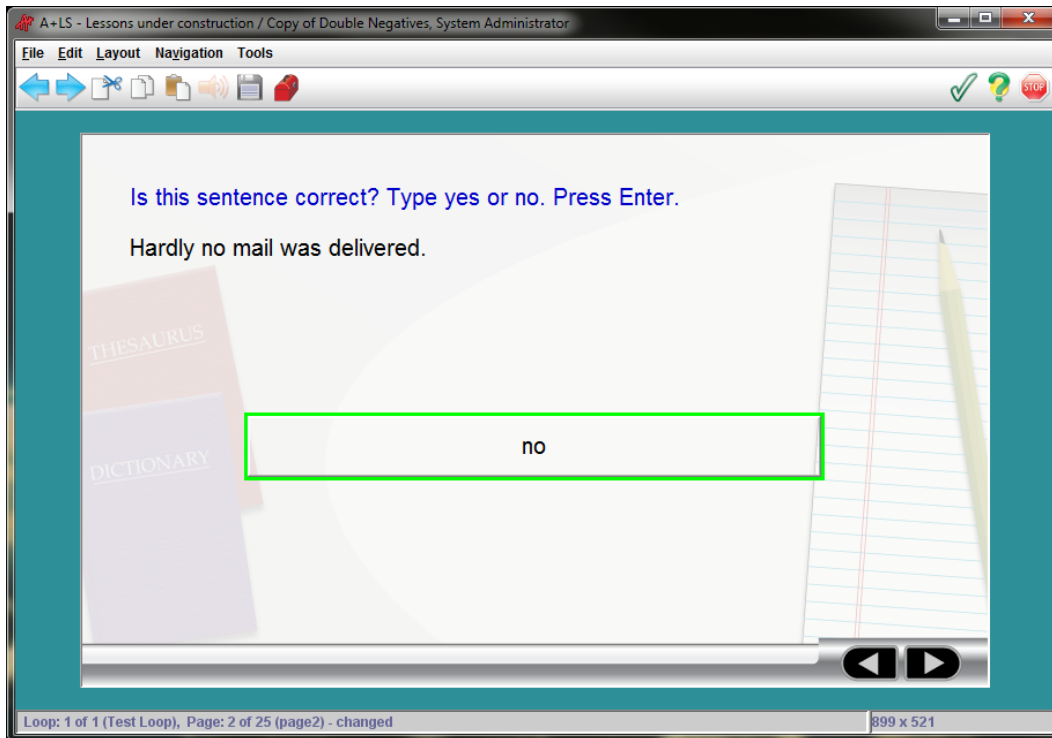
- Test pages use the two columns on the right (see the following figure). While you can't edit the answers in the *Thumbnail View*, being able to see the answers gives you an idea of the type of question you'll find on the page. In this example, it is a fill-in-the-blank question, as indicated by the one correct answer (green apple) shown in the *Answers* column. Note that a multiple choice question would have a correct answer with multiple incorrect answers (indicated by red apples).



Hint: Every question in a Test Loop must have at least one correct answer and feedback assigned. The *Thumbnail View* of a Test Loop is helpful for verifying that you have all necessary parts for it to function. Just click on each page and you can see if the required components are there. Note that questions in the Study Loop do not have feedback assigned when the correct answers are displayed directly on the question pages.

- Let's check the first page (assuming you chose *Language Usage VI – Double Negatives*). We can see that *page1* is complete with a right answer and both correct and incorrect feedback loops.
15. Click on **page2** (or any other page that only has a single correct answer in the *Answers* column).
- We can see that *page2* is complete with a right answer and both correct and incorrect feedback loops. We can also tell that the question uses an *Edit Box* where the student types in the answer because there is a single answer object (the "no") and no incorrect answers (found in multiple choice and true/false questions).
16. Double click on **page2** to open it.

- Now you can verify that there is indeed an *Edit Box* in the middle of the screen. The text that appears in the box currently reveals the correct answer (see the following figure). The box, however, will appear empty when the student runs the test loop, either as a *Practice* or *Mastery* test.



Changing the Question Text

Let's modify the question page, enhancing the instructions.

- Double click on the instruction text, placing your text cursor there.
 - The cursor (the black vertical line) should appear at the end of the sentence.
- Highlight the word **yes**, then change the text color to red to make it stand out.
 - Remember, click on the *Foreground Color* on the far right of the *Text Attribute Toolbar*, then select a red color from the palette.
 - Next you'll change *no* to red, but it is important that you use exactly the same red, which is easy!
- Highlight the word **no**, click on the **Foreground Color**, and then note the *Recent* table on the right side of the palette.

- The *Recent* table shows you all the colors you have selected during this editing session. Selecting colors here makes it very easy to be consistent.
4. Select the red color under *Recent*, click **OK**, and then click on a blank part of the page.
 - Note that *yes* and *no* are now the same shade of red.
 5. Save your changes.

Making Multiple Right Answers for an Edit Box

Let's add another correct answer. The computer is a very literal grader, so multiple right answers provide additional grading flexibility.

1. **Right click** on the *Edit Box* near the center of the page (contains "no").
2. Select **Properties**.
3. Choose the **EditBox** tab.
 - As you can see, there are several options. The *Text* field is where correct answers are edited. The checkboxes provide control over the answers. Please note that *Editable?* must be checked for the student to be able to type in the *Edit Box*. We are only concerned with the correct answers for now.
 - Fill-in-the-blank answers that have more than one possible correct answer must have each answer in quotes. An OR (all caps) indicates there are other acceptable answers. Note: If there is only one correct answer, no quotes are needed.
4. Click in the **Text** box.
 - Your text cursor should be blinking to the right of the current answer.
5. Change the *Text* field to read: **"no" OR "NO" OR "No"**
 - Be sure to include the quotes around each answer and a space between the OR (all caps) and the answers on either side. You can add as many correct answers as you feel are required, as long as you put them all in quotes, separated by OR.
6. Click on the **OK** button to confirm the change, then save the page.
 - Notice how all three answers are now showing in the *Edit Box* in the middle of the lesson screen.
7. Click on the  to return to the *Thumbnail View*.

- Notice that the modified answers appear in the *Answers* column (originally it was just *no*).

Testing Your Changes

It is critical to test any changes you make. This ensures that the modified pages function as you intend and lets you review them as students will see them.

1. Click on the  to return to the *Curriculum Authoring Window*, answering **Yes** if you are prompted to save.
 - The lesson you were editing should be highlighted in the left pane. You are going to test the page that you just practiced modifying.
2. **Right click** on the newly edited lesson (typically *Copy of Double Negatives*).
3. Select **Launch Playback as Student**.
 - The *Select Interface* window opens.
4. Set *Select the mode to playback* to **Practice**, the choice of interfaces is up to you.
 - *Practice* is best for testing because it gives you immediate feedback on the modified page(s). Also, you can test right and wrong answers without having to wait for the test results dialog box.
5. Click on the **Play Lesson** button.
 - After a few moments the *Practice* test opens.
6. Click on , the *Go to the next page* button, until the page that you modified is displayed. (The question order may be randomized.)
 - If reviewing *Copy of Double Negatives*, you are looking for the screen where yes and no are in red.
 - You always want to be sure that the changes you made are accurate and appear consistent with the other pages in the module.
7. Type the newly added correct answer to test it: **NO**
 - Testing each new answer is critical because the computer is a very literal grader. If the correct answer you entered has a simple typo, it could prevent all of your students from getting credit for that question.

8. Press the **[Enter]** key to see the feedback.
 - After a moment, you will see “Excellent” or something similar from the *Correct Feedback Page*.
 - Normally you would continue testing any edited pages and all of their new answers.
9. Click on the  to exit.

Adding a New Test Loop

The *A+LS* authoring system provides page templates which makes creating additional test questions easy.

1. **Right click** on the lesson you’ve been editing (typically *Copy of Double Negatives*).
2. Select **Edit Activity**, then **Edit Content**.
3. Change the *Loops* drop box to **Test Loops**.
 - Just as some paper tests have multiple sections, *A+LS* tests can too. When a student takes a test, the questions are normally drawn from all testing loops in the lesson.
 - Now its time to add a new test loop. The type of loop you add is dependent on the kind of loop currently displayed in the *Thumbnail View*. You have *Test Loops* active in the drop box, so the new loop will be a test loop.
4. On the menu bar select **File**, then **Add Loop**.
 - The *New Loop* displays at the bottom of the loops list. Next you’ll name the new test loop and set a key property.
5. Click once on **New Loop** to select it.
6. **Right click** on *New Loop*, then select **Properties**.
7. Change the *Description* to: **Additional Questions**
 - Note that loop labels are limited to a maximum of 20 characters. If you exceed the limit, the name change can’t be saved. So if your loop name keeps reverting back to “New Loop”, shorten it.
8. Click in the *Randomize* checkbox to enable it.

- The *Randomize* setting tells the program to integrate the new questions in the new loop with the existing loops' questions. When a student takes the test, questions from all loops will appear randomly.

9. Click **OK** to save the changes to the new test loop.

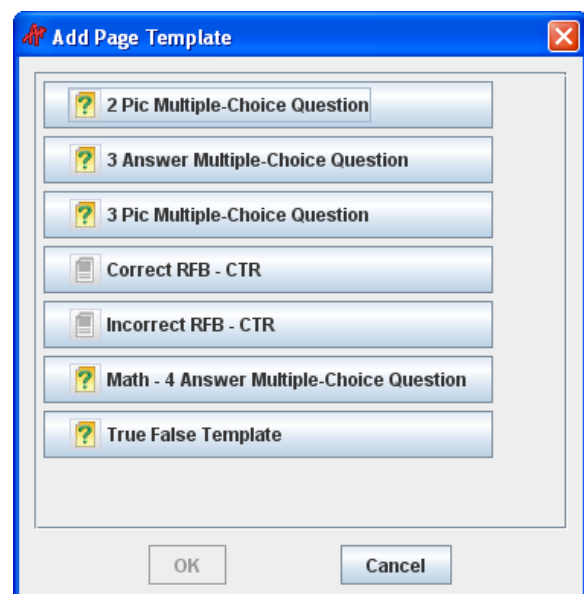
As you've seen, adding a new test loop is easy. Now it's time to add a question page to the new loop.

Adding a Question Page

Fixed size lessons – If you want to match the format of the existing test loop(s), you must copy an existing question page, and modify it, changing the following: question text, correct answer, and incorrect answers (if multiple choice). This is similar to what you did in Tutorial 1, where you copied and modified an existing Study page, creating the *Local Author* page. The down side is that you can only create the same type questions that are found in the lesson. For example, if the existing test loop only has multiple choice questions, there is no easy way to create a similar looking fill-in-the-blank question.

Full screen lessons – When creating new test pages ALWAYS begin with a template, it will save you countless minutes of configuring objects and their relationships (correct, incorrect, etc.). This section will show you how.

1. Click on the **Additional Questions** loop to make it the active loop.
 - For this tutorial, we'll assume you don't mind that screen types and backgrounds don't match and that a test bank of full screen questions is okay. This will give you experience with creating test pages from the ground up and allow you to add question types that the original lesson may not include.
2. On the menu bar, choose **File**, then **Add Page Template**.
 - Review the question templates available to you (see the figure at right).
3. Choose **Math - 4 Answer Multiple-Choice Question**, then click **OK**.
4. Click once on the new page that appeared in the *Pages* column.



- Note that the top answer in the *Answers* column is the correct answer (also signified by the green apple). You will set the page to *Randomize*; so when the student sees the test questions, they will be in random order. (The answers on each page are always randomized.)
- Please note that there are *Randomize* settings for loops (randomizing the order the loops are presented) and for pages (the order the question pages appear). Normally both should be enabled (set to On).

5. Double click on the new page to open it.

- First let's type the question text. It will go in the text box with the larger font.

6. Double click on the text **Insert your test question in this box.**

7. *Select all* of the current text using **[Ctrl] A** (Windows) and replace it with:

Select the correctly phrased sentence.

- If the text is too small to read, it is easy to enlarge.

8. *Select all* of the text using **[Ctrl] A** (Windows), then use the *Text Attribute Toolbar* to change the font to size **24**.

9. Using the same technique as above, change the instruction text at the top of the page to:

Click on the correct answer button.

- *Text Label* objects don't provide the *Text Attribute Toolbar* for font changes. They are changed via their *Properties*.

10. Click outside of the instruction text to deselect it.

11. **Right click** on the instruction text, then choose **Properties**.

12. Select the **Font** tab, then change the instruction text to size **16**.

13. Click on **Apply Now** to review the change, then **OK** to accept it.

- Now it's time to input the answers.

