

Progress in English Reports

School: LearningLink School

Section: A, B, C, D, E

Class/Group:

No. of students: 8

Section A - Student listing

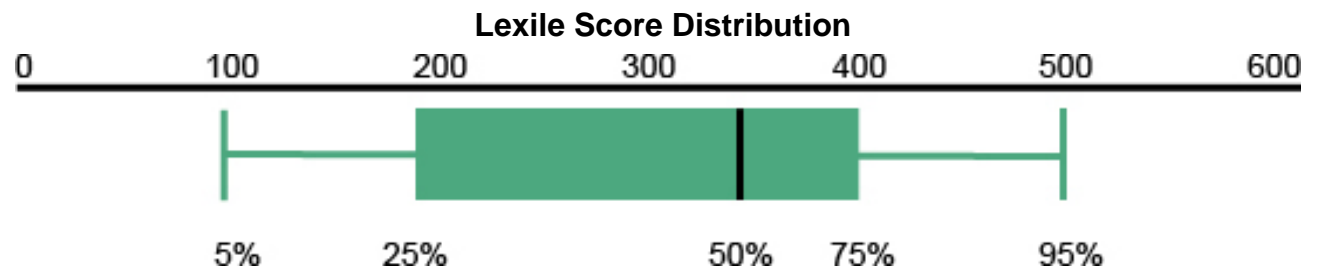
This report lists the results for each student from the selected group of students who took the A+LearningLink test. Scores for each student are shown as a Lexile Score, Stanine, Standardized Score, National Percentile Rank, and Raw Score. This section also shows student performance in the content categories of spelling, grammar, narrative reading, and non-narrative reading.

Progress in English 5A

Section B - Comparison of Group and National Scores

The table shows the mean scores and the standard deviations for Lexiles, standardized and raw scores for each group of students.

The first chart shows the Lexile score distribution displayed as a box and whisker plot for each group of students. The graphic below shows an example for a group of students. This shows that 5% of students have Lexile scores below 100, 25% have scores below 200, 50% have scores below 350, 75% below 400 and 95% below 500. Half the students have scores within the box range which in this example is between 200 and 400.



The second chart in this section shows the average Standardized scores for your groups with 80% confidence bands indicated by the horizontal lines. If the horizontal line on the mean standardized score chart overlaps the National "100" (average) line, the results for your group do not differ significantly from the National average.

Progress in English Reports

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Section B - Comparison of Group and National Scores cont.

The first bar chart shows the percentage of students that fall within certain ranges of scores. The charts allow you to compare the score distribution of your group with the National averages. The second bar chart shows the percentage success rates for each of the process areas for the class/group against the National average. In some cases, the profile for the class may be above the National average, or below the National average, in all process areas. In other cases, the results may reveal strengths in one particular process area, but a relative weakness in another.

Section C - Item Analysis

The graphs and tables in this section provide details about the success rates the class/group has with each question. The questions your class/group find most difficult and which were relatively easy can be identified.

Section D – Standards Report

There are two versions of the standards report: group and individual. In the group report, there are three subgroups addressed: middle, high, and low. The group report shows the state standards for which each group show readiness to learn, and identifies strengths and weaknesses showing teachers where the instructional focus should be. The individual standards report also shows the standards that the student is ready to learn including strengths and weaknesses.

Section E – *A+nyWhere Learning System*TM Prescription Report

This report shows the lessons in the *A+nyWhere Learning System* that will address the learning needs identified by the student's performance on the *A+ LearningLink* assessment. The report is available for the group as well as individual students.

Section A: Progress in English 5A - Student Listing

School: LearningLink School

Group:

No. Students 8

Student Results sorted by Lexile Score

Name of Student	Lexile Score*	Standard Score	Stanine	National Percentile Rank	Raw Score	Percentage Correct - Curriculum Content Categories**			
						SP	G	RN	RNN
Payne Marius	930	107	6	68	28	70	80	58	75
Parsons Mario	815	100	5	50	25	70	80	41	62
Scott Rebeca	815	100	5	50	27	90	80	41	62
Jones Martin	815	100	5	50	27	80	90	41	62
Simpson Rea	775	98	5	45	24	70	80	41	50
Sherwood Reema	735	96	4	40	22	60	80	33	50
Smith Marty	735	96	4	40	26	90	90	41	37
Brown Remy	735	96	4	40	20	80	40	33	50

*Lexile Score BR = Beginning Reader

**Curriculum Content Categories: SP = Spelling G = Grammar RN = Reading - Narrative RNN = Reading - Non Narrative

Section B: Progress in English 5A - Group and National Comparison

School: LearningLink School Group: No. Students 8

Comparison of Male and Female Scores

	Number of Students	Lexile Scores		Standardized Scores		Raw Scores	
		Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Males	4	823.7	80.2	100.7	1.3	26.5	1.3
Females	4	765.0	38.3	97.5	3.0	23.2	3.0
All Students	8	794.3	66.1	99.1	2.7	24.8	2.7

Comparison of Ethnic Group Scores

Ethnic Group	Number of Students	Lexile Scores		Standardized Scores		Raw Scores	
		Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
American Indian	2	755.0	28.3	97.0	1.4	22.0	2.8
Asian	1	735.0	0.0	96.0	0.0	22.0	0.0
Caucasian	2	775.0	56.6	98.0	2.8	26.5	0.7
Other	1	815.0	0.0	100.0	0.0	25.0	0.0
Pacific Islands	2	872.5	81.3	103.5	4.9	27.5	0.7

Comparison of Free/Reduced Lunch Group Scores

Free/Reduced Lunch	Number of Students	Lexile Scores		Standardized Scores		Raw Scores	
		Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
No	2	832.5	137.9	101.5	7.8	27.0	1.4
Yes	1	735.0	0.0	96.0	0.0	22.0	0.0

Comparison of Special Education Group Scores

Special Education	Number of Students	Lexile Scores		Standardized Scores		Raw Scores	
		Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
No	1	735.0	0.0	96.0	0.0	20.0	0.0
Yes	2	815.0	0.0	100.0	0.0	27.0	0.0

Section B: Progress in English 5A - Group and National Comparison

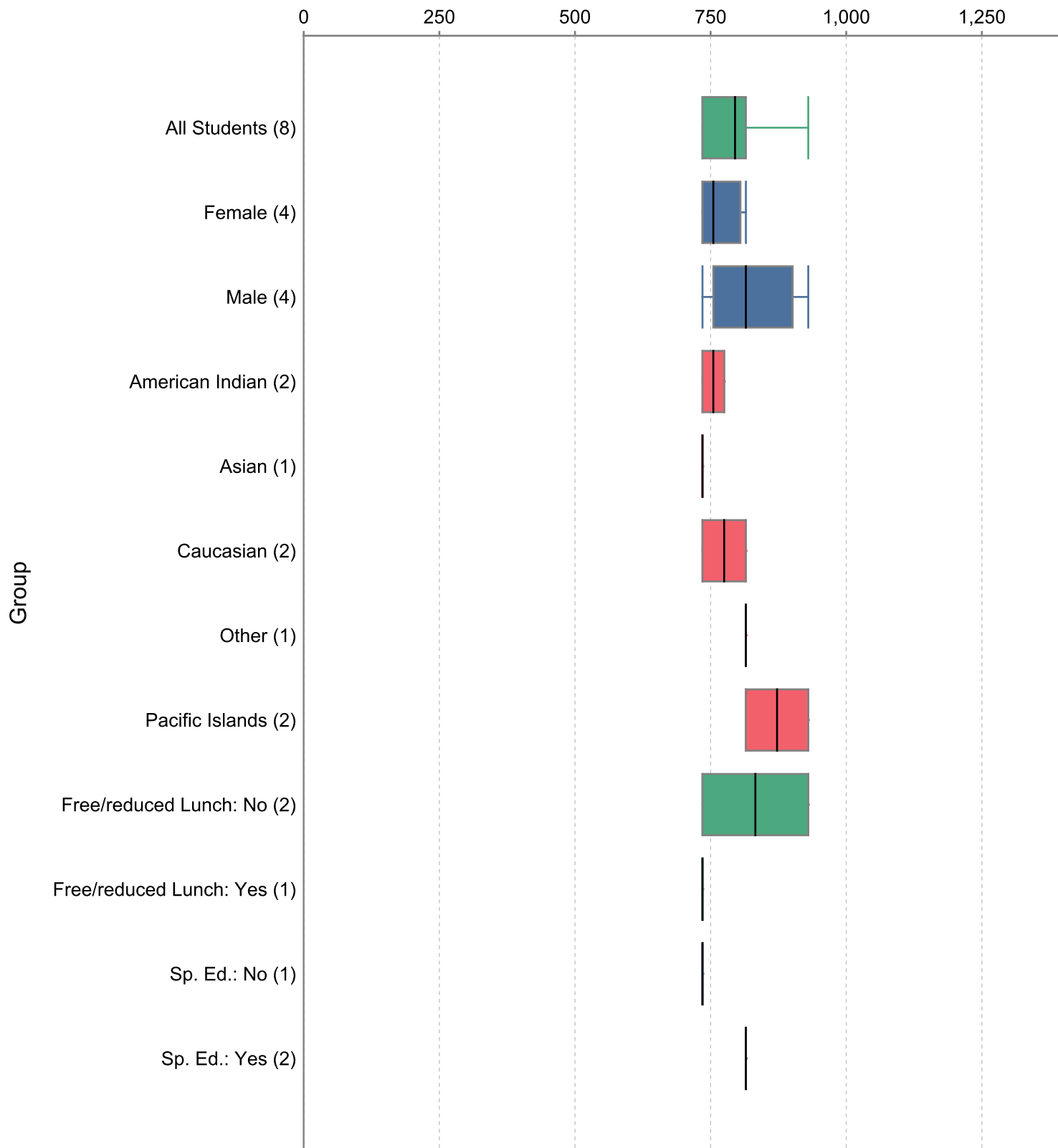
School: LearningLink School

Group:

