



Essential Skills

Assessment Series Manual

Teaching & Practice Software

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Introduction

The Assessment Series consists of series of tests for English Language Literacy. Easy to use for both the student and the teacher, all programs with the exception of the “Graded Word Recognition Test” are administered by the computer. Prior to the test the teacher can easily adjust the parameters such as time limits and specific test content for either individuals or an entire class. The student works independently to complete each test. The computer records and interprets responses and prints an easy-to-read report, resulting in a cost effective use of teacher time. Guidelines are provided to assist in placing students in the appropriate skill program as follow-up to the assessment. The Essential Skills Assessment Series provides accurate grade equivalency scores and diagnostic testing based on the most up-to-date research and testing content.

Assessment

Installation Instructions

Minimum Requirements

PC

-  486DX 66 Mhz (Pentium recommended)
-  Windows 95 and above
-  32 MB of RAM (64 MB recommended)
-  Sound Card
-  100 MB hard drive space for core program
-  30 MB for each additional program

Mac (Classic)

-  Power PC type Macintosh
-  OS 7.6.1 or newer
-  24 MB of RAM (64 MB recommended)
-  Sound Card
-  100 MB hard drive space for core program
-  30 MB for each additional program

Mac (OS 10.2.6 or greater)

-  Power PC type Macintosh
-  OS 10.2.6 or newer
-  128 MB of RAM (256 MB recommended)
-  Sound Card
-  100 MB hard drive space for core program
-  30 MB for each additional program

Single Computer Installation

PC Installation

To Install:

1. Insert the “Assessment Series” CD into the CD-ROM drive.
2. From the “Start Menu”, choose “Run”
3. Type “D:\setup”
Note: Your CD-ROM drive may have a different letter than D (for example E or F). In this case, you would type E:\setup or F:\setup
4. Follow the on-screen instructions to complete your installation.

To Run an Assessment Series Program:

1. From the “Start Menu”, choose “Programs” and then select “Essential Skills”.
2. Select “Assessment” and then click on the “Assessment Manager” or the “Student Assignments” icon to launch the appropriate program

Note: It is recommended that the video display be set to High Color (16-bit) or True Color (32-bit).

Single Computer Installation

Macintosh Installation

To Install:

1. Insert the “Assessment Series” CD into the CD-ROM drive.
2. Double click on your CD icon on the Desktop.
3. Double click on the Assessment Install OSX icon for installations on OS 10.2.6 or greater. Double click on the Assessment Install icon for installations on Classic.
4. Follow the on-screen instructions.
Note: Skip steps 5 and 6 if you are installing the Assessment Install OS X.
5. Next, open the Java Install folder and double click the Installer icon. Follow the on-screen instructions to complete the installation.
Note: You do not have to install the Java program if you are sure you have the Macintosh Runtime for Java (MRJ) version 2.1 or greater.
6. If you do not have QuickTime Version 3.01 or greater installed, or if you don’t have sounds, install QuickTime provided on the Essential Skills CD.

To Run an Assessment Series Program:

1. Use the Finder to locate the “Essential Skills II” folder. By default it will install in the Applications folder.
2. Open the “Assessment” folder and click on the “Assessment Manager “ or the “Student Assignments” icon to run the appropriate program.

Note: It is recommended that the video display be set to Thousands, or Millions of Colors.

Network Installation

PC Network

1. Install the program to a shared directory on a network file server.
2. Create a shortcut for each workstation in order to run the program from the file server.

Note: It is recommended that the video display be set to High Color (16-bit) or True Color (32-bit).

Macintosh Network

1. Install the program to a shared folder on a network file server.
2. Create a shortcut for each workstation in order to run the program from the file server.

Note: It is recommended that the video display be set to Thousands or Millions of Colors.

License Number

When typing the license number, verify that all the dashes (“-“) are typed and all the characters are in upper case.

Assessment Manager

The Assessment Manager application is a management tool used to assign tests, create reports and assess skill levels of students. It is used in conjunction with the “Student Assignments” application to administer tests and identify student’s areas of weakness. To start using the Assessment Manager application, an account must be created.

Managing Teachers

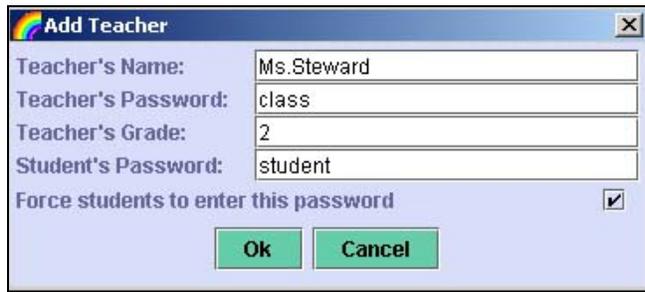
Creating Teachers

The Assessments programs require that students be organized into classes or groups. Each class or group requires it’s own teacher account. Therefore if a teacher has more than one class, that teacher requires more than one account. The screenshot below is the main login window of “Assessment Manager”. Teachers must login to access functionality of the Assessment Manager. If you do not already have a teacher account follow the instructions bellow to create a new teacher account.



To create a teacher account:

1. Click the “Add Teacher” button and the following window will appear.



2. Type the Teacher’s Name in the corresponding field. The Teacher’s Name is used to uniquely identify a group.
3. Type a password for this teacher in the box labeled “Teacher’s Password”. This password is required for the teacher to access the Assessment Manager application.
4. Type a grade level in the box labeled “Teacher’s Grade”. This value will automatically be assigned to each student created through this Teacher account.
5. Type a password in the box labeled “Student’s Password”. This password will be used to give students of this group access to the Student Assignment application. Only one password can be assigned for all students created through this Teacher account.
6. Forcing students to enter a password to gain access to the Student Assignment application is optional. If it is desired that all students of this group enter the specified password before allowing them access to the assigned test(s), then click the box next to the “Force students to enter this password” label.
7. Click “Ok” to save.

Note: If the Teacher’s Password is forgotten, the following override password “assessing” can be used to gain access to the Assessment Manager application.

Signing In

To sign in to the Assessment Manager application you will need to:

1. Select a Teacher (group) from the dropdown menu.

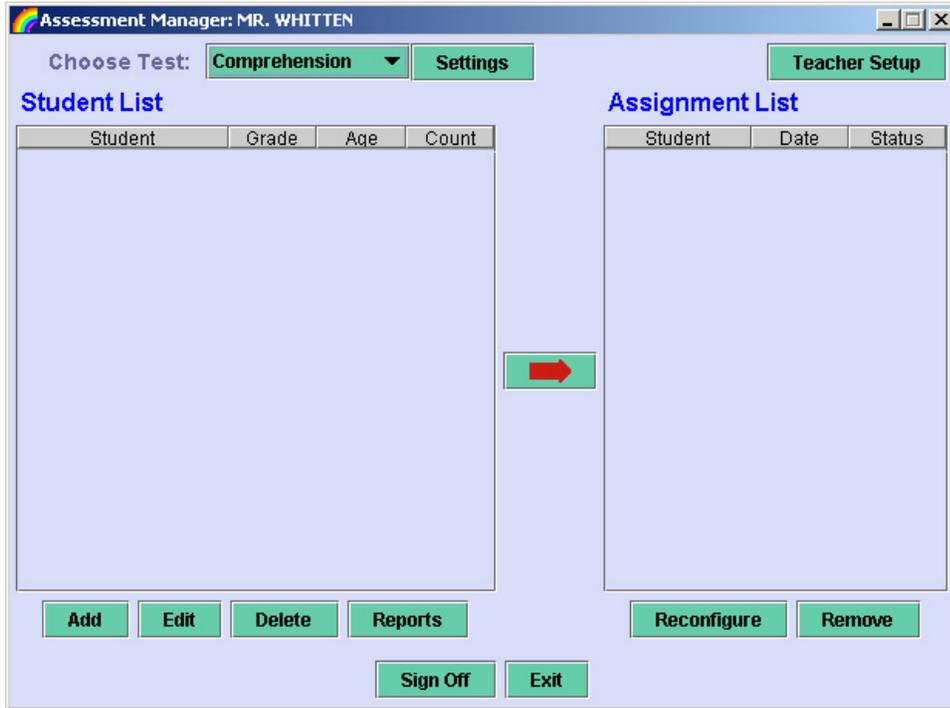


2. Type the password associated to this Teacher in the box labeled Password.

3. Click “Proceed” to sign in.

Changing Passwords

Users can only modify their password(s) once they have signed in to the Assessment Manager application. Refer to the “Signing In” section for instructions:



1. Click on the “Teacher Setup” button to view the current Teacher Settings.



2. Type the new password in the corresponding “Password” field.
3. If it is desired that all students of this group enter a password before allowing them access to their assigned test(s), then click the box next to “Force students to enter this password” label.
4. Click “Ok” to save changes.

Note: *If the Teacher’s Password is forgotten, the following override password “assessing” can be used to gain access to the Assessment Manager application.
Changing Teacher’s Password will no affect students who have already been assigned test. The assignment must be made again for the new password to take effect.*

Teacher Settings

Teacher settings are specific to each Teacher (group) and are defined as follows:

Teacher's Name: Name used to uniquely identify a Teacher (group).

Teacher's Password: Password required for teachers to sign into the Assessment Manager application using this Teacher (group).

Teacher's Grade: Grade level automatically assigned to all students created through this Teacher (group).

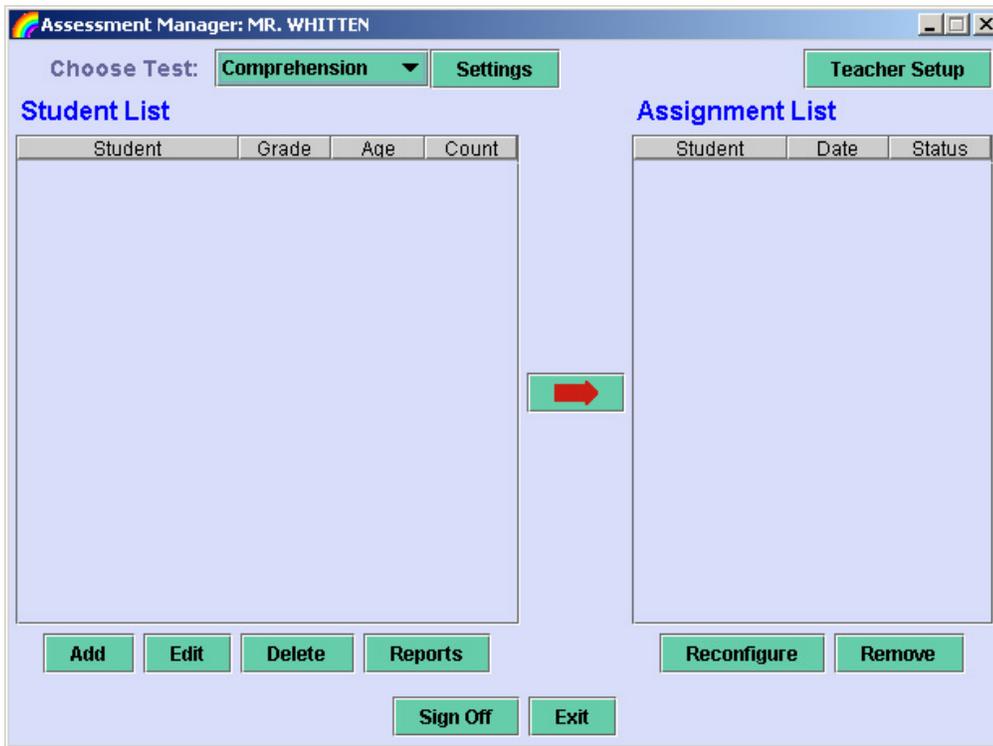
Student's Password: Password created by the teacher and used by the students of this Teacher (group) to sign into the Student Assignments application.

Force students to enter this password: This setting is optional. If this setting is checked then all students of this group will be required to enter this password in order to gain access to the Student Assignments application. If this setting is not checked, then the students will automatically be granted access to the Student Assignments application.

Managing Students

Creating Students

Students are created from the main window of the Assessment Manager application.



