CLASS MANAGEMENT SOFTWARE
MarkBook®

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Reference Manual

Version 12.5.8 for Windows® - Revised May, 2018

for......

Curriculum Planning and Time Management

Class Management

Assessment and Evaluation
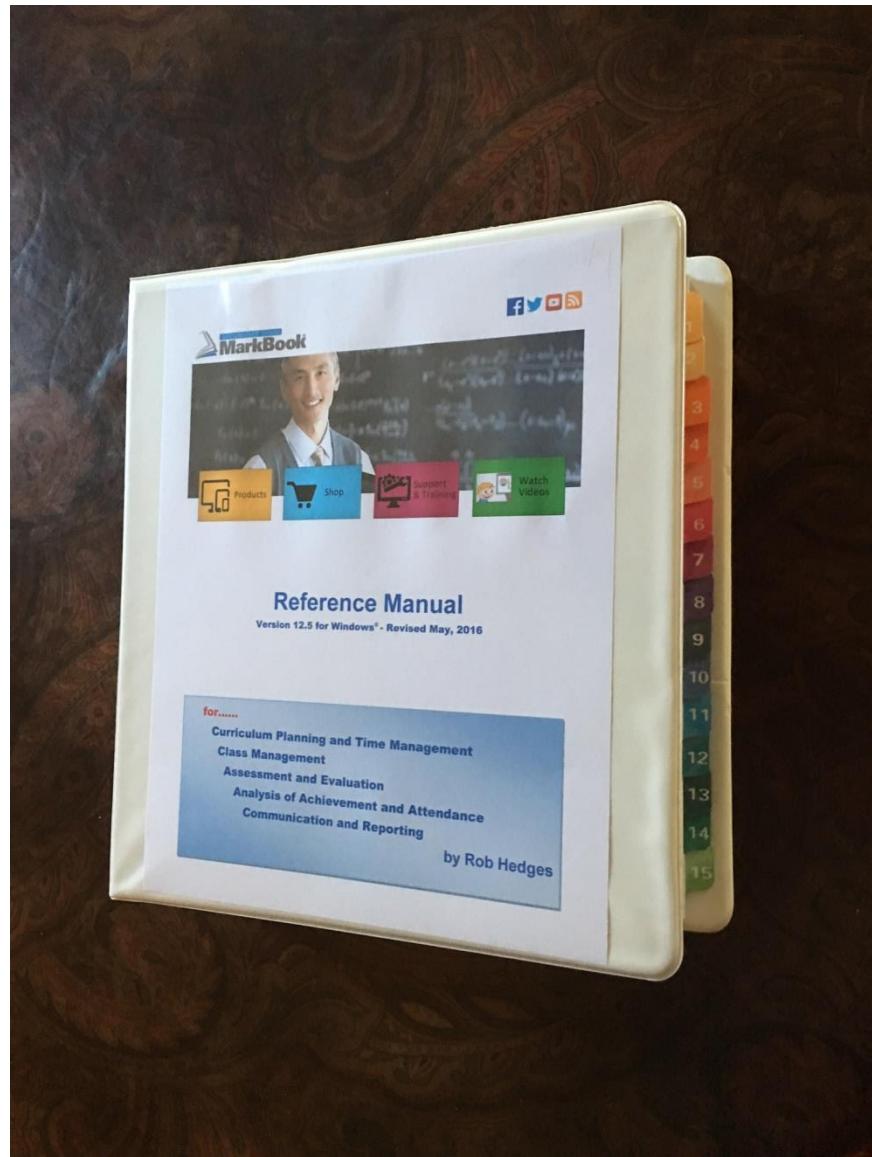
Analysis of Achievement and Attendance

Communication and Reporting

by Rob Hedges

page. *This manual's pagination is set for 2-sided printing* on either letter or A4 paper.

Use the first page as the cover. Punch the remaining pages. Divider tabs inside the binder may be useful to locate the start of the Table of Contents, each of fourteen Chapters, the three Appendices and the Index.

The purpose of education is student growth. That doesn't happen in the system's mainframe computer or in the school's front office. It happens in the classroom under the guidance of an educator.

To maximize student growth, we must provide educators with tools that encourage growth.

 is such a tool.

This document is best viewed with Adobe Reader 5.0 or higher.

This document is revised frequently. For the latest version, download a copy from

www.asyluminc.com/downloads/MarkBook_Reference.pdf

MarkBook® Reference Manual, Version 12.5.8

Table of Contents

Welcome to MarkBook

MarkBook is the leader in class management software. Easy to use, powerful and adaptable to any assessment needs, it has become indispensable to users in more than 120 countries around the world.

Geographic Editions of MarkBook

MarkBook works for one academic year at a time and is renewed annually. There are three "geographic" editions:

1. The regular edition, **MarkBook**, is for schools commencing an academic year in August or September and ending on or before August 31st of the following year. Most northern hemisphere schools use this regular edition.
2. The **MarkBook CY** (*Calendar Year*) edition is for schools with a January to December academic year – typically the southern hemisphere, much of Africa, and Central America.
3. The **MarkBook AM** (*April to March*) edition is for schools with an academic year commencing in April, May or June and ending by March 31st of the following year.

LogiNotes is the French edition of MarkBook.

MarkBookWeb is the online version of MarkBook.

This reference manual is intended as an in-depth examination of the basic and advanced features of MarkBook. Additional help is in the Help file within MarkBook itself. There's also a Quick Start Guide and other support documents installed with MarkBook.

User assistance, product updates and information regarding MarkBook are available through the website, **www.asyluminc.com**, or by sending comments and questions to **support@markbook.com**. Mid-year upgrades for users are available for free. See the last page of this manual (before the Index) for details.

The Acadiem Group Inc. also offers training for schools, districts, pre-service candidates at Faculties of Education, etc. Email to **rhedges@acadiemgroup.com** for details. There is also a complimentary MarkBook/RubricBuilder programme for Faculties of Education.

MarkBook Advantages

MarkBook strongly promotes the central objective of education: **student growth**. MarkBook works for teachers, students, administrators and parents in the following ways to make better growth happen:

Class Management: MarkBook easily prints pre-formatted mark recording forms, monthly attendance forms, loaned item forms, seating plans (with and without photos), lesson plans, unit plans and birthday lists. It imports classes from student information/management systems. MarkBook helps each teacher create an environment and an attitude that's conducive to learning.

Planning: MarkBook has an internal curriculum unit and lesson planner. Use it to plan both units and lessons, print these, and post them on the Internet. There's also a Course Description or Course Outline generator with a time management function.

Data Organization: MarkBook directs each teacher to set up a rational user-defined category/strand/term/subject system for the purpose of cataloguing and weighting the results from various assessments. Data may be cross-classified up to three ways with categories, Mark Sets and Block Titles. Classes may be set up with multiple subjects, multiple terms, and multiple course codes within one class folder. Learning Skills and Thinking Skills are easily tracked independent of the overall mark. If desired, use MarkBook to determine both an attainment mark and an independent effort mark.

Mark Calculation: MarkBook records both assessment and attendance data. Users may enter marks as numbers, letters, or levels. Data scored as levels from rubrics is easy to record - MarkBook's on-line RubricBuilder will create the rubrics. Additionally, MarkBook imports data from on-line e-assessments, TI-Navigator, eInstruction CPS, Turning Technologies and other electronic sources. *Standards-based assessment is supported.* MarkBook automatically calculates overall marks and reports these as percentages, letters and levels with means, medians and modes. Evidence of "more recent performance" and "most consistent level" is provided. The user may change mark calculation method at any time without affecting the collected data.

Analysis: MarkBook analyzes both attendance data and assessment data looking for patterns. Remediation candidates are easily identified. Teachers can dissect marks to see median, mode and average for specific units, categories, strands, terms, benchmarks, objectives, outcomes and subjects. MarkBook identifies absence and lateness patterns for those students with attendance issues.

Communication/Motivation: MarkBook prints comprehensive interim student reports complete with rich graphic data - Trend, Category, Mode and Block Title graphs. MarkBook will report to students and parents with private Email reports. It also posts assessment data on the web for parents and students to view on line. Teachers may report frequently and spontaneously. ***The best***

motivator that teachers have is good feedback. Our users consistently report improved student growth when they use MarkBook to communicate with learners and their parents.

Accountability: Surveys indicate that the number one job issue with today's teachers is **accountability**. MarkBook users have this issue mastered! Its planning, organization, calculation, analysis, instant access and communication components make each user's work transparent and their decisions justifiable.

MarkBook also makes students personally accountable for their own performances. With detailed MarkBook reports, parents and students no longer blame teachers for low marks.

Affect: Teachers look good and feel good with MarkBook. It conveys a professional image to the user and saves each teacher tons of time! Both parents and learners like the detail of the student reports. In fact, learners will spontaneously ask for report cards when their teacher is using MarkBook! Students exhibit a change in attitude about reporting. Instead of fear and loathing, they see reporting as very valuable! Of course, the school looks good with quality reports. And everyone looks good when students perform better academically! Interestingly, students learn better when they and their parents believe that the teacher is very competent. MarkBook promotes a competency image for its users.

Teacher Wellness: Data management and reporting are very stressful for educators. Teachers who use MarkBook feel that they're in control and they're more relaxed. MarkBook users spend less time managing data and they can devote a larger fraction of their time to planning and teaching.

Reporting cycles are particularly onerous. Calculating overall marks and preparing robust comments takes a lot of time unless the teacher is using MarkBook. When it's time to send this data electronically to another software product for "official" report cards, MarkBook users can do so instantly.

Feeling in control, experiencing less stress and devoting less time for reports translates to fewer teacher sick days and fewer long-term leaves of absence.

There is an old axiom in education: *Nothing promotes success like success!*
MarkBook makes that axiom a reality!

1 Getting Started with MarkBook

1-1 MARKBOOK FOR WINDOWS - INSTALLATION ON A PC

System Requirements

Operating System: Windows '98SE, 2000, ME, XP, Vista, W7, W8, or W10
Screen Resolution: 1280 X 700 or larger (the CD has a 1024 X 600 version)
Available memory: 75MB

Installation

The MarkBook Windows Edition CD has installation files for local and network users, files to install support documents, and files to install utilities. Insert the CD into the optical drive and it should start automatically.

If the CD doesn't automatically start, browse the CD to locate the file **autorun.exe**. Double click on it to launch the installer.

When the installer launches, click the **Install MarkBook** button.

The **Documentation** button opens this Reference Manual.

The **Tutorials** button links to the video tutorials section of the MarkBook web site.

The Browse CD button views all files and folders the CD.

www.markbook.com goes to the MarkBook web site.

For site licensees, we strongly recommend using the **Network** installation. Use the **Standard** installation for W'98, ME, 2000, XP, Vista, W7, W8 and W10 computers not connected to the network. This includes home and notebook computers.

Network Installation – Extra Files and Tips

The majority of MarkBook clients use the network installation at school. This installation puts all files including the executables, .dlls and ocxs into the MarkBook application folder wherever it's located on the network. There are two files installed with the Network version that are NOT included in the Standard installation: **MarkBook Config.PDF** and **MB18_CFG.EXE**. The ICT technician or person in charge should read this .PDF file and then use the .EXE file to pre-set the school's and MarkBook's numerous custom options. The Calculation Method, the levels scheme, the location and field matches for importing classes, export paths, and a host of other items can be pre-set and locked for the whole staff. If MB18_CFG.EXE is **not** run and locked, teachers will likely see a message each time they use MarkBook that it was unable to save the file MB_V12_PRG.CFG. While this is not an error, teachers may think it *is* an error.

Once installed, put an access icon to MkBk2018.exe on the teachers' workstations. Note the special instructions for XP, Vista, 2000, W7, W8 and W10 workstations below.

CAUTION: select the network drive and path carefully. Students must not be able to access MarkBook.

If workstations are running Windows 98 or ME, then MarkBook can be run by accessing MkBk2018.exe directly either through a desktop icon or by opening the MarkBook application folder and double clicking on the exe. The best method is to have a desktop icon on the workstation. However, if workstations are running W2000, XP, Vista, Windows 7, Windows 8 or Windows 10, some support files must be installed on the workstation in System32. A program called MkBk_OCX.exe is provided for this purpose. It will install and register these support files in the Windows System 32 folder of the local workstations.

Running MarkBook in Windows Server 2008

Some setting changes may need to be done to allow MarkBook to run properly on this server. Disable UAC (test to see if the UAC exclusions are effective).
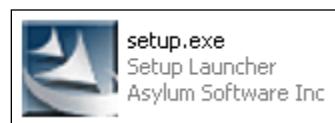
Standard Installation on a Single Windows Computer

During the installation, there will be a prompt to select a location on the computer. The default is **c:\MkBk2018**. Use Browse to alter the location if desired. If an alternate location is specified, install the samples folder in this same location.
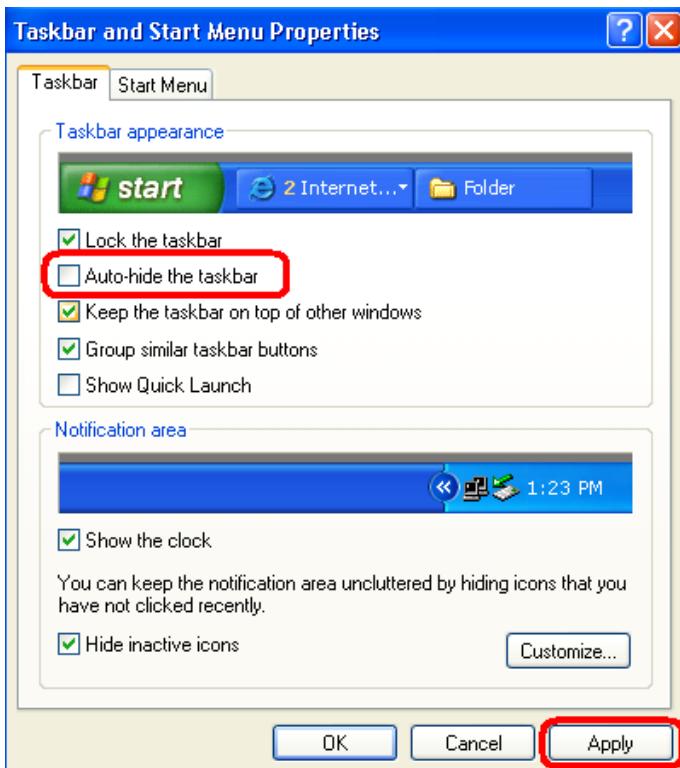
Click the **Finish** to complete the MarkBook set up. Alternatively, elect to launch (start) MarkBook at the end of the installation process. The installer will add a desktop shortcut icon to save a few steps in launching MarkBook each time it's used.

Installation on a Computer Without a CD/DVD Optical Drive

Tablets and netbooks are small and inexpensive laptops running Windows XP, W7 or W8. See tablets in section 1-10. Typically, these devices do not have an optical drive. External USB optical drives for CDs and DVDs are available for these computers. Or, if another computer with a CD/DVD drive is available, and there's a USB memory stick available, use that computer to copy the

setup.exe
Setup Launcher
Asylum Software Inc

installation file, **setup.exe** from the MarkBook folder on the installation CD to the stick. Plug the stick into the netbook, browse to locate the setup.exe file, and double click on it to run it.

Many districts provide a copy of setup.exe as a downloadable file from their website. Download and run it to install MarkBook.

If the screen of the computer is unable to view MarkBook, it needs to be reset to 1280X700 or larger. If this is not possible, there's a 1024 X 600 version of the MarkBook execute file on the CD.

If the taskbar overlaps MarkBook, right click on any unoccupied space on the taskbar and select Properties to get this screen. Check the cell that says **Auto-hide the taskbar**. Click **Apply** and **OK**. The taskbar will now drop down below the visible screen until the cursor is brought down to the bottom. The taskbar then pops back up and can be used normally. Take the cursor away, and it drops out of sight again.

Installation on a USB Storage Device

Use the network installation to put MarkBook onto a USB device – drive E: on most computers. Now, MarkBook may be run on any computer with a USB port if the device is plugged in and its software has been previously installed on that machine. If the user's class folders are also stored on the same USB device, then this teacher is completely mobile. Note that on Windows 2000, XP, Vista, Windows 7, Windows 8 and Windows 10, depending on user permission rights, it may be necessary to run the MkBk_OCX.exe file to install the support files into System32 of the local machine. Another alternative is to browse to the USB drive, locate the MkBk2018.exe file, right click on it and click the option to "Run as Administrator".

Installing the Bar Code Font

For its barcoded attendance form, the MarkBook CD has a font file called **Barcd39.ttf**. To install this font in the computer's True Type fonts folder, click Start, select Settings, select Control Panel, select Fonts, and select Install New Font. Browse for the font on your MarkBook CD in order to install it. This bar code is not essential for MarkBook's operation - it's necessary to make bar coded attendance forms if the school elects to use this function. See section 7-1.

Installing a Shortcut Icon on the Desktop

It's very handy to have an icon on the desktop to launch any software application. If a MarkBook icon doesn't automatically appear on the desktop screen after installation, it's possible to add one. Click Start, select Programs, locate MarkBook and right click on the icon. Select the option to make a shortcut. A second icon will appear. Drag it to the desktop.

In Vista, Windows 7, 8 or 10, right click the icon in Programs and select the option to send it to the desktop. Or, use Windows Explorer to browse to locate the MkBk2018.exe file, right click on it and select the option to send to desktop. Once an icon is on the desktop, right click on it and re-name it to "MarkBook 2018", or "MarkBook CY 2018" or other name of your choice. Double click this icon to launch MarkBook.
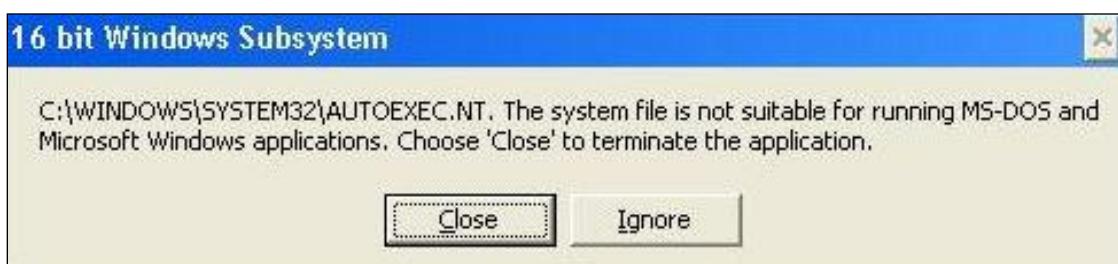
1-2 TROUBLE-SHOOTING INSTALLATION AND OPERATING DIFFICULTIES

A. 'MarkBook Has Expired' Message

This is about the computer's clock/calendar settings. **These must be set properly to today's date for MarkBook to work properly.** To check and correct the computer's settings, click on Start on the desktop screen, click on Control Panel, click on Date/Time, and then edit the date and time. Once the date and/or time have been re-set, click Apply and exit the Control Panel. Or left click on the date/time at the right of the task bar, and select Change Date and Time.

B. '16 bit Windows Subsystem' Error

Although MarkBook is not a 16-bit application, this error may occur at the start of installation on a Windows 2000, XP, Vista, Windows 7, 8, or 10 machine:

The issue is a missing or faulty 2Kb file in the Windows/System32 directory (or 2000 WINNT/System32) called **AUTOEXEC.NT**. Replace this file from another computer. Or, send Email to support@markbook.com requesting a copy of the file. Then install MarkBook. Microsoft describes this problem on its web site at

http://support.microsoft.com/default.aspx?scid=kb;en-us;324767

C. MarkBook Crashes on Class Report and Student Report

The version of Grid32.ocx on the local workstation is too old. Copy the correct version from the MarkBook CD to replace the older version. See troubleshooting section F for details on how to do this.

D: Taskbar Interference

On computers with vertical screen resolution of 700, the taskbar interferes with the lower part of the MarkBook screen. In this case, put the mouse over any blank portion of the taskbar, right click the mouse once, select Properties, and check Auto-Hide (see the image in the previous section about installing on netbook computers). Click Apply and OK to leave this dialogue box. Now, the taskbar slides down and disappears. To pop it up again, slide the mouse down to the bottom of the screen.

E. MarkBook Crashes when Comments or Anecdotal Notes Are Selected

This applies to older 32-bit computers. The path to the MarkBook execute file contains a directory name longer than eight characters or the whole path name is longer than 120 characters. Edit the path names and/or length.

F. The .OCX Files Do Not Register

This is a permissions issue on some machines and workstations. If MarkBook was installed by an administrator, someone with a lower level of permissions may not be able to access the functions supplied by the .OCX files. There are several solutions.

1. Install all of the .OCX files onto the local hard drive. The CD has copies of these in the files folder. Manually register these files on the local machine. For instance, to manually register a file called 'threed32.ocx', click Start, select Run, type in the following and click OK. Repeat with the other files.

   For XP, Vista, W7, 8, 10: **regsvr32.exe C:\Windows\System32\threed32.ocx**

   For 2000: **regsvr32.exe C:\WINNT\System32\threed32.ocx**

   For ME or '98: **regsvr32.exe C:\Windows\System\threed32.ocx**

2. Have the administrator who did the installation log in and run MarkBook. Have them open any class such as a sample class, select Student Report, and click on Notes. This sequence will call all of the .OCX files used by MarkBook. From this point on, all users may have access to the .OCX files.

3. Visit the Downloads page of the MarkBook web site for a patch. Run this programme to install and register the .OCX files on the affected computer.

G. Grids/Tables Are Backwards

The following image is a Class Report on a computer with this issue.

Age (Avg.) (13y 9.1m)	Zero! of 40	NoMrk of 40	± Adjusted Class Avg.	Adj. Class Avg. %	Mark %	Rank	SUMMARY ALPHA ORDER	
13y 6.6m			11	67	78	10	Arkand, Samantha	1
13y 9.4m	9	1	-18	67	49	18	Beach, Shelley	2
13y 5.0m		1	19	67	86	4	Bell, Clarissa	3
14y 1.7m	9	4	-25	66	41	20	Boame, Gerald	4
13y 10.8m	5	1	-4	67	63	14	Boyce, Daniella	5
13y 10.6m		29	1	67	68	13	Bridges, Cam	6
13y 7.2m		17	10	69	79	8	D'Lionne, Daniel	7
13y 3.6m		1	21	67	88	3	Day, Bonny	8
13y 10.0m	17	3	-34	67	33	22	Duguid, Kenneth	9
14y 1.3m			19	67	86	5	Dundee, James	10
13y 4.6m	23	4	-39	66	27	23	Hill, Samantha	11
13y 2.9m		2	13	66	79	9	Ho, Heidi	12
14y 1.2m			3	67	70	11	Houston, Roger	13
14y 1.9m			27	67	94	1	Hughes, Amber	14
13y 11.3m	10	4	-27	66	39	21	Ives, Simon	15
13y 10.2m	4		-12	67	55	17	King, Joseph	16
14y 1.4m		1	-5	67	62	15	Lee, Mary	17
13y 11.0m		3	18	66	84	6	Lowe, Glenda	18
13y 10.5m			14	67	81	7	Moss, Peter	19
14y 1.6m	3	10	-28	69	41	19	O'Shanter, Tam	20

Format: ○ Percent ○ ABC ○ Mode   Order: ○ Alpha ○ Ranked   Click here to adjust calculated results.

Use: [Real Name ▼]   ☑ Round Off   **Weight**

☐ Mode as %   **Notes**   **< Back**

Note that the table/grid is reversed left to right compared to the proper screen image as seen in section 9-1. The students are listed at the right instead of the left. There are no inaccuracies and no data integrity issues but the left-right reversal is annoying. This same backwards view will occur in Student Report, Attendance, Loaned Items, and Combined Report.

The culprit in this case is a different version of a Microsoft support file called **grid32.ocx** located in the Windows/System32 directory on the local hard drive. On older machines, it may be located in Windows/System. MarkBook installs and uses a version of grid32.ocx with a size of 87Kb dated January/96. The 'displays-backwards' version of this file is 90Kb and dated Sep/96. Some other software installation has added this 90Kb version of grid32.ocx onto the affected computer.

If the user wishes to correct this display, it's necessary to replace the 90Kb version with the 87Kb version. However, the other software application which originally installed the 90Kb version of the .ocx file may cease to function. To avoid this loss, we recommend the following.

1.   Use Windows Explorer to hunt for the file in C:\Windows\System32.
2.   Right click on the file and re-name it to grid32.oxx by changing the last letter. Rather that deleting it, this keeps the file intact but renders it dysfunctional due to the name change.
3.   Copy the 87Kb version of the file from the Files folder on the MarkBook installation CD into Windows/System32 where the 90Kb version is located. Since the name is now different, the 87Kb file will not over-write the disabled 90Kb file.
4.   Launch and test MarkBook.

If the other software fails to run, use Windows Explorer to locate the two files, re-name the 87Kb version, and name the 90Kb version back to .ocx.

If unable to install MarkBook, please send an Email to **support@markbook.com** with details about what happened. That is, what error messages appeared?

H. MarkBook Won't Run Properly in Vista, Windows 7, 8, or 10
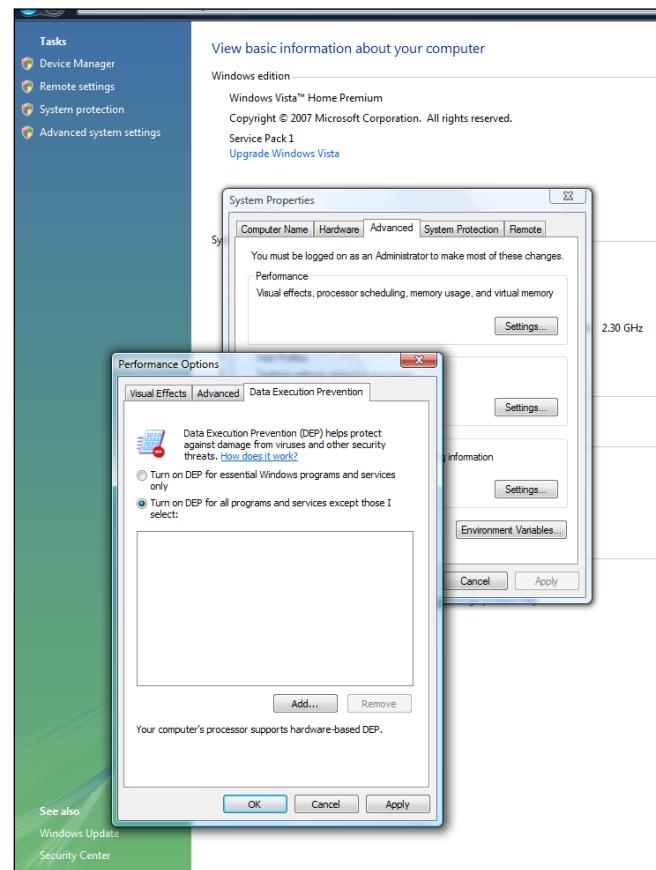
The Vista, W7, W8, & W10 operating systems frequently ask for user permission to do a host of tasks. This includes running installed software. Sometimes Vista requires "administrator rights" to run applications like MarkBook. Just because you own the computer, it doesn't mean that you have administrator rights.

Following are three techniques to run MarkBook if you encounter any permission issues.

a. Change the DEP Settings

1. Be sure that MarkBook is installed but closed.

2. Open the Control Panel and click on the **System** icon.

3. In the Vista form that appears (background at right), under the **Tasks** list at the upper left, click on **Advanced system settings**.

4. In the **System Properties** window, click on the **Advanced** tab. Then click on **Settings** in the **Performance** box.

5. Click on the **Data Execution Prevention** (DEP) tab.

You should find that the "Turn on DEP for all programs and services except those I select:" option is active. If not, select it.
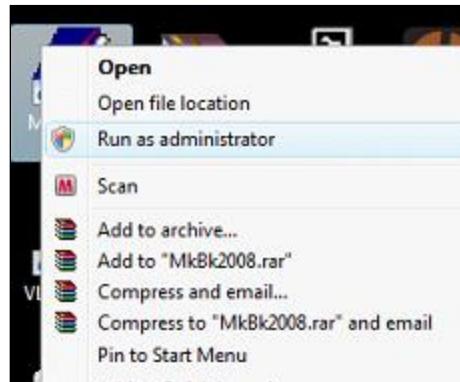
Then,

1. Click on the **Add** button.

2. Use the **Open** dialog box to locate MarkBook. The file is MkBk2018.exe and is usually located in the folder, c:\MkBk2018.

3. Highlight this file; then, click on **Open**.

4. Click on the **Apply** button.

5. Click on **OK**, until you exit the System Properties form. Launch MarkBook.

b. Run as Administrator

If that doesn't work, here's another solution: right click on the MarkBook icon on the desktop (the screen). In the menu, you'll see the option to **Run as administrator**. Select that option. The "Cancel or Allow" window will open. Click Allow and MarkBook will launch.

c. Edit the Firewall

1.   Click on the Start button and then on the Control Panel.
2.   Click on the Security Center icon.
3.   There is now a menu on the left side of this panel. Click on **Windows Firewall**.
4.   There will be a new menu on the left side. Click on **Allow a program through Windows Firewall**.
5.   Click on the **Exceptions** tab if it's not already selected.
6.   Click on the **Add Programs** button in the lower left.
7.   Click on **Browse**.
8.   At this stage you need to get to the MarkBook folder which is usually c:\MkBk2018. Double click on "My Computer" on the left, then, Drive C on the right, then, the folder "MkBk2018".
9.   Once inside the MkBk2018 folder, double click on MkBk2018.exe.
10. Be sure to apply changes where needed.

Once this is done, MarkBook should run without going through the "Administrator" step.

I. MarkBook is Too Big for my Tablet's Screen in Rotated (Portrait) Mode

Tablet computers are like notebook computers with two significant differences. 1) there's a touch screen and 2) the keyboard can be detached. Some tablet computers rotate their screens from landscape to portrait mode in response to gravity. Given that MarkBook requires a 1280 width, this poses a problem for screen resolutions set to 1280X800 or any other resolution with the smaller number below 1280. When the screen rotates to portrait orientation, MarkBook's width (1280) is wider than the screen (800).
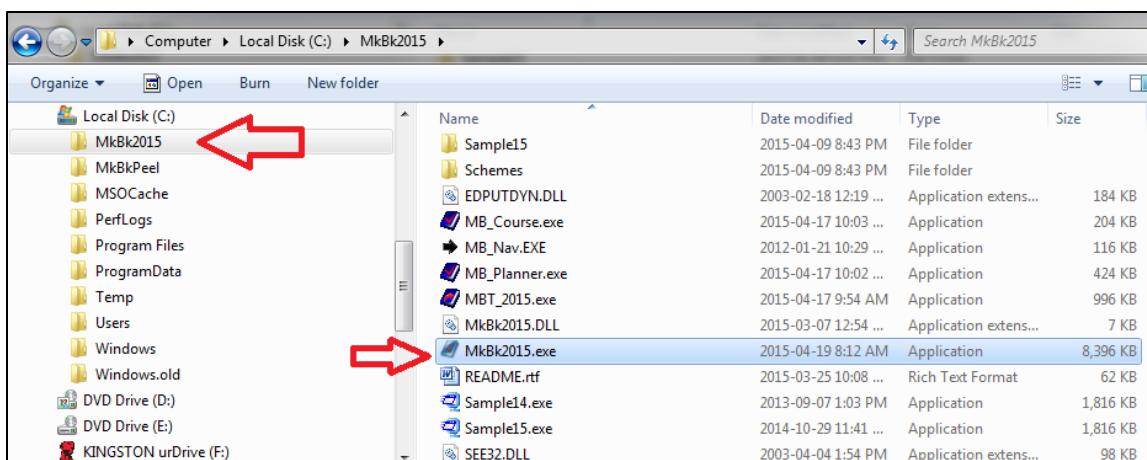
The simplest fix is to go to Control Panel, Display, and re-set the resolution to a setting with the lower number at 1280. Or, disable the auto-rotation on the tablet. Go to Control Panel and select the graphics driver. Or right click on the screen and select Screen Resolution. There's a check cell to prevent the rotation of the display. See section 1-10.

## J. MarkBook Gets Deleted by Anti-Virus Software
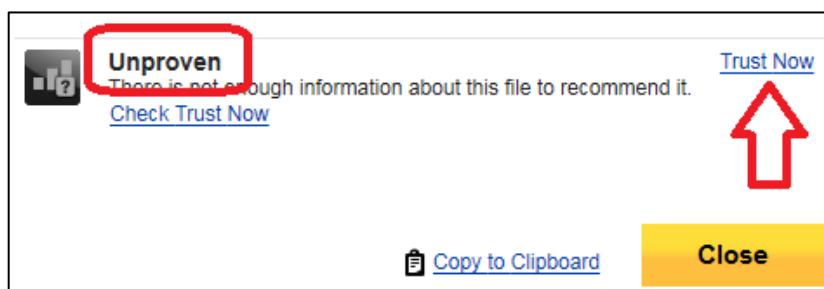
We strongly recommend using anti-virus software. In rare cases, that software will identify MarkBook's execute file as a potential threat. In this circumstance, the anti-virus tool may remove MarkBook's execute file from the computer without warning, along with its configuration settings file. Sometimes this happens *while MarkBook is running*. The anti-virus program will not remove MarkBook data.

To fix, the first step is to uninstall MarkBook. Go to Control Panel, select Programs and Features, locate MarkBook in the list, and uninstall it. Then, use your CD or your download file to file to re-install MarkBook.

Then, open Windows Explorer (not Internet Explorer). To do this, right click on Start and click on Open Windows Explorer. Or, if using Windows 7 or higher, there's an icon to the right of Start that looks like a folder. Click it to open Explorer. On the left side of the screen, locate C:/MkBk2018 (first arrow in this image). The right side of your screen will show the contents of MarkBook as per the following image. Locate MkBk2018.exe (second arrow).
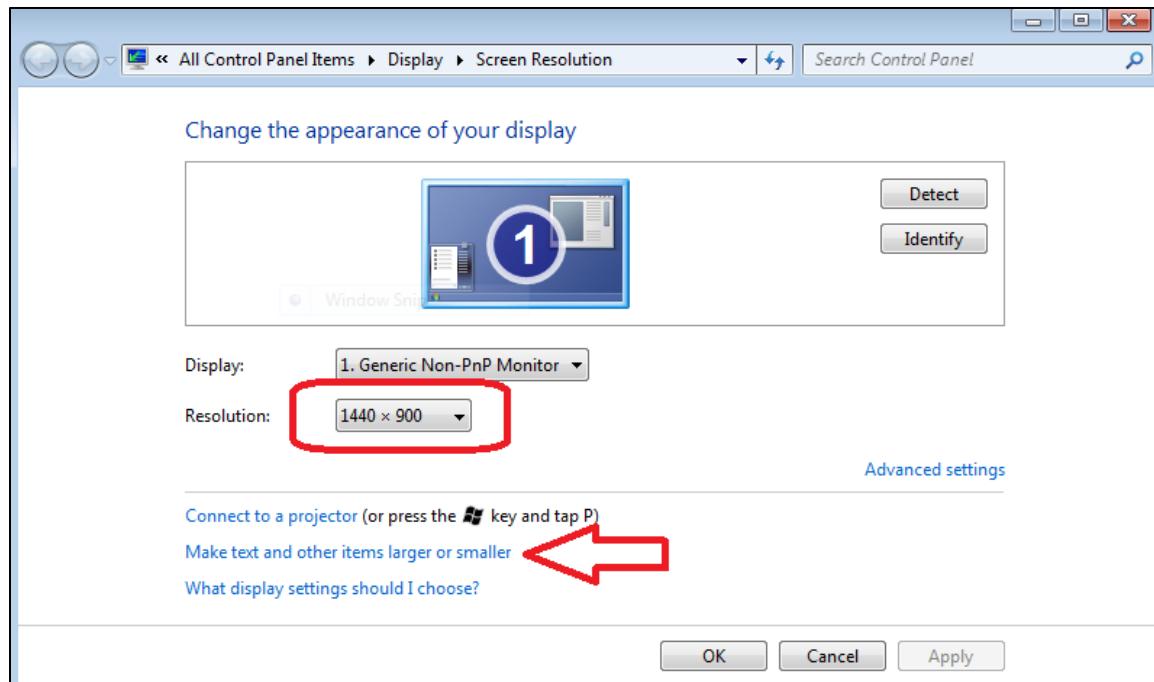

Right click on that execute file. This will open a menu. (In the next example, the computer is running Norton 360, an anti-virus tool). Click on the option that says "Norton File Insight" to open a Norton analysis screen. In the **Unproven** section, image following, click **Trust Now**. Norton will label this MarkBook file as trusted. Click **Close**. MarkBook should now run properly without anti-virus interference.
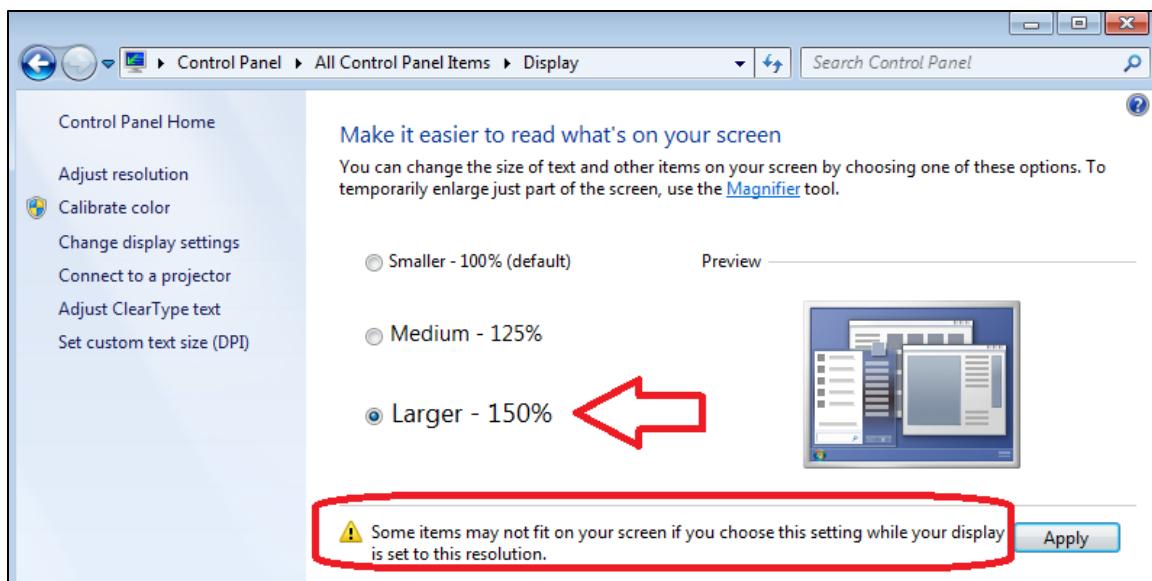
K. The Screen Resolution is More Than 1280 X 700 but MarkBook is Still Too Big

Right click on any blank portion of the computer screen. From the menu, select Screen Resolution and you'll get an image similar to this one (Windows 7). The current **Resolution** is shown (1440 X 900 in this example) and a drop-down menu enables a quick change. In selecting a new resolution, make sure that the horizontal resolution is >1280 and the vertical resolution is >700.

Click on **Make text and other items larger or smaller** (arrow above) to get this screen:

Note the three options, **Smaller**, **Medium** and **Larger**. The current setting is Larger. As per the circled note, some items may not fit on the screen. That's because the effective resolution is well below that displayed on the prior screen. The fix is simple – select Smaller – 100% and click **Apply**. The effective resolution will now match the setting (1440 X 900 in this example) and MarkBook will fit and run on this screen.
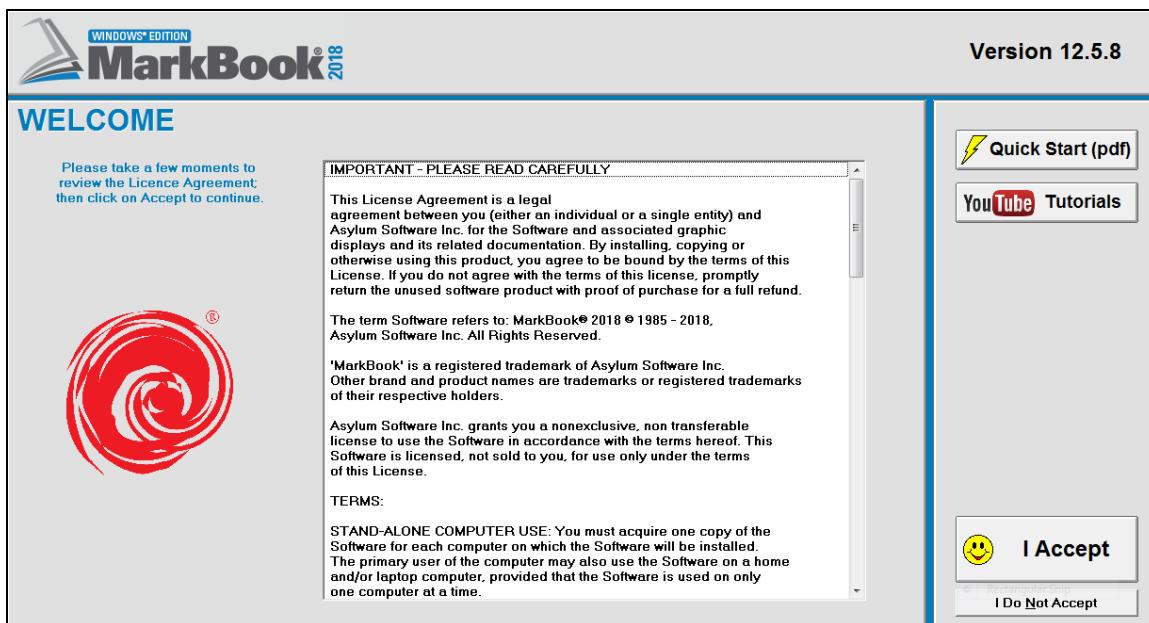
1-3 STARTING MARKBOOK FOR THE FIRST TIME

Version Number

The version number is in the upper right corner of the **Welcome** screen (below) and on the **Open a Class** screen. Visit the web site regularly for mid-year updates. **www.markbook.com**

License Agreement
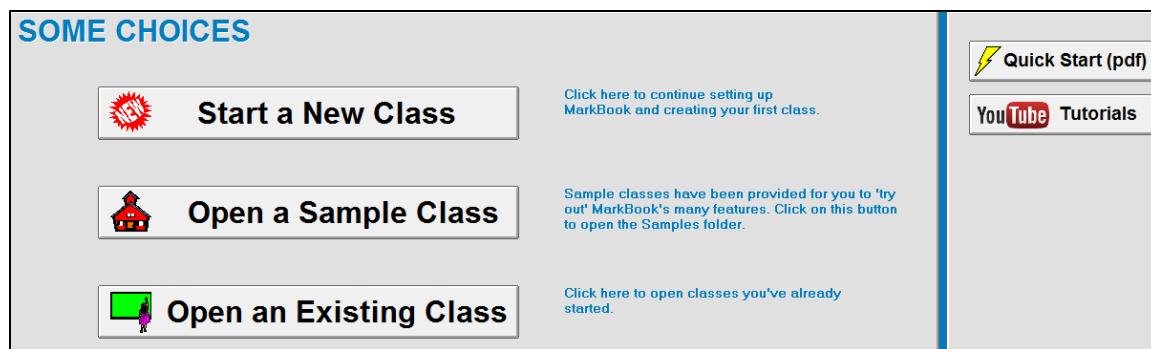
From the Windows operating screen, double click the MarkBook icon as created in section 1-1. This will launch/start MarkBook and give this **WELCOME** screen. Read the terms of the **License Agreement**. Use the scroll bar at the right of the text window to view the full text of the Agreement. Notice that each teacher in the licensed group has the right to install MarkBook at school as well as on personal computers at home.

For novice users, the **Quick Start** Guide (a .pdf file) may be viewed by clicking the button at the upper right. If the computer is connected to the Internet, the **YouTube Videos** button will launch your browser and open a page with a catalogue of links to MarkBook support videos. Click on any link to view that video.
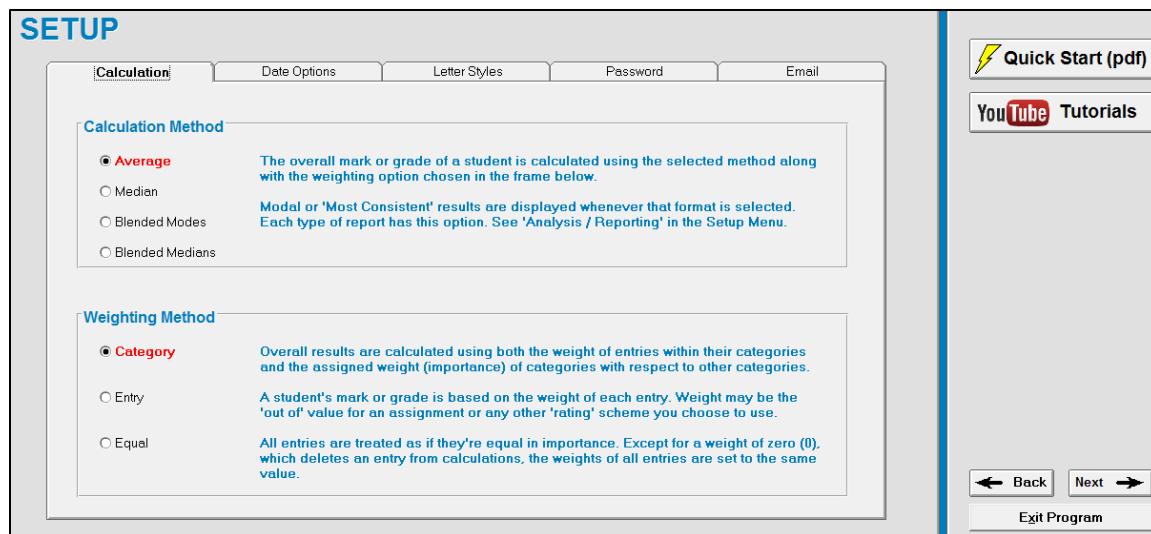
After reading the License Agreement, click on the **I Accept** button at the bottom right of the Welcome screen. Once arriving at the **Some Choices** screen following, there are three options as described next. The sample classes are already installed in the MkBk2018\Sample18 folder. Click one of the three buttons at the left.

Choices for New Users:

1. Start a New Class

Click **Start a New Class** and the following **Setup** screen will appear. To accept the supplied defaults, click **Next** at the lower right. To change the supplied defaults, use the tabs across the top (**Calculation**, **Date Options**, **Letter Styles**, **Password**, **Email**) and edit. When finished, click **Next**. All of these selections may be altered later.
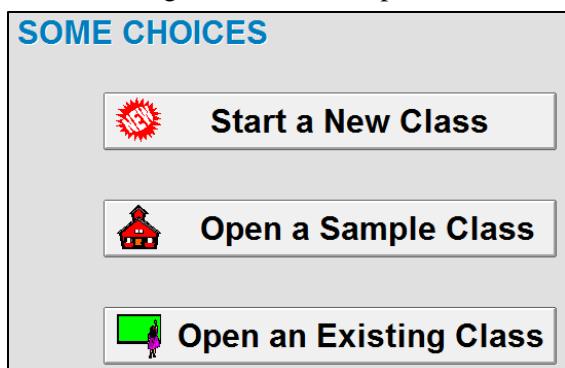
There's a **Quick Start** Guide supplied with MarkBook. Click that button to launch this document. It may be launched from other places in MarkBook at any time. Details on starting a new class are in section 1-4.

Tip: if desired, print and follow the Quick Start Guide. It's located in the c:\MkBk2018\Manuals directory or online in MarkBook's Help menu.

2. Open a Sample Class

During installation, sample classes were installed in the MkBk2018/sample18 directory. Click the **Open a Sample Class** button to access these classes. The samples demonstrate some of the unique and powerful features of MarkBook such as Mark Sets, Comment Construction, Assessment Types and Modal Analysis.
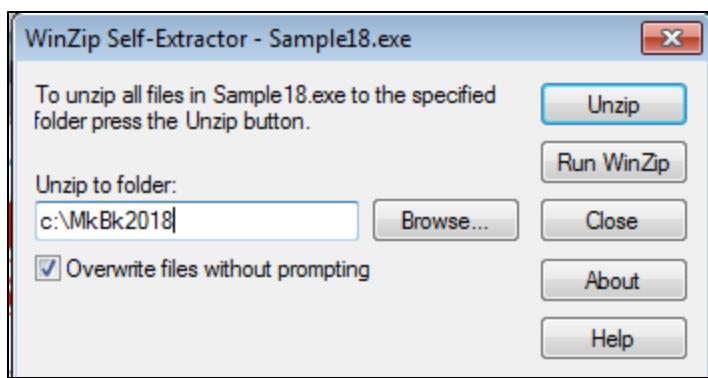
SOME CHOICES

- Start a New Class
- Open a Sample Class
- Open an Existing Class

If the classes were NOT installed properly or in the expected location, the Button will say **Install Sample Classes**.

Copies of the samples are stored in one or two self-extracting zip files. These files, called **Sample1X.exe** (X is the last digit of the year), were added to the hard drive in the MkBk2018 folder during the installation process as described in section 1-1. Double click on the file to "Unzip" it. Open these classes to learn about some of the features of MarkBook.

Sample18.exe

WinZip Self-Extractor - Sample18.exe

To unzip all files in Sample18.exe to the specified folder press the Unzip button.

Unzip to folder:
c:\MkBk2018   [Browse...]

☑ Overwrite files without prompting

[Unzip] [Run WinZip] [Close] [About] [Help]

To re-install the samples, click the **Install Sample Classes** button. Click OK in the dialogue box that appears to open the WinZip Self-Extractor file. By default, the **Unzip to folder:** window will show **c:\MkBk2018**. Click the **Unzip** button. Or, navigate with the **Browse** button to any different location desired and then Unzip.
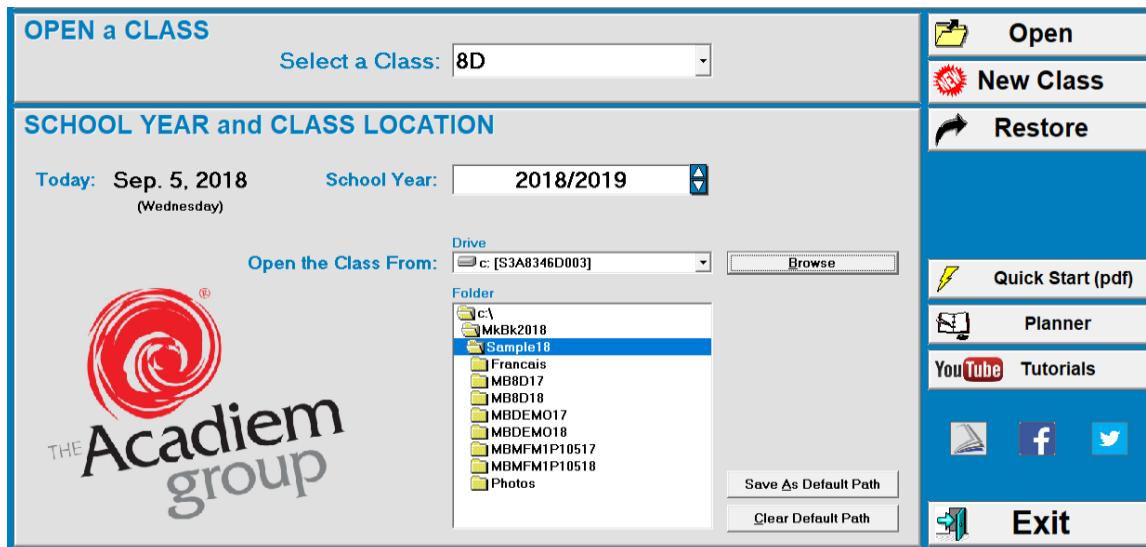
If re-installing the originals, check the **Overwrite files without prompting** cell before clicking the Unzip button.

Once WinZip is done, **Close** WinZip and re-launch MarkBook by double clicking the icon on the desktop. MarkBook will start with the **OPEN a CLASS** screen as in the next section. Double click on sample18. Single click on the selected sample class and click **Open**. The samples may be installed or re-installed at any time later. Use Windows Explorer to locate the Sample18.exe file in the c:\MkBk2018 directory. Double click it to launch it and follow the steps above.

Tip: use the sample classes for personal experimentation, training and presentations. None of the student personal information in the sample classes is real.

3. Open an Existing Class

The following screen allows one to open an existing class. Today's date appears at the left centre of this screen. If the date is incorrect on the computer, use the Windows settings function (Start, Control Panel, Date/Time) to re-set it. Or click on the date in the taskbar of your computer screen and select Change.

The samples folder will be located on the hard drive in the MarkBook directory. Double click on **Sample18** in the **Folder** window to expose the classes inside. On this screen, the teacher has classes in the **c:\MkBk2018\Sample18** directory. Look at the names of the class folders e.g. **MB8D15**. 'MB' stands for MarkBook. The last two digits indicate the beginning of the academic year for the class. If necessary, change the School Year to match the selected class by clicking up/down on the **School Year** toggle. MarkBook will open older classes. For instance, if the class folders end in 14 (2014/2015), or 15 (2015/2016) or 16 (2016/2017) or 17 (2017/2108) use the down toggle to change the school year to match.

To open a class, drop down the **Select a Class**: menu and click on the desired class. Click **Open**. Or, <u>single click</u> one of the class folders in the **Folder** window. The folder name will highlight in blue and the class will appear in the upper **Select a Class** window. Click **Open**. MarkBook will move to the Main Form, section 3-1, with the chosen class data loaded.

Note the **Save As Default Path** button. Click on it to point MarkBook to this class data storage location every time it's launched.

Each MarkBook class is a folder with several files inside. MarkBook can launch (open) a folder but not a file within that class folder. If one double clicks on a class folder, an **'MB' Folder Error** appears as in this image. Double click the Sample1X folder again to

remove this warning. Then, single click on the class of choice and click Open.

Working with the Sample Classes

8D is a class taking Mathematics and Science over three trimesters. There are six separate Mark Sets - one for each subject term. Look at the multiple sets of comments and the attendance codes.

DEMO is designed to show the wide variance that can occur among different algorithms measuring central tendency. See Appendix A-7. Four of the students have an identical average on Summative Assessments but differ widely in their Median, Mode and Blended Mode calculations. Assessments are divided into Types and Units.

MFM1P105 is a math class with numerous assessments. This class has used the "Unit" Block Title to cross-classify the assessments. Assessments are divided into Types and Units.

All of the sample classes use a modal analysis scheme with five levels. Set up and employ any other levels or letter mark schemes.

If not familiar with MarkBook, we recommend examining the features of these sample classes and printing some of the reports e.g. a student report with a trend graph, a code-name class report, a photo seating plan/chart, a monthly attendance form with bar codes, etc. Experiment by modifying weights, adding more assessment and attendance data, editing the seating plan, etc. These changes will save to the hard drive if the computer clock is set in the same academic year as the sample class. To restore the original sample files, click on **File** in the Main Form, section 3-1, and select **Install Sample Classes**. The self-extracting zip file will replace your modified sample classes with the originals.

Restoring the Welcome Screens

Once MarkBook has been opened for the first time, the Welcome screens will not re-appear. Instead, the OPEN a CLASS screen will appear each time MarkBook is launched. See section 2-1 for further details on how to open a class folder. To review this Welcome process again, launch Windows Explorer (see section 14-1), click on the MkBk2018 directory, and delete or re-name the file called **MB_V12_PRG.CFG**. This is a program configuration file created by MarkBook during its first use. Its removal tricks MarkBook into thinking that this is the first use of the software. Then, launch MarkBook to get the Welcome screen at the beginning of this section.

Planner Button

The Planner button goes directly to MarkBook's Planner tool, section 6-2, without having to open or create a class.

1-4 CREATING A FIRST CLASS

For a novice user, the toughest part of MarkBook is creating a first class. Once created, a novice will quickly learn to work with all types of student data and to print the forms and reports needed.

Tips: consult the Quick Start Guide installed in the MarkBook directory, C:\MkBk2018\Manuals. Or, consult YouTube MarkBook video 4-1 and following.

MarkBook will create one folder for each class for the current year. Eventually, MarkBook will create a series of files inside this folder for such items as the class roster list, student personal and demographic data, a seating plan/chart, attendance, text books issued, marks, anecdotal comments, learning skills, thinking skills and so on.
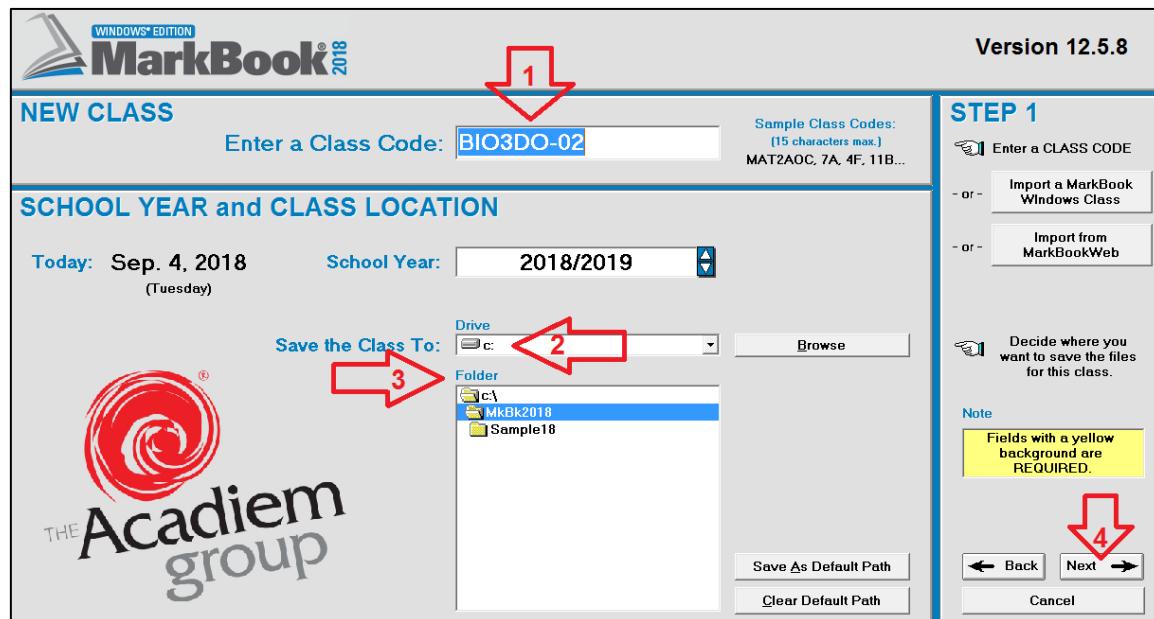
To begin making a new class, click on the **New Class** button on the **OPEN a CLASS** screen as seen in section 2-1. The next screen will appear. Or, if in the

Main Form, section 3-1, click on **File** at the top left corner of the screen, and select **New Class**. In either case, the next screen appears. If starting a new class from the Welcome screens, as in the previous section, a series of Setup screens appear (not shown here) asking to set some defaults. These can be reset later if unsure at present. If importing a class, see section 4-4.

Class Code

STEP 1: Start by typing a Class Code in the **NEW CLASS** **Enter a Class Code** window.
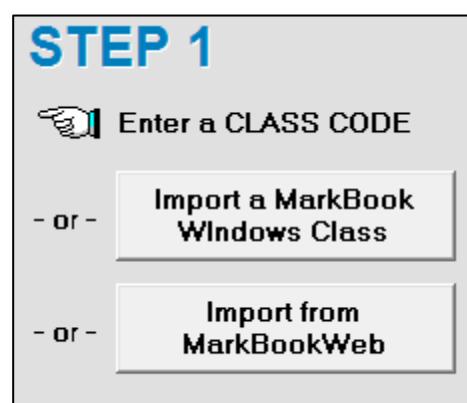
1 The teacher in this example has decided to type in **BIO3DO-02**. This cryptic description indicates Biology at the school's third Year/Form grade level, academic (D), class section 02. This teacher is confident that this description will distinguish this class from all others in the school. In other words, MarkBook will create a class folder with BIO3DO-02 embedded as the unique folder name. The class code of the class may be entirely up to the teacher **or** it may be dictated by the school. The limit is 15 letters or numbers. **Be careful about number zero 0 versus the letter O.** Certain characters are not allowed: space ! | / \ ? * , ; etc.

If it's an option, teachers could use a year/grade/form and letter (e.g. class 3C). Or a year and room number (e.g. 6R11). Or just a number. Any class name that's unique in the school will do.

Importing a New Class

MarkBook can import a new class from MarkBookWeb or from a file created by MarkBook on another PC. These imports will include all data entered to date. Click the appropriate button, locate the import file, and follow the prompts. This import will include the class roster plus any assessments entered on the previous device.
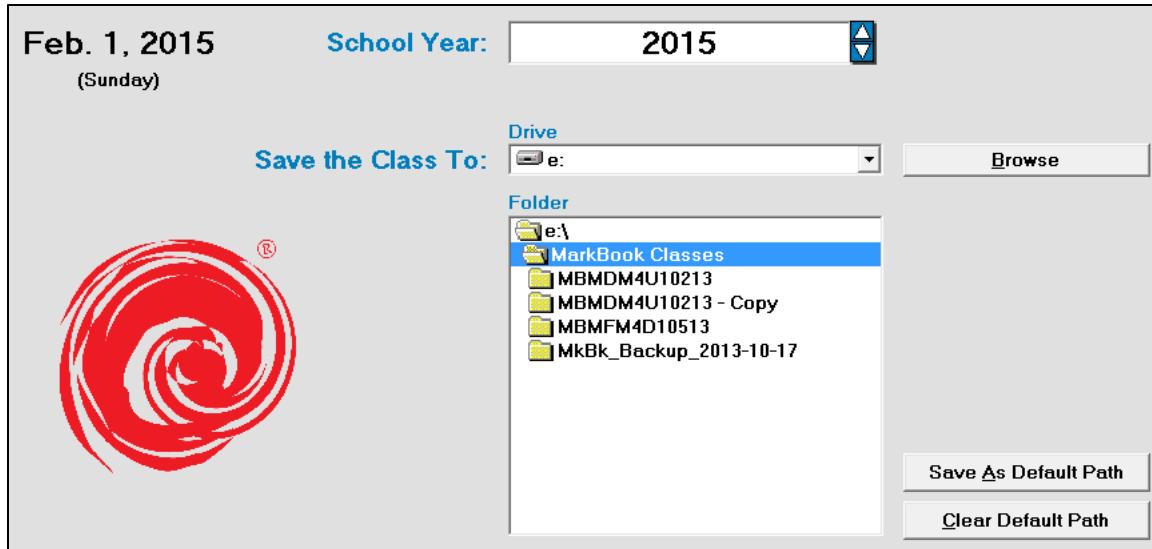
Class Folders and Storage Locations Including USB Storage Devices

2 and **3**. Existing classes will appear in the **Folder** window at the bottom of the above screen. Each folder is a group of files for one class and its name begins with MB and ends with the start of the academic year in which this class was created. In between is the name used to distinguish among classes. The class that's being created in this example will eventually be saved as a folder called MBBIO3DO-0218. MarkBook will automatically add the MB prefix and 18 suffix to the folder name.

We recommend putting the new class in the **MkBk2018** directory, not in the Sample folder. However, one may store the new class folder(s) anywhere desired - on a USB storage device (insert memory stick before launching MarkBook), in My Documents on the C: drive, or in a personal space on the school's network drive. This last location is strongly recommended for networked users.

Cloud storage is possible. Use services that sync with a folder on the computer's hard drive. As examples, DropBox, Box, Google Drive, iCloud Drive and OneDrive (using its Desktop APP) work. To use these, MarkBook's default path has to be to those sync'd folders on the hard drive (e.g. **C:\Users\User Name\OneDrive**). See section 3-2.

In the following example, the user has decided to store the class folders on a USB device (e:) in a folder called **MarkBook Classes**. Insert the device before launching MarkBook, drop down the **Drive** menu to locate e:, and click on the desired folder name, if any. In this image, the teacher has classes and backups from 2013 already on the USB stick.

Setting the Default Path

If desired, click on the **Save as Default Path** button so that MarkBook hunts this location automatically on launch. If using the network version of MarkBook, the network manager may set the default path to each teacher's personal space on the network.

4 Click **Next** to get to this **STEP 2** screen:

The **Heading** will appear automatically and reflect the information entered on the previous screen. The other three yellow fields will need filling. To change the course code in the Heading, click in the cell and edit, or click the **Back** button at the lower right to edit.

School Information

Fill in the **Teacher** name, **School** name, and the **School Phone** number fields. If there's a telephone extension number, decide whether or not to use it, e.g. 555-555-5555 x123. The phone number and extension will print on report cards. If planning to create more classes, click the **Save as Default** button and these three fields will auto-fill next time. Come back to this Description screen to edit fields at any time. This may be handy for shared courses - the new teacher will edit the **Teacher** field to take over the class part way through the year.

Trick: the Save as Default function will ensure that this teacher's name remains consistent across all of this teacher's classes. This is particularly important for MarkBook Admin Edition – see the recommendations in section 13-6.

Options with Mark Sets

Decide whether to keep one **Attendance** list for the whole class, or separate lists for each **Mark Set**. A "Mark Set" is a subset of the class, or another subject taught to this class. See section 4-3 in this manual for more information on Mark Sets. Similarly, decide whether to keep one **Seating** plan for the whole class or separate plans for each Mark Set.

If unsure about these two items, use the defaults supplied. Change them any time later. Also see the 'Using Mark Sets' document in MarkBook's Help menu.

Entering Student Names

Click **Next**. The following **STEP 3** screen will appear. If this is the first time using MarkBook, we suggest typing no more than two student names at this stage. The rest of the names can be added after the class folder is created and saved.

The following five "fields" (yellow cells) are mandatory for each student:

> **Last Name**,
> **First Name**,
> **Gender**,
> **Home Form**, and
> **Student Number**.

All others are optional and can be filled in later as desired. If checked, the **Show as** * cell to the right of the **Program** field will print an asterisk next to the name on selected printouts to indicate a special program.

If the school system does not use Home Form (aka "Home Room", "Home Class", "Home Base", "Tutorial Group", "Teacher Advisor Group", etc.), put in any letter or number. Similarly, if there is no meaningful student number in the school's system, fill in any sequential number or letter. Or click the **Auto Inc.** cell – MarkBook will make up sequential student numbers.
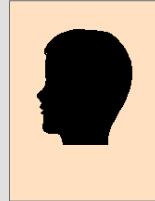
The Enter key and the Tab key on the keyboard will move the cursor from field to field.

After typing data into the first five fields for each student, click the **Add: [Name]** button. Or push the keyboard Enter key twice. The new name will appear in the centre white column. MarkBook automatically sorts the names into alpha order.

If the path to the student photos has been previously established, or set by the network administrator, student photos may appear in place of the black silhouettes.

Importing Class Roster Lists

If there's a comma or tab-delimited ASCII or .txt file with student names and other data, use the **Import Students** button at the right of the screen to avoid typing the data. See section 4-4 through section 4-7. Importing should be done before typing in names.

Once the second name is entered, click **Next** to move to **STEP 4**, the **NEW MARK SET** screen. It's possible to import all items on this screen. See Importing a Mark Set Setup File later in this section.

New Mark Set Screen

Fill in a **Mark Set Short Code** (up to 4 letters and/or numbers) and push the tab key on the keyboard. In this example, the teacher typed **1BIO**. If multiple subjects are going to be taught to one class, make the Short Code a 3 or 4-character description for one of them e.g. MAT or ENG, etc.

Class or Mark Set Description
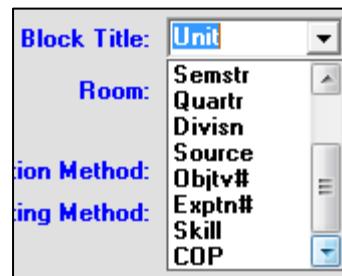
Type a **Description** for this Mark Set. This description should reflect the common name for this subject/course. If there's just one Set, this can be the name of the class. As available, fill in the room number, day number (use 1 if there is no day numbering in the school) and period number.

Master Course Code

The **Master Course Code** will appear automatically and it can be edited now or at any time later if necessary. This code is used on barcoded attendance sheets and in submitting summary data electronically to the Student Information System.

Block Title

Use the toggle to edit the **Block Title** as desired. MarkBook's default is **Unit**. Edit this now or any time later to divide assessment data into other groupings. Alternatives include Semester, Quarter, Division, Source, Strand, Term, Category, COP, etc. Or, type up to six letters for a custom Block Title. For instance, use the word 'Type' to cross-classify assessment instruments into Tests, Labs, Notebook, etc. Or, use 'Source' to cross-classify

data into such groups as e-assessments, in-class assessments, government tests, etc. Future analysis by this defined grouping is possible. See section 9-4 and section 11-2. _The Block Title has no mathematical contribution to the overall mark calculations._ That's governed by the next item, Category/Strand/Objective/Standard. However, MarkBook will determine the fraction of the assessment package that fits into each Block, the class performance by Block and each learner's mark in that Block.

Tip: cross-classify data with a Block Title to aid in the future analysis of individual and class performances.

Category / Strand / Objective / Standard / Etc. Title Selection

Many curriculum documents _mandate_ the collection and reporting of achievement data within certain groupings. They also mandate a mathematical contribution of each group towards the overall mark. In this case, each course is typically divided into **Categories**, **Strands**, **Objectives, Outcomes** or another group name. Drop down the MarkBook menu to select a title. Once a title is selected, you'll be able to create as many as 100 assessment groups under that title. The title "Categories" is commonly used. Besides mandatory items, potential category sub groups could include assignments, presentations, essays, skills of all types, vocabulary, fluency, participation, etc. Learning Skills such as initiative, cooperation, work habits, etc. could be set up as category groups. Or, they could be isolated into separate Mark Sets as in section 4-3. Or, see section 8-13 for another way to deal with Learning Skills, Thinking Skills and Behaviours.

Unlike the Block Title above, a user may NOT type a custom title in this cell. Also, the selection from this menu may carry a mathematical contribution towards the overall mark calculation or grade depending on which weighting system is used. Once selected, this title may be changed at any time, even after assessments are added!

Tip: If a jurisdiction mandates particular categories/strands/outcomes or other names for reporting purposes, one would be wise to set up the class accordingly. See chapter 12 on Electronic Report Cards and section 4-3 on Mark Sets for more examples.

Category / Strand / Objective / Benchmark / Standard Weighting

Once a title has been selected as in the previous paragraph, create sub groups. Initially, the only category showing for any new class is **Misc. (100)**. This is a miscellaneous category counting for 100% of the course. To add new categories/strands, block the contents of the **Description** box and type in a new name. Up to 8 characters are allowed. Push Enter on the keyboard. Type a number in the **Target** cell. Push Enter again. Each new category/strand/objective will appear in the list for this class at the lower left of the screen. The targets may be edited *at any time later* if necessary. The category and target will also appear in alpha order in the Master List at the lower right (not shown in this image).

In this example, the user has selected the "Categories" title and typed four categories plus an Exam/Culminating Activity. **Appln's** has a target of 14, **Thinking** 21, and so on.

If desired, click the **Make….** button to make that category come up by default when entering assessment data.

It's not necessary for the **Target Total** to sum to 100. The total can be less than or more than 100. MarkBook will count each category as its fraction of the **Total** on a pro-rata basis. See section 8-9 for more information on weighting categories/strand/objectives and weighting individual assessment entries. In this example, once the user drags the **Misc.(100)** category to the trash can (not shown), the **Count** will drop to 5 and the **Target Total** will become 100.
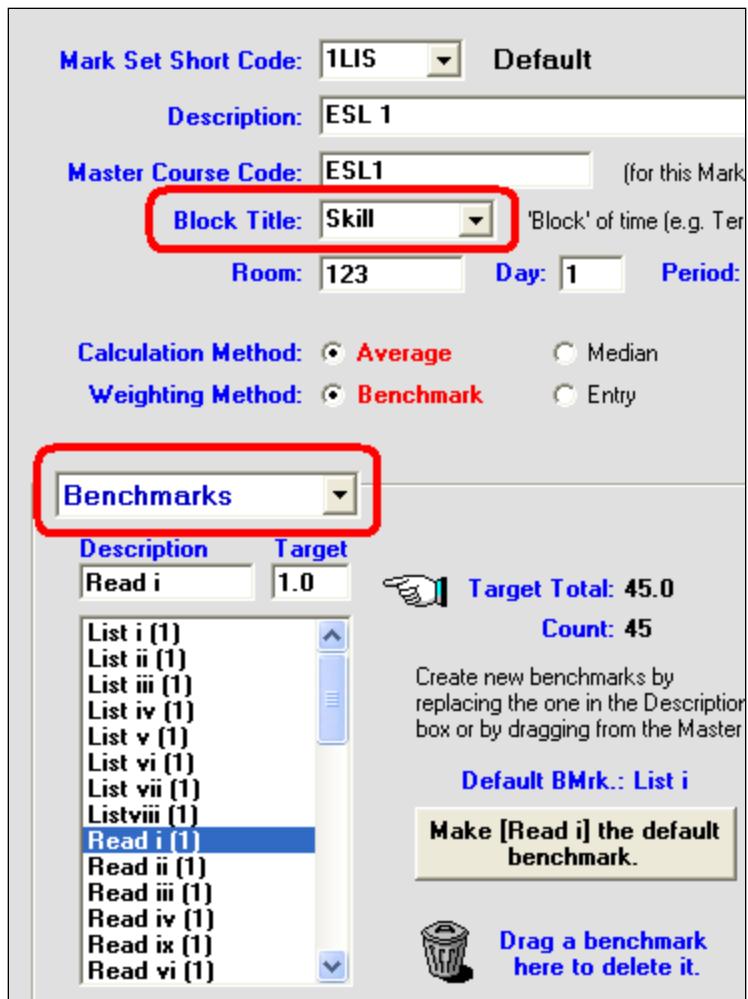
This user has selected "Strands", typed in five equally-weighted strands with a Target of 1.0 each, and trashed the Misc strand.

There's a way to avoid re-typing categories. If this teacher has created other classes, all previously-used categories/strands now appear in the **Master List** at the right. If there are suitable categories/strands/other in this list, double click on the name in the Master List to copy it into the left list for this new class. Or drag and drop. As necessary, highlight any category, edit the Target and push Enter on the keyboard to save the change.

This user has an ESL (English as a Second Language) Level 1 class. There are 45 **Benchmarks** for Level 1 and these are broken into four broad skills, Listening, Reading, Speaking and Writing. Each learner is tracked on all 45 benchmarks and a pass is earned when the learner has achieved (mastered) a defined fraction of the benchmarks for each skill. For instance, a pass in Listening will be earned when the learner has mastered at least six of the eight "List" benchmarks.

Since consideration of the Benchmarks determines a pass, this teacher has decided to import all 45 level 1 benchmarks into this Mark Set. The **Block Title** has been set to Skill. Now, the teacher will be able to isolate each of the four skills to see what fraction of the benchmarks for that skill have been achieved.

Standards-Based

An assessment process that measures achievement directly against the curriculum objectives (aka outcomes, benchmarks, standards, expectations, etc.) is known as "Standards-Based". Achievement thresholds such as Levels are defined for each objective and learners are measured objective-by-objective. Standards-based assessment is very different from category or strand assessment and it's frequently criterion-referenced as opposed to norm-referenced. As in the screen above, select the appropriate menu term to replace "Category".

## Deleting a Category / Strand / Objective / Benchmark
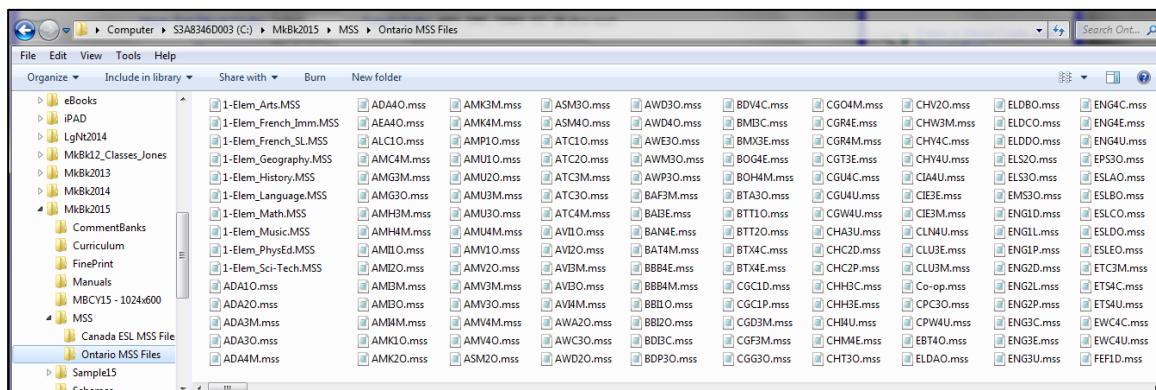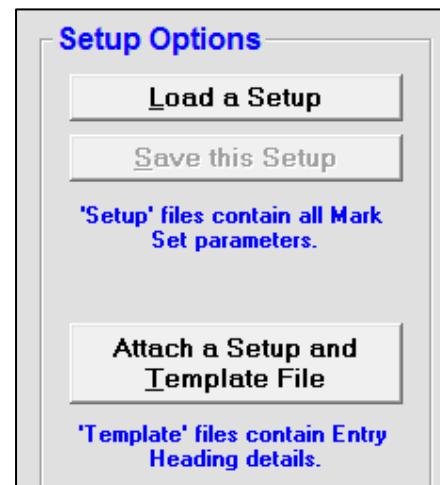
Delete a category/strand from the left list by grabbing it with the mouse and dropping it on the trash can. Or highlight it and click the Delete key on the keyboard. Most users will delete the **Misc** category/strand after creating their own. **Caution: once there's assessment data in a category or strand, MarkBook will not allow its deletion.** First, edit the headings of these assessment(s) to re-classify them into other categories/strands.

See section 8-5. Once all assessments are re-classified, then it's OK to return to this screen in order to delete that category/strand/objective.

Importing a Mark Set Setup File (optional)

Note the **Setup Options** box. These functions enable a user to import all of the information required on the New Mark Set screen using an external file.

Click the **Load a Setup** button to open a Windows dialogue box. Browse for the directory where the desired Mark Set Setup file, .MSS, is located as in the next image. **Open** it. All cells on the New Mark Set screen will fill without typing.

In this image, note that all items for this new class except **Room**, **Day** and **Period** have been imported from the .MSS file.

For details on creating .MSS files, see section 8-4.

Tip: MarkBook comes with ~350 pre-built .MSS files in a folder called MkBk2018/MSS. Access these files directly from this screen by clicking the "Load a Setup" button.

Attaching a Template File (optional)

In addition to .MSS files, MarkBook can generate .MTP files. This latter file has all of the data contained in the .MSS file plus a listing of all assessments for the course. The procedure is the same as for the .MSS file – click the **Attach a Setup + Template File** button, locate a pre-existing .MTP file, and open it. All of the same items will fill on the New Mark Set screen. In addition, the user will have access to all assessments from the Mark Set used to build the template file.
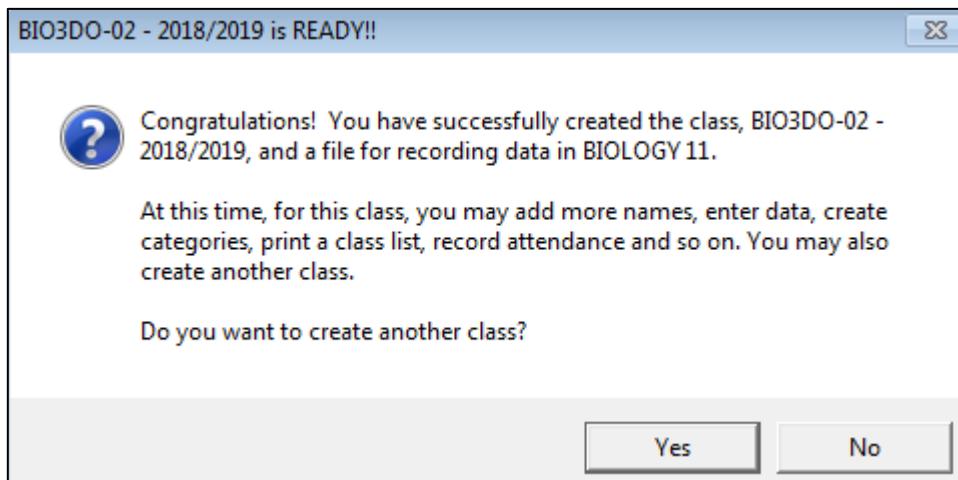
With .MTP files, the following are possible:

1. A teacher wishes to use the same categories and assessments in a new class as were used in a previous class. Open the old class with MarkBook, click on the Entry Heading button to the left of the entries, and click **Make a Template File using**. Give the file a name and save it in a known location. Attach it to any new class as above.

2. A department head or curriculum coordinator wishes to set categories/strands and an ideal set of assessments for all courses to be used by others in the subject department. To accomplish this, create a series of .MTP file, give each a unique name, and send these as attachments to the intended users. Or add them to a network folder where others have access.

3. A district wishes to set categories/strands and an ideal set of assessments for all courses in the district. Create and add these to a networked folder where teachers have access.

See section 8-4 for detailed instructions on how to make .MTP files.

Saving the Class

Click **Finish** in the lower right of the screen. MarkBook will save the class as an MB…15 class folder in the specified location. Whenever one clicks Finish or Save in MarkBook, the on-screen data will save inside this class folder.

BIO3DO-02 - 2018/2019 is READY!!

Congratulations! You have successfully created the class, BIO3DO-02 - 2018/2019, and a file for recording data in BIOLOGY 11.

At this time, for this class, you may add more names, enter data, create categories, print a class list, record attendance and so on. You may also create another class.

Do you want to create another class?

Yes   No

As indicated on the screen, continue entering data for this class or create another class folder. Click **Yes** or **No**. If Yes, MarkBook will return to the New Class screen at the start of this section. If No, MarkBook will open the Main Form described in section 3-1. From there, add more names or select a wide variety of other MarkBook functions.

Printing Forms
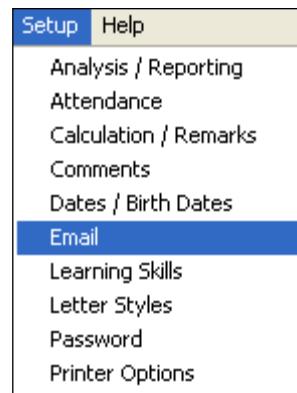
Once students have been entered or imported into a class folder, many MarkBook users will immediately print a host of useful paper forms. See section 5-1.

Calculation and Weighting Methods

See Appendix A-7 for a discussion of these options. See Appendix C for definitions of terminology.

1-5 MARKBOOK'S SETUP AND CUSTOMIZATION OPTIONS

MarkBook comes with a host of default settings but it allows any user to customize these to a significant degree. To reach the Setup options screen, open any class and click **Setup** in the upper menu bar. Click on a menu choice from the list in this image and alter the displayed defaults. When changes are complete, click **Save** and all custom settings will be saved in a personal file called MB_V12_USR.CFG stored in the same location as the class folders. This custom setup file is copied whenever the user runs a Backup as in section 3-2.

Analysis / Reporting Setup

See section 8-1, first part.

Attendance (and Bar Coded Attendance) Setup

See section 7-1.

Calculation / Remarks Setup
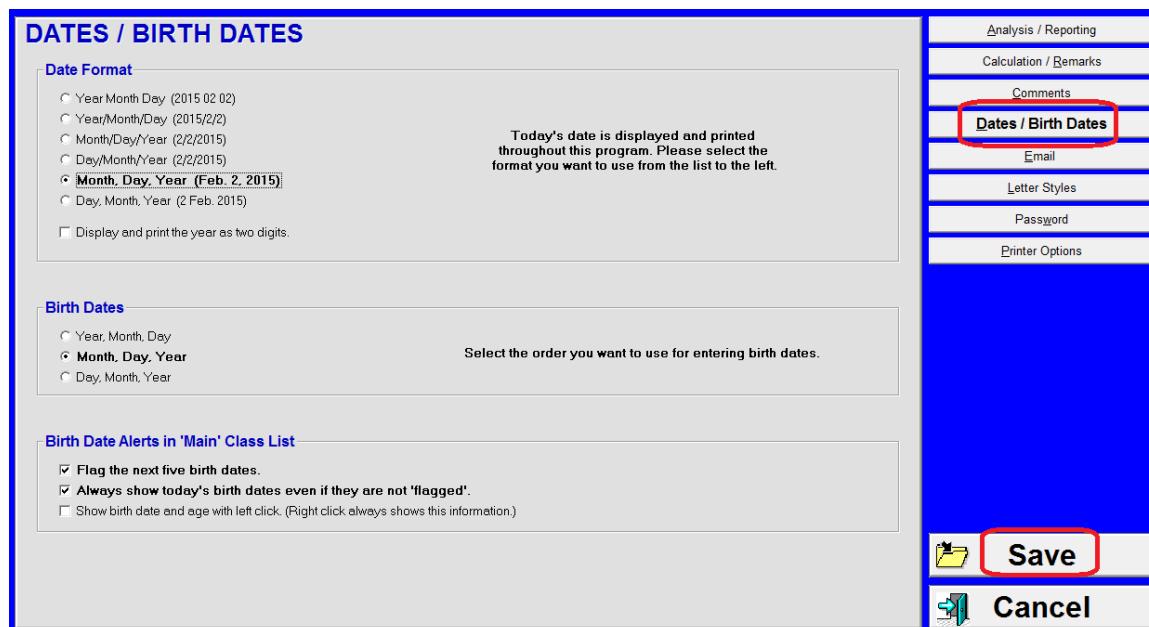
See section 8-1, second part.

Comments Setup

See section 10-1.

Dates / Birth Dates Setup

Select the **Date Format** and number of digits preferred. In the **Birth Dates** box, select a field order for entering Birth Dates on the Class screen, section 4-1. In the lower box, select the kind of **Birth Date Alerts** preferred on the Main Form, section 3-1. Click **Save** at the lower right to retain your edited/custom choices.

Email Setup

Email is setup in the **Email** section of the **Setup Menu**

Email is sent by connecting directly to an SMTP server by entering its name or IP address, your email address and, if necessary, your password. You must also indicate whether the server requires an SSL/TLS connection.

For some non SSL servers, authentication may be required. If this is the case, in the "SMTP Authentication frame, select the Type (usually "Login") and, if necessary, your email address and/or password for the account.

If you don't know your SMTP Host name, port and whether it uses SSL, check the account settings in your email software or search the internet. For example, a search for Gmail might be "Gmail SMTP settings".

Some common ones are

Service	SMTP Host	Port(*)	SSL/TLS
Gmail(*)	Smtp.gmail.com	465	Yes
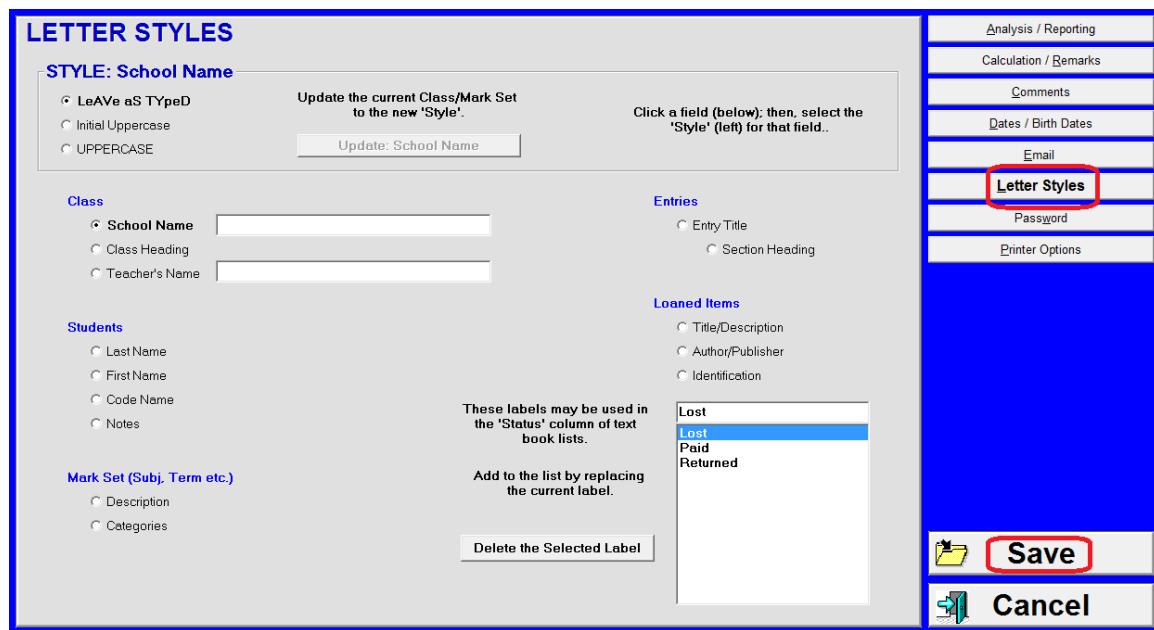
Yahoo	Smtp.mail.yahoo.com	465	Yes
Outlook.com	Smtp-mail.outlook.com	587	Yes
Bell.net	Smtphm.sympatico.ca	25 or 587	Yes
Sympatico	Smtphm.sympatico.ca	25 or 587	Yes
Rogers	Smtp.broadband.rogers.com	465	Yes

NOTE

- **Gmail (*):** In order to send email through the Gmail server, the user must set their Gmail account to allow less secure access. To do that, sign into the account, click on "**Sign-in & security > Connected apps & sites"**; then change "**Allow less secure apps**" to **ON.**

- The most common ports for SSL servers are **465** and **587**. For non SSL servers, it's usually **25** and sometimes **587**. Occasionally other ports are used.

Letter Styles Setup

Change the style of selected fields on the screen and on printouts. For instance, to put all student surnames in upper case, click on **Last Name** in the **Students** list, click on the **UPPERCASE** button in the **STYLE** box, and click the **Update Last Name** button. All surnames will be converted to uppercase without re-typing.

Similarly, make any other selection from the other lists, click a **STYLE** button and click **Update**.

Enter a school name and a teacher name in the two **Class** cells. Anything typed here will appear in the next class(es) created.

In the **Loaned Items** white window, replace any of the three terms with your own choices.

Click **Save** at the lower right to retain any customizations.

Tip: if the entire department or school is using MarkBook, consider mandating these settings for all teachers so that printouts and electronic reports have an identical appearance.

Password Setup and Use

Enter a new password. Record it on paper in a safe place if there's any chance that it may be forgotten. Click the **Show as plain text** cell to see the entered text instead of asterisks.

PASSWORD

To enter a new password, type it in each of the text boxes below and click on [Update Password]. Passwords may be 3 to 12 characters in length.

To remove password protection, leave both lines empty and click on [Update Password].

Enter a new password or leave blank:

Please enter again to confirm the change:

☐ Show as plain text

Update Password

Analysis / Reporting

Calculation / Remarks

Comments

Dates / Birth Dates

Email

Letter Styles

Password

Printer Options

Save

Cancel

From this point on, each time the user clicks the Open button, a red **Password?** Window will appear. Type in the password and push Enter on the keyboard to open the selected class.

OPEN a CLASS

Select a Class: BIO3DO-02

Password?

Printer Options Setup

The **Printer Options** button allows a user to change printers, select a different paper size, enable a different orientation and select a default font for printing.

Select the default printer in the **Printer Setup** box. Click the **Select Printer** button and click on a choice. See Appendix B for the advantages of using FinePrint as the default printer.

The **Show Printer Dialogue Box** is an option for launching a **Select Printer** control window each time a Print button is clicked in MarkBook. This gives on-the-spot printer selection and paper orientation. This is useful if MarkBook is being run as a network application and there are numerous network printers available throughout the building.

The **Thick Lines** option allows a user to increase the thickness of dark lines on MarkBook printouts. If dark lines are too thick or too thin on printed forms, select another thickness. This setting is highly variable among printers. Generally, high-density lasers produce very fine lines and may benefit from a darker setting towards the right. Conversely, some bubble-jet printers may need lighter settings towards the left. Some experimentation with specific printers will enable a preferred setting.

If installed, FinePrint will give an on-screen print preview of any forms. This may assist in setting an appropriate line thickness. See Appendix B.

In the **Printer Font** box, **Arial** is the default font for MarkBook. One may select another font and set it as the default. However, a different font may not work properly on some of MarkBook's forms. Change the font by clicking the **Select a Font** button. When done, click **Save**.

CAUTION: some forms may not print properly with a font other than Arial.

Tip: use MarkBook's setup options to customize how it works for each teacher, the school or the whole school system.

1-6 MARKBOOK FOR MAC AND IOS DEVICES

As of May 2018, The Acadiem Group no longer makes MarkBook for Mac and iOS devices. Teachers are encouraged to use MarkBookWeb on their devices. Visit www.markbookweb.com for information, a complimentary trial and support.

1-7 MARKBOOK FOR WINDOWS ON A MAC COMPUTER

Ordinarily, a Mac computer cannot run Windows software. However, with the introduction of Intel Macs running OSX (Operating System 10), Mac users have two options for running Windows software on their Macs. They can use Boot Camp to partition the computer's hard drive. Or, they can install "virtual machine" software like VirtualBox (free) and then install Windows on their Mac.

1. Boot Camp

In early 2006, Apple released its 'Intel" Macs with the OSX operating system. Now included on each new Mac is a copy of Boot Camp – software that's set up for installing a separately-purchased Windows operating system (Vista, XP or W7) onto the Mac. Once installed, the Mac computer can 'dual-boot' with _either_ the OSX system _or_ the installed Windows operating system. The Windows software is on a separate part of the hard drive. It's as if the user had two independent computers both using the same keyboard, mouse and screen. For details, search for Apple and Boot Camp on the internet

If this Boot Camp option is selected, a Mac user can install and run MarkBook for Windows inside the Windows partition. To move MarkBook class data between a Mac at home and a Windows computer at school, see Backup in section 3-2.

2. Parallels

This software tool allows both the Mac and Windows systems to run _simultaneously_ on a Mac OSX machine. Install it on the Mac, then install the Windows operating system (XP, Vista, Windows 7 or Windows 8 or Windows 10 – sold separately) and then install MarkBook for Windows.

http://www.parallels.com

3. VMware Fusion

A software product called **VMware Fusion** is available for Mac computers running OSX (Operating System 10). It's not available for OS9 and earlier Mac machines. VMware enables a Mac user to install and run as many other 'Virtual Machine' operating systems as they wish. For instance, a Fusion user could install Windows 7 and Linux and then run all three operating systems simultaneously. BTW, the Mac OS is known as the 'Host' and each of the virtual systems are called 'Guests'. The OS currently in use is said to have the 'focus'. That is, it's the active window. Once a Windows OS is installed ('98SE or newer), install MarkBook for Windows inside it. List price for Fusion is the same as

Parallels. Interestingly, there's a very high variance in cost among retailers. Shop around! For more information, visit

http://www.vmware.com/products/fusion/

4. Virtual Box

This free product works in a similar manner to the virtual machine products above.

https://www.virtualbox.org/wiki/Downloads

Data Management Recommendation

Regardless of the version of Windows operating on the Mac, each user should backup their class folders regularly as per section 3-2. Two copies on two hard drives (work computer and home computer) plus a third copy on a USB drive that moves the data from one computer to another should do the trick! Or use cloud services for backups. This applies to PC users as well.

1-8 MARKBOOK FOR WINDOWS IN LINUX (UBUNTU) WITH VIRTUALBOX

Ordinarily, Linux computers can't run Windows software. However, emulator programs such as **WINE** (www.winehq.org) and virtual machines such as **VirtualBox** (www.virtualbox.org) from Sun Microsystems are making this possible.

WINE emulates a Windows computer without actually installing Windows. MarkBook has been tested using WINE on Ubuntu (www.ubuntu.com). While it worked for some functions, to date, results have not been reliable enough to recommend this approach. We do NOT recommend using the WINE environment. See section 1-9.

VirtualBox

VirtualBox is free software that creates a virtual computer within Linux and other "Host" operating systems such as Mac OSX. Once created, any 'Guest' operating system, including Windows, may be installed on that same machine. MarkBook and other Windows programs may then be installed and used as if they were on a native Windows computer.

VirtualBox is available for many versions of Linux. A list is available on the VirtualBox web site.

https://www.virtualbox.org/wiki/Downloads

1-9 MARKBOOK IN LINUX®, UBUNTU® / WINE

Caution: As of January 2018, The Acadiem Group Inc. does NOT support MarkBook for Windows running in Linux / WINE.

WINE is a Windows emulator that's available for a number of the Linux operating systems. Ubuntu is one of these systems and there are numerous unresolved issues. MarkBook runs unacceptably in this environment. MarkBook's use in Linux/WINE is entirely **your** responsibility.

1-10 INSTALLATION AND USE ON A WINDOWS 8.1 OR WINDOWS 10 TABLET

Caution: Windows tablets currently come with two different processors. Those with Intel chips run the full W8.1 or W10 operating systems. Those with ARM chips (the dominant technology in cell phones) run Windows RT. MarkBook will run in W8/W10 on the Intel-equipped tablets **but not on the RT tablets.**

Windows tablets (aka "slates") are thin and ultra-light computers with touch-sensitive screens and detachable keyboards. Typically, they have high-end graphics, terrific speed and come with solid-state drives. In response to gravity, the screens rotate to portrait orientation automatically. Use your fingers (or a stylus if supplied) on the screen to enter

commands equivalent to a mouse click. An on-screen keyboard enables typing. Major manufacturers include Asus, Dell, HP, Intel, Lenovo, Microsoft, Samsung, Sony and Toshiba. Screen sizes vary up to 11.6" (29cm). These devices occupy a similar market niche to the Mac Air notebooks but the keyboard is detachable giving a tablet the size, feel and mobile functions of an iPad. Unlike the iPad (see section 1-6) and similar Android devices, the Windows tablets come with a full-function operating system and multiple communication ports. Some have micro-SD slots for extra memory.

Besides the on-screen keypad, some tablets come with a detachable keyboard or you can purchase and connect a variety of external keyboards. If considering a tablet for MarkBook use, we recommend examining various models for operating system (NOT RT), 32 vs. 64-bit chips, physical screen size, minimum and maximum screen resolutions, integrated keyboard quality, number of power ports (some have a second power port on the keyboard), number of communication ports (extras on keyboard?), on-board memory, memory expansion potential, battery life, WiFi plus WiDi, stylus functions and warranty.

MarkBook will install and run very nicely on a Windows 8.1/10 tablet **but NOT on a Windows RT tablet**. These less expensive devices are designed to run only certain apps coded specifically for the RT system.

MarkBook Installation on a Tablet

Installing MarkBook from a CD:

If you have an external CD/DVD drive connected to the tablet, MarkBook may be installed directly from the CD. Otherwise, using a separate computer with a CD/DVD drive, copy the contents of the MarkBook CD to a USB Flash drive or a micro-SD card if your tablet is so equipped. Insert the drive or card into the tablet, open the drive and double click on "Autorun.exe". Whether from the CD or the Flash drive, use the "Standard" not the "Network" option to install the program. Alternatively, copy the setup.exe file from CD's MarkBook folder to a USB memory stick or SD card. Insert the stick/card and run the file. Also see **Installation on a Netbook** in section 1-1.

Installing from a download:
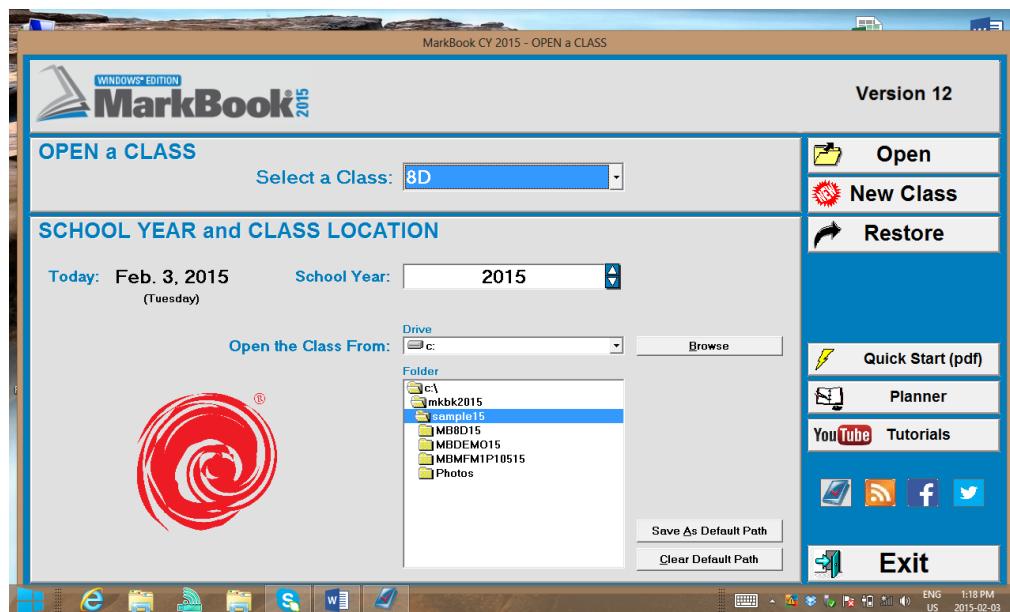
This bypasses the need for a CD. MarkBook should install and run without any issues. If there are problems, please contact support@markbook.com.

Recommended Tablet Settings
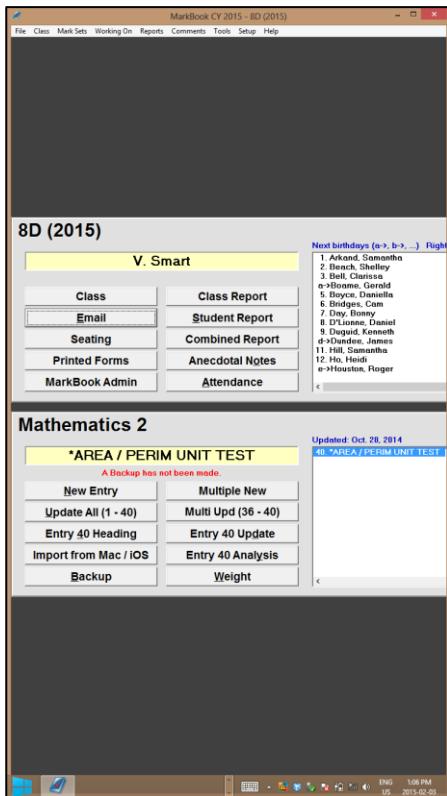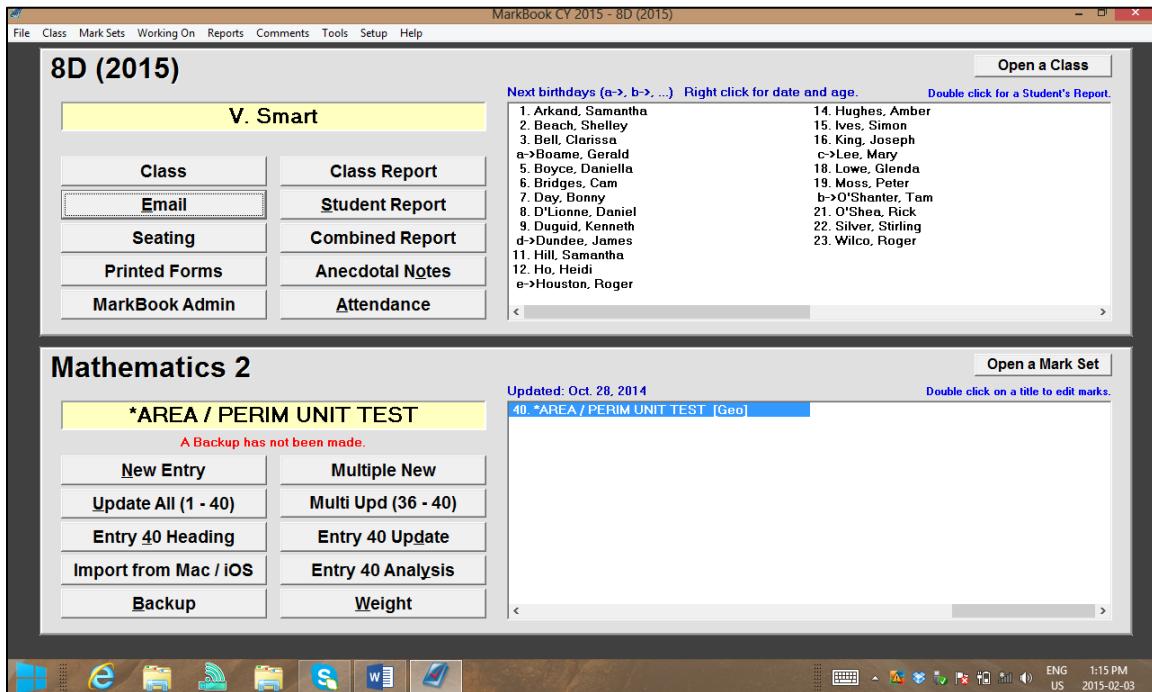
Out of the box, tablets come with a variety of screen resolutions (width X height) such as 1920 X 1080. While large resolutions are partially responsible for the superb visual display, they make reading text difficult and they make touch commands awkward since a fingertip is often large enough to hit several cells or buttons simultaneously.

MarkBook's minimum resolution requirement is 1280 X 700. If the tablet's screen resolution is 1920 X 1080 and the text is set to "Smaller (100%)", MarkBook may be used in Landscape orientation. However, text labels may appear very tiny and some finger tap/touch commands are difficult with such a high resolution

The following image is a screen capture from a Samsung tablet reset to a 1280 X 768 resolution. The font size was set to "Smaller" or 100%. In landscape orientation, MarkBook`s **OPEN a CLASS** screen fits comfortably on the tablet`s screen:
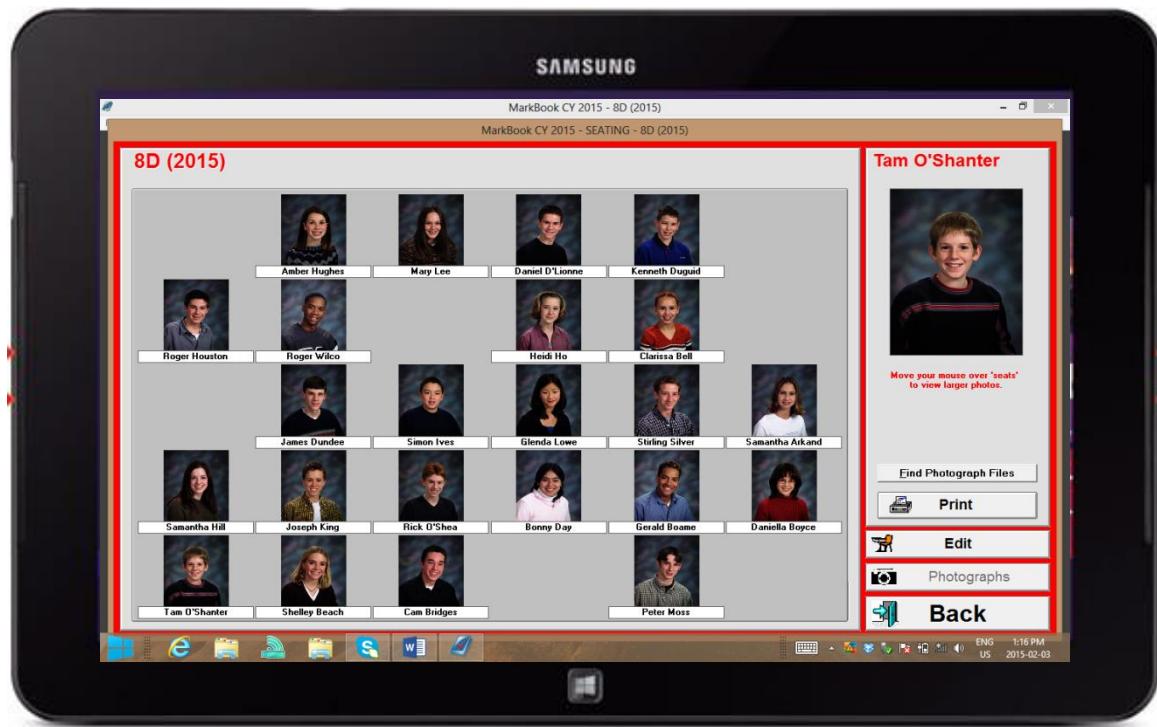
This image is the same tablet. MarkBook`s main screen (section 3-1) is large and the function buttons are easy to tap with a finger or stylus.
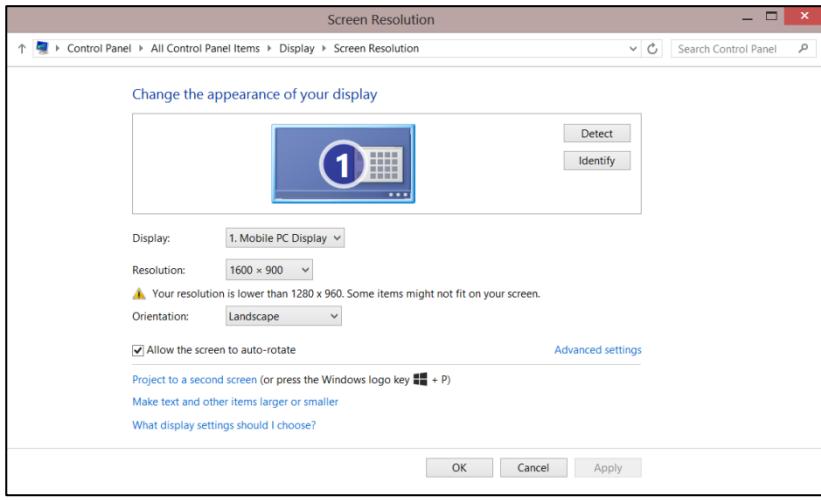

However, in portrait orientation, there's a problem.

There are solutions. First, in a matter of seconds, the user can lock out the auto-rotate feature of the tablet (recommended – see the instructions at the end of this section). Or, the user can select a resolution where the height is at least 1280, if available. However, as described previously, all applications on the tablet, including MarkBook, are very tiny at these high-resolution settings.

MarkBook® Reference Manual, Version 12.5.8

This image is MarkBook's photo seating screen (section 5-4) running on a tablet at a 1280 X 768 screen resolution. The text size is 100%, the auto-rotate is blocked and the task bar is set to auto-hide (see the notes on installation on a netbook in section 1-1). 768 is the minimum vertical resolution on this particular tablet.

To set a new resolution, right click on the tablet's desktop screen (or hold your finger on the screen) and tap/select Screen Resolution to get this menu. In the centre, drop down the **Resolution** menu, reset and click **Apply**.

To lock out the auto-rotate, uncheck the cell that says **Allow the screen to auto-rotate**. Click **Apply**.
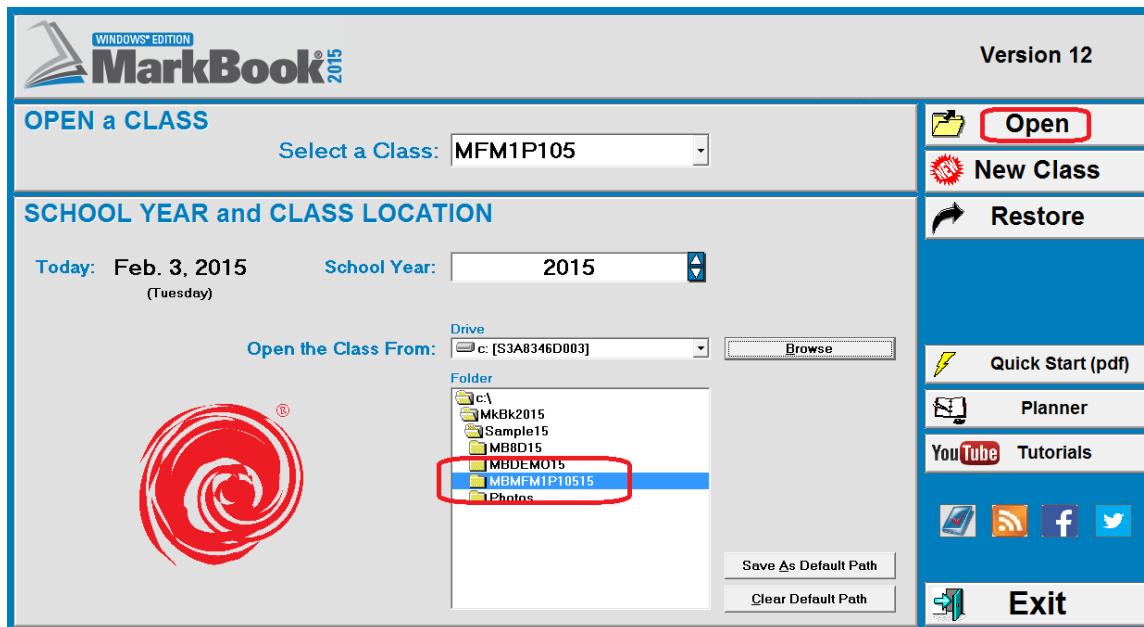
Then, click the blue message lower on the screen that says **Make text and other items larger or smaller**. Select 100% and click Apply.

MarkBook® Reference Manual, Version 12.5.8

2 Working With Existing MarkBook Classes

2-1 OPENING / RETRIEVING A CLASS FOLDER OR FILE

Opening Screen - "OPEN a CLASS"

After first use, this screen appears each time MarkBook is launched. All data for each class is stored in a Folder. Locate and retrieve (i.e. open) each existing class folder with its stored data using this **OPEN a CLASS** screen.

Selecting the School Year

Click on the up/down toggles beside **School Year** to change the academic year if necessary. Computers will select the current year if the internal clock is set accurately. **CAUTION: If the correct School Year is not selected, MarkBook will not open that year's classes.** In the northern hemisphere, the starting year for each class is indicated by the last two digits of the folder name - 11 for 2011/2012, 12 for 2012/2013, etc. MarkBook CY users (mostly in the southern hemisphere) should pick the calendar year of use – 2012, 2013, 2014, 2015, 2016, 2017 or 2018.

Folders

The computer hunts for and displays the file names of each saved class in the white **Folder** window. In the above example screen, there are several classes stored in Sample18. If desired, set this search location as the default so that the software automatically hunts this location each time MarkBook is launched. Click on the **Save As Default Path** button to set it as the default. Or, set the default to any other location such as a personal space on the school's network.

Searching for a Class

To change the search location, click on the **Drive** toggle. This will be useful if there are many teachers using the same computer and each one keeps their class folders in a different location (e.g. a separate USB stick). **Caution: Wherever it's stored, always back up your data!** See section 3-2 and section 14-1 for backup details.

Selecting a Class

To select a class, use the mouse to click **once** on the class of choice in the **Folder** window, OR use the up and down keyboard arrows to scroll through the class folders. A double click on a class folder will get an 'MB" Folder Error as pictured in section 1-3. Correct by double clicking on the folder above the class and then single click on the class.

Once the appropriate academic year is selected, the chosen class will appear in the **Select a Class:** window near the top. In the above example, the "MFM1P105" class has been selected (MB and 12 were selected by MarkBook when the class folder was created for the 12/13 academic year). To open the selected class, click on the **Open** button on the screen. This will move to the Main Form, section 3-1 with the selected class data loaded.

Starting a New Class

To start a new class, click the **New Class** button. Follow the instructions in section 1-4.

Select the Help file by clicking on the **Help** button.. MarkBook's context-sensitive Help file is available from any screen by clicking F1. Note: the Help file doesn't work in Vista, Windows 7 or Windows 8.

Planner and YouTube

Access the **Planner** without opening a class by clicking on the Planner button. See section 6-2.

Click on the **YouTube Videos** button to see a linked list of support videos.
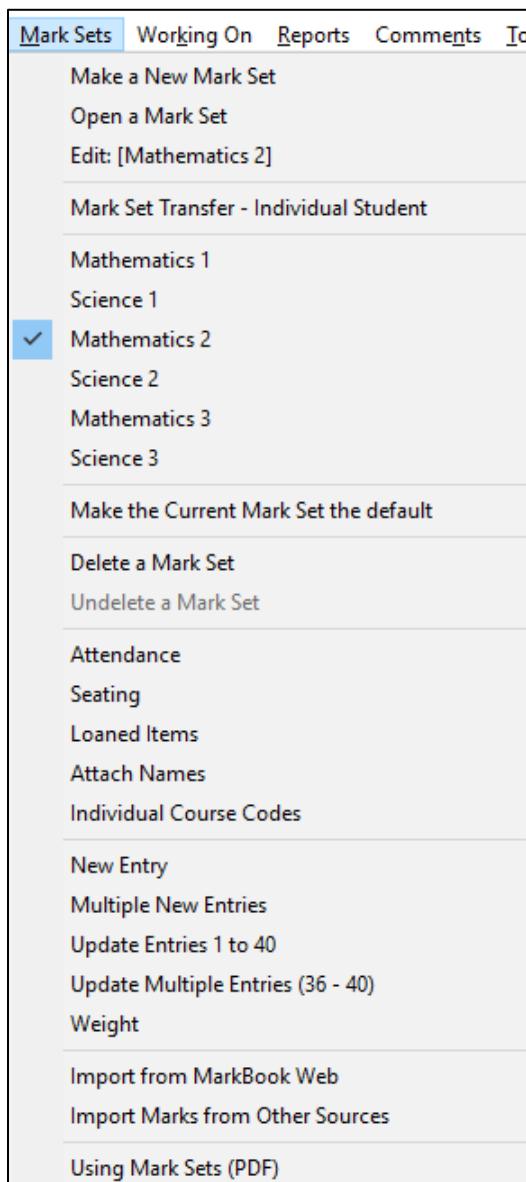
Exit

Quit MarkBook by clicking the **Exit** button.

2-2 NAMING / DESCRIBING / EDITING A CLASS AND/OR A MARK SET

A sub group of marks or students in MarkBook is called a Mark Set. After the class is created, edit the data for any existing Mark Set or make new Mark Sets.

Mark Sets | Working On | Reports | Comments | To

- Make a New Mark Set
- Open a Mark Set
- Edit: [Mathematics 2]

- Mark Set Transfer - Individual Student

- Mathematics 1
- Science 1
- ✓ Mathematics 2
- Science 2
- Mathematics 3
- Science 3

- Make the Current Mark Set the default

- Delete a Mark Set
- Undelete a Mark Set

- Attendance
- Seating
- Loaned Items
- Attach Names
- Individual Course Codes

- New Entry
- Multiple New Entries
- Update Entries 1 to 40
- Update Multiple Entries (36 - 40)
- Weight

- Import from MarkBook Web
- Import Marks from Other Sources

- Using Mark Sets (PDF)

A list of Mark Sets for the current class will appear by clicking Mark Sets in the upper menu bar as in this image. The current Mark Set has a check mark.

To get to the **CURRENT MARK SET** screen from MarkBook's Main Form, section 3-1, click on **Mark Sets** in the upper menu bar and select **Edit: [name]**. Use the resulting screen to edit the description and/or the categories/strands for

the class, OR

a subset (aka Mark Set) of the class, OR

another subject taken by this class, OR

edit the calculation/weighting methods used for this class.

Current Mark Set Class Code

This following screen shows the description and categories for a class. This sample has only one Mark Set because all students are taking the same course, the teacher does not teach any other subject to this group, and the course is not divided into "terms", "semesters" or "quarters". Since there is a single Mark Set, the button labelled **Make [TERM] the default Mark Set** is greyed out.

It's possible to create another Mark Set using the **New Mark Set** button at the upper right. Select four convenient letters and numbers for creating the **Mark Set Short Code**. For instance, one could use a code from the curriculum/syllabus guideline for this course. The **Master Course Code** cell automatically fills.

Course Description

Enter a **Description** for the course as it's generally known within the school. Other examples: World History, Gr5 Mathematics Term 2, Early Childhood Edn, Foods 10. This description will appear on printed reports and on MarkBook's operating screens but it is not used as a file/folder name by MarkBook or Windows.

Block Title

The Block Title enables a grouping of assessment data into units, terms, semesters, quarters, clusters, source, curriculum expectation numbers, COPs, skills or some other grouping as defined by the user. Type or edit a name for the group. MarkBook's supplied default is **Unit** and student performance by Unit can be analyzed. See section 9-1. However, if edited to **Term**, then analysis by Term is possible. Use **Sem**, **Qrtr**, **Skill**, or any other text up to six letters that describes how the assessment data is to be subdivided. There is another way to divide a course into Terms or other time blocks: see the fourth part of section 4-3 on Mark Sets.

A number or short name may be used for specific curriculum objectives/expectations. In this case, the Block Title should be **Obj#** or **Exptn#** or **Otcm#**. Then, analysis by objective is possible.

A decision on which name to use is not critical at this stage. A user can come back to this screen at any time to alter the Block Title.

Calculation and Weighting Method

Click on the weighting system to be used. The **Average/Category** system is set by default. This can be re-set at any time later such as in this example where the teacher has switched to **Blended Mode/Category**. Changing calculation method doesn't affect any entered assessment data. In the preceding screen sample, the teacher elected to build all categories for this course and assign pre-determined weights for each. Categories are typed into the **Description** cell and their weights typed into the **Target** cell. If these are known at the start of the course, great! If not, set up new categories/strands and/or change their weights/values at any time!

Assessment Categories / Strands / Outcomes / Expectations / Benchmarks / Etc.

Once categories have been created, MarkBook remembers these and the weightings last used. All of these are stored in the **Master List** window at the bottom centre. Double click or drag any item in the Master List to pop it into the category list on the left for the current class. Click in the **Target** cell and edit for a new weight. Click Enter on the keyboard. If one category is used more frequently than others, make it the default category by highlighting it and click on **Make [ ] the default category**.

Delete any category now or later by dragging it to the trash can. The **Misc** category should be deleted if it will not be used. Edit its Target if it's to be kept. Warning: if there are any assessments in a category/strand for this class, MarkBook will not allow its deletion! Go into the assessment description, section 8-2, and move all assessments in this category into another before deleting the unwanted category.

Click F1 at any time for Help.

Attach Names

If there's a subset of students within the class (also called a Mark Set) that requires separate assessment and evaluation (e.g. another academic level/stream), click on **New Mark Set**. This will allow a separate description, categories, and weights for this subset of the class. Then click on **Attach Names** and to drag and drop selected students into the subset group. In effect, this creates two separately-evaluated student cohorts within the same classroom. They can have a common seating plan/chart and attendance form, but are assessed differently and compared only to their peers within the subset group. Section 4-3 has more information on the concept and uses of Mark Sets. Also, see the document in the Help file called Using Mark Sets.

The Default Mark Set

If there's more than one Mark Set in this class, a default will open whenever the class is launched. Beside **Mark Set Short Code** at the top of the screen, click on **Make [subject] the Default Mark Set** to have this particular Mark Set open automatically whenever this class is opened. If there's only one Mark Set, it will be the default.

Mark Set Setup Files and Template Files

Two kinds of files assist setting up new Mark Sets. See section 8-4 for instructions on creating these files and section 1-7 and section 8-4 for instructions on using them.
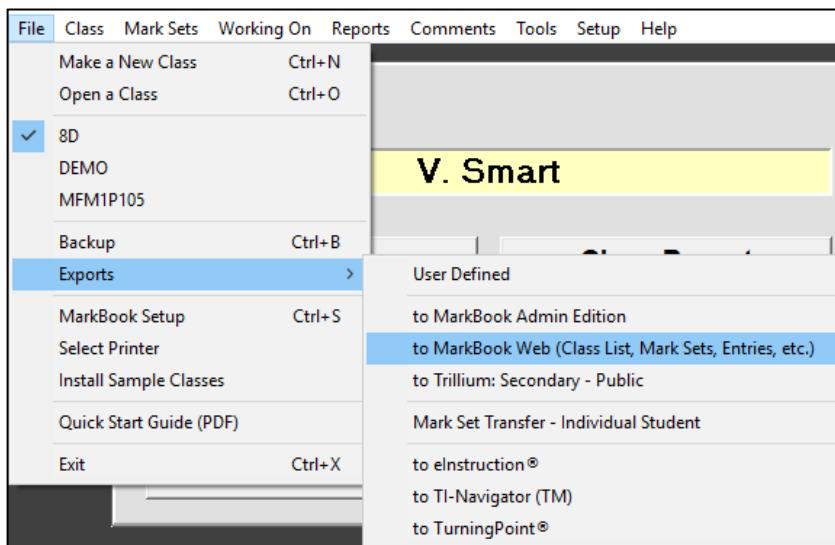
Help with Mark Sets

There is an installed manual, **Using Mark Sets**, that may be opened using the button at the lower right corner of the Mark Sets screens just above the **Back** or **Save** buttons. Click it to open this .pdf document.

"**Mark Set^{TM}**" is a trademark of The Acadiem Group Inc.
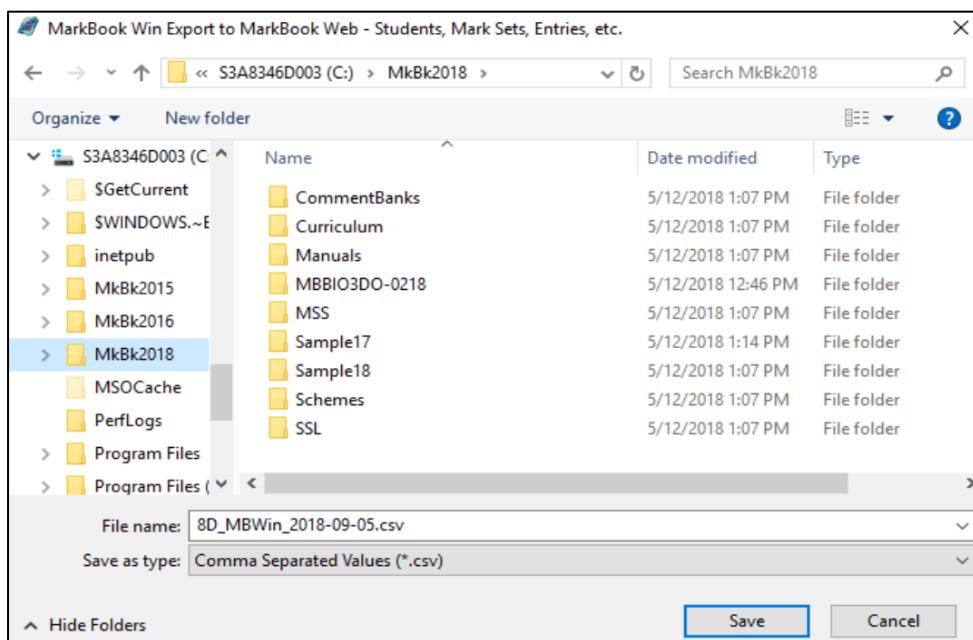
2-3 EXPORTING CLASSES TO MARKBOOKWEB

With any class open, click **File** in the upper menu bar. Click **Exports** and then click **to MarkBookWeb.**

The following Windows Save screen will appear.

MarkBook will suggest a name based on the current class course code and section, with a .csv extension as in the following example. Edit the name as you wish, but keep the .csv extension. Pick a file location and click **Save**. Once saved, open that file with MarkBookWeb.

---
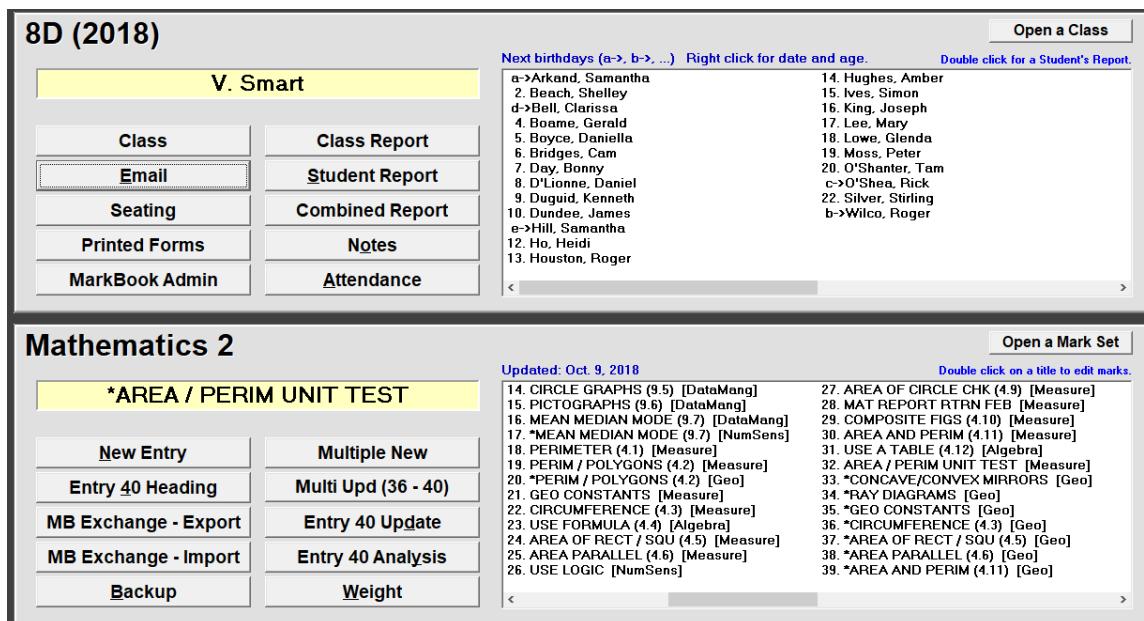
3 MarkBook's Main Form

3-1 THE MAIN FORM

MarkBook works with one class at a time. The following screen appears automatically when one opens a class folder from the Open Class Screen, section 2-1. MarkBook automatically returns to this screen when finished with a function in another screen/frame. This screen has three parts:

- The upper half manipulates the class roster, enters attendance, builds reports and communicates.
- The lower half enters, manipulates, analyses and backs up assessment data.
- The Menu Bar at the top of the screen (not shown in this next image) accesses numerous other functions.