No. Students

8

Lexile Score Distribution



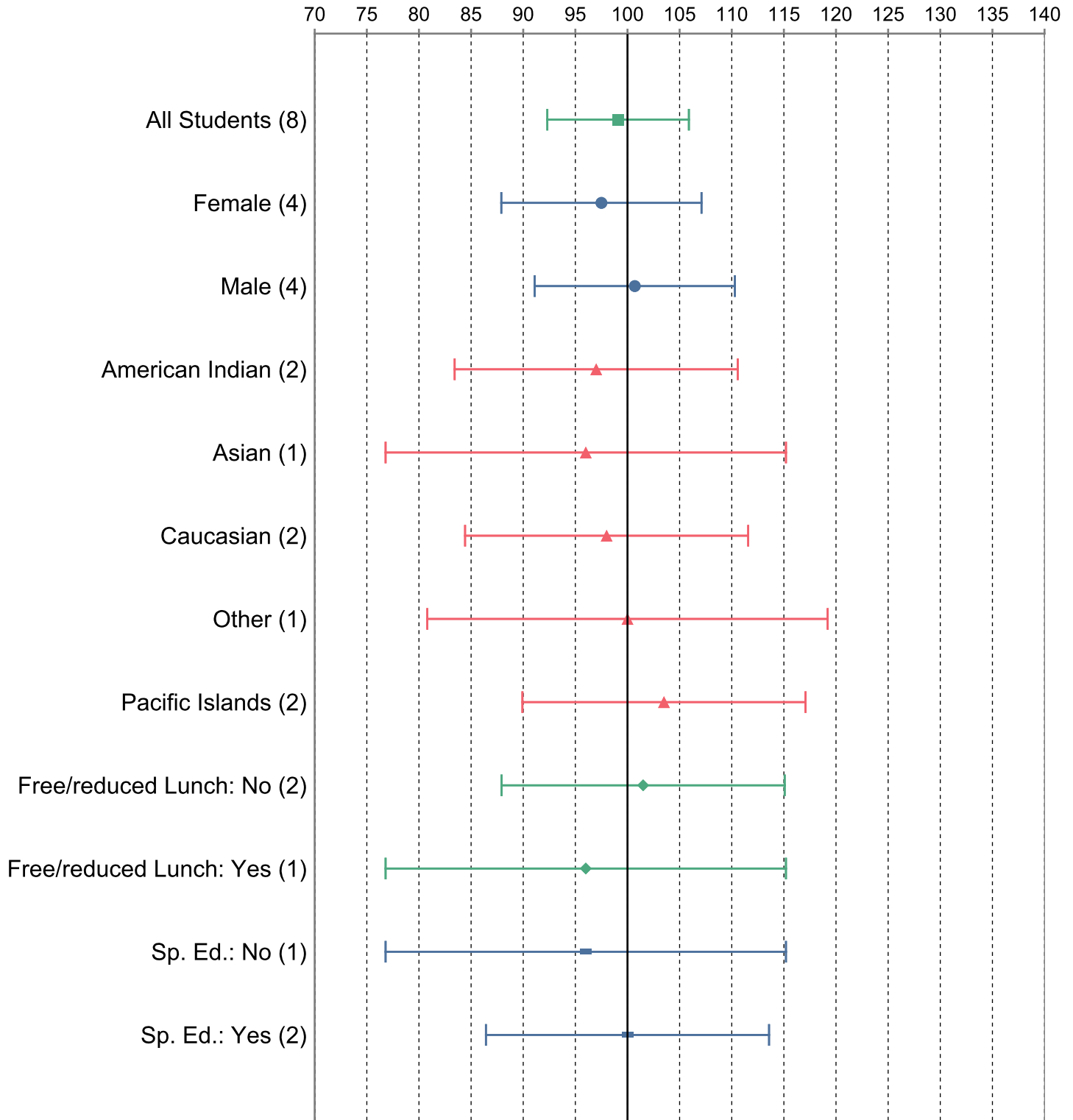
Section B: Progress in English 5A - Group and National Comparison

School: LearningLink School

Group:

No. Students 8

Mean Standardized Score



■ All Students
● Gender
▲ Ethnicity
◆ FreeSchoolMeals
■ SpecialEd

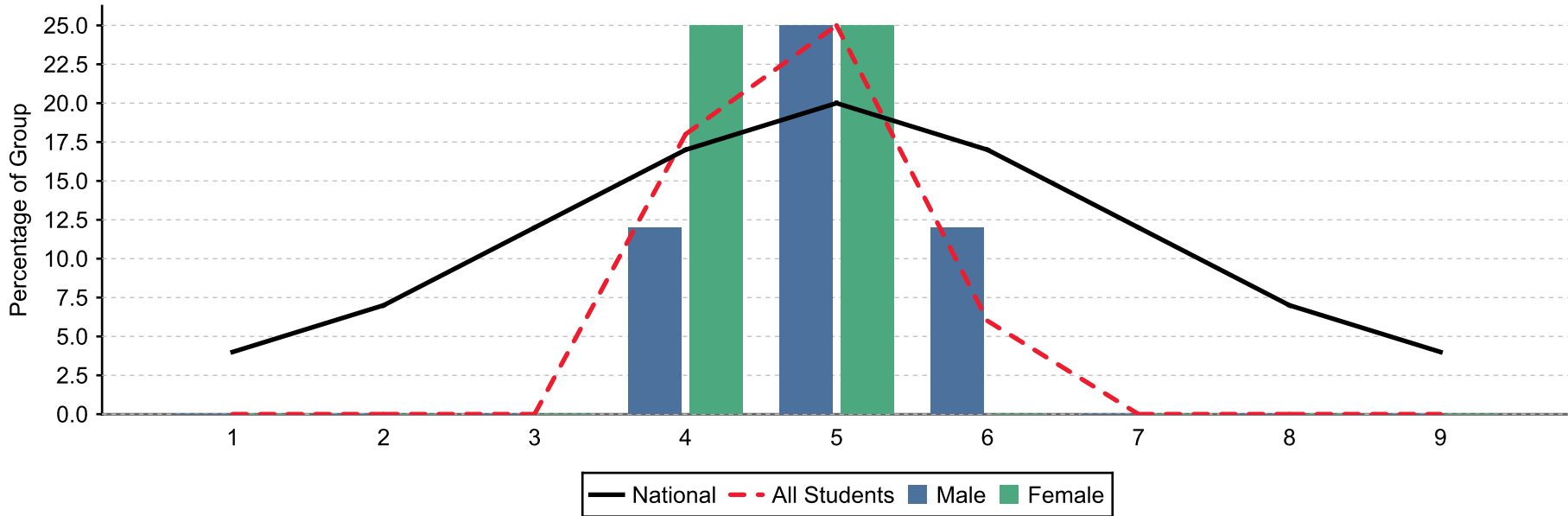
Section B: Progress in English 5A - Group and National Comparison

School: LearningLink School

Group:

No. Students 8

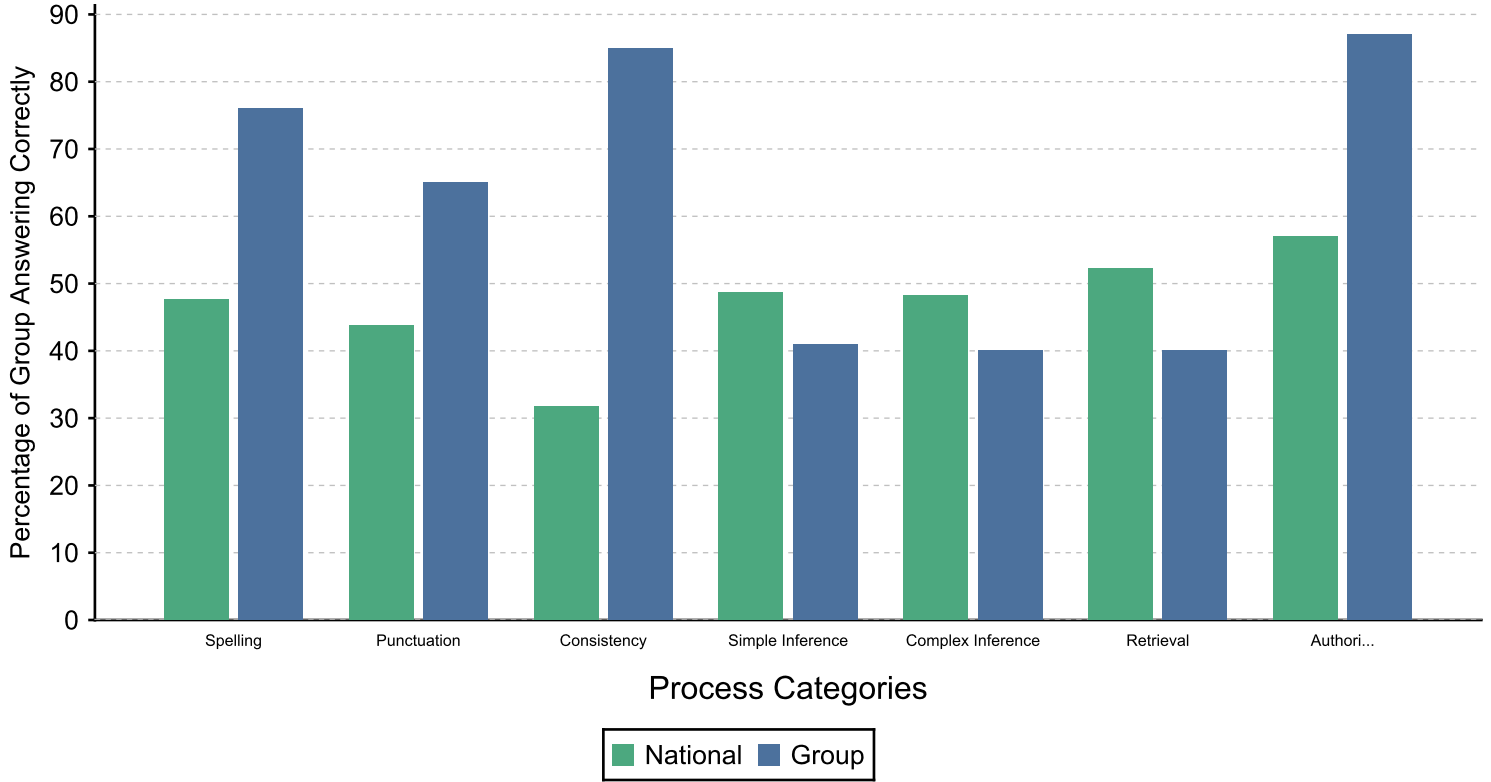
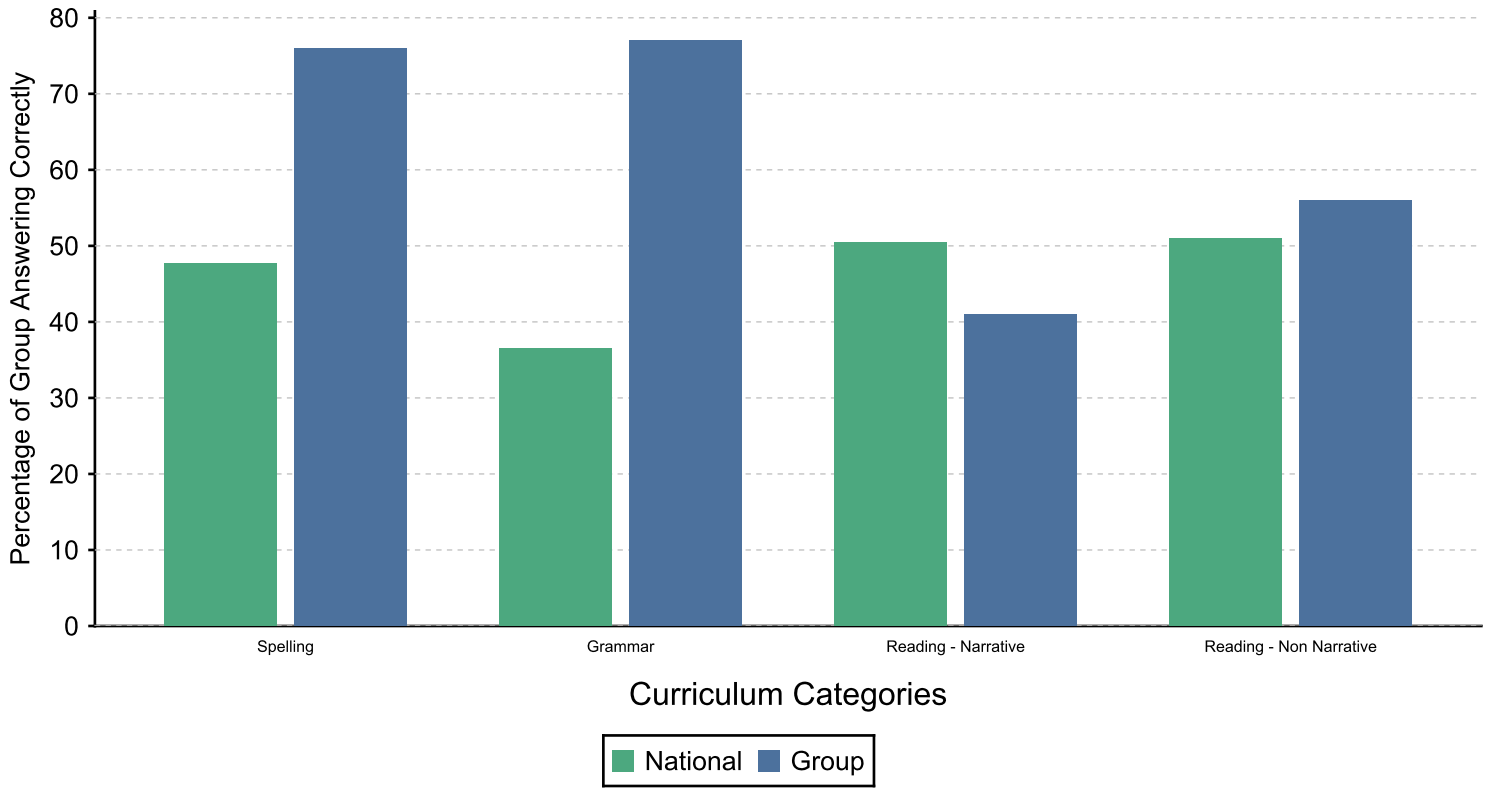
Comparison of Group and National Standardized Score Distributions