To create a student:

1. Click the "Add" button located below the "Students" table. The following window will appear.

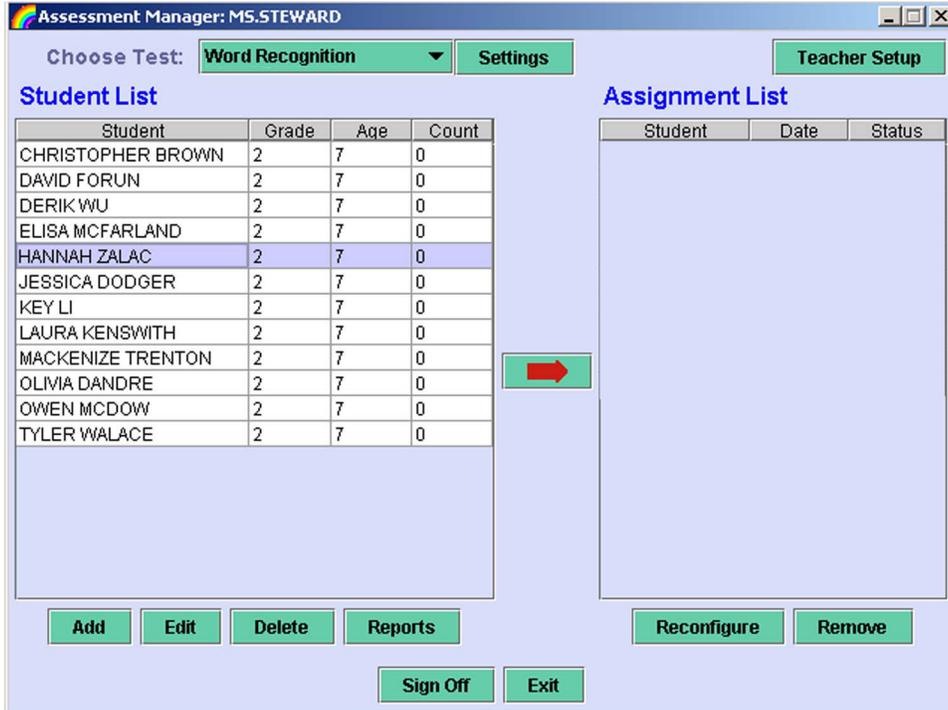
The 'Add Student to List' dialog box is shown. It contains the following fields and buttons:

- Student Name: Laura Kenswith
- Teacher: MS.STEWARD
- Grade: 2
- Age: 7
- Buttons: Ok, Cancel

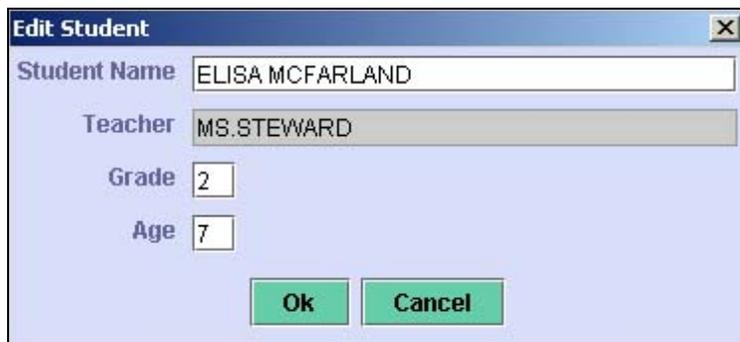
2. Fill in the fields. Note: Grade and Age are not required fields.
3. Click "Ok" to save the student.

Editing Students

Modification to the student information can be achieved by doing the following:



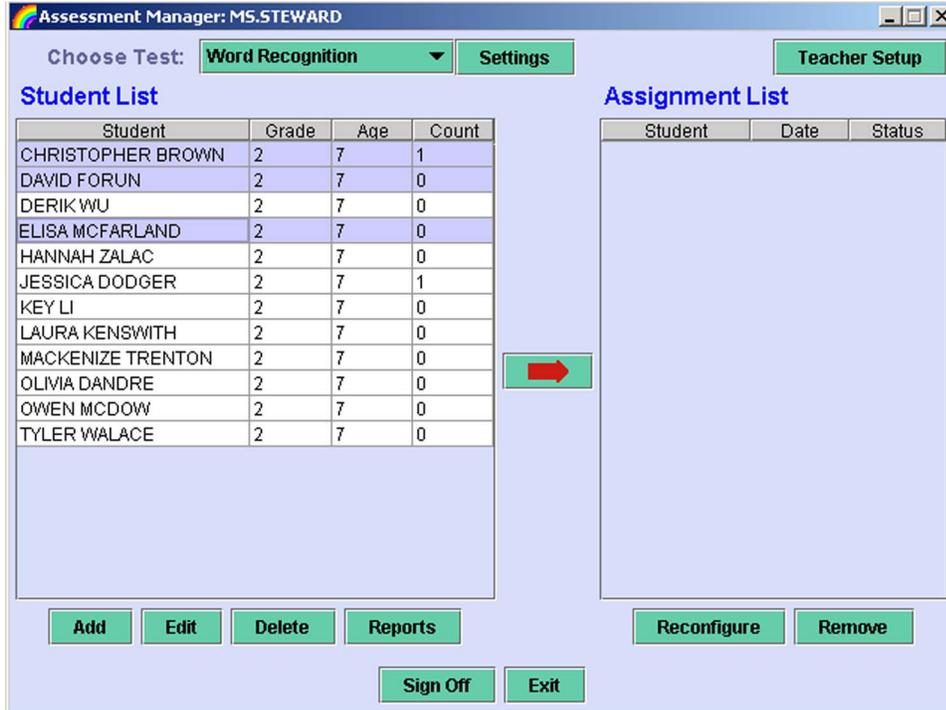
1. Select the student to edit by highlighting the student and related information in the “Students” table.
2. Click the “Edit” button to display the student’s details.



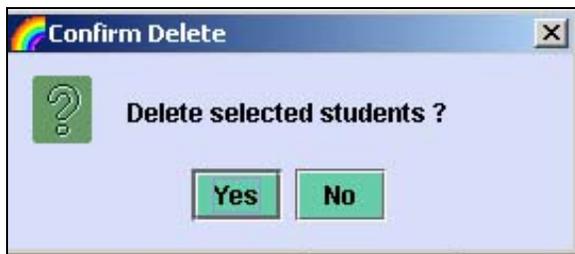
3. Modify the information as needed.
4. Click on the “Ok” button to save changes.

Deleting Students

Students can be deleted from the student list by doing the following:



1. Select the student(s) you want to delete by highlighting the student and related information in the “Students” table. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
2. Click the “Delete” button located below the “Students” table. The delete operation will permanently remove the selected students, related information and assignment(s).

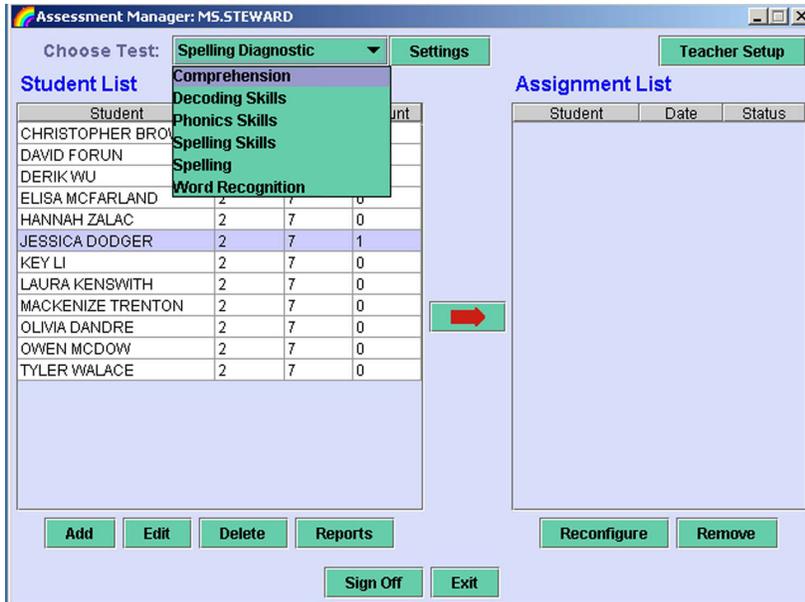


3. Click “Yes” to confirm the deletion of selected students.
Note: This operation is permanent and cannot be reversed.

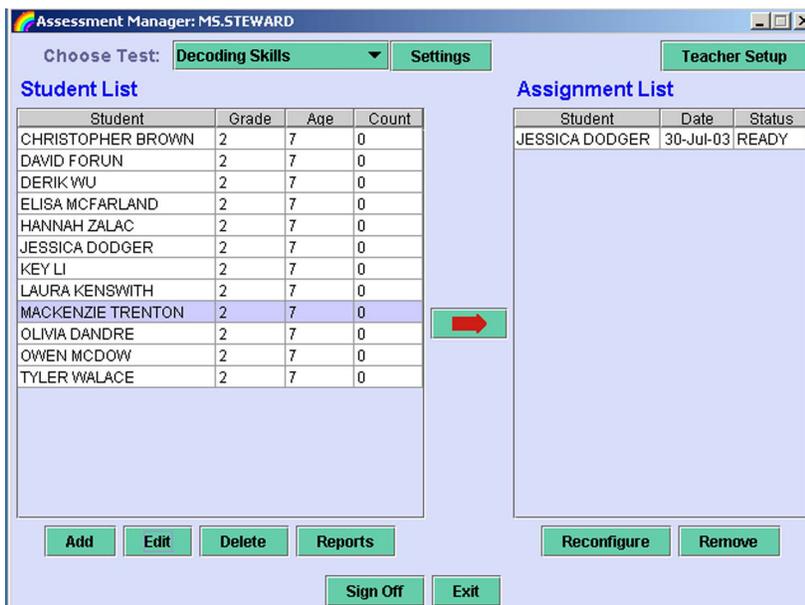
Managing Assignments

Assigning Tests

A test must be assigned to a student before the student can access it. More than one test can be assigned to each student and all tests can be customized. To customize a test, refer to the “*Customizing Tests*” section. To assign test(s) to students without any customization:



1. Choose the test to be assigned by clicking on the drop down list labeled “Choose Test”.
2. Select the student(s) you want to assign this test to. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
3. Click on the arrow between the “Students” table and “Assignments” table to assign the chosen test to the selected student(s).
4. A new entry will be created in the “Assignments” table for each selected student with the date the test was assigned and a “READY” status.



5. Student(s) can now sign into the Student Assignment application to start their assignment(s).

Assignment Status

An assignment can have three different statuses:

- Ready:** An assignment is in a Ready state once it's been assigned to a student. The student can now proceed to the Student Assignments application to start the assignment. In this state, the student information can no longer be modified but the test can still be reconfigured from the Assessment Manager or the Student Assignments applications.
- Started:** An assignment is in a Started state once the student has started the assignment but has not completed it yet. The student information can no longer be modified and the assignment can no longer be reconfigured.
- Completed:** An assignment is in a Completed state once the student has completed the assignment. The next time the Assessment Manager application is accessed, the assignment entry is automatically removed from the "Assignments" table following a prompt. The student's Reports can now be viewed.

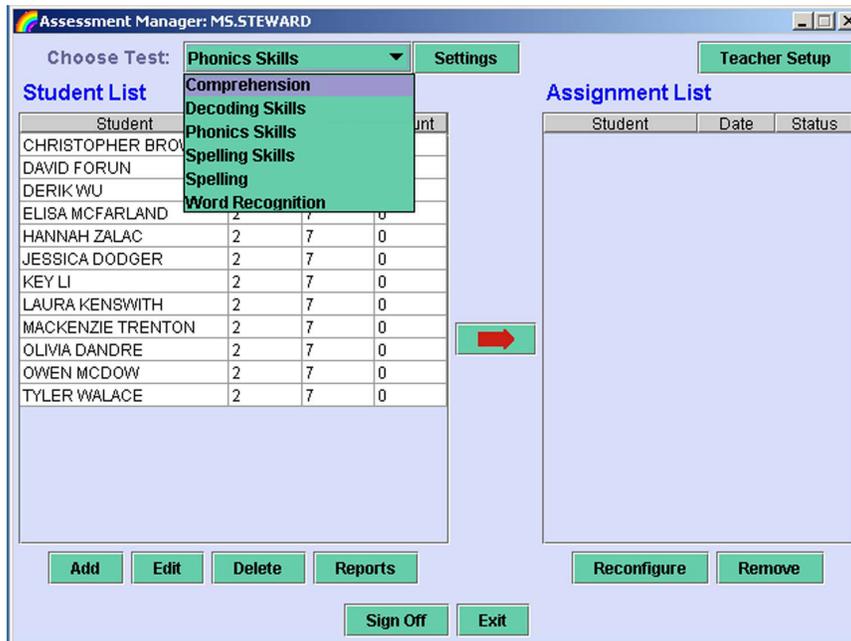
Customizing Tests

The Assessment Manager application allows for the customization of each test. Test(s) can be customized at two different stages:

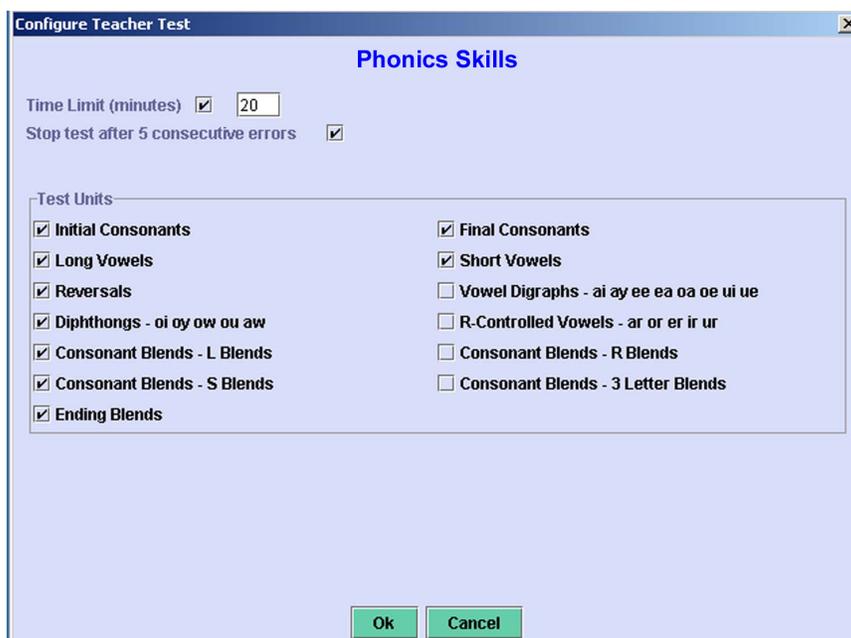
-  Before the test is assigned (using *Settings*)
-  Before the test is started (using *Reconfigure*)

Customizing Before Assigning (using *Settings*)

The Settings options are used to customize a test before it is assigned to students. Any tests assigned prior to these changes will not be affected. To customize through the Settings options:



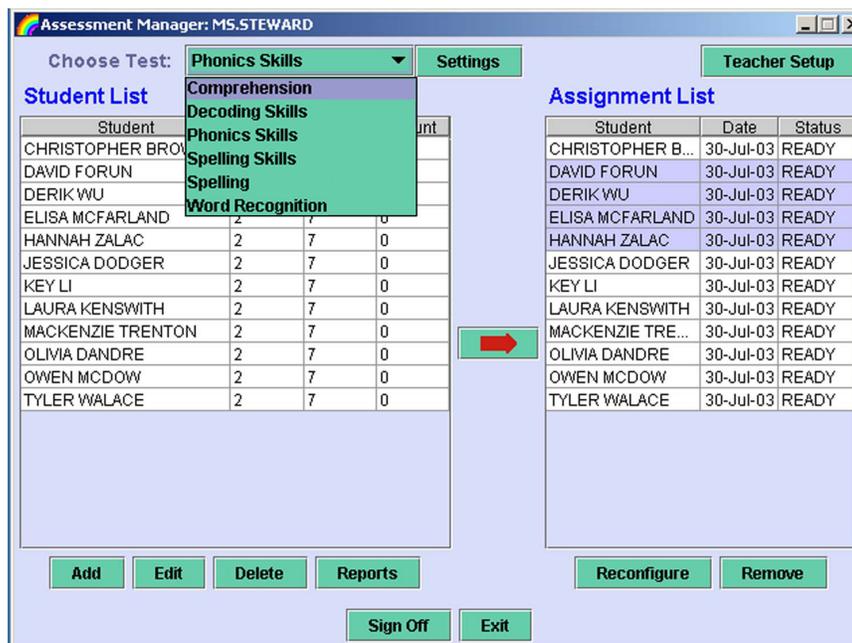
1. Select the test to be customized from the drop down list labeled “Choose Test”.
2. Click the “Settings” button, the following window will appear.



