

ELLIS[®]
Placement[™] 3
Instructor Guide

ELLIS[®]
English training
software

© 2006 English Language Learning and Instruction System, Inc. All rights reserved.

ELLIS Placement 3 Instructor Guide

This manual, as well as the software described in it, is furnished under license and may be used or copied only in accordance with the terms of such license. The content of this manual is furnished for informational use only, is subject to change without notice, and does not represent a commitment on the part of English Language Learning and Instruction System, Inc. English Language Learning and Instruction System, Inc. assumes no responsibility or liability for any errors or inaccuracies that may appear in this documentation.

Products, services, and materials of English Language Learning and Instruction System, Inc. are subject to copyright and other intellectual property protection of the United States and foreign countries. Except as permitted by such license, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, recording, or otherwise, without the prior written permission of English Language Learning and Instruction System, Inc.

ELLIS, 406 West 10600 South, Suite 610, Salt Lake City, Utah 84095-3943, USA

Part Number: 22100 (07/04)

www.ellis.com

Contents

	Introduction.....	v
	ELLIS Academic Suite Products	vi
CHAPTER 1	About ELLIS Placement.....	1
	Background on the Test.....	2
CHAPTER 2	Taking the ELLIS Placement Test	5
	Logging In	6
	Navigation	8
	The Main Menu	9
	Starting the Test	10
	The Vocabulary Test.....	11
	The Grammar Test	12
	The Listening Test.....	13
	Answering Multiple-Choice Questions	15
CHAPTER 3	Interpreting Test Scores	17
CHAPTER 4	Instructor Utilities	23
	Structure and Design	24
	Login Screen	26
	Classes & Students	28
	Reports	32
	Forms & Documents.....	49
APPENDIX 1	ELLIS Contact Information	51
	Technical Support.....	52
	Training and Installation	52
	Sales and Information	52
	ELLIS Web Services	53
	ELLIS Corporate Offices	53

Introduction

The highly acclaimed ELLIS line of products has had a revolutionary impact on the way the world learns English. Combining the technology of computer-assisted training with established instructional theory and a solid pedagogy, ELLIS is the most innovative English language development program available.

Years of research, development, instructional design, and programming have gone into the production of ELLIS. While the programs are sophisticated, very little computer competency is required other than knowing how to use a mouse. The simplicity of use and interactive nature of the program ensure that anyone can succeed.

We hope that you will use ELLIS to its fullest potential. The contents of this guide are designed to help you make your ELLIS lab run its best so your students can learn English efficiently.

ELLIS is committed to helping you run your lab successfully. If you have any difficulties, please let us help you. Contact your ELLIS representative or visit our website at ellis.com.

ELLIS Academic Suite Products

Programs

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement
Instructor Utilities

Instructor Guides

Basics
Intro
Middle Mastery
Senior Mastery
Master Pronunciation
Placement

Student Workbooks

Basics
Intro
Middle Mastery
Senior Mastery

Course Books and Listening CDs

Intro Course Book 1
Intro Course Book 2

Additional ELLIS Resources

Quickstart Guide
Installation Guide
Training Video and DVD
Certificates of Completion
Native Language Parent Letters
Correlations
Teacher's Corner: ellis.com/teachers
Student web-based activities: ellis.com/students

CHAPTER 1

About ELLIS Placement

ELLIS Placement is the testing component of the ELLIS Academic Suite. One of the greatest challenges in ESL instruction is initial evaluation of students. Every student has different strengths and weaknesses, and conventional testing methods can be time-consuming. ELLIS Placement offers a solution. Its adaptive testing method accurately places students both in a general skill level and in a level within the ELLIS Academic Suite. It identifies each learner's abilities in each of three skill areas—Listening Comprehension, Grammar, and Vocabulary—in less than half an hour for each skill area.

Results from students' tests place them in one of 12 proficiency levels and also assign them a starting place within one of the programs in the ELLIS Academic Suite.

Background on the Test

ELLIS Placement draws its questions from a bank of hundreds of questions. The questions were tested on over 1500 non-native speakers from various language backgrounds in different places around the world.

Test Security

Each student who takes the test sees a customized version of the test based on their abilities and how they answer the questions given to them. The questions are drawn from a large bank of questions, so no two tests are exactly alike, even when taken by the same student. Its randomness is one of the reasons that ELLIS Placement is so secure. Because each student takes a different test, students cannot get the answers ahead of time.

Although ELLIS Placement is a very secure test, following some basic test security measures can ensure that the test is an accurate reflection of students' performance.

- Computers should have headphones, both to preserve test security on the listening section and also to avoid student distraction.
- The test should be proctored. Proctors can help students with any computer problems that may arise. They can help students understand the test instructions if necessary, and their presence will prevent students from attempting to cheat.

How ELLIS Placement Works

The purpose of a placement test is to give students a wide range of questions at different difficulty levels to pinpoint their proficiency in the different skill areas and therefore determine where they need to begin their course of study. Through computer-adaptive testing, students' abilities can be pinpointed quickly through a minimal number of test questions.

Students who take the test see a customized version of the test as based on their ability. Since the questions in the item bank have a wide range of difficulty, it is necessary for the program to narrow in on a smaller range of difficulty. To do this, four questions are chosen randomly from four different levels of difficulty and administered to the student. Their answers to the first four questions of the test help the program calculate an estimated ability.

The difficulty of the questions given after that is based on the estimated ability of the student. If a student gets a question right, they get a harder question. If they get a question wrong, they get an easier question. It is important to note that the results of the first four questions are not included in the final score because they may include questions that are too difficult for the student.

The program continues to narrow in on the ability of the student until certain stopping conditions are met. Students must answer a minimum number of questions to ensure that they have been given a fair chance to demonstrate their ability. The program will continue to give students questions until there is a 95% or greater chance that they have been placed correctly. For each section of the test, students will see around 25 questions.

Students are placed into two categories: the general ESL level, and the ELLIS program most appropriate for their needs. Test results can be accessed through Instructor Utilities.

CHAPTER 2

Taking the ELLIS Placement Test

This chapter gives instructions on how to navigate through and use ELLIS Placement. In addition to information on how to use the program, it also gives tips for instructors and lab administrators.

Before you administer the ELLIS Placement test, you will need to set up a student in Instructor Utilities (see chapter 3). You can view test results in Instructor Utilities after students have completed the test.

Logging In

Launch ELLIS Placement from the Start Menu (Windows) or double-click its application icon in the Finder (Mac).

After the program finishes loading, you will see a Login Screen similar to the one in the other ELLIS programs. Unlike in other ELLIS programs, however, only one user at a time may log in. Students who are not familiar with ELLIS may need help logging in. Each student should have a unique Learner ID, which is determined when you set up your class in Instructor Utilities.

When you see the Login Screen, complete the following steps:

1. Type in your Learner ID and password (if a password was assigned).
2. Click OK or press Enter on your keyboard to continue.





*Passwords
can be set
in Instructor
Utilities.*

*Many instructors
choose not to assign
passwords because
students often forget
them.*

In Instructor Utilities, you can choose whether each student has both a Learner ID and a password or only a Learner ID. If you have chosen to have only a Learner ID and no password, you will not see the password field on the Login Screen. Many instructors choose not to assign passwords because students often forget their passwords.

If you make a mistake while logging in, click on Start Over in the upper right corner to restart the login process. If you do not have a Learner ID, click on Guest to log in as a guest. When you log in as a guest, no records for your session will be stored. Click the Exit button to exit the program.

Navigation

Navigation in ELLIS Placement is straightforward: from the Main Menu, students can click on any of the three sections of the test. The sections can be completed in any order. When one section of the test is finished, the program will automatically return to the Main Menu.

Sections of the test do not all need to be taken at once. They may be split up over several different days, but each section needs to be completed in one sitting.

Students may also take sections of the test multiple times. If you do not want students to retake sections of the test, make sure that the test is proctored. If a student takes one section of the test twice in the same day, the records for the first time will be overwritten. If a student takes one section of the test twice on different days, both sets of records will be stored. Results are accessible from Instructor Utilities.

You should know two buttons to navigate in the program: the Next button and the Exit button.

Next button The Next button takes you to the next sequential page. It always appears in the lower right corner of the program. Teach your students to look for the Next button on each screen. It is important for them to always click on the Next button when it is available because it will take them to additional information or questions.