Standardized Score	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Stanine	1	2	3	4	5	6	7	8	9
Male	0%	0%	0%	12%	25%	12%	0%	0%	0%
Female	0%	0%	0%	25%	25%	0%	0%	0%	0%
All Students	0%	0%	0%	18%	25%	6%	0%	0%	0%
National	4%	7%	12%	17%	20%	17%	12%	7%	4%

Section B: Progress in English 5A - Analysis by Process Area

School: LearningLink School	Group:	No. Students	8
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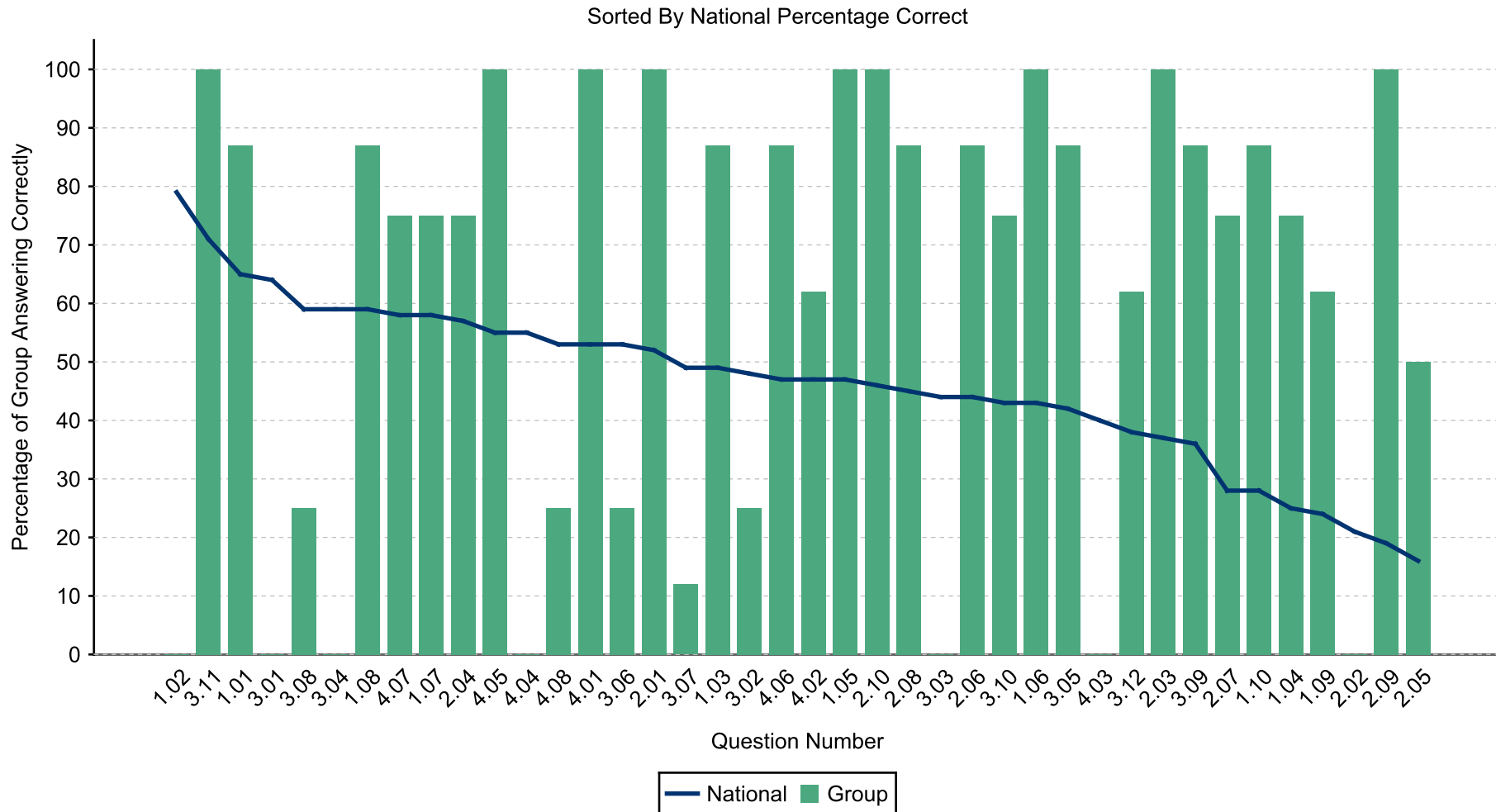


Section C: Progress in English 5A - Question by Question Graph

School: LearningLink School

Group:

No. Students 8



Section C: Progress in English 5A - Question by Question Listing

School: LearningLink School Group: No. Students 8

Questions sorted by National Percentage Correct

Question Number	Category*	Category**	Question Content	Group	National	Group - National Difference
1.02	SP	SP	as it was his first time in an (aeroplane)	0	79	-79
3.11	RN	AT	What type of story is Gareth's Discovery?	100	71	29
1.01	SP	SP	It was Sam's first trip abroad and he was very (excited)	87	65	22
3.01	RN	R	What was Gareth thinking about as he was searching?	0	64	-64
3.08	RN	CI	In the cave, why did Gareth forget about the rain and floods?	25	59	-34
3.04	RN	R	Which two things did Gareth use to scrape away the earth?	0	59	-59
1.08	SP	SP	Sam managed to take lots of (photographs) of the Parthenon	87	59	28
4.07	RNN	AT	What is the purpose of the sub-headings in this article?	75	58	17
1.07	SP	SP	(although) Athens was crowded with tourists,	75	58	17
2.04	G	P	by (touching manipulating) and exploring	75	57	18
4.05	RNN	SI	Why are ecofacts likely to survive longer in desert sites?	100	55	45
4.04	RNN	SI	Which of these objects is likely to survive longest?	0	55	-55
4.08	RNN	CI	Which section of the text tells you why some objects are more likely to survive?	25	53	-28
4.01	RNN	R	What was invented about 5000 years ago?	100	53	47
3.06	RN	SI	Why did Gareth look anxiously at the cave entrance?	25	53	-28
2.01	G	P	the Children's Discovery (Museum) the best place to learn	100	52	48
3.07	RN	R	What did Gareth think had made dents in the cave walls?	12	49	-37
1.03	SP	SP	Sam and his family visited the Parthenon, a (beautiful), ancient Greek temple	87	49	38
3.02	RN	SI	Why did Gareth wonder if any old buildings would be uncovered by the rain and floods?	25	48	-23
4.06	RNN	CI	What does the Excavating Sites section tell you about archaeology?	87	47	40
4.02	RNN	SI	Why are archaeologists like other social scientists?	62	47	15
1.05	SP	SP	Sam and his family were all (impressed)	100	47	53
2.10	G	C	(were) fun and learning go hand in hand.	100	46	54
2.08	G	P	There will also be (assistant's) to help you	87	45	42
3.03	RN	CI	Why did Gareth not seem to be every bit the sheep farmer's son?	0	44	-44
2.06	G	C	The guides, who (regular) take visitors around the museum	87	44	43
3.10	RN	SI	Why did Gareth push the lamb through the gap?	75	43	32
1.06	SP	SP	by its size and (height).	100	43	57
3.05	RN	AT	Why does the author use three dots in the middle of this sentence?	87	42	45
4.03	RNN	SI	Which type of archaeological evidence would a human bone provide?	0	40	-40
3.12	RN	CI	Which of these would be best as a different title?	62	38	24
2.03	G	C	The museum's (aims) is to provide	100	37	63
3.09	RN	R	Where did Gareth find the coins?	87	36	51
2.07	G	C	(would) give you any information you need.	75	28	47
1.10	SP	SP	Sam felt it was a wonderful (experience) for him	87	28	59
1.04	SP	SP	The Parthenon is built (entirely) of white marble	75	25	50

*Curriculum Content Categories: SP = Spelling G = Grammar RN = Reading - Narrative RNN = Reading - Non Narrative

**Processt Categories: SP = Spelling P = Punctuation C = Consistency SI = Simple Inference R = Retrieval AT = Authorial Techniques

Questions sorted by National Percentage Correct

Question Number	Category*	Category**	Question Content	Group	National	Group - National Difference
1.09	SP	SP	and of the (magnificent) sunset.	62	24	38
2.02	G	P	discover something new (today)	0	21	-21
2.09	G	C	make your own helicopter, (use) folded paper and a paper clip.	100	19	81
2.05	G	C	You will be amazed by our exhibition galleries, (who) offer attractive activities	50	16	34

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Section C: Progress in English 5A - Questions Listing by Group-National Difference

School: LearningLink School

Group:

No. Students 8

Questions sorted by Group - National Percentage Difference

Question Number	Category*	Category**	Question Content	Group	National	Group - National Difference
2.09	G	C	make your own helicopter, (use) folded paper and a paper clip.	100	19	81
2.03	G	C	The museum's (aims) is to provide	100	37	63
1.10	SP	SP	Sam felt it was a wonderful (experience) for him	87	28	59
1.06	SP	SP	by its size and (height).	100	43	57
2.10	G	C	(were) fun and learning go hand in hand.	100	46	54
1.05	SP	SP	Sam and his family were all (impressed)	100	47	53
3.09	RN	R	Where did Gareth find the coins?	87	36	51
1.04	SP	SP	The Parthenon is built (entirely) of white marble	75	25	50
2.01	G	P	the Children's Discovery (Museum) the best place to learn	100	52	48
4.01	RNN	R	What was invented about 5000 years ago?	100	53	47
2.07	G	C	(would) give you any information you need.	75	28	47
4.05	RNN	SI	Why are ecofacts likely to survive longer in desert sites?	100	55	45
3.05	RN	AT	Why does the author use three dots in the middle of this sentence?	87	42	45
2.06	G	C	The guides, who (regular) take visitors around the museum	87	44	43
2.08	G	P	There will also be (assistant's) to help you	87	45	42
4.06	RNN	CI	What does the Excavating Sites section tell you about archaeology?	87	47	40
1.09	SP	SP	and of the (magnificent) sunset.	62	24	38
1.03	SP	SP	Sam and his family visited the Parthenon, a (beautiful), ancient Greek temple	87	49	38
2.05	G	C	You will be amazed by our exhibition galleries, (who) offer attractive activities	50	16	34
3.10	RN	SI	Why did Gareth push the lamb through the gap?	75	43	32
3.11	RN	AT	What type of story is Gareth's Discovery?	100	71	29
1.08	SP	SP	Sam managed to take lots of (photographs) of the Parthenon	87	59	28
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4.02	RNN	SI	Why are archaeologists like other social scientists?	62	47	15
2.02	G	P	discover something new (today)	0	21	-21
3.02	RN	SI	Why did Gareth wonder if any old buildings would be uncovered by the rain and floods?	25	48	-23
3.06	RN	SI	Why did Gareth look anxiously at the cave entrance?	25	53	-28
4.08	RNN	CI	Which section of the text tells you why some objects are more likely to survive?	25	53	-28
3.08	RN	CI	In the cave, why did Gareth forget about the rain and floods?	25	59	-34
3.07	RN	R	What did Gareth think had made dents in the cave walls?	12	49	-37
4.03	RNN	SI	Which type of archaeological evidence would a human bone provide?	0	40	-40

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**Processt Categories: SP = Spelling P = Punctuation C = Consistency SI = Simple Inference R = Retrieval AT = Authorial Techniques

Questions sorted by Group - National Percentage Difference

Question Number	Category*	Category**	Question Content	Group	National	Group - National Difference
3.03	RN	CI	Why did Gareth not seem to be every bit the sheep farmer's son?	0	44	-44
4.04	RNN	SI	Which of these objects is likely to survive longest?	0	55	-55
3.04	RN	R	Which two things did Gareth use to scrape away the earth?	0	59	-59
3.01	RN	R	What was Gareth thinking about as he was searching?	0	64	-64
1.02	SP	SP	as it was his first time in an (aeroplane)	0	79	-79

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**Process Categories: SP = Spelling P = Punctuation C = Consistency SI = Simple Inference R = Retrieval AT = Authorial Techniques

Section C: Progress in English 5A - Score breakdown

School: LearningLink School

Group:

No. Students 8

**Score Breakdown by Process Categories

Category Area	Category Code	Number of Marks	Group %	National %	Difference
Spelling	SP	10	76	48	28
Punctuation	P	4	65	44	21
Consistency	C	6	85	32	53
Simple Inference	SI	7	41	49	-8
Complex Inference	CI	5	40	48	-8
Retrieval	R	5	40	52	-12
Authorial Techniques	AT	3	87	57	30

*Score breakdown by Curriculum Content Categories

Category Area	Category Code	Number of Marks	Group %	National %	Difference
Spelling	SP	10	76	48	28
Grammar	G	10	77	36	40
Reading - Narrative	RN	12	41	50	-10
Reading - Non Narrative	RNN	8	56	51	5

There are two versions of the standards report: group and individual. In the group report, there are three subgroups addressed: middle, high, and low. The group report shows the state standards for which each group show readiness to learn, and identifies strengths and weaknesses showing teachers where the instructional focus should be. The individual standards report also shows the standards that the student is ready to learn including strengths and weaknesses.

Student: Rea Simpson
 School: LearningLink School
 Group: Form 3
 Lexile Score: 775

Date of Birth: 12/16/1994
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Rea is ready to learn. The test results suggest that Rea has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 4	2	Context: Use context clues, etc.
Acquisition of Vocabulary	Grade 4	4	Concept: Identify synonym, antonym, etc.
Reading Application: Information, Technical,	Grade 4	2	Summarize main ideas in informational text.
Reading Application: Information, Technical,	Grade 4	4	Identify examples of cause and effect.
Reading Application: Information, Technical,	Grade 4	7	Distinguish fact from opinion.
Reading Applications: Literary Text	Grade 4	1	Describe the thoughts, words and interactions of characters.
Reading Applications: Literary Text	Grade 4	2	Identify the influence of setting on the selection.
Reading Applications: Literary Text	Grade 4	6	Identify and explain literary forms and genres.
Reading Applications: Literary Text	Grade 4	8	Identify figurative language in literary works.
Reading Process: Concepts of Print, etc.	Grade 4	3	Comprehension: Compare and contrast information, etc.
Reading Process: Concepts of Print, etc.	Grade 4	5	Comprehension: Make inferences or draw conclusions.
Scientific Ways of Knowing	Grade 4	1	Science: Differentiate fact from opinion.
Social Studies Skills and Methods	Grade 4	5	Thinking: Identify main ideas and supporting details.
Social Studies Skills and Methods	Grade 4	6	Thinking: Distinguish between fact and opinion.
Writing Conventions	Grade 4	11	Grammar: Use objective and nominative case pronouns.
Writing Conventions	Grade 4	6	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 4	7	Grammar: Use parts of speech.
Writing Conventions	Grade 5	11	Grammar: Use conjunctions and interjections.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	4	Pun./Cap.: Use commas, end marks, etc.
Writing Conventions	Grade 5	5	Pun./Cap.: Use correct capitalization.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	7	Grammar: Use prepositions and prepositional phrases.
Writing Conventions	Grade 5	9	Grammar: Use objective and nominative case pronouns.

Student: Martin Jones
 School: LearningLink School
 Group: Form 5
 Lexile Score: 815

Date of Birth: 09/13/2000
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Martin is ready to learn. The test results suggest that Martin has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 5	4	Concept: Identify/understand new uses of words, etc.
Reading Application: Information, Technical,	Grade 5	2	Identify, distinguish, explain cause and effect.
Reading Application: Information, Technical,	Grade 5	4	Summarize the main ideas and supporting details.
Reading Application: Information, Technical,	Grade 5	7	Analyze the difference between fact and opinion.
Reading Application: Information, Technical,	Grade 5	9	Identify and understand an author's purpose for writing.
Reading Applications: Literary Text	Grade 5	2	Explain the influence of setting on the selection.
Reading Applications: Literary Text	Grade 5	6	Describe literary forms and genres.
Reading Applications: Literary Text	Grade 5	8	Identify and explain the use of figurative language.
Reading Process: Concepts of Print, etc.	Grade 5	4	Comprehension: Summarize the information in texts.
Social Studies Skills and Methods	Grade 5	4	Thinking: Read information critically.
Social Studies Skills and Methods	Grade 5	6	Thinking: Draw inferences from relevant information.
Social Studies Skills and Methods	Grade 5	7	Thinking: Organize key ideas by taking notes.
Social Studies Skills and Methods	Grade 6	2	Thinking: Analyze information to summarize, etc.
Writing Applications	Grade 5	4	Write informational essays or reports.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	8	Grammar: Use adverbs.
Writing Conventions	Grade 6	2	Pun./Cap.: Use commas, end marks, etc.
Writing Conventions	Grade 6	3	Pun./Cap.: Use semicolons, colons, hyphens, etc.
Writing Conventions	Grade 6	4	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 6	5	Grammar: Use all eight parts of speech.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 6	6	Grammar: Use verbs.
Writing Conventions	Grade 6	7	Grammar: Use pronouns.
Writing Conventions	Grade 6	8	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 7	2	Pun./Cap.: Use commas, end marks, apostrophes, etc.

Student: Remy Brown
 School: LearningLink School
 Group: Form 6
 Lexile Score: 735

Date of Birth: 04/08/1999
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Remy is ready to learn. The test results suggest that Remy has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 4	2	Context: Use context clues, etc.
Acquisition of Vocabulary	Grade 4	4	Concept: Identify synonym, antonym, etc.
Reading Application: Information, Technical,	Grade 4	2	Summarize main ideas in informational text.
Reading Application: Information, Technical,	Grade 4	4	Identify examples of cause and effect.
Reading Application: Information, Technical,	Grade 4	7	Distinguish fact from opinion.
Reading Application: Information, Technical,	Grade 5	4	Summarize the main ideas and supporting details.
Reading Applications: Literary Text	Grade 4	1	Describe the thoughts, words and interactions of characters.
Reading Applications: Literary Text	Grade 4	2	Identify the influence of setting on the selection.
Reading Applications: Literary Text	Grade 4	6	Identify and explain literary forms and genres.
Reading Applications: Literary Text	Grade 4	8	Identify figurative language in literary works.
Reading Process: Concepts of Print, etc.	Grade 4	3	Comprehension: Compare and contrast information, etc.
Reading Process: Concepts of Print, etc.	Grade 4	5	Comprehension: Make inferences or draw conclusions.
Scientific Ways of Knowing	Grade 4	1	Science: Differentiate fact from opinion.
Social Studies Skills and Methods	Grade 4	5	Thinking: Identify main ideas and supporting details.
Social Studies Skills and Methods	Grade 4	6	Thinking: Distinguish between fact and opinion.
Writing Conventions	Grade 3	12	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 3	9	Pun./Cap.: Use quotation marks, commas, apostrophes.
Writing Conventions	Grade 4	10	Grammar: Use prepositions and prepositional phrases.
Writing Conventions	Grade 4	11	Grammar: Use objective and nominative case pronouns.
Writing Conventions	Grade 4	12	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 4	13	Grammar: Use irregular plural nouns.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 4	5	Pun./Cap.: Use commas, end marks, apostrophes, etc.
Writing Conventions	Grade 4	6	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 4	7	Grammar: Use parts of speech.
Writing Conventions	Grade 4	8	Grammar: Use conjunctions and interjections.
Writing Conventions	Grade 5	4	Pun./Cap.: Use commas, end marks, etc.

