

1-3 Testing guide

Necessary testing for each page of Online Assessment Wizard

1. Test each hyperlink to make sure it works and it accurate (does it link where it is supposed to)
2. Read all text for typos
3. Click on each of the instruction bars to make sure it works and read the text to make sure it is accurate with no typos.

Login Page

1. Test the Password reminder function
2. test the register function
3. Check the non-ssl server login
4. Enter Login information and State
5. Login

Class listing page

1. Attempt to change testing date
2. Try adding a student
 - a. transfer a student
 - b. manually enter a student
3. Remove a student
4. Test all links on the right
5. Manually enter a student's scores
6. Select a student
7. Click the Online Assessment Wizard

Assessment summary page

1. If student had been given scores before verify that the scores are there and accurately shown
2. If student was not assigned scores, verify that required non-administered items are highlighted in red.
3. Test the links
4. test the FAQ
5. Test the navigation drop down menu.
6. Click Begin Assessment

Spelling Inventory

1. When you begin the assessment wizard you should be one the spelling inventory. Which the first page resembles this:

Today is April 12, 2005

Log off PALS

<< Class List

<< Back

Continue >>

You are currently assessing **Marie Peck** in...

Instructions: Spelling Inventory

Materials	>>>
Administration Notes	>>>
Instructions	>>>
Scoring	>>>
Scoring Notes	>>>

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2. Test all the links.
3. Test all the yellow bars on the side and review them for typos.
4. click continue

5. The assessment page of the spelling inventory should look like this:

[<< Back](#)
[Mark All Correct](#) | [Mark All Incorrect](#)
[Save Task & Continue >>](#)

You are currently assessing **Marie Peck** in...

Task 1: Spelling Inventory

	beg/end sounds	digraphs	blends	short vowels (CVC)	nasals	CVCe	long vowels	r- and l-influenced	ambiguous vowels	syllable juncture	affixes	Correct Word
1. fan	fan			fan								<input type="checkbox"/>
2. pet	pet			pet								<input type="checkbox"/>
3. dig	dig			dig								<input type="checkbox"/>
4. cup	cup			cup								<input type="checkbox"/>
5. chop		chop										<input type="checkbox"/>
6. hand					hand							<input type="checkbox"/>
7. those		those										<input type="checkbox"/>
8. trunk			trunk	trunk								<input type="checkbox"/>
9. jump				jump								<input type="checkbox"/>
10. king				king								<input type="checkbox"/>
11. chunk		chunk										<input type="checkbox"/>
12. skate			skate			skate						<input type="checkbox"/>
13. glide			glide			glide						<input type="checkbox"/>
14. drip			drip									<input type="checkbox"/>
15. rope						rope						<input type="checkbox"/>
16. shape		shape				shape						<input type="checkbox"/>
17. soap							soap					<input type="checkbox"/>
18. dream							dream					<input type="checkbox"/>
19. snail							snail					<input type="checkbox"/>
20. tight							tight					<input type="checkbox"/>
FIRST GRADE STOPS HERE												
21. sharp								sharp				<input type="checkbox"/>
22. silk								silk				<input type="checkbox"/>
23. thorn								thorn				<input type="checkbox"/>
24. burn								burn				<input type="checkbox"/>
SECOND GRADE STOPS HERE												
25. bought									bought			<input type="checkbox"/>
26. voice									voice			<input type="checkbox"/>
27. pool									pool			<input type="checkbox"/>
28. mouth									mouth			<input type="checkbox"/>
THIRD GRADE STOPS HERE												
29. dropping										dropp <u>ing</u>		<input type="checkbox"/>
30. striped										strip <u>ed</u>		<input type="checkbox"/>
31. glasses										glass <u>es</u>		<input type="checkbox"/>
32. carries										carri <u>es</u>		<input type="checkbox"/>
33. misspell											miss <u>pell</u>	<input type="checkbox"/>
34. dangerous											danger <u>ous</u>	<input type="checkbox"/>
35. cooperate											cooper <u>ate</u>	<input type="checkbox"/>
36. basement											basem <u>ent</u>	<input type="checkbox"/>
Spelling Features	beg/end sounds	digraphs	blends	short vowels (CVC)	nasals	CVCe	long vowels	r- and l-influenced	ambiguous vowels	syllable juncture	affixes	Total words correct

General Observations and Comments:

	Total Spelling Score
Total Feature Score + Total Words Correct	= Total Spelling Score