8D (2018)

Open a Class

V. Smart

Class	Class Report
Email	Student Report
Seating	Combined Report
Printed Forms	Notes
MarkBook Admin	Attendance

Next birthdays (a->, b->, ...)   Right click for date and age.   Double click for a Student's Report.

a->Arkand, Samantha
2. Beach, Shelley
d->Bell, Clarissa
4. Boame, Gerald
5. Boyce, Daniella
6. Bridges, Cam
7. Day, Bonny
8. D'Lionne, Daniel
9. Duguid, Kenneth
10. Dundee, James
e->Hill, Samantha
12. Ho, Heidi
13. Houston, Roger

14. Hughes, Amber
15. Ives, Simon
16. King, Joseph
17. Lee, Mary
18. Lowe, Glenda
19. Moss, Peter
20. O'Shanter, Tam
c->O'Shea, Rick
22. Silver, Stirling
b->Wilco, Roger

Mathematics 2

Open a Mark Set

***AREA / PERIM UNIT TEST**

New Entry	Multiple New
Entry 40 Heading	Multi Upd (36 - 40)
MB Exchange - Export	Entry 40 Update
MB Exchange - Import	Entry 40 Analysis
Backup	Weight

Updated: Oct. 9, 2018   Double click on a title to edit marks.

14. CIRCLE GRAPHS (9.5) [DataMang]
15. PICTOGRAPHS (9.6) [DataMang]
16. MEAN MEDIAN MODE (9.7) [DataMang]
17. *MEAN MEDIAN MODE (9.7) [NumSens]
18. PERIMETER (4.1) [Measure]
19. PERIM / POLYGONS (4.2) [Measure]
20. *PERIM / POLYGONS (4.2) [Geo]
21. GEO CONSTANTS [Measure]
22. CIRCUMFERENCE (4.3) [Measure]
23. USE FORMULA (4.4) [Algebra]
24. AREA OF RECT / SQU (4.5) [Measure]
25. AREA PARALLEL (4.6) [Measure]
26. USE LOGIC [NumSens]

27. AREA OF CIRCLE CHK (4.9) [Measure]
28. MAT REPORT RTRN FEB [Measure]
29. COMPOSITE FIGS (4.10) [Measure]
30. AREA AND PERIM (4.11) [Measure]
31. USE A TABLE (4.12) [Algebra]
32. AREA / PERIM UNIT TEST [Measure]
33. *CONCAVE/CONVEX MIRRORS [Geo]
34. *RAY DIAGRAMS [Geo]
35. *GEO CONSTANTS [Geo]
36. *CIRCUMFERENCE (4.3) [Geo]
37. *AREA OF RECT / SQU (4.5) [Geo]
38. *AREA PARALLEL (4.6) [Geo]
39. *AREA AND PERIM (4.11) [Geo]

This screen image shows one of the sample classes. Students are listed alphabetically by last name in the upper window. Their assessments to date are listed in entry order in the lower window. The yellow windows display the teacher name and the title of the selected assessment. As with all Windows software, there are functions that can be accessed using the words in the Menu Bar at the top of the screen (not shown) e.g. **File**, **Class**, **Mark Sets**, **Working On**, **Reports**, **Comments**, **Tools, Setup**, and **Help**. However, there are buttons on this screen that permit direct access to some of these functions.

The date on which the last data was entered into this class folder shows in blue under the **Open a Mark Set** button. If set up, a Backup warning appears in red at the centre left (see section 3-2).

Birthdays

If student birth dates were entered, as in section 4-2, letters will appear in front of some names indicating upcoming birthdays in a, b, c, ... order. To print a birthday list, see the Class menu below or click the **Printed Forms** button. Highlight any student's name by clicking on it. Then right click the name to see the birth date. If today is a birthday, the student's name and age will automatically show in red in the upper right.

Class Button – Add / Delete Students, Display Contacts, Edit Student Data

Add new students to the class or delete current students by clicking the **Class** button as in section 4-1. Edit or delete any information on any student (name, HF, student number, telephone numbers, code name, etc.) by clicking on the same button as in section 4-2.

Anecdotal Notes, Printed Forms, and Seating Buttons

Build or edit anecdotal **Notes** by clicking the button of that name as in section 3-4. Print several different forms by selecting the **Printed Forms** button. The **Seating** button goes to a screen for constructing and printing a seating plan/chart, including one with photos.

Email Button

Send text messages to groups, individuals or the whole class with the **Email** button.

Class Report Button

Produce Class Summary Reports, as in section 9-1, by clicking on the **Class Report** button. There are several styles of reports including ones for posting in the classroom with anonymous code names as the only identification of individuals. Numerous analytical techniques are supplied. Produce HTML class reports as well.

Student Report Button

Analyse individual performance and report privately by clicking on the **Student Report** button as in section 11-1. There are numerous options including a trend graph, a mode graph, achievement by category or strand, and other useful selections. All are described in section 9 of this document. With a single command, create paper or electronic report cards one at a time, for the whole class, or for a selected cohort within the class.

Attendance Button

Record and analyze attendance by clicking on the **Attendance** button as described in section 7-2. Options include printing blank attendance forms (including bar coded forms), printing individual attendance summaries, and analyzing the attendance from the seating plan grid.

Selecting a Different Class

To switch from the current class to another, click on the **Open a Class** button at the upper right OR click on the class title. A list of classes in this same directory will appear. Double click the new class selection to open it.

MarkBook Admin

Transfer data for the current class to MarkBook Admin Edition. The function of this button is described in section 13-6.

New Entry & Multiple New Buttons - Add Assessment Data

To put data in for each new assessment or New Entry being recorded, as in section 8-2, click on the **New Entry** button in the lower half of the screen. To subdivide this assessment into several categories/strands, click the **Multiple New** button.

Update Buttons - Edit Assessment Data

To change marks for any assessments, click on any of the **Update** buttons. The Update Screen, section 8-8, is one of several ways of editing a mark (e.g. for a late item, for a redo, or to correct an error). Similarly, the **Multi Upd** button enables updates for several assessments simultaneously.

Weight Button – View & Edit Assessment & Category Weights

The **Weight** button, section 8-9, accesses one of the most powerful features of this software - the ability to adjust the importance/value of any assessment and any category/strand towards the overall mark. Edit the weight of any assessment to zero to delete it. For more information on Weighting, see Appendix A-7.

Entry Heading Button – Edit the Assessment Title and Description

The **Entry XX Heading** button accesses the title and classification screen, section 8-3, for the blue highlighted assessment and permits changes to its name, date, and category/strand.

Entry Analysis Button - Analysis of One Assessment

For an analysis of any individual assessment, highlight it and click on **Entry XX Analysis**. To analyze the overall performance of the class on all assessments or on a category of assessments (e.g. tests, labs, homework), click on the **Class Report** button, section 9-1, in the upper half of the screen, and isolate one category/strand.

Open a Mark Set Button

To switch from the current Mark Set to another, click on the **Open a Mark Set** button. The button will be greyed out if there is only one Mark Set for this class. See section 4-3.
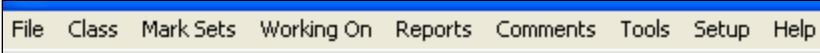
Backup Button

This button gives direct access to a screen for rapidly copying class folders to another location. Use this feature regularly to prevent loss of data should the current storage device or location fail. See section 3-2 for details.

MB Exchange Import / Export Buttons

These buttons enable a user to move classes with all data back and forth between this version of MarkBook for Windows and MarkBookWeb.

Menu Bar Options

| File | Class | Mark Sets | Working On | Reports | Comments | Tools | Setup | Help |
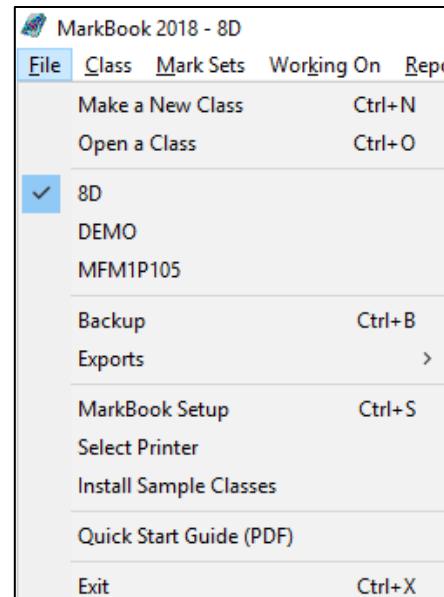
Each word/phrase at the top of the screen accesses a number of MarkBook features. Click on a selected word e.g. **File** or tap the Alt key on the keyboard and then click ALT and the underlined letter in the selected word e.g. **Alt-F**. In either case, a menu of options will drop down as in the following examples. Where choices are greyed out, insufficient data is available to run these options.

File Menu

The **File** menu has the following options:

MarkBook 2018 - 8D

File	Class	Mark Sets	Working On	Repo
Make a New Class	Ctrl+N
Open a Class	Ctrl+O
✓ 8D
DEMO
MFM1P105
Backup	Ctrl+B
Exports	>
MarkBook Setup	Ctrl+S
Select Printer
Install Sample Classes
Quick Start Guide (PDF)
Exit	Ctrl+X
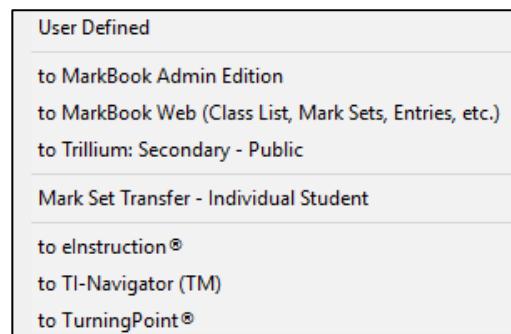
- Make a New Class - see section 1-4.
- Open a Class. This goes to the Open a Class screen - see section 2-1.
- Select a Class - this selects among the current year's classes in the same drive location. There are three classes in this example. A check mark indicates the one currently open.
- Backup classes - see section 3-2.
- Export selected data. See below.
- Setup MarkBook's user defined parameters.
- Setup a connected printer(s). Use this to change printers, paper size, or orientation.
- Open the Quick Start Guide.
- Exit MarkBook. Or, exit by clicking X in the upper right of the main form.

Exports Sub Menu

The Exports sub menu enables MarkBook to send data to other applications.

User Defined

to MarkBook Admin Edition
to MarkBook Web (Class List, Mark Sets, Entries, etc.)
to Trillium: Secondary - Public

Mark Set Transfer - Individual Student

to eInstruction®
to TI-Navigator (TM)
to TurningPoint®

- User Defined allows a custom export. See section 13-1.
- Export to MarkBook Admin - section 13-6.
- Export to MarkBookWeb.
- Export to an SIS. See section 13-5.
- Export a student to a Mark Set in another class or Import a student from another class. This export/import includes the student's achievement data. See section 13-8.
- Export to eInstruction®. See section 13-3
- Export classes to TI-Navigator^{TM}. See section 13-2.
- Export to TurningPoint®. See Section 13-4.

Class Menu

The **Class** menu has the following options:

- Review/Edit the class Description - see the first Class List image in section 1-4.

- Add names - see section 4-1.

- Edit names - see section 4-2.

- Undelete names. MarkBook will return any deleted student with all of their data - see section 4-1 and section 4-2.

- Attach several/all students to a given Mark Set. See section 4-3.

- Produce a Birth Dates and Age list. See section 5-3.

- Send bulk Email to selected students, parents, groups, or the whole class.

- Enter, edit, or import student timetable/schedule and locker location data.

- Open the anecdotal Notes screen as described in section 3-4.

- Open the Attendance functions - see Chapter 7 starting at section 7-1.

- Build or edit a class Seating Plan/Chart - see section 5-4.

- Enter data for text issue or other Loaned Items - see section 5-6.

- Attach different course codes to each student. This is useful for Coop teachers with numerous credit courses in the same class. See section 4-2.

- Define and assess Learning Skills, Behaviours, Thinking Skills, Habits, etc. – see section 8-13.

- Backup this class to another location or drive - see section 3-2.

- Export selected data. See the Export sub menu above under the File Menu.

- Update the class list roster from an external SIS file. See section 4-8.

- Print useful recording forms - see section 5-1.

MarkBook 2018 - 8D

Class | Mark Sets | Working On | Reports

Description
Add Names
Edit Names
UnDelete Names
Attach Names
Birth Dates
Email
Timetables/Lockers

Anecdotal Notes
Attendance
Seating
Loaned Items
Individual Course Codes

Learning Skills

Backup
Exports   >

Update Class from File
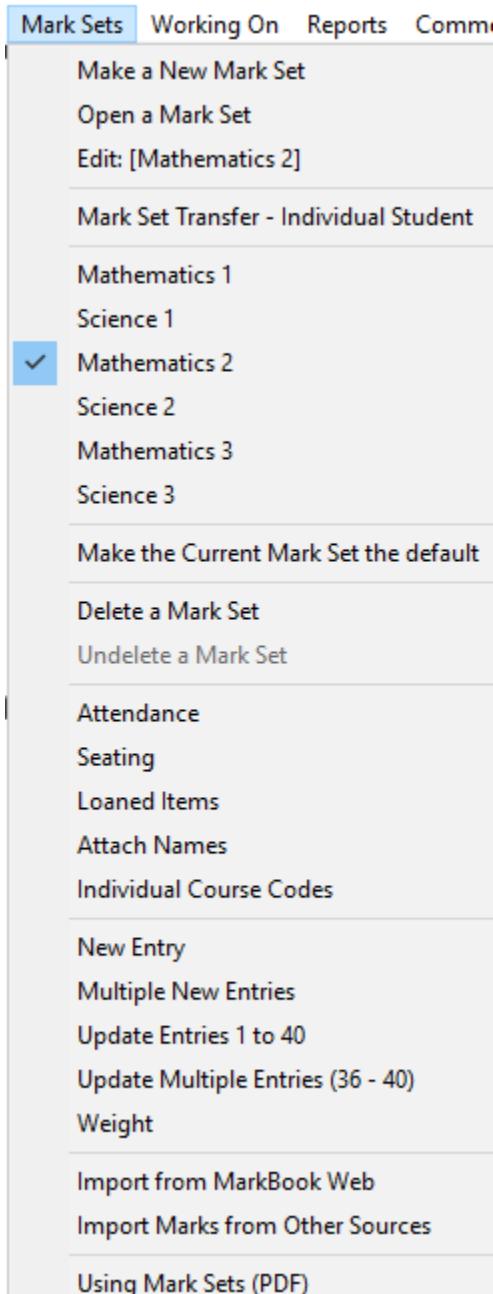
Print Lists and Forms   Ctrl+P

Mark Sets Menu

The Mark Sets menu has the following options:

- Make a Mark Set, Open a Mark Set, or Edit a Mark Set - see section 4-3.
- Open an existing Mark Set. The checked Mark Set lower in this menu is open.
- Edit the current Mark Set.
- Export or Import a student with their assessment data as a separate Mark Set. See section 13-8.
- Make the Current Mark Set the default Mark Set. This Set opens when the class is opened.
- Delete or Undelete a Mark Set. See the end of section 4-3.
- Open the Attendance functions - see Chapter 7 starting at section 7-1.
- Build or edit a class Seating Plan/Chart. See section 5-4.
- Enter data for Text Issue or other Loaned Items - see section 5-6.
- Attach several/all students to a given Mark Set. See section 4-3.
- Attach different course codes to individual students. See section 4-2.
- Enter results for an assessment - see section 8-2.
- Update data. See section 8-8.
- Adjust the **Weight** for all assessments - see section 8-9.
- Import assessment entries from MarkBookWeb.
- Import marks from other electronic sources such as the Texas Instrument Navigator system and web tests. See section 8-6.
- Open the Using Mark Sets .pdf support document.

Working On Menu

The Working On menu has the following options for a specific assessment entry:

- Edit the Heading for the assessment - see section 8-3.
- Edit / update the assessment's data - see section 8-8.
- Analyze the assessment's data - see section 8-10.
- Clone the assessment - see section 8-2.
- Delete that assessment entry. The Hide option will remove deleted items from view.
- Update all assessments.

Reports Menu

The Reports menu has the following options:

- Analyse and print a Class Report - see section 9-1.
- Analyse and send individual Student Reports - section 11-1.
- Combine two or more Mark Sets into one report - section 12-1.
- Define and assess Learning Skills. See section 8-13.
- Transfer summary data to **MarkBook Admin Edition**. Counsellors, department heads, and administrators will have instant access to <u>current</u> academic and attendance data for all students. For more information, see section 13-6.
- Export summary data to an SIS. See section 13-5.
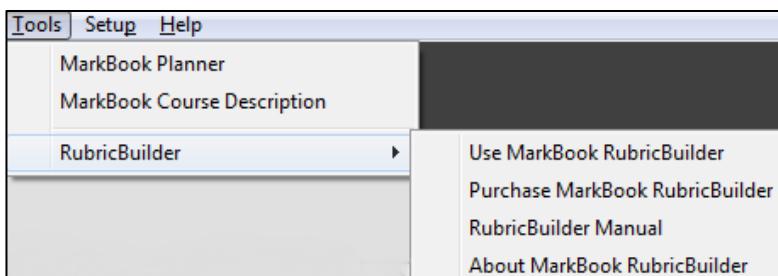
Comments Menu

The Comments menu has the following options:

- Create Comments for the current subject Mark Set in Normal Mode - see section 10-3.
- Transfer these comments into other software - see section 10-9.
- Create Comments for Combined Mark Sets.
- Transfer Combined Comments into other software - see section 12-8.
- Edit any comment bank using the comment editor - see section 10-4.

Tools Menu

Tools | Setup | Help

MarkBook Planner
MarkBook Course Description

RubricBuilder ▶

    Use MarkBook RubricBuilder
    Purchase MarkBook RubricBuilder
    RubricBuilder Manual
    About MarkBook RubricBuilder

The first two options in the Tools menu access MarkBook's Planner functions – see Chapter 6. Section 6-8 has the Course Description or Course Outline.
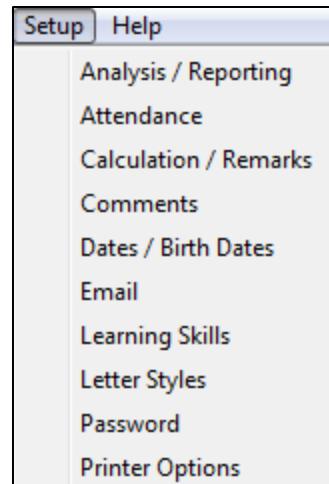
RubricBuilder is available as an online option for all teachers.

- If your computer is connected to the web, open MarkBook's RubricBuilder from this sub menu by clicking **Use**. This will launch the RubricBuilder website.

- Click **Purchase** to buy a license on line with your credit card.

- The **RubricBuilder Manual** may be installed locally with MarkBook as a PDF file. Otherwise, it's online. Click to open it.

- If connected to the web, click **About MarkBook RubricBuilder** for details.

Setup Menu

The Setup menu has user-defined or school-defined options for:

Setup | Help

Analysis / Reporting
Attendance
Calculation / Remarks
Comments
Dates / Birth Dates
Email
Learning Skills
Letter Styles
Password
Printer Options

- analysis and reporting conversion tables. See section 8-1.

- attendance functions as in section 7-2.

- calculation options and custom remarks as in section 8-1.

- editing the comment fit parameters - section 10-4.

- setting date formats.

- setting up the Email functions.

- accessing the Learning Skill, Thinking Skill, Behaviour, Habits functions. See section 8-13.

- adjusting letter styles, fonts, and preferences for display and printouts.

- creating a password. See section 1-7.

- setting printer options. See section 1-7.

Help Menu
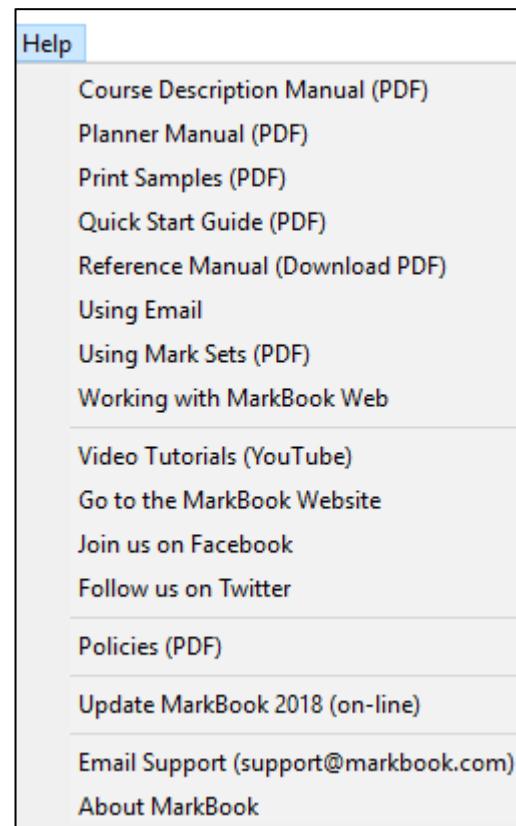
The Help menu has several .pdf files listed in this image. In addition, there are links to

- YouTube video tutorials,
- the MarkBook website,
- MarkBook's Facebook and Twitter accounts,
- a Policies document. Replace this file with your local district policy as a file named **Policy.pdf**.

If there's a newer execute for the current edition of MarkBook, **Update** your version from the Web at no charge.

Request Email Support.

Click **About MarkBook** for your version number.

3-2 BACKUP, CLOUD STORAGE, MOVING CLASSES AND DATA RECOVERY

CAUTION: Every computer data storage device is going to fail. It's not a matter of "IF", it's a matter of "WHEN"! This includes every hard drive, network drive, USB stick, and diskette. If you have only one copy of your data on a single storage device like a hard drive, Murphy's Law guarantees a visit from Mr. Murphy, usually the day before marks are due! Mr. Murphy is much less likely to visit if you've made backups! Even if he does hit one storage device, your data is backed up!
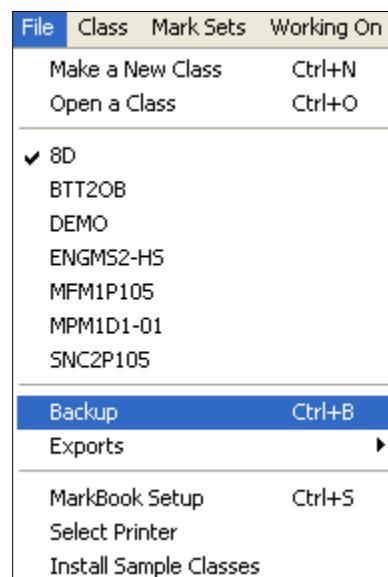
MarkBook has a built-in Backup routine to make another copy of class data, one class at a time or multiple classes at a time. Always keep at least one backup copy, and preferably two copies, of all current class data. A USB Mass Storage device will hold all of a teacher's current class folders. Use Backup to

1. Copy current class folders to another storage location through a network or on a portable storage device lined a USB memory stick.
2. View or recover current class folders with their data or view/recover data from an earlier date.

Tips: the MarkBook Backup routine is NOT a 'Save As' function. Rather, a copy of each selected class folder is created but MarkBook continues to work from the original file location. Make backup copies frequently!

There are four ways to access Backup:

1. From the Main Form, section 3-1, click on the **Backup** button at the lower left.
2. Click **File** in the upper menu bar to get this drop-down menu. Click on **Backup**. Or scroll down to Backup with the cursor and push Enter on the keyboard.
3. Double click on the red Backup message on the Main Form.
4. Hold down two keys, Ctrl+B, on the keyboard.
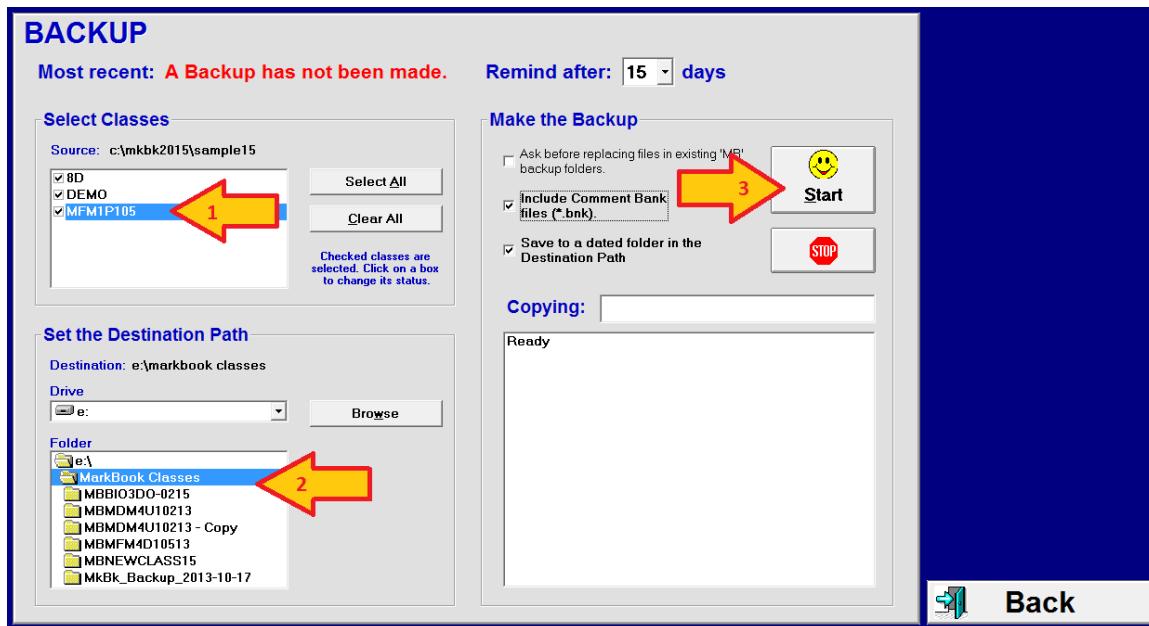
However accessed, the following Backup screen will appear for making an exact copy of one or more classes in the current directory.

To save to an external drive or a mass storage device, insert/connect that device to the computer <u>before</u> launching MarkBook. The device may have an earlier backup of the same classes on it. As in the next image, the Backup screen will show where the current data is stored in the upper **Source** window.

Selecting Classes and Setting the Destination Path

In the **Select Classes** area at the upper left, **1**, click to put a check mark in the box beside each class needing backup. MarkBook will select all classes by default. Note that the current location for the class folders is shown as the **Source** just above this window.

In the **Set the Destination Path** box at the lower left, **2**, choose the location where the backup class folders are to be stored (click on the down toggle and then on the choice of **Drive**). If the existing data is on the hard drive (drive c:) or the network drive in the **Source**, then make a copy to any other available drive (e.g. a:, b:, d:, e: etc.) or to another file or location on the same hard drive. In the example, the user has selected the **e:** drive as the backup location (a USB stick). Double click on folders in the **Folder** window to display their contents. In this screen example, the user has previously used Windows Explorer (see section 14-1) to create a folder on the USB stick called **MarkBook Classes** but there are no class data folders in it yet. If the receiving destination already has MarkBook class folders, these folders will show in the **Folder** window.

To warn before over-writing existing files and folders, **3**, check the first cell in the **Make the Backup** box at the upper right. To include customized comment banks in the backup (recommended), check the second cell. We strongly recommend keeping the third cell about a dated folder checked on. Click **Start** at the upper right. As the backup proceeds, file names will flash briefly in the **Copying** cell and a scrollable report log will appear in the large window at the lower right of the screen.

Once a backup has been made for any class, MarkBook will retain the date of the backup as part of the folder name <u>and</u> provide a warning on the Main Form as in section 3-1. It will also display the last backup date at the top of this screen.

Tip: MarkBook will nag you about when to backup. At the upper right, set a backup reminder for a desired number of days. Set to zero to turn off this function. Click Back or Save at the lower right.

Moving Data to Other Computers
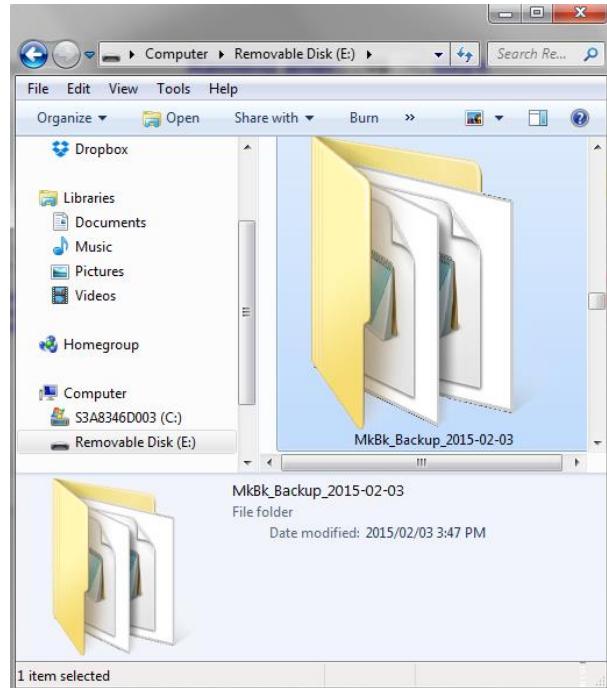
Once there's a copy of each class on a portable storage drive such as the USB Mass Storage device, transport that class data from one computer to another as convenient. Open the class from the portable device drive on the next computer and back up the class folder to the hard drive. In this case, the Source Path will be e: and the destination will be c:\MkBk2018 or other location as you see fit.
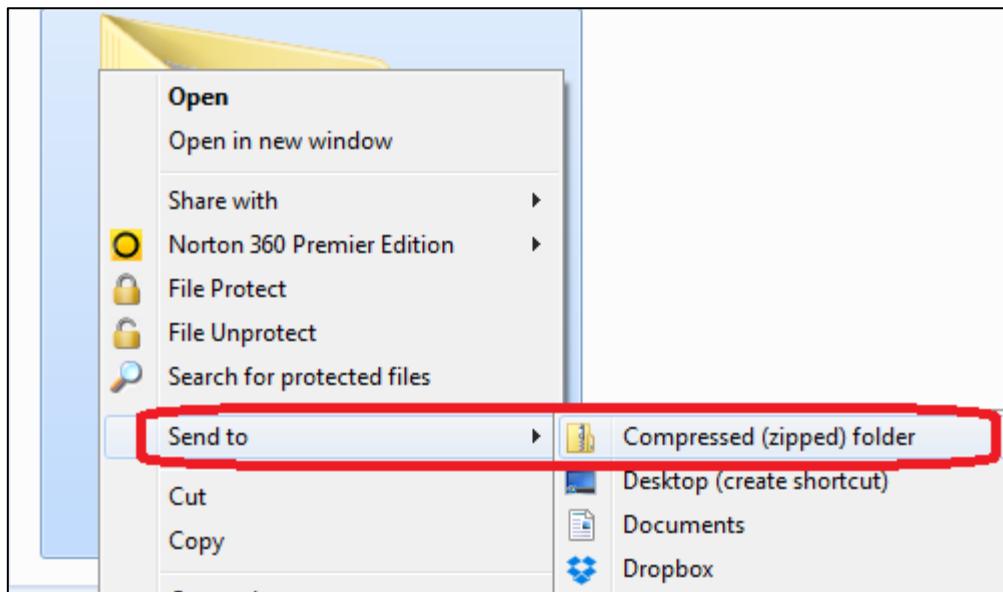
With employer permission, teachers should install MarkBook on personal/home PCs as well as on the computers at work. Use Backup to frequently refresh each computer with the most recent class folder data. The MarkBook license permits each teacher within the licensed group to install MarkBook on all of the computers used by that teacher licensee.

Email Your Classes
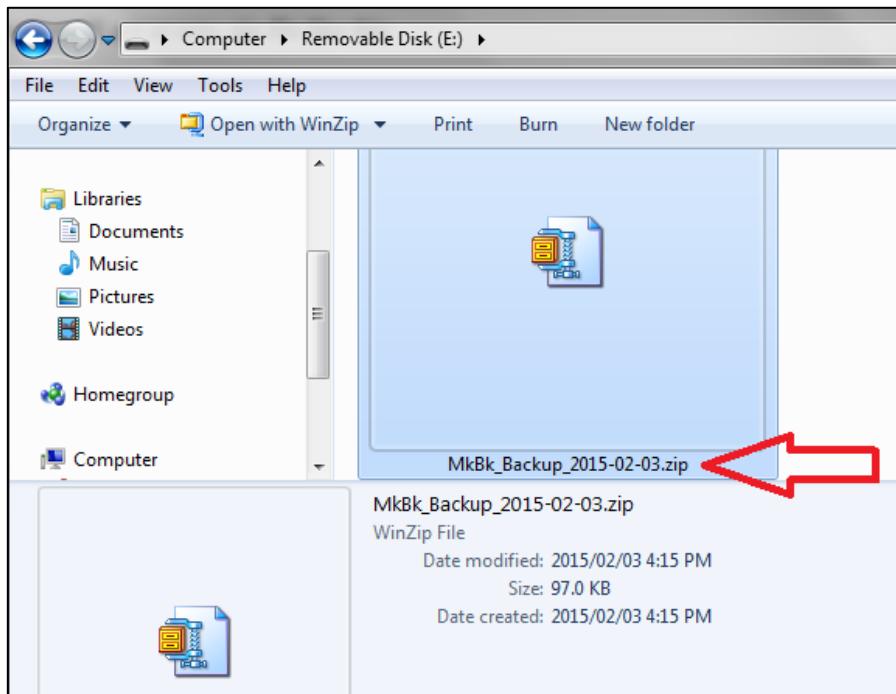
There's another way to send MarkBook data to other computers. Use Windows Explorer to make a new folder in a known location on the current computer or on a USB stick with a made-up name like "MarkBook_Classes". The file name is entirely up to you but should be unique so that other teachers don't use the same name. Backup the classes into this folder as per the above technique. You'll end up with a Backup folder like this:
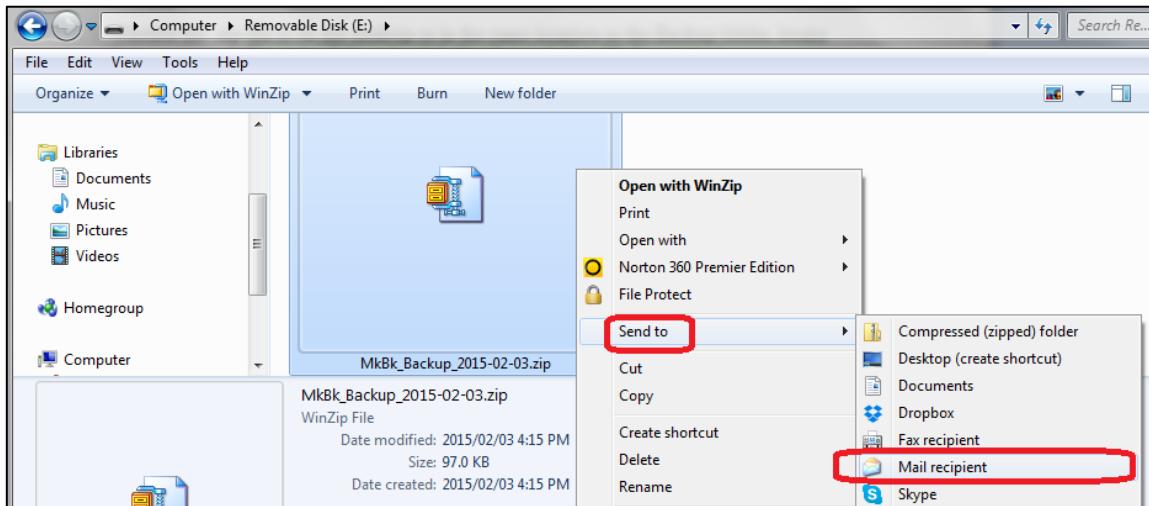
Then, explore to that folder, right click on it and select the **Send to** option. Click on **Compressed (zipped) folder**. This will generate a new .zip file with all of the current classes inside it. Windows may insist on saving the new zipped file on the Desktop.

And you'll get as new .zip file like this:

MarkBook® Reference Manual, Version 12.5.8
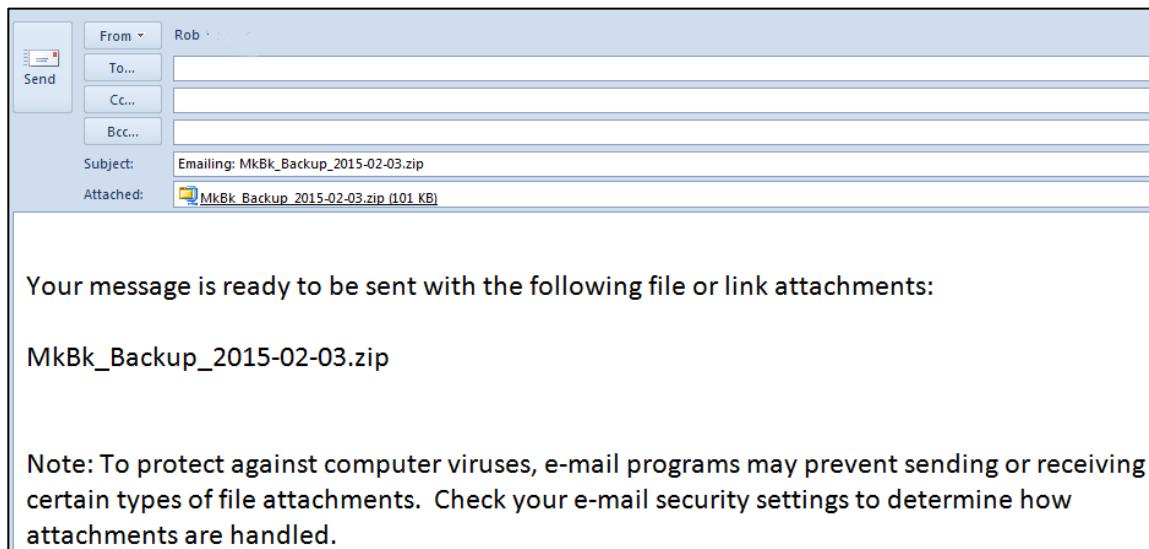
Whether the .zip file is on the desktop or in the same location as the Backup folder, locate that compressed file, right click on it, click **Send to** and click **Mail recipient**.

The computer's email software will launch and attach the zipped file as in the next image. Enter your email address in the **To**: line and **Send** the file to yourself at home and/or to an administrator as required.

When you get to the computer where you want use the copy, open that machine's email software program, receive the email with the attachment and save that .zip attachment to a known location. Unzip it to expand it into a dated folder with MarkBook backup files inside. Then, open any class on this receiving computer with MarkBook.
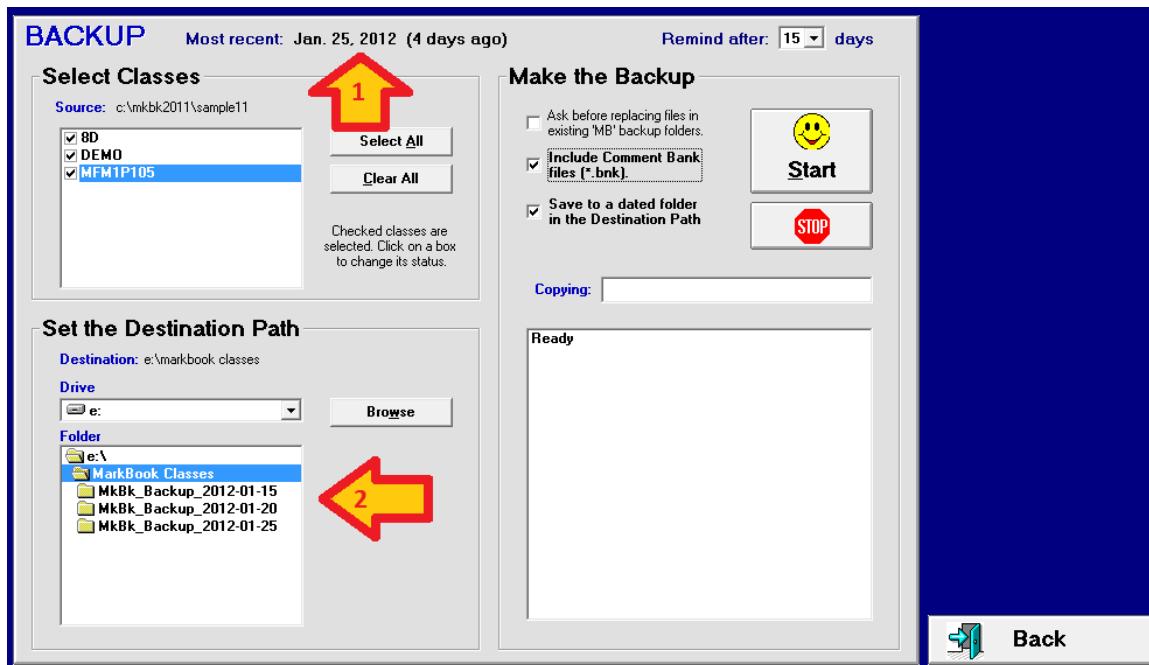
For other ways to manage/copy class file folders using Windows tools, see section 14-1.

Recovering or Reviewing Data as of a Particular Date

For a variety of reasons, a user may wish to view or recover data as of a particular point in time. Frequent dated MarkBook backups make this possible.

This example is dated Jan 29, 2012, and uses three 2011 classes backed up earlier in January 2012.
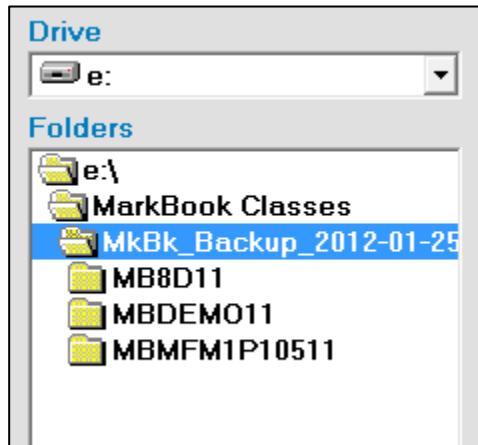
As per arrow **1** in the next image, it has been four days since the user last backed up the current class (and possibly all classes) on a USB stick (drive e:). Arrow **2** shows that the user has backed up one or more classes on three previous dates: Jan 15, Jan 20 and four days ago on Jan 25. If this user clicked the **Start** button, a fourth folder would be created and dated today (Jan 29).
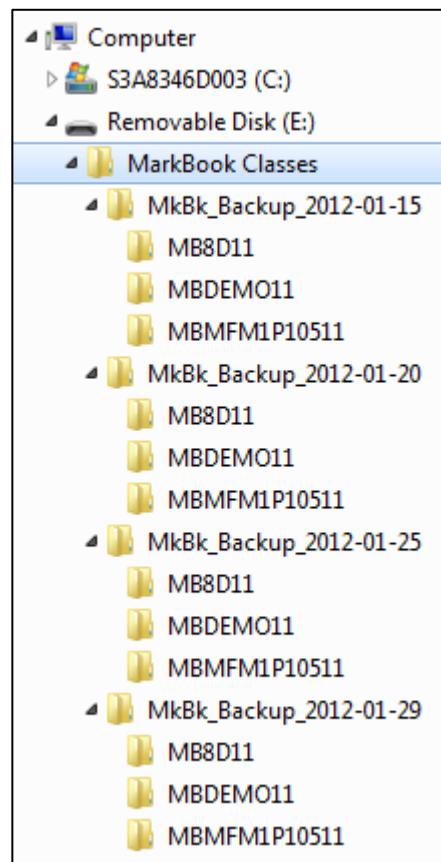
To open any class in one of these dated folders, exit the Backup window to return to the main frame, as per section 3-1. Click File in the upper menu bar and select Open a Class. Select the location of the backup data, **Drive e:** in this example, double click on the backup folder of the desired point in time, **2012-01-25** in this example, and open a selected class within that folder.

See section 3-3 for details on how to use Restore to replace a missing or damaged class folder.

If the original class has been damaged or deleted, back up this older class into the default primary location to replace the damaged/missing class. Also see the Restore function in section 3-3.

This image from Windows Explorer shows the contents of the USB stick (E) with four dated folders each containing copies of the user's three classes as of the date backed up.

Using "The Cloud" with MarkBook for Automatic Backup and Sharing
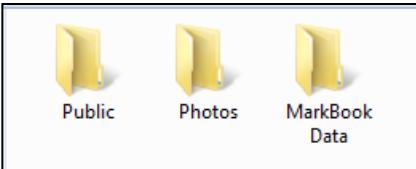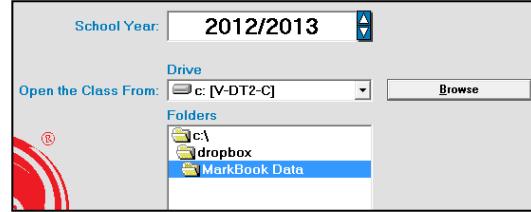
If you use MarkBook on more than one computer, Cloud services designed to sync files on the hard drives of those computers will let you work seamlessly on each machine using the most up-to-date data. No need for USB sticks or remembering which copy of your data is the latest. No FTP or emailing zip attachments.

While this is not an endorsement, we have tested, used and like DropBox, OneDrive, iCloud Services and Google Drive.
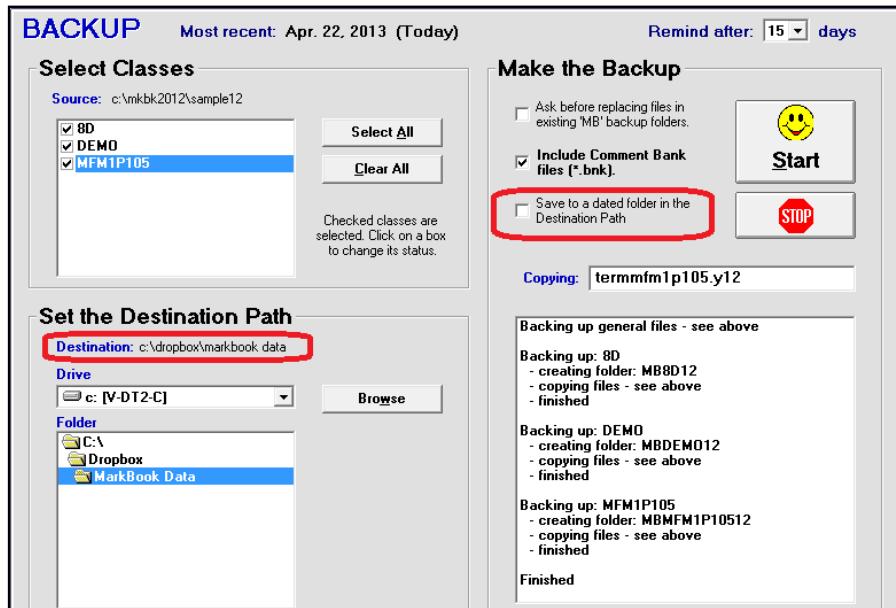
Services create folders on each of your computers and then, when changes are made on one computer, they're updated automatically in your Cloud account and then in the matching folders on each computer that's sync'd with that account. Therefore, if your MarkBook class folders and files are located in your Cloud folder on each computer, your data is updated on every computer attached to your Cloud account.

Following is an example using DropBox (www.dropbox.com). All of these services work in a similar manner.

1. If you don't have an account already, install DropBox on computer A. This will set up an online account with 2GB of free cloud storage and create a DropBox folder on that computer. Folders and files in the DropBox folder on this computer will be duplicated and updated to your online cloud account.

2. Create a folder in your DropBox folder for your MarkBook data. Its name is up to you but is should <u>not</u> start with the letters "MB".

3. If you have created classes in MarkBook already, go to Step 4. Otherwise, open MarkBook, set your default path to your MarkBook folder in DropBox (e.g. c:\dropbox\MarkBook Data) and proceed to create classes and enter data. Go to Step 6.

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4. Use MarkBook's Backup routine to copy your data to the DropBox folder. Remove the check beside "Save to a dated folder..." before you click on **Start.**

5. Once the Backup is complete, restart MarkBook, open your class from the DropBox\MarkBook Data folder. Reset the default path to this location.

6. On your other computer(s), install the DropBox software. Since you have an account already, you won't have to go through the 'creation' steps; simply sign in. Once installed, all the files in your DropBox cloud account will be copied to your DropBox folder on this computer.

7. Once the DropBox software is installed on each computer, changes made to the files <u>in the DropBox folder</u> on one machine will be automatically updated on all the other computers attached to your DropBox account.
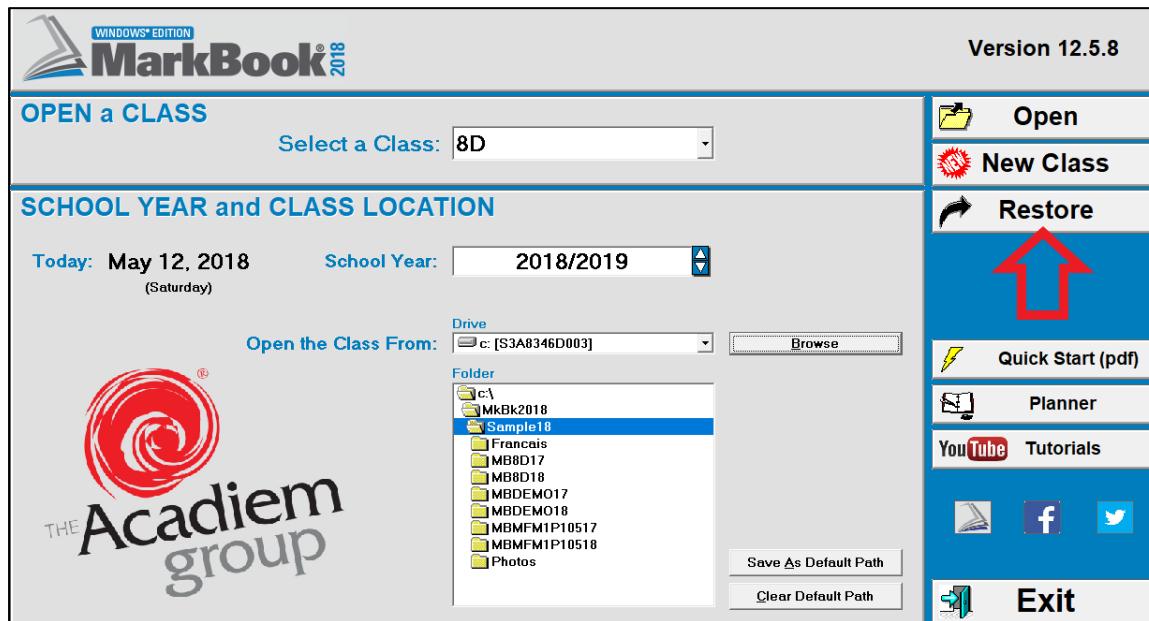
   Some Notes about DropBox, OneDrive, iCloud Services and Google Drive:
   - Currently, DropBox provides 2GB of free storage; OneDrive provides 7GB, iCloud Services provides 5GB and Google Drive provides 15GB. Charges start at $10/month to go over this limit.
   - You must install the OneDrive Desktop APP (search: "OneDrive download") in order to create a OneDrive folder on your hard drive that syncs with the Cloud.
   - Other Cloud services that create folders on your computer's hard drive that sync with that Cloud may also work with MarkBook as described for DropBox. Search "Cloud Storage". However, services that provide only Cloud storage cannot be used this way for automatic backup and data sharing.

3-3 RESTORE A CLASS
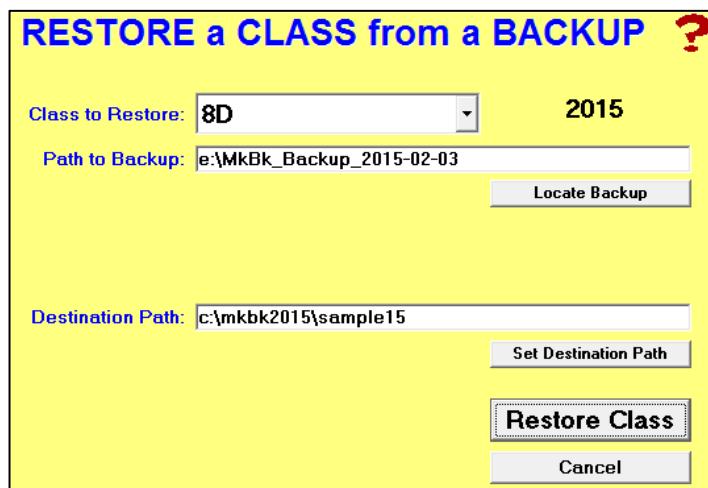
Sometimes, it may be necessary to restore a class from a backup copy. If the original class folder has been deleted or damaged, AND there's a backup copy (see section 3-2 to make backup copies), then this Restore routine will replace the missing or defective class(es). Restore is Backup in reverse for one class at a time. If a class won't open, it may be appropriate to use Restore.

To commence Restore, launch MarkBook to get the **OPEN a CLASS** screen:
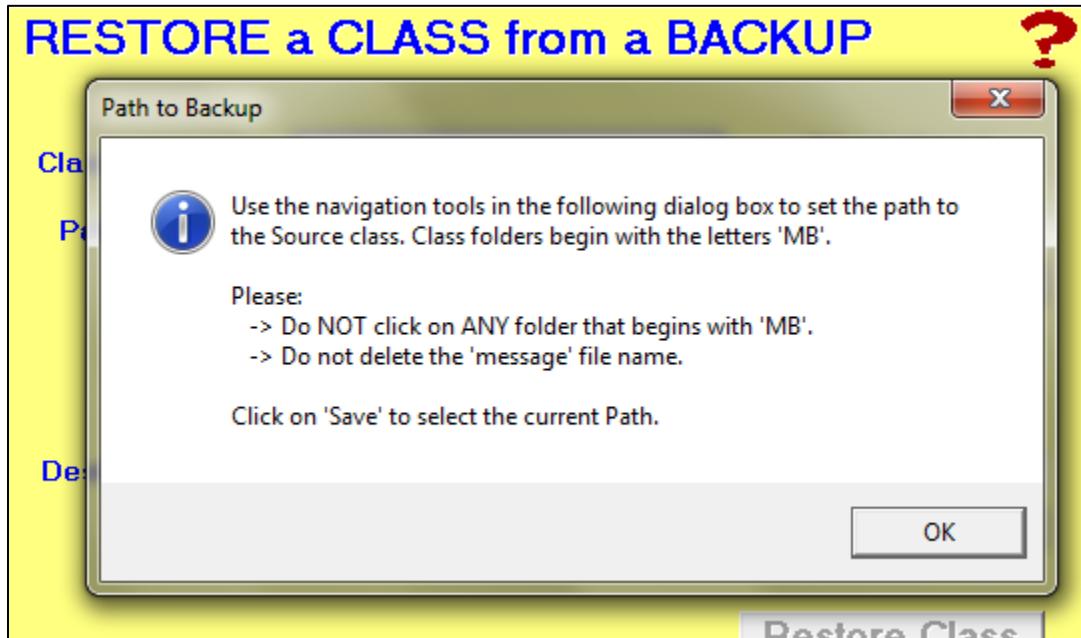
Click the **Restore** button (see arrow above) at the right of this screen. The following yellow panel will open.
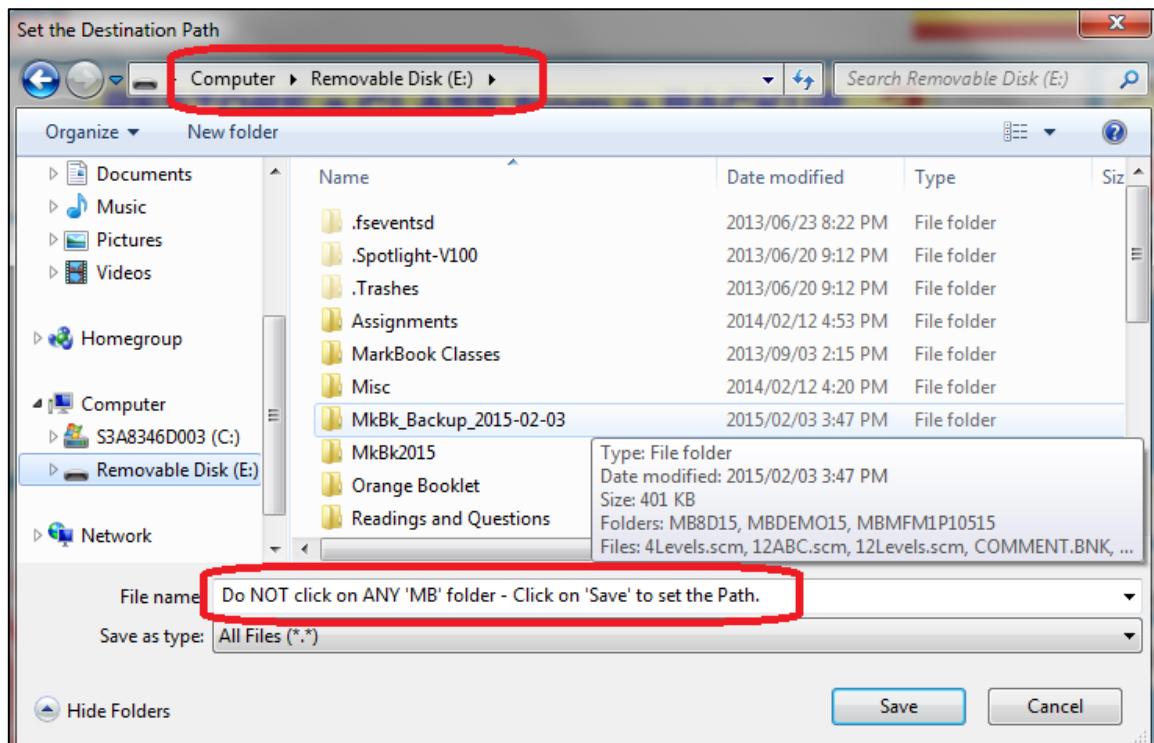
MarkBook remembers the selected class from the Open a Class screen (8D in this example), the location where the selected class was last backed up (**Path to Backup**) and the location where the missing / defective class folder is supposed to be located (**Destination Path**).

If the path to the latest backup copy of the class doesn't appear automatically, click the button labelled **Locate Backup** to get this dialogue box:
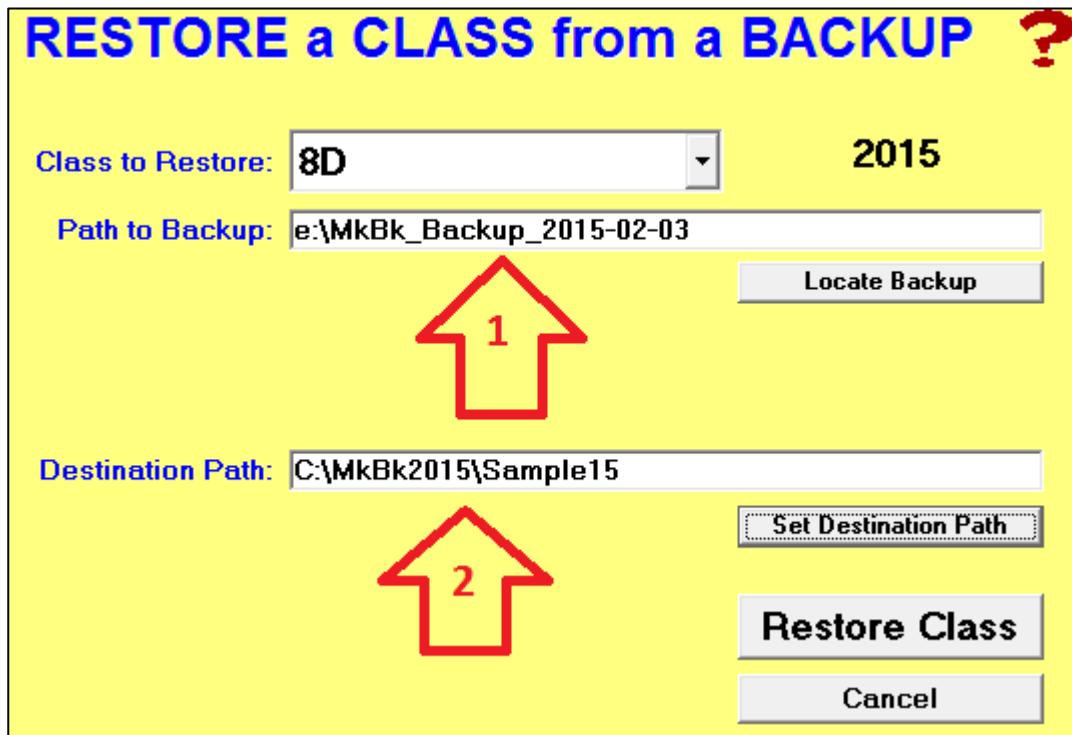
Read the message, click **OK**, and MarkBook will open a browse function enabling you to search and locate the <u>folder</u> where all of your backup class files are stored:
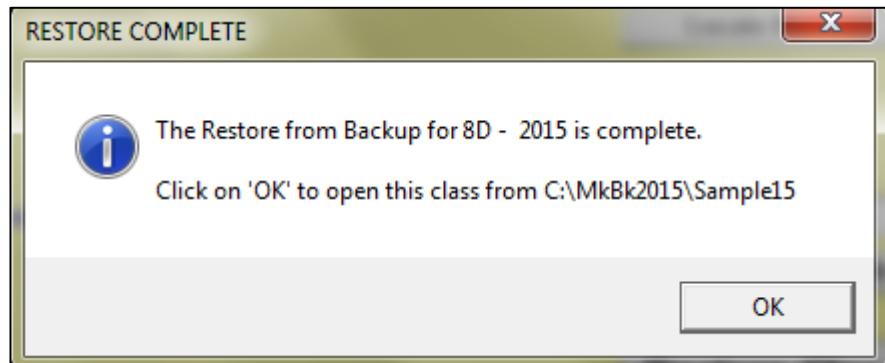
Note the items circled in red in the previous image.

As per the previous on-screen instructions, do not click on a class folder. Once you can see your classes (in this example, the classes are in a folder called MkBk_Backup_2015-02-03), click **Save**. MarkBook re-opens the yellow screen with both paths now identified:
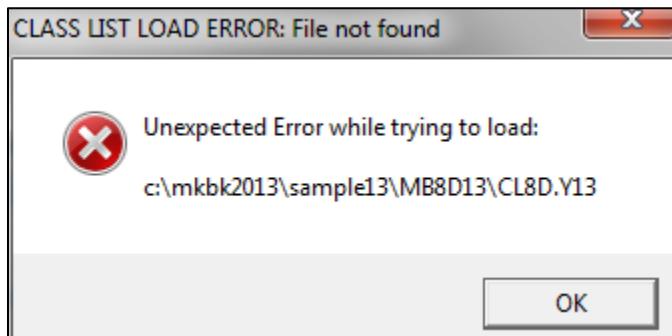
1 is the source folder where the latest backup copy is located. **2** is the folder location where the missing or defective class is to be restored. Once the two paths are selected, click **Restore Class** at the lower right.

MarkBook will make a copy of the class in the Destination Path location as per this message. It will over-write the existing class folder, if present. Of course, the data from this Restore is current as of the last backup. Click **OK** to open the restored class.

Trick: if a file in a given class is missing or corrupt, MarkBook may refuse to open the class and it will report an ERROR message like the one here. Use Restore to fix.

CLASS LIST LOAD ERROR: File not found

Unexpected Error while trying to load:

c:\mkbk2013\sample13\MB8D13\CL8D.Y13

OK

Help

Click the red question mark at any time for context-sensitive assistance.

Create a New Class from an Older or Current Class
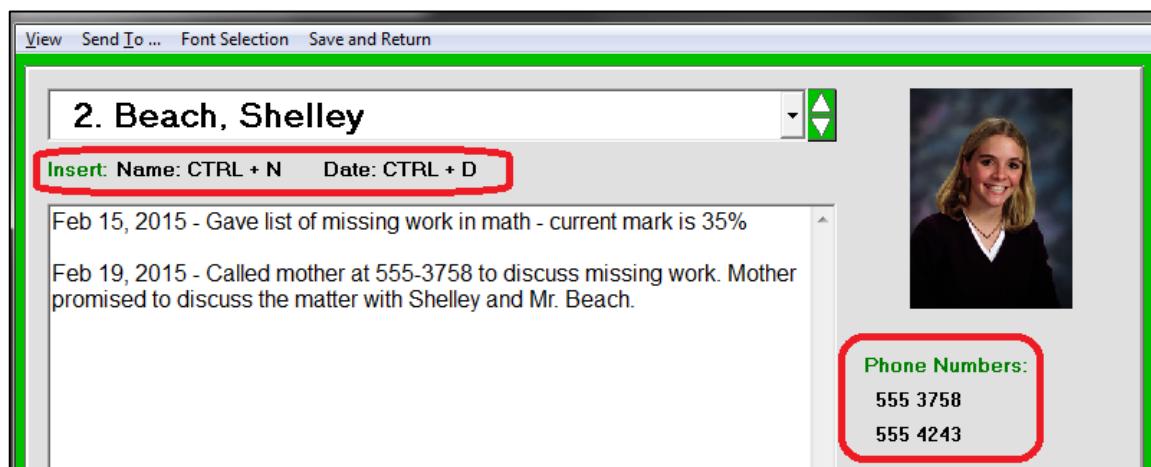
See section 4-9.

3-4 ANECDOTAL NOTES AND TELEPHONE LOGGER

MarkBook can keep a running anecdotal record for each student. Export these records, individually or collectively, to a word processor for formatting and printing. Or export them to MarkBook's Comment construction screen (see chapter 10) to merge them into MarkBook Student Report cards.

Pedagogically, there are two ways of using anecdotal Notes. One is a strategy for keeping a history of interactions with those few individuals (plus appropriate administrators, counsellors and parents) displaying academic difficulties or inappropriate behaviours. See the first example following. The other is to prepare a textual analysis for every learner in the class and then to report these prognoses and recommendations with MarkBook or other reporting devices. See the second example following.

From the Main Form, section 3-1, click on the **Notes** button to the left of the student names in the upper half of the screen to reach this next image for typing notes.
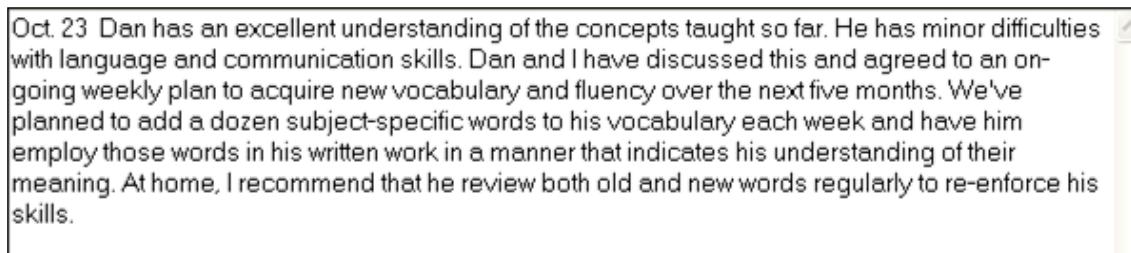
Use the up/down toggles to the right of the current student's name to select any student in the class.

Click the cursor in the white window and press the **Ctrl** and **D** keys simultaneously to insert today's date into the box. MarkBook will use the specified date format from Setup. Similarly, press **Ctrl-N** to insert the selected student's first name. MarkBook has a **spell checker** running in this window – a red squiggle underlines any word not found in the dictionary.

Tip: research indicates that detailed descriptive feedback requires teachers and learners to have a thorough understanding of what is to be learned (objectives/expectations) and the steps along the way. To this end, use this anecdotal Notes tool and/or MarkBook's Comment functions (chapter 10) to provide that feedback.
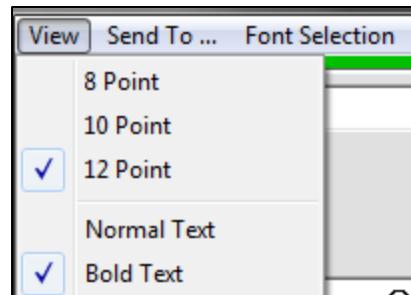
An analytical paragraph may be typed for each learner as in the next image. Once a paragraph is assembled, export the whole file to a word processor for formatting. Print and cut up for distribution. Or, import these paragraphs into MarkBook's Comment screen and print or Email a MarkBook report. See section 10-7 for the process. This latter technique is recommended since the reports may include three kinds of feedback: numeric/letter/level marks, a visual graphic presentation, plus this anecdotal text. See the sample printouts in section 11-8 and the two kinds of Feedback in Appendix A-2. The comment can also be exported to an official report card as per section 10-9 and section 13-5.

Oct. 23 Dan has an excellent understanding of the concepts taught so far. He has minor difficulties with language and communication skills. Dan and I have discussed this and agreed to an on-going weekly plan to acquire new vocabulary and fluency over the next five months. We've planned to add a dozen subject-specific words to his vocabulary each week and have him employ those words in his written work in a manner that indicates his understanding of their meaning. At home, I recommend that he review both old and new words regularly to re-enforce his skills.

Anecdotal Notes View Menu

The View menu varies how the text is displayed on screen. Click to select preferred options as desired.

View | Send To ... Font Selection
8 Point
10 Point
✓ 12 Point
Normal Text
✓ Bold Text

Anecdotal Notes "Send To …" Menu

The **Send To …** menu exports all accumulated text to Notepad or another word processor. This permits formatting the entire note prior to printing.

This optional anecdotal Notes tool is entirely independent of the class assessment records and attendance records. When the class files are backed up, as in section 3-2, the anecdotal notes will be copied into that backup file.

Right-to-Left Typing in Notes
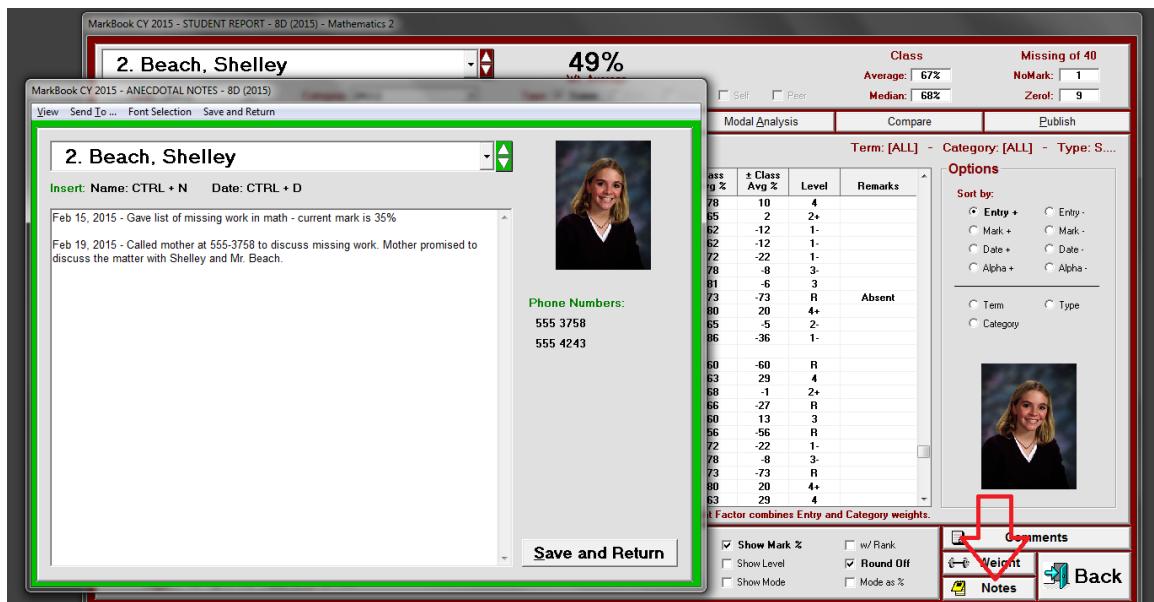
If your computer has a Right-to-Left language in use, and you've selected a Right-to-Left font in MarkBook's Setup/Comments, click in the text cell, hold down the right Alt key and click the left Shift key twice. The screen will now enter characters right-to-left as you type.

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Phone Logger in Notes

Note the telephone number(s) below the student's photo. For details on adding and editing phone numbers, see section 4-1. For importing phone numbers, see section 4-4.

Tip: when making calls, we recommend using this Notes tool to log details. Type a summary of the conversation on the screen. When finished, hang up, select the next student using the down toggle and make the next call. Used this way, there's no need to leave the Notes screen to make a series of calls, and it's much more likely that there will be an adequate record of the conversation(s).

Trick: when including achievement in a discussion with a parent, click the Notes button in Student Report, Chapter 11. The Notes screen appears in front of the Student Report screen. Grab the upper bar of Notes and move it to a convenient location in order to view the details behind as in the image above. This enables simultaneous typing while viewing achievement details for the conversation.

3-5 BULK EMAIL FUNCTIONS

MarkBook can import and store multiple parent and student Email addresses. MarkBook has an internal Email utility that fires off bulk or individual messages to selected persons. In effect, MarkBook acts like a "Send" button in a regular email program. No need to use Outlook or similar tools for sending Email. However, a user must have an Email program in order to receive email including copies and responses to MarkBook messages sent.

Use MarkBook's ability to rapidly and conveniently send bulk or individual Email to the entire class, to parents, to selected groups, or to selected students.

Entering Email Addresses

From the Main Form, section 3-1, click on the **Class** button to get the following screen. Locate the fields for student and parent **Email** addresses. Collect these addresses from students and fill in these fields as time permits. Or, import them from the school's SIS as in section 4-4 through section 4-8.

There are two styles for Email addresses. The first is a "raw" Email address, e.g.

> **outahere@awol.net**

The second style (shown in the next image) has the recipient's name plus the address. Note the style - each raw address is sandwiched between < and > bracket symbols. Outside of the raw address, **do not use punctuation symbols in an Email address**! Periods and commas <u>may</u> interfere with the Email delivery processes on some servers. For instance, the salutation **Mr and Mrs** does not contain periods in the example shown.

Multiple Email Addresses

To enter more than one Email address in a field, separate these with a semi-colon <u>and</u> a space. Multiple addresses <u>MUST</u> have <> brackets around each address:

<pops@awol.net>; <mom@hottmail.com> OR

Mr Day <pops@awol.net>; Mrs Day <mom@hottmail.com>

Although MarkBook's entry cells for the two Email fields are small, the storage sizes of the fields are almost unlimited. Each field could hold dozens of addresses and send mail to all, provided that each address is encased in <> brackets and separated from the next address with a semi-colon and a space. Click and scroll to see the rest of the field. Or, put the mouse cursor over the cell and the entire contents will appear as in the following image:
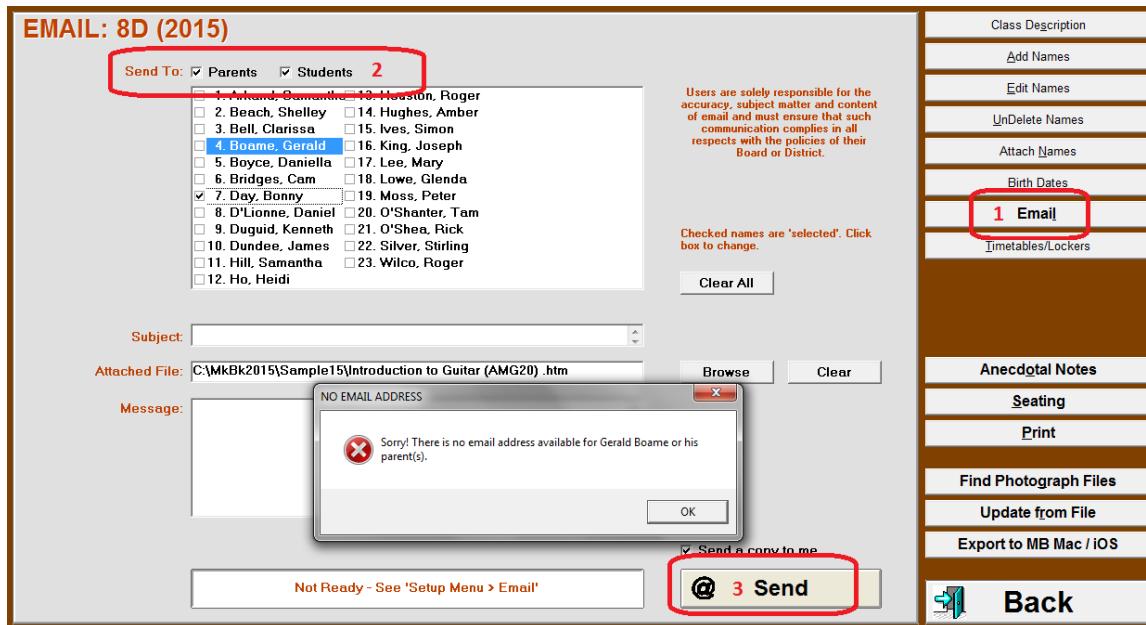
Don't expect to get Email addresses for every student and parent. Some don't have Email and a few others are unwilling to provide their addresses. However, keep asking. Experience indicates that more addresses will come in each time a message is sent to the entire class (students and their parents). Students adore getting Email and will typically supply an address willingly. Ask parents on Parent Night for their Email addresses. Make a few telephone calls if necessary.

Tip: many of our client schools collect email addresses centrally in their Student Information System (SIS) database and export these to MarkBook. See section 4-4 through section 4-8 for details. Additionally, numerous principals now send a weekly or bi-weekly school newsletter by email to all parents and all students using these collected addresses. Topics vary from extra-curricular activities like sports, upcoming events like exams and parent interview dates, links to items on the school's website, suggestions and tips for better learning, and other topics as the school sees fit.

Selecting Recipients for Bulk Email Messages

To begin MarkBook's Email process, **1** click the **Email** button at the centre right of the Class screen. Or, click the Email button on MarkBook's Main Form, as in section 3-1, to get the following screen:

2 Click one or both cells at the upper left. To select those persons to receive Email, check or uncheck the individual names. If there's no address for a selected student, MarkBook will pop up a warning as shown. To clear all selections, click the **Clear All** button.

3 We recommend checking the **Send a copy to me** cell. See below.

Creating an Email Message

Type a **Subject** and a **Message**. A spell checker operates on the Message window and underlines words not in its dictionary. Before sending, have a colleague read and re-read the Email memo to ensure that it's free of spelling, syntax, and other errors/defects. Your professional image is on the line - it will suffer if there are errors.

Attaching a File

Use the **Browse** button to select a file for attachment. Items could include a host of different document types such as a Course Description as in section 6-8, assignments, rubrics, etc.

Sending the Email

Enter the SMTP Host address under MarkBook's Setup as in section 1-5. The word **Ready** appears on this screen. Once the SMTP is entered under Setup, and the computer is connected to the Internet, click the @ **Send** button. Any composed message will go as

separate messages to all selected individuals who have a valid Email address. To receive a confirmation copy of each message, click the **Send a copy to me too** cell.

Tip: some MarkBook users wish to keep copies of all Emails sent to students and parents. In this case, create one or more boxes in your regular Email program (e.g. Inbox, Outbox, Deleted Items, MB Mail). Copy yourself with all outbound messages from MarkBook. After sending messages from MarkBook, open your email program, send and receive, and then move the received copies from your Inbox into your new "MB Mail" box for an historical reference. See the same recommendation in MarkBook's Email report card function, section 11-7.

Not all SMTP servers automatically allow MarkBook to send Email. You may be able to bypass common blocks by setting the appropriate Port and SMTP protocols. Work with your IT department and your Internet Service Provider (ISP) to unblock MarkBook Emails. See MarkBook's email setup.

Software communication programmes like FirstClass (see section 13-7) can be set up to send Email. FirstClass and similar programmes can bypass a port 25 block.

Confidentiality of Email Addresses

When sending a common message to more than one person, MarkBook sends separate Emails to each of the recipients. This protects the confidentiality of all recipients' addresses.

Including Email Addresses in the Student Information System

The school's Student Information System (SIS) software may be able to store and export Email addresses. If this is the case, but the addresses are not yet in the SIS, print and deliver your gathered Email address information to the office so that the addresses can be entered into each student's SIS demographic record. Use the MarkBook form in section 5-1. If many teachers on staff do this, the next time anyone downloads a class electronically or updates it electronically from the SIS, as in section 4-4 through section 4-8, the Email addresses will be imported from the school's administration software.

Tip: An organized Email address collection process for the whole school, perhaps through the Home Room, will save everyone tons of time and improve accuracy! If the student information system has Email fields and an export to MarkBook, enter all newly-collected addresses into the SIS at the first opportunity. Then, on the next 'Update From File' (see section 4-8), all teachers will get the collected addresses for all students in all classes.

Private Student Report Cards by Email

MarkBook can also send private Email report cards to students and parents. See section 11-7.

Some Precautions

Caution: all recipients will get your return Email address.

In the beginning, expect some Email to bounce back marked as undeliverable. If there's a typing mistake in any recipient's address, the Email will be returned or go to the wrong party. In the circumstance where individuals do NOT get your Email, ask the affected students to provide the address(es) again, edit these fields, and re-try.

Email Policies

Increasingly, schools, districts and teacher federations have policies about Internet and Email use. For instance, here are some guidelines from OSSTF/FEESO (a teacher federation, www.osstf.on.ca):

Using these guidelines, you can reduce your risk of harm through inappropriate cyber conduct:

DO:
• Maintain exemplary professional standards when sending email messages to students, parents, colleagues, and administrators.
• Always keep a copy of your email messages.
• Use a professional voice when communicating via cyberspace.
• Use a signature that includes your name, assignment title, and workplace.

DO NOT:
• Share your password with other colleagues or students.
• Leave your computer on and unattended when students are in the vicinity.
• Send unnecessary attachments with emails.
• Write emails using capitals; it is interpreted as shouting. Do not use cyberspeak (LOL, Ur).
• Use your home computer or email to contact students or parents.
• Permit images of yourself to be taken or posted on any site without appropriate privacy safeguards.
• Post criticism of administrators, colleagues, students, or parents on social networking sites.

(from http://www.osstf.on.ca/adx/aspx/adxGetMedia.aspx?DocID=8547,550,541,442,365,Documents&MediaID=2384&Filename=cybersafety-pamphlet.pdf)

This website contains excellent recommendations about cyber bullying and internet safety. Please make yourself aware of local policies and recommendations on the use of Email communication within your district.

4 Entering / Editing / Importing Student Personal Data

4-1 ADD/DELETE STUDENTS, DOBS, PHONE #S, EMAIL, CODE NAMES

Reach this screen from MarkBook's Main Form, section 3-1 by clicking on the **Class** button. Use this Add Names screen to add/delete students or to edit student information. If creating a new class, and there's a text file of student records available, import all names plus other fields electronically as in section 4-4. Or, update the class roster electronically as in section 4-8.

Adding Students

To add new students, click the **Add Names** button at the upper right and enter the first five yellow fields (Last Name, First Name, etc. down to Student Number) plus any others. Click on the **Add [Name]** button at the centre and the new name will appear in the centre white box in its proper alpha sequence.

The first five yellow fields at the upper left are required for each student. The other white fields are optional. The Enter key or the tab key moves the cursor from field to field. If the **Quick Entry** cell is checked, two Enter key clicks will add the student to the list once the yellow cells are filled. As new students are added, MarkBook automatically alphabetizes the current student list in the centre column. To correct a mistake, edit the cell or click **Clear Name.**

If all students are in the same Home Form/Class, click the **Use Class Code** button and the Home Form box will auto-fill for each added student after the first entry. If there's no

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need for some of the five required fields such as Home Form or Student Number, enter any unique number or letter (e.g. "1" or "X"). **Auto Inc.** enters an incrementing number.

Deleting Students

Click once on any student name in the centre list. The Enter Name button will change to a **Delete [Name]** button. Click it once. Or click the Delete key on the keyboard. Undelete students at any time.

Code Names

MarkBook will automatically assign a 5-letter gibberish code name to each student as the class is saved. If desired, have students give a secret/anonymous **Code Name** to replace the one assigned by MarkBook. The code name will enable the posting of class results while keeping data anonymous. Be prepared to change any code name on request - from experience, expect 1% to 2% of students to make this request each year. See section 4-2 for some suggestions on selecting code names and section 9-10 and section 9-11 for more details on the uses of code names for reporting to students and parents.

Telephone Numbers and Email Fields

Use the optional Telephone Number and Email Address cells to enter useful information about students (parent home & work numbers, special program needs, medical alerts, custody alerts, etc.). This information can be collected directly from the students and added to these fields later. Or, the school administration may provide this information by memo or electronic download.

The Telephone and Email fields can hold lots of data. However, the screen display is limited to ~38 characters. Click once in the cell and scroll to the right to see data in excess of this viewable limit. Or, put the cursor over the cell to show its entire contents:

Trick: If there are multiple telephone numbers, it's useful to preface these with text like H (for home), C (for cell), FW (father work), GP (grandparent), MC (mother cell), etc. If there are extensions, use the letter X in front of the extension number.

Caution: MarkBook's printouts (List Format form, section 5-3, and Loaned Items form, section 5-7) with telephone and Email fields are limited to 30 characters per field. If there are more than 30 characters in these cells, only the first 30 will print.

Miscellaneous Field

This field is designed for extra information of any type. Medical alerts, health card numbers (if allowed!), custody alerts, and extra phone numbers are examples. If importing this class, there may be information automatically inserted into this field cell.

By default, this field is greyed out. Click on **Miscellaneous** to show the contents as in the next image.

Click on the word **Miscellaneous** to hide the contents again. This view/hide function is handy if someone who shouldn't see the message is viewing this screen.

Birth Date (DOB)

Enter the **Birth Date** for each student and MarkBook will calculate **student age** to a tenth of a month and update the **class average age**. All age data automatically updates whenever a class opens. As long as the computer's clock is set to the correct date, MarkBook will display current ages and print this data on Student Reports. MarkBook

will also provide birthday warnings. All ages will display in the Class Report as in section 9-1. Print a **Birth Dates** and age list by clicking that button at the right.

Student Numbers and Code Names

The **Student Number** and anonymous **Code Name** fields accept any alphanumeric characters. MarkBook produces reports with students sequenced by real names, code names, or student numbers. If your school system does not use student numbers, fill in any number(s) or letter(s) as desired.

- Although most teachers will not wish to use these two fields for purposes other than those intended by MarkBook, they could be used in other ways. For instance, replace the Code Name or the Student Number with each student's first name. Then sort and print a Class Report in first name alpha order.

- If a class has multiple grades/years/forms (or other groups) and you wish to have the class sort in other ways, prefix the students' surnames with a digit such as a grade/year/form. For instance, three student surnames pre-fixed with a year and typed in as: "6-Smith, 5-Taylor, and 7-Khan" will sort into year order before sorting alphabetically.

- If planning to post assessment data on the Internet using MarkBook's web page generator (see section 9-10), we strongly recommend using anonymous code names in the Code Name field. For instance, a mix of four numbers and animal names in a required format produces a class list with code names like 42tiger98 and 17cricket58. Or, have students use professional athletes' names. Or, the names of published female authors (lots of fun if the class is composed of 15-year old males).

- Use the field for more telephone numbers.

Edit Description, Restoring a Deleted Student

Access several other screens directly from here. Edit the Class **Description**, section 1-4, using the button of that name. Bring back a student who was formerly in the class using the **UnDelete Names** button. In this case, all previously-entered data (personal information as above, marks, attendance, seating plan position, anecdotal notes, etc.) will return when the student is undeleted.

Split or Combined Classes

If there are two or more courses running in the same classroom at the same time, and the user wishes to keep assessment data separate, use two or more **Mark Sets** within the classroom, and attach selected students to each Mark Set using the **Attach Names** button. Mark Sets can also be used to break up courses into independent terms or to track do-not-count-in-mark assessments such as Learning Skills, Thinking Skills, Habits and Behaviours. See section 4-3 for more information on Mark Sets. See section 8-13 for more information on tracking these items.

In MarkBook's Help menu, and on the web site, there's a document called **Using Mark Sets**. It provides a number of examples of making use of this tool inside MarkBook and more details on attaching and un-attaching names.

Anecdotal Notes, Seating, Print Functions

Access the **Anecdotal Notes** screen, section 3-4, using the button of that name. Access the Seating Plan/Chart screen, section 5-4 using the **Seating** button. Send bulk Email to selected individuals or the entire class using the **Email** button as in section 3-5. Print out a class list with selected data fields using the **Print** button. These printouts, as shown in section 5-3, are very handy for such items as field trip lists, or for passing detailed information to other educators.

Photographs

Most schools have digital photos of students, usually located in a single directory on the school server. If they are in [student number].jpg format or [student number].bmp format, MarkBook can read them. Click the **Find Photograph Files** button and browse to the location where the digital photos are stored. Double click on any photo's name and MarkBook will now display available photos for this class on this screen and on the seating plan screen. MarkBook does not save the photos. If the computer is disconnected from the network, or otherwise no longer 'sees' the photo directory, the digital images will not display here.

Updating Classes from a File

If there's an import file available, update the class data by comparing current class data to the latest SIS download. This is similar to importing a class as described in section 4-4 and is described in detail in section 4-8. Click the **Update from File** button and follow the prompts.

Click the **Save** or **Back** button at the lower right to save all data and return to the Main Form, section 3-1.

4-2 EDIT STUDENT INFORMATION & INDIVIDUAL COURSE CODES

Reach the following screen from MarkBook's Main Form, section 3-1, by clicking the **Class** button and then the **Edit Names** button at the upper right in this image. Use this screen to edit/add/delete student information. Use the **Timetables/Lockers** button to add/view locker and timetable information.

To alter information about one student, click on that student's name in the list window in the centre. The student's name appears near the top left with the field names below it. Select the field to be altered using the mouse and add or re-type the new information. Press the **Enter** or **Tab** key to save the change on screen and click **Save** at the lower right to save any edits to the class data file.

To delete a student, highlight the name in the list left using a mouse click, and then click on the **Delete [Name]** button at the bottom centre. Or click the keyboard Delete key. Add additional information about given students in the **Miscellaneous** field as in the example.

Access several other screens directly from here.

- **Add Names**, section 4-1, using the button of that name.
- Bring back a student who was formerly in the class using the **Undelete Names** button. In this case, all previously stored data (marks, attendance, etc.) will return when the student is undeleted.
- For a split class (two or more years, grades, groups, or "Mark Sets"), attach selected students to each set using the **Attach Names** button. See section 4-3 for more information on Mark Sets. Create **Email** messages as in section 3-5.
- Print a chronological order **Birth Dates** list.

- If the school has a file for creating classes, as in section 4-4, use the **Update from File** button to compare current student data with a fresh file.

- Access the **Notes** screen described in section 3-4 using that button. Access the **Seating** screen, section 5-4 using that button. Print out a class list with selected entered data using the **Print** button.

- Click **Back** or **Save** to return to the Main Form, section 3-1.

Code Names

MarkBook users have the option of posting class achievement data in the classroom and on the Internet. To preserve anonymity, many teachers use student numbers. However, student numbers are not as anonymous as one would like - they're on every attendance form and they're often posted in the school for other purposes. For this reason, some jurisdictions ban the use of student numbers when posting achievement data. To preserve confidentiality, use the **Code Name** field instead. As a class is created, MarkBook will automatically create a five-letter gibberish name. At your option, have students provide an anonymous name and their real name on a piece of paper (collect other information like Email addresses at the same time). Type this anonymous name into the Code Name field as in the above example. MarkBook will now display and print class reports with students sorted alphabetically by their code names. See section 9-11 for an example of a Code Name class report. The name will remain anonymous as long as the student keeps it that way.

When selecting code names, some students will try to slip in a name with a hidden meaning. It might be a drug name, a gang affiliation, a nefarious character or some other name with a hidden connotation unknown to the teacher but recognized by classmates. Some will attempt to use the real name of a classmate as their code name. To avoid future problems, restrict the code name selection to something topical within the course. This may require a few minutes of research on each student's part. However, it's lots of fun! For instance, have students select code names as follows:

- In an English class, chose the names of Shakespearian plays, or Shakespearian characters, or the names of Pulitzer Prize winners, etc.

- In Biology, parts of the cell, names of lab equipment, English names of butterflies, Latin names of snakes, names of bones in the body, etc.

- In History, names of living Third World presidents, names of deceased kings, names of important historical documents, etc.

- In Geography, names of Himalayan peaks, rivers of Africa, types of rock, etc.

- In Mathematics, names of great mathematicians, names of theorems, etc.

- In boys Phys Ed, the names of sports, the names of sport equipment, or the names of influential female writers of the last half century. As a last resort, have them select the names of prominent athletes.

Trick: Whether the code names are 'Canis familiaris' or 'Margaret Laurence' or 'Othello' or 'Limestone' or 'Albert Einstein', they will sort alphabetically on code name reports. And, whatever name selection students make, it can be changed it at
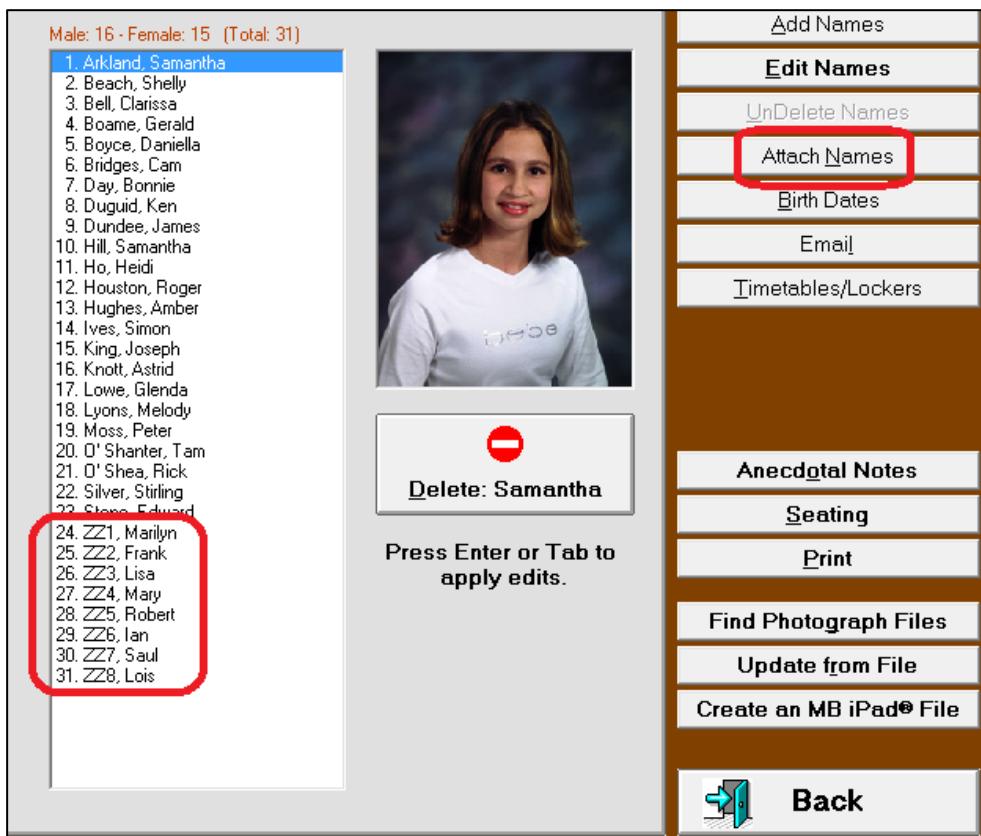
any time. Change one or all of the code names as frequently as desired. When doing so, remove all posted class reports with the old names so that students cannot use the data to re-identify each student's new code name.

If using TI-Navigator in conjunction with MarkBook, as in section 13-2, code names must NOT contain spaces, accented letters, or non-letter characters.

Fake Names

Some jurisdictions forbid the posting or use of other communication involving class averages. This includes the posting of data in a manner that enables someone to *calculate* that average.

Some MarkBook users employ a trick that's lots of fun for both teachers and students. Add several fake students into the class. We suggest giving each a surname beginning with ZZ (ZZ1, ZZ2, ... ZZ15, etc.). This way, the 'real name' screens in MarkBook, including the mark entry screens, alphabetize these fake students at the <u>end</u> of the class list. However, give fake students a code name in the same style as the real students. If this was done with the class above, the 24th student could be 'Marilyn ZZ1', the 25th could be 'Frank ZZ2', etc.

As assessment data is entered, type in fake data for each ZZ student. We suggest giving ZZ1 through ZZ3 high marks making them competitive with the top students in the class. Give the last couple terrible marks making them the worst performers in the class. Give the other ZZ students marks that scatter them throughout the academic order. Then, when a code name class report is posted (see section 9-10 and section 9-11), it's much more difficult to match the code names on the report with the real names of the students. In addition, students have fun guessing who's real and who's fake.

Tip: see sample class Math 9 or MFM1P105 inside the MkBk2018/Sample18 folder. It has fake students with made-up assessment data as above. Watch what happens when Code names are used on Class Report screens or printouts.

To generate a real report without the fakes, take a few seconds to delete the ZZ students with the delete button. Or, use the **Attach Names** screen to quickly unattach the ZZ students from the class. Print the real report or create a real export file. Then, undelete or re-attach the fake students. All of their phony data returns with them. See section 4-3 for details on the attach/un-attach functions in MarkBook.
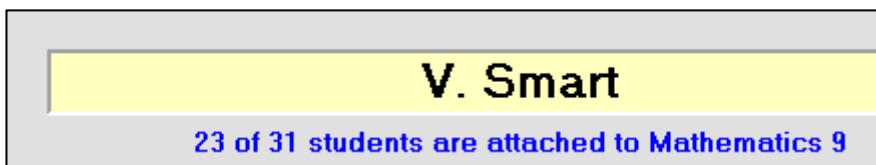
This same 'fake students' trick works nicely on the Internet. MarkBook generates an HTML class report as described in section 9-10. The code name is the only allowed identifier of each student on these web pages. Again, the HTML report sorts alphabetically by code name and scatters fake students throughout the list. It's also possible to exclude selected individuals from the HTML report.

Trick: Students like to play games. If reporting becomes a game, students will play, pay more attention, take ownership of their data, take responsibility for that data and eventually perform better academically. Fake names facilitate open communication while protecting identities and confidentiality.

When the Attach Names tool is used, MarkBook displays a message on the main form under the teacher's name.

Timetables / Schedules / Lockers

MarkBook will import, record, store, and display both locker and timetable/schedule data for every student in a class. This information will prove handy in a number of circumstances.

- Suppose a student asks to visit her locker, is gone too long, and then claims her locker is in a distant hallway. But this screen says that her locker is near the Art room, just around the corner!

- She is frequently late for your period 1-5 Science class. She claims that her Phys Ed teacher doesn't give her enough time to change. But this screen says that she has lunch on Day 1, Period 4! She doesn't even have a Phys Ed class!

- Her parent calls wanting a text from her locker while she is absent for a few more days. In this case, one could ask locker partner Mary Lee to retrieve the book or ask an administrator to do the same.

This timetable/schedule data can be imported if your Student Information System exports an appropriate file. Notice that this particular import has current mark, attendance, courses, rooms and teacher names.

Individual Course Codes

Some classes, such as cooperative education classes and technology classes, have each student taking different courses. Technology classes often have multiple courses running simultaneously in a single classroom. Coop classes often start out with a single class code but new course codes and section numbers are assigned part way through the term. If the MarkBook user is planning to submit report card data electronically as in section 11, and each student is in a separate course, the Individual Course Code feature of MarkBook enables that teacher to accommodate this electronic submission just as if all students were taking the same course.

To use individual course codes, choose and open the class. Then, click on **Class** in the upper menu bar and select **Individual Course Codes** from the menu to get the following screen.

At the top, chose whether these codes apply to a single Mark Set or whether they apply to Combined Mark Sets. The Master Code may have been used to import the class at the

beginning of the term. Select each student in turn, type the assigned code and section in the **Individual Code** cell (blue), and push Enter. When complete, click **Save**.

Entered once, MarkBook will remember each individual code/section and submit course data to the SIS for each student using that code instead of the Master Code. Return to this screen to edit these course codes at any time.

If individual course codes and sections have already been assigned in another Mark Set for this class, click on the **Copy Codes from** cell to move these into this Mark Set.

After entering, click on the Printed Forms button at the lower right to move to a Print screen. Print a form with the student names, numbers, course codes and sections. Use this form to advise others as to the new courses for each learner.

Trick: once individual course codes are assigned, coop teachers have difficulty running an Update from File (section 4-8). When assigning sections, use "-99" for the first coop class (as in the example following), "-98" for the second coop class and so on. If the SIS tolerates alpha-numeric sections, use any unique combination of letters and numbers. Since there is no original class in the school with section -99, the coop teacher may use "-99" as the update filter. Print the form described in section 5-3.

CAUTION: if transferring data electronically to the SIS, these codes must be an <u>exact match</u> for the code in the SIS. For instance, if the teacher types RCR2OO01 and the SIS has RCR2OO-01 (with a hyphen) or RCR2OOO1 (with an O instead of a 0), this student's record will be rejected by the SIS. See section 13-5.

4-3 MARK SETS – WHY, HOW AND EXAMPLES
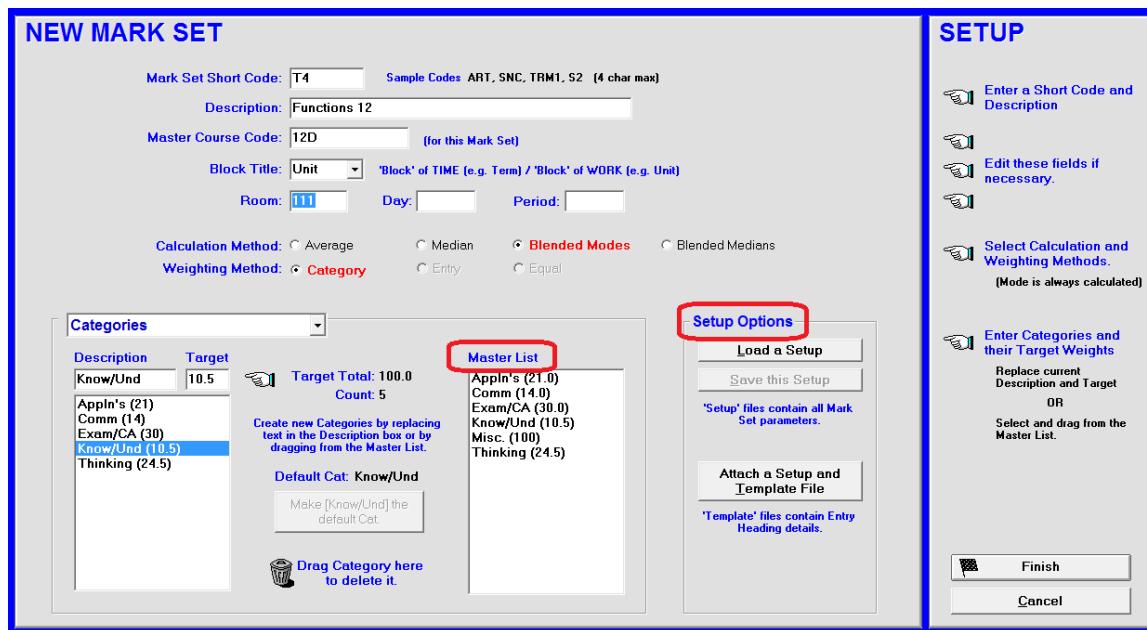
Mark Sets are one of the most powerful tools in MarkBook. Each **Mark Set** is an independent cluster of assessment data for a class or for part of a class. MarkBook allows up to 100 Mark Sets for each class. Mark Sets are useful for classes when one or more of the following situations apply:

- the class has multiple subjects with the same teacher;
- one wishes to create blocks of assessment data in units, terms, semesters, etc.;
- there's more than one assessment group of students in a single classroom (i.e. a combined class);
- there are students in the class with different learning styles who need different assessment strategies;
- an additional classification level/strand is needed for assessments;
- one wishes to isolate and independently report certain kinds of assessment data that may or not contribute to the overall mark. Learning skills, behaviours and formative assessments are potential examples.

Mark Sets make class creation very easy - once all student personal data is entered, create a new Mark Set in seconds. In the case of combined classes, divide the class into assessment groups in seconds by "attaching" each student to an appropriate Set and "un-attaching" them from inappropriate Set(s). The balance of this section will clarify the concept of "Mark Set" and provide examples in which Mark Sets may help with classes and their data management. Also see a document called Using Mark Sets in MarkBook's Help menu. Or download it from the web site, **www.markbook.com**.

Creating a New Mark Set

Once a class has been created, it's possible to add up to 99 more Mark Sets. On the main form, click on **Mark Set** in the upper menu bar. Select (click) **Make a New Mark Set**. The following screen will open with the cursor in the upper **Mark Set Short Code** cell.
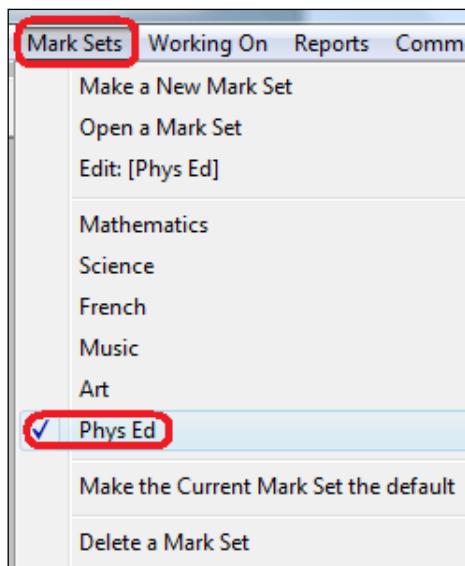
The first Mark Set for this class was created/imported when the class was built. Categories/Strands/Standards were created at that time. If typed, those existing categories will be in the **Master List**. They are greyed out until the short code is created.

If there are .MSS files or .MTP files available for this Mark Set, the **Setup Options** will be useable. Click the **Load a Setup** button or the **Attach a Setup** + **Template File** button and import the file as per section 1-7 (see section 8-4 for more information on these file types). Otherwise, begin by typing any meaningful 4-character **Short Code** e.g. T4 for Term 4, or 1ENG for the first Mark Set in English, etc. This must be a unique short code within this class. The same Short Code may be used in other classes. For instance a teacher with six English classes could use 1ENG as a Mark Set short code within all six classes. However, the class names should be distinct. Describe this new Mark Set in the **Description** cell. Select categories/strands and weight them by double clicking from the Master List. Or type new ones. Drag any unwanted category/strand to the trash can to remove it. Or, highlight and click the keyboard's Delete key.

It's also possible to import all items on this screen from an .MSS file or an .MTP file. Click **Finish** to complete this new Mark Set.

Mark Set Example 1: Multiple Subjects

It's common for schools to use a partial rotary system so that a class of students takes several subjects from the same teacher. In MarkBook, each of these subjects could be called a "Mark Set". See the subjects in class 8D in the sample1x folder supplied. MarkBook could also use this same system to keep three separate subject records for this same class if three different teachers taught these three subjects to this class. However, in this latter circumstance, these teachers must use the same computer or pass the class folder back and forth on a portable storage device such as a USB key. In other words, only one teacher may enter data at a time.

In this example with six Mark Sets, Phys Ed has been made the default Mark Set when the teacher opens this class (see the check mark). This default can be changed to any of the other subjects by selecting the Mark Sets menu and clicking **Edit [Subject].** Access any of the others by clicking on **Mark Sets** in the upper menu bar to open the drop-down menu shown and then selecting (clicking on) the subject desired. Or, use the **Open a Mark Set** button on the Main Form, section 3-1.

When Math is selected, the teacher has access to all of the records associated with that subject - text issue, seating plan/chart, and Math subject reports. If the teacher clicks on any of the other subjects, then all stored information for that subject is accessible. It IS possible to have independent attendance records, categories, and seating plans for each subject set.

Produce a **Combined Report** for these subjects using any weighting system of choice (e.g. Science 20%, Math 30%, Music 10%, etc.). This report is available by clicking on **Reports** from the menu bar and selecting **Combined Mark Sets**. Or use the **Combined Report** button. See the example printout in section 12-8 of this manual.

Mark Set Example 2: Separate Attendance and Seating Plans/Charts
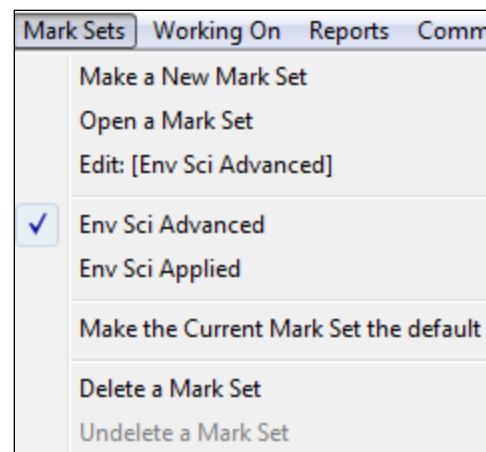
Each of these items may be attached to a specific Mark Set. For instance, a teacher may have two or more seating configurations, one for traditional lessons and another for labs. Similarly, a teacher may wish to track separate attendance for each Mark Set.

If this is the case, click on Class in the upper menu bar, select Description, and choose the appropriate items at the bottom of the description screen. Save. Open any Mark Set and build a new seating plan and/or new attendance forms.

Mark Set Example 3: Multiple Evaluation Groups in One Combined Class

The Environmental Science class in this example is actually two similar but separate courses being taught by the same teacher in the same classroom at the same time. The teacher could set up the class as two separate MarkBook class folders. However, MarkBook can structure each course as a Mark Set and keep both in <u>one</u> class folder. In this example, there is an academic stream, **Env Sci Advanced**, with 15 students and a graduation stream, **Env Sci Applied**, with 9 students. The former stream is currently the default (check marked).

To create this split class, the teacher entered all students in Env Sci Advanced and then clicked on Create a New Mark Set. After naming it Env Sci Applied, nine Applied students were attached to the new Applied Set and unattached from the Advanced Set. To do this, click on the **Attach Names** button in the **Edit Names** screen, section 4-2. For each Mark Set in turn, click on the names to highlight and move these selected students to the appropriate side of the screen as per the following image. Repeat with the next Mark Set.

There are many other circumstances requiring sets of assessments for two or more groups within a single classroom such as:

- a class with some students who are just learning English. It would be unfair to

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assess and evaluate these individuals in the same manner as the rest of the class. Thus, an **ESL** (English as a Second Language) Mark Set could be created to evaluate these students in an independent and appropriate manner.

- two or more years/grades/ forms in the same classroom. A small school may have a class with three years/grades/ forms in the same room - e.g. a class of 25 with students from years 4, 5, & 6. For an alternate suggestion on isolating these small groups see section 4-1.

- two or more groups of students with different learning styles in the same classroom. These groups require different assessment strategies, categories, and weights. For instance, there might be three boys who are kinaesthetic learners in a class that's otherwise academic. For an alternate suggestion on isolating these groups see section 4-1.

We recommend keeping a common attendance list and seating plan for these kinds of split classes.

Mark Set Example 4: Isolating Data e.g. Learning Skills, Behaviour and Effort

Some teachers are required to track and report groups of assessment items independently of the overall mark. For instance, the system might require that each teacher measure and report seven items for each student: an overall achievement percentage plus an evaluation of six **Learning Skills** (Organizational Skills, Reliability, Working Independently, Collaborative Skills, Initiative, and Self Awareness / Self Regulation). Or, in the UK, a mark for **Attainment** and another for **Effort**. The philosophy behind these reporting systems is to identify to students and parents which items need improvement for better learning. However, the measures of Learning Skills or Effort are NOT to be included in the calculation of interim or final marks for the course!

MarkBook has three means of dealing with this assessment requirement. Two involve Mark Sets and the third is creating low-weight categories for the skills. Set up a single Mark Set with a short code called LS and a description of Learning Skills. Make six categories within the set titled **Org**, **Reliab**, **WorksInd**, **CollabSk**, **Initatv**, and **Self**. Or, set up six Mark Sets, LS1, LS2, etc. - one for each skill. Now, open any Set and add data at will. However, the assessment of

the skills is always independent from the main Mark Set that holds the summative achievement items that contribute towards the overall mark.

For **Attainment** versus **Effort**, set up the second Mark Set with a Short Code as **EFF** and with a description of **Effort**.

Since skills and effort are tracked independently and data is added from time to time, the teacher can report a summative mark for each skill or an overall mark for effort. Percentages, levels, letters, or some other indicator system (Excellent, Good, Satisfactory, Needs Improvement) may be used for reporting purposes. Use a rubric to convert the percentage calculated into a letter or level indicator of achievement.

See section 8-13 for another way of dealing with Learning Skills, Thinking Skills, Behaviours, Effort and other reporting items that are not to be factored into the overall mark.

Mark Set Example 5: An Additional Classification Level

The Science teacher who created this class decided to use six Mark Sets to subdivide her course assessments into major curriculum groups. See the four course units plus a project and an exam in this example. Her Space Science Mark Set is currently the default. Change the default by selecting **Edit** from this menu. Or use the **Make … default** option in this menu.

By organizing the course this way, she has given herself the extra classification level afforded by MarkBook. To get a final mark for this course, she will use the **Combined Mark Sets** option available from the **Reports** menu. See the examples in chapter 12 for details on weighting multiple Mark Sets.

Since each of her course units are separated into a distinct Mark Set, she now has the option of creating different categories for each curriculum unit and/or assigning different weights to each. For instance, she could alter the weight given to her Knowledge category in each Set. However, she has the ability to combine the Mark Sets in any proportion as in the prior paragraph. So, she could equally weight the four curriculum units or assign a different weight to each.

We recommend keeping one attendance list and one seating plan for this kind of class.

Mark Set Example 6: Terms, Semesters, and Quarters

Some teachers like to divide their courses up into terms, semesters, trimesters, quarters, or other time blocks. For instance,

Term 1 - 10%, Term 2 - 18%, Term 3 - 22%, Term 4 - 25%, Exam - 25%

Total = 100%

In this case, one could create five Mark Sets to isolate each of the four terms and the exam. Once assessment data is entered in two or more terms, produce an overall mark by clicking **Reports**, selecting **Combined Mark Sets**, and weighting the terms (Mark Sets) appropriately. Or use the **Combined Report** button. See section 12-1.
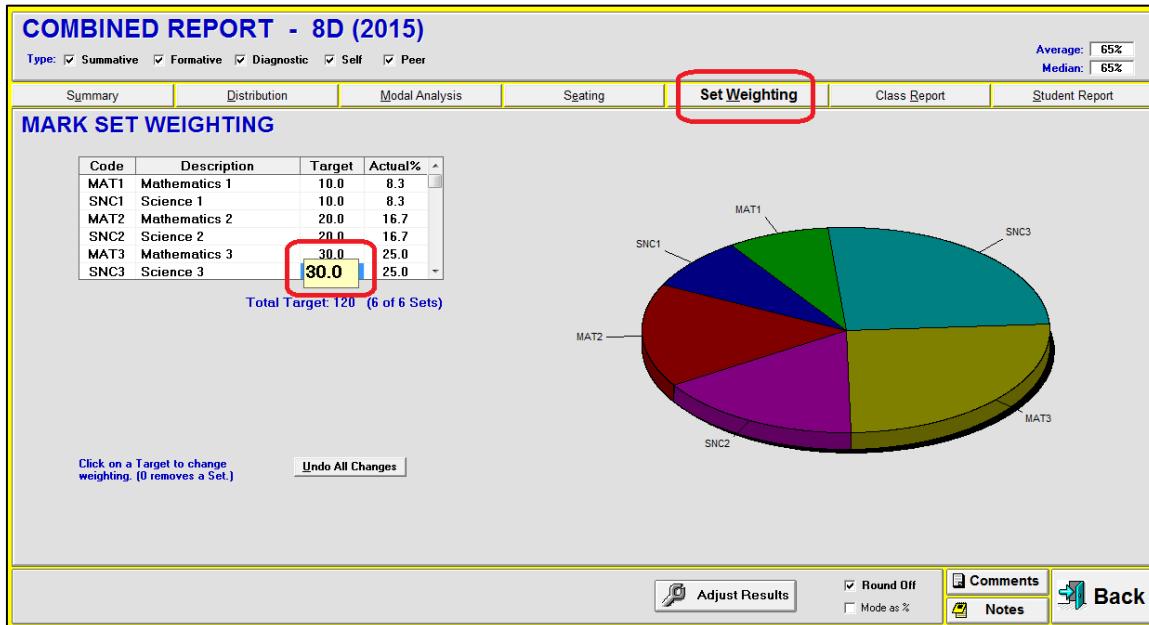
There is another technique for separating assessments into time blocks. See the discussion of **Block Title** in section 2-2. The advantage with this "Mark Set" method is that one has <u>exact</u> control over the percentage contribution of each Set towards the final mark. The disadvantage is that one doesn't "see" all assessment data for the entire course - each Mark Set is completely isolated from the other Sets until **Combined Mark Sets** or the **Combined Report** button are used. Decide which method works best for you.

In the above example, note that there is an increasing weight or value to the terms over time. This is an example of "Progressive Weighting" used to place greater emphasis on evidence of more recent student performance.

Mark Set Example 7: Combined Terms and Subjects

Sample class 8D, installed with MarkBook, has two subjects, Math and Science, taught over three trimesters (terms). The teacher divided the year's assessment data into six Mark Sets representing three terms for Science and three for Math. Used this way, the teacher is able to report each term independently and each subject independently. The teacher also has the ability to provide "**evidence of more recent achievement**" by heavily weighting the more recent Mark Sets. Open 8D from the samples folder, click Reports in the upper menu bar, and select Combined Mark Sets. Then click the **Set Weighting** tab. Click on any number to edit the weights of the six Mark Sets in the **Target** column as per the following example.

Note how the terms have been differentially weighted. Of course, the teacher could weight the three Science Mark Sets to zero in order to isolate a mark for Math. Similarly, the teacher could edit the weights of terms 1 and 2 to zero to isolate the last term's mark as the final mark.

Mark Set Example 8: All of the Above

This is an example of the multi-subject class organization afforded by Mark Sets:

An elementary teacher taught six courses with her class: Music, Art, French, English, Drama, and Math. She was required to report a percentage mark and an anecdotal comment at the end of each trimester along with an independent measure of six Learning Skills. Furthermore, she was required to report a percentage for each strand/category in some subjects like Languages and Math. Evidence of most recent achievement was required. She had a core group of 26 students taking all six subjects but there were 16 additional students who dropped into one or more of her subject classes. For instance, she had 38 students in Music, 33 in Art, 28 in French, and so on. In all, she taught one or more subjects to 42 individuals.

She handled all of her needs as a single MarkBook class with numerous Mark Sets. There are two limitations in this class structure: the maximum number of Mark Sets is 100 and the maximum number of active (i.e. not deleted) students is 200. She created the following 21 Mark Sets:

- **MUS1, MUS2, MUS3** each with one category/strand and 38 names attached.
- **ART1, ART2, ART3** each with one strand and 33 names attached.
- **FR1, FR2, FR3** each with three strands and 28 names attached. MarkBook reports three marks – one per strand.

- **ENG1, ENG2, ENG3** each with four strands and 34 names attached. MarkBook reports three marks.
- **DRA1, DRA2, DRA3** each with one category and 35 names attached.
- **MAT1, MAT2, MAT3** each with five strands and 30 names attached. MarkBook reports five marks, one per strand.
- **LS1, LS2, LS3** each with six categories for six learning skills and all 42 names attached.

As she began each new trimester, this teacher zero-weighted the prior Mark Sets in the Combined Report. In this way, the older sets did not get included in the current reports. Since MarkBook can generate and store up to 10 sets of comments per student per Mark Set, and ten more for a Combined Mark Sets report, she had ample ability to use MarkBook for the anecdotal portion of the report as well.
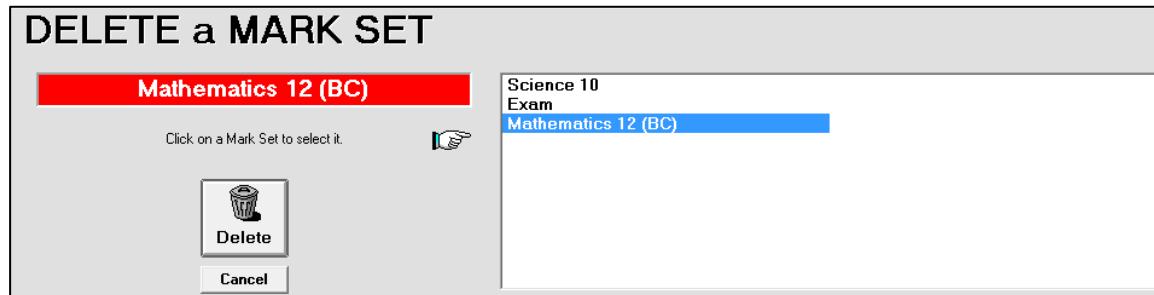
In this kind of example, we recommend keeping <u>separate</u> attendance lists and seating plans for each subject. Click on **Class** in the upper menu bar, select **Description**, edit the appropriate buttons, and **Save**. Then make and edit independent attendance forms and seating plans for each Mark Set.

Under MarkBook's Help menu, or under the Mark Sets menu, see the .pdf document titled **Using Mark Sets**. Or, download it from

www.asyluminc.com/downloads/Using_Mark_Sets.pdf

Deleting and Undeleting a Mark Set

MarkBook can delete a Mark Set and undelete it again to re-activate it. To delete, click Mark Sets in the upper menu bar and click on Delete a Mark Set. This image will appear in the lower half of the frame:

Click once on the unwanted Mark Set. Click the **Delete** button. Or, to leave this screen without deleting any Set, click **Cancel**.

4-4 IMPORTING CLASS ROSTER LISTS WITH NAMES AND OTHER DATA

MarkBook has the ability to import/update student names and other personal data from a delimited text file. This will save typing time and improve accuracy.

If the school has a comma-delimited or tab-delimited text file of student names (first and last names plus any other available items such as student number, gender, Home Form, birth date, etc.), MarkBook has the capability of importing these students plus their significant personal data from that file. Text files are given various extensions: **.txt**, **.hdr**, **.asc**, **.csv**, **.dat** and others. These are also known as **ASCII** files.

"Text" or "ASCII" is a universal file structure that almost any computer can generate and read. MarkBook is set up to create classes from an external text/ASCII file provided that it has been set up as a series of records with each line (a record) containing data for one student. If each student record contains appropriate data, MarkBook will hunt through a very lengthy list of many students to select only those individuals who meet one or more criteria for building each class roster.

The text file can be comma delimited (as in the following example), or tab delimited, and may look like this in a word processor:

> **Last,First,Gender,Number,HF,DOB**
> **Adams,John,M,12347,7A,860423**
> **Bat,Barry,M,34691,7C,861123**
> **Jones,Keith,M,76239,7A,861001**
> **MacDonald,Melinda,F,7C,860214**
> **Turkstra,Melanie,F,7B,860311**
> **etc.**

The above example file has each student on a single line of text (a record) with each data item (a field) separated by commas. In this sample, the field order is Last Name, First Name, Gender, Student Number, Home Form, Date of Birth. This sample also has a "Header" - a first line with a title for each field. Text files with headers are sometimes given the extension .hdr.

Field Order in the Import File

MarkBook does not require a specific order for the fields. In fact, MarkBook's only requirements for importing from a text file are two fields: **First Name** and **Last Name**. All other fields and their order are optional.
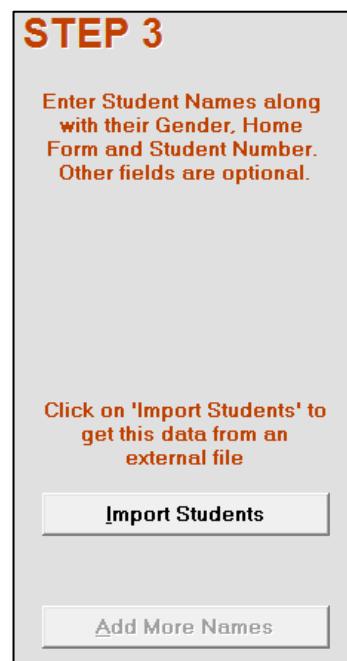
Text files may be available for <u>each class</u> for importing into MarkBook. If not, MarkBook allows sorting through a larger file to find only those students in a given class based on one or more fields in each record. If the school district has a central computer system, chances are that the persons in charge will have the capability to build a text file generation routine (aka a report or a "menu pick") to extract suitable files. The best single-class file to build would contain fields for last name, first name, home form, gender, program, student number, date of birth, home telephone number, a parent work

number, Email addresses, and any other significant items as text in a Miscellaneous field. See the fields in the first image following. MarkBook will generate a gibberish code name automatically and the teacher may edit the code name plus any optional/missing fields later.

Tip: in the absence of a suitable text file, do some lobbying to get one! The district's mainframe is likely the source and the persons who run it are the ones to convince. IT managers and technicians may be able to create these files as well. Don't be afraid to ask! For some examples, see section 4-7. The more teachers using MarkBook, the greater likelihood of success!
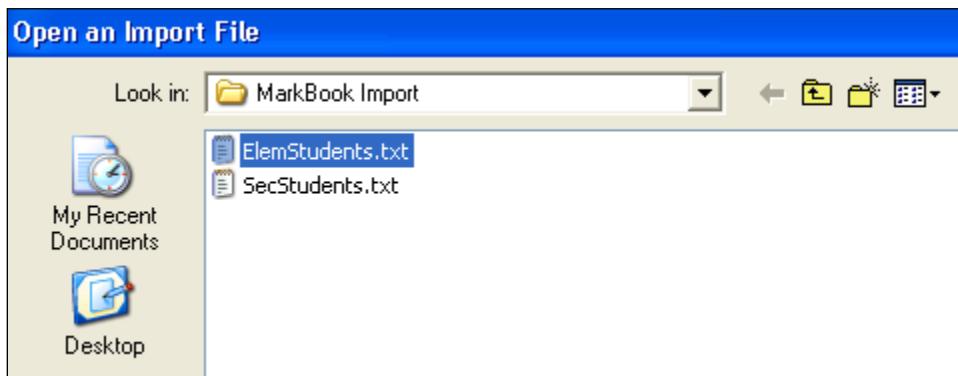
Step 1: Set Up a Class:

Set up a class using MarkBook's **New Class** functions as described in section 2-1. Name the new class and get to the screen where student names are added. Normally, one would start typing data into the blank student data fields. However, if there's a suitable import text file available, click on the **Import Students** button at the right. MarkBook moves to the next screen with an **Open an Import File** dialogue box.

Step 2: Locate and Open the Import Text File:

Browse to select the drive and folder and then click on the name of the file. In this example, there are two text files, **ElemStudents.txt** and **SecStudents.txt**. Select the desired file and click Open.

This Open an Import File dialogue box will disappear exposing MarkBook's Import Students screen as in the next image.

Step 3: Matching Fields

The selected file will open in MarkBook as in the following example. This import text file has a "header" meaning each field is named/titled in the first record - see the example header text file at the beginning of this section. The first record shows in the centre of the large white window with all of its fields listed vertically. There are 15 fields per record in this sample import file.

There are 291 students (292 records, the first of which is the header) listed in this file. In fact, every student in this school is listed!

Identify the fields in the centre **Matched** list with a title from the **MarkBook Fields** list on its right. Starting with the top **Matched** field, drag and drop the corresponding field title from the right list. Or, double click on the corresponding **MarkBook Fields** title. In this example, field titles from the right have been moved over to the left in matched order. Used fields become grey except **Ignore this field**. Note that the teacher has elected to ignore the HF2 field since this is a semester 1 class. Year is also ignored.

The Last Name and First Name fields are mandatory.

If an error is made in matching, click on the **Clear Last Match** button. The last used Available Field will disappear.

To open another import file, click the **Open an Import File** button and a dialogue box will re-appear as in STEP 2 above.

Step 4: Matching Date of Birth Format

The **DOB** (date of birth) field may appear in any one of several different formats such as American, English, or SI. If DOB is an available field in the import file, one must know the format of the text file before attempting to import DOB data. In the example above, the Header title shows the format. However, if unsure, use the purple up/down toggle at the top centre to scroll through the first few student records to examine them for DOB format. Each student record will appear in the left window in place of the field titles visible at present. At the bottom of this screen, in the **Date Format for Birth Dates (DOB)** box, select the matching format. MarkBook will change 2-digit years (e.g. 94) to 4-digit years (e.g. 1994) automatically as per the message at the right.

Step 5: Establish a Filter Criterion When Importing from a Large File

If the source file is a single class, click the **Import** button and the student data will move from the source file into the new MarkBook class folder. However, MarkBook can selectively import students from a large file as in this example one.

If the source text file is not a single class file, now establish some criteria for selecting specific students from among all students in the file. Select class members using their Home Form, a Gender (e.g. a Phys Ed class), a course/section code, etc.

If creating several classes from this file, MarkBook will "remember" the source file name, its location, and the field matches made as above. This makes it much easier to set up a second and subsequent classes. Similarly, the school's IT manager can pre-set all of these items within MarkBook's Network installation.

a) Importing Students Using Home Form

Home Form is also known as Home Room, Home Class, Home Base or Tutorial Group. The teacher's class is in the previous example is **7B**. In the **Import If ...** box, 7B has been added to the **HOME FORM contains** window. Thus, only those individuals in 7B will be selected and imported for this class and all other students will be ignored.

Since the first record was a header, click the **Skip it** button in the **What If …** box. If the text file does not contain a gender field, there's the option to select M or F for all students and then editing after the import, as necessary. If a letter other than M or F is found in the **Gender** field, MarkBook will use the letter specified instead (see below).

IMPORT CLASS   Record 1 of 292 ⬍ in ElemStudents

Matched: 16 of 16 ⬅   MarkBook Fields

#	Source		MarkBook Field	MarkBook Fields
1	Last	←	Last Name	Last Name
2	First	←	First Name	First Name
3	Number	←	Student Number	Program
4	Gender	←	Gender	Gender
5	HF1	←	Home Form	Home Form
6	HF2	←	Ignore this field	Student Number
7	Year	←	Ignore this field	DOB (YearMMDD)
8	DOB(YearMMDD)	←	DOB (YearMMDD)	Phone #1
9	Phone1	←	Phone #1	Phone #2
10	Phone2	←	Phone #2	Student e-mail
11	Stu-E-mail	←	Student e-mail	Parent e-mail
12	Par-E-mail	←	Parent e-mail	Miscellaneous
13	Program	←	Program	Import If #1
14	Import	←	Ignore this field	Import If #2
15	Miscellaneous	←	Miscellaneous	Special Use
16	TAP	←	Ignore this field	Ignore this field

IMPORT PARAMETERS

Import If...

HOME FORM contains: 7B   or [   ]   Conditions may be entered in any combination. If used, the operator is: Home Form AND Import If #1 ...