Exit button The Exit button appears each screen. Clicking the Exit button will quit the program. It is important to use the Exit button, and not another command (such as Alt-F4), to exit the program because records will be stored in Instructor Utilities only when the Exit button is used. If you exit the program by another method, your records will be lost. Additionally, if you click the Exit button in the middle of a test, no records will be saved.



The Main Menu

After logging in, you will see the Placement Main Menu. The three sections of the Placement Main Menu are the skills that the test covers: Vocabulary, Grammar, and Listening. Click on a skill to begin that portion of the test. When you finish that portion of the test, you will return to the Main Menu where you can click on another skill.

Test monitors should watch closely when students are on the Main Menu because students can take a portion of the test more than once by clicking on the subject again after they have taken that portion once. For example, if a student has completed the Vocabulary test and returns to the Main Menu, the student can click on Vocabulary again to take that portion of the test again.

Students can take the sections of the test in any order. It is up to teachers to tell students in what order they want them to take the sections of the test.

Also displayed on the Main Menu are students' scores and levels and the time it took them to complete each section of the test. All of this data will also be accessible from Instructor Utilities.



Main Menu			
Final Level: 3			
SKILLS	SCORE	LEVEL	TIME
Vocabulary	70	2	00.07.12
Grammar	195	4	00.15.16
Listening	150	3	00.13.25

Main Menu

Starting the Test

After you click on a category from the Main Menu, you will see some general instructions for the test. Read the instructions, then click the Next button in the lower right corner of the screen to continue. (If students cannot read English, they may need some help from the test proctors.) You may want to explain the instructions to students before they take the test to ensure that they understand them. The instructions have been included below for your convenience.

A FEW THINGS YOU NEED TO KNOW BEFORE YOU TAKE THE TEST

Each time you answer a question, you will need to click on the green arrow to go to the next question.

Make sure you read all instructions at the top of each page before you answer the question.

Do not click on the EXIT button until you are done with the test.

If you are taking the Listening section of the test, you will see a sound check screen after the initial instructions.

Next, you will see instructions on the particular section of the test that you are taking (for example, if you are taking the Vocabulary portion of the test, you will see instructions for the Vocabulary test).

Click the Exit button on the Main Menu to exit the Placement program. It is important that you use the Exit button and not some other method of quitting the program (such as Alt-F4) so that your records will be stored. Exiting the program by a method other than clicking on the Exit button will result in loss of test scores.

The following three sections will describe how to complete each category within the test.

The Vocabulary Test

When you take the Vocabulary test, you will see some general test instructions. Read them, then click the Next button in the lower right corner of your screen. You may want to explain the instructions and the different kinds of questions to students before they take the test to ensure that they understand them. The instructions have been included below for your convenience.

This is a TIMED test. You will have 90 seconds to answer each question. You can continue to the next question before the time is up if you are ready. You will be warned when you have 10 seconds remaining to answer.

There are three kinds of questions in this test. For the first kind, you will see a sentence or two with a missing part. Choose the answer you think is the BEST ANSWER to fill in the blank.

For the second kind, you will see a word in blue. Choose the answer you think is the OPPOSITE IN MEANING of the word in blue.

For the third kind, you will see a word in green. Choose the answer you think is the CLOSEST IN MEANING to the word in green.

READ THE INSTRUCTIONS CAREFULLY so you will know which way you are supposed to answer the question.

You will see three sample questions to help you before you start the test. Click on the green arrow to see the questions.

When you understand the instructions for the Vocabulary test, continue by clicking the Next button in the lower right corner of the screen.

Before the test begins, you will see three practice questions. For each practice question, click on the answer you think is right, then click on the Next button in the lower right corner of the screen. You will receive feedback at the bottom of the screen following each question giving the correct answer. When you are ready to continue, click the Next button in the lower right corner of the screen. Practice questions do not count in the score or in the time it takes to take the test.

After you have completed the practice questions, the test will load.

The Grammar Test

When you take the Grammar test, you will see some general test instructions. Read them, then click the Next button in the lower right corner of your screen. You may want to explain the instructions and the different kinds of questions to students before they take the test to ensure that they understand them. The instructions have been included below for your convenience.

This is a TIMED test. You will have 90 seconds to answer each question. You can continue to the next question before the time is up if you are ready. You will be warned when you have 10 seconds remaining to answer.

For each question, you will see a sentence or two with a missing part. You will also see four possible answers. Choose the one you think is the BEST ANSWER to fill in the blank.

You will see one sample question to help you before you start the test. Click on the green arrow to see the question.

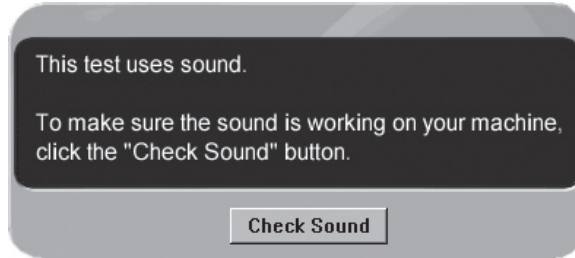
When you understand the instructions for the Grammar test, continue by clicking the Next button in the lower right corner of the screen.

Before the test begins, you will see a practice question. Click on the answer you think is right, then click on the Next button in the lower right corner of the screen. You will receive feedback at the bottom of the screen giving the correct answer. When you are ready to continue, click the Next button in the lower right corner of the screen. Practice questions do not count in the score or in the time it takes to take the test.

After you have completed the practice question, the test will load.

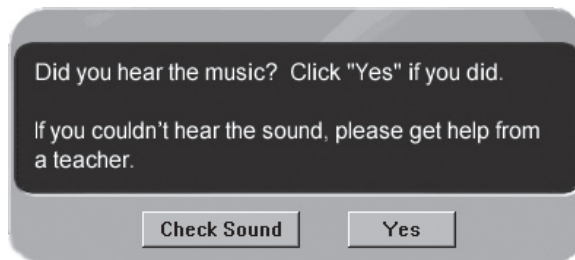
The Listening Test

When you take the Listening test, you will see a sound check after you read the general instructions. Click the Check Sound button to test the sound on your computer.



Sound check

If the volume is at an appropriate level and is not muted, you should hear music. If you heard the music, click the Yes button on the next screen. If you did not hear the music, adjust the computer's volume and check the headphones, then click Check Sound to perform the sound check again. Students should *not* continue unless the sound works. Proctors can help ensure that sound is working properly on computers.



Sound check confirmation

Next, you will see some instructions. Read them, then click the Next button in the lower right corner of your screen. You may want to explain the instructions and the different kinds of questions to students before they take the test to ensure that they understand them. The instructions have been included below for your convenience.

This is a TIMED test. You will have 90 seconds to answer each question. You can continue to the next question before the time is up if you are ready. You will be warned when you have 10 seconds remaining to answer.

There are three kinds of questions in this test. For the first kind, you will hear a person ask a question or say a sentence. For the second kind, you will hear two people talking and then hear a question about their discussion. For the third kind, you will hear a longer speech or conversation and then hear a question about what you heard. For all the questions, you will see three or four possible responses on your computer screen AFTER you hear the question. Choose the one you think is the BEST RESPONSE to what you heard.

YOU WILL HEAR EACH QUESTION ONLY ONCE.

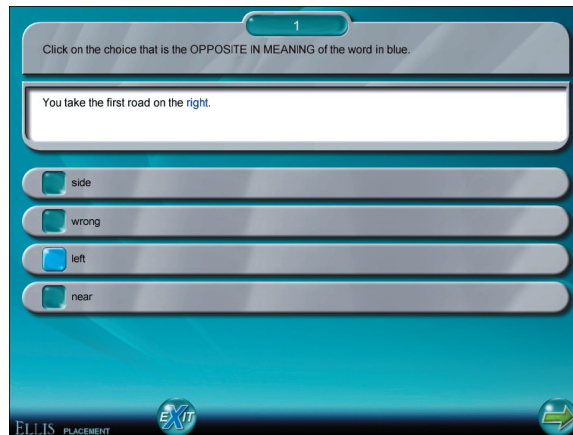
You will see one sample question to help you before you start the test. Click on the green arrow to see the question.

Before the test begins, you will see a practice question. Click on the answer you think is right, then click on the Next button in the lower right corner of the screen. You will receive feedback at the bottom of the screen giving the correct answer. When you are ready to continue, click the Next button in the lower right corner of the screen. Practice questions do not count in the score or in the time it takes to take the test.