Student: Marty Smith
 School: LearningLink School
 Group: Form 3
 Lexile Score: 735

Date of Birth: 12/01/1990
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Marty is ready to learn. The test results suggest that Marty has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 4	2	Context: Use context clues, etc.
Acquisition of Vocabulary	Grade 4	4	Concept: Identify synonym, antonym, etc.
Reading Application: Information, Technical,	Grade 4	2	Summarize main ideas in informational text.
Reading Application: Information, Technical,	Grade 4	4	Identify examples of cause and effect.
Reading Application: Information, Technical,	Grade 4	7	Distinguish fact from opinion.
Reading Application: Information, Technical,	Grade 5	4	Summarize the main ideas and supporting details.
Reading Applications: Literary Text	Grade 4	1	Describe the thoughts, words and interactions of characters.
Reading Applications: Literary Text	Grade 4	2	Identify the influence of setting on the selection.
Reading Applications: Literary Text	Grade 4	6	Identify and explain literary forms and genres.
Reading Applications: Literary Text	Grade 4	8	Identify figurative language in literary works.
Reading Process: Concepts of Print, etc.	Grade 4	3	Comprehension: Compare and contrast information, etc.
Reading Process: Concepts of Print, etc.	Grade 4	5	Comprehension: Make inferences or draw conclusions.
Scientific Ways of Knowing	Grade 4	1	Science: Differentiate fact from opinion.
Social Studies Skills and Methods	Grade 4	5	Thinking: Identify main ideas and supporting details.
Social Studies Skills and Methods	Grade 4	6	Thinking: Distinguish between fact and opinion.
Writing Conventions	Grade 4	11	Grammar: Use objective and nominative case pronouns.
Writing Conventions	Grade 4	6	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 4	7	Grammar: Use parts of speech.
Writing Conventions	Grade 5	11	Grammar: Use conjunctions and interjections.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	4	Pun./Cap.: Use commas, end marks, etc.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 5	5	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	7	Grammar: Use prepositions and prepositional phrases.
Writing Conventions	Grade 5	9	Grammar: Use objective and nominative case pronouns.

Student: Rebeca Scott
 School: LearningLink School
 Group: Form 3
 Lexile Score: 815

Date of Birth: 07/17/1997
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Rebeca is ready to learn. The test results suggest that Rebeca has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 5	4	Concept: Identify/understand new uses of words, etc.
Reading Application: Information, Technical,	Grade 5	2	Identify, distinguish, explain cause and effect.
Reading Application: Information, Technical,	Grade 5	4	Summarize the main ideas and supporting details.
Reading Application: Information, Technical,	Grade 5	7	Analyze the difference between fact and opinion.
Reading Application: Information, Technical,	Grade 5	9	Identify and understand an author's purpose for writing.
Reading Applications: Literary Text	Grade 5	2	Explain the influence of setting on the selection.
Reading Applications: Literary Text	Grade 5	6	Describe literary forms and genres.
Reading Applications: Literary Text	Grade 5	8	Identify and explain the use of figurative language.
Reading Process: Concepts of Print, etc.	Grade 5	4	Comprehension: Summarize the information in texts.
Social Studies Skills and Methods	Grade 5	4	Thinking: Read information critically.
Social Studies Skills and Methods	Grade 5	6	Thinking: Draw inferences from relevant information.
Social Studies Skills and Methods	Grade 5	7	Thinking: Organize key ideas by taking notes.
Social Studies Skills and Methods	Grade 6	2	Thinking: Analyze information to summarize, etc.
Writing Applications	Grade 5	4	Write informational essays or reports.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	8	Grammar: Use adverbs.
Writing Conventions	Grade 6	2	Pun./Cap.: Use commas, end marks, etc.
Writing Conventions	Grade 6	3	Pun./Cap.: Use semicolons, colons, hyphens, etc.
Writing Conventions	Grade 6	4	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 6	5	Grammar: Use all eight parts of speech.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 6	6	Grammar: Use verbs.
Writing Conventions	Grade 6	7	Grammar: Use pronouns.
Writing Conventions	Grade 6	8	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 7	2	Pun./Cap.: Use commas, end marks, apostrophes, etc.

Student: Reema Sherwood
 School: LearningLink School
 Group: Form 9
 Lexile Score: 735

Date of Birth: 12/09/1997
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Reema is ready to learn. The test results suggest that Reema has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 4	2	Context: Use context clues, etc.
Acquisition of Vocabulary	Grade 4	4	Concept: Identify synonym, antonym, etc.
Reading Application: Information, Technical,	Grade 4	2	Summarize main ideas in informational text.
Reading Application: Information, Technical,	Grade 4	4	Identify examples of cause and effect.
Reading Application: Information, Technical,	Grade 4	7	Distinguish fact from opinion.
Reading Applications: Literary Text	Grade 4	1	Describe the thoughts, words and interactions of characters.
Reading Applications: Literary Text	Grade 4	2	Identify the influence of setting on the selection.
Reading Applications: Literary Text	Grade 4	6	Identify and explain literary forms and genres.
Reading Applications: Literary Text	Grade 4	8	Identify figurative language in literary works.
Reading Process: Concepts of Print, etc.	Grade 4	3	Comprehension: Compare and contrast information, etc.
Reading Process: Concepts of Print, etc.	Grade 4	5	Comprehension: Make inferences or draw conclusions.
Scientific Ways of Knowing	Grade 4	1	Science: Differentiate fact from opinion.
Social Studies Skills and Methods	Grade 4	5	Thinking: Identify main ideas and supporting details.
Social Studies Skills and Methods	Grade 4	6	Thinking: Distinguish between fact and opinion.
Writing Conventions	Grade 4	11	Grammar: Use objective and nominative case pronouns.
Writing Conventions	Grade 4	6	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 4	7	Grammar: Use parts of speech.
Writing Conventions	Grade 5	11	Grammar: Use conjunctions and interjections.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	4	Pun./Cap.: Use commas, end marks, etc.
Writing Conventions	Grade 5	5	Pun./Cap.: Use correct capitalization.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	7	Grammar: Use prepositions and prepositional phrases.
Writing Conventions	Grade 5	9	Grammar: Use objective and nominative case pronouns.

Student: Marius Payne
 School: LearningLink School
 Group: Form 2
 Lexile Score: 930

Date of Birth: 03/17/2002
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Marius is ready to learn. The test results suggest that Marius has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 6	4	Concept: Interpret metaphors and similes.
Reading Application: Information, Technical,	Grade 6	2	Analyze examples of cause and effect and fact and opinion.
Reading Application: Information, Technical,	Grade 6	3	Compare and contrast important details about a topic.
Reading Application: Information, Technical,	Grade 6	7	Identify and understand an author's purpose for writing.
Reading Applications: Literary Text	Grade 5	4	Identify, speaker, explain how point of view affects text.
Reading Applications: Literary Text	Grade 6	2	Identify the features of setting.
Reading Applications: Literary Text	Grade 6	4	Explain first, third and omniscient points of view.
Reading Applications: Literary Text	Grade 6	6	Explain literary forms and genres.
Reading Applications: Literary Text	Grade 6	7	Distinguish how an author establishes mood.
Reading Applications: Literary Text	Grade 7	1	Explain interactions between characters.
Writing Conventions	Grade 6	5	Grammar: Use all eight parts of speech.
Writing Conventions	Grade 6	6	Grammar: Use verbs.
Writing Conventions	Grade 6	7	Grammar: Use pronouns.
Writing Conventions	Grade 7	3	Pun./Cap.: Use semicolons, colons, hyphens, etc.
Writing Conventions	Grade 7	4	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 7	5	Grammar: Use all eight parts of speech.
Writing Conventions	Grade 7	6	Grammar: Use dependent and independent clauses.
Writing Conventions	Grade 7	7	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 7	8	Grammar: Conjugate verbs in all tenses correctly.
Writing Conventions	Grade 8	2	Pun./Cap.: Use correct punctuation and capitalization.
Writing Conventions	Grade 8	3	Grammar: Use all eight parts of speech.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 8	4	Grammar: Use clauses and phrases.
Writing Conventions	Grade 8	5	Grammar: Use parallel structure.

Student: Mario Parsons
 School: LearningLink School
 Group: Form 3
 Lexile Score: 815

Date of Birth: 06/14/1996
 Date of Testing: 07/22/2008

Standard Set: Ohio Academic Content Standards

This report shows the objectives from the Ohio Academic Content Standards that Mario is ready to learn. The test results suggest that Mario has mastered the prerequisite skills.

Standards	Grade	ID	Benchmark/Indicators
Acquisition of Vocabulary	Grade 5	4	Concept: Identify/understand new uses of words, etc.
Reading Application: Information, Technical,	Grade 5	2	Identify, distinguish, explain cause and effect.
Reading Application: Information, Technical,	Grade 5	4	Summarize the main ideas and supporting details.
Reading Application: Information, Technical,	Grade 5	7	Analyze the difference between fact and opinion.
Reading Application: Information, Technical,	Grade 5	9	Identify and understand an author's purpose for writing.
Reading Applications: Literary Text	Grade 5	2	Explain the influence of setting on the selection.
Reading Applications: Literary Text	Grade 5	6	Describe literary forms and genres.
Reading Applications: Literary Text	Grade 5	8	Identify and explain the use of figurative language.
Reading Process: Concepts of Print, etc.	Grade 5	4	Comprehension: Summarize the information in texts.
Social Studies Skills and Methods	Grade 5	4	Thinking: Read information critically.
Social Studies Skills and Methods	Grade 5	6	Thinking: Draw inferences from relevant information.
Social Studies Skills and Methods	Grade 5	7	Thinking: Organize key ideas by taking notes.
Social Studies Skills and Methods	Grade 6	2	Thinking: Analyze information to summarize, etc.
Writing Applications	Grade 5	4	Write informational essays or reports.
Writing Conventions	Grade 5	2	Spelling: Spell contractions correctly.
Writing Conventions	Grade 5	6	Grammar: Use various parts of speech.
Writing Conventions	Grade 5	8	Grammar: Use adverbs.
Writing Conventions	Grade 6	2	Pun./Cap.: Use commas, end marks, etc.
Writing Conventions	Grade 6	3	Pun./Cap.: Use semicolons, colons, hyphens, etc.
Writing Conventions	Grade 6	4	Pun./Cap.: Use correct capitalization.
Writing Conventions	Grade 6	5	Grammar: Use all eight parts of speech.

Standards	Grade	ID	Benchmark/Indicators
Writing Conventions	Grade 6	6	Grammar: Use verbs.
Writing Conventions	Grade 6	7	Grammar: Use pronouns.
Writing Conventions	Grade 6	8	Grammar: Use subject-verb agreement.
Writing Conventions	Grade 7	2	Pun./Cap.: Use commas, end marks, apostrophes, etc.

Section E: *A+nyWhere Learning System* Prescription Report

This report shows the lessons in the *A+nyWhere Learning System* that will address the learning needs identified by the student's performance on the *A+ LearningLink* assessment. The report is available for the group as well as individual students.