Import If #1 contains: [   ]   ○ and ● or   Import If #1 contains [   ]
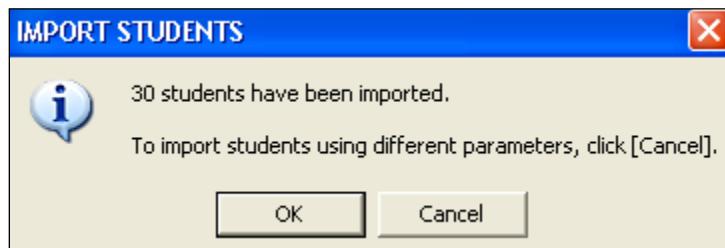
What If ...

Gender is not specified?: Use: ● M   ○ F   The first record is a field 'header'? ☑ Skip it

Similarly, a **Student Number** field may be missing from the text file. In this case, MarkBook will assign an incrementing number as each student is imported. Edit any imported item using Edit Names, section 4-2, as necessary. If the Home Form is not specified in the import file, MarkBook will assign the class code as a Home Form for all students.

Once these filter criteria are indicated, click on **Import** at the lower right and MarkBook will hunt for all students in the text file who meet the criteria specified. A message will appear with a count of the number of students imported. Click **OK**. If there were no students imported, click on **Cancel** and enter a new import filter criterion.

When OK is selected, MarkBook will open the Add Names screen with all selected students added into the new class.

b) Selecting by Home Form AND Gender

Suppose a teacher wants all the males in 7B for a Phys Ed class. In this case, assign title Import If #1 from the Available Fields list to the GENDER field in the MATCHED list. Type 7B beside HOME FORM contains. In the Import If ... box, type M. Click **Import** and, all males in 7B will be selected.

Suppose a teacher wants all of the females in two Home Forms, 7B AND 7C. In many co-ed schools, Phys Ed classes are made up with all individuals of one gender from two Home Forms. **1.** Assign field title **Import If #1** from the **MarkBook Fields** list to match against the Gender field in the **Matched** list. **2.** Below, in the **Import Parameters** section, type 7B and 7C in the two **HOME FORM contains:** cells. **3.** Type in F in the first **Import if #1 contains** cell. **4.** Select F in the **What If …** box.

IMPORT CLASS   **Record 1 of 292** ⬍ **in ElemStudents**

Matched: 16 of 16 ⬅   MarkBook Fields

1	Last	←	Last Name	Last Name
2	**First**	←	First Name	First Name
3	Number	←	Student Number	Program
4	**1**	Gender	←	Import If #1	**Gender**
5	HF1	←	Home Form	Home Form
6	HF2	←	Ignore this field	Student Number
7	Year	←	Ignore this field	DOB (YearMMDD)
8	DOB(YearMMDD)	←	DOB (YearMMDD)	Phone #1
9	Phone1	←	Phone #1	Phone #2
10	Phone2	←	Phone #2	Student e-mail
11	Stu-E-mail	←	Student e-mail	Parent e-mail
12	Par-E-mail	←	Parent e-mail	Miscellaneous
13	Program	←	Program	Import If #1
14	Import	←	Ignore this field	**Import If #2**
15	Miscellaneous	←	Miscellaneous	**Special Use**
16	TAP	←	Ignore this field	**Ignore this field**

IMPORT PARAMETERS

Import If...

HOME FORM contains: `7B`   or   `7C`   **2**

Conditions may be entered in any combination.
If used, the operator is: Home Form **AND** Import If #1 ...

Import If #1 contains: `F`   **3**

○ and
◉ or

Import If #1 contains [   ]

What If ...

Gender is not specified?: Use: ○ M   ◉ F   **4**   The first record is a field 'header'? ☑ Skip it

Click **Import**, and all females in those two Home Forms will be imported into one Phys Ed class. A message similar to the following will appear. Click OK or Cancel.

IMPORT STUDENTS

ⓘ 26 students have been imported.

Since you did not import certain fields, some data has been supplied.

  -> [F] was used as the gender for all

Please edit the class list as needed.

To import students using different parameters, click [Cancel].

[OK]   [Cancel]

If the source file is a multi-class or whole-school file, colleagues will be able to use it with different criteria to build their classes. Or, copy it to a location where all teachers can find and use it. Some schools copy this source file onto the hard drives of their department computers in the MkBk2018 directory. However, the best solution is to put it into a specific network location where all teachers have password access.

4-5 IMPORTING CLASS ROSTERS USING COURSE CODES & SECTIONS

There's another way to select among student records in a lengthy text file. This section explains how to hunt for specific classes students using a course and section.

If there's an available text file which has

- a large block of students, and
- their courses and sections,

then MarkBook will select among these courses/sections to pick out only those students in a specific class.

The text file can be comma delimited (as in the following example) or tab delimited and may look like this if previewed it in a word processor (without any items underlined as in this example!):
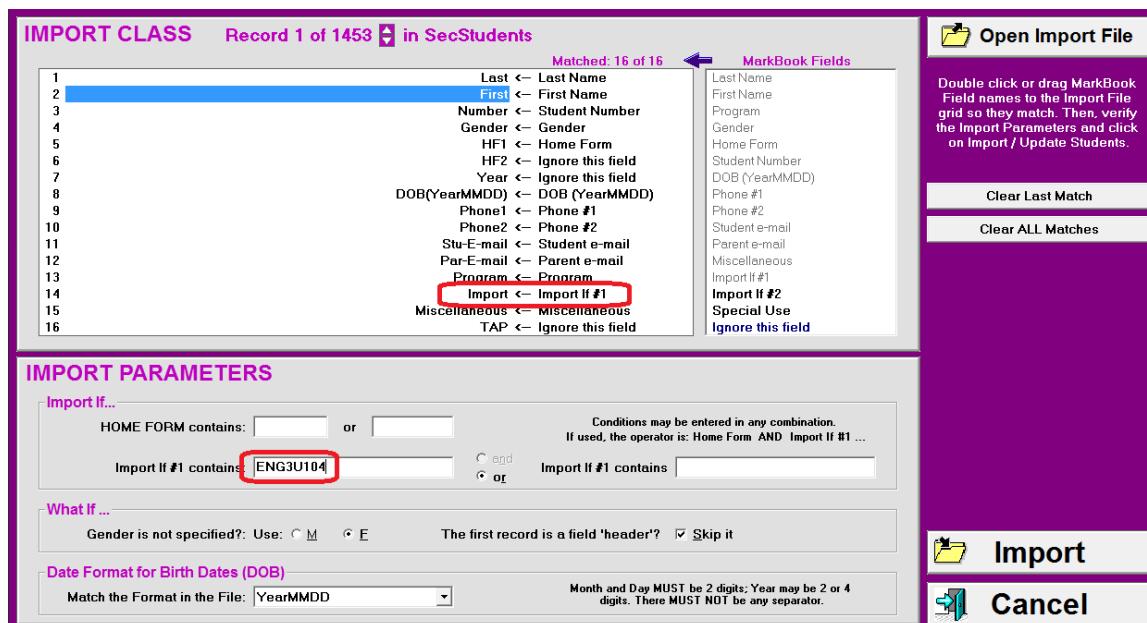
```
Last,First,Gender,Number,HF,DOB,Tel#,Courses
Adams,John,M,12347,3A1,860423,555-8923,ART3DO03 MAT3PO01 ENG3DO02 PHB3O102
Bat,Barry,M,34691,3C1,861123,555-4634,ART3G001 MAT3G002 HIG2G002 PHB3A003
Jones,Keith,M,76239,4D1,861001,555-8652,ART4A001 ENG3A002 MAT4A003 PHB4A004
MacDonald,Melinda,F,54321,1G1,860214,555-2398,ENG1W001MAT1W002FSF1W003ART1W004
Turkstra,Melanie,F,88663,2E1,860311,555-0102,HIG2G001MUS2A002ART2G002BAC2G001
etc.
```

Like the example in section 4-4, the above file has each student (a record) on a single line of text with each data item (a field) separated by commas. The field order and titles are given in the header line. Note that there is a **Courses** field. Within it, course codes and sections are run together without separating commas. It doesn't matter whether there is a space separating the courses or not - both versions are shown. The first student, John, is taking ART, MATH, ENGLISH, and PHYS ED BOYS, all at the Year 3 level. His class sections, as a two-digit suffix to each course code, are 03, 01, 02, and 02 respectively.
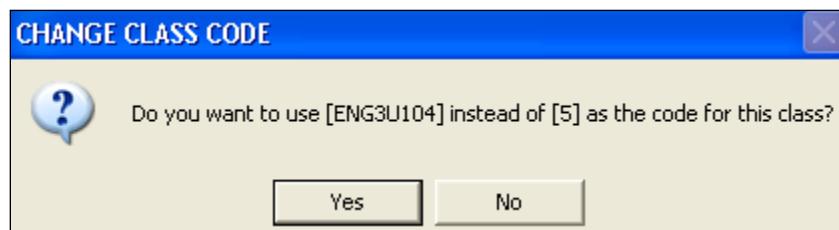
MarkBook's "Import If" feature will pick out those students taking a specific course and section. For instance, suppose the class to be imported is **HIG2GO01**. Match MarkBook's **Import If #1** field title against the **Courses** field and it will hunt the above file and select only one of the five student records shown: Melanie is the only one taking that course in section 01. Barry is taking the same course but he is in a different section (02) and will NOT be selected. Note the two underlined course code/sections.

Selecting and Importing Students by Course & Section:

Suppose a teacher wanted to select all students taking **ENG3U104** and there's a text file for the entire school with the structure indicated above, i.e. all courses and sections in a single field in each student's record. The example file shown here has a header line, 1452 students and fifteen fields per student record. Note that the file contains a **Miscellaneous** field. The kind of data for this field is described in section 4-6. As in section 4-4, drag titles from the **MarkBook Fields** column at the right to the **Matched:** window in the centre. In the next image, **Import If #1** is matched to the **Import** field (contains the courses and sections). In the **Import If #1 contains** cell, type ENG3U104. Click **Import**. MarkBook will hunt through all student records and import only those students with ENG3U104 somewhere in their Courses field.

If the teacher started with a class code that didn't match the Import If #1 code used to successfully import students, this **CHANGE CLASS CODE** message will appear. The answer is likely **Yes**.

Once a first class is built this way, MarkBook will remember the import file name, location, and field match order. The second and subsequent classes are much easier to import! Alternatively, the network administrator can set all of these parameters using the network configuration tool in the network version of MarkBook.

MarkBook will also update the class from a fresh import file using the **Update from File** button on the Edit Names screen in section 4-2. See section 4-8 for details.

Cooperative Education classes may be imported provided that there is a single course code for all students OR a unique course section number for each class. See the tip in section 4-2.

Importing Classes from a Timetable/Schedule File

A second example: Suppose there's a comma-delimited text file available with each course separated into its own field. The school is semestered and runs on a five-period day. The course fields are in timetable/schedule order. X indicates lunch or a spare period. The 12-field text file for the same students above would look like this:

Last,First,Gender,Number,HF,DOB,Tel#,C1,C2,C3,C4,C5
Adams,John,M,12347,3A1,860423,555-8923,ART3DO03,MAT3PO01,X,ENG3DO02,PHB3O102
Bat,Barry,M,34691,3C1,861123,555-4634,ART3G001,MAT3G002,HIG2G002,X,PHB3A003
Jones,Keith,M,76239,4D1,861001,555-8652,ART4A001,ENG3A002,MAT4A003,X,PHB4A004
MacDonald,Mel,F,5431,1G1,860214,555-3918,ENG1W001,MAT1W002,X,FSF1W003,ART1W004
Turk,Melanie,F,88663,2E1,860311,555-0102,HIG2G001,MUS2A002,ART2G002,X,BAC2G001
etc.

In this case, each teacher knows that any given class (i.e. a course and section) is in a specific field. For instance, the mathematics teacher knows that his class, **MAT3PO03**, runs in period 2 and is in field #9 titled **C2** in the text file header above. The boys' phys-ed teacher knows his class, **PHB3O102**, runs in period 5 and is in field #12 titled **C5**. Now, when importing data, each teacher can move Import if #1 to the appropriate field, C1 - C5, type in the course and section, and import all students in that class. The other four "C" fields will use **Ignore this field** when matching.

Importing Classes from Multiple Record Files

A third example: This type of import file is in wide use for MarkBook because it's relatively easy to build. Each student record is repeated once for each course - notice that John and Barry each have five near-identical rows. Often, there is no header row. An 8-field text file for some of the students above would look like this:

Last,First,Gender,Number,HF,DOB,Tel#,Course
Adams,John,M,12347,3A1,860423,555-8923,ART3DO03
Adams,John,M,12347,3A1,860423,555-8923,MAT3PO01
Adams,John,M,12347,3A1,860423,555-8923,LUNCH
Adams,John,M,12347,3A1,860423,555-8923,ENG3DO02
Adams,John,M,12347,3A1,860423,555-8923,PHB3O102
Bat,Barry,M,34691,3C1,861123,555-4634,ART3G001
Bat,Barry,M,34691,3C1,861123,555-4634,MAT3G002
Bat,Barry,M,34691,3C1,861123,555-4634,HIG2G002
Bat,Barry,M,34691,3C1,861123,555-4634,LUNCH
Bat,Barry,M,34691,3C1,861123,555-4634,PHB3A003
etc.

In this case, **Import If #1...** is lined up with the last field, **Course**. MarkBook will search the entire file and import any student record (a row) when it encounters a specified course and section. Because each student has a different course in each record, it doesn't matter that there are multiple records for each student.

Choosing an Import Data File

Importing classes is highly dependent on the files available. Before one can consider importing student records, establish what types of file downloads are available. If there are numerous teachers using MarkBook in the school, district, division or LEA, it's more likely that persons in charge of the central computer system will be prepared to build routines to extract text data with an appropriate file structure. Work with those people to build a custom text file that meets all teachers' needs. Remember, central computers are in place to make data management fast, accurate, and therefore efficient. If teachers need data in a particular form, then the managers of the computer system should be prepared to provide data in a pre-determined format! ASK!

Pre-matching fields with MB18_CFG.EXE and UpdField.cfg

The network version of MarkBook installs a utility in the MkBk2018 directory called MB18_CFG.EXE. Run it to set a path to the import file and pre-match the fields. When complete, a file called UpdField.cfg will be written in the same location as the import data file as per the next image. Now, when teachers click the **Import** button, MarkBook will open the .txt file and pre-match the fields automatically.

Trick: use the MarkBook configuration utility to pre-match the path and field matches for all users in the school. Store the import file and UpdField.cfg together on the server in a directory where all teachers, but no students, have access.

4-6 MARKBOOK'S IDEAL IMPORT FILE

In our opinion, the ideal import file for MarkBook has a header line and all students in the school in one file. We recommend that the IT department create one file for the entire school rather than creating separate files for each class or for each teacher. In schools with few computer terminals, this "single file" approach avoids placing strain on the school's secretaries at the beginning of each term. It's easy to re-create or update a single file whenever convenient. This approach also encourages collegial activity as teachers help each other get their classes set up in MarkBook.

Conversely, if the school has numerous workstations connected to the server, every teacher has access to data from that server/mainframe, and the class files are generated automatically, then single class files will work nicely.

As described in the two previous sections, MarkBook will accept the following fields for each student who is "electronically imported" into a new class:

- Last Name
- First Name
- Home Form (aka Tutorial Group, Home Class, Home Room, Home Form, etc.) for any one term, block, or semester
- Student Number
- Date of Birth
- Gender - M or F
- Special Program Placement such as Enhanced, ESL, SLD, SHSM, etc.
- A student's Home Telephone Number and Cell number
- Multiple Parent Work Telephones Number with extensions
- Student Email Address(es)
- Parent Email Address(es)
- Miscellaneous
- A Special Use number for potential ID control by the administration software

Hopefully, the educational system can build a comma-delimited or tab-delimited ascii text file that incorporates as many of these fields as possible.

Caution: any field where a "stray" comma could appear should be sandwiched in quotation marks. The Miscellaneous field is the most likely candidate but commas may appear in other fields in the school system. They could appear in student names like 'John Knight, Jr.'! Or someone may have erroneously entered an Email address with a comma instead of a period like @aol,com. Consequently, we recommend encasing all fields in quotes. Or use tabs as the field delimiter.

Custom Import File

We recommend that the file be designed/tailored for the needs of the system. That is, any additional student information that's regarded as important to MarkBook users should be exported from the system's mainframe into MarkBook's Miscellaneous field. For instance, the Miscellaneous field could contain some or all of the following information about each student:

- Special academic placement e.g. Enhanced, Gifted, ESL, SLD, etc. instead of using the Program field
- Medical Alerts
- Health Card Number
- Significant Medical Warnings like epilepsy
- Custody and Access Alerts
- Home Address
- Ethnicity
- Lunch support or other aid
- Additional Telephone Numbers
- Additional Email addresses
- Any other item(s) that the system wishes to communicate to teachers.

The following comma-delimited export file has been set up for a system with three trimesters per year at the senior level. There is a red header and one example student who has been timetabled into three Home Forms: **HF1**, **HF2**, and **HF3**. John Bull doesn't have a special Program placement and therefore his 5th field has no data. All selected courses (seven characters each e.g. ART9A0A) are run together in one field. They can be separated by spaces as in this example. As indicated above, quotes around the fields prevent MarkBook from interpreting a stray comma as a field separator.

Last,First,Number,Gen,Program,HF1,HF2,HF3,DOB,Tel1,Tel2,SEmail,PEmail,Courses,Misc
"Bull","John","35601","M","","9B","9H","9P","19860326","1715552682","1715551919","bullj
@dingdong.edu.k12.ca","bullsr@awol.com","ART9A0A MAT9A0B SCI9B0C MUS9A0B
PHB9A0D GER9A0B","Gifted in Math. Allergic to bananas, bee stings. Insulin-dependent
diabetic. Deaf in left ear. Father has sole custody."

Each teacher has two potential means of picking out selected students as per the previous manual sections 4-4 and 4-5:

- by Home Form (ignore the ones that don't apply) or
- by Course Code & Section

This same file-generating routine could be used in the same school system for junior classes where there are no trimesters. In this case, the file would likely show the same Home Form in all three Home Form fields.

Import File Specifications

The following table has the specification limits for each field in an import file. More fields may be added such as the HF3 in the above example. Fields may be deleted if there is no data available. The fields may appear in any order in the file as long as all records are the same. We strongly recommend that all fields be sandwiched in quotes as per the example above and that there be a header row as the first record. Each record must end in a hard return.

Field Name	Length	Examples
Surname	30 characters	Bull
Given Name or Forename	30 characters	John
Gender	15 characters	M or any word beginning with the letter M. Or, F or any word beginning with the letter F
Student Number or Unique Pupil Number	20 characters	12345, 123-456-789
Date of Birth or DOB	10 characters in any of the formats to the right with or without '/' characters. Text formats such as JUN are not permitted.	1. YearMMDD (19910629 or 910629) 2. MMDDYear (06291991 or 062991) 3. DDMMYear (29061991 or 290691) 4. Year/MM/DD (1991/06/29 or 91/6/29 or 91*6*29 and so on) 5. MM/DD/Year (06/29/91 or 6/29/91) 6. DD/MM/Year (29/06/91 or 29/6/91)
Home Form Term 1 or Home Room	15 characters	9D, RM211, SNC1DO-A
Home Form Term 2 or HF2	15 characters	as above
Program	No limit	ESL, Enhanced, Special Ed, SHSM
Phone 1	No limit	555-1212, (999) 555-1212 x123
Phone 2	No limit	as above
Student Email Address	No limit	skipper@awol.com, or John Bull <skipper@awol.com> Separate multiple addresses with a semi colon and a space

Parent Email	No limit	dad@parent.com, Mr H Bull <dad@parent.com> Separate multiple addresses as above
Miscellaneous	No limit, commas not permitted	Health Card #: 123-9885-41 Allergic to nuts, carries an Epipen, Custody with mother only.
Special Use	No limit (cannot be seen or edited by the teacher)	45698532
Courses or 'Import If'	No limit	SNC1DO-A ART1AI-02 ENG1A106
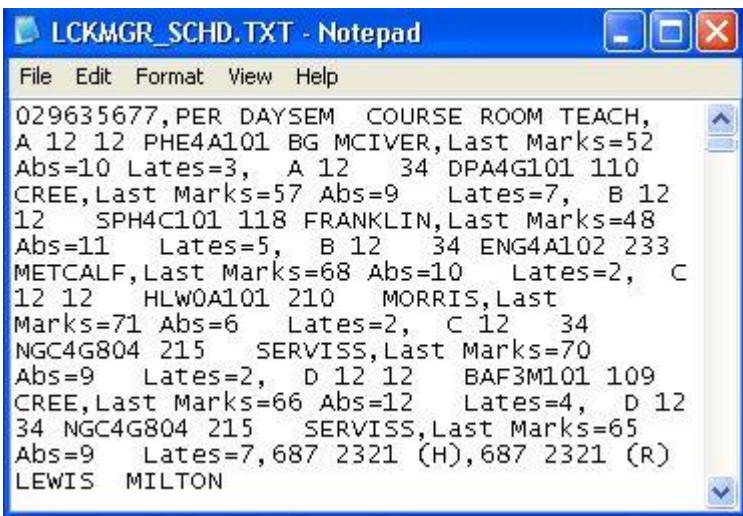
Timetable / Schedule / Locker Import Files

MarkBook will import **Timetables/Schedules** as well as locker information. See section 4-2 for details on these functions. The following image is a Notepad view of an import record that has timetable (period, course, room, teacher name), current marks and attendance in each course, and contact telephone numbers for one student.

Although this record is difficult to read in its current Notepad format, once imported, it will display in an easy-to-read format inside MarkBook®. Once a class is built, MarkBook will read a whole-school file like this to import the information for just those students in the current class. The student number (first field) is the key field for this filtered import.

Importing a Single Student WITH Their Assessment Data

See section 13-8.

4-7 SIS Export Files for Importing Classes into MarkBook

Certain school administration software suppliers have existing export files that work with MarkBook. These companies provide Student Information Management Systems (SIMS or SIS). Larger schools, districts, boards, divisions, or LEAs likely uses such a system.

MarkBook currently imports data from **Trillium**, **Trevlac**, **Peel SIS**, **Mayet**, **Harts/Windsor/Tess**, **PowerSchool**, **SASI**, **eSIS**, **Snowman**, **Inkwell**, and **Maplewood** as well as some custom systems. More systems are added periodically. Contact us to get interoperability with a system not listed.

4-8 Updating Classes From An External SIS File

If there's an import file available from the Student Information System, as in section 4-7, MarkBook can update student records in each class by comparing the current class data to a newly-built SIS file. Create a fresh extract and use this newer file to add the names of new students, delete those who have been removed, and change/update any altered data for existing students such as Home Forms, telephone numbers, etc. In fact, if the SIS file is relatively easy to generate, and all teachers in the school use MarkBook, the school could move to a **paperless** system for notifying teachers about changes to each class.

We strongly recommend that this process be done just before a mark submission cycle. However, it may be done at any time on an ad hoc basis. **Caution: Many MarkBook schools run a fresh extract every few days and require staff to update classes <u>only from the fresh SIS file</u>.** Run the fresh file more frequently early in each semester when changes are common.

Importing a Student from Another Class

MarkBook has a special tool for this function including the ability to import the learner's entire set of assessments to date. See section 13-8 for details and tips.

Import File Location and File Naming Tip

Tip: MarkBook remembers the name of the last import file used, the path to where it's located, and the field matches. When generating a fresh MarkBook file from the SIS, give it the <u>same name</u> each time and over-write the older, out-of-date file in the <u>same location</u>. This makes it much easier and faster for MarkBook users to update each class. If it's necessary to retain older import files, re-name each outdated file with a date before saving the new file. For instance, if teachers last imported/updated classes two weeks ago on Sep 2nd from a file called "markbook.txt", and there's a newer file just created, re-name the older file to "markbook0902.txt" and then save the newer file to the same location with "markbook.txt" as its name.

Updating a Class

This example shows the update process for a class, **MFM1P105**. The class was initially created at the start of the term using an import from the school's SIS system. The screens below show the sequence for updating the class data from a new SIS file that has the same name and is in the same location as the original import file. One may also update classes using this process if they were built manually.

In the lower right of the **Class** screen, section 4-2, is a button labelled **Update Class**. Click it. MarkBook will move to an import screen similar in appearance to the screens used when the class was first created electronically as in section 4-4 and section 4-5.

If the class was originally built by hand, it will be necessary to locate the import/update file. Use Window's Open a File dialogue box that will appear automatically. Then match the fields as described in section 4-4 and section 4-5.

Since this class was initially created by importing data from an external file as in section 4-5, MarkBook will immediately hunt for that same file name in the original location. Of course, some of the contents of the file will be different since it contains more up-to-date information. Additionally, if the file is found, MarkBook will match all of the fields and enter the course code in the Import If #1 cell - note MFM1P105 in this example. Click the **Show Update Options** button to get to the next image.

Update Options

Choose among the **UPDATE OPTIONS**. Some of these fields may not be available in the SIS extract file. This doesn't matter. MarkBook will not erase manually-entered data with "blank" field information. If the First Name field is selected for an update, MarkBook will offer the option of changing common first names to formal names, e.g. changing Bill to William if 'William' is in the new file.
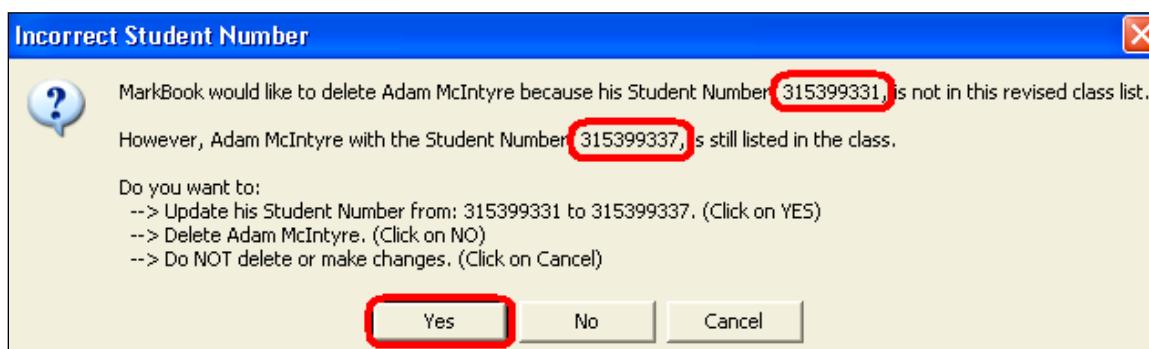
Caution: if there is manually-added data in any selected field, and the user elects to update that field, the manually-entered data will be erased or replaced.
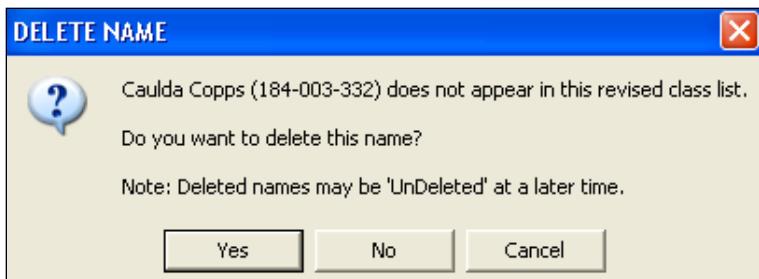
Once the update options are selected, click the **Update Class** button. The following screens will appear in sequence.

Invalid or Incorrect Student Numbers

If a name was manually entered, but the student number was wrong, the following dialogue box will appear. The correct response is likely **Yes**.

Once the additions and deletions are dealt with, the following sequence of **UPDATE REPORTS** will appear on screen sequentially.

DELETE NAME

Caulda Copps (184-003-332) does not appear in this revised class list.

Do you want to delete this name?

Note: Deleted names may be 'UnDeleted' at a later time.

[Yes] [No] [Cancel]
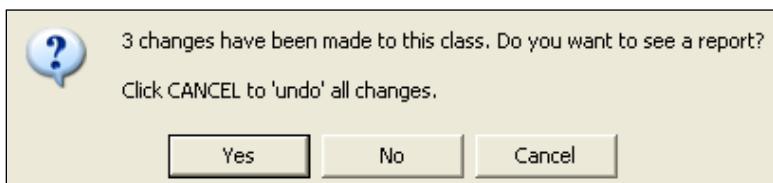
This student is no longer in the class according to SIS. Click a choice **Yes** or **No**. The **Cancel** button will stop MarkBook's Update routine. If Yes, the student will be deleted from the class. However, if an error is made, use MarkBook's Undelete Names function, described in section 4-2, to bring this student, along with ALL marks and attendance, loaned items, etc. back into the class.

If student data was manually entered and both the student number *and* the name are *both* wrong, the correct response is **No**. In this case, MarkBook will keep Caulda and add another student to the class with the correct name and student number. For instance, in this example, it may import "Cauldine Copps 184-003-333" as a new student (note the differences in name and number). When the update is finished, use the Edit Names screen to correct Caulda's student number and delete the newly-added "Cauldine" from the class.

Validating Update Changes
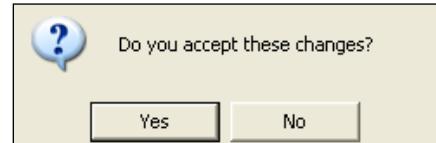
In this example, three differences between the teacher's MarkBook class folder and the SIS record were found. Click Yes to see a report on screen listing the changes. There will

3 changes have been made to this class. Do you want to see a report?

Click CANCEL to 'undo' all changes.

[Yes] [No] [Cancel]

be a further chance to accept or reject these changes after viewing the report. The report will list each type of change in sequence. Click OK on each screen to move to the next part of the report.

After all reports, MarkBook presents the option to accept the changes. Click Yes or No. If Yes, all reported changes will be made automatically to the class folder. If No, all of the above alterations will cancel and MarkBook will return to the starting position without any changes made to this class.

Do you accept these changes?

[Yes] [No]

Updating Cooperative Education Classes

Coop classes frequently start out with a single course code but then have separate course codes assigned part way through a semester. In this circumstance, we strongly recommend using the trick described at the end of section 4-2 when creating these new course codes and sections.

Note that MarkBook may also print forms with individual course codes listed. See the options for the Grid printouts and the List Format printouts in section 5-1 through section 5-3.
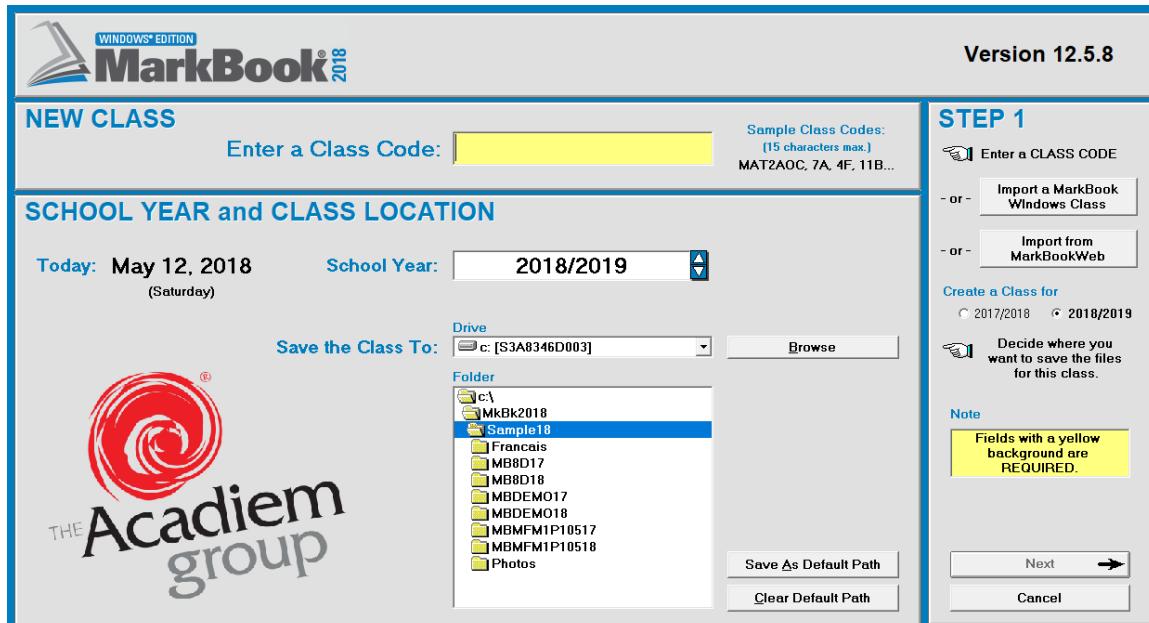
4-9 CREATING A NEW CLASS FROM AN EXISTING MARKBOOK CLASS

There are a number of circumstances in which a teacher may wish to create a new class using an older or existing MarkBook class. For example,
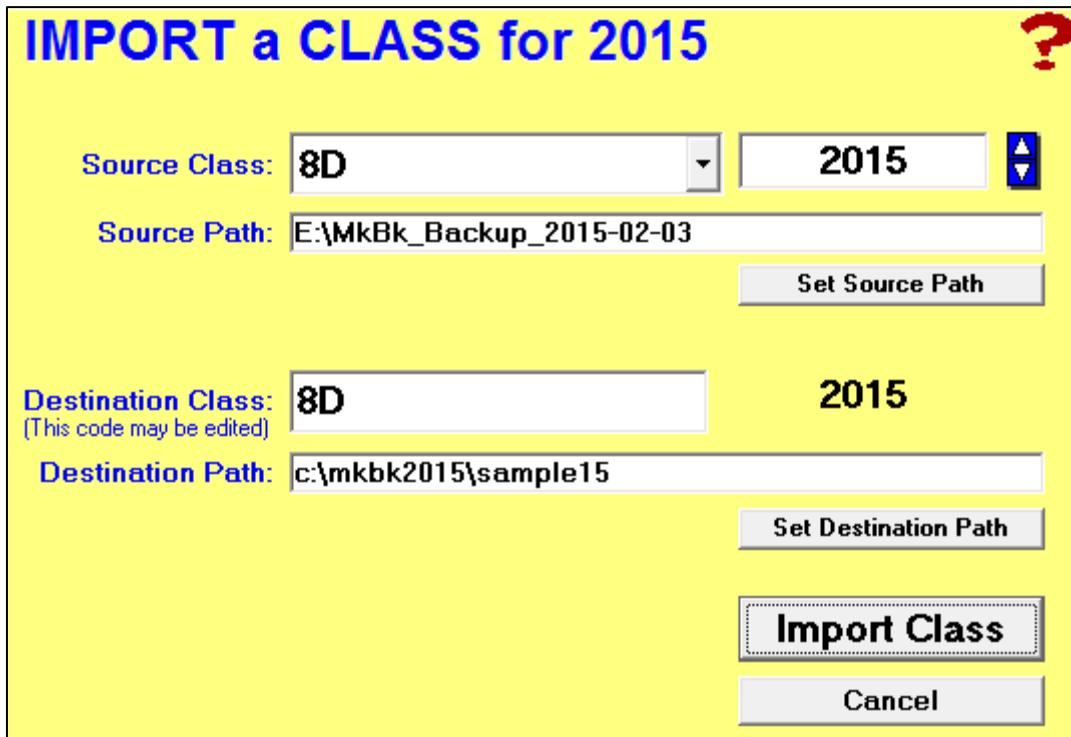
1. This year's class is identical or nearly identical to a class from last year or last term.
2. The school is using a rotary system, there is no SIS import file, section 4-4 to section 4-8, and one teacher has entered a class in MarkBook. Several colleagues could use the same class roster for other subjects. This function enables the class to be copied for each teacher, as opposed to having them re-type the same student data.
3. A teacher is taking over a class, perhaps for a new term. While this could be handled as a new Mark Set (see section 4-3), or simply editing the teacher name in the Class/Description menu, one or both teachers may prefer a completely new and independent class folder with a new name.
4. A large class is being split into two classes and one or both have new names.
5. A teacher wishes to re-name a class.
6. The class is in MarkBook for Mac or MarkBook for iOS and the user wishes to make an identical class in MarkBook for Windows.

This function in MarkBook enables a teacher to use ANY MarkBook class, current or older, to create a new class for the *current* academic year with a different folder name. While the categories and other items on the Mark Set screen are also copied, these may be edited immediately. Assessment data, seating plans, etc. are also copied and these may be edited as well. If a current class is being imported, attendance data will also be copied.
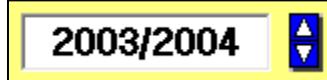
To begin, click the **New Class** button on MarkBook's Open a Class screen (section 1-4). The following screen will appear. First, here's how to import from an existing MarkBook for Windows class folder. Click either **Import** button depending on the source of the class.
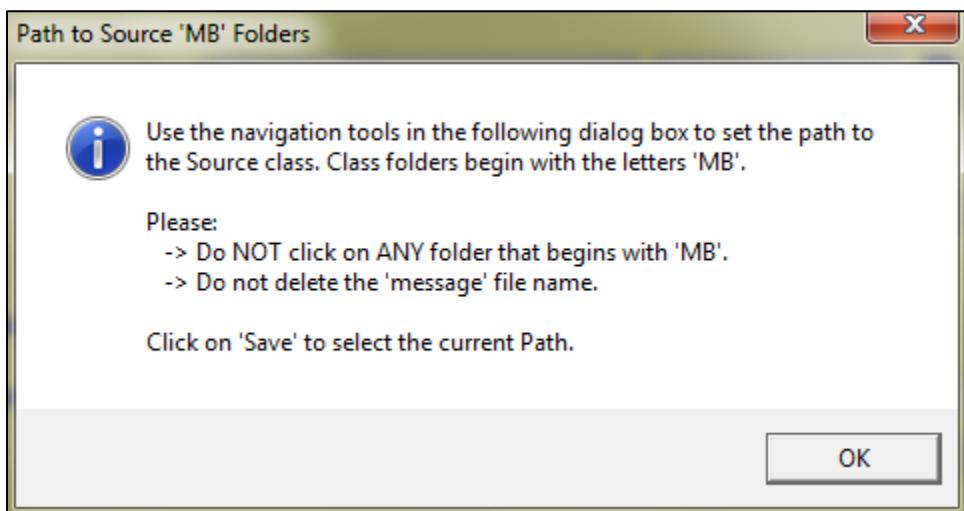
A yellow **IMPORT a CLASS** box for the current academic year will appear……
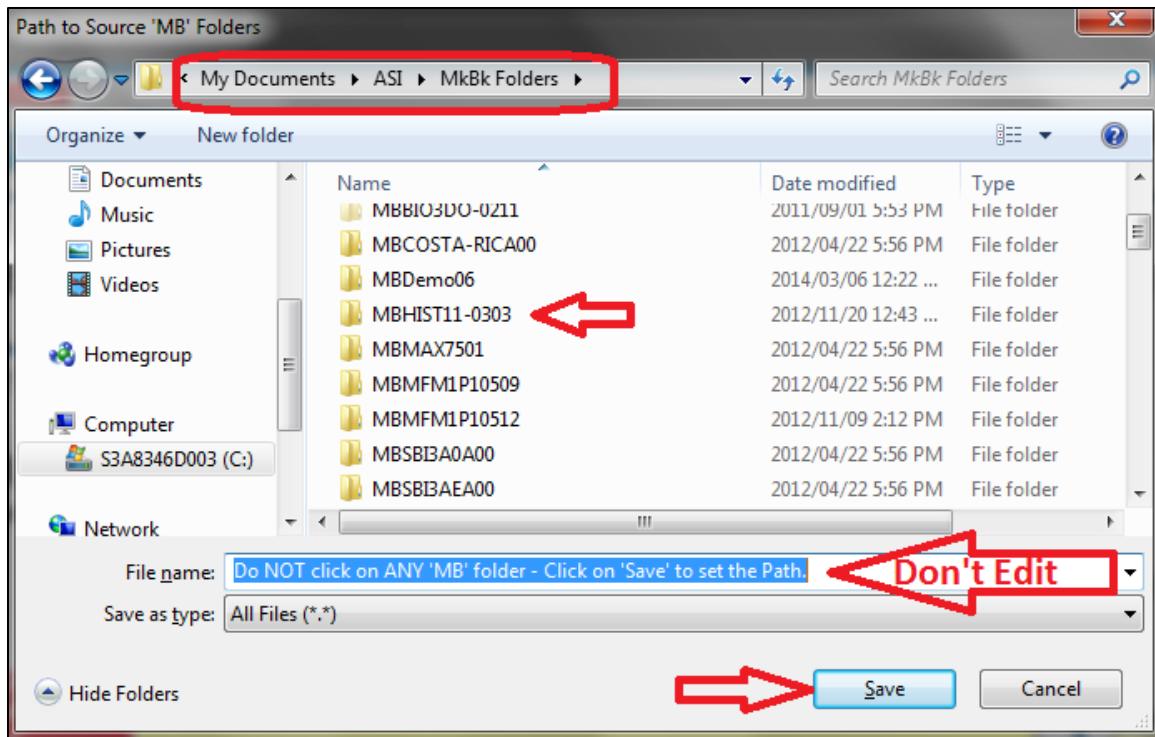
Using the academic year toggle at the upper right, select the year (last two digits) of the existing **Source Class**. In this example, a very old class from the 2003/2004 academic year is going to be used. However, the source class could be a class from last year or from the current academic year.
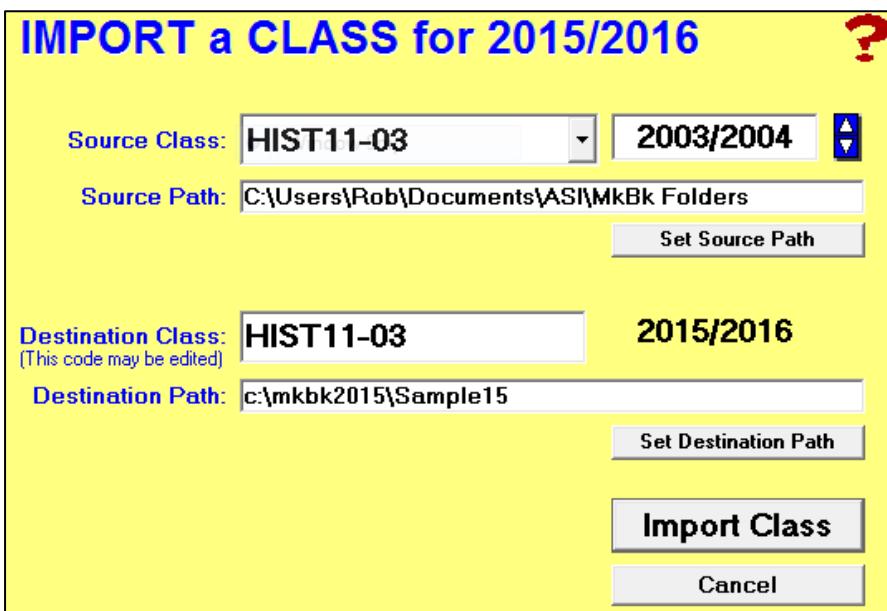
Next, click the **Set Source Path** button to locate the folder where the existing (Source) class is stored. The following dialogue box will appear:
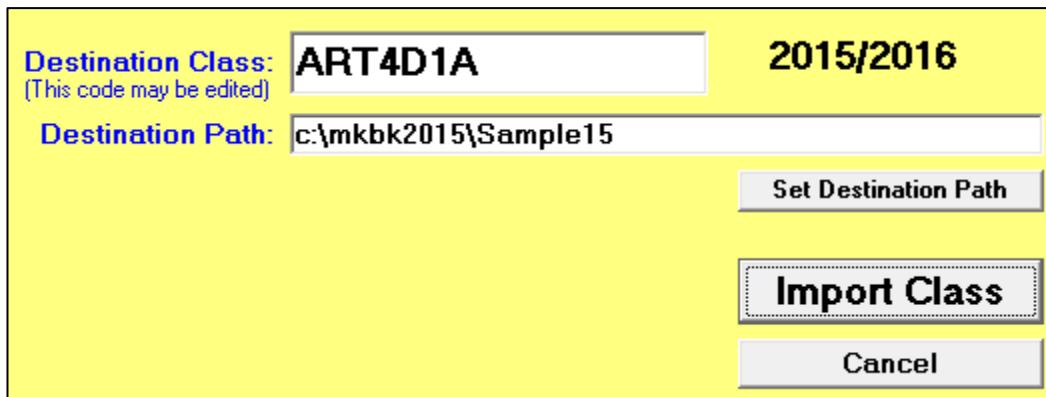
Read the message and click **OK**. Navigate (browse) to the source folder as in the next image. In this example, a folder with numerous older MarkBook classes has been located. Each class begins with **MB**. An arrow below points to the 03/04 class about to be used.

Do NOT click on the MB class folder. Do NOT edit the **File name** highlighted in blue in the above image. Instead, once you see the MB class folder(s) as above, click **Save** and this yellow screen will re-appear with the source path folder:

If there's more than one MB class folder for the selected academic year, each will be listed in the **Source Class** drop-down menu. Use that menu to select the desired class.

If needed, type a new name for this new class in the **Destination Class** cell. **ART4D1A** is the new name in this example.

Then click the **Import Class** button. The students and data from the old Source Class will be added to a new class folder for the current academic year in the **Destination Path** (sample 15 in the above image). However, the new class folder will have a new name, MBART4D1A15 in this example.

Once the new class is open in MarkBook, edit the categories, class name, teacher name, etc. as desired. Rather than deleting all of the imported assessments, make a new Mark Set if there's fresh assessment data to add as in section 4-3.

Help

Click the red question mark at any time for context-sensitive assistance.

5 Printing MarkBook's Class Management Forms

5-1 PRINTING LISTS & FORMS

Reach this next screen from MarkBook's Main Form, section 3-1, by clicking **Class** in the upper menu bar and selecting **Print Lists and Forms**. Or, click the **Printed Forms** button on the Main Form to the left of the students' names as in section 3-1. Or click **Ctrl-P**. Access numerous useful printouts from this screen.

Tip: print and use these class management forms as early in the term as possible. Not only will they help organize data, they will also convey an image of professional competence.

Grid Format Form for Recording Marks/Scores

Click on the **Grid Format** button at the right of this screen. Specify the following items in the appropriate cells in the centre:

- **1** which **Mark Set** to print. Print separate lists for split or multi-sectional classes as desired. See section 4-3.
- **2** the **Heading** title for this class (if different than the default supplied).
- **3** what additional student **Identification** data to include on the form.
- **4 Format** the number of columns per page - we recommend 10-25. Where to print thick lines to make grid cells easier to locate visually (we recommend every **5** columns).
- **5** the descriptors for up to three optional **Extra Rows** at the top of the recording grid. Usual examples are shown: the base mark, date and type of the assessment.
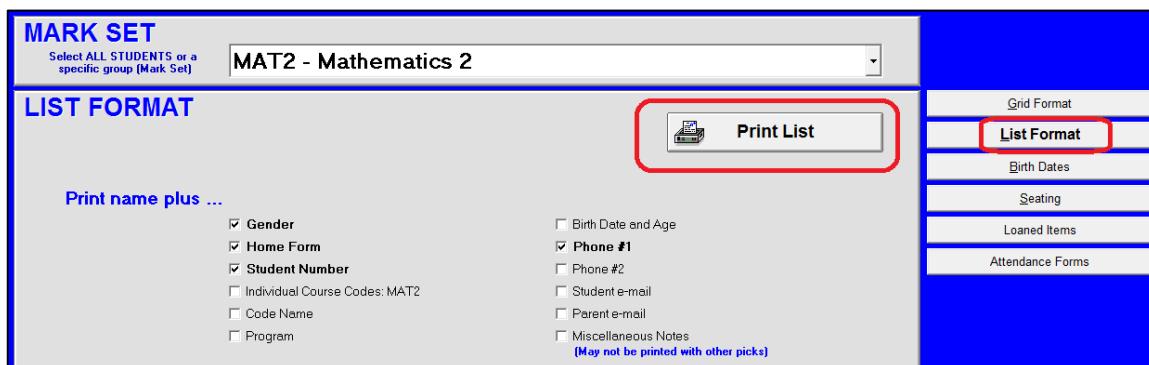
We recommend right justification and bold print for these.

- When ready to print, click the **6 Print Grid** button. See a sample in section 5-2.

Some teachers use this Grid printout for attendance. Edit the first **Extra Row** to something like "March Date" and delete the second Extra Row. Set the number of columns to 25. Edit the Heading to "March Attendance". See the sample in section 5-2.

Click any of the other five buttons at the upper right to move to other printout forms.

List Format Form

Click on the **List Format** button at the right. For a standard class list printout, select the group of students at the top using the toggle in the **MARK SET** box. Then, in the **LIST FORMAT** box, click those items to be included. When printed, this list is very useful for field trips or for sending specific data to others in the school system. For instance, if a teacher has collected many Email addresses, print and send these to the data-input secretary for entering in the school's administration software. Or, a coop teacher could send assigned Individual Course Codes to the input secretary.

When ready to print, click the **Print List** button. See a sample form in section 5-3.

Birth Dates Form

If birth dates were entered in the student demographic information as in section 4-2, MarkBook will build and print a birthday/age list. Click on the **Birth Dates** button at the right and print. Students are listed in birthday order regardless of the year in which they were born. See the sample printout in section 5-3.

Seating Plan / Chart Form

Build/edit/print a seating plan chart by clicking on the **Seating** button at the right. Instructions are in section 5-4 with several sample printouts in section 5-5.

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Loaned Items Form

Texts, instruments, calculators, and any other items with individual serial numbers may be tracked with the loaned items feature of MarkBook. Click the Loaned Items button at the right. See section 5-6 and section 5-7 for instructions and sample printouts.

Attendance Forms

Print monthly forms and attendance reports as per section 7-1.

After printing any of the above forms, click the **Back** button and MarkBook will store your preferences in your configuration file.

5-2 GRID RECORDING FORM SAMPLE PRINTOUTS

MarkBook prints recording forms on standard paper.

1. Mark Recording Form

All student names are merged with the cells on the left. This saves time - no writing names in a standard paper record book. Reprint the form whenever the last copy is full. Or, keep several forms - one for each category of assessments for instance. Punch these forms to store in a binder.

Use this form to record assessment results and to act as the manual backup of electronic records. Name each assessment at the top of the page. Record the date of each and its base mark in the upper two rows. The titles of these rows can be changed to meet personal needs - see the recording grid set-up in section 5-1.

Coloured paper is one way to classify entries. Or, keep groups of columns for each category or a separate page/sheet for each category. Given that MarkBook cross-classifies each entry by date and category, it's not necessary to identify categories on this form.

Incomplete assessments may be left blank. MarkBook provides two different treatments for these missing items. Enter these in the computer as "NoMark" which means that the assessment is "forgiven" and will not count. Or, enter a "Zero" which will penalize the student for not completing these assessment(s). If using zeros, we recommend reading "The Dark Side of Zeros" and other comments in appendix section A-1.

Trick: when entering assessment data into the computer, each MarkBook assessment entry is automatically numbered sequentially as in section 8-2. To help correlate the computer and paper records, use the bottom row of this paper form to manually record MarkBook's entry number.

2. Grid Recording Form Modified for Attendance

This variation yields an attendance form. Use 25 columns and a dark line every 5th column as described in section 5-1.

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	Date																
	Out Of																
1. Arkand, Samantha	000492																
2. Beach, Shelley	002837																
3. Bell, Clarissa	001271																
4. Boame, Gerald	005069																
5. Boyce, Daniella	001321																
6. Bridges, Cam	004447																
7. Day, Bonny	005404																
8. D'Lionne, Daniel	002502																
9. Duguid, Kenneth	007033																
10. Dundee, James	001418																
11. Hill, Samantha	005705																
12. Ho, Heidi	007457																
13. Houston, Roger	005715																
14. Hughes, Amber	002084																
15. Ives, Simon	991198																
16. King, Joseph	991216																
17. Lee, Mary	007390																
18. Lowe, Glenda	002118																
19. Moss, Peter	002087																
20. O'Shanter, Tam	005659																
21. O'Shea, Rick	004393																
22. Silver, Stirling	004416																
23. Wilco, Roger	005710																

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March Attendance

March Date																						
1. Arkand, Samantha 08D																						
2. Beach, Shelley 08D																						
3. Bell, Clarissa 08D																						
4. Boame, Gerald 08D																						
5. Boyce, Daniella 08D																						
6. Bridges, Cam 08D																						
7. Day, Bonny 08D																						
8. D'Lionne, Daniel 8D																						
9. Duguid, Kenneth 08D																						
10. Dundee, James 08D																						
11. Hill, Samantha 08D																						
12. Ho, Heidi 08D																						
13. Houston, Roger 08D																						
14. Hughes, Amber 08D																						
15. Ives, Simon 08D																						
16. King, Joseph 08D																						
17. Lee, Mary 8D																						
18. Lowe, Glenda 08D																						
19. Moss, Peter 08D																						
20. O'Shanter, Tam 8D																						
21. O'Shea, Rick 08D																						
22. Silver, Stirling 08D																						
23. Wilco, Roger 08D																						

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5-3 LIST, AGE/BIRTH DATE AND INDIVIDUAL COURSE CODE PRINTOUTS

Print these List Format forms on standard paper from the Main Form, section 3-1, by clicking on **Printed Forms** and then selecting the **List Format** button.

The following sample printouts show selected fields for each student. These printouts should <u>not</u> be posted in the classroom <u>nor</u> circulated to students since they contain private and personal information.

1. List Format Form

This list should be used by teachers and/or administrators to cross-reference student data or to send that data to others for specific purposes.

Not all demographic columns have to be printed. Select which items to print using the instructions in the second part of section 5-1. The first form is a good one to use for field trips since the printout can be limited to student names plus a selection of other fields. If health plan numbers were imported into the Misc field, this form can quickly print a reference list with those numbers merged. If a teacher has gathered and tested Email addresses, this printout could be used to send these to the office for entry into the student information system.

2. Birthday List Form

The **Birthday List** form can be printed on standard paper from the Main Form, section 3-1, by clicking on **Print Forms** and then selecting the **Birth Dates** button. Include the print date as an option. Adjacent months are separated by a space.

3. Individual Course Codes

The third printout is useful for Coop teachers once individual course codes have been assigned. Use this printout to communicate with the SIS data entry person.

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	Gender	Home Form	Student Number	Birth Date	Age	Phone
1. Arkand, Samantha	F	08D	000492	Sep. 10, 2000	13y 4.8m	555 8655
2. Beach, Shelley	F	08D	002837	Jun. 18, 2000	13y 7.5m	555 3758
3. Bell, Clarissa	F	08D	001271	Oct. 27, 2000	13y 3.2m	555 3518
4. Boame, Gerald	M	08D	005069	Feb. 6, 2000	13y 11.9m	555 6658
5. Boyce, Daniella	F	08D	001321	May 5, 2000	13y 8.9m	555 8715
6. Bridges, Cam	M	08D	004447	May 9, 2000	13y 8.8m	555 8577
7. Day, Bonny	F	08D	005404	Dec. 11, 2000	13y 1.8m	555 1301
8. D'Lionne, Daniel	M	8D	002502	Aug. 22, 2000	13y 5.4m	
9. Duguid, Kenneth	M	08D	007033	May 29, 2000	13y 8.1m	555 0114
10. Dundee, James	M	08D	001418	Feb. 20, 2000	13y 11.4m	555 1039
11. Hill, Samantha	F	08D	005705	Nov. 9, 2000	13y 2.8m	555 1112
12. Ho, Heidi	F	08D	007457	Dec. 30, 2000	13y 1.1m	555 0462
13. Houston, Roger	M	08D	005715	Feb. 22, 2000	13y 11.4m	555 5260
14. Hughes, Amber	F	08D	002084	Feb. 1, 2000	14y 0.1m	555 9353
15. Ives, Simon	M	08D	991198	Apr. 21, 2000	13y 9.4m	555 7769
16. King, Joseph	M	08D	991216	May 23, 2000	13y 8.3m	555 2988
17. Lee, Mary	F	8D	007390	Feb. 16, 2000	13y 11.6m	
18. Lowe, Glenda	F	08D	002118	Apr. 29, 2000	13y 9.1m	555 2650
19. Moss, Peter	M	08D	002087	May 14, 2000	13y 8.6m	555 3972
20. O'Shanter, Tam	M	8D	005659	Feb. 9, 2000	13y 11.8m	555 3911
21. O'Shea, Rick	M	08D	004393	Oct. 16, 2000	13y 3.6m	555 6465
22. Silver, Stirling	M	08D	004416	Dec. 2, 2000	13y 2.0m	555 9596
23. Wilco, Roger	M	08D	005710	Sep. 21, 2000	13y 4.4m	555 9799

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	Birth Date	Age (Today)	
Arkand, Samantha	Sep. 10, 2000	13y 4.8m	
Wilco, Roger	Sep. 21, 2000	13y 4.4m	
O'Shea, Rick	Oct. 16, 2000	13y 3.6m	
Bell, Clarissa	Oct. 27, 2000	13y 3.2m	
Hill, Samantha	Nov. 9, 2000	13y 2.8m	
Silver, Stirling	Dec. 2, 2000	13y 2.0m	
Day, Bonny	Dec. 11, 2000	13y 1.8m	
Ho, Heidi	Dec. 30, 2000	13y 1.1m	
Hughes, Amber	Feb. 1, 2000	14y 0.1m	**Today is Feb. 4, 2014**
Boame, Gerald	Feb. 6, 2000	13y 11.9m	
O'Shanter, Tam	Feb. 9, 2000	13y 11.8m	
Lee, Mary	Feb. 16, 2000	13y 11.6m	
Dundee, James	Feb. 20, 2000	13y 11.4m	
Houston, Roger	Feb. 22, 2000	13y 11.4m	
Ives, Simon	Apr. 21, 2000	13y 9.4m	
Lowe, Glenda	Apr. 29, 2000	13y 9.1m	
Boyce, Daniella	May 5, 2000	13y 8.9m	
Bridges, Cam	May 9, 2000	13y 8.8m	
Moss, Peter	May 14, 2000	13y 8.6m	
King, Joseph	May 23, 2000	13y 8.3m	
Duguid, Kenneth	May 29, 2000	13y 8.1m	
Beach, Shelley	Jun. 18, 2000	13y 7.5m	
D'Lionne, Daniel	Aug. 22, 2000	13y 5.4m	

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	Gender	Student Number	Course Code 1 (MS: 1)
1. Arkland, Samantha	F	000492	MAT3U1-99
2. Beach, Shelly	F	002837	SBI3O1-99
3. Bell, Clarissa	F	001271	ENG3O1-99
4. Boame, Gerald	M	005069	MFM4A1-99
5. Boyce, Daniella	F	001321	MAT3U1-99
6. Bridges, Cam	M	004447	MAT3U1-99
7. Day, Bonnie	F	005404	MUS4O1-99
8. Duguid, Ken	M	007033	GEO3O1-99
9. Dundee, James	M	001418	ART4A1-99
10. Hill, Samantha	F	005705	ART4A1-99
11. Ho, Heidi	F	007457	PHG4O1-99
12. Houston, Roger	M	005715	ENG3O1-99
13. Hughes, Amber	F	002084	FSF4O1-99
14. Ives, Simon	M	991198	GEO3O1-99
15. King, Joseph	M	991216	MFM4A1-99
16. Knott, Astrid	F	991245	MFM4A1-99
17. Lowe, Glenda	F	002118	MAT3U1-99
18. Lyons, Melody	F	005150	HIG4O1-99
19. Moss, Peter	M	002087	MUS4O1-99
20. O' Shanter, Tam	M	005659	SBI3O1-99
21. O' Shea, Rick	M	004393	HIG4O1-99
22. Silver, Stirling	M	004416	ART4A1-99
23. Stone, Edward	M	006553	SBI3O1-99

5-4 SEATING PLANS / SEATING CHARTS

Reach the following screen from MarkBook's Main Form, section 3-1 by clicking on **Class** in the upper menu bar and then select **Seating**. Or use the Seating button on the Main Form. Use this screen to build or edit a class seating plan (aka "seating chart"). Print it on standard sizes of paper in either landscape or portrait mode. Once constructed, these plans have significant uses in the Attendance and Class Report functions.

This is a fictitious history class. The teacher has placed students in a modified grid to show a horseshoe desk pattern in the classroom. Each square cell represents a student desk as viewed from the teacher's viewpoint at the front of the classroom (the front of the room is at the bottom of the screen). The **red X** cells will not print a seat location. Conversely, an empty white cell will print as an unoccupied seat.

Number of Rows and Seats per Row

Alter the number of classroom rows and the number of seats per row using the buttons and toggles in the **Seat Arrangement** box at the lower left. Once the desired number of rows and seats per row are selected, click the **Apply** button. New cells will be added to (or deleted from) the right side and top of this grid. The limits are 10 rows and 10 seats per row.

Use the mouse to drag and drop students from the **CLASS** box at the right to a grid location. In this example, two students have not yet been placed.
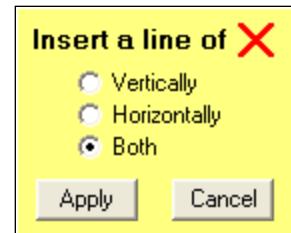
Students who have been deleted from the class in the Edit Names screen, section 4-2, will be dropped automatically from the seating plan. New students who have been added with the Add Names Screen, section 4-1, will appear in the **CLASS** box to the right.

This current seating arrangement saves when one exits by clicking **Back** or **Save**.

Removing Desks, Creating Aisles and Placing Students

Drag and drop the red **X** on top of any cell to delete that seat from the printed copy. Drag and drop the red "X" from the grid into the trashcan to open up a deleted seat again. In the example shown previously, six desk/seat cells will not print. Double click a *blank* seating cell to insert rows and columns of **X**s with this yellow **Insert** box.

Move students from one seat to another or back to the Class box at the right using drag and drop. For instance, if students are unhappy in their current locations, drag and drop these individuals to new locations until satisfied with the new arrangement.

At the centre right, the three **Place Remaining Students** buttons will place students in open seats on this grid. To print on paper without photos, click **Print** and follow the directions in **Printing a Seating Plan / Chart** following.

Photo Seating Plan / Chart

If the school has a storage location for digital photos, and if these are in **[student number].jpg** or **.bmp** format (e.g. 12345.jpg), MarkBook will import and print these.

Click the **Photographs** button or the **Find Photograph Files** button. A browse dialogue box will open. Locate the directory in the school's computer network where the digital photos are stored, even if they're last year's photos. Click on the first photo file and click Open. Available images for each student will appear on screen as per the following.
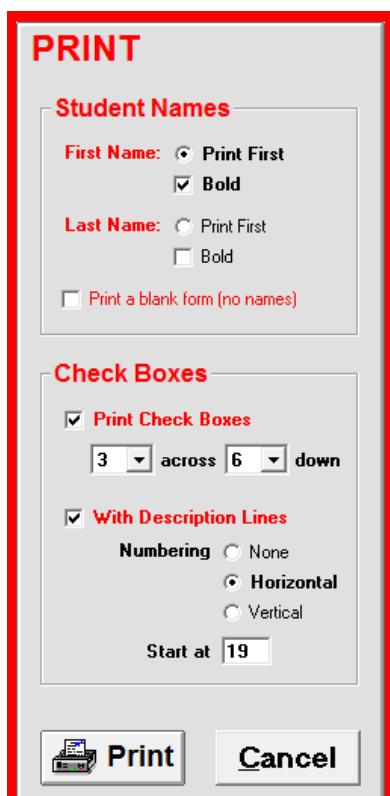
From this point forward, MarkBook will remember the location of the digital photos. Move the mouse over any student's seat location. A large photo appears at the upper right. Click the **Print** button to print a photo page. *Photos courtesy of Life Touch.*

MarkBook doesn't store the images but it <u>does</u> remember the path location to the school's photo directory. Consequently, as older photos are replaced with newer ones, and missing images are added to the school's photo database, any time one clicks **Photographs**, MarkBook will retrieve the latest images in that database. MarkBook maintains the aspect ratio of the photos. For this reason, images on the printed photo seating plan may be small. For missing photos, have the school secretary visit the classroom with a digital camera to get missing images of the 'camera shy'.

Print Options on a Seating Plan / Chart

Without photos showing, the Print button goes to the **PRINT** screen shown at the left. Determine the printing options to include on your plan's printout. Select a name presentation style in the **Student Names** box by clicking the cursor in the appropriate cells.

Check Boxes under each student's name are very handy on seating printouts. One to thirty-six check boxes are available. Determine the number of boxes and layout using the two drop-down menus.
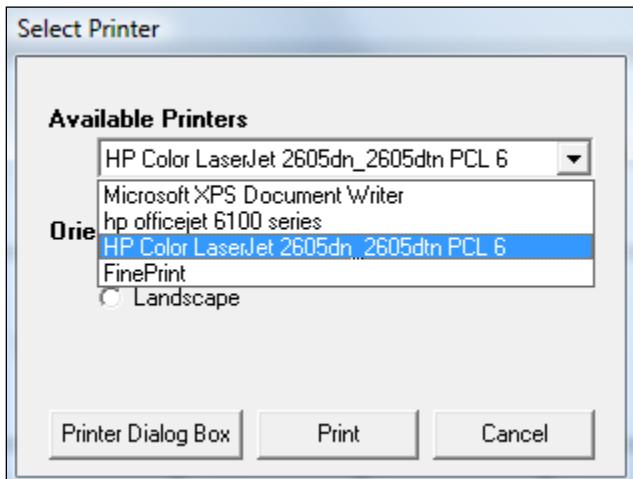
Tip: if tracking six Learning Skills as in section 8-13, a 6X6 check box grid, as in the third example above, may prove to be an ideal way of recording these assessment observations.

Cancel will return to the screen at the beginning of this section without printing anything. **Print blank form (no names)** will print a plan without student names. Use this form to record locations whenever students are permitted to select their own seats.

The **Print** button at the bottom of this screen will send the printout to the printer. Print the seating plan in "portrait" orientation OR "landscape" orientation on standard sizes of paper ("letter", "legal", "A4", etc.). To alter the paper size/orientation, go to the Main

Form, section 3-1, select File, then Printer, and then select Setup or Properties. Or, if the **Show Printer Dialogue Box** option is checked under MarkBook's Setup/Printer Options, the following **Select Printer** control box will appear. Use it to select printers and/or change settings. **Landscape** orientation may be useful for wide classroom layouts.

Tips: 1) If possible, set up and print a seating page before the first class of the term. You decide each student's location. When students arrive for the first time, hold up the printed plan and announce "This is where the computer says you sit!" Let them know that you'll be delighted to move individuals who are unhappy or too happy with their assigned locations. In arranging seating this way, you'll deliver a subtle but powerful message about who's in charge of this classroom!

2) Give a copy of the seating printout for each of your classes to the school secretary in charge of supply/substitute teachers. Photo printouts are ideal for substitute teachers!

Saving a Seating Pattern
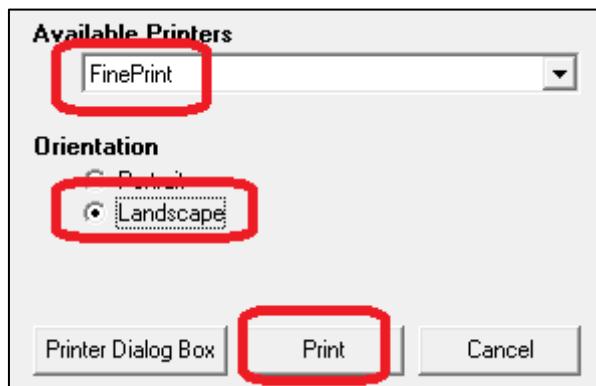
If an elaborate desk configuration has been built for a classroom, save it as a Pattern. Click the **Save a Pattern** button and give it a name. To load it for another class, click **Load a Pattern**.

Previewing a Seating Plan Prior to Printing

A print preview tool called FinePrint is included with MarkBook. See Appendix B in this Reference Manual for details on its installation and use. Many of the images in this document were made using FinePrint.

5-5 SEATING PLAN/CHART PRINTOUT SAMPLES

MarkBook prints seating plans like the following ones on standard paper sizes such as A4, 8.5 X 11, and 8.5 X 14. Two of these are in "Portrait" orientation.

To print in Landscape orientation, click Setup in MarkBook's upper menu bar, section 3-1, select Printer Options, and check the Show Printer Dialogue Box. Now, whenever you click Print in MarkBook, a dialogue box appears as at the left. Select the printer, set the paper orientation and then click Print.

These printouts have many uses in class management. See the notes below about including the check box grid on printouts. The photo printout is particularly useful at the start of the school year when getting to know student names. It's also a confidence booster for supply/substitute/student teachers. All of the games that students play with substitutes disappear when there's a photo seating printout available!

MarkBook stores the last class configuration (# of rows & seats/row) and seat assignments (who sits where) used for each class. It takes seconds to re-arrange using the seating plan screen in section 5-4. Once re-arranged, print an updated plan.

Choose whether or not to include the optional Check Box recording grid under each name and the numbered description box to describe the contents of each cell. The cells could be used to record/store such items as

- text serial numbers,
- homework checks,
- assessment results and dates,
- check-off items for a field trip (permission form and money),
- accumulating hours and
- learning skills.

If a 5X5 grid is used, the cells could also record uniform checks for a month or attendance for a month. While each teacher's use of check boxes will not likely include all of these, this grid provides an excellent heads-up display. It enables a user to tell at a glance if any student has not completed some assessments or is missing some necessary items e.g. a parent permission form for the upcoming field trip.

ASI Academy
SEATING
Feb. 4, 2014

HISTORY

Ms. V. Smart

Room: 103 - Day: 1 - Period: 2

1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____

Bruce Golding

Yasao Fukuda

Barack Obama

Stephen Harper

Nicolas Sarkozy

Hubert Ingraham

Jens Stoltenberg

Xanana Gusmao

Gordon Brown

Lee Hsien Loong

Kevin Rudd

Hu Jintao

Fredrik Reinfeldt

Datuk Badawi

Vladimir Putin

Yoweri Museweni

Patrick Manning

Sergey Stanichev

Alan Garcia Pérez

Alfred Gusenbauer

Helen Clark

Nader Dahabi

José Zapatero

Tam O' Shanter

Glenda Lowe

Samantha Arkland

Joseph King

Stirling Silver

Roger Houston

Astrid Knott

Simon Ives

Heidi Ho

Rick O' Shea

Daniella Boyce

Melody Lyons

Peter Moss

Shelly Beach

James Dundee

Bonnie Day

Gerald Boame

Clarissa Bell

Samantha Hill

Amber Hughes

Cam Bridges

Ken Duguid

Edward Stone

The Best SS
SEATING
Feb. 4, 2014

Art

V. Smart

Room: 112 - Day: 1 - Period: 4

Clarissa Bell

Peter Moss

Heidi Ho

Cam Bridges

Joseph King

James Dundee

Samantha Hill

Glenda Lowe

Bonnie Day

Simon Ives

Roger Houston

Edward Stone

Astrid Knott

Samantha Arkland

Melody Lyons

Amber Hughes

Stirling Silver

Daniella Boyce

Tam O' Shanter

Gerald Boame

Rick O' Shea

Ken Duguid

Shelly Beach

5-6 LOANED ITEMS & TEXTBOOK ISSUE SCREEN

Reach the following screen from MarkBook's Main Form, section 3-1, by clicking on the **Class** button in the upper menu bar and then selecting **Loaned Items**. Or from **Printed Forms**, **Loaned Items**. Use this screen to record up to ten loaned items per student.

Recording Loaned Items

To record text issue information, select 1 in the **Item** cell. Type in the identification information: **Title/Desc**, **Author**, and **Value** (these last two items are optional) Click Enter on the keyboard and the title will add to the **Item** cell. Click any student's name and type the text serial number in the blue **Item ID** cell. MarkBook traps duplicate numbers as in the example. Similarly, use Items 2 to 10 to record a description and serial number for ANY type of loaned item (other texts, manuals, musical instruments, sports equipment, computer equipment, calculators, etc.).

Status

The **Status** column lists the current whereabouts of each item. Click on any student or cell in the column. Drop down the **Status** menu to alter the status.

Blank means issued. Go to Setup/Letter Styles to edit the status terms.

To enter eInstruction CPS and Turning Technologies pad IDs, see section 13-3.

Loaned Items: Class List Form

To print a class list of students and their borrowed item(s) for paper record purposes, check those items to print in the **Print Options** box by clicking in the appropriate **Select Items(s)** cells. Select inclusions immediately below. Then, in the **Class List Form** box, click the **Print** button. To print a signature list, switch the **Column 2 Heading** to **Initials** and then click on Print. See a sample printout in section 5-7. Circulate this list for initials or signatures.
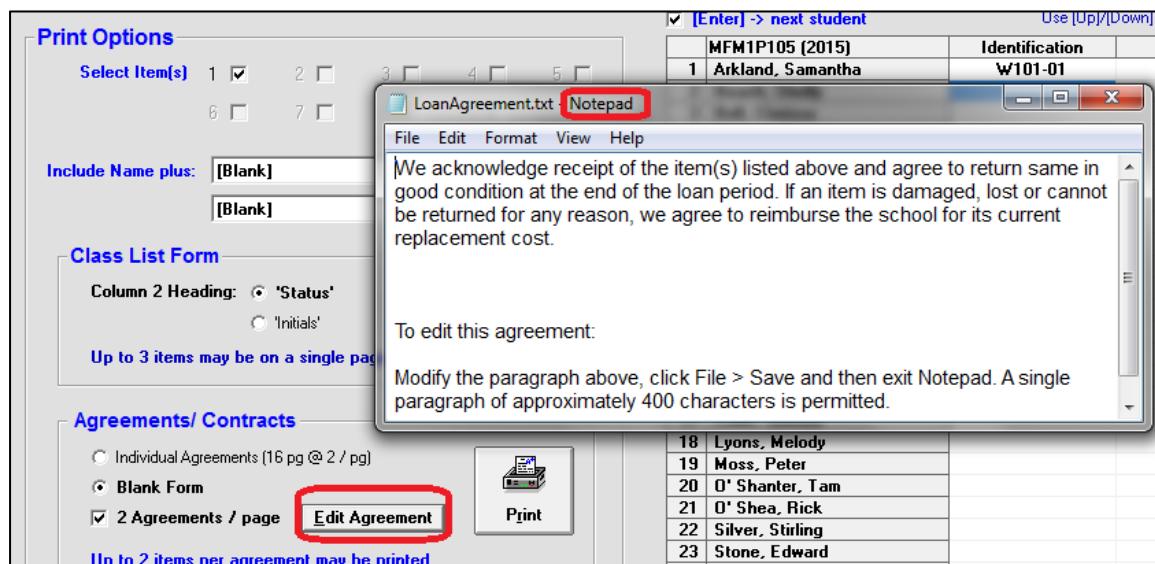
Re-print the form for collecting loaned items at the end of term. Check off in the form's second column.

Loaned Items: Agreement Form

To print agreement "contracts", select the appropriate cells in the **Agreements/Contracts** box. A **Blank Form** prints a template for photocopying and handing out copies. If the Blank cell is <u>not</u> checked, MarkBook will merge each student in the class onto a personal agreement form along with the selected loaned item information.

2 Agreements / page prints two Agreement Forms on one sheet – better for saving paper while photocopying.

Click the **Edit Agreement** button to modify the text of the agreement in Notepad. Sample text is supplied by default, but a user can alter the text as appropriate. Read the instructions on screen. A single paragraph (no hard returns) is permitted. No text following a hard return will print. We recommend no more than 800 characters if printing one Agreement per page and no more than 400 characters if printing two Agreements per page.

See the sample Agreement printouts in section 5-7.

Click **Save** or **Back** at the lower right to leave this screen. Entered loaned item data will save automatically.

5-7 LOANED ITEM AND ISSUE FORM PRINTOUT SAMPLES

MarkBook prints loaned item issue/record forms on standard sizes of paper. Use these printouts to collect signatures/initials from students and/or parents at text issue time. Each loaned item's description, author, and replacement cost can be included on the forms.

If selected in **Include Name plus:** two items such as phone number, student number, and Home Form will merge onto the printout. Use a printed copy of the class list form at return/collection time to quickly check off each loaned item immediately after verification of the serial number.

Use the Agreement Forms as you wish.

Tip: For students who did not return one or more items, highlight the appropriate individuals on the Class List form and forward it to the school secretary or other person in charge of retrieving such items.

MarkBook records up to ten loaned items per student.

The Best School
8D
V. Smart - Room:
LOANED ITEMS

LOANED ITEMS	Mathpower 8 Chellew Cost: 50.00		Math Workbook Chellew Cost: 20.00		Lab Manual Hedges Cost: 12.00	
	Ident.	Status	Ident.	Status	Ident.	Status
1. Arkand, Samantha	W97-10		893	Paid	101	
2. Beach, Shelley	W151-96		734	Paid	103	
3. Bell, Clarissa	W98-104		234	Paid	104	
4. Boame, Gerald	WG6-16		561	Paid	105	
5. Boyce, Daniella	W98-113		922	Paid	107	
6. Bridges, Cam			556	Paid	108	
7. Daley, Skip	W98-112		345	Paid	109	
8. D'Lionne, Daniel	w97-07		568	Paid	111	
9. Duguid, Kenneth	W95-12		882	Paid	113	
10. Dundee, James	W97-04		982	Paid	114	
11. Hill, Samantha	W96-19		572	Paid	115	
12. Ho, Heidi	W98-108		800	Paid	116	
13. Houston, Roger	W97-22		902	Paid	117	
14. Hughes, Amber	W150-96		102	Paid	118	
15. Ives, Simon	W96-72		340	Paid	120	
16. King, Joseph	W96-134		303	Paid	121	
17. Lee, Mary	W95-73		206	Paid	122	
18. Lowe, Glenda	W96-09	Lost	399	Paid	123	
19. Moss, Peter	W96-05N		471	Paid	124	
20. O'Shanter, Tam	w98-102		448	Paid	126	
21. O'Shea, Rick	W97-21		560	Paid	127	
22. Silver, Stirling	W95-42		291	Paid	128	
23. Wilco, Roger	W98-111		822	Paid	129	

The Best School

LOANED ITEMS 8D Feb. 5, 2014	Student:

	Title / Description	Mathpower 8 - Chellew
Item **1**	Value	50.00
	Identification	
	Status	

	Title / Description	Lab Manual - Hedges
Item **3**	Value	12.00
	Identification	
	Status	

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

The Best School

LOANED ITEMS **8D** Feb. 5, 2014	**Moss, Peter**

Item **1**	Title / Description	Mathpower 8 - Chellew
	Value	50.00
	Identification	W96-05N
	Status	

Item **2**	Title / Description	Math Workbook - Chellew
	Value	20.00
	Identification	471
	Status	Paid

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

The Best School

LOANED ITEMS **8D** Feb. 5, 2014	**O'Shanter, Tam**

Item **1**	Title / Description	Mathpower 8 - Chellew
	Value	50.00
	Identification	w98-102
	Status	

Item **2**	Title / Description	Math Workbook - Chellew
	Value	20.00
	Identification	448
	Status	Paid

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

6 MarkBook's Curriculum Planning and Publishing

6-1 THE PROCESS OF PLANNING

Preamble

Teachers must plan courses, curriculum units within each course, and lessons within each unit. The Planner tool in MarkBook is designed to enable a user to plan any course and save it as a file, to plan each curriculum unit into lessons, to save those unit and lesson plans, to export all, and to import the course/unit/lesson plans of other teachers.

In addition to this chapter, see Appendix A-1.

Backwards Planning or Backwards Design

Currently, some descriptions of curriculum planning are called "Backwards Planning" or "Backwards Design" or "Planning with the end in mind". These descriptions are redundant. All planning is backwards in design. That is, planning starts with a target concept of what something looks like at completion and then creates a series of steps to reach that target. Some examples:

1. an architect is planning a new commercial complex on a client's downtown real estate holding. Based on the client's stated needs, she conceptualizes a series of structures and a physical arrangement of those structures within a landscaped space. Long before work commences, a three-dimensional scale model is built so that everyone involved can see what the concept will look like at completion.

Modifications are made as necessary. Once the concept design is finalized, the architect and engineers go to work creating a series of steps to put the concept into reality. Only then will construction begin. Based on need, there may be minor changes to the plan during and/or after completion. Note that the planning started with a well-defined target concept prior to the commencement of the work. Planning also created a sequence of steps to reach the end goal.
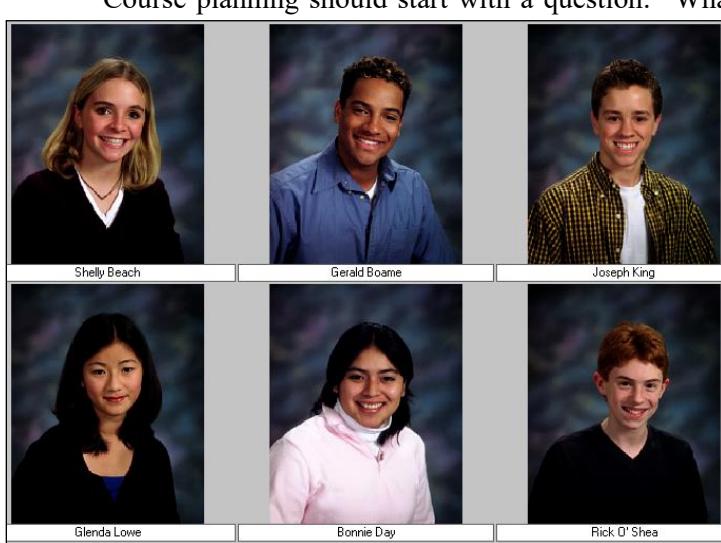
2. a surgeon has been hired to perform a complex operation on an ill patient. The surgeon's team reviews all available medical evidence and may seek more definitive information with further medical tests prior to creating a surgical plan. Once that plan is conceived, the surgery is scheduled with specialized personnel and equipment included. Before anaesthesia, the entire team knows the target and the steps required to get there. As in the previous example, there may be changes to the plan based on unforeseen circumstances once surgery commences.

3. a teacher is planning a vacation to another continent. The teacher knows what he wants to see and places he would like to visit (the goal or target) but has no concept about how to organize a trip to reach that goal. The teacher elects to hire a professional trip planner – a travel agent - to create a plan to reach the described goal.

In these three examples, if there wasn't a plan before activity commenced, there would be chaos. In the first example, someone would start digging without knowing where the first building was to be located. Without a plan, the surgeon would start cutting hoping to diagnose and correct the medical problem "*on the fly*". And the teacher would hop on a plane not knowing if it was going to the right destination, or if he would find accommodation that night!

Similar to the above plans, educators must have a plan for teaching students. The first step is to determine the target or goal. The second step is to create a series of activities to reach that target. Fortunately, the first step is easy if the jurisdiction has an organized curriculum.

Step 1: The Target or Goal – the Image of the Learner

Course planning should start with a question: "What should each learner know, believe

and be able to do by the end of the course?" The answer to that question defines the **Image of the Learner** *upon completion of the course*. That's the target concept.

Of course, that Image likely includes multiple statements or goals called *objectives, expectations* or *outcomes*. The collection of these statements is a *curriculum* and it may be broken down into a taxonomy (e.g. Bloom's Taxonomy) or organized in some other manner.

Many jurisdictions publish the official curriculum for each grade

and each course of study. Within those documents, one should expect to find clear statements defining the image of each learner after instruction and learning have taken place.

For instance, here are some curriculum objectives from different courses and grades:

1. Students will be able to list, in sequential order, the key events leading up to the outbreak of World War I.
2. Students will be able to add three-digit integers.
3. Students will be able to describe how factors such as concentration, surface area and temperature affect the rates of chemical reactions.
4. Students will be able to focus a compound microscope.
5. Students will appreciate the music of classical composers such as Beethoven, Bach and Mozart.

Some of these are Cognitive Knowledge (facts, concepts, organisational systems, etc.), some are Cognitive Skills (addition, seriation, etc.), some are Psychomotor Skills (using a microscope), and some involve Affective objectives (feelings, beliefs, value systems, etc.). Bloom's Taxonomy. Some are easy to assess and some are very difficult to assess. There's some debate as to whether difficult-to-assess objectives, such as the last one above, should be included in a curriculum.

Step 2: Creating an Instructional Plan
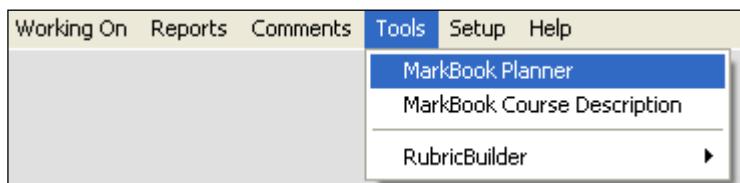
This is a greater challenge for educators. It involves

1. organising and dividing the curriculum into a sequence of teachable chunks or units,
2. determining a logical sequence of steps or lessons to deliver each unit,
3. mapping those chunks into the available time frame (time management),
4. communicating that plan to the audience (students, parents, administrators),
5. obtaining necessary resources,
6. providing differentiated instructional opportunities to accommodate all individuals' needs, and
7. assessing the progress of all learners prior to instruction and throughout the delivery of the plan. If the assessments show lack of progress, modification of the plan is warranted.

6-2 MARKBOOK'S UNIT PLANNER – MENUS AND LISTS
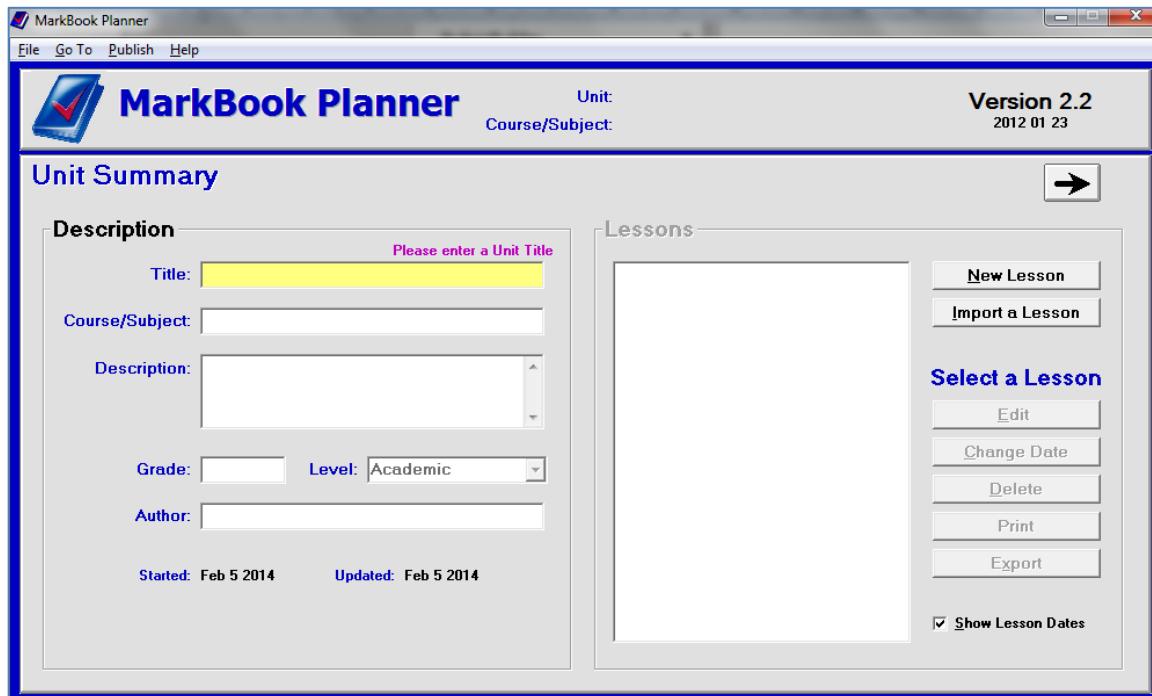
MarkBook comes with a Unit Planner for building, saving and publishing detailed plans for specific curriculum units. Within each unit plan, a teacher or a teacher committee will create a series of lessons. While the creation process is slow (it may take days or weeks to build and edit a unit plan), a user ends up with a file that can be re-used, modified and shared with colleagues. It can be attached to Email or placed in a shared directory. Recipients and colleagues can re-edit as necessary.

Click the Planner button on the Open a Class screen. Or, open any class in MarkBook. This could be a sample class. In the upper menu bar of MarkBook's main form, section

3-1, click **Tools** and click **MarkBook Planner** to get the next **Unit Summary** screen next.

The Planner version number is in the upper right corner.
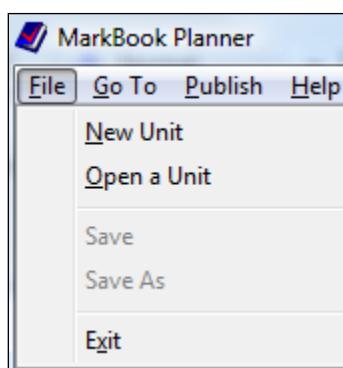
Caution: clicking the red X in the upper right corner will exit the Planner. However, it will <u>not</u> automatically save your work. Instead, prior to exiting, click the **File** menu at the upper left and select **Save**.

As you work within the planner, the left and right arrows automatically save changes to your current planner file.

The Planner Menu Bar

Note that MarkBook's Planner has its own menu bar. Click the Alt key and each of the four menu options will show an underlined letter. Click on the option of choice to drop down the menu, or type Alt-F, Alt-G, Alt-P or Alt-H on your keyboard to do the same.
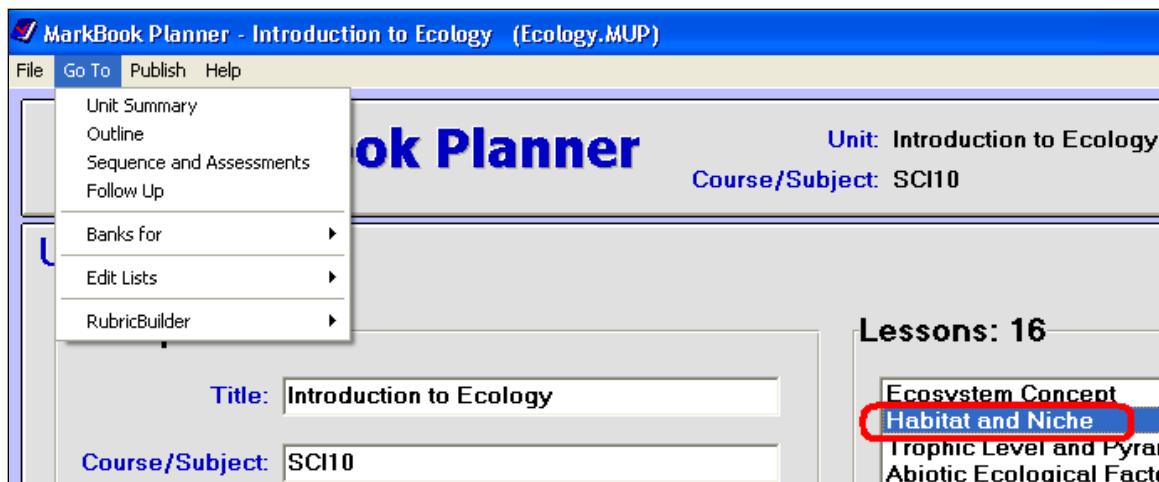
1. File Menu

Click **New Unit** to start a new Unit Plan. Click **Open a Unit** to open an existing Unit Plan for editing or printing. The **Save** functions are inactive when greyed out. Click **Exit** to leave the Planner and return to MarkBook.
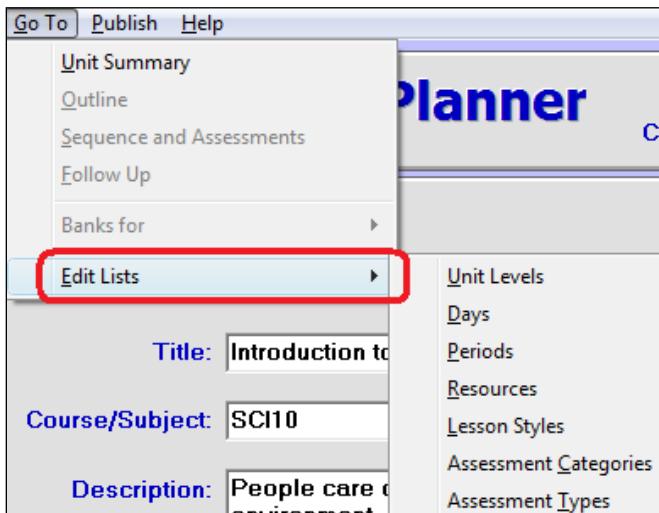
Alt-F on the keyboard, and then a click on N, O, S, A or X will access the same functions without using the mouse.

2. Go To Menu

Drop down the menu and click on a selection of choice. The **Outline**, **Sequence** and **Follow Up** menu options will be greyed out unless a specific lesson is highlighted as in

the above example. These three planner functions are described in section 6-4, section 6-5 and section 6-6 respectively.

There are several supplied lists and files used in parts of the Planner that can be accessed and edited here. These lists enable quick entry of repeated terms or cross-classification of selected lesson components.

The two **Banks** sub menus are greyed out if no lesson has been selected. If a lesson IS highlighted, the menu opens to the Contents Standards screen or the Expectations screen. Both are described in section 6-4.

The **Unit Levels** list has six terms by default. Add, replace, delete, save or cancel. The list may have a maximum of ten Levels each with a title of up to fifteen characters. See Level in the Unit Summary Description later in this section.

To add a level, start by clicking the **Add** button, then type a new level descriptor, then click Enter on the keyboard. To replace a level, click once on the text to be replaced, click the **Replace** button, type the level's new name, and click Enter on the keyboard. Click **Save** to store the change.

The **Days** list is for editing the day designator for those schools with tumbling timetables/schedules.

Edit List: Periods

List Count: 10   List Max: 10   Max Char: 6

Item: 1 | 1

[Add] [Replace] [Delete] [Save] [Cancel]

```
1
2
3
4
5
6
7
8
9
10
```

The **Periods** list is for editing the period within the day's timetable/schedule.

Edit List: Resources

List Count: 6   List Max: 20   Max Char: 50

Item: 1 | Overhead Projector

[Add] [Replace] [Delete] [Save] [Cancel]

```
Overhead Projector
Computer
LCD Projector
TV
VCR Player
DVD Player
```

The **Resources** list is for adding other classroom resources so that these may be quickly entered into any new lesson. The supplied default list is shown. Add, edit, replace, etc. as desired.

Edit List: Style

List Count: 10   List Max: 15   Max Char: 18

Item: 1 | Socratic

[Add] [Replace] [Delete] [Save] [Cancel]

```
Socratic
Lab
Activity
Field Trip
Assessment
Media Presentation
Debate
Play
Seat Work
Group Discussion
```

The lesson **Style** list identifies a pedagogical style for each segment of a lesson. Again, add/edit/delete as you see fit.

Edit List: Category

List Count: 4   List Max: 30   Max Char: 10

Item: 1   KnowUnd

| Add | Replace | Delete | Save | Cancel |

KnowUnd
Think
Appl
Comm

The **Category** list supplies four categories by default. Add or edit as desired.

If the user has selected the word **Strand** or other label in MarkBook's New Mark set screen, section 1-4, then this Category list will appear as an Edit **Strand** list.

Edit List: Strand

List Count: 4   List Max: 30   Max Char: 10

Edit List: Assessment Type
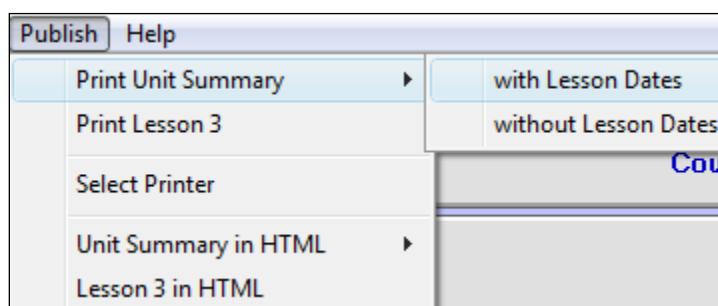
List Count: 6   List Max: 10   Max Char: 10

Item: 1   Summative

| Add | Replace | Delete | Save | Cancel |

Summative
Formative
Diagnostic
Self
Peer
Homework

Finally, a user has the option to edit the **Assessment Type** list. The default list is shown here.

3. Publish Menu

There are five options in the **Publish** menu and two of these have sub menus. Click on a selection of choice. See the Unit Summary printout and the HTML

Publish | Help

Print Unit Summary   ▶   with Lesson Dates
Print Lesson 3   without Lesson Dates
                                          Cou
Select Printer

Unit Summary in HTML   ▶
Lesson 3 in HTML

equivalent in section 6-9. See the Lesson printout and HTML equivalent in section 6-7.

4. Help Menu

There are two PDF files included to assist with this planning tool.

Help

Planner Manual (pdf)
RubricBuilder Manual (pdf)

6-3 STARTING A UNIT PLAN – THE UNIT SUMMARY DESCRIPTION

Type the following items into the **Description** box. An example is provided below.

1. A **Title** for the unit. The limit is 30 characters. When you click into the next cell, or click the arrow, a Save dialogue box will appear asking to save this new unit with a suggested file name. The Title may be used for a file name. Or, edit the proposed file name. Suppose the user titled the unit "Introduction to Ecology" as in this example. A much shorter name like "Ecology" might be appropriate. If the user plans to share this Unit plan with others in the department or school district, a name with a unique course code embedded like "SCI10_Ecology" might be appropriate. The file extension is **.MUP** (MarkBook Unit Plan).

Name	Date modified	Type
Ecology.MUP		
Introduction to Ecology.mup		
SCI10_Ecology.mup		

2. A **Course/Subject** for the unit.
3. A **Description**. The limit is about 480 characters. This paragraph should be a thumbnail of what the unit is about.
4. A **Grade**.
5. A **Level**. Type or use a selection from the menu.
6. An **Author**.
7. The **Started** and **Updated** dates will appear automatically as per the next image.

Unit Summary

Description

Title: Introduction to Ecology   **1**

Course/Subject: SCI10   **2**

Description: People care deeply about the environment. In order to protect the environment, we must first understand   **3**

Grade: 10   **4**   Level: Academic   **5**
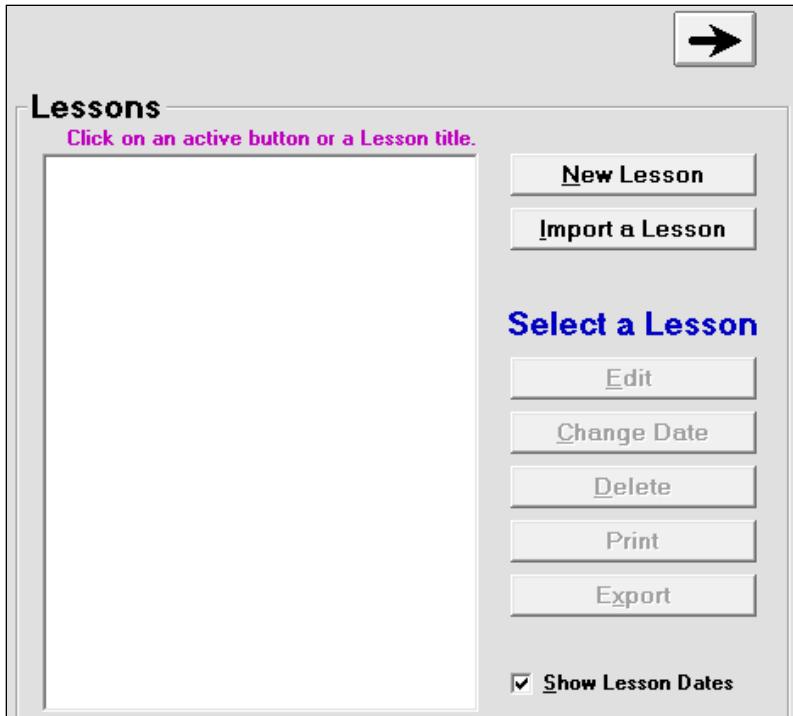
Author: R. Hedges   **6**

Started: Jun 23 2009   **7**   Updated: Aug 10 2009

At any time, click **File** and select **Save** to add any new information to this MUP. Once one or more MUPs have been saved, when launched, the Planner will automatically open the last-used MUP.

Tip: open the .MUP in Sample14.

Once a unit has been created and saved as a .MUP as in section 6-2, users may add one or more lessons to that unit plan. There are three screens for creating each lesson: an Outline Screen, a Detail Screen and a Follow Up Screen. The only mandatory item for each lesson is a title. However, by entering projected lesson dates, users can manage time effectively.

To the right of the Description box described in section 6-2 is a Lessons box.
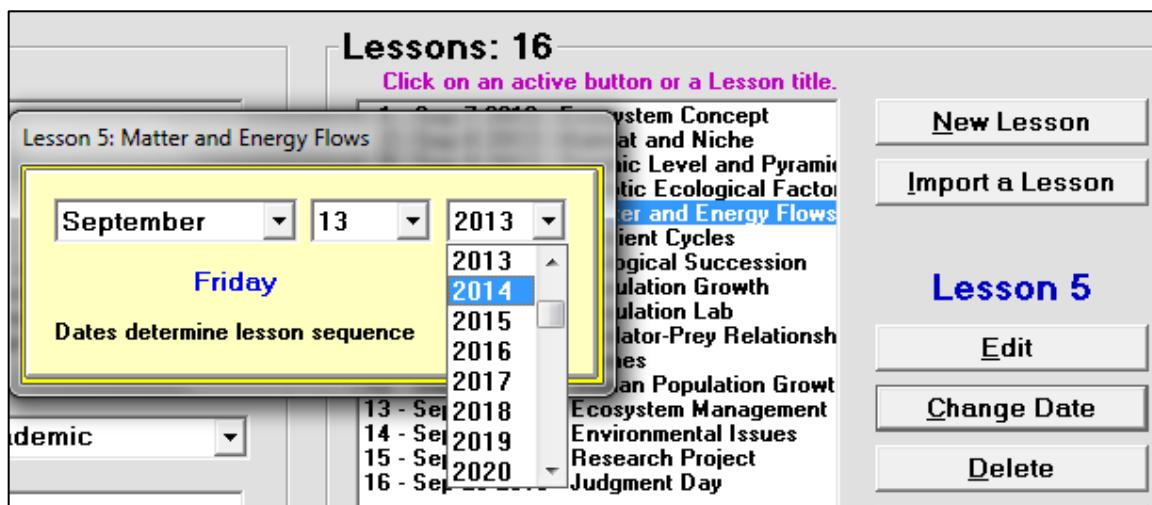
Initially, there are two choices in the **Lessons** box:

1. Create a **New Lesson** (see section 6-4) or

2. **Import a Lesson** from someone else who has created and saved a MarkBook lesson that fits within this new curriculum unit.
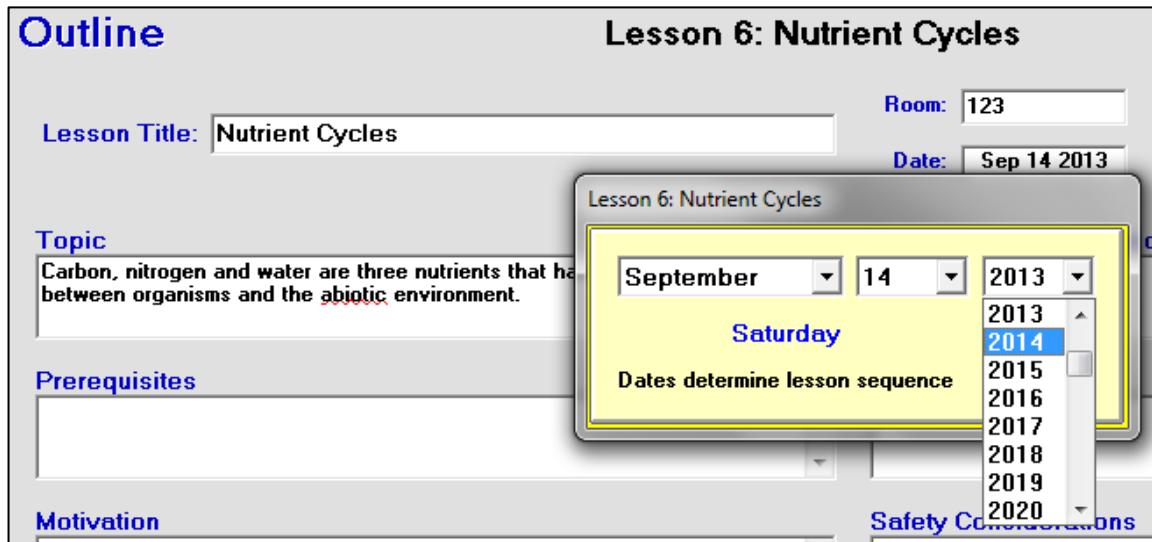
Once a user has created lessons, the **Select a Lesson** options become available. Click to highlight any lesson. **Delete** and **Export** functions are obvious. **Edit** will move to the Outline screen, section 6-4. **Print** functions are described in section 6-9. The **Change Date** button enables a lesson to be moved up or down in sequence as per the next paragraph.

Re-sequencing Lessons

The **Change Date** button enables a user to edit the date of a selected lesson. Click the button, use the drop-down menus to set a new date and click save. MarkBook will move that lesson into its proper sequence according to the new date. If there are two or more lessons with the same date, MarkBook will alphabetize them according to their titles.
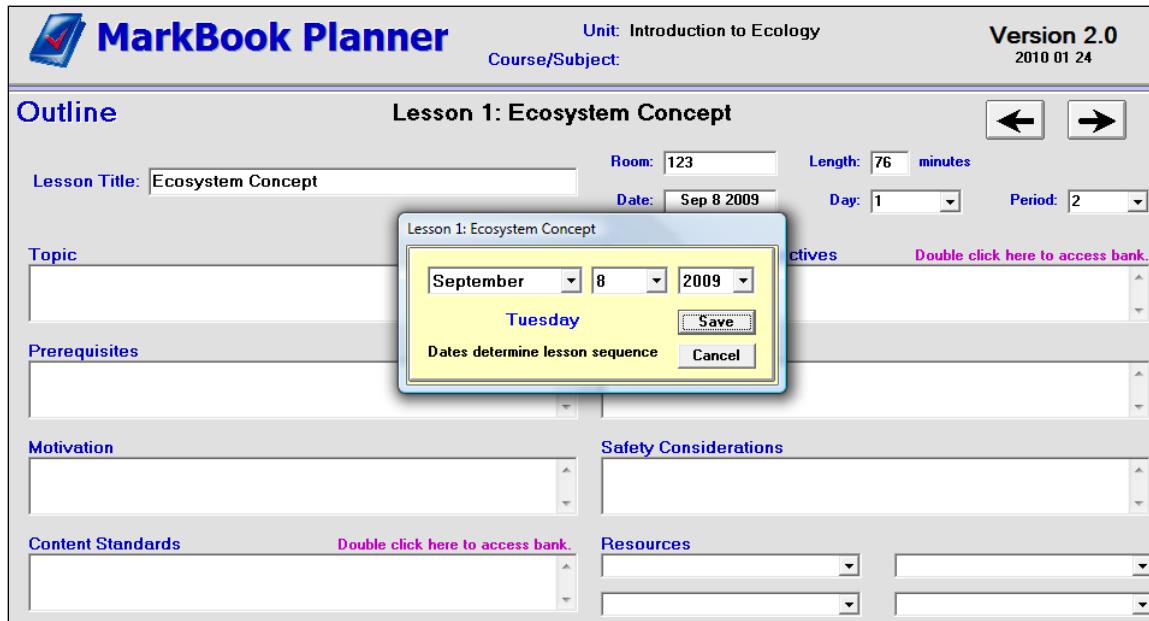
This same re-sequence opportunity exists on the lesson Outline screen described in section 6-4. Click in the date cell, and select the new lesson date using the menus.

In both cases above, MarkBook will save the re-dated lesson in its new position in the sequential order of lessons.

6-4 LESSON PLANNER – 'OUTLINE' SCREEN

To create a **New Lesson** from the Unit Summary screen, section 6-3, click that button to get this **Outline** screen:

The **Lesson Title** is compulsory (yellow) and all other cells (white) are optional. Click in the Lesson Title cell and type the name of a first lesson. Click in the small white cells at the right to add details about the **Room** number, period **Length**, the **Day** and the **Period** order. The menus in the latter two items may be edited – see section 6-2. Or double click on the blue words to edit their menus.

Click in the **Date** cell to expose a date menu for when this lesson will be taught. Select a projected month, day and year from the drop-down menus. **Trick: Whenever you need to see a calendar, click once on the date in the lower right corner of the Task bar. The current month's calendar pops up. Click the left/right arrows to see any other month for projected lesson dates. Do NOT change the date and time settings. Click anywhere outside the calendar to remove it from the screen.**

Any time after the title is entered, click the left-pointing arrow to return to the previous Lessons screen. Or click the right arrow to go to the Detail screen for this current Lesson Plan. See **2. Lesson Plan 'Detail' Screen** later in this section. The remaining cells on this Outline screen are explained below.

As you use the left/right arrows, changes made to the lesson on the screen will auto-save in your MUP.

1. Topic Cell

Type in the purpose or context of the intended learnings. What is this lesson about? Where do the understandings of this lesson fit into the world? What's the rationale for this lesson? This content may be posed as a statement or as a question. E.g. "This is an introduction to long division in arithmetic." There's a size limit of 500 characters.
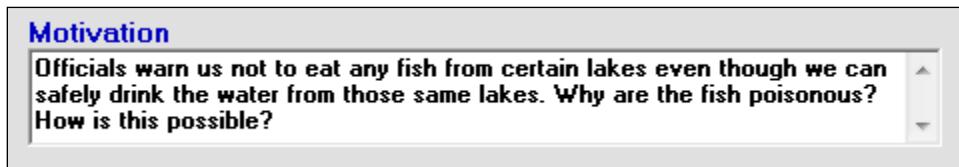
2. Prerequisites Cell

Describe prior knowledge, skills, experiences and attitudes that students must have in order to successfully meet the expectations of this lesson. E. g. "Prior to learning long division, students must be able to multiply and subtract multi-digit integers." The limit is 500 characters.

3. Motivation Cell

This is an attention getter. Describe how to hook students' interest or generate excitement about the lesson. Something unexpected works well. Describe how the hook will be used to motivate the learners. E.g. Mix two clear colourless liquids to make a yellow liquid with particles that settle out. Student questions from prior lessons make excellent hooks. The limit is 500 characters.

Motivation

Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
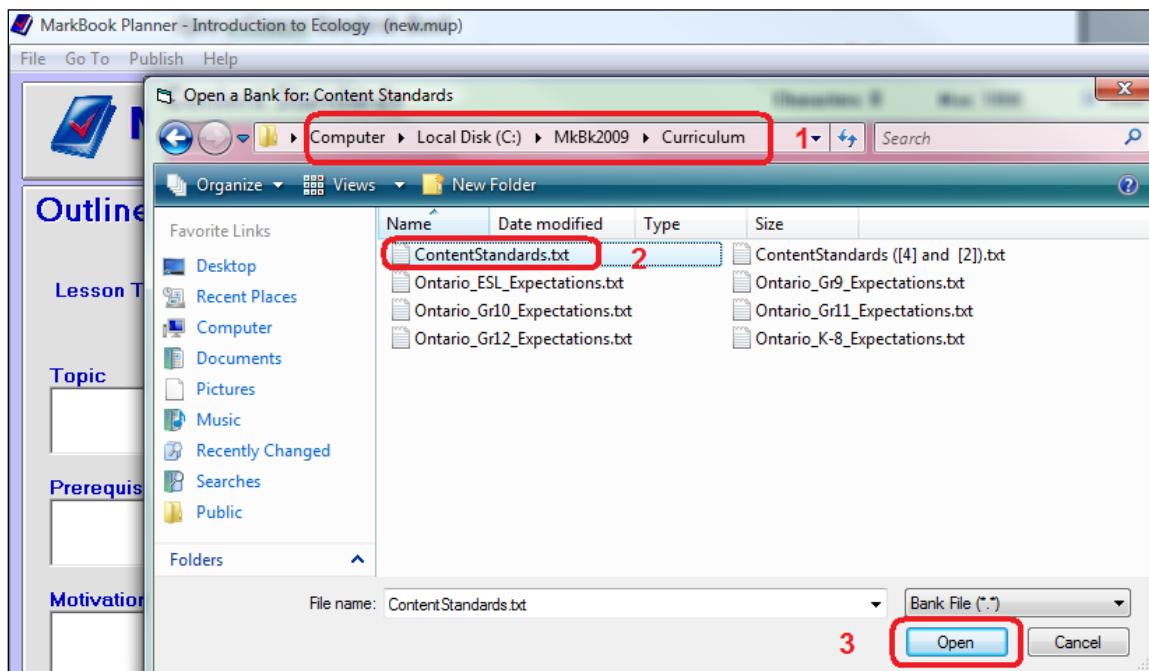
4. Content Standards Cell

If this lesson meets the requirements or standards of a defined curriculum topic, list the reference here. E.g. "This lesson meets the Ontario Ministry of Education, History – Social Science Content Standards, October 2010". The limit is 1000 characters.

Open a Content Standards Bank

Note the text above the Expectations box "**Double click here to access bank**". Double click on that text, browse in the MarkBook directory, locate and open the folder called **1** Curriculum, and click on the file called **ContentStandards.txt 2**.

3 Click **Open** in this Windows dialogue box. The Planner opens a Content Standards window with the rows of the selected file displayed as in the next image.

Note: MarkBook includes statements of content standards for all K-12 Ontario courses.

On opening, a yellow background screen with two large text windows appears as above. The upper window is where the content standard statement for this new lesson will be built or edited. Above it is a character counter and cells to control the appearance of the text within both windows. The lower window exposes the records (rows) in the current bank of content standards, if any.

For those users familiar with MarkBook's Comment construction screen (section 10-3), this tool works in a similar manner. Double click on any line in the lower window (the "bank") to enter the full text of that selected row into the upper window. As text is added, the character counter updates and the selected text will appear at the end of any existing text already in the upper box.

If preferred, type and/or edit within the upper box. A spell-checker will underline words not found in MarkBook's dictionary. **Update and Return** will close this screen and return to the Outline screen *with the contents of the upper window entered into the Content Standards cell*. Alternatively, **Cancel** closes this screen without filling the cell. **Open a Bank** will allow any other similar bank of standards to be opened and used.

If the upper window has more than 990 characters, it will turn orange-brown as in this example:
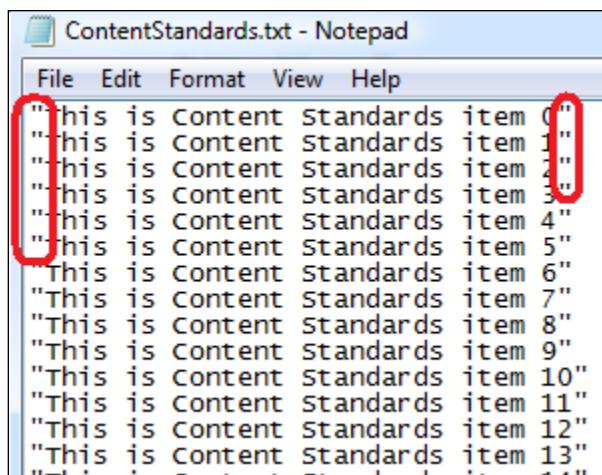
If the window gets more than 1000 characters, its background turns red AND it truncates the text at 1000 characters:

Once a user opens a particular bank, this window will automatically re-open that same bank on next use.

This content standards tool enables users to quickly insert long repetitive sentences into each new lesson. Please edit the bank to add one or more phrases that match your needs in creating your lessons.

Tip: If a particular phrase is used repeatedly throughout your lessons, open the bank with Notepad and add it to the bank. Or replace an existing phrase. Then, that phrase can be quickly merged into any new lesson with mouse clicks as described above. When adding a new phrase, sandwich it in quotes. Double quotes are not permitted within a phrase but must appear at each end.

Bold and Large Text

Alternate views of these windows may be more comfortable. Click one or both of the Text control cells at the upper right of this window to change the view of displayed text.

Search Logic – "Find items with:" Cell

If there's a large bank of content standards, the Find tool will display a subset of that bank in the lower window making it easier to locate and select specific items within that bank. Type any search text in the first or both of the two cells, identify whether the search logic is "and" or "or", and click Enter on the keyboard. A subset of the bank will appear in the lower window. The **Clear 'Find'** button will remove the text from both cells re-enabling a view of the full bank.

"Save THIS List" Button

If you wish to save a new bank containing just this subset of an original bank, click the **Save THIS list** button. A save dialogue box will appear with a suggested new file name and location. On next use, this new bank will be an option for use. Or, open this bank with a word processor to format and print it.

5. Expectations and Objectives Cell

What should students know and be able to do following the lesson? What attitudes/beliefs will they acquire? One may include Context (what they will learn), Behaviour (what they will do to show learning), Conditions (circumstances, situations or settings in which student will show the behaviour), and Criteria (description of acceptable behaviour, how well the learner must perform to meet the expectations).
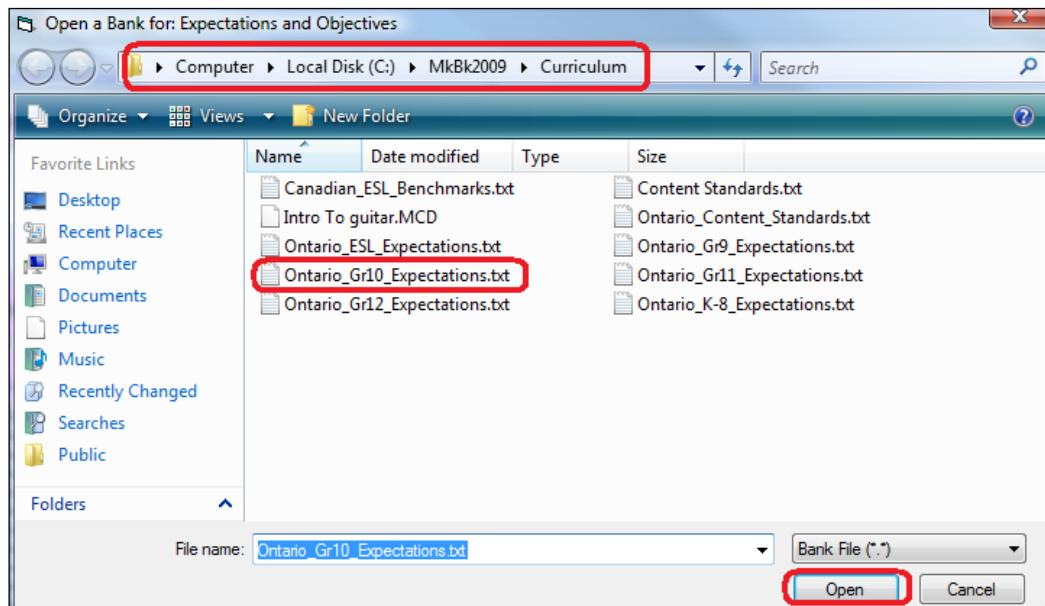
E.g. *after viewing the film, "An Inconvenient Truth", students will write a journal entry that describes four possible consequences of global warming. The entry will have a minimum of six sentences with good grammar and format.*

Another example: *by the end of this lesson, students will identify, in written form, three elements of the New Deal and briefly explain the effect of each on the economy of the USA.*

This cell should a) use verbs that are measurable or observable, b) have a realistic number of expectations, c) have expectations that match the planned assessments, and d) list learning and thinking skills as desired. As with the Content Standards cell above, there's a tool for building text in this box. The cell size limit is 1000 characters.

Open an Expectations / Objectives Bank

Note the text above the Expectations box "**Double click here to access bank**". If you double click on the text, and browse in the MarkBook/Curriculum folder, six banks of Expectations (Objectives/Outcomes/Benchmarks) for the province of Ontario, and one for the Canadian ESL benchmarks, will appear. Select one and click **Open**.

Tip: see section 6-7 for details about these expectation banks, about creating equivalents for your own jurisdiction, and about other uses.

When any one of these is opened with this Planner tool, you'll get the next screen.

According to the screen, there are more than 2000 expectations in this grade 10 bank. Each is numbered using a unique identifier created by The Acadiem Group Inc. that strings together the grade (e.g. 10), the course (NAC2O), Overall (OV) or Specific (SP), and an alpha-numeric identifier within the course (M12.04). Among the 20,000+ expectations in these six Ontario banks, no two have the same identifier. The text of the expectation follows the number. In many cases, the text is longer than the screen width will display.

As with the Contents Standards screen, the upper window is where you'll build the curriculum statement for this lesson. The limit is 1000 characters.
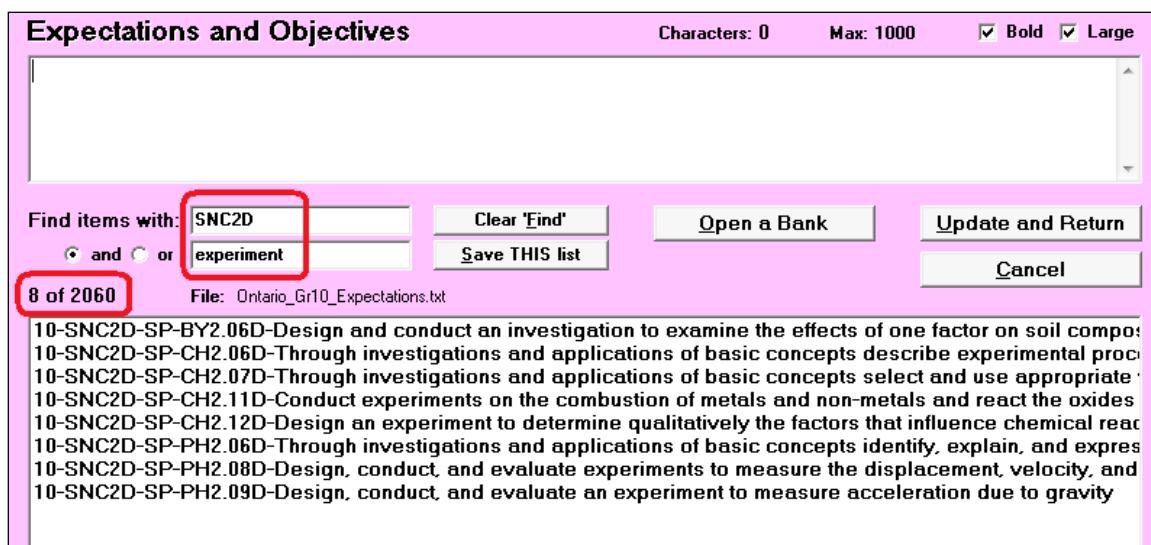
Double click on any expectation(s) to add it (them) to the upper window. Or, drag and drop a selected row into the upper window. Click anywhere in the upper window to edit - remove numbers, add/alter text, correct grammar/spelling, etc. A spell-checker operates on this window. When finished, click **Update and Return** to leave this window with the selected/edited expectation(s) merged into the **Expectations and Objectives** cell. Or **Cancel** to leave this window without filling that cell.

The upper window allows up to 1000 characters. The size controls functions are identical to those described in the previous Content Standards section. Once a given bank has been opened, this window will automatically re-open that same bank on next use.

Trick: to read the full text of any expectation, double click on it to add it to the upper window. To remove it from that window, use the mouse or Ctrl-A to highlight it and then click the Delete key on the keyboard. Alternatively, print a complete set of expectations for your course as described in section 6-7.

Display/Search Logic – "Find items with:" Cell

If there's a large bank of expectations, the **Find items with:** tool will display a subset of that bank in the lower window making it easier to locate and select specific items. Type any search text in the first or both of the two cells, identify whether the search logic is "**and**" or "**or**", and click Enter on the keyboard. A subset of the bank will appear in the lower window. In this example, eight expectations contain both search terms. The **Clear 'Find'** button will remove the text from both cells re-enabling a view of the full bank.
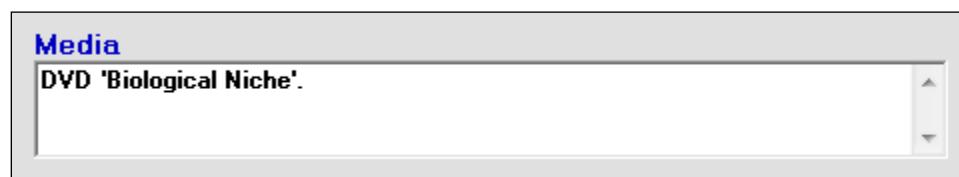
Save THIS List Button

This function allows the user to save a selected subset of the expectations as a new file. See section 6-7.

6. Media Cell

Type here to identify the name and location of any media used. Double quotes are not permitted. Use single quotes instead.
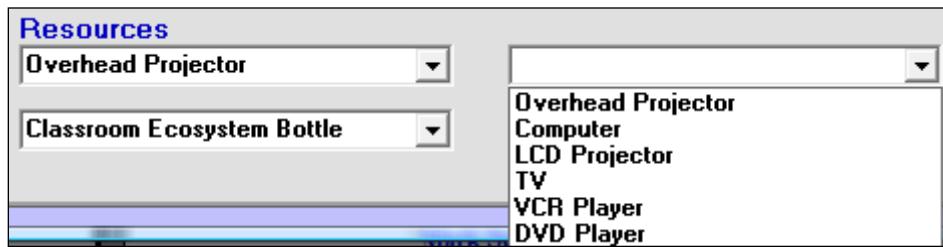
7. Safety Considerations Cell

Type a description of any precautions that must be used for this lesson. Machinery, tools, construction apparatus, vehicles, stage materials, control panels, suspended ropes, chemicals (including glues and paints), physical education equipment, dissection equipment, stoves, electrical cords, and other such items have associated risks.

8. Resources Cells

Four drop-down menus enable a quick entry for certain resources. Type in the names of others as required. Edit the Resources menu as described in section 6-2. Or, double click on the word Resources to edit its menu.

Click the right arrow to get the Detail screen described next. Any items added/edited on this current screen will auto-save in your .MUP file.

6-5 LESSON PLANNER – 'DETAIL' SCREEN

This screen accommodates the construction of a selected lesson's **Sequence** and **Assessments**. All cells are optional.

1. Sequence Box

Part Cell

Enter a title for the first sequential part of this lesson. In the screen example above, the user is going to start the lesson with a diagnostic assessment. 20 characters is the limit for this title.

To start the next sequential component of the lesson, drop down the title menu and click on the next number. Then type in the title of the next sequential component (part 3 in this example). Three parts are allowed for each lesson.
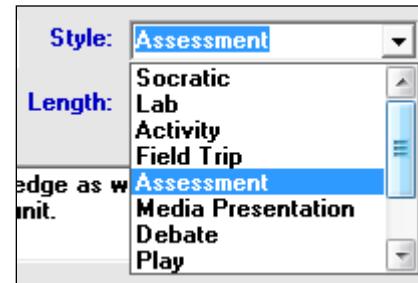
To delete a component of the lesson, select it and click the **Clear #X** button. To move a component up or down in the sequence, click the **Move #X** button and type in the new sequence number (1, 2 or 3).

Style Cell

This menu item identifies the delivery style of this part of the lesson. If the style is not listed, type one into the cell. Or double click on the word Style to edit the menu.

Length Cell

Type in the time requirement in minutes for this part of the lesson.

Starting Point Cell

Describe how this part of the lesson begins.

Critical Questions Cell

Type in the key probing questions and an ideal/expected answer for each. Here's an example for an inquiry science lab: *In the data collected, do you see a pattern or relationship between the height variable and the lung volume variable?* Ideal answer: *Both variables increase and decrease together.* Or: *There is a positive correlation between the two variables.*

Multiple questions/answers can be added to this box.

Key Vocabulary Cell

Add new words. If this lesson plan is to be used by other teachers, or you plan to publish it or post it on-line for students and parents, it may be appropriate to add a definition for each new vocabulary term.

Visual Presentation Cell

Name or describe the visual component (if any) for this segment of the lesson. This should include a chalkboard or overhead plan if these resources are to be used.

2. Assessments Box

Title 1 Cell

Give the first assessment used in this lesson a name. *U1 Diagnostic Test* could be used when entering this new assessment into MarkBook as per section 8-2.

Delete an assessment from the lesson plan by selecting it and clicking the **Clear #X** button. Move the assessment up or down in the sequence of assessments by clicking the **Move #X** button.

Type Cell

Classify the assessment into a Type using the drop-down menu. Edit the drop-down list as described in section 6-2. Or double click on the blue word Type to edit the menu.

Note that this user has chosen the word **Strand** in place of the words **Category** or **Outcome** on the New Mark Set screen described in section 1-4.

Category / Strand Cell

Select or type in a Category/Strand from the drop-down menu. Edit the drop-down list as described in section 6-2 or double click on the word Category/Strand.

Description Cell

Enter text to describe the assessment in general terms. This example diagnostic test is going to be delivered with an overhead projector and will include terms that the student should know from prior learning as well as terms which are new for this curriculum unit. Of course, students should do well on the first group of terms and very poorly on the second.

Accommodation Cell

Describe the modifications and alternatives needed for this lesson to work with your special needs learners. Once you've identify students who require additional support, describe any changes in content, process, or product to meet the needs of these learners.

If the teaching space needs to be modified, indicate the changes required to that environment.

File Cell

This is the location of an electronic file, paper or other material items associated with this assessment. For instance, a teacher may have a box containing a kit of materials specifically designed for this assessment. Identify the name on the box and its physical storage location. **Browse** to find a location on your computer or network where electronic documents (Word .docs, .PDF files, digital pictures, electronic media, etc.) are stored. Name the document in this cell.

Rubric Cell

Identify the name and directory location for an electronic rubric or the name and physical location for a paper rubric. **Browse** to find an electronic location. Or launch RubricBuilder by clicking the **Use MarkBook RubricBuilder** button.

When finished with the Detail screen, click the right arrow to reach the Follow Up screen described next. When clicked, the left and right arrows automatically save additions and changes on this screen to the current MUP.

6-6 LESSON PLANNER – 'FOLLOW UP' SCREEN

Follow Up — Lesson 1: Ecosystem Concept

Announcements

A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.

Reflections

Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.

Opportunities

Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

Announcements

List upcoming events, summative assessment dates, forms that need to be handed in, projects with their due dates, Parent Interview dates and times, and other items for learners and parents. We recommend putting daily homework items into the Assessment box of the previous Details screen.