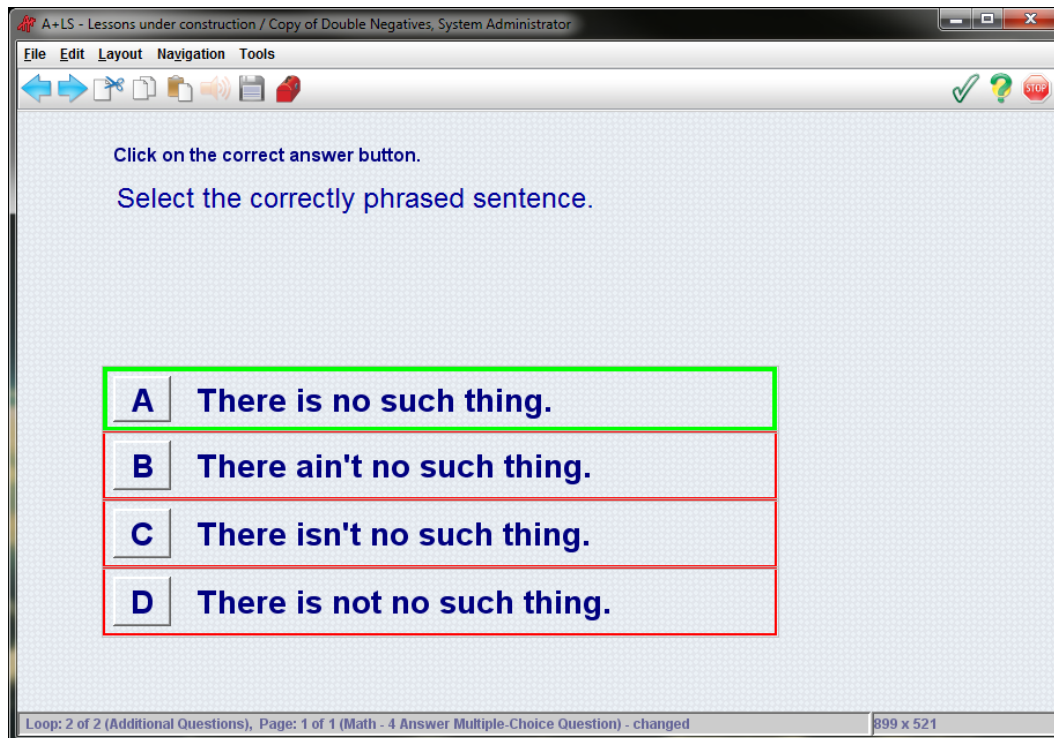
14. Double click on the **Correct Answer** text (always in the green box) and replace it with:

There is no such thing.

15. Double click on the *Incorrect Answers* and replace their text with incorrect answers:

There ain't no such thing.
There isn't no such thing.
There is not no such thing.

- Your page should resemble the following figure.



Your page looks good, but does it match the other pages in the lesson?

Making the New Page Match the Others

1. Use the **Previous** and **Next Page** buttons to compare the existing test loop questions with your new one.
 - While you can't match the existing question pages graphically, you can follow their lead in text colors. The existing questions use moderate size, normal blue text for instructions and black for questions and answers. Your page uses all blue text, some of it large and bold. So some changes need to be made.
2. Return to your new question page by clicking **Next Page** until it appears.

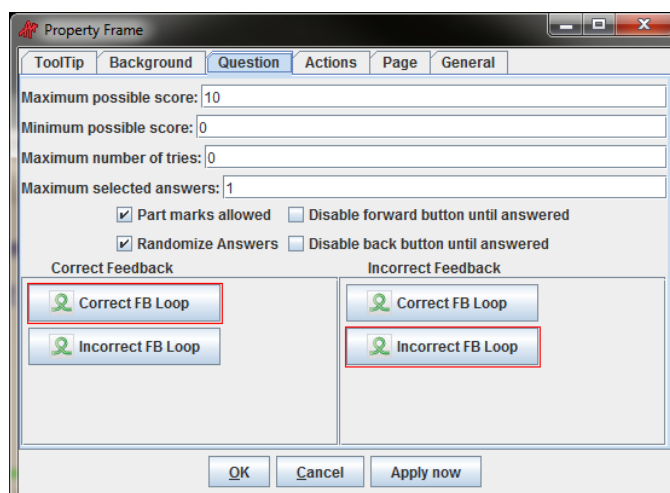
- The answers, like the instruction text at the top of the screen, have to be changed via properties.
3. **Right click** on the first answer, then select **Properties** from the pop-up menu.
 4. With the **Font** tab selected, disable **Bold**, change the *Size* to **24**, choose the *Color* **black** for the text, and then click **OK**.
 5. Repeat the process (steps 3 and 4) for each of the remaining answers, until all have been changed to black text.
 6. Save your changes.
 7. Use the **Previous** and **Next Page** buttons to compare the other question pages with your new one, confirming that they match as close stylistically as is practical.
 8. Return to your question page.

You can also change the question page's background to a more compatible color, gradient, or graphic by changing its properties. This is covered in Tutorial 3, in *Matching the Background with an Image* (page 141).

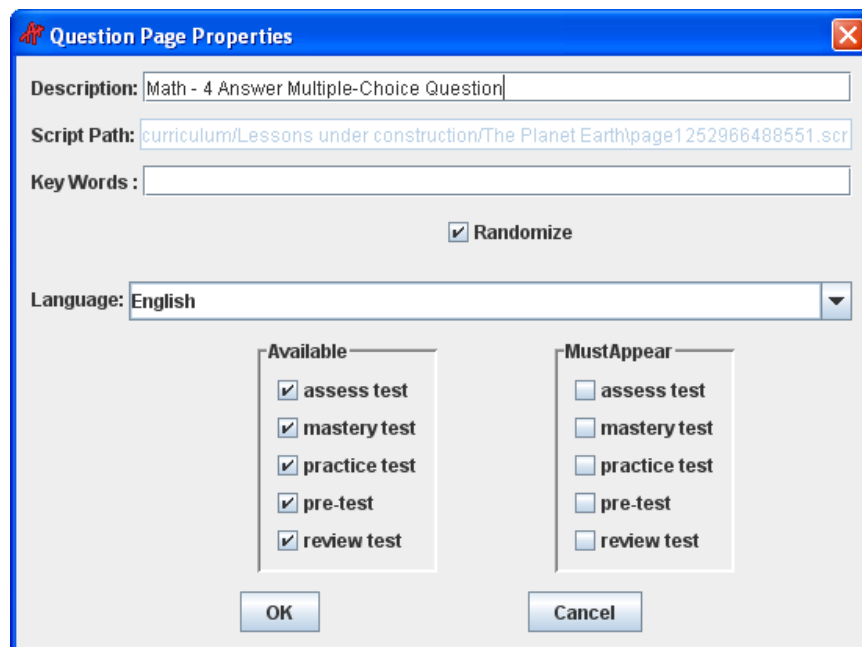
Before you can test your new question page, you need to add feedback loops.

Adding Feedback Loops and Setting Page Properties

1. Without any object selected, go to the menu bar, then select **Edit**.
 - Notice that next to *Properties*, in small print, is *Ctrl-P*. This is the shortcut for *Properties*. You can use it to open *Properties* for any object.
2. Click on any empty portion of the screen to close the menu bar options.
3. Without any object selected on the screen, press **[Ctrl] P**.
 - A properties window for the whole question page opens.
4. Choose the **Question** tab.
 - The feedback loop choices are in the bottom half of the dialog box (see the figure at right).



- Note that *Randomize Answers* is checked, ensuring that the correct answer will be randomly shuffled on the screen when students take the test. Also on this property page is the number of points assigned to the correct answer (top of dialog box).
5. Click on **Correct FB Loop** in the left column to set the *Correct Feedback* for this page.
 6. Click on **Incorrect FB Loop** in the right column to set the *Incorrect Feedback* for this page.
 7. Click on **OK** to accept the changes.
 - There are two types of page-related properties. You have set the first type by pressing [Ctrl] P without any objects being selected. The second is formally known as *Page Properties*.
 8. Select **Edit**, then **Page Properties** from the menu bar.
 - In the *Question Page Properties* dialog box you can change the description of the test question, decide when the question is *Available*, and select when it *Must Appear* (see the following figure).



- *Available* simply means that the question could appear in the five different types of tests. If you consider the content covered by the question essential, you can force the question by choosing the appropriate *Must Appear* checkboxes.
 - This question should be randomly presented with questions from the other test loops.
9. Confirm that *Randomize* is enabled; if necessary, place a checkmark in its checkbox.

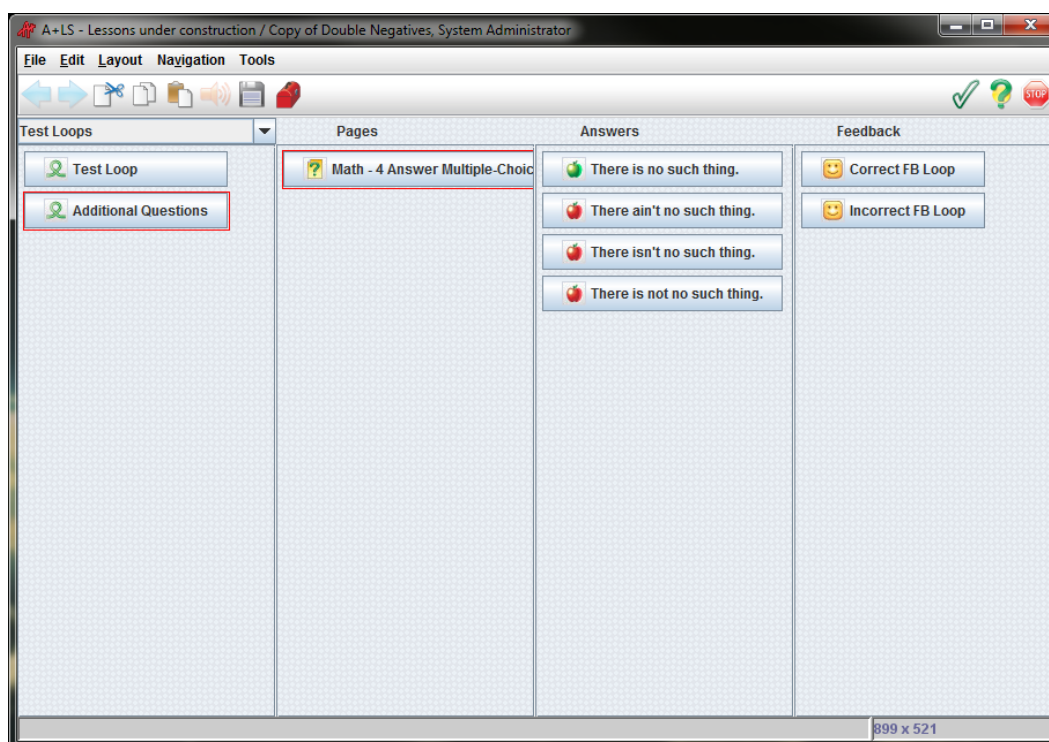
10. Select **OK**.

11. Click on , the **Save** button.

- Remember to save your work frequently.

12. Use the  to return to the *Thumbnail View*.

- Notice that your question now displays its *Answers* and *Feedback* loop links (see figure below).



13. Click on  to return to the *Curriculum Authoring Window*, saving if asked.

Testing the New Page

Testing is always important. It becomes essential as your skills grow and you start to edit or create more sophisticated pages, such as tests, that require student interaction.

- The lesson should still be highlighted in the left pane (typically *Copy of Double Negatives*).

1. **Right click** on the lesson.
2. Select **Launch Playback as Student**.

- The *Select Interface* window opens.
3. Set *Select the mode to playback* to **Practice**; the choice of interfaces is up to you.
 - Remember that *Practice* is best for testing questions because of the immediate feedback.
 4. Click on the **Play Lesson** button.
 - The *Practice* test opens after a few moments.
 5. Click on , the *Go to the next page* button until the page you created is displayed (shortcut: **Navigation / Last Page**).
 - Review the changes you made to the instruction text looking for typos or ambiguous phrases. Pages should appear as compatible as practical with the other pages in the module.
 - Confirm that the answers have been randomized (not in the order you input them).
 6. Select an incorrect answer to test the Incorrect Feedback Loop.
 7. Select the correct answer to test the Correct Feedback Loop.
 - After a moment, you should get a correct feedback page. You should test all of the new or edited pages before exiting.
 8. Click on the  to exit.

Deleting Pages and Loops

1. **Right click** on the lesson you've edited (typically *Copy of Double Negative*).
2. Select **Edit Activity**, then **Edit Content**.
3. Change to view the **Test Loops**.
4. Click once on the **Additional Questions** loop to activate it.
 - Remember active objects in the *Thumbnail View* have a red box surrounding them.
 - The one question you added to this loop should appear in the *Pages* column.
5. Click once on the *question page* to select it.

6. **Right click** on the *question page* and select **Delete** from the pop-up menu.
7. Click **Yes** to delete the page.
 - The question should disappear. The question has been permanently deleted, so be careful with the *Delete* command.
 - Next you'll delete the loop. Please note that you don't have to delete the pages individually if you intend to delete the whole loop. You did it this time just for practice.
8. If necessary, click once on the **Additional Questions** loop making it active.
9. Select **Edit**, then **Delete** on the menu bar.
 - The *Confirm Delete Page Loop* dialog box opens. Read it carefully. There is no way to recover deleted pages.
10. Click **Yes**.
11. Choose  to exit.
12. Answer **Yes** to save your changes when prompted.

Now that you have made modifications to existing lessons and tests, it's time to try your hand at creating a subject with a new lesson and content.

Authoring Quick Step Tutorial 3 - New Content

This tutorial takes about 45 minutes. Creating new lessons and questions can be fun, so you may want to set aside a bit more time to give yourself a chance to experiment with the various tools and screens.

Creating a New Subject Module and Lesson

Sometimes you may want to create a whole new module and lesson. One example would be to create a series of history lessons covering your local area. Note that the process for creating a new subject module is the same for both full size screen lessons and fixed size lessons.

1. In the *Curriculum Authoring Window*, scroll down until you find your name (after all of the *A+LS* modules).
 - If you are logged on as administrator, look for *System Administrator*.

2. **Right click** on *your name* and select **Add New Subject**.
3. Type the *Name* of the subject module. For this practice, call it: **Our Town**
4. Confirm that *Area* is set to **Interdisciplinary** and set the grade related drop boxes to the grade level you teach.
 - You can add text to the *Description* if you wish, it's optional.
5. Click the **Apply** button, then **OK** to confirm.
6. Click on the **Close** button.
 - The new subject module *Our Town* should appear below your name. If not, press [F5].
7. **Right click** on *Our Town*.
8. Select **Add New Activity**, then **ALS Lesson** from the pop-up menu.
9. Input the *Name* of the lesson: **Founding Fathers and Mothers**
 - The default lesson settings are a good place to start. Use the *Help* button if you want to explore what the settings do. For this tutorial, please use the defaults.
10. Choose to **Save/Create Content**.
 - The *Thumbnail View* of your new lesson appears.