Student: Rea Simpson
 School: LearningLink School
 Group: Form 3
 Lexile Score: 775

Date of Birth: 12/16/1994
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Rea is ready to learn. The test results indicate that Rea has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
	Building Vocabulary IV	Consonant Blends 1
	Building Vocabulary IV	Consonant Blends 2
	Building Vocabulary IV	Consonant Blends 3
	Building Vocabulary IV	Digraphs 1
	Building Vocabulary IV	Digraphs 2
	Building Vocabulary IV	Diphthongs 1
	Building Vocabulary IV	Diphthongs 2
	Building Vocabulary IV	Final Consonant Blends 1
	Building Vocabulary IV	Final Consonant Blends 2
	Building Vocabulary IV	Homonyms-Homographs
	Building Vocabulary IV	Initial Consonants 1
	Building Vocabulary IV	Initial Consonants 2
	Building Vocabulary IV	Initial Consonants 3
	Building Vocabulary IV	Long Vowel Sounds
	Building Vocabulary IV	Parts of Speech
	Building Vocabulary IV	Short Vowel Sounds
	Building Vocabulary IV	Silent Consonants
	Building Vocabulary IV	The -oo- Sound
	Building Vocabulary IV	The -or- Sound
	Building Vocabulary IV	Words Ending in Y
S	Language Usage V	Adjectives 1
S	Language Usage V	Adjectives 2
S	Language Usage V	Adverbs 1
S	Language Usage V	Adverbs 2
S	Language Usage V	Capitalization
S	Language Usage V	Conjunctions
S	Language Usage V	Direct Objects
S	Language Usage V	Grammar Improvements 1
S	Language Usage V	Grammar Improvements 2
S	Language Usage V	Grammar Improvements 3
S	Language Usage V	Grammar Improvements 4
S	Language Usage V	Interjections
S	Language Usage V	Nouns 1
S	Language Usage V	Nouns 2
S	Language Usage V	Nouns 3
S	Language Usage V	Nouns 4
S	Language Usage V	Nouns 5
S	Language Usage V	Parallelism

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage V	Parts of Speech
S	Language Usage V	Prepositions 1
S	Language Usage V	Prepositions 2
S	Language Usage V	Pronouns 1
S	Language Usage V	Pronouns 2
S	Language Usage V	Pronouns 3
S	Language Usage V	Punctuation 1
S	Language Usage V	Punctuation 2
S	Language Usage V	Punctuation 3
S	Language Usage V	Punctuation 4
S	Language Usage V	Punctuation 5
S	Language Usage V	Punctuation 6
S	Language Usage V	Punctuation 7
S	Language Usage V	Sentences 1
S	Language Usage V	Sentences 2
S	Language Usage V	Sentences 3
S	Language Usage V	Sentences 4
S	Language Usage V	Sentences 5
S	Language Usage V	Subject-Verb Agreement
S	Language Usage V	Verbs 1
S	Language Usage V	Verbs 2
S	Language Usage V	Verbs 3
S	Language Usage V	Verbs 4
S	Language Usage V	Verbs 5
S	Language Usage V	Verbs 6
S	Language Usage V	Word Application
	Reading IV	Alphabetization
	Reading IV	Cause and Effect
	Reading IV	Characterization
	Reading IV	Compare and Contrast
	Reading IV	Consonants Quick Review
	Reading IV	Contractions
	Reading IV	Drawing Conclusions
	Reading IV	Fact and Opinion
	Reading IV	Fiction and Nonfiction
	Reading IV	Figurative Language 1
	Reading IV	Figurative Language 2
	Reading IV	Five W Questions
	Reading IV	Folktales and Fables
	Reading IV	Homographs
	Reading IV	Homonyms and Homophones
	Reading IV	Information
	Reading IV	Main Ideas and Details
	Reading IV	Point of View
	Reading IV	Predicting Outcomes

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading IV	Pronunciation & Syllables
	Reading IV	Purpose in Writing
	Reading IV	Reality and Fantasy
	Reading IV	Story Elements
	Reading IV	Summarizing-Paraphrasing
	Reading IV	Verbs Quick Review
	Reading IV	Vowels Quick Review

*S=Relative Strength W=Relative Weakness

Student: Martin Jones
 School: LearningLink School
 Group: Form 5
 Lexile Score: 815

Date of Birth: 09/13/2000
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Martin is ready to learn. The test results indicate that Martin has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
S	Building Vocabulary VI	Consonant Blends 1
S	Building Vocabulary VI	Consonant Blends 2
S	Building Vocabulary VI	Consonant Blends 3
S	Building Vocabulary VI	Digraphs 1
S	Building Vocabulary VI	Digraphs 2
S	Building Vocabulary VI	Diphthong 1
S	Building Vocabulary VI	Diphthong 2
S	Building Vocabulary VI	Final Consonant Blends 1
S	Building Vocabulary VI	Final Consonant Blends 2
S	Building Vocabulary VI	Homographs
S	Building Vocabulary VI	Long Vowel Sounds
S	Building Vocabulary VI	Parts of Speech Review (VI)
S	Building Vocabulary VI	Short Vowel Sounds
S	Building Vocabulary VI	Silent Consonants
S	Building Vocabulary VI	Syllabication
S	Building Vocabulary VI	Testing Vocabulary
S	Building Vocabulary VI	The -oo- Sound
S	Building Vocabulary VI	The -or- Sound
S	Building Vocabulary VI	The -ur- Sound
S	Building Vocabulary VI	Words Ending in Y
S	Language Usage VI	Adjectives 1
S	Language Usage VI	Adjectives 2
S	Language Usage VI	Adjectives 3
S	Language Usage VI	Adverbs 1
S	Language Usage VI	Adverbs 2
S	Language Usage VI	Agreement
S	Language Usage VI	Conjunctions
S	Language Usage VI	Diagramming
S	Language Usage VI	Double Negatives
S	Language Usage VI	Interjections
S	Language Usage VI	Mechanics 1
S	Language Usage VI	Mechanics 10
S	Language Usage VI	Mechanics 2
S	Language Usage VI	Mechanics 3
S	Language Usage VI	Mechanics 4
S	Language Usage VI	Mechanics 5
S	Language Usage VI	Mechanics 6
S	Language Usage VI	Mechanics 7

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage VI	Mechanics 8
S	Language Usage VI	Mechanics 9
S	Language Usage VI	Nouns 1
S	Language Usage VI	Nouns 2
S	Language Usage VI	Parallelism
S	Language Usage VI	Prepositions 1
S	Language Usage VI	Prepositions 2
S	Language Usage VI	Pronouns 1
S	Language Usage VI	Pronouns 2
S	Language Usage VI	Pronouns 3
S	Language Usage VI	Pronouns 4
S	Language Usage VI	Review of Parts of Speech
S	Language Usage VI	Sentence Review
S	Language Usage VI	Sentences 1
S	Language Usage VI	Sentences 2
S	Language Usage VI	Sentences 3
S	Language Usage VI	Sentences 4
S	Language Usage VI	Sentences 5
S	Language Usage VI	Verbs 1
S	Language Usage VI	Verbs 2
S	Language Usage VI	Verbs 3
S	Language Usage VI	Verbs 4
S	Language Usage VI	Verbs 5
S	Language Usage VI	Verbs 6
S	Language Usage VI	Verbs 7
	Reading V	Abbreviations
	Reading V	Alphabetization
	Reading V	Cause and Effect
	Reading V	Characterization
	Reading V	Common Expressions
	Reading V	Compare and Contrast
	Reading V	Consonants
	Reading V	Context Clues 1
	Reading V	Fact and Opinion
	Reading V	Fiction
	Reading V	Figurative Language
	Reading V	Five W Questions
	Reading V	Folktales and Fables
	Reading V	Generalizations
	Reading V	Information
	Reading V	Literary Forms 1
	Reading V	Literary Forms 2
	Reading V	Literary Forms 3
	Reading V	Main Ideas
	Reading V	Multiple Meanings

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading V	Narrative & Expository
	Reading V	Narratives
	Reading V	Nonfiction
	Reading V	Plurals
	Reading V	Predicting-Conclusions
	Reading V	Prior Knowledge
	Reading V	Pronunciation-Syllables
	Reading V	Propaganda and Bias
	Reading V	Purpose in Writing
	Reading V	Reality and Fantasy
	Reading V	Sequencing-Classifying
	Reading V	Setting
	Reading V	Story Elements
	Reading V	Summarizing
	Reading V	Verbs and Contractions
	Reading V	Vowels

*S=Relative Strength W=Relative Weakness

Student: Remy Brown
 School: LearningLink School
 Group: Form 6
 Lexile Score: 735

Date of Birth: 04/08/1999
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Remy is ready to learn. The test results indicate that Remy has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
S	Building Vocabulary V	Consonant Blends 1
S	Building Vocabulary V	Consonant Blends 2
S	Building Vocabulary V	Consonant Blends 3
S	Building Vocabulary V	Digraphs 1
S	Building Vocabulary V	Digraphs 2
S	Building Vocabulary V	Diphthongs 1
S	Building Vocabulary V	Diphthongs 2
S	Building Vocabulary V	Final Consonant Blends 1
S	Building Vocabulary V	Final Consonant Blends 2
S	Building Vocabulary V	Homonyms-Homographs
S	Building Vocabulary V	Long Vowel Sounds
S	Building Vocabulary V	Parts of Speech Review (V)
S	Building Vocabulary V	Short Vowel Sounds
S	Building Vocabulary V	Silent Consonants
S	Building Vocabulary V	Syllables-Pronunciation
S	Building Vocabulary V	Testing Strategies
S	Building Vocabulary V	The -oo- Sound
S	Building Vocabulary V	The -or- Sound
S	Building Vocabulary V	The -ur- Sound
S	Building Vocabulary V	Words Ending in Y
	Language Usage IV	Adjectives 1
	Language Usage IV	Adjectives 2
	Language Usage IV	Adverbs 1
	Language Usage IV	Adverbs 2
	Language Usage IV	Adverbs 3
	Language Usage IV	Articles
	Language Usage IV	Capitalization 3
	Language Usage IV	Capitalization 4
	Language Usage IV	Conjunctions
	Language Usage IV	Contractions
	Language Usage IV	Double Negatives
	Language Usage IV	Grammar Improvements
	Language Usage IV	Interjections
	Language Usage IV	Nouns 1
	Language Usage IV	Nouns 2
	Language Usage IV	Nouns 3
	Language Usage IV	Parallelism
	Language Usage IV	Prepositional Phrases

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Language Usage IV	Prepositions
	Language Usage IV	Pronouns 1
	Language Usage IV	Pronouns 2
	Language Usage IV	Pronouns 3
	Language Usage IV	Pronouns 4
	Language Usage IV	Punctuation 1
	Language Usage IV	Punctuation 2
	Language Usage IV	Punctuation 3
	Language Usage IV	Punctuation 4
	Language Usage IV	Punctuation 5
	Language Usage IV	Punctuation 6
	Language Usage IV	Punctuation 7
	Language Usage IV	Sentences 1
	Language Usage IV	Sentences 2
	Language Usage IV	Sentences 3
	Language Usage IV	Sentences 4
	Language Usage IV	Sentences 5
	Language Usage IV	Subject-Verb Agreement
	Language Usage IV	Verbs 1
	Language Usage IV	Verbs 2
	Language Usage IV	Verbs 4
	Language Usage IV	Verbs 6
	Language Usage IV	Verbs 7
	Reading IV	Alphabetization
	Reading IV	Cause and Effect
	Reading IV	Characterization
	Reading IV	Compare and Contrast
	Reading IV	Consonants Quick Review
	Reading IV	Contractions
	Reading IV	Drawing Conclusions
	Reading IV	Fact and Opinion
	Reading IV	Fiction and Nonfiction
	Reading IV	Figurative Language 1
	Reading IV	Figurative Language 2
	Reading IV	Five W Questions
	Reading IV	Folktales and Fables
	Reading IV	Homographs
	Reading IV	Homonyms and Homophones
	Reading IV	Information
	Reading IV	Main Ideas and Details
	Reading IV	Point of View
	Reading IV	Predicting Outcomes
	Reading IV	Pronunciation & Syllables
	Reading IV	Purpose in Writing
	Reading IV	Reality and Fantasy