Reflections

Complete after the lesson is over. Did the planned outcomes get met? How effective was the lesson? How effective were you? What changes would you make the next time this lesson is taught?

Opportunities

Complete after the lesson is over. What other unplanned learning(s) occurred as a result of this lesson? What "notes to self" should be recorded? What questions arose that provide motivational hooks for subsequent lessons? We recommend that this text be written with other teachers in mind just in case the lesson or the MUP is sent to them.

Tip: student questions, particularly those with an emotional element or a strong intellectual challenge, provide an exploitive opportunity to connect today's learning experiences with tomorrow's or next week's lessons. Successful teachers know how to coax these kinds of questions out of learners and how to utilize them fully!

When clicked, the left arrow will automatically save the additions or changes on this screen to the current MUP file.

6-7 BANKS FOR CURRICULUM AND CONTENT STANDARDS

With version 2+ of the Planner, we have supplied a set of more than 20,000 expectations (objectives) for the province of Ontario and ~350 benchmarks for the Canadian ESL programme. We would like to provide similar electronic files covering the curricula and content standards of other jurisdictions! **If your jurisdiction would like one or more equivalent files for MarkBook users, we'd be delighted to work with the appropriate persons in preparing same! Please contact rhedges@acadiemgroup.com**

The installation of the planner creates a folder inside the MarkBook 2018 directory called "Curriculum". Within it are the following seven files:

File Name	Size	Contains approximately
Ontario_Content_Standards.txt	0.05 Mb	340 content standard statements
Ontario_K-8_Expectations.txt	1.0 Mb	4050 expectations
Ontario_Gr9_Expectations.txt	0.36 Mb	1730 expectations
Ontario_ Gr10_Expectations.txt	0.45 Mb	2050 expectations
Ontario_ Gr11_Expectations.txt	1.3 Mb	6370 expectations
Ontario_ Gr12_Expectations.txt	1.4 Mb	6390 expectations
Ontario_ESL_Expectations.txt	0.09 Mb	310 expectations
Canadian_ESL_Benchmarks.txt	0.04 Mb	330 benchmarks

Each bank of content standards and expectations is an ASCII or text file. If opened in Notepad, they look like this:

Note that each row (a record) is sandwiched in quotes. That way, commas contained within a row will not act as delimiters. Un-sandwiched statements with internal commas may appear as several rows when opened in the Planner. Obviously, double quotes are not allowed within the text any expectation or content standard. If these exist in your curricula, replace them with single quotes before converting them to a MarkBook bank.

The Installed Content Standards Bank

The supplied Ontario Content Standards bank contains one record for each Grade K-12 course. It's set up for any user to modify by adding a few appropriate statements that could be merged into lessons for a single subject. Open the bank with Notepad and replace any line of text with something like *"This lesson complies with the Content Standards of the UK Form 8 Science Technology 2018 curriculum."* Keep the quotes at each end. Do not use internal quotes or line feeds. Once created and saved, a click in MarkBook will add it to any new or existing lesson.
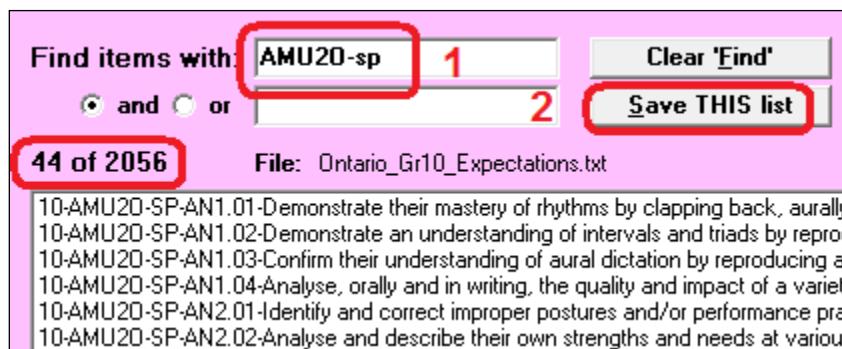
The Installed Expectations Banks

The number in front of each expectation serves two purposes. Firstly, it's unique. A sort will put all records into a logical order. More importantly, it allows a MarkBook user to quickly isolate all expectations meeting certain criteria. The numbering system for these Ontario banks has four cross-classifiers (grade, course/subject, Overall/Specific, number). Each expectation bank has a notice for users at the bottom.

In other jurisdictions, equivalent curriculum documents could be built or imported into a word processor, pasted into Notepad to remove formatting and line feeds, and saved as a text file with a custom name(s) for your jurisdiction. Sandwich each line in quotes as above. The bank limit is 25,000 lines (records) but we recommend keeping each bank under 10,000 lines so that it opens quickly in this MarkBook Planner.

Once a bank has been created, there are a host of functions that can be done with it inside MarkBook and inside word processors. For instance, see section 10-6 for tips on using these expectations/objectives for report card comment construction.

Trick: suppose a user wishes to print the full set of *Specific* expectations for the Grade 10 course, AMU2O. Isolate these 44 expectations in MarkBook as per the next image. Click the "Save THIS list" button, save it with a new .txt file name, and then open that file with a preferred word processor. Format the document, correct any spelling and grammar errors, and print. Or, open the file with Notepad and use Word Wrap in Notepad's Format menu to read the full text of each row. Note that word processors must save files in ASCII format if they're to be used in MarkBook.

6-8 CREATING A COURSE DESCRIPTION / TIME MANAGEMENT PLAN
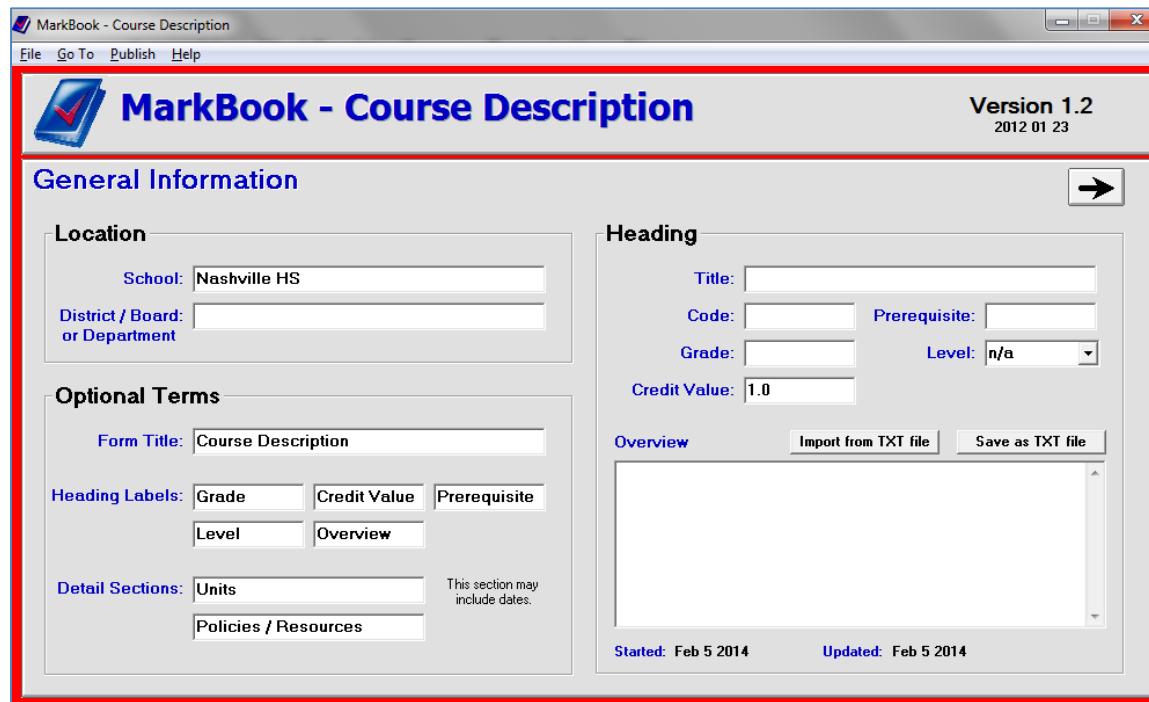
Prior to commencing a course of study, many teachers publish a Course Description document and make it available to learners, parents and administrators. The intent of this course description is to provide a clear description of the intended course, perhaps a potential sequence/timeline, and a brief statement of policies associated with the course.

If a teacher has one or more Unit Plans (MUPs) built for the course, MarkBook's Course Description function is easier to use – it will import the titles, descriptions and starting dates from each Unit Plan. However, MarkBook's Course Description will still work if there are no pre-existing MUP Unit Plans. Use it to a) build descriptions for as many courses as desired, b) save each as a file (MarkBook Course Description - .MCD), and c) export these files to other teachers for their use.

Prior to using this MarkBook tool for the first time, have a look at the sample printouts and HTML in section 6-11.

Launching MarkBook's Course Description Planner

Open any class in MarkBook. Click **Tools** in the upper menu bar (see section 3-1) and select **MarkBook Course Description**. You'll get the following **General Information** screen. To exit, click the red X in the upper right corner.
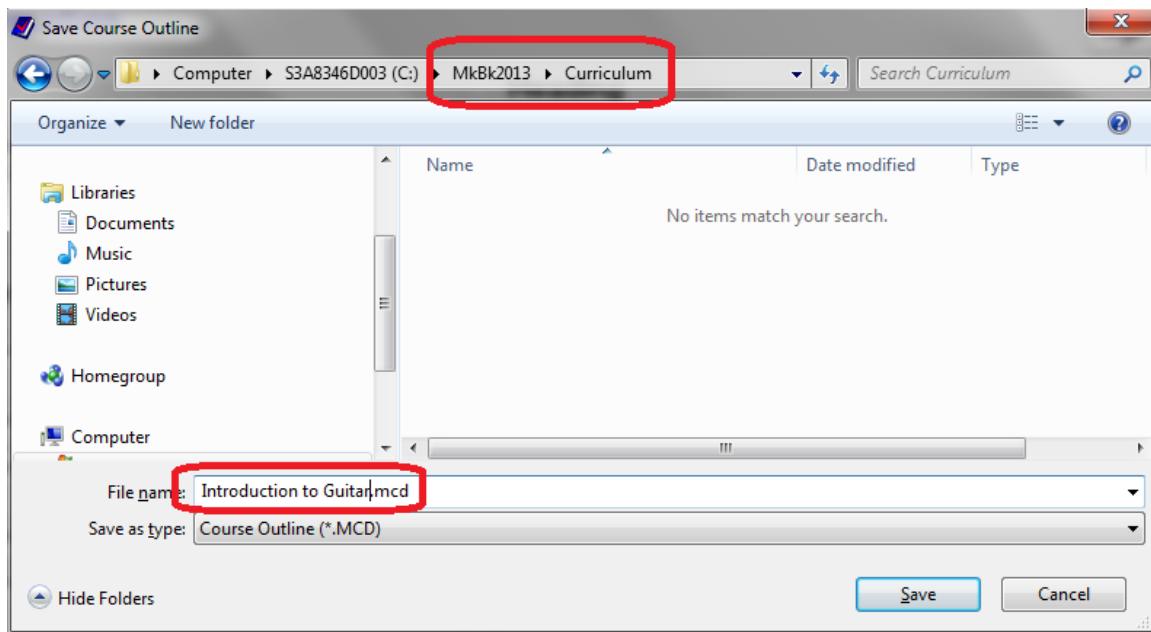
Tip: open the sample Course Description .MCD file in Sample18.

There are two cells in the **Location** box at the upper left. The name of the school will auto-import from

MarkBook's Class Description screen, section 1-4. Or, click in the **School** cell and type a school name. Type in the name of the **District / Board or Department**.

Saving Your Course Description

As soon as convenient, click **File** in the upper menu bar and select **Save As**. Browse to a known location where you can safely store your new Course Description document as a file. In this example, the user has given the new file a name and selected MarkBook's Curriculum folder as the storage location. .MCD is the file extension for these documents.

'Optional Terms' box

Text appearing in the cells of this box will print as titles on the final course description documents. By default, MarkBook supplies text in each cell. Click in any cell and edit as desired. *Note that edits made will alter the blue terms appearing in the* **Heading** *box at the right.* Dates for each unit may be added as described later in this section.

'Heading' box

Enter a **Title** for the course. If desired, include the academic year as per the following example. Enter a course **Code** and any **Prerequisite** course (~15 characters are permitted in each cell). The **Grade** cell allows up to 5 characters. Select a term from the **Level** drop-down menu or type your own Level descriptor. Assign a **Credit Value**.

Type a description for the course in the **Overview/Summary** box. Note the two buttons enabling a user to import a paragraph from an external .txt file. Similarly, MarkBook will save new text as a .txt file.

It's also possible to Copy/Paste (Ctrl-C, Ctrl-V) text from another open document directly into this Overview/Summary cell. Note that the cell will turn red if too much text is entered or pasted into the cell. A spell checker operates on this cell.

Once the Heading box is complete, click the right arrow. If the file has already been saved as described above, this action will automatically save any additional text entered on this screen. It's possible to return to this screen at any time and make edits to any item.

Clicking the right arrow opens the **Detail** screen:

'Units' box

In the Units box at the left, build a summary **Description** for each unit, preferably in the order being taught, and assign potential **Dates**. Dates are optional – leave the cell blank if desired.

Note the **Import from MUP** button. If there are pre-existing MUPs (see section 6-3), click the button, browse to an appropriate MUP, and open it. MarkBook will import three items from the selected MUP: its Title, its first lesson starting date (if dates were assigned), and the Description of the unit.
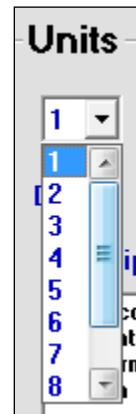
If no MUP exists for this unit, manually type in the unit title, optional dates (time management), and a description similar to the following.

Once a unit description is complete, use the numeric drop-down menu to select and edit each succeeding unit. Up to 10 units are allowed. Unused units will show in the **Section Titles** list as "~~~ Available ~~~"

Tip: include any Exam or Culminating Activity time block as a Unit.

Adding / Deleting / Re-sequencing Curriculum Units

Note the three buttons to the right of the **Titles** window. To delete a unit highlight it in the Titles window and click the **Delete** button. To insert a new unit, highlight the position in the unit sequence where you'd like to add it, and click the **Insert** button.

To **Move** an existing unit up or down in the sequence, highlight that unit and click the **Move Title #X** button. A dialogue box will appear as above. Type in the new position for the unit and click OK.

Trick: teachers frequently elect to deliver a course in a different unit order from the last time it was taught. Import an .MCD file and use this Move button to quickly alter the sequence of units. Don't forget to adjust the proposed Dates to match!

'Policies / Resources' box

Up to ten statements of policy may be entered here and then published with the Course Description. Use the numeric menu to select a new blank one. Some examples follow. Other examples could include policies or notices about uniforms, field trips, fees, or any other item that should be communicated to parents and students prior to instruction. You may copy any of the policies on this page for your own use.

1 ▾ Accommodations for Exceptionalities

Description | Import from TXT file | Save as TXT file

Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.

3 ▾ Resources / Text Books / Technological Integration

Description | Import from TXT file | Save as TXT file

Texts:

"Strummin 'N Stompin" by W. Nelson
"Six Strings Made Easy" by S. Twain

5 ▾ Plagiarism / Integrity

Description | Import from TXT file | Save as TXT file

Personal as well as academic integrity is an expectation at this school. Plagiarism (copying another's work as if it was your own), cheating, using unauthorized aids, theft (including electronic theft) and lying are not tolerated. Failure to maintain integrity may result in the loss of credits and/or the imposition of other penalties.

4 ▾ Classroom Management

Description | Import from TXT file | Save as TXT file

No food, beverages, incendiary items like tobacco, jackets, cell phones, pagers, iPods or devices providing radio interference are allowed inside the classroom or studio.

Note that a spell checker operates on the Description cell. If the entered text exceeds the size allocated by MarkBook for printing, the background turns brown. To edit any Section, click on its title in the **Titles** box or select its number from the drop-down menu.

As described in the Units box above, the Move, Insert and Delete buttons facilitate editing.

Using the left arrow will return to the General Information screen AND automatically save the accumulated entries made on this screen.

Sharing, Posting and Publishing Course Descriptions

MCD files may be shared with other teachers. Recipients may edit the file to customize it to their own classroom(s). Attach an MCD file to an Email, save it on a shared network or post on the web to make it available to others. The receiving teacher must have MarkBook to open/edit it.
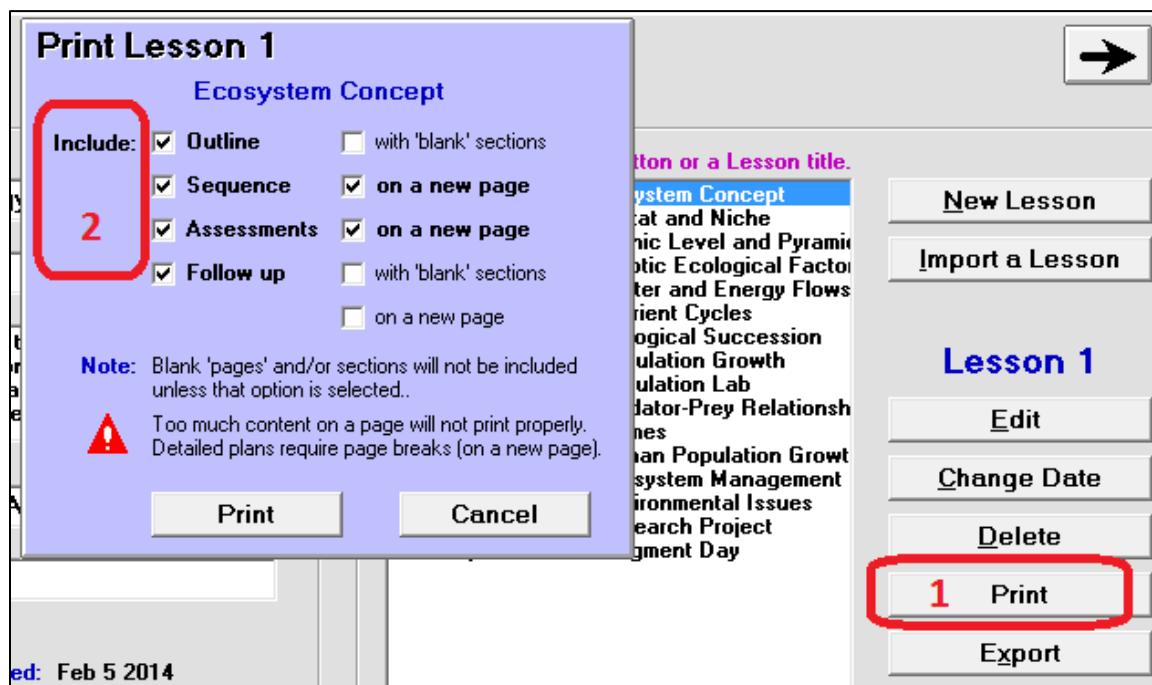
For students and parents, print and/or post HTML copies. See the samples in section 6-11.

6-9 PUBLISHING AND MANAGING LESSON PLANS

1. Printing a Lesson Plan on Paper

Once a Lesson Plan has been partially or completely built, it can be published on paper or on the Internet, it can be saved as a file and it can be exported to others electronically, perhaps as an Email attachment.

Return to the Unit Summary screen, described in section 6-2, to see the full list of lessons built for this unit so far. An example shows below. Click once on any lesson to select it. Click on the **Print** button (**1**) and an options box (**2**) will appear as follows.

Use the check cells to select or de-select choices.

Tip: if printing a paper copy of the lesson for yourself, it may be useful to select all cells including the blank sections. De-select the new page options to save paper. Pencil in additions/changes during or after the lesson and modify the MUP whenever convenient. However, if printing and posting a copy for learners, blank items, Follow Up items and perhaps others would be inappropriate.

See the lesson plan printout sample following. Use FinePrint (Appendix B) to preview any MarkBook print output.

Lesson Plan V. Smart The Best School	**Unit: Introduction to Ecology** **SCI10 Grade:** 10 **Level:** Academic **Lesson 1: Ecosystem Concept** **Room:** 123 **Day:** 1 **Period:** 2 **Length:** 76 min. **Date:** Sep 7 2013

Outline

Topic	What is an ecosystem?

Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.

Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?

Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.

Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).

Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.

Resources	Overhead Projector Classroom Ecosystem Bottle

Sequence

Diagnostic Test **Style:** Assessment **Length:** 10 minutes	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.

Classroom Ecosystem **Style:** Lab **Length:** 65 minutes	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

Lesson Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10   **Level:** Academic

Lesson 1: Ecosystem Concept
Room: 123   **Day:** 1   **Period:** 2   **Length:** 76 min.   **Date:** Sep 7 2013

Assessments

U1 Diagnostic Test	**Description**
Category: Know & Und **Type:** Diagnostic	Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle. **Accommodation** For the visually-impaired, provide a large-font printed copy of the test.

Homework	**Description**
Type: Homework	In the text, do page 46, questions 1 to 6.

Follow Up

Announcements	A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.

Reflections	Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.

Opportunities	Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

2. Publishing a Lesson Plan for the Internet
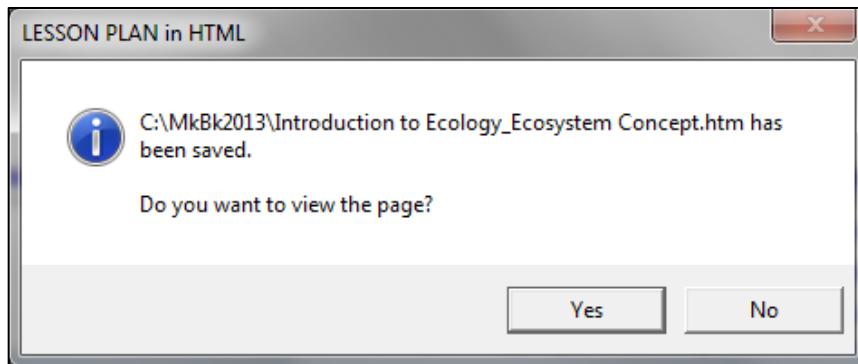
Select the desired lesson plan by clicking on it. Click **Publish** in the upper menu bar and click on **Lesson XX in HTML**. The following box will appear:

Select desired options by checking appropriate cells. Then click the **Save HTML** button. A Windows Save screen will appear as follows. Unlike the paper printout, the HTML file will NOT include empty sections. Click the **Save HTML** button and a screen similar to the next will appear:

MarkBook will propose a new file name as a combination of the MUP name and the lesson name. Edit this file name as necessary. Edit the folder location as desired. Click **Save**. The following dialogue box will appear:

LESSON PLAN in HTML

C:\MkBk2013\Introduction to Ecology_Ecosystem Concept.htm has been saved.

Do you want to view the page?

Yes   No

To preview the page before sending it to the internet, click **Yes**. Once saved, use FTP or a similar programme to send this file to your web site.

A sample HTML lesson plan appears on the next two pages. Note that the homework assignment is included within the Assessments section and the teacher has also included the Follow Up option.

Trick: send an HTML file as an Email attachment to absent students and their parents, particularly if there's a homework component. We suggest not including the Follow Up items within these lesson plans if it includes sensitive information. In fact, an HTML attachment *with just the Assessment section* could serve as a means of communicating the homework material.

Introduction to Ecology - Lesson 1: Ecosystem Concept
SCI10   Grade: 10   Level: Academic

V. Smart   The Best School

Room: 123   Day: 1   Period: 2   Length: 76 min.   Date: Sep 8 2009

OUTLINE:

Topic	What is an ecosystem?
Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.
Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.
Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).
Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.
Resources	Overhead Projector Classroom Ecosystem Bottle

SEQUENCE:

Diagnostic Test **Style:** Assessment **Time:** 10 min.	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.
Classroom Ecosystem **Style:** Lab **Time:** 65 min.	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

ASSESSMENTS:

U1 Diagnostic Test **Strand:** Know & Und **Type:** Diagnostic	**Description** Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle. **Accommodation** For the visually-impaired, provide a large-font printed copy of the test.
Homework **Type:** Homework	**Description** In the text, do page 46, questions 1 to 6.

FOLLOW UP:

Announcements	A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.
Reflections	Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.
Opportunities	Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

Listed lessons may be more or less than one period in length.
This page was compiled using MarkBook Planner - Version 1.0 (www.markbook.com)

3. Exporting a Lesson Plan

1 Click the **Export** button, **2** select a storage location, **3** edit the proposed name as necessary, and click **Save**. MarkBook will save the plan as an .**MLP** (MarkBook Lesson Plan) file. It could be attached to an Email to other teachers or copied to a shared folder.

4. Importing a Lesson Plan

If one or more .MLP files exist for this unit, perhaps sent by a colleague or sitting in a shared folder, click the **Import a Lesson** button, browse to locate the desired lesson plan file, and click Open.

5. Moving a Lesson Plan in the Lesson Sequence

If necessary, use the **Change Date** button to move the imported lesson up or down into its proper sequence within the lesson list.

6-10 PUBLISHING AND MANAGING UNIT PLANS

Once a single lesson has been named and given a Topic, it's possible to print a Unit Plan on paper and to save it as an HTML file for posting on the Internet.

Tip: it's possible to enter nothing more than each lesson's Title and Topic prior to publishing the entire Unit Plan on paper or on the web.

1. Publishing a Unit Summary Plan on Paper

In this example, the teacher has named each lesson. Some of these take one period but

others may take multiple periods. On the Outline screen described in section 6-4, this teacher has included a projected date for each lesson or the commencement date for a multi-day lesson.

Note the alternate screen view which includes projected dates. Click the **Show Lesson Dates** cell.

Once the lessons appear in this list, click **Publish** in the upper menu bar and click **Print Unit Summary**. Choose whether or not to include the lesson dates. FinePrint, described in Appendix B, will give a print preview.

Following is a sample printout. Note that the user has elected to include projected lesson dates. Also note that the first few words from the Topic cell appear bracketed in a small font after lesson titles.

Unit Plan V. Smart The Best School	**Unit: Introduction to Ecology** SCI10 Grade: 10 Level: Academic
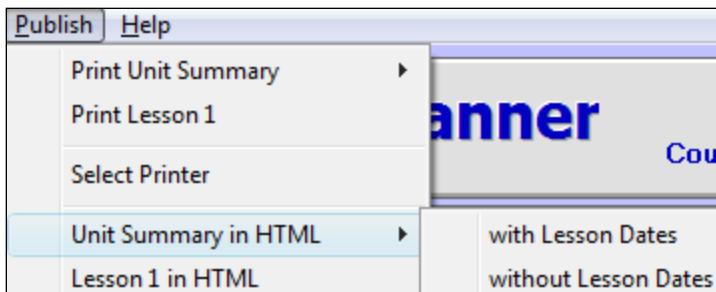
Summary

Description	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.
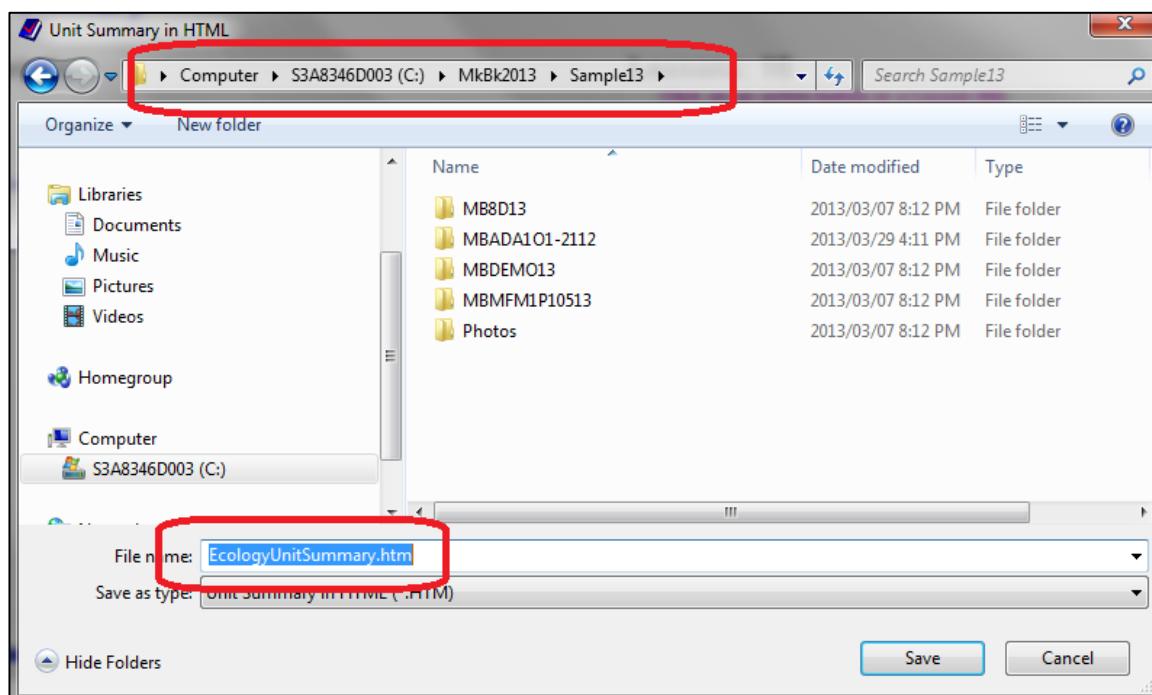
Lessons			
	1	Sep 7 2013	**Ecosystem Concept** (What is an ecosystem?)
	2	Sep 8 2013	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, saprophytes, predators,)
	3	Sep 9 2013	**Trophic Level and Pyramids** (This lessons looks at the concept of ecological pyramids based ...)
	4	Sep 12 2013	**Abiotic Ecological Factors** (Look at the relationships between living and non-living factors and ...)
	5	Sep 13 2013	**Matter and Energy Flows** (Examine the ways that energy flows through the ecosystem. Unlike ...)
	6	Sep 14 2013	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients that have elaborate cycles between ...)
	7	Sep 15 2013	**Biological Succession** (Species in an environment change over time until a climax community is ...)
	8	Sep 16 2013	**Population Growth** (This lesson looks at the graphic growth pattern of a typical population.)
	9	Sep 19 2013	**Population Lab** (Simulation lab mimicing a real population's growth over time.)
	10	Sep 20 2013	**Predator-Prey Relationship** (Look at the special relationships between predators and prey ...)
	11	Sep 21 2013	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on Canadian biomes.)
	12	Sep 22 2013	**Human Population Growth** (An examination of the unusual growth pattern of humans.)
	13	Sep 23 2013	**Ecosystem Management** (Multiple lessons on selected management systems.)
	14	Sep 26 2013	**Environmental Issues** (Multiple lessons on selected problems and solutions.)
	15	Sep 27 2013	**Research Project** (Multiple presentations on student research projects.)
	16	Sep 28 2013	**Judgment Day** (Unit Test)

2. Publishing a Unit Summary Plan on the Internet
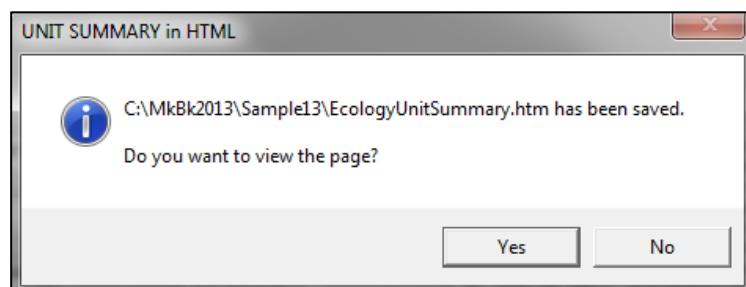
To publish the HTML**Error! Bookmark not defined.** version of a Unit Plan Summary, click **Publish** in the upper menu bar and select **Unit Summary in HTML**. Click to choose whether to include the Lesson Dates or not.

The next screen will appear. Select a file name and location. In this example, the user has edited the name to **EcologyUnitSummary** and is saving it in the **MkBk2018/Sample18** directory:

Click **Save** and MarkBook will save a file to that location. Your computer will promptly ask if you wish to view the file. Choose **Yes** to see it as per the example on the next page. If acceptable, use FTP to post the file on the Internet.

UNIT: Introduction to Ecology
SCI10   Grade: 10   Level: Academic

V. Smart   The Best School   Sep 3 2013

UNIT DESCRIPTION	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.

LESSONS	Sep 7 2013	**Ecosystem Concept** (What is an ecosystem?)
	Sep 8 2013	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, s ...)
	Sep 9 2013	**Trophic Level and Pyramids** (This lessons looks at the concept of ec ...)
	Sep 12 2013	**Abiotic Ecological Factors** (Look at the relationships between livin ...)
	Sep 13 2013	**Matter and Energy Flows** (Examine the ways that energy flows through ...)
	Sep 14 2013	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients tha ...)
	Sep 15 2013	**Biological Succession** (Species in an environment change over time u ...)
	Sep 16 2013	**Population Growth** (This lesson looks at the graphic growth pattern ...)
	Sep 19 2013	**Population Lab** (Simulation lab mimicing a real population's growth ...)
	Sep 20 2013	**Predator-Prey Relationship** (Look at the special relationships betwe ...)
	Sep 21 2013	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on ...)
	Sep 22 2013	**Human Population Growth** (An examination of the unusual growth patte ...)
	Sep 23 2013	**Ecosystem Management** (Multiple lessons on selected management syste ...)
	Sep 26 2013	**Environmental Issues** (Multiple lessons on selected problems and sol ...)
	Sep 27 2013	**Research Project** (Multiple presentations on student research projec ...)
	Sep 28 2013	**Judgment Day** (Unit Test)

Listed lessons may be more or less than one period in length.
Lessons may be taught in a different sequence.

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6-11 PUBLISHING AND MANAGING COURSE DESCRIPTIONS

Course descriptions may be built as described in section 6-8. This section describes publishing and it includes a paper print sample and an HTML sample.

To print a Course Description, open the saved .MCD file with MarkBook's Course Description tool, or build an .MCD as in section 6-8. Once the .MCD file is open, click **Publish** in the upper menu bar and select **Print Course Description**. Choose among the options and then click **Print**. See the sample on the next page.

To publish as HTML, choose the **Course Description in HTML** option as above. Select among the options and click the **Save HTML** button. MarkBook will prompt for a save location and then ask if you wish to view the file. Click Yes to get a print preview. If acceptable, post the file on the appropriate website. A partial sample is provided on the page after next.

Course Outline The Best School Music Department	Introduction to Guitar - 10/11 (GUI20) Grade: 10 Level: Academic Prerequisite: None Credit Value: 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire. This course matches the standards of the Department of Education's curriculum document for GUI20.

Units

Theory and Technology — Feb 1 to Feb 26

Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.

Blues and Chord Structure — March 1 to April 2

Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (Including improvisation and their own creations when appropriate.)

Fingerstyle Guitar and Western Scales — April 5 - May 7

Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals

Rock Music - Composition and Recording — May 10 - June 11

Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)

Exam / Culminating Activity — June 14 - 23

For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher.

The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities

Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.

Teaching Strategies

Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom discussions, collaborative and co-operative learning, research, report writing and taking notes will assist students in meeting the course expectations.

Resources / Text Books / Technological Integration

Texts:
"Strummin 'N Stompin" by W. Nelson
"Six Strings Made Easy" by S. Twain

Classroom Management

No food, beverages, incendiary items like tobacco, jackets, cell phones, pagers, iPods or devices providing radio interference are allowed inside the classroom or studio.

Plagiarism / Integrity

Personal as well as academic integrity is an expectation at this school. Plagiarism (copying another's work as if it was your own), cheating, using unauthorized aids, theft (including electronic theft) and lying are not tolerated. Failure to maintain integrity may result in the loss of credits and/or the imposition of other penalties.

Assessment and Evaluation Policy

TERM: Knowledge and Understanding (15%); Thinking (20%); Communication (10%); Application (25%). Note: percentages are approximate.
FINAL: Term (70%); Culminating Activity (15%); Final Exam (15%)

EVALUATION: based on assessments and other observations of each learner, the teacher will make a professional judgment as to the final mark assigned to each student.

Introduction to Guitar - 10/11 (GUI20)

Grade: 10   Level: Academic   Prerequisite: None   Credit Value: 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire.

Units

Theory and Technology Feb 1 to Feb 26	Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.
Blues and Chord Structure March 1 to April 2	Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (Including improvisation and their own creations when appropriate.)
Fingerstyle Guitar and Western Scales April 5 - May 7	Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals
Rock Music - Composition and Recording May 10 - June 11	Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)
Exam / Culminating Activity June 14 - 23	For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher. The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities	Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.
Teaching Strategies	Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom

6-12 USES OF THIS PLANNER

Teachers

Teachers will find this tool very useful particularly with new curricula. For instance, the lead teacher for a given course could prepare a daily lesson and send it as an Email attachment to others. Or send it daily as a revised MUP. Both have advantages. In the former case, each user of the new lesson has the opportunity to enter their own Follow Up items and save them. Data can be pooled at the next course meeting. In the latter case, everyone is working from exactly the same MUP file.

Course leaders could prepare and publish a Course Description prior to commencing instruction. Modify the document throughout the term as appropriate.

Pre-Service Teachers

The elements of the planner's lessons are an integral part of lesson planning. Instruction in use of the Planner will reinforce appropriate pedagogy for pre-service candidates.

Whether pre-service or in-service, students in subject-specific classes at Faculties of Education may wish to cooperate with each other in developing and sharing MUPs (MarkBook Unit Plans) and MCDs (MarkBook Course Descriptions). Frequently, candidates graduate from subject specialist courses with a stack of subject-specific paper. With the Planner, it's possible to graduate with editable electronic unit plan files and course descriptions for courses to be taught in the future. Copies of MSS and MTP files are ideal items to share and save as well.

Curriculum Coordinators and Department Heads

Persons responsible for curriculum matters at the school or district level may wish to organise the construction of MCDs and MUPs for each subject unit. These can be made available as downloadable packages of files, or sent as Email attachments. For districts that order custom editions of MarkBook, these MCDs and MUPs can be included in a folder so that every teacher gets them wherever MarkBook is installed.

7 MarkBook's Attendance Functions

7-1 ATTENDANCE SETUP SCREEN

MarkBook will record, analyse and report attendance. It will allow the user's own codes. It will track attendance up to seven days a week. Once attendance data is entered, MarkBook will report the following for each student: summary counts of the number of classes missed and late/tardy, percentage Absent, percentage Present, percentage Late/Tardy and percentage On Time. To calculate percentage attendance, MarkBook users <u>must</u> enter start dates, days of the week when classes are NOT conducted (Saturday & Sunday by default), holiday dates, weather dates when classes are cancelled, sport dates when classes are cancelled, and stop dates for the last class of each term. For calculations on interim reports before the end of term, today's date is considered to be the stop date.

MarkBook records negative attendance. That is, no entry is made for students present and on time. Instead, recordings are made for absences and lates/tardies.

Significant customizations are possible. Reach Attendance **Setup** from MarkBook's Main Form, section 3-1, by clicking the **Attendance** button to the left of the names and selecting the **Setup** tab at the upper right of this screen. Click on the **Terms and Codes** tab at the left. The **OPTIONS** at right are described in section 7-2.

Code Selection – Custom Terms and Codes

What are the three basic attendance terms used in the school? The three windows in the left box labelled **The Term...** are user-definable. "Present", "Absent" and "Late" are MarkBook's defaults. Click in the window and edit these to other words, like **Tardy**, as required. Or change it with a supplied term as described below. The limit is seven characters. After any edit, click Enter on the keyboard. The replacement word now appears in these three cells on all other MarkBook screens and forms.

Users may define new single-character attendance codes in each of these three groups. Add new **Attendance Codes** in that box using letters of choice.

1. Make a selection among the three **Show Codes for:** groups.

2. Click the **Add a New Code** button. The Code and Description cells will go blank.

3. Type a single letter/number **Code** and **Description**.

4. Select a **Value** using the drop-down menu. The value counts towards any attendance summary that MarkBook displays as in section 9-1 or prints on reports as in section 11-8.

5. Click **Apply** to add this new code into the list. Some codes may have zero value such as a school-sponsored absence – see Band in the image. On days with a double or triple class, use numbers like 2 or 3.

Elementary and non-rotary teachers may wish to use codes like **M** - Abs AM and **P** - Abs PM for half-day absences.

Select a default code for each Absent, Late and Type of Day option by clicking a cell in the **Default** column. MarkBook's supplied defaults are "A" in the Absent group of codes, "L" in the Late group and "R" in the Type of Day group. To change, click in the desired cell in the grid and an asterisk appears next to the chosen **Default** as per this example.

Select the **Late** cell. The words "Late" and "Tardy" appear in the list. To change the default to Tardy, or any newly-entered word, click in the **Default** column to place an asterisk in that row.
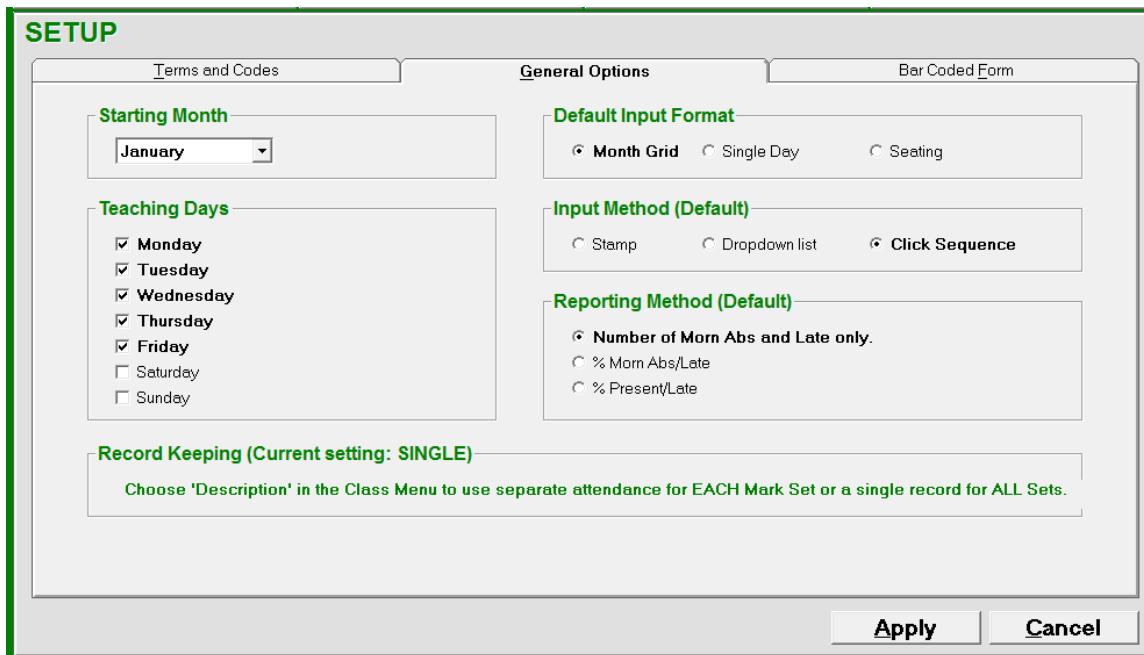
Select the **Type of Day** cell. 'R' is a regular day and has a value of 1 class. 'H' for Holiday has a value of zero since no class is held on that day. Similarly, 'W' is for a day when weather causes school closure. 'N' is for No Class and may be used for any days when no class is scheduled. Add more codes as required. For instance, use 'S' for a class cancelled by a major sporting event with a value of zero. In its calculation of attendance percentages, MarkBook doesn't count zero value days.

For any change made in Attendance Setup, click **Apply** in the lower centre of the screen to keep the change(s).

General Options - School Year Starting Month Selection

Click the **General Options** tab. At the upper left, select the **Starting Month**. In the northern hemisphere, September is the default but it can be altered to August. MarkBook CY automatically starts in January and MarkBook AM automatically starts in April.

SETUP

| Terms and Codes | General Options | Bar Coded Form |

Starting Month
January ▼

Default Input Format
◉ Month Grid   ○ Single Day   ○ Seating

Teaching Days
☑ Monday
☑ Tuesday
☑ Wednesday
☑ Thursday
☑ Friday
☐ Saturday
☐ Sunday

Input Method (Default)
○ Stamp   ○ Dropdown list   ◉ Click Sequence

Reporting Method (Default)
◉ Number of Morn Abs and Late only.
○ % Morn Abs/Late
○ % Present/Late

Record Keeping (Current setting: SINGLE)
Choose 'Description' in the Class Menu to use separate attendance for EACH Mark Set or a single record for ALL Sets.

Apply   **Cancel**

Teaching Days Selection

Check those days of the week when classes are normally held. Uncheck non-teaching days. Five days, Monday to Friday, are checked by default.

Input Format Selection

In the **Input Format** box in the centre of the screen, set which of the three attendance input screens to open by default when entering attendance data. Choose a **Month Grid** (looks like a standard monthly attendance sheet - see section 7-2), or a **Seating** plan (shows the seating arrangement as it would be viewed from the front of the classroom - see section 7-4), or a **Single Day** entry screen, section 7-3.

Input Method Selection

In the Input Method box, choose among the three options. See the OPTIONS later in this section to distinguish among these methods.

Reporting Method Selection
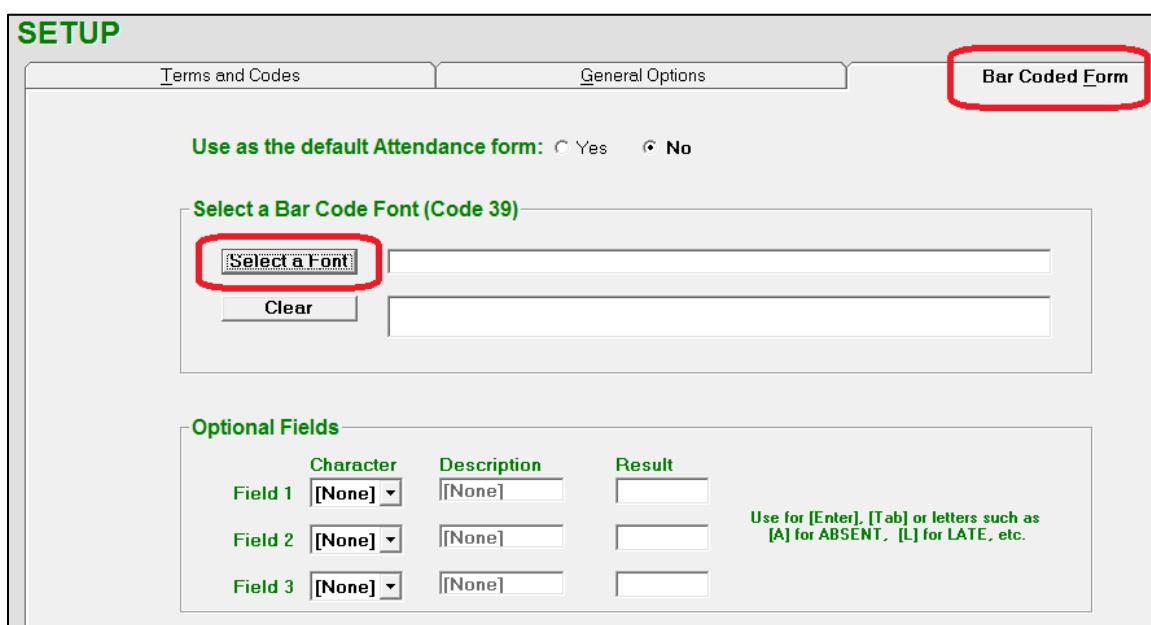
Select the default preference. Switch at any time without affecting the data entered.

Record Keeping
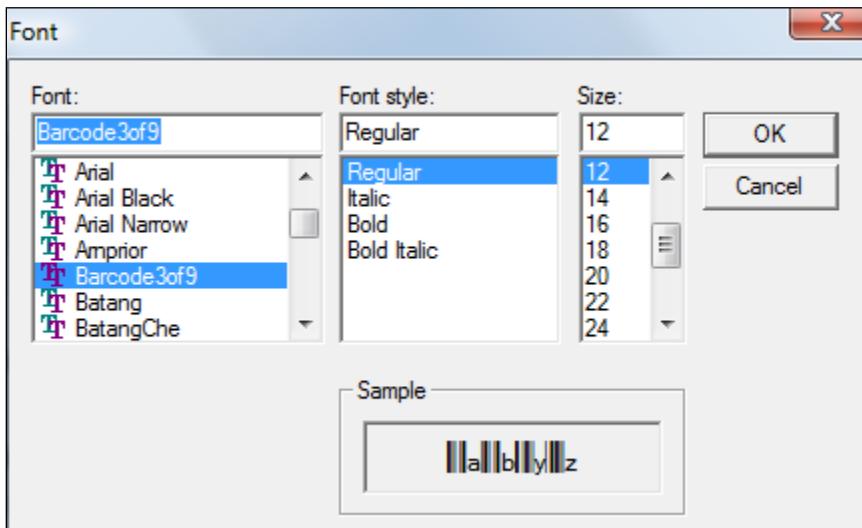
If there are two or more sets of assessment data, two or more sub-groups within the class, or if there are two or more subjects being taught to the same group (all called **Mark Sets** - see section 4-3), select the option of keeping one common attendance record for all Mark Sets OR separate attendance records for each Mark Set. As instructed, go to the Main Form, section 3-1, click on Class in the upper menu bar and select Description. Edit at the bottom of the screen.

Attendance Setup - Bar Coded Form

MarkBook will print optional bar coded attendance forms. Install the True-Type **BARCD39.TTF** font from the MarkBook CD into the Windows font folder. To install it, go to Windows® Control Panel, select Fonts, and then select Install New Font. Find the Barcode3of9 font on the MarkBook CD and click OK to install it. In Windows 7 or higher, browse to locate the font, right click on it and select the option to install. Then, click on MarkBook's **Bar Coded Form** tab in Attendance Setup to reach the next image.
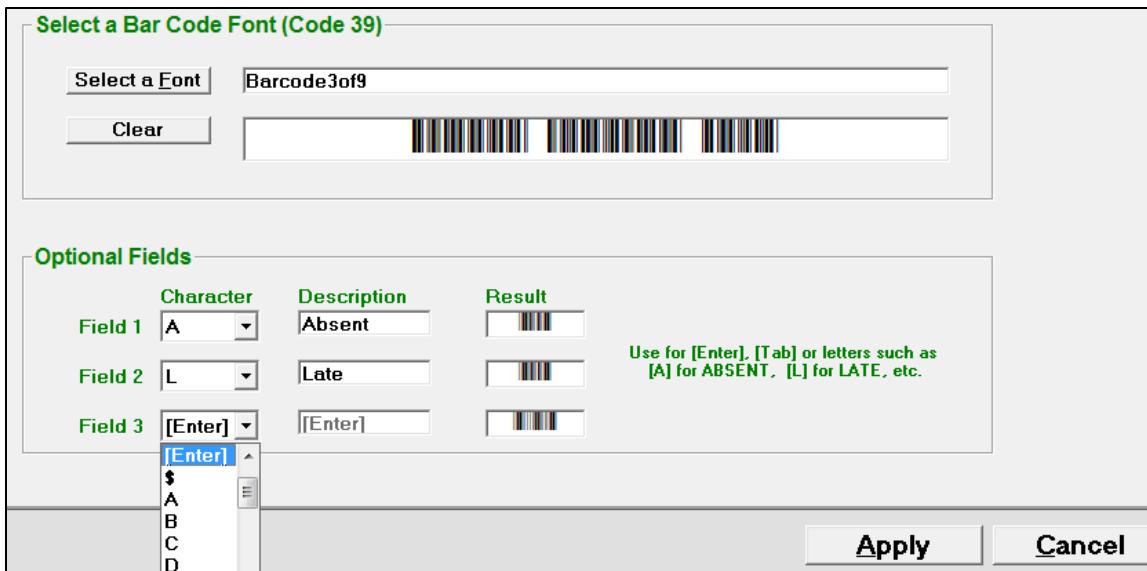
Click **Select a Font** and browse to locate the **Barcode3of9** font:

MarkBook will automatically hunt the computer's **Font** directory. Click on the font and click **OK**.

The font title and a sample bar code will now appear on screen as per the next image. In the **Optional Fields** box in MarkBook, drop down the menus and select a character. One can add as many as three extra characters to the printed forms. We suggest A and L to enable a scanner to enter these letters plus an Enter code to allow the scanner to submit data when that character is scanned.

Click the **Yes** button near the top to make this the *default* monthly attendance form.

Once selected and set up, the barcode font will enable student numbers and optional fields to be printed as bar codes on attendance forms as in section 7-5. Bar coded attendance saves an enormous amount of time for a school, or an entire school district. The most difficult part in setting up a bar-coded attendance system is producing the form.

It's relatively easy to design a receiving screen in the administrative software. For more information on the advantages of bar coding for attendance purposes, consult section 7-7.

After setting any new parameter on any either Attendance Setup screen, click on **Apply** to replace the previous settings with these new ones. Click on **Cancel** to delete these new settings and return to MarkBook's defaults or previous ones.

International Attendance Terms and Codes

There is considerable international variance in the terms and uses of attendance data. For instance, the United States uses the term "Tardy" instead of the term "Late". Some jurisdictions track, count and report all absences regardless of reason. Others focus on a distinction between "Excused" absences and "Unauthorized" absences and have consequences for students with too many of the latter type. As an example, the following table lists attendance codes proposed for the UK. Any MarkBook user can define all of these codes under Attendance Setup and track students with these symbols.

Some jurisdictions tie course credits to attendance while others do not. Some jurisdictions focus on a count of days absent and others focus on the percentage of days absent in determining which students have been absent too often. Some allow exam exemptions only for those students who attended a defined number or percentage of classes.
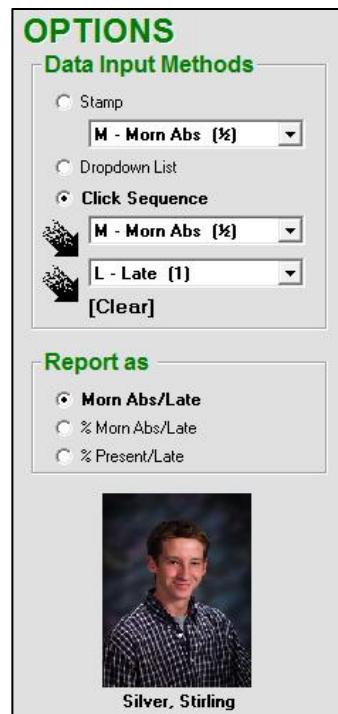
Regardless of the policy implications of attendance tracking, MarkBook enables any user to keep accurate records and do appropriate calculations to meet those policies.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other authorized circumstances (not covered by another appropriate code/description)	Authorized absence
D	Dual registration (attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorized absence
F	Extended family holiday (agreed)	Authorized absence
G	Family holiday (NOT agreed)	Unauthorised absence
H	Family holiday (agreed)	Authorized absence
I	Illness (NOT medical or dental etc. appointments)	Authorized absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorized absence
N	No reason yet provided for absence	Unauthorised absence

O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorized absence
S	Study leave	Authorized absence
T	Traveller absence	Authorized absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Non-compulsory school age absence	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances
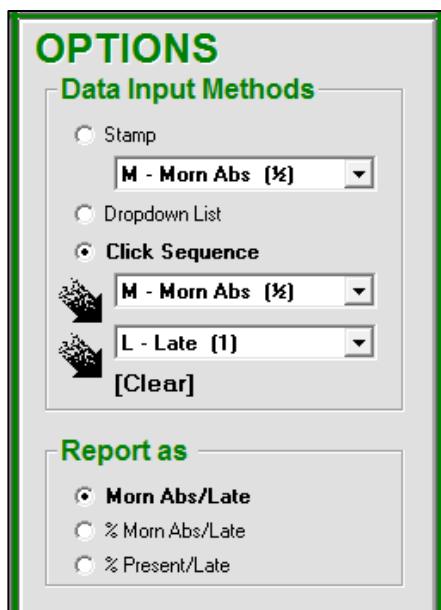
Student Photos on the Attendance Input and Print Screens

If MarkBook is connected to the student photos as described in section 5-4, photos may appear in the **OPTIONS** box:

7-2 ATTENDANCE ENTRY ON A MONTHLY SCREEN GRID

Reach the attendance screens from MarkBook's Main Form, section 3-1, by clicking on the **Attendance** button. There are three screen entry option tabs – a grid for a selected month (this section), a single day entry screen (section 7-3), and a seating entry screen (section 7-4).

Specifying an Entry Method

Each of the Attendance screens have an **OPTIONS** box. There are three **Data Input Methods**, a Stamp, a Dropdown List and a Click Sequence.

If selected, the **Click Sequence** enables code character entry using a left mouse click on an entry cell. In the example here, the first click will enter an "A", the second an "L" and the third will remove the L and clear the entry cell.

The codes used in this 3-step sequence can be altered. Drop down the **A-Absent** list as at the right and select the desired first-click code. Repeat with the **L-Late** menu to select a second-click code.
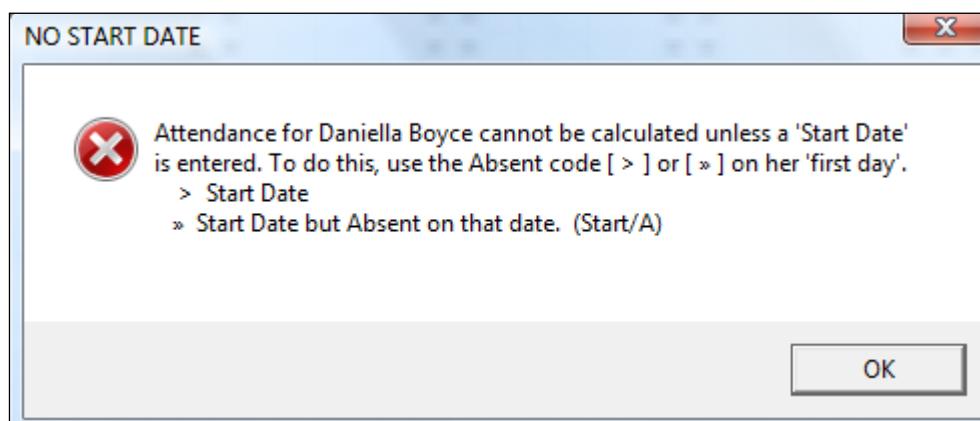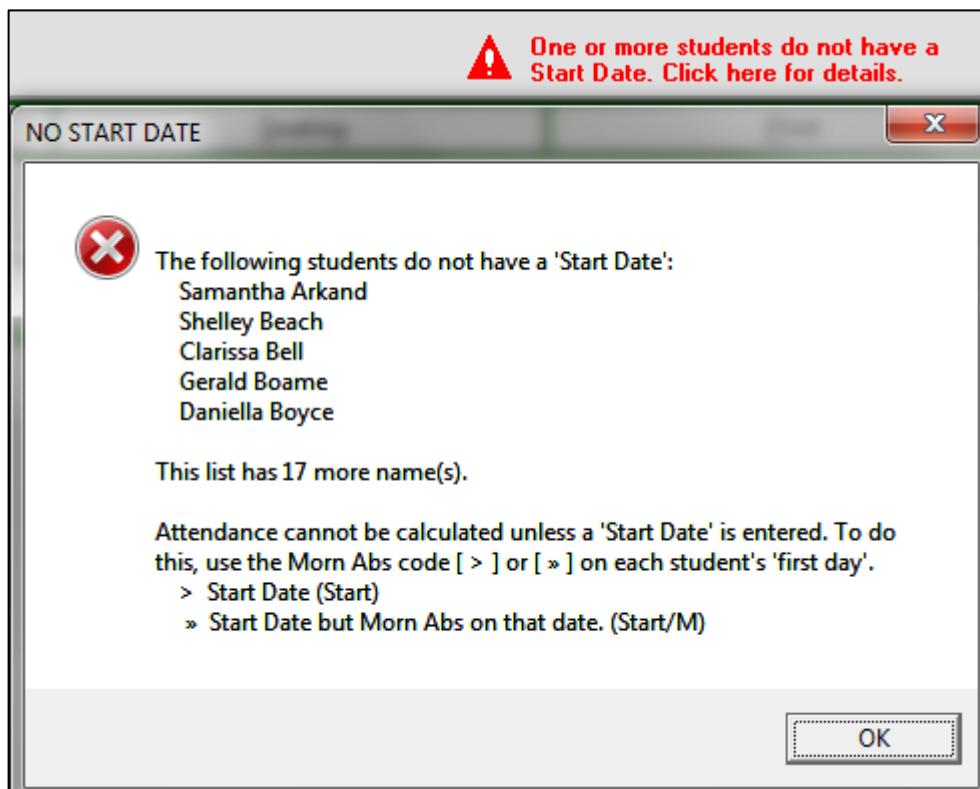
The **Stamp** method enters only one code on each click – whichever code is in the cell. To clear a code from the cell, select **No Code** as the stamp character and re-click on the cell to be cleared. Or switch to the click sequence method.

The **Dropdown List** method enables a yellow menu list on the first mouse click in an entry cell. Click the down arrow, scroll down the exposed list and click an attendance code from the menu.

Creating a Start Date for Each Student

If this is the first time using attendance functions for this class, or the first time entering codes, one of the following **NO START DATE** warnings will be presented whenever one attempts to enter a code.

Since MarkBook calculates percentage attendance, it's necessary to define a start date for each student. Read the instructions on the lower screen above and click **OK**. Select the Single Day tab to get the next screen.

SINGLE DAY ATTENDANCE

March: **2** **1** (Monday)

Attendance Code: > - Start (0) **2**   Type of Day: *Regular* (1)

Apply the Code to:
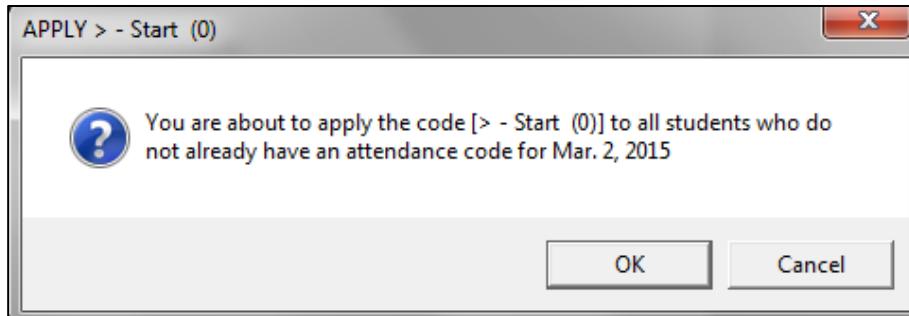
Click on each student who is to receive the selected Attendance Code or use the buttons below.

1. Arkand, Samantha	21. O'Shea, Rick
2. Beach, Shelley	22. Silver, Stirling
3. Bell, Clarissa	23. Wilco, Roger
4. Boame, Gerald	
5. Boyce, Daniella	
6. Bridges, Cam	
7. Day, Bonny	
8. D'Lionne, Daniel	
9. Duguid, Kenneth	
10. Dundee, James	
11. Hill, Samantha	
12. Ho, Heidi	
13. Houston, Roger	
14. Hughes, Amber	
15. Ives, Simon	
16. King, Joseph	
17. Lee, Mary	
18. Lowe, Glenda	
19. Moss, Peter	
20. O'Shanter, Tam	

3 Apply to All

Clear All

Today's date appears by default. **1.** Use the drop-down menu to select the first date when instruction begins. **2.** Select the **> - Start (0)** code. **3.** Click the **Apply to All** button. The following dialogue box will appear.

APPLY > - Start (0)

You are about to apply the code [> - Start (0)] to all students who do not already have an attendance code for Mar. 2, 2015

OK   Cancel

Click **OK** to apply this start date selection as the first class for each of these students. Each will get a > character, MarkBook's start date code, after their name in ( ) brackets.

1. Arkand, Samantha (>)	15. Ives, Simon (>)
2. Beach, Shelley (>)	16. King, Joseph (>)
3. Bell, Clarissa (>)	17. Lee, Mary (>)

It's possible to edit this start date afterwards on an individual or group basis. Once each student has a defined start date, any of the three attendance data entry screens may be employed.

Tip: If a new registrant arrives after the others' start date, set this arrival date for the new student as his/her personal start date.

Entering Attendance on the Monthly Grid

Use the attendance grid as one option to record daily student attendance or to edit. Click the Month/Year tab near the top left of the Attendance screen (e.g. **September 2013**) to display the monthly grid as follows.

ATTENDANCE

Month: September 2013 ▾

| September 2013 | Single Day | Seating | Print |

Sept. 2013

Type of Day: ~ R R R R R ~ ~ R R R R R ~ ~ R R R R R ~ ~ R R R R R ~ ~ R ~

#	Name	Sep A	Sep L	YTD A	YTD L	S1	M2	T3	W4	T5	F6	S7	S8	M9	T10	W11	T12	F13	S14	S15	M16	T17	W18	T19	F20	S21	S22	M23	T24	W25	T26	F27	S28	S29	M30
1	Arkand, Samantha					~	>					~	~						~	~						~	~						~	~	
2	Beach, Shelley	4		4		~	>			A		~	~		A				~	~					A	~	~					A	~	~	
3	Bell, Clarissa					~	>					~	~						~	~		F				~	~						~	~	
4	Boame, Gerald					~	>					~	~						~	~						~	~						~	~	
5	Boyce, Daniella					~	>					~	~						~	~						~	~						~	~	
6	Bridges, Cam		3		3	~	>				L	~	~						~	~	F					~	~	L					~	~	L
7	Day, Bonny					~	>					~	~						~	~						~	~						~	~	
8	D'Lionne, Daniel		1		1	~	>					~	~						~	~			L			~	~						~	~	
9	Duguid, Kenneth	2		2		~	>		A			~	~						~	~						~	~		A				~	~	
10	Dundee, James					~	>					~	~						~	~						~	~						~	~	
11	Hill, Samantha	2		2		~	>		A			~	~						~	~						~	~	A					~	~	
12	Ho, Heidi	1		1		~	>					~	~						~	~		A				~	~						~	~	
13	Houston, Roger					~	>					~	~						~	~	F					~	~						~	~	
14	Hughes, Amber	1		1		~	>					~	~						~	~						~	~						~	~	A
15	Ives, Simon					~	>					~	~						~	~						~	~						~	~	
16	King, Joseph	3		3		~	>					~	~			A	A	A	~	~	F					~	~						~	~	
17	Lee, Mary	1		1		~	>					~	~						~	~						~	~		A				~	~	
18	Lowe, Glenda	1		1		~	>		A			~	~						~	~						~	~						~	~	
19	Moss, Peter					~	>					~	~						~	~	F					~	~						~	~	
20	O'Shanter, Tam	1		1		~	>					~	~						~	~				A		~	~						~	~	
21	O'Shea, Rick	1		1		~	>					~	~				A		~	~						~	~						~	~	
22	Silver, Stirling		2		2	~	>					~	~						~	~						~	~		L				~	~	L
23	Wilco, Roger					~	>					~	~						~	~						~	~						~	~	
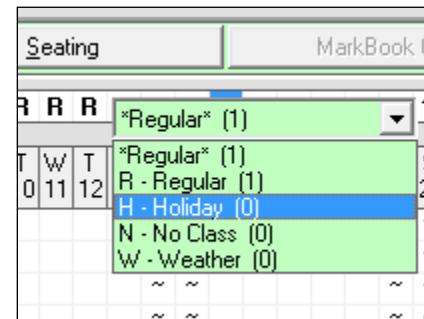
MarkBook automatically opens this screen to the <u>current</u> month if the computer's clock is properly set. Change months by clicking the **Month** drop-down menu at the upper left.

Using the selected Entry Method described earlier in this section, click on cells in the grid to enter letters of choice. Note that Year to date (YTD) counts of Absences and Lates appear in columns to the right of the names. **R** above each date indicates a Regular day.

It IS possible to enter attendance codes beyond today's date for a vacation, a field trip, or other planned absences. A red message will appear indicating that this pre-entered code will not count in MarkBook's attendance calculations until that date.

Holidays and Weather Attendance Cancellations

In the **Type of Day** row (see prior image), all weekdays up to and including the current date have an "R" for "Regular" above the date. "R" appears automatically in the next column as the computer clock moves forward a day in time. Future days have an asterisk. Non-class dates like weekends have a tilde. To mark holidays, cancelled classes or weather dates, click on the cell with the **R** or ***** and a drop-down green menu will appear. Click on H, N or W as needed. The R/* will be replaced by another letter and a special ¤ character will fill the entire column. Holiday dates and class-cancelled dates are excluded from data entry and from all percentage absent/late calculations.

Tip: enter start, stop and holiday dates for the whole class at the first opportunity. Multi-day holidays such as Christmas may be blocked out in advance with Stop and Start symbols. Enter class cancellations for sport closures, weather cancellations or other events as they occur.

Weekdays are school days by default in MarkBook. Saturday and Sunday columns have tilde symbols **~**. These days are unavailable for recording data until the user defines them as school days under Attendance Setup. See section 7-1.

Once entered, all attendance data will be summarized on the analysis screens and on printed reports. Use the vertical scroll bars to move through the entire class.

Percentage Attendance Display Options

There are three buttons for reporting attendance in the **OPTIONS** section at the right of the screen.

By default, the **Absent/Late** button is selected and the counts of days absent or late will show in the four summary columns to the right of the names.

		Feb.		YTD		S 1	M 2	T 3
		A	L	A	L			
1	Arkand, Samantha			3		~		
2	Beach, Shelley	2		4	1	~		
3	Bell, Clarissa	1		4	2	~		
4	Boame, Gerald	2	1	3	3	~		
5	Boyce, Daniella	1	1	3	5	~		
6	Bridges, Cam	1	1	3	2	~		

| | | Feb. | | YTD | | S | M | T | |
		%A	%L	%A	%L	1	2	3	
1	Arkand, Samantha			2		~			
2	Beach, Shelley	10		3	1	~			
3	Bell, Clarissa	5		3	2	~			
4	Boame, Gerald	10	5	2	2	~			
5	Boyce, Daniella	5	5	2	4	~			
6	Bridges, Cam	5	5	2	2	~			

If the **% Absent/Late** button is selected, MarkBook summarizes the attendance as integer percentages as opposed to counts. Today is assumed to be the stop date.

If the **% Present/Late** button is selected, MarkBook shows the percentage of classes attended and the percentage of classes for which the student was late.

| | | Feb. | | YTD | | S | M | T | |
		%P	%L	%P	%L	1	2	3	
1	Arkand, Samantha	100		98		~			
2	Beach, Shelley	90		97	1	~			
3	Bell, Clarissa	95		97	2	~			
4	Boame, Gerald	90	5	98	2	~			
5	Boyce, Daniella	95	5	98	4	~			
6	Bridges, Cam	95	5	98	2	~			

CAUTION: percentage attendance calculations work only if a start date has been entered for each student. Accuracy of the calculation is improved if all holidays and class cancellations are entered.
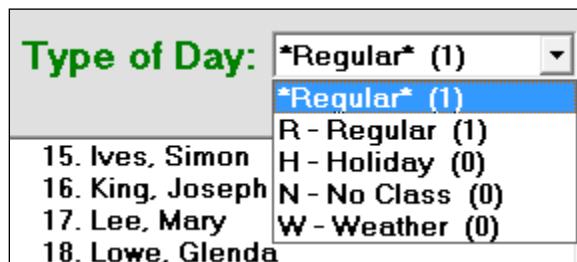
7-3 SINGLE DAY ATTENDANCE ENTRY

Click the **Single Day** tab near the top of the Attendance screen to get this screen:

Today's date will come up by default. Use the drop-down **Month** and day menus to select another date if desired. Drop down the **Attendance Code** menu and click on a selection. Then click once on any student's name to enter that code. If the selected code applies to all, click the **Apply to All** button. To clear all entered codes *just for the selected date*, click the **Clear All** button. Start and Stop date codes are included in the drop-down list. It's possible to enter a new student's start date with this selection. If a student is away on his/her official start date, enter the Start/A code.

The **Type of Day** window has a drop-down selection menu as well. Define the type of day from this menu.

If any future date beyond today is selected, a red warning message will appear. It IS possible to enter any individual's attendance in advance. For instance, parents may be taking the student out of school for a family trip. Go ahead and enter "V", or other custom code, once the dates of the trip are known. Note the **red** messages.

When finished, click **Save** at the lower right of the screen. The saved data will appear in the grid cells in the other attendance entry screens, section 7-2 and section 7-4.

7-4 SEATING SCREEN ATTENDANCE ENTRY & ANALYSIS

This attendance screen requires that the seating plan, section 5-4, be previously built. Reach this screen from MarkBook's **Attendance** screen, by clicking on the **Seating** tab at the top centre. If specified as the default attendance screen in Setup, section 7-1, it will appear whenever Attendance functions are selected. Today's date appears automatically. Select any other date using the **Month** selector at the upper left and the day selector in the **Range** box at the right.

Students are identified by first name and surname initial. Select an Entry Method in **OPTIONS** at the right. After each click, the attendance code words appear under the clicked name(s). This screen is particularly handy for teachers using MarkBook on a computer in their classrooms.

When done, click **Save**. All entered data will save automatically. The saved data will appear in the grid cells in the other attendance entry screens, section 7-2 and section 7-3.

Attendance Analysis

Attendance pattern analysis features are available. Specify the beginning month and the ending month using the **Summary** menus at the top. The **Range** can be altered to summarize all attendance data recorded for the entire month or for the entire period covered by the Summary selections. To examine another month other than the current one, the **Month** can be altered using the drop-down menu at the upper left.

Note that summary counts appear under each student's name.

The **Show** button allows a selection of a subset of the class that meets one of four criteria for the Range specified. For instance, click on the **Late Only** button in the Show box. Only those students with one or more lates (or "tardies") since the start of the academic year will show on the screen and their total lates will appear below their names.

Individual Attendance Pattern Analysis

When any range other than a single day is selected, attendance counts will appear under the names. Click on any student's name and a green attendance analysis window will appear on top of the seating plan giving all dates absent and late, the "value" of each kind of absence, and a summary showing which days of the week were involved. Chronic attendance patterns show up well in this manner. The student in this example has a "Monday" problem! Click the **Late** cell to show the pattern, if any, for tardiness.

This same analysis box will appear on any MarkBook screen where a count of absences and lates appears in a cell or in a grid. Just click on the count number in the cell.

Other Options from the Seating Grid

To change the type of attendance display from counts to percentages, select one of the three radio buttons in the **Report as** box at the right. If selected, the grid and the analysis box now display percentages.

7-5 ATTENDANCE RECORDING FORMS - SAMPLE PRINTOUTS

Printing Blank and Merged Attendance Forms

The **Print** tab, located near the top right of the Attendance screen, enables various printouts for the class and for individuals. This includes

- blank monthly forms with students listed ready to pencil in data each day,
- merged forms with entered data included, and
- reporting forms for the whole class and/or selected individuals.

There are two kinds of printouts on the **Print Attendance** screen.

1. Monthly Grid Form

The grid printout is a blank monthly form ready for recording attendance OR the same form with entered attendance data merged onto it. Select the desired month at the upper left. Then select options in the **Grid for [month, year]** box to print a Regular or Bar Coded form (the bar code must be installed and selected under Setup – section 7-1). Select **Yes** or **No** for **Show Attendance**. The former will merge entered data onto the printout. Select a **List by** for identification purposes. While the Code Name or Student Number identification on a recording grid form is likely of no use, the opposite is true for a summary with entered data merged.

Make choices in the **Include** area. These additional options are not available for the Code Name or Student Number forms. Then click the **Print [Month]** button. See samples later in this section and in section 7-6.

2. Summary Forms

At the bottom left of the screen, the **Summary from ....** box enables a summary printout for the date range selected at the upper center of the screen. Choose the whole class (select **Class** and then click **Print Summary**) or one or more selected students (select **Individual**, choose the student and then click **Print Summary**). See the printed samples in section 7-6.

3. Bar Coded Monthly Attendance Forms

The partial printout below includes the **Bar Coded** option. The bar codes enable reading into a computer with a handheld scanner. Each student has the barcode3of9 equivalent to their student number printed at the right of their row. This saves substantial data entry input time in the school's office. The course code is also bar-coded at the upper left and three other keyboard instructions are bar-coded as well - A, L, and Enter. See the attendance setup, section 7-1 for details on how to print this form from MarkBook.

Each day, the teacher pencils an attendance code such as "A" for Absent, "L" for Late, or "T" for Tardy into the cells in the appropriate date column and then sends this form to the office. Other letters can be used as well - see section 7-1. Using an inexpensive CCD "wedge" scanner, the attendance secretary can quickly scan the bar codes to select the class (the course code and section is bar-coded at the upper left of the form) and input the day's attendance data. This is much faster than typing in all of these numbers. And there are no typos.

To print these bar coded attendance forms, first install the supplied bar code font from the MarkBook directory into the Windows True Type Font Folder as per section 7-1. If this has not been done, use the "Add Font" features of Windows to do this. Under MarkBook's Setup, select Bar Coded Attendance. Specify the new bar code font and special characters like A, L and Enter. Then, when requesting a printout from the attendance screen, click the bar code option before clicking Print.

See section 7-7 for more details about bar coded attendance.

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	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	%A	%L
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1. **Arkand, Samantha** F 000492 08D		~	~						~	~						~	~						~	~						~		
2. **Beach, Shelley** F 002837 08D		~	~						~	~						~	~						~	~						~		
3. **Bell, Clarissa** F 001271 08D		~	~						~	~						~	~						~	~						~		
4. **Boame, Gerald** M 005069 08D		~	~						~	~						~	~						~	~						~		
5. **Boyce, Daniella** F 001321 08D		~	~						~	~						~	~						~	~						~		
6. **Bridges, Cam** M 004447 08D		~	~						~	~						~	~						~	~						~		
7. **Day, Bonny** F 005404 08D		~	~						~	~						~	~						~	~						~		
8. **D'Lionne, Daniel** M 002502 8D		~	~						~	~						~	~						~	~						~		
9. **Duguid, Kenneth** M 007033 08D		~	~						~	~						~	~						~	~						~		
10. **Dundee, James** M 001418 08D		~	~						~	~						~	~						~	~						~		
11. **Hill, Samantha** F 005705 08D		~	~						~	~						~	~						~	~						~		
12. **Ho, Heidi** F 007457 08D		~	~						~	~						~	~						~	~						~		
13. **Houston, Roger** M 005715 08D		~	~						~	~						~	~						~	~						~		
14. **Hughes, Amber** F 002084 08D		~	~						~	~						~	~						~	~						~		
15. **Ives, Simon** M 991198 08D		~	~						~	~						~	~						~	~						~		
16. **King, Joseph** M 991216 08D		~	~						~	~						~	~						~	~						~		
17. **Lee, Mary** F 007390 8D		~	~						~	~						~	~						~	~						~		
18. **Lowe, Glenda** F 002118 08D		~	~						~	~						~	~						~	~						~		
19. **Moss, Peter** M 002087 08D		~	~						~	~						~	~						~	~						~		
20. **O'Shanter, Tam** M 005659 8D		~	~						~	~						~	~						~	~						~		
21. **O'Shea, Rick** M 004393 08D		~	~						~	~						~	~						~	~						~		
22. **Silver, Stirling** M 004416 08D		~	~						~	~						~	~						~	~						~		
23. **Wilco, Roger** M 005710 08D		~	~						~	~						~	~						~	~						~		

13 Males - 10 Females

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

7-6 CLASS & INDIVIDUAL ATTENDANCE SUMMARY PRINTOUTS (4 FORMS)

MarkBook prints the following attendance summary forms on standard sizes of paper with all entered data merged. Use these to look for attendance patterns, report to administration, report to parents, or other purposes.

1. Class Single Month Attendance Summary Form

The first printout following shows all class data entered to date for the current month. To print merged data for any month, select the month and check the **Yes** cell in **Show Attendance** prior to clicking on the **Print [month]** button.

2. Class Attendance Summary Form by Code Name

Select the **Code Name** option or the **Student Number** option for ID purposes to print this form. Students are ordered alphabetically or numerically.

3. Class Multi Month Attendance Summary Form

Select the desired months at the top of the Print screen, and click the **Class** button in the **Summary from …** box. Then click the **Print Summary** button.

4. Individual Attendance Report Forms

Individual attendance reports follow the class printouts. Note the patterns for this student underneath the **Absent** and **Late** column titles. The word Late may be altered to the word Tardy or other term under Setup. Some absences are school-sponsored and have zero value. Again, zero value days may be defined under setup, section 7-1.

Tip: Print these reports for problem attendees and send them the administration, guidance counsellors, truancy officers, and/or parents for signatures. Use the Code Name summary to post data in the classroom.

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#	Name	ID	Sex	S 1	M 2	T 3	W 4	T 5	F 6	S 7	S 8	M 9	T 10	W 11	T 12	F 13	S 14	S 15	M 16	T 17	W 18	T 19	F 20	S 21	S 22	M 23	T 24	W 25	T 26	F 27	S 28	S 29	M 30	A	L
1	Arkand, Samantha	000492 08D	F	~		>				~	~						~	~						~	~						~	~			
2	Beach, Shelley	002837 08D	F	~		>			A	~	~	L				A	~	~					A	~	~	L				A	~	~		4	2
3	Bell, Clarissa	001271 08D	F	~		>				~	~						~	~		F				~	~						~	~			
4	Boame, Gerald	005069 08D	M	~		>				~	~						~	~						~	~						~	~			
5	Boyce, Daniella	001321 08D	F	~		>				~	~						~	~						~	~						~	~			
6	Bridges, Cam	004447 08D	M	~		>				~	~	L					~	~		F				~	~		L				~	~	L		3
7	Day, Bonny	005404 08D	F	~		>				~	~						~	~						~	~						~	~			
8	D'Lionne, Daniel	002502 8D	M	~		>				~	~						~	~				L		~	~						~	~			1
9	Duguid, Kenneth	007033 08D	M	~		>		A		~	~						~	~						~	~		A				~	~		2	
10	Dundee, James	001418 08D	M	~		>				~	~						~	~						~	~						~	~			
11	Hill, Samantha	005705 08D	F	~		>		A		~	~						~	~						~	~		A				~	~		2	
12	Ho, Heidi	007457 08D	F	~		>				~	~						~	~			A			~	~						~	~		1	
13	Houston, Roger	005715 08D	M	~		>				~	~						~	~		F				~	~						~	~			
14	Hughes, Amber	002084 08D	F	~		>				~	~						~	~						~	~						~	~	A	1	
15	Ives, Simon	991198 08D	M	~		>				~	~						~	~						~	~						~	~			
16	King, Joseph	991216 08D	M	~		>				~	~			A	A	A	~	~		F				~	~						~	~		3	
17	Lee, Mary	007390 8D	F	~		>				~	~						~	~						~	~		A			V	~	~		2	
18	Lowe, Glenda	002118 08D	F	~		>		A		~	~						~	~						~	~					L	~	~		1	1
19	Moss, Peter	002087 08D	M	~		>				~	~						~	~		F				~	~						~	~			
20	O'Shanter, Tam	005659 8D	M	~		>				~	~						~	~					A	~	~						~	~		1	
21	O'Shea, Rick	004393 08D	M	~		>				~	~				A		~	~						~	~						~	~		1	
22	Silver, Stirling	004416 08D	M	~		>				~	~						~	~						~	~			L			~	~	L		2
23	Wilco, Roger	005710 08D	M	~		>				~	~						~	~						~	~						~	~			

13 Males - 10 Females

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

The Best School

8D

Attendance Summary

V. Smart

Student	Sep '08 A	Sep '08 L	Oct '08 A	Oct '08 L	Nov '08 A	Nov '08 L	Dec '08 A	Dec '08 L	Jan '09 A	Jan '09 L	Feb '09 A	Feb '09 L	Mar '09 A	Mar '09 L	Apr '09 A	Apr '09 L	May '09 A	May '09 L	Jun '09 A	Jun '09 L	Total A	Total L
1. Arkand, Samantha (000492)	1		2	1							1		1						1		6	1
2. Beach, Shelley (002837)	1		2	1	1		1	1	3				1		2						11	2
3. Bell, Clarissa (001271)	4	1				1						1			2	1					6	4
4. Boame, Gerald (005069)								1							1						1	1
5. Boyce, Daniella (001321)	1														1						2	
6. Bridges, Cam (004447)	2		1								1			1	1		1		3		9	1
7. Day, Bonny (005404)	1				1	1	2		2				1		2				1		10	1
8. D'Lionne, Daniel (002502)			1		1		1					1			1				1		5	1
9. Duguid, Kenneth (007033)									1	1					1				1		3	1
10. Dundee, James (001418)	2	2	1					4							2		1				6	6
11. Hill, Samantha (005705)	1				1		1				1		1		6					1	11	1
12. Ho, Heidi (007457)	2	1	1						7	2			1		2						13	3
13. Houston, Roger (005715)					2		1				1		1						1		6	
14. Hughes, Amber (002084)	2		1			2			1		1						1				6	2
15. Ives, Simon (991198)	1		1		1	1	3				1	1			2		1				10	2
16. King, Joseph (991216)				1					2		1										3	1
17. Lee, Mary (007390)	3		1		1		3				1		1		1			1			11	1
18. Lowe, Glenda (002118)	4	1	1	1	4	1			2		1		3		2		1				18	3
19. Moss, Peter (002087)	1		1			1	1			1					1		1				5	2
20. O'Shanter, Tam (005659)					1	1	1		1		1				1						5	1
21. O'Shea, Rick (004393)	1	1			1	1	1		1		2		1	4					1		8	6
22. Silver, Stirling (004416)					1				1				1	1			5	1			8	2
23. Wilco, Roger (005710)	1		3										1				1		1		7	

Jun. 11, 2009

The Best School
8D
September 2006

V. Smart

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	A	L
	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1. **Baadshah**		~	~	¤	>				~	~						~	~						~	~	¤					~		
2. **Cora 86**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
3. **Cyber6**		~	~	¤	>		A	A	~	~					V	~	~						~	~	¤					~	2	
4. **Giget**		~	~	¤	>				~	~						~	~						~	~	¤					~		
5. **Heat**		~	~	¤	>				~	~						~	~						~	~	¤					~		
6. **Let's Eat**		~	~	¤	»	A	A	L	~	~						~	~						~	~	¤					~	3	1
7. **Mad Dog**		~	~	¤	>				~	~				L		~	~						~	~	¤					~		1
8. **Mr. Ebtek**		~	~	¤	>		D		~	~						~	~						~	~	¤					~		
9. **Mr. Grouchy**		~	~	¤	»	V	V		~	~						~	~						~	~	¤					~	1	
10. **Mr. Wong**		~	~	¤	>				~	~						~	~						~	~	¤					~		
11. **Ms. Impossible**		~	~	¤	>				~	~						~	~						~	~	¤					~		
12. **New Guy**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
13. **Noo**		~	~	¤	>				~	~						~	~						~	~	¤					~		
14. **Old Navy**		~	~	¤	>				~	~						~	~						~	~	¤					~		
15. **One Hundred Percent**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
16. **Snap**		~	~	¤	>				~	~				A		~	~						~	~	¤					~	1	
17. **Spell Bound**		~	~	¤	>				~	~						~	~						~	~	¤					~		
18. **Spiderman**		~	~	¤	>				~	~						~	~						~	~	¤					~		
19. **Squall**		~	~	¤	>				~	~						~	~						~	~	¤					~		
20. **Stale Turkey Breast**		~	~	¤	>	A			~	~				D		~	~						~	~	¤					~	1	
21. **Starshine**		~	~	¤	>				~	~						~	~		V		A		~	~	¤				A	~	2	
22. **The Filter**		~	~	¤	>				~	~						~	~						~	~	¤					~		
23. **Ups!**		~	~	¤	>				~	~						~	~						~	~	¤					~		

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ATTENDANCE REPORT Sep. '06 to Jul. '07 V. Smart - 8D	Beach, Shelley 002837 08D	Mar. 29, 2010

Absent: 21

Mon: 0   Tue: 1   Wed: 0   Thu: 3   Fri: 17

Date		Status	Value
Sep. 5, 2006	(Tue)	Start	0
Sep. 22, 2006	(Fri)	Absent	1
Sep. 29, 2006	(Fri)	Absent	1
Oct. 3, 2006	(Tue)	Absent	1
Oct. 13, 2006	(Fri)	Absent	1
Oct. 19, 2006	(Thu)	Absent	1
Oct. 27, 2006	(Fri)	Absent	1
Nov. 3, 2006	(Fri)	Absent	1
Nov. 17, 2006	(Fri)	Absent	1
Dec. 1, 2006	(Fri)	Absent	1
Dec. 15, 2006	(Fri)	Absent	1
Dec. 22, 2006	(Fri)	Absent	1
Jan. 19, 2007	(Fri)	Absent	1
Feb. 9, 2007	(Fri)	Absent	1
Mar. 2, 2007	(Fri)	Absent	1
Mar. 30, 2007	(Fri)	Absent	1
Apr. 27, 2007	(Fri)	Absent	1
May 17, 2007	(Thu)	Absent	1
May 18, 2007	(Fri)	Absent	1
Jun. 7, 2007	(Thu)	Absent	1
Jun. 8, 2007	(Fri)	Absent	1
Jun. 15, 2007	(Fri)	Absent	1

Late: 12

Mon: 9   Tue: 3   Wed: 0   Thu: 0   Fri: 0

Date		Status	Value
Oct. 10, 2006	(Tue)	Late	1
Oct. 16, 2006	(Mon)	Late	1
Nov. 21, 2006	(Tue)	Late	1
Nov. 27, 2006	(Mon)	Late	1
Dec. 11, 2006	(Mon)	Late	1
Jan. 8, 2007	(Mon)	Late	1
Feb. 26, 2007	(Mon)	Late	1
Mar. 19, 2007	(Mon)	Late	1
Apr. 3, 2007	(Tue)	Late	1
Apr. 16, 2007	(Mon)	Late	1
May 7, 2007	(Mon)	Late	1
Jun. 4, 2007	(Mon)	Late	1

Beach, Shelley
002837   08D

Mar. 29, 2010

Absent: 15/136 = 11%

Mon: 0   Tue: 1   Wed: 0   Thu: 1   Fri: 13

Sep. 5, 2006 (Tue)	Start	0
Sep. 22, 2006 (Fri)	Absent	1
Sep. 29, 2006 (Fri)	Absent	1
Oct. 3, 2006 (Tue)	Absent	1
Oct. 13, 2006 (Fri)	Absent	1
Oct. 19, 2006 (Thu)	Absent	1
Oct. 27, 2006 (Fri)	Absent	1
Nov. 3, 2006 (Fri)	Absent	1
Nov. 17, 2006 (Fri)	Absent	1
Dec. 1, 2006 (Fri)	Absent	1
Dec. 15, 2006 (Fri)	Absent	1
Dec. 22, 2006 (Fri)	Absent	1
Jan. 19, 2007 (Fri)	Absent	1
Feb. 9, 2007 (Fri)	Absent	1
Mar. 2, 2007 (Fri)	Absent	1
Mar. 30, 2007 (Fri)	Absent	1

Late: 8/136 = 6%

Mon: 6   Tue: 2   Wed: 0   Thu: 0   Fri: 0

Oct. 10, 2006 (Tue)	Late	1
Oct. 16, 2006 (Mon)	Late	1
Nov. 21, 2006 (Tue)	Late	1
Nov. 27, 2006 (Mon)	Late	1
Dec. 11, 2006 (Mon)	Late	1
Jan. 8, 2007 (Mon)	Late	1
Feb. 26, 2007 (Mon)	Late	1
Mar. 19, 2007 (Mon)	Late	1

7-7 BAR-CODED ATTENDANCE

Bar coding was designed to enable the rapid input of data into a computer terminal. This eliminates slow, tedious, and error-prone human input. It works so well that the applications of bar codes have spread into many business and public endeavours. Perhaps most familiar are the Universal Product Codes (UPCs) printed on consumer goods which, when scanned, reference a database for product identification, pricing, and inventory control. Airlines use bar codes to direct the movement of their clients' baggage. Libraries barcode both collections and patrons. Rental outlets put bar codes on a wide array of returnable items from DVDs to automobiles. Our mail is bar coded as is every courier package. Researchers have bar-coded honey bees to track their movements! In fact, an axiom for successful business is "If it moves, Barcode it!"

While students do not behave like automobiles or DVDs, they DO move (sometimes like honey bees!). As they move, schools wish to better track that movement and its attendant activities. Not only does bar-coding make sense for daily period-by-period attendance entry due to speed of input, it also makes sense for student activities in borrowing (library and elsewhere), option selection, and in other school activities where there is an enormous volume of data and/or the data entry time is very limited.

Many people think that reading bar codes requires elaborate and expensive equipment. Not True! For schools, we recommend a durable hand-held programmable CCD scanner that is connected to the computer terminal. It's called a "wedge" device because it connects in between the keyboard and the computer. In effect, the scanner is a keyboard that converts bar code lines into numeric data as opposed to a regular keyboard that converts key strokes into numeric data.

How Will the Educational System Benefit from Bar-Coded Attendance?

There are financial and quality-of-service benefits to using bar coding for attendance. If the school's attendance data is currently entered by typing, the following benefits will accrue:

- Rapid and accurate data input generates enormous savings for any employer. Employee time for data entry is *sharply* reduced. In a typical large secondary school, the entire school's attendance data can be entered in as little as seventy minutes by one employee! This is down from a secretary and a half every day in a typical school entering data by typing.
- The data-input employee is sane at the end of each day.
- There is an improvement in the accuracy of the data. This is due, in part, to the fact that there are fewer days when attendance input is abandoned due to illness, or extraordinary events. Of course, there are no "typos".
- Summary data is available sooner for administrators and teachers. It's difficult to have an end-of-day attendance report if data input goes beyond the end of a day's classes! With bar coding, data input is finished midway through the last class of the day and summary reports may be printed immediately.

Proper design of the bar-coded system will enable ***substantially improved attendance procedures*** among teachers and administrators. That is, teachers will record attendance more accurately, they will have better summary information available sooner, and they will be more likely to initiate attendance-related administrative procedures.

Once bar codes become an accepted fact of life within the system, there will be a flood of good ideas from employees about other uses. The Board/District/LEA will likely adopt many of these. For instance, school libraries should be using bar codes on their collection as well as to identify student borrowers. Plasticized photo-ID student cards with bar codes are readily available from commercial photographers. In secondary schools, the option selection process can be done using bar codes. Again, these bar code applications greatly speed up processes that were once agonizingly slow. And the accuracy is a bonus!

Finally, students attend better when bar codes are used. They have the mistaken impression that a computer is keeping track of them for the first time and they behave accordingly.

It's difficult to quantify the financial value of these numerous latter items but it is easy to estimate the monetary value of the savings on the data-input time reductions.

Financial Estimate on Data-Input Time Savings

Assume that each secondary school uses one "secretary-day" each day for attendance input. Also assume that the secretary is paid about $30,000 per annum including benefits. The bar-coded input will reduce the input time to one-third or less of the present time allotted. In fact, in a recent test in a large school district, the bar code input time measured less than one-fifth of the typing time for the same classes. The same calculation applies to any large senior elementary school that does period-by-period attendance. Some schools use a half-day attendance system that requires less input time.

For smaller elementary schools, assume that there are 1-2 hours of employee time saved each day. Fill in the following blanks to calculate the system's potential savings.

_____ secondary schools X $20,000 = $ _____
_____ senior elem. schools X $10,000 = $ _____
_____ elementary schools X $5,000 = $ _____

Total ANNUAL savings $ _____

The Bar Code
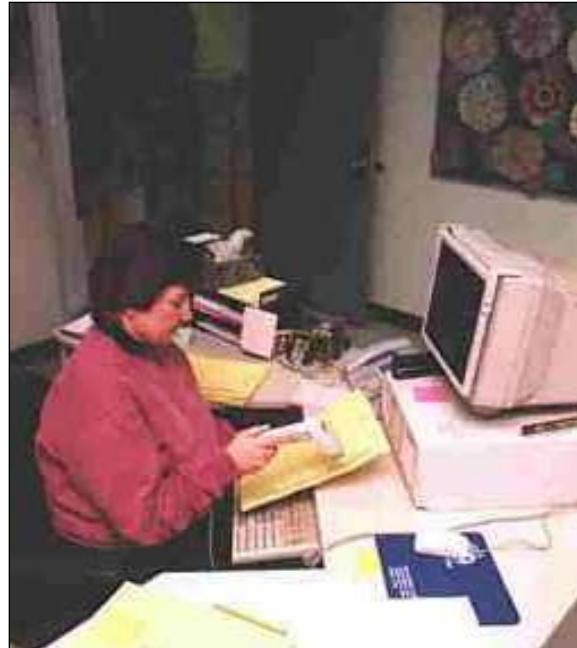
A number of "symbologies" are used in bar coding. Some are proprietary (e.g. the UPC codes). Others are completely inappropriate for the contemplated application (e.g. "Postnet" which is used exclusively by the US Postal Service). There are two codes that we recommend for schools - Codabar and Code 39. Both are public-domain and easily read by a variety of scanning equipment. Code 39 is suitable (and ideal!) for attendance

forms because it can handle alpha-numeric characters. Codabar is a good choice for student cards, option sheets, library use, and other applications using numeric data only.

Each symbology comes in a variety of densities, heights, and "dithers" collectively called a bar code font. Should the Board/District produce the bar-coded forms centrally on a high-speed printer, there may be a one-time font cost depending on the supplier and the brand of printer. This font must be selected carefully so that it is within the range parameters of the scanners employed at each data-entry site. That is, the selected bar code must be of an appropriate size (length and density) to be read by the chosen hand-held scanners.

The Scanner

There are many technologies to scan bar codes. We recommend durable hand-held non-trigger "gun-style" scanners. For school libraries, we recommend a similar model with a trigger. These models come loaded with the appropriate software to read a dozen or more symbologies including Code 39 and Codabar. These scanners last for years and there are no hidden after-market costs. A typical employee takes about 30 seconds to learn how to use one, is accurate within ten minutes, and lightning fast within two days. While the novelty lasts, attendance entry is the most sought-after office job!

The Board/District's financial operating procedures may require a tender for scanner acquisition. In the interest of time, this requirement may be by-passed by having each school purchase one scanner from its own budget. With quality scanners, the purchase includes a manual that guides the user if they wish to re-programme the scanner. For instance, some scanners beep when the code is successfully read. Re-program to lower the volume or to shut off the beep. Enable or disable the trigger.

Several companies are currently promoting "sheet feed" scanners for school use. Some of these can only be described as temperamental. Other models work well, cost anywhere from $3500 to $25,000 each, require annual software support, and use expensive proprietary forms. They may also require an intensive redesign of the district's data base output in order to print the forms. We strongly recommend against such unnecessary expenses of cash and labour! And we cannot endorse any system that locks a purchaser into further purchases of expensive proprietary forms and high-priced software support.
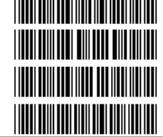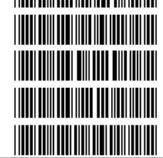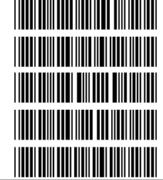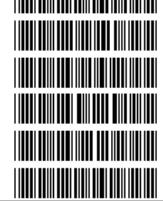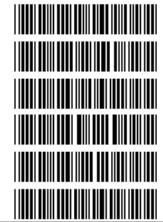
The Bar Coded Attendance Form

Early in the conversion-to-barcode process, a decision will be made as to how and where the forms will be produced. There are three possible ways to produce forms:

- by teachers using MarkBook software or

- by each school's office using appropriate alternate software and a purchased bar code font or

- centrally by the school board/district/LEA. This route should be explored if the administrative office has the printer capacity and the personnel to generate the forms. Form design will require a system analyst's time. This option permits customizing the form to meet the board/district/LEA's procedural needs.

It's necessary in some applications to have commonly-scanned codes pre-printed on the attendance sheet so that the data-input user can quickly scan these. Such keyboard commands as "**Enter**", "**Delete**", or "**Tab**" may be required as bar codes at each terminal. Also, selected letters such as **A** for Absent, **L** for Late, or **T** for Tardy may be needed in bar code symbology. MarkBook prints any of these, as required, on each form. For setting up the bar code form, see section 7-1.

Implementation

Done properly, attendance data entry using bar-coded forms will rapidly spread throughout the board/district/LEA on a voluntary adoption basis. We recommend a selected school be chosen for implementation. Once comfortable using the new system, bring the other schools' administrators and attendance secretaries into that site for a hands-on demo. Having seen it in action, the anticipation will be high and the acceptance will be improved.

8 Entering and Managing Marks, Including Weight

8-1 SETTING UP MARKBOOK'S CALCULATION & ANALYSIS PARAMETERS

Reach the following Setup screen from MarkBook's Main Form, section 3-1, by clicking **Setup** in the upper menu bar and selecting **Analysis / Reporting**. Reach the second by selecting **Calculation / Remarks**. Use this series of Setup screens to change or set a variety of parameters/defaults about storing data and what MarkBook printouts look like. Changes saved in Setup will affect all classes in this folder.
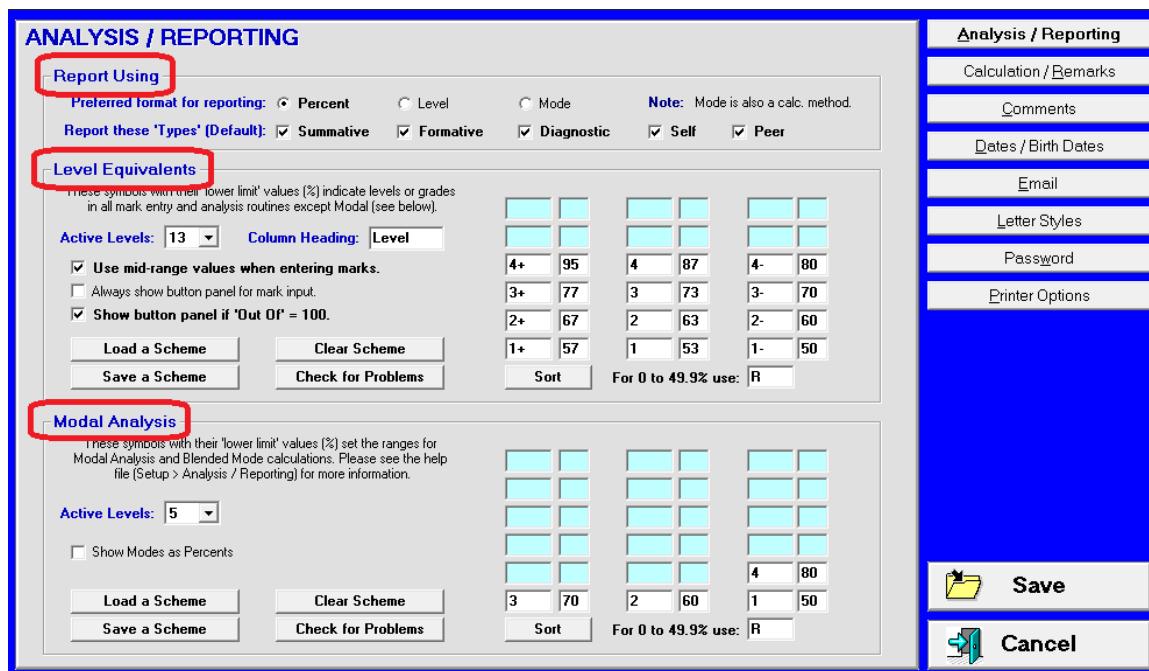
ANALYSIS / REPORTING Screen

MarkBook will record and save assessment data in numeric form, as ABC letters, and in user-defined levels. For instance, 41/50, 82%, A- and 4- could be identical assessment scores in different measurement systems. In order to blend these differing systems together, MarkBook uses editable conversion tables on this **ANALYSIS / REPORTING** screen to convert and store each mark score in numeric form.

Report Using

A MarkBook user may enter student scores three ways: numerically, by letter, and by level. Then, MarkBook will report summary data as percentages, letters, and levels as the user specifies by selecting one of the three buttons in the **Report Using** box.

The user may also set which assessment **Types** will be included in reports. By default, all five **Types** are checked.

Level Equivalents

In the next box, titled **Level Equivalents** or **ABC Equivalents**, a user can define their preferred conversion scheme and give it a title. If ABCs are defined, **ABC** appears in the

Column Heading cell and in the box title in place of the word **Level**.

If the user types Level or any other title up to 5 characters in the **Column Heading** cell, that word appears as the box title and in the **Report Using** box. Note the changes on screen when the user types the word "Range" in the Column Heading cell.

The conversion from ABCs and Levels to percentages is highly dependent on the policy of the local jurisdiction. In many places, a pass is 50%. However, in some places, it's 65%. In others, it's 70%. Adjust MarkBook's conversion table settings appropriately.

Tip: design a conversion scheme that's consistent with the assessment policies of the local jurisdiction.

Whatever the jurisdiction, this screen enables a user to customize the conversion values and the way in which summary data is displayed.
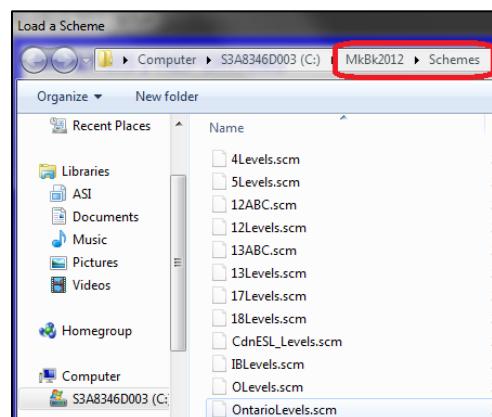
Setting Up Levels in the Equivalents Box

The **Level/ABC Equivalents** table sets the conversions when entering ABC or Level assessment data and when viewing calculated marks. If assessment data is entered by

letter or level, MarkBook stores that data as a percentage using the conversions in this Equivalents table.
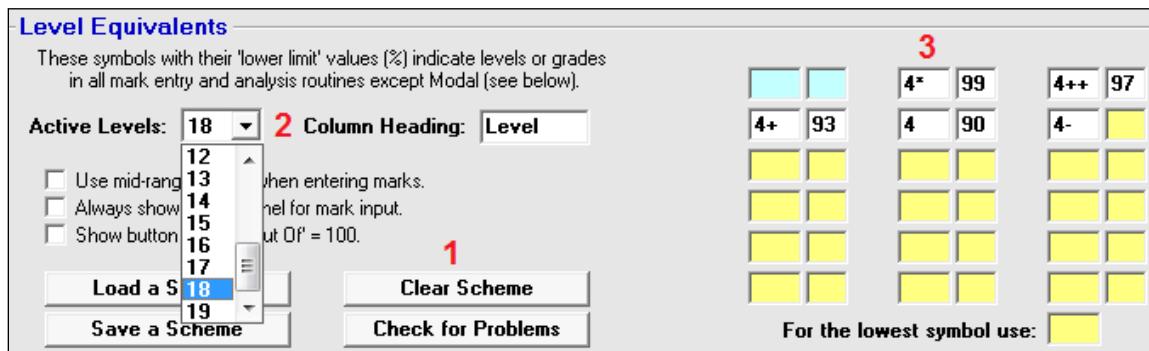
In this example, the user has defined a 13 level scheme - 1,2,3,4 with +/- variations and R as a failure. The minimum assessment mark required to obtain each level is entered into the cell to the right of the level e.g. 4+ is a minimum 95%.

To quickly set this same conversion scheme, click the **Load a Scheme** button and open the **OntarioLevels.scm** file in the MarkBook/Schemes directory. Or, open and save any other scheme. Or, create and save a custom conversion scheme using this screen as per the following.

MarkBook® Reference Manual, Version 12.5.8
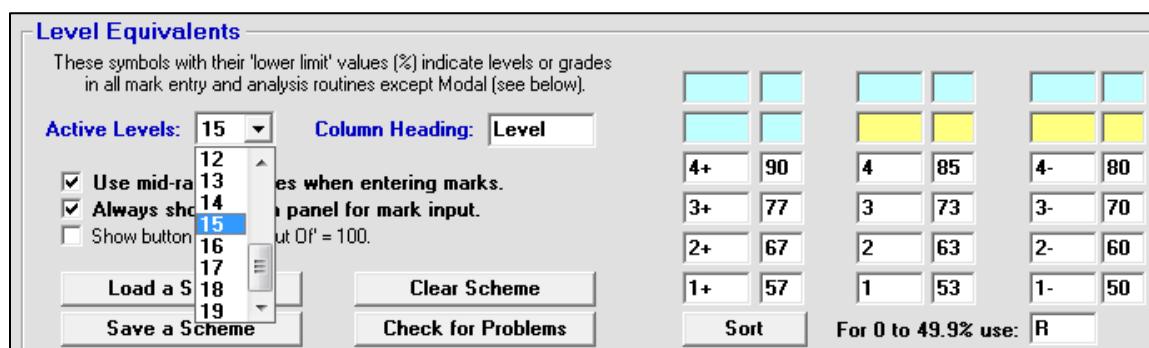
Create/Edit a Scheme

Technique 1: to create a new scheme that's not included in the Schemes folder, **1** start by clicking the Cle**ar Scheme** button the remove the former cell contents. The empty cells turn yellow and the **Sort** button disappears.
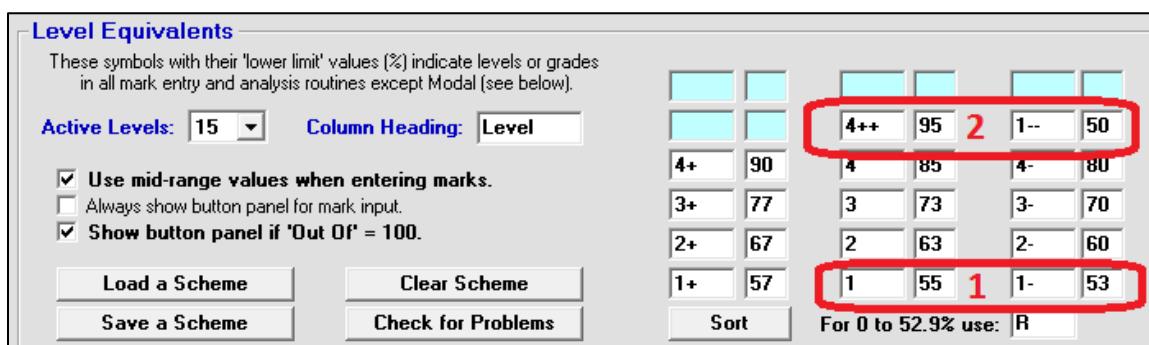
2 Select the number of **Active Levels**. **3** Beginning with the uppermost yellow cell, enter your level symbols and then enter the threshold value for each. Tab on the keyboard moves the cursor from cell to cell. Once complete, click the **Check for Problems** button and rectify any identified issues. Then click **Save a Scheme** and give it a name. Finally, click **Save** in the lower right corner of this screen (not shown in this image).

Technique 2: as above, clear and load any scheme that's close to the one you'd like to build. In the following example, the user has selected two additional levels.

1 Modify any cells by clicking in the cell and typing. **2** Add the new levels and thresholds, even if they're out of order:

Click the **Sort** button and MarkBook will re-arrange the entire table into proper order.

		4++	95	4+	90
4	85	4-	80	3+	77
3	73	3-	70	2+	67
2	63	2-	60	1+	57
1	55	1-	53	1--	50
Sort		For 0 to 49.9% use:	R		

Setting Up ABCs in the Equivalents Box

For ABC letter marks, load 12ABC.scm or create your own. As per the previous section, edit the **Column Heading**, select the number of **Active Levels**, enter your conversion scheme and save it with the **Save a Scheme** button.

O-Level Equivalents

Suppose an O-Level school uses nine levels with D1 as the highest mark and P9 as the lowest. Set up the screen as per the following image:

Specify nine active levels, enter the symbols and percentage thresholds, edit the **Column Heading** to **O Lev**, and check the appropriate cell in the upper **Report Using** box. Save the scheme with a name like "OLevel.scm" or any other name of your choosing.

Similarly, enter a seven letter scheme, ABCDEOF for an A-level school. Note: this OLevel.scm file is installed with MarkBook.

IB Level Equivalents

The International Baccalaureate program uses seven levels, sometimes with +/- variations These percentage conversions vary from one geographic region to another but the principle of using levels for IB remains constant. An optional IB scheme is supplied with MarkBook.

IBLev Equivalents

These symbols with their 'lower limit' values (%) indicate levels or grades in all mark entry and analysis routines except Modal (see below).

Active Levels: 18

Column Heading: IBLev

☑ **Use mid-range values when entering marks.**
☐ Always show button panel for mark input.
☑ **Show button panel if 'Out Of' = 100.**

Load a Scheme   Clear Scheme
Save a Scheme   Check for Problems   Sort

		7+	99	7	98
7-	96	6+	94	6	92
6-	90	5+	87	5	84
5-	80	4+	77	4	74
4-	70	3+	67	3	64
3-	60	2	55	1	50

For 0 to 49.9% use: R

Failure Analysis Equivalents

Suppose an analysis of failing students is desired or required. The issue is usually one of identifying those learners who are failing by a small margin (and therefore recoverable) versus those who are failing by a wide margin and not recoverable. In this circumstance, set up two or more levels of failure (R vs. F):

1+	57	1	53	1-	50
R+	47	R	43	R-	40

For 0 to 39.9% use: F

Use Mid-Range Values When Entering Marks Cell

Check this cell to enter data at the mid-point of the level. For instance, if the teacher assigns the mark of A to a student where the threshold of A is 80% and its range is 80-100, MarkBook will convert that A to a 90, the middle of that range. If the cell is not checked, MarkBook will enter the threshold value or 80 in this example. Note: no matter what scheme is used, any numeric mark can be entered at any time.

Always Show Button Panel for Mark Input Cell

If checked, the **Always show button panel…** cell will cause an entry grid to appear automatically when entering assessment data. The cell below it, **Show button panel if 'Out Of' = 100**, displays the entry grid only if the assessment's base mark is 100. Select one or neither. See section 8-2. Use the **Check for Problems** button to scan any scheme for errors.
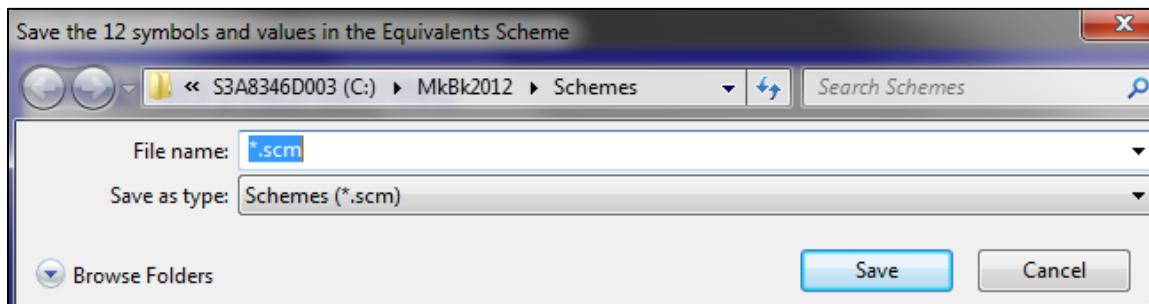
Pre-Built Schemes

MarkBook comes with pre-built schemes as .scm files including ones with four levels, twelve levels, four ABCs and twelve ABCs. Click the **Load a Scheme** button and browse to the MkBk2018/Schemes directory to load any of these.

Trick: If a scheme is given the name 'General.scm', and it's stored at the root of the MkBk2018 directory, MarkBook will automatically use it whenever it's launched. Consequently, if a school elects to mandate a custom scheme for use by all staff, save the scheme with that name and in that location. Whether running locally or as a networked application, this scheme will be used automatically.

Load a Scheme / Save a Scheme Buttons
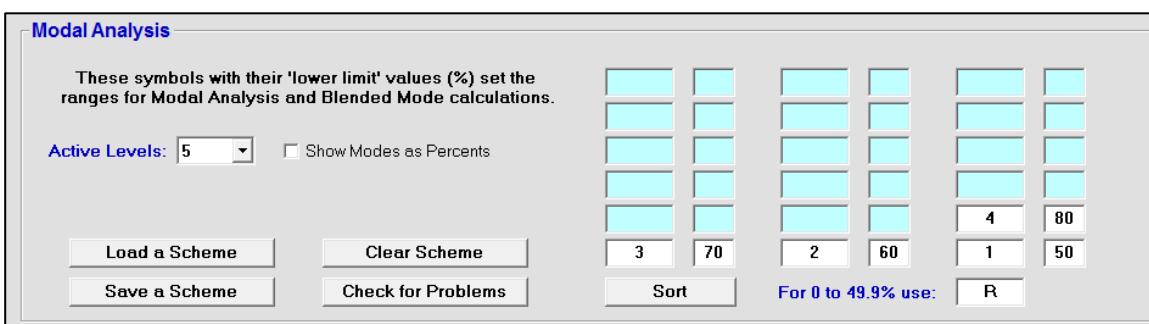
The **Load a Scheme** button will save lots of time in editing the conversions. MarkBook comes with several conversion schemes pre-installed in the MarkBook directory. Highlight the desired **.scm** file of choice and click Open. Similarly, the **Save a Scheme** button shown above will let one keep a custom scheme and even ship it electronically to others as a file. This is particularly handy if an entire school or district has set a particular scheme and wants all teachers to use it.

Once edits to this **ANALYSIS / REPORTING** screen are satisfactory, click **Save** at the lower right to automatically apply the new settings.

Modal Analysis Box

The **Modal Analysis** section defines mark ranges for determining a 'most consistent level' and doing the Mode and Blended Mode™ calculations. Again, these conversion schemes may be user-defined. In this example, the user has five levels or ranges. The threshold for each is given - 80 and higher is a 4, 70 and higher is a 3, and so on.

If the school system mandates a "most consistent" analysis or "eyeballing" (i.e. a mode), these are the conversions MarkBook uses for this type of analysis. This is a completely different analytical technique than a weighted average calculation. Rather than displaying each student's overall percentage converted to a level or letter, MarkBook reports the student's most consistent (i.e. modal) level and mark and *it may be very different from their overall weighted average*. See Appendix A-7.

To alter the number of available levels from the 5 supplied, click on the **Active Levels** drop-down menu to choose a number. Edit cells to the chosen preference. The Tab key will move from cell to cell during this edit process. MarkBook will handle up to 19 levels. If the levels are entered out of order, the **Sort** button will fix this.

Click on the **Save Scheme** button to store the conversions as a new **.scm** file. Click on Save at the lower right (not shown here) to save these new settings for use with all classes stored in this directory.
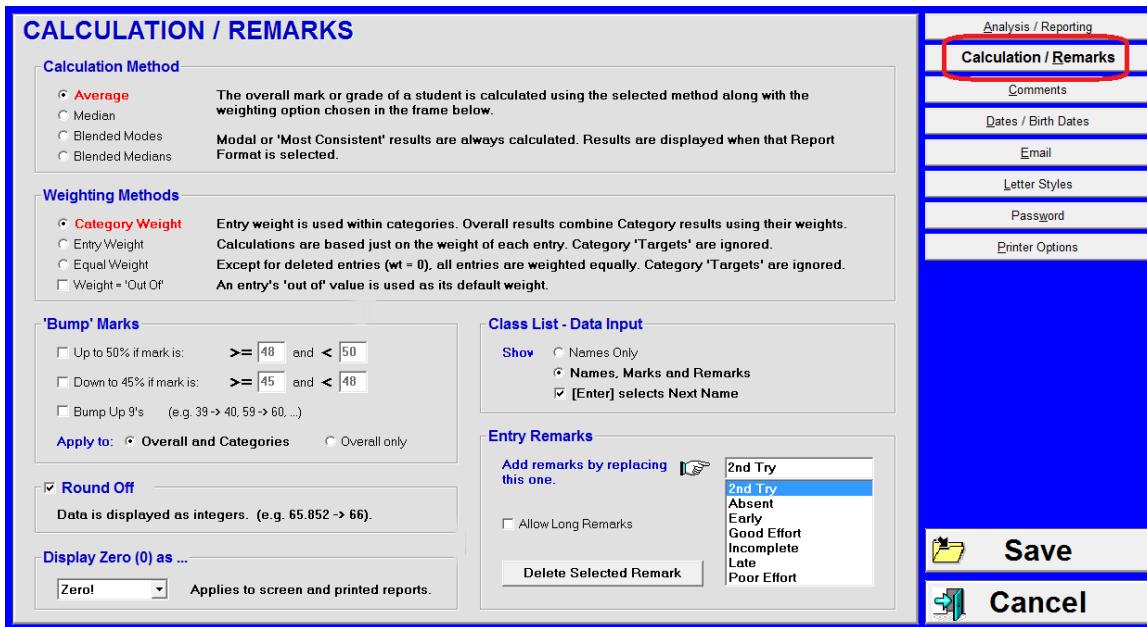
Save Setup

After setting any new parameter in any of these Setup screens, click on **Save** at the lower right to <u>apply</u> the new setting(s). Click on **Cancel** if to delete these new settings and return to MarkBook's defaults.

If a custom scheme is saved with the name 'Modal.scm', and it's saved in the MkBk2018 directory, it will automatically be used each time MarkBook is launched regardless of what the user last saved on this Setup screen.

Trick: if the school or district wishes to mandate a particular scheme for Equivalents and/or another for Modal analysis, create and save these schemes using the names 'General.scm' and 'Modal.scm'. If MarkBook detects these schemes, it will automatically use them without the user(s) having to select and/or save them. This means that a district can have all teachers use the preferred custom schemes simply by creating them and saving them in the MarkBook directory.

CALCULATION / REMARKS Screen

Calculation Method Selection

There are numerous measures of Central Tendency in the determination of an overall mark (average or mean, median, mode, etc.). There are choices for MarkBook's **Calculation Method** – select one. The entered data is not affected if the method is changed. Average is traditional but there are excellent arguments that median and mode are better measurements. See section 9-7, section 11-3, section 11-5 and Appendix A-7.

Weighting Method Selection

Most teachers use a **Category Weight** method and it's supplied as the default. This weighting technique may be changed at any time later without affecting entered data The **Entry Weight** method ignores the category weights and bases the value or importance of each assessment according to the number entered into the Weight cell. The **Equal Weight** method also ignores category weights, if any, and treats all assessments equally.

The **Weight = 'Out Of'** cell adds an option to the New Entry screen if checked. If used, it makes the relative importance or value of each entry equal to its base or "Out Of" mark. For

example, a test marked out of 10 counts for twice as much as one out of 5 in the same category. However, these weights can be edited up or down later as desired. Assigned category weights may still be used with this cell checked if the Category Weight cell is checked. See section 8-9 and Appendix A-7.

Bump Marks Settings

If selected, these cells cause certain calculated marks to be *automatically* 'bumped' up or down as desired. Some jurisdictions don't want marks just under a critical threshold reported. For instance, if a pass is 65%, teachers may be instructed NEVER to issue a mark from 61% to 64%. MarkBook can be set to automatically raise or lower any

calculated marks that fall in that range. Similarly, some don't want marks issued ending in the number 9 (59, 69, 79, 89). This selection will automatically bump such marks.

Some teachers are required to report a calculated mark for several categories or strands. For instance, an English teacher may be required to report four marks for Reading, Writing, Communication and Media Literacy. To use this bump feature with multiple category/strand marks, select the **Overall and Categories** cell. If reporting requires only an overall mark, select the **Overall only** cell. In all cases of bumping, the entered assessment data is not affected nor is the calculation method. Only the final displayed/reported mark is altered.

Tip: use bumping to automatically re-set calculated marks to 'acceptable' numbers.

Class List - Data Input Setting

There are two displays available for assessment data entry as shown in section 8-5. The upper button displays student names only. The lower button displays a grid with a percentage and any remarks added for each student. It's possible to switch between either display but this Setup selection will trigger one or the other by default. When checked, the **[Enter] selects Next Name** cell gives the ability to use the Enter key on the keyboard to move from one student to the next thus speeding up the mark entry process.
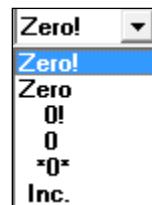
Round Off Setting

MarkBook calculates to six decimal places. The **Round Off** button affects the screen displays and all reports of entered and calculated data. Click on (as shown) to display/print to the nearest integer. Click off to display/print to the nearest single decimal place.

Be careful about misinterpreting rounded off numbers. If MarkBook calculates an overall mark of 49.499999%, it correctly displays 49% as the nearest integer, and it correctly displays 49.5% as the nearest single decimal. Do NOT mentally round off the single decimal display of 49.5% to 50%! One should never round off a number that has already been rounded off!

Display Zero (0) as ... Setting

The **Display Zero (0) as ...** drop-down menu enables any user to alter both the printed and screen presentations of zeros. Change as desired. We recommend the supplied default **Zero!** since a student can never argue that they mistook a "0" for a 9 or a 6. However, one may change to any of the options in the list in the following image. "Inc." is for "Incomplete".

See Appendix section A-1 for cautions about using zeros.

Entry Remarks Setting

Use this section to edit and/or create custom Remarks for data entry as described in section 8-5. Choose from the supplied list or type in custom remarks as required. Highlight/delete ones that aren't wanted.

As with all changes on this screen, edits will be retained when one clicks **Save** in the lower right corner of this Setup screen.

8-2 NEW ASSESSMENT ENTRY

Reach the following screen by clicking on the **New Entry** button in the lower half of the Main Form, section 3-1. Use this screen to categorize/classify/weight any new assessment instrument prior entering marks/scores for each student.

Or, reach the Multiple New screen by clicking on the **Multiple New** button in the lower half of the Main Form as described in section 8-3.

NEW ENTRY without Sections

In this example, the teacher has entered classification data describing a New Entry. The teacher has titled this new assessment, recorded the **Date** done, entered the base mark (**Out Of:** 6), cross-classified it into a **Unit**, given it a **Weight** and selected a **Category** (aka Strand). If a word like "Objective", "Benchmark", "Expectation", "Standard" was selected, as in section 1-4, it will appear in place of Category. The **Unit/Term** and **Strand/Category** cells have drop-down toggles to permit rapid access to any previously-entered numbers or words. Or, type in a new item like '4' or 'Skills'. The words **Unit** and **Category** may be switched to other terms by editing on the Mark Set/Edit screen.

Out Of

Regardless of the weight system selected, the **Out Of:** must be filled in. If the assessment was numerically scored, fill in its base mark. If it was marked as a letter or level, any base mark will do but we recommend using 100.

Weight

The Weight is the significance, value, or importance of this entry. The larger the entered number, the more impact it will have on the category mark and on the overall mark. Type a number in the range 0-999 into the Weight cell.

As described in section 8-1, in Setup/Calculation Remarks there's an option to include a **Weight = 'Out Of'** cell on this New Entry screen. If selected, another check cell appears as in this image.
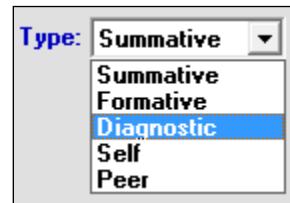
To use this option, check the **Wt = 'Out Of'** cell to make the weight the same as the **Out Of**. Uncheck this cell to allow typing.

It's possible to change the weight of this assessment entry at any time later. If given a weight of zero, it won't count in calculations. *See section 8-9 for more details on Weight*.

Type

Drop down the menu and select a **Type**. See Appendix A for more details on Type.

Letters or Levels

To enter marks as letters (e.g. A+, C, B-, etc.), or as levels (e.g. R, 1, 2, etc.) make sure that the equivalent percentages are set up as described in section 8-1.

Sections

While most assessment descriptions will be single items, this new assessment may be divided into parts using the **Number of Sections** selector at the lower left. Type or click an integer from 2 to 12 and **Description** lines will appear enabling a division of the assessment entry into component parts. See later in this section for details.

Entering Marks

When the description details above are complete, click **Next** to move to the following screen for entering individuals' marks for this assessment. If no data is entered for any student, the information on this Entry screen will NOT be saved. Entering data for one student on the following entry screen will cause the information on this heading screen to be saved as the next assessment entry in this Mark Set.

Trick: use this 'mark-for-one-student' technique to place-hold one or more entries in the sequence of assessments. Fill in the missing data later.

On the sample screen following is a fictitious class with data being entered for a single assessment without sections. One can also get to this screen using the Update button as described in section 8-8. Type a number in the **Enter Mark** cell. Select or type a **Remark** (blank is the default). When finished, push the down arrow to move to the next student. If the cell labelled **[Enter] -> next name.** at the centre right is checked, the Enter key will also move to the next student. In the following example, some students have a Zero, some have NoMark, and some have Remarks. When finished, click **Save** at the lower right.

Remarks – Menu Selection or Typing

MarkBook installs a few pre-built Remarks. Drop down the menu to access. Select with a click. See section 8-1 for details on how to add your own remarks to this menu.

Alternatively, click once in the Remark cell, type your own phrase and push Enter on the keyboard to attach this Remark to this assessment for the selected student.
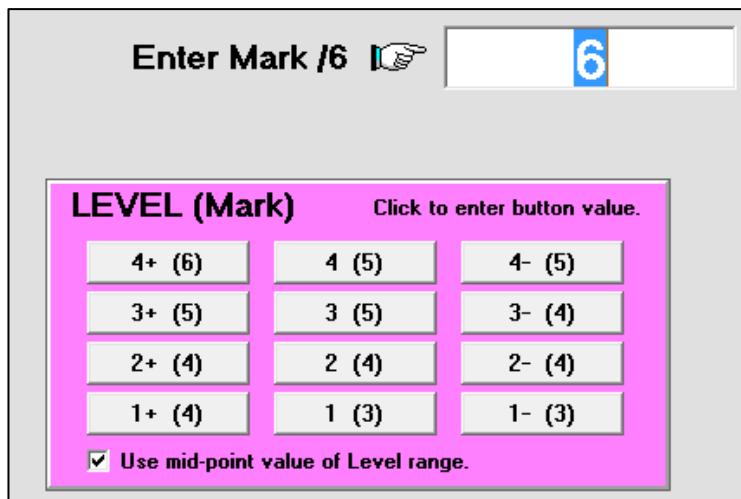
%	Remarks
40	Redo 0
50	
80	3rd Try, 0, 45
100	

Trick: Use this Remark tool to diarize the scores on multiple attempts at a given assessment. In this example, the first learner got zero on the first attempt and 40% on the second (a "Redo"). The third student has tried three times with a zero, 45% and finally, 80%. If Remarks has insufficient space, use anecdotal Notes for recording lengthier explanations, histories and dates.