After you have completed the practice question, the test will load.

Answering Multiple-Choice Questions

All questions in the ELLIS Placement test are multiple-choice. To answer a question, click on the answer you think is correct. To change your answer, click on a different answer. When you are done with a question, click on the Next button in the lower right corner to continue. If you do not answer a question within 90 seconds, you will automatically be taken to the next question and the question will be counted as incorrect if no answer is marked. You will receive a ten-second warning before you are taken to the next question. In the Listening section of the test, the timer does not start until after the sound has finished playing.



The screenshot shows a digital test interface with a blue gradient background. At the top, a small blue box contains the number '1'. Below it, a grey instruction bar reads: 'Click on the choice that is the OPPOSITE IN MEANING of the word in blue.' A white text box below the instruction contains the sentence: 'You take the first road on the right.' Below this, there are four horizontal grey buttons, each with a small square icon on the left and a label. The first button has a grey icon and the label 'side'. The second button has a grey icon and the label 'wrong'. The third button has a blue icon and the label 'left'. The fourth button has a grey icon and the label 'near'. At the bottom left, the text 'ELLIS PLACEMENT' is visible next to a circular 'EXIT' button. At the bottom right, there is a green arrow button pointing right.

Multiple-choice test question

CHAPTER 3

Interpreting Test Scores

Test scores are shown in two places: in the ELLIS Placement program on the Main Menu and in Instructor Utilities. Scores are displayed in the ELLIS Placement program after students complete each section. Each time a student logs into ELLIS Placement, their most recent previous scores will be displayed. Teachers can view scores under the Reports tab in Instructor Utilities (see chapter 4 for details on how to access the information).

ELLIS Placement gives three types of scores:

- a quantitative score (out of 605)
- a numerical level (1–12)
- an ELLIS program recommendation (ELLIS Basics–ELLIS Senior Mastery).

Montessano, Maria :: ELLIS Placement :: Placement Test Results 03 February, 2004

Placement Test Results

District:ELLIS ISD
School:ELLIS HS
Class:ELLIS
Teacher:Ms. Ellis
ESL Teacher:Mr. Hall

Student Name:Montessano, Maria
Native Language:Spanish
Age:29
Time in Program:00:00:00
TOEFL Score:

Skill Test Information

Test Date1 Feb 2004

Test	Score	Level	Time Taken
Vocabulary	390	9	00.01.58
Grammar	390	9	00.02.07
Listening	85	2	00.06.58

Overall Proficiency Level Summary

Student Proficiency Level 7

Students at ELLIS Level 7 have a full understanding of normal speech about familiar topics. They can get the main ideas from speech on less familiar topics, or of speech spoken fairly quickly or less clearly. They can usually follow and take part in typical conversations. They have some emerging fluency and are able to effectively express ideas on many topics, though occasionally with difficulty. They may still speak with fairly frequent errors.

They may grasp main ideas in reading materials written for the general public, but will normally miss many details. They may be able to successfully communicate a fairly wide range of ideas in writing, though often with poor overall accuracy.

ELLIS Product Placement

Placement Recommendation: ELLIS Intro

Sample Placement Report The Placement report can be accessed from the Reports tab in Instructor Utilities (see Chapter 4). The top of the report gives student information. **1.** The first section ("Skill Test Information") gives scores, levels, and times for the student in each of three categories. **2.** The second section ("Overall Proficiency Level Summary") gives a description of the approximate skill level the student may be at. **3.** The third section ("ELLIS Product Placement") recommends the ELLIS program in which the student should begin.

The ELLIS Placement report can be accessed through Instructor Utilities. The top of the report shows the student's personal and class information. Three main sections comprise the rest of the report.

1. The first section of the report (“Skill Test Information”) gives scores, levels, and times for the three sections of the test (Vocabulary, Grammar, and Listening). The score is a number of points ranging from 5 to 605. The level is a number from 1 to 12. The time is the amount of time in hours, minutes, and seconds that the student spent on that portion of the test.
2. The second section of the report (“Overall Proficiency Level Summary”) gives a description of the level that ELLIS Placement has determined for the student. The description is general and does not apply specifically to the student. The overall proficiency level is the average of the levels of the three sections of the test. It is important for teachers to note excessively weak areas and to place students accordingly.
3. The third section of the report (“ELLIS Product Placement”) recommends a level from the ELLIS Academic Suite for the student to begin in. It is important that teachers assess the test results carefully. In the report to the left, for example, the student scored level 9 on Vocabulary and Grammar and level 2 on listening.



As you look at the overall level, pay attention to the individual scores as well. This may affect your decision of where to place a student.

The chart on the next page shows the correlation between the score and level and gives each of the Proficiency Level Summaries.

ELLIS Placement Score		
5	Levels 1–2 ELLIS Basics	Listening and Speaking May or may not be able to understand simple expressions, greetings, and questions if spoken clearly; cannot understand even very simple statements or take part in basic conversation; may or may not be able to say a limited number of common words and phrases.
		Reading and Writing May be able to read common words such as those on public signs; may be able to write basic personal information such as name, phone number, etc.
100	Levels 2–4	Listening and Speaking Can understand common expressions, greetings, and questions; can grasp the main ideas from speech about familiar topics if uncomplicated and spoken clearly and slowly; has limited but emerging conversational ability; can ask questions to obtain basic information; can express thoughts with difficulty on a limited range of topics.
		Reading and Writing Can understand very simple reading materials with limited vocabulary; may be able to write very basic ideas, though slowly and with difficulty.
200	Levels 4–6	Listening and Speaking Can understand most questions and speech about familiar topics when spoken at a moderate rate with average clarity; may be able to get the gist of speech on less familiar topics, or of speech spoken fairly quickly or less clearly; can understand basic conversational speech and respond simply but appropriately most of the time; can express thoughts on familiar topics with confidence and on less familiar topics with some difficulty.
		Reading and Writing Deals well with simple reading materials, and may be able to grasp main ideas from more developed texts if the topics, vocabulary, and grammar are mostly familiar; may be able to write ideas on many familiar topics, though errors may make writings somewhat difficult to understand.
300	Levels 6–8	Listening and Speaking Has a full understanding of normal speech about familiar topics; can get the main ideas from speech on less familiar topics, or of speech spoken fairly quickly or less clearly; can usually follow and take part in typical conversations; has some emerging fluency and is able to effectively express ideas on many topics, though occasionally with difficulty; may still speak with fairly frequent errors.
		Reading and Writing May grasp main ideas in reading materials written for the general public, but will normally miss many details; may be able to successfully communicate a fairly wide range of ideas in writing, though often with poor overall accuracy.
400	Levels 8–10	Listening and Speaking Can usually get the main ideas from more complex speech or academic speech; is beginning to sense attitudes and grasp implications that are not indicated by words alone; can confidently participate in most conversations; can effectively express ideas on most topics with varying degrees of ease; is fairly fluent and may have relatively infrequent errors when speaking on easier, more familiar topics.
		Reading and Writing Reads materials written for the general public with relative ease, and with difficulty may grasp main ideas in more complex materials; can produce longer writings with simple syntax and few errors, or with more complex syntax and more errors.
500	Levels 11–12 ELLIS Senior Mastery	Listening and Speaking Feels comfortable and has only minor difficulty in understanding rapid speech, speech on unfamiliar topics, and academic speech; can readily sense attitudes and grasp implications that are not indicated by words alone; converses with ease; easily expresses ideas on all topics except very unfamiliar ones; speaks fluently, and occasional errors are not distracting.
		Reading and Writing Successfully deals with reading materials written for the general public, and understands both main ideas and details in more complex materials; can produce easily understood multi-paragraph writings with complex syntax and good overall accuracy.
605		

The ELLIS Placement test is intended as a tool to help you assess your students. You may wish to combine its assessment with other information you may have. As a teacher, you will know things about your students that no test can measure. The product recommendation generated by ELLIS Placement is only a general recommendation; you may feel the student needs to start on a different program. Although ELLIS Placement can assist you in placing your students, only you, the teacher, are qualified to decide how to best meet students' needs.

Remember that students can take the test more than once. You might want to see if a second administration of the test yields the same results. You might also decide to administer the test later in the year to see how students are progressing.