6. Click on each spelling feature for each word.
7. Verify that the count increases for the spelling feature

8. Click on word correct box
9. verify that all spelling feature boxes get highlighted
10. Verify the count at the bottom of the page.
11. Unclick a spelling feature of a word that had been checked as correct. Verify that the correct check mark is removed and the count fixed.
12. Test the mark all correct/all incorrect links
13. Try typing into the comment box
14. Click Save and Continue
15. Should be taken to the grade level wordlist (ie. first for first grade class)

Word List

1. Should be taken to the grade level word list which looks like this:

First Grade Word List	Correct
1. happy	<input checked="" type="checkbox"/>
2. share	<input checked="" type="checkbox"/>
3. began	<input checked="" type="checkbox"/>
4. hot	<input checked="" type="checkbox"/>
5. then	<input checked="" type="checkbox"/>
6. cheeks	<input checked="" type="checkbox"/>
7. pony	<input checked="" type="checkbox"/>
8. came	<input checked="" type="checkbox"/>
9. running	<input checked="" type="checkbox"/>
10. smile	<input checked="" type="checkbox"/>
11. black	<input checked="" type="checkbox"/>
12. hand	<input checked="" type="checkbox"/>
13. birthday	<input checked="" type="checkbox"/>
14. feeding	<input checked="" type="checkbox"/>
15. ball	<input checked="" type="checkbox"/>
16. steps	<input checked="" type="checkbox"/>
17. baby	<input checked="" type="checkbox"/>
18. dark	<input checked="" type="checkbox"/>
19. girl	<input checked="" type="checkbox"/>
20. heat	<input checked="" type="checkbox"/>

General Observations and Comments:

2. Test the yellow bars and read instructions for typos.
3. click on each box and verify that the score increases.
4. Click on each box a second time and verify that the score decreases.
5. Test the mark all correct/incorrect
6. click save and continue
7. If the student gets less than fifteen correct the wizard will go to the previous grade level. If more than 15 the wizard will go to the next grade level
8. Test each word list the same way.

Passages

1. Review the instructions page:

The screenshot shows the PALS Virginia™ interface. At the top left is the PALS logo with 'Virginia™' underneath. To the right, it says 'Breakfast Phonological Awareness Literacy Screening'. Below this is a yellow bar with 'Today is April 12, 2005' on the left and 'Log off PALS' on the right. A 'Class List' button is visible. Below the bar, there are navigation links: '<< Back' and 'Continue >>'. A dropdown menu shows 'You are currently assessing Marie Peck in...' and 'Instructions: Passages'. At the bottom, there is a table of links:

Materials	>>>
Administration Notes	>>>
Instructions	>>>
Scoring	>>>
Scoring Notes	>>>

2. Verify that the instructions are clear and no typos are present.
3. Click continue
4. Read each passage comparing to the print manual. Make sure that the words are correct and looks exactly the way it looks in the Administration and Scoring Manual.
5. Click each word and try each type of correction.
6. Verify that the errors are counted in the far right column and that the errors are totaled corrected at the bottom.
7. Test the stop watch feature to make sure it works when you click go and stops when you click stop.
8. Select a fluency rating, verify that the fluency ratings are accurate with no typos.
9. Try all links including reset clock and mark all correct
10. Click save and continue
11. Repeat for all the passages

Comprehension Questions

1. Comprehension questions begin with the Primer passage and continue through the last passage
2. These are optional to the assessment
3. Test all links including mark all correct and incorrect.
4. Correct answers should be highlighted in Yellow and incorrect in red.
5. Correct answers should increase the students scores by one incorrect should not change the score
6. Verify that the text is correct.
7. Verify that only one radio button can be highlighted to a time.
8. Click save and continue

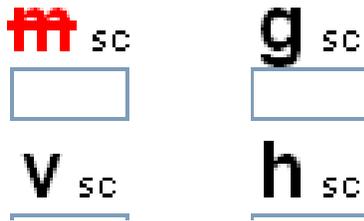
Lower-Case Alphabet Recognition

1. After the passages this should be the next task you are brought to..
2. Verify that the correct version of lower-case alphabet recognition is showing as shown in the print manual.