3. The first option offered is to set a time limit to the test. To activate this option, click in the check box and type the maximum number of minutes a student has to complete the test. If the student doesn't complete the test within the time limit, the Student Assignments application will terminate at the following question. If this option is not customized, no time limit will be enforced.
4. The second option offered limits number of consecutive wrong answers allowed before the "Student Assignment" application terminates the test. If the box is not checked, the "Student Assignment" application will not terminate regardless of the answers until the test is completed.
5. The final option offered is to select the test unit(s) to be assigned to the student(s) by clicking in the corresponding check box. If a test is assigned without customization, all test units are assigned.
6. Click the "Ok" button to save these settings. These are the settings that will automatically be used the next time this test is assigned to a student of this group (Teacher). These settings can be modified at anytime by following the previous steps.
7. Select the student(s) you want to assign this test to. Multiple students can be selected on PC computers by holding down the "Control" key and clicking on the desired student names. On Macintosh computers, hold down the "Shift" or "Command" key.
8. Click on the arrow between the "Students" table and "Assignments" table to assign the newly customized test to the selected student(s).
9. A new entry will be created in the "Assignments" table for each selected student with the date the test was assigned and a "READY" status.
10. The student(s) can now sign into the Student Assignments application to start their assignment(s).

Customizing After Assigning (using *Reconfigure*)

The Reconfigure options are used to customize a test after it is assigned to student(s) but before the assignment is started. The Reconfigure options only apply to the selected assignment(s). Once an assignment has been started, reconfiguration is no longer possible. To customize through the Reconfigure options:



1. Select the test to be customized from the drop down list labeled "Choose Test".
2. Select the assignment(s) to be customized from the "Assignments" table.

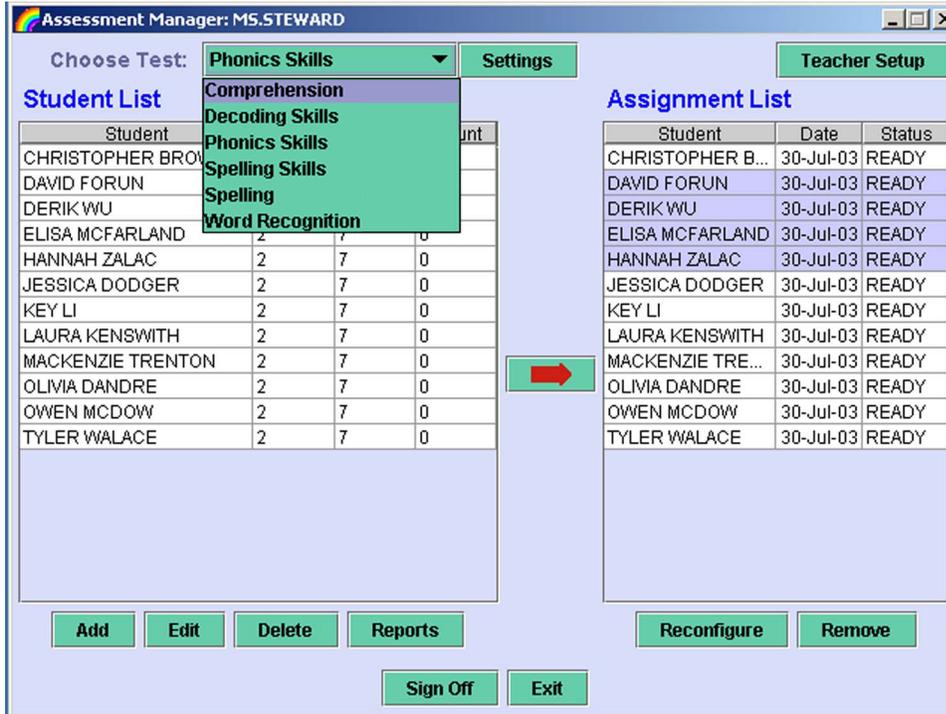
3. Click the “Reconfigure” button, the following window will appear.

The screenshot shows a window titled "Configure Teacher Test" with a sub-header "Phonics Skills". At the top, there are two options: "Time Limit (minutes)" with a checked checkbox and a text box containing "20", and "Stop test after 5 consecutive errors" with a checked checkbox. Below these is a section titled "Test Units" containing two columns of options, each with a checked checkbox: "Initial Consonants", "Long Vowels", "Reversals", "Diphthongs - oi oy ow ou aw", "Consonant Blends - L Blends", "Consonant Blends - S Blends", "Ending Blends", "Final Consonants", and "Short Vowels". The remaining options in the second column are unchecked: "Vowel Digraphs - ai ay ee ea oa oe ui ue", "R-Controlled Vowels - ar or er ir ur", "Consonant Blends - R Blends", and "Consonant Blends - 3 Letter Blends". At the bottom of the window are "Ok" and "Cancel" buttons.

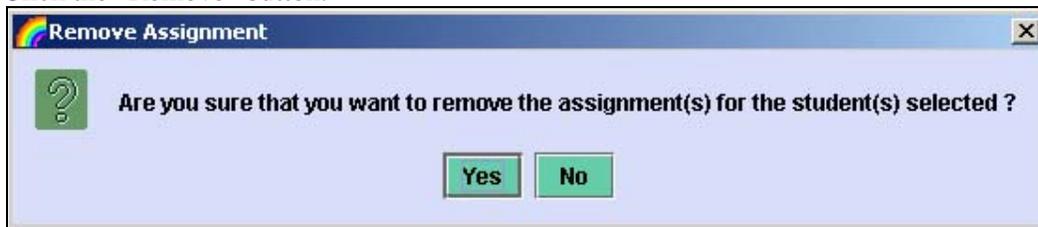
4. The first option offered is to set a time limit to the test. To activate this option, click in the check box and type the maximum number of minutes a student has to complete the test. If the student doesn't complete the test within the time limit, the Student Assignments application will terminate at the following question. If this option is not customized, no time limit will be enforced.
5. The second option offered limits number of **consecutive** incorrect answers allowed before the “Student Assignment” application terminates the test. If the box is not checked, the “Student Assignment” application will not terminate regardless of the answers until the test is completed.
6. The final option offered is to select the test unit(s) to be assigned to the student(s) by clicking in the corresponding check box.
7. Click the “Ok” button to save these settings.
8. The student(s) can now sign into the Student Assignments application to start their assignment(s).

Removing Assignments

Incomplete Assignment(s) can be removed at anytime. By removing an assignment, any completed work thus far will be deleted. This operation is permanent and irreversible. To remove an assigned test:



1. Choose the test to be removed from the drop down list labeled “Choose Test”.
2. Select assignment(s) you want to remove from the “Assignments” table. Only one assignment per student can be removed at once.
3. Multiple assignments can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
4. Click the “Remove” button.



5. Click “Yes” to confirm.

Note: This operation is permanent and irreversible.

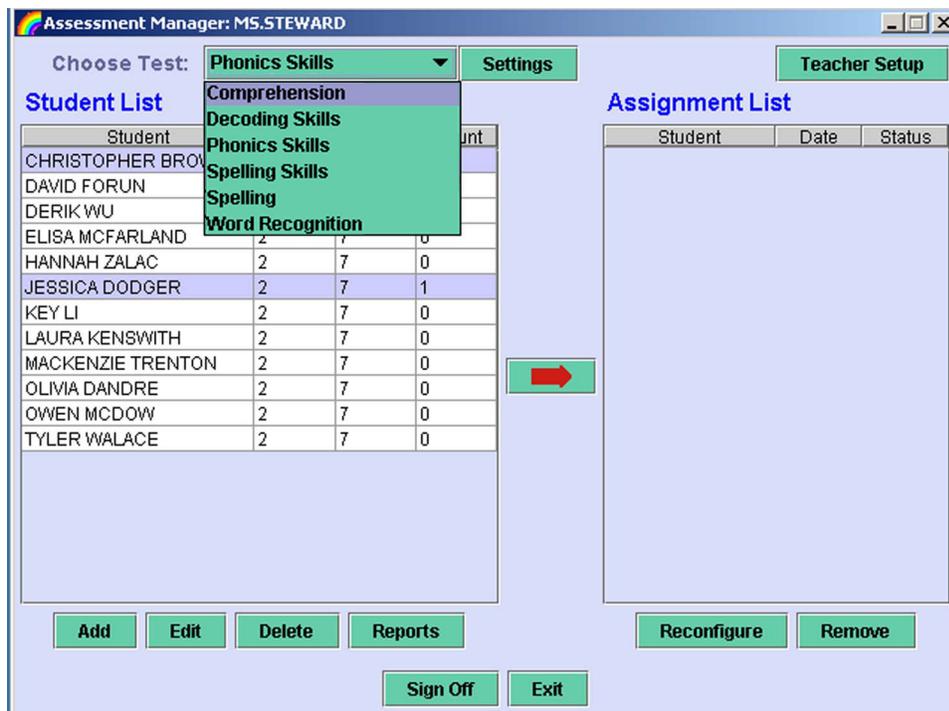
Viewing and Printing Reports

Reports on an assignment can only be viewed once it has been completed. There are four different ways of viewing student reports:

-  Completed Assignments
-  Scores
-  Answers
-  Graph

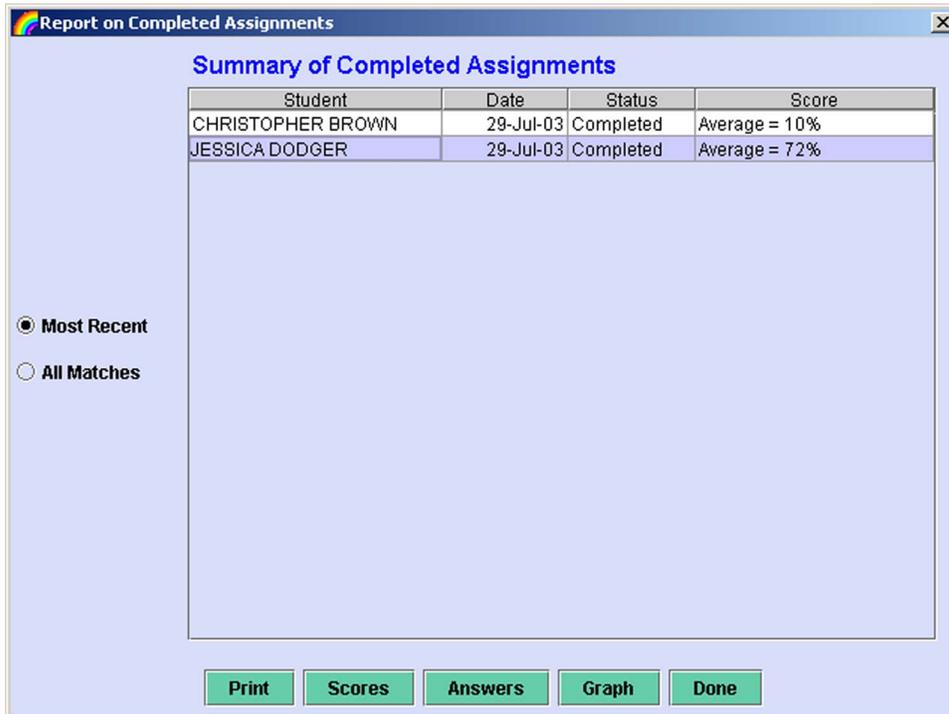
Summary of Completed Assignments Report

The Completed Assignments report simply lists all the completed assignments of a particular test for the students selected. To view the Summary of Completed Assignments for a particular test:



1. Choose the desired test from the drop down list labeled “Choose Test”.
2. Select the student(s) to view a report on. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.