CHAPTER 3

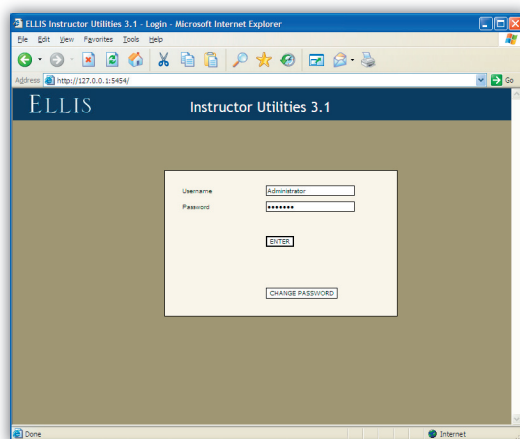
Instructor Utilities

ELLIS Instructor Utilities is part of the teacher's Management and Reporting System that was included with your product shipment. It stores class and student records for each of the ELLIS Academic programs.

Instructor Utilities allows you to organize your students into classes and keep detailed, up-to-date information about them in a secure database. You can also create and print customized progress reports for individual students or classes and set preferences for program functions. Finally, new to Instructor Utilities 3 is a vault of resources for teachers, including this guide in PDF format. You will also find PDFs of ELLIS supplemental material.

Structure and Design

ELLIS Instructor Utilities 3 is designed to function as a website, which is hosted on a computer maintained by your school's lab technician or systems administrator. Instructor Utilities is installed separately from the ELLIS programs you purchased. It is accessed through a web browser, such as Internet Explorer or Netscape. You can access Instructor Utilities from its bookmark in the Start Menu. The Instructor Utilities Server must be running for Instructor Utilities to work. See the Installation Guide for more information.



Instructor Utilities 3 The new Instructor Utilities functions as a website that is hosted on a computer maintained by your school. Your school's systems administrator should give you the site's address so you can access Instructor Utilities.

You can also create a bookmark in your web browser that allows you to easily access Instructor Utilities. Be careful, however, of placing a bookmark for Instructor Utilities on a computer that students can access. (See "Security" on the next page to learn more.)

If you have problems with or questions about Instructor Utilities, first contact your school's lab technician or systems administrator. If the problem cannot be resolved, contact ELLIS Technical Support at support@ellis.com.

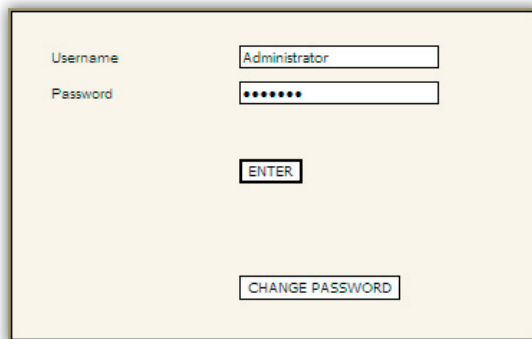
Security

ELLIS has taken every possible measure to make Instructor Utilities a secure program. Because Instructor Utilities 3 functions as a website, its Login Screen can be accessed by anyone who knows the URL. Here are some precautions you can take to ensure that your records are kept confidential:

- Keep the URL confidential. Create a bookmark for the URL on a computer that only *you* have access to. Ideally, the computer itself should be password protected.
- Keep your user name and password confidential. Do not write down your user name or password or store it in a computer file.
- Avoid prolonged use of the default user name and password. Change the user name and password regularly.
- Do not leave Instructor Utilities open on an unattended computer.
- If you think the records have been tampered with, contact your systems administrator immediately.

Login Screen

Below is an image of the Instructor Utilities Login Screen. When this login screen appears, enter your user name and password and click Enter. The default user name is *administrator* and the default password is *letmein*. You should change from the default user name and password as soon as possible using the Change Password button.

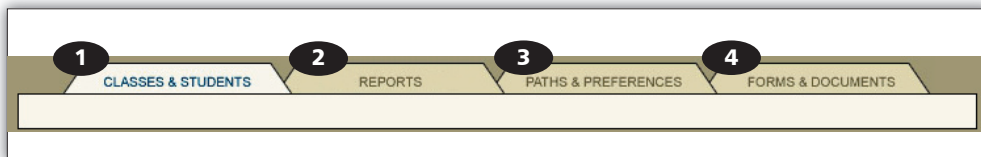


Login Screen This is part of the first screen you will see when you go to the Instructor Utilities site. Enter your user name and password to access the program.

If you press Enter and your user name or password is not correct, you will receive an error message prompting you to re-enter your user name and password.

Tabs

There are four tabs in Instructor Utilities (see figure below). The following is a brief explanation of each tab's content.



Instructor Utilities tabs 1. Classes & Students tab
2. Reports tab 3. Paths & Preferences tab 4. Forms & Documents tab

Classes & Students Create and manage class and student information.

Reports Create customized reports that show the progress of an individual student or an entire class.

Paths & Preferences Set features preferences that will affect how the program appears or functions; specify individualized paths for students or classes to follow in ELLIS.

Forms & Documents Access supplemental materials such as this guide in PDF format, Correlations, and Scope & Sequence charts.

Classes & Students

After you enter Instructor Utilities from the Login Screen, the first tab, “Classes & Students,” will be active. Under this tab you can organize your students into classes and store detailed information about classes and students.

The page is divided into two columns, each containing two boxes. The first column displays information about your classes. The second column displays information about your students. The boxes at the top of the page are “Classes” on the left and “Students” on the right. Below these boxes are corresponding information boxes that contain fields for data entry.

The screenshot shows the 'Classes & Students' tab interface. It is divided into four quadrants, each with a numbered label in a black circle:

- 1. Classes box:** Contains a list of classes. The first class is 'ELLIS HS - ELLIS' and the second is 'ELLIS HS - New Class'. Below the list are buttons for 'New Class' and 'Delete Class'.
- 3. Students box:** Contains a list of students. The first student is 'Amjad, Amir', followed by 'Fox, John', 'Javier, Angel', 'Jones, Jane', 'Li, Boris', 'Students Joe', and 'Wong, Andy'. Below the list are buttons for 'New Student' and 'Delete Student'.
- 2. Class Information box:** Contains fields for entering class details: 'Class Name' (ELLIS), 'School Name' (ELLIS HS), 'District' (ELLIS ISD), 'Class Teacher' (Mrs. Ellis), and 'ESL Teacher' (Mr. Hall).
- 4. Student Information box:** Contains fields for entering student details: 'Username' (Joe), 'First Name' (Joe), 'Last Name' (Student), 'Birthdate' (April 15, 1996), 'Native Language' (Spanish), and a dropdown for 'Language'.

Classes & Students tab 1. Classes box 2. Class Information box 3. Students box 4. Student Information box

Classes

In this section, you will learn how to manage your class information in Instructor Utilities, including creating a new class, deleting a class, making changes to an existing class, and setting passwords for a class.

A box labeled “Classes” will automatically appear on the Classes & Students page. In this box there are two buttons at the bottom: New Class and Delete Class. Above those buttons is a list of the classes that have been created.

Create a new class You can create a new class by clicking on the New Class button in the Classes box. A box labeled “Class Information” will appear underneath the Classes box (see figure on right). To the right of the Classes box, a box labeled “Students” will also appear. In this box, you will enter the students in the class.

In the Class Information box, type information in the fields. Press tab on your keyboard to move to the next field. When you have filled in all relevant information, click Save Changes at the bottom of the Class Information box.

Delete a Class To delete a class, click on the class you want to delete in the Classes box. Your selection will be highlighted. Click the Delete Class button.

Make changes to an existing class Click once on the class you want to alter. Its information will appear in the Class Information box underneath. Make changes to the desired fields. Click Save Changes at the bottom of the box. This will save the updates you have made. If you do not click Save Changes and the page does not reload, your changes will not be saved.

Classes

ELLIS HS - ELLIS
ELLIS HS - New Class

New Class Delete Class

Classes section Under the Classes & Students tab, you will see a Classes box. At the bottom are two buttons: New Class and Delete Class. Above those buttons is a list of the classes that have been created.