- The assessment page should look like this:

The screenshot shows the PALS Virginia assessment interface. At the top left is the 'pals Virginia™' logo. To the right, it says 'Lower-Case Alphabet Recognition Phonological Awareness Literacy Screening'. A yellow bar indicates 'Today is April 11, 2005' and a 'Log off PALS' button. Below this is a '<< Class List' button. The main content area shows 'Ann Abdelzahr's Score: /26' and a grid of 26 lowercase letters (m, g, i, z, r, v, h, b, w, c, x, l, s, d, n, e, j, u, t, q, f, a, k, p, o, y) each with 'sc' and an empty box. Navigation links include '<< Back', 'Mark All Correct | Mark All Incorrect', and 'Save Task & Continue >>'. A sidebar on the right has yellow buttons for 'Materials', 'Administration Notes', 'Instructions', and 'Scoring'. At the bottom is a 'General Observations and Comments' text area.

- Test the Mark all correct and all incorrect links
- Test all the yellow bars on the side and review them for typos.
- Verify that the score changes accordingly
- Click on a letter, it should get a red strikethrough



- Try typing a letter in the box below the letter.
- Click the letter again and both the information in the box and the strikethrough should disappear
- Try just typing something in the box below a letter. The letter should get a strikethrough when you click off the letter.
- Each red letter should remove a point from the total score. For example if a student misses 4 letters the score should read **22/26**
- Click the sc next to the red letter. This should highlight the SC in yellow and remove the strikethrough. It should also give a point back to the score.
- Click Save and Continue:

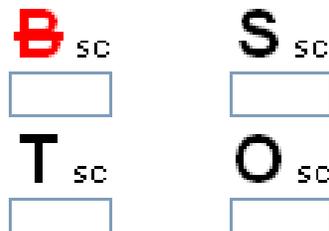
Letter Sounds

- By clicking Save and Continue you should have been brought to this task.
- Verify that the correct letter sound assessment is showing compared to the print manual.

3. The assessment page should look like this:

The screenshot shows the PALS Virginia assessment interface. At the top left is the PALS Virginia logo. To the right, it says 'Letter Sounds Phonological Awareness Literacy Screening'. Below this is a yellow bar with 'Today is April 07, 2005' and a 'Log off PALS' button. A 'Class List' button is also visible. The main content area has navigation links: '<< Back', 'Mark All Correct | Mark All Incorrect', and 'Save Task & Continue >>'. The current score is 'had had's Score: /26'. A dropdown menu shows 'Task 3: Letter Sounds'. On the left is a grid of letters with checkboxes: B_{sc}, S_{sc}, R_{sc}, F_{sc}, W_{sc}, T_{sc}, O_{sc}, J_{sc}, A_{sc}, H_{sc}, K_{sc}, Sh_{sc}, V_{sc}, I_{sc}, P_{sc}, Z_{sc}, L_{sc}, C_{sc}, Th_{sc}, U_{sc}, E_{sc}, D_{sc}, Y_{sc}, G_{sc}, N_{sc}, and Ch_{sc}. On the right is a sidebar with yellow buttons for 'Materials', 'Administration Notes', 'Instructions', and 'Scoring'. A 'Pronunciation Guide' dropdown is open, listing examples for letters A, E, I, O, U, C, G, and Y.

4. Test the Mark all correct and all incorrect links
5. Test all the yellow bars on the side and review them for typos.
6. Verify that the score changes accordingly
7. Click on a letter, it should get a red strikethrough



8. Try typing a letter in the box below the letter.
9. Click the letter again and both the information in the box and the strikethrough should disappear
10. Try just typing something in the box below a letter. The letter should get a strikethrough when you click off the letter.
11. Each red letter should remove a point from the total score. For example if a student misses 4 letters the score should read **22/26**
12. Click the sc next to the red letter. This should highlight the SC in yellow and remove the strikethrough. It should also give a point back to the score.

13. Click Save and Continue

Concept of Word

1. There are no practice items for this task.
2. The assessment item should look like this:

The screenshot shows the PALS Virginia assessment interface. At the top left is the PALS Virginia logo. To the right, it says "Concept of Word - Pointing" and "Phonological Awareness Literacy Screening". Below this is a yellow bar with "Today is April 11, 2005" on the left and "Log off PALS" on the right. A grey button labeled "<< Class List" is positioned below the yellow bar. The main content area has a navigation bar with "<< Back", "Mark All Correct | Mark All Incorrect", and "Save Task & Continue >>". Below the navigation bar, it displays "Ann Abdelzاهر's Score: /4". On the left, there is a list of five items, each with a checkbox and a "Correct" label. The items are: "Little Bo Peep has lost her sheep." (checkbox checked), "And doesn't know where to find them." (checkbox unchecked), "Leave them alone" (checkbox unchecked), "And they'll come home," (checkbox unchecked), and "Wagging their tails behind them." (checkbox unchecked). On the right, there is a dropdown menu showing "Task 1: Concept of Word - Pointing". Below the dropdown is a table with four rows: "Materials", "Administration Notes", "Instructions", and "Scoring", each with a yellow background and a ">>>" link. At the bottom, there is a section titled "General Observations and Comments:" with a text input field and a small arrow icon.