3. Click the “Reports” button to view the Summary of Completed Assignments.



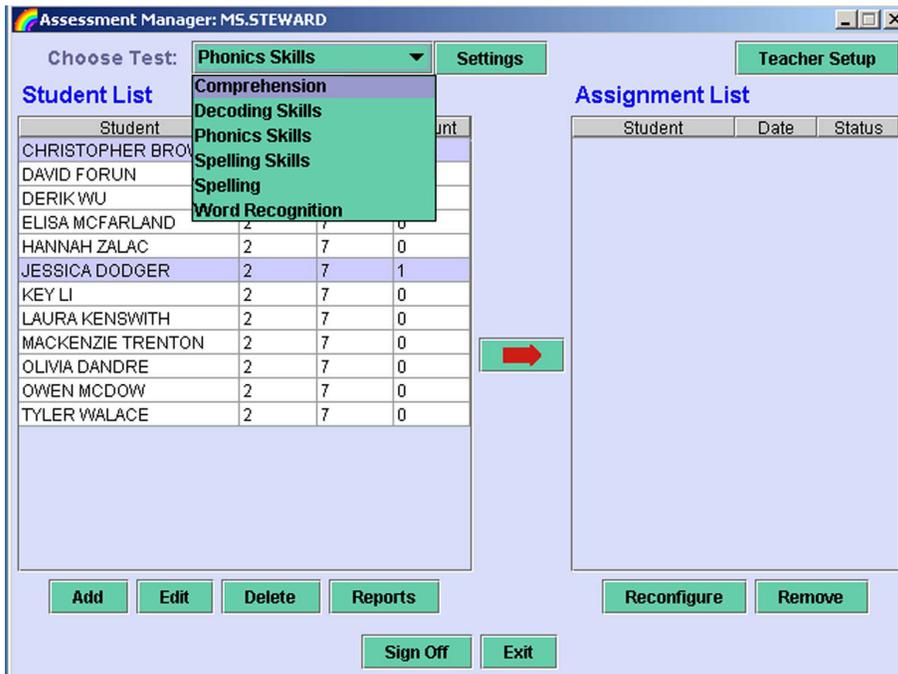
4. The Summary of Completed Assignments can provide two reports:

-  **Most Recent:** A summary of the most recently completed assignments for each selected student.
-  **All Matches:** A summary of all completed assignments that match the chosen test for the selected student(s).

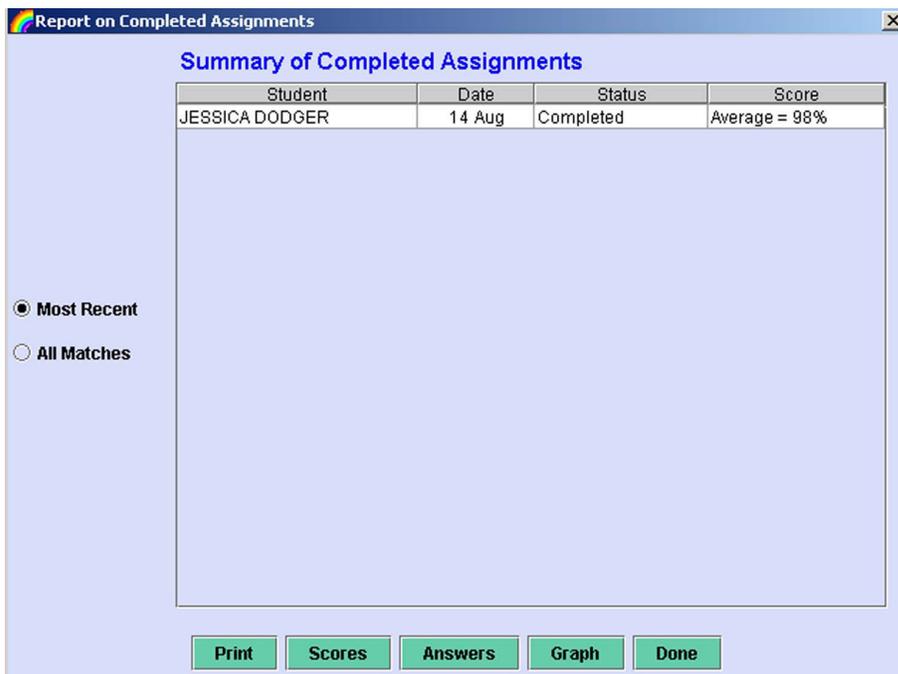
5. The date associated with each entry represents the date the test was assigned, not the date the student completed the assignment.
6. If a test is assigned to one student more than once during the same day, only one of the completed assignments will appear in the Most Recent report.
7. This report also provides the grade equivalency or average score for each completed assignment.
8. Click on the “Print” button to print the report or click on the “Done” button to return to the Summary of Completed Assignments.

Scores Report

The Scores report provides a summary score for each test unit or concept for the selected assignment(s) of a chosen test. To view the Scores of completed assignment(s) for a particular test:



1. Choose the desired test from the drop down list labeled “Choose Test”.
2. Select the student(s) to view a report on. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
3. Click the “Reports” button, the following window will appear.



4. From the Summary of Completed Assignments, select the assignment(s) for which a report is desired.
5. Click on the “Scores” button to view the Scores report.

Summary of Test Scores	
Test Scores	
Name: JESSICA DODGER	
Test: Spelling Skills	
Date: 02-Oct	
Average Score: 93.00%	
Test Unit	Score
Right	91.01%
Long Vowel	100.00%
Short Vowel	95.83%
Silent E	100.00%
Sounds of C	100.00%
Consonant Digraphs	91.67%
R - Controlled Vowels	90.91%
Sounds of G	100.00%
Sounds of Y	100.00%
Consonant Blends	86.36%

- For each selected assignment, a summary of scores is displayed. Right = % of correct answers.
- There are two types of Score reports:

 **Diagnostic Assessments Score report:** Displays the score recorded for each concept being tested on.

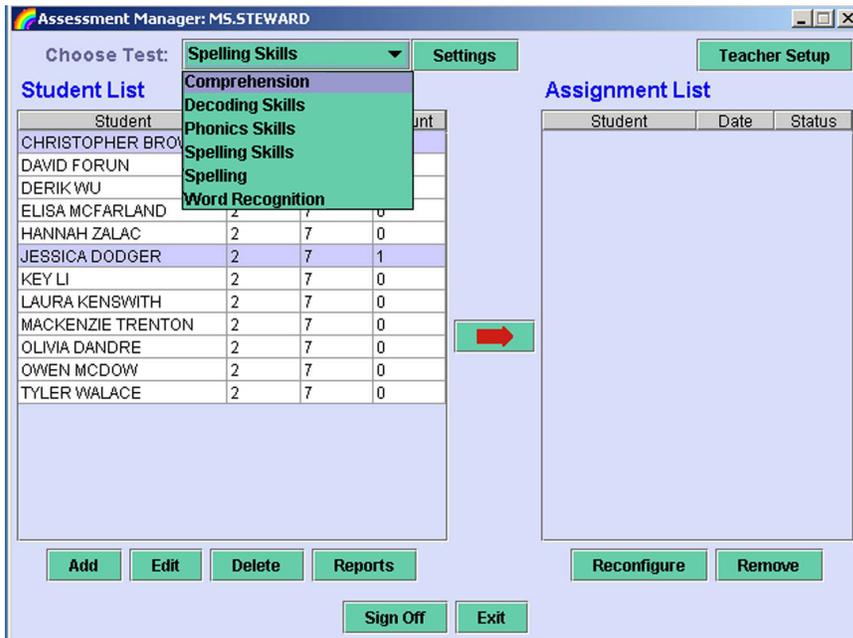
 **Graded Tests Score report:** Displays the score recorded for each test unit.

Scores	Level	Description
95% and above	Mastery Level	Requiring no further instruction or practice
80% - 94%	Independent Level	Requiring some practice but no instruction
55% - 79%	Instructional Level	Requiring both instruction and practice
54% and below	Frustration Level	Student requiring skill instruction at an earlier level

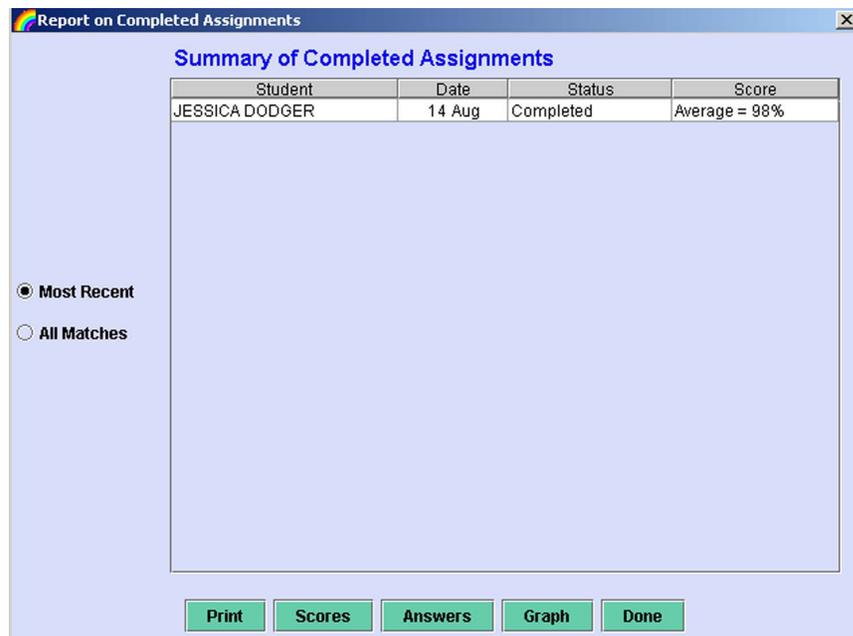
- Click on the “Print” button to print the report or click on the “Done” button to return to the Summary of Completed Assignments.

Answers Report

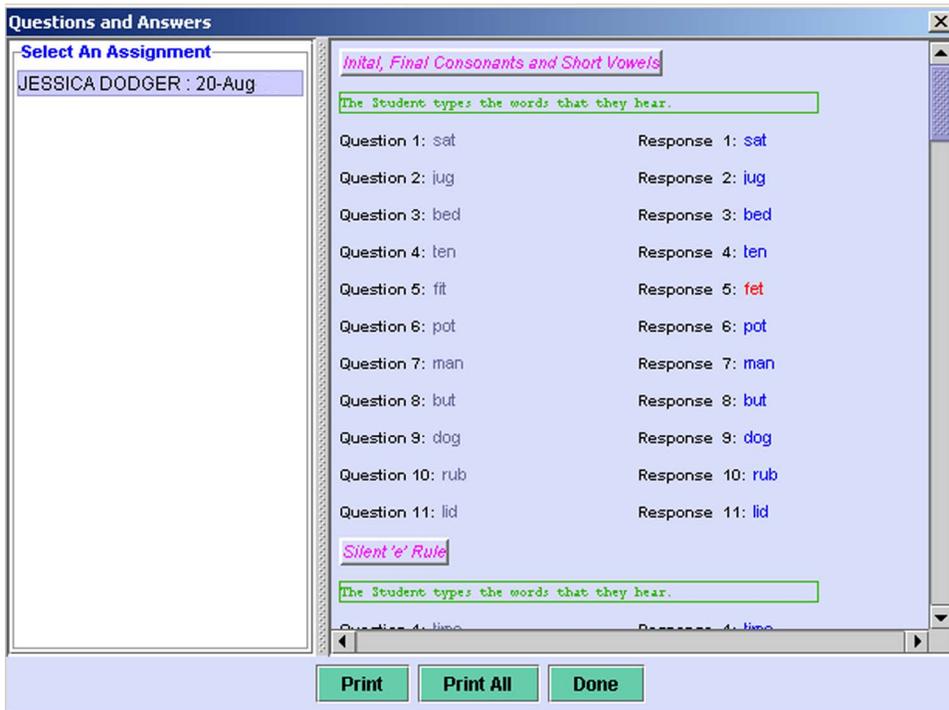
The Answers report provides the test questions and student responses for each assignment selected. To view the Answers report for completed assignment(s) of a particular test:



1. Choose the desired test from the drop down list labeled “Choose Test”.
2. Select the student(s) to view a report on. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
3. Click the “Reports” button, the following window will appear.



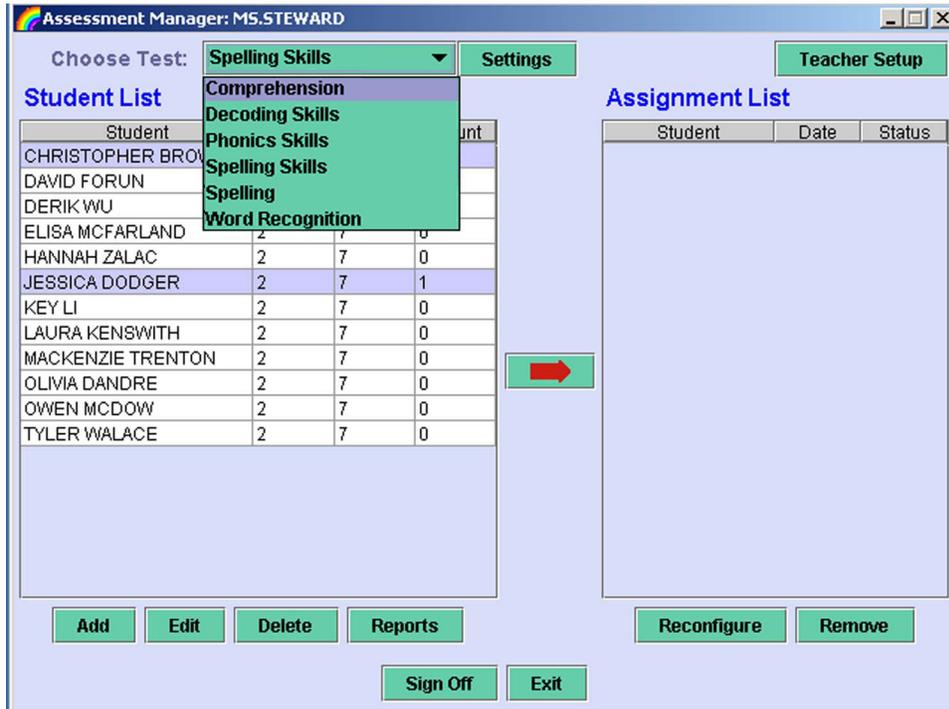
4. From the Summary of Completed Assignments, select the assignment(s) for which a report is desired.
5. Click on the “Answers” button to view the Answers report.