Class Information

Class Name ELLIS

School Name ELLIS HS

District ELLIS ISD

Class Teacher Ms. Ellis

ESL Teacher Mr. Hall

ESL Minutes 60

Access Password

Test Password

Save Changes

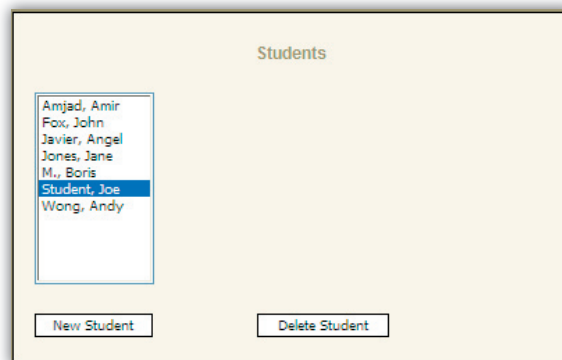
Class Information box This is where the class' information is stored. Because it is for your records, type information into only the relevant fields and click Save Changes at the bottom.

Set passwords for a class Two fields in the Class Information box are “Access password” and “Test password.” Entering values for these fields will create a password that the entire class must enter to log in or take a test. Many teachers choose not to assign an access password because students easily forget it. You may want to keep a test password confidential so that you can decide when a student can take and retake unit tests.

Students

In this section, you will learn how to manage student information, including creating a new student, deleting a student, making changes to an existing student, setting passwords for a student, and moving a student to another class.

Create a new student To create a new student, first make sure you have the right class highlighted in the Classes box. Click the New Student button in the Students box (see figure below).



Students box At the bottom are two buttons: New Student and Delete Student. Above is a list of students that have been created in a specific class.

A new box, “Student Information,” will appear underneath the Students box (see figure on the next page). Enter the student’s information in the fields, leaving any irrelevant fields blank. The bottom field is a comment field where you can write and edit comments about a student. Click Save Changes when you are finished.

Delete a student To delete a student from a class, click on the student you want to delete. Your selection will be highlighted. Click the Delete Student button.

Make changes to an existing student Click once on the student whose information you want to change. The student's information will appear in the Student Information box. Make the desired changes. Click Save Changes. This will save the updates you have made. If you do not click Save Changes and the page does not reload, your changes will not be saved.

Set passwords for a student Two fields in the Student Information box are “Access password” and “Test password.” Entering values for these fields will create a password for a student, not for the entire class. Students will be required to enter their assigned access or test password when they log in to the program or take a test.

Many teachers choose not to assign access passwords because students easily forget them. You may want to keep a test password confidential so that you can decide when a student can take and retake unit tests.

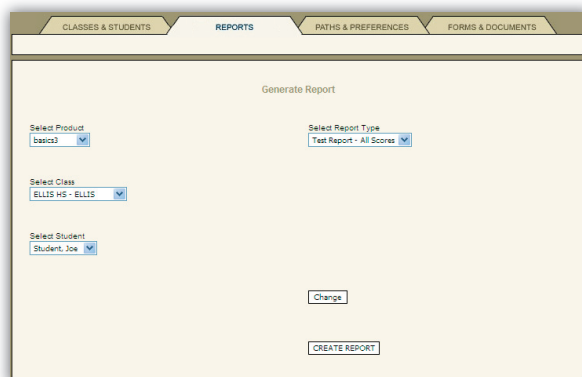
Move student to a different class To move a student to a different class, click once on the student in the Students box. Under the Student Information box, locate the Change Class selection menu. The class that the student is currently assigned to should appear in the field. Select another class for the field by clicking on the down arrow to the right of the field and choosing a new class. Then click Save Changes.

The screenshot shows a web form titled "Student Information". It contains several input fields and dropdown menus. A red circle with the number "1" points to the top section of the form, which includes fields for Username, First Name, Last Name, Birthdate (with month, day, and year dropdowns), Native Language, Language Literate?, Gender, Grade / Level, TOEFL Score, Enrollment Date (with month, day, and year dropdowns), Access Password, Test Password, and Change Class (a dropdown menu currently showing "ELLIS HS - ELLIS"). A "Save Changes" button is located to the right of the Change Class dropdown. A red circle with the number "2" points to a "Comments" label next to a text area. A red circle with the number "3" points to the "Save Changes" button. The text area contains the text: "Joe is a great student. His vocabulary skills are excellent, but he lacks confidence in speaking and writing."

Student Information box 1. Fields that store relevant student information 2. Comment box where teachers can type comments about a student 3. Save Changes button

Reports

The Reports section of Instructor Utilities allows you to create customized progress reports for classes or individual students. To help your students get the most out of ELLIS, it is critical to use the reports to see how students are doing in ELLIS. Make sure that they are spending time in all the sections of the lesson, including the Recorder and Summary. Check students' test and quiz scores. Keeping yourself familiar with your students' progress will help you know how to better aid them in their studies.



Reports tab Under the Reports tab, you can create customized reports for classes or individual students. Click the Create Report button to display your report.

Follow these steps to create a report:

1. Select options that are described on the next page under “Create a Customized Report.”
2. Click Create Report.
3. Print or save the PDF file that appears.

Create a Customized Report

There are four selection menus to help you create a custom report. Before you begin, have in mind the class or student for whom you want a report created.

Select Product Choose the ELLIS program to be used in the report.

Select Class You can create reports for entire classes by selecting the class in this field. If you want to create a report for a specific student, select the class they belong to in this field. The list of students will appear under “Select Student.”

Select Student To create a report for one student, select the class in the “Select Class” field and then select the name in this field. If you want a class report, leave the default “All Students” as the value.

Select Report Type Select the type of report you want to generate. These reports will be described in detail later in this chapter.

When you have chosen values for each field, click Create Report at the bottom of the screen. A PDF file will appear. If you do not have Adobe Acrobat 5.x or Adobe Reader 6.x installed, it will ask you if you want to install it. Click “Yes” and follow the installation instructions.

Print or Save the Report

In Adobe Acrobat or Adobe Reader, you can view, save, and print the report that Instructor Utilities created.

Interpret the Report

Each report generated in Instructor Utilities contains three main sections, as shown in the following figure.

1

2

3

Teacher: Ms. Ellis Class: ELL/S District: ELL/S ISD		ESL Teacher: Mr. Hall School: ELL/S HS	
Student Name: Student, Joe Native Language: Spanish Time in Program: 4:02:52			
Time on Task		Hours : Minutes : Seconds	
Time in Program		4:02:52	
Time in Script		0:03:33	
Time in Video		0:01:16	
Time in Roleplay		0:02:22	

Report 1. Student or class name; program name; report type; date and time 2. Class and student information
3. Report information

The first section gives the class or student name, the program name, the report type, and the date and time.

The second section gives the report type and any applicable class or student information.

The third section gives the report information. You can select different reports using the Select Report Type menu. The reports available on the menu will change depending on whether a student or a class is selected. There are five student reports:

- Test Report—All Scores
- Quiz Report
- Completion Report
- Student Time Report
- Student Report

There are five class reports:

- Test Report—All Scores
- Quiz Report
- Class List
- Class Completion Average
- Class Report

Each of the reports listed above will be described in detail in the following pages.

Test Report—All Scores

This report can be displayed for either a class or a student. Test scores for all the units in the program will automatically be displayed in this report.

Class ELLIS - ELLIS HS ELLIS intro3: Test Report - All Scores run on Thursday, Feb 16 12:42:38 MST 2006									
1									
Teacher: Ms. Ellis			ESL Teacher: Mr. Hall						
Class: ELLIS			School: ELLIS HS						
District: ELLIS ISD									
Test Scores									
ELLIS ID	Student Name	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
U000007	Amjad, Amir	--	--	--	--	--	--	--	--
U000003	Fox, John	--	--	--	--	--	--	--	--
U000004	Javier, Angel	--	--	--	--	--	--	--	--
U000002	Jones, Jane	28%	--	--	--	--	--	--	--
U000005	M., Boris	- no test completion information -							
U000001	Student, Joe	73%	45%	43%	--	--	--	--	--
U000006	Wong, Andy	- no test completion information -							
Class Averages		50%	45%	43%	--	--	--	--	--

Test Report—All Scores This report gives scores as percentage correct for each unit in a program.

The Test Report gives multiple scores for a student or a class. At the top of the page starting on the left-hand side, will be column headers. First is the student’s ELLIS ID, next the student’s name, following that you will find the names of the units. Beneath the units, scores are reported as the percentage of questions the students answered correctly. At the bottom of the page of the class report, the class average is found in bold for each unit.

This categorical breakdown of scores can give valuable information about areas in which students are struggling or excelling.

Quiz Report

This report can be displayed for either a class or a student. Quiz scores for all the lessons and units in the program will automatically be displayed in this report, so it may be several pages long.