3. Test the items by clicking on a box. Clicking a box should increase the score by one clicking a second time will remove the check and reduce the score.
4. Check all links on page and read the instructions for typos.
5. Click Save and continue

COW-Word ID

1. This is the task following the COW pointing.

<< Back

Mark All Correct | Mark All Incorrect

Save Task & Continue >>

Ann Abdelzاهر's Score: /8

You are currently assessing Ann Abdelzاهر in...

Little Bo Peep has <u>lost</u> her <u>sheep</u> .	lost	sheep
	<input type="checkbox"/>	<input type="checkbox"/>
And doesn't know <u>where</u> to <u>find</u> them.	where	find
	<input type="checkbox"/>	<input type="checkbox"/>
<u>Leave</u> them <u>alone</u>	leave	alone
	<input type="checkbox"/>	<input type="checkbox"/>
<u>And</u> they'll come <u>home</u> .	and	home
	<input type="checkbox"/>	<input type="checkbox"/>
<u>Wagging</u> their <u>tails</u> behind them.	wagging	tails
	<input type="checkbox"/>	<input type="checkbox"/>

Task 2: Concept of Word - Word ID

- Materials >>>
- Instructions >>>
- Scoring >>>

General Observations and Comments:

2. Read all the text and compare it to the print manual. Make sure there are no typos and the special formatting is correct.
3. Test the items by clicking on a box. Clicking a box should increase the score by one clicking a second time will remove the check and reduce the score.
4. Check all links on page and read the instructions for typos.
5. Click Save and continue

Cow Word List

1. There are no practice items for this task.
2. The assessment item should look like this:

<< Back

Mark All Correct | Mark All Incorrect

Save T

Ann Abdelzاهر's Score: /10

You are currently assessing Ann Abdelzاهر

	Correct
1. sheep	<input type="checkbox"/>
2. them	<input type="checkbox"/>
3. home	<input type="checkbox"/>
4. to	<input type="checkbox"/>
5. lost	<input type="checkbox"/>
6. wagging	<input type="checkbox"/>
7. find	<input type="checkbox"/>
8. come	<input type="checkbox"/>
9. tails	<input type="checkbox"/>
10. her	<input type="checkbox"/>

Task 3: Concept of Word - Word List

- Instructions
- Scoring

General Observations and Comments:

3. Test the items by clicking on a box. Clicking a box should increase the score by one clicking a second time will remove the check and reduce the score.
4. Check all links on page and read the instructions for typos.
5. Click Save and continue

Blending

1. By clicking Save and continue you should have been brought to the practice item for Blending.

pals Virginia™ Practice: Blending
Phonological Awareness Literacy Screening

Today is April 12, 2005 Log off PALS

[<< Class List](#)

[<< Back](#) [Continue >>](#)

Marie Peck's Score: /20 You are currently assessing Marie Peck in...

Task 1: Blending

Target Word	You Say	Correct Answer
1. at	ă-t	at
2. up	ü-p	up
3. map	m-ă-p	map
4. sit	s-i-t	sit

Materials	>>>
Instructions	>>>
Scoring	>>>

2. Test all links and verify the content of the yellow instruction bars.
3. click continue
4. Each assessment item should look like this and match the Scoring and Administration guide for that grade level:

pals Virginia™ Blending
Phonological Awareness Literacy Screening

Today is April 12, 2005 Log off PALS

[<< Class List](#)

[<< Back](#) [Mark All Correct](#) | [Mark All Incorrect](#) [Save Item & Continue >>](#)

Marie Peck's Score: /20 You are currently assessing Marie Peck in...

Task 1: Blending

Target Word	You Say	Correct Answer	Correct
1. my	m-ī	my	<input type="checkbox"/>
2. say	s-ā	say	<input type="checkbox"/>
3. eat	ē-t	eat	<input type="checkbox"/>
4. show	sh-ō	show	<input type="checkbox"/>
5. new	n-ōō	new	<input type="checkbox"/>
Subtotal:			

Materials	>>>
Instructions	>>>
Scoring	>>>

6. Test the items by clicking on a box. Clicking a box should increase the score by one clicking a second time will remove the check and reduce the score.