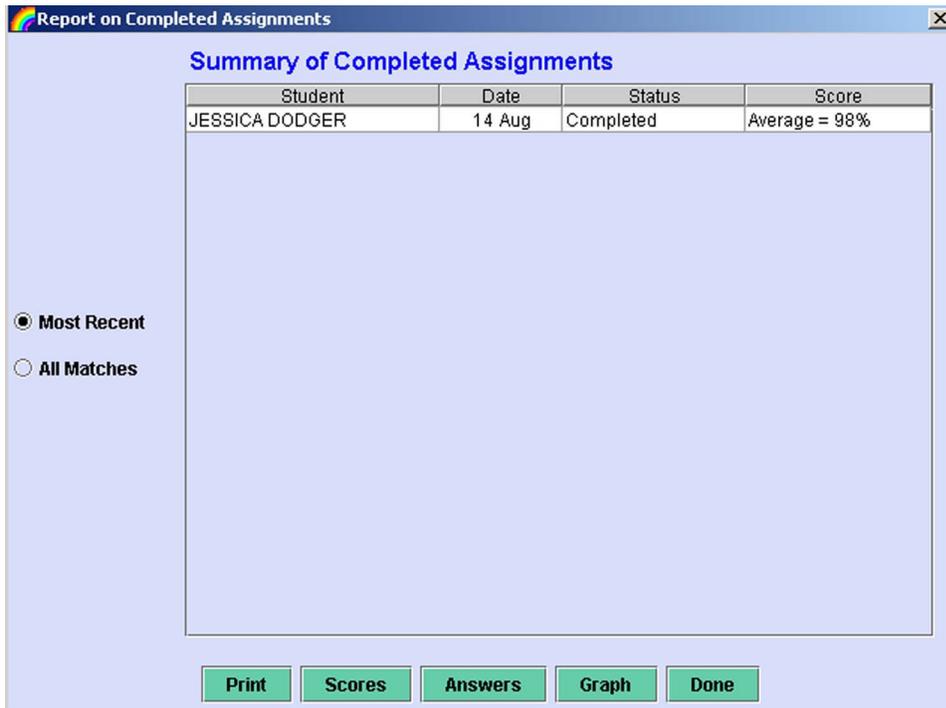
6. Click on the desired student assignment to view the questions of the test and the student's response to each of these questions. All responses that are answered incorrectly are marked in red.
7. Click on the "Print" button to print the report or click on the "Done" button to return to the Summary of Completed Assignments.

Graph Report

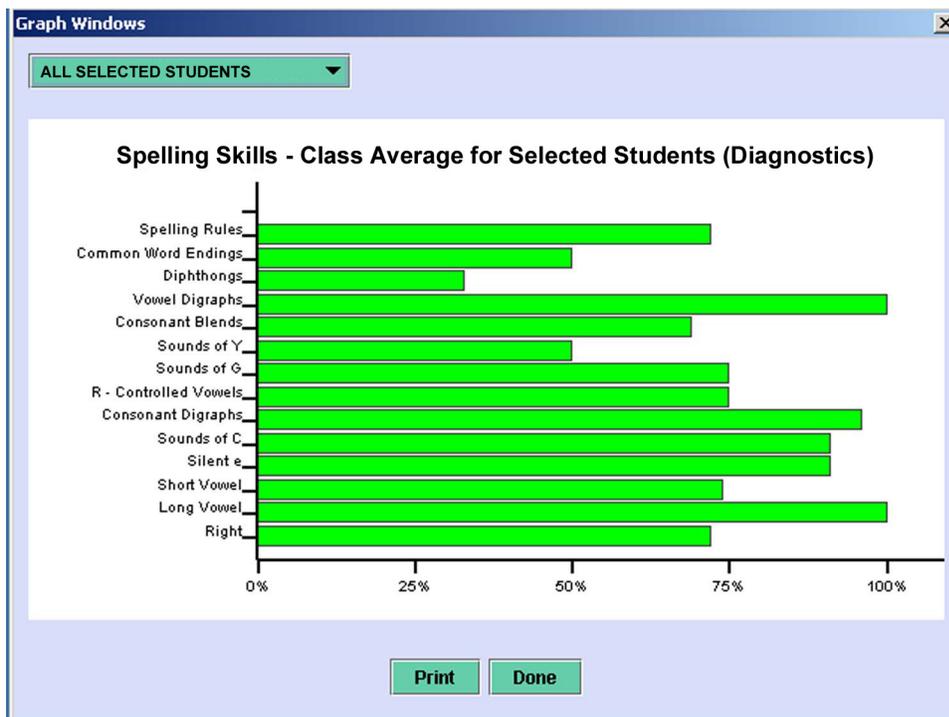
The Graph report provides a chart of the scores obtained for each test unit or concept of the selected assignment, as well as a chart of the average score of all the completed assignments for the selected students of the chosen test. To view the Graph report for a particular test:



1. Choose the desired test from the drop down list labeled “Choose Test”.
2. Select the student(s) to view a report on. Multiple students can be selected on PC computers by holding down the “Control” key and clicking on the desired student names. On Macintosh computers, hold down the “Shift” or “Command” key.
3. Click the “Reports” button, the following window will appear.



4. From the Summary of Completed Assignments, select the assignment(s) for which a report is desired.
5. Click on the “Graph” button to view the Graph report.



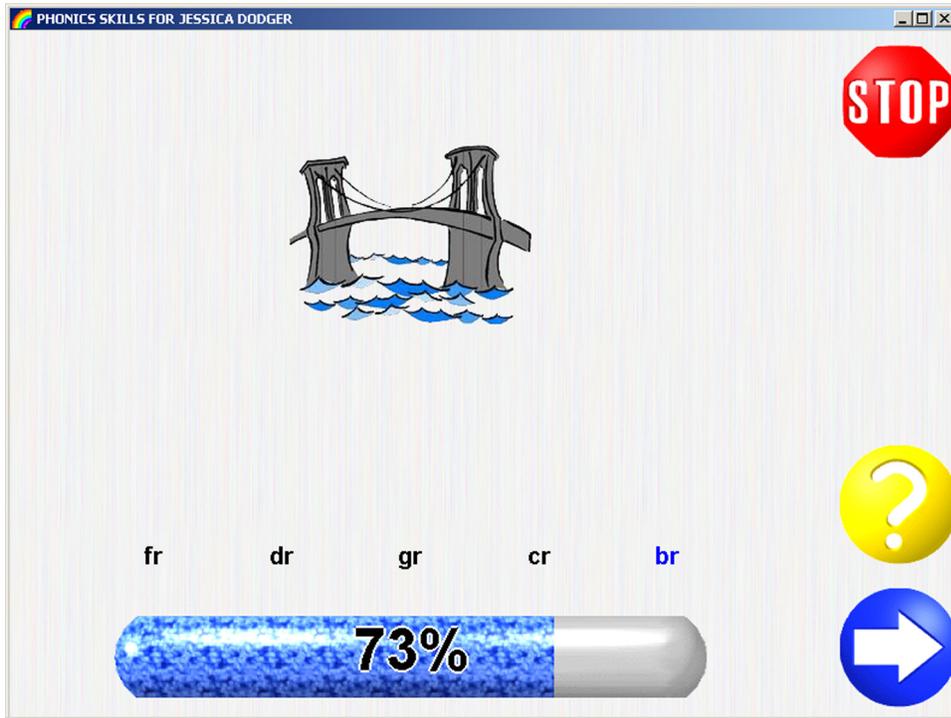
6. Select the desired assignment from the drop down list. To obtain an average score for all the selected students, select "All Selected Student" from the drop down list.
7. Like the Scores report, there are two types of Graph reports:
 -  **Diagnostic Assessments Graph report:** Displays the score recorded for each concept being tested on.
 -  **Graded Tests Graph report:** Displays the score recorded for each test unit.
8. Click on the "Print" button to print the report or click on the "Done" button to return to the Summary of Completed Assignments.

Assessment Tests

Phonics Skills

The Phonics Skills test has been designed to provide teachers with a practical means of assessing phonics strengths and weaknesses among students from ages 5 to 10 years old. There are 10 phonics skill areas covered by this test. These cover most of the basic phonics skills from grades 1-3. The Phonics Skills test is a computer-administered test. The test can be given to groups or administered individually. Once the student has logged onto the test, it can be completed independently. The computer will track the results for each student.

The student is presented with a stimulus word and/or picture. The student responds by clicking on the word that is heard or represented by the picture. There is a picture on the screen that can be clicked on to repeat a word as often as necessary for the student.



The component in the above screenshot tests the recognition of the blend sounds. The percentage bar indicates how much of the test has been completed.

All diagnostic components are automatically assigned by default but the teacher can decide which diagnostic areas to assigned. The Phonics Skills test can be customized for each student. The complete test should take 15-20 minutes to finish.

The first step for the teacher is to choose which diagnostic areas each student will complete.

PHONICS SKILLS FOR JESSICA DODGER

The information entered here will be used for customization and reporting purposes.

Student Information

Assigning Teacher MR. WHITTEN

Student Name JESSICA DODGER

Grade 2

Age 7

Test Configuration

Time Limit (minutes) 0

Stop the test after 5 consecutive errors

Initial Consonants

Final Consonants

Long Vowels

Short Vowels

Reversals

Start Quit

As the screenshot above indicates this test can be configured to suit the abilities of individual students. The current default setting is for a class or individual to be tested on all diagnostic components with no time limit and the test ending after 3 consecutive errors.

The reports that are generated at the end of the test will give a clear indication of which phonics areas need further instruction and practice.

-  Scores that are over 85% are considered to be a mastery level for that component skill.
-  Scores of between 50%-85% are considered a good practice level for that skill.
-  Scores below 50% indicate both instruction and practice are required to develop the skill.

Interpreting the Results

The Phonics Skills Test is a reliable tool for assessing phonics abilities. This diagnostic tool used in conjunction with the Graded Word Recognition test will be very effective in placing students into the appropriate phonics skill-building units within the phonics programs to remediate weaknesses in decoding ability.

By first determining each students' reading grade level using the Graded Word Recognition test you can determine which of the Phonics programs would be best Series for each student. For this please refer to the Interpreting the Results section of the Graded Word Recognition test.

Once an approximate reading level has been established the diagnostic phonics test can be used to focus on strengthening areas of specific weakness.

The weaknesses indicated by the Phonics Skills test can be corrected by placing students in the corresponding phonics skill development unit in Phonemic Awareness or Super Phonics levels I or II.

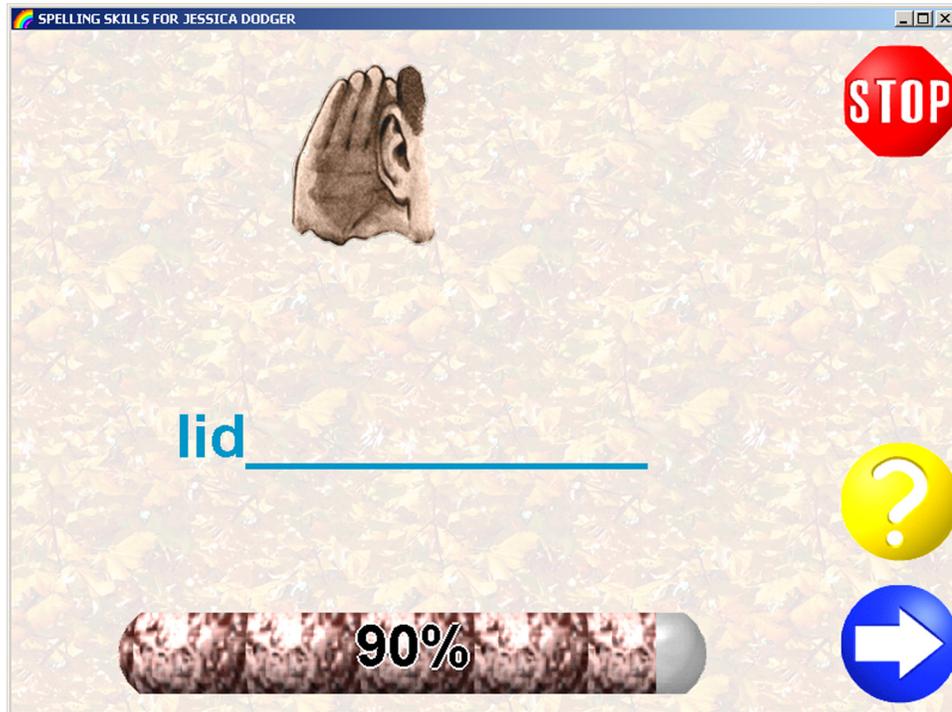
The phonics diagnostic areas measured by this test are as follows:

-  Initial Consonants
-  Final Consonants
-  Long Vowels
-  Short Vowels
-  Reversals
-  Vowel Digraphs – ai ay ee ea oa oe ui ue
-  Vowel Digraphs – oo au aw ow ew ie
-  Diphthongs – oi oy ow ou aw
-  'R' Controlled Vowels – ar or er ir ur
-  Consonant Blends - R blends
-  Consonant Blends - S Blends
-  Consonant Blends - 3 Letter blends
-  Ending Blends

Spelling Skills

The Spelling Skills test has been designed to provide teachers with a practical means of assessing spelling strengths and weaknesses among 6-13 year olds. There are 90 words in the Spelling Skills test and many of the words will test more than one diagnostic area. Therefore each diagnostic area is tested several times using different words.