Teacher: Ms. Ellis		ESL Teacher: Mr. Hall		
Class: ELL/IS		School: ELL/IS HS		
District: ELL/IS ISD				
Quiz Scores and Time in Quizzes				
Basics Skills				
Student ID	Student Name	Vocabulary	Reading	Time
U000007	Amjad, Amir		- no quiz completion information -	
U000003	Fox, John			
	Lesson 1	--	--	0:00
U000004	Javier, Angel		- no quiz completion information -	
U000002	Jones, Jane			
	Lesson 1	--	--	0:00
U000005	M., Boris		- no quiz completion information -	
U000001	Student, Joe			
	Lesson 1	--	--	0:48
	Lesson 2	--	--	0:00
	Lesson 3	--	--	0:00
	Lesson 4	--	--	0:00
	Lesson 5	27/30: 90%	--	2:12
	Lesson 6	--	--	0:00

Quiz Report This report shows quiz scores for each unit and lesson.

Each unit and name is listed in a grey box along the left hand side of the page. Lesson rows down the left, delineate the scores for each category.

This report breaks down each quiz into the different skill categories that are tested. Across the top of the report, these categories are displayed. Underneath the categories, the ratio of answers right to total questions and percentage correct for the categories are listed.

Scores of zero for quizzes taken are displayed as zeroes and figure into calculations as zeroes. Quizzes not taken are displayed in reports as “- -” and do not enter into average calculations, except for class completion percentages.

Looking at the category scores can help you see how your students are doing in different areas.

Completion Report

The Completion Report shows the amount of time a student has spent in specific areas of ELLIS.

Teacher: Ms. Ellis
Class: ELLIS
District: ELLIS ISD

ESL Teacher: Mr. Hall
School: ELLIS HS

Student Name: Student, Joe
Native Language: Spanish
Time in Program: 22:16:06

Lesson Completion: Time spent by skill

Unit 1	Listening	Vocabulary	Grammar	Pronunciation	Communication
Lesson 1	0:00:48	1:24:11	0:04:13	0:03:08	0:07:50
Lesson 2	0:02:23	0:43:26	0:16:46	0:01:59	0:08:08
Lesson 3	0:00:15	0:00:23	0:00:14	0:00:35	0:00:25
Lesson 4	0:00:13	0:00:15	0:00:16	0:00:27	0:01:14

Unit 2	Listening	Vocabulary	Grammar	Pronunciation	Communication
Lesson 1	0:00:00	0:00:00	0:00:00	0:00:00	0:00:00
Lesson 2	0:00:00	0:00:00	0:01:46	0:00:00	0:00:00

Completion Report This report shows the amount of time spent in the different categories of each lesson. Highlighted lessons have been completed.

Across the top of the report, skill categories are displayed. Along the left side, the lessons are displayed. The time for each lesson category is shown in hours, minutes, and seconds. A lesson that is shaded (Lessons 1, 2 and 3 of Unit 1 in the figure above) has been completed.

Student Time Report

The student time report shows how much time a student has spent in the different sections of ELLIS.

Teacher: Ms. Ellis Class: ELLIS District: ELLIS ISD				ESL Teacher: Mr. Hall School: ELLIS HS								
Student Name: Student_Joe Native Language: Spanish Time in Program: 22:16:06												
Activity Times												
U000001 - Student_Joe												
Unit Name	Script	Video	Roleplay	Learn	Practice	Summary	Game	Test	Quiz	Reorder	Total	Status
1. Meeting People	6:54:13	24:00	31:39	47:15	1:14:04	88:11	14:48	33:30	4:12	1:20	10:34:34	Done
2. Shopping	0:03	0:02	0:00	0:16	1:00	1:48	0:87	0:87	0:00	0:00	5:00	In Progress
3. Getting Around	0:00	0:00	0:00	0:00	0:00	0:00	0:00	2:18	0:00	0:00	2:18	In Progress
4. Getting Together	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	0:00	Not begun
5. Finding a Job	0:00	0:00	0:00	0:00	0:00	12:14	0:00	0:00	0:00	0:00	12:14	In Progress
6. Banking	0:00	0:00	0:00	0:00	0:00	0:12	0:00	0:00	0:00	0:00	0:12	In Progress
7. Going to the Doctor	0:03	0:08	0:00	0:31	1:04	0:00	0:00	0:00	0:00	0:00	1:43	In Progress
8. Having Fun	0:10	0:07	0:00	0:32	9:16	1:38	0:00	0:00	4:01	0:00	15:40	In Progress
Totals	8:55:09	25:04	31:39	48:29	1:25:23	1:13:57	15:42	26:45	8:33	1:20	11:12:01	In Progress

Student Time Report This report shows the amount of time (in hours, minutes, and seconds) spent in the different categories of each lesson. Totals are given across the bottom.

The lessons are listed along the left side; different categories within each lesson are listed across the top. The Learn category displays time spent on the tutorial pages.

Corresponding times (in hours, minutes, and seconds) are shown in the middle. Across the bottom, the total times for each lesson are shown in bold.

The sum of the total times at the bottom of the report may not match the “Time in Program” shown at the bottom left of the table because the total time in the program includes time spent on the Main Menu and the Skills Menu, which are not included in the tables.

A final column called “Status” is also shown for each unit. If no time has been recorded in any activity for a unit, the status is “Not begun”. If all activities in a unit have some time greater than 0, the status is “OK”, otherwise the status is “In progress.” This indicates some time in at least one activity.

An overall status is shown in the bottom right-hand corner of the report. This status is indicative of the student’s progress for the entire program. If all units have status “Not begun” then the program status is the same. If all units are “OK” then the program status is “Done.” All other possibilities will display the overall status as “In Progress”.

Student Report

The student report is several pages long. This summary gives comprehensive information about the student’s progress in ELLIS. The Student Report gives the following information:

- Time in program by category
- Test results
- Quiz results
- Lesson completion
- Student time report

The first section of the student report gives the time spent in different areas of ELLIS in hours, minutes, and seconds. If the figures for the total time in the program do not match the sum of the categories, it is because the total time in the program includes time on the Main Menu and the Skills Menu, which are not listed in the report. The first section of the report also gives the total time the student has spent using the recorder and the total number of times the student has used the recorder.

The second section of the report displays the student's test scores. See the section titled "Test Report—All Scores" to learn more.

The third section of the report displays the student's quiz scores. See the section titled "Quiz Report" to learn more.

The fourth section of the report shows the student's lesson completion and the time spent in each area of ELLIS. See the section titled "Completion Report" to learn more.

The fifth section of the report shows the student's time in specific areas of ELLIS. See the section titled "Student Time Report" to learn more.

Class Report

The Class Report is several pages long and displays detailed information about many aspects of a class's performance in ELLIS. The class report gives the following information:

- Test Report—All Scores (see page 38)
- Quiz Report (see page 39)
- Class List (below)
- Class Completion Average (see page 42)
- Class Report

Class List

The Class List gives the names, login IDs, native languages, ages and time in program, for each student in a class.

Teacher: Ms. Ellis Class: ELL/IS District: ELL/IS ISD		ESL Teacher: Mr. Hall School: ELL/IS HS		
Name	Login ID	Native Language	Age	Time in Program
Amjad, Amir	Amir	Arabic	31	0:17:30
Fox, John	John	Spanish	30	0:08:52
Jaiver, Angel	Angel	Spanish	31	1:07:59
Jones, Jane	Jane	Portuguese	40	0:09:03
M., Boris	Boris	Russian	31	0:00:00
Student, Joe	Joe	Spanish	19	22:19:06
Wong, Andy	Andy	Mandarin Chinese	31	0:00:00

Class List This report shows information about each student in a class. Time is given in hours, minutes, and seconds.

Class Completion Average

The Class Completion Average report shows each unit and lesson in the program and what percentage of the class has completed each unit or lesson.

Teacher: Ms. Ellis Class: ELL/IS District: ELL/IS ISD		ESL Teacher: Mr. Hall School: ELL/IS HS			
Percent of Class Completing All Activities in Each Lesson					
Unit 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
0 %	0 %	0 %	0 %	0 %	
Unit 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
2 %	0 %	0 %	0 %	14 %	0 %
Unit 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
0 %	0 %	0 %	0 %	0 %	

Class Completion Average This report shows what percentage of the class has completed the lessons and units in a program.