Optional Displays and Data Entry Techniques
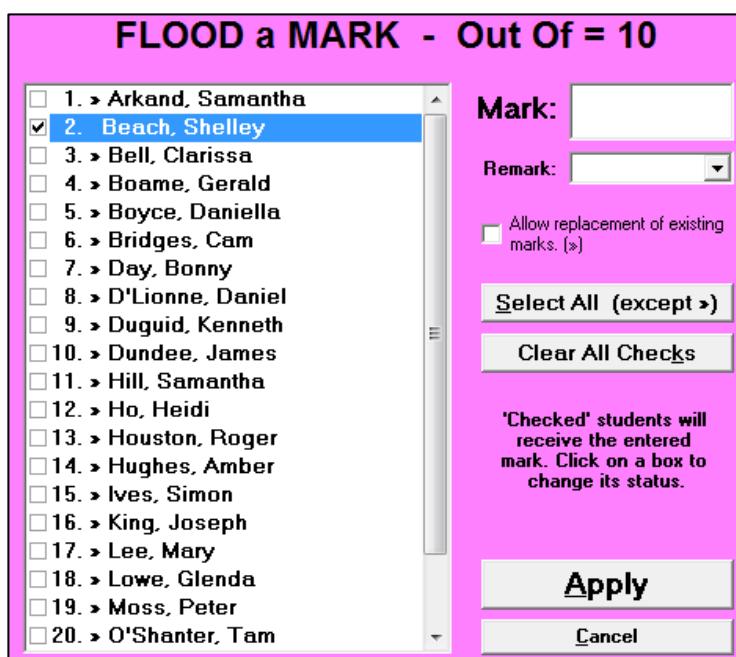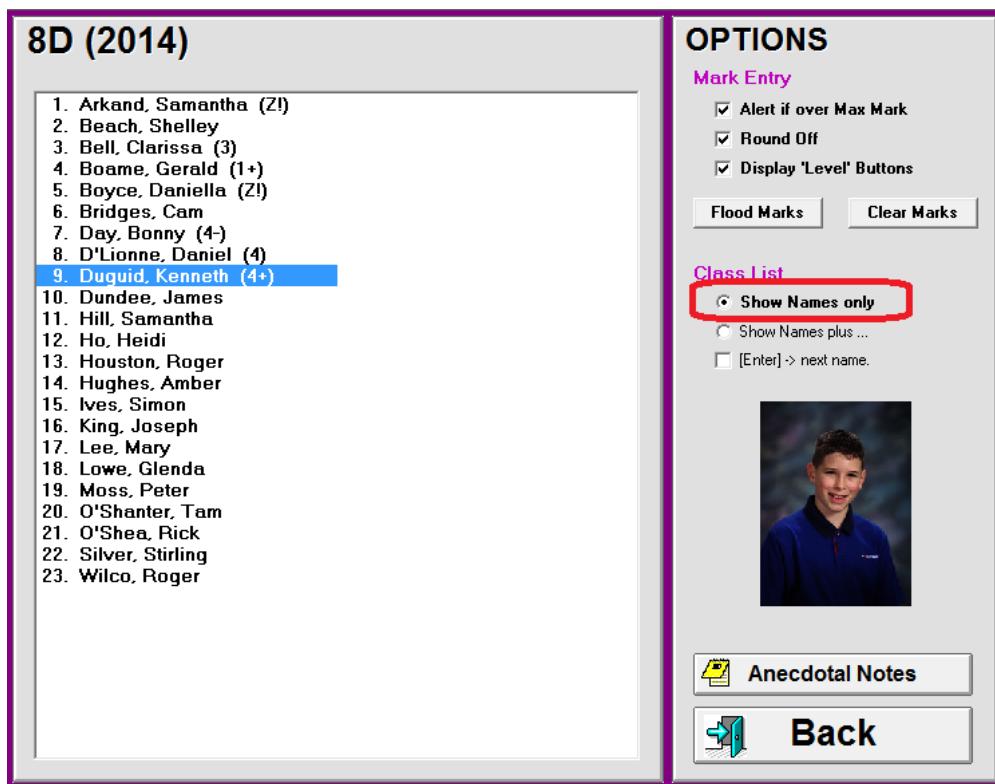
Note the **OPTIONS** at the right. The **Round Off** button causes the percentage column in the table to show integers. If unchecked, the column will show a percentage to the nearest single decimal. The **Alert if Max Mark exceeded** button will warn if a mark higher than the Out Of is entered.

If checked, the **Display 'Level' (or ABC) Buttons** cell will show the selected ABC or **LEVEL (Mark)** grid on the screen. The Round Off cell has been unchecked so bracketed numbers display to a single decimal. Note the option at the bottom of the grid to enter a value at the mid-point of each level. If unchecked, MarkBook enters the lower threshold of the level.

There are some statistics at the top of the Entry screen. These update automatically as data is entered.

In **Class List**, if the **Show Names only** cell is checked, the view of the student list changes. This is handy for entering data from a pile of assessment items in random order. The entered mark, letter or level appears next to the student name. However, if entering data from an alpha list, **Show Names plus …** is likely a better display. The latter also calculates and displays a conversion percentage for each mark.
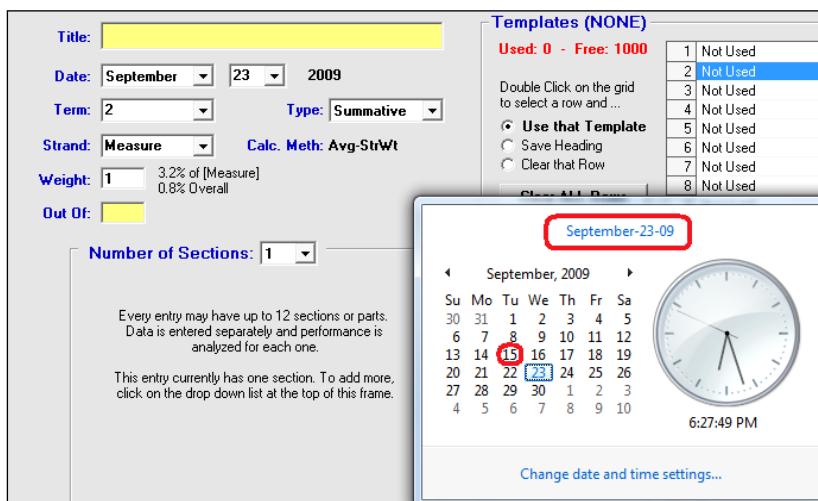
Flood a Mark enters the same number/letter/level and Remark for all students who do not already have a mark. Or, check the appropriate cell to allow the replacement of previously entered marks.

Clear All Marks removes all entered marks.

Anecdotal Notes accesses the anecdotal Notes screen.

Assessment Entry Date

When entering marks, teachers sometimes have difficulty remembering the date on which an assessment was completed by the class. However, the teacher often remembers it as "last Tuesday".

Tip: to assist, open the calendar in Windows while running MarkBook. To do this, click on the time at the lower right corner of the screen to pop open a clock and calendar. To close it, click the mouse anywhere outside the calendar window.

Entering Marks by Letter and/or Level

Many teachers assess with letters or levels and wish to key in their data in this format. With MarkBook, letter or level entry is easy. To edit MarkBook's supplied defaults, set up letters/levels as in section 8-1.

If one checks the **Display 'ABC' Buttons** cell, this variation of the data input screen will automatically appear. Note the new twelve-cell grid at the left. In this case, the teacher is using letters after editing the grid in section 8-1. One click on a grid cell enters that mark. Note that the **Use mid-point value of ABC range** cell underneath the grid is off. In this case the threshold mark at the bottom of the level is recorded. If checked on, MarkBook enters the number in the middle of the level.

Enter each student's score in one of several ways:

- click on the button in the 12-cell grid that matches their earned mark or level. E.g. a single click on the A+ button would enter 90% as the mark for this item. With the mid-point cell on, 95%, the middle of the 90-100 range, would be entered.

- type an integer or a single decimal mark e.g. "84" or "71.9" or "71,9" and then click the down arrow. MarkBook will accept a period or a comma as the decimal character.

- Enter a zero by typing the number "0". Make sure to type the number "0" instead of the letter "O". "Forgive" (i.e. NoMark) a student from this assessment by skipping that student and leaving their entry cell blank. Or, click either of the two buttons above the grid (**NoMark** or **Zero!**) and then click the down arrow. For "earned zeros", we recommend entering 0.1 as the mark. This distinguishes an earned zero from a missed assessment (which could be made up later depending

on policy). See Appendix section A-1 for a discussion on the use and misuse of zeros.

NEW ENTRY with Sections

Reach this screen by clicking on the New Entry button in the lower half of the main form, section 3-1. Use this screen to divide any new assessment into sections prior to the addition of marks to each student's record. **All sections must go into the same category/strand**. For multi-category/multi-strand entry, see the technique in section 8-3.

Divide into sections using the **Number of Sections** menu button at the centre left of this screen. Type or click an integer from 2 to 12. Description lines will appear below for the component parts. As each line is typed, the sum of the section "Out Of"s will automatically appear in the **Out Of:** window at the left. Note the treatment for the bonus item, "Matching". By checking the appropriate cell in the **Bonus** column as shown, the bonus mark does NOT appear in the Out Of total! If unchecked, it will be included.

MarkBook has the capability of dividing any assessment into sectional components and treating one or more of these as a bonus.

When the description details are complete, click **Next** in the lower right corner to move to the next screen.

When this multi-section entry screen opens, the entry cells in the left half are blank and the table has all of the students' names. The current student is identified at the upper left and, if available, by photo at the lower right (see section 5-4). Fill in that student's results in the cells at the left. Click in an entry cell to start. Single decimals may be entered. The decimal character may be a comma or a period (e.g. 3,5 or 3.5). Click Enter or Tab on the keyboard to move down to the next cell. When each student's entry is complete, click the down arrow on the keyboard or click the Enter key. The next student's name will appear at the left and the entry cells will be blank.

The **Remark** field can be filled in at any time and edited later if necessary. Refer to section 8-1 for details on setting up custom Remarks.

The ABC or Levels entry grid is not available for this screen.

When all data has been entered, click on **Save** at the lower right. A prompt will appear to warn of any missing data.

Uses of this Section Tool

In addition to handling bonus items, this Section tool is particularly useful for parsing large assessments such as unit tests, projects, and exams. For instance, keeping separate records for multiple choice, true/false, fill-in-the-blank, and essay sections of a test or examination may prove useful when analyzing a student's capabilities as described in section 8-10. Remediation candidates may be identified on the basis of low sectional performances.

8-3 MULTIPLE NEW ENTRY - MULTIPLE CATEGORIES &/OR ASSESSMENTS

Depending on the structure of the category/strand system used, some assessment instruments may generate data for multiple categories/strands. For instance, most tests would include items in Cognitive Knowledge and Cognitive Skills. If the defined categories/strands included these two, then it would be appropriate to enter the test into these two categories simultaneously. The following example puts the results of a test into four categories. Or, use this screen to enter up to five unrelated individual assessments simultaneously, including items in the same category.

Setting Up the 'Multiple New' Screen

To set up a multi-category or multi-strand entry, click the **Multiple New** button on MarkBook's main form, section 3-1. Five frame boxes appear at the left and the first two **New Entry** Title cells are automatically checked. Add the third to the fifth Title by checking the cell labelled in red **Click here to start another new entry**. Enter the **Title** for the new entry in the top frame as in the following example.

Select a **Unit** (or other term from the Block Title selection), select a **Category/Strand**, select a **Type**, and type an **Out of:** number plus a weight number in **Weight**.

Trick: Double click the cursor in the next Title cell. The title from the first frame will auto-fill that cell.

Again, select a Unit, a Category, a Type, an Out Of and a Weight. Repeat as often as required until up to five frames are full.

Weight = Out Of
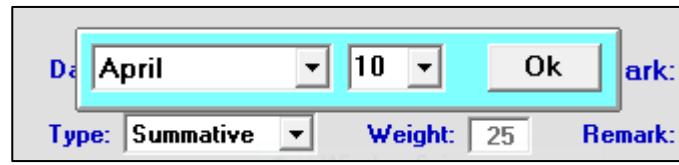
If the user selects and saves this option in MarkBook's Setup/Calculation (see section 8-1), then this check-cell option will appear at the lower right of the Multiple New screen. If the **Wt. = Out Of** cell is checked, the **Wt:** cell(s) automatically fill. Uncheck it again to manually edit weights. See section 8-9 for descriptions on weighting.
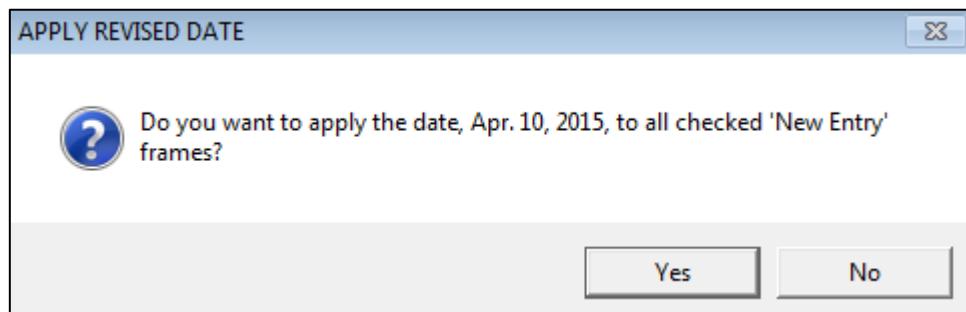
Edit Date

Today's date automatically appears for all five frames when the Multiple New screen launches. To edit the **Date**, click on the black date for the first entry frame and this menu will appear. Select the desired date from the two drop-down menus and click **Ok**.

If this edit is made on the top frame, an **APPLY REVISED DATE** dialogue box will appear. The answer is likely Yes if this screen is being used to record the results of a multi-category assessment. Or, edit each frame's date individually.

Entering Marks and Remarks on the Multiple New Screen

Once the above items are set up, enter individuals' data on this same screen. Type numbers up to one decimal in the **Mark:** cells. Use the Enter key to move from cell to cell vertically.

A Remark can be selected from the drop down **Remark** menu. Or type your own. Add/Edit Remarks under Setup, section 8-1. See suggestion for use in section 8-2.

When finished entering data for one student, click the mouse on the next name or use the down arrow on the keyboard.

If the **Overall mark** cell is checked at the lower right, a summary for the current individual shows at the top right. See the first image in this section.

To use the entry grid at the lower right, check the **Use Buttons** cell.

Students will ask to see the results of tests entered on the Multiple New screen. Since this is a multi-category entry, it's really several tests combined into one assessment instrument. But there's a way to accomplish this if the test has four or fewer categories:
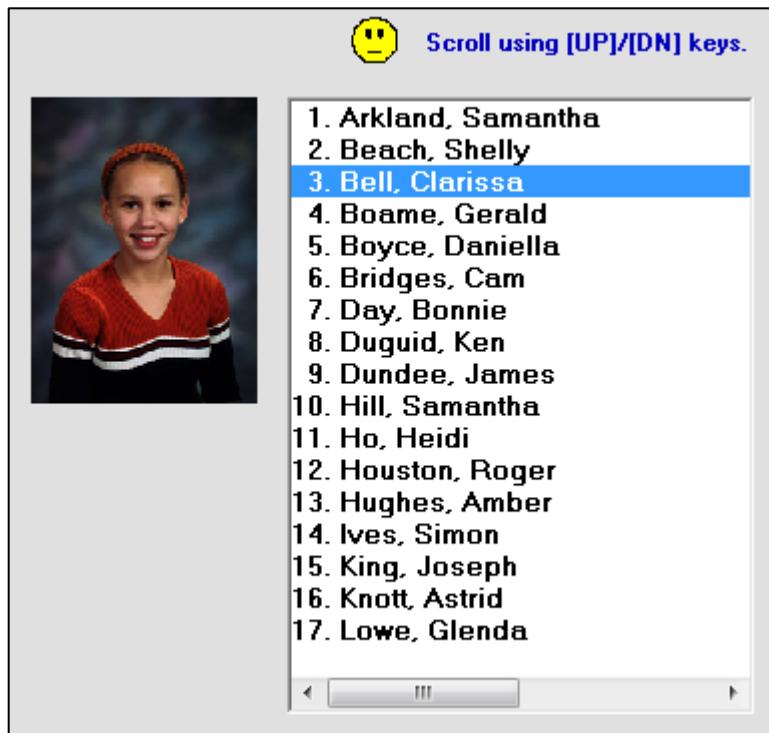
Trick: set up the next entry as per the above image. It doesn't matter what category/strand is selected since the weight is zero. Once the first four entries are made, and the Overall mark button is checked on, enter the student's sum from the top right of the screen. MarkBook calculates a percent at the right of this image.

It's now possible to print an Analysis of that one entry with each student's overall mark shown. Post with a code name class report as in section 8-11.

Photos on the Multiple New Screen

If student images are available, and MarkBook is linked to the photo directory, a happy face icon will appear on this screen. Click it to display the image for the current student. Click it again to remove it and return to a multi-column list of student names.
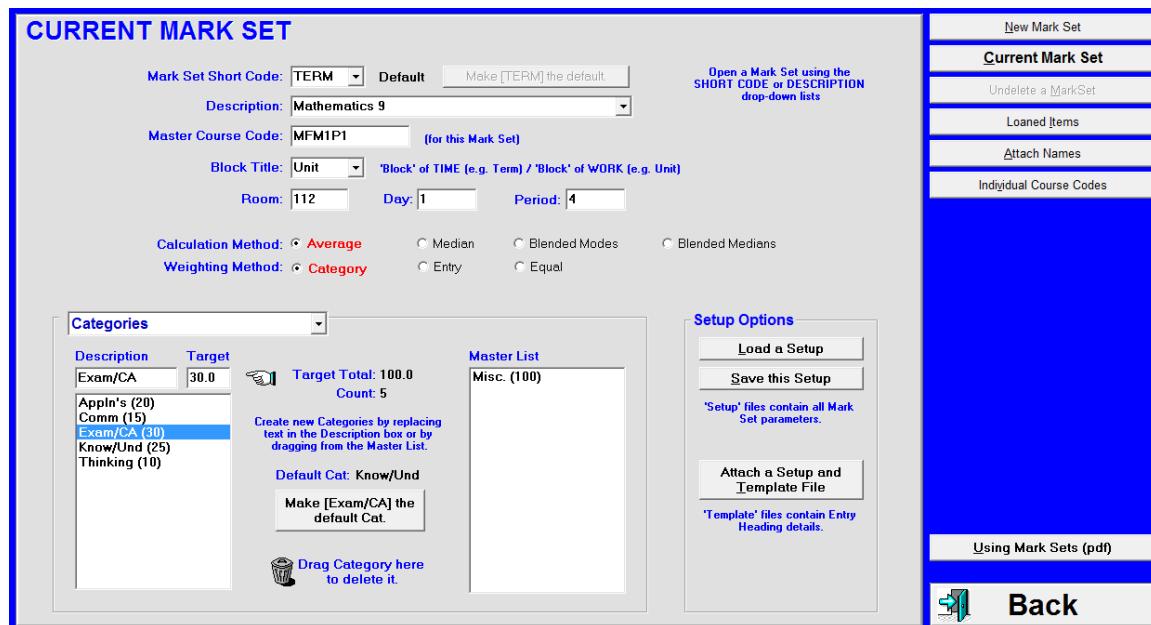
8-4 MARK SET SETUP FILES AND TEMPLATE FILES

Two types of files may be made from any existing class(es), including classes from prior years, for use in creating other Mark Sets or other new classes. The use of both file types is optional within MarkBook.

Mark Set Setup Files, .MSS

This kind of file enables a user to enter all Mark Set setup items by opening a pre-existing .MSS file when creating a new class. The file contains a **Mark Set Short Code**, a **Description**, a **Block Title**, both **Calculation** and **Weighting** methods, a Category/Strand designator, and a list of the category/strand names and their weights.

To make an .MSS file, open any class and select the Mark Set for which there's a desirable list of the above items. Click Mark Sets in the upper menu bar and select Edit. In the following example, the user has opened sample class MFM1P and selected the Term Mark Set.

Click on the **Save this Setup** button at the centre right. A Windows Save dialogue box will open. By default, MarkBook will suggest a file name using the **Description** with a file extension of .MSS. Edit that suggested name as desired. The key is to create a unique but easily-interpreted name for this course or Mark Set such as "English 11 Academic.MSS" or "Biology Form 3.MSS" or "Gr3 Math.MSS". Select a location for the file and save it. This file may be copied to other computers and it may be used by any other teacher to set up a new Mark Set for this same course.

Tip: if using the network version of MarkBook, create a folder in the MarkBook directory called 'Templates' or 'Setup Files'. Save this .MSS file into it so that all teachers on staff have access to it. If many teachers will be using this Template

MarkBook® Reference Manual, Version 12.5.8
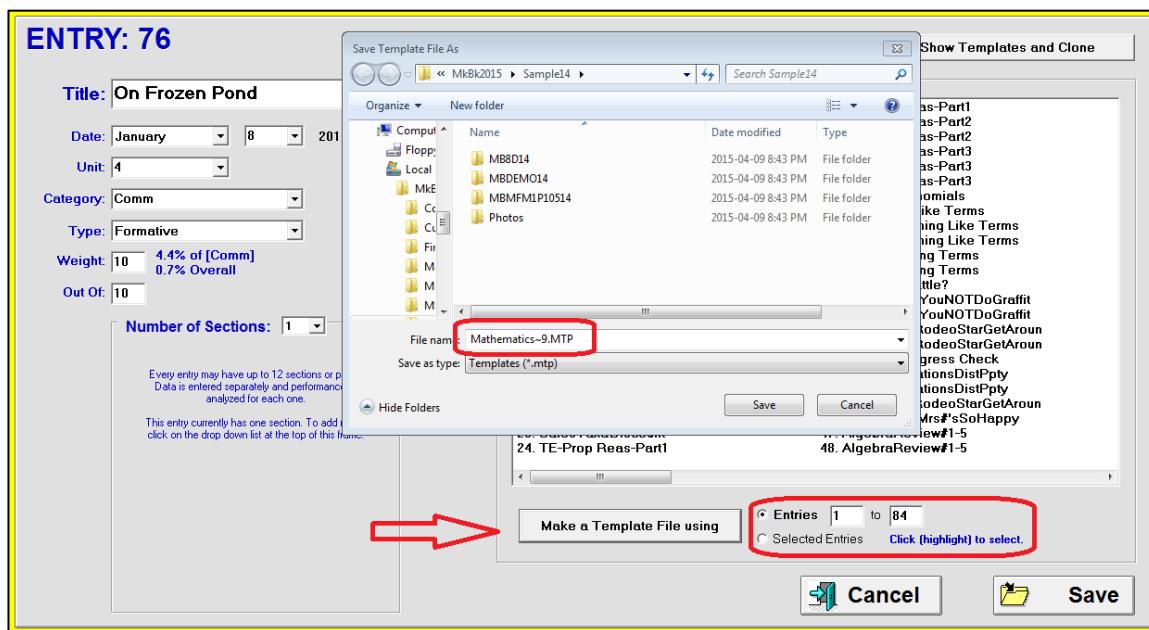
folder, consider subdividing it into subjects to make it easier for users to find the proper file(s).

Template Files, .MTP

Template files contain all of the items in an .MSS file above *plus a list of all or selected assessments* used in the Mark Set from which it was created. Each selected assessment's Name, Block Title, Category/Strand, Type, Out Of, and Weight are stored as part of the Template file. So, if the user has eighty assessments in a Mark Set, and makes an .MTP file, all of these assessments are included in the .MTP file and may be repeated with any new class or Mark Set, including one created in the next academic year.

Creating a Template File from an Existing Class
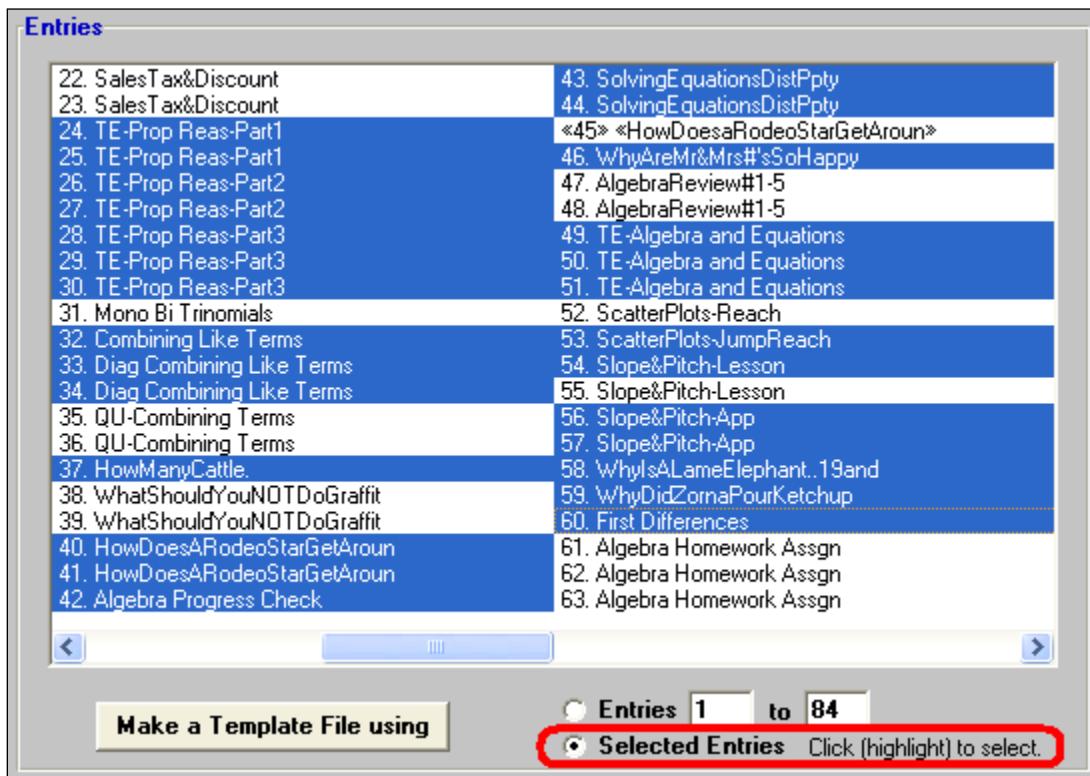
It's possible to make an .MTP file from a current or older class with entered assessments. This could be a class created last semester, last year, or several years earlier. From the main form, section 3-1, open that class and click on the **Entry XX Heading** button to the left of the assessments. Click on the **Make a Template File using** button at the bottom centre of the screen. A **Save Template File As** dialogue box will appear in front of the entry frame as in the following image.

MarkBook will suggest a file name with an .MTP extension. Edit the name as desired. If the intent is to make this file available to others, we recommend selecting a name that will be unique and easily interpreted for this course or Mark Set.

Pick a location for saving the file. If it's stored on the server at school, other teachers will be able to use it. Given that .MTP files can be used for other classes taking this same course in the next academic term, pick a location that won't be removed if this year's MarkBook class folders are deleted from the computer.

If the user wishes to create a Template file with a *subset* of the listed assessments, go to the Entry XX Heading screen as above. Click the **Selected Entries** button below the assessment list as in the following image and once click on the desired assessments to be included. Then click the **Make a Template File using** button and follow the procedure above. Only the highlighted assessments will be included in the new .MTP file. They will appear in the same sequence in the new .MTP file as in the source class.

Creating a Template File Without an Existing Class

Template files can be created even if no class exists with a good list of assessments. For instance, a curriculum coordinator or department head could create numerous template files, one for each course, each containing an ideal set of categories/strands, their weights and a list of "rich" or "summative" assessments. If a teacher then uses these Templates with their own classes, they'll have instant access to this ideal assessment list but are not bound by it. That is, the user may employ all, some, or none of the assessments in the Template. They may use the Template assessments in any order. They may supplement the list in the Template with their own assessments and could re-create a new Template at any time to incorporate these additions in a new .MTP file.

A curriculum leader could create a class with real categories (or strands) and one fake student. Then,

1. use the New Entry button to start entering an assessment (Title, Date, Unit, Category, Weight, Out Of, Type) in the cells at the left.

2. click the **Save Heading** button.

3. double click the first **Not Used** row in the table at the right to add this assessment to the list. Or, Drag 'n' Drop the title onto the table. A message will appear asking to Save this heading to Template #1. Click Yes. A dialogue box will open as per the next image.

Type an appropriate name in the **File name:** cell, choose a file location and click **Save**. The name of the Template will now appear in blue as per this image.

Without leaving this screen, enter the details for the next assessment at the left, and click or drag it to the Template list at the right. Repeat again and again to build a list of assessments in this new .MTP file. No re-saving is required.
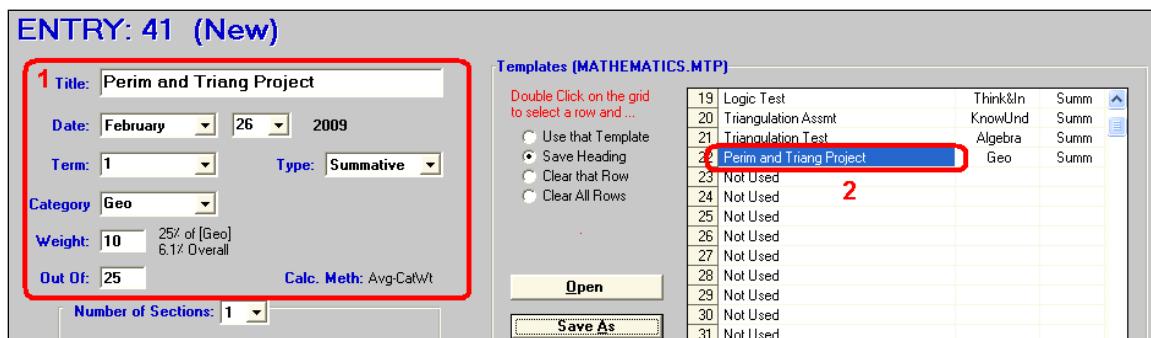
To attach a Template to a new Mark Set, see the end of section 1-4. This could be done as the class is created or at any time afterwards by returning to the Mark Set/Edit screen. If a Template is attached to a Mark Set where there are pre-existing categories, MarkBook will add any new categories/strands from the Template not yet included in that Mark Set. However, MarkBook will not automatically delete pre-existing categories/strands that are not found within the Template being attached.

It's also possible to attach a Template from the New Entry screen. Click **Open** and browse to find the desired .MTP file.

Adding New Assessments to an Existing Template File

Suppose a teacher has more than one class taking the same course and these classes have the same assessments. In this case, **1** once the heading items have been typed once for the first class, click the **Save Heading** button and **2** double click on the next **Not Used** line (or any line) in the **Templates** window. This stores the heading information as part of that Template file. Then continue entering data for this class as with any normal New Entry. Open the next class, click New Entry and double click on the last Template line to load that assessment's description items at the left.

To remove assessments from a Template file, click the **Clear That Row** button or the **Clear All Rows** button and then double click on the appropriate template row in the table at the right.

Up to 1000 assessments can be stored in an .MTP file. A user could create and store multiple Template files. Click **Save As** to store all assessments from this screen in a new Template file. Click **Open** to open an alternate Template file. The newly opened file will automatically attach to this Mark Set.
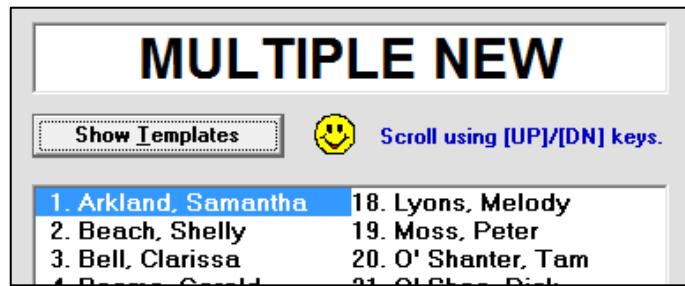
Tip: to save time, make a Template and add each new assessment to avoid repeating these same heading details on the New Entry screen for other classes. Make Template Files to store all assessments' heading information for use with other classes and with subsequent terms.

Using a Template File on the New Entry Screen

To use a Template file, click on New Entry, open the template and double click on any row. The assessment heading information will fill the cells at the left of this New Entry screen. Note that today's date appears automatically.
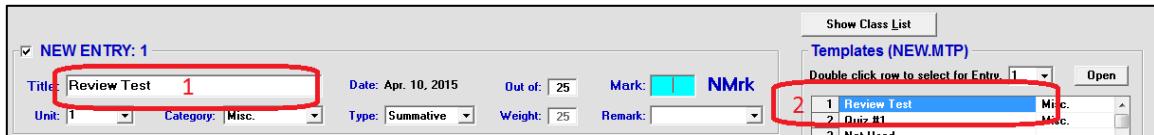
Using a Template File on the Multiple New Screen

Select Multiple New from the main form, section 3-1. If a Template File is attached to the class, click the **Show Templates** button at the upper right. The student list will be replaced temporarily with the template list. Click on the happy face to show student photos if available.

The **Show Class List** button (see next image) will restore the list of students.

1. Click the mouse in the next **Title** cell. 2. Double click on the selected assessment in the template list at the right.

The details for that selection now appear in the selected New Entry row. Repeat for the next Title row to enter another template item. Or, manually enter the assessment's heading details if it's not in the template list.

Before attempting to enter individuals' marks, make sure that the selected title frame rows are complete. Click on the **Show Class List** button. Click in the first frame row **Mark:** cell and type in the mark. Click Enter. Access to the Template is now removed from this screen.

Note that the grid at the lower right can be activated for entering levels or ABCs. Check **Use Buttons** at the lower right.

Details on using Multiple New are described in section 8-3.

8-5 MANAGING MARK ENTRIES

Sequence of Entries

MarkBook maintains all assessment data in the order entered. This is useful for good communication with students because it's the way that students

- understand assessment and
- maintain their personal assessment records.

Commercial student planners or agendas typically have a mark recording section designed for chronological/sequential input. Since MarkBook cross-classifies assessment data into teacher-defined divisions (categories, blocks, Mark Sets), it's not necessary to attempt to re-order the assessment data in MarkBook. The Class Report and Student Report screens enable any user to view a summary of any subset of their data, e.g. Unit 3 results or Test results. These same screens also permit re-sequencing into date order, score order, unit order and alpha order.

Maintaining Assessment Entry Order

It IS possible to maintain a particular order for assessments. For instance, a teacher may wish to enter the results of a major test immediately following the other entries for that unit. However, it takes a long time to mark large unit tests and there are other small assessment items from the next unit to enter in the interim. Rather than delay entry, enter a heading for the test including a Title, a Date, and an Out Of. Then, put in any estimated mark for <u>one</u> student (MarkBook will drop a new entry heading if there's no data) and save. Now, enter the other assessments. The sequential position of the test is held pending further input. Once the full test results are known, use the **Entry XX Update** button on the Main Form, section 3-1, to complete the entry of everyone's test data.

Trick: enter data for a fake student to 'place hold' an entry. Delete or unattach that student before printing reports. Undelete the student after the printing is done.

Deleting an Entry

There are several ways to delete an unwanted entry. The entry numbers do not change after deleting an entry. Pedagogically, this is reassuring to learners and parents. It also helps communication because any teacher can refer to a missing assessment instrument by entry number knowing that this number will not change.

1. Click the mouse on the entry. Click the keyboard Delete key. Follow the prompt.
2. To delete the last entry, click on the **Entry XX Update**

button, click **Clear ALL Marks**, and **Save**. Follow the prompts. MarkBook will drop the entry entirely.
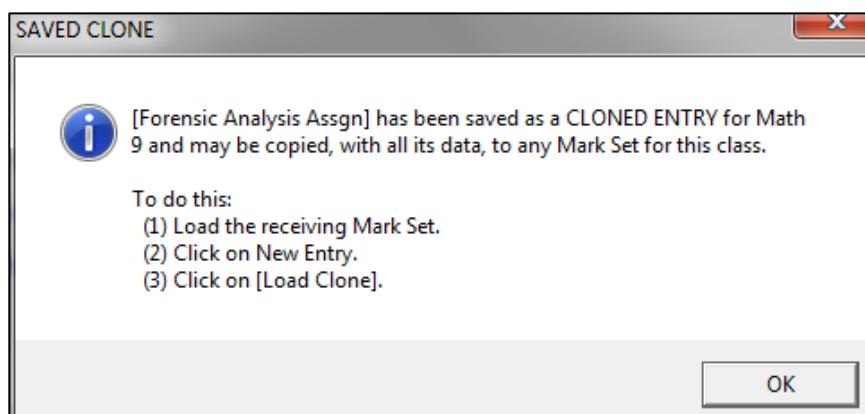
3. Go to the **Weight** screen, section 8-9, and edit the weight of the unwanted assessment(s) to zero.

4. Select **Working On** from the menu bar in the main form and select **Delete Entry #**.

5. The final way to get rid of an unwanted entry is to edit all of its components to replace it with something else. That is, change its name, date, Out Of, and category /strand using the **Heading** button on the Main Form. Edit all numeric data using the **Update** screen. Unlike the zero-weighted entries, the original data cannot be recovered.

Any deleted entry will no longer factor into the calculations nor will it appear on screen summaries and printouts. However, its title will still appear on the main form, and it will be bracketed in << >> symbols. Restore it by re-editing its weight to any integer greater than zero. To hide zero-weighted entries, check the **Hide Deleted Entries** option in the Working On menu.

Cloning Assessments

There is a **Clone** button to copy an assessment heading *and the students' marks* as a new assessment entry into another category or into another Mark Set. For instance, a major project in a Math course may also generate assessable learnings in Science and English. Consequently, the teacher could have the same assessment data count in all three subjects with cloning.

Once the project mark has been entered for each student, click the **Clone Entry XX** selection in the Working On menu. Follow the instructions in the message.

Or click, click on the Entry XX Heading button on the main form and then click on the **Show Templates and Clone** button.

Then click on the **Clone #XX** button. This saves a copy of this assessment heading plus all students' data. MarkBook is now ready to enter the cloned item in as many places as the user wishes _for this same class_.

If the target location is another Mark Set, open it. Click on the New Entry button. Click **Load Clone**. The same heading and all student results will be repeated. Select another category/strand if this cloned entry is in the same Mark Set.

Repeat the Load Clone command as often as needed. On MarkBook's Main Form, the new assessment's title will begin with an asterisk to indicate that it's a cloned item. See the asterisks in the following example. To remove the asterisk or alter the title in other ways, click on **Entry XX Heading** to edit.

Open a Mark Set

Updated: Apr. 10, 2015   Double click on a title to edit marks.

```
27. AREA OF CIRCLE CHK (4.9) [Measure]     40. *AREA / PERIM UNIT TEST [Geo]
28. MAT REPORT RTRN FEB [Measure]
29. COMPOSITE FIGS (4.10) [Measure]
30. AREA AND PERIM (4.11) [Measure]
31. USE A TABLE (4.12) [Algebra]
32. AREA / PERIM UNIT TEST [Measure]
33. *CONCAVE/CONVEX MIRRORS [Geo]
34. *RAY DIAGRAMS [Geo]
35. *GEO CONSTANTS [Geo]
36. *CIRCUMFERENCE (4.3) [Geo]
37. *AREA OF RECT / SQU (4.5) [Geo]
38. *AREA PARALLEL (4.6) [Geo]
39. *AREA AND PERIM (4.11) [Geo]
```

Tip: Use the Clone tool to save time when entering data into multiple strands or other Mark Sets.

Letter and Level Percentage Conversion Tables

ABC (Mark)   Click a button to enter its value.

A+ (95)	A (88)	A- (83)
B+ (79)	B (75)	B- (72)
C+ (69)	C (65)	C- (62)
D+ (59)	D (55)	D- (52)

☑ Use mid-point value of ABC range.

Level (Mark)   Click a button to enter its value.

	4! (99)	4++ (90)
4+ (87)	4 (83)	4- (80)
3+ (77)	3 (73)	3- (70)
2+ (67)	2 (63)	2- (60)
1+ (57)	1 (53)	1- (50)
R+ (47)	R (43)	R- (40)

☐ Use mid-point value of Level range.

These two tables are examples of conversions that may be used on the New Entry and Update screens. To change the conversion percentages in this chart, or to switch between letters and levels, go to Setup as described in section 8-1. Changes made to the conversion table in Setup will affect only that data entered *after* the change was made. To change older data, go to the Update Screen, section 8-8.

When finished entering assessment results using any method above, click **Save** and MarkBook will store the data as well as calculate new overall marks.

8-6 IMPORTING MARKS FROM AN EXTERNAL FILE

There are a host of programs capable of generating electronic mark files for classes. That is, the external software tool records student responses on an assessment, checks the answers, and produces a file with summary student scores for that assessment.

Some examples:

1. On-line tests from various Internet portals.
2. The Texas Instruments **TI-Navigator** system (see section 13-2).
3. The **CPS** system from **eInstruction** (see section 13-3).
4. Data from **Turning Point** (see section 13-4).
5. **Scantron** data is portable into MarkBook.
6. **MarkBook for Mac and iOS** exports a file that sends all of its assessments into MarkBook for Windows.

Generally, these data sources provide marks for each assessable activity. MarkBook will import those marks electronically.

With the exception of the Mac / iOS file, such electronic files will have a variety of structures. MarkBook is designed to read a file column-by-column in order to allow the user to identify and import marks for each assessment one at a time. For instance, see the **MarkFile.tab** image of such an electronic file as viewed in Notepad above. This file has three columns: student numbers and the results of two assessments. This file is tab-delimited. MarkBook will also handle comma-delimited files. Each row belongs to one student and is called a "record". The file may have a header row with titles as in this example.

To begin importing from such a file, click on the **New Entry** button located on the Main Form, section 3-1. In the **OTHER SOURCES** box at bottom right of the ENTRY screen (next image), click on the **Import Marks** button.
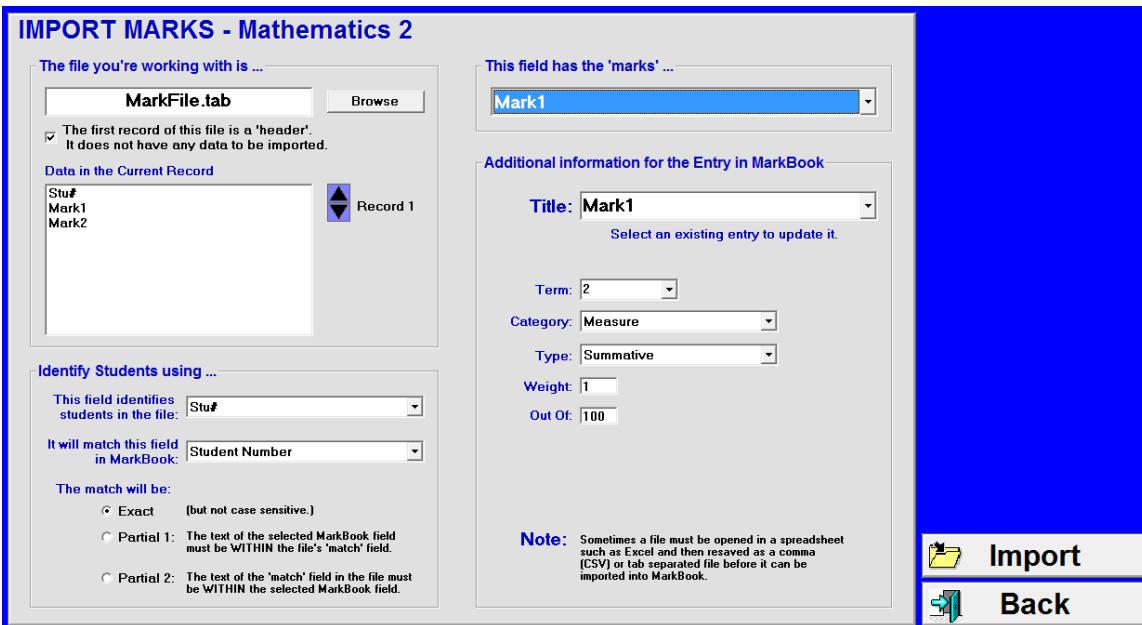
An **IMPORT MARKS** dialogue window will pop-up automatically in front of a new MarkBook screen. Browse for the delimited file, like MarkFile.tab, containing the new mark(s). Open the file to reach the next screen. The file name will appear in the upper left window and the fields (data columns – see the previous Notepad image) in the file will be listed vertically in the **Data in the Current Record** window below it.

In the **Identify Students using …** box at the lower left, match the identifying field within the import file against the matching field in MarkBook's records. This example uses **Student Number**.
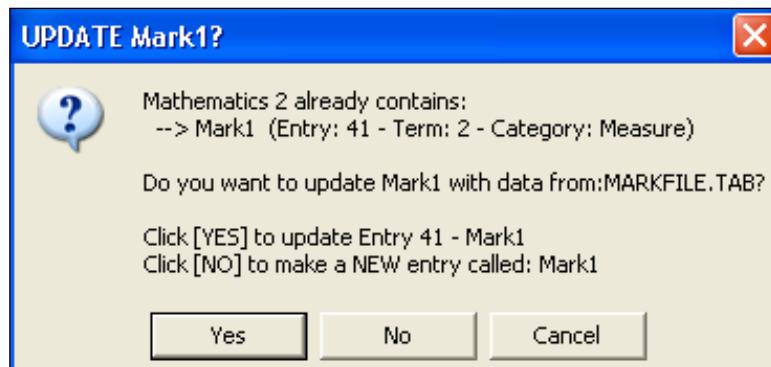
It's possible that the match isn't exact. For instance, the import file may have one field with both first and last names. Use the **Partial 1** button to assist in this circumstance.

Click on the pull-down menu within the **This field has the 'marks' ...** box. Select the assessment item to be imported. This will cause the cells within the lower right box called **Additional information for the Entry in MarkBook** to become automatically populated with a title, unit, category, etc. In the absence of these items within the mark file, MarkBook will use the field header, if any, and its current defaults for unit/term/weight and category. Edit as desired. If the first record is a header, check the appropriate box in the box at the upper centre. Then click **Import**.

If the same title has been previously used as an entry in MarkBook, a warning will appear. It's possible to update the marks in that existing entry. Select among the choices.

A successful import will produce the following message.
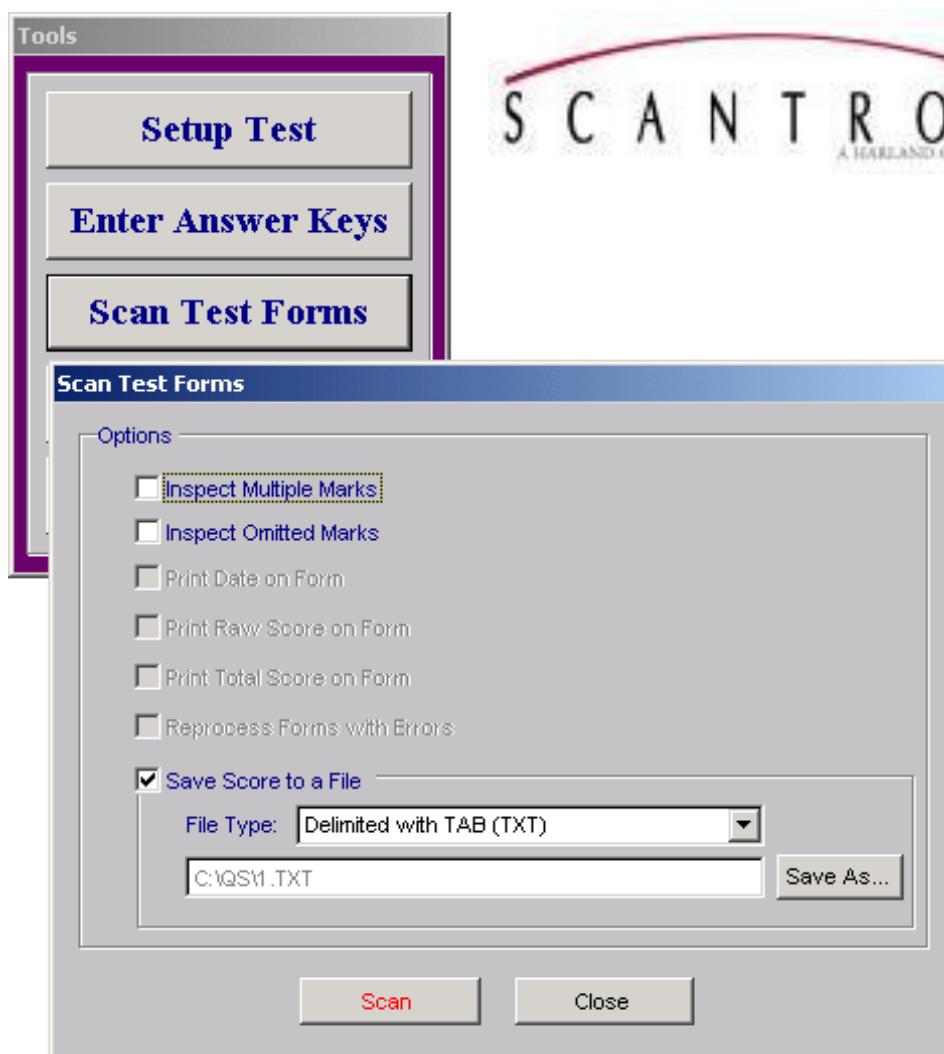
Repeat the import for each assessment in the import file. Once imported, the data may be analysed, printed, and reported to students/parents using the features of MarkBook in chapter 9, chapter 11 and chapter 12.

Creating Scantron Files for MarkBook

Scantron

The Scantron system uses bubble-fill cards to rapidly enter data into a computer. The company is well known for its attendance and test forms as per the sample on the next page. If a teacher creates a multiple choice test, the correct answers may be fed into Scantron's software. Students complete the test by bubbling their answers on a pre-printed card. Then, their cards are fed into a card reader and the computer marks the test. The Scantron software has numerous functions. It can print a host of reports, it can validate each test question and it can export an electronic file that MarkBook will import.

To import into MarkBook, the teacher should use Scantron's software to generate a tab-delimited text file as follows:

Images courtesy of The Scantron Corporation.

Once the delimited text file is saved, MarkBook will import it as described previously.

Importing Multiple Files for a Single Assessment Entry

It's possible that a teacher ends up with two or more electronic files for a single assessment item. For instance, half of the learners did a test one day and the remainder of the class did an equivalent test another day. Or, the teacher is providing differentiated instruction and ends up with two files for a single assessment each containing a fraction of the class data. Examine the next two TI-Navigator exports created on separate days. One has the results for sixteen learners and the other for thirteen. The teacher has correctly saved them with different file names – QuA and QuB. The trick now is to import both into MarkBook as one entry without having the second import over-write the first one.

```
QuA-Proportional Reasoning.txt - Notepad
File  Edit  Format  View  Help
       Student        1      2      3      4      5      6      7      8      9      10     11     12           Score  % Score  Exclude
       Maximum Score  2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0          36.0   100%
       05263839       .0     2.0    0.0    2.0    2.0    0.0    2.0    2.0    2.0    0.0    2.0    1.0          27.0   75%      false
       05264955       0.0    2.0    0.0    0.0    2.0    0.0    0.0    0.0    2.0    0.0    2.0    1.0          10.0   28%      false
       05543723       0.0    2.0    0.0    1.0    0.0    0.0    0.0    2.0    2.0    1.0    2.0    1.0          15.0   42%      false
       05547533       0.0    2.0    0.0    0.0    0.0    0.0    0.0    2.0    0.0    2.0    2.0    0.0          10.0   28%      false
       05757934       0.0    2.0    0.0    1.0    2.0    2.0    0.0    2.0    2.0    1.0    2.0    1.0          21.0   58%      false
       06275313       0.0    2.0    2.0    2.0    2.0    2.0    0.0    2.0    2.0    2.0    0.0    1.0          19.0   53%      false
       06275397       2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    0.0    2.0    1.0          33.0   92%      false
       30320900       2.0    2.0    0.0    2.0    2.0    2.0    0.0    0.0    2.0    1.0    2.0    1.0          22.0   61%      false
       30320914       2.0    2.0    0.0    0.0    0.0    0.0    0.0    2.0    0.0    1.0    2.0    1.0          13.0   36%      false
       30360275       0.0    2.0    0.0    2.0    2.0    2.0    0.0    2.0    2.0    1.0    0.0    1.0          16.0   44%      false
       30668924       2.0    2.0    0.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    0.0    0.0          26.0   72%      false
       30683323       2.0    0.0    0.0    0.0    0.0    0.0    2.0    2.0    0.0    1.0    2.0    0.0          11.0   31%      false
       31679428       2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    0.0          32.0   89%      false
       32891273       2.0    2.0    0.0    2.0    2.0    0.0    0.0    0.0    0.0    1.0    2.0    1.0          22.0   61%      false
       32891384       2.0    2.0    2.0    2.0    2.0    2.0    0.0    2.0    0.0    1.0    2.0    1.0          22.0   61%      false
       32892717       2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    1.0          34.0   94%      false
       16  Students   1.25   1.875  0.625  1.375  1.5    1.125  0.75   1.625  1.375  1.125  1.625  0.75         20.81  58%
       Exclude Item:  false  false  false  false  false  false  false  false  false  false  false  false
```

```
QuB-Proportional Reasoning.txt - Notepad
File  Edit  Format  View  Help
       Student        1      2      3      4      5      6      7      8      9      10     11     12           Score  % Score  Exclude
       Maximum Score  2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0          36.0   100%
       0318040        2.0    2.0    2.0    2.0    0.0    0.0    0.0    0.0    0.0    0.0    2.0    0.0          12.0   33%      false
       0526298        0.0    2.0    0.0    0.0    0.0    0.0    2.0    0.0    0.0    2.0    0.0    0.0          8.0    22%      false
       0526432        0.0    0.0    0.0    2.0    2.0    0.0    0.0    0.0    0.0    0.0    0.0    0.0          4.0    11%      false
       0526564        0.0    2.0    0.0    0.0    0.0    2.0    2.0    2.0    2.0    0.0    0.0    2.0          14.0   39%      false
       0554385        0.0    0.0    0.0    0.0    2.0    2.0    2.0    0.0    2.0    0.0    0.0    2.0          12.0   33%      false
       0554395        0.0    2.0    2.0    0.0    0.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0          30.0   83%      false
       0554465        2.0    0.0    2.0    2.0    0.0    0.0    2.0    0.0    0.0    0.0    2.0    0.0          10.0   28%      false
       0575277        2.0    2.0    0.0    0.0    0.0    2.0    2.0    0.0    0.0    0.0    0.0    0.0          10.0   28%      false
       3042336        0.0    0.0    2.0    2.0    2.0    2.0    0.0    2.0    0.0    2.0    2.0    0.0          22.0   61%      false
       3059334        2.0    0.0    2.0    2.0    2.0    2.0    2.0    2.0    0.0    2.0    2.0    0.0          26.0   72%      false
       3167939        0.0    0.0    0.0    2.0    0.0    2.0    2.0    2.0    0.0    2.0    0.0    2.0          18.0   50%      false
       3167941        2.0    2.0    2.0    2.0    2.0    2.0    2.0    2.0    0.0    2.0    2.0    2.0          30.0   83%      false
       3167943        0.0    0.0    0.0    2.0    2.0    2.0    0.0    0.0    0.0    2.0    2.0    0.0          14.0   39%      false
       13  Students   0.76   0.92   0.92   1.23   0.92   1.38   1.38   0.76   0.62   0.92   1.23   0.77         16.15  45%
       Exclude Item:         false  false  false  false  false  false  false  false  false  false  false  false
```

The individual identifier in the first column is a student number. The **Score** column (3rd from right) contains the base mark, 36, and the number out of 36 to be imported for each student. Import the first file in the manner described above. Then, import the second file. However, in the **Title** field, use the drop-down menu to select the entry name used for the first file.

8-8 UPDATING / EDITING MARKS

There are three screens in MarkBook used to update/edit marks:

> 1. Update All,
>
> 2. Entry X Update and
>
> 3. Multiple Update.

1. Update All Screen

Reach this screen from the Main Form, section 3-1, by clicking **Working On** in the upper menu bar and selecting the **Update All** item. It's also available Class Report and Student Report from screens by double clicking on any displayed mark. This is a smaller form than most MarkBook screens. The students are list at the upper right along with their mark on the selected assessment highlighted at the lower right. To enter or edit, select the student and the assessment, click in the **Enter Mark** cell and re-type the mark. Or click a cell on the grid. A **Remark** may be typed or selected from the drop-down menu. In this example, the teacher is replacing a zero with a new mark of 60 and is using the Remark to provide a history of the zero.

Many edits may be made on this screen. When finished, click **Save** and MarkBook will return to the prior screen with all calculations redone. Overall marks, averages, medians and modes will automatically update as well. One way of recording that a specific mark has been edited and the original mark is to include "Redo 0" in the **Remark** cell.

Tip: In certain parts of the programme, MarkBook summarizes both the count and value of "Zeros" and "No Marks" entered for each student. Zeros are considered incomplete items and will be reported as such. If a student has earned a zero and will not be allowed an opportunity to re-do that item, we suggest entering 0.1 as the mark. Then, this assessment will no longer be counted by MarkBook as an incomplete entry. See Appendix section A-1 for a discussion of Zeros and NoMarks.

Update All Screen Photo Option

This screen will display a selected student photo if available. Click the happy face. To get back to a list, click the list icon at the far right.

2. Entry X Update Screen

Reach this screen from the Main Form, section 3-1, by highlighting one entry title and then clicking on the **Entry X Update** button to the left of the assessment entry list.

This form is larger than the Update All screen and has numerous statistics on the selected assessment entry at the upper right. It's very similar to the New Entry screen in section 8-2. Make any changes to the selected assessment on the screen. The **Back** button at the lower right will become a Save button as edits are entered. Click **Save** to return to the main form.

If the selected assessment is zero-weighted (i.e. deleted), not the difference in the upper part of this screen:

If the whole category has been zero-weighted (deleted), the screen has another appearance:

Student Photos on the Entry X Update Screen

If photos are available and linked, they will appear at the lower right of this Entry X Update screen.

3. Multiple Update Screen

Reach this screen from the Main Form, section 3-1, by clicking on the **Multi Upd (X-Y)** button to the left of the assessment list. The screen displays the last selected entry and the four prior entries. Click any student name in the list at the right. Click any **Mark** cell and it turns blue. Type to edit. Or, with the **Use Buttons** cell checked at the lower right, click the grid cells to enter one or more marks.

Note the treatment of a deleted assessment. **Cancel** returns to the main form with no saved changes. **Save** keeps the changes.

If a multi-section assessment appears in the Multiple Update screen, it's greyed out and no date is displayed as per the next image. Instead, use the Entry X update screen as described above to edit marks for this entry.

8-9 WEIGHTING (AKA VALUE, SCALE, IMPORTANCE AND SIGNIFICANCE)

The Concept of Weight

Whenever educators have student results on more than one assessment instrument, they're faced with a problem: how to combine these results together into an overall mark for each learner. Rarely is it a case of doing a simple average on the instruments.
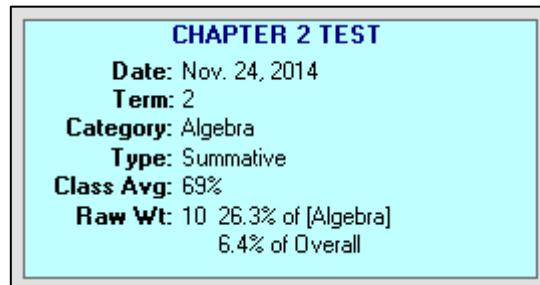
Suppose a teacher wants to calculate final marks using student scores on five quizzes, three major unit tests and a final exam (all called "assessments"). The quizzes were thirty seconds long covering one objective each, the unit tests were much longer covering multiple objectives, and the two-hour exam covered the whole course.

It would be very easy to count the exam as the final mark. In that case, it has a value of 100% and the other instruments have 0% value each. However, for a host of very valid reasons, we recognize that a "100% final exam" is not appropriate. Therefore, we must come up with a method of aggregating the nine instruments together into an overall mark/grade. Pedagogically, we recognize that the exam was the most significant instrument and should be the most reliable measure of achievement among this group of assessments. So, when the teacher aggregates the data from these nine instruments, the exam should have more significance or impact on the final mark than the quizzes and unit tests. The tests should have a moderate impact and the quizzes should have the least impact on the final mark.

Within MarkBook, this significance, value, impact, scale or importance is called **Weight**. Each assessment instrument has a weight. If used, each category or strand also has a weight. Finally, if Mark Sets are combined together, each Mark Set has a weight determining its significance in the calculation of overall marks.

In MarkBook, Weights are displayed in many places. On numerous screens and printouts, there's a **% of [category]** value and/or a **% Overall** value or a **Raw Weight Factor** value shown.

At the right, the selected test counts for 26.3% of its category and 6.4% overall. Weight factors appear at the bottom of an Entries Class Report printout (as in section 9-11) shown below. The last column indicates the weight factors of each of ten printed assessments. In this Weight Factor column, entry #32 counts for 6.7% overall whereas #35 counts for

> **CHAPTER 2 TEST**
> **Date:** Nov. 24, 2014
> **Term:** 2
> **Category:** Algebra
> **Type:** Summative
> **Class Avg:** 69%
> **Raw Wt:** 10 26.3% of [Algebra]
> 6.4% of Overall

just 0.5% in MarkBook's calculation of each learner's overall mark.

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Average - Category Weight

ENTRY DESCRIPTIONS and ANALYSIS	Date	Exptn#	Category	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	68	2.6
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	66	6.7
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	60	2.5
34. *RAY DIAGRAMS	Jan. 25	2	Geo	56	2.5
35. *GEO CONSTANTS	Jan. 18	2	Geo	72	0.5
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	78	0.5
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	73	1.0
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	80	0.5
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	65	2.5
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	66	5.0

Category/Strand/Standard Weights
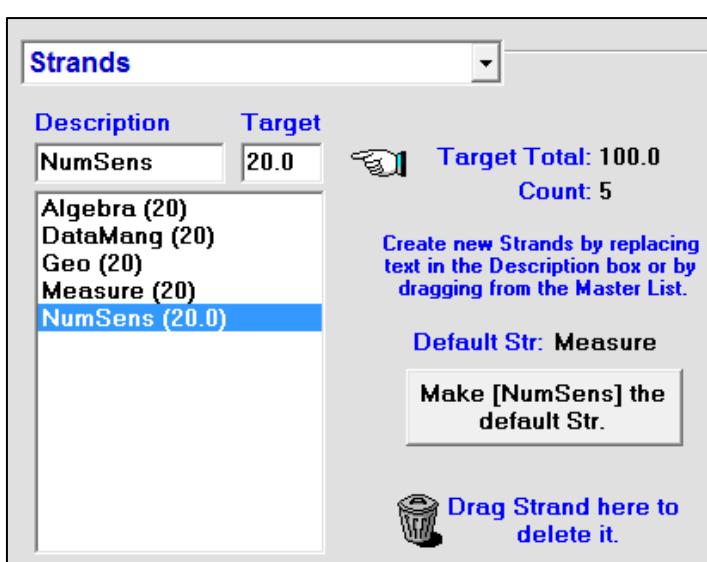
Frequently, teachers start with the notion that assessment instruments will be put into groups. In MarkBook, they could use categories/strands/standards to classify assessment data. Block Title also groups data. They can use Type to include or exclude certain assessments from the calculations. And they could use optional Mark Sets for another level of grouping instruments. For more detail on using Mark Sets, see section 4-3.

In principle, each group of data within a subject course should have some fixed value or weight towards the calculation of a final mark/grade. This is the Category Weight Method. The groups might be kinds of assessment instruments (e.g. tests, labs, quizzes, essays, projects, etc.). A taxonomy of objectives might make better groups (cognitive knowledge, cognitive skills, affect, psychomotor). As each new assessment instrument (called an "Entry") is added into MarkBook, the user assigns it to a category.

The Category Weight Method is what most course descriptions claim is the method of mark calculation. That is, each category will count for a **fixed, pre-determined percentage** of the overall mark. For example, an instructor may start a science course with a commitment that labs will count for 20% of the final mark, essays 15%, a project 10%, unit tests 30%, and an exam 25%. MarkBook guarantees that this breakdown will be met when overall marks are calculated. As each assessment entry is recorded, the teacher will classify it into a category and MarkBook will automatically maintain the committed target of that category/strand towards the overall mark. Of course, if a change is warranted in the weight of any item or category, a MarkBook user can make that change at any time.

Whatever grouping is used, MarkBook allows a user to assign **Target** weights to each as per this image. The terms (e.g. **Categories, Strands**) are interchangeable using the drop-down menu. Note that the number 20 has been assigned in the **Target** cell to each of five strands for this Math course. Now, each strand is targeted to count for 20% of the overall mark because they sum to 100. The sum doesn't have to be 100 – if this is the case, MarkBook will do a pro-rata conversion based on the category target divided by the total.
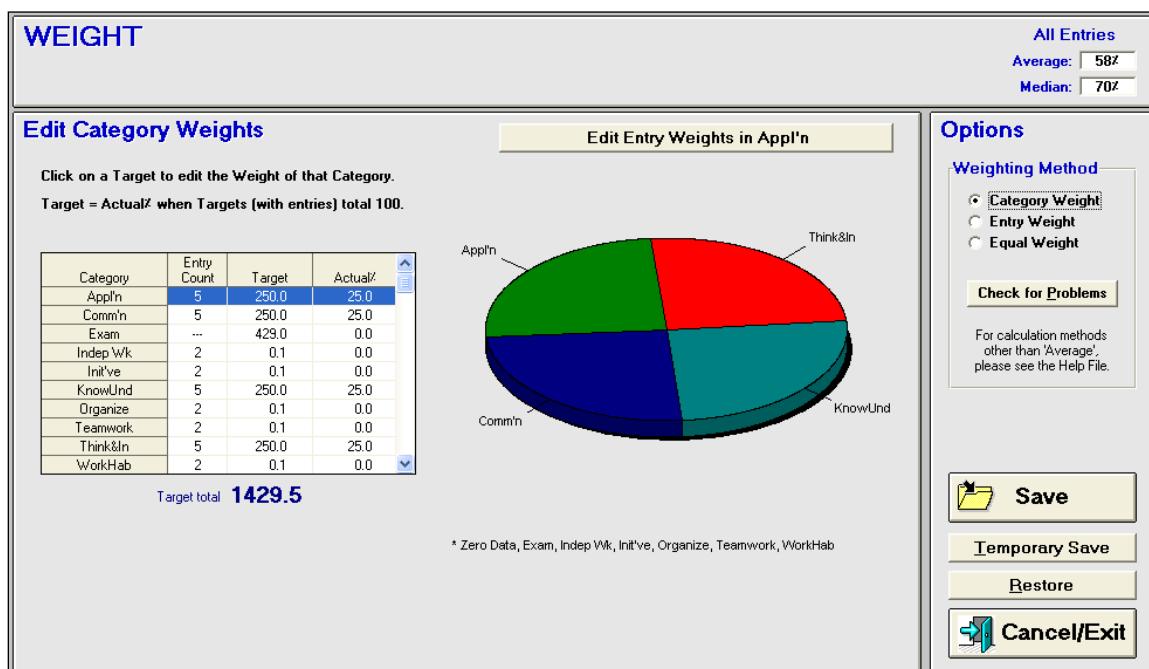
In MarkBook, a category with no entries will count for zero and the categories with data will fill in pro-rata.

See Appendix A for examples of categories and a discussion of weighting models.

Misconceptions about Category/Strand Weighting

1. *Each category or strand <u>always</u> counts for a fixed percentage in MarkBook's calculations.* Not true. If a category has no assessments in it, it counts for zero and the other categories fill in pro-rata. Using the five strands above, if there was only one assessment so far in the course, and it was in the Algebra strand, then the other four strands would count for zero and Algebra would count for 100%.

In the next image, an extreme example from MarkBook's Weight screen, the Exam category has no entries (dotted line in the **Entry Count** column) so it counts for 0.0% at the moment in the **Actual%** column. Later in the course, when an assessment is entered into that Exam category, both the exam and the exam category will immediately contribute to the calculation. Obviously, the percentage contribution of the four categories currently counting for 25% each must drop.

2. *The category/strand Target weights must sum to 100.* Not true. Whether the **Target Total** sum is 5 or 6789.3, MarkBook will calculate a percentage contribution on a pro-rata basis. See the prior image as an example. The Target Total sum is 1429.5.

Once it has an entry, the exam will count for 429/1429 = 30%. The four categories that currently count for 25% each will drop to 250/1429 = 17.5% each. In other words, the four categories of term work will have a collective Actual weight of 70% once an exam is added.

3. *A category/strand cannot have a weight of zero.* Not true. See the prior image. Five categories with very low weights have been used to track Learning Skills throughout the term. The teacher could edit the target weights for these skills to zero so that the assessments within these five categories do not contribute at all to the overall mark.

4. ***Once assigned, Targets and Weights cannot be changed.*** Not true. Click any cell in the **Target** column to edit.

5. ***The more assessment entries within a category, the more that category counts in the calculation of the overall mark.*** Not true. The category value is fixed as per the Target cell. Whether it has one entry or five hundred entries, its contribution remains the same.

Entry Weights

In MarkBook's Weight cell on the New Entry screen (see section 8-2), users can type an integer for each new assessment (an Entry) to control its impact within the selected category and on the overall mark.

Suppose a teacher has four unit tests all in a Knowledge category. The tests have different numbers of questions but the teacher wants the categories to count equally. How can MarkBook do this? The answer is simple: give them the same integer in MarkBook's Weight cell. As per the following chart, all tests are weighted equally and therefore count the same. In MarkBook, any integer from 1 to 999 may be used in the Weight cell. As long as items have the same integer, they count equally within that category.

Instrument	Category	Base Mark or 'Out Of'	Weight Cell	% Contribution
Test 1	Knowledge	22	1	**25%**
Test 2	Knowledge	77	1	**25%**
Test 3	Knowledge	45	1	**25%**
Test 4	Knowledge	100	1	**25%**

Suppose the teacher wanted the tests to count in proportion to the number of marks on each one. Use the **Weight = 'Out Of'** cell in section 8-2 and section 8-3:

Instrument	Category	Base Mark or 'Out Of'	Weight Cell	% Contribution
Test 1	Knowledge	22	22	22/244 = **9%**
Test 2	Knowledge	77	77	77/244 = **31.6%**
Test 3	Knowledge	45	45	45/244 = **18.4%**
Test 4	Knowledge	100	100	100/244 = **41%**

Now these four tests have different contributions to the calculation of the mark within the Knowledge category. Mathematically, the contribution is the weight assigned to the instrument divided by the sum of all weights in its category. So, test 1 has 22 weight points out of a total of 244 weight points or 9% of Knowledge's weight. If a user adds

more assessment items to the selected category, then the contribution of each existing test will drop because there will be more than 244 total weight points.

Suppose the tests are in different categories:

Instrument	Category	Base Mark or 'Out Of'	Weight Cell	% Contribution
Test 1	Knowledge	22	1	?
Test 2	Comm	77	1	?
Test 3	Thinking	45	1	?
Test 4	Application	100	1	?

In this case, it's impossible to predict how much each test will contribute unless it's the only item in the category.

Suppose there are other assessments within the same category. In the next example, the teacher has entered a range of numbers in the Weight cells to keep an appropriate contribution for each kind of assessment towards the calculation of the overall mark. Note that the three quizzes all have very low weight. If the teacher wants to remove them entirely at some future date, he/she could edit the weights to zero. Also note that the last two unit tests have greater weight than the first two. Similarly, the other significant instruments have weights counting for more than quizzes. Usually, such decisions about weight cell numbers are professional judgements on the teacher's part. But the principle in MarkBook remains the same: the bigger the number, the more weight.

Instrument	Category	Base Mark or 'Out Of'	Weight Cell	% Contribution
Quiz 1	Knowledge	3	1	1/138 = **0.7%**
Test 1	Knowledge	22	20	20/138 = **14.5%**
Essay	Knowledge	100	10	10/138 = **7.2%**
Quiz 2	Knowledge	4	1	1/138 = **0.7%**
Test 2	Knowledge	77	20	20/138 = **14.5%**
Project	Knowledge	100	25	25/138 = **18.1%**
Test 3	Knowledge	45	25	25/138 = **18.1%**
Presentation	Knowledge	100	5	5/138 = **3.6%**
Quiz 3	Knowledge	3	1	1/138 = **0.7%**
Test 4	Knowledge	100	30	30/138= **21.7%**

Misconceptions about Entry Weights

1. ***The weights have to sum to 100.*** Not true. See the examples above. In the first chart, the weights added to 4. In the second, 244. And so on.

2. ***The weight for each assessment entry is its percentage of the final mark.*** Not true. The number typed into the Weight cell is a pro-rata contribution for the instrument's significance within the selected category.

3. ***If Weight = 'Out Of' is used, then all assessments are weighted equally***. Not likely true. If they all have the same base mark or Out Of, then it's true. Otherwise not, as per the above example.

4. ***Weights are factored into MarkBook's calculation of Average (Mean) but not into its calculations of Mode and Median.*** Not true. MarkBook has multiple measures of central tendency (aka algorithms) and the weights of both categories and the individual assessments within each category are factored into those algorithms. See Appendix A-7.

5. ***The Weighting Method cannot be changed.*** Not true. It can be changed at any time without affecting the data.

6. ***Assessment weighting should be restricted to a small range like 1 to 3.*** Highly questionable. As an example, if there are four quizzes (Wt = 1 each) and a unit test (Wt = 3) in the same category, then the four quizzes combined count for more than the unit test. Instead, if the test is weighted at 25, 50 or 100, then the calculated mark relies more heavily on the most significant assessment instrument.

Calculating Overall Marks Using Only Entry Weights – the Entry Weight Method

Before computers were widely used to calculate marks, organized teachers maintained a paper spreadsheet listing all assessments. Entries were pencilled

onto the form. Some teachers used separate sheets or different colours for categories.

At each report cycle, teachers added up all scores in each student's row and then divided by the total Out Of to determine a percentage mark. MarkBook calls this the **Entry Weight Method**. Or, teachers examined each row carefully to estimate a typical mark for each learner. This latter technique is called 'eyeballing'. If letter marks were used, the final mark may have been assigned as the most frequent letter in the row. Of course, this makes the erroneous assumption that all assessments should contribute equally.

In addition to a weighting problem, there were numerous difficulties with these mark/grade calculation techniques:

1. Determining category/strand marks was so laborious that it was seldom done.

2. Determining accurate interim marks was so laborious that few teachers would do any kind of interim reporting involving a calculation.

3. Regardless of category, assessments were often equally weighted.

4. Missing assessments were a problem – each student with one or more NoMarks had to have a different formula.

Some teachers who used a paper spreadsheet to *calculate* marks employed a trick to control weighting. They made the weight of each instrument the same as the base mark or 'Out Of'. So, quizzes were always out of a small number like 3, reports out of 10, unit tests out of 40 and the exam was out of a large number like 150. When the add-up-and-divide process was used, each kind of assessment ended up being weighted more appropriately. Of course, the teacher still couldn't claim to have fixed category targets. None-the-less, this was considered to be the right way to calculate marks.

MarkBook imitates part of this process with its **Weight = 'Out Of'** cell. If used, MarkBook will calculate an average within each category with all instruments contributing pro-rata by their base mark. However, if the Category Weight Method is used, the contribution of each category is fixed.

MarkBook has two alternatives to the Category Weight Method: **Entry** Weight and **Equal** Weight.

Calculation Method:	⊙ Average	○ Median	○ Blended Modes	○ Blended Medians
Weighting Method:	○ Strand	⊙ Entry	○ Equal	

The Entry Weight Method ignores the Category/Strand Targets. Instead, the relative value of each assessment is entirely controlled by the size of the weight number entered for each assessment in the Weight cell (see section 8-2). If the base mark is the same number as the weight, this matches the paper spreadsheet add-up-and-divide process described above.

Caution: if **Weight = 'Out Of'** is used, items in the same category which <u>should</u> be equivalent are not always handled properly. Two equivalent tests out of 43 and 82 respectively are NOT valued equally using this Entry Weight method unless the user has deliberately edited the weights to make them the same! Otherwise, if **Weight = Out Of** is used, the second test counts almost twice as much as the first.

Since category/strand weights are ignored, an educator using the Entry Weight Method cannot predict in advance how much each type of assessment or each category/strand will count in the final mark calculation. For instance, an educator may say at the start of a course that the Tests category will count for 25%. However, at the end of the course, the Entry Weight Method may produce a result with tests counting for 10%. Or 50%!

Calculating Marks Using the Equal Weight Method

MarkBook will do a calculation with all assessment items counting equally. This is called the Equal Weight Method. Category/strand weights are ignored in this calculation. Entry weights are ignored too. Suppose there are 50 entries in a variety of categories. In this case, each will count for 2% of the overall mark regardless of their base mark or category. Zero-weighted assessment items (i.e. deleted items) and NoMarks for individuals don't count.

In the Mark Sets/Edit screen, this weight method is selected as follows:

Calculation Method:	⊙ Average	○ Median	○ Blended Modes	○ Blended Medians
Weighting Method:	○ Strand	○ Entry	⊙ Equal	

The result is that all assessments have the same weight factor.

Comparing the Impact of the Three Weighting Methods on a Class

Teachers sometimes encounter a dilemma – they're supposed to use a Category Weight system with policy dictating pre-set weights for each category, but they prefer the simplicity of the Entry Weight or Equal Weight systems when communicating with learners and their parents. In this circumstance, the teacher needs a technique for determining how close they've come to the policy targets while using Entry or Equal Weight systems. And a technique for coming closer to the policy requirements while sticking with an alternate Weighting Method!

The following images of **Class Report / Categories** were taken using one of the demo classes in the sample folder installed with MarkBook. There have been no changes to the assessment data. Instead, changes have been made to the Weighting Method and the changes are impressive!

From the red numbers on this screen, note that

1. The teacher is currently using the Category Weight Method
2. Each student has an overall mark calculated using that method.
3. The contribution of each category fits policy exactly (e.g. Exam/CA = 30%).
4. There is a Weight button. It will allow the user to edit a number of items, ***including the Weight Method being used!***

If the **Weight** button is clicked, the following screen will appear:

WEIGHT - MFM1P105 (2014) - Mathematics 9

All Entries
Average: 69%
Median: 70%

EDIT CATEGORY WEIGHTS

Edit Entry Weights in Appln's

Click on a Target to edit the Weight of that Category.

Target = Actual% when Targets, in Categories with entries, total 100.

Category	Entry Count	Target	Actual%
Appln's	16	20.0	20.00
Comm	24	15.0	15.00
Exam/CA	2	30.0	30.00
Know/Und	31	25.0	25.00
Thinking	11	10.0	10.00
Totals:	**84**	**100.0**	**100.00**

OPTIONS

Weighting Method
- ● Category Weight
- ○ Entry Weight
- ○ Equal Weight

Check for Problems

Temporary Save

Restore

Save

Cancel/Exit

In the **OPTIONS** box near the upper right, the screen confirms that the Category/Strand Weight system is being used. To change, select either of the other two cells. For instance, select **Entry Weight**, click **Save** or **Temporary Save**, and the previous screen will re-appear with the new Weight Method applied:

CLASS REPORT - MFM1P105 (2014) - Mathematics 9

Unit: [ALL]   Category: [ALL]   Type: ☑ Summative ☑ Formative ☑ Diagnostic ☑ Self ☑ Peer

Calculation. Method: Average - Entry Wt

Average: 70%
Median: 74%

Summary | Entries | Unit | **Categories** | Distribution | Mode | Seating | Compare | HTML | Print

RESULTS by CATEGORY

		Overall	Appln's	Comm	Exam/CA	Know/Und	Thinking
1	Arkland, Samantha	85	82	83	80	89	85
2	Beach, Shelly	71	72	71	75	68	74
3	Bell, Clarissa	76	75	69	75	79	78
4	Boame, Gerald	63	66	60	50	69	46
5	Boyce, Daniella	74	67	80	63	77	75
6	Bridges, Cam	38	39	33	47	44	24
7	Day, Bonnie	79	84	75	59	79	79
8	Duguid, Ken	77	73	74	83	81	74
9	Dundee, James	69	69	64	61	74	66
10	Hill, Samantha	64	59	62	77	67	60
11	Ho, Heidi	82	83	85	75	82	81
12	Houston, Roger	75	79	73	52	78	67
13	Hughes, Amber	77	80	79	53	78	70
14	Ives, Simon	89	95	86	86	88	83
15	King, Joseph	76	74	71	86	79	77
16	Knott, Astrid	66	68	61	53	69	69
17	Lowe, Glenda	36	22	40	72	41	29
18	Lyons, Melody	78	76	82	64	82	73
19	Moss, Peter	70	66	70	64	75	71
20	O' Shanter, Tam	58	56	53	50	64	49
21	O' Shea, Rick	61	60	58	61	66	51
22	Silver, Stirling	58	63	47	63	59	59
23	Stone, Edward	80	87	76	73	78	77

Unit: [ALL]   -   Type: SFDSP

Category	Nº of Ent.	Class Avg	% of TERM
Appln's	16	69	27.0
Comm	24	67	19.1
Exam/CA	2	66	5.4
Know/Und	31	72	37.5
Thinking	11	66	11.1

Arkland, Samantha
Cat: Appln's / Unit: [ALL]

4. Diagnostic Test	55
6. Integers Test-APP	96
9. RatioWordProblems-APP.ed	100
10. Math Skills Inventory.edc	75
16. QU-Ratio&Proportion	100
26. TE-Prop Reas-Part2	79
29. TE-Prop Reas-Part3	88
32. Combining Like Terms	87
35. QU-Combining Terms	85
50. TE-Algebra and Equations	18
56. Slope&Pitch-App	87
62. Algebra Assignment	94
73. Te-LinearRelationships	94

Options
Format: ● Percent
○ Level
○ Mode Levels

Double click on a student's name for his or her Student Report.

List by: Real Name

Adjust Results

☑ Round Off
☐ Mode as %

Weight
Notes

Back

Using the numbered circles on this screen, note that

1. The teacher is using the Entry Weight system
2. The overall marks have changed.
3. The contribution of each category has changed and is dramatically different from policy in this example.

If the user returns to the Weight screen, selects Equal Weight and saves, this screen will appear:

Again, compared to the previous screen image, note the significant changes in the three circled locations.

If a teacher wishes to stick with Entry Weight, but desires a closer fit with the policy category weights, it IS possible to alter the weights assigned to various assessments in order to bring the categories closer to policy. Use MarkBook's Weight screen tools described later in this section to increase/decrease assessment weights in underweight/overweight categories. In the Entry Weight example on the previous page, if the user increased the weight of the items in the Exam/CA category by a factor of six, then the whole category will come much closer to the policy target of 30%.

If a teacher wishes to stick with Equal Weight, it will be extremely difficult to meet policy. That's because a change in the weight of each assessment (each New Entry) will have no impact – all assessments are counted equally! The only solution is to add/remove assessments to increase/decrease the contribution of each category towards the policy target.

Note: changes made to the Type selected at the top of the screen will have an instant impact on the calculated numbers. De-selecting certain types like Formative, Self and Peer may help significantly in aligning a different Weight method with policy requirements.
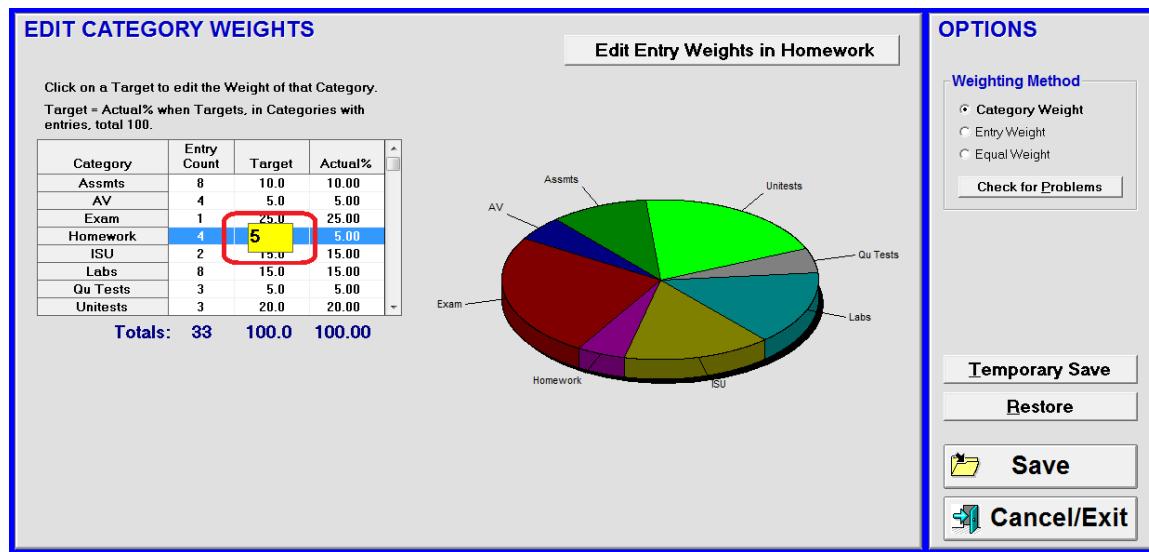
Progressive Weight Method

There is a variation of the Category and Entry Weight systems called the **Progressive Weight Method**. This method counts recent assessments more heavily than older ones. There is considerable variation in the way it's used, but the idea is to give greater significance to what a learner has demonstrated recently as opposed to what they demonstrated some time ago. A final exam at the end of the year/course counting for 100% of the overall mark is an example of the Progressive Weight method at its most extreme. Progressive Weight is described in more detail later in this section.

MarkBook's Weight Screens

Reach the screens below from MarkBook's Main Form, section 3-1, using the **Weight** button at the lower left or by clicking on the Weight button in several other MarkBook screens. Use these two Weight screens to adjust the importance, significance, value or scale of any single assessment OR the weight of any category/strand towards the overall mark.

This screen shows categories with Targets adding to 100. Click any cell in the **Target** column to open a yellow edit box as shown.

Trick: sometimes, a category weight is mandated to two decimals. For instance, it may be policy that the Lab category must count for 8.75% of the overall mark. In this case, double all of the Target percentages so that labs count for a Target of 17.5 out of a Target total of 200. MarkBook will then report 8.8% in the Actual% column. That's 8.75% rounded off to one decimal for display purposes.

The pie graph gives a visual of the current contribution status of the category weightings. Categories without entries are not shown on the pie graph.

To change **Weighting Method**, click the appropriate cell at the right. To change from the Entry Weight method to the Category Weight method, there must be at least one category already set up. No matter which method is selected, use the **Check for Problems** button to warn of potential difficulties.

For further details on weighting and MarkBook's calculation techniques, see Appendix A-7.

Editing Weights for Individual Assessment Entries

To change the weight or value of an individual assessment, select its category/strand as in the screen above, and then click on the upper tab labelled **Edit Entry Weights in [Category]** to get this screen.

To get back, click the upper **Edit Stand/Category Target Weights** button. Check the relative weights for all assessments within that category. In this sample, the left grid lists all of the assessments in **LABS**. Each assessment has a weight number in the **Wt.** column. These numbers can be edited. The **Weight Table** presents some examples of what higher and lower integers will do to the selected assessment if one adjusts the current number in the Wt. column up or down from its current value of 10. The eight integers predict the potential mathematical consequence of adjusting the weight down or up as desired. In the **Edit** table at the left, click on any number in the Wt. column, type a new integer, and click Enter on the keyboard. Or, double click a displayed **Wt.** number in the left column of the **Weight Table** to replace the selected assessment's weight in the Edit table.
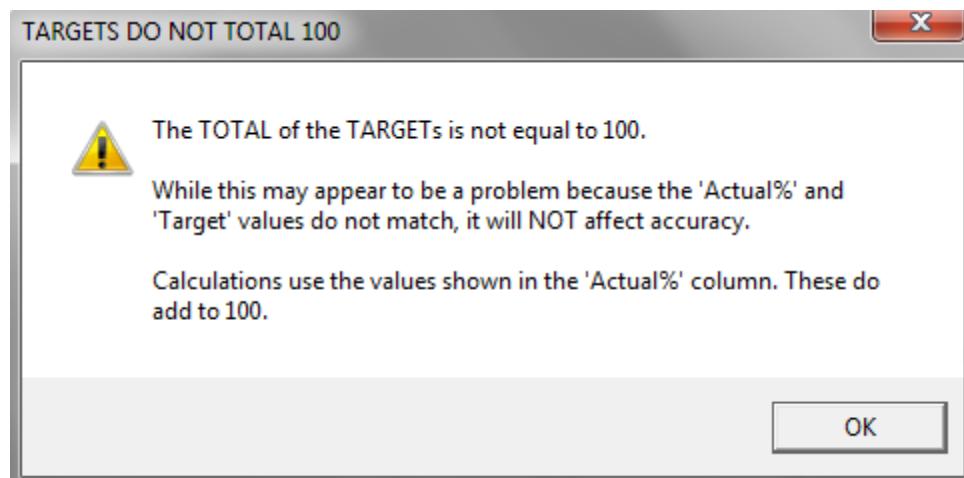
In the **OPTIONS** section at the upper right, choose a selection by clicking on it.
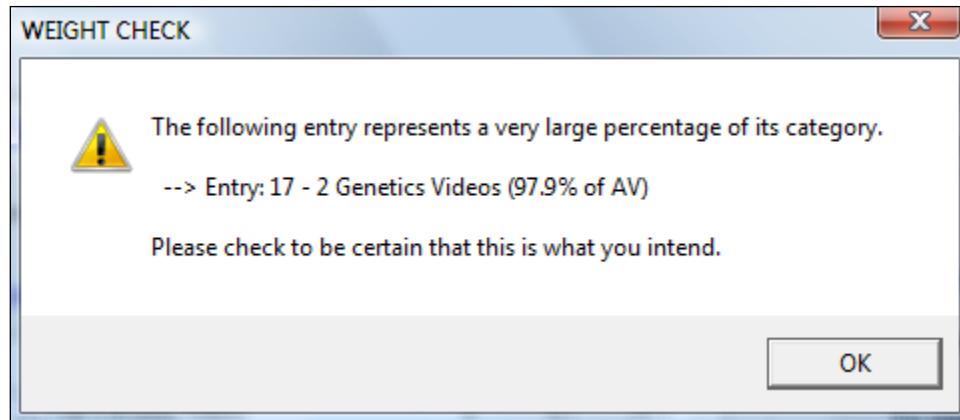
At the lower right of the screen, **Save** will save the new weights. Click **Cancel/Exit** to drop all new weightings just created. **Temporary Save** will hold the new weightings temporarily to enable an examination of their effects in other screens. Return to this screen and click Save to keep the new settings. Or, click **Restore** to return to the previous weight settings.

Check for Problems

MarkBook will identify potential weighting problems when one clicks on any **Check for Problems** button. In this first example, the total of category weights is not 100. Similarly, messages will appear about zero-weighted items, zero-weighted categories, etc.

If there is a single assessment item that "overpowers" all others within a category, MarkBook will identify it. In this next example, the item is so heavily weighted that it dominates the category. If this is not intended, click OK and go to the **Edit Entry Weights in ....** screen above and edit the weights of the assessments in this category to provide a better balance.

WEIGHT CHECK

⚠ The following entry represents a very large percentage of its category.

--> Entry: 17 - 2 Genetics Videos (97.9% of AV)

Please check to be certain that this is what you intend.

OK

Point-in-Time Marks vs. Accumulated Points on Interim Reports

These are two systems for reporting an interim acquisition of the curriculum. MarkBook reports point-in-time marks. That is, MarkBook reports a percentage (or letter or level) indicating how well the student has acquired that fraction of the curriculum taught *so far*. Conversely, an accumulated points system reports how much of the total curriculum has been acquired to date. A points system assumes 100 points possible at course completion.

As an example, suppose a course is broken into three equal units. Three units count for 20% each (total term = 60%) and an exam counts for 40%. At the end of unit 1, Frank has scored 90% on that unit's assessments. MarkBook would provide an interim report showing 90% as Frank's overall mark. Put another way, Frank is achieving at the 90% level so far, but only a third of the curriculum has been taught.

An Accumulated Points system would report that Frank has 20% X 90% = 18 "points" as his accumulated mark at the end of unit 1. Put another way, Frank has earned 18 of 20 possible points to date towards his final course mark. His final mark cannot fall below 18.

Virtually all jurisdictions require teachers to provide point-in-time interim marks. Low points, presented as percentages during a course, can be devastating to students and cause lots of misunderstanding among parents. However, some teachers still like to report accumulated points at key times during a course. For instance, just as the term finishes and an exam is about to be written, these teachers like to provide an accumulated point report. In the example above, if Frank continued learning at the same ninety percent level, he would have accumulated 54 of a possible 60 points prior to the exam.

Although *we don't recommend reporting using an accumulated points system*, MarkBook can calculate and report that way. If doing so, please be aware that *it's very easy for the audience to misinterpret* what they see on reports. Instead, we recommend reporting point-in-time marks and having the audience mentally multiply the current overall mark by the percentage of the course completed so far to determine "points".

To do accumulated points, enter all planned assessments for the course including the exam, if any. Give each future assessment item a realistic weight and give all students a mark of zero on all of these future assessments. The .MTP files discussed in section 8-4 and section 8-5, and the Flood a Mark function in section 8-2 can be a big help with this. As students complete each assessment, replace the zeros with their actual scores. MarkBook will then calculate accumulated points as a percentage, a letter or a level.

For example, in a just-before-exam reporting scenario, enter the exam and give all students a zero on it. MarkBook will then calculate and report each learner's achievement on the term work as a percentage of the final mark including the exam – in other works, it will report accumulated points. Following is a Mini Report titled Pre-Exam Report. The learner has accumulated 48 points so far. Read the Comment.

Assess For Success School V. Smart - MB ASSETS XMZ **Pre-Exam Report** Mathematics Math 2006 - Mar. 9, 2008	**Abbott, Dave** (8A-991221)			**48%** Wt. Average
	Unit: [ALL]	Class Avg.: 49%		NoMark: None
	Category: [ALL]	Median: 50%		Zero!: 1
CATEGORIES (Categories may not be equally weighted.)	Appl'n. . . . . . 74 Comm'n. . . . 69	Exam. . . . . . -- KnowUnd. . . 79	Think&In. . . .53	
COMMENT	This mark reflects the number of percentage points Dave has accumulated prior to the exam. Since the exam counts for 30% of the final mark, whatever Dave earns out of 30 on the exam will be added to the term mark in the upper right corner of this report.			
Signature of Parent or Guardian				

The Progressive Weight Method for Evidence of More Recent Achievement

This weighting method is based on the notion that current and more recent student work should receive greater consideration towards the overall/final mark than work done many months ago. With weighting, MarkBook provides the means for creating a Progressive Weight system.

Many teachers already use progressive weighting without realizing it. Sometimes a course is divided into parts with equal durations (terms, semesters, quarters, etc.) but they're given increasing weights (e.g. Term 1 - 20%, Term 2 - 30%, Term 3 - 50%).

A proponent of progressive weighting may use an example similar to the following:

A student driver was learning to operate an automobile. Working with an instructor, the student had a minor driving infraction each day. However, on the day of the official 15-minute driving test, this student managed to avoid all infractions and passed the test. One more licensed driver!

The proponent further argues that this is the way evaluation should work in our educational system. It shouldn't matter how many mistakes and poor performance assessments have occurred in the past. These are just Formative Assessments (see Appendix A-2). As long as the student demonstrates an acceptable standard at the end of the unit or the course on a Summative Assessment (aka a 'Rich Assessment'), they should receive a final mark commensurate with that recent performance. Of course, a 100% final exam, like the driver's test above, is a progressive weighting technique applied to its fullest extent.

Progressive weighting is valid in skill development. Suppose a skill is to learn how to add integers:

In September, a particular student could not add two integers and failed the monthly test. The same situation applied for eight more months producing a string of failing marks. However, in the last month of the school year, the student finally figured out how addition works and could repeatedly and accurately add strings of large integers.

Should this student receive a failing mark because they failed nine of the ten monthly tests? Or should this student receive an excellent final mark that reflects his/her real skill on this objective at the end of the course? Clearly, the latter is appropriate.

Progressive weighting is questionable in evaluating cognitive knowledge or skill development covering a host of different objectives. For instance, should a Technology student pass a course after failing the first six curriculum units and passing only the last one? Would one want abdominal surgery from a physician who failed all aspects of anatomy and surgery but passed psychiatry at the end of medical school?

Progressive Weighting Using Entry Weights

The first way to use MarkBook for progressive weighting is to select an ever-increasing weight for assessments within selected categories. Note the numbers in the **Wt.** column in the following example.

	Edit: Labs				
	Cat. Target = 15.0 – Actual% = 15.0 Total Wt of Labs entries = 255	Wt.	% of Cat.	% of SBI	
2	Scope FOV Measurement	1	0.4	<0.1	
3	Fine Adj. Calibration	2	0.8	0.1	
11	Potato Lab	4	1.6	0.2	
12	Coin Toss Lab	8	3.1	0.5	
19	Karyotype Lab	16	6.3	0.9	
28	Bacteria Diagrams	32	12.5	1.9	
30	Bacteria Pop'n Lab	64	25.1	3.8	
32	Virus Microviewer Lab	128	50.2	7.5	

To edit an Entry's Weight, click on its current value. □ Show 'Out Of'

Within the Labs category, this teacher is teaching a skill - how to write a good lab report. The skill is being measured exclusively in the Labs category of a Biology course. The labs were entered into MarkBook in chronological order and each lab counts for double the weight previous one. Click on any cell in the **Wt.** column to edit as above.
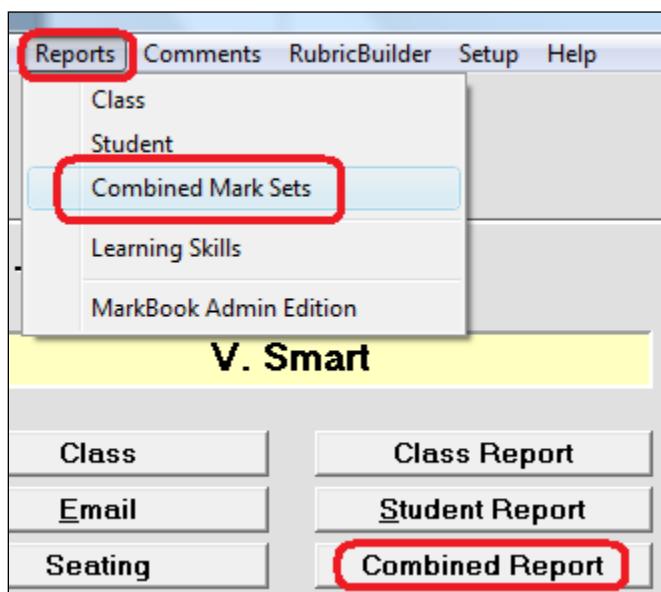
It doesn't matter what the base mark or "Out of" was for each item in this category. In the example above, entry #19 may have been scored out of 100 and entry #28 scored out of 5. However, weighted as shown, entry #28 counts for twice as much as entry #19 **regardless of the base**. Note the summary numbers in the **% of Cat.** and **% of SBI** columns.

Progressive Weighting Using Category/Strand Weights

A second way to implement progressive weighting is through the creation of specific categories. Each Mark Set may have as many as 100 unique categories. It's possible to set up categories to cover specific time periods. For instance, Labs1 and Labs2 or Tests1 and Tests2 would be categories covering entries for two terms. Enter data into the appropriate category-terms. Then, weight the second term categories more heavily than the first term categories to achieve progressive weighting.
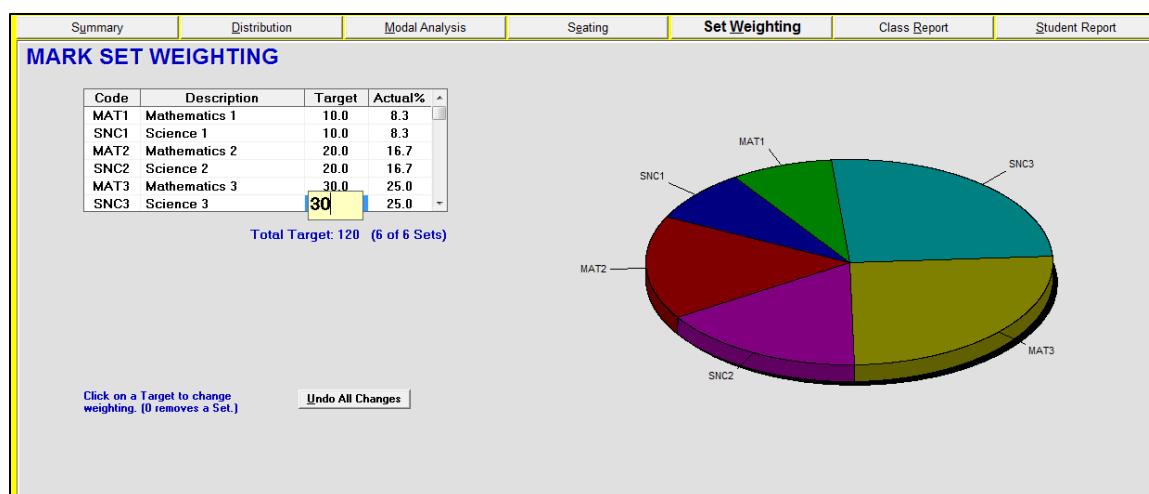
Progressive Weighting Using Mark Sets

A third way to implement Progressive Weighting is through Mark Sets. See class 8D in the sample classes provided as in section 1-3. This class has two subjects, each with three terms. The assessment data is divided into (2 subjects X 3 terms =) 6 independent Mark Sets. See section 4-3 for details on Mark Sets.

Select **Reports** in the menu bar and then select **Combined Mark Sets**. Or click the **Combined Report** button on the main form.

On the resulting form, click the **Set Weighting** tab to get the following screen.

Click any number in the **Target** column to edit the weight. This teacher has set weightings to make term 3 count for as much as terms 1 and 2 combined.

It's also possible to zero-weight the first and second terms by editing their Targets to 0. In that case, only term 3 would count towards the final mark.

It's also possible to isolate a mark for Math by weighting all Science Mark Sets to zero.

8-10 SINGLE ASSESSMENT ANALYSIS SCREENS

Summary Tab

Reach the Analysis screen from MarkBook's Main Form, section 3-1, by clicking on a selected assessment entry in the lower half of the main form and then on the **Entry XX Analysis** button at the lower left. Use these analysis screens to determine the strengths and weaknesses of individual students on that assessment or on specific sections of the assessment. Also use these screens to gauge the validity of assessment instruments and/or of its sections.

The **Summary** screen has sort **Options** at the right. Look for students below a given threshold. Some statistics about the assessment appear at the top of the screen.

Select any other assessment entry in this same Mark Set using the drop-down menu or toggles to the right of the assessments title at the upper left. Click on the desired entry.

Update Marks from the Analysis Screen

Note the brown message at the lower left of the screen: **Double click on a student's name to edit marks**. A double click will open an Update window where any mark for any student on any assessment can be altered. Click on any student's name and any assessment entry title in the two boxes at the right. Click in any entry cell, re-type a number, click Enter on the keyboard and the **Back** button will turn into a Save button. Click **Save** to return to the previous screen with all calculations updated to include the edit(s).

Click on the happy face icon at the upper right to view images of selected students.

Results by Section Tab

Select the **Results by Section** tab near the top of the screen. This presents an analysis for an entry with sections - see the **SECTION DESCRIPTION** box. MarkBook provides an opportunity to divide any assessment into as many as twelve parts (sections). However, all sections must be in the same category/strand (conversely, use the Multiple New entry screen for multi-category assessments). See section 8-3 in this manual for details on how to set up sections for an assessment entry.

The Results by Section tab will be greyed out for any assessment that doesn't have sections:

Each student's mark within each section displays in the scrollable spreadsheet grid.

Note the **Options** at the right. If a student is more than 10% <u>under</u> the class average for that section, an asterisk appears beside their mark. Student #6 is well below the class average on several sections. The "trigger value" for an asterisk, currently set at 10%, can be changed by editing the cell. Rather than a percentage below class average, the trigger value can be set to a defined percentage mark, such as 50% in this example.

Details on the class performance are given in the orange box at the bottom centre. To select another section, click on it in the **SECTION DESCRIPTION** table above.

Remediation candidates become obvious in this analysis. For instance, if one decides to re-teach Mirror Image (section d) to a subset of the class, students with an asterisk are the ones needing extra help. This includes some individuals who passed the test.
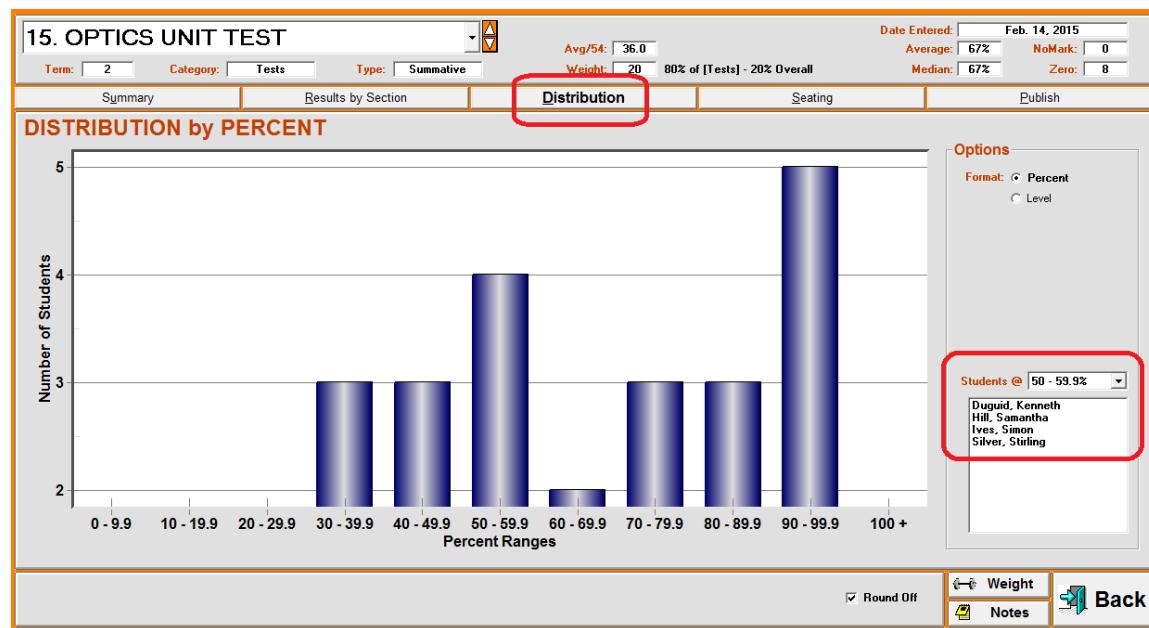
Validity of Sections becomes apparent in this analysis. One or more sections may have a very low average. To fix, go back to the entry heading and lower the Out Of or base mark for this section. Another alternative is to edit the base for section C to zero and then edit each student's mark to a NoMark. This wipes out that section as if never done. Or go to the Heading for this assessment and make that section a bonus section so that any mark earned is added on top of the results for the other sections.

Click on any student's name to get the update screen described previously.
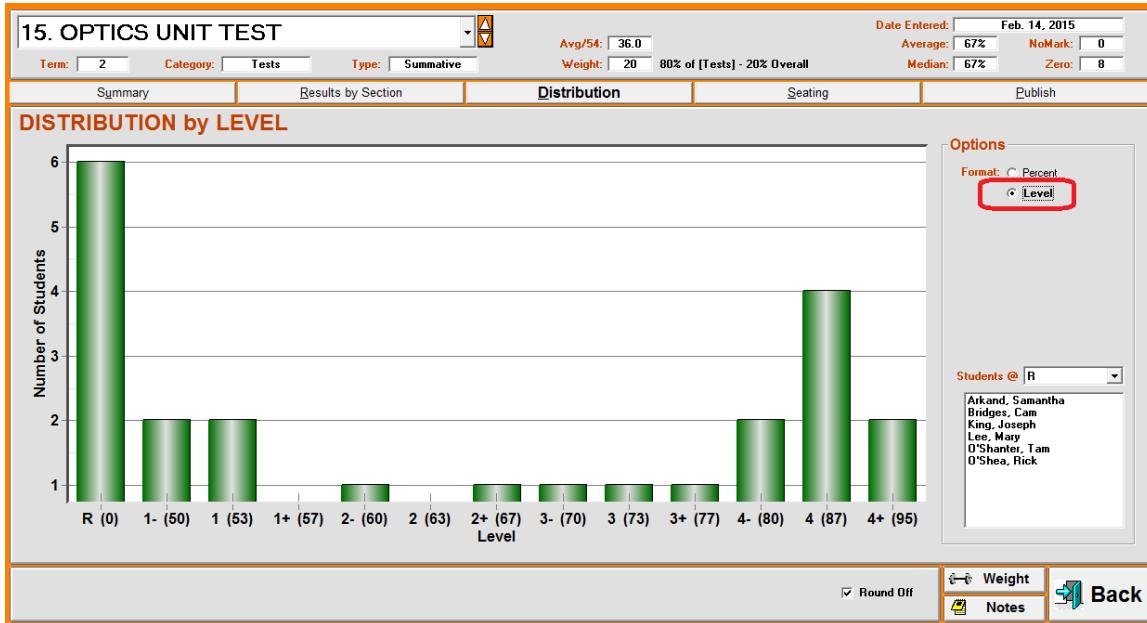
Distribution Tab

The **Distribution** tab displays the class performance on the selected assessment as a bar graph. At the right in the **Options** box, select **Percent** or **ABC/Level**. The distribution by percentage appears as in the next image.

To see a list of names of the individuals within each percentage range along the X-axis of the graph, choose a range in the **Students @** menu at the centre right.
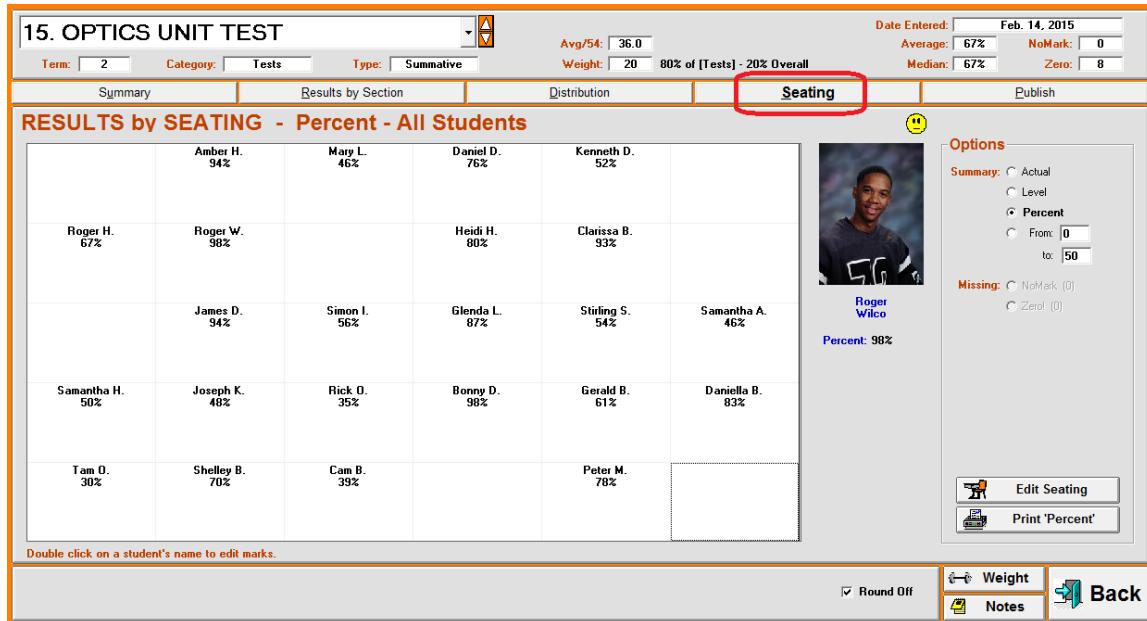
Click the **Level/ABC** cell in **Options** to get this view: Again, a list of students who scored at each level appears in the lower right window.

Seating Tab

The **Seating** tab displays achievement on the selected assessment entry arranged by seat position in the classroom. Choose among the **Options** at the right to filter the view of the class. Click the happy face and then any name in the grid to display a photo.

Analyse seating patterns as described in section 9-8.

Publish Tab

The **Publish** tab generates two kinds of reports, HTML and Print, using the two buttons at the lower right.

Select among the report options down the left side. Note that the **Print** button will indicate the number of pages required to fit the data on paper. If the selected assessment does NOT have sections, the Section Analysis - Options box at the lower left will not display on this screen. The FinePrint demo, described in Appendix B, will be very useful in previewing reports with various selected options.

Similarly, if there are no sections for the selected assessment, section analysis options are greyed out or absent.

See the printed samples in section 8-11.

Click the **Save HTML** button for a file to be posted on the web.

Tip: use these assessment analysis screens and printouts to
1. identify weaknesses in each learner's academic performance.
2. validate assessment instruments and sections.
3. report results to students and their parents on paper and on the web.

8-11 SINGLE ASSESSMENT ANALYSIS PRINTOUTS & HTML REPORT

Print these forms on standard paper from the Main Form, section 3-1, by clicking on the **Entry XX Analysis** button at the lower left of the screen and selecting the **Report** tab. Select among the Print/HTML options as described in section 8-10.

1. Summary Analysis Printout with Distribution

The first printout is an analysis of one assessment instrument without sections. Note the statistics at the top and bottom. Remarks also print. To post in the classroom, switch the identities to code names or student numbers before printing.

The **DISTRIBUTION** is shown in a narrow box under the student data. It counts the number of students in eight mark ranges.

2. Section Analysis Printout

The second printout is a multi-section analysis for a single assessment. Raw score on the assessment, percentage, and a suggested level or letter are provided. Students may be identified by Code Name so that this form can be posted in the classroom. Optionally, select real name or student number.

The lowest box is a **SECTION ANALYSIS** showing how the various parts/sections of the assessment contributed to the overall mark and how the class as a whole performed on each of those parts. This will give an idea as to the relative difficulty of each part of the instrument.

Remediation candidates become apparent in this analysis. Frequently, there are some students, including a few with excellent overall test scores, who need remediation on one or more of the items taught. This printout enables quick identification of those students who are weak in each section of the test. Had this test been recorded as a single entry with no sections, this identification would not be possible!

3. HTML Report

The following HTML report has three parts: a header component with a Summary table listing each student's result, a Section Results table showing section-by-section performance for each student, and a Section Analysis table. This single web page is shown in three parts here in order to fit it onto a single page in this document.

Note the function of the **red** numbers within the Section Results table.

The Best School 8D - 2013 **MIXING LIGHT COLOURS** Science 2 - Entry: 12	Date: Feb. 7, 2014 Term: 2 Category: LabReprt Type: Summative	Avg./100: 70.6 Weight: 5 14.3% of [LabReprt] 5% Overall	Average: 71% Median: 77%

SUMMARY	X out of: 100	Percent	± Class Avg (%)	Remarks
1. Arkand, Samantha	85	**85**	14	
2. Beach, Shelley	85	**85**	14	Redo 55
3. Bell, Clarissa	85	**85**	14	
4. Boame, Gerald	63	**63**	-8	
5. Boyce, Daniella	80	**80**	9	
6. Bridges, Cam	NoMark	NoMark		Not Registered
7. Day, Bonny	85	**85**	14	
8. D'Lionne, Daniel	80	**80**	9	
9. Duguid, Kenneth	Zero!	**Zero!**	-71	Skipped!
10. Dundee, James	85	**85**	14	
11. Hill, Samantha	53	**53**	-18	
12. Ho, Heidi	73	**73**	2	
13. Houston, Roger	63	**63**	-8	
14. Hughes, Amber	85	**85**	14	
15. Ives, Simon	63	**63**	-8	
16. King, Joseph	85	**85**	14	
17. Lee, Mary	70	**70**	-1	
18. Lowe, Glenda	70	**70**	-1	
19. Moss, Peter	85	**85**	14	
20. O'Shanter, Tam	45	**45**	-26	Incomplete
21. O'Shea, Rick	70	**70**	-1	
22. Silver, Stirling	63	**63**	-8	
23. Wilco, Roger	80	**80**	9	

DISTRIBUTION				
	0 to 39.9: 1	50 to 59.9: 1	70 to 79.9: 4	90 to 99.9: 0
	40 to 49.9: 1	60 to 69.9: 4	80 to 89.9: 11	100 & Over: 0

The Best School 8D - 2013 **OPTICS UNIT TEST** Science 2 - Entry: 15	Date: Feb. 14, 2014 Term: 2 Category: Tests Type: Summative	Avg./54: 36.0 Weight: 20 80% of [Tests] 20% Overall	Average: 67% Median: 67%

SECTION MARKS	X out of 54	a/9	b/8	c/4	d/3	e/9	f/14	g/7
1. Arkand, Samantha	25	3*	4*	4	0*	5*	9	0*
2. Beach, Shelley	38	7	7	4	1*	5*	11	3*
3. Bell, Clarissa	50	8	8	4	3	9	13	5
4. Boame, Gerald	33	8	5	4	1*	6	7*	2*
5. Boyce, Daniella	45	8	7	3	1*	7	12	7
6. Bridges, Cam	21	6*	2*	2*	1*	4*	2*	4
7. Day, Bonny	53	8	8	4	3	9	14	7
8. D'Lionne, Daniel	41	7	6	4	1*	6	11	6
9. Duguid, Kenneth	28	6*	6	2*	0*	4*	5*	5
10. Dundee, James	51	9	8	4	3	8	13	6
11. Hill, Samantha	27	5*	4*	3	1*	3*	7*	4
12. Ho, Heidi	43	8	5	3	1*	8	13	5
13. Houston, Roger	36	8	5	4	0*	6	12	1*
14. Hughes, Amber	51	9	8	3	3	9	12	7
15. Ives, Simon	30	7	7	3	0*	7	6*	0*
16. King, Joseph	26	4*	4*	2*	1*	4*	5*	6
17. Lee, Mary	25	7	2*	3	1*	3*	6*	3*
18. Lowe, Glenda	47	8	8	3	3	6	12	7
19. Moss, Peter	42	8	5	4	3	7	11	4
20. O'Shanter, Tam	16	6*	0*	1*	1*	8	0*	0*
21. O'Shea, Rick	19	4*	4*	2*	0*	5*	4*	0*
22. Silver, Stirling	29	6*	6	4	1*	7	5*	0*
23. Wilco, Roger	53	9	8	4	3	8	14	7

Note: 1. Column heading format is: Section ID / Maximum mark for the Section
2. An asterisk (*) indicates a mark more than 10% BELOW the class average for that section.

The Best School
8D - 2013 - V. Smart

Science 2 - Entry: 15   Date: **Feb. 14, 2014**
OPTICS UNIT TEST
Term: **2**   Category: **Tests**   Type: **Summative**   Weight: **20**   Average: **67%**   Median: **67%**

SUMMARY

Code Name	X out of 54	Mark (%)	± Class Average	Remarks
Baadshah	16	30	-37	
Cora 86	53	98	31	
Cyber6	45	83	16	
Giget	27	50	-17	
Heat	19	35	-32	
Let's Eat	43	80	13	

SECTION RESULTS

Note: 1. Column heading format is: Section ID / Maximum mark for the Section
2. **Red** indicates marks more than 10% BELOW the class average for that section.

Code Name	Mark (%)	X out of 54	a/9	b/8	c/4	d/3	e/9	f/14	g/7
Baadshah	30	16	6	0	1	1	8	0	0
Cora 86	98	53	8	8	4	3	9	14	7
Cyber6	83	45	8	7	3	1	7	12	7
Giget	50	27	5	4	3	1	3	7	4
Heat	35	19	4	4	2	0	5	4	0
Let's Eat	80	43	8	5	3	1	8	13	5

SECTION ANALYSIS

Section	Title	Max. Mark for Section	Section Average	Section Avg (%)	± Class Avg (%)	Rating ±10%
a	True / False	9	6.9	76.8	9.8	~ AVERAGE ~
b	Completion	8	5.5	69.0	2.0	~ AVERAGE ~
c	Matching	4	3.2	80.4	13.4	ABOVE Average
d	Mirror Image	3	1.4	46.4	-20.6	BELOW Average
e	Multiple Choice	9	6.3	69.6	2.6	~ AVERAGE ~
f	Short Answer	14	8.9	63.4	-3.6	~ AVERAGE ~
g	Problem Solving	7	3.9	55.3	-11.7	BELOW Average

8-12 DROP-THE-LOW

Drop-The-Low is a mark manipulation procedure used by some teachers to "adjust" marks just before an official school reporting cycle. Unrestricted use of this technique is pedagogically unsound. In spite of this, it can perform a useful motivational function if properly handled. This section discusses the soundness of drop-the-low as a technique, makes suggestions for its most effective use, and demonstrates how MarkBook can be used to facilitate appropriate use.

Drop-The-Low is the process of boosting student overall marks by deleting one or more of the lowest scores/marks for each student. That is, selected marks are converted to NoMarks (forgiven or "No Evidence"). Usually this entails one mark in each category/strand OR a fixed number of marks. For instance, a teacher may say to a class that he/she will drop their six poorest marks regardless of category.

Generally, Drop-The-Low is unplanned. It seldom appears as policy on a course description sheet nor is it usually announced at the start of a course. Instead, it's typically performed spontaneously sometimes in response to vociferous requests from students. Students usually cite some other teacher as the model for this technique. When done in this manner, it's questionable as to whether drop-the-low is a sound teaching/evaluation technique or just a desire for personal popularity on the evaluator's part. Sometimes, drop-the-low is used to boost a low class average or to move weak students' overall marks above a critical threshold.

Initially, few students will object to the application of drop-the-low. It's too good to be true! All believe that it will boost their overall mark. Even when the top students figure out that it does little for them personally, they do not publicly resist for fear of condemnation by their peers. However, complaints DO happen in private. When better students realize that the class average moved upwards much more than their own mark, and classmates got "forgiven" for failing to do assigned work, they correctly argue that drop-the-low is not fair. However, by this time, it's too late - the evaluator is committed to the process.

Why is Drop-the-Low Frequently Unsound?

It's an instructive exercise to determine who benefits in a class by unrestricted use of drop-the-low. If there's time, save a backup MarkBook class folder in another location and then experiment by dropping low marks (i.e. edit them to NoMark). Compare the results afterwards with the untouched file. Generally, the top students (high scores on almost everything) and the non-compliant (zero on almost everything) do not benefit by more than a percentage point or two. The ones who receive the biggest boost in their overall marks are those who have a few incomplete or low score assessments in their overall record. If modal analysis is used as described in section 9-7 and section 11-5, there can be dramatic changes to a student's "most-consistent" performance when a few low-score assessments are dropped. Sadly, compliant students are penalized: those students who complete all assessments do not receive as much of a boost from drop-the-low as their classmates who failed to complete these same items and got zeros. If a class

is ranked by mark before a drop-the-low adjustment, the bottom two quartiles get the greatest benefit. These observations prompt some tough questions:

- Should a technique be used which benefits non-compliant students more than compliant ones who demonstrate a solid work ethic?
- Should a technique be used which forgives students for failing to complete assigned work?
- Should a technique be used which substantially increases the class average and median without altering the upper quartile's marks?
- Should a technique be used even though it's eventually perceived as unfair and it upsets the best learners?
- Given that the mark is supposed to be a measure of the degree of acquisition of the curriculum, should a technique be employed that artificially raises that measure and gives a false impression for some learners?

Another argument: if the objective in mark calculation is to provide an overall measure of central tendency for each student, wouldn't it be appropriate to simultaneously apply both "drop-the-low" and "drop-the-high" to an equal number of assessments?

How to Use Drop-The-Low Appropriately

Drop-the-low can be a sound technique when the objective is motivation. Try the following to make this mark adjustment technique promote student growth effectively:

- Announce the use of drop-the-low at the beginning of the course or term. It should be a common policy across all sections of the same course. There will be serious problems if one teacher uses it and the colleagues do not!
- Announce that only selected categories will be affected. For instance, announce that one Lab Report, one Quick test, one Assignment, and one Book Report will be dropped at the end of the course. Simultaneously, indicate that drop-the-low will not be used for major tests, a project, and the exam. Generally, the idea is to permit the technique in categories/strands where there are numerous assessments. This is a professional judgement and there must be agreement among colleagues. For instance, if there are two major summative tests and that category is heavily weighted, it would be unwise to use drop-the-low. However, if eight major tests are planned, the opposite decision could be sound.
- Announce that drop-the-low will be used ONLY when a student has completed ALL assessments within a qualifying category. In other words, any zero or missed item within that category means no drop-the-low will be used. Decide whether a missing item disqualifies the student from just that one category or from all categories. Remember, the objective is motivation.
- Stick to the announcement. There will be TONS of pressure from students to modify the policy just before official marks are due. Teacher reputations are on the line! As a last resort, suggest that drop-the-low will be abandoned entirely if students continue to ask for an extension of the technique to more categories.

- Post a code-name Class Report in the classroom as described in section 9-9. Have students select which assessment items they wish to have dropped. If they want the technique used, they must give a written and organized list (category and assessment number) such as

John Bull:	Lab Reports	assessment #16
	Surprise Tests	assessment #27
	Assignments	assessment #12
	Book Reviews	assessment #34

This list will enable drop-the-low to be used in a pedagogically sound manner! Non-compliant learners have an interesting reaction to preparing this list – they suddenly hand in missing items or negotiate about replacement assessment instruments!

How to Use MarkBook to Apply "Drop-The-Low"

MarkBook does NOT have an automatic built-in routine to drop the lowest mark in each category. Instead, MarkBook can view each student's performance within a category in order for the evaluator to

- determine if the student qualifies (i.e. all items complete). Use the technique described in section 8-5 to distinguish between "earned zeros" and "incomplete zeros", and this task will be easier. Remarks help too!
- quickly change the current mark on any selected "to-be-dropped" assessment(s) to a NoMark.

From the Main Form, section 3-1, click on Student Report, select a student, and then select any qualifying Category/Strand using the toggle under the student's name. The following image is a Student Report with one category isolated – Know/Und. Only the summative assessments in this category are displayed. The student's overall mark within the Know/Und category currently shows.

This student has no zeros in this **Know/Und** category (see the cells at the upper right). Consequently, this student qualifies for drop-the-low as per the teacher's announced policy. Select the target assessment to drop. Use the **Mark+** button in **Options** to help. In this example, #28 is clearly the lowest summative mark.

The list from each student described above at the end of "How To Use Drop-The-Low Appropriately" is very handy since it may contain unexpected information. A student may elect to drop an assessment even though it's not the lowest mark! They will make that decision if they determine that an assessment is so heavily weighted that its removal will have greater upward impact on the overall mark!

Once the target mark has been identified, double click on the **Actual Mark** (1 out of 9 in this example), or on the assessment title, and the following **Update** screen will appear.

To change the 1 out of 9 to a NoMark, remove/delete the 1 in the small window and leave the window blank (i.e. "NoMark"). Optional: to identify that this item is a drop-the-low entry and to record the original mark, type **Drop Low 1/9** in the **Remark** cell. Click Enter. The **Back** button will change to a **Save** button. Click Save and MarkBook will return to this same student's KnowUnd screen above with 1/9 altered to a NoMark and all calculations updated. The Remark column will display the typed notation.

After clicking **Save**, see the change to the calculated category mark and to the data in the entry as per the next image. If drop-the-low is to be used again for this same class, and another subsequent entry is up for consideration, it's now possible to determine if the entry already dropped should be restored and another item converted to a NoMark.

For instance, in a month's time, this same student may have several more entries in this category. Suppose her mark on one of these was 2% and it was a significant summative item (i.e. heavily weighted). In re-applying drop the low to one entry per category, as per policy, it would be appropriate to edit entry #28 back to the original mark and then convert the new 2% assessment to a NoMark.
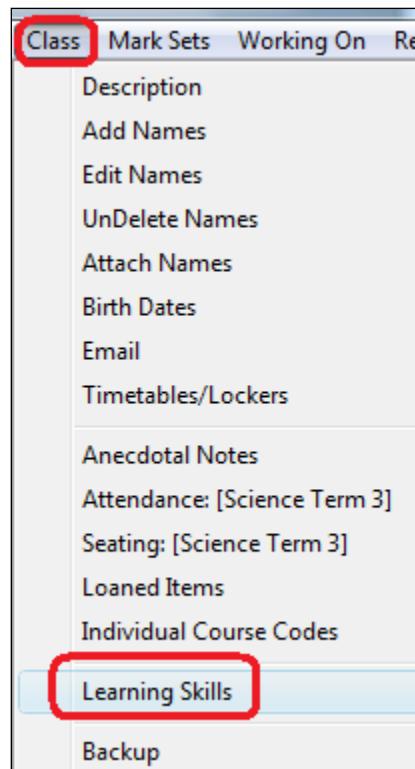
If there's any question as to which is the most effective assessment to drop, experiment by editing/restoring several low-mark assessments in turn to see which one's removal had the best impact on the category. Whichever one makes the category/strand mark go up the most will do the same thing for the student's overall mark.

8-13 LEARNING SKILLS AND OTHER MEASURES OF GROWTH

MarkBook will record, report and electronically transfer Learning Skills, Effort, Behaviour, Work Habits, Social Skills, Thinking Skills or other user-defined growth measures in addition to calculated marks. Each class may have different lists of skills.

To begin, click **Class** or **Reports** in the upper menu bar and select **Learning Skills** from the drop-down menu list (if the user has edited the Heading from 'Learning Skills' to something else, then that new Heading title will appear in these two menus).

Then click on the **Setup** tab near the upper right of the new screen and the following **SETUP** screen will appear.

Setup Learning Skill Screen
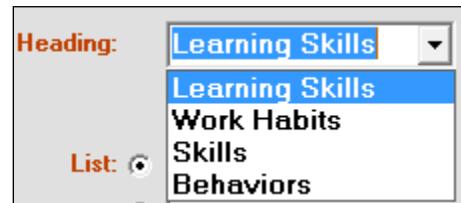
Select and/or define up to twelve skills or other measurable items to be recorded on this screen. MarkBook will track two independent lists as defined here for each class. There are several pre-built lists (.lss files) supplied with MarkBook. By default, the six Ontario Learning Skills will display as in this image, but the user can select the Behaviour list, load other pre-built lists of skills or create their own skill/behaviour lists. Note the warning (arrow).