7. The subtotal on each screening task should be shown in the bottom line of the chart.
8. Check all links on page and read the instructions for typos.
9. Click Save and continue
10. When you click Save and continue you will be brought to the second the screening item
11. Each subsequent screening item (chart) will add onto the score from the previous item. For example in the First grade assessment this would be the second screening item:

pals Virginia™ Blending
Phonological Awareness Literacy Screening

Today is April 12, 2005 Log off PALS

[<< Class List](#)

[<< Back](#)
[Mark All Correct](#) | [Mark All Incorrect](#)
[Save Item & Continue >>](#)

Marie Peck's Score: 3/20

You are currently assessing Marie Peck in...
 Task 1: Blending

Assessment Item: Three Phonemes

Target Word	You Say	Correct Answer	Correct
6. sad	s-ä-d	sad	<input type="checkbox"/>
7. fat	f-ä-t	fat	<input type="checkbox"/>
8. sick	s-i-k	sick	<input type="checkbox"/>
9. mean	m-ē-n	mean	<input type="checkbox"/>
10. fish	f-i-sh	fish	<input type="checkbox"/>
Subtotal:			0

- [Materials >>>](#)
- [Instructions >>>](#)
- [Scoring >>>](#)

12. This will be checked the same way as the previous page with the exception that the score should include the subtotal of the previous item.
13. Continue through each of the items and verify that the total score reflects the subtotals from each item.
14. After the last screening item click Save and Continue

Sound-to-letter

1. After blending you should be brought to the Sound-to-Letter practice item

pals Virginia™ Sound-To-Letter
Phonological Awareness Literacy Screening

Today is April 12, 2005 Log off PALS

[<< Class List](#)

[<< Back](#)

[Continue >>](#)

Marie Peck's Score: /40

You are currently assessing Marie Peck in...
 Task 2: Sound-To-Letter

Practice Item

Say to the student, "I'm going to say a word, and you tell me what letter the word STARTS with. If you don't know the letter, make the sound it starts with. If you are not sure about the sound, tell me another word that begins with the same sound. Ready? Let's practice a few."

- [Materials >>>](#)
- [Instructions >>>](#)
- [Scoring >>>](#)

NOTE: If the student has difficulty with this task, emphasize the beginning sound by elongating the /m/ sound of mom and the /z/ sound of zoo.

You Say	Correct Answer
1. mom	m
2. dog	d
3. zoo	z

2. The first screening page should look like this:

pals Virginia™

Sound-To-Letter
Phonological Awareness Literacy Screening

Today is April 12, 2005

Log off PALS

<< Class List

<< Back Mark All Correct | Mark All Incorrect Save Item & Continue >>

Marie Peck's Score: 2/40

You are currently assessing Marie Peck in...

Task 2: Sound-To-Letter

Assessment Item: Beginning

Say, "Okay! Now I'm going to say some more words. I want you to tell me what letter the word starts with. If you don't know the letter, make the same sound it starts with. If you don't know the sound, tell me another word that begins with the same sound. Ready?"

Materials >>>
Instructions >>>
Scoring >>>

You Say	Correct Answer (2 Points)	Correct Sound (1 Point)	Other / No Response (0 Points)	Other Response (Optional)	Points
1. top	t <input type="radio"/>	/t/ <input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>	1
2. man	m <input type="radio"/>	/m/ <input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>	1
3. face	f <input type="radio"/>	/f/ <input type="radio"/>	<input type="radio"/>	<input type="text"/>	
4. boy	b <input type="radio"/>	/b/ <input type="radio"/>	<input type="radio"/>	<input type="text"/>	
5. pig	p <input type="radio"/>	/p/ <input type="radio"/>	<input type="radio"/>	<input type="text"/>	
Subtotal:					2

- Test each radio button to be sure that the appropriate score is added to the points column, the subtotal and the score at the top of the screen.
- Only one radio button can be selected per word.
- Test the text box for other responses to make sure you can type in it. If you type in the box the other/no response button should get selected automatically and no points are awarded.
- Test all links and read the instructions for accuracy.
- The mark all correct/incorrect should only mark that screening item incorrect or correct.
- Click save item and continue.
- You should be brought to a second practice item

Marie Peck's Score: /40

You are currently assessing Marie Peck in...

Task 2: Sound-To-Letter

Practice Item

Say, "Good! Now I'm going to say some more words, but this time I want you to tell me what letter the word ENDS with. If you can't think of the letter, make the sound the word end with. If you can't make the sound, tell me another word that ends with the same sound."