Adding a Study Page (Full Screen Lesson)

It is time to add the first Study page. You'll be creating a full screen page. This type of lesson behaves somewhat like PowerPoint[®], with resizable graphics and text utilizing the full screen for its pages.

You can either make up the text and use a random graphic (JPG, GIF, or PNG), or you can have some text about your area and a local photo ready to embed in the practice page.

1. Still in the *Thumbnail View*, confirm *Study Loops* is displayed, select **File**, and then **Add Loop** from the menu bar.
2. Click on **New Loop** to select it.
 - A red box appears around the page showing that it is the active object.

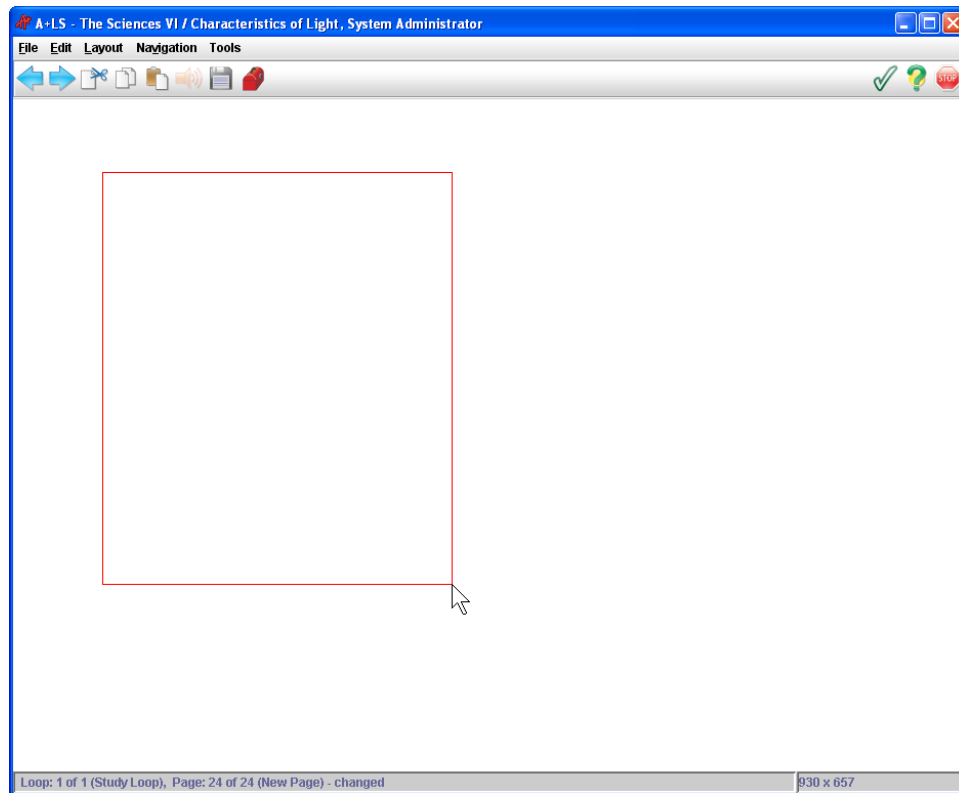
3. Click one more time to edit the loop's label.
 - Note that this is not a double click, but two separate clicks: one to select, one to edit.
4. Change the name to: **Study Loop**
5. Click away from the loop, confirm the new name appears, and then click once to select the *Study Loop*.
6. Select **File** from the menu bar, then **Add Page**.
 - The new page is added to the *Study Loop*. Let's rename the page to make it easy to find later.
7. Click once on **New Page** to select it.
 - A red box appears around the page showing that it is the active object.
8. Click one more time to edit the page's label.
 - Note that this is not a double click, but two separate clicks: one to select, one to edit.
9. Replace the current text with: **Introduction**
 - Note that page labels are limited to a maximum of 50 characters. If you exceed the limit, it can't be saved. So if your page name keeps reverting back to "New Page", shorten the name.
10. Click in the blank part of the *Pages* column to finalize the renaming.

Adding Images to a New Page (Full Screen Lesson)

The following technique only works on full screen lessons. Fixed size lessons require a different technique, which is covered in the first tutorial.

1. Double click on the **Introduction** page to open it.
2. If you see a text box that contains "There was an error loading this page", click once on the text, selecting the text box, and then press the **[Delete]** key.
3. Select  , the *Image* tool from the Toolbox (click on the **Toolbox** button if it isn't visible).

- Now you'll place an *Image* object on the page. Think of the *Image* object as a picture frame. You'll choose the picture that goes in it, what the frame looks like, and where it will go on the page.
4. Place the cursor near the *upper-left* portion of the screen, **click** and **hold**, and then **drag** the mouse down and to the right as shown in the following figure.



5. **Release** the mouse button to place the *Image* object on the page.
 - In a single action, you roughly placed and sized the image. Notice that as you dragged the object it was a red box. Now in place, it only shows as four handles and a little *A+* icon. It appears blank because you have not yet assigned an image file to the object. That's coming up, but first we need to prepare the *Image* object.
6. **Right click** on the *Image* object (anywhere inside of the colored handles), then select **Properties** from the pop-up menu.
7. Click on the **Position** tab (along the top of the Property Frame window), then using the drop box, change *Resize All* to **Proportional**.
 - *Proportional* is critical because often authors have to create lessons without knowing on what screen resolution their students may be viewing the lesson. For example, the author of this handbook is using a screen that is set to 1920x1080, a relatively high

resolution. If I compose a page without the objects being set to *Proportional*, when students view the page on a typical screen, the text and images will be jumbled in too small a space. This is because their screens aren't as big as mine, and the objects overflow into each other. With *Proportional* set, the objects will automatically resize to the students' screen resolution, and the page will appear exactly as intended, much like PowerPoint.

8. Click on the **Image** tab.

- Near the middle of the window, note the setting *No Scaling*. It is important for almost all images to be set to *Aspect Scale*. It insures that when you resize an image it won't become distorted or stretched out of shape, looking like something reflected in a fun house mirror.

9. Click on the *scaling* drop box near the middle of the window, set it to **Aspect Scale**.

10. Click on the **Load Image** button.

- The *Select Image File* dialog box opens.
- You need to remember two key facts to work with images. As previously mentioned, the first is that the images you select are not stored inside the page. Just like with a web page, the images are loaded into the page each time the page is shown. This leads to the second key fact. As with fonts, you can only use images that can be located and loaded for every machine that might run the lesson. This typically means that the images must be loaded on a network server that students have the rights to load from. The authoring system will automatically load web standard images (JPG, GIF, or PNG) that you place on the server. You may select an image on your workstation's hard drive or from a local clipart collection, and it will be placed in the Media folder on the *A+LS* curriculum server.

11. Change the top dropbox to **Browse**.

12. Use the *Open* dialog to locate and highlight the graphic you want to use, then click **Open**.

13. Confirm the *Path* is set to your graphic, then click **OK**.

14. Back at *Select Image File*, confirm you photo is highlighted, then choose **OK**.

- The *Image Property Frame* conveniently gives you a preview of the image, so you can confirm that it is the correct one before placing it in the *Image* object on the page.

15. Click on **OK** to accept the image.

- Your image appears on the page.

Next you'll add some text to the page.

Adding Text to a New Page (Full Screen Lesson)

1. Select , the *RTF Panel* tool from the *ToolBox*.
 - If the *ToolBox* does not appear on your screen, click on its button  on the toolbar until it comes to the foreground.
2. Use the same technique you used in creating the image to create an *RTF Box* on the right side of the screen (point to a corner, click and hold the mouse, drag to the opposite corner, and release).
3. If the *RTF Box* displays some unneeded script text, the first step is to delete it. Highlight the script text, press the **[Delete]** key, and then click outside the box.
4. **Right click** on the *RTF Box*, then select **Properties**.
5. Click on the **Position** tab and set *Resize All* to **Proportional**.
6. Click **OK**.
7. Double click on the *RTF Box* object to open it for editing.
 - Note that the *Text Attribute Toolbar* appears for formatting the text. Also, the *RTF Box* is now framed by a colored box.
8. In the *RTF Box*, either type some introductory text about your area or paste it.
 - You can adjust the text to look the way you want. For example, if the text is a bit small, you could make it larger. Note that you should only use fonts that are available on all your workstations, so the text is consistently displayed.
9. *Select all* of the text by pressing **[Ctrl] A** (Windows).
10. Click on the *font selection* drop box and select **Arial**, if it's not already selected.
11. Click on the *font size* drop box and change the size from 12 to **18**.
12. Click outside of the *RTF Box* to deselect it and close the *Text Attribute Toolbar*.
 - All of the objects you need are on the page. You can click on them, hold, and drag them around to suit you. When you are satisfied with the new page, save it.
13. Click on , the *Save this page* button on the toolbar.

Matching the Background with an Image

Did you notice how the new page's background is a dull white? Like PowerPoint, you can use background graphics to jazz things up. But you should take care that the background doesn't interfere with the readability of the text or clash with the photos, maps, etc.

1. **Right click** on the *background of the page* (not on the text or image objects).
2. Choose **Properties**, then select the **Background** tab.
3. Click on the dropbox that says *Transparent* and review the choices:

Solid Color – There is a limited range of colors, but that may complement a graphic heavy lesson. Note that you can open the full palette of colors by clicking on the big color button to the left of the mini-palette.

Transparent – Basically turns off the background, resulting in all white.

Gradient – Though there is a limited selection of colors, this can be a simple, elegant solution. To ensure readability, it is strongly suggested that you pick either a pair of dark colors and use light text or pick a pair of light colors and go with dark text. For example, it might look good if you use a very pale blue text on a *medium blue to black* gradient, especially if you set it to *Diagonal from NW*. Remember, you can open the full palette of colors by clicking on the big color button.

Image – Potentially the most visually appealing solution, the trick is to pick a graphic that is subtle and won't upstage the text and graphics. It also has to be big enough to be blown up to full screen size using the *Aspect Scale* setting. Review *A+LS* lessons for ideas and note that many of their backgrounds use faded, low contrast graphics.

Alternately, you can set a small graphic to *Tile*, so that rather than getting stretched to fill the page, the pattern is repeated up and down the screen. We'll use this method in the following steps.

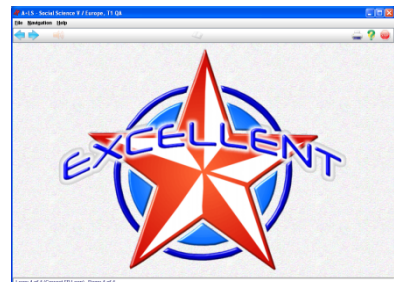
4. Change the drop box from *Solid Color* to **Image** (see the figure at right).
5. Click on the **Load Image** button.
6. Find the **backgrounds** folder in the list of folders (very close to the top of the list), and double click on it to open.
7. Click on **alsbkgd2.gif** to highlight it.
8. Click **OK**, and then **No** (since it is already on the server).

- If you use your own graphic, you **MUST** reply *Yes* to upload it to the server. Otherwise the graphic won't be available to your student's workstations.
9. Select **Apply Now** to see how the background will look.
 - The background looks blocky. As it turns out, this is a very small image, much like a web page background tile. When *Aspect Scale* is activated, it tries to stretch the image to fit the whole screen, while maintaining the aspect ratio (not distorting it by stretching).
 10. Change the drop box to **Tile**, then **Apply Now**.
 - The small image is now tiled, adding a texture to the page without interfering with the text and graphic.
 - Practice with the other settings until you find a color combination or graphic (full screen or tiled) that you like. Use *Apply Now* to preview what your page will look like.
 11. When you are finished experimenting with backgrounds, click **OK** to accept the new background.
 12. Click on , the **Save** button.
 13. Click on the  to return to the *Thumbnail View*.

Practice creating another page or two, making sure that the backgrounds all match for consistency.

Creating the Feedback Loops

Before creating your new lesson's *Test Loop* pages, you need to create the feedback loops that will be linked to the questions. You'll tap the content server's libraries of randomized correct and incorrect feedback screens. You should start this process in the *Thumbnail View*.



1. Change the *Loops* drop box to **Other Loops**.
2. From **File** on the menu bar, select **Add Loop**.
3. Click once on the new loop to select it.
4. Click once more on the loop to edit the text.
5. Delete all the existing text, then type the new loop name: **Correct FB Loop**

6. Click away from the new loop to save the name.
7. Again select **File**, then **Add Loop** to add a second loop.
8. Click once to select the new loop, then click again to edit its name.
9. Delete the existing name and replace it with: **Incorrect FB Loop**
10. Click away from the loop to save the new name.

Adding the Correct Feedback Page to Its Loop

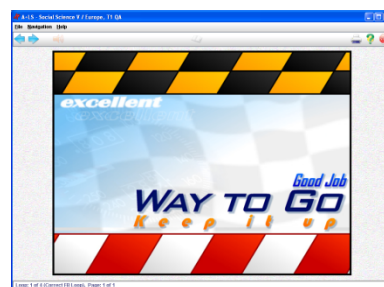
You've created the two feedback loops, now you need to insert the random feedback page templates. They will automatically handle the visual and auditory feedback pages. You'll start with the correct feedback loop.

1. Select the first loop, **Correct FB Loop**.
2. Choose **File**, then **Add Page Template**.

- The *Add Page Template* dialog box opens. The various templates are in alphabetical order.

3. Select **Correct RFB - CTR**, then click **OK**.

4. Save your work with the  button on the button bar.



Now it's time to set up the incorrect feedback page, so continue onto the next section.

Adding the Incorrect Feedback Page to Its Loop

1. Select the second loop, **Incorrect FB Loop**.
2. Choose **File**, then **Add Page Template**.

- The *Add Page Template* dialog box opens.