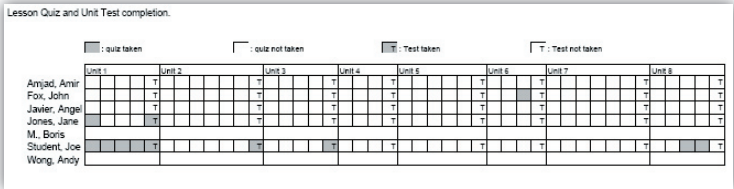
Lesson Quiz and Unit Test Completion:

The Lesson Quiz and Unit Test Completion section is a bar graph that shows which students have completed each quiz per lesson and each test per unit. This allows an administrator or teacher to see at a glance how far through the course each student has progressed, and to quickly gauge the relative progress of any member of the class relative to the others.

Each column equals one lesson. Each grey box represents a quiz that has been taken within that lesson. Each white box represents that a student has not taken a particular quiz.

If the grey box has a “T” in it, it means that the Unit Test has been completed by that student. Likewise, if the “T” is in a white box, it means that the Unit Test has not been completed by a particular student.

If there are no column lines and no grey boxes in a student’s row, it means that student hasn’t started the program. (See student row for Jose Azanza in figure below.) If there are column lines in a student’s row but no grey boxes, it means the student began the program but never completed a quiz or a test. (See student row for Edgar Moreira in figure below.)



Class Completion Graph This report shows a graph of which students have completed lesson quizzes and unit tests.

Paths & Preferences

The Paths & Preferences section of Instructor Utilities allows you to select preferences that will affect how ELLIS functions and appears on the screen. You can also choose a customized path for a class or student to follow in ELLIS.

Follow these steps to choose paths and preferences:

1. Select a product, class, and student.
2. Change the desired options. Click Apply Changes at the bottom of the screen.

An explanation of the options follows in two separate sections: “Choose Preferences” and “Choose Path.”

Choose Preferences

In the Options box (see figure below) you will see yes or no questions about five different categories: Navigation, Tests & Quizzes, Sound, Video, and Login.

The screenshot shows the 'Instructor Utilities' interface with the 'PATHS & PREFERENCES' tab selected. The interface is divided into several sections:

- APPLY TO:** Includes 'SELECT PRODUCT' (dropdown menu showing 'intro3') and 'SELECT CLASS' (dropdown menu showing 'ELLIS HS - ELLIS').
- OPTIONS:** A section for configuring various preferences, each with a description and radio button options for 'Yes' and 'No'.
 - NAVIGATION:** 'Next' button is always active. If no, then 'next' will be disabled until the student completes the current page. Require students to complete lessons sequentially? (Yes/No).
 - TESTS & QUIZZES:** Enter a minimum quiz score (0-100) for advancement. If students are NOT required to complete lessons sequentially (above) this value will be ignored. Enable the Test Review button on the Main Menu? (Yes/No).
 - SOUND:** Maximum Recording Time (in seconds) = 60.
 - VIDEO:** Allow branching in lesson videos? (Middle Mastery and Senior Mastery only) (Yes/No).
 - LOGIN:** Allow multiple users to log in on one computer? (Yes/No).
- PATH:** A dropdown menu showing 'No path'.

At the bottom right, there is an 'APPLY CHANGES' button.

Options box Under the Paths & Preferences tab, you can choose preferences that will affect how the programs function and appear.

Read the questions and then choose Yes or No by clicking in the radio button. The default for the preferences in the Navigation section is “No.” The default for the other sections is “Yes.” Below is a more detailed explanation of each preference option, divided by category.

Navigation

- Next button is always active.

Yes: Students will be able to click the Next button even if they have not looked at the page. You may want to make the Next button always available if a student is repeating some portions of an activity but not all of it.

No: Students must complete the page’s activity or question before they can access the Next button which will take them to the next sequential page. Choose “Yes” for this option if you want to make sure your students do not click the Next button without first learning the material on the page.

- Require students to complete lessons sequentially?

Yes: Students must complete the program’s lessons sequentially, beginning with Unit 1, Lesson 1.

No: Students can go to any unit or lesson they choose to. You may want to select No if students are simply exploring the program and are not being assessed.

Tests & Quizzes

- Require a minimum quiz score for advancement?

Yes: Students must receive a minimum percentage of answers right on a lesson quiz before moving on to the next lesson. Type in a minimum quiz score percentage in the field. Selecting Yes may discourage students from quickly answering the quiz questions without studying them first. You may want to select this option to ensure students master previous material before moving on to the next lesson. This option is not recommended for use with paths, which are described later in this chapter.

No: Students will not be required to score above a certain percentage before they advance to the next lesson.

- Enable the Test Review button on the Main Menu?

Yes: The Test Review buttons allow students to view their most recent unit test answers with feedback for every page. They are not allowed to change their answers. Selecting Yes will make the Test Review accessible to students.

No: The Test Review button will be inactive. Students will not be able to access the test reviews for the unit tests.

Sound

- Maximum recording time =

Fill in the maximum time for which you want students to be able to record in the seconds field. The recorder is a program feature that allows students to practice speaking English and hear their pronunciation compared to a native speaker's. The default setting is 60 seconds. Most recordings should not take more than 20–30 seconds. However, you may want to set the recording time for longer so students do not get discouraged.

Video

- Allow branching in lesson video? (Middle Mastery only)

Yes: In Middle Mastery, the lesson videos include branching. Selecting “Yes” for this option will allow selection menus to appear at the beginning or during the video.

On the selection menus, students can choose what one of the characters in the video says next. The rest of the dialogue will reflect the student's choice. Students will also see the script of the dialogue they chose on the Script Page. Note, however, that some videos in Middle Mastery do not contain branching and will play straight through.

No: The lesson video will play straight through without interruptions. ELLIS will use the first option from the selection menus in the video and then in the script on the Script Page.

Login

- Allow multiple users to log in on one computer?

Yes: Up to three students can log in to one computer at a time. You do not need extra licenses for multiple logins. If more than one student logs in to a computer, the tests and quizzes will be disabled for that session. If you choose “Yes” the quizzes and tests will still be available if only one student logs in to a computer.

No: Only one student will be able to log in to one computer at a time.

- Allow Guest login

If ‘Yes’ is enabled, a button marked Guest will appear on the Login screen. Guest will allow a user to log into ELLIS without being registered in the student database. If a student logs in as Guest, they will be allowed to choose their language from the list of Native Languages, if installed.

If ‘No’ is enabled, the Guest button will not appear on the Login screen.

Choose Path

In the Options box, the last preference is “Path.” Setting a path will allow the student to access only specific parts of the program. Any portions of the program that are not part of the pre-designed path will be inactive. Please note that ELLIS does not recommend setting a quiz score limit when paths are used because quizzes will still cover all subjects taught in ELLIS.

Below is an explanation of the different types of paths available in Instructor Utilities.

- **Disable all [program name]:** This path is a good choice if you have multiple ELLIS programs installed on lab computers. For example, if you disable Middle Mastery for a beginning class working in Basics, students will not be able to access the more difficult program.
- **Enable Only [Unit Number]:** Choose this path if you want a class or student to access only one unit at a time. Each program lists each unit separately. For example, Middle Mastery has an Enable Only selection for its five units, and Senior Mastery has selections for all twelve of its units.
- **Functional Approach:** This path is suggested as (1) a faster route for students; (2) an option for a class with minimal lab time; and (3) an alternative supplement to already established curriculum. This path focuses on communication skills.
- **Grammar Booster:** This path is suggested for students or classes who have a good vocabulary base, but need more grammar instruction and practice. Grammar Booster focuses on the grammar portion of the program.
- **Listening Skills Booster:** This path is suggested for students or classes who need practice to develop better listening skills. This Booster path focuses on the listening portion of the program.
- **Pronunciation Booster:** This path is suggested for students or classes who need practice developing accurate pronunciation and reduction of native language accent. This path focuses on the pronunciation portion of the program.

- **Vocabulary Booster:** This path is suggested for students or classes who need to develop a better vocabulary base. This path focuses on the vocabulary portion of the program.