The Spelling Skills test is a computer-administered test. The test can be given to groups or administered individually. Once the student has logged onto the test it is completed independently. The computer will track the results for each student. The students are instructed to type and spell the words as they hear them. Each word is presented by itself, then in the context of a sentence, and then once more by itself. There is an ear icon on the screen so that a word and its context sentence can be repeated as often as necessary for the student.



Type the word you hear. Click on the ear to hear the word again.
The percentage bar indicates how much of the test has been completed.

All diagnostic components are automatically assigned by default but the teacher can decide which diagnostic areas to assign. The Spelling Skills test can be customized for each student. The complete test should take 20-25 minutes to finish.

The default settings for this test is that all diagnostic components are selected with no time limit, and the test will end after 3 consecutive error. However, this test can be configured to suit the abilities of individual students.

The reports that are generated at the end of the test will give a clear indication of which spelling areas need further instruction and practice.

-  Scores that are over 80% are considered to be a mastery level for that particular skill.
-  Scores of between 50%-80% are considered a good practice level for that skill.
-  Scores below 50% indicate both instruction and practice are required to develop the skill.

Interpreting the Results

The Spelling Skills test is a reliable tool for assessing spelling strengths and weakness. This diagnostic tool, when used in conjunction with the Graded Spelling Test, will be very effective in placing students into the appropriate spelling pattern units within the graded spelling programs to remediate weak diagnostic areas.

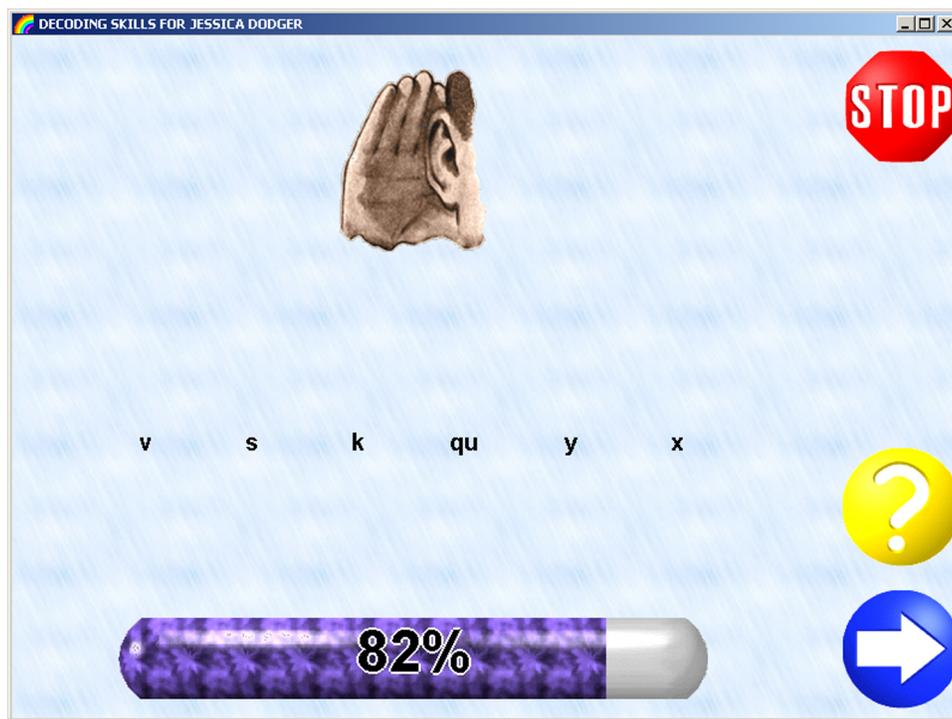
By first determining each students' spelling grade level using the Graded Spelling Test you can determine which of the graded spelling programs would be best Series for each student. For this please refer to the Interpreting the Results section of the Graded Spelling Test. Once an approximate grade level has been established the diagnostic spelling test can be used to focus on correcting areas of specific weakness.

Each of the Essential Skills spelling programs uses a word pattern approach to develop spelling ability. The weaknesses pointed out by the Spelling Skills test can be corrected by placing each student in the corresponding spelling pattern unit in their appropriate grade level.

Decoding Skills

The Decoding Skills test was designed to provide teachers with a practical means of assessing word decoding strengths and weaknesses in children from grades 1-3. There are 8 decoding skill areas covered by this test which cover most of the basic phonics skills required up to the end of grade 3.

The Decoding Skills test is a computer-administered test. The test can be given to groups or administered individually. The computer will track the results for each student. The student is presented with an auditory nonsense word as a stimulus. The student responds by clicking on the nonsense word that was heard. There is an ear icon on the screen so that each word can be repeated as often as necessary for the student.



Click on the consonant sounds that you hear.

Click on the ear to hear the sound again.

Then press enter or click on the arrow button to continue.

This component tests the recognition of consonant sounds.

The percentage bar indicates how much of the test has been completed.

The complete test should take approximately 15 minutes to complete. All components are automatically assigned by default but the tester can decide which components to assign. However, the Decoding Skills test can be customized for each student.

The default settings for this test is that all diagnostic components are selected with no time limit, and the test will end after 3 consecutive errors. However, this test can be configured to suit the abilities of individual students.

Interpreting the Results

The Decoding Skills test is a reliable tool for assessing word analysis abilities. This diagnostic tool used in conjunction with the Graded Word Recognition test will be very effective in placing students into the appropriate phonetic skill-building units to remediate weaknesses in decoding ability. By first determining each students' reading grade level using the Graded Word Recognition test, you can determine which of the Phonics programs would be best Seriesd for each student. For this please refer to the Interpreting the Results section of the Graded Word Recognition test.

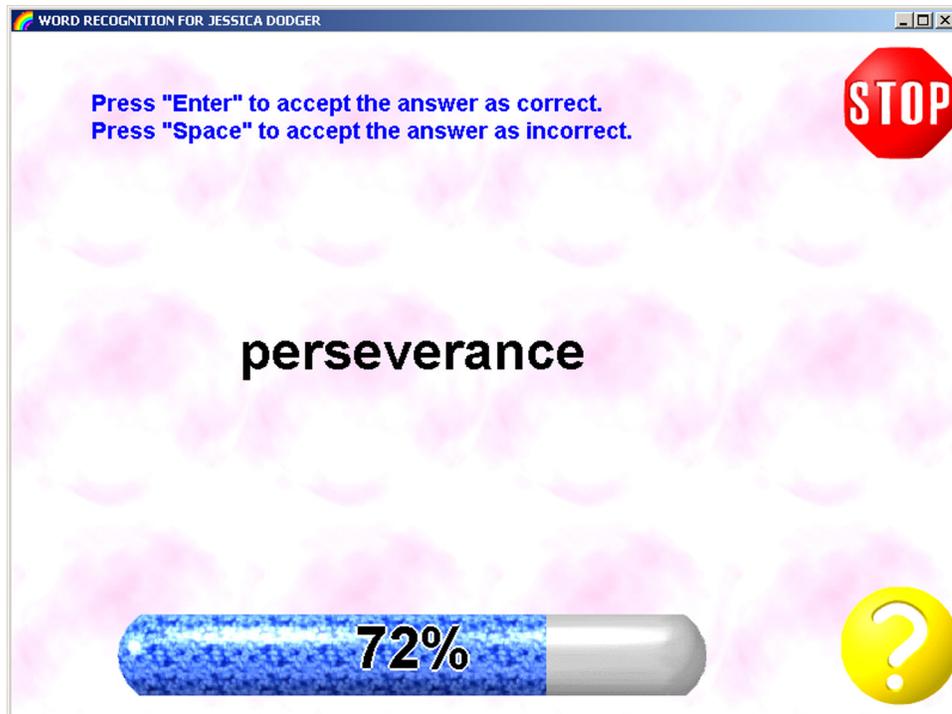
Once an approximate reading level has been established the Decoding Skills test can be used to determine areas of specific weakness. The specific weaknesses indicated by the Decoding Skills test can be remediated by placing students in the corresponding phonics skill building unit in Phonemic Awareness or Super Phonics levels I or II.

The test components are:

-  Consonant Sounds
-  Short Vowel Sounds
-  Long Vowel Sounds
-  Consonant Blends
-  Vowel Digraphs – ai ee oe ea oa ui
-  Vowel Digraphs – ea ee ai oa oe
-  Diphthongs – oi oy ou ow
-  R controlled Vowels – ar or ir er ur
-  Consonant Digraphs – sh ch th wh ph

Graded Word Recognition Test

This reading test is to be given individually and is based on the ability to read words at gradually increasing levels of difficulty. These words have been taken from standardized lists of graded words and the results of this test offer a reliable indicator of a student's oral reading level from Kindergarten to grade 10. The entire test consists of 200 words or 20 words from each of levels Readiness through grade 9. This test is computer-based but teacher administered. The student is instructed to read each word aloud as is it appears on the screen.



Read each word you see to your teacher.

The percentage bar indicates how much of the test has been completed.

All word lists are automatically assigned by default but the teacher can decide which lists to assign each child. The oral reading test can be customized for the approximate reading level of each student.

The default setting for a class is all grade levels are selected for testing with no time limit. The test will end after 3 consecutive errors. However, this test can be configured to suit the abilities of individual student.

The first step for the teacher will be to choose a starting level and finishing level for each student. All reading lists below the starting level will be recorded as correct answers for the purposes of scoring the test.

Directions

1. The words in the Word Recognition Test are placed in 10 levels that correspond to grade levels. The default setting is for this test to start with the Readiness level words and to continue until all 200 words have been tested or until 3 errors in a row have been committed at which time the test will end. Each student should be tested with the grade level word list just higher than the highest list in which you believe the student would be able to read all 20 words accurately. After you have chosen the starting list, continue with the more advanced lists until the child reaches a point where he/she makes at least 6 mistakes in a row. (For instance, if a child is in grade one and having reading difficulty it would not make sense to assign any words above level 2 for that child to be tested on. On the other hand if a student is in grade 7 and appears to be reading modestly below grade level then it would not make sense to select the first three levels for the reading test for that student.)
2. Count as an error any words which are mispronounced, omitted, or words which take more than ten seconds to pronounce. Remember: a correct response is recorded by pressing the Enter key on the keyboard. An incorrect response is recorded by pressing the Spacebar.
3. The reading score for your student will appear on the report. The raw score will be the total number of correct responses until the student makes 3 consecutive errors. (This default setting of discontinuing the test after 3 consecutive errors is a variable that be changed by the test administrator.) All words in levels prior to the earliest correct answer will be scored as correct.
4. The computer will calculate the reading level from the raw score for each student by multiplying the number of correct answers by .05. This will yield an accurate grade equivalency score in oral reading for each student. Any grade scoring less than 45% will not receive a score if the grade score above it was less than 65% (The answers will not be counted for scoring purposes).
5. This word lists for this test may also be printed out and the test administered without the aid of a computer. The grade equivalency score can be determined using the formula found above.

Interpreting the Results

The grade equivalency scores on the Word Recognition Test will yield accurate and reliable scores for word recognition and reading ability up to the end of grade nine. All words used in this test have been carefully graded. The following chart provides a simple rule of thumb for placing students within the other Essential Skills Literacy programs.

Word Recognition Test Results

-  Grade Equivalency 0.1 – 1.5
-  Grade Equivalency 1.5 – 2.5
-  Grade Equivalency 2.5 – 3.5
-  Grade Equivalency 3.5 – 4.5
-  Grade Equivalency 4.5 – 5.5
-  Grade Equivalency 5.5 – 6.5
-  Grade Equivalency 6.5 – 9.0

Essential Skills Literacy programs

-  Sight Words
-  Super Phonics
-  Fun with Spelling 1
-  Phonemic Awareness
-  Sight Words
-  Super Phonics
-  Fun with Spelling 2
-  Phonemic Awareness
-  Reading Comprehension
-  Sight Words Level 2
-  Super Phonics Level 2
-  Fun With Spelling 3
-  Reading Comprehension Level 2
-  Reading Comprehension Level 3
-  Spell Master 4
-  Grammar
-  Writing Fundamentals
-  Creative Writing
-  Spell Master 5
-  Grammar
-  Writing Fundamentals
-  Creative Writing
-  Spell Master 6
-  Spelling Stumpers 5 -9

Word lists:

<u>Readiness</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>
and	are	after	able	beautiful	activity	achieve	absolutely	achievement	conflagration
at	big	again	afraid	change	recycle	celebrate	accomplishment	adolescent	emaciated
can	box	baby	almost	could	company	courage	advertisement	appreciate	excruciating
go	children	something	animal	software	dangerous	crisis	ancient	approximately	facsimile
he	do	drink	answer	costume	describe	curious	anxious	criticism	heterogeneous
in	down	friends	rocket	enjoy	difficult	equipment	conscious	disappearance	inadequacy
is	for	game	because	exercise	temperature	experiment	constitution	discipline	judicious
it	had	grass	found	favorite	disappear	intelligence	continuously	environment	pandemonium
jump	help	like	crayon	ground	envelope	investigate	democracy	foreign	pedestrian
me	here	mother	garden	guess	example	knowledge	development	influential	perseverance
on	little	old	know	important	excuse	microscope	encourage	laboratory	plagiarism
play	make	out	morning	laugh	future	mysterious	excellence	mischievous	prognosis
see	one	please	night	mountain	increase	necessary	exhausted	mysterious	scrupulous
the	over	safe	often	price	keyboard	sacrifice	independent	nucleus	simultaneous
to	ride	sheep	once	question	measure	scissors	intelligence	occasionally	succession
up	said	they	write	quiet	organize	sensible	nuisance	procedure	superficiality
we	that	this	spring	shark	straight	separate	percentage	recognize	surreptitious