3. Select **Incorrect RFB - CTR**, then click **OK**.

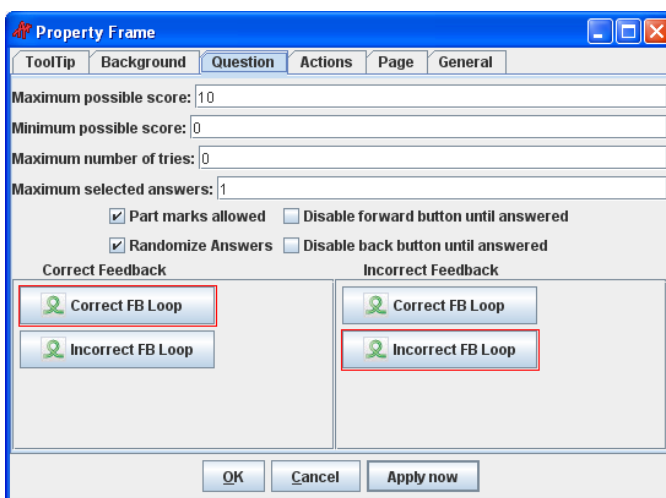
4. Save your work again with the  button on the button bar.

You have set up the visual feedback loops, but they aren't associated with any test questions yet.

Tying the Feedback Loops to Question Pages

You should be at the *Thumbnail View*.

1. Change the *Loops* drop box to **Test Loops**.
2. From **File** on the menu bar select **Add Loop**.
3. Click once on the new loop to select it.
4. Click once more on the loop to edit the text.
5. Delete the existing text, then name the new loop: **Test Loop 1**
6. With the new test loop selected, choose **File**, then **Add Page Template**.
7. Select **Math - 4 Answer Multiple-Choice Question**, then click **OK**.
8. Click once on the new test page and note that while the correct and incorrect answers are listed, there's no feedback assigned (in the *Feedback* column).
9. Double click on the new test page.
10. The *Page View* should appear.
11. Without reselecting any object, go to the menu bar and select **Edit**, then **Properties**.
12. Choose the **Question** tab.
 - In the bottom half of the dialog box are the feedback loop choices (see figure at right).
13. Click on **Correct FB Loop** in the left column to set the *Correct Feedback*.
14. Click on **Incorrect FB Loop** in the right column to set the *Incorrect Feedback*.
15. Click on **OK** to accept the changes.



- Normally you would input your question text to complete the page. But you've accomplished the goal of this section, setting up the new feedback loops. If you want to practice setting up the question and answers, do so, then proceed to the next step.

16. Save your page with the  button on the button bar.
17. Click on the  button to return to the *Thumbnail View*.
 - Note that the feedback loops are now displayed in the right column. Now all of the required components for the question page are in place.
18. Select  again to return to the *Curriculum Authoring Window*.

Deleting a Subject Module

When a new or edited lesson or activity is complete, it can be assigned by the authoring teacher to his or her students. To make the lesson available to all teachers and their students, it needs to be copied into the *Global Subjects* area (at the top of the left pane). Those instructions are found on page 86. You won't do that now because you don't want to put incomplete practice lessons out where they may confuse people.

If you are planning on keeping your lesson and working on it further, skip this section and proceed to *Conclusion*.

You should be at the *Curriculum Authoring Window* before beginning this section.

1. **Right click** on the subject module to be deleted, in this case *Our Town*, which is found under your name.
2. Select **Inactivate Subject**.
 - At this point nothing will be deleted. Inactivated objects are placed in the local *Trash Can*.
3. Click **OK** to confirm.
4. Double click on the **Trash Can** under your name to open it.
 - Notice that the practice module *Our Town* is listed.
5. **Right click** on **Our Town**, then choose **Delete**.
 - Carefully read the text of the dialog box. Customer Support will not be able to help you recover the lessons, loops, or pages if you accidentally delete them.
6. Click **Yes** to erase *Our Town* from the trash, then **OK** to confirm.

Conclusion

You can practice the process of inactivating and deleting lessons with the lessons you worked on in the tutorials. They are at the bottom of the left pane, under your name, in *Lessons under construction*. It is recommended that you keep the *Lessons under construction* subject module for future authoring projects.

Warning: As previously mentioned, you should not edit the *A+LS* lessons themselves, since they are periodically updated and those updates will overwrite your changes. Always copy an *A+LS* lesson to your account area before editing it. To share modified lessons, place them in new subject modules, not back in their original *A+LS* subject modules.

The ability to author totally new content using the same tools that the developers use is a unique and powerful feature of the *A+LS* software. This concludes the *Curriculum Authoring* tutorials.

Chapter Seven

Administration Manager Window

The *Administration Manager Window* includes the *Program Editor*, where access to third-party programs is set up. The *Scan Assess Test* tool, which is used for scanning in OpScan® test sheets, is also found here. There are also tools for setting up the basic information about your school and district, as well as choosing appropriate educational terminology.

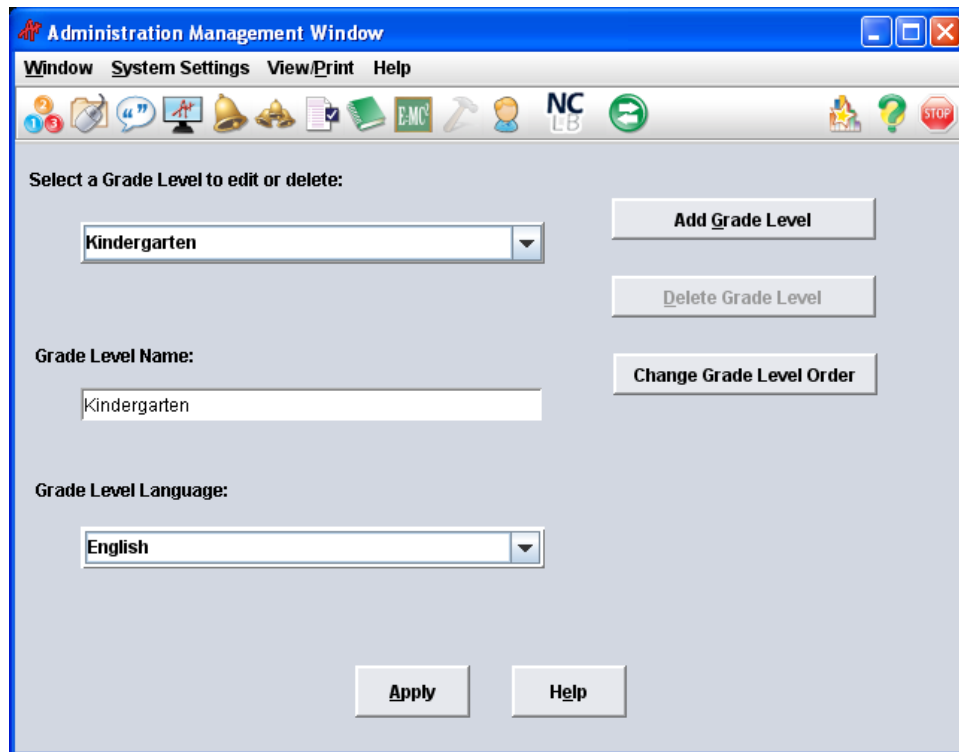
Unlike the other management windows where there is a single purpose or set of tools, the *Administration Manager Window* is a collection of editors, each handling a different task. The previous chapters were arranged by procedure, sequenced in the order most commonly used. This chapter is organized by editor, in the order they are found on the toolbar.

Grade Level Editor

The *A+LS* system ships with grades one through twelve preconfigured. Your teachers or administration may decide that additional grade-like levels need to be added. These could be for project-based learning, special education programs, honors programs, or other purposes.

Adding a New Grade Level

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Grade Level Editor*.
 - The *Grade Level* window displays, see the following figure.



3. Click on the **Add Grade Level** button.
4. Type the new name into the *Grade Level* text box.
 - Do not change the *Language* setting.
5. Click **OK**, then **OK** again to acknowledge.

Editing an Existing Grade Level

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Grade Level Editor*.
3. Click on the  below *Select a Grade Level to edit or delete*, then select the grade to be edited.
4. Place your cursor in the *Grade Level Name* text box and edit the name as necessary.
5. Click **Apply**, then **OK** to acknowledge.

Deleting an Existing Grade Level

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Grade Level Editor*.
3. Click on the  below *Select a Grade Level to edit or delete* and select the *Grade Level* to delete.
4. Click on the **Delete Grade Level** button.
5. Carefully read the warning message, you will NOT be able to re-add this grade later if you delete it now.
6. If you want to proceed, then click **Yes** and **OK** to acknowledge.

Changing the Grade Level Order

The *Change Grade Level Order* command allows you to change the order of appearance of grades in the *Grade Level* drop boxes. Changing their order is for your convenience when adding or editing users and classes. For example, if this *A+LS* installation were at a college or university tutoring center, it would make sense to make the *College* level the first in line. Then when a student was entered, the default level would be *College*.

Please note that changing the *Grade Level* order will affect every school using this server.

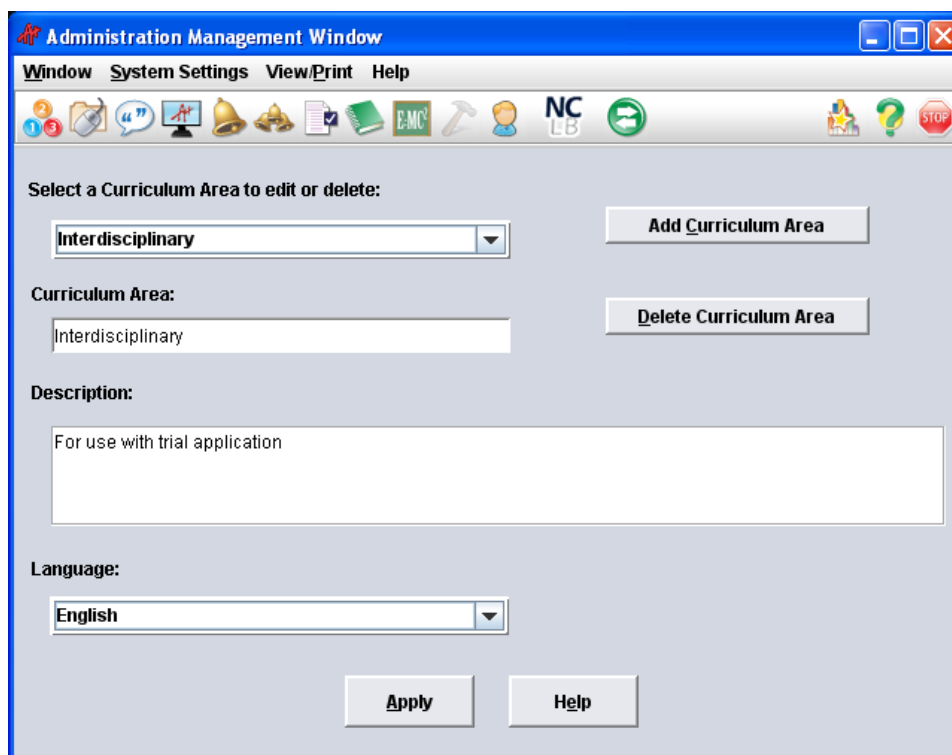
1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Grade Level Editor*.
3. Click on the **Change Grade Level Order** button.
4. When *Set Grade Level Order* opens, highlight the first level to be moved.
5. Hold down the primary mouse button (typically the left), drag the desired grade into place, and then release the mouse button.
 - Note that the level appears in its new location.
6. Continue dragging and dropping the levels into place.
7. When you are done, you can either:
 - Click on **Apply** to save your changes, then **OK**, and finally **Close** to return to the prior screen.
 - OR
 - Click on **Close** to return to the prior screen without saving.

Curriculum Area Editor

The *A+LS* system ships with curriculum areas: *Interdisciplinary*, *Language Arts*, *Mathematics*, *Science*, and *Social Sciences*. Your teachers or administration may decide that additional areas may be desired. While the *Interdisciplinary* area is good for most thematic and project-based lessons, newly authored lessons could cover physical education, the arts, etc.

Adding a New Curriculum Area

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Curriculum Area Editor*.
 - The *Curriculum Area* window displays (see the following figure).



3. Click on the **Add Curriculum Area** button.
4. When the *Add Curriculum Area* opens, type the new name into the *Curriculum Area* text box.
 - Do not change the *Language* setting.

5. Add a *Description*, it is required.
6. Click **OK**, then **OK** again to acknowledge.

Editing an Existing Curriculum Area

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose , the *Curriculum Area Editor*.
3. Click on the  below *Select a Curriculum Area to edit or delete* and select the area to be edited.
4. Place your cursor in the *Curriculum Area* text box and edit the name as necessary.
5. Change the *Description* if you need to, but do not change the *Language* setting.
6. Click **Apply**, then **OK** again to acknowledge.

Deleting an Existing Curriculum Area

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose , the *Curriculum Area Editor*.
3. Click on the  below *Select a Curriculum Area to edit or delete* and select the area to be deleted.
4. Click on the **Delete Curriculum Area** button.
5. Carefully read the warning message, you will NOT be able to re-add this area later if you delete it now.
6. If you want to proceed, then click **Yes** and **OK** to acknowledge.

Languages Editor

It is VERY strongly recommended that you do not take any action with the *Languages Editor*. When learning modules are purchased for your system, the language settings will be automatically configured according to the capabilities of the module. Changes made in the *Languages Editor* may cause some modules to cease functioning.

Programs Editor

One of the most powerful features is the ability to integrate third-party programs into *A+LS* assignment lists. These programs can be as simple as the paint program that comes with Windows or as sophisticated as an office suite (word processor, spreadsheet, database, etc.).

Keep in mind that many programs resist networking, so test the software over your network in the classroom or learning center before offering it to your students via the *A+LS* system.