Forms & Documents

One of the new and most useful features of Instructor Utilities 3 is the Forms & Documents tab, which contains PDFs of ELLIS supplemental materials. Here are the six sections you will find under this tab:

- Certificates of Completion
- Correlations
- Help-at-a-Glance cards
- Instructor Guides
- Parent Letters
- Scope & Sequence charts

The screenshot shows the 'FORMS & DOCUMENTS' tab selected in the top navigation bar. Below the tab, there are six sections arranged in a 3x2 grid:

- CERTIFICATES OF COMPLETION**: A list containing 'Achievement Certificate', 'Basic', 'Intro', 'Middle Mastery', 'Master Pronunciation', 'Senior Mastery', and 'Academic Skills'. A 'VIEW' button is at the bottom right.
- CORRELATIONS**: A list containing 'BEC exams', 'BEST', 'California ELD 6-8', 'California ELD Standards (9-12)', 'CASAS', 'Chicago Public Schools', 'ELLIS TESOL Standards', 'Florida: Miami-Dade County', 'Florida: FCAT Academic', 'Florida: Sunshine State Standards', and 'Florida Adult Education by ELLIS Products'. A 'VIEW' button is at the bottom right.
- HELP-AT-A-GLANCE CARDS**: A list containing 'Albanian', 'Arabic', 'Armenian', 'Bengali', 'Bosnian', 'Bulgarian', 'Burmese', 'Catalan', 'Chinese Simplified', 'Chinese Traditional', and 'Croatian'. A 'VIEW' button is at the bottom right.
- INSTRUCTOR GUIDES**: A list containing 'ELLIS Basic Instructor Guide', 'ELLIS Intro Instructor Guide', 'ELLIS Middle Mastery Instructor Guide', 'ELLIS Senior Mastery Instructor Guide', 'ELLIS Master Pronunciation Instructor Guide', 'ELLIS Placement Test Instructor Guide', and 'ELLIS Quickstart Guide'. A 'VIEW' button is at the bottom right.
- PARENT LETTERS**: A list containing 'Albanian', 'Arabic', 'Armenian', 'Bengali', 'Bosnian', 'Bulgarian', 'Burmese', 'Cambodian', 'Catalan', 'Chinese Simplified', and 'Chinese Traditional'. A 'VIEW' button is at the bottom right.
- SCOPE & SEQUENCE CHARTS**: A list containing 'ELLIS Kids Scope & Sequence Chart', 'ELLIS Academic Scope & Sequence Chart', and 'ELLIS Business Scope & Sequence Chart'. A 'VIEW' button is at the bottom right.

Forms & Documents tab In the six sections of the Forms & Documents tab, instructors can find ELLIS supplemental materials in PDF form.

APPENDIX 1

ELLIS Contact Information

ELLIS wants to help you succeed as an educator. Our team is prepared to answer your questions and listen to your concerns. Below is the contact information for the ELLIS corporate offices, as well as four departments that can meet your needs.

You can reach us during our regular business hours Monday through Friday, 8:30 a.m. to 5:00 p.m. (Mountain Standard Time). Another excellent resource is your local sales representative. See “Sales and Information” below to learn how to contact your representative.

Technical Support

For computer or program problems and questions, contact Technical Support.

e-mail	support@ellis.com
phone	888.756.1570 (toll free)
web	ellis.com/support
MSN Messenger	support@ellis.com

Training and Installation

For questions on curriculum planning or ways to implement ELLIS in the classroom, contact Training and Installation.

e-mail	training@ellis.com
--------	------------------------------------------------------------

Sales and Information

To purchase additional ELLIS products, contact your local sales representative. Call or e-mail Sales and Information to find out how to contact your sales representative.

e-mail	sales@ellis.com
phone	866.211.0721 (toll free)
web	ellis.com/sales

ELLIS Web Services

For questions about downloading online resources or utilities or if you have problems using the ELLIS website (ellis.com), e-mail ELLIS Web Services.

e-mail	webservices@ellis.com
web	webservices.ellis.com

ELLIS Corporate Offices

address	ELLIS Corporate Offices 406 West 10600 South, Suite 610 Salt Lake City, UT 84095
phone	866.211.0721 (toll free)
fax	801.858.0890
web	ellis.com

Index

- Academic Suite. *See* ELLIS Academic Suite
- Access Password field, 30, 33
- Adobe Acrobat Reader, 34, 35
- Alt-F4, 8, 10
- bookmark, 25
- Certificates of Completion, 36
- Change Class field, 33
- Change Password button, 26
- Check Sound button, 13
- Classes & Students tab, 27, 28
- Classes box, 27, 28, 29, 30
- Class Information box, 27, 28, 29, 30
- comment field, 31, 32
- computer; volume of, 13
- computer-adaptive testing, 3
- Correlations, 36
- create a new class, 28
- create a new student, 30
- Create Report button, 34, 35
- delete a class, 29
- delete a student, 32
- Delete Class button, 28, 29, 31
- Delete Student button, 32
- ellis.com, vi, 25, 38, 39
- ELLIS Academic Suite, 1, 19; other programs within, v–vi, 6, 17, 23
- ELLIS business hours, 37
- ELLIS corporate offices, 39
- ELLIS Instructor Utilities, 3, 5, 6, 7, 8, 9, 17, 18, 19, 23, 24, 25, 26, 27, 28, 34, 35, 36
- ELLIS Management and Reporting System, 23
- ELLIS Placement; exiting, 7, 8, 10; instructions for, 2, 5, 10, 11, 12, 13, 14, 35; logging in to, 6; methodology of, 3; questions in, 2, 3, 11, 12, 14, 15; sections in, 1, 8, 9, 10, 19, 36; starting, 6; timing of, 11, 12, 14
- ELLIS Product Placement section, 18, 19
- ELLIS program recommendation, 17, 21
- ELLIS Sales, 38
- ELLIS Technical Support, 25, 38
- ELLIS Training, 38
- ELLIS Web Services, 39
- Enter button, 26
- Exit button, 7, 8, 10
- feedback, 11, 12, 14
- Forms & Documents tab, 36
- grammar, 1, 9, 12, 19
- green arrow. *See* Next button
- Guest button, 7
- headphones, 2, 13
- Help-at-a-Glance Cards, 36
- instructor, 5, 7, 36
- Instructor Guides, 36
- Instructor Utilities. *See* ELLIS Instructor Utilities
- Learner ID, 6, 7
- listening, 1, 2, 9, 10, 13, 15, 19, 20
- logging in, 6, 7, 9, 26
- Login Screen, 6, 7, 26, 27
- Main Menu, 8, 9, 10, 17
- make changes to an existing class, 30
- make changes to an existing student, 32
- Management and Reporting System. *See* ELLIS Management and Reporting System
- move student to a different class, 33
- multiple-choice questions, 15
- navigation, 5, 8
- New Class button, 28
- New Student button, 30, 31
- Next button, 8, 10, 11, 12, 14, 15
- OK button, 6

- Overall Proficiency Level Summary section, 18, 19
- Parent Letters, 36
- password, 6, 7, 25, 26, 28, 30, 33
- Placement. *See* ELLIS Placement
- practice questions, 11, 12, 14
- proctors, 2, 9, 10, 13
- product placement. *See* ELLIS Product Placement section
- program recommendation. *See* ELLIS program recommendation
- records, 7, 8, 10, 23, 25, 29
- reports, 18, 19, 34, 35; printing, 35
- Reports tab, 17, 18, 34
- results, 1, 5, 8
- Scope & Sequence Charts, 36
- scores, 3, 9, 10, 11, 12, 14, 17, 18, 19, 20, 23, 35
- section, 2, 3, 8, 9, 10, 15, 17, 18, 19, 28, 29, 30, 31, 32, 34
- Select Class menu, 35
- Select Comparison Class menu, 35
- Select Comparison Student tab, 35
- Select Product menu, 34, 35
- Select Report Type menu, 35
- Select Student menu, 35
- set passwords for a student, 33
- Skill Test Information section, 18, 19
- sound check, 10, 13
- speaking, 20
- Start Over button, 7, 26
- Students box, 27, 28, 30, 31, 33
- student database, 23
- student information, 18, 19, 30, 31, 32
- Student Information box, 27, 31, 32, 33
- Submit button, 28, 29, 30, 31, 32, 33
- Submit Changes button, 29, 30, 31, 32, 33
- supplemental materials, 23, 36
- teacher's role, 21
- technical support. *See* ELLIS Technical Support
- Test Password field, 30, 33
- test security, 2
- timer, 15
- URL, 25
- user name, 25, 26
- vocabulary, 1, 9, 10, 11, 19
- warning; ten-second, 15
- writing, 20
- Yes button, 13, 35