If using the Ontario LS scheme, no action is required. Go to the other screens at the upper right to begin entering data. Otherwise, we suggest first examining the other available sets of skills before creating your own. Click the **Load a Scheme** button and open each of the supplied .lss files in turn to examine them. If one of these is appropriate for your class, click **Save**. You can now visit the other screens to enter/print data.

To create your own scheme …….

1. Select or type an appropriate **Heading**. Type another title such as 'Skills', 'Behaviours', 'Thinking Skills', 'Habits', etc. This heading will appear on printouts, in the access menus, and in the section on individual student report cards devoted to this feature. See section 11-8 for printed examples.

2. Similarly, edit the **Active List** title.

3. In the **Number of Items** cell, select up to twelve. New yellow entry cells will appear in the Description area. Type in any new descriptions (e.g. 'Uses school agenda planner'). It's also possible to edit any of the supplied default scheme descriptions.

4. Select the **Number of Levels** for these descriptions. By default, four levels are provided. Up to six levels may be defined here – edit as desired. For instance, a user could select two levels, Pass/Fail. Each level may have one or two characters in the **Level** cell.

5.	If any customization has been created, and the user wants to save it for other classes, click **Save a Scheme**, give the variation a name, and save it. In addition to the two default/displayed schemes, several other schemes are included with MarkBook (see "Supplied Skill and Behaviour Lists" following). These may be loaded, edited, re-titled and re-saved. Supplied and saved schemes may be loaded into this screen with the **Load a Scheme** button.

6.	Click **Save** at the lower right to retain these Setup selections for the selected List. If any description fields are yellow (blank), MarkBook will warn the user. Reduce the number of Items or Levels as appropriate.

7.	MarkBook can track two lists per class. If desired, come back to this screen and select/load the other **Active List** item.

8.	To access either list, come back to this Setup screen, click on the desired List, and then access the other recording screens using the tabs across the top of this form.
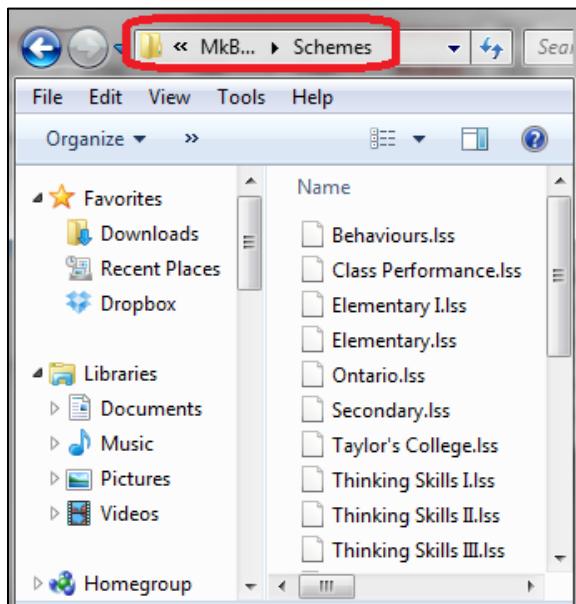
Since there are two separate lists, a user could use both lists to report the same skills, perhaps over separate time periods like mid-term and final. In this case, select a list, set up a desired scheme and save it. Then, select the other list and load that same scheme. Then rank and report each learner's skills on list one. Later, rank and report each learner's skills on the second list.

Tip: keep two separate lists of Skills/Behaviours for reporting on two sequential official reports.

Caution: if ANY change is made to the default skills supplied, these will not automatically transfer through MarkBook's MBT transfer to Ontario report cards (see section 13-5).

Supplied Skill & Behaviour Lists

Several lists of Skills and Behaviours are supplied with MarkBook. They're files located in the Schemes folder in the MarkBook directory and all end in **.lss**.

'Summary' Skill Entry Screen

Click the **Summary** tab at the upper right to get this screen.

Items already rated for each student from any other input screen will appear in the grid cells on this screen. There are three **Data Input Methods** and a **Flood** technique on this screen. A description of each input method follows.

---

1. Click Sequence

With the **Click Sequence** button selected at the lower right, click on a grid cell and the Code letter(s) of highest descriptor will appear in that cell. Continue to click the same cell to run through the Click Sequence list (lower right) until the appropriate Code level is entered for that student. The last click will remove the data and make the cell blank.

2. Dropdown List

If the user selects the **Dropdown List** button, each click on an entry cell will cause a dropdown menu to appear. Click on the descriptor of choice.
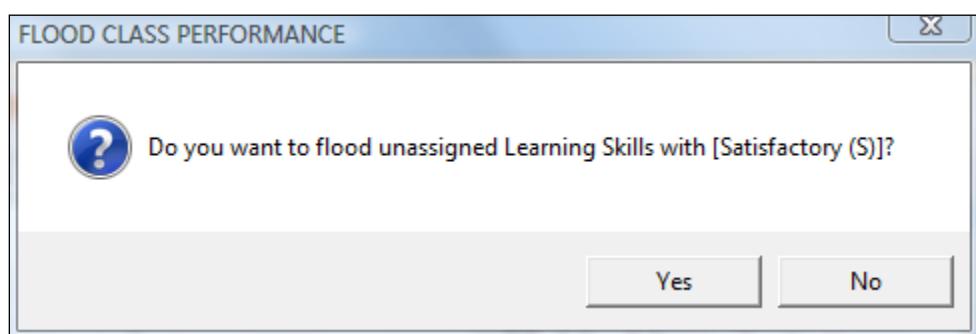
3. Stamp / Flood

To stamp a level, pick the desired level. Then, each click on a selected cell will enter only that selection.

If a user wishes to enter all empty cells on this screen with a selected letter, then MarkBook can flood these empty cells with that selected level. Drop down the Flood with menu to select a Code level like "Satisfactory". Click the **Flood** button and a warning message will appear. Click **Yes** to complete the operation.

Then **Save**.

'Individual Learning Skills' Entry Screen

1 Click the **Individual Learning Skills** button to reach this entry screen.

2 Select the specific skill/behaviour item in the **Learning Skill** cell. This will be one of the defined items saved in Setup. Select a **Level**.

3 Click once on each recipient's name to enter that level for this student. Or, click the **Apply to All** button. The selected level will appear beside the recipient's name in brackets. This technique will not over-write an existing entry. **Clear All** will remove all items and allow an Apply to All command.

Save to leave the Learning Skills screen.

'Individual Students' Skill/Behaviour Entry Screen

Reach this screen by clicking the **Individual Students** button at the right.

Select a student at the upper left. If all or most of this student's skills have the same level, select the appropriate level in the **Reset All To …** box and click **Apply**. Skills already entered are not over-written. To over-write previously entered items, check the **Replace assigned levels** cell.

There are two ways to enter data: **1** Drop-down the menu in the yellow cells and click on the desired selection. Or **2** click a button to select the level of skill.

When finished, click **Save** or **Back** in the lower right corner.

Print and Reporting Options Screen for Skills

Click the **Print** button to select among print options.

Choose **Real Name**, **Code Name**, or **Student Number** as the individual identifier on this report. Click **Print**. An alternative: specify Learning Skills on MarkBook's individual Student Reports to merge these types and levels onto printouts. See section 11-8. Also, specify Learning Skills on MarkBook's HTML Student Reports and Email reports to merge these types and levels onto those electronic reports.

Learning Skill, Thinking Skill & Behaviour Printouts

Two printouts follow:
1.   Six Learning Skills rated using the supplied four-level scale.
2.   Eleven teacher-defined classroom behaviours rated on a four-level scale.

Both sets of ratings can be stored simultaneously in MarkBook. Access each through the 'List' selection on the Setup screen

Tip: Use this Learning Skills feature of MarkBook to record and report any learning-related items of significance such as behaviours, attitudes, thinking skills, extra-curricular involvement and other skills. Track up to twenty-four items. These items should not be factored into the overall mark – the mark is supposed to represent the degree of acquisition of the curriculum. However, the reporting of skills should direct each student as to how to improve their learning processes.

LEARNING SKILLS (Ontario LS)	1: R - Responsibility 2: O - Organization		3: I - Independent Work 4: C - Collaboration		5: I - Initiative 6: S - Self-Regulation	
8D	**1: R**	**2: O**	**3: I**	**4: C**	**5: I**	**6: S**
1. Arkand, Samantha	G	G	G	S	S	S
2. Beach, Shelley	N	S	N	N	N	S
3. Bell, Clarissa	E	E	E	E	E	E
4. Boame, Gerald	N	N	N	S	N	N
5. Boyce, Daniella	S	G	S	S	S	S
6. Bridges, Cam	N	N	N	G	N	S
7. Day, Bonny	E	E	E	G	E	E
8. D'Lionne, Daniel	G	G	E	G	E	E
9. Duguid, Kenneth	N	N	N	G	N	S
10. Dundee, James	E	E	E	E	G	E
11. Hill, Samantha	N	N	N	N	N	N
12. Ho, Heidi	E	E	G	E	G	E
13. Houston, Roger	S	S	G	E	N	S
14. Hughes, Amber	E	E	E	E	E	E
15. Ives, Simon	N	S	N	N	N	N
16. King, Joseph	G	G	S	E	S	S
17. Lee, Mary	S	S	N	G	N	S
18. Lowe, Glenda	E	E	G	E	E	G
19. Moss, Peter	G	G	G	E	G	N
20. O'Shanter, Tam	S	N	N	N	S	N
21. O'Shea, Rick	N	S	G	N	N	N
22. Silver, Stirling	G	S	N	G	S	N
23. Wilco, Roger	E	E	E	E	E	E

E - Excellent   G - Good   S - Satisfactory   N - Needs Improvement   Mar. 6, 2014

BEHAVIOURS (Elementary) 8D	1: I	2: I	3: H	4: U	5: C	6: C	7: C	8: P	9: G	10: U	11: A
1. Arkand, Samantha	S	E	E	E	E	G	G	S	E	N	E
2. Beach, Shelley	N	N	N	G	E	E	N	S	N	N	N
3. Bell, Clarissa	E	E	E	E	N	G	N	N	E	E	E
4. Boame, Gerald	G	N	N	G	G	N	S	N	N	E	N
5. Boyce, Daniella	S	S	S	G	E	E	G	N	S	S	S
6. Bridges, Cam	G	S	S	S	E	G	G	S	N	G	S
7. Daley, Skip	G	E	E	E	G	E	E	E	G	E	E
8. D'Lionne, Daniel	G	E	E	E	G	E	G	G	G	E	E
9. Duguid, Kenneth	N	N	N	G	G	S	S	N	N	N	N
10. Dundee, James	G	E	E	E	G	E	E	E	G	E	E
11. Hill, Samantha	S	N	N	S	S	N	N	N	S	S	N
12. Ho, Heidi	G	S	E	E	G	E	E	G	G	E	E
13. Houston, Roger	G	G	S	G	G	G	S	S	S	G	S
14. Hughes, Amber	E	E	E	E	G	G	E	E	E	E	E
15. Ives, Simon	N	N	N	S	S	N	N	S	N	S	N
16. King, Joseph	S	S	G	S	S	G	G	S	N	S	S
17. Lee, Mary	S	S	S	G	G	G	G	N	S	G	S
18. Lowe, Glenda	G	S	E	E	G	G	E	E	G	E	E
19. Moss, Peter	G	G	G	E	G	E	G	G	G	E	E
20. O'Shanter, Tam	N	N	N	G	G	G	N	S	N	S	N
21. O'Shea, Rick	S	S	G	S	S	G	E	S	N	N	S
22. Silver, Stirling	G	S	N	G	E	G	S	S	N	N	S
23. Wilco, Roger	E	E	E	E	G	E	E	E	G	E	E

E - Excellent   G - Good   S - Satisfactory   N - Needs Improvement   Mar. 6, 2014

MarkBook® Reference Manual, Version 12.5.8

9 Class Report: Learning Analytics & Communication

9-1 CLASS REPORT - SUMMARY SCREEN & ATTENDANCE ANALYSES

Reach this screen from the Main Form, section 3-1, by clicking the **Class Report** button. This screen provides an immediate summary report for all items entered: marks, attendance, etc. If your screen displays the table flipped left to right, see the fix near the end of section 1-1.

This is a **Summary** Class Report. Class average and median are in the upper right. This teacher has selected **Ranked** order in the **Options** box at the right. Notice that the **Round Off** button near the bottom is checked so that the summary data displays to the nearest integer. Uncheck to display to the nearest tenth of a percent.

Alter the displayed names from Real Name to Code Name to Student Number by selecting one of the options in the **List by:** menu at the lower left. If rank is not selected, the students are listed in alpha order by real name or code name, and in numeric order if student numbers are used. See Code Names in section 4-1.

Note the **Format** buttons in the **Options** box. The **Mode** cell will display each student's most consistent level of performance by the user's modal conversion table in section 8-1.

Age and Attendance Summary Calculations

In the last column, student ages will calculate to today's date provided that student birth dates were entered in the edit names screen, section 4-2, AND today's date set is properly in the computer. **n/a** indicates a missing birth date. The age calculation is in years (y) and months (m) to a tenth of a month. The calculated average age at the top of the column includes only those students with birth dates entered.

If attendance data was entered, an **Attendance** summary for each student displays in two YTD (year to date) columns. A user may choose between the words "Tardy" or "Late"

under MarkBook's Setup. At the bottom centre of the screen, choose among optional displays – counts or percentages. If no attendance data was entered, these functions are not displayed.

Isolating a Selected Block Title and/or Category/Strand and/or Assessment Type

To restrict this display to a particular **Unit** and/or **Category/Strand** and/or **Type**, select these using the menus and cells below the class title. If a Block Title other than "Unit" (e.g. Term, Quartr, Semstr, Catgry, COP etc.) is selected, then this menu will have that title instead of "Unit". The name of a Block Title is restricted to 6 characters.

This user has cross-classified the assessment data into Units and Categories. The **Appl'n** Category has been selected as has the **Phys** unit. Note that there are five assessment Types displayed. If there are no non-summative assessments, the other four Types are greyed out.

Some districts have a custom version of MarkBook with custom assessment Types, "For, Of and As".

Adjust Results

The Adjust Results button at the bottom centre of the screen allows a teacher to replace one or more of the calculated marks with Professional Judgment assigned marks. See section 9-2 for details.

Class Report Tabs

- Display all assessments in a spreadsheet style format as in section 9-3 by clicking on the **Entries** tab at the top. Alter any mark from this grid screen.

- If the assessment data has been cross-classified into Blocks such as **Units**, Terms, then that name will appear on the third tab. If there are two or more units (or other title) with data, the tab title will be dark. Click that tab to analyse by block as in section 9-4.

- Analyze the class data by clicking on the fourth **Categories** or **Strand** (or other name) tab. This will display a new screen as shown in section 9-5 showing student achievement broken down into the categories/strands selected.

- View a bar graph distribution of students' marks by clicking on the **Distribution** tab. This will move to a screen as shown in section 9-6.

- Display levels or modal performance by selecting the **Mode** tab. See section 9-7 for a discussion and examples of modal or "most consistent" analysis.

- Display the marks on a seating plan/chart grid by selecting the **Seating** tab, section 9-8. If no plan has been built, this tab will be greyed out.

- View and print a comparison of overall marks calculated using selected algorithms with the **Compare** tab. See section 9-9 and Appendix A-7.

- Generate an **HTML** Class Report using that tab. This option enables a teacher to quickly generate a code name report complete with an anecdotal note. Use this tool to put lessons, homework, and marks on the Internet. See section 9-10.

- Print various kinds of class reports using the **Print** button. For a sample printout of a class report for posting inside the classroom, go to section 9-11.

Weighting

Access the weighting functions, section 8-9, directly from this screen by clicking on the Weight button at the lower right. The **Weight** button accesses one of the most powerful features of MarkBook - the ability to adjust the importance of any assessment and any category/strand towards the overall mark. Similarly, access the anecdotal Notes functions, as in section 3-4 by clicking on the **Notes** button. **Back** will return to the previous screen.

Access Student Report

Note the blue message under the grid in the lower left corner. Double click on any student's name to access their Student Report, as in Chapter 11.

Double click on a name for his or her Student Report.

Missing Assessment Analysis - Zeros and NoMarks

Analyze achievement deficiencies by clicking on selected numbers in the **NoMark** and **Zero!** columns. A click on a number opens a moveable blue-background box listing those two kinds of incomplete assessment items for the selected student. Zeros count against the student whereas NoMarks do not count (forgiven entries). Note that the selected student has 17 Zeros counting for more than 40% of the assessment package and 3 NoMark entries counting for 8.8% of the total assessment package to date! These calculations includes weight.

For a detailed discussion on the use of NoMarks and Zeros in evaluation, please see Appendix A-2.

Click on any assessment title in this blue dialog box to edit students' marks.

Attendance Pattern Analysis

Analyze attendance by clicking on any number in the **YTD Absent** (Year-To-Date absent) column or in the **YTD Late/YTD Tardy** column. A mouse click on any integer in either column triggers a blue-background attendance analysis box with all absences listed and a count of absences for each day of the week. Once there are three or more absences on a given day of the week, the most frequently missed day of the week is highlighted in red as per the arrow in this example.

Once a pattern is identified, bring it to the attention of parents, administrators, or others who can/should deal effectively with it. Double click on any date in the white centre of the blue box to move directly to the attendance entry screens. **Close** removes this analysis window.

MarkBook will print individual and whole-class attendance reports. See samples in section 7-6.

Return to the previous screen, by clicking on the **Back** button (lower right of the screen - not shown in this image).

9-2 ADJUST RESULTS / EDITING OVERALL MARKS

Locate and click the **Adjust Results** button. A blue **ADJUST CALCULATED MARK** window opens allowing the user to edit and save students' calculated marks.

Click on any name in this blue window, click in the mark cell for that student above the names list, and edit the number. Edits may be made for as many students as desired. When finished, click **Apply and Save**. The blue box will disappear and the calculated results in the **Mark %** column will change to the newly-assigned adjusted mark. Compare the circled marks (calculated) with the arrow ones (adjusted) in the blue box.

These adjusted marks will disappear when one leaves Class Report. Calculated marks will return when visiting Class Report again. However, these adjustments will save as a file *for this Mark Set only*, and may be recalled at any time on Class Report, Student Report (Chapter 11), Combined Report (Chapter 12) and comment construction screens. These adjusted marks may be printed and transferred to other applications.

Caution: once created and saved, these adjusted marks will <u>not</u> disappear when the user leaves the Class Report screens. Rather, MarkBook will store them and the user has a choice in the future of using calculated marks or these adjusted marks. This Adjusted Results tool has significant ramifications throughout MarkBook: these adjusted/assigned marks may be recalled and used in Student Report, in Combined Report, in exports to MarkBook Admin Edition, in transfers to an SIS report card and in user-defined exports.

When the user leaves and subsequently returns to Class Report for this Mark Set, MarkBook will revert to the calculated marks. However, to recall the saved adjusted

marks, click on the **Adjust Results** button. The following screen will appear. Click on the **Recall Adjusted** button.

A **LOAD ADJUSTED MARKS** dialogue box will appear with some information about the Adjusted Mark file previously saved. If the Adjusted Marks are to be recalled, click **Yes** And then click **Apply and Save**. Otherwise, **No**.

Finally, if adjusted marks are currently being used in Class Report, and the user would like to revert to calculated marks, click the **Adjust Results** button and the following screen will appear.

Click the **ReCalc/Restore** button. A window will appear indicating that the calculated marks have been restored. Click **OK** to continue.

Marks for this Mark Set may be adjusted again at any future time. MarkBook remembers only one set of adjusted marks per Mark Set and only one set of adjusted marks in Combined Report.

9-3 CLASS REPORT - ENTRIES SCREEN

Click the **Entries** tab near the upper left of the Class Report screen. MarkBook uses this screen to display all assessment entries in a grid or spreadsheet format. View all marks as entered (Actual Mark), as a Letter, as a Level, or as a Percent with the **Options** at the right. Double click any grid cell to edit the mark in that cell.

Move the grid's scroll bars vertically to see all students, or horizontally to view all of their marks/scores. Click on any title in the **ENTRY TITLES** box to select that assessment. The blue box provides summary details about that assessment.

Assessments with a mark of zero show up as **Zero!** on this screen. Assessments for which NoMark was entered show up as horizontal dotted lines -----. The word NoMark or the letters NM appear on some screens where there is sufficient room.

Only those assessments of a selected **Type** will display. In the above example, Diagnostic, Formative, Peer and Self assessments have been de-selected, or they are zero-weighted to remove/delete them.

Editing Assessment Entries

Double click on any cell in order to change it. The update screen, section 8-8, will pop up to receive the change. Click Save in the update screen to return to this screen with the cell, the student's overall mark, and the class calculations all updated.

Change the students' names to their Code Name or Student Number by selecting one of those options from the **List by:** drop-down menu in the lower left corner (not shown).

Changing the Calculation Method Algorithm

Double click **1** on the words **Calculation Method:** at the top of this screen to get the **CHANGE CALCULATION METHOD** dialogue box shown. Drop down the menu **2** and click on another choice. Click **Apply**. All calculated numbers will flip to the new method. Alternatively, click the **Compare** tab to see the results as calculated by several different algorithms simultaneously. Also see Appendix A-7. Note the message about bumping, as described in section 8-1.

Identifying Remediation and/or Low-score and/or Missing Entries

Note the **Show:** and **Rank:** cells at the right. Numbers within the cells may be edited. Choose a **Format** (arrow in the next image).

If the **Show:** cell is checked, and the percentage cell is edited to 50, the grid shows just those entries that are less than or equal to 50% plus NoMarks. A blank cell indicates that the assessment is complete and the student scored above 50%. Dotted horizontal lines mean that the assessment is a NoMark (forgiven, doesn't count for that individual).

See the sample printout in section 9-11.

In **Rank:,** if **Lowest X <= 50%** is checked, the grid display changes to show the worst X assessments for each student if there are any at or below 50%. The worst item for each learner is labelled 1, the next 2, and so on.

NoMarks do not display at all in this view. Edit the count and the % threshold here or on the Class Report **Print** tab.

See section 9-11 for printout instructions and a sample.

Tip: If remediation involves having these students make up/repeat low-score items, or equivalents, this display and printouts in section 9-10, section 9-11 and section 10-7 will help identify which assessments need first attention.

9-4 CLASS REPORT - ANALYSIS BY BLOCK (E.G. UNIT)

The third tab on Class Report is for analysis by the Block Title, **Unit** in this case. If the user has two or more block groups with data, the tab will be dark and available for this analysis.

In the grid columns, MarkBook displays each learner's achievement by Unit or other Block Title as named by the user.

The summary table in the middle of the screen shows how each unit contributes to the overall mark. In the example above, unit 1 counts for 8.1% of the course to date whereas unit 3 counts for 30.7% and the exam counts for 30%. See the suggestions in section 11-2 for altering these percentages.

Towards the lower right, MarkBook displays a student photo if linked to the photo directory – see section 5-4. To the left of the photo location, there's a box listing of all assessments included in a selected unit as well as the student's score on each. To select another student, click on their name at the left of the large grid and then click on the desired unit in either grid. To edit the student's score on any assessment, click on its name, edit and save.

Adjust Results

Locate and click the **Adjust Results** button. As in the previous section, a blue **ADJUST CALCULATED MARK** window opens allowing the user to exercise Professional Judgement by editing students' overall calculated marks.

9-5 CLASS REPORT - ANALYSIS BY CATEGORY/STRAND/OBJECTIVE

Reach the following screen from MarkBook's **Class Report** screen, section 9-1, by clicking on the **Categories/Strands/Objectives** (or other term) tab in the upper part of the screen.

Each category/strand/objective is displayed in a column (Appln's, Comm, etc. in this screen sample). Each student's **Overall** achievement to date is listed in the column of that name. Category/Strand names are restricted to 8 characters as set up in section 2-1. If linked to the photo directory, MarkBook will display a photograph when a student's name or any mark on the grid is clicked.

If the **ABC/Level** button at the right is checked, the data will display as letters or levels. See Setup, section 8-1, for details on switching to levels and letters.

Category/Strand Summary

A class summary appears in the **Category** grid box at the upper centre showing the category/strand names used, the number of assessment entries within each, the class's achievement to date within each, and the contribution percentage towards the overall mark in this Mark Set. Use the vertical scroll bar at the right of this box to see other categories/strands if necessary.

Highlight any student within a category column and their achievement on each item within that category is displayed in the lower window. Double click on a title to edit.

The **List by:** menu at the lower left permits display by Real Name, by Code Name or by student number.

By clicking on the **Unit** drop-down menu at the upper left, select any given unit to see how each student performed on each category/strand within that subset of the data. Also see section 9-4. Change "Unit" to some other word such as "Term" or "Sem" or "COP" on the Mark Set screen as in sections 2-2 and 4-3. Similarly, make any selections in the **Type** cells to see and analyse a subset of the data by assessment type.
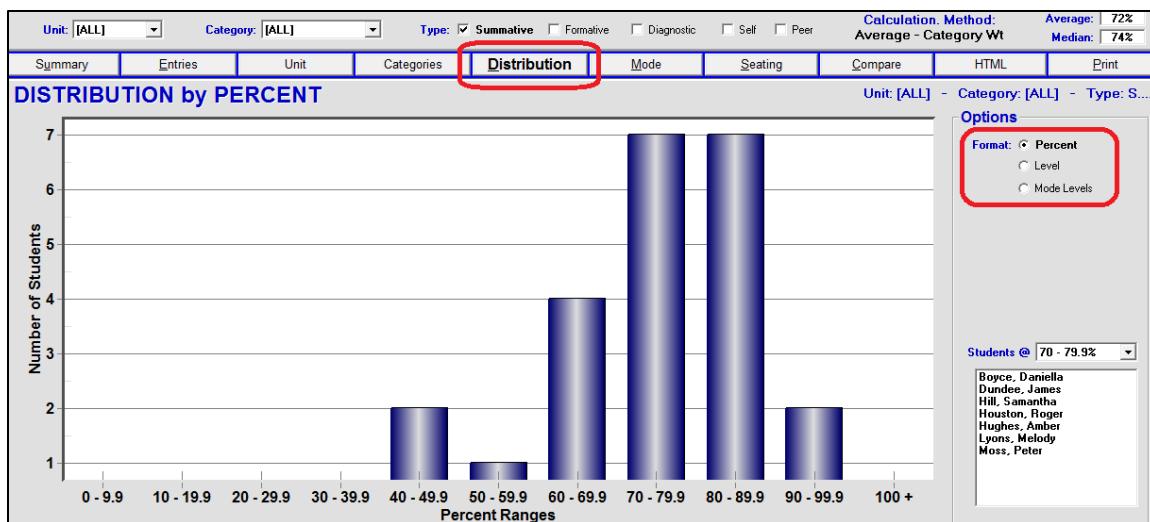
Click on the **Weight** button at the lower right to adjust weighting as in section 8-9. Click on **Notes** to view and record anecdotal notes as in section 3-4. Click the **Back** button to return to the previous screen.

9-6 CLASS REPORT - DISTRIBUTION ANALYSIS SCREENS

Reach the following screen from MarkBook's Class Report Screen, section 9-1, by clicking on the **Distribution** tab in the upper part of the screen.

Percentage Distribution Display

Note the **Format:** selection cells in the **Options** box at the right of this screen. Each percentage distribution range block is displayed on the X-axis of this bar graph. The number of students within each **Percentage Range** displays on the Y-axis. It's possible to have an overall mark for some students in excess of 100% if bonus marks were given as in section 8-3. Use this screen to give an indication of how the class is doing overall. If there are concerns with this distribution, other screens in Chapters 9 and 11 will help determine the sources of difficulty.

At the lower right, select a range in the **Students @** menu. The names of those individuals achieving within the selected range will appear in the window.
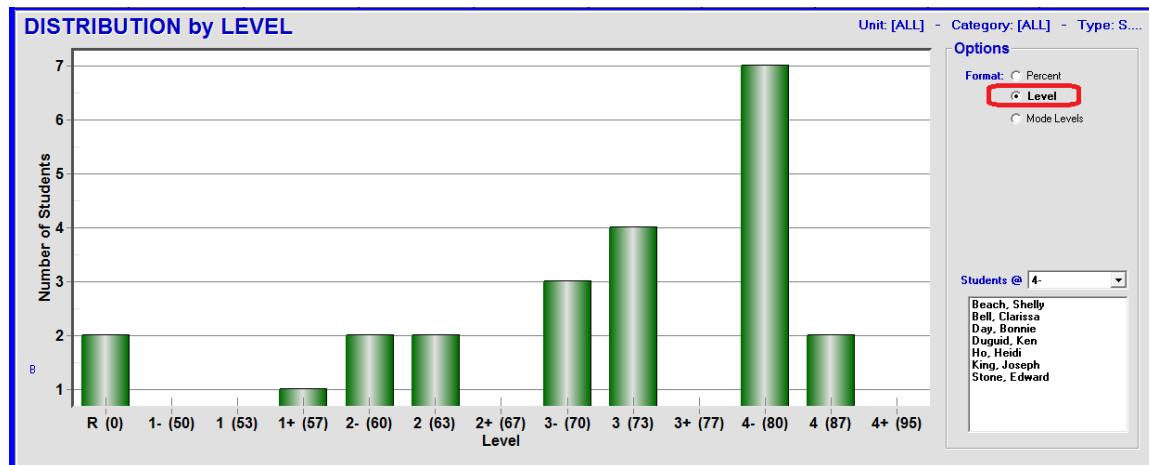
It's worthwhile noting that real classes seldom show a classic bell curve even in circumstances where the evaluator seeks a norm-referenced model. Typical classes are

frequently composed of groups of students with highly divergent attitudes and abilities. Typical classes are much too small numerically to achieve an "ideal" or "normalized" distribution pattern. Furthermore, if most students are learning well, the pattern is likely to be a "J curve" instead of a bell curve.
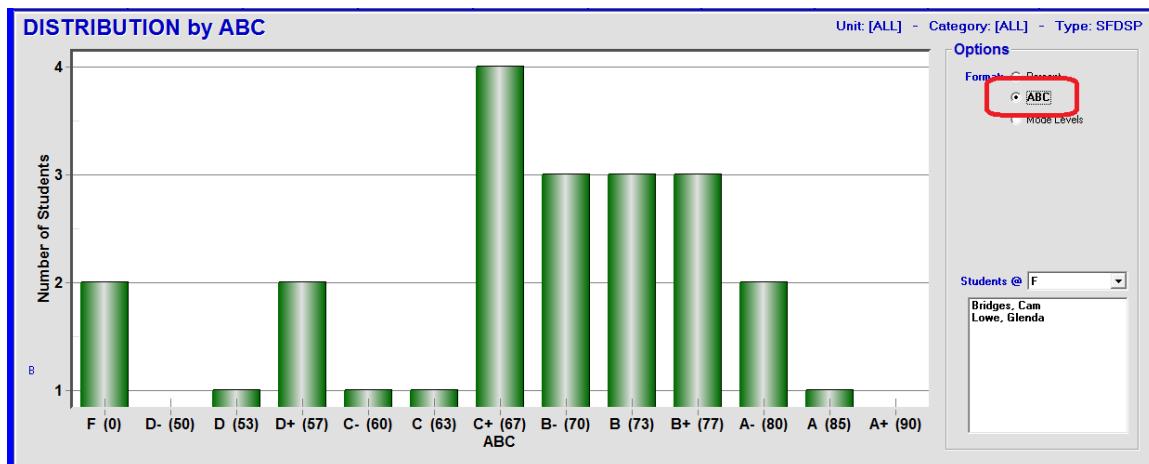
Attempting to achieve a bell curve for every class is likely a waste of time and a potentially damaging exercise! Additionally, teacher credibility can be seriously stretched by manipulating student marks to fit the class into an "ideal" pattern! See **Bell Curve** and **J Curve** in Appendix C.

ABC / Level Distribution Display

To display a distribution of ABCs or Levels, select the appropriate **Format:** button at the right. ABCs or Levels or other ranges are defined under MarkBook's Setup. The following sample shows the class broken into 13 levels from R (remedial) to 4+.
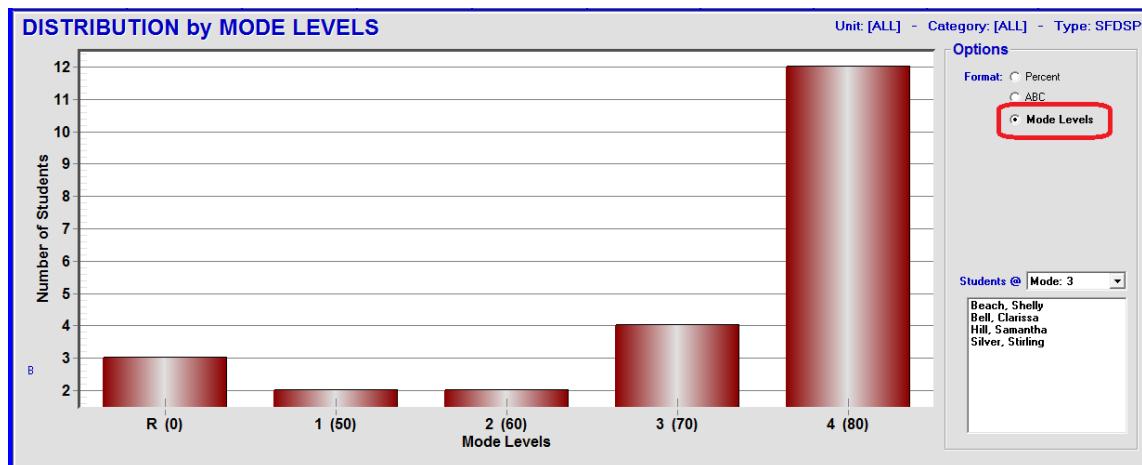
If ABCs are defined in Setup, the class distribution will display as per the next image:

Modal Distribution Display in Levels
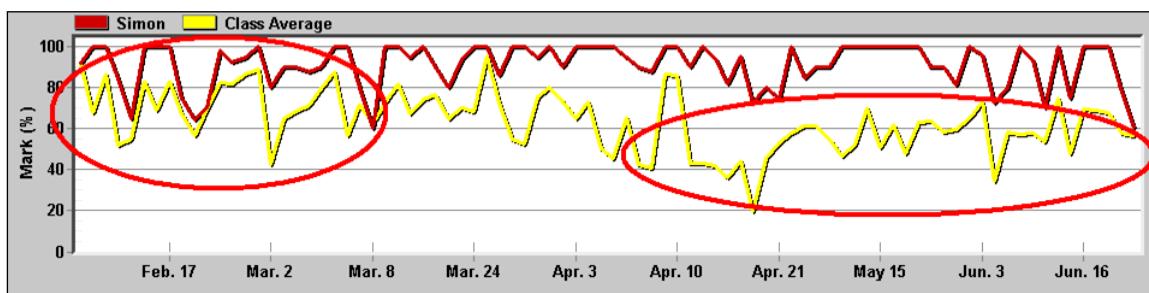
To display a distribution of the class results by mode, select **Mode Levels**, select it. In this example, the majority of students are performing at level 4. Counts of the number of students within each level are displayed on the Y axis. See section 9-7 for an explanation of student Mode by Level.

This display uses 5 Levels, R,1,2,3,4. To change these, go to MarkBook's Setup menu, select Analysis/Reporting, and edit the number of Levels in the Modal Analysis box.

Class Trend Analysis – Yellow Line on the Trend Graph

Look at the following graph – see section 11-4 for details on how to generate it. It tracks one student on all selected assessments over time with a dark red line. The yellow line is the class average - note its trend downwards over time. Early in the term (left oval), the class average was above 50% on most assessments. More recently (right oval), the class average on assessments has dropped substantially.

This graph has all five assessment Types checked on:

If much of the displayed data is formative, that may explain the low average for the class (one would expect many formative scores to be low!). However, the teacher should be concerned if this same pattern showed up with just summative assessments displayed on the graph.

9-7 MODAL OR MOST-CONSISTENT ANALYSIS

There are different ways to calculate 'central tendency' in determining each student's overall mark. The classic calculation method is a weighted average but MarkBook enables other algorithms including a modal calculation. Reach the Mode screen from MarkBook's Class Report Screen, section 9-1, by clicking on the **Modal Analysis** tab. View individual modes within levels defined by the teacher.

Not all jurisdictions require a modal analysis for individual learners.

What is a Modal Mark?

Statistically, "mode" is the most common number in a set of numbers. Applied to student marks, mode is the most frequent or consistent number in a student's set of assessment data. There is an argument that says that a student's overall mark should be assigned, not calculated, on the basis of their "most consistent" performance i.e. their mode. In case of a tie between two modes, the higher mode (best mode) will be selected. However, when students are marked on a percentage scale and there are a limited number of assessments, strict modal assignment can be misleading or blatantly incorrect. For instance, suppose a student had earned the following fifteen percentage marks arranged in descending order:

92, 91, 90, 89, 88, 87, 86, 85, 84, 83, 82, 81, 80, 34, and 34

The initial impression: this is a capable student who usually performs well. The un-weighted average of these fifteen marks is 79%. However, a strict interpretation of "mark assignment by mode" would generate an overall mark of 34% because 34 is the most frequent number in this set of data.

One way around this problem (lots of possible marks and relatively little data) is to create levels each of which cover a defined range of percentage marks. For instance:

less than 50% = level R (i.e. remedial)

51% to 59% = level 1

60% to 69% = level 2

70% to 79% = level 3

80% to 100%+ = level 4

The use of Levels has an additional advantage. They fit very well with the use of rubrics and exemplars. When a teacher marks subjectively, it's often difficult to give a rationale for a difference of a few percentage points on students' work (e.g. what's the difference between 81% and 82% on an essay?). Also, two different teachers covering the same course may exhibit substantial differences in marking standards. However, if marking is done by level with 1) descriptions of student performance at each level, and 2) exemplars of that work at each level, then the marking process is more objective and it's consistent from one teacher to the next.

The "Most Consistent" Philosophy

The sample student above has thirteen of fifteen marks in the level 4 range. Once mark data is categorized into levels, this student's mode is level 4. The "most-consistent" mark assignment argument says that this student has earned an overall mark of "level 4" despite the two marks in the remedial range. Note that the calculated average, 79%, is a level 3. Thus, in this modal method for determining an overall mark, this student will be assigned a mark (letter, level, or percentage) which, in this case

- ignores the infrequent poor performances,
- happens to be higher than the calculated average, and
- best reflects this student's demonstrated capabilities.

Put another way, this student's "most consistent performance" is at level 4. Therefore, "level 4" or an equivalent percentage like 85% or 90% is reported as the overall mark because **that level best reflects the student's demonstrated understanding of the curriculum**. 79% or level 3 should not be used because this student typically and frequently performs above a level 3 standard. Furthermore, this student has no assessments in level 3 and therefore has never performed at that level.

Weighting Methods and Mode

Unfortunately, strict modal analysis makes an assumption that is frequently erroneous: **all assessments have equal value or weight**. MarkBook calculates class modal performance using one of three weighting systems:

- the Entry Weight Method, where all assessments count with weight determined by the instructor and category weights are ignored,
- the Equal Weight Method, where all assessments are weighted equally and all entered weights are ignored, and
- the Category Weight Method in which all assessments are weighted within their category and then category weights are factored in.

MarkBook's default setting is Category Weight.

Set the calculation method on the **CURRENT MARK SET** screen as per the following image. From the Main Form, section 3-1, click Mark Sets in the upper menu bar and select **Edit [course]**. Choose a **Calculation Method** and a **Weighting Method**. The selections show in dark red. When printing reports, the selected method may be included as an option.

Individual Student Mode Calculations and Mode Distribution in the Class
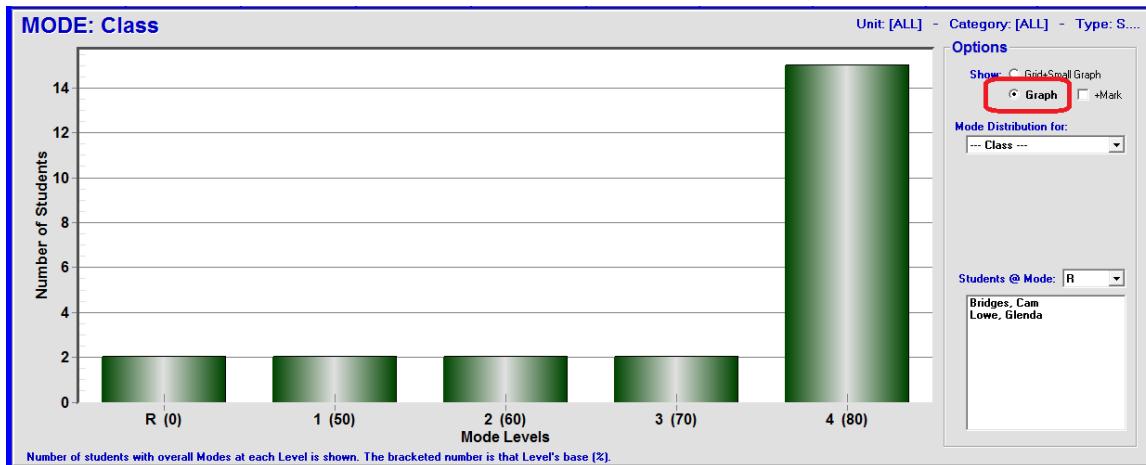
The following Class Report screen shows the **Mode** (most consistent level) for each learner. If there's no data within a level, a dotted horizontal line appears. The weighted percentage of each learner's assessment data within each level is given in the appropriate column. If the user changes the number of levels under Setup (up to nineteen are possible), MarkBook re-calculates using those new levels. The following example uses five levels, R,1,2,3,4. Each student has completed numerous assessments. The first student scored at Level 4 (80%+) on 77% of her *Summative* assessment package to date. That is, with weighting considered, she performed at level 4 on summative items more than half of the time. Therefore, she is Level 4 *modally*. The sixth student has the largest fraction of his assessment data scored at level R and is therefore a Level R achiever. The **Mode** appears next to each learner's name.

The **Options** box at the right of the screen presents opportunities to alter the display. The above image has the **Grid+Small Graph** button checked. That produces a green distribution mini graph just below in the **Mode Distribution for:** section.

If the **Graph** button is selected, the grid is replaced by a larger version of the same graph. In either case, the Y axis is a count of the number of students within each modal level on the X axis of the graph. In this example, the largest number of learners is at the highest

level, 4. However, there are two learners who are Remedial by mode and this should be of concern to the teacher.

To show a mode distribution graph for an individual, select their name from the drop-down **Mode Distribution for:** menu. Once an individual is selected, their personal distribution by level displays as a red graph. Check the Mark cell to add details under the student's name.

If MarkBook is linked to student photos, selecting any individual will trigger a photo.
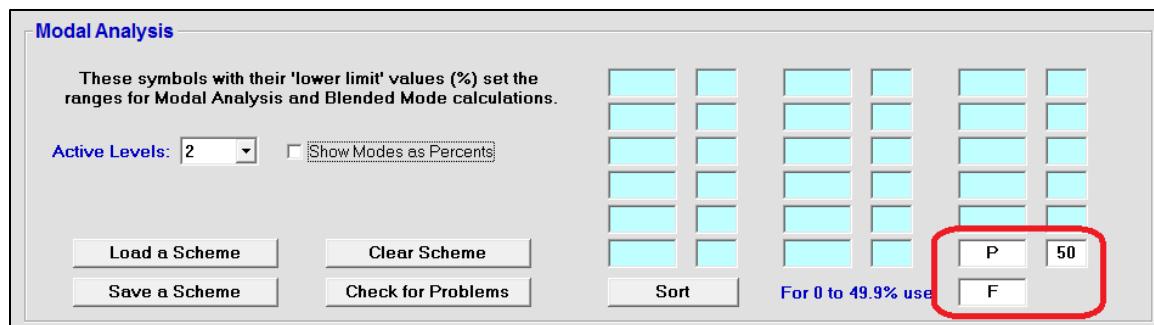
Adjusting Report Marks

Locate the **Adjust Results** button at the bottom centre of the screen. When clicked, an adjustment window opens allowing the user to edit students' calculated marks. Multiple edits may be made. See the images in section 9-2 and section 9-11. These adjustments will save for this Mark Set and may be recalled at any time.
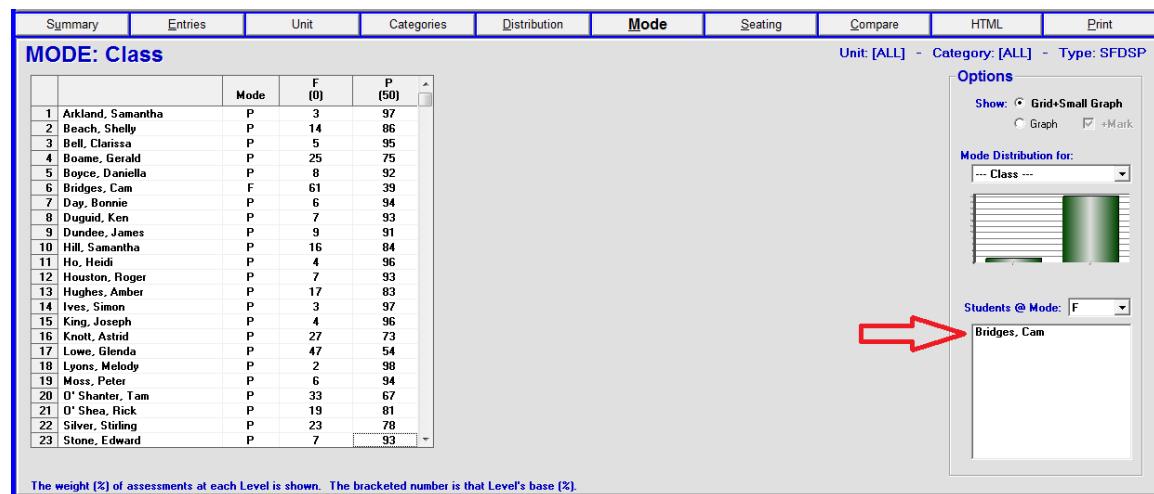
Specialty Calculations and Analyses

1. Pass / Fail

Modal Analysis may be used to look at student performance on either side of a threshold percentage (or ABC or Level). Suppose a teacher wants to see the fraction of student data above or below 50% and report such as a P or F. Go to Setup – Analysis / Reporting (section 8-1) and set the equivalents table as follows.

Save this setup and return to Class Report / Mode. The on-screen class report will now look like this:

Note that each student has a letter P or F in the **Mode** column. An F is earned if more than 50% of a student's assessment scores were failures.
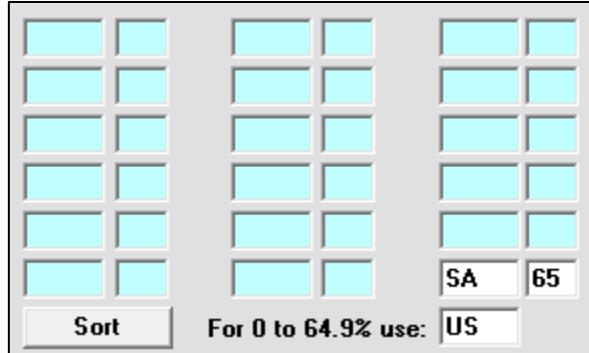
If a an individual Student Report is printed (see section 11-8), and the Mode option for merging a mark is selected, the top of the report for a failing student will look like this:
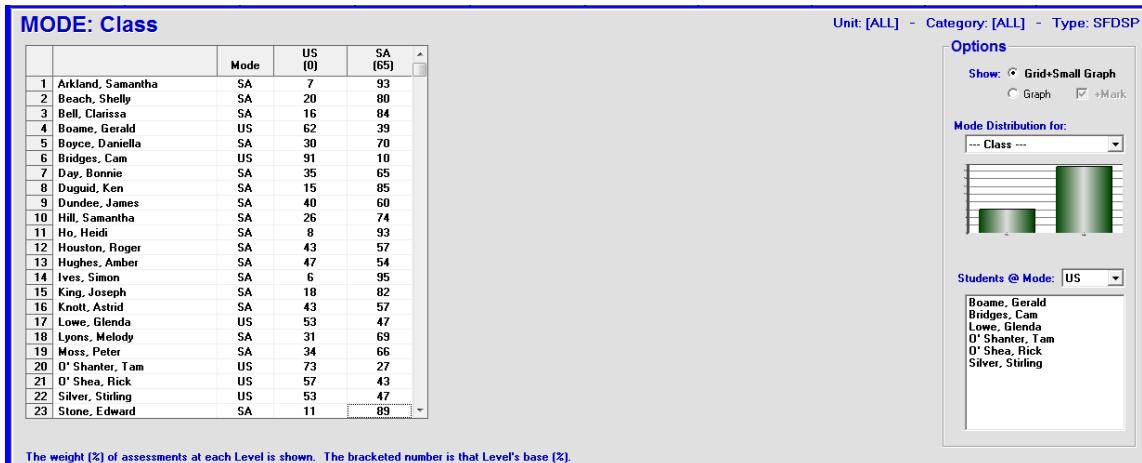
Also see section 11-5 for a bar graph presentation of each student's P/F analysis.

2. Satisfactory / Unsatisfactory

Mode may also be used to print an interim report with an S/U scale. Again, go to Setup, Analysis / Reporting (section 8-1) and save a new equivalency table. Note that 60% has been selected as the threshold between satisfactory and unsatisfactory in this example.

Sort   For 0 to 64.9% use: US   SA 65

Once saved, Class Report/Mode will look like this:

MODE: Class   Unit: [ALL] - Category: [ALL] - Type: SFDSP

		Mode	US (0)	SA (65)
1	Arkland, Samantha	SA	7	93
2	Beach, Shelly	SA	20	80
3	Bell, Clarissa	SA	16	84
4	Boame, Gerald	US	62	39
5	Boyce, Daniella	SA	30	70
6	Bridges, Cam	US	91	10
7	Day, Bonnie	SA	35	65
8	Duguid, Ken	SA	15	85
9	Dundee, James	SA	40	60
10	Hill, Samantha	SA	26	74
11	Ho, Heidi	SA	8	93
12	Houston, Roger	SA	43	57
13	Hughes, Amber	SA	47	54
14	Ives, Simon	SA	6	95
15	King, Joseph	SA	18	82
16	Knott, Astrid	SA	43	57
17	Lowe, Glenda	US	53	47
18	Lyons, Melody	SA	31	69
19	Moss, Peter	SA	34	66
20	O' Shanter, Tam	US	73	27
21	O' Shea, Rick	US	57	43
22	Silver, Stirling	US	53	47
23	Stone, Edward	SA	11	89

Options

Show: ⦿ Grid+Small Graph
○ Graph ☑ +Mark

Mode Distribution for:
--- Class ---

Students @ Mode: US

Boame, Gerald
Bridges, Cam
Lowe, Glenda
O' Shanter, Tam
O' Shea, Rick
Silver, Stirling

The weight (%) of assessments at each Level is shown. The bracketed number is that Level's base (%).

Also see section 11-5 for a bar graph presentation of each individual student's SA/US analysis.

3. Analysis of Degree of Failure

Sometimes, decisions about the future treatment of a failing student are made on the basis of how much of their assessment data falls into selected ranges. Usually, the action plan for a student who is close to passing is different than the plan for a "no hope" student. Rather than distinguishing between these two kinds of learners from their weighted averages, it's instructive to examine them on the basis of mode in two or more failure levels.

Again, go to Setup, Analysis / Reporting. Create a conversion table that has two or more failure levels like this. Note that this analysis has four levels of failure (50% = pass). Uncheck the **Show Modes as Percents** cell (arrow). Save.

Modal Analysis

These symbols with their 'lower limit' values (%) set the ranges for Modal Analysis and Blended Mode calculations.

Active Levels: 17 ▾   ☐ Show Modes as Percents

				4++	91
4+	88	4	83	4-	80
3+	76	3	73	3-	70
2+	66	2	63	2-	60
1+	56	1	53	1-	50
R+	40	R	30	R-	20

Sort   For 0 to 19.9% use: F

Load a Scheme   Clear Scheme
Save a Scheme   Check for Problems

MODE: Class

		Mode
1	Arkand, Samantha	4-
2	Beach, Shelley	R
3	Bell, Clarissa	4++
4	Boame, Gerald	1-
5	Boyce, Daniella	F
6	Bridges, Cam	2
7	Day, Bonny	4++
8	D'Lionne, Daniel	4
9	Duguid, Kenneth	F
10	Dundee, James	4++
11	Hill, Samantha	F
12	Ho, Heidi	4++
13	Houston, Roger	4++
14	Hughes, Amber	4++
15	Ives, Simon	F
16	King, Joseph	R+
17	Lee, Mary	R-
18	Lowe, Glenda	4++
19	Moss, Peter	4++

If these five students are failing, decisions made about remedial action for R+ individuals vs, F individuals should be very different.

Also see section 11-5 for a bar graph presentation of each student's failure analysis.

4. International Baccalaureate (IB)

The IB programme uses a 7-level mode scale, sometimes with +/- levels. The overall "Predicted Final Grade" assigned to each student is supposed to represent their most consistent IB level. MarkBook comes with a scheme that could be used for an IB programme called IBLevels.scm. Or, create and save your own IB conversion table.

Modal Analysis

These symbols with their 'lower limit' values (%) set the ranges for Modal Analysis and Blended Mode calculations.

Active Levels: 18 ▼   ☐ Show Modes as Percents

		7+	99	7	98
7-	96	6+	94	6	92
6-	90	5+	87	5	84
5-	80	4+	77	4	74
4-	70	3+	67	3	64
3-	60	2	55	1	50

Load a Scheme   Clear Scheme   Sort

Save a Scheme   Check for Problems   For 0 to 49.9% use: R

MODE: Class

		Mode
1	Arkand, Samantha	5-
2	Beach, Shelley	R
3	Bell, Clarissa	7+
4	Boame, Gerald	R
5	Boyce, Daniella	R
6	Bridges, Cam	4-
7	Day, Bonny	7+
8	D'Lionne, Daniel	5
9	Duguid, Kenneth	R
10	Dundee, James	6-
11	Hill, Samantha	R
12	Ho, Heidi	7+
13	Houston, Roger	3-
14	Hughes, Amber	7+

Then, use the Class Report / Mode screen to see each student's most consistent IB level.

Also see section 11-5 for a bar graph presentation of each student's analysis on this IB level scale.

9-8 CLASS REPORT - SEATING SCREEN AND ANALYSIS

Reach this screen from Class Report by clicking on the **Seating** tab near the top of the screen. This Seating tab is gray if a seating plan has NOT been built – see section 5-4. On the grid, students are identified by first name and surname initial. Underneath each name, overall marks for the selected **Unit**, **Category** and **Types** are displayed. Use the **Options** buttons at the right to switch the **Format** of the marks displayed, to **Show** a subset of the class based on marks, and to analyse for **Missing** items.

If MarkBook is linked to the student photos, click the happy face icon and an image for one student will appear along with that learner's mark. Click any name on the seating grid to display another student's image.

The **Show** selection restricts this display to a defined subset of the class. For instance, if the viewer selects a display of 0% to 50% at the right in this image, only those students with an overall mark between 0 and 50% appear.

Tip: Note that there's a cluster of low-performing students in this class. Click the 'Edit Seating' button to access MarkBook's seating functions. Re-arrange seat locations to break up this group and bring low performers closer to the front. Print a new seating plan/chart and announce the changes at the start of the next lesson.

The **Print 'Summary'** button will put the selected seating display on paper.

Click on any of the three **Missing** buttons in the **Options** box at the right. At the lower right, the 'Print Summary' button will change to a **'Print Missing'** button. All individuals with one or more missing assessments will appear on the grid. Double click on any student's name on the grid. A summary will appear under the photo and a blue-background box will open over the grid with an analysis of the missing items. Note that the total weight value of the missing items is summarized inside the box. In this example, the student's missed assessments are very significant!

It's also possible to filter the display by a count of the missing items. Drop down the **Show** menu, click a selection, and only those qualifying students will appear.

9-9 CLASS REPORT - COMPARE SCREEN AND PRINTOUT SAMPLE

Reach this screen from Class Report by clicking on the **Compare** tab near the top right of the screen. Use this feature to view each learner's overall mark (i.e. a position of 'central tendency') as calculated by a number of different algorithms or **Calculation Methods**. This screen will assist the process of assigning overall marks by exercising Professional Judgement. There can be significant variance among the calculations algorithms.

Select the desired **Calculation Methods** in the **Options** box list at the right. If desired, MarkBook will average the results of the selected algorithms in the **Combined** column when the **Calculate a combined mark** cell is checked at the lower right.

See the next page for a description of the **Alert** function.

Note that **Types** may be selected or de-selected at the top centre of the screen and that the calculations refresh immediately as changes are made in Type. A count of NoMarks and Zeros appear as the last two grid columns. See Appendix A for a detailed discussion of each of these algorithms and the use of Professional Judgement in assigning overall marks to individuals.

On all other analysis screens, MarkBook screens show a calculation with a single algorithm. As an option, the title of that calculation method may be printed on class reports. Or the professionally-assigned Adjusted mark may be printed.

Comparing a Selected Category/Strand

The "Blended" Calculation Methods (algorithms) require results from two or more categories/strands. Consequently, if a single category is selected from the Category menu as in the next image, the two Blended methods turn off and are greyed out making them unavailable. Note the message at the right of the screen.

CLASS REPORT - 8D (2014) - Mathematics 2

Term: [ALL]   Category: DataMang   Type: ☑ Summative ☐ Formative ☐ Diagnostic ☐ Self ☐ Peer

Calculation. Method: Mixed   Selected Entries   Average: 65%   Median: 72%

| Summary | Entries | Term | Categories | Distribution | Mode | Seating | Compare | HTML | Print |

COMPARE CALCULATION METHODS   Term: [ALL] - Category: DataMang - Type: S....

#	Name	Alert (± >= 10%)	Combined	Weighted Average	Weighted Median	Weighted Mode	NoMrk of 8	Zero! of 8
1	Arkand, Samantha		81	80	80	82		
2	Beach, Shelley	± 40 -->	48	55	65	25		2
3	Bell, Clarissa		76	80	77	72		
4	Boame, Gerald	± 20 -->	45	33	50	53	3	2
5	Boyce, Daniella		62	62	63	62	1	1
6	Bridges, Cam		---	---	---	---	8	
7	Day, Bonny		81	82	80	82	1	
8	D'Lionne, Daniel		---	---	---	---	8	
9	Duguid, Kenneth	± 34 -->	20	34	Zero!	25	3	3
10	Dundee, James		81	80	80	82		
11	Hill, Samantha		52	52	50	53	3	
12	Ho, Heidi	± 11 -->	69	72	73	62	1	
13	Houston, Roger		63	64	62	62		
14	Hughes, Amber	± 15 -->	90	86	85	100		
15	Ives, Simon	± 25 -->	11	8	Zero!	25	3	4
16	King, Joseph		76	73	73	82		
17	Lee, Mary	± 28 -->	82	72	73	100	1	
18	Lowe, Glenda		74	77	73	72	1	
19	Moss, Peter		85	83	85	86		
20	O'Shanter, Tam		59	58	60	58	2	1
21	O'Shea, Rick	± 10 -->	67	62	67	72		
22	Silver, Stirling		64	66	63	62		
23	Wilco, Roger	± 11 -->	93	89	90	100		

Options

Format: ● Percent   ○ ABC

Calculation Methods
☑ Weighted Average
☑ Weighted Median
☑ Weighted Mode
☐ Blended Mode *
☐ Blended Median *

* Blended Calculations are available when Category is set to [ALL].

Options
☑ Calc a combined result.
☑ Alert if High/Low (±) range is >= 10

Print

Variance Alert

Check the cell labelled **Alert if High/Low (+/-) range is > = %**. Edit the threshold range in the cell to a desired number (15% in this next example). A new column called **Alert** appears next to the names. If the variance in the marks calculated by two or more of the Methods if greater than or equal to the typed theshold, the size of that variance appears in the column.

| Summary | Entries | Term | Categories | Distribution | Mode | Seating | Compare | HTML | Print |

COMPARE CALCULATION METHODS   Term: [ALL] - Category: [ALL] - Type: S....

#	Name	Alert (± >= 15%)	Combined	Weighted Average	Weighted Median	Weighted Mode	Blended Mode	Blended Median	NoMrk of 40	Zero! of 40
1	Arkand, Samantha		80	79	80	82	79	81		
2	Beach, Shelley	± 28 -->	47	51	50	25	27	53	1	8
3	Bell, Clarissa	± 17 -->	89	86	88	100	87	83	1	
4	Boame, Gerald	± 25 -->	42	44	50	25	41	50	4	8
5	Boyce, Daniella	± 55 -->	63	63	75	25	80	73	1	5
6	Bridges, Cam		68	68	65	72	68	68	29	
7	Day, Bonny		92	88	90	100	91	91	1	
8	D'Lionne, Daniel		83	79	86	86	84	79	17	
9	Duguid, Kenneth		27	33	25	25	26	27	3	17
10	Dundee, James		89	86	91	91	90	89		
11	Hill, Samantha		25	27	23	25	31	18	4	23
12	Ho, Heidi	± 21 -->	86	79	80	100	84	85	2	
13	Houston, Roger	± 19 -->	72	70	71	62	81	75		
14	Hughes, Amber		97	94	98	100	100	94		
15	Ives, Simon	± 17 -->	35	39	38	25	33	42	4	10
16	King, Joseph	± 35 -->	47	55	60	25	40	55		4
17	Lee, Mary	± 40 -->	52	62	65	25	45	63	1	
18	Lowe, Glenda	± 20 -->	87	84	80	100	87	82	3	
19	Moss, Peter	± 19 -->	89	81	85	100	92	89		
20	O'Shanter, Tam	± 25 -->	35	41	25	25	50	36	10	3
21	O'Shea, Rick		58	59	60	53	60	58		
22	Silver, Stirling	± 15 -->	61	68	63	53	57	66		
23	Wilco, Roger		97	92	100	100	100	94		

Options

Format: ● Percent   ○ ABC

Calculation Methods
☑ Weighted Average
☑ Weighted Median
☑ Weighted Mode
☑ Blended Mode *
☑ Blended Median *

* Blended Calculations are available when Category is set to [ALL].

Options
☑ Calc a combined result.
☑ Alert if High/Low (±) range is >= 15

Print

Tip: Use these Compare tools to find anomalies in the calculation of learners' overall marks. Select any subset of the assessment data using the two toggles and Type cells at the upper left (not shown in this image). Use the results on this screen to assist professional judgement in the *evaluation* of each learner.

A sample **Compare** printout follows. Note that the Block Title (COP in this example) and Category/Strand selection appear at the top of the printout. The selected Types appear as **SFDSP** in order as **S**ummative, **F**ormative, **D**iagnostic, **S**elf and **P**eer. If one or more Type isn't selected, a dash appears in its place in the five-letter sequence. If the **Calculate a Combined Result** option is selected, it appears next to the names. If the Alert is selected, an asterisk appears next to the Combined mark for those individuals with a qualifying Alert. If the Combined Result is NOT selected for the printout, the qualifying variance percent appears next to the student names in a +/- Range column as in the image on the next page.

The Best School 8D **Mathematics 2**	COP: [ALL] Category: [ALL] Type: S----	V. Smart - Room: 121 - Day: 1 - Period: 4 2014/1/2

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

COMPARE CALCULATIONS Alert (*): ± is >= 15%	Combined	Weighted Average	Weighted Median	Weighted Mode	Blended Mode	Blended Median	Missing of 41 NoMark	Zero!
1. Arkand, Samantha	80*	72	80	90	83	76	-	1
2. Beach, Shelley	46*	53	60	25	38	56	2	9
3. Bell, Clarissa	86	84	88	90	87	82	1	-
4. Boame, Gerald	41*	46	50	25	41	44	4	9
5. Boyce, Daniella	73*	63	73	75	84	71	1	6
6. Bridges, Cam	70	68	70	75	70	68	30	-
7. Day, Bonny	86	84	83	90	87	84	1	-
8. D'Lionne, Daniel	81*	75	80	90	84	75	17	-
9. Duguid, Kenneth	38*	41	50	25	38	34	3	17
10. Dundee, James	89	86	91	90	90	88	1	-
11. Hill, Samantha	18*	22	Zero!	25	26	15	5	23
12. Ho, Heidi	80*	75	73	90	80	81	3	-
13. Houston, Roger	76*	68	71	90	79	73	1	-
14. Hughes, Amber	94	95	100	90	90	95	1	-

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

COMPARE CALCULATIONS

Alert (*): ± is >= 10%

	Combined	Weighted Average	Weighted Median	Weighted Mode	Blended Mode	Blended Median	Missing of 40 NoMark	Zero!
1. Arkand, Samantha	**83***	78	80	90	89	80	-	-
2. Beach, Shelley	**41***	49	50	25	27	52	1	9
3. Bell, Clarissa	**87**	86	88	90	86	83	1	-
4. Boame, Gerald	**37***	41	50	25	34	37	4	9
5. Boyce, Daniella	**77***	63	75	90	86	73	1	5
6. Bridges, Cam	**69***	68	65	75	69	68	29	-
7. Day, Bonny	**90**	88	90	90	90	91	1	-
8. D'Lionne, Daniel	**85***	79	86	90	89	79	17	-
9. Duguid, Kenneth	**27**	33	25	25	27	27	3	17
10. Dundee, James	**89**	86	91	90	90	89	-	-
11. Hill, Samantha	**25***	27	23	25	32	18	4	23
12. Ho, Heidi	**83***	79	80	90	83	85	2	-
13. Houston, Roger	**77***	70	71	90	80	75	-	-
14. Hughes, Amber	**93**	94	98	90	90	94	-	-
15. Ives, Simon	**35***	39	38	25	33	42	4	10
16. King, Joseph	**47***	55	60	25	42	55	-	4
17. Lee, Mary	**55***	62	65	25	58	63	1	-
18. Lowe, Glenda	**84***	84	80	90	86	82	3	-
19. Moss, Peter	**87**	81	85	90	90	89	-	-
20. O'Shanter, Tam	**35***	41	25	25	49	36	10	3
21. O'Shea, Rick	**59**	59	60	55	63	58	-	-
22. Silver, Stirling	**66**	68	63	65	69	66	-	-
23. Wilco, Roger	**93***	92	100	90	90	94	-	-

NOTE: Blended Calculations use [ALL] Categories and their Weights

9-10 CLASS REPORT - HTML FILE AND SAMPLE

Reach this screen from the Class Report screen by clicking on the **HTML** tab. Use this feature to quickly create web documents for posting lesson summaries, achievement data, attendance data, homework, and whole-class announcements on the Internet.

We recommend that teachers inform parents and students where this HTML file is located on the web (aka its URL address)! Refresh it periodically with newer data. With good access to comprehensive data, parents become the best teacher aides imaginable!

Reaction to Achievement Data on the Internet

Reaction to posting assessment data on the web is highly varied among professional educators:

At one end of the continuum are teachers who are already using the Internet for communicating with learners and they regard web communication as a great tool. These teachers post course descriptions, homework, lesson plans, upcoming work, events, relevant links, and a host of other information to encourage student growth. They believe that improved feedback via the web results in superior learning and academic performance. These teachers cite parental response as being a major supportive factor in their decision to post these kinds of data on the web. No paper is consumed. And no student has an opportunity to forge a parent signature or make a counterfeit paper report card.

At the other end of the continuum are teachers who have an "over-my-dead-body" reaction. They believe that web posting of results has no superior benefit to other means of communication about achievement. Instead, it just promotes snooping, hacking, and endless, unnecessary questions. And it takes time. These individuals claim that parents don't want their child's personal achievement data anywhere near the Internet.

Whatever one's personal view, it's clear that the communication of assessment over the Internet is a rapidly growing phenomenon. Many students, especially at college and university, count on the Internet as the only reliable source of information about their personal achievement. Regardless of achievement level, actively-involved parents know that their children benefit when they (parents) have access to information about homework, curriculum, achievement, and upcoming activities. Our beta testers for this MarkBook tool cited it as one of the best features they have ever had for communicating detailed messages about achievement (the other highly regarded tool is MarkBook's private Email report). It's free and it's paperless. On the Internet, students cannot manufacture a bogus report, they cannot forge a parent signature, and everyone has access whenever it's convenient to them personally. There is a drawback – if students finish a major test at 3:00pm, they hope to see their results on line at 3:05!

Making an HTML Class Report

MarkBook provides a Class Report tool for building a web page (aka a '**H**yper **T**ext **M**arkup **L**anguage' file) from this screen. It takes just a few seconds to create a comprehensive web page for printing or posting on the Internet.

If desired, add a custom note in the **Message** box. Note that the teacher has built a series of notes on sequential homework assignments plus an announcement. He edits this note daily (MarkBook remembers the last text used), re-creates the page using the **Save HTML** button at the lower right, and refreshes the page on the Internet. The page created does NOT use real names. Instead, students are identified in alpha order by whatever is in the Code Name field on the Edit Names screen - see section 4-2.

Select among the options in the **Options** box. Alter the background colour using the button in the lower left. For better visual presentation, we recommend using lighter shades. If there are students who must be excluded from the report, uncheck their names in the **Class List** window. From this point forward, these individuals will be excluded from all class HTML reports until the teacher re-checks their name(s) again. Click the **Save HTML** button and MarkBook will suggest a file name and location. Edit these as desired and save the file in a known location. View the resulting file with a web browser. Post on the Internet to make it public.

Please note that this HTML feature in MarkBook is NOT automatic. Decisions about posting this data, options to include and the frequency for refreshing the page are up to the individual teacher. Some teachers re-post the page every couple of weeks. Others use the Message box for homework plus announcements and re-post this web page daily before leaving school.

Public Identification of Students and Their Personal Data

Obviously, personal assessment data should be private. Consequently, individuals on MarkBook's Class Report HTML web pages must remain anonymous. Some jurisdictions have specific policies about *not* presenting assessment data in a manner that enables any person (other than the student and their parents) to link specific marks to identified individuals. We encourage that policy. MarkBook does NOT use real names in this web report. Rather, MarkBook's HTML report uses the Code Name field described in section 4-1 for student identification. And the report is sorted into Code Name alpha order.

If an anonymous Code Name isn't entered for each learner by the teacher, MarkBook automatically assigns a five-letter gibberish code name to each when the student is added to the class.

Please see the tips and tricks about selecting, entering and using Code Names in section 4-2.

Adjusted Results/Marks

If adjusted marks have been assigned, as in section 9-2, these numbers/letters will appear for each student on the HTML report in place of the calculated marks.

Other Tips about Posting Class Data on the Web

Tip: if not already posting achievement data on the web, we recommend the following:

- Discuss posting data with classes, parents, and administration before proceeding. If there are any doubts, get both student and parent permission in writing on a form sent home. Delete individual students from the MarkBook web report until their completed form is returned. Have a small committee of teachers try this out.

- Plan to update the web page regularly.

- Once posted, give students and parents the web page URL (Uniform Record Locator, also known as an Internet address) so they can go to the site at any time.

- Obviously, students should give parents their code name. Or, let parents know the code name for their child on Parent Night or through MarkBook's Email function. As an option it can also be merged onto a private paper report card.

- If your district has FirstClass (see section 13-7) or an equivalent software tool, then ask to have the Web Publishing tool turned on. This enables each teacher to design their own website hosted within FirstClass and to publish MarkBook reports within that site.

HTML Class Report Sample

This class report has up to three components.

The first component is a header with the custom message(s) in **NOTES**. Note the varied kinds of messages that may appear in Notes. The message will be seen by all visitors once it's on the Internet.

The Best SS
MFM1P105 (2014) - Mathematics 9
V. Smart - Apr. 19, 2015

NOTES
The table below shows selected assessment data. Individuals are identified by a code name and are listed alphabetically by that code name.

Homework Dec 17, read pages 453-456, do questions 5-8 on page 487.

Homework Dec 16, read pages 449-452, do questions 1-4 on page 487.

Parent interview night, Jan 18 @ 7:00pm.

The second component of this HTML page is a table of **STUDENT RESULTS**. This user has selected the Attendance Option and has % Attendance showing in the two **YTD** columns. Just above the table, the two **Included Types** are Summative and Self. Formative, Diagnostic and Peer assessments have not been included. The height of the table is determined by the number of students. Its width is a function of the number of included assessments from this Mark Set. Every fifth column is blue and every fifth row is slightly taller than others. These make it easier to locate specific cells as the table becomes large. Note how students are identified.

STUDENT RESULTS Term: [ALL] Category: [ALL]

Entry Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Out Of:	10	10	10	5	12	56	5	5	5	100	100	100	100	100	100	17	17	6	4

Code Name	Overall Percent	YTD % Absent	YTD % Late	NoMark of 40	Zero! of 40	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Baadshah	41	0/55 = 0%	1/55 = 2%	10	3	---	---	---	---	---	---	Zero!	---	4	57	---	70	---	---	63	9.5	9.5	2	1
Cora 86	88	0/55 = 0%	0/55 = 0%	1	0	10	10	10	4	12	51	5	4	5	80	85	73	85	---	77	12	12	6	3
Cyber6	63	2/55 = 4%	0/55 = 0%	1	5	Zero!	1	10	4	Zero!	43	2.5	4	3	73	63	63	73	---	Zero!	13	13	2	3
Giget	27	0/55 = 0%	0/55 = 0%	4	23	Zero!	4	5	Zero!	11	13	3	2.5	2	50	Zero!	63	53	---	---	---	---	Zero!	Zero!
Heat	59	0/55 = 0%	0/55 = 0%	0	0	6	8	5	4	11	28	1	2.5	3	67	63	73	53	73	63	13	13	6	3
Let's Eat	79	1/55 = 2%	0/55 = 0%	2	0	10	10	10	5	12	54	5	3	4	73	85	63	73	73	63	---	---	6	4

The third component of the HTML web page is a table of **ENTRIES**. The overall contribution of each assessment is listed in the last column and rounded to the nearest tenth of a percent. If the user selects the word "Strand", or another term, it will appear in place of the word "Category". Similarly, the selected Block Title will appear in place of "Unit".

ENTRIES: 1 to 84

Entry Number	Date	Title	Unit	Category	Type	Class Average	Weight Factor
1	Sep. 8	AIntegers.edc	1	Know/Und	Formative	60	0.6
2	Sep. 8	BIntegers.edc	1	Know/Und	Formative	63	0.6
3	Sep. 15	BIntegers Practice.edc	1	Know/Und	Formative	73	0.6
4	Sep. 13	Diagnostic Test	1	Appln's	Diagnostic	55	<0.1
5	Sep. 19	Integers Test-KU	1	Know/Und	Formative	65	1.1
6	Sep. 19	Integers Test-APP	1	Appln's	Summative	72	3.1
7	Sep. 19	Integers Test-COM	1	Comm	Formative	68	0.7
8	Sep. 14	Integers Practice.edc	1	Know/Und	Self	84	0.6
9	Oct. 8	RatioWordProblems-APP.edc	1	Appln's	Summative	70	1.2

FTP Program

Except as noted in the next paragraph, in order to post/replace the page on the web, someone will have to have a program for moving the HTML file(s) onto the selected Internet site (school site, teacher's personal web site, etc.). Such programs are called File Transfer Protocols or FTPs and good ones are free or cost less than $50US.

TeacherWeb
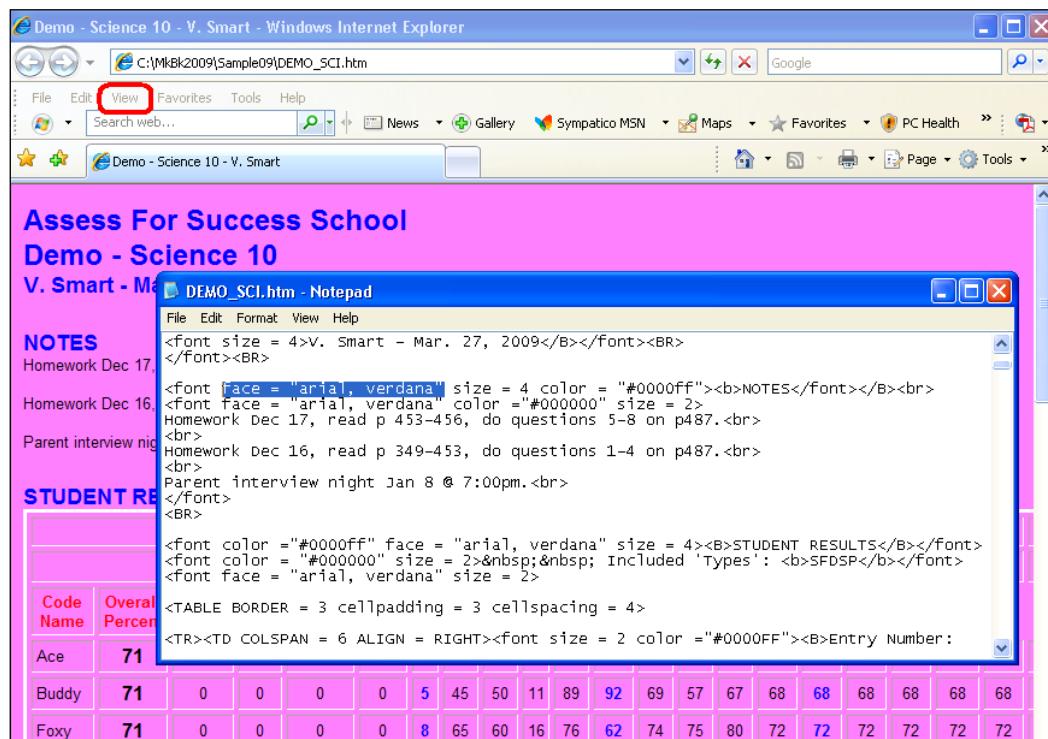
If there isn't a convenient web site to display this HTML data, **www.teacherweb.com** can supply one. This is a low cost service with many tens of thousands of teacher clients and school administrators around the world. In fact, the entire staff could use this service. As of this writing, the cost is about $30US per year per teacher. When creating new TeacherWeb accounts, be careful about consistency with the school's name - some schools are listed with two or three similar names created as individual teachers signed up. There's a bulk sign-up service option for all teachers in a school or district at a lower cost. This site accepts files, photos, and graphics so an FTP program isn't required. After moving MarkBook HTML files/pages onto your TeacherWeb site, TeacherWeb will set up links to the page.

Even if you're not planning to post data on the web, TeacherWeb gives an enlightening perspective of the kinds of messages that professionals around the world communicate to students and parents. Cruise through the site by searching for teachers geographically.
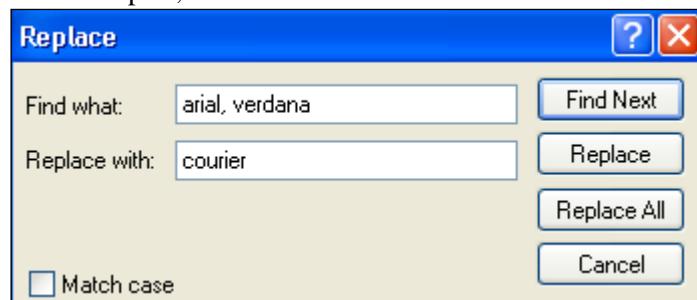
Editing the HTML Page

Some clients like to edit the HTML file after it has been saved by MarkBook. Reasons vary but the usual ones are a change in appearance or a change in content. To do this editing, open MarkBook's HTML file in a web page editor like Dreamweaver, Front Page, etc. Or manually edit in Notepad or WordPad.

The following image is a Class Report opened in Windows Explorer. Open the .html file and click View in the upper menu bar. From the drop down menu, select Source and Notepad will launch with the HTML code as per this image.

Suppose you want to change the font. Click Edit in Notepad and select Replace. Type in the old and new fonts as per the next image. If **Replace All** is clicked, the font for the whole report will change to Courier. Similarly, it's possible to quickly change colours, font sizes or to add/delete sections of the HTML report. Besides this Code Name class report, MarkBook makes three other kinds of HTML reports: Student Report (section 11-8), Combined Class Report (section 12-7), and Combined Student Report (section 12-8). All can be edited in this same manner, if desired.

9-11 CLASS REPORT - PRINT OPTIONS AND PRINT SAMPLES

Tip: for good feedback, print one-page Code Name Class Reports periodically. Post these reports in the classroom as policy permits.

Reach this screen from MarkBook's Class Report Screen, section 9-1, by clicking on the **Print** tab near the top right. Use this Print screen to produce a variety of reports for the teacher, the administration, or for posting in the classroom so that students may see their current achievement. There are five different reports in the **Type of Report** box and numerous options with the first two of these. MarkBook will predict the number of pages required in blue text at the upper right (upper arrow).

Identify Students using

The **Identify Students using** box requires a selection of how students are to be identified on the printed report(s). Use Real Names for internal records and reports going to school administrators. Use Code Name or Student Number reports for posting inside the classroom. Since student numbers are not always anonymous, we strongly recommend using Code Names for posted reports.

Report Results as Box

Similarly, select one of the first three options in the **Report Results as** box. To include an overall mark (whether Percent, ABC/Level, Mode, or Adjusted Results) check the square **Include Overall** cell. If unchecked, no overall mark appears. To include the **Calculation Method**, check that cell.

To adjust marks before printing, click the **Adjust Results** button at the bottom of the screen. That opens a dialogue box allowing a teacher to assign a mark/level/ABC other than the one calculated.

Any adjustments made to individuals' overall percent, level, ABC, or mode using the **Adjust Calculated** screen may be saved as a file and recalled later. For details on this function, see section 9-2.

Teachers may wish to adjust marks prior to posting a printed page or before posting HTML reports as in section 9-10. Or, teachers may choose to NOT include an overall mark, be it assigned or calculated. In this case, un-check the **Include Overall** cell.

Type of Report Box

There are five kinds of Class Reports listed vertically in this box. Printout samples of each kind are at the end of this section. The first two kinds have numerous display options. Each kind may include **[ALL]** assessment data, or some subsets of that data. For instance, use the drop-down menus at the top left of the screen to select a specific Term/Unit, desired Category/Strand and selected assessment Types. Some teachers like to post a report at the end of each unit isolating performance within that unit.

Preview all reports with FinePrint (see Appendix B). To print selections, click on the **Print** button near the lower right.

Tip: Distinguish between an "earned zero" (student was present for the assessment and got zero) versus an "absence zero" (student was absent but still expected to complete the item) as follows. MarkBook counts the number of zeroes for each student and reports these as "Incomplete Items" on numerous reports. Since the "earned zero" is NOT incomplete, enter a mark of 0.1 for that student. Now, that assessment has a very low mark but will not show up on an "Incomplete Items" list. Also see "The Dark Side of Zeros" in Appendix A, section A-1.

Printouts: Effects of NoMarks and Zeros on Comparison Average Calculations

The reported class average in the **Adj. Class Avg.** column may vary for some students with one or more NoMarks. These learners have incomplete assessments that have NOT been counted as a zero. MarkBook distinguishes NoMark assessments versus Zero! assessments and treats them differently in the calculation of overall marks. "NoMark" assessments are NOT counted whereas "Zero!" assessments ARE counted.

For fairest comparison, a unique "comparison average" is calculated for each student **on the basis of only those assessments which count for this student.** This is the fairest comparison possible since each student is compared to the rest of the class on the same set of assessments. Be prepared for some student questions on this comparison.

"NoMark" vs. "Zero" is a very useful option when entering data. Decide which to use each time marks are entered. Of course, one can change any entry later should the student complete the missing item or should the teacher have a change of mind.

Printouts: Comparison to Class Average 'Error'

The comparison to class average (**+/- Class Avg.** column) for a few students may appear to be incorrect mathematically. That's because each printed number is rounded off for display purposes. For instance, 78.46389% and 79.66389% differ by 1.2%. However, MarkBook correctly rounds off and displays these three numbers as 78%, 80%, and 1% respectively. The difference between 78% and 80%, as calculated by a student examining a posted report, is 2% not 1%. This apparent "error" is due to rounding off and will never exceed 1%. Much of this issue will disappear by selecting the option to print to one decimal place. Now, the maximum discrepancy will be 0.1%.

Types of Class Reports:

1. Class Report 'Summary' Printout - Real Name Version

The following is a printed sample Summary Class Report for a class. Because they're not anonymous, these reports are intended for internal use by teachers and administrators, not for posting in the classroom! For reports that can be posted in the classroom, see the Code Name printouts next. These reports may include

- each student's name.
- each student's rank within the class in the lower box.
- each student's current mark as an integer or to the nearest tenth of a percent.
- the class average (see comments earlier in this section about this item).
- a comparison of each student's mark to the class average (see earlier in this section for comments).
- a count of missing marks called "NoMarks" (i.e. incomplete assessments which were NOT entered as zero).
- a count of Zero!s (i.e. incomplete assessments which were entered as zero).

- an attendance summary - absences and lates/tardies.

- a **Distribution** Analysis - see the lower Distribution box. This is handy for filling out various statistical reports about the performance of the class.

2. Class Report 'Entries' Printout - Code Name Version with Percentages

The largest number of options is on the **Entries** report. To save paper, use the **Print last 10 entries** option. **Code Name Entries** reports for all students are designed for posting inside the classroom. Note that all students are identified in code name alpha order down the left side. This anonymous name was supplied by each student and given to the teacher early in the term. Record it in MarkBook using the Edit Names screen, section 4-2. If a student does not supply a code name, MarkBook will automatically assign a 5-letter gibberish code name as the class is created.

The teacher has chosen to print the last ten assessments. Note that the class average and median are given at the top of the report. All Units and Categories have been included. However, only Summative entries are included as indicated by the **S----** line at the top. The four dashes indicate that the other four types are not included. Missing entries (NoMarks) print as a dotted horizontal line.

3. Class Report 'Entries' Printout - Code Name Version with ABCs

The third printout has the same data as the previous one but it's in equivalent ABC letter marks. The user has created a conversion scheme under Setup, Analysis/Reporting as in section 8-1.

We suggest that all students be encouraged to keep an independent record of their own assessments. When a Code Name Class Report is posted on the classroom wall, they can check their records against the printout and discrepancies can be dealt with. This process is important - students respond and learn better when

- they observe and understand the assessment process,

- they have an opportunity to correct deficiencies/errors (yours and theirs), and

- they believe that the process is fair.

Many teachers print a Code Name Class Report once a week and post it on top of last week's report. A few days after posting a Code Name report like this one, and marking tardy items that students suddenly "remember" to complete, update the assessments in MarkBook and then print/distribute Student Reports, section 11-8, to send home to parents.

4. Class Report 'Entries' Printout - Code Name Version with Rank Lowest

The fourth printout following is a variation of the **Entries** report. The teacher has selected the **Rank lowest** option and real names. In this case, MarkBook prints a report with the lowest assessment items below a defined threshold identified for each learner. Each student's lowest mark is 1, their next lowest is 2, etc. In brackets, the mark/score on that assessment is given. Z is a zero.

5. Class Report 'Entries' Printout – Code Name Version with Entries <X%

The fifth printout shows all assessments below a user-defined threshold, 50% in this example. NoMarks are a shown as dashes.

Tip: these 'Rank Lowest' and 'Low Entries' printouts (and the same options on the Class Report Entries screen – section 9-3) enable a teacher to quickly identify gaps in each learner's acquisition of the curriculum. After some remediation, have students redo these items or assign equivalent assessments in order for them to provide proof of their understanding of the expectations/objectives.

6. Class Report - Unit (Block) Analysis

The sixth printout displays each student's performance to date by Unit or other Block Title as selected by the user.

7. Class Report - Category/Strand Analysis

The fifth printout following displays each student's performance in each category or strand. This is the second page of a two-page report. Use it, as well as the screen in section 9-5, to identify areas of weakness for the class and for individuals.

8. Class Report - Modal Analysis

The sixth printout following displays each student's achievement by level. The weighted percentage of assessment data scored within each level is shown and the level with the highest percentage of data is identified next to each learner's name.

For more details on Modal Analysis, please see section 9-7.

Calculation Method

At the right side of the printout, just below the student names table, MarkBook indicates the calculation method used. See the samples following with 'Average – Category Weight'. If the user has employed the Adjust Results option, the word Adjusted appears as in this image.

The Best School 8D Math and Science **Mathematics 2**	Unit: [ALL] Category: [ALL] Type: S----	Average: 67% Median: 68%	V. Smart Apr. 11, 2014

SUMMARY	Age (Avg.) (13y 9.4m)	Mark (%)	Adj. Class Avg. (%)	± Class Avg. (%)	Missing of: 40 NoMark	Zero!	Attendance Absent	Late
1. Arkand, S.	14y 3.2m	74	68	6	-----	-----	5	
2. Beach, Shelley	14y 5.9m	53	68	-15	1	9	3	3
3. Bell, Clarissa	14y 1.7m	85	68	17	1	-----	1	
4. Boame, Gerald	14y 10.4m	46	66	-20	4	9	2	2
5. Boyce, Daniella	14y 7.4m	65	68	-3	1	5		
6. Bridges, Cam	14y 7.3m	68	66	2	29	-----	1	
7. Day, Bonny	14y 0.2m	84	68	16	1	-----	1	2
8. D'Lionne, D.	14y 3.8m	75	68	7	17	-----	2	1
9. Duguid, Kenneth	14y 6.6m	39	68	-29	3	17		2
10. Dundee, James	14y 9.9m	86	68	18	-----	-----	1	1
11. Hill, Samantha	14y 1.3m	22	66	-44	4	23		
12. Ho, Heidi	13y 11.6m	75	66	9	2	-----	1	
13. Houston, Roger	14y 9.8m	68	68	0	-----	-----	4	
14. Hughes, Amber	14y 10.5m	95	68	27	-----	-----	1	
15. Ives, Simon	14y 7.9m	42	66	-24	4	10	2	1
16. King, Joseph	14y 6.8m	59	68	-9	-----	4	3	1
17. Lee, Mary	14y 10.0m	66	68	-2	1	-----	2	
18. Lowe, Glenda	14y 7.6m	82	66	16	3	-----	1	2
19. Moss, Peter	14y 7.0m	80	68	12	-----	-----	11	2
20. O'Shanter, Tam	14y 10.3m	44	69	-25	10	3	1	
21. O'Shea, Rick	14y 2.0m	61	68	-7	-----	-----	1	
22. Silver, S.	14y 0.5m	67	68	-1	-----	-----	1	1
23. Wilco, Roger	14y 2.9m	94	68	26	-----	-----		

NOTE: 'NoMark' entries are NOT included in mark calculations - CALCULATION METHOD: Avg-CatWt

DISTRIBUTION			
0 to 39.9: 2	50 to 59.9: 2	70 to 79.9: 3	90 to 99.9: 2
40 to 49.9: 3	60 to 69.9: 6	80 to 89.9: 5	100 & Over: 0

1. Hughes, A.	95	7. Moss, P.	80	13. Silver, S.	67	19. Boame, G.	46
2. Wilco, R.	94	8. Ho, H.	75	14. Lee, M.	66	20. O'Shanter, T.	44
3. Dundee, J.	86	9. D'Lionne, D.	75	15. Boyce, D.	65	21. Ives, S.	42
4. Bell, C.	85	10. Arkand, S.	74	16. O'Shea, R.	61	22. Duguid, K.	39
5. Day, B.	84	11. Houston, R.	68	17. King, J.	59	23. Hill, S.	22
6. Lowe, G.	82	12. Bridges, C.	68	18. Beach, S.	53		

ENTRIES

(ABC)

	Overall	31	32	33	34	35	36	37	38	39	40
1. Baadshah	F	F	F	Zero!	Zero!	A+	F	C-	C-	F	F
2. Cora 86	A-	A+	B+	A	A+	A+	A+	A+	A+	A+	B+
3. Cyber6	C	A-	A	B	D	A-	A-	Zero!	A-	F	A
4. Giget	F	Zero!	F	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	F
5. Heat	C-	D	F	C	A	D-	A+	B-	C-	D-	F
6. Let's Eat	B	A+	A+	D	A-	A+	A-	D-	C-	F	A+
7. Mad Dog	D+	C-	F	D	Zero!	D-	C-	A-	A+	B	F
8. Mr. Ebtek	B	A+	B	A+	A+	A-	A+	A+	A+	F	B
9. Mr. Grouchy	C	A	F	C-	F	A+	A+	A+	A+	A-	F
10. Mr. Wong	A-	A+	A-	B	A+	A+	A+	A+	A+	C+	A-
11. Ms. Impossible	A+	A+	A+	A	A+	A+	A+	A+	A+	A+	A+
12. New Guy	C+	B	C	-----	-----	-----	-----	-----	A-	D-	C
13. Noo	F	F	D	Zero!	F	Zero!	A-	B-	Zero!	D-	D
14. Old Navy	A-	A-	A+	B+	A+	A+	A-	A-	A+	A+	A+
15. One Hundred Percent	B	A-	A	A	A+	A+	B-	A+	A+	A+	A
16. Snap	C+	D-	A+	B	F	A-	A-	C-	A+	A+	A+
17. Spell Bound	A+	A+	A-	A+	B	A+	A+	A+	A+	A+	A-
18. Spiderman	C+	B	D	C-	B-	A+	A+	A+	A+	A+	D
19. Squall	F	Zero!	D	B-	F	Zero!	A+	A+	A+	Zero!	D
20. Stale Turkey Breast	A	A+	A	A	A-	A+	A+	A+	A+	A+	A
21. Starshine	D	C+	F	B	Zero!	D-	B-	Zero!	A+	A+	F
22. The Filter	A	A+	A+	B+	A-	A+	A+	A+	A+	A+	A+
23. Ups!	F	Zero!	D	Zero!	Zero!	Zero!	A-	A-	Zero!	Zero!	D

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Avg-CatWt

ENTRY DESCRIPTIONS and ANALYSIS

	Date	Unit	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	C+	2.6
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	C	6.7
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	C-	2.5
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	D	2.5
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	B-	0.5
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	B+	0.5
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	B	1.0
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	A-	0.5
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	C	2.5
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	C	5.0

The Best School 8D Math and Science **Mathematics 2**	Unit: [ALL] Category: [ALL] Type: S----	Average: C+ Median: C+	V. Smart Apr. 11, 2014

ENTRIES	Overall	31	32	33	34	35	36	37	38	39	40
1. Baadshah	F	F	F	Zero!	Zero!	A+	F	C-	C-	F	F
2. Cora 86	A-	A+	B+	A	A+	A+	A+	A+	A+	A+	B+
3. Cyber6	C	A-	A	B	D	A-	A-	Zero!	A-	F	A
4. Giget	F	Zero!	F	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	F
5. Heat	C-	D	F	C	A	D-	A+	B-	C-	D-	F
6. Let's Eat	B	A+	A+	D	A-	A+	A-	D-	C-	F	A+
7. Mad Dog	D+	C-	F	D	Zero!	D-	C-	A-	A+	B	F
8. Mr. Ebtek	B	A+	B	A+	A+	A-	A+	A+	A+	F	B
9. Mr. Grouchy	C	A	F	C-	F	A+	A+	A+	A+	A-	F
10. Mr. Wong	A-	A+	A-	B	A+	A+	A+	A+	A+	C+	A-
11. Ms. Impossible	A+	A+	A+	A	A+	A+	A+	A+	A+	A+	A+
12. New Guy	C+	B	C	-----	-----	-----	-----	-----	A-	D-	C
13. Noo	F	F	D	Zero!	F	Zero!	A-	B-	Zero!	D-	D
14. Old Navy	A-	A-	A+	B+	A+	A+	A-	A-	A+	A+	A+
15. One Hundred Percent	B	A-	A	A	A+	A+	B-	A+	A+	A+	A
16. Snap	C+	D-	A+	B	F	A-	A-	C-	A+	A+	A+
17. Spell Bound	A+	A+	A-	A+	B	A+	A+	A+	A+	A+	A-
18. Spiderman	C+	B	D	C-	B-	A+	A+	A+	A+	A+	D
19. Squall	F	Zero!	D	B-	F	Zero!	A+	A+	A+	Zero!	D
20. Stale Turkey Breast	A	A+	A	A	A-	A+	A+	A+	A+	A+	A
21. Starshine	D	C+	F	B	Zero!	D-	B-	Zero!	A+	A+	F
22. The Filter	A	A+	A+	B+	A-	A+	A+	A+	A+	A+	A+
23. Ups!	F	Zero!	D	Zero!	Zero!	Zero!	A-	A-	Zero!	Zero!	D

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Avg-CatWt

(ABC)

ENTRY DESCRIPTIONS and ANALYSIS	Date	Unit	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	C+	2.6
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	C	6.7
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	C-	2.5
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	D	2.5
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	B-	0.5
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	B+	0.5
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	B	1.0
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	A-	0.5
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	C	2.5
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	C	5.0

The Best School
8D (2014)
Mathematics 2

Term: [ALL]
Category: [ALL]
Type: S----

Average: 67%
Median: 68%

V. Smart

Jun. 6, 2015
Last 10 of 40 entries

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

ENTRIES

(Rank lowest 5 entries <= 50% - Shown as Rank (Mark) - Actual Mark)

ENTRIES	Overall	31	32	33	34	35	36	37	38	39	40
1. Baadshah	41			3 (Z!)	2 (Z!)		5 (0.1/10)				
2. Cora 86	88										
3. Cyber6	63							2 (Z!)			
4. Giget	27								5 (Z!)		
5. Heat	59										
6. Let's Eat	79							3 (5/10)		1 (4/12)	
7. Mad Dog	55				3 (Z!)						
8. Mr. Ebtek	79									1 (4/12)	
9. Mr. Grouchy	62										
10. Mr. Wong	84										
11. Ms. Impossible	94										
12. New Guy	68									2 (6/12)	
13. Noo	44					5 (Z!)			3 (Z!)		
14. Old Navy	81										
15. One Hundred Percent	79										
16. Snap	70				4 (6.5/15)						
17. Spell Bound	92										
18. Spiderman	68										
19. Squall	39				2 (Z!)						
20. Stale Turkey Breast	86										
21. Starshine	51				4 (Z!)			1 (Z!)			
22. The Filter	86										
23. Ups!	33				2 (Z!)				4 (Z!)		

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Average - Category Wt

ENTRY DESCRIPTIONS and ANALYSIS

	Date	Term	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	68	3.2
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	66	8.1
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	60	3.0
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	56	3.0
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	72	0.6
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	78	0.6
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	73	1.2
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	80	0.6
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	63	3.0
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	66	6.1

The Best School
8D (2014)
Mathematics 2

Term: [ALL]		
Category: [ALL]	Average: 67%	
Type: S----	Median: 68%	

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

ENTRIES	Overall	31 x/15	32 x/49	33 x/100	34 x/15	35 x/5	36 x/10	37 x/10	38 x/5	39 x/12	40 x/49
		(Entries <= 50% plus No Marks (---) - Actual Mark)									
1. Baadshah	41	3	7	Zero!	Zero!		0.1			1	7
2. Cora 86	88										
3. Cyber6	63							Zero!		1	
4. Giget	27	Zero!	24	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	24
5. Heat	59		15			2.5				6	15
6. Let's Eat	79							5		4	
7. Mad Dog	55		20		Zero!	2.5					20
8. Mr. Ebtek	79								4		
9. Mr. Grouchy	62		13		6.5						13
10. Mr. Wong	84										
11. Ms. Impossible	94										
12. New Guy	68			---	---	---	---	---		6	
13. Noo	44	7		Zero!	6.5	Zero!			Zero!	6	
14. Old Navy	81										
15. One Hundred Percent	79										
16. Snap	70	7.5			6.5						
17. Spell Bound	92										
18. Spiderman	68										
19. Squall	39	Zero!			4	Zero!				Zero!	
20. Stale Turkey Breast	86										
21. Starshine	51		19		Zero!	2.5		Zero!			19
22. The Filter	86										
23. Ups!	33	Zero!		Zero!	Zero!	Zero!			Zero!	Zero!	

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Average - Category Wt

ENTRY DESCRIPTIONS and ANALYSIS	Date	Term	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	68	3.2
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	66	8.1
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	60	3.0
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	56	3.0
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	72	0.6
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	78	0.6
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	73	1.2
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	80	0.6
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	63	3.0
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	66	6.1

RESULTS by CATEGORY

(Percent)

	Overall	Appln's	Comm	Exam/CA	Know/Und	Thinking
1. Arkland, S.	**83**	82	83	80	89	85
2. Beach, Shelly	**72**	72	71	75	68	74
3. Bell, Clarissa	**75**	75	69	75	79	78
4. Boame, Gerald	**59**	66	60	50	69	46
5. Boyce, Daniella	**71**	67	80	63	77	75
6. Bridges, Cam	**40**	39	33	47	44	24
7. Day, Bonnie	**73**	84	75	59	79	79
8. Duguid, Ken	**78**	73	74	83	81	74
9. Dundee, James	**67**	69	64	61	74	66
10. Hill, Samantha	**67**	59	62	77	67	60
11. Ho, Heidi	**80**	83	85	75	82	81
12. Houston, Roger	**69**	79	73	52	78	67
13. Hughes, Amber	**70**	80	79	53	78	70
14. Ives, Simon	**88**	95	86	86	88	83
15. King, Joseph	**79**	74	71	86	79	77
16. Knott, Astrid	**63**	68	61	53	69	69
17. Lowe, Glenda	**45**	22	40	72	41	29
18. Lyons, Melody	**75**	76	82	64	82	73
19. Moss, Peter	**69**	66	70	64	75	71
20. O' Shanter, Tam	**55**	56	53	50	64	49
21. O' Shea, Rick	**61**	60	58	61	66	51
22. Silver, S.	**59**	63	47	63	59	59
23. Stone, Edward	**78**	87	76	73	78	77
24. ZZ1, Marilyn	**90**	91	87	92	92	86
25. ZZ2, Frank	**87**	87	84	89	88	82
26. ZZ3, Lisa	**71**	69	67	75	72	65
27. ZZ4, Mary	**62**	61	52	66	66	62
28. ZZ5, Robert	**68**	68	57	78	67	60
29. ZZ6, Ian	**73**	74	68	75	72	78
30. ZZ7, Saul	**41**	36	30	50	43	32
31. ZZ8, Lois	**39**	29	36	48	42	28

NOTE: 'NoMark' (---) categories are NOT included in calculations - CALCULATION METHOD: Avg-CatWt

RESULTS by CATEGORY OVERALL	Number of Entries	Class Average	Percent of TERM
Appln's	16	68	20.0
Comm	24	66	15.0
Exam/CA	2	68	30.0
Know/Und	31	71	25.0
Thinking	11	65	10.0

RESULTS by UNIT

(Percent)

	Overall	1	2	3	4	EXAM
1. Arkland, S.	**83**	86	89	85	82	80
2. Beach, Shelly	**72**	75	88	60	74	75
3. Bell, Clarissa	**75**	66	90	70	77	75
4. Boame, Gerald	**59**	64	76	57	67	50
5. Boyce, Daniella	**71**	63	76	75	77	63
6. Bridges, Cam	**40**	35	45	34	29	47
7. Day, Bonnie	**73**	79	90	73	82	59
8. Duguid, Ken	**78**	84	88	69	79	83
9. Dundee, James	**67**	78	84	66	64	61
10. Hill, Samantha	**67**	70	69	49	70	77
11. Ho, Heidi	**80**	83	88	80	84	75
12. Houston, Roger	**69**	72	90	72	77	52
13. Hughes, Amber	**70**	75	87	77	76	53
14. Ives, Simon	**88**	87	91	87	92	86
15. King, Joseph	**79**	72	88	70	79	86
16. Knott, Astrid	**63**	78	67	65	66	53
17. Lowe, Glenda	**45**	57	39	21	36	72
18. Lyons, Melody	**75**	71	89	79	76	64
19. Moss, Peter	**69**	62	72	72	73	64
20. O' Shanter, Tam	**55**	76	60	50	67	50
21. O' Shea, Rick	**61**	73	65	56	63	61
22. Silver, S.	**59**	57	31	66	66	63
23. Stone, Edward	**78**	90	91	71	88	73
24. ZZ1, Marilyn	**90**	91	91	90	87	92
25. ZZ2, Frank	**87**	85	90	84	86	89
26. ZZ3, Lisa	**71**	69	74	69	64	75
27. ZZ4, Mary	**62**	61	73	55	65	66
28. ZZ5, Robert	**68**	56	72	62	73	78
29. ZZ6, Ian	**73**	67	74	71	77	75
30. ZZ7, Saul	**41**	27	47	33	44	50
31. ZZ8, Lois	**39**	36	36	33	38	48

NOTE: 'NoMark' (---) categories are NOT included in calculations - CALCULATION METHOD: Avg-CatWt

RESULTS by UNIT OVERALL	Number of Entries	Class Average	Percent of TERM
1	10	69	8.5
2	21	74	14.5
3	36	65	31.6
4	15	70	15.4
EXAM	2	68	30.0

The Best SS Math 9 **Mathematics 9**	Unit: [ALL] Category: [ALL] Type: SFDSP	V. Smart - Room: 112 - Day: 1 - Period: 4 Apr. 11, 2014

MODAL ANALYSIS		WEIGHTED					Bracketed number is that level's lower limit (%)
	Mode	**R** (0)	**1** (50)	**2** (60)	**3** (70)	**4** (80)	
1. Arkland, S.	**4**	3	2	5	29	62	
2. Beach, Shelly	**3**	14	4	6	41	35	
3. Bell, Clarissa	**3**	5	4	12	43	36	
4. Boame, Gerald	**1**	25	27	17	12	20	
5. Boyce, Daniella	**4**	8	17	28	17	31	
6. Bridges, Cam	**R**	61	24	6	4	5	
7. Day, Bonnie	**4**	6	23	20	8	44	
8. Duguid, Ken	**4**	7	3	6	33	50	
9. Dundee, James	**4**	9	26	22	16	26	
10. Hill, Samantha	**3**	16	6	9	49	20	
11. Ho, Heidi	**4**	4	2	3	41	50	
12. Houston, Roger	**4**	7	34	6	16	37	
13. Hughes, Amber	**4**	17	20	13	13	37	
14. Ives, Simon	**4**	3	2	2	6	88	
15. King, Joseph	**4**	4	4	16	15	61	
16. Knott, Astrid	**2**	27	9	30	17	18	
17. Lowe, Glenda	**R**	47	3	7	35	8	
18. Lyons, Melody	**4**	2	7	32	21	38	
19. Moss, Peter	**2**	6	10	44	11	29	
20. O' Shanter, Tam	**R**	33	30	10	12	16	
21. O' Shea, Rick	**1**	19	30	24	14	14	
22. Silver, S.	**3**	23	25	8	27	17	
23. Stone, Edward	**4**	7	2	19	29	43	
24. ZZ1, Marilyn	**4**	-----	2	4	7	88	
25. ZZ2, Frank	**4**	2	2	2	10	84	
26. ZZ3, Lisa	**3**	10	7	9	45	29	
27. ZZ4, Mary	**3**	18	23	9	33	16	
28. ZZ5, Robert	**4**	14	12	10	28	36	
29. ZZ6, Ian	**4**	10	7	25	9	49	
30. ZZ7, Saul	**R**	71	20	5	2	3	
31. ZZ8, Lois	**R**	70	24	2	4	1	

NOTE: 1. Values indicate the percent of entries at each level. The Mode is the Level with the highest value.
2. The weight of each entry was used in calculations. The Weighting Method used was: Category Weight.
3. Levels with no entries are shown with dashes (-----). Levels with 0 have less than 0.5% of the entries evaluated.

10 Comments for Student and Combined Reports

There are three potential components to a report card:

1. numeric/ABC/Level tabular data,
2. visual displays of performance and
3. textual comments.

See examples of reports with all three components in section 11-8 and elsewhere in this manual.

Properly done, the Comments component of an interim report will have the greatest impact on improving each learner's growth. Ideally, that textual feedback will contain elements such as:

- statements about what each learner does well (i.e. one or more compliments on individual strengths).

- statements about what each learner does <u>not</u> do well (i.e. a gently-worded description of weaknesses or areas needing improvement).

- statements about the next steps to take in order to correct those weaknesses or to enhance the current learning.
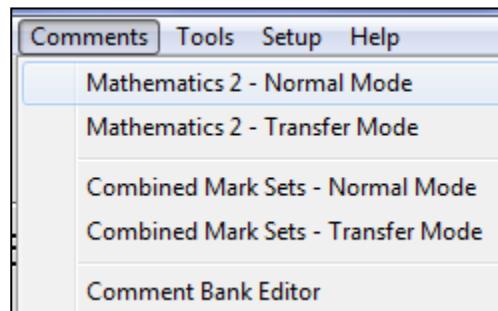
To some extent, an educator is like a physician - diagnose the problem(s) and proscribe the fix(es). Once an area of weakness is diagnosed, MarkBook enables an educator to quickly describe the fix with a comment paragraph. MarkBook will also spell-check it, size-check it, store it, compare it to previous comments and report it on paper or electronically. And, during an official report card cycle, MarkBook will electronically transfer/merge each student's comment paragraph into other report card software.

Tip: to maximize student growth, create <u>detailed and meaningful</u> anecdotal comment paragraphs (called "Comments" in MarkBook) and merge these onto frequent interim reports as in section 11-8. The better the description of each learner's difficulties and the steps required to remediate those weaknesses, the more likely it is that 1) the students and parents will respond appropriately and 2) the learners' academic achievement will improve.

Caution: some jurisdictions have policies about what may and may not be said in a report card comment. Some allow ONLY sentences or paragraphs selected from the district's pre-approved bank. At the other end of the spectrum, some require a unique paragraph for each learner. And that paragraph must contain certain elements such as three above. Please determine what's required and allowed in your system before building comments in MarkBook.
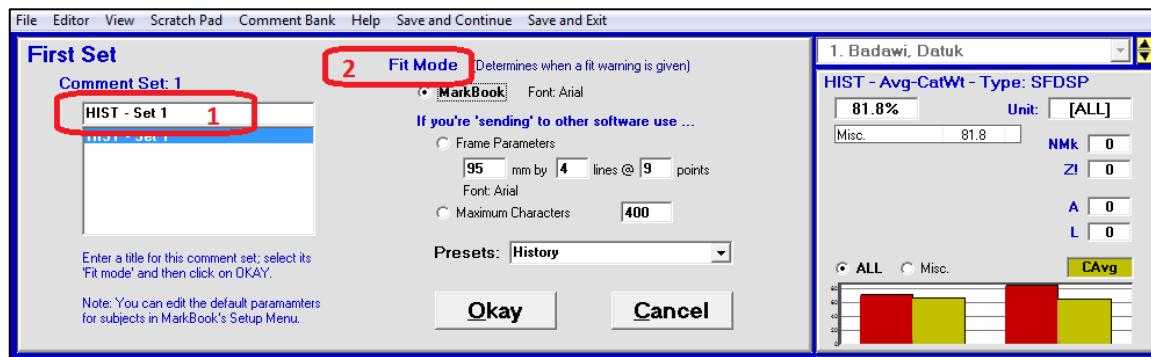
10-1 THE COMMENT CONSTRUCTION TOOL

With a selected class open to the main frame, as in section 3-1, click Comments in the upper menu bar and select the first option, **Normal Mode**. If building Comments for a Combined Report, select the third option.

Select the **Transfer Mode** to paste finished comments into other software applications such a database's receiving screen, a web screen, or directly into an Electronic Report Card. Details on the transfer process are in section 12-8.
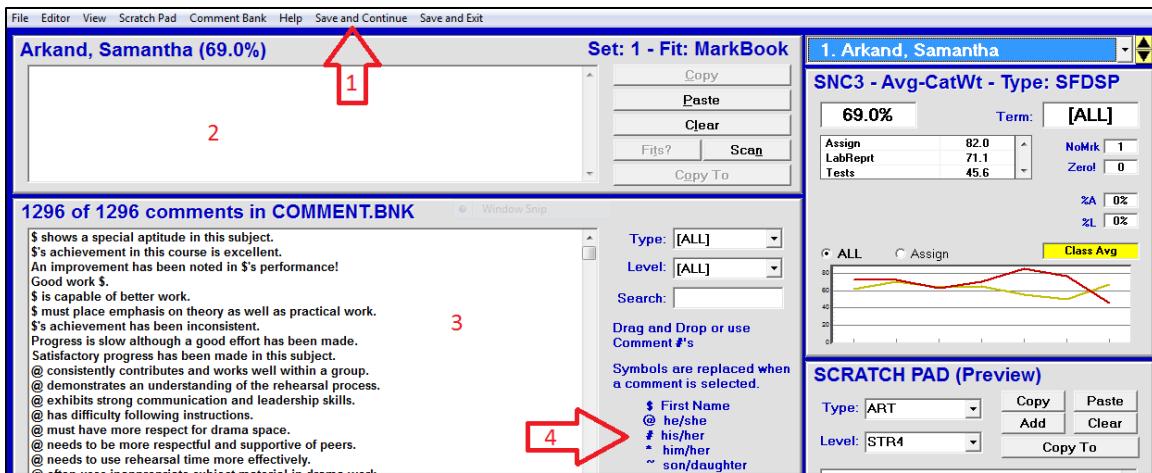
If this is the first time building comments for the current Mark Set, you'll get a **First Set** screen:

MarkBook will suggest a name for this first set of comments as in **1** above. Edit as you see fit.

MarkBook will measure the size of your constructed comment for each learner – select an option in **2**. If the comment is to be printed on a MarkBook report card, choose the first option. Conversely, if the comment is to be transferred to another application, specify the size of that application's comment space, either by frame parameters or by a maximum character count. Several **Presets** are provided for known comments spaces in other applications.

When finished click **Okay** to move to the next screen.

This screen has its own menu bar **1** at the top. Build a paragraph for the selected learner in **2** the white cell at the upper left. The large window at the lower left **3** shows the contents of a MarkBook "bank" of pre-built sentences or paragraphs. See section 10-2 for details on banks. These sentences may contain first name and gender pronoun merge characters listed in blue in the centre of the screen. **4** each sentence in the bank can have two labels, a **Type** and a **Level**, enabling the user to filter the bank for just those sentences with matching items. Details about the academic performance of the selected learner are at the upper right.

If MarkBook is linked to student images, a photo will appear on this screen at the lower centre.

There's only one way out of this screen – click **Save and Exit** in the menu bar or in the File menu.
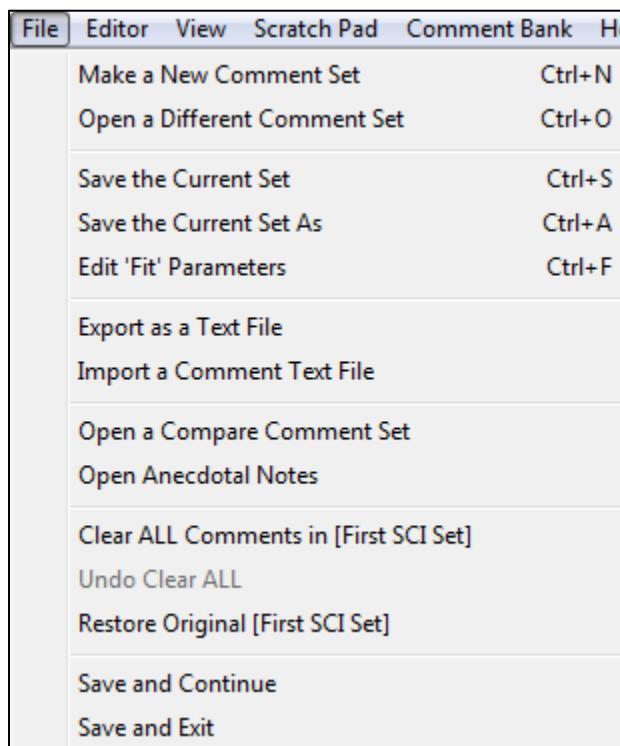
Tip: it's possible for a user to spend many minutes, if not hours, on this screen. If a power failure or other interruption occurs, entered comments may not be stored and the comment data lost. We recommend clicking the "Save and Continue" menu item every few minutes to ensure that all entered comments are saved.

The Comment Screen's Menu Bar Choices

File menu:
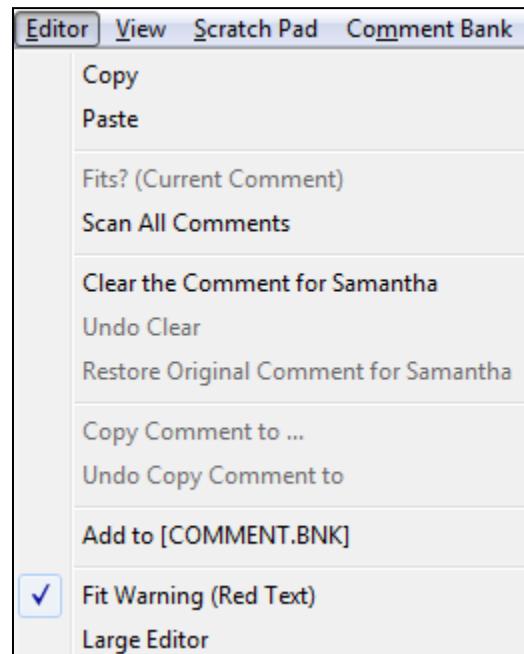
The options in this menu are self-explanatory. Click on any option to select it. MarkBook will spell-check the comments but there's no grammar-check function. See section 10-4.

File	Editor	View	Scratch Pad	Comment Bank	He

Make a New Comment Set — Ctrl+N
Open a Different Comment Set — Ctrl+O

Save the Current Set — Ctrl+S
Save the Current Set As — Ctrl+A
Edit 'Fit' Parameters — Ctrl+F

Export as a Text File
Import a Comment Text File

Open a Compare Comment Set
Open Anecdotal Notes

Clear ALL Comments in [First SCI Set]
Undo Clear ALL
Restore Original [First SCI Set]

Save and Continue
Save and Exit

Editor menu:

Again, these options are largely self-explanatory.

The **Add to** option inserts a newly-typed sentence or paragraph into the comment bank that's currently open. If a constructed comment exceeds the specified maximum size, it will turn red.

Editor	View	Scratch Pad	Comment Bank

Copy
Paste

Fits? (Current Comment)
Scan All Comments

Clear the Comment for Samantha
Undo Clear
Restore Original Comment for Samantha

Copy Comment to ...
Undo Copy Comment to

Add to [COMMENT.BNK]

✓ Fit Warning (Red Text)
Large Editor
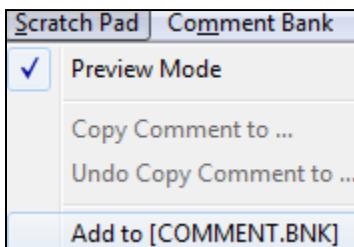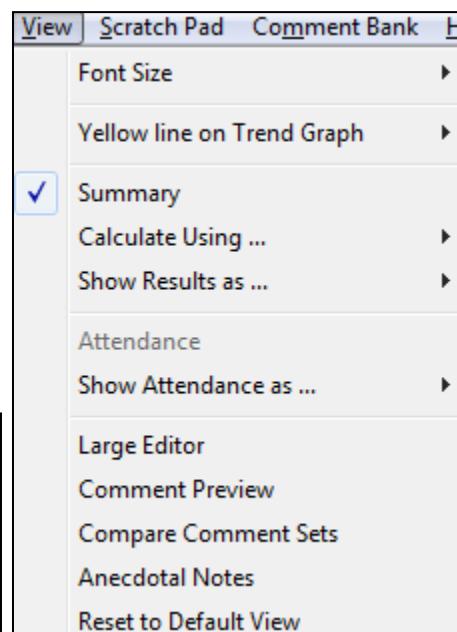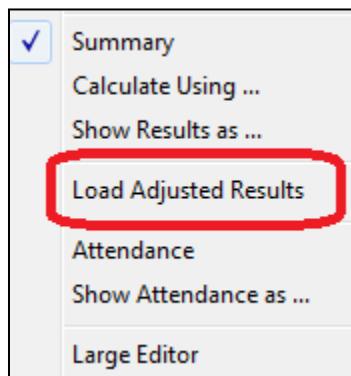
The **Scan All Comments** function examines all built comments in this Set and reports any issues, including missing comments.

View menu:

None of the options here change the comments already constructed. Rather, the options alter the screen view or present data in alternate ways.

This menu has five submenus. Click to experiment with selected changes.

If the user has saved Adjusted Results, as in section 9-2, that option appears in this menu:
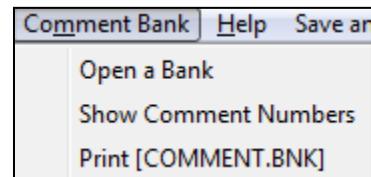
Scratch Pad menu:

This menu controls the Scratch Pad at the lower right of the Comment screen.

Comment Bank menu:

About two dozen banks of comments are installed with MarkBook.
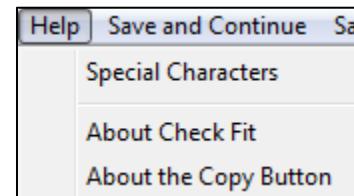
Each sentence in a bank is assigned a number and these may be displayed on screen.

Print the bank as you see fit. See section 10-2.

Help menu:

Note the warnings in the two About options.
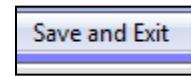
Save and Continue menu:

A click on this menu item saves all comments built for all students without exiting the comment construction screen.

Save and Exit menu:

Click **Save and Exit** to exit the comment construction screen. This action saves all comments built so far.
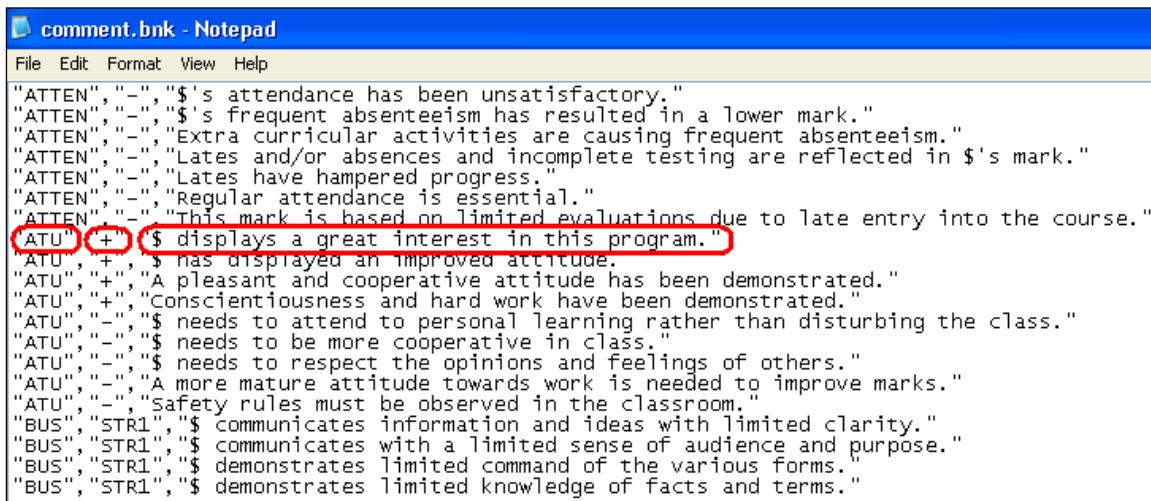
10-2 MARKBOOK'S COMMENT BANKS AND PRINTOUT SAMPLE

Comment Banks and Parameters

MarkBook comes with several collections of pre-built sentences called "comment banks". Each bank is a file and it may hold up to 10,000 sentences or paragraphs covering a wide range of items. There is no limit as to the number of banks. Often, schools and districts create committees to build and share banks. In many cases, these banks are subject-specific. The MarkBook CD installs a folder inside the MarkBook directory containing about two dozen comment banks.

The structure of any bank is seen in the Notepad image following. Its format is ascii text (also known as DOS text, or plain text, or flat text). There are three fields (text in quotes – circled in red in the image below) per record (a line or row is a "record"). The first two fields are descriptors such as ATU and + or BUS and STR1. These first two fields may be up to eight characters each and there's no limit to the length of the third field. The fields are separated by commas and encased in quotes. The third field is a sentence/paragraph. There is a hard return at the end of each record/line to start the next line. The file has the extension **.bnk**.

MarkBook calls the first field a **Type** and the second field a **Level**. The Type and Level cross-classifiers enable a user to quickly hunt a large bank for all sentences that match one or both of these two fields. The example bank is called **comment.bnk** and there is a partial printout of it in section 10-2. As new banks are built, give each a different name with the .bnk extension. If new banks are built inside MarkBook's editor, this .bnk extension will be automatic.

Special Characters for Merging First Names and Gender Pronouns

These banks use special characters to automatically merge/insert first name and gender pronouns for each student. For instance, **$** is used in a number of sentences in the sample above and it merges the student's first name into the sentence when that specific sentence is selected. This encourages the reader (student, parent) to treat it as a unique custom

comment just for that individual. Users may easily merge multiple lines from any bank(s) for a selected student as in section 10-3 and section 10-5 of this manual.

```
$  First Name
@  he/she
#  his/her
*  him/her
~  son/daughter
```

Comment Bank Printout Sample

The file called **comment.bnk** has each comment classified into a **TYPE** category such as ACH for achievement, ART for Art, etc. Each is also identified with a **LEVEL** such as positive (+), or negative (-), or strength (STR), or area for improvement (IMP), or next steps (NXT). Each of these classifiers is restricted to eight characters. Use a multi-level classification such as 1,2,3,4 to further subdivide these categories. The printout shown is the first page out of a total of thirty printed pages for 1296 comments in this bank. Other TYPE categories (not shown) include other subjects (e.g. BUS, DRA, MAT, PHY, SCI, etc.) and other LEVEL performance indicators (EFF for effort, HAB for habits, LSK for learning skills, etc.). This is part of the generic bank installed with MarkBook.

Use MarkBook's comment editor to print comment bank(s). This facilitates merging comments into each student's report by typing the comment number (left column in this printout)! The key to MarkBook's comment system is to avoid time-consuming and repetitive typing. Also, add any custom comment used frequently into the bank. Then merge it with any student's report.

Tips on Using and Editing Banks

In any bank, MarkBook can add sentences, delete sentences, or edit existing sentences as needs dictate - see section 10-5. As you open each comment bank in MarkBook, a copy of that bank is made in the same directory as the class. From this point forward, MarkBook uses that copied bank. Edits affect only that new bank as opposed to the original. This also applies to the networked banks if using the network version of MarkBook. Edits made to any bank affect only the user's personal copy of that bank. When a Backup of the class is made, as in section 3-2, a copy of each comment bank in that directory is included.

The maximum number of records (sentences) that MarkBook will store is 10,000 per bank. As desired, delete subject-specific sentences or entire banks that pertain to other subjects. However, do NOT delete comment banks from a network – colleagues may need these!

The Best School
Comment Bank
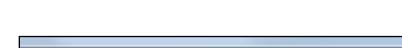
#	TYPE	LEVEL	Comment
1.	ACH	+	$ shows a special aptitude in this subject.
2.	ACH	+	$'s achievement in this course is excellent.
3.	ACH	+	An improvement has been noted in $'s performance!
4.	ACH	+	Good work $.
5.	ACH	-	$ is capable of better work.
6.	ACH	-	$ must place emphasis on theory as well as practical work.
7.	ACH	-	$'s achievement has been inconsistent.
8.	ACH	-	Progress is slow although a good effort has been made.
9.	ACH	-	Satisfactory progress has been made in this subject.
10.	ART	STR-L	@ consistently contributes and works well within a group.
11.	ART	STR-L	@ demonstrates an understanding of the rehearsal process.
12.	ART	STR-L	@ exhibits strong communication and leadership skills.
13.	ART	STR-L	@ has difficulty following instructions.
14.	ART	STR-L	@ must have more respect for drama space.
15.	ART	STR-L	@ needs to be more respectful and supportive of peers.
16.	ART	STR-L	@ needs to use rehearsal time more effectively.
17.	ART	STR-L	@ often uses inappropriate subject material in drama work.
18.	ART	STR-L	@ takes on a limited role in a group and rarely contributes.
19.	ART	STR-L	Your ~, $, needs to have a more serious attitude in the course.
20.	ART	STR-L	Your ~, $, participates in class activities but needs to work on # performance skills.
21.	ART	STR1	$ applies the creative process with limited effectiveness.
22.	ART	STR1	$ communicates and expresses ideas and information for different audiences and purposes with limited clarity.
23.	ART	STR1	$ demonstrates limited command of the various forms.
24.	ART	STR1	$ demonstrates limited knowledge of facts and terms.
25.	ART	STR1	$ demonstrates limited understanding of concepts, elements, principles, and theories.
26.	ART	STR1	$ demonstrates limited understanding of relationships between concepts.
27.	ART	STR1	$ makes connections with limited effectiveness.
28.	ART	STR1	$ transfers knowledge and skills to new contexts with limited effectiveness.
29.	ART	STR1	$ uses artistic language and symbols with limited accuracy and effectiveness.
30.	ART	STR1	$ uses creative thinking skills with limited effectiveness.
31.	ART	STR1	$ uses critical analysis with limited clarity and effectiveness.
32.	ART	STR1	$ uses equipment, materials, and technology safely and correctly only with supervision.
33.	ART	STR1	$ uses knowledge and skills in familiar contexts with limited effectiveness.
34.	ART	STR2	$ applies the creative process with some effectiveness.
35.	ART	STR2	$ communicates and expresses ideas and information for different audiences and purposes with moderate clarity.
36.	ART	STR2	$ demonstrates moderate command of the various forms of communication.
37.	ART	STR2	$ demonstrates some knowledge of facts and terms.
38.	ART	STR2	$ demonstrates some understanding of relationships between concepts.
39.	ART	STR2	$ demonstrates thorough and insightful understanding of concepts, elements, principles, and theories.
40.	ART	STR2	$ transfers knowledge and skills to new contexts with moderate effectiveness.
41.	ART	STR2	$ uses artistic language and symbols with some accuracy and effectiveness.
42.	ART	STR2	$ uses creative thinking skills with moderate effectiveness.
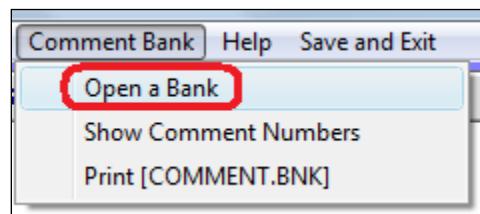
NOTE: You may select comments by entering their numbers instead of typing text or dragging from the list. Please see the Help File. (Press the [F1] key.)