Perspectives on Third-Party Programs and Portfolios

From the teacher's guide:

Before third-party programs can be assigned to students, someone has to add them to the list of available lesson modules. Typically programs are added by *A+LS* administrator. You can control what the programs do 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.

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 browser-based versions of *A+LS* ("V4", Adobe Flash® Playback, and Browser Playback) do not support third-party programs. They only support URL links. This is a limitation of the browsers; they can't run programs in their windows.

Third-party programs can also serve as links to website addresses (URLs). Once a program, program/data file, or URL has been added to the list of available lesson modules, it can be added to an assignment list.

Background information from the programmers:

Here is a little background on how the *A+LS* system finds applications and documents. This only applies to the LAN, WAN, and online versions of version 3 and 3.5. It does not apply to the standalone version that only runs on one machine.

In order for multiple workstations to find a file within the *A+LS* system, the program has to know where the file is. Therefore, the most common location for the program to look for a file is in the content location, usually on the server, the same server that runs the *A+LS Content Server*. This way, all workstations can find the exact same file in the exact same location, just like the normal curriculum is found. If the user does not put the file in the content location, then only the workstation that the user is at will be able to find the document 100% of the time.

For example, if I want to launch Notepad® (*notepad.exe*) on my machine, the location for that application varies depending on the version of Windows. Obviously, a single *A+LS* command will not work in a network environment because all of the workstation file locations could be different. Therefore, in order to prevent this from happening, the application needs to be uploaded to the content location for the *A+LS* system, using the *A+LS Content Server*, and the path changed accordingly so that the program can find it on ALL workstations. The same applies to documents as well.

The only issue for applications being uploaded and executed in this way is that the application can only have a single “.exe” file. It cannot require any other files in order to run. For example, Microsoft Word® requires a number of entries in the registry, as well as hundreds of DLLs (library files) in order to execute. Given this, Word would not be a good candidate to upload to the *A+LS Content Server* because the chances of another workstation having all of the necessary DLLs and registry entries will be slim to none. Notepad was used as an example because it is comprised of a single file that runs on its own.

The following message gets displayed when either adding, editing, or previewing a program and when adding, editing, or previewing an *Other Computer* activity. It will be displayed when hitting the *Apply*, *OK*, *Preview* and *Portfolio Use (new)* buttons. It only appears if the system detects that the file path that the user has typed into the path edit box, or *Browsed*, does not reside in the content location, and the client that the user is running has access to an *A+LS Content Server*. This tells the system that the client application is being used in a network environment.

The file has been detected to reside outside of the content location for the *A+nyWhere Learning System*. Would you like to upload the file to the server for remote access by other workstations?

In order to run the document as a portfolio, the file MUST be located on the *A+LS Content Server*. This applies whether the client application is a network version or not. Therefore, if the system detects that the file is not located in the content location, which in a standalone install will be in the *A+LS* content folder on the local machine, it will ask to upload the file to content location. If the user selects *No* on that dialog, then a message will be displayed which basically states that in order to use the document as a portfolio, the file MUST be located in the content location.

The following message is displayed when users select *No* to the previous message.

The file has to be stored in the content location for the *A+nyWhere Learning System* in order for it to be considered for portfolio use. Would you like to try again?

If the user chooses *Yes* at this message, he/she will get the first message and have the opportunity to save the file to the Content Server.

The Document Launcher

A powerful tool is found in the *Programs Editor*, the *Document Launcher*. 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 preconfigure 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.

Before You Start Adding Third-Party Programs

You will need to know the following information before you start:

Program Name - The name the users will see in their menus

Path to Program - Where the program is located and any parameters (Windows programs typically have the filename extension .exe):

drive letter:\subdirectories\filename.extension parameters

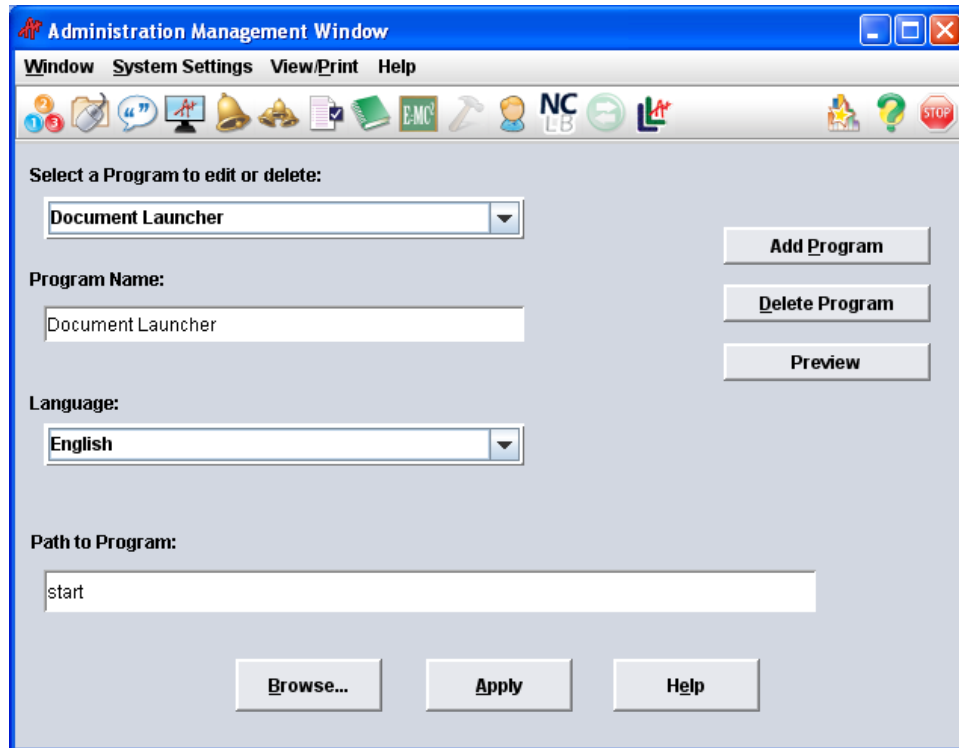
Example of data ready for input into the *A+LS* system:

c:/program files/accessories/paintpro.exe/nosplash

Please note that all back slashes “\” have been changed to forward slashes “/.” This is to maintain compatibility with a wide variety of server operating systems, such as OS X.

Adding a Third-party Program to the A+LS System

1. Select the *Administration Manager Window* (), on the button bar.
2. Choose  , the *Programs Editor*.
 - The *Program Editor* window displays, see the following figure.



3. Click on the **Add Program** button.
4. After *Add Program* opens, type the *Program Name* you want your users to see displayed in their menus.
5. Leave the *Language* set to English as this feature is not yet fully implemented.
6. Use the **Browser** button or type the *Path to Program* information (as explained at the beginning of this section).
 - The *Browse* button can be used to find the program and avoid having to type the path information. Additional command line parameters can be added when assigning the program.
7. Click on the **Preview** button to test your program setup.
 - The *Store to Content Location* dialog box opens. Very few applications consist of a single file that could be copied to the *A+LS* content location and still run properly. Application license restrictions could also legally prevent you from copying the application to a network server for widespread distribution. This option is primarily used for distributing documents and website links.
8. It is recommended that you respond **No** if this is a typical multi-file application.
 OR
Yes if the program consists of a single executable file (rare).

9. If the program runs as it should, close it, then back at *Add Program* click on **OK**.
OR
If it doesn't, you will need to adjust the *Path to Program* settings and retest (steps 6 - 8).
10. If the *Store to Content Location* dialog box opens again, you should respond **No**.
11. Click on **OK** to confirm.

You are ready to add and test another program or choose another *Administration Manager Window* function.

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

The *Document Launcher* and the *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 164 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.

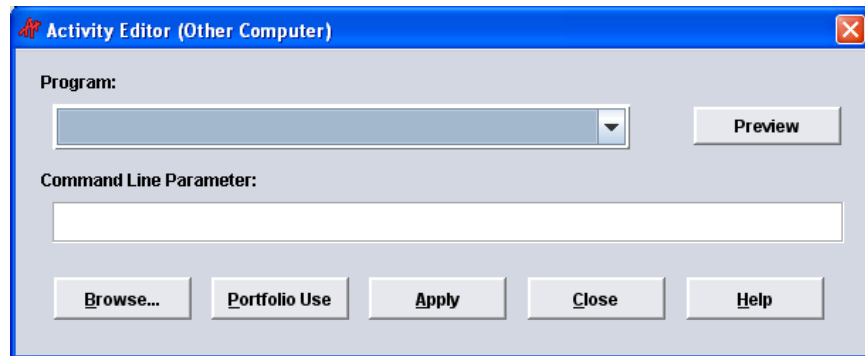
First, teachers create a file (typically a document file) for student use. They then use the *Curriculum Authoring Window* to create a new *Other Computer* assignment. Teachers use the *Browse* button to locate the original copy of the document on their local computer and are offered the opportunity 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 Manager Window*.

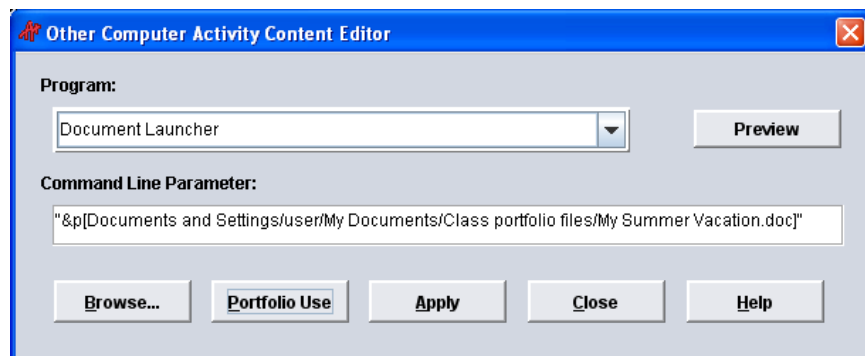
Teachers should create any files (document or graphic) for student use before they start this process and know the location of the file(s).

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. When *Add Other Computer Activity* opens, type the *Name* of the new assignment (the students will see the *Name*, so make it clear and concise); 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 and fill in *Command Line Parameter* with the path and file name.
 - 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*, so *A+LS* will know that this is a portfolio (as shown in the following figure).



8. Click on the **Apply** button, then **OK** to save the assignment.

- You have just created a lesson that can be assigned to students (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 or p 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. When *Add Other Computer Activity* opens, type the title of the assignment in the *Name* field.
 - You may want to include the name of the website 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*, type the URL address of the website to be assigned.
 - While most Windows-based browsers don’t require the address to include “http://”, OS X-based computers do (for example: <http://www.amered.com>). So we strongly recommend that all web addresses include the full address.
8. To verify that the address is valid, click on the **Preview** button.

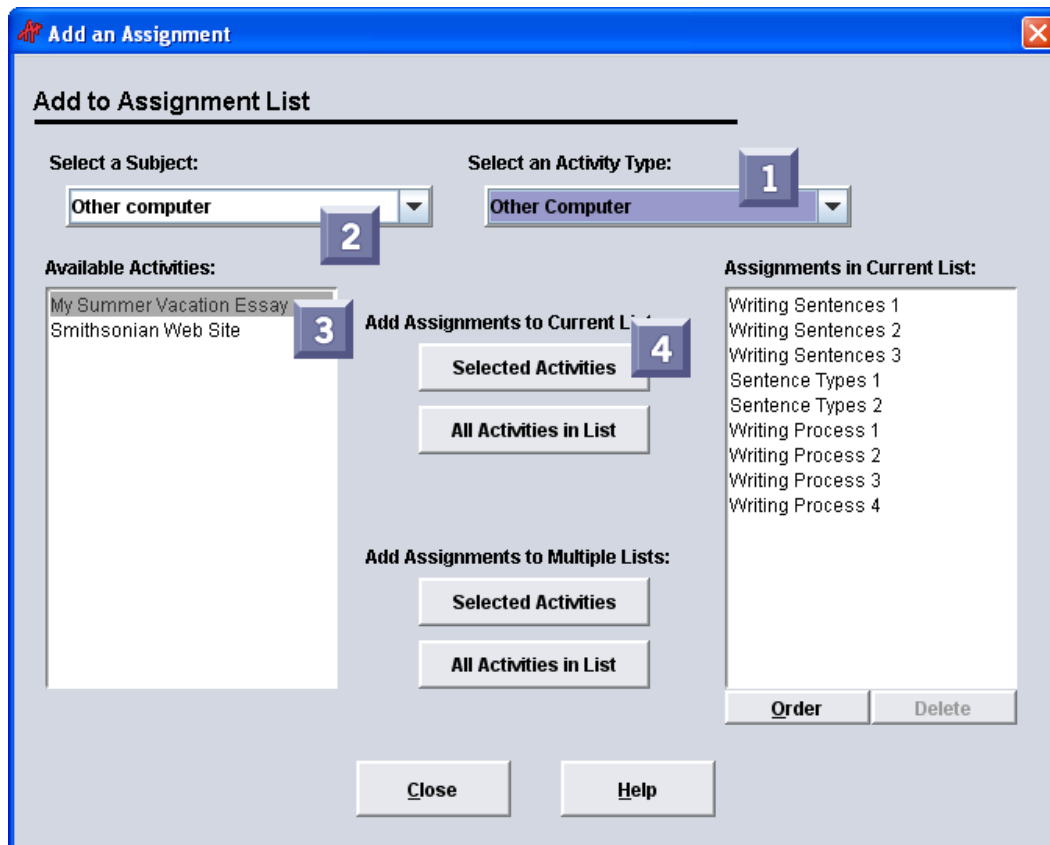
- Your default browser loads and after a few moments the web page displays.
9. Close the browser.
 10. Back at the *Activity Editor (Other Computer)*, click on the **Apply** button, then **OK** to confirm.
 11. Choose **Close** twice.