- Materials >>>
- Instructions >>>
- Scoring >>>

You Say	Correct Answer
1. man	n
2. hop	p

10. Review the text and instructions for accuracy
11. Click continue
12. Score from previous screening item should be shown in the score on the top of the page.

Marie Peck's Score: 13/40

You are currently assessing Marie Peck in...

Task 2: Sound-To-Letter

Assessment Item: Ending

You Say	Correct Answer (2 Points)	Correct Sound (1 Point)	Other / No Response (0 Points)	Other Response (Optional)	Points
1. bus	s <input checked="" type="radio"/>	/s/ <input type="radio"/>	<input type="radio"/>		2
2. mad	d <input type="radio"/>	/d/ <input type="radio"/>	<input checked="" type="radio"/>	fgjhfg	0
3. car	r <input type="radio"/>	/r/ <input type="radio"/>	<input checked="" type="radio"/>		0
4. gym	m <input type="radio"/>	/m/ <input type="radio"/>	<input checked="" type="radio"/>		0
5. bell	l <input type="radio"/>	/l/ <input checked="" type="radio"/>	<input type="radio"/>		1
Subtotal:					3

- Materials >>
- Instructions >>
- Scoring >>

13. After each screening item you have a practice item.
14. Each screening item should include the score from the previous screening item. Score is cumulative.
15. The mark all correct/incorrect should only mark that screening item incorrect or correct.

Assessment Summary

1. When you click save and continue on the last item in Nursery Rhyme Awareness or you return to the Online Assessment Wizard later you should see the assessment summary page.

Marie Peck Assessment Summary	Score/Max	Mark All Correct
Entry Level: Word Knowledge		
Task 1: Spelling Inventory	48 / 80	<input type="checkbox"/>
Task 2: Preprimer Word List	/ 20	<input type="checkbox"/>
Task 3: Primer Word List	20 / 20	<input type="checkbox"/>
Task 4: First Grade Word List	20 / 20	<input type="checkbox"/>
Task 5: Second Grade Word List	20 / 20	<input type="checkbox"/>
Task 6: Third Grade Word List	20 / 20	<input type="checkbox"/>
Task 7: Fourth Grade Word List	20 / 20	<input type="checkbox"/>
Task 8: Fifth Grade Word List	20 / 20	<input type="checkbox"/>
Task 9: Sixth Grade Word List	20 / 20	<input type="checkbox"/>
Level A: Oral Reading in Context		
Task 1: Breakfast	6 / 15	
Task 2: Sam and Tom	17 / 35	
Task 3: Time for Dinner	/ 45	
Task 4: Making Soup	/ 66	
Task 5: A Bear Cub in Spring	/ 120	
Task 6: Comprehension: A Bear Cub in Spring	/ 6	<input type="checkbox"/>
Task 7: Where do animals live?	/ 137	
Task 8: Comprehension: Where do Animals Live?	/ 6	<input type="checkbox"/>
Task 9: Nature's Magician	/ 198	
Task 10: Comprehension: Nature's Magician	/ 6	<input type="checkbox"/>
Task 11: The world of birds	/ 231	
Task 12: Comprehension: The World of Birds	/ 6	<input type="checkbox"/>
Task 13: Animals of the Night	/ 289	
Task 14: Comprehension: Animals of the Night	/ 6	<input type="checkbox"/>
Task 15: Fossils	/ 286	
Task 16: Comprehension: Fossils	/ 6	<input type="checkbox"/>
Task 17: Sloth for a Day	/ 298	
Task 18: Comprehension: Sloth for a Day	/ 6	<input type="checkbox"/>
Level B: Alphabetics		
Task 1: Lower-Case Alphabet Recognition	/ 26	<input type="checkbox"/>
Task 2: Letter Sounds	/ 26	<input type="checkbox"/>
Task 3: Concept of Word - Pointing	/ 4	<input type="checkbox"/>
Task 4: Concept of Word - Word ID	/ 8	<input type="checkbox"/>
Task 5: Concept of Word - Word List	/ 10	<input type="checkbox"/>
Level C: Phonemic Awareness		
Task 1: Blending	13 / 20	<input type="checkbox"/>
Task 2: Sound-To-Letter	33 / 40	<input type="checkbox"/>

Submit

Frequently Asked Questions

- Assessments that are required (see manual) should be highlighted in red if they have not been administered or scored.

3. Scores should appear for the items that have been administered.
4. Test the mark all correct feature by clicking a check box and submit.
5. Test all the links
6. Try changing the student's information.