10-3 COMMENT SELECTION/CONSTRUCTION SCREEN

Get to the comments screen from the Student Report Screen, section 11-1 by clicking on **Comments**. Or, select Comments from the Main Form, section 3-1, by clicking on Comments in the upper menu bar and selecting **Normal Mode**.

MarkBook will open the comment construction screen with the last-used comment bank in that new screen. To change the bank, click **Comment Bank** in the upper menu bar of the new screen and select **Open a Bank**. Browse to locate a suitable bank. There may be one or more mandatory district banks. Or, there are numerous banks in the MkBk2018/Comment Banks directory. See the next image. Select a bank and click **Open**. **Tip: MarkBook copies the selected bank into the directory where the class folder is stored and makes it the default bank for this Mark Set.** From this point on, when the user clicks Comments, this copied bank will automatically load for this Mark Set. If another bank is opened, it too is copied to the same location and becomes the default bank for this Mark Set.

This list of banks is supplied with MarkBook.
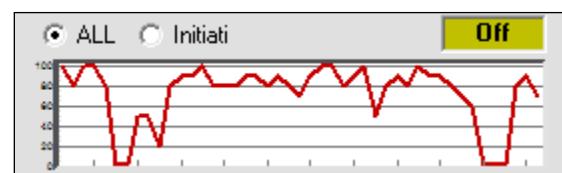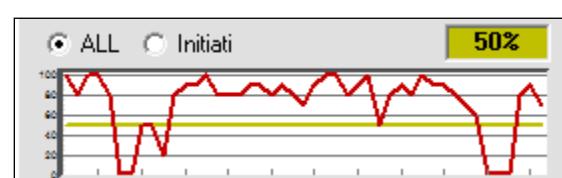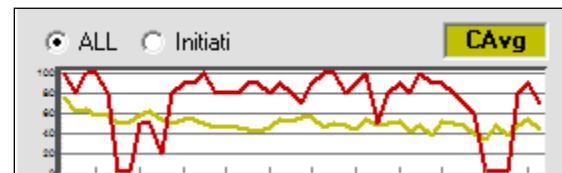
Once the selected bank is opened, the screen will show the contents of the bank in the large window at the lower left as in the next image.

Note the achievement and attendance summaries for the selected student in the box at the upper right. Also note the calculation method used - **Avg-CatWt** – and the Types (selection of **SFDSP**) specified in calculating each mark. Select each student in turn by using either of the toggles beside the current name. The down toggle will drop down a class list menu to click another name. Or, use the up/down toggle to cruise through the class list in alpha order. Once selected, each student's performance data will appear. The number of forgiven entries will appear in the **NMk** cell. Zeros will appear in the **Z!** cell. Absences, if recorded, will appear in the **A** and **L** cells. Click any category name to get an on-screen achievement report. Note that the Adjusted Marks will display for each student if the user has saved same (section 9-2) AND loaded them from the File menu (section 10-1).

Mini Trend Graph Options

A mini trend graph appears with the selected student in red and a class average comparison line in yellow. The two buttons above the graph will create a graph for **All** assessments as in this screen example, or for one category/strand when that category is clicked in the table above the mini graph. Or click the button with the category name beside it.

Three comparison views are possible. Click the yellow **CAvg** (Class Average) cell to change the yellow line to **50%**. Click again to remove the yellow line (**Off**.). Click again to return to CAvg.

Type and Level Cross-Classifiers

Since the comments are cross-classified, this teacher has used the **Type** and **Level** menus to display the ENG subset of the bank and has further subdivided the English comments to display just the ones for Strength Level 4.

23 of 1296 comments in COMMENT.BNK

$ applies all or almost all of the skills involved in an inquiry process.
$ comes to class prepared, ready to participate in class activities. # maturity is a role model for others.
$ communicates information and ideas with a high degree of clarity, and with confidence.
$ communicates with a strong sense of audience and purpose.
$ communication skills are excellent.
$ demonstrates extensive command of the various forms of communication.
$ demonstrates thorough and insightful understanding of information, ideas, concepts, and themes.
$ demonstrates thorough and insightful understanding of materials read.
$ demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, a
$ demonstrates thorough and insightful understanding of the uses and effect of figurative language ar
$ demonstrates thorough knowledge of forms, conventions, terminology, and strategies.
$ has assumed a leadership role in # class.
$ knowledge and understanding of course concepts are excellent.
$ uses appropriate technology with a high degree of effectiveness.
$ uses critical and creative thinking skills with a high degree of effectiveness.
$ uses oral communication effectively and creatively.
$ uses reading strategies with a high degree of competence.
$ uses the required language conventions accurately and effectively all or almost all of the time.
$ uses the writing process with a high degree of competence.
$'s ability to apply course concepts is excellent!
$'s thinking and inquiry skills are excellent.
Excellent work and a strong commitment from this student. Well done, $.
Name uses media conventions and techniques effectively and creatively.

Type: ENG
Level: STR4
Find:

Drag and Drop or use
Comment #'s

Symbols are replaced when a
comment is selected.

$ First Name
@   he/she
#   his/her
*   him/her
~   son/daughter

Building a Comment Paragraph for a Selected Student

There are four ways to build a comment paragraph in the student's comment box at the upper left. Once text is in this box, MarkBook will store the assembled comment paragraphs when **Save and Exit** is clicked.

- The first way is to click the mouse in the upper window box and manually type a paragraph.

- The second way is to use the mouse to double click on any desired sentence(s) in the bank. Or drag and drop. This will copy it from the bank into the student's comment box. Repeat to copy a second, third, fourth, etc. sentence from the bank. Special characters in some sentences (**$, @, *, #, ~**) merge first name and gender pronouns for the current student.

- The third way is to type the sentence numbers in the student's box and push Enter on the keyboard. This technique requires that one know the number for each sentence in the bank. To get these numbers, print the sentences from the current bank as in section 10-2. Or click on **Comment Bank** in the upper menu bar and select **Show Comment Numbers**. The numbers will appear next to each sentence. Once comment numbers are known, click in the student's blank window, type 23,576,182,6,1177 (for example), and push Enter on the keyboard. Those five selections will appear in the student's comment box in the order typed and wrapped together as a paragraph. There's no restriction as to the number of comments that can be merged into a paragraph. However, if it's bigger than the Fit size specified earlier in this section, it will turn red as an excessive size warning.
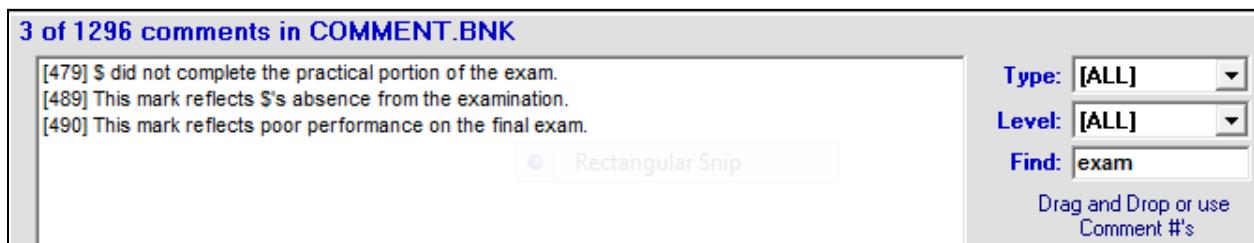
23 of 1296 comments in comment.bnk

[342] $ applies all or almost all of the skills involved i
[343] $ comes to class prepared, ready to participat
[344] $ communicates information and ideas with a h
[345] $ communicates with a strong sense of audier
[346] $ communication skills are excellent.
[347] $ demonstrates extensive command of the var
[348] $ demonstrates thorough and insightful unders
[349] $ demonstrates thorough and insightful unders
[350] $ demonstrates thorough and insightful unders
[351] $ demonstrates thorough and insightful unders
[352] $ demonstrates thorough knowledge of forms,
[353] $ has assumed a leadership role in # class.
[354] $ knowledge and understanding of course cor
[355] $ uses appropriate technology with a high deg
[356] $ uses critical and creative thinking skills with

CAUTION: if you add new sentences to an existing bank, the comment numbers for the existing comments may change.

- The fourth way is to click once on a sentence in the bank, then click the mouse in the desired location and type Ctrl-V. This will paste the sentence into the selected location. This location can be inside a paragraph already built.

Searching for Sentences with Particular Words

To find a banked sentence with a particular word, type that word in the **Find** cell, push Enter on the keyboard, and all available sentences with that text will appear in the window. The Type and level classifiers will still restrict the selection - it may be best to set both to **ALL**. See section 10-4 for more details on classifying sentences within a bank.

```
3 of 1296 comments in COMMENT.BNK

[479] $ did not complete the practical portion of the exam.     Type: [ALL]  ▼
[489] This mark reflects $'s absence from the examination.      Level: [ALL]  ▼
[490] This mark reflects poor performance on the final exam.
                                                                Find: exam
                            ○  Rectangular Snip
                                                           Drag and Drop or use
                                                              Comment #'s
```

Checking Comment Size and Spelling, Scanning for Errors

Click on the **Fits?** button to determine if the constructed comment will fit in the target space of an electronic report. This fit value can be edited. The comment turns **red** if it exceeds the current fit value defined at the beginning of this section.

There is a spell checker operating on the student's comment window. Any word not appearing in the dictionary will get a red squiggle underline. This may include some students' names.

Click on **Scan** to display a list of students in this class who are without comments or who have comments that are too large for the available space on the printed report. If a student's assembled comment is too large, edit to reduce the size.

Click on the **Clear** button to remove this student's comment from the window. Or, block the comment with the mouse and click the Delete key on the keyboard.

Click on **Save and Exit** in the upper menu bar to return to the prior screen.
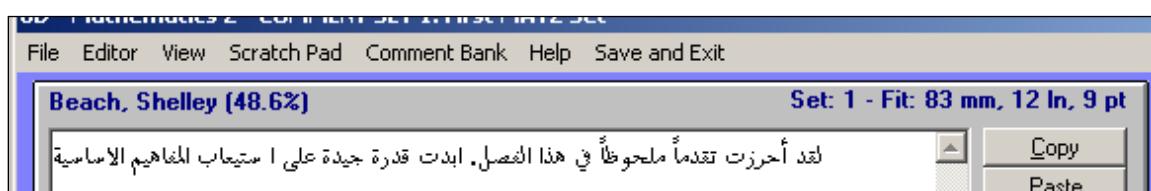
Using Multiple Comments Sets

MarkBook will create and save up to ten sets of comments for each Mark Set and ten more for Combined Report. If there are two or more sets of comments created for this Mark Set, two may be displayed simultaneously as a **Compare Comment Set**. See section 10-7.

If there are comments already stored for the class and one wishes to delete these prior to building new ones, select **Clear All Comments in [........ Set].** Alternatively, build a new set of comments so that prior ones are retained for comparison purposes.

Comments in a Different Language
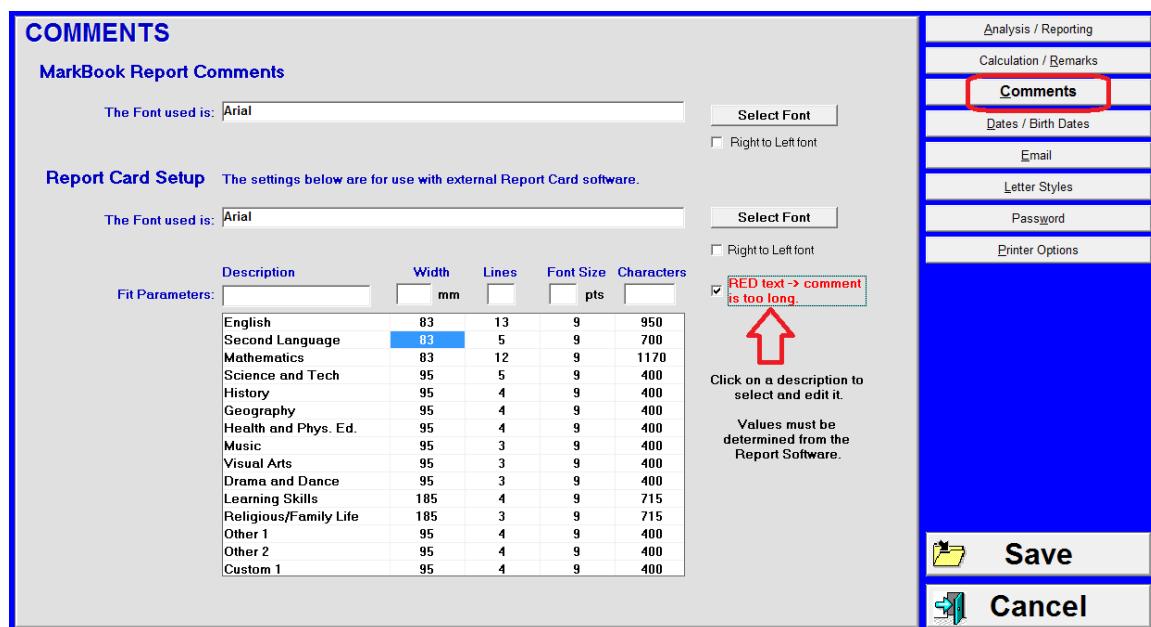
If another language has been selected in Setup/Comments, then MarkBook will build and print in this language:

10-4 COMMENT SETTINGS AND EDITING BANKS

Selecting a Font for MarkBook's Report Cards and External Reports

While most of the text on MarkBook's own reports is Arial in a pre-determined point size, users may specify another font and size for printing the comment on those reports. Click the **Select Font** button to make a change. Then click **Save**. Similarly, a different font may be selected for exporting to an External Report Card.

If the font selected is a Right-Left font, such as used in some Middle Eastern languages, check the cell that says **Right to Left font**. If the computer has a Middle East version of Windows, MarkBook will then allow right-to-left typing in the selected font. To make the switch to Right-Left while building a comment, hold down the keyboard's right Alt key while clicking the left Shift key twice.

Selecting a Fit Value for Exporting Comments

MarkBook can transfer a text comment into any other Windows software product. This includes spreadsheets like Excel or Quattro Pro, databases, word processors, web entry screens, etc. The issue addressed here is one of available space in the receiving software. Teachers don't want to create any comment in MarkBook that turns out to be too big for the receiving product to print. This error may not be discovered until after a first printing. If the receiving software's fit parameters are known, use this Setup screen to pre-set a red warning.

Fit Parameters:	Description	Width	Lines	Font Size	Characters	
	Health and Phys. Ed.	95 mm	4	9 pts	400	☑ RED text -> comment is too long.
	English	83	13	9	950	
	Second Language	83	5	9	700	
	Mathematics	83	12	9	1170	Click on a description to select and edit it.
	Science and Tech	95	5	9	400	
	History	95	4	9	400	Values must be determined from the Report Software.
	Geography	95	4	9	400	
	Health and Phys. Ed.	95	4	9	400	
	Music	95	3	9	400	
	Visual Arts	95	3	9	400	
	Drama and Dance	95	3	9	400	
	Learning Skills	185	4	9	715	
	Religious/Family Life	185	3	9	715	
	Other 1	95	4	9	400	
	Other 2	95	4	9	400	

1 Select a Fit Parameter, if known, from the available list. These sizes are the upper limits of an external report card that will receive student comments once generated and saved in MarkBook. Each line is editable. Click on a subject of choice, or use Other 1 and Other 2 to create custom subject and fit parameters. **2** Edit the Description, Width, Lines, and Font Size cells as desired. **3** Check the cell at the left that says **Use RED text to ….** Click **Save** in the lower right when complete. Now, MarkBook will warn if the new comment exceeds the size of the available space in the receiving software's report.
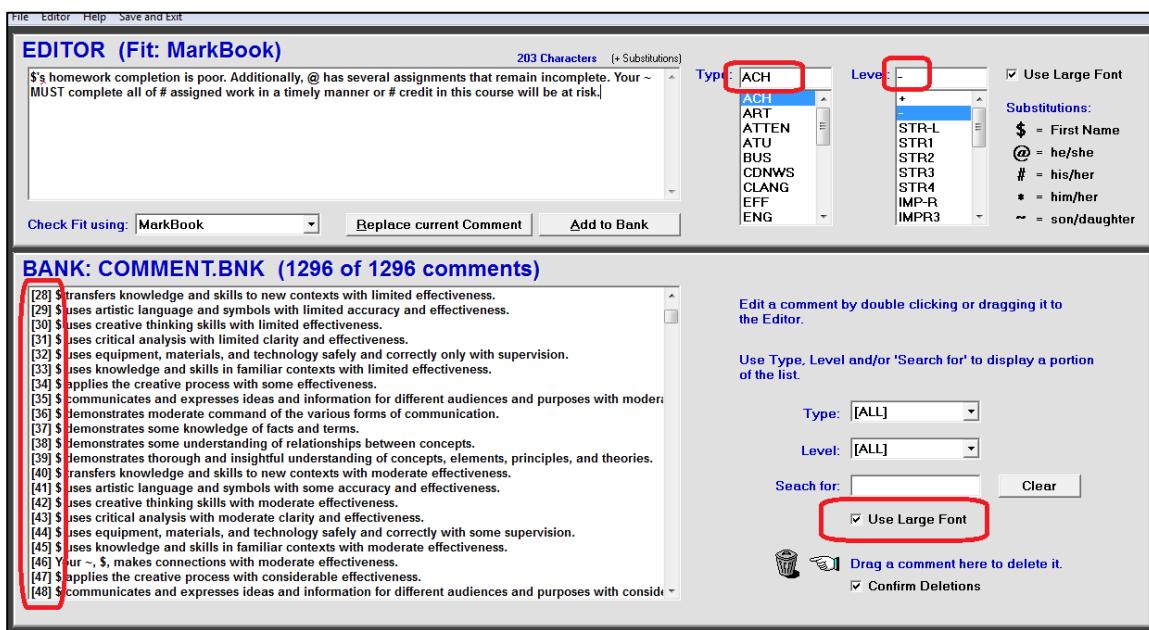
Locating Comment Banks

The MarkBook installation CD creates a folder on the computer, **MkBk2018/Comment Banks**, containing numerous comment banks in addition to the default installed. Many of these are subject-specific. Use these as a starting point for building custom banks.

Working with the Comment Bank Editor

Click on **Comment Bank Editor** in the **Comments** drop down menu to get the following **Editor** screen. The user's default comment bank for the current Mark Set will load into the lower white window. Or, a dialogue box may ask to locate a bank to edit. Open any bank with the editor. Note that the editor has its own menu bar. In this example, comment numbers [1] to [22] have been turned on by selecting **File** at the upper left and then clicking **Turn Comment Numbers On**. They can be turned off as well using the same procedure. Note that

- this editor has its own drop-down menus at the top of this screen,
- there is a **Use Large Font** option,
- MarkBook's spell checker operates in the upper left window.

Adding a New Comment to the Comment Bank

This user has decided to add a new comment to the bank and has typed it into the white window in the **Editor** box at the top. Note the use of **Substitution** characters to merge any student's name and gender pronouns into the comment. Note too that the new comment can be multi-sentence and lengthy.

The character count size of the new comment shows above the editor window to the right. If the maximum space allowed on an external report card is known, that numeric value gives an estimate of whether or not this newly created comment will fit. Please leave ample room for the substitute characters. They will enlarge the actual comment once merged. For instance, if the receiving report card can handle 204 characters maximum, then this comment will be too big after the name and gender pronouns are merged.

To help find comments within a large bank, each is cross classified. This new comment must be given a **Type** at the upper right. Note the existing subject/behaviour types, (ACHievement, ART, ATTendance, plus ATtitUde, and numerous others not shown). Select one of these or type in any new Type code as desired. These **Type** classification codes may be up to eight alphanumeric characters in length.

Similarly, create or select a **Level** up to eight alphanumeric characters in length. In this example, the teacher has selected a negative Level. Once both Type and Level are identified, save the new comment to the bank by clicking the **Add to Bank** button. Each bank can hold up to 10,000 such comments. On exit, MarkBook will prompt to choose whether or not to replace the previous bank with this new/modified bank. On saving, all

new comments are added to the bank and sorted by Type, then Level, and then alpha. Consequently, this new comment will NOT be #1297 in the overall list.

Editing an Existing Comment

Edit any existing remark by double clicking it into the upper **Editor** box, modify it, and click the **Replace current Comment** button. The button remains grey until one puts an existing remark into the editor window. If there is a spelling mistake in any remark, it will show with a red squiggle underline. Edit it.
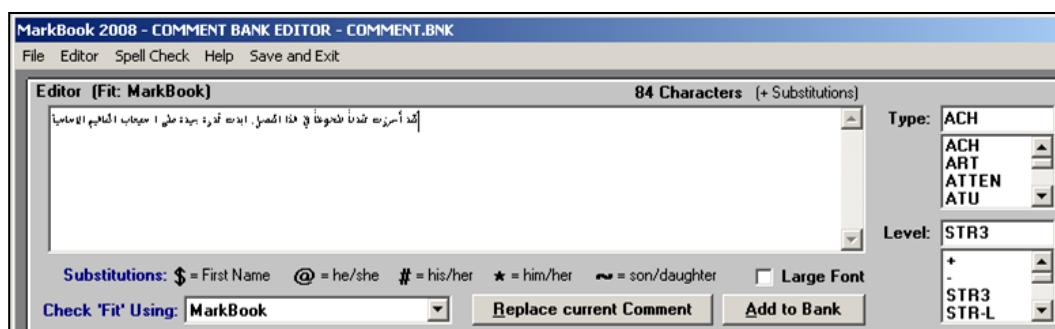
If building a paragraph to transfer into another form of report, please recognize that all other electronic report cards have a maximum print size for any paragraph. To guarantee that the new remark will fit, edit the Fit value from this screen. The **Check Fit Using:** drop down menu compares the size of the new comment against that upper print limit, if known.

Deleting Comments from a Comment Bank

Delete comments that will never be use by dragging them to the trashcan in the lower part of this screen. When finished, save the newly edited comment bank. Once saved, the deletions are permanent. If using MarkBook's network version, it would be prudent NOT to delete comments that others may be using.

Working With a Right-to-Left Font
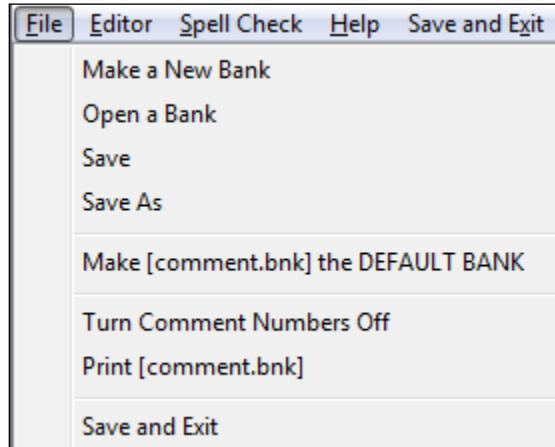
If a Right-to-Left font is selected in Setup/Comments as above, then the editor will construct Right-to-Left comments using the specified font:

Other Useful Editor Options

There are useful options from the **File** drop down menu in the **Comment Bank Editor** menu bar:

- Make a particular bank the default by clicking **Make [XXX] the DEFAULT BANK**. This selected bank will be the first to open each time for the current Mark Set.

- To remove the display of comment remark numbers, click **Turn Comment Numbers Off**. This will remove the sequential number in front of each comment remark on the screen. If off, one can turn them on.

File	Editor	Spell Check	Help	Save and Exit

Make a New Bank

Open a Bank

Save

Save As

Make [comment.bnk] the DEFAULT BANK

Turn Comment Numbers Off

Print [comment.bnk]

Save and Exit

- Print a list of comments in each bank by clicking **Print [XXX].** This printed list will be useful for editing and selecting comments for individual students.

- Exit the Editor by selecting **Save and Exit** in this File menu or in the upper menu on the Editor screen.
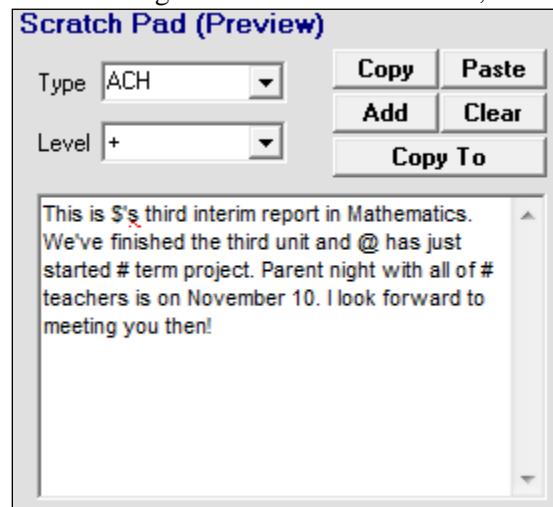
10-5 COMMENTS - SCRATCH PAD AND COPY TO (FLOOD FILL)

MarkBook has advanced tools for creating and managing comments. This section examines the Scratch Pad tool, the Flood Fill tool, and the Copy To... function. See section 10-2 for comment banks plus a partial printout of a comment bank, and section 10-3 for general comment selection instructions.

The Scratch Pad

MarkBook's **Scratch Pad**, located in the lower right corner of the Comment screen, is a tool to perform a variety of functions without leaving this screen. For instance, add a newly constructed remark to the bank without opening the comment bank editor. **Copy** a phrase into the clipboard. Or **Paste** a clipboard comment obtained elsewhere into the Scratch Pad. If transferring data into electronic reports and a particularly good comment created by another teacher appears, use the mouse to block and copy it (**Ctrl-C**), paste it into the Scratch Pad (**Paste**), classify it by **Type** and **Level**, and then **Add** it to this bank. The Scratch Pad will prompt about replacing pronouns and gender terms before adding the comment into this bank.
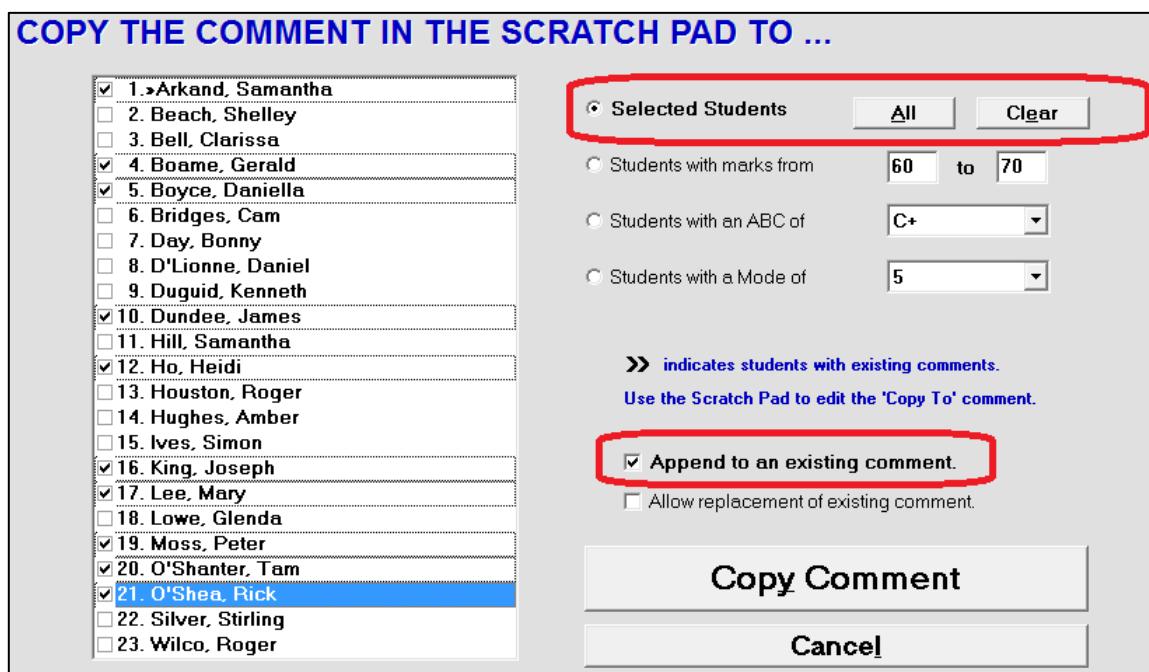
Copy To or Flood Fill

Use the Scratch Pad to send a common/generic paragraph into selected students' reports. Type a paragraph into the Scratch Pad as shown in the example above. Note that three merge characters, **$**, **@**, and **#** have been used. Click **Copy To**. Select the option for **All Students** as in the next image and MarkBook will drop this generic remark into the comment window(s) for the selected student(s) except those individuals with an existing assembled comment. Then, click **Save and Return** and MarkBook will store the new paragraphs for each student. Print multiple reports with these paragraphs merged, or transfer these into other electronic reports as per section 12-8.

Tip: Some interim reports should have a generic comment. To do this, use the Scratch Pad to make a generic comment. Copy it to all students.
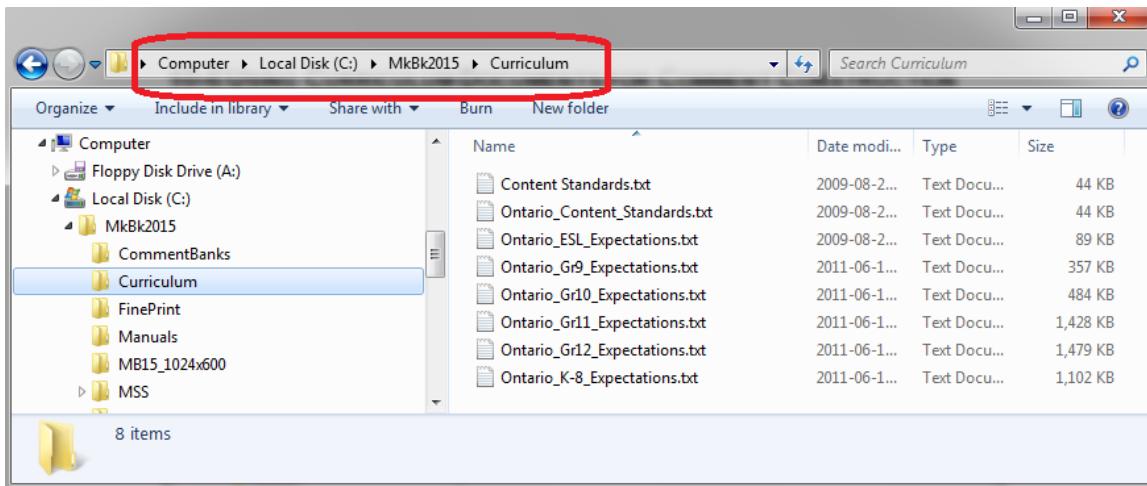
Selecting 'Copy To' Recipient Students

Copy a Scratch Pad comment or any student's existing comment of any size to selected students in specific mark ranges (e.g. 0% to 50%), to selected students with specific ABCs, Levels or Modes (e.g. level 3+), or to any selection of individuals as per this image. Click on the recipients' names. Click **Copy To**. Students with a comment already are indicated by the >> bracket symbols in front of their name. MarkBook will not over-write an existing comment unless the **Allow replacement of existing** comment cell is checked. However, if the **Append to existing comment** cell is checked, MarkBook will add the new flood-fill comment at the end of the existing comment text for each student. Once the names are selected, click the **Copy Comment** button at the lower right and MarkBook will move the selected text into each individual's comment cell. Names and gender terms will re-merge. Click **Cancel** to leave this Copy To function. Click **Save and Continue** or **Save and Exit** in the upper menu bar once finished and all assembled comments will save.

COPY THE COMMENT IN THE SCRATCH PAD TO ...

- ☑ 1.›Arkand, Samantha
- ☐ 2. Beach, Shelley
- ☐ 3. Bell, Clarissa
- ☑ 4. Boame, Gerald
- ☑ 5. Boyce, Daniella
- ☐ 6. Bridges, Cam
- ☐ 7. Day, Bonny
- ☐ 8. D'Lionne, Daniel
- ☐ 9. Duguid, Kenneth
- ☑ 10. Dundee, James
- ☐ 11. Hill, Samantha
- ☑ 12. Ho, Heidi
- ☐ 13. Houston, Roger
- ☐ 14. Hughes, Amber
- ☐ 15. Ives, Simon
- ☑ 16. King, Joseph
- ☑ 17. Lee, Mary
- ☐ 18. Lowe, Glenda
- ☑ 19. Moss, Peter
- ☑ 20. O'Shanter, Tam
- ☑ 21. O'Shea, Rick
- ☐ 22. Silver, Stirling
- ☐ 23. Wilco, Roger

- ⦿ Selected Students   [All]   [Clear]
- ○ Students with marks from   [60] to [70]
- ○ Students with an ABC of   [C+ ▼]
- ○ Students with a Mode of   [5 ▼]

>> *indicates students with existing comments.*
Use the Scratch Pad to edit the 'Copy To' comment.

☑ Append to an existing comment.
☐ Allow replacement of existing comment.

[**Copy Comment**]

[**Cancel**]

10-6 USING CURRICULUM DOCUMENTS FOR COMMENT CONSTRUCTION

MarkBook has curriculum expectations/objectives installed in a Curriculum folder:
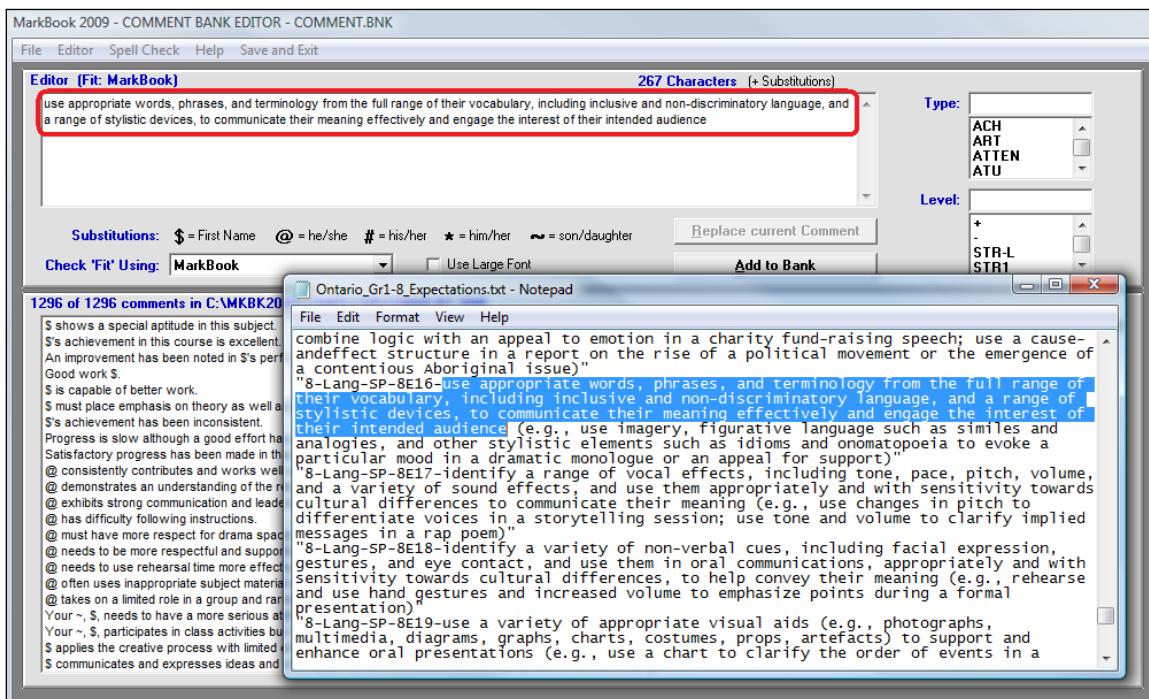
These curriculum files are useful in MarkBook's Planner (Chapter 6) but they are also useful for utilizing the language of an expectation in comment construction.

Open the comment construction window as in section 10-3. Then launch Notepad or WordPad and open an appropriate file from the Curriculum folder. Grab it's upper bar to move Notepad to a comfortable location. Re-size it by grabbing its edges and moving left/right or up/down. Click Notepad's Format menu and select Word Wrap. Your screen could look like this:

Highlight the text of any expectation in Notepad, and paste it into the student's comment window or into MarkBook's Scratch Pad. If the latter, edit the new text in the Scratch pad, and add this new phrase to your comment bank. Once it's in the bank, you'll be able to add it to any student's window with a click as described earlier in this chapter.

Similarly, use Notepad and the Comment Bank Editor to move curriculum statements into a comment bank. In this image, an expectation has been selected and pasted into the editor. Edit the text as necessary, give it a **Type** and a **Level**, and add it to the bank.
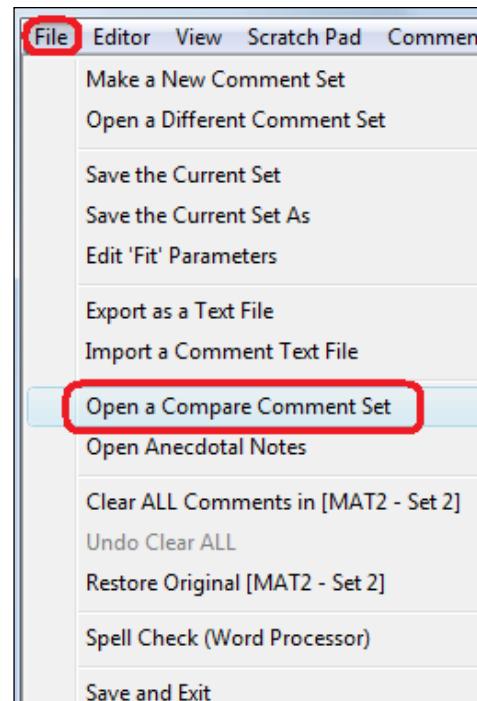
10-7 USING THE 'COMPARE' AND 'IMPORT NOTES' FEATURES
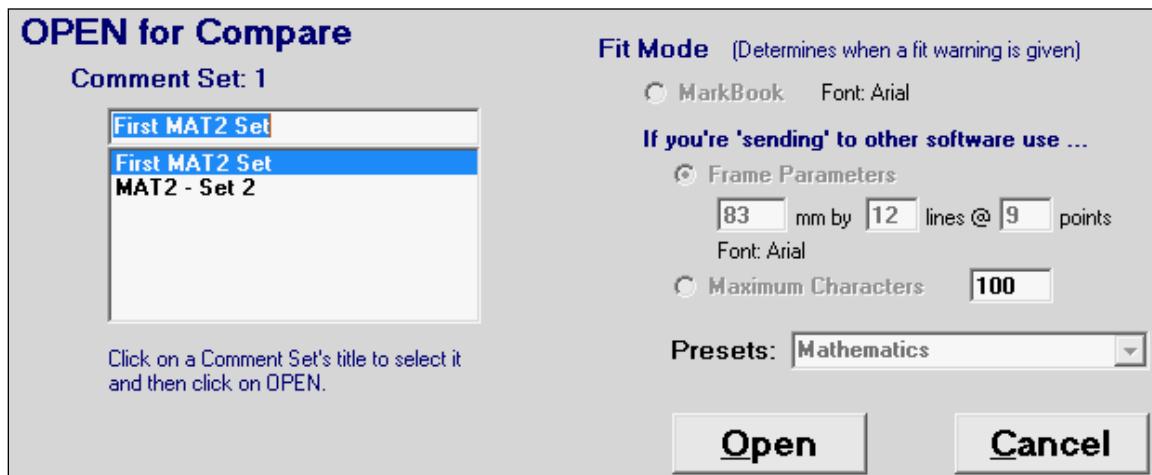
The Compare Comments Feature

MarkBook will create multiple sets of comments for each student and subject. Up to ten sets of comments can be created for each Mark Set plus ten sets for a Combined Report (Combined Mark Sets). This means that a teacher could create a unique comment once each month, merge it onto a report, and then save it for comparison/review purposes later. This is particularly useful for building the next comment – review prior comments when assessing progress and maintain consistency with prior anecdotal reports.

To open a compare set of comments from the Comment Screen, click on **File** and select **Open a Compare Comment Set**. The dialogue box below will appear.

If the second set doesn't yet exist, type a name for a new set. In this sample image, there are two sets already, First and Set 2. Click the one to compare with and then click **Open**.

One can also open a compare set by clicking the **View** menu at the top of the screen and selecting **Compare Comment Sets**. In either case, two comment sets will appear similar to the next image.

MarkBook® Reference Manual, Version 12.5.8

Arkand, Samantha (78.4%)   **Set: 2 - Fit: 50 mm, 3 In, 10 pt**

Copy
Paste
Clear
Fits?   **Scan**
Copy To

Compare to Comment Set 1: First MAT2 Set

Sam's progress this term has been good. Usually new concepts are understood and applied accurately with the occasional need for additional assistance. Assignments designed to reinforce these concepts are completed on a regular basis with only minor errors. Some additional checking would be beneficial. She is encouraged to continue building her skills in mathematics. Continued success is expected next term.

Copy

Close

1296 of 1296 comments in COMMENT.BNK

[1] $ shows a special aptitude in this subject.
[2] $'s achievement in this course is excellent.
[3] An improvement has been noted in $'s performance!
[4] Good work $.
[5] $ is capable of better work.
[6] $ must place emphasis on theory as well as practical work.
[7] $'s achievement has been inconsistent.

Type: [ALL]
Level: [ALL]
Find:

Drag and Drop or use
Comment #'s

Note that there are two comment windows open. Either can be edited, but if the First Set has been used on any report card, it would be unwise to modify these comments now. Instead, use it as an historical reference for this student while assembling the new comment, Set 2, in the upper window. This comparison will help avoid mistakes and determine if stated objectives from the last report have been met. Click **Save and Exit** in the upper menu bar to leave this screen and return to the previous screen.

The Open Anecdotal Notes Feature

If the user has created anecdotal Notes for one or more learners, as in section 3-4, click File and select Open Anecdotal Notes. A new window appears labelled **Anecdotal Notes**:
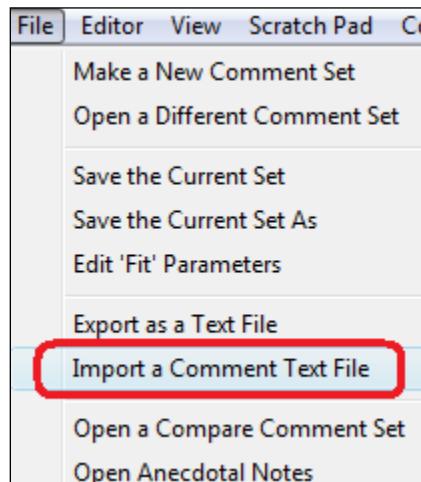
This sample student has a date-stamped running record of interactions. This record may be used to

1. act as a reference while constructing a new comment in the window immediately above or
2. act as a pre-typed source – use the **Copy** button to select text and paste (Ctrl-V) that text into the window above.

Once text has been copied or typed into the upper window, it may be edit and printed/merged into MarkBook's paper and electronic reports as in section 11-8 and section 12-8. It may also be exported electronically to the student information system as in section 13-5.

The Import Comments Feature

If there's a delimited file of student numbers and comment text for multiple students, MarkBook will import this file into the comment construction screen.

File | Editor | View | Scratch Pad | Co

Make a New Comment Set
Open a Different Comment Set

Save the Current Set
Save the Current Set As
Edit 'Fit' Parameters

Export as a Text File
Import a Comment Text File

Open a Compare Comment Set
Open Anecdotal Notes

10-8 ELECTRONIC REPORT CARDS

Electronic Report Cards (ERCs) are computer-generated reports with sophisticated data input required by teachers. Instead of submitting a mark and comment trigger numbers, some ERCs may demand one or more marks, learning skill indicators, an effort indicator, and unique anecdotal paragraphs. This is far too much data for a school secretary to type into a terminal. Consequently, teachers must perform this task. MarkBook speeds up the whole process tremendously. The visual appearance of these reports and their ability to communicate can be impressive!

However, ERCs have proven to be difficult for many teaching professionals. Someone must enter the data into the computer that prints the report forms. School secretaries do not have the time to input a small paragraph for each student in each subject. Therefore, teachers must input the data! This requires computer expertise and typing skills - typically at critical times just before report cards are printed and sent home! Many teachers indicate that enormous amounts of time are required to input the data. Sometimes they cannot anticipate whether or not their typed comments will fit in the available spaces in the ERC software - comment space sometimes varies from one subject to another on the same report card! Furthermore, some of these reports require multiple marks for each subject in addition to the very lengthy custom comment paragraphs!

The MarkBook Solution for ERCs

Assemble anecdotal comments in MarkBook. MarkBook automatically calculates the marks, strands, age, and an attendance summary. Then, when confronted with the software that generates an ERC, copy and paste marks, ages, and comments from MarkBook directly into the electronic report - minimal typing and minimal input time required! And NO paperwork - use the computer to do the transfer! Should the ERC software drop the entered data, MarkBook still has an intact backup copy.

Knowing that such a report is coming, use MarkBook to set up and keep track of all assessments in a category system that matches the categories/strands of the ERC. Three

---

examples follow. In each case, the user could set up one Mark Set with these various items as categories/strands, or one Mark Set for each category.

English	History	Mathematics
Oral & Visual Communication	Knowledge & Understanding	Number Sense & Numeration
Reading	Thinking & Inquiry	Measurement
Writing	Communication	Geometry & Spatial Sense
Media Literacy	Applications	Patterning & Algebra
		Data Management & Probability

The report may also require an overall mark. MarkBook will calculate this using an appropriate weighting system.

As data input time for the Electronic Report Card nears, start building comment paragraphs. MarkBook is designed to reduce the problems with typing skills and comment creation. In fact, one can build professional custom comments for each student without typing as described in section 10-3 and section 10-5. Then, input the data into the ERC as in section 12-8.

Fit Mode

The **Fit Mode** is a way of making sure that comments built in MarkBook will fit into the space available on an external ERC. Some experimentation with printing the ERC may be required to ensure that measurement of the available space in the ERC is accurate. Also see the fit/size functions described at the beginning of section 10-4.

Some defaults for the Ontario elementary report card are supplied as follows. Once a Fit size is selected in MarkBook's Setup/Comments, and the **RED text …** cell is checked, MarkBook will warn the user if any assembled/typed comment becomes too big.
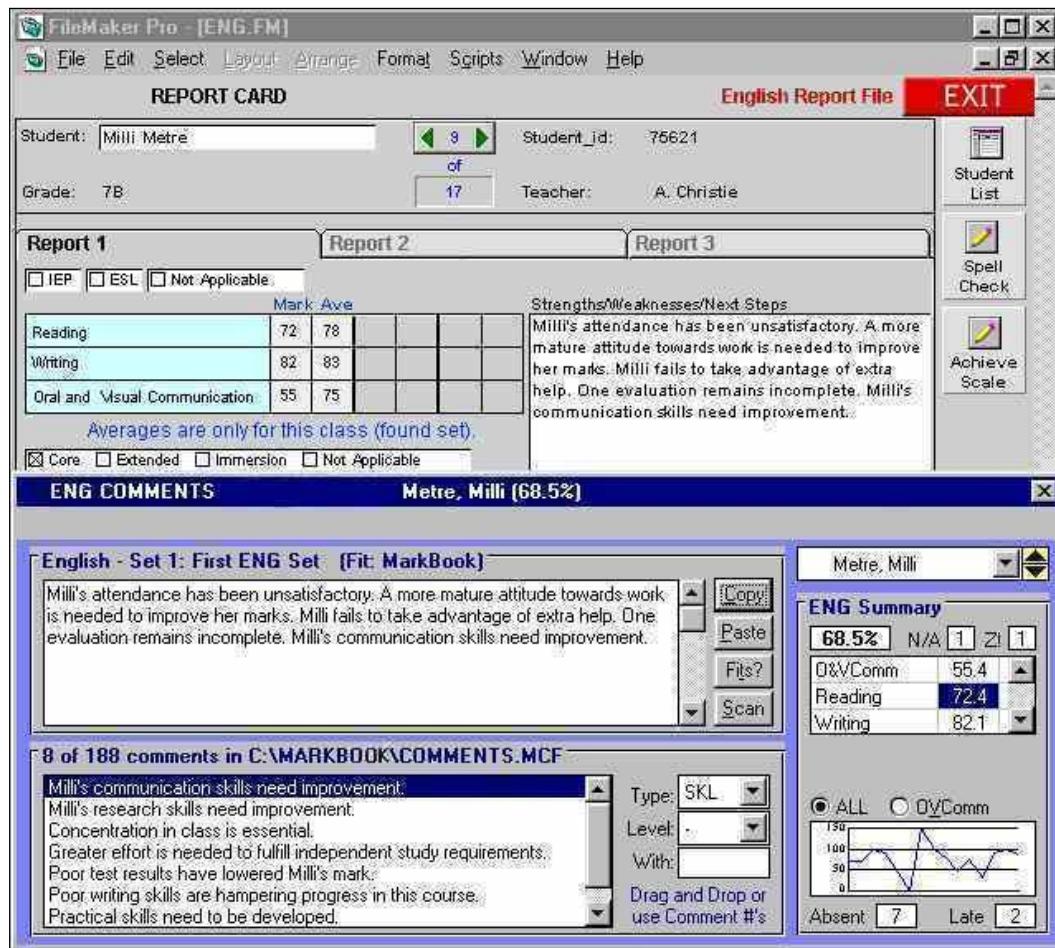
10-9 TRANSFERRING MARKS AND COMMENTS TO AN EXTERNAL ERC

MarkBook will build the comments for an Electronic Report Card and transfer these comments to the software which constructs the report - upper half of the screen in this example. Any teacher using MarkBook will spend minimal time entering meaningful data into electronic reports.

To achieve this transfer, both MarkBook and the receiving software, including online applications, must run simultaneously on the screen. Windows permits this. MarkBook takes advantage of the Windows clipboard Copy and Paste functions to copy data and comments from MarkBook class files into any other software application.

Long before doing this transfer, this teacher set up categories/strands in MarkBook to match the required three in the report for English: Reading, Writing, and Oral and Visual Communication. An educational jurisdiction may not require multiple marks per subject like this one but MarkBook has the capability of generating more than one mark as a category/strand or as a Mark Set for each subject.

To get to this screen, the teacher opened the ERC software, opened a class, launched MarkBook, and loaded the same class. From MarkBook's Main Form, she selected

Comments and then selected **Transfer Mode**. This reduced MarkBook's screen to a fractional screen as in the previous image. Note that both the receiving application (upper half) and the MarkBook screen (lower half) are visible simultaneously.

To move either screen horizontally or vertically, grab the blue bar at the top of the image and drag it to a new location. Shifting the location slightly may give a better view of the source data (MarkBook) and the target space.

This teacher used MarkBook to construct comments for Milli well in advance of this transfer. In fact, she created all of the report card comments at home with MarkBook, brought the data to work as MarkBook class folders on a USB storage device, and used a school computer with MarkBook both installed and browser access to the receiving application.

To enter Milli's current percentages in the electronic report screen, she located MarkBook's calculations just below Milli's name to the right side of the MarkBook screen, clicked on the appropriate entry cells and typed in 72, 82, and 55. In this case, the receiving database calculates and fills in the average, "Ave", automatically, and this average updates as each student's mark is added.

To transfer the assembled comment to the database, she clicked MarkBook's **Copy** button, moved the cursor to the Strengths/Weaknesses/Next Steps white window, and used the paste function of Windows (Ctrl-V) to drop the entire comment into the receiving application. If the comments were built in advance, this transfer process reduces the report card data entry time by more than 90%! Furthermore, the data is safe in MarkBook's files. If the ERC drops the data after this transfer, repeating this transfer process will take much less time compared to typing everything into the ERC again.

When finished all transfers for this class, save the newly created file in the ERC software. Save and Exit will leave this transfer screen in MarkBook.

11 Student Report: Analytics & Communication

11-1 STUDENT REPORT - ENTRIES ANALYSIS SCREEN

Reach this screen from the Main Form, section 3-1, by clicking on the **Student Report** button. Or, double click on any student's name. This screen provides an immediate individual summary report for all items entered: marks, attendance, age, etc.

On this sample screen is an **Entries** summary for a fictitious student. Note the **Attendance** summary in the lower left and the assessment completion summary in the upper right. Left click on the number in any of these cells to analyse.

The six remaining tabs above the assessment table access other views or exports of the current student's data. For instance, use the **Publish** tab print individual report cards (section 11-8), in a variety of formats. Or send email report cards.

In the **Options** box at the right, re-sort the order of the assessments using any selected button. See the examples following. To select another student, use the toggles to the right of the student's name.

Adjust Results

Double click on the overall mark or click once on the **Adjust Results** button at the bottom of the screen to enter Professional Judgement assigned marks. See section 9-2 for details on how to do this. If saved, these assigned marks may be displayed, printed and/or recalled at any time.

ADJUST CALCULATED MARK

Select a student. Edit Mark -> [ ]

⚠ IMPORTANT!

Calculated values are restored when the Student Report is exited or any parameter is changed.

1. Arkand, Samantha (80%)
2. Beach, Shelley (51%)
3. Bell, Clarissa (86%)
4. Boame, Gerald (40%)
5. Boyce, Daniella (63%)
6. Bridges, Cam (68%)
7. Day, Bonny (88%)
8. D'Lionne, Daniel (80%)
9. Duguid, Kenneth (33%)
10. Dundee, James (86%)
11. Hill, Samantha (35%)
12. Ho, Heidi (79%)
13. Houston, Roger (70%)
14. Hughes, Amber (94%)
15. Ives, Simon (40%)
16. King, Joseph (55%)
17. Lee, Mary (62%)
18. Lowe, Glenda (84%)
19. Moss, Peter (81%)
20. O'Shanter, Tam (41%)

ReCalc/Restore

Recall Adjusted

Apply and Save

Cancel

If marks have been adjusted and saved, as in section 9-2, these adjusted marks do NOT automatically appear on these Student Report analysis screens (section 11-1, section 11-3, section 11-4 and section 11-5). However, adjusted marks may be recalled and displayed at any time and prior to reporting as described in section 11-7. To have the adjusted marks show on these Student Report screens, click **Apply and Save**.

Sort Assessment Data by Mark

Note the **Sort by:** buttons in the **Options** box. Use these to re-sort the order in which the assessments are displayed. The order above is in increasing entry order, **Entry+.** Use **Entry-** to reverse this order. If selected, the **Date+** and **Date-** orders will re-arrange the assessments according to the entered dates for these assessments. The **Mark+** and **Mark-** buttons arrange the assessments into order by score as in the next image.

12. Ho, Heidi

79% Rank: 9th of 23   3+ Level

Class Average: 67%   Missing of 40 NoMark: 2
Median: 68%   Zero!: None

Term: [ALL]   Category: [ALL]   Type: ✓ Summ □ Form □ Diag □ Self □ Peer

Entries | Term | Categories | Trends | Modal Analysis | Compare | Publish

ENTRIES   Term: [ALL] - Category: [ALL] - Type: S.....

TITLES - Sort by: Mark +	Date	Term	Category	Type	Wt. Factor	Actual Mark	Mark %	Class Avg %	± Class Avg %	Level	Remarks
16 MEAN MEDIAN MODE (9.7)	Dec. 22	2	DataMang			---					
17 *MEAN MEDIAN MODE (9.7)	Dec. 22	2	NumSens			---					
30 AREA AND PERIM (4.11)	Feb. 13	2	Measure	Summ	4.1	4/12	33	63	-30	R	
39 *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summ	3.0	4/12	33	63	-30	R	
37 *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summ	1.2	5/10	50	73	-23	1-	
24 AREA OF RECT / SQU (4.5)	Jan. 28	2	Measure	Summ	1.6	5/10	50	73	-23	1-	Absent
33 *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summ	3.0	53/100	53	60	-7	1	
8 COLLECTING DATA (9.1)	Dec. 3	2	DataMang	Summ	3.9	3/5	60	61	-1	2-	
38 *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summ	0.6	3/5	60	80	-20	2-	
25 AREA PARALLEL (4.6)	Feb. 1	2	Measure	Summ	0.8	3/5	60	80	-20	2-	
26 USE LOGIC	Feb. 3	2	NumSens	Summ	2.4	6/10	60	65	-5	2-	
15 PICTOGRAPHS (9.6)	Dec. 20	2	DataMang	Summ	2.4	63/100	63	59	4	2	
12 LINE GRAPHS (9.4)	Dec. 14	2	DataMang	Summ	3.9	63/100	63	67	-4	2	
14 CIRCLE GRAPHS (9.5)	Dec. 19	2	DataMang	Summ	3.9	73/100	73	72	1	3	
10 BAR GRAPHS (9.3)	Dec. 10	2	DataMang	Summ	3.9	73/100	73	69	4	3	
13 *REG REFLECT Q 1 TO 6	Nov. 23	2	Geo	Summ	1.8	73/100	73	60	13	3	
29 COMPOSITE FIGS (4.10)	Feb. 9	2	Measure	Summ	4.1	11/15	73	60	13	3	
23 USE FORMULA (4.4)	Jan. 25	2	Algebra	Summ	3.2	8/10	80	81	-1	4-	
36 *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summ	0.6	8/10	80	78	2	4-	
22 CIRCUMFERENCE (4.3)	Jan. 20	2	Measure	Summ	0.8	8/10	80	78	2	4-	
9 PREDICTIONS (9.2)	Dec. 6	2	DataMang	Summ	3.9	4/5	80	70	10	4-	
34 *RAY DIAGRAMS	Jan. 25	2	Geo	Summ	3.0	12/15	80	56	24	4-	
11 *REFLECT - PLANE MIRROR	Dec. 6	2	Geo	Summ	3.0	85/100	85	56	29	4	

Weight Factor combines Entry and Category weights.

Options

Sort by:
○ Entry +   ○ Entry -
● Mark +   ○ Mark -
○ Date +   ○ Date -
○ Alpha +   ○ Alpha -

○ Term   ○ Type
○ Category

Attendance: Absent: 1   ● Absent/Late
Late: 0   ○ % Absent/Late
○ % Present/Late
Age: 13 y 3.6 mth (Avg:13y 9.8m)

Calculation Method:
Average - Category Wt

🔍 Adjust Results

✓ Show Mark %
✓ Show Level
□ Show Mode

✓ w/ Rank
✓ Round Off
□ Mode as %

📷 Comments
↩ Weight
📄 Notes
🚪 Back

Tip: Use this re-sort feature to analyse an individual's data by placing it into date, mark, category, strand, unit, term, type or alpha order. The Mark+ screen easily identifies the low scores in each student's data - see the highlighted columns. To

provide convincing evidence that they have subsequently acquired the curriculum underlying their low score measurement instruments, re-sort by mark and have each learner repeat those poorly-performed instruments or equivalent assessments. Students will be keen to examine/discuss this screen and to make note of which items should be repeated. Or, print and hand out a detailed report card for each learner in Mark+ order.

Two other options have been selected at the bottom centre of the screen. The **Show ABC** or **Show Level** cell puts the equivalent ABC mark or Level equivalent at the top of the screen.

Rank

If checked, the **w/ Rank** cell puts a ranking for the student in red underneath their percentage mark at the top of the screen.

Sort Assessment Data by Date

MarkBook will sort each learner's data into Date order. Select the **Date+** or **Date-** cells as per the next image. This is particularly handy if the user has **not** been entering the assessments in chronological order. This feature will re-sort into that order – note the highlighted column. Also note that the Trend graph, section 11-4, displays the assessments in chronological order if the Date+ selection is made on this screen.

The **Show Mode** cell has been checked in this example. MarkBook puts the student's most consistent level of performance (aka **Wt. Mode**) to the right of the percentage mark. Note that this level (level 4 is > 80%) doesn't match the percentage mark. For more detail on Mode, see section 11-5.

Sort Assessment Data by Category/Strand

If the **Category** (or **Strand**) button is selected in **Options**, the assessment data will re-sort alphabetically by category and then in Date Order within each category as per the next image. Note that only Summative assessments are included here.

7. Day, Bonnie

80%   4

	Class
Average:	72%
Median:	74%

	Missing of 28
NoMark:	None
Zero!:	None

Unit: [ALL]   Category: [ALL]   Type: ✓ Summ   ☐ Form   ☐ Diag   ☐ Self   ☐ Peer

Tabs: Entries | Unit | Categories | Trends | Modal Analysis | Compare | Publish

ENTRIES
Unit: [ALL] – Category: [ALL] – Type: S....

#	TITLES - Sort by: Cat	Date	Unit	Category	Type	Wt. Factor	Actual Mark	Mark %	Class Avg %	± Class Avg %	Level	Remarks
6	Integers Test-APP	Sep. 19	1	Appln's	Summ	5.8	45/50	90	75	15	4+	
9	RatioWordProblems-APP.edc	Oct. 8	1	Appln's	Summ	2.3	20/20	100	73	27	4+	
26	TE-Prop Reas-Part2	Oct. 21	2	Appln's	Summ	2.2	18/19	95	74	21	4+	
29	TE-Prop Reas-Part3	Oct. 23	2	Appln's	Summ	1.8	15/16	94	70	24	4+	
62	Algebra Assignment	Nov. 11	3	Appln's	Summ	2.5	11/17	65	70	-5	2	
73	Te-LinearRelationships	Jan. 3	4	Appln's	Summ	2.2	15/18	83	71	12	4-	
77	Summative Evaluation	Jan. 15	4	Appln's	Summ	3.1	24/27	89	79	10	4	
25	TE-Prop Reas-Part1	Oct. 20	2	Comm	Summ	2.2	8.5/10	85	79	6	4	
27	TE-Prop Reas-Part2	Oct. 21	2	Comm	Summ	2.2	9/10	90	72	18	4+	
30	TE-Prop Reas-Part3	Oct. 23	2	Comm	Summ	2.2	9/10	90	76	14	4+	
63	Algebra Assignment	Nov. 11	3	Comm	Summ	1.6	6/7	86	75	11	4	
65	Forensic Analysis Assgn	Dec. 2	3	Comm	Summ	2.2	8/10	80	74	6	4-	
60	First Differences	Dec. 3	3	Comm	Summ	2.2	8/10	80	72	8	4-	
79	Summative Evaluation	Jan. 15	4	Comm	Summ	2.2	9/10	90	59	31	4+	
84	Exam	Jan. 23	EXAM	Exam/CA	Summ	11.3	16/24	67	68	-1	2+	
83	Exam	Jan. 23	EXAM	Exam/CA	Summ	18.8	22/40	55	65	-10	1	
24	TE-Prop Reas-Part1	Oct. 20	2	Know/Und	Summ	3.0	19/21	90	86	4	4+	
28	TE-Prop Reas-Part3	Oct. 23	2	Know/Und	Summ	1.4	9/9	100	78	22	4+	
42	Algebra Progress Check	Nov. 6	3	Know/Und	Summ	2.9	20/20	100	75	25	4+	
58	WhyIsALameElephant..19and	Nov. 10	3	Know/Und	Summ	1.4	10/10	100	89	11	4+	
61	Algebra Assignment	Nov. 11	3	Know/Und	Summ	3.2	16/16	100	79	21	4+	
49	TE-Algebra and Equations	Nov. 21	3	Know/Und	Summ	5.8	38/41	93	73	20	4+	
66	HowDoesaHawaiinBaritone	Dec. 11	3	Know/Und	Summ	3.0	21/21	100	77	23	4+	

Weight Factor combines Entry and Category weights.

Options

Sort by: ☐ Entry + ☐ Entry - ☐ Mark + ☐ Mark - ☐ Date + ☐ Date - ☐ Alpha + ☐ Alpha -

☐ Unit   ☐ Type   ● Category

Attendance: Absent: n/a   Late: n/a   Age: 14 y 8.0 mth (Avg:14y 11.6m)
☐ Absent/Late ☐ % Absent/Late ☐ % Present/Late

Calculation Method: Average - Category Wt   Adjust Results

✓ Show Mark %   ☐ Show Level   ✓ Show Mode   ✓ w/ Rank   ✓ Round Off   ☐ Mode as %

Comments | Weight | Notes | Back

Sort Assessment Data by Unit, COP or other Block Title

If the Unit (a selected Block Title) button is selected, the assessment entries will re-sort into order by that selection. Within each Unit, the entries sort into date order.

4. Peterson, Bob

71% Wt. Average   2 Wt. Mode

	Class
Average:	75%
Median:	71%

	Missing of 36
NoMark:	None
Zero!:	None

Unit: [ALL]   Category: [ALL]   Type: ✓ Summ ✓ Form ✓ Diag ✓ Self ✓ Peer

Tabs: Entries | Unit | Categories | Trends | Modal Analysis | Compare | Publish

ENTRIES
Unit: [ALL] – Category: [ALL] – Type: SFDSP

#	TITLES - Sort by: Unit	Date	Unit	Category	Type	Wt. Factor	Actual Mark	Mark %	Class Avg %	± Class Avg %	Level	Remarks
10	Chem Review	Oct. 8	Chem	KnowUnd	Diag	<0.1	68/100	68	72	-4	2+	
11	Atoms and Molecules	Oct. 15	Chem	KnowUnd	Form	<0.1	68/100	68	72	-4	2+	
12	Reactions Lab	Oct. 21	Chem	KnowUnd	Self	0.2	68/100	68	72	-4	2+	
13	Equations	Oct. 29	Chem	KnowUnd	Self	0.2	68/100	68	70	-2	2+	
14	Bonding Project	Nov. 3	Chem	KnowUnd	Summ	4.8	68/100	68	59	9	2+	
18	U2 CHEMISTRY TEST	Nov. 10	Chem	Comm'n	Summ	5.0	66/100	66	77	-11	2	
17	U2 CHEMISTRY TEST	Nov. 10	Chem	Appl'n	Summ	4.9	59/100	59	72	-13	1+	
16	U2 CHEMISTRY TEST	Nov. 10	Chem	Think&In	Summ	4.9	92/100	92	68	24	4+	
15	U2 CHEMISTRY TEST	Nov. 10	Chem	KnowUnd	Summ	4.8	68/100	68	65	3	2+	
1	Ecology Review	Sep. 9	Ecol	Appl'n	Diag	<0.1	5/10	50	77	-27	1-	
2	Ecology Terms	Sep. 16	Ecol	KnowUnd	Form	<0.1	45/100	45	60	-15	R	
3	Ecosystems Lab	Sep. 22	Ecol	Think&In	Form	0.1	50/100	50	59	-9	1-	
4	Food/Energy Pyramids	Sep. 30	Ecol	Think&In	Form	0.1	11/25	44	63	-19	R	
5	Bioaccummulation	Oct. 5	Ecol	Appl'n	Summ	4.9	89/100	89	82	7	4	
9	U1 ECOLOGY TEST	Oct. 7	Ecol	Comm'n	Summ	5.0	67/100	67	79	-12	2+	
8	U1 ECOLOGY TEST	Oct. 7	Ecol	Appl'n	Summ	4.9	57/100	57	80	-23	1+	
7	U1 ECOLOGY TEST	Oct. 7	Ecol	KnowUnd	Summ	4.8	69/100	69	83	-14	2+	
6	U1 ECOLOGY TEST	Oct. 7	Ecol	Think&In	Summ	4.9	92/100	92	79	13	4+	
19	Physics Review	Nov. 11	Phys	Think&In	Diag	<0.1	75/100	75	79	-4	3	
20	Heat Lab	Nov. 18	Phys	Appl'n	Form	<0.1	35/100	35	52	-17	R	
21	Circuits	Nov. 23	Phys	Think&In	Form	0.1	55/100	55	57	-2	1	
22	Group Review	Nov. 30	Phys	Appl'n	Peer	0.2	89/100	89	79	10	4	
23	Circuits Mini Project	Dec. 8	Phys	Think&In	Summ	4.9	75/100	75	82	-7	3	

Weight Factor combines Entry and Category weights.

Options

Sort by: ☐ Entry + ☐ Entry - ☐ Mark + ☐ Mark - ☐ Date + ☐ Date - ☐ Alpha + ☐ Alpha -

● Unit   ☐ Type   ☐ Category

Sort Assessment Data Alphabetically

This button places the assessment list into Alpha+ or Alpha- order as per the next image. If desired, preface assessment titles with an objective or expectation number from a curriculum document. This is called "Standards-based" assessment because the assessments are tied directly to the curriculum. Then, MarkBook will sort the assessments by expectation number to group together all items relating to each expectation. See section 1-4 for another way to achieve a standards-based system.

Trick: preface assessment titles with objective numbers, unit names or numbers like "U2 – Algebra Assignment", or a combination of both. MarkBook will then enable an alpha sort to allow a further analysis of each learner's understanding of the curriculum.

Sort Assessment Data by Type

This selection puts all assessments into order by **Type**. The five Types are always displayed in order of Summative (Summ), Formative (Form), Diagnostic (Diag), Self and Peer. Within each Type, the data is sorted by Date. In order to work, there must be at least two Types entered and selected at the top of the screen.

Other Tabs

Analyze any student's performance by Unit by clicking on the **Units** (or other Block Title name) tab. Similarly, analyse by category/strand by clicking on the **Categories/Strands** tab. Each will display a new screen with a bar graph, as in section 11-2 or section 11-3. To see a Trend Graph of this student's performance compared to the class average, as in section 11-4, click on the **Trends** tab in the upper centre. Analyze this student's modal or most consistent performance by clicking on the **Modal Analysis** tab. This will display a new screen with a modal bar graph as in section 11-5. Compare results of multiple Calculation Methods on the **Compare** screen, section 11-6. These graphs enable a very professional presentation during a parent/administrator interview. Parents and students like the visual displays. Click on the **Publish** tab to print individual paper report cards, to create individual web reports, and to send private Email reports.

Attendance Analysis

View an Attendance Analysis window by clicking the number inside the **Absent:** cell or inside the **Tardy/Late:** cell at the lower left (select the appropriate term in Setup/Attendance). This example student has a "Friday" problem!

Student Age

Provided that students' birth dates are entered as in section 4-1 and the computer's internal clock set to today's date, MarkBook will display the student's age and the class average age to a tenth of a month at the lower centre of this screen.

Comments

Click on the **Comments** button to select/build comments from comment banks as in section 10-3 and section 10-5, or type custom ones for each student. Comments are an option on MarkBook's student reports. Selected comments will print on individual reports if specified on the Publish screens. Modify MarkBook's pre-loaded comment files (aka "banks") using the Comments Editor Screen, section 10-4. MarkBook will also export comments electronically to various school administrative software systems.

Other Options on the Entries Screen

At the lower right, the **Weight** button accesses one of the most powerful features of this software - the ability to adjust the importance of any assessed item or any category/strand towards the overall mark. See section 8-9.
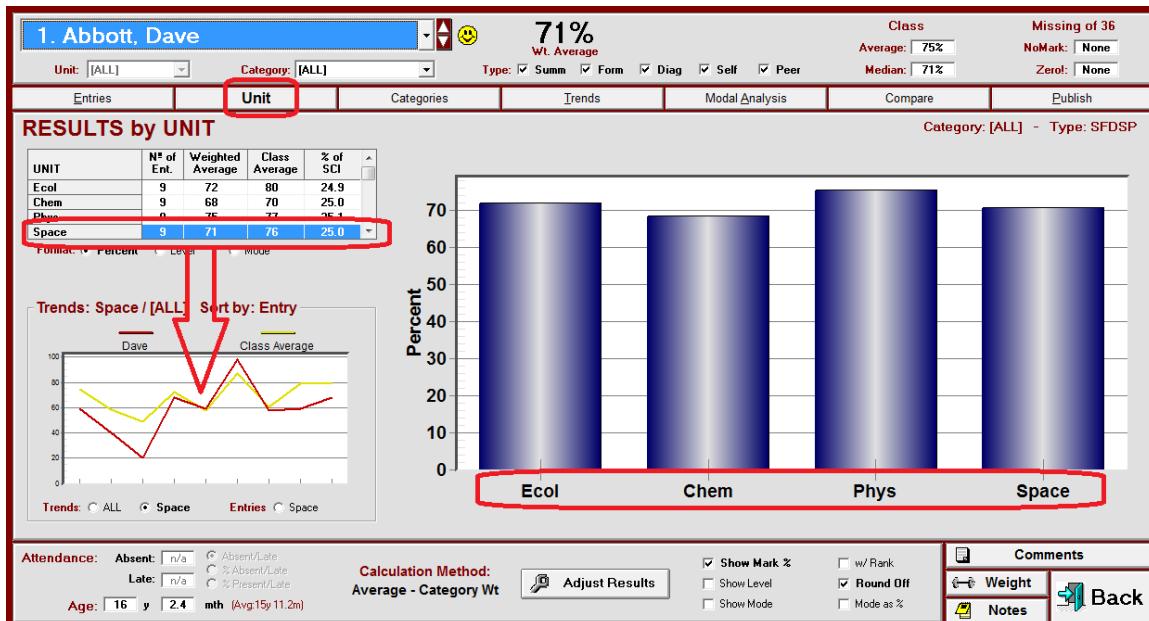
The **Notes** button goes to the anecdotal Notes screen described in section 3-4. **Comments** goes to comment construction, section 10-1. Return to the Main Form, section 3-1, or the previous screen, by clicking on the **Back** button.

11-2 STUDENT REPORT - UNIT ANALYSIS SCREEN

Get to this screen from the Student Report Screen, section 11-1, by clicking on the **Units** tab. If the user has not yet divided the assessment package into two or more Block Title groups like units, this tab will be greyed out and unavailable for analysis.

This screen provides a bar graph summary report for all units or other Block Title subsets of an individual student's current mark. Use this screen for analysis of individual achievement. Use it for student and parent interviews as well.
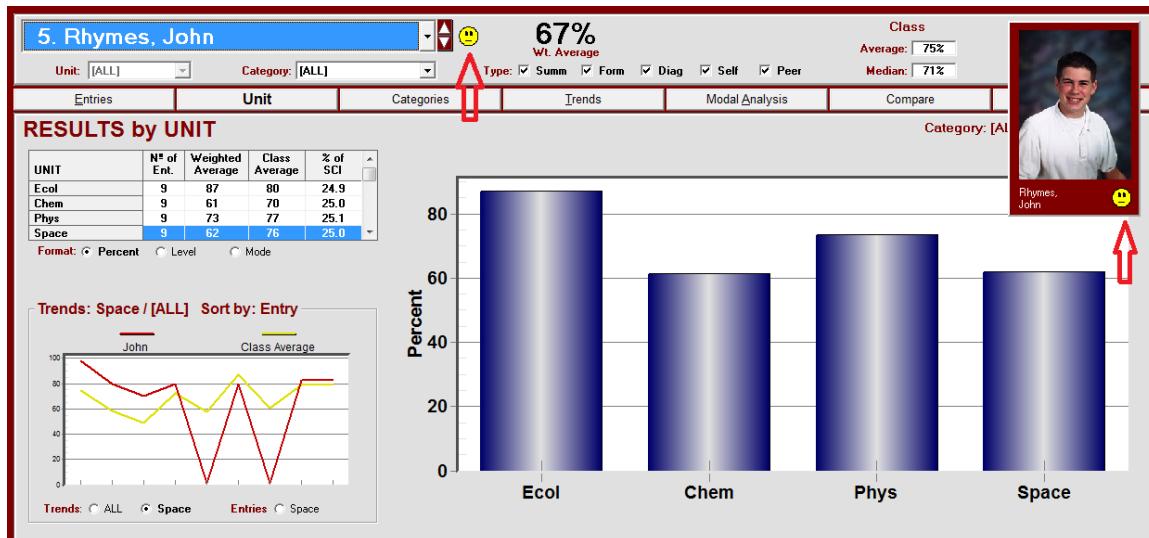
The tab label **Unit** will change to whatever Block Title has been selected by the user as in section 1-4. Note the second tab in each of these examples:

The last one, **COP**, is for cross-classifying assessment data into Conversations, Observations and Products.

In the above example, the teacher has clicked on the last curriculum unit, Space. Note the mini trend graph for that selected Block. Since the units have each been given a name as opposed to a sequential number, those names appear in this grid and on the X axis of the bar graph.

If MarkBook is linked to the students' digital photos, as in section 5-4, it's possible to show an image on this screen. Click the happy face icon next to the name at the upper left to get the following screen. Click either sad face icon to remove the photo.

Contribution by Each Unit

The grid displays statistics including the percentage contribution of each unit towards the overall mark *just for this student*. In the above example, the contribution of each unit is very close to one-quarter of the term to date. Also see section 9-4.

Conversely, examine the relative contributions of the units in this course. While the Exam/Term ratio matches the 30/70 split defined by policy, the four term units are not equally represented. If Unit 1 was very brief and covered a small fraction of the objectives whereas Unit 3 was lengthy with a large fraction of the objectives, then this displayed analysis is OK. However, if the four term units were supposed to be equal, then a correction is warranted.
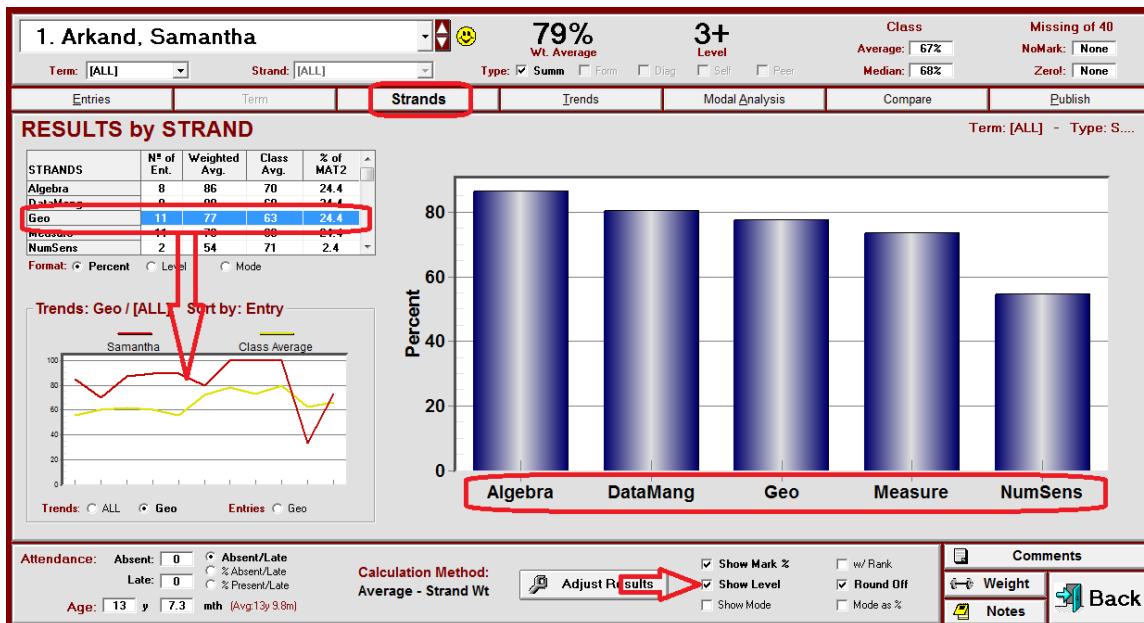
Trick: balance the relative contributions of units by increasing the weights of those assessments in low-% units and decreasing the weights of the assessments in high-% units until the desired balance is achieved. Focus on summative assessments in this exercise.

11-3 STUDENT REPORT - CATEGORY/STRAND GRAPH ANALYSIS SCREEN

Get to this screen from the Student Report Screen, section 11-1, by clicking on the **Categories/Strands** tab. This screen provides a bar graph summary report for all category (or strand) subsets of an individual student's current mark. Use this screen for analysis of individual achievement. Use it for student and parent interviews as well.

Analysis by Percent or Equivalent Level/ABC Mark

This is a Strand summary for a fictitious student part way through a Mathematics course. The student's achievement in five strands is bar graphed.
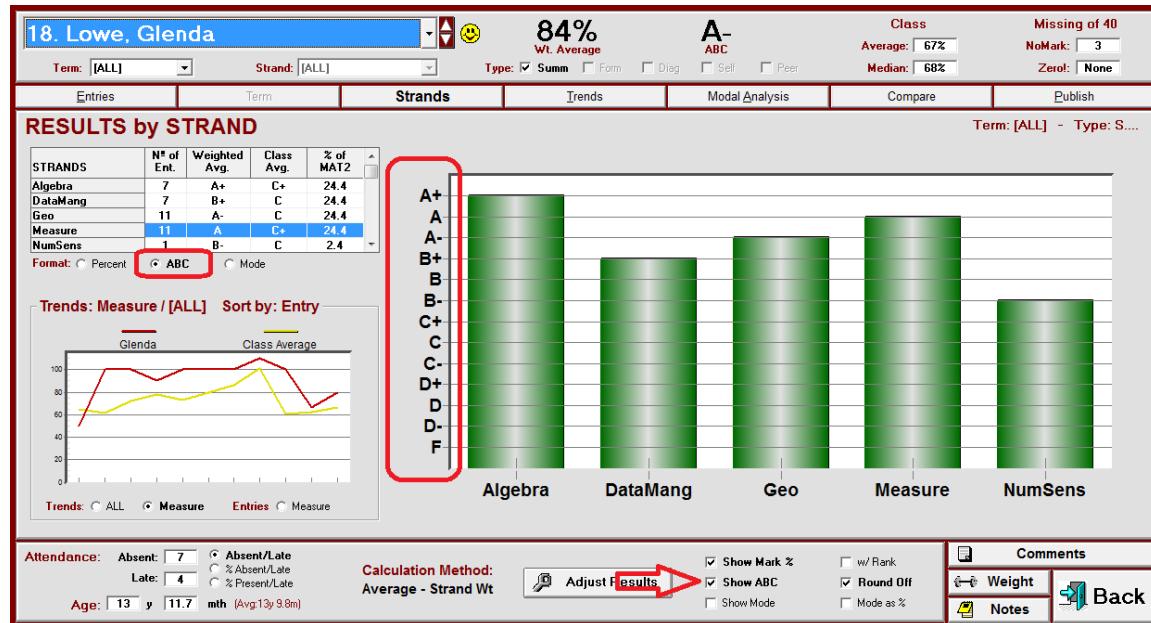
To select any other student, use the name menu and/or the up/down arrows at the upper left. Click on any category/strand in the table at the upper left to display a mini trend graph for that strand at the center left. Click the **All** button under the graph to see a mini graph of all strands combined.

See an attendance analysis window box by clicking the number inside the **Absent:** cell or inside the **Late:/Tardy:** cell at the lower left. **Age** will display if the birth date has been entered for this student. Check the **Round Off** cell to display marks to the nearest integer. Or, click the **Show Mark %** or **Show ABC** or **Show Mode** cells to display these items. If selected, note how the Mode or the ABC/Level equivalent appears next to the percentage mark at the top of the screen.
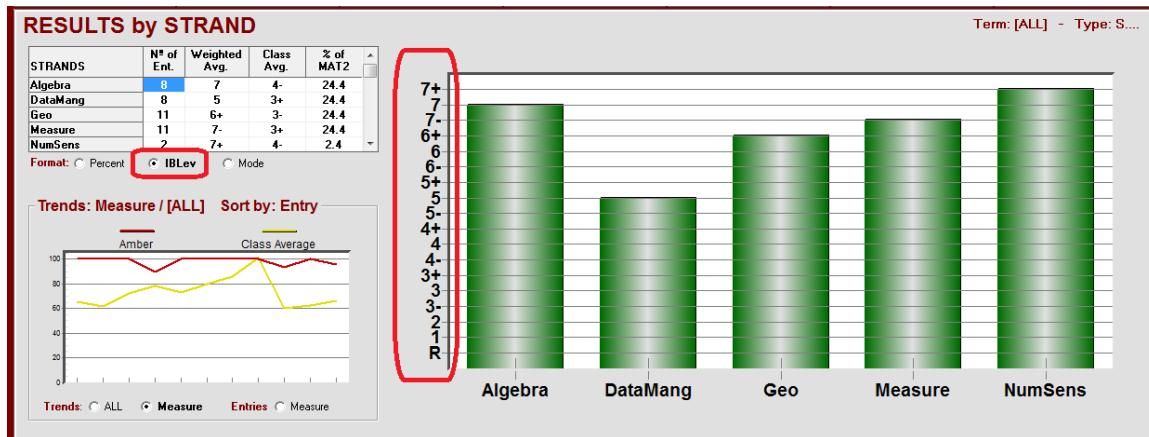
Click on the **Comments** button to select comments, section 10-3, from the pre-loaded comments file or to build custom ones for each student. These will print on individual reports, section 11-8, if that option is specified on the **Publish** screen.

Click on the summary numbers inside either the NoMark or Zero! cells at the upper right to display a listing of these items. Note that the total number of assessment entries is listed above these cells.

Click on the **ABC/Level** cell under the left table to get a view of performance by ABCs or levels. Note that the vertical scale on the graph converts to ABCs. If some other scale and conversion table has been defined and saved under Setup (see schemes in section 8-1), it will appear in place of the ABC scale.
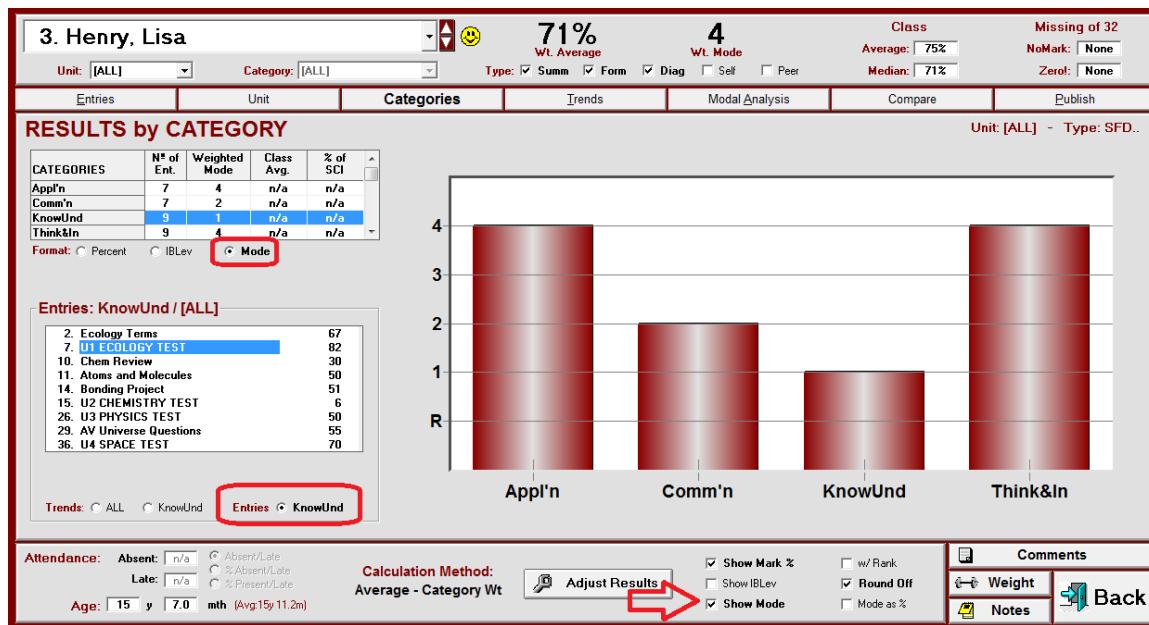
In this next example, the teacher has selected an International Baccalaureate scheme (**IBLev**) with seven +/- Levels:

Analysis by Mode

To get this altered view of student performance, click the **Mode** cell in the **Format:** row under the table at the left. This action displays a bar for each category showing the student's modal performance. In this example, the student is Level 4 in two categories, Level 2 in a third and Level 1 in a fourth. Overall, the student is a Level 4 performer. Clearly, any remedial activities for this learner should focus on the two weaker categories.
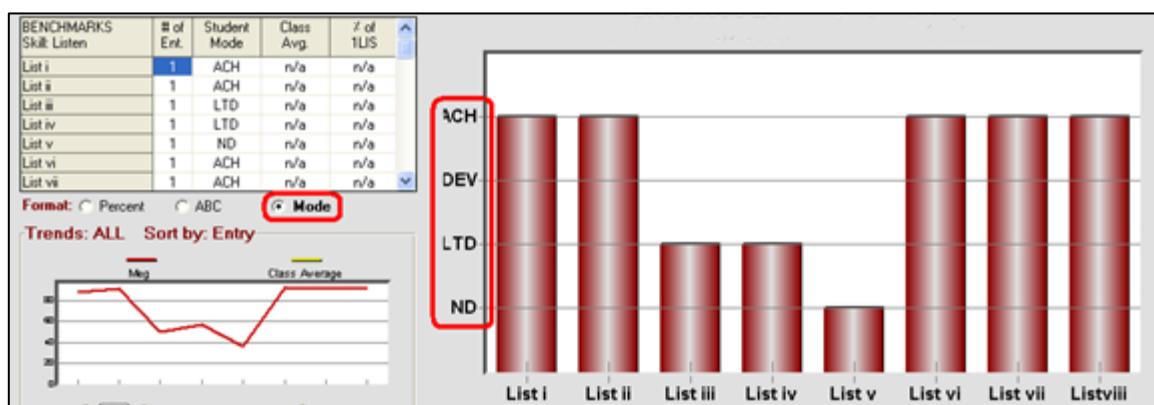
Modal analysis is explained in section 11-5. The screen provides a graphic view of student modal performance in each category/strand.

By selecting **Entries** under the graph in the previous image, a list of assessments for the selected category is displayed. Click on any title to edit the mark(s).

Analysis by Benchmark (aka Standard, Outcome) and Mode
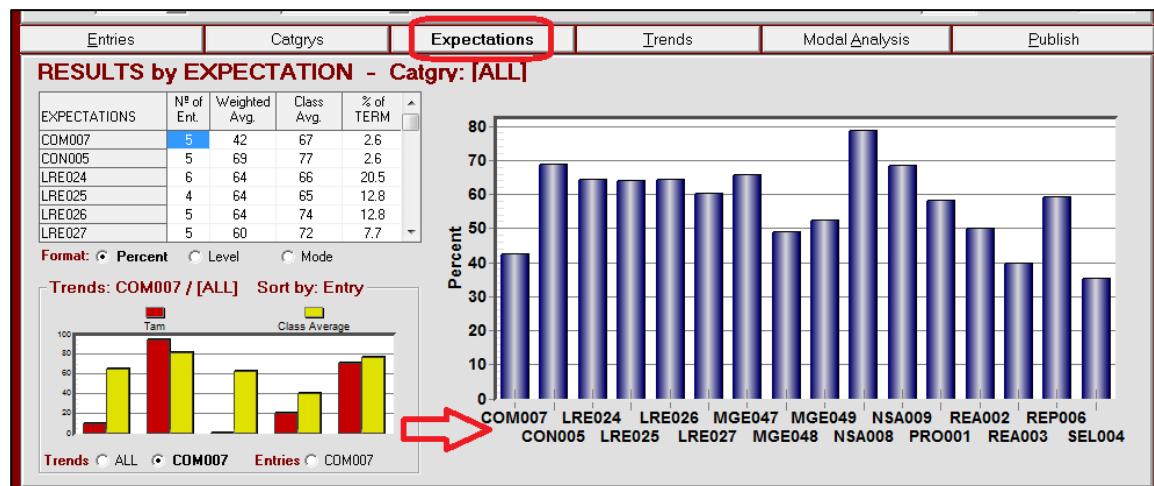
The next student is in an ESL programme with 45 Benchmarks covering four skills: Listening, Reading, Speaking and Writing. Achievement for each benchmark is defined on a four-level scale – Achieved, Developing, Limited and Not Developed. As defined in the ESL curriculum document, students must reach the Achieved level *modally* for at least six of the eight Listening benchmarks in order to pass the skill of Listening.

The teacher has put each new entry into a Benchmark (e.g. "List i", "Listviii", etc.) AND cross-classified it into a Skill (see uses of the Block Title in section 1-4, section 9-4 and section 11-2). Now, the teacher is able to isolate the entries in the Listening block to see how many of the Listening benchmarks are at the Achieved mode. Clearly, this learner has one more benchmark to go in order to pass Listening.
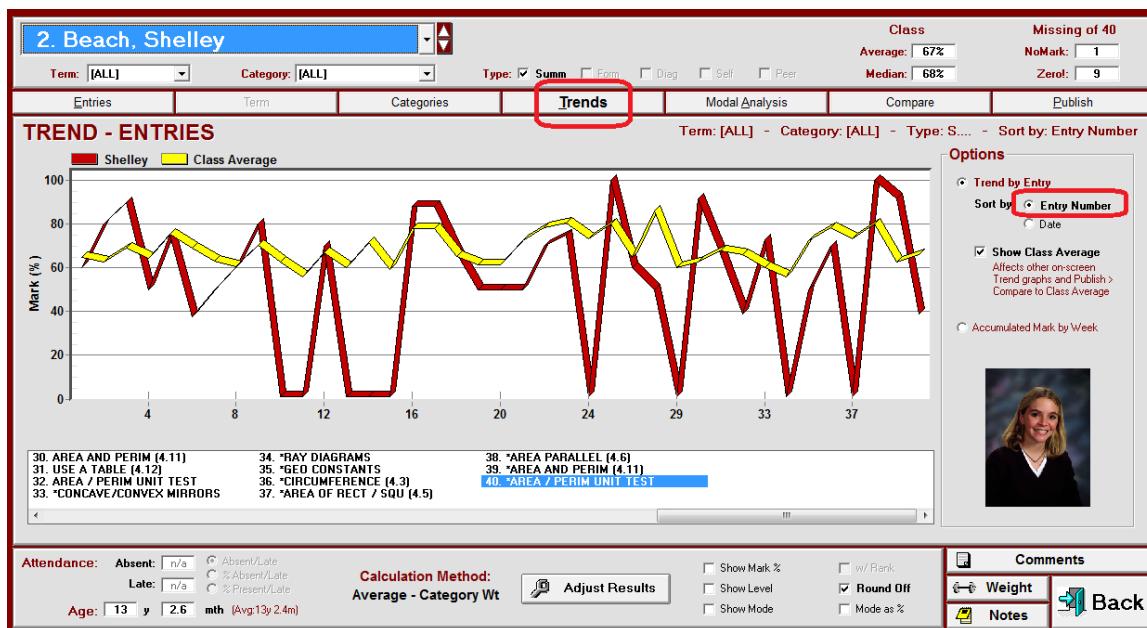
Analysis by Expectation or Objective

This teacher has used the term "Expectation" instead of category or strand. Now, analysis by each expectation within the curriculum document is possible.

11-4 STUDENT REPORT - TREND GRAPH ANALYSIS SCREEN
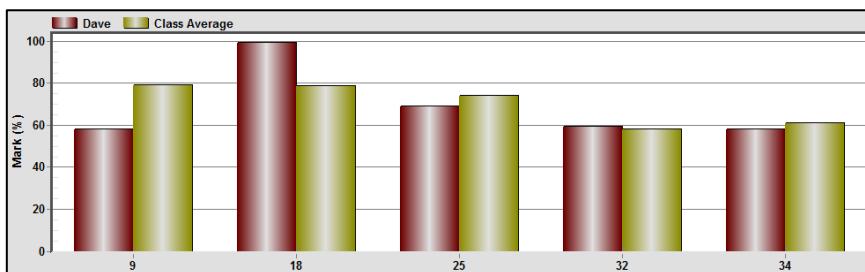
Reach the screen below from the **Student Report** screen, section 11-1 by clicking on the **Trends** tab. This screen provides a graph for all assessment data entered to date within the current Mark Set. **Tip: Filter to analyse subsets of the assessments using the red labels/menus under the student name, Term, Category and Type in this example.**

This student's achievement (or lack thereof!) has been graphed in red compared to the class average in yellow. De-select the comparison to average by unchecking the **Show Class Average** cell. NoMark assessments, deleted assessments, and those in any **Type** or other filter not selected, do not appear on the X-axis of the graph. These "missing" assessments may have been deleted by giving them a weight of zero using the **Weight** screen, section 8-9. Or, this student has been forgiven on these entries with a NoMark. Or they have been de-selected by filters as described above. Whatever the reason, these missing/de-selected entries don't display for this individual.
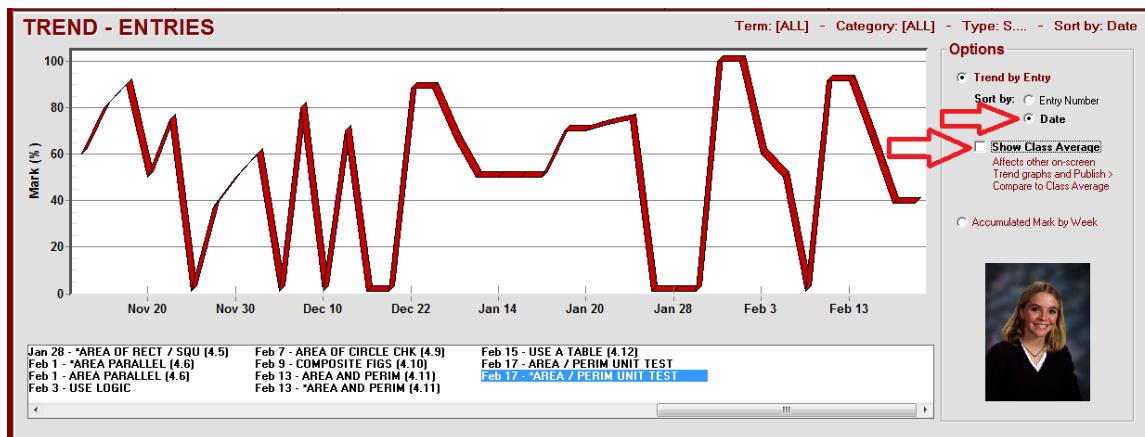
The graph above shows the assessments in **Entry Number** order as in the **Options** box at the right. Note the scrollable window under the graph showing the entry titles. To select another student, click on the name toggles at the upper left.

If there are five or fewer entries, MarkBook displays a bar graph:

Putting Assessments into Date Order
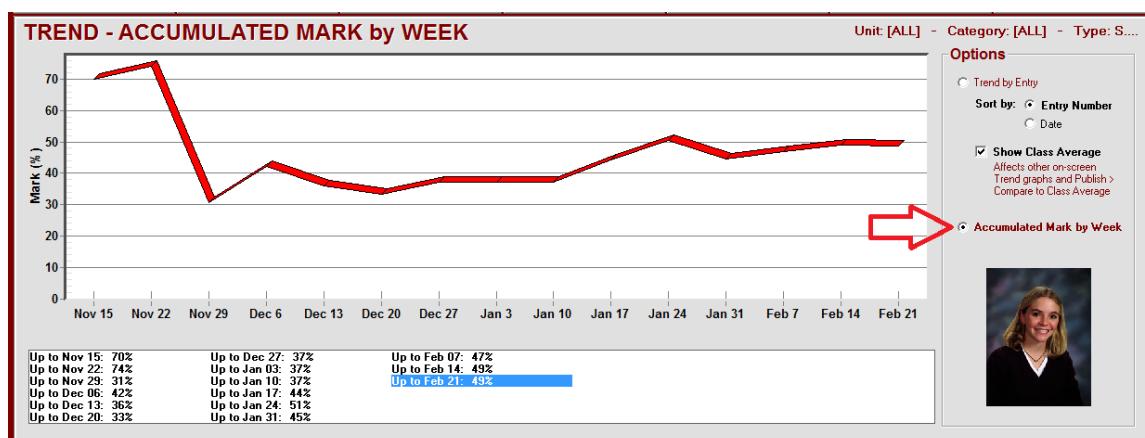
To put the entries into **Date** order, check that cell in **Options** OR select the Date+ order on the upper **Entries** tab described in section 11-1. Note that calendar dates are used for the X-axis of the graph and assessment titles appear in the scrollable window below the graph. Again, entries that do not count for this individual (NoMarks, zero-weighted items, filtered Terms, Categories and Types) don't appear on this graph. The order of entries on the graph will match the date order if this is different from the entry order.

Click on any assessment title to update/edit students' marks.

Accumulated Mark Trend

This graph plots a student's overall achievement in weeks. The X-axis starts one week following the first assessment's entry date and the Y-axis is the student's overall mark at the end of each subsequent 7-day period. **CAUTION: note that the high end of the scale on the Y-axis adjusts to accommodate the learner's best assessment mark.**

There may be an identifiable pattern. This sample student started in the 70's for two weeks, then performed terribly for several weeks but has gradually improved and is now close to 50% overall.

Graph Printouts

These trend graphs are options on the MarkBook printed Student Reports in section 11-7 and section 11-8.

Analysis of Missing Entries and Attendance

Click on the summary **Missing of X** numbers at the upper right or on the Attendance numbers at the lower left to see an analysis. Note that the student displayed here has more than 20% of their weighted assessment package as Zeros and NoMarks.

```
11. *REFLECT - PLANE MIRROR
13. *REG REFLECT Q 1 TO 6
14. CIRCLE GRAPHS (9.5)
15. PICTOGRAPHS (9.6)
24. AREA OF RECT / SQU (4.5)
29. COMPOSITE FIGS (4.10)
34. *RAY DIAGRAMS
37. *AREA OF RECT / SQU (4.5)
```

Percent of:	Mark	Weight	
● NoMark (1)	n/a	0.8	Update
⊙ Zero! (8)	20.3	20.3	Close

```
[> 0]  Feb. 2   (Mon)
[A 1]  Mar. 23  (Mon)
[A 1]  Mar. 24  (Tue)
[A 1]  Mar. 25  (Wed)
[A 1]  Mar. 26  (Thu)
[A 1]  Mar. 27  (Fri)
```

M [1]
T [1]
W [1]
T [1]
F [1]

Show Dates for:
⊙ Absent   Total: 5
● Late   Total: 0
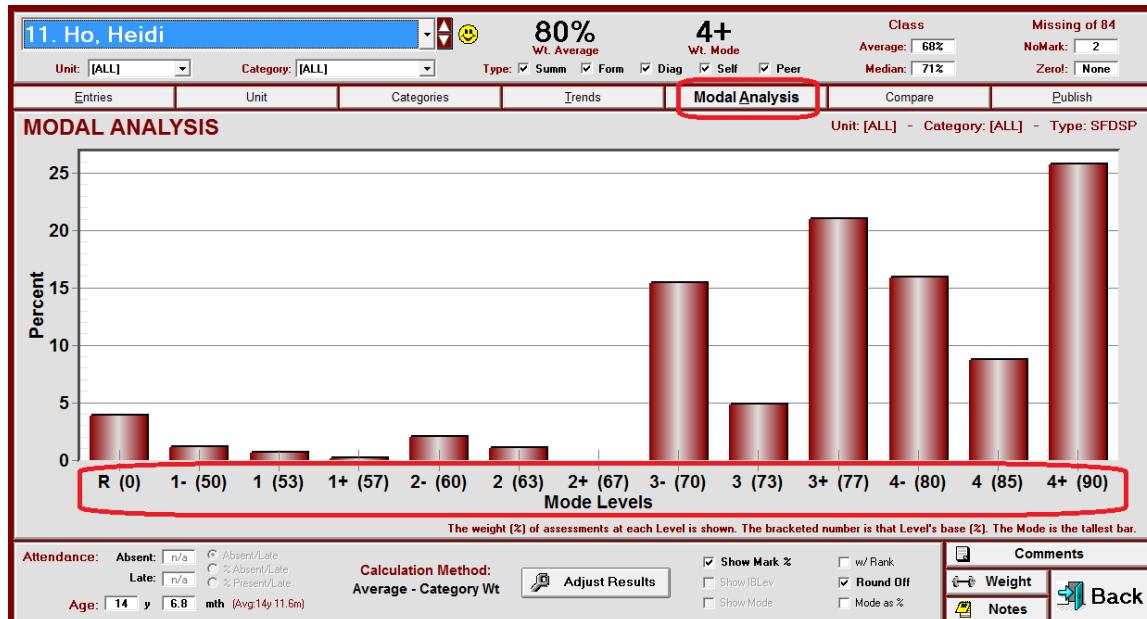
Update

Close

Analyze attendance by clicking on the integers inside the **Absent:** cell or inside the **Late:/Tardy:** cell at the bottom left to get an on-screen report. Note that the start date, each absence and a weekly pattern are visible. The **Update** button will open the attendance entry screen as in section 7-2.

11-5 MODAL ANALYSIS BY LEVEL - "MOST CONSISTENT" PERFORMANCE

Reach this screen from MarkBook's Student Report screen, section 11-1, by clicking on the **Modal Analysis** tab. This screen provides a graphic view of any individual's most consistent level of performance. For a discussion of mode and most consistent performance, see section 9-7. Whether one is required to use modal analysis or not, this feature in MarkBook is a useful analytical tool to give an alternate picture of each individual's academic performance. Also see the Compare screens in section 9-7 and section 11-6.

These screens display all of a student's assessment entries, or any selected fraction of these, broken down into levels. In this example, thirteen levels R to 4+ have been defined in Setup. Use the **Unit** and **Category** toggles under the student's name, plus the **Type** cells to select a subset of the entries. MarkBook supplies five numeric levels (R, 1, 2, 3, 4) by default, but these may be edited by the user to make as many as nineteen levels, alpha or numeric - see section 8-1. The user also has the choice of applying entry, equal or category weights.

Mode Options

The sample student shown has scored the largest fraction of her weighted assessment package at the 4+ level. Notice that the weighted average and weighted mode are displayed simultaneously. The vertical scale of the graph shows the percentage of total weight of the entries in each level. Since this is a weighted mode, **Wt. Mode**, the height of each bar incorporates the category and assessment weightings assigned. Clearly, this student's most consistent level is 4+ (tallest bar).

To weight all assessments equally, from the main form click Mark Sets in the upper menu bar, select Edit [subject], and check the Equal Weight selection. Save and return to this screen. Similarly, mode can be displayed with Entry Weight selected.

The top of the previous screen shows the current percentage as calculated using the selected entry and weighting system. In the upper right corner is the number of assessment entries for this student, the number of zeros, and the missing/NoMark entries. Also note the comparisons to class average and median. Age and attendance data show at the lower left.

To display the Mode as an equivalent percentage, click the **Mode as %** cell near the bottom of this screen. MarkBook will display the percentage in the middle of the most consistent level.

To print student reports as in section 11-8, click on the **Publish** tab near the upper right of this screen. See section 9-11 for printing class modal reports. To view class modal results, see section 9-7.
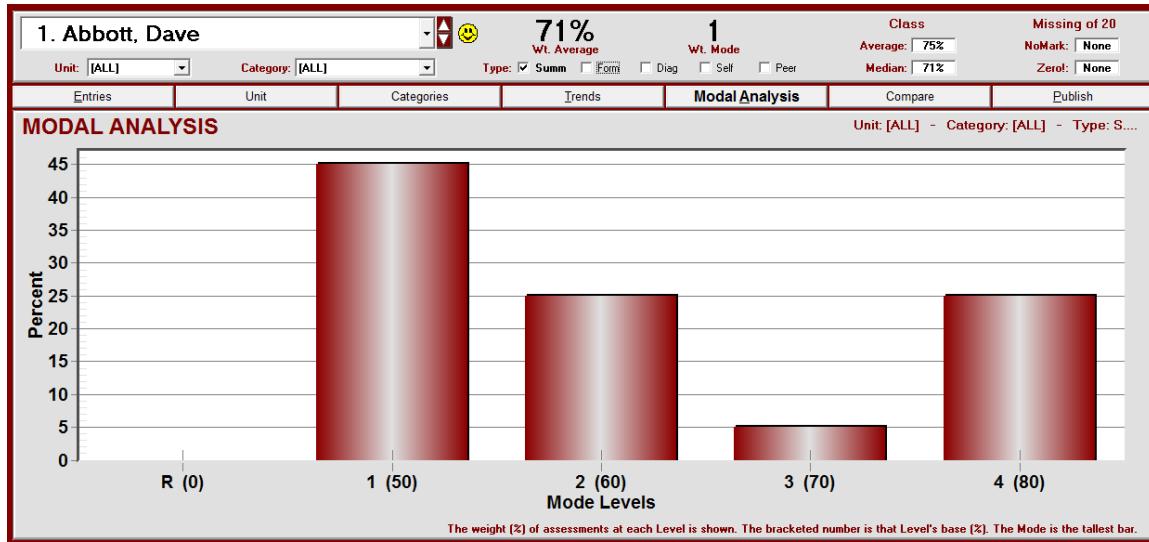
Mode vs. Weighted Average (Mean)

The following examples are from the DEMO sample class installed with MarkBook. Five levels are used: **R** (<50%), **1** (50s), **2** (60s), **3** (70s) and **4** (80%+). Set these levels as described in section 8-1. To display to one decimal place, uncheck the **Round Off** cell. Weighted mode (Wt. Mode) has been selected and each student's most consistent level appears next to their percentage mark near the top of their Modal Analysis screen.
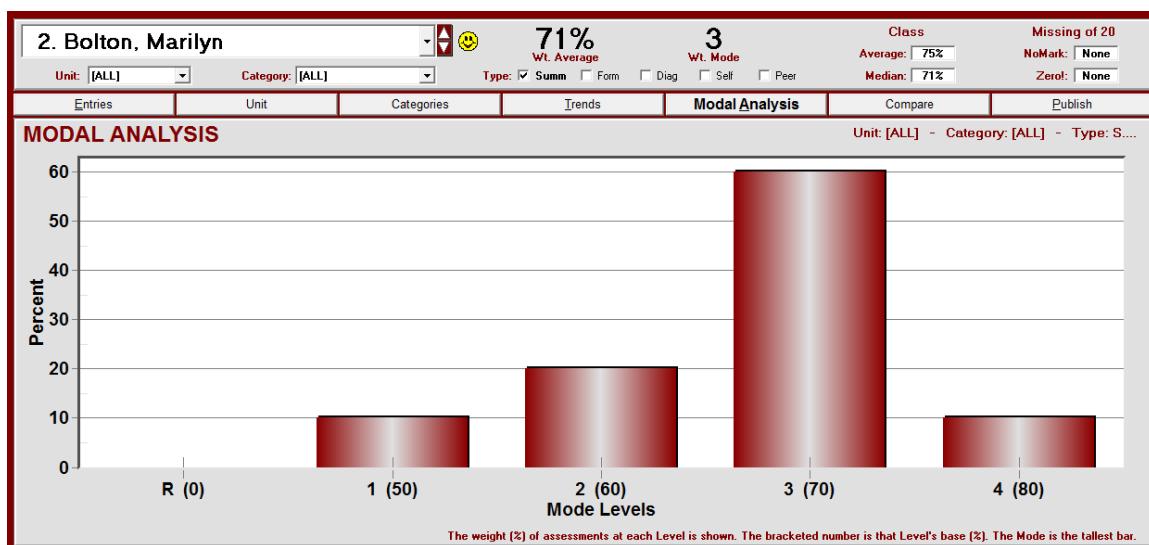
The next four students in the DEMO class have all completed the same assessments and there are no Zeros or missing entries (i.e. NoMarks). Each student has the same calculated average, **71%**, but their Modal Analysis graphs show something far different. Note that only Summative assessments are shown. Among these four, who is the best student? The worst? How can one make this distinction when their averages are identical?

Despite identical averages, these four individuals are very different. Clearly, averages don't always give a complete picture of performance. That's because averages take into account anomalous or 'outlying' entries. The further away from 'centre' an assessment is, the greater its impact on the mean or weighted average. On the other hand, modal analysis ignores anomalies and reports consistency. Because of this, some argue that mode is a better measure of central tendency for students.
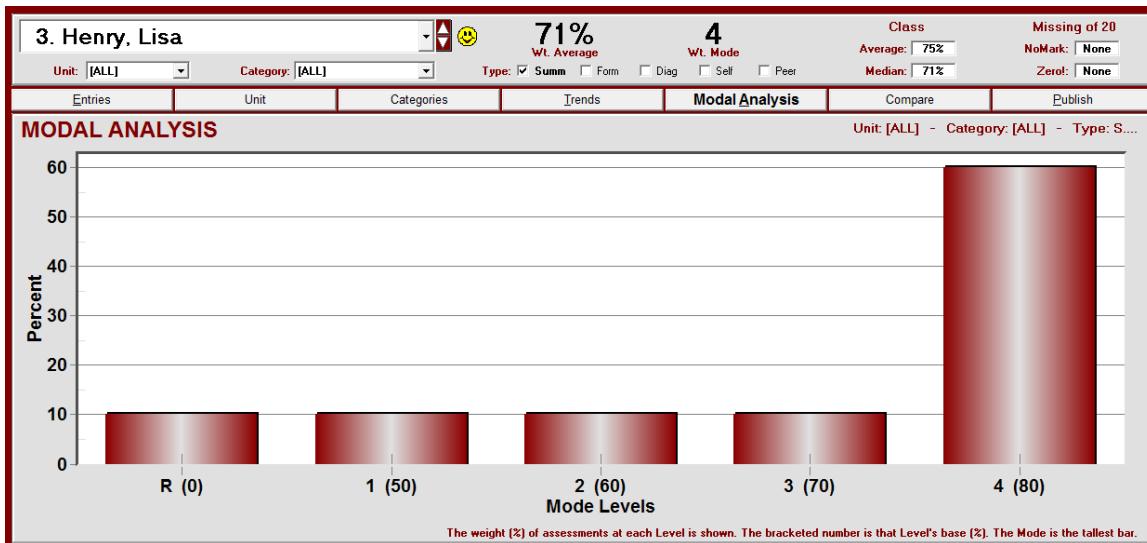
Dave (next image) is a level 1 achiever. Although his average suggests he's a level 3 achiever, he has scored below that level three quarters of the time.
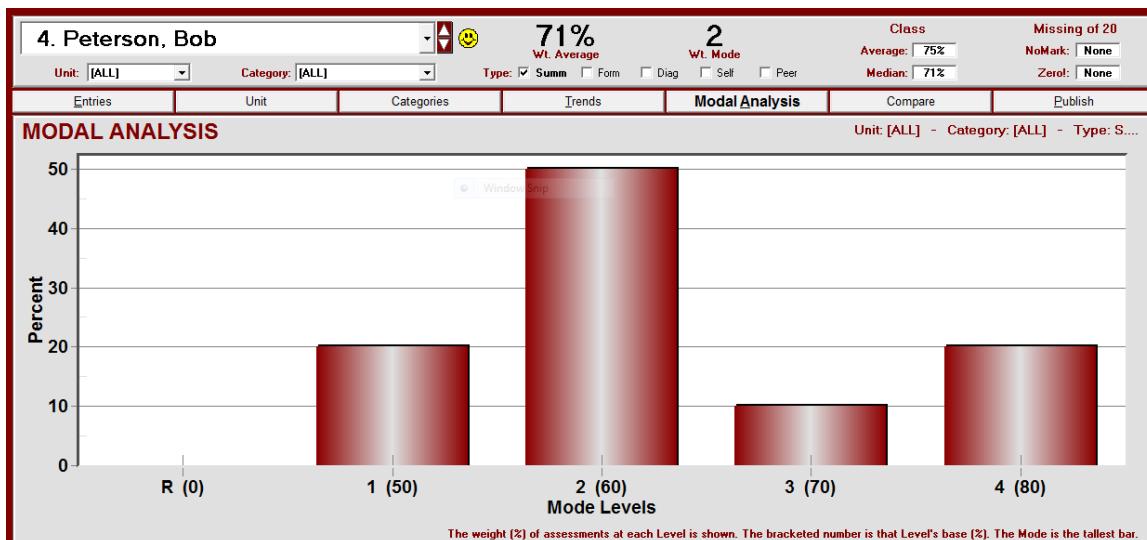
The second student, Marilyn, has the same percentage as Dave but she achieves at level 3 modally.
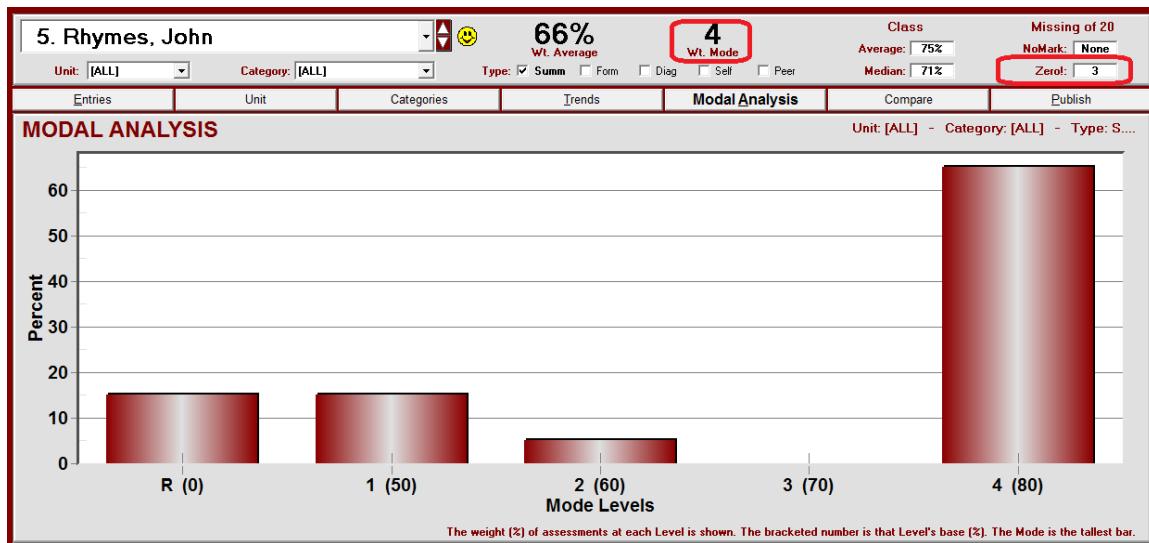
The third student, has the best achievement among these four individuals. With weight considered, sixty percent of the time, Lisa performed at level 4 on summative assessments.

Likewise, Bob has a 71% average but unlike the others, he is level 2 modally.

John, the fifth student in the DEMO class, has the lowest average/mean but the tallest level 4 bar of any student so far. John is non-compliant - note the zeros. Collectively, these were insignificant measures given the low height of the 'R' bar. John is an abstract learner and seldom completes anything that doesn't have a significant weight. He argues that he understands the concepts without doing his homework. Despite his poor work habits, he scores well on all significant (i.e. heavily-weighted) assessments. He is as annoying as he is bright.
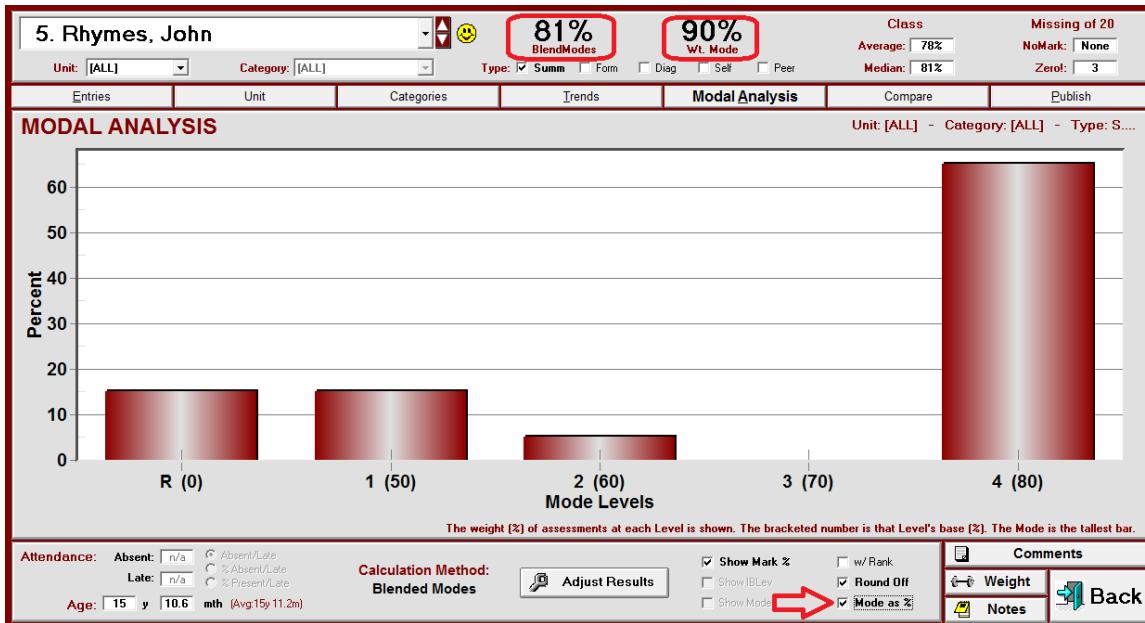
So what mark should be assigned to John? If one goes with the mode, any mark in the 80s or 90s is OK. This is far above his weighted average. We recommend that teachers ask two questions when resolving this conflict:

1. How well has the student acquired the curriculum? and

2. What score would one expect from the student on a significant curriculum-based exam if written tomorrow?
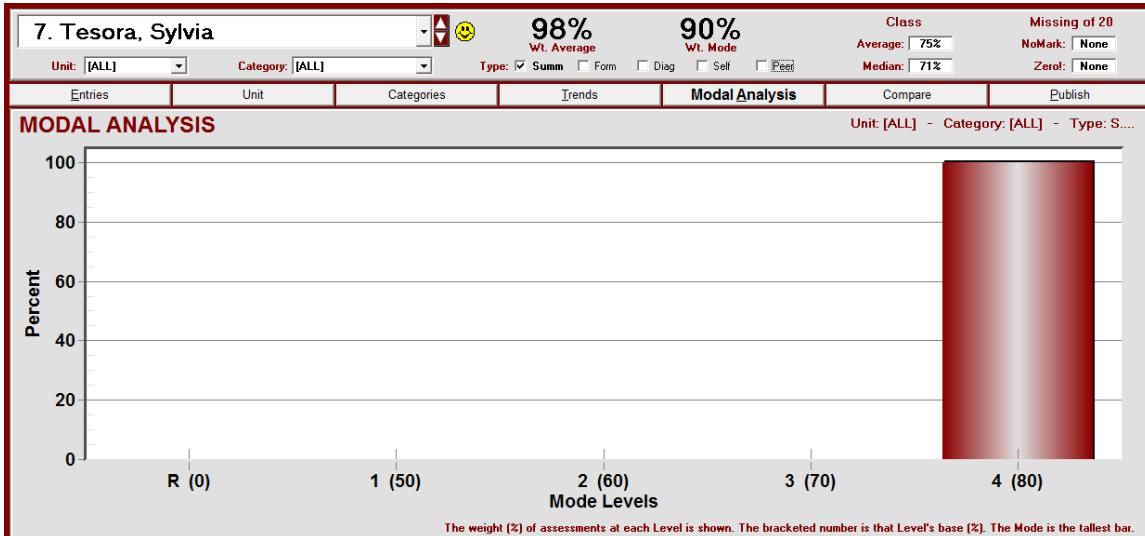
Typically, teachers agree that John has acquired the curriculum very well and he would certainly get a high (Level 4) mark on an exam. However, some argue that John should be punished through his overall mark for unacceptable work habits and/or behaviour. Despite this concern, in making an informed professional judgement about John's final mark, a number greater than 80% is warranted based on this bar graph and his excellent acquisition of the curriculum. Within an increasing number of districts, items such as behaviour, participation, socio-economic status, personality, participation, personal hygiene, gender, ethnicity, religious affiliation and attitude are excluded from the determination of each learner's overall mark.

If a MarkBook user switches calculation method, other numbers appear as in this next image. This is the same student, John, and the same assessment data with an overall mark now calculated at 81% as a **Blended Mode**^{TM} (weighted average of the modes in each category). The Weighted Mode, now shown as a percent, is 90%. Similarly, the calculation of Weighted Median (not shown) will yield a higher overall mark for John. These alternate calculations of 'central tendency' provide a strong rationale for assigning
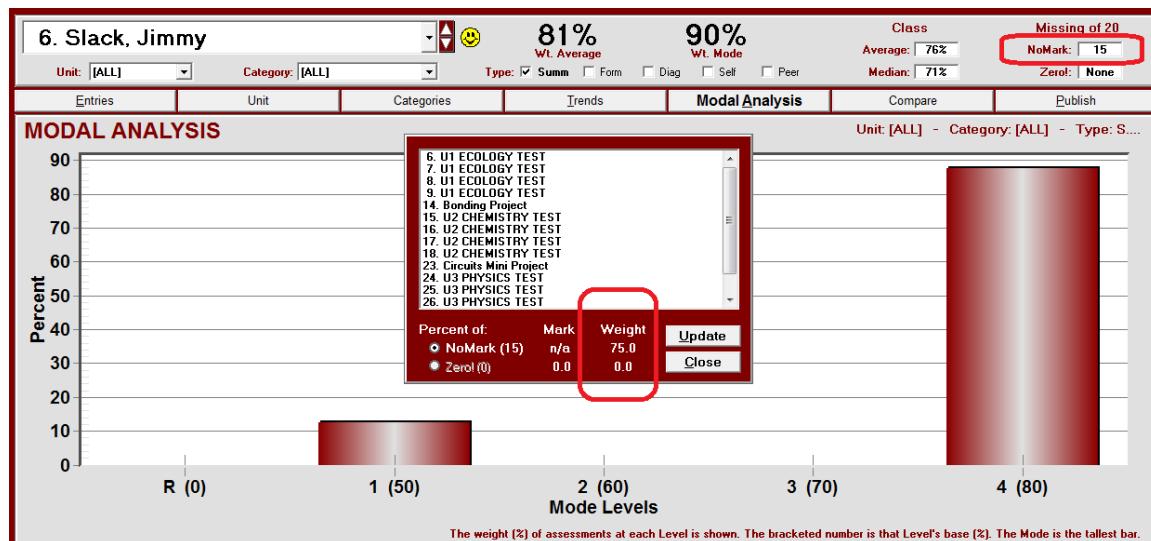
a mark that's much higher than his 66% average. See the multi-algorithm **Compare** feature in Class Report – section 9-9 and next in section 11-5. See Appendix A-7 for a discussion of alternative Calculation Methods.

Sylvia (next image) always performs in the high 90s – see her scores in Mark+ order on the **Entries** tab as described in section 11-1. If one examines her results determined by the various algorithms in Compare, section 9-9 and section 11-5, her Weighted Average, Weighted Median, and Blended Median yield the most typical results. Weighted Mode and Blended Mode calculate a number, 90%, that's well below her lowest score.

One student in the DEMO class has high scores no matter which algorithm is used. Yet he has completed only 25% of the summative assessment package. Click on 15 in the **NoMark** cell at the upper right to get the dialogue box shown below. With weight considered, 75% of Jimmy's summative assessment package is incomplete or **NoMark**. This individual has been 'cherry picking'. That is, he has completed *only* those summative assessments he can do well and he has avoided or ignored the more difficult items. The teacher would be well within his/her rights to withhold credit on the grounds of insufficient evidence. Open the DEMO class and look at the Exam Mark Set. Note this student's poor performance on the exam.

Modal Analysis and Reporting

A concern arises with modal analysis and the assignment of marks. Teachers who must use "most consistent" mark assignment may wish to avoid interim communication with students and parents. Given the potential difference between average and modal marks, as described above, teachers wish to avoid any criticism arising from comparing averages on interim reports with assigned modal marks on final reports. This "no communication" reaction negates the best motivator teachers have: detailed and frequent feedback. To avoid this problem, we recommend the following:
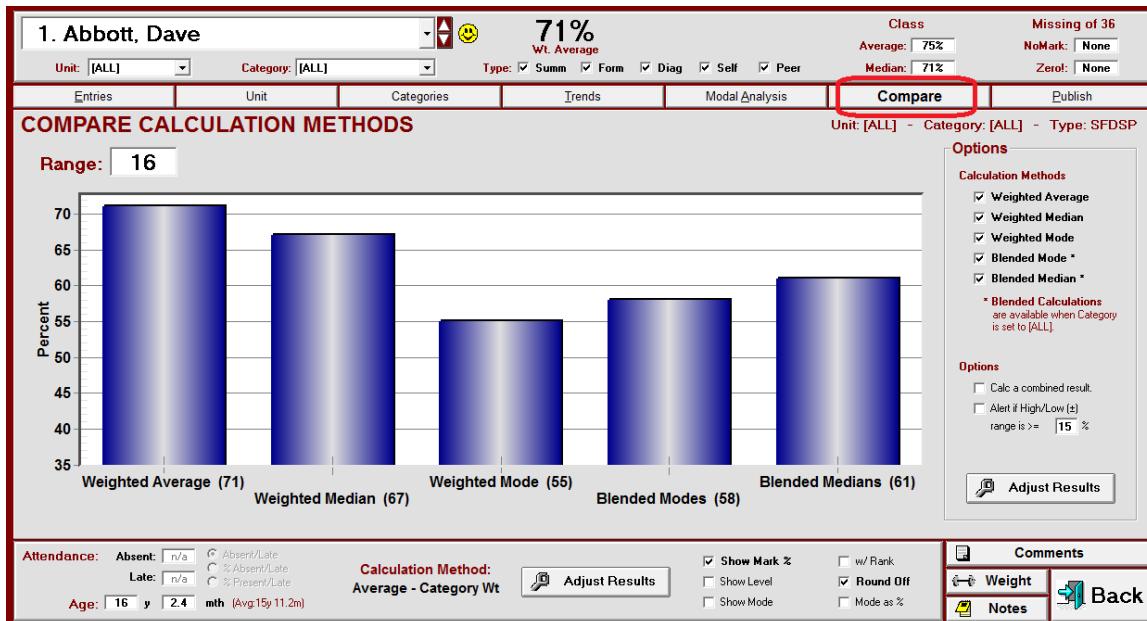
- Inform students and parents through every conceivable means about how mark assignment will be done. Student Planners, Principals' newsletters, course description sheets, weekly E-bulletins, etc. should communicate about assessment and evaluation procedures.

- Select the option to NOT print average on interim reports. Instead, print Mode or Blended Mode^{TM} on all interim MarkBook report cards. To do this, switch the calculation method and elect the Mode button under the Heading Options tab as seen in section 11-7. Or print nothing for an overall mark. The Modal Analysis graph will also print on reports. Inform students and parents what "mode" means and how it will impact the final mark.

- MarkBook will print an adjusted mark on its reports. If the teacher wishes to edit the calculated marks just before printing, he/she may edit any students' marks using the Adjust Results button. See section 11-7 for details.

Tip: For more detail on evaluating students by mode, see section 9-7. For the results of other algorithms, see section 9-9. For a discussion of the algorithms and weighting, see Appendix A, section A-7.