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

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

Normally this task will be done by teachers, but you may be asked to demonstrate how it works.

1. Log on as a user with classes (typically a teacher).
2. In the *Assignment Manager 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 in the following figure that the four steps to adding a third-party program, portfolio file, or website (URL) to an assignment list are numbered.



6. Using the *Select an Activity Type* drop box, choose **Other Computer**.
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 *Assignments in Current List* 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 checkbox).
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 Portfolios

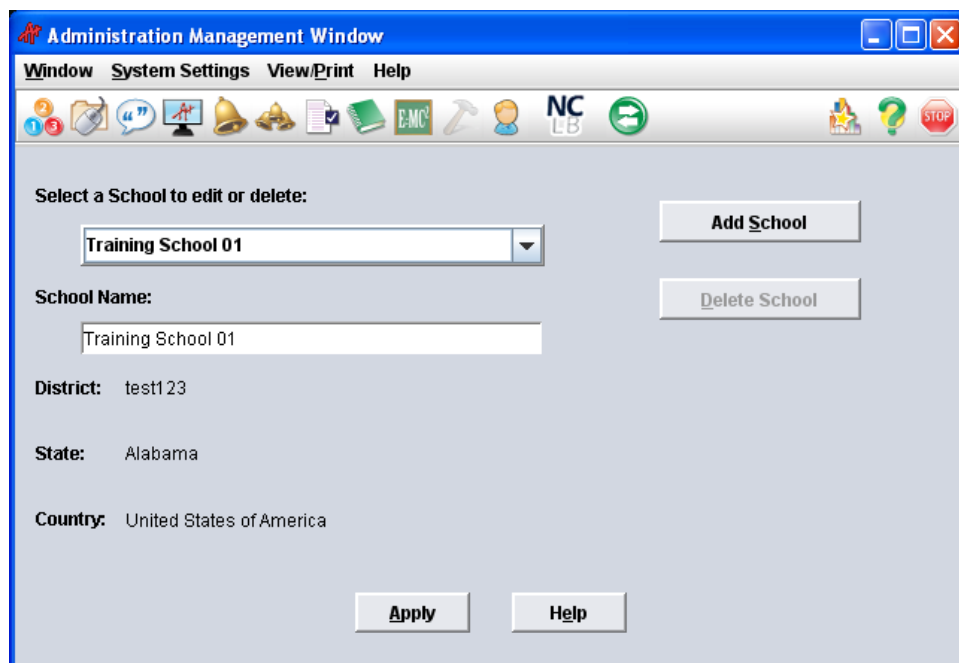
Reviewing and grading student edited portfolio files works just like grading essays. Please note that you must have the appropriate program installed on your workstation to be able to open the portfolio file. See *Grading Essays and Portfolios* on page 60.

School Editor

Adding Schools

On a new *A+LS* system the second task, after setting up your district information, is to set up the school object(s) where all users and user-related objects will be located. This will typically be done when the software is installed on your network.

1. Log on as the system administrator.
 2. Select the *Administration Manager Window*,  on the button bar.
 3. Choose , the *School Editor* button.
- The *School Editor* window appears (see the following figure).



The screenshot shows the 'Administration Management Window' with a menu bar (Window, System Settings, View/Print, Help) and a toolbar containing various icons. The main area is titled 'Select a School to edit or delete:' and contains a dropdown menu with 'Training School 01' selected. To the right of the dropdown are two buttons: 'Add School' and 'Delete School'. Below the dropdown, there are text fields for 'School Name:' (containing 'Training School 01'), 'District:' (containing 'test123'), 'State:' (containing 'Alabama'), and 'Country:' (containing 'United States of America'). At the bottom of the window are two buttons: 'Apply' and 'Help'.

4. Click on the **Add School** button, located in the upper middle of the screen.
5. When *Add School* opens, click in the *School Name* text box.
6. Type the name of your school, as you want it to appear in the object tree.
7. Click **OK** to save the new school, then again to confirm.

You've created your school object.

Changing Your School Names

1. Log on as the system administrator.
2. Select the *Administration Manager Window*,  on the button bar.
3. Choose , the *School Editor* button.
 - The *School Editor* window appears.
4. Click on the *Select a School to edit or delete* drop box  and select the school you want to edit.
 - The selected school's name should now be displayed in the *School Name* text box.
5. Click in the *School Name* text box, then edit your school's name (this is how it will appear in the object tree).
6. Click **Apply** to save the edited school and **OK** to confirm.

You've successfully edited your school object.

School District Editor

The *A+LS* system is object oriented, so the first task on a new system is to set up the district object. This will typically be done when the software is installed on your network. The only task you might have is editing the district's basic information, such as changing the name.

Editing Your School District Information

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *School District Editor* button.

- The *School District* window appears (see the following figure).

The screenshot shows a window titled "Administration Management Window" with a menu bar (Window, System Settings, View/Print, Help) and a toolbar with various icons. The main content area contains the following fields:

- Select a District to Edit:** A dropdown menu showing "test123".
- District Name:** A text box containing "test123".
- Select a State for this District:** A dropdown menu showing "Alabama".
- Country:** A text box containing "United States of America".
- Notes:** A large empty text box.

At the bottom right, there are two buttons: "Apply" and "Help".

3. If your district doesn't appear in the *Select a District to Edit* drop box , click on it and select the district you want to edit.
4. In the *District Name* text box, change the name of your district so it will appear as desired in the object tree.
5. If necessary, change the state by clicking on *Select a State for this District*, then selecting the appropriate state from the alphabetized list.
6. You may edit the *Notes* by clicking in the text box.
7. Click **Apply** to save the changes, then **OK** to confirm.

The screenshot shows the 'Administration Management Window' with a menu bar (Window, System Settings, View/Print, Help) and a toolbar with various icons. The main area is titled 'Select a Terminology Set:' and contains a dropdown menu currently showing 'Alabama Course of Study'. Below this are four text input fields: 'Terminology Set Name:' (containing 'Alabama Course of Study'), 'Term for Standard Set:' (containing 'Alabama Course of Study'), 'Term for Standard Subset:' (containing 'Goal'), and 'Term for Standard:' (containing 'Objective'). To the right of these fields are two buttons: 'Add Terminology Set' and 'Delete Terminology Set'. At the bottom of the window are two buttons: 'Apply' and 'Help'.

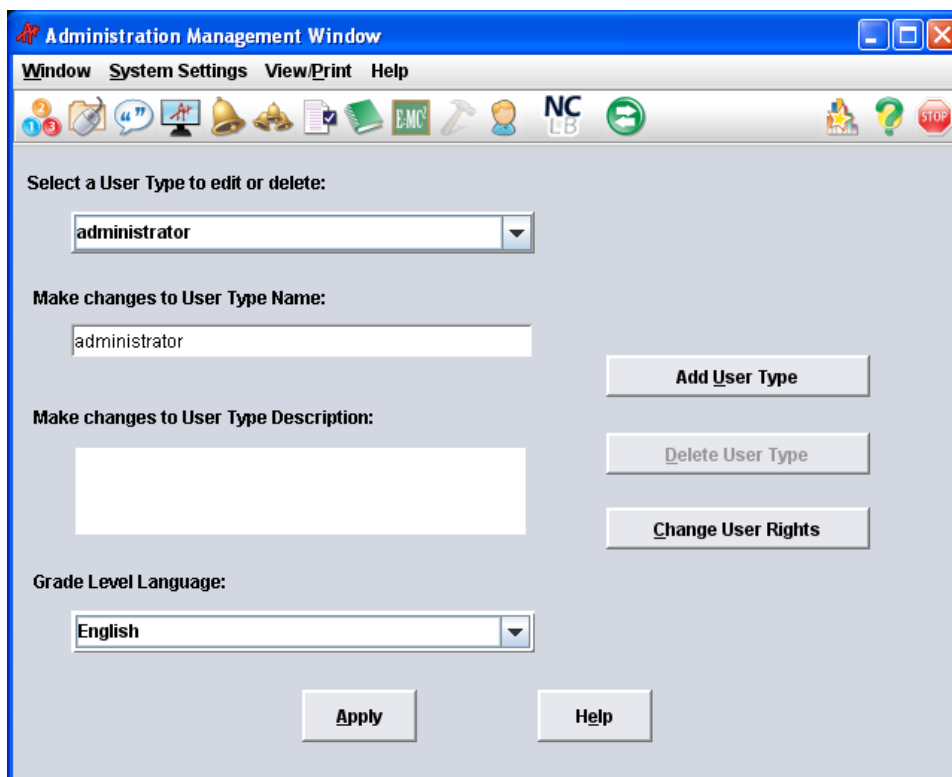
3. Click on the drop box icon  to *Select a Terminology Set*, identifying the state or organizational vocabulary you want to modify.
4. You can change any of the four fields by clicking on that field and editing the text.
 - Take great care when editing the text as it will be seen throughout the *A+LS* system.
5. When you are done, click on the **Apply** button, then **OK** to confirm.

User Type Editor

Your system was installed with three user types: *administrator*, *student*, and *teacher*. You can create additional ones, for example: parent volunteer, student teacher, or student assistant. You can create a unique set of default rights for each.

Adding a New User Type

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *User Type Editor* button.
 - The *User Type* window displays (see the following figure).



3. Click on the **Add User Type** button.
4. When *Add User Type* opens, type the new name into the *User Type* text box.
 - Normally user types use all lowercase letters (for example, the *A+LS* types: *student* and *teacher*).
 - Do not change the *Language* setting.
5. Add a *Description* if you wish; it is optional.
6. If you are creating a new user type for student use, put a checkbox next to *Check the box if user type will have student lessons assigned*.
 - The ...*student lessons assigned* means that the *A+LS* database will use its student-related components to track progress, and a student interface will be used.

7. Click **OK**, then **OK** again to acknowledge.

To define the default rights for the new user, type use the *Editing a User Type* (the next section).

Editing a User Type

1. Log on as the system administrator.
2. Select the *Administration Manager Window*,  on the button bar.
3. Choose , the *User Type Editor* button.
 - The *User Type* window appears.
4. Click on the *Select a User Type to edit or delete* drop box  and select the *User Type* you want to edit.
5. Click in the *Make changes to User Type Name* text box, then change the name of the *User Type* to appear as desired in the object trees.
6. If necessary, you change the description by clicking in the *Make changes to User Type Description* text box, then editing the text as desired.
7. You may also review or change the rights associated with a particular user type by clicking on the **Change User Rights** button (please see *Chapter One*, page 1 which covers user rights) but take great care!
8. Click **Apply** to save the changes, then **OK** to confirm.

Deleting an Existing User Type

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *User Type Editor* button.
3. Click on the  below *Select a User Type to edit or delete* and select the type to be edited.
4. Click on the **Delete User Type** button.
5. Carefully read the warning message, you will NOT be able to re-add this area later if you delete it now.
6. If you want to proceed, then click **Yes** and **OK** to acknowledge.

The user type has been removed, and you may proceed with other tasks.

NCLB Editor

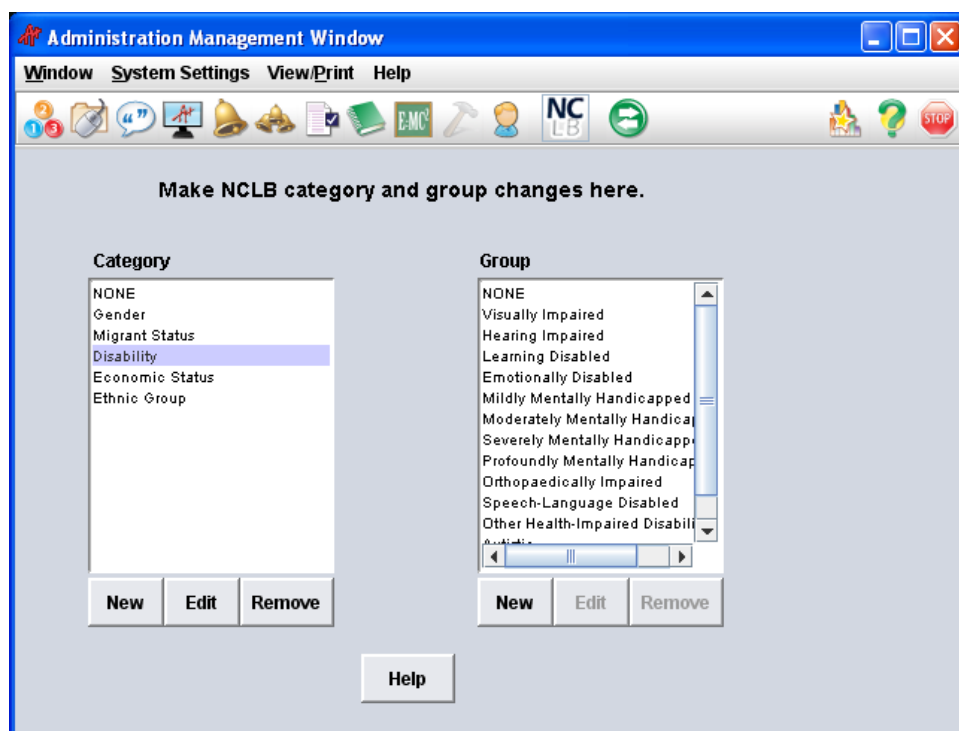
Additional categories and groups can be added using the *No Child Left Behind* (NCLB) editor. This allows the *A+LS* system to be adapted to changes in NCLB reporting requirements. It also permits your school to track additional non-NCLB demographic data.

You can edit the current categories and their groups, add new groups to existing categories, and even add new categories with all new groups. Once edited or created, they are available to all new and existing user accounts.

The NCLB Report is available through the *Report Wizard* in the *Administration Manager Window* (see page 199).

Adding a New NCLB Category

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *No Child Left Behind* button.
 - The *Make NCLB category and group changes* window opens (see the following figure).