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading IV	Story Elements
	Reading IV	Summarizing-Paraphrasing
	Reading IV	Verbs Quick Review
	Reading IV	Vowels Quick Review

*S=Relative Strength W=Relative Weakness

Student: Marty Smith
 School: LearningLink School
 Group: Form 3
 Lexile Score: 735

Date of Birth: 12/01/1990
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Marty is ready to learn. The test results indicate that Marty has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
S	Building Vocabulary V	Consonant Blends 1
S	Building Vocabulary V	Consonant Blends 2
S	Building Vocabulary V	Consonant Blends 3
S	Building Vocabulary V	Digraphs 1
S	Building Vocabulary V	Digraphs 2
S	Building Vocabulary V	Diphthongs 1
S	Building Vocabulary V	Diphthongs 2
S	Building Vocabulary V	Final Consonant Blends 1
S	Building Vocabulary V	Final Consonant Blends 2
S	Building Vocabulary V	Homonyms-Homographs
S	Building Vocabulary V	Long Vowel Sounds
S	Building Vocabulary V	Parts of Speech Review (V)
S	Building Vocabulary V	Short Vowel Sounds
S	Building Vocabulary V	Silent Consonants
S	Building Vocabulary V	Syllables-Pronunciation
S	Building Vocabulary V	Testing Strategies
S	Building Vocabulary V	The -oo- Sound
S	Building Vocabulary V	The -or- Sound
S	Building Vocabulary V	The -ur- Sound
S	Building Vocabulary V	Words Ending in Y
S	Language Usage V	Adjectives 1
S	Language Usage V	Adjectives 2
S	Language Usage V	Adverbs 1
S	Language Usage V	Adverbs 2
S	Language Usage V	Capitalization
S	Language Usage V	Conjunctions
S	Language Usage V	Direct Objects
S	Language Usage V	Grammar Improvements 1
S	Language Usage V	Grammar Improvements 2
S	Language Usage V	Grammar Improvements 3
S	Language Usage V	Grammar Improvements 4
S	Language Usage V	Interjections
S	Language Usage V	Nouns 1
S	Language Usage V	Nouns 2
S	Language Usage V	Nouns 3
S	Language Usage V	Nouns 4
S	Language Usage V	Nouns 5
S	Language Usage V	Parallelism

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage V	Parts of Speech
S	Language Usage V	Prepositions 1
S	Language Usage V	Prepositions 2
S	Language Usage V	Pronouns 1
S	Language Usage V	Pronouns 2
S	Language Usage V	Pronouns 3
S	Language Usage V	Punctuation 1
S	Language Usage V	Punctuation 2
S	Language Usage V	Punctuation 3
S	Language Usage V	Punctuation 4
S	Language Usage V	Punctuation 5
S	Language Usage V	Punctuation 6
S	Language Usage V	Punctuation 7
S	Language Usage V	Sentences 1
S	Language Usage V	Sentences 2
S	Language Usage V	Sentences 3
S	Language Usage V	Sentences 4
S	Language Usage V	Sentences 5
S	Language Usage V	Subject-Verb Agreement
S	Language Usage V	Verbs 1
S	Language Usage V	Verbs 2
S	Language Usage V	Verbs 3
S	Language Usage V	Verbs 4
S	Language Usage V	Verbs 5
S	Language Usage V	Verbs 6
S	Language Usage V	Word Application
	Reading IV	Alphabetization
	Reading IV	Cause and Effect
	Reading IV	Characterization
	Reading IV	Compare and Contrast
	Reading IV	Consonants Quick Review
	Reading IV	Contractions
	Reading IV	Drawing Conclusions
	Reading IV	Fact and Opinion
	Reading IV	Fiction and Nonfiction
	Reading IV	Figurative Language 1
	Reading IV	Figurative Language 2
	Reading IV	Five W Questions
	Reading IV	Folktales and Fables
	Reading IV	Homographs
	Reading IV	Homonyms and Homophones
	Reading IV	Information
	Reading IV	Main Ideas and Details
	Reading IV	Point of View
	Reading IV	Predicting Outcomes

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading IV	Pronunciation & Syllables
	Reading IV	Purpose in Writing
	Reading IV	Reality and Fantasy
	Reading IV	Story Elements
	Reading IV	Summarizing-Paraphrasing
	Reading IV	Verbs Quick Review
	Reading IV	Vowels Quick Review

*S=Relative Strength W=Relative Weakness

Student: Rebeca Scott
 School: LearningLink School
 Group: Form 3
 Lexile Score: 815

Date of Birth: 07/17/1997
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Rebeca is ready to learn. The test results indicate that Rebeca has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
S	Building Vocabulary VI	Consonant Blends 1
S	Building Vocabulary VI	Consonant Blends 2
S	Building Vocabulary VI	Consonant Blends 3
S	Building Vocabulary VI	Digraphs 1
S	Building Vocabulary VI	Digraphs 2
S	Building Vocabulary VI	Diphthong 1
S	Building Vocabulary VI	Diphthong 2
S	Building Vocabulary VI	Final Consonant Blends 1
S	Building Vocabulary VI	Final Consonant Blends 2
S	Building Vocabulary VI	Homographs
S	Building Vocabulary VI	Long Vowel Sounds
S	Building Vocabulary VI	Parts of Speech Review (VI)
S	Building Vocabulary VI	Short Vowel Sounds
S	Building Vocabulary VI	Silent Consonants
S	Building Vocabulary VI	Syllabication
S	Building Vocabulary VI	Testing Vocabulary
S	Building Vocabulary VI	The -oo- Sound
S	Building Vocabulary VI	The -or- Sound
S	Building Vocabulary VI	The -ur- Sound
S	Building Vocabulary VI	Words Ending in Y
S	Language Usage VI	Adjectives 1
S	Language Usage VI	Adjectives 2
S	Language Usage VI	Adjectives 3
S	Language Usage VI	Adverbs 1
S	Language Usage VI	Adverbs 2
S	Language Usage VI	Agreement
S	Language Usage VI	Conjunctions
S	Language Usage VI	Diagramming
S	Language Usage VI	Double Negatives
S	Language Usage VI	Interjections
S	Language Usage VI	Mechanics 1
S	Language Usage VI	Mechanics 10
S	Language Usage VI	Mechanics 2
S	Language Usage VI	Mechanics 3
S	Language Usage VI	Mechanics 4
S	Language Usage VI	Mechanics 5
S	Language Usage VI	Mechanics 6
S	Language Usage VI	Mechanics 7

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage VI	Mechanics 8
S	Language Usage VI	Mechanics 9
S	Language Usage VI	Nouns 1
S	Language Usage VI	Nouns 2
S	Language Usage VI	Parallelism
S	Language Usage VI	Prepositions 1
S	Language Usage VI	Prepositions 2
S	Language Usage VI	Pronouns 1
S	Language Usage VI	Pronouns 2
S	Language Usage VI	Pronouns 3
S	Language Usage VI	Pronouns 4
S	Language Usage VI	Review of Parts of Speech
S	Language Usage VI	Sentence Review
S	Language Usage VI	Sentences 1
S	Language Usage VI	Sentences 2
S	Language Usage VI	Sentences 3
S	Language Usage VI	Sentences 4
S	Language Usage VI	Sentences 5
S	Language Usage VI	Verbs 1
S	Language Usage VI	Verbs 2
S	Language Usage VI	Verbs 3
S	Language Usage VI	Verbs 4
S	Language Usage VI	Verbs 5
S	Language Usage VI	Verbs 6
S	Language Usage VI	Verbs 7
	Reading V	Abbreviations
	Reading V	Alphabetization
	Reading V	Cause and Effect
	Reading V	Characterization
	Reading V	Common Expressions
	Reading V	Compare and Contrast
	Reading V	Consonants
	Reading V	Context Clues 1
	Reading V	Fact and Opinion
	Reading V	Fiction
	Reading V	Figurative Language
	Reading V	Five W Questions
	Reading V	Folktales and Fables
	Reading V	Generalizations
	Reading V	Information
	Reading V	Literary Forms 1
	Reading V	Literary Forms 2
	Reading V	Literary Forms 3
	Reading V	Main Ideas
	Reading V	Multiple Meanings

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading V	Narrative & Expository
	Reading V	Narratives
	Reading V	Nonfiction
	Reading V	Plurals
	Reading V	Predicting-Conclusions
	Reading V	Prior Knowledge
	Reading V	Pronunciation-Syllables
	Reading V	Propaganda and Bias
	Reading V	Purpose in Writing
	Reading V	Reality and Fantasy
	Reading V	Sequencing-Classifying
	Reading V	Setting
	Reading V	Story Elements
	Reading V	Summarizing
	Reading V	Verbs and Contractions
	Reading V	Vowels

*S=Relative Strength W=Relative Weakness

Student: Reema Sherwood
 School: LearningLink School
 Group: Form 9
 Lexile Score: 735

Date of Birth: 12/09/1997
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Reema is ready to learn. The test results indicate that Reema has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
	Building Vocabulary IV	Consonant Blends 1
	Building Vocabulary IV	Consonant Blends 2
	Building Vocabulary IV	Consonant Blends 3
	Building Vocabulary IV	Digraphs 1
	Building Vocabulary IV	Digraphs 2
	Building Vocabulary IV	Diphthongs 1
	Building Vocabulary IV	Diphthongs 2
	Building Vocabulary IV	Final Consonant Blends 1
	Building Vocabulary IV	Final Consonant Blends 2
	Building Vocabulary IV	Homonyms-Homographs
	Building Vocabulary IV	Initial Consonants 1
	Building Vocabulary IV	Initial Consonants 2
	Building Vocabulary IV	Initial Consonants 3
	Building Vocabulary IV	Long Vowel Sounds
	Building Vocabulary IV	Parts of Speech
	Building Vocabulary IV	Short Vowel Sounds
	Building Vocabulary IV	Silent Consonants
	Building Vocabulary IV	The -oo- Sound
	Building Vocabulary IV	The -or- Sound
	Building Vocabulary IV	Words Ending in Y
S	Language Usage V	Adjectives 1
S	Language Usage V	Adjectives 2
S	Language Usage V	Adverbs 1
S	Language Usage V	Adverbs 2
S	Language Usage V	Capitalization
S	Language Usage V	Conjunctions
S	Language Usage V	Direct Objects
S	Language Usage V	Grammar Improvements 1
S	Language Usage V	Grammar Improvements 2
S	Language Usage V	Grammar Improvements 3
S	Language Usage V	Grammar Improvements 4
S	Language Usage V	Interjections
S	Language Usage V	Nouns 1
S	Language Usage V	Nouns 2
S	Language Usage V	Nouns 3
S	Language Usage V	Nouns 4
S	Language Usage V	Nouns 5
S	Language Usage V	Parallelism