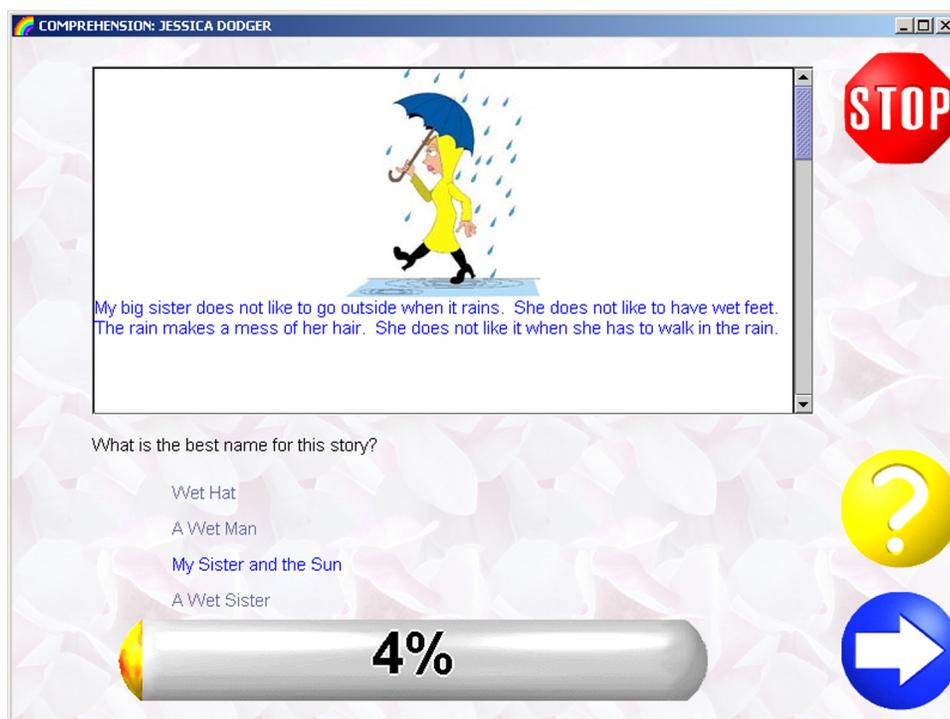
you	two	under	store	through	surface	serious	questionnaire	recommendation	totalitarian
I	was	what	stream	direction	telephone	responsible	responsibility	prejudice	tuberculosis
my	with	around	together	careful	thought	tongue	specimen	suspicious	vague

Grade level is achieved by multiplying the number correct by .05

Graded Reading Comprehension Test

The Graded Reading Comprehension test is computer-based assessment of silent reading comprehension and vocabulary skills. It can be administered individually or to groups of students. The results of this test will give an accurate reflection of a student's reading comprehension level.

Once the student has logged onto the test it can be completed independently. The program will track the results for each student. The students are instructed to read each story as it appears on the screen, then to answer the multiple choice questions about the story. This Graded Reading Comprehension test is based on the ability to read stories at gradually increasing levels of difficulty.



Read each story carefully and choose the correct answer for each question.
The percentage bar indicates how much of the test has been completed.

The test is divided into four grade levels and consists of 15 stories.

-  The grade 1 test has 5 short stories with 22 questions.
-  The grade 2 test consists of 4 stories with 20 questions.
-  The grade 3 test consists of 3 stories with 18 questions.
-  The grade 4 test presents 3 stories with 26 questions in total.

Grade levels 1 and 2 of the test should take approximately 15-20 minutes each to complete. The stories are longer in levels three and four and may take 25-30 minutes each to complete. All levels are automatically assigned by default but the teacher can decide which levels to assign each student. For instance, if your students are in grade one you may not want to assign most of your students to the stories from levels 3 & 4. Conversely, if your students are in grade four you may not want most of them to do levels 1 & 2.

COMPREHENSION FOR JESSICA DODGER

The information entered here will be used for customization and reporting purposes.

Student Information

Assigning Teacher MR. WHITTEN

Student Name JESSICA DODGER

Grade 2

Age 7

Test Configuration

Time Limit (minutes) 0

Stop the test after 5 consecutive errors

Grade 1

Grade 2

Grade 3

Grade 4

Start Quit

The default setting for a class is all grade levels are selected for testing with no time limit. The test will end after 3 consecutive errors. However, this test can be configured to suit the abilities of individual student.

The Graded Reading Comprehension test can be customized for the approximate reading level of each student. The first step for the teacher is to choose which levels each student will do. All stories below the starting level will be recorded as having correct answers for the purposes of scoring the test.

If a student receives percentage correct score of below 50% for the assigned level it is recommended the he be tested again at an earlier level. It must be remembered that because the questions are multiple choice some answers will be correct by virtue of 'lucky guessing'. For example, if a student is assigned only the grade 3 level test and that student gets 25% of the questions correct, he will receive a grade equivalency of 3.25. This would be a very inaccurate assessment for two reasons. First it could be assumed that his 25% correct answers were the result of 'lucky guessing'. Second, because the student was not assigned levels one and two all questions are scored as correct. If the student had completed levels one and two it is highly unlikely that all questions would have been correct given the weak score for the level three test. A percentage score of 60-80% is considered a good practice level for a student. If a student achieves a score of over 80% for his highest assigned level, it is recommended that he be tested again at the next level higher. An accurate grade equivalency score up to the end of grade 4 is given for each student. The grade equivalency is determined by the total number correct answers for each level.

Interpreting the Results

The grade equivalency scores on the Graded Reading Comprehension test will yield accurate and reliable scores for reading and comprehension ability up to the end of grade four. All stories used in this test have been carefully graded. The following chart can be used for placing students in the appropriate Reading Comprehension program based on their test results.

Graded Reading Comprehension Test Results

-  Grade Equivalency 1.0 - 1.3
-  Grade Equivalency 1.4 – 1.6
-  Grade Equivalency 1.7 – 1.9
-  Grade Equivalency 2.0 – 2.3
-  Grade Equivalency 2.4 – 2.6
-  Grade Equivalency 2.7 – 2.9
-  Grade Equivalency 3.0 – 3.3
-  Grade Equivalency 3.4 – 3.6
-  Grade Equivalency 3.7 – 3.9
-  Grade Equivalency 4.0 – 4.3
-  Grade Equivalency 4.4 – 4.6
-  Grade Equivalency 4.7 – 4.9

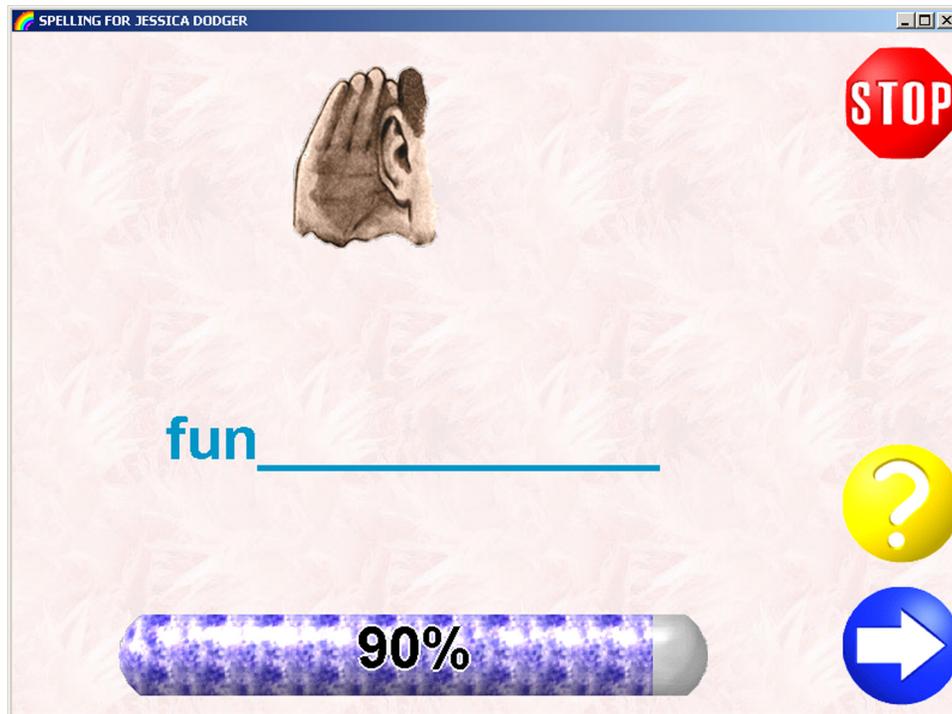
Essential Skills Reading Comprehension Programs

-  Reading Comprehension level 1 (start at unit 1)
-  Reading Comprehension level 1 (start at unit 10)
-  Reading Comprehension level 1 (start at unit 15)
-  Reading Comprehension level 1 (start at unit 20)
-  Reading Comprehension level 2 (start at unit 1)
-  Reading Comprehension level 2 (start at unit 8)
-  Reading Comprehension level 2 (start at unit 22)
-  Reading Comprehension level 3 (start at unit 1)
-  Reading Comprehension level 3 (start at unit 6)
-  Reading Comprehension level 3 (start at unit 11)
-  Reading Comprehension level 3 (start at unit 16)
-  Reading Comprehension level 3 (start at unit 21)

Graded Spelling Test

This Graded Spelling Test can be given in groups or individually and is based on the ability to spell words at gradually increasing levels of difficulty. These words have been taken from standardized lists of graded spelling words. The result of this test offers a reliable indicator of a student's spelling level from grade 1 to 9. This is a computer-administered test. Once the student has logged onto the test it can be completed independently. The computer will track the results for each student.

The students are instructed to type and spell the words as they hear them. Each word is presented by itself, then in the context of a sentence, and then once more by itself. There is an ear icon on the screen so that a word and its context sentence can be repeated as often as necessary for the student.



Type the word you hear.

Click on the ear to hear the word again.

The percentage bar indicates how much of the test has been completed.

The entire test consists of 80 words or 10 words from each level from grades 1 through grade 8. All word lists are automatically assigned by default but the teacher can decide which lists to assign each child. For instance, if your students are in grade 3 you may not want to have them spell lists 6, 7 & 8. The graded spelling test can be customized for the approximate spelling level of each student. The first step for the teacher is to choose which levels each student will complete. All reading lists below the starting level will be recorded as correct or the purposes of scoring the test.

The default setting for a class is all grade levels are selected for testing with no time limit. The test will end after 3 consecutive errors. However, this test can be configured to suit the abilities of individual student.

The words in the Graded Spelling Test are placed in 8 levels that correspond to grade levels. The default setting is for this test to start with the grade 1 words and to continue until all 80 words have been tested or until 5 errors in a row have been committed at which time the test will end. Each student should be tested with the grade level word list just higher than the highest list in which you believe the student would be able to spell all 10 words accurately. After you have chosen the starting list, continue with the more advanced lists until the child reaches a point where he/she makes at least 5 mistakes in a row. (For instance, if a child is in grade 3 and having spelling difficulty it would not make sense to assign any words above level 4 for that child to be tested on. On the other hand if a student is in grade 7 and appears to be spelling modestly below grade level then it would not make sense to select the first three levels of the spelling test for that student.)

1. The spelling score for your student will appear on the report. The raw score will be the total number of words spelled correctly. All words prior to the assigned level(s) will be scored as correct.
2. The computer will calculate the reading level from the raw score for each student by multiplying the number of correct answers by 0.1. This will yield an accurate grade equivalency score in spelling for each student. Any grade scoring less than 45% will not receive a score if the score if the grade score above it was less than 65% (the answers will not be counted for scoring purposes).
3. This word lists for this test may also be printed out and the test administered without the aid of a computer. The grade equivalency score can be determined using the formula found above.

Interpreting the Results

The Graded Spelling Test provides a reliable grade equivalency score for students up to the end of grade eight. All of the words in this test have been carefully graded. The results from this test can be used to place students into Fun With Spelling grades 1, 2, and 3, or Spell Master grades 4, 5, and 6. The following chart provides a simple rule of thumb for placing students within the other Essential Skills Spelling programs.