3. Under the *Category* text box (on the left), click on the **New** button.
 - A small dialog box opens, where you will name the new category.
4. Type the name of the new category.
5. Click **Apply**, then **OK** to confirm.
6. Continue adding any additional categories, when done click on **Close**.

Your new categories should appear in the left text box.

Adding a New NCLB Group

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *No Child Left Behind* button.
 - Groups are always linked to parent categories. So your first task is to select the category that will get the new group(s).
3. Highlight the desired *category* in the left text box (under *Category*).
4. Under the *Group* text box (on the right), click on the **New** button.
 - A small dialog box opens where you will name the new group. It also lists the name of the parent category.
5. Type the name of the new group.
6. Click **Apply**, then **OK** to confirm.
7. Continue adding any additional groups for the current category, when done click on **Close**.

Your new group(s) should appear in the right text box. Repeat the process if you want to add new groups to other categories.

Editing or Deleting an Existing NCLB Category

1. Select the *Administration Manager Window*,  on the button bar.
2. Choose , the *No Child Left Behind* button.
3. Highlight the *category* to be edited or deleted in the left text box (under *Category*).

4. Under the *Category* text box (on the left), click on the **Edit** button.

OR

Click on the **Remove** button to permanently delete the category, then click **OK** to confirm.

- If you are deleting a category, you are done. If you are editing one, then proceed with the next step.
 - A small dialog box opens where you can rename the category.
5. Make any necessary changes to the category name.
 6. Click **OK**.

Your modified category should appear in the left text box and a removed category should have disappeared from the list.

Editing or Deleting an Existing NCLB Group

1. Select the *Administration Manager Window*,  on the button bar.

2. Choose , the *No Child Left Behind* button.

3. Highlight the *category* with the group to be edited or deleted (found in the left text box under *Category*).

4. In the right text box, click on the *group* to be edited or deleted.

5. Under the *Group* text box (on the right), click on the **Edit** button.

OR

Click on the **Remove** button to permanently delete the group, then click **OK** to confirm.

- If you are deleting a group, you are done. If you are editing one, then proceed with the next step.
 - A small dialog box opens, where you can rename the group.
6. Make any necessary changes to the group name.
 7. Click **OK**.

Your modified group should appear in the right text box and a removed group should have disappeared from the list.

Chapter Eight

Printing Reports and Assessments

Introduction to Reports

There are two approaches to printing reports. The first we'll discuss are report shortcuts (starting on page 189), which 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 (page 190). 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.

WARNING: It is critical that your workstations and *A+LS* server be set to the correct date and time. Otherwise your student *A+LS* activities will not reflect the correct date information, throwing off many of your reports.

Samples of A+LS Reports

The *A+LS* system online help includes *Sample Reports*, a guide with screen shots of reports and descriptions of each report format. Select *Help* from the menu bar, then *View Manuals*.

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 Manager Window's Report Wizard*. Please note the report wizard checks your titles against those modules currently shipping. If you have outdated modules, they may be listed as missing. Updates can be downloaded using the *Online Updater* in the *Administration Manager Window*.

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. As with the *Titles Not Owned* report, the *All Titles* report may include out of date modules that you can update using the *Online Updater*.

The New Web Style Reports

Service Pack 8.40 for *A+LS* Version 3, Release 8.5, introduced 28 new reports. These new reports offer streamlined report generation, greater detail, and the choice of outputting the reports to a browser or spreadsheet/database. Administrators will find greatly enhanced reporting capabilities with seven completely new reports.

- Some of the new reports let you “drill down” as far as three levels of data. In the figure below, for example, when you click on the Level 1 skill hotlink ([blue underlined text](#)), Level 2 opens, summarizing student performance. At Level 2, when you click on a student's name, Level 3 opens, revealing the details of the student's performance on that particular skill.

A+nyWhere Learning System® - Assessment Benchmark Performance

Building Vocabulary - I Assessment (A)
Alberta Program of Studies

Date: August 3, 2007

Includes activity from June 28, 2007 to August 3, 2007.

Knowledge

Spelling: know that words have accepted spellings. [Spelling: know that words have accepted spellings.](#)

Spelling: spell phonically irregular words.

Spelling: spell phonically one syllable words.

Spelling: use phonic knowledge to spell words.

Enhance student use of words and spelling.

A+nyWhere Learning System® - Assessment Benchmark Performance (Level 2)

LA1.4.2.6 - Spelling: know that words have accepted spellings.

Date: August 3, 2007

Includes activity from June 28, 2007 to August 3, 2007.

Student

Adams, Alex

Barnes, Barry

Crane, Clarisa

A+nyWhere Learning System® - Assessment Benchmark Performance (Level 3)

Adams, Alex - LA1.4.2.6 - Spelling: know that words have accepted spellings.

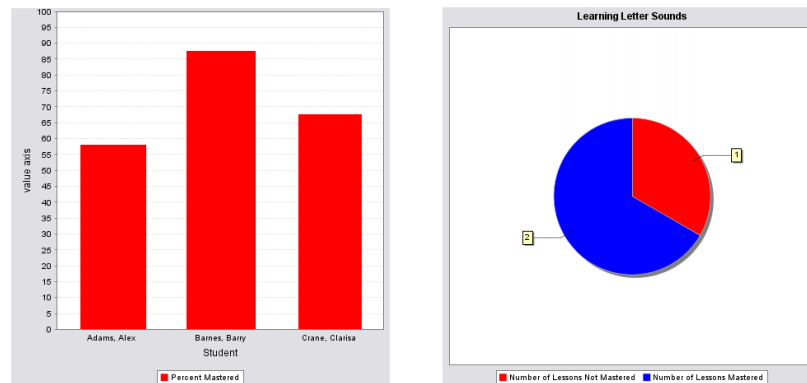
Date: August 3, 2007

Prepared by: Administrator, System

Includes activity from June 28, 2007 to August 3, 2007.

ALS Skill	Date	# Questions	# Correct	Mastered
Demonstrate mastery of basic vocabulary for Level 1	6/29/2007	2	0	No

- Some of the new reports have either bar or pie charts (see the figures below). The [View Chart](#) hotlink automatically opens the appropriate chart.



- The streamlined report generation results in simplified navigation through dialog boxes. For example, the old *Classwide Course Assessment* report required navigation through a total of eight dialog boxes to get to the printable results screen. The new *Course Assessment Detail* report only requires navigation through four screens. The new report also provides more information, such as percentage gain and a summation of ALS Lesson activity between the Course Assessment test dates.
- All new reports can be generated as either web (.HTML) or comma delimited (.CSV) files. This allows viewing of and working with the *A+LS* data in a browser, spreadsheet, or third-party database. For more information, please see the section *.HTML and .CSV Reports* later in this chapter.
- When selecting a report in the *Report Wizard*, note that the old style reports that have been superseded by new style reports have two asterisks following their names.

A+LS Report Shortcuts

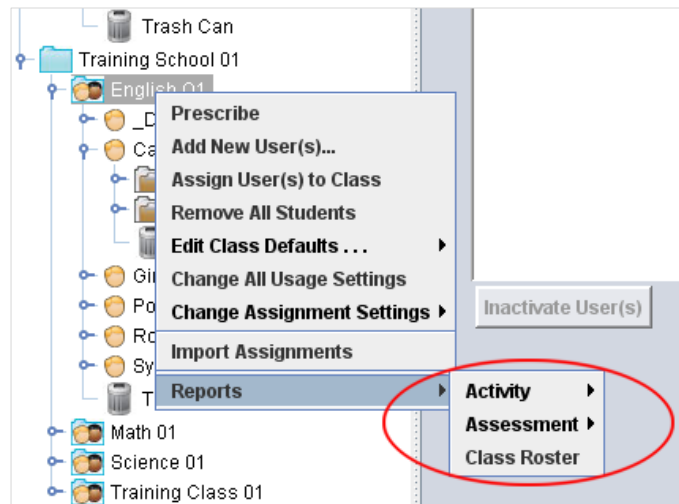
Report shortcuts are available via *right click* pop-up menus. They cover individual student data accessible on the *Assignment* and *Classes Manager Windows*.

- Select either the *Classes* or *Assignment Manager Window*.
- 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.
- 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 at right).

4. Click on the desired report.

- After a few moments, the *A+LS Report Wizard* opens and you are presented with a standard report 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. Because you *right clicked* on a specific object, the *Report Wizard* can take the 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.



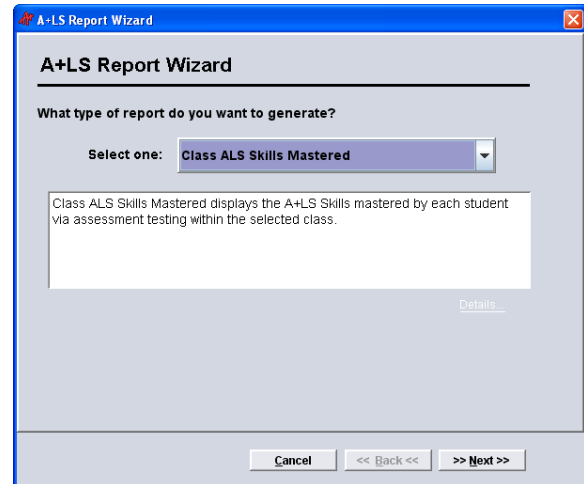
Please keep in mind that report shortcuts are only available in the *Assignment* and *Classes Manager Windows*' pop-up menus.

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 generally decide 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 figure at right).
- The text box under the *Select one* drop box offers a brief description of the report. Additional information is available if you click on the *Details* hotlink.



3. Click on the *Select one* drop box icon  to open the list of reports.

4. Remembering to scroll down if necessary, click on the report of your choice.

- Read the description to determine if this matches your needs.

5. 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).

6. 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 (Windows) or **[Apple]** (OS X) on the keyboard while you *click on each name*.
 - b. You can select a range of objects by:

Clicking on the *top name* of the contiguous group.

Holding down the **[Shift]** key on the keyboard and clicking on the *bottom name*.

- All names between the top and bottom names should be selected.

7. Each time you make a selection, click **Next** to proceed to the next step.
8. Click on the *Date* buttons (if available) to change their settings.
9. At this point, the old and new reports diverge:

New Reports - Select either **.HTML** (web browser format) or **.CSV** (comma delimited for spreadsheets and databases) and your report will automatically open in the appropriate application. There are no further steps required. For more information, see *.HTML and .CSV Files* on page 194.

Old Reports - Header and Footer Setup can be customized any way you want, but it is recommended to at least include the Report Title, Class Name, Date, and Page Number. Old style reports continue with the following section.

Setting Up the Report's Headers and Footers

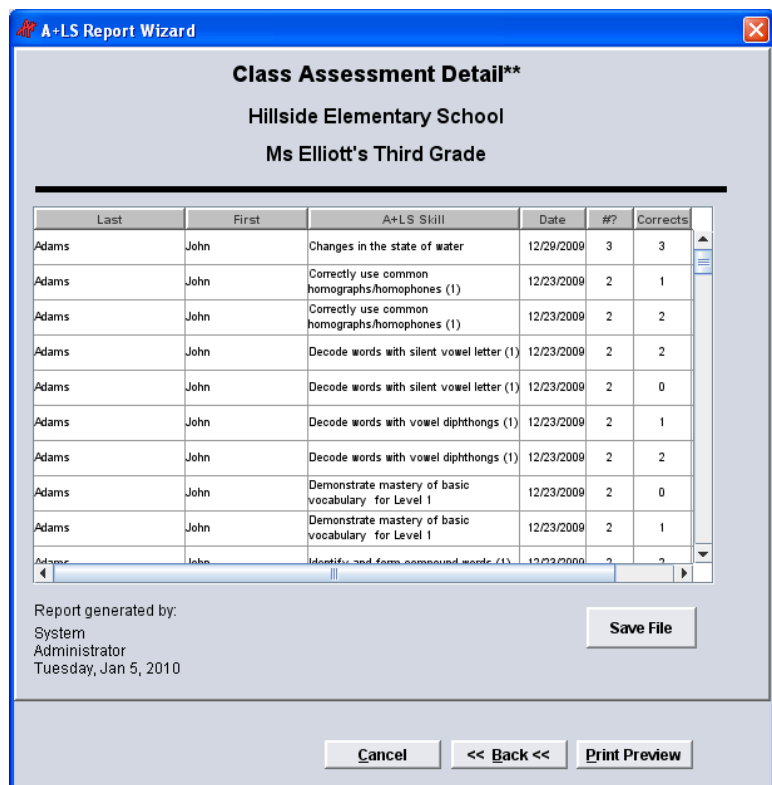
1. Continue making your selections and clicking **Next** until you reach the *Header and Footer Setup* screen.
 - *Header and Footer Setup* can be customized any way you want, but we recommend to at least the *Report Title*, *Class Name*, *Date*, and *Page Number* (if they are available).
2. Click on **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 in the checkbox 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, and 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 (found under the *Save File* button when available). 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 (found to the right of “Report generated by:” when available). 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. It is recommended you use the file extension .csv (denotes a comma delimited file, which can be read by spreadsheets and databases). For more on .CSV files, please see the next section, *.HTML and .CSV Files*.
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 any time, click on the **Cancel** button.

.HTML and .CSV Files

With the newer *A+LS* reports, after you have selected the report and its data (class(s), student(s), assessment(s), etc...), you will be asked whether you would like the report generated as an .HTML or .CSV file.

.HTML – Viewing and Printing from Your Web Browser

When you select .HTML output, the report wizard automatically launches your computer's default browser and opens the newly generated .HTML file. Print the *A+LS* reports exactly as you would print any web page. The specific steps will vary depending on the browser and your operating system.