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage V	Parts of Speech
S	Language Usage V	Prepositions 1
S	Language Usage V	Prepositions 2
S	Language Usage V	Pronouns 1
S	Language Usage V	Pronouns 2
S	Language Usage V	Pronouns 3
S	Language Usage V	Punctuation 1
S	Language Usage V	Punctuation 2
S	Language Usage V	Punctuation 3
S	Language Usage V	Punctuation 4
S	Language Usage V	Punctuation 5
S	Language Usage V	Punctuation 6
S	Language Usage V	Punctuation 7
S	Language Usage V	Sentences 1
S	Language Usage V	Sentences 2
S	Language Usage V	Sentences 3
S	Language Usage V	Sentences 4
S	Language Usage V	Sentences 5
S	Language Usage V	Subject-Verb Agreement
S	Language Usage V	Verbs 1
S	Language Usage V	Verbs 2
S	Language Usage V	Verbs 3
S	Language Usage V	Verbs 4
S	Language Usage V	Verbs 5
S	Language Usage V	Verbs 6
S	Language Usage V	Word Application
	Reading IV	Alphabetization
	Reading IV	Cause and Effect
	Reading IV	Characterization
	Reading IV	Compare and Contrast
	Reading IV	Consonants Quick Review
	Reading IV	Contractions
	Reading IV	Drawing Conclusions
	Reading IV	Fact and Opinion
	Reading IV	Fiction and Nonfiction
	Reading IV	Figurative Language 1
	Reading IV	Figurative Language 2
	Reading IV	Five W Questions
	Reading IV	Folktales and Fables
	Reading IV	Homographs
	Reading IV	Homonyms and Homophones
	Reading IV	Information
	Reading IV	Main Ideas and Details
	Reading IV	Point of View
	Reading IV	Predicting Outcomes

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading IV	Pronunciation & Syllables
	Reading IV	Purpose in Writing
	Reading IV	Reality and Fantasy
	Reading IV	Story Elements
	Reading IV	Summarizing-Paraphrasing
	Reading IV	Verbs Quick Review
	Reading IV	Vowels Quick Review

*S=Relative Strength W=Relative Weakness

Student: Marius Payne
 School: LearningLink School
 Group: Form 2
 Lexile Score: 930

Date of Birth: 03/17/2002
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Marius is ready to learn. The test results indicate that Marius has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
	Building Vocabulary VI	Consonant Blends 1
	Building Vocabulary VI	Consonant Blends 2
	Building Vocabulary VI	Consonant Blends 3
	Building Vocabulary VI	Digraphs 1
	Building Vocabulary VI	Digraphs 2
	Building Vocabulary VI	Diphthong 1
	Building Vocabulary VI	Diphthong 2
	Building Vocabulary VI	Final Consonant Blends 1
	Building Vocabulary VI	Final Consonant Blends 2
	Building Vocabulary VI	Homographs
	Building Vocabulary VI	Long Vowel Sounds
	Building Vocabulary VI	Parts of Speech Review (VI)
	Building Vocabulary VI	Short Vowel Sounds
	Building Vocabulary VI	Silent Consonants
	Building Vocabulary VI	Syllabication
	Building Vocabulary VI	Testing Vocabulary
	Building Vocabulary VI	The -oo- Sound
	Building Vocabulary VI	The -or- Sound
	Building Vocabulary VI	The -ur- Sound
	Building Vocabulary VI	Words Ending in Y
S	Language Usage VII	Adjectives 1
S	Language Usage VII	Adjectives 2
S	Language Usage VII	Adverbs 1
S	Language Usage VII	Adverbs 2
S	Language Usage VII	Conjunctions
S	Language Usage VII	Interjections
S	Language Usage VII	Noun Clauses
S	Language Usage VII	Nouns 1
S	Language Usage VII	Nouns 2
S	Language Usage VII	Parallelism
S	Language Usage VII	Parts of Speech
S	Language Usage VII	Prepositions
S	Language Usage VII	Pronouns 1
S	Language Usage VII	Pronouns 2
S	Language Usage VII	Pronouns 3
S	Language Usage VII	Punctuation 1
S	Language Usage VII	Punctuation 2
S	Language Usage VII	Punctuation 3

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage VII	Punctuation 4
S	Language Usage VII	Punctuation 5
S	Language Usage VII	Punctuation 6
S	Language Usage VII	Punctuation 7
S	Language Usage VII	Sentences 1
S	Language Usage VII	Sentences 2
S	Language Usage VII	Sentences 3
S	Language Usage VII	Sentences 4
S	Language Usage VII	Sentences 5
S	Language Usage VII	Subject-Verb Agreement
S	Language Usage VII	Verbals 1
S	Language Usage VII	Verbals 2
S	Language Usage VII	Verbals 3
S	Language Usage VII	Verbs 1
S	Language Usage VII	Verbs 2
S	Language Usage VII	Verbs 3
S	Language Usage VII	Verbs 4
S	Language Usage VII	Verbs 5
S	Language Usage VII	Word Usage
	Reading VI	Abbreviations
	Reading VI	Alphabetization
	Reading VI	Cause and Effect
	Reading VI	Characterization
	Reading VI	Compare and Contrast
	Reading VI	Conflict and Climax
	Reading VI	Consonant Review
	Reading VI	Contractions
	Reading VI	Drama
	Reading VI	Drawing Conclusions
	Reading VI	Fact and Opinion
	Reading VI	Figurative Language
	Reading VI	Five W Questions
	Reading VI	Folklore
	Reading VI	Homographs and Homophones
	Reading VI	Main Ideas
	Reading VI	Metaphors and Similes
	Reading VI	Mood and Tone
	Reading VI	Mysteries
	Reading VI	Non-Fiction
	Reading VI	Novels and Short Stories
	Reading VI	Paraphrasing
	Reading VI	Point of View
	Reading VI	Predicting-Summarizing
	Reading VI	Pronunciation
	Reading VI	Propaganda and Bias

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading VI	Purpose in Writing
	Reading VI	Realistic-Science Fiction
	Reading VI	Sequencing
	Reading VI	Sound Associations
	Reading VI	Story Elements
	Reading VI	Verb Review
	Reading VI	Vowel Review

*S=Relative Strength W=Relative Weakness

Student: Mario Parsons
 School: LearningLink School
 Group: Form 3
 Lexile Score: 815

Date of Birth: 06/14/1996
 Date of Testing: 07/22/2008

This report shows the lessons that address the skills that Mario is ready to learn. The test results indicate that Mario has mastered the prerequisite skills.

S/W*	A+LS Title	A+LS Lesson
	Building Vocabulary V	Consonant Blends 1
	Building Vocabulary V	Consonant Blends 2
	Building Vocabulary V	Consonant Blends 3
	Building Vocabulary V	Digraphs 1
	Building Vocabulary V	Digraphs 2
	Building Vocabulary V	Diphthongs 1
	Building Vocabulary V	Diphthongs 2
	Building Vocabulary V	Final Consonant Blends 1
	Building Vocabulary V	Final Consonant Blends 2
	Building Vocabulary V	Homonyms-Homographs
	Building Vocabulary V	Long Vowel Sounds
	Building Vocabulary V	Parts of Speech Review (V)
	Building Vocabulary V	Short Vowel Sounds
	Building Vocabulary V	Silent Consonants
	Building Vocabulary V	Syllables-Pronunciation
	Building Vocabulary V	Testing Strategies
	Building Vocabulary V	The -oo- Sound
	Building Vocabulary V	The -or- Sound
	Building Vocabulary V	The -ur- Sound
	Building Vocabulary V	Words Ending in Y
S	Language Usage VI	Adjectives 1
S	Language Usage VI	Adjectives 2
S	Language Usage VI	Adjectives 3
S	Language Usage VI	Adverbs 1
S	Language Usage VI	Adverbs 2
S	Language Usage VI	Agreement
S	Language Usage VI	Conjunctions
S	Language Usage VI	Diagramming
S	Language Usage VI	Double Negatives
S	Language Usage VI	Interjections
S	Language Usage VI	Mechanics 1
S	Language Usage VI	Mechanics 10
S	Language Usage VI	Mechanics 2
S	Language Usage VI	Mechanics 3
S	Language Usage VI	Mechanics 4
S	Language Usage VI	Mechanics 5
S	Language Usage VI	Mechanics 6
S	Language Usage VI	Mechanics 7

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
S	Language Usage VI	Mechanics 8
S	Language Usage VI	Mechanics 9
S	Language Usage VI	Nouns 1
S	Language Usage VI	Nouns 2
S	Language Usage VI	Parallelism
S	Language Usage VI	Prepositions 1
S	Language Usage VI	Prepositions 2
S	Language Usage VI	Pronouns 1
S	Language Usage VI	Pronouns 2
S	Language Usage VI	Pronouns 3
S	Language Usage VI	Pronouns 4
S	Language Usage VI	Review of Parts of Speech
S	Language Usage VI	Sentence Review
S	Language Usage VI	Sentences 1
S	Language Usage VI	Sentences 2
S	Language Usage VI	Sentences 3
S	Language Usage VI	Sentences 4
S	Language Usage VI	Sentences 5
S	Language Usage VI	Verbs 1
S	Language Usage VI	Verbs 2
S	Language Usage VI	Verbs 3
S	Language Usage VI	Verbs 4
S	Language Usage VI	Verbs 5
S	Language Usage VI	Verbs 6
S	Language Usage VI	Verbs 7
	Reading V	Abbreviations
	Reading V	Alphabetization
	Reading V	Cause and Effect
	Reading V	Characterization
	Reading V	Common Expressions
	Reading V	Compare and Contrast
	Reading V	Consonants
	Reading V	Context Clues 1
	Reading V	Fact and Opinion
	Reading V	Fiction
	Reading V	Figurative Language
	Reading V	Five W Questions
	Reading V	Folktales and Fables
	Reading V	Generalizations
	Reading V	Information
	Reading V	Literary Forms 1
	Reading V	Literary Forms 2
	Reading V	Literary Forms 3
	Reading V	Main Ideas
	Reading V	Multiple Meanings

*S=Relative Strength W=Relative Weakness

S/W*	A+LS Title	A+LS Lesson
	Reading V	Narrative & Expository
	Reading V	Narratives
	Reading V	Nonfiction
	Reading V	Plurals
	Reading V	Predicting-Conclusions
	Reading V	Prior Knowledge
	Reading V	Pronunciation-Syllables
	Reading V	Propaganda and Bias
	Reading V	Purpose in Writing
	Reading V	Reality and Fantasy
	Reading V	Sequencing-Classifying
	Reading V	Setting
	Reading V	Story Elements
	Reading V	Summarizing
	Reading V	Verbs and Contractions
	Reading V	Vowels

*S=Relative Strength W=Relative Weakness