Graded Spelling Test Results

-  Grade Equivalency 1.0 - 1.5
-  Grade Equivalency 1.6 - 2.5
-  Grade Equivalency 2.6 - 3.5
-  Grade Equivalency 3.6 - 4.5
-  Grade Equivalency 4.6 - 5.4
-  Grade Equivalency 5.5 - 6.4
-  Grade Equivalency 6.5 - 7.5
-  Grade Equivalency 7.6 - 8.4
-  Grade Equivalency 8.5 - 9.0

Essential Skills Spelling Program

-  Fun With Spelling Grade 1
-  Fun With Spelling Grade 2
-  Fun With Spelling Grade 3
-  Spell Master Grade 4
-  Spell Master Grade 5
-  Spell Master Grade 6
-  Spelling Stumpers Grades 5-9 (level 7)
-  Spelling Stumpers Grades 5-9 (level 8)
-  Spelling Stumpers Grades 5-9 (level 9)

Graded Spelling Test Words

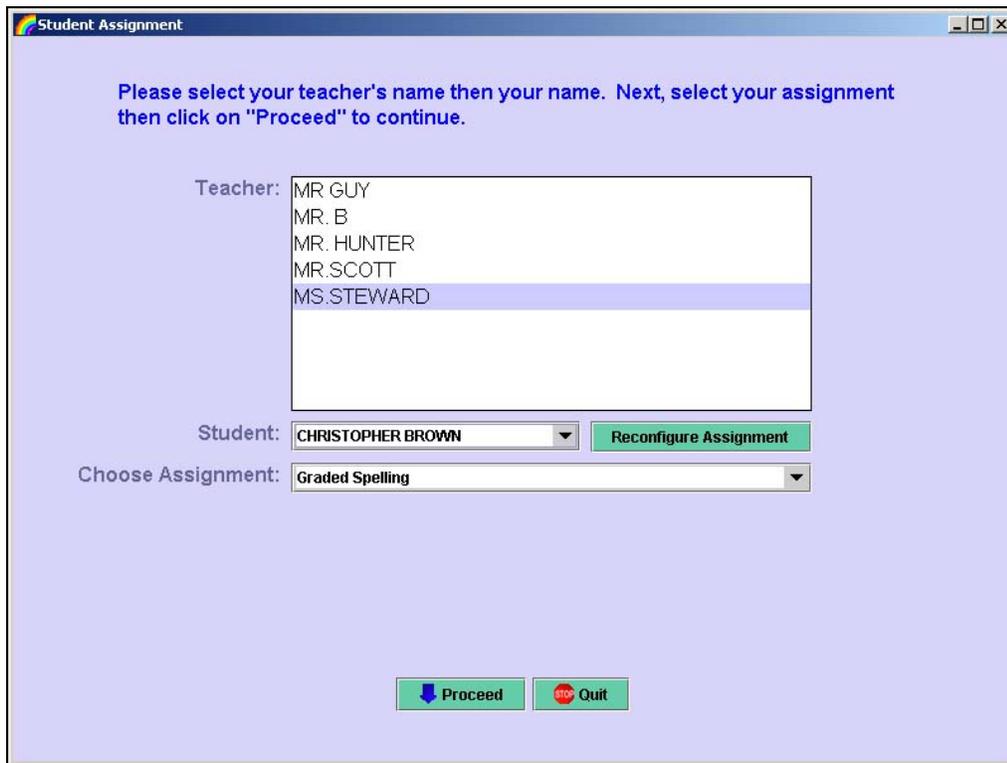
<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
big	come	almost	beautiful	activity	achieve	champion	anxious
got	dress	because	computer	address	celebrate	excitement	appreciate
is	flag	different	could	autograph	equipment	imagination	concentration
jump	happy	dream	important	choice	exercise	intelligence	consequence
look	make	flower	laugh	courage	experiment	knowledge	discipline
play	party	friend	promise	describe	interesting	mysterious	environment
see	said	garden	question	dictionary	keyboard	necessary	independence
the	think	many	telephone	pleasant	language	opportunity	nuisance
yes	went	night	thousand	special	sacrifice	percentage	particularly
fun	with	they	tomorrow	surface	separate	successful	recommend

Grade level is determined by $0.1 \times (\text{number correct}) + 1$

Student Assignments

Running the Student Assignments Application

A student can only gain access to the Student Assignments application once the student's account is created and a test is assigned. This is accomplished through the Assessment Manager application (refer to the *Assessment Manager* section).



The screenshot shows a window titled "Student Assignment" with a light blue background. At the top, there is a blue header bar with the title and window controls. Below the header, a blue instruction box reads: "Please select your teacher's name then your name. Next, select your assignment then click on 'Proceed' to continue." The main area contains three selection fields: "Teacher:" with a list box showing "MR. GUY", "MR. B", "MR. HUNTER", "MR. SCOTT", and "MS. STEWARD" (highlighted); "Student:" with a dropdown menu showing "CHRISTOPHER BROWN" and a green "Reconfigure Assignment" button; and "Choose Assignment:" with a dropdown menu showing "Graded Spelling". At the bottom, there are two buttons: a green "Proceed" button with a blue arrow and a red "Quit" button with a red stop sign.

To sign in, the student must:

1. Select their Teacher or group.
2. Select their name.
3. From the drop down list labeled "Choose Assignment", the student must select one of the assignments.
4. Depending on how the students' account was setup (refer to the "*Creating Teachers*" section), the student might be required to enter a password. The password assigned is the same for all students created under this Teacher or group.
5. At this stage the student can click on "Proceed" to start the assignment or the teacher can click on the "Reconfigure" button to further customize the assignment, prior to the student starting it. The Teacher's password will be required to reconfigure an assignment.

Note: An assignment cannot be reconfigured once it is started.

Reconfiguring Assignments

The Student Assignments application can allow modification to settings of any test that has been assigned but that has not been started. To reconfigure an assignment:

1. Select the Teacher or Group.
2. Select the student name.
3. From the drop down list labeled “Choose Assignment”, select the assignment to be reconfigured.
4. Click on the “Reconfigure” button. A window will appear prompting for the Teacher’s Password.
5. Type the Teacher’s Password and click on “Ok” to proceed.

Note: *If the Teacher’s password is forgotten the following override password, “assessing”, can be used to access the Assessment Manager application.*

6. The following window will appear:

The screenshot shows a window titled "SPELLING FOR CHRISTOPHER BROWN". Below the title bar, there is a blue header with the text "The information entered here will be used for customization and reporting purposes." The window is divided into two main sections: "Student Information" and "Test Configuration".

Student Information:

- Assigning Teacher: MS. STEWARD
- Student Name: CHRISTOPHER BROWN
- Grade: 2
- Age: 7

Test Configuration:

- Time Limit (minutes): 30
- Stop the test after 5 consecutive errors:
- Grade selection list:
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5

At the bottom of the window, there are two buttons: "Start" and "Quit".

7. From this window, the student information and the Test configuration can be modified. Changes made here will only affect this assignment.

 The first option offered is to set a time limit to the test. To activate this option, click in the check box and type the maximum number of minutes a student has to complete the test. If the student doesn't complete the test within the time limit, the Student Assignments application will terminate.

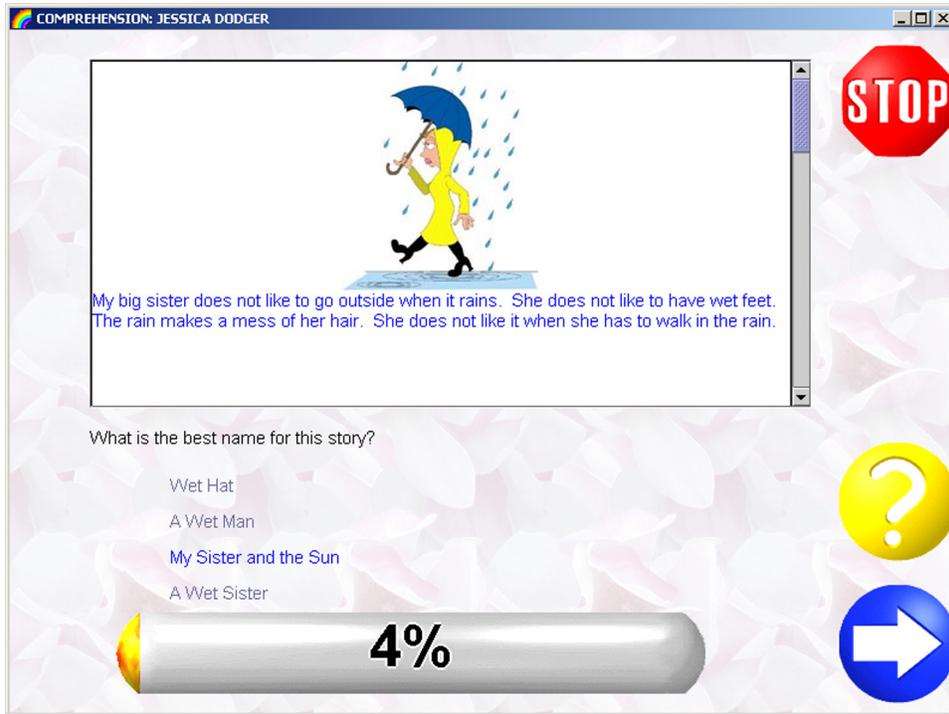
 The second option offered is to limit to five, the number of **consecutive** errors a student can make before the Student Assignments application terminates. This option is activated by clicking in the check box. If the box is not checked, the Student Assignments application will not terminate regardless of the answers until the test is completed.

 The final option offered is to select the Test Unit(s) to be assigned to the student by clicking in the corresponding check box.

8. Click the “Start” button to save these settings and allow the student to start the assignment, or click on the “Quit” button to cancel any changes and exit the Student Assignments application.

Assignments

At the beginning of each assignment and each section of the test, instructions will be provided.



At anytime during the test, the student can listen to the instructions again by clicking on the question mark button located on the right side of the screen. If a student is unable to answer a question, they can skip the question by clicking on the arrow button also located on the right side of the screen. Skipped questions are considered incorrect responses. Also, students are not given the opportunity to go back to a previous question.

Stopping The Test

At any time during the test a student can choose to stop the test by clicking on the "STOP" button. If the Test is stopped the Student Assignments application will save the student's position in the test. The next time the student signs in, they will start the test where they left off.

Completed Assignments

Once a test has been completed, a final screen will be displayed before the Student Assignments application terminates. The Assessment Manager needs to be run to view the test results.



Troubleshooting

PC Troubleshooting

Installation Problems

License Number

The installer, or program will not accept your license number.

Solution: When typing your license number, make sure you enter the dashes (“-“) and that all the digits are in upper case.

Common Problems

Low quality, grainy graphics

Program graphic image colors do not blend smoothly, or appear out of focus.

Solution: Your computer monitor is not displaying enough colors. It is recommended that you set the monitor to display at least High Color. To access the color settings, open the **Display** dialogue from the **Control Panel**. Then, click on the **Settings** tab at the top of the window. Select **High Color**, or **True Color** from the **Color** list box.

No sound, or poor quality sound

The sound in the program does not play, or is faint.

Solution: The audio compression (CODECS) for Windows may not be properly installed. To install the audio compression (on Windows 9x), open the **Add/Remove Programs** dialogue from the **Control Panel**. Then, click on the **Windows Setup** tab at the top of the window. From the components list, double-click on **Multimedia**. In the new window that appears, ensure that there is a check beside **Audio Compression**. If there is not, add one and re-boot the computer. If there is a check, clear it, and re-boot the computer. Then, check Audio compression, and re-boot the computer again.

The Taskbar is covering part of the program

The Windows Taskbar is obscuring the bottom of the program screen.

Solution: The Taskbar should be set either to Auto Hide, or set not to show on top of other programs. Right-click on the **Taskbar**, and select **Properties** from the menu. Make sure that **Auto hide** is checked, or that the **Always on top** box is not checked.

Network Problems

Program access problems

The program works properly when accessed by network Administrators, but not when students try to use it.

Solution: All users must have full access privileges to the main folder and all its subfolders for this program. The main folder is the one in which your program is installed. By default, it is named **Essential Skills II**. Consult your network administrator for information about setting access privileges.

Problems while using a Novell network

The program often crashes, or shows strange error messages. Sometimes, clicking on a menu will have no result.

Solution: These problems are often caused by the hardware acceleration function of your video card. For the software to work properly under Novell network, Hardware acceleration should be disabled. To disable hardware acceleration, open the **Display** dialogue from the **Control Panel**. Click the **Settings** tab at the top of the window, and then the **Advanced** button near the bottom. Click the **Performance tab** at the top of the new window, and make sure that **Hardware acceleration** is set to none.

Error Messages

“Can’t load main object”

This error is displayed when trying to run the program from a Shortcut.

Solution: This occurs when the shortcut does not specify the correct working directory. Right-click on the shortcut, and choose the **Properties** menu. Click the **Shortcut** tab at the top of the window. Make sure that the **Start In** box contains the same path as the **Target** box, without the executable name.

*If the **Target** is:

C:\Program Files\Essential Skills II\Assessment\bin*Student Assignments.exe*

Then the **Start In** should be:

C:\Program Files\Essential Skills II\Assessment\bin

If the information provided in this section does not resolved your problem, please view our “Technical Information” page at <http://www.essentialskills.net/technicalsupport> for the latest updates. If the problem persists, call our Technical Support department at 1-800-753-3727.

Mac Troubleshooting

Installation Problems

License Number

The installer, or program will not accept your license number.

Solution: When typing your license number, make sure you enter the dashes (“-“) and that all the digits are in upper case.

QuickTime tries to connect to the Internet

When installing QuickTime, the computer wants an Internet connection, or tries to download information from the Internet.

Solution: Within the QuickTime Install folder, make sure you are running QuickTime Installer, and not QuickTime Install Cache.

Common Problems

Low quality, grainy graphics

Program graphic image colors do not blend smoothly, or appear out of focus.

Solution: Your computer monitor is not displaying enough colors. It is recommended that you set the monitor to display at least **Thousands** or **Millions** of colors. To access the color settings, open the **Monitors and Sound** or **Monitors** control panel.

No sound, or poor quality sound

The sound in the program does not play, or is faint.

Solution: Install QuickTime from the Essential Skills CD.

Network Problems

Program access problems

The program works properly when accessed by network Administrators, but not when students try to use it.

Solution: All users must have full access privileges to the main folder for this program. The main folder is the one in which your program is installed. By default, it is named **Essential Skills II**. Consult your network administrator for information about setting access privileges.

Load Problems

The program will not load, or it crashes after loading.

Solution: Check to make sure you have installed the **Macintosh Runtime for Java**. Try reinstalling the runtime from the CD. Refer to the *Macintosh Installation* section for detailed instructions.

Error Messages

“Error-2”

The system reports this message when you try to run the program.

Solution: The **Macintosh Runtime for Java** (MRJ) needs to be installed correctly.

Reinstall the MRJ from the CD (found in the Java Install folder). Refer to the Macintosh Installation section of the manual for detailed instructions.

If the information provided in this section does not resolved your problem, please view our “Technical Information” page at <http://www.essentialskills.net/technicalsupport> for the latest updates. If the problem persists, call our Technical Support department at 1-800-753-3727.

NOTES:

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