Level 1 printing: You can use the browser's menu bar (typically *File > Print*) or you can *right click* on the body of the report and select *Print* from the pop-up menu. Your browser's normal Print dialog will appear. We recommend confirming your printer setup. Also you may find that changing your printer settings to *Landscape* (wide output) may work better for some reports, though all reports can be printed in *Portrait* mode.

Level 2 and 3 printing: Some new reports offer a second or third level of data. To access these reports, click on the blue underlined text (often a student name or state objective) and a new window will open with more detailed data. As with Level 1, you can use the menu bar's *File > Print* command or you can *right click* on the body of the report and select *Print* from the pop-up menu. From there, you'll follow the normal printing sequence.

When using the V3.5 Java-based client (non-Webstart), .HTML files are stored in your client's *A+LS* home directory:

Under Windows, this is typically:

c:\als30\alsclient\temp\reports

Under OS X the default file path is:

applications/als30/alsclient/temp/reports

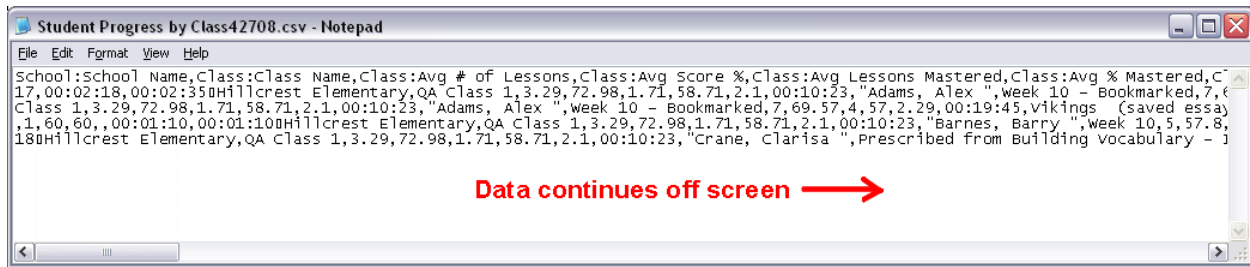
Please note that all .HTML files are deleted from their directory when you exit the client.

To create an .HTML report file when using the *Web-based A+ Webstart* client, you must save the report from within the browser.

.CSV – Viewing and Exporting Your Data

When you select .CSV output, the report wizard generates a comma delimited file, shows you where it saved the file, and then attempts to open the application that you or your computer has assigned to open .CSV files. Typically this will be a spreadsheet program such as Microsoft Excel.

A comma-delimited file is a simple text file in a specific format. Each record has its data separated by commas. Because of this simplicity, many programs can read the files. For example, even Notepad can open a .CSV file, but the data may be hard to interpret (see figure below).



Data (from above) becomes more useful to you when it is viewed in a spreadsheet program like Excel (see figure below).

Microsoft Excel - Student Progress by Class42708.csv

File Edit View Insert Format Tools Data Window Help Adobe PDF

Type a question for help

100%

Draw AutoShapes

A1	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
School:School Name	Class:Class Name	Class:Avg	Class:Avg	Class:Avg	Class:Avg	Class:Avg	Class:Avg	Name	Assignmer# of Lesso	Avg High S	Lessons N	% Mastere	Avg Tries	Time	Assignmer	Mastered	Tr
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Learning L	3	89	2	67	2	0.08:47	1-os OS	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Learning L	3	89	2	67	2	0.08:47	2-at AT	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Learning L	3	89	2	67	2	0.08:47	3-er ER	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	A Tale of T	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Building Vi	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Building Vi	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Exponents	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Expression	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Review Test	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Adams, Al	Week 10 -	7	69.57	4	57	2.29	0.19:45	Vikings (s	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Learning L	2	66.5	1	50	1.5	0.01:13	1-os OS	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Learning L	2	66.5	1	50	1.5	0.01:13	2-at AT	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Building Vi	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Building Vi	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Exponents	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Exponents	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Review Test	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Barnes, B	Week 10	5	57.8	1	20	1.4	0.19:49	Review Test	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Learning L	1	100	1	100	3	0.12:17	58-ap an a	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Prescribed	3	70	2	67	3	0.03:14	Introductio	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Prescribed	3	70	2	67	3	0.03:14	Introductio	Yes	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Prescribed	3	70	2	67	3	0.03:14	The Short	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Week 10	2	58	1	50	1.5	0.07:38	Building Vi	No	
Hillcrest E QA Class	3.29	72.98	1.71	58.71	2.1	0.10:23	Crane, Cla	Week 10	2	58	1	50	1.5	0.07:38	Building Vi	Yes	

Level 1 Data

Level 2 Data

Student Progress by Class42708

Ready

NUM

Note in the figure above, the Level 1 data (in this case class averages) is repeated on every line. Also note that the first row of data always contains the names of the fields (based on the *A+LS* database names). So when importing this information into a database, you may want to exclude the first row of data and select specific columns. Please refer to your database's documentation for instructions on importing data.

When using the V3.5 Java-based client (non-Webstart), .CSV files are stored in your client's *A+LS* home directory:

Under Windows, this is typically:

c:\als30\alsclient\temp\reports

Under OS X, the default file path is:

applications/als30/alsclient/temp/csvreports

When using the *Web-based A+ Webstart* client, the .CSV files are stored in your user directory:

Under Windows, this is typically:

c:\Documents and Settings*(username)*\temp\csvreports

Under OS X, the default file path is:

/Users/*(username)*/temp/csvreports

Please note that all .CSV files remain in their directory when you exit the client.

The Matrix Report

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

1. From the *Users Manager 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*.
4. Select the desired *Matrix Report* options:

<i>Select one:</i>	Class, District, School, or User
<i>Rows:</i>	Class, School, or User (options depend on the <i>Select one</i> choice)
<i>Columns:</i>	Detail, Enabling Objective, Grade, Objective Set, Printed Test, Standard, or Subject Area
<i>Report Type:</i>	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 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 the lower-left of the window)

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

- A preview of the report data is displayed. If there are scroll bars, be sure to scroll all the way down, as there may be some additional buttons to be revealed.

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

- The *Page Setup* dialog box displays, allowing you to set the page layout (see the figure at right).

10. It is recommended that you set the *Orientation* to **Landscape**, the four *Margins* to **.5**, and click **OK**.

- 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. The final window before the report prints.

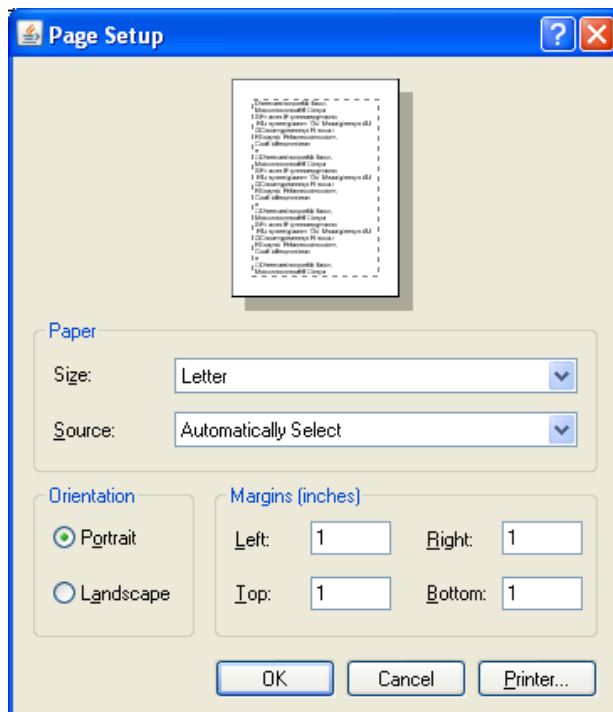
13. Either: Select the desired options and click **OK** to print.

OR

To backup without printing, click on **Cancel**.

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 Manager Window*.



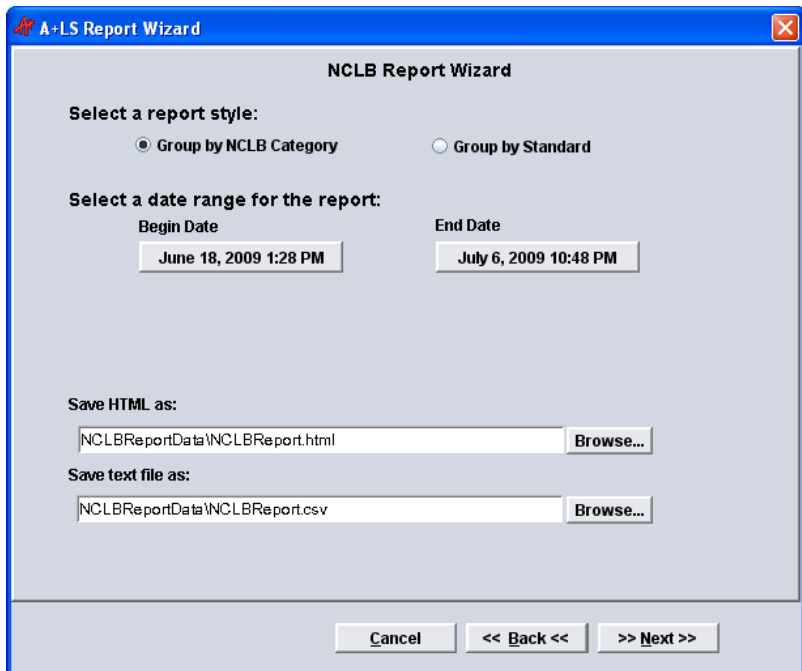
NCLB Report

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 Manager Window* where the *NCLB Report Wizard* resides. You will either have to grant them the right or generate the report for them. We recommend the latter because it is the safest and most secure solution.

1. Select the *Administration Manager Window*,  on 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 figure at right).
- 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. For the V3.5 Java client, the default is in the directory where your *A+LS* client is installed; for Webstart, the default is (*boot drive*)/webstart/wsclient. One is an .HTML file (formatted and ready to print) and the other is a .CSV comma-delimited file (ready to be imported into a



spreadsheet or database). For more information on .HTML and .CSV files, please see page 194.

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. You can select multiple grade levels using [Ctrl] (Windows) or [Apple] (OS X). The [Shift] key enables you to select a range of levels.

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. You can select multiple curriculum levels using [Ctrl] (Windows) or [Apple] (OS X). The [Shift] key enables you to select a range of levels.

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. Using the previously mentioned keystrokes, you can select multiple categories.
- 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.

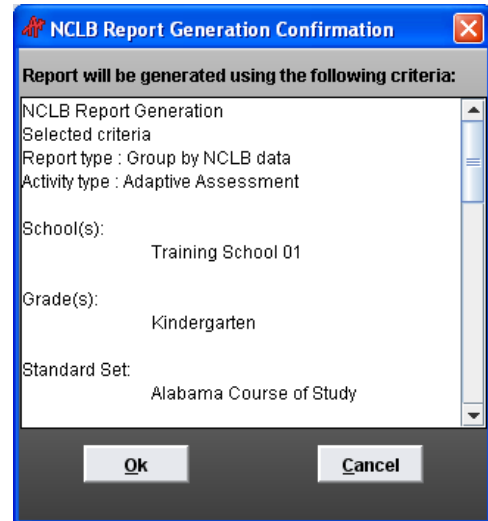
11. If needed, select one or more categories, then click on the **Filter** button.

- 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.

- 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. 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 Manager 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, not for reading. Their default location is in a folder called *NCLBReportData*. If you are using the V3.5 Java-base client, that folder is found in your *A+LS* client's directory (typically */als30/alsclient*). If you are using the Webstart client, then the folder will be found in (*boot drive*)/Webstart/wsclient.

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.

The A+ District Driven Report

1. Go to the *Curriculum Authoring Window*.

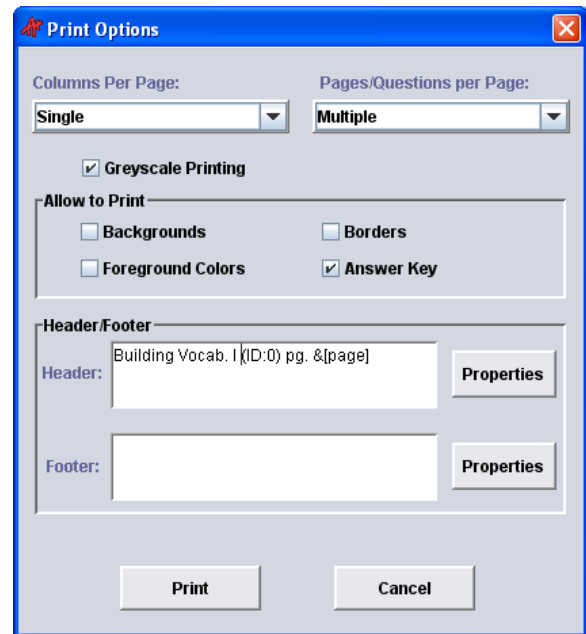
2. Choose , the *A+LS Report Wizard* button, on the right side of the button bar.

- The *A+LS Report Wizard* dialog box appears.
3. Select the **A+ District Driven Report**, then click on the **Next** button (if necessary click on the *Select one* drop box icon  to open the list of reports).
 4. Set *Select Your A+ District Driven Assessment* to the test you want the report to cover.
 5. Either: Select **.html** to generate a report that will display in your browser.
OR
Select **.csv** to generate a comma delimited version of the report for use with spreadsheets and databases.
- For more information on .HTML and .CSV files, please see page 194. 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.
 - If you selected *.html*, then your web browser will open and the *A+DD Report* will appear, ready to be printed or saved.
 - If you selected *.csv*, a dialog box will open indicating the file name and the path to where it was saved. You should write the information down.

Printing Adaptive and Course Assessments

1. In the *Curriculum Authoring Window's* left pane, locate the assessment you want to print (expanding the tree under the appropriate subject/assessment module).
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 figure at right). 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.

Grayscale 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 because 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]*. Because 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.
 - 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.