11-6 STUDENT REPORT – COMPARE CALCULATION METHODS
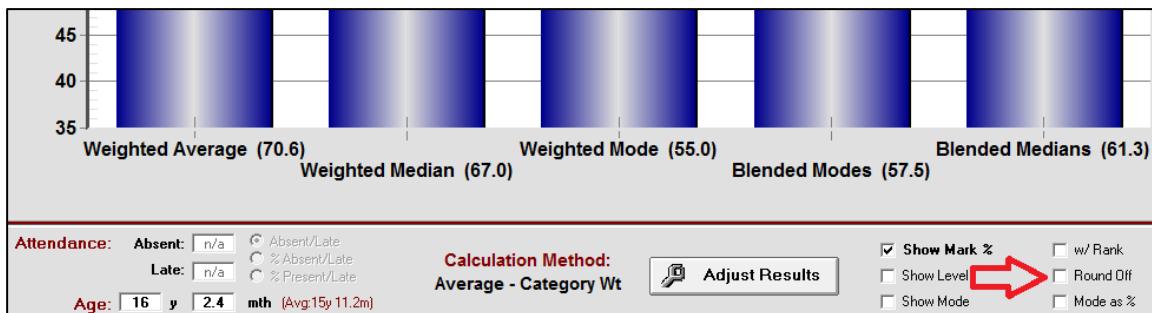
Reach this screen by clicking on the **Compare** tab in Student Report. Use this feature to view overall marks (i.e. a position of 'central tendency') as calculated by a number of different algorithms or **Calculation Methods**. This screen displays the same calculation results as Class Report / Compare (section 9-9) for one student at a time with a graphed bar of the student's result for each of the selected methods. Use this screen to assist your professional judgement when assigning an overall mark to each learner.
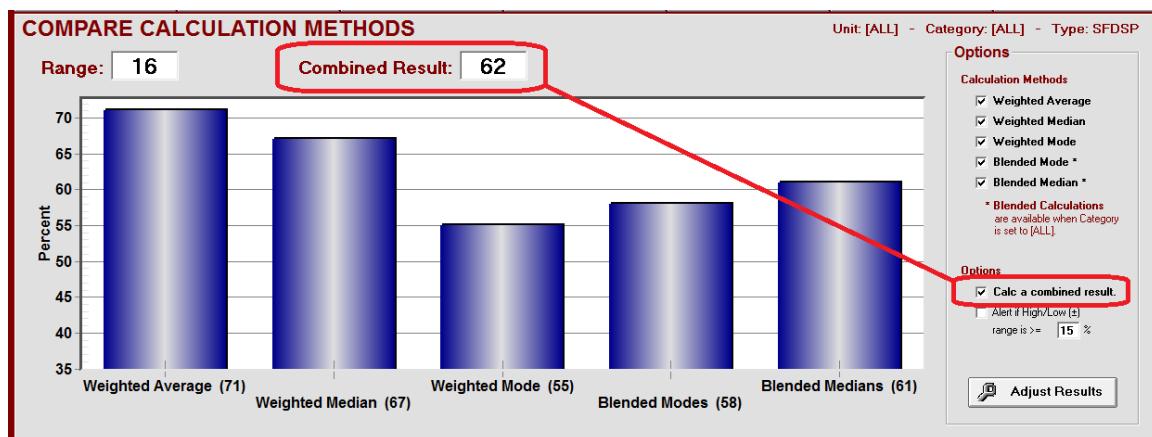
Note that the user has selected five **Calculation Methods** in the **Options** box at the right side of the screen. MarkBook graphs the result of each calculation as a single vertical bar above the name of the Method on the X-axis. The calculated percentage for each Method is included in brackets to the right of the Method's name. Also note that the user has selected only summative assessments at the top of the screen in **Type**. Select or de-select other Methods and Types as desired. The bar graph will instantly adjust to any new selection(s). Options selected here do NOT affect the stored data.

The **Range** cell at the upper left of the graph displays the maximum variation in the results of the selected Methods. In this example, 16 is the difference between the high of 71% and the low of 55%.

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If a user unchecks the **Round Off** cell, all calculations display to the nearest tenth of a percent:
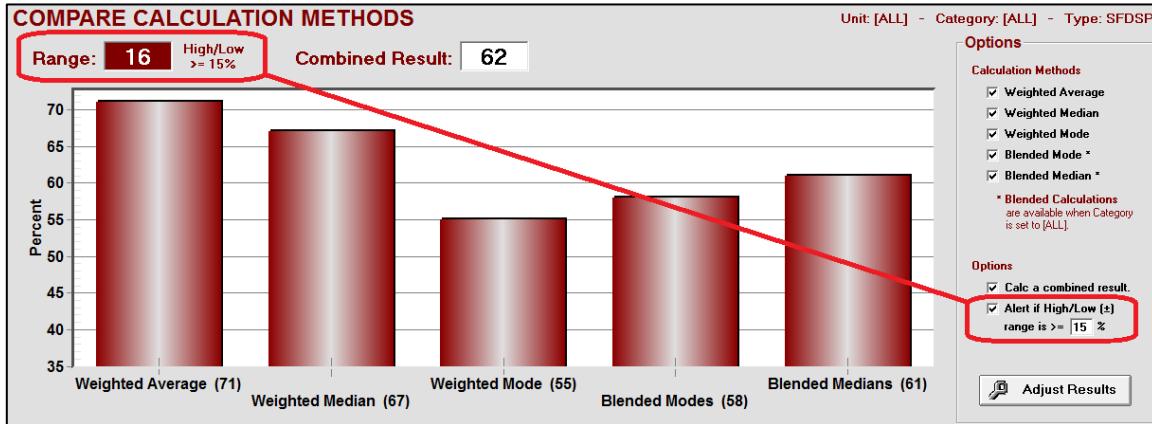
If the **Calculate a combined result** cell is checked at the right side of the screen in **Options**, MarkBook calculates an un-weighted average of the displayed Methods and presents it in the **Combined Results:** cell above the graph:

If the user checks the **Alert if High/Low** cell at the right, two changes occur:
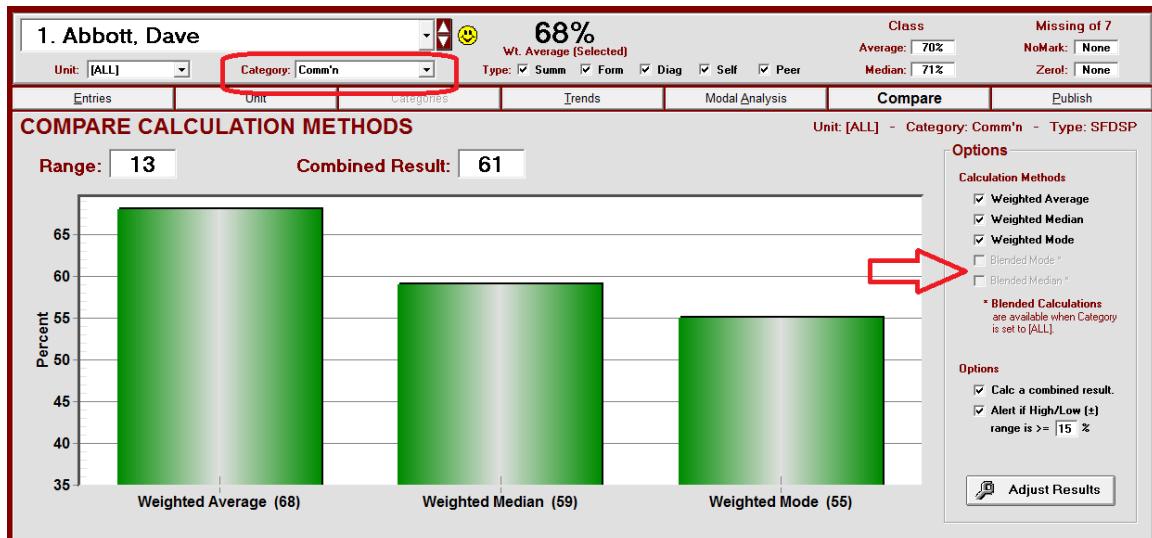
1. The bars on the graph turn red and
2. The calculated **Range** cell at the upper left of the graph also turns red.

The threshold number in the High/Low alert option cell can be edited. Click in the cell and re-type.

If a user selects a single category/strand, the two "Blended" methods turn off and are greyed out. These latter Calculation Methods require at least two categories to function.
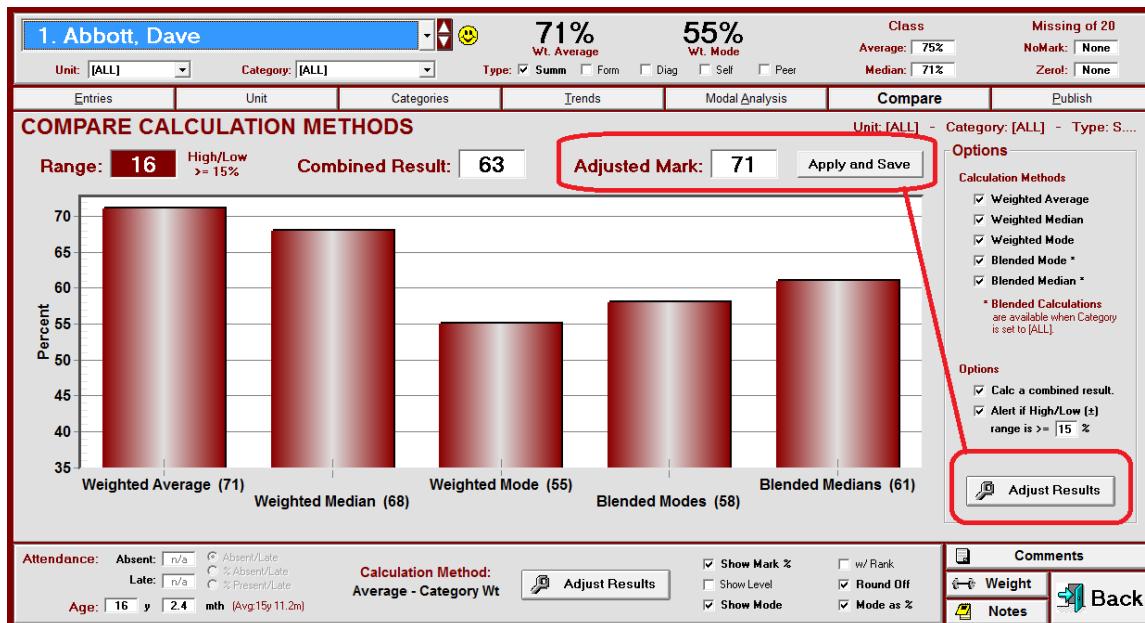
If the Alert cell is on, as in the above example, the bars are green. If the Alert cell is off, the bars are blue.

Entering Adjusted Results

Once a decision has been made as to the overall mark determined by Professional judgement, click the Adjust Results button. On this Compare screen, MarkBook adds a new **Adjusted Mark:** cell with a mark determined by the default algorithm.

Click inside this cell to edit. Then click **Apply and Save** so that MarkBook remembers this assigned mark. Repeat this process with each student in the class. If Adjusted Results have been saved from another screen, those results will appear here and may be edited here as well.

11-7 PRINTED AND ELECTRONIC STUDENT REPORT CARDS

MarkBook produces several variations of pre-formatted individual student reports as in section 11-8. Produce these for one student at a time, for an alpha block of students, for students "At Risk", for selected students, or for the entire class. For electronic reporting, send information as a file to TeacherWeb, Edline and SchoolConnects. Post private HTML reports on the web. Or, send private report cards by Email to both students and their parents.

To produce student reports, either singly or in batches, click on the **Student Report** button. Select the **Publish** tab near the top right to get to this screen. There are further selection screens here - get to each by selecting (clicking) the tabs. Brief experimentation will demonstrate the kinds of Student Reports that MarkBook produces using these options. Be sure to select the appropriate **Unit**, **Category/Strand** and **Type**. In all cases, MarkBook will report the number of print pages required near the upper right. If desired, use FinePrint to preview printouts as in Appendix B.

Reporting a Subset of Marks

It's possible to isolate a subset of the assessments for reporting using the **Unit**, **Category** and **Type** filters below the student's name.

Trick: to report a single assessment, or a small cluster of assessments, go to the Heading for those assessments (section 8-2) and create a new Unit named "Temp". Save the selected assessment(s) in Temp. Then, on this screen, drop down the Unit menu to isolate Temp. Now, print or send Email and only the selected assessment(s) will be reported. Then go back to the Heading to return the selected assessment(s) to their proper Unit.

Type and Range, Heading Tab and Column Options Tabs

These three tabs work together enabling a user to select among many options for inclusion on MarkBook's paper and electronic reports.

On the **Type and Range** tab, in the **Type of Report** box, check either **Detailed Report with....** or **Mini Report**. The selected red title will become bold.

Then select the options you wish to include on the report.

If there's just one Unit (or other Block Title) for this Mark Set, that option is greyed out and unavailable. Similarly, if no Learning Skills have been identified, that option is also unavailable.
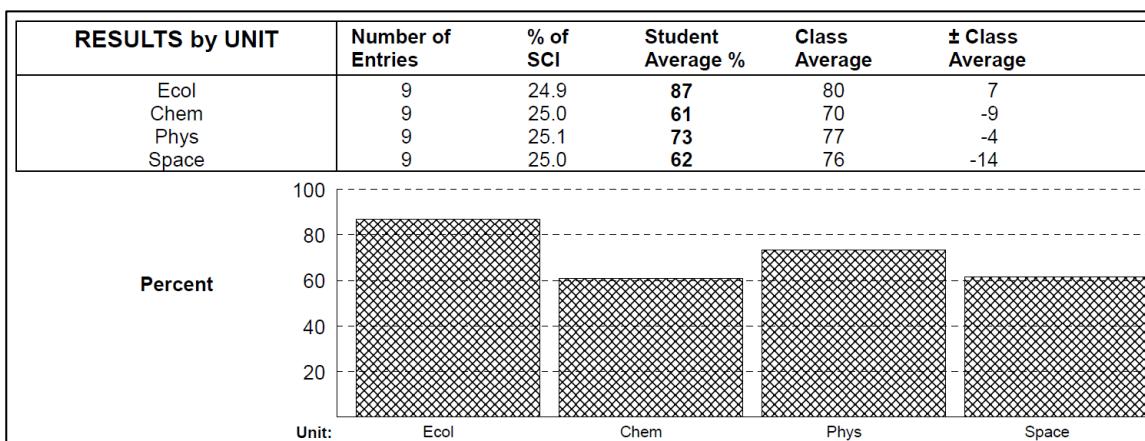
Entries Options

The **Entries** cell enables a user to include ALL or some fraction of the assessment entries in a selected **Sort by** order. For instance if the **Just (Zero!)** option is checked, and **Date+** is selected, MarkBook includes this table in the selected learner's report:
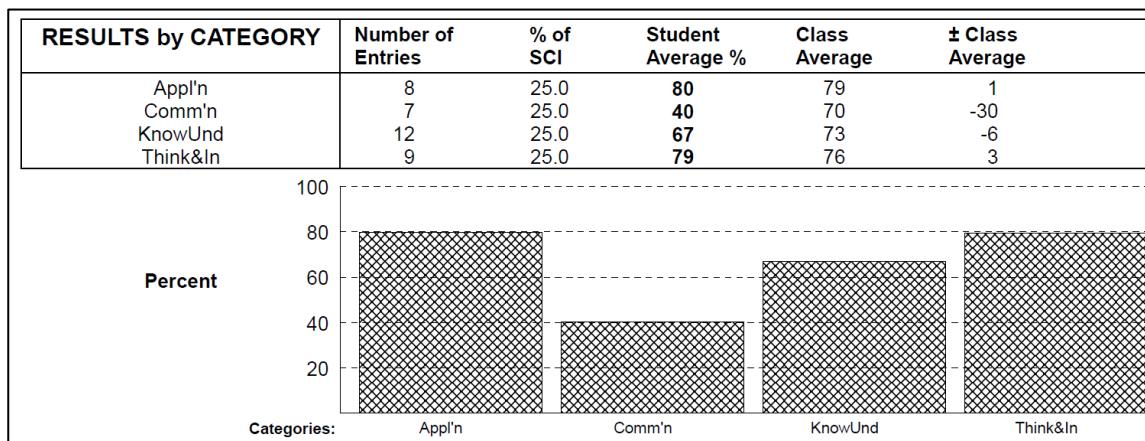
INCOMPLETE ENTRIES These entries have Zero!	Date	Unit	Category	Type	Weight Factor
14. Bonding Project	Nov. 3	Chem	KnowUnd	Summ	4.8
32. Star Chart	Jan. 12	Space	Comm'n	Summ	5.0
34. U4 SPACE TEST	Jan. 19	Space	Comm'n	Summ	5.0

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☒ Results by Unit   ☒ + Graph
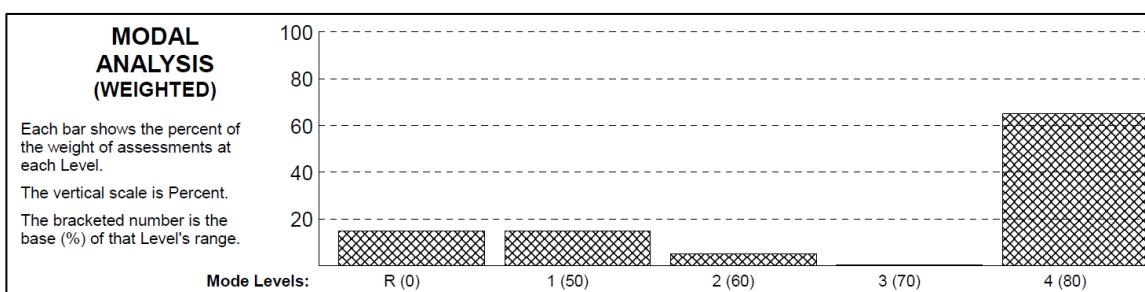
If there's more than one Unit, and **Results by Unit** and + **Graph** are selected, these two elements appear:

RESULTS by UNIT	Number of Entries	% of SCI	Student Average %	Class Average	± Class Average
Ecol	9	24.9	**87**	80	7
Chem	9	25.0	**61**	70	-9
Phys	9	25.1	**73**	77	-4
Space	9	25.0	**62**	76	-14

Percent

(bar graph: 100, 80, 60, 40, 20)

Unit: Ecol   Chem   Phys   Space

☒ Results by Category   ☒ + Graph

If **Results by Categories** and + **Graph** are selected, these two elements appear:

RESULTS by CATEGORY	Number of Entries	% of SCI	Student Average %	Class Average	± Class Average
Appl'n	8	25.0	**80**	79	1
Comm'n	7	25.0	**40**	70	-30
KnowUnd	12	25.0	**67**	73	-6
Think&In	9	25.0	**79**	76	3

Percent

(bar graph: 100, 80, 60, 40, 20)

Categories: Appl'n   Comm'n   KnowUnd   Think&In

☒ Mode Graph

If **Mode Graph** is selected, this printed graph appears:

MODAL ANALYSIS (WEIGHTED)

Each bar shows the percent of the weight of assessments at each Level.

The vertical scale is Percent.

The bracketed number is the base (%) of that Level's range.

(bar graph: 100, 80, 60, 40, 20)

Mode Levels: R (0)   1 (50)   2 (60)   3 (70)   4 (80)

Learning Skill Options

☒ Learning Skills (Ontario LS)

☒ Behaviours (Secondary)

If **Learning Skills** (or other user-defined term like Behaviours or Thinking Skills – see section 8-13) have been defined and rated for the selected student, these appear on printed reports:
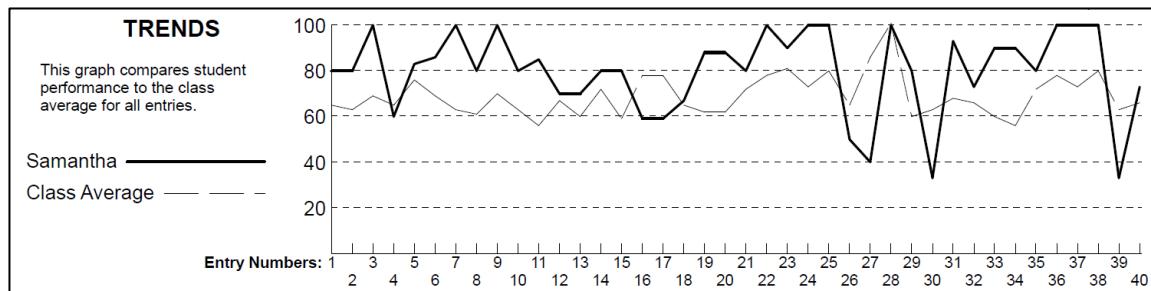
LEARNING SKILLS E = Excellent G = Good S = Satisfactory N = Needs Improvement	Responsibility: **N** Organization: **E**	Independent Work: **S** Collaboration: **N**	Initiative: **N** Self-Regulation: **N**

BEHAVIOURS E = Excellent G = Good S = Satisfactory N = Needs Improvement	Brings all writing materials: **E** Arrives on time: **G** Gets ready for each lesson: **S**	Maintains organized notebook: **G** Folows teacher direction: **G** Cooperates with peers: **S**	Works on task while seated: **S** Records homework assignment: **S**
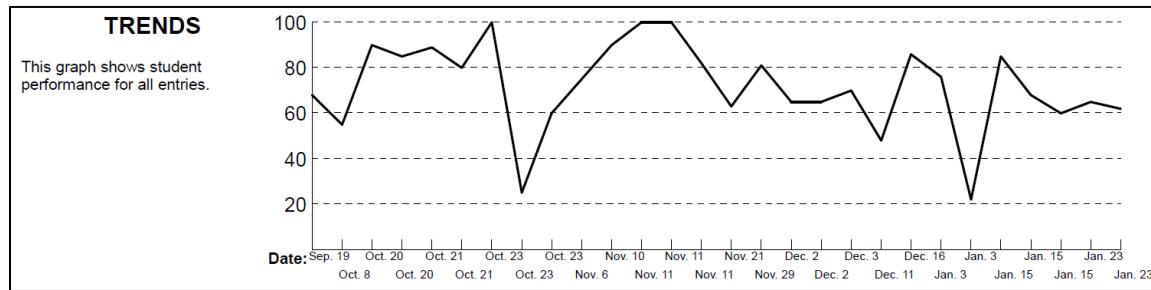
Trend Graph Options

Trend Graph ☒ by Entry ☒ by Week
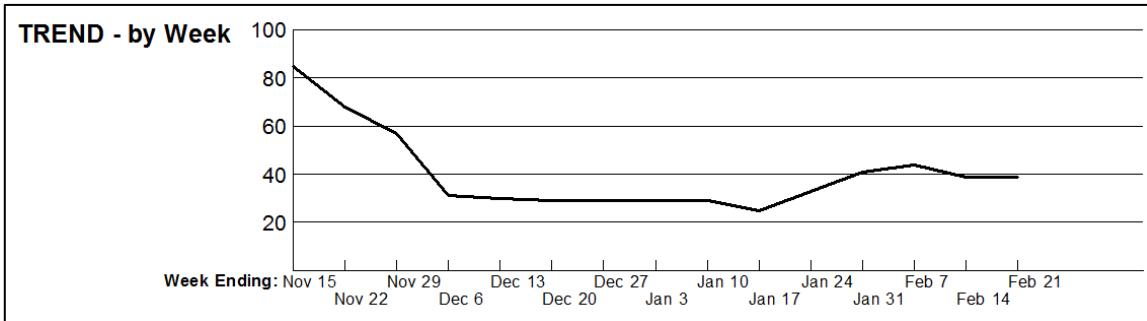
If selected, the same **Trend Graph(s)** in section 11-4 appear in print. Both or either graph may be included. However, with the **by Entry** graph, you have the option on the **Column Options** tab to include or exclude a comparison to the class trend. Compare these two **by Entry** graphs for two students in different classes:

☐ Compare to Class Average
(Also affects on-screen Trend graphs.)

The **by Week** graph for a struggling student looks like this on printouts:

Parent Signature Options

If the **Signature section** and **with (Zero!) count** cells are checked, these options appear at the bottom of the report. Note the parent signature section, the count of incomplete entries under the student`s name and the printout date.

Please sign and return the form below. Thank you.
- -
The Best SS - Math 9 - Mathematics 9 - V. Smart - May 1, 2014

Bridges, Cam: 43%
With 9 incomplete (Zero!) entries.

_____

(Signature of Parent or Guardian)

Comment Options

The **Comments** cell merges a paragraph built with MarkBook`s comment construction tool as described in Chapter 10. MarkBook will build and save up to ten paragraphs per Mark Set. This option puts the comment on Detailed as well as Mini reports. The file menu allows a user to select among two or more such paragraphs, e.g. **Final** in this example. When a report prints, that selected text prints in a Comment box:

COMMENT	Marilyn extends analyses of familiar problems into courses of practical action with limited effectiveness. Marilyn uses scientific terminology, symbols, conventions, and SI units with considerable accuracy and effectiveness. She presents excellent ideas in her writing, but must make a better effort at editing and proofreading. Greater emphasis on time management is needed to ensure all work is received in a timely manner. Parent Teacher Interview night is Jan 8 at 7:00 pm.

Note that an **empty frame** for hand-written comments may be merged onto the printed reports.

Mini Report Options

```
◉ Mini Report with results by ...        Comments *
  ☒ Unit        ☒ Category              ○ none
                                         ○ empty frame
  Asterisk (*) options apply to          ◉ from the file ->  [ Final            ▾ ]
       both types of Reports
```
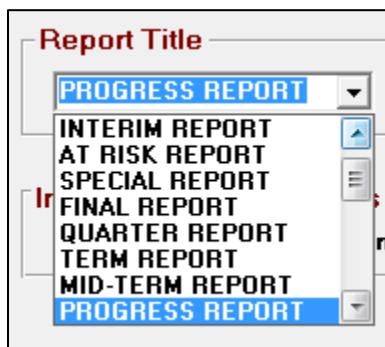
The **Mini Report** prints several student reports per page but it has fewer options on each. Each Mini prints header selections, Unit and Category summaries if checked and a comment if selected.

Assess For Success School			
V. Smart - 905 555 0575 X942 **PROGRESS REPORT** Science 10 Demo - Apr. 10, 2014	**Abbott, Dave** (10B - 991221 - 15y 2.5m) Unit: [ALL] Category: [ALL] Type: SFDSP	**71%** Rank: 6th of 7 Absent: 5 Late: 3	**1+** Wt. Mode NoMark: None Zero!: None
Results by UNIT (May not be equally weighted.)	Ecol. . . . . . . .72 Chem. 68	Phys. . . . . . . 75 Space. 71	
Results by CATEGORY (May not be equally weighted.)	Appl'n. . . . . . 74 Comm'n. . . . 68	KnowUnd. . . . 78 Think&In. . . . 62	
COMMENT	Dave demonstrates limited understanding of concepts, principles, laws, and theories. Dave uses scientific terminology, symbols, conventions, and SI units with some accuracy and effectiveness. He should review his notes carefully before tests and quizzes. A pleasant and cooperative attitude has been demonstrated. Parent Teacher Interview night is May 8 at 7:00 pm.		

Heading Options Tab

This tab enables a user to select a **Report Title**, to include selected demographic data, and to include selected terms and options in the header.

Drop down the **Report Title** menu. If the desired option isn`t there, type your own title for the report.

Below the title, select up to three inclusions.

Select the elements to include in the **Report Heading**. The following is such a heading with the selected optional inclusions from the image at the top of this page.

Tip: some jurisdictions prefer to send home interim reports with *no indicator of an overall mark*. In this case, uncheck cells to turn off Mark%, Level/ABC, and Mode.

Tip: if using the HTML Internet Class Report in section 9-10, a printed student report may be used to indicate to parents 1) the code name for their child and 2) the URL where the HTML report may be found. For the paper printout, select the option to include the Code Name

Include with the Student's Name

☒ Home Form   ☐ Student #   ☐ Age   ☒ Code Name

and include a reference to the URL inside the printed comment:

COMMENT	To view your child's progress at any time throughout the term, please visit www.mysite/myschool/class1.html. Each student in the class is identified by an anonymous Code Name and the class is ordered alphabetically by those names. Your child's current Code Name is at the top of this printout.

The student's Home Form and Code Name will print in small letters to the right of the real name on the printed Student Report:

Arkland, Samantha (124 - Isaac Newton)
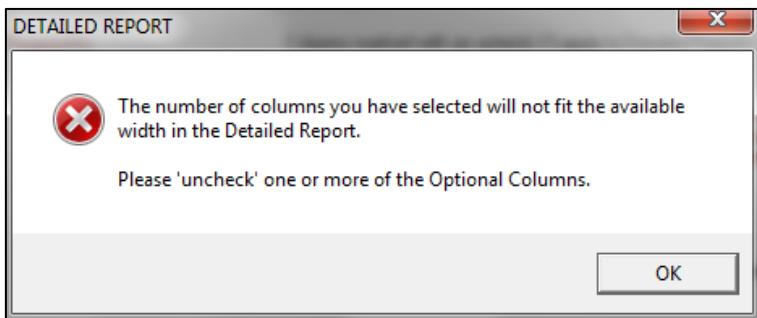
Column Options Tab

Type and Range	Heading Options	**Column Options**	Email Report

Select the columns to include in Reports: Columns marked with an asterisk (*) only apply to the 'Entries' section of the Detailed Report.

☒ Entry Numbers *	☒ Weight (% of Mathematics 9)	☐ Level <- You may select one
☒ Date *	☐ Raw Weight *	☒ Mode Level * <- of these two columns.
☒ Unit *	☒ Actual Mark *	☒ Remarks *
☒ Category *	☒ Marks (%)	
☒ Type *	☒ Compare to Class Average	☒ Show Mode with Results by Unit and/or Categories
	(Also affects on-screen Trend graphs.)	(Applies to Category Analysis only.)

Selections on this tab determine what report elements will be included as columns in the **ENTRY TITLES** table on printed reports (next image) and on the Entry table on HTML and Email reports. In order to merge these options, the user must select **Detailed Report with …** and **Entries** on the **Type and Range** tab described previously in this section. Otherwise, no table will print. If the user selects the options in the above image, then the entries table will print like this:

ENTRY TITLES Sort by: Mark -	Date	Unit	Category	Type	Weight Factor	Actual Mark	Mark %	Mode Level	Remarks
28. TE-Prop Reas-Part3	Oct. 23	2	Know/Und	Summ	0.6	9/9	**100**	4	
31. Mono Bi Trinomials	Oct. 27	2	Know/Und	Form	0.9	16/16	**100**	4	
19. MP56p47	Sep. 20	2	Know/Und	Form	0.6	40/40	**100**	4	
22. SalesTax&Discount	Oct. 8	2	Know/Und	Form	0.6	10/10	**100**	4	
13. Rates(MP78p68)	Oct. 7	2	Know/Und	Form	0.6	24/24	**100**	4	
20. MP56p48	Sep. 20	2	Know/Und	Form	0.6	49/50	**98**	4	
24. TE-Prop Reas-Part1	Oct. 20	2	Know/Und	Summ	1.2	20/21	**95**	4	

Compare each checked cell in the screen image above to the numbers and titles on the printout. Note the **Mark-** sort order under **ENTRY TITLES** on this printout. This sort order option is selected on the Type and Range tab described earlier in this section.
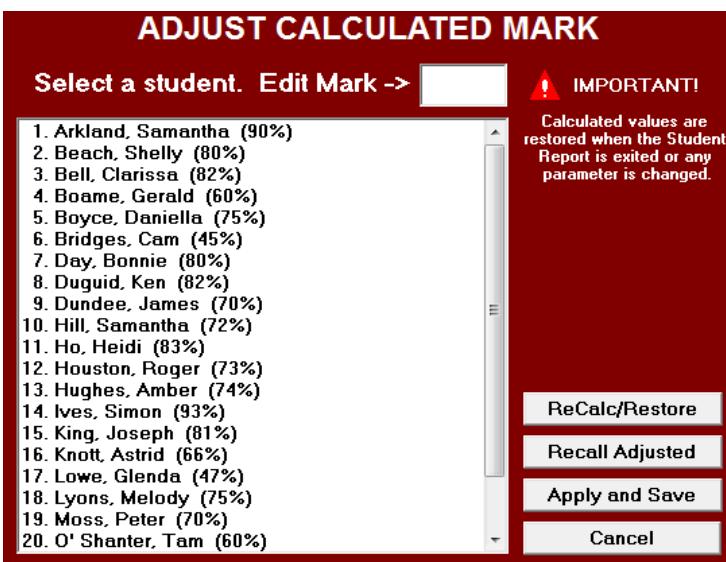
Due to limited geography on printouts, MarkBook restricts the selections to a combination that fits. If you select too many inclusions, MarkBook will provide this warning.

Tip: the Remarks column takes up the largest amount of horizontal space on these printouts. De-selecting Remarks makes more space available for other options.

Adjust Results Button

If warranted, click the **Adjust Results** button at the bottom of the screen in Student Report to get this **ADJUST CALCULATED MARK** screen. For instance, if a student has a mark of 69%, and a pass is 70%, it's likely wise to lower or raise this number before sending a report home. This replacement mark may be saved in MarkBook. To make small mark adjustments happen automatically, set up the Bump logic in section 8-1.

Each student's calculated mark (or ABC or Level) appears in brackets following their name. Click once on any individual's name, re-type the adjusted mark in the **Edit mark** cell, and click Enter on the keyboard. Select another student and repeat. Click **Apply and Save**. These adjusted marks will print on student reports and MarkBook will remember these adjusted marks. The calculated mark(s) will return after leaving Student Report or if the user clicks Cancel. If saved, the adjusted marks will may be recalled later.

See section 9-2 for more details on this function.
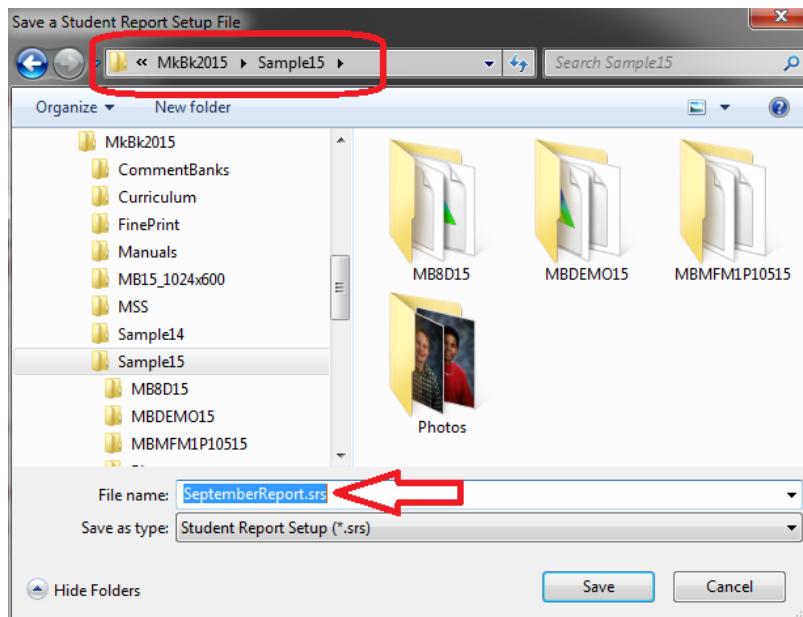
Once finished with the three tabs above, click on the **Print Detailed Report** or **Print `Mini` Report** button. In the event that more than one report has been selected, MarkBook will warn about the number of pages required at the upper right.

Student Report Setup Files

Towards the lower left of the screen, note the option to Open or Save a Student Report Setup File. These files store a set of options on reports so that a user doesn`t have to remember or re-select all of the elements needed. This is also a way of the school or district mandating the elements and appearance of a report.

Once a user has selected among the options on the above three screens, click the **Save a Student Report Setup file** button. A Save dialogue box similar to this will appear.
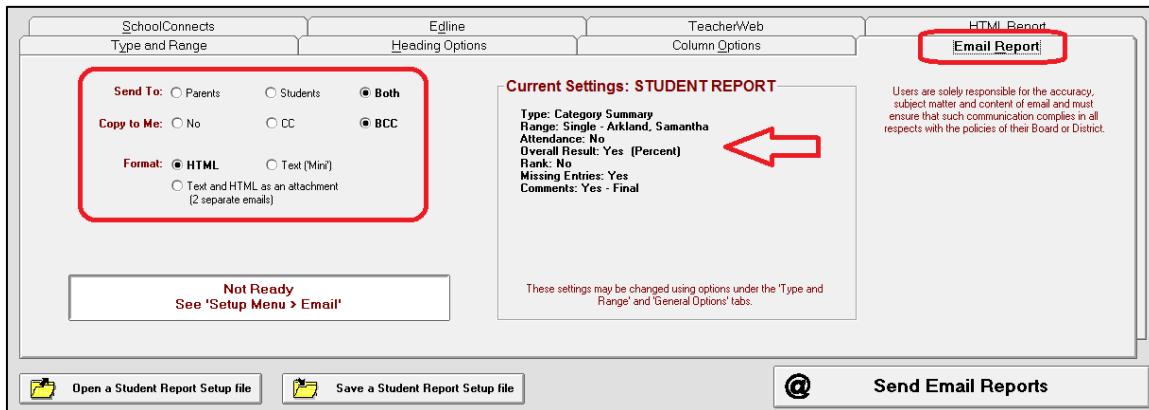
Type a file name like **SeptemberReport**. Select a location for saving the file (upper red oval). We strongly recommend using the same location as the MarkBook class folders since all Student Report Setup files (extension .srs) will be copied during a Backup. Once there are one or more .srs files, any user may open one of these from any location by clicking the **Open a Student Report Setup file** button and browsing to locate the file. Upon opening, a copy of that .srs file is automatically copied to the user`s data folder location.

Tip: to standardize the appearance of all teachers` reports, define and save one or more .srs files. Make these files available to all staff for specific reporting periods.

Email Reports Tab

To send private email reports, MarkBook users must first enter their own personal return Email address, their SMTP host name and outbound Port under Setup as in section 1-5. Once done, use this screen to select options at the left and then click @ **Send Email Reports**. Note the message at the right of this screen!

Email recipients are identified on the **Type and Range** tab. Use the **Send To:** buttons on this screen to send to parents for whom there's a valid address and repeat with selected students. Select the **CC** (carbon copy) button or the **BCC** (blind carbon copy) button as desired. The latter doesn't show the recipient that a copy of the report was sent to the teacher. If there are multiple student addresses and/or multiple parent email addresses for one learner, MarkBook will send to all but CC or BCC *just the first email address*.

There are two Email report **Formats**:
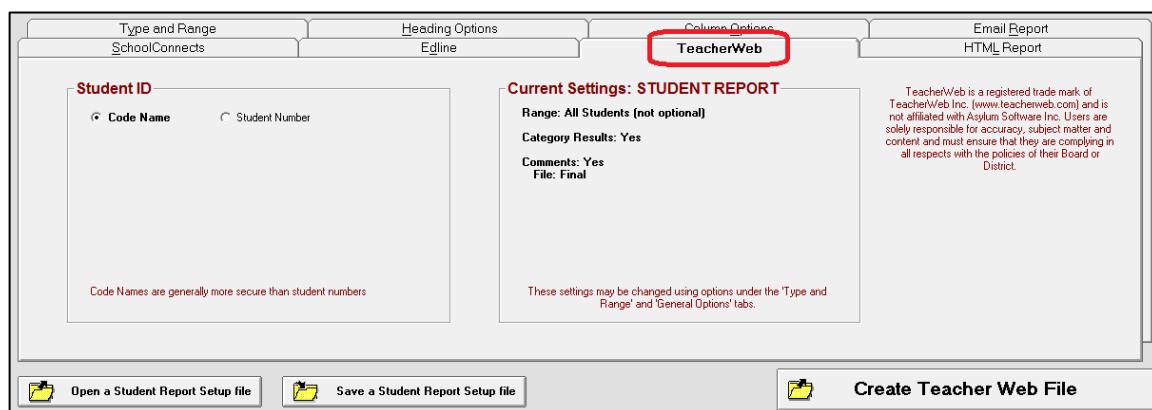
1. The **HTML** report sends a colourful detailed chart with all data except graphs from the Type and Range, Heading Options and Column Options tabs included. With some district computer systems, an HTML Email report cannot be sent but an HTML attachment *can* be sent! In this circumstance, select the **Text and HTML as attachment** option. MarkBook will send an HTML report as an attachment in a second Email to the same address. A sample report is provided in section 11-8.

2. The **Text** report sends a plain text summary of achievement and attendance as specified on the first two tabs.

Tips: To see what these reports look like, enter your own Email address in the Email address field for one student and/or one parent as in section 4-1. As a test, send the two kinds of reports to yourself. Send Email to parents whenever it's sent to students. Keeping parents "in the loop" is a good idea. However, if individual students have reached adult age, this may be illegal. Check with your administration and federation. This could be an appropriate item for discussion at a staff meeting.
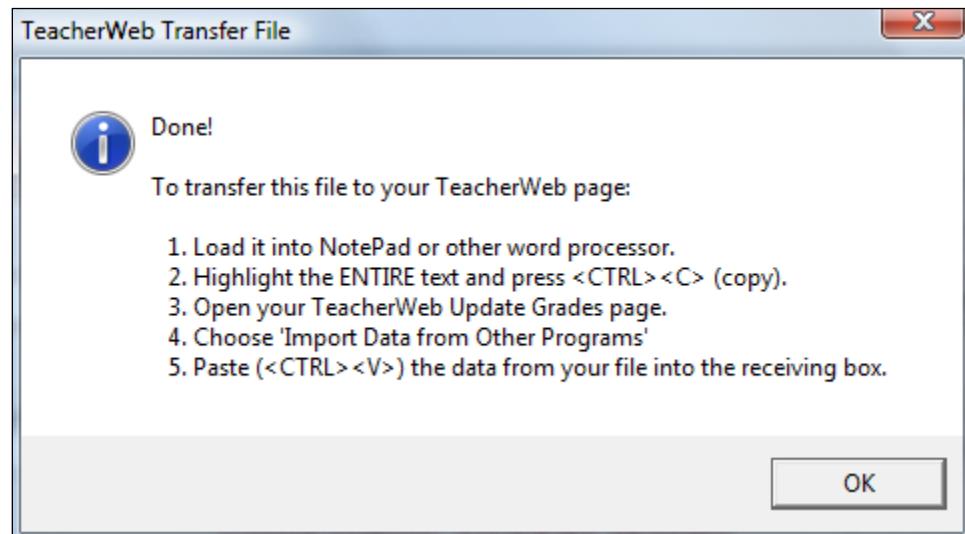
Each Email recipient receives a single report for one student. For suggestions about managing Email addresses, see section 3-5.

TeacherWeb Tab

TeacherWeb, **www.teacherweb.com**, is a service for teachers worldwide to post information for classes and parents on the Internet. There is a nominal fee, ~$40US/annum, for this service. MarkBook generates a file from this screen to post class data on TeacherWeb. Once the options at the left are selected, click the **Create Teacher Web File** button and follow the prompts. MarkBook will suggest an appropriate name and location for the file. Also note that TeacherWeb will host the HTML Class Report from MarkBook - see section 9-10.
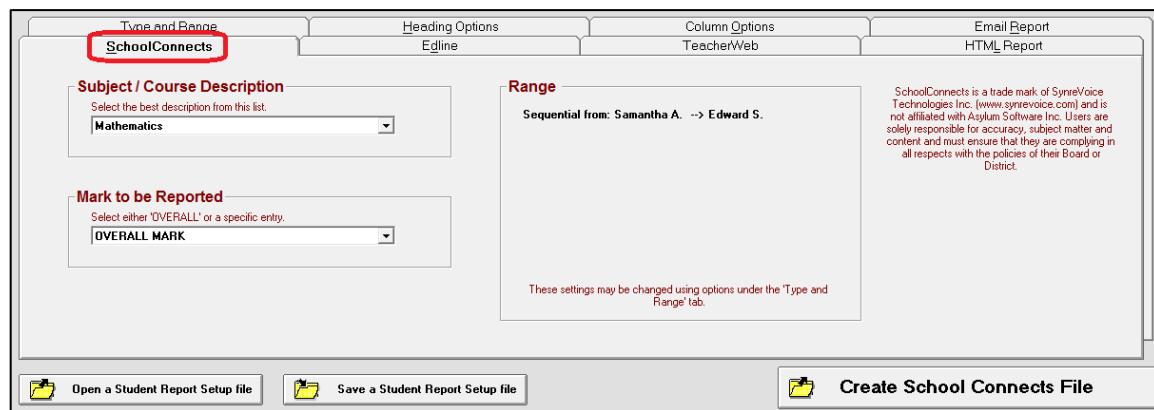
Once saved, the following instructions appear:
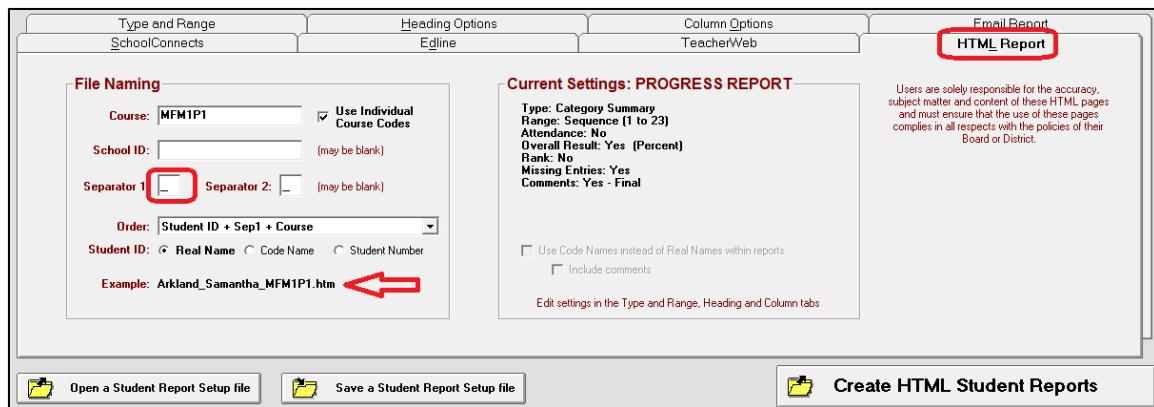
SchoolConnects Tab

SchoolConnects, also known as Synrevoice, makes an attendance telephone dialler program. MarkBook generates a file for SchoolConnects to send telephone, Email and web messages about achievement to parents. Select individuals or the entire class on the **Type and Range** tab. Select the subject name from the drop-down menu and to select an overall mark or a specific assessment entry. Click the **Create SchoolConnects File** button to make the file. Forward it to the SchoolConnects secretary for broadcast.

HTML Report Tab

This function makes a separate HTML report page for each student for use in a web server environment where students/parents have protocol access. Each file must be named uniquely, usually with a student number and course as part of the file name. A **School ID** number can be included. Note the options in **Student ID**. Pick a Separator for the separate components of the file names. An underscore is used in this example (arrow).

If Code Name is selected as the identifier, there's an option shown at the right:

Edit the **Current Settings** on the Type and Range, Heading, or Options tabs. Once set, click the **Create HTML Student Reports** button to make a file for each learner. If saved locally, move them to the server for access by learners and parents.

11-8 STUDENT REPORT CARD SAMPLES – PAPER & ELECTRONIC

1. Detailed Report

MarkBook produces several types of individual report cards. Each has a header with numerous options. Note that the Date and the modal calculation method are identified in the following sample.

All five assessment **Types** are included in order of **S**ummative, **F**ormative, **D**iagnostic, **S**elf and **P**eer. If one or more Types are not included, these letters will be replaced with dashes, e.g. S---P would indicate summative and peer assessments only.

| PROGRESS REPORT
Science 10
SCI2A1-01 - Apr. 17, 2014 | Tesora, Sylvia (10B - 001703 - 14y 9.7m)
Unit: [ALL]
Category: [ALL]
Type: SFDSP | Class Avg.: 74%
Median: 75% | Absent: 1
Late: 1 | 90%
Rank: 1st of 7
Wt. Mode
NoMark: None
Zero!: None | 4 |

The first sample following is a **Detailed Report** card. Produce this for one student at a time, for selected students, or for the entire class. See section 11-7 for options and instructions to print these reports. The graphs provide a potent visual presentation of the student's work especially if there are incomplete assessments. Some options will require two or more pages – MarkBook will warn about the number of pages.

MarkBook does NOT limit the number or timing of printed and electronic reports. MarkBook automatically prints today's date on each report.

The following optional information may be included on these reports:

- absences, lates/tardies, age, learning skills,
- the student's current overall mark and academic rank within the class (both can be turned off),
- the student's current weighted mode or most consistent level,
- a breakdown of the categories/strands used, how much each is worth towards the overall mark and a graph,
- a breakdown of the units (or other Block Title) used, how much each is worth towards the overall mark and a graph,
- how this student is performing in each category/strand compared to the class average,
- an optional modal analysis graph,
- an optional trends graph with the student's performance a trend line (dark line) compared to the class average (dotted line),
- an optional comment section for selected text, or a blank box for hand-written comments. The font may be re-set under Setup,
- a tear-off section for parents to sign and return, and
- contact information for the school and teacher.

2. Detailed Report with ABC Marks

This second report uses letter marks. Under Setup, Analysis/Reporting, the user has created a scheme that converts each percentage to an equivalent letter mark. Different options have been selected.

Tip: These individual report cards have proven to be a powerful motivational tool if sent home frequently. We suggest every few weeks for the entire class and more frequently (copies to administration!) for problem students. The "valleys" on the trend graph draw lots of attention from students and their parents! Removal of an overall mark and inclusion of Learning Skills, particularly early in the term, can be very useful in making the audience pay closer attention to the details on the report. The comment, if thoughtfully constructed, can provide clear direction for improvement.

The Best SS

555-555-5555
V. Smart

PROGRESS REPORT **Mathematics 9** SBI3U1-99 - Jan. 31, 2014	**Boame, Gerald** (118 - 005069 - 14y 5.4m) **Unit:** [ALL] **Category:** [ALL] **Class Avg.:** 72% **Type:** S---- **Median:** 73%	**60%** Rank: 19th of 23 **Absent:** 1 **Late:** 0	**4** Wt. Mode **NoMark:** None **Zero!:** 3

Page 1 of 1

INCOMPLETE ENTRIES
These entries have Zero!

	Date	Unit	Category	Type	Weight Factor
58. WhyIsALameElephant..19and	Nov. 10	3	Know/Und	Summ	1.4
59. WhyDidZornaPourKetchup	Nov. 29	3	Thinking	Summ	2.0
66. HowDoesaHawaiinBaritone	Dec. 11	3	Know/Und	Summ	3.0

LEARNING SKILLS

E = Excellent   G = Good
S = Satisfactory   N = Needs Improvement

Responsibility: **N**	Independent Work: **N**	Initiative: **N**
Organization: **S**	Collaboration:	Self-Regulation: **N**

RESULTS by CATEGORY

	Number of Entries	% of TERM	Student Average %	Class Average	± Class Average	Mode
Appln's	7	20.0	**69**	74	-5	2
Comm	7	15.0	**66**	72	-6	4
Exam/CA	2	30.0	**50**	66	-16	1
Know/Und	8	25.0	**65**	77	-12	4
Thinking	4	10.0	**52**	72	-20	2

TRENDS

This graph compares student performance to the class average for all entries.

Gerald ——————

Class Average ———

Date: Sep. 19 / Oct. 8, Oct. 20 / Oct. 20, Oct. 21 / Oct. 21, Oct. 23 / Oct. 23, Oct. 23 / Nov. 6, Nov. 10 / Nov. 11, Nov. 11 / Nov. 11, Nov. 21 / Nov. 29, Dec. 2 / Dec. 2, Dec. 3 / Dec. 11, Dec. 16 / Jan. 3, Jan. 3 / Jan. 15, Jan. 15 / Jan. 15, Jan. 23 / Jan. 23

COMMENT

Gerald struggled with course concepts. He needs to work harder and ask more questions regarding specific difficulties. He can take the MFM 2P course next. Summer school is recommended to improve his confidence with MFM 1P.

Please sign and return the form below. Thank you.

The Best SS - Math 9 - Mathematics 9 - V. Smart - Jan. 31, 2014

Boame, Gerald: 60%
With 3 incomplete (Zero!) entries.

_____

(Signature of Parent or Guardian)

Assess For Success School

V. Smart
905 555 0575 X942

JANUARY REPORT **Science 10** SCI2A1-01 - Jan. 31, 2014	**Rhymes, John** (10D - 991212 - 15y 8.0m)			**C+** ABC
	Unit: [ALL]			
	Category: [ALL]	Class Avg.: 75%	Absent: 5	NoMark: None
	Type: SFDSP	Median: 71%	Late: 5	Zero!: 3

Page 1 of 1

ENTRY TITLES Last 15 of 36 Sort by: Date +	Date	Unit	Category	Type	Weight Factor	Class Avg. %	± Class Avg. %	ABC
22. Group Review	Nov. 30	Phys	Appl'n	Peer	0.2	79	1	A-
23. Circuits Mini Project	Dec. 8	Phys	Think&In	Summ	4.9	82	12	A+
25. U3 PHYSICS TEST	Dec. 11	Phys	Comm'n	Summ	5.0	76	-25	D-
26. U3 PHYSICS TEST	Dec. 11	Phys	KnowUnd	Summ	4.8	79	9	A
24. U3 PHYSICS TEST	Dec. 11	Phys	Appl'n	Summ	4.9	75	8	A-
27. U3 PHYSICS TEST	Dec. 11	Phys	Think&In	Summ	4.9	75	-25	D-
28. Space Review	Dec. 12	Space	Comm'n	Diag	<0.1	74	24	A+
29. AV Universe Questions	Dec. 18	Space	KnowUnd	Form	<0.1	59	21	A-
30. Light Speed	Dec. 20	Space	Comm'n	Form	0.1	49	21	B-
31. Self Check	Jan. 9	Space	KnowUnd	Self	0.1	72	8	A-
32. Star Chart	Jan. 12	Space	Comm'n	Summ	5.0	58	-58	F
33. U4 SPACE TEST	Jan. 19	Space	Appl'n	Summ	4.9	87	-7	A-
35. U4 SPACE TEST	Jan. 19	Space	Think&In	Summ	4.9	79	4	A-
36. U4 SPACE TEST	Jan. 19	Space	KnowUnd	Summ	4.8	80	3	A-
34. U4 SPACE TEST	Jan. 19	Space	Comm'n	Summ	5.0	61	-61	F

CALCULATION METHOD: Average - Category Weight
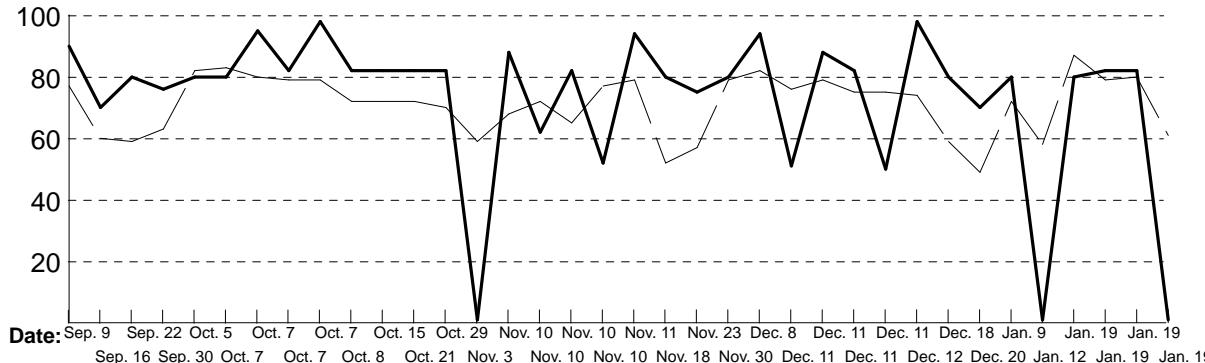
RESULTS by UNIT	Number of Entries	ABC	Mode
Ecol	9	A	4
Chem	9	C-	4
Phys	9	B	4
Space	9	C-	4

TRENDS

This graph compares student performance to the class average for all entries.

John ————

Class Average — — –

3. Mini or Strip Reports with Various Options

MarkBook prints mini reports or strip reports with 2 to 10 students per page depending on the options selected. Scissor the printouts to separate the reports.

Once students know that their teacher can produce these reports regularly, three positive changes happen:

- they take responsibility for their own progress, and
- they hand in missing assessments, and
- they spontaneously and frequently ask for a fresh report card.

Post a Code Name Class Report, section 9-11, a few days before sending these Student Reports home to parents. Students will scramble to hand in late/missing items before this report goes out and they have a warning about their current status. If MarkBook's Student and Class Reports are used regularly, there will never be any arguments over a current overall mark. And parents will adopt a teacher aide role.

Language and Font Used in Comments on Printed and Electronic Reports

Chapter 10 of this Reference Manual describes how to build report card comments for all of MarkBook's paper and electronic reports. While the titles of these reports are fixed in English with a specified font and point size, the personal comments for each learner may be in different languages and fonts. The following portion of a MarkBook printed report shows a comment constructed and printed by MarkBook in Arabic, a Right-to-Left language.

COMMENT	قدأميرت شدات لنلجيمة فِ قلة القسم. ايده قدرنيبدةملي ا سيباب للنضي فِ ماضي

Refer to Chapter 10 for details on creating comments, building banks of comments, and selecting other fonts and languages.
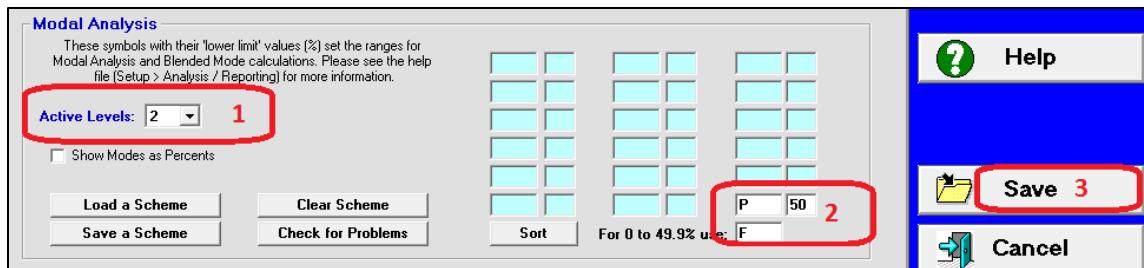
Assess For Success School V. Smart - 905 555 0575 X942 **JANUARY REPORT** Science 10 Demo - Jan. 31, 2014	**Abbott, Dave** (10B - 991221 - 15y 11.7m)		**1** Wt. Mode
	Unit: [ALL] Category: [ALL]	Absent: 5 Late: 3	NoMark: None Zero!: None
Results by CATEGORY (Results represent the Mode of each category.) (May not be equally weighted.)	Appl'n. . . . . . 1 Comm'n. . . . 1	KnowUnd. . . 2 Think&In. . . . 1	
Results by UNIT (Results represent the Mode of each Unit.) (May not be equally weighted.)	Ecol. . . . . . . 1 Chem. 1	Phys. . . . . . . 4 Space. 1	
COMMENT	Dave demonstrates limited understanding of concepts, principles, laws, and theories. Dave uses scientific terminology, symbols, conventions, and SI units with some accuracy and effectiveness. He should review his notes carefully before tests and quizzes. A pleasant and cooperative attitude has been demonstrated. Parent Teacher Interview night is May 8 at 7:00 pm.		

Assess For Success School V. Smart - 905 555 0575 X942 **JANUARY REPORT** Science 10 Demo - Jan. 31, 2014	**Bolton, Marilyn** (10D - 991204 - 15y 7.4m)		**3** Wt. Mode
	Unit: [ALL] Category: [ALL]	Absent: 1 Late: 0	NoMark: None Zero!: None
Results by CATEGORY (Results represent the Mode of each category.) (May not be equally weighted.)	Appl'n. . . . . . 3 Comm'n. . . . 1	KnowUnd. . . 3 Think&In. . . . 3	
Results by UNIT (Results represent the Mode of each Unit.) (May not be equally weighted.)	Ecol. . . . . . . 3 Chem. 3	Phys. . . . . . . 3 Space. 3	
COMMENT	Marilyn extends analyses of familiar problems into courses of practical action with limited effectiveness. Marilyn uses scientific terminology, symbols, conventions, and SI units with considerable accuracy and effectiveness. She presents excellent ideas in her writing, but must make a better effort at editing and proofreading. Greater emphasis on time management is needed to ensure all work is received in a timely manner. Parent Teacher Interview night is Jan 8 at 7:00 pm.		

Assess For Success School V. Smart - 905 555 0575 X942 **JANUARY REPORT** Science 10 Demo - Jan. 31, 2014	**Henry, Lisa** (10A - 007457 - 15y 4.5m)		**4** Wt. Mode
	Unit: [ALL] Category: [ALL]	Absent: 6 Late: 0	NoMark: None Zero!: None
Results by CATEGORY (Results represent the Mode of each category.) (May not be equally weighted.)	Appl'n. . . . . . 4 Comm'n. . . . 2	KnowUnd. . . 1 Think&In. . . . 4	
Results by UNIT (Results represent the Mode of each Unit.) (May not be equally weighted.)	Ecol. . . . . . . 4 Chem. 4	Phys. . . . . . . 4 Space. 4	
COMMENT	Lisa demonstrates thorough and insightful understanding of the relationships between concepts. Lisa applies the steps of an inquiry/problem-solving process with a high degree of effectiveness and poses extending questions. Lisa follows complex arguments, judges the validity of the arguments, and makes complex arguments. Lisa must consistently participate in all aspects of classroom work. Parent Teacher Interview night is Jan 8 at 7:00 pm.		

4. Pass/Fail and Satisfactory/Unsatisfactory Reports
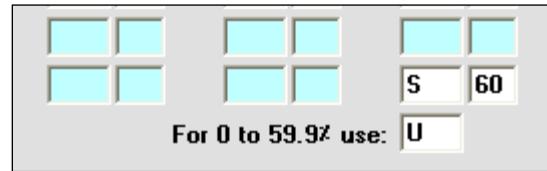
Tip: it IS possible to include very broad achievement indicators on MarkBook interim reports. For instance, a teacher may wish to report Pass/Fail with 50% as the Pass threshold. To set up a Pass/Fail report, go to Setup and select Analysis / Reporting. **1** in the **Modal Analysis** box, select 2 Active Levels, **2** fill in the white cells with P, 50, and F, and **3** click Save.

Go to Student Report, Publish, select the **Heading Options** tab, and include only **Mode** for the report heading. Print the report and the upper part of the student report will include the letter "P" for those individuals with an overall mark of 50% or higher. Those with less than 50% will have the letter "F". Note that a count of missing entries is included if the **Number of Missing Entries** cell is also checked.

Similarly, a Satisfactory/Unsatisfactory report could use letters the S and U. A professional judgement call must be made as to the threshold required for "Satisfactory" – note the 60% in this example.

An "At Risk warning report" could use two letters such as SA/AR (Satisfactory vs, At Risk). The upper part of the printout will show AR for all students below 60%.

The Best SS		V. Smart 555-555-5555
STUDENT REPORT **Mathematics 9** Grade 9 Math - Oct. 18, 2009	**O' Shanter, Tam** (118) Unit: [ALL] Category: [ALL]	**AR** Wt Mode NoMark: None Zero: 40
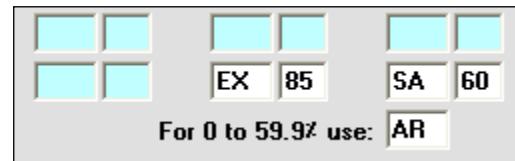
It's possible to create more than two levels.

Whenever sending printed or electronic reports, flood fill an explanatory comment as to the meaning of the letters. See Chapter 10 for constructing comments and flooding a single comment onto all recipients' reports.

COMMENT	In the upper right corner of this report, 'EX' indicates an excellent level of performance, 'SA' is a satisfactory level, and 'AR' indicates that the student is at risk of losing credit in this course.

Please sign and return the form below. Thank you.

The Best SS - Grade 9 Math - Mathematics 9 - V. Smart - Oct. 18, 2009

Duguid, Ken: SA

_____
(Signature of Parent or Guardian)

5. HTML Report and Email Report Card in HTML Format

Set up this report card as described in section 11-7 on the **HTML Report** or the **Email Report** tabs. The report is pre-formatted with red, blue and black text. The options on the report are pulled from the Type and Range tab, the Heading Options tab, and the Column Options tab. Selected assessment Types are merged onto the report. Choose a Detailed report and this HTML report card will include any number of entries specified. Category and Unit selections are included but there are no graphs. All entries can be included and these will appear in a table as per the following example. Since this report will not fit on a single page, key components are included in this example.

The constructed comment, as described in chapter 10, will merge onto the report as an option. The same applies to other selected options: attendance, mode, student number, age, a comparison to class average, a category analysis, type and missing items. Minimal experimentation with the options will produce an appropriate report.

If using the HTML report tab, MarkBook will generate unique report files for one or more students at a time. If using the Email Report tab, MarkBook will send identical reports as Email. A separate Email message goes out to each recipient – either parents or students.

6. Email Report Card in Plain Text Format

Set up this report as described in section 11-7 on the Email Reports tab. Select the **Text (Mini)** option in the Format section. This plain text black and white report provides a summary of a student's progress.

The Best School - STUDENT REPORT - Feb. 18, 2010
8D - 2008 - Mathematics 2 - V. Smart

Arkand, Samantha (08D - 000492 - MAT2D1-02 - 13y 5.4m)

OVERALL: **78%** (Rank: 10th of 23)   **B+** (ABC)   Class Avg.: **67%**   Median: **68%**   Included 'Types': **SFDSP**

ATTENDANCE: Absent: **5**   Late: **1**

MISSING ENTRIES: No Mark: **None**   Zero!: **None**

COMMENT
Sam's progress this term has been good. Usually new concepts are understood and applied accurately with the occasional need for additional assistance. Assignments designed to reinforce these concepts are completed on a regular basis with only minor errors. Some additional checking would be beneficial. She is encouraged to continue building her skills in mathematics. Continued success is expected next term.

ENTRIES   Term: **[ALL]**   Category: **[ALL]**   Sort by: **Date +**   List: **ALL**

Entry Number	Title	Date	Term	Category	Type	Weight Factor	Actual Mark	Mark (%)
1	COMPOSITE/PRIME (2.6)	Nov. 8	2	Algebra	Peer	1.9	8/10	80
2	GCF (2.7)	Nov. 14	2	Algebra	Diag	1.9	8/10	80
3	WORKING BACKWARD (2.8)	Nov. 16	2	Algebra	Form	3.9	10/10	100

CATEGORY ANALYSIS

Category	Number of Entries	% of MAT2	Mark (%)	Mode
Algebra	8	24.4	86	4+
DataMang	8	24.4	80	4-
Geo	11	24.4	77	4+
Measure	11	24.4	72	3
NumSens	2	2.4	54	1+

LEARNING SKILLS   (Secondary)

Description	Level
Organization	**Excellent**
Reliability	**Good**
Working Independently	**Excellent**
Collaborative Skills	**Good**
Initiative	**Needs Improvement**
Self Awareness/Self Regulation	**Good**

12 Combined Report: Analytics & Communication

12-1 COMBINED REPORT SUMMARY SCREEN

Any MarkBook class can have up to 100 Mark Sets. When there's more than one Mark Set for a class, and entries for individuals in two or more of these, use MarkBook's **Combined Report** function to produce an overall mark and/or a multi-Mark Set report. See section 4-3 and the 'Using Mark Sets' document under Help for more information on the creation and use of Mark Sets. When combining Mark Sets, the individual Sets may be weighted equally or they may be re-weighted in any manner defined by the user. Print individual or class Combined Reports.

To amalgamate data from two or more Mark Sets, click on **Reports** in the upper menu bar at the top of the Main Form, section 3-1, and select **Combined Mark Sets**. Or click the **Combined Report** button on the Main Form to the left of the class list to get this screen. The various Mark Sets will load quickly in sequence:

> Loading: Mathematics 1

The **Summary** screen will then open as follows. Each Mark Set's results are listed in columns as well as an **Overall** result. Regardless of the Calculation Method used within each Mark Set, the Overall is always a weighted average of the marks in the contributing Mark Sets. The contribution or weight of each Mark Set is displayed in the table at the centre – note the different weights in this example. If necessary, click on the **Set Weighting** tab to adjust the value of each contributing Mark Set. Note that the **Calculation Method** and weighting method for a selected Mark Set is displayed in the upper centre.

If one or Mark Sets has been weighted at zero, the following message will appear as the Mark Sets load. Click **OK** and adjust if desired.

The students are listed down the left side. If the **Ranked** cell is off, students will be listed in alpha order. At the lower centre of the screen, note that the **Round Off** cell is checked and percentage scores display to the nearest integer. If this cell is not checked, percentage data will display to the nearest single decimal place. The **List by:** option at the lower left allows one to alter the identifier for each student.

Highlight any Mark Set by clicking on its column or name in either grid. Its **Calculation Method** displays at the top of the screen. In this example, the **Blended Modes** calculation is determining the mark for **MAT1**. Each Mark Set can have its own Calculation Method and its own Weighting Method, but when combined, the **Overall** is a weighted average of the results from each Mark Set.

Click any student's name to see their category summary in the grid at the lower centre for the selected Mark Set. If connected to the school photos, an image will appear.

Using Adjusted Results from Individual Mark Sets

If one or more of the Mark Sets have Adjusted Results, as described in section 9-2, those adjusted marks may be used in the calculation of the Combined Report marks in place of the calculated results from those same Mark Sets.

If any set has Adjusted Results a check box will appear. When checked, MarkBook will substitute the Adjusted Results for the calculated ones causing a possible change to affected students' Overall marks in Combined Report. Note the message about what happens to the Overall Mark when you exit Combined Mark Sets.

Removing the check will cause MarkBook to use the calculated results for all Mark Sets.

In the following image, Mark Sets with Adjusted Results are indicated with an asterisk at the top of the column (MAT1 and MAT2 circled in red) and the **Calculation Method** for the selected set will display as "**Adjusted ***" at the top of the screen. Those Mark Sets without Adjusted Results will not have an asterisk like SNC1, SNC2, SNC3, and MAT3 in this example:

Adjusted Results will be used if the mark format is Percent or Level but not Mode.

All other reports (screens, printed reports, HTML, Email) will display a message about whether Adjusted Results are being used or not.

On exit from Combined Report, if the **Use Mark Set Adjusted Results** option is checked, MarkBook saves the overall mark calculated using those adjusted results.

However, note that there's an Adjust Results button on this screen. See the next paragraph.

Adjust Results Within Combined Report

The **Adjust Results** button at the bottom of the Combined Report screen enables a teacher to deviate from the calculated Combined Report mark and assign another number/letter/level for one or more selected learners. To do this, click on the button and a yellow edit box will appear.

One by one, select those individuals needing an adjustment and enter the new mark. A drop-down menu will appear if using levels or ABC marks. Otherwise, re-type the new percentage. The setup for the kind of mark being used is described in section 8-1.

If you click **Apply and Save**, MarkBook stores the assigned mark so that it can be recalled later or sent to other applications.

See section 9-2 for more details on using the Adjust Results function.

Comments for Combined Reports

Use the button at the lower right of the screen for direct access to the **Comments** screen for Combined Mark Sets. Chapter 10 describes comment construction. MarkBook will build and store up to 10 sets of anecdotal paragraphs for each Mark Set and another ten for a Combined Report.
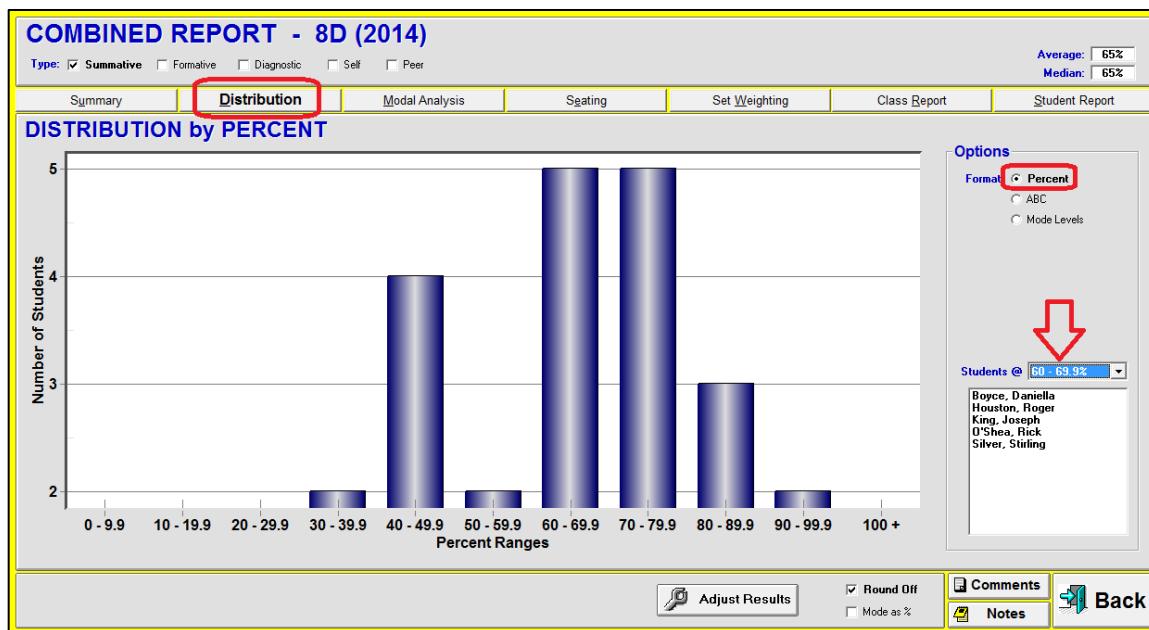
Additionally, there's access to the anecdotal **Notes** tool as described in section 3-4.

12-2 COMBINED REPORT DISTRIBUTION ANALYSIS

Click on the **Distribution** tab to get the following screens.
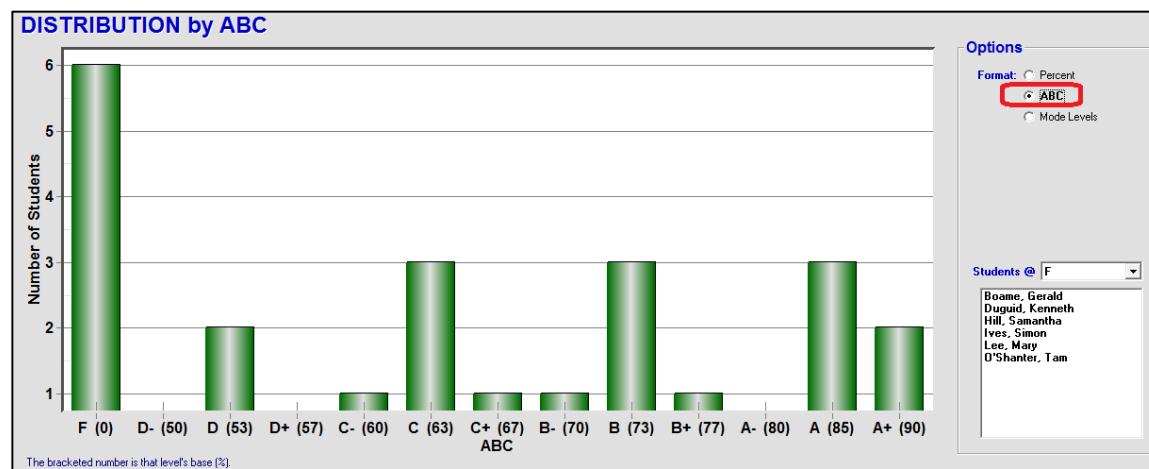
Distribution of Combined Report Class Marks by Percent

A distribution graph displays with the number of students within each mark range as a vertical bar. Statistically, classes are far too small to be expected to show a "normalized" or Bell Curved distribution. See "Bell Curve" and "J Curve" in Appendix C.
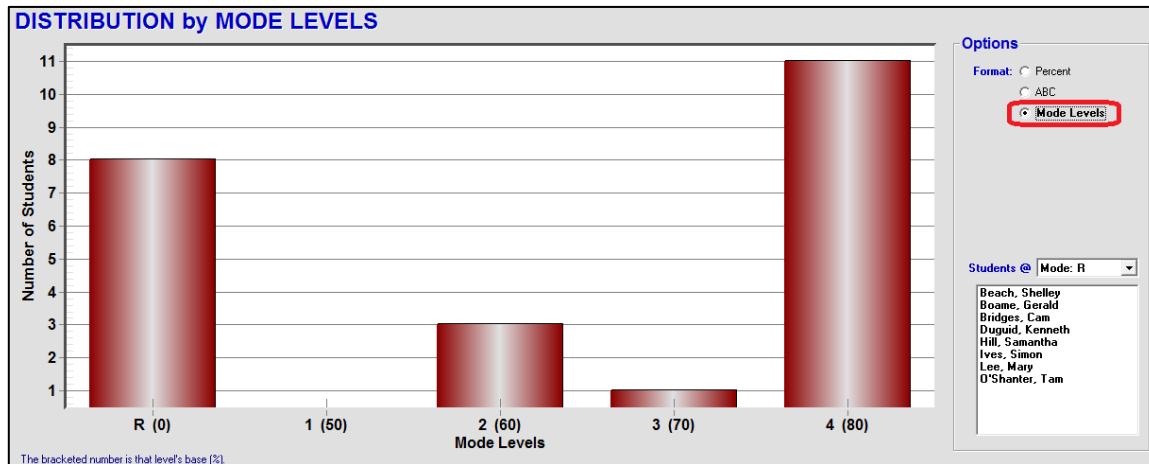
Distribution by ABC Letter Marks

Select the **ABC** format button to get the next screen. This view shows the distribution on the user's defined ABC scale. If desired, edit the scale under Setup.
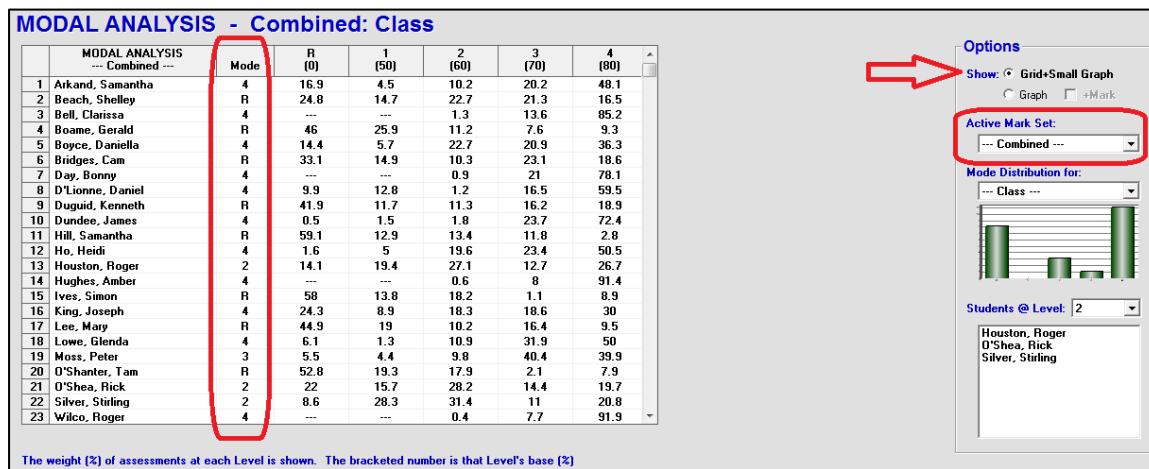
Distribution by Mode

Select the **Mode** format button to get the next screen.

12-3 COMBINED REPORT MODAL ANALYSIS SCREEN
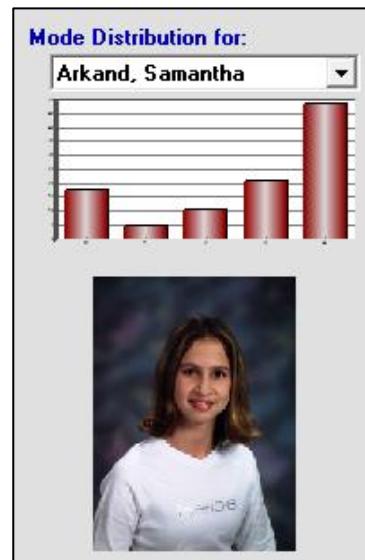
Click the **Modal Analysis** tab near the top of the Combined Mark Sets screen to get this presentation. All grid cells display to a single decimal.

This screen reports the percentage of assessment data within each defined level across all selected Mark Sets. In this example, there are five defined levels (the next image has 13 levels). Define and save other levels as desired. The calculation factors in the weights assigned to each assessment item within its category/strand, the weighting system (Equal, Entry or Category) within each Mark Set, and the weights assigned to each Mark Set as combined.

In the above example, the first student has 16.9% of her assessment data at the R level. At the far right side of her row, 48.1% of the time, she scored a level 4. Since the largest percentage of her data is at level 4, that's her **Mode** or most consistent level. That level appears to the right of her name.

Click on any student's name to show their photo, if linked, and a mini mode graph. See section 5-4 for details on using photos.

Mode Distribution for:
Arkand, Samantha

If the user wishes to examine the mode by level within any Mark Set, drop down the **Active Mark Set:** menu in **Options**. Click on the desired Mark Set. The data will re-display for that one selected Mark Set. Of course, this is the same as the Modal Analysis result in Class Report for that Mark Set. See section 9-7 and section 11-5.

MODAL ANALYSIS - Science 3: Class

	MODAL ANALYSIS Science 3	Mode	R (0)	1- (50)	1 (53)	1+ (57)	2- (60)	2 (63)	2+ (67)	3- (70)	3 (73)	3+ (77)	4- (80)	4 (85)	4+ (90)
1	Arkand, Samantha	4	22.2	---	---	---	---	11.7	---	11.7	13	16.4	---	25	---
2	Beach, Shelley	3	16.4	---	---	13	---	---	25	11.7	33.9	---	---	---	---
3	Bell, Clarissa	4-	---	---	---	---	---	---	---	---	8.3	---	39.8	29.7	22.2
4	Boame, Gerald	R	64.9	2.4	16.4	11.7	4.7	---	---	---	---	---	---	---	---
5	Boyce, Daniella	R	23.8	---	11.7	---	---	14.1	---	7.1	16.4	4.7	---	---	22.2
6	Bridges, Cam	R	41.4	---	11.7	---	11.7	---	---	13	22.2	---	---	---	---
7	Day, Bonny	4	---	---	---	---	---	---	---	---	7.1	28.1	11.7	31	22.2
8	D'Lionne, Daniel	3	---	---	11.7	---	2.4	---	---	11.7	23.8	7.1	16.4	4.7	22.2
9	Duguid, Kenneth	R	41.1	---	---	---	---	36.7	---	---	---	22.2	---	---	---
10	Dundee, James	3+	---	---	---	---	---	---	---	4.7	---	35.5	16.4	21.2	22.2
11	Hill, Samantha	R	63.6	---	---	---	11.7	24.7	---	---	---	---	---	---	---
12	Ho, Heidi	4-	---	7.1	---	---	16.4	14.1	---	11.7	---	---	28.5	---	22.2
13	Houston, Roger	2	11.7	25	---	---	---	32.7	---	8.3	---	---	---	---	22.2
14	Hughes, Amber	4	---	---	---	---	---	---	---	---	16.4	2.4	11.8	35.5	33.9
15	Ives, Simon	R	63.6	---	---	---	13	23.4	---	---	---	---	---	---	---
16	King, Joseph	4-	22.2	---	---	---	25	---	---	8.3	---	---	44.4	---	---
17	Lee, Mary	R	45.7	23.8	2.4	---	---	11.7	---	---	11.7	4.7	---	---	---
18	Lowe, Glenda	4-	---	---	---	---	---	---	---	18.8	22.2	4.7	47.2	7.1	---
19	Moss, Peter	3	---	8.3	---	---	---	---	---	33.9	53.1	---	---	---	4.7
20	O'Shanter, Tam	R	70.3	25	---	---	4.7	---	---	---	---	---	---	---	---
21	O'Shea, Rick	2-	22.2	---	16.4	---	25	8.3	11.7	---	11.7	---	---	4.7	---
22	Silver, Stirling	1+	---	---	22.2	41.4	8.3	23.4	---	4.7	---	---	---	---	---
23	Wilco, Roger	4+	---	---	---	---	---	---	---	---	---	---	2.4	23.8	73.8

The weight (%) of assessments at each Level is shown. The bracketed number is that Level's base (%)

Options

Show: ⦿ Grid+Small Graph
       ○ Graph   ☐ +Mark

Active Mark Set:
Science 3

Mode Distribution for:
--- Class ---

Students @ Level: R

Boame, Gerald
Boyce, Daniella
Bridges, Cam
Duguid, Kenneth
Hill, Samantha
Ives, Simon
Lee, Mary
O'Shanter, Tam

12-4 COMBINED REPORT SEATING SCREEN

Reach this screen from Combined Report by clicking on the **Seating** tab near the top of the screen. Each student's combined mark displays under their name.

Select any other **Active Mark Set** with the menu at the right. **Edit Seating** or **Print** as desired using the buttons near the lower right. Note that Print is for Combined OR for the selected Mark Set.
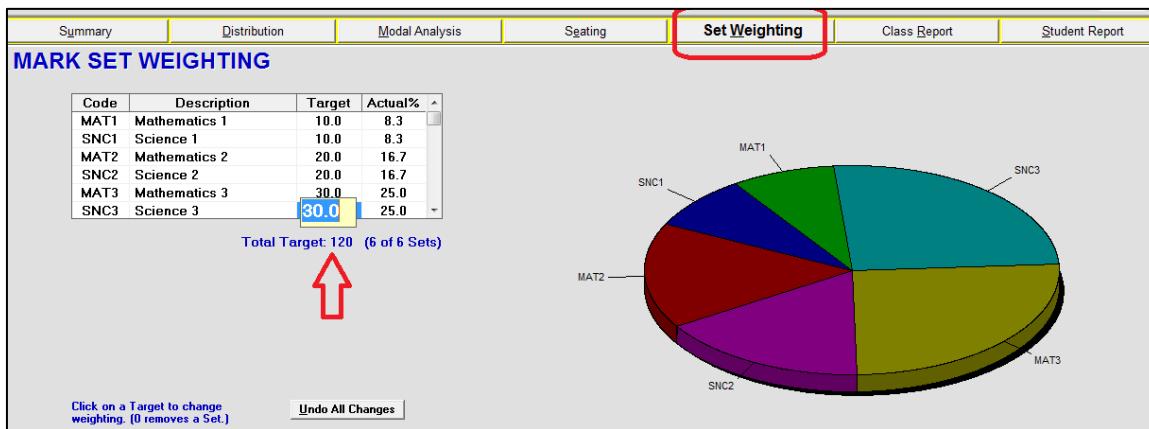
If there is no Seating plan/chart built for this class, or if there's a different seating plan for two or more Mark Sets, the Seating button will be greyed out.

Switch the view to **ABC/Level** or **Mode** by selecting the appropriate **Format** button. Display students in a specific mark range, like 0 to 50% using the **Show** section at the right. See a similar display and the analysis function in Class Report/Seating, section 9-8.

12-5 COMBINED REPORT SET WEIGHTING SCREEN

Reach this screen from the Combined Report screen by clicking on the **Set Weighting** tab near the top. Use this screen to re-weight the contribution of each Mark Set towards the combined mark calculation.
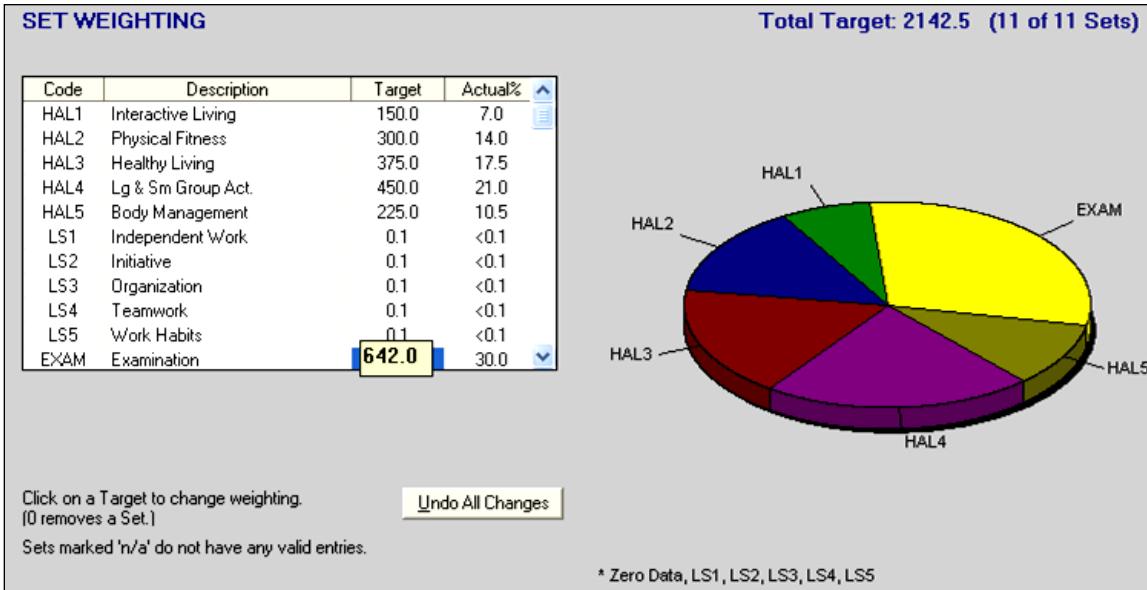
Re-weighting Each Mark Set's Contribution

By default, MarkBook loads all Mark Sets with equal weight when Combined Report is first launched. To change this, click on any number in the **Target** column of this screen and edit to a new number. For instance, a user could assign greater weight to more recent Mark Sets thus giving more value to recent work and less to work that is many weeks or months old. Any Mark Set(s) can be zero-weighted to eliminate it/them from all Combined Report calculations.

In the example above, with two subjects, the teacher has given ten **Target** weight points to the first trimester's results, twenty points to the second trimester's results, and thirty points for the final term's results. The assigned Targets do <u>not</u> have to sum to 100 (the sum is 120 in this example). The **Actual%** column calculates the percentage contribution of each Mark Set when re-weighting is complete.

The Phys Ed teacher in the following example created this "**H**ealthy **A**ctive **L**iving" class with 11 Mark Sets to subdivide the assessments. Note that there are five course curriculum units (HAL1 to HAL5), plus an exam (EXAM), plus five Learning Skills (LS1 to LS5) making up these eleven Mark Sets. See section 8-13 for an alternate Learning Skill tracking technique.

SET WEIGHTING   Total Target: 2142.5 (11 of 11 Sets)

Code	Description	Target	Actual%
HAL1	Interactive Living	150.0	7.0
HAL2	Physical Fitness	300.0	14.0
HAL3	Healthy Living	375.0	17.5
HAL4	Lg & Sm Group Act.	450.0	21.0
HAL5	Body Management	225.0	10.5
LS1	Independent Work	0.1	<0.1
LS2	Initiative	0.1	<0.1
LS3	Organization	0.1	<0.1
LS4	Teamwork	0.1	<0.1
LS5	Work Habits	0.1	<0.1
EXAM	Examination	642.0	30.0

Click on a Target to change weighting.
(0 removes a Set.)

Undo All Changes

Sets marked 'n/a' do not have any valid entries.

* Zero Data, LS1, LS2, LS3, LS4, LS5

By setting up the course this way, she has given herself the extra classification level afforded by MarkBook. Furthermore, she can vary the contribution of categories within each set. For instance, the "participation" category counts for 50% of the overall mark in HAL4 but only 10% in HAL5. If appropriate, she could have entirely different categories in each Mark Set. To get the final marks, she has used Combined Mark Sets to bring her eleven Mark Sets together with the weighting as shown.
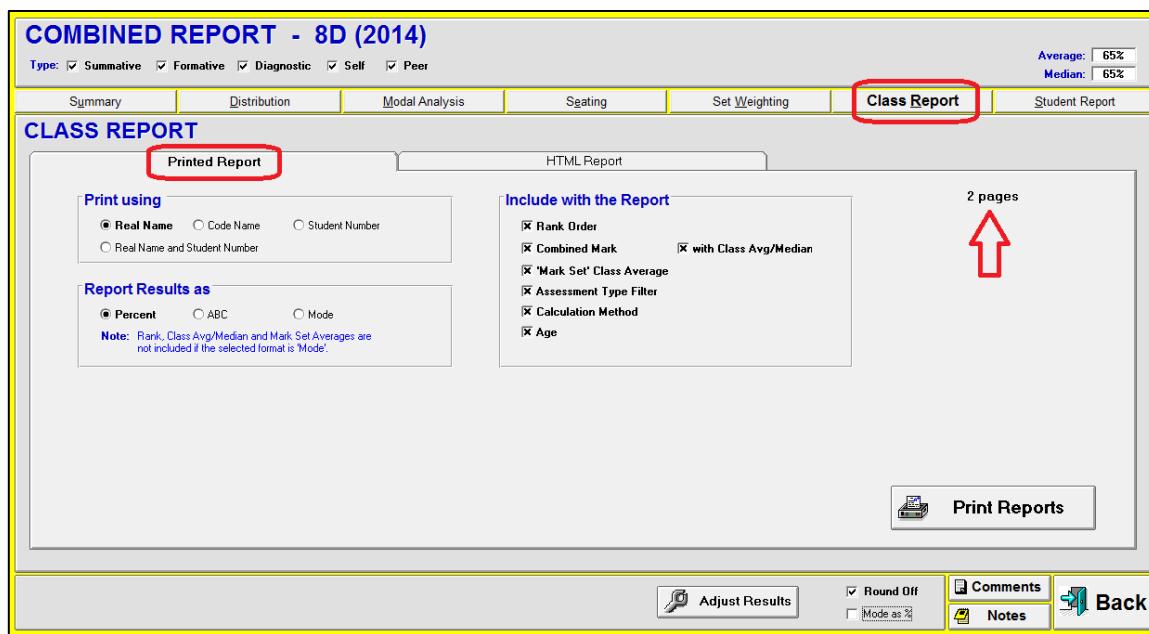
As in the previous example, note that the Targets do not have to add up to 100 - they can add to a smaller or larger number - 2142.5 as indicated in the upper right in this example. MarkBook will convert each Target integer to an **Actual %** based on its relative or pro-rata contribution - 642/2142.5 = 30% for the exam in this example. The Learning Skills in this example are very lightly weighted - less than 0.1% each. This is a policy decision by this teacher's jurisdiction - she must measure and report the Learning Skills but they must not contribute significantly to each student's overall mark. In this example, each Learning Skill counts for much less than 0.1% of the overall mark. In other words, she's tracking them and can report them, but they don't count. See section 8-13.

12-6 COMBINED CLASS REPORT SCREEN

Two types of combined reports are available - a whole-class report and individual student reports. This section covers the former on the **Class Report** tab. Two kinds of reports may be generated here, printed paper and HTML for the web.

1. Printed Report Tab Options

This **Printed Report** tab offers several options for paper reports. Click on this tab, select choices from among the options, and click the **Print Reports** button at the lower right. As in previous sections of this manual, the **Adjust Results** button will open a window for editing individuals' marks prior to printing. See section 9-2 for details. See section 12-6 for a sample Combined Class Report printout. MarkBook reports the number of pages required for chosen selections (arrow in this image).
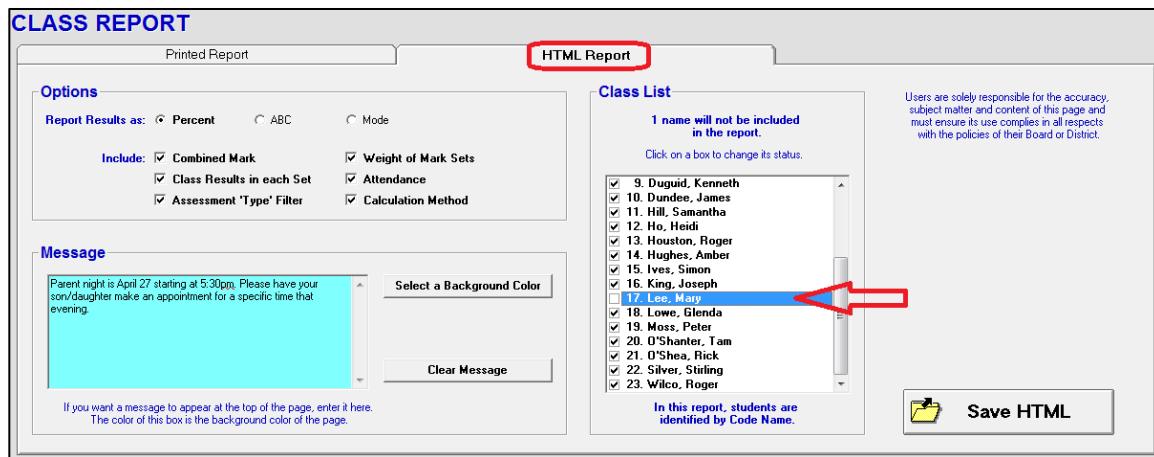
If selected as an option for the printout, the **Calculation Method** cell will add a label after each Mark Set indicating which calculation algorithm has been used for that Set. Each Mark Set may have its own Calculation Method algorithm.

---

2. HTML Report Screen Options

This **HTML Report** screen builds a web page to post Combined Mark Set data on the Internet. Select among the **Options**. Any **Message** may be typed and edited in the window at the lower left. A spell checker will underline spelling errors. MarkBook remembers the last message. Change the background colour as desired. We recommend a light shade or the data will be difficult to read.

To exclude students from the report, click once in the box to the left of their names. MarkBook remembers this exclusion. Click the box again to add them to the next report.

Only Code Names are allowed on this report and students will be listed alphabetically in code name order. In other words, the order is nearly random. Students who are not selected in the **Class List** window will not appear on the report. MarkBook remembers this selection when you return to this screen.

Click the **Save HTML** button to build the web page file. Use FTP or other means for posting this new file on the web. The next section has an HTML sample.

12-7 COMBINED REPORT PRINTOUT & COMMUNICATION SAMPLES

Printed Combined Report – 2 pages

The following two-page report has each student identified by real name. *Use Code Names to post in the classroom.* The mark in each of six Mark Sets is displayed as well as an overall mark calculated using the weightings assigned to each Mark Set. As per the next image, MAT1 has a class average of **72%** and counts for **8.3%** of the Overall mark whereas SNC2 has a class average of **62%** and it counts for **16.7%** of the overall mark. All five assessment types are included and marks are displayed as percentages.

If selected as an option, the Calculation Method for each Mark Set is in small print in the header box (arrows on this image). Note the Distribution analysis on the second page of the sample printout.

The Best School 8D COMBINED REPORT	Combined Class Average: 65% Median: 64%			V. Smart Apr. 16, 2013 Page: 1 of 2
MARK SETS (CODE, Description and Calculation Method)	MAT1.... Mathematics 1 (Avg-CatWt) SNC1.... Science 1 (Avg-CatWt)		MAT2.... Mathematics 2 (Avg-CatWt) SNC2.... Science 2 (Avg-CatWt)	

SUMMARY Percent - Included Types: SFDSP	Age (Avg.) (12y 9.7m)	Overall	MAT1 72 / 8.3	SNC1 64 / 8.3	MAT2 66 / 16.7	SNC2 62 / 16.7
1. Arkand, Samantha	12y 7.2m	**70**	85	80	72	75
2. Beach, Shelley	12y 9.9m	**56**	66	58	53	40

HTML Combined Report

The third page following is a partial view of the same data as an HTML file. The image has been cut into two halves so that the key components will fit on one page. Note that all five assessment types are included (SFDPS). Each learner is identified only by Code Name on MarkBook's HTML file reports, and the order is alpha by code name. See section 9-10 for HTML editing suggestions.

The Best School 8D COMBINED REPORT	Combined Class Average: 65% Median: 64%	

MARK SETS (CODE, Description and Calculation Method)	MAT1.. . . . Mathematics 1 (Avg-CatWt) SNC1.. . . . Science 1 (Avg-CatWt)	MAT2.. . . . Mathematics 2 (Avg-CatWt) SNC2.. . . . Science 2 (Avg-CatWt)

SUMMARY Percent - Included Types: SFDSP	Age (Avg.) (12y 9.7m)	Overall	MAT1 72 / 8.3	SNC1 64 / 8.3	MAT2 66 / 16.7	SNC2 62 / 16.7
1. Arkand, Samantha	12y 7.2m	**70**	85	80	72	75
2. Beach, Shelley	12y 9.9m	**56**	66	58	53	40
3. Bell, Clarissa	12y 5.6m	**88**	90	82	84	87
4. Boame, Gerald	13y 2.3m	**45**	47	46	46	37
5. Boyce, Daniella	12y 11.4m	**67**	62	71	63	69
6. Bridges, Cam	12y 11.2m	**53**	-------	-------	68	49
7. Day, Bonny	12y 4.2m	**88**	88	78	84	87
8. D'Lionne, Daniel	12y 7.8m	**74**	-------	Zero!	75	76
9. Duguid, Kenneth	12y 10.6m	**46**	52	51	41	32
10. Dundee, James	13y 1.9m	**85**	91	72	86	82
11. Hill, Samantha	12y 5.2m	**33**	66	59	22	34
12. Ho, Heidi	12y 3.5m	**77**	85	73	75	70
13. Houston, Roger	13y 1.8m	**64**	78	67	68	61
14. Hughes, Amber	13y 2.5m	**90**	96	81	95	88
15. Ives, Simon	12y 11.8m	**39**	43	31	42	37
16. King, Joseph	12y 10.8m	**64**	63	70	59	53
17. Lee, Mary	13y 2.0m	**49**	62	65	66	56
18. Lowe, Glenda	12y 11.6m	**76**	82	74	82	83
19. Moss, Peter	12y 11.0m	**76**	82	68	80	71
20. O'Shanter, Tam	13y 2.2m	**42**	43	63	44	25
21. O'Shea, Rick	12y 6.0m	**59**	75	67	61	60
22. Silver, Stirling	12y 4.5m	**64**	72	61	67	59
23. Wilco, Roger	12y 6.8m	**92**	90	84	94	88

NOTE: Values under the Codes represent: Class Average or Median / Percent of Overall

The Best School
8D
COMBINED REPORT

Combined Class Average: 65%
Median: 64%

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Page: 2 of 2

MARK SETS (CODE, Description and Calculation Method)	MAT3.. . . . Mathematics 3 (Avg-CatWt)	SNC3.. . . . Science 3 (Avg-CatWt)

SUMMARY Percent - Included Types: SFDSP	Age (Avg.) (12y 9.7m)	**Overall**	**MAT3** **69 / 25.0**	**SNC3** **61 / 25.0**
1. Arkand, Samantha	12y 7.2m	**70**	59	69
2. Beach, Shelley	12y 9.9m	**56**	64	58
3. Bell, Clarissa	12y 5.6m	**88**	95	85
4. Boame, Gerald	13y 2.3m	**45**	57	36
5. Boyce, Daniella	12y 11.4m	**67**	76	60
6. Bridges, Cam	12y 11.2m	**53**	59	39
7. Day, Bonny	12y 4.2m	**88**	99	85
8. D'Lionne, Daniel	12y 7.8m	**74**	94	76
9. Duguid, Kenneth	12y 10.6m	**46**	59	41
10. Dundee, James	13y 1.9m	**85**	92	83
11. Hill, Samantha	12y 5.2m	**33**	25	27
12. Ho, Heidi	12y 3.5m	**77**	84	74
13. Houston, Roger	13y 1.8m	**64**	63	59
14. Hughes, Amber	13y 2.5m	**90**	94	86
15. Ives, Simon	12y 11.8m	**39**	49	29
16. King, Joseph	12y 10.8m	**64**	71	65
17. Lee, Mary	13y 2.0m	**49**	35	39
18. Lowe, Glenda	12y 11.6m	**76**	65	77
19. Moss, Peter	12y 11.0m	**76**	82	71
20. O'Shanter, Tam	13y 2.2m	**42**	54	31
21. O'Shea, Rick	12y 6.0m	**59**	55	55
22. Silver, Stirling	12y 4.5m	**64**	67	59
23. Wilco, Roger	12y 6.8m	**92**	96	93

NOTE: Values under the Codes represent: Class Average or Median / Percent of Overall

DISTRIBUTION	0 to 39.9: 2	50 to 59.9: 3	70 to 79.9: 5	90 to 99.9: 2
	40 to 49.9: 4	60 to 69.9: 4	80 to 89.9: 3	100 & Over: 0

1. Wilco, R.	92	7. Lowe, G.	76	13. King, J.	64	19. Duguid, K.	46
2. Hughes, A.	90	8. Moss, P.	76	14. Silver, S.	64	20. Boame, G.	45
3. Day, B.	88	9. D'Lionne, D.	74	15. O'Shea, R.	59	21. O'Shanter, T.	42
4. Bell, C.	88	10. Arkand, S.	70	16. Beach, S.	56	22. Ives, S.	39
5. Dundee, J.	85	11. Boyce, D.	67	17. Bridges, C.	53	23. Hill, S.	33
6. Ho, H.	77	12. Houston, R.	64	18. Lee, M.	49		

The Best School
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NOTES
Parent night is April 27 starting at 5;30pm. Please have your son/daughter make an appointment for a specific time that evening.

STUDENT RESULTS   Included 'Types': SFDSP

				MAT1	SNC1	MAT2	SNC2	MAT3	SNC3
Code Name	Combined Result	YTD Absent	YTD Late						
Baadshah	42	1	0	43	63	44	25	54	31
Cora 86	88	0	0	88	78	84	87	99	85
Cyber6	67	0	0	62	71	63	69	76	60
Giget	33	2	0	66	59	22	34	25	27
Heat	59	1	0	75	67	61	60	55	55
Let's Eat	77	1	0	85	73	75	70	84	74
The Filter	85	0	0	91	72	86	82	92	83
Ups!	46	3	0	52	51	41	32	59	41

1. Calculated numbers are rounded.
2. 'YTD' means 'Year To Date'.
3. Type Codes: [S]ummative [F]ormative [D]iagnostic [S]elf [P]eer

MARK SETS

Short Code	Mark Set Title	% of Overall	Class Average	Calculation Method
MAT1	Mathematics 1	8.3	72	Average - Category Weight
SNC1	Science 1	8.3	64	Average - Category Weight
MAT2	Mathematics 2	16.7	66	Average - Category Weight
SNC2	Science 2	16.7	62	Average - Category Weight
MAT3	Mathematics 3	25.0	69	Average - Category Weight
SNC3	Science 3	25.0	61	Average - Category Weight

This page was compiled on Apr. 14, 2014 using MarkBook 2013 - Version 10.10 (www.markbook.com)

12-8 COMBINED REPORT STUDENT REPORT TAB & PRINT SAMPLES

MarkBook generates single-student multi-Mark Set report cards by combining two or more Mark Sets. Click on **Reports** in the upper menu bar and select **Combined Mark Sets**. Or, click on the **Combined Reports** button on the Main Form, section 3-1. Then, click the **Student Report** tab at the upper right to reach this screen.

General Options / Print Tab

Select among the options on the **General Options / Print** tab. When finished, click the **Print Reports** button at the lower right. Note that a user can select to print just those reports in a specific **Mark Range** for at-risk students.

See the example multi-Mark Set individual printed report at the end of this section.

Include with the Student's Name
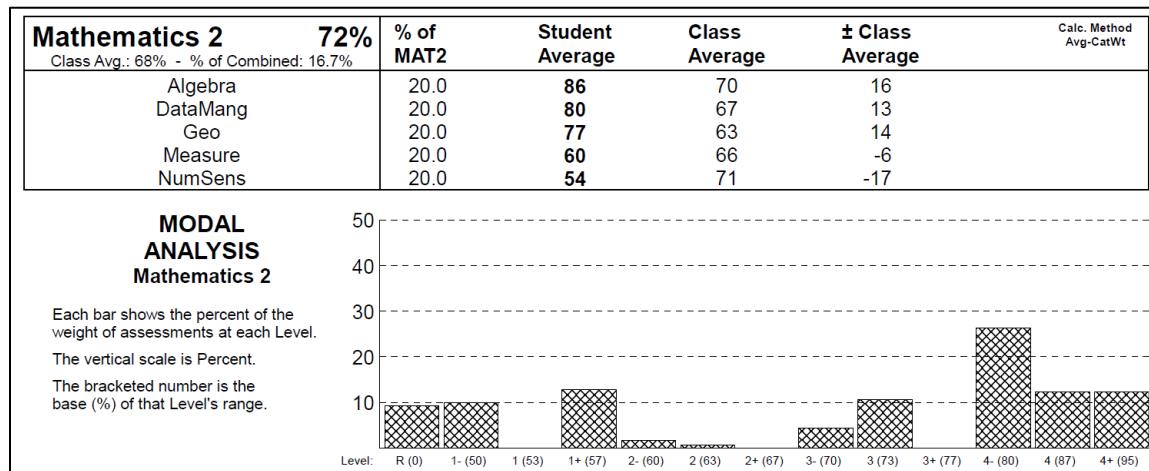
Up to three of the five options can be selected. These are included in the printout header to the right of the student's name. Note in the lower right corner of the header that this report is 3 pages long. If selected, the student's overall mark and rank also merge into the header

Category and Modal Analysis

Each Combined Report will automatically print a Category/Strand analysis table for each Mark Set. The table lists the categories/strands and presents the learner's mark in each. If the Class Average Data option is checked, two more columns will print in the table.

If selected, a Modal Analysis graph for each Mark Set will appear as well:

Mathematics 2 72%	% of MAT2	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 68% - % of Combined: 16.7%					
Algebra	20.0	86	70	16	
DataMang	20.0	80	67	13	
Geo	20.0	77	63	14	
Measure	20.0	60	66	-6	
NumSens	20.0	54	71	-17	

MODAL ANALYSIS
Mathematics 2

Each bar shows the percent of the weight of assessments at each Level.

The vertical scale is Percent.

The bracketed number is the base (%) of that Level's range.

Level: R (0) 1- (50) 1 (53) 1+ (57) 2- (60) 2 (63) 2+ (67) 3- (70) 3 (73) 3+ (77) 4- (80) 4 (87) 4+ (95)

Learning Skills

If this option is selected, and skills have been defined and rated, these merge onto the printouts towards the end.

LEARNING SKILLS			
E = Excellent G = Good S = Satisfactory N = Needs Improvement	Responsibility: **G** Organization: **G**	Independent Work: **G** Collaboration: **S**	Initiative: **S** Self-Regulation: **S**

Confirmation Request (Parent Signature) Option

If selected, this prints at the end of the report.

Please sign and return the form below. Thank you.
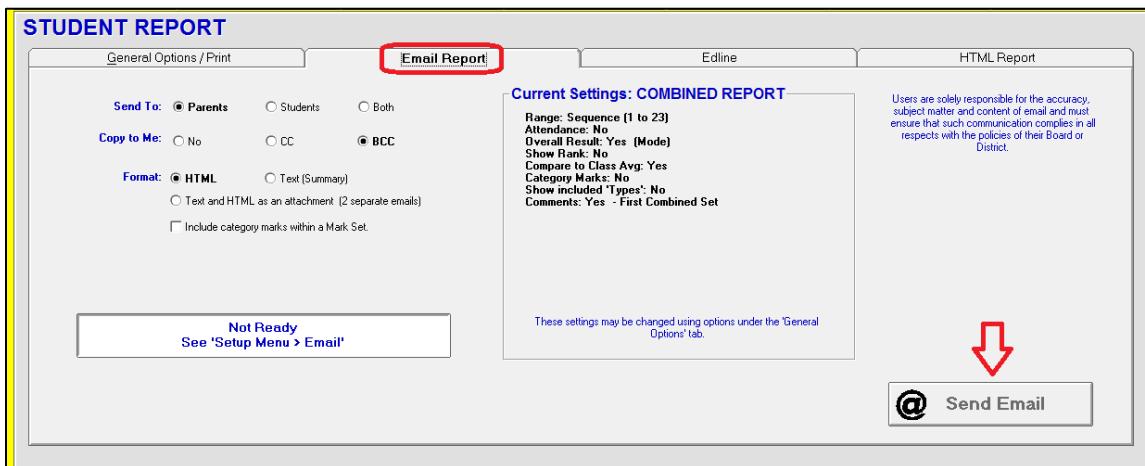
The Best School - 8D - V. Smart - Apr. 14, 2014

Arkand, Samantha: 70%

(Signature of Parent or Guardian)

Email Report Tab

Combined Reports will send private Email report cards using the following screen.

STUDENT REPORT

| General Options / Print | Email Report | Edline | HTML Report |

Current Settings: COMBINED REPORT

Send To: ● Parents ○ Students ○ Both

Copy to Me: ○ No ○ CC ● BCC

Format: ● HTML ○ Text (Summary)
○ Text and HTML as an attachment (2 separate emails)
☐ Include category marks within a Mark Set.

Range: Sequence (1 to 23)
Attendance: No
Overall Result: Yes (Mode)
Show Rank: No
Compare to Class Avg: Yes
Category Marks: No
Show included 'Types': No
Comments: Yes - First Combined Set

Users are solely responsible for the accuracy, subject matter and content of email and must ensure that such communication complies in all respects with the policies of their Board or District.

Not Ready
See 'Setup Menu > Email'

These settings may be changed using options under the 'General Options' tab.

@ Send Email

Visit MarkBook's Setup/Email to enter an Email address, an SMTP host and perhaps a few other protocols. See section 1-5. Once entered, a **Ready** message will appear on this screen in the lower white window and the **@ Send Email** button will become available (black instead of greyed out). Click to deliver the message(s).

The options for Email reports are defined on the previous **General Options / Print** screen and they display in the centre of this screen in the **Current Settings** box. To change, go back to the **General Options** tab and re-select.
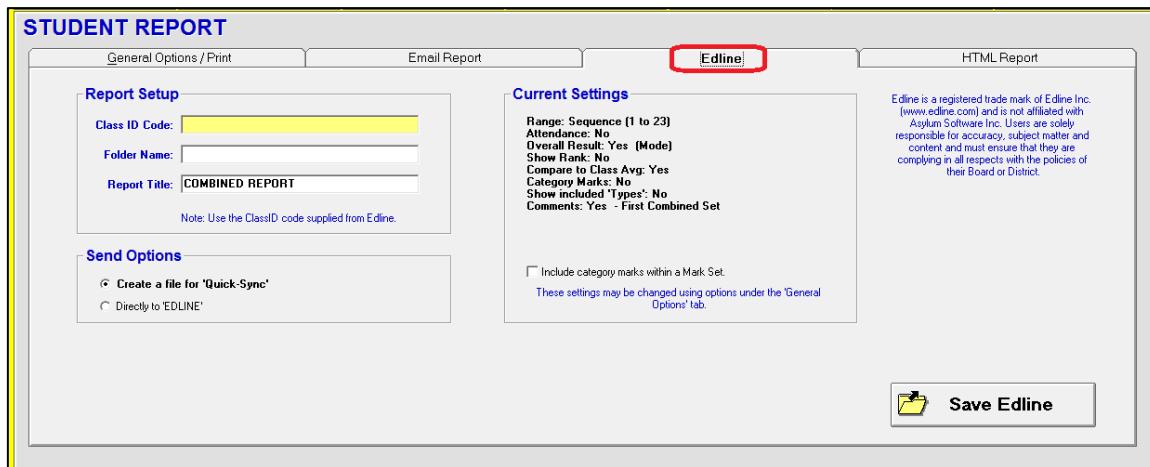
At the left side of the screen, choose the recipients – parents or students or both. Elect whether or not to copy yourself. CC (carbon copy) will display the address to which you're sending the copy within each email message. BCC (blind carbon copy) will hide that address from the parent/student recipients. Copied messages will appear in your regular Email program's Inbox.

Two Formats are available. **HTML** sends a series of charts with red, blue and black text. See the sample at the end of this section. **Text** sends a plain text report with much less detail. Text and HTML sends two Emails – the second one is blank with an attachment in HTML format.

Trick: If unsure about sending Email, experiment by entering your own Email address as the parent for one student. See section 3-5. Send one report to yourself to see what it looks like. Re-select options as desired. Once satisfied, send these Email report cards to all.

Edline Tab

Edline is a service that hosts a variety of data for schools and teachers. Click on the **Edline** tab to generate Combined Mark Set files in a format compatible with this service.

Use the **Class ID Code** specified with your Edline account. Enter a **Folder Name** and a **Report Title**. The options as specified on the General Options tab will list in the centre of this screen in the **Current Settings** box. Click the **Save Edline** button to make the file. An image of the file is shown with Notepad:
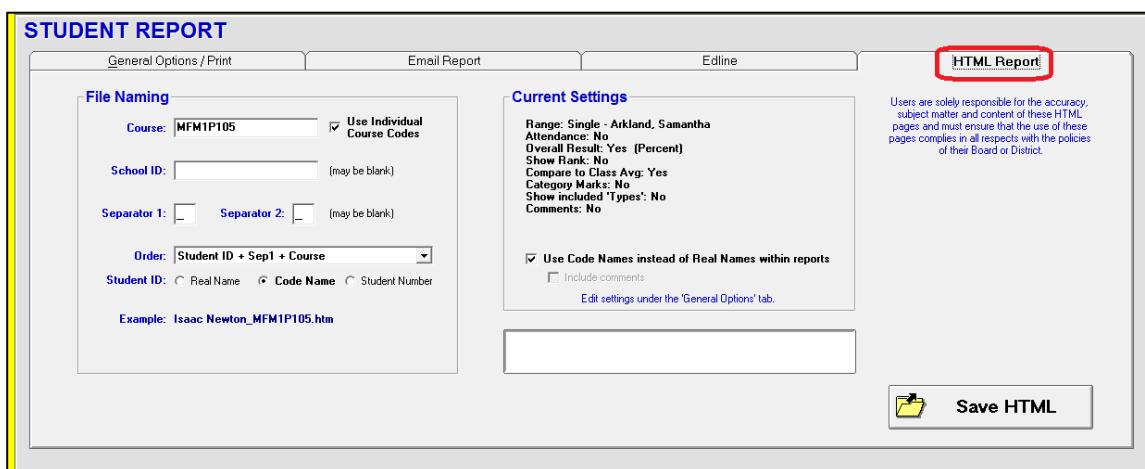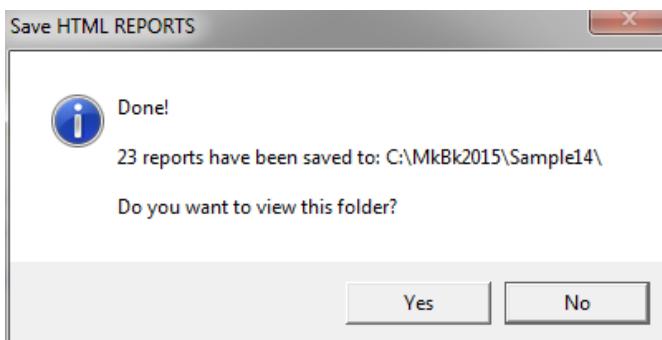
HTML Report Tab

Select this option to generate a student-by-student HTML file for posting Combined Report data on the web.

The names of the HTML files are critical. The web service that's hosting these files must be able to distinguish this student, and perhaps course, from all others. Hence the inclusion of a **Student ID**, the **Course** code and perhaps the **School ID** in the file name. If the option to use Code Name as the Student ID, note the options in the Current Settings box

If initially unsure about what these reports look like, experiment with existing data. Create the files in a location on the local computer and view them with a browser. Change options to see the variations. Once an acceptable report is produced, select all students on the General Options tab and create the files. If the ICT manager has specified the path with the network version of MarkBook, these files will flow to the appropriate directory automatically.

The empty white window on the screen above is a progress window. It fills as reports are generated. If **Yes** is selected on the screen after the files are saved, Windows opens a view of the folder where one or more HTML reports are saved. Open any html file to preview.

See the second report following for a sample HTML report. See section 9-10 for editing instructions.

7X **COMBINED REPORT** Format: Percent - Included Types: SFDSP	**Anderson, Patricia** (7X - 908070) Class Average: 69% Median: 69%	**80%** Rank: 4th of 36 Apr. 14, 2014 Page: 1 of 1

English   86%
Class Avg.: 73% - % of Combined: 25.0%

% of ENG1	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
ClassMan	20.2	**75**	67	8
Particip	5.1	**65**	61	4
Prepared	5.1	**107**	103	4
Reading	5.1	**81**	80	1
Spelling	14.1	**97**	81	16
Units	50.5	**88**	71	17

Social Studies   78%
Class Avg.: 67% - % of Combined: 16.7%

% of HIG	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
ClassMan	20.0	**77**	66	11
MapSkil	20.0	**58**	61	-3
Units	60.0	**85**	69	16

Science   76%
Class Avg.: 64% - % of Combined: 16.7%

% of SNC	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Homework	24.8	**75**	66	9
LabReprt	34.7	**76**	66	10
NoteBook	9.9	**79**	69	10
Report	1.0	**79**	64	15
Tests	29.7	**74**	59	15

Mathematics   82%
Class Avg.: 77% - % of Combined: 25.0%

% of MAT	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Algebra	20.0	**77**	73	4
DataMgmt	20.0	**86**	85	1
Geometry	20.0	**80**	69	11
Measure	20.0	**83**	75	8
NumSense	20.0	**82**	84	-2

Français   72%
Class Avg.: 69% - % of Combined: 16.7%

% of FRE	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Comm'n	60.0	**70**	69	1
Reading	20.0	**72**	70	2
Writing	20.0	**77**	69	8

Please sign and return the form below. Thank you.

Anderson Academy - 7X - V. Smart - Apr. 14, 2014

Anderson, Patricia: 80%

_____
(Signature of Parent or Guardian)

Anderson, Patricia (7X - 908070)

OVERALL: **80%** (Rank: 4th of 36)   Class Avg.: **69%**   Median: **69%**   Included 'Types': **SFDSP**

COMMENT
Your daughter, Patricia, demonstrates a thorough and insightful understanding of relationships between concepts. Patricia communicates information and ideas with a high degree of clarity, and with confidence. She should take a more active role in classroom discussions. Patricia should seek clarification when difficulties arise with assignments or instructions.

English: **86%**   Class Average: **73%**   % of Overall: **25.0%**

Category	% of ENG1	Student Average	Class Average	± Class Average
ClassMan	20.2	**75**	67	8
Particip	5.1	**65**	61	4
Prepared	5.1	**107**	103	4
Reading	5.1	**81**	80	1
Spelling	14.1	**97**	81	16
Units	50.5	**88**	71	17

Calculation Method: Average - Category Weight

Social Studies: **78%**   Class Average: **67%**   % of Overall: **16.7%**

Category	% of HIG	Student Average	Class Average	± Class Average
ClassMan	20.0	**77**	66	11
MapSkil	20.0	**58**	61	-3
Units	60.0	**85**	69	16

Calculation Method: Average - Category Weight

Science: 76%   Class Average: **64%**   % of Overall: **16.7%**

Category	% of SNC	Student Average	Class Average	± Class Average
Homework	24.8	**75**	66	9
LabReprt	34.7	**76**	66	10
NoteBook	9.9	**79**	69	10
Report	1.0	**79**	64	15
Tests	29.7	**74**	59	15

Calculation Method: Average - Category Weight

Mathematics: 82%   Class Average: **77%**   % of Overall: **25.0%**

Category	% of MAT	Student Average	Class Average	± Class Average
Algebra	20.0	**77**	73	4
DataMgmt	20.0	**86**	85	1
Geometry	20.0	**80**	69	11
Measure	20.0	**83**	75	8
NumSense	20.0	**82**	84	-2

Calculation Method: Average - Category Weight

Français: 72%   Class Average: **69%**   % of Overall: **16.7%**

Category	% of FRE	Student Average	Class Average	± Class Average
Comm'n	60.0	**70**	69	1
Reading	20.0	**72**	70	2
Writing	20.0	**77**	69	8

Calculation Method: Average - Category Weight

Calculated numbers are rounded.
Type Codes: [S]ummative [F]ormative [D]iagnostic [S]elf [P]eer

13 MarkBook's Export Files

13-1 USER-DEFINED ELECTRONIC ASCII EXPORT

There are numerous reasons why one may wish to export class data. For instance,

- the teacher wishes to send a file to export this class into another software application such as a spreadsheet, database, word processor, etc.

- someone at the school plans to print graduation diplomas or other certificates and wants an accurate list of names to merge onto the forms.

- the names are needed for a mail merge to correspond with parents about an upcoming field trip.

- this same class will be intact as group next year. Rather than re-typing names and other items into a new class, it's faster and easier to export the names with selected data and then re-import them into a new class folder as in section 4-4.

- the student information system can import summary data including comments, attendance, and marks electronically from such a file.

This utility exports a delimited ascii file (plain text file) of student data. Reach this screen from the Main Form by clicking **Class** in the upper menu bar, selecting **Exports** from the menu and then selecting **User Defined**.

From the **Available Fields** list at the upper left, double click choices to select the required fields in the needed order. Or drag and drop. Selections appear vertically in the right **Selected Fields** list. There are two choices for the students' name format – as two separate fields or a **Combined Name** field.

At the upper right, decide whether or not to include a **Header**. Select the **Data Separator** to be used (comma or tab).

In the lower **OPTIONS** part of the screen, use the various tabs to specify such things as the source of the data, the format and items to include.

Note the arrow on the prior image. Once the user has created and saved a file of Adjusted Marks, as described in section 9-2, this option will be darkened and available for inclusion in this user-defined export.

If the category results are desired, in addition to or in place of the overall mark, check the **Include Category Marks** cell and include **ALL** categories at the left.

Once the format of the export file is defined, click **Export** in the lower right corner. MarkBook will save the file as a text file, **.txt**. Click **Back** to return to the main form. Once saved, open/import the .txt file using another software application such as a word processor, a database, a spreadsheet, or the next edition of MarkBook.

13-2 EXPORTING CLASSES TO TI-NAVIGATOR™

Texas Instruments makes a software tool called TI-Navigator for PCs running Windows XP, 2000, Vista or W7. This product enables a teacher to create a mini network inside a classroom with each student using a TI graphing calculator while the teacher uses a PC. The network may be wired or wireless. Each teacher using TI-Navigator can

- send lessons/activities/tests to each calculator electronically. Or perform differentiated instruction by delivering individualized lessons, activities, tests, etc. to each student's TI calculator,

- demonstrate with a single calculator as a "Guest" in the class,

- run an electronic Activity Centre to which each student may anonymously contribute their answers during the lesson,

- collect assessment results instantly through the network,

- analyse collected data to see who understands the concepts and who needs remediation.

- run a Quick Poll to check student understanding, and

- use Screen Capture to monitor all students' progress remotely on the PC as per the next image.

Photograph courtesy of Texas Instruments
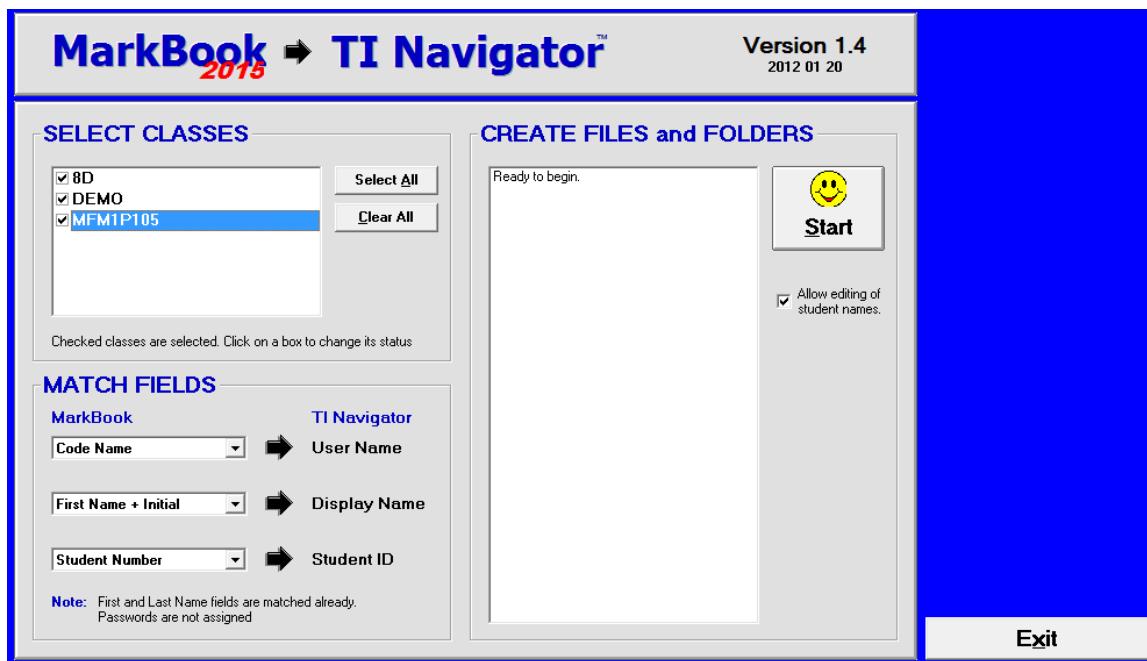
Research indicates that students learn better with regular TI-Navigator use. This is likely due to instant and continuous feedback as well as the engaging and collaborative nature of the system's use.

The TI-Navigator system's class database requires names, student numbers, a User-ID name, a display name and a seating position for each student. Normally, this data must be entered manually into TI-Navigator for each class. However, MarkBook users may export this data for multiple classes directly to TI-Navigator as follows.

Exporting One or More Classes to TI-Navigator

All MarkBook classes to be sent to a TI-Navigator system must be in the same file location. No two students may have the same Code Name. If two students have identical code names, MarkBook will provide an opportunity to change one during the export.
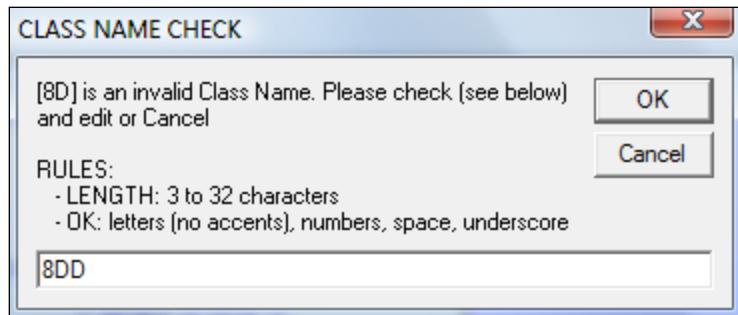
Caution: to begin this transfer, TI-Navigator must be closed. From MarkBook's Main Form, click on **File** in the upper menu bar, select **Exports** and select **to TI-Navigator**[TM] to get the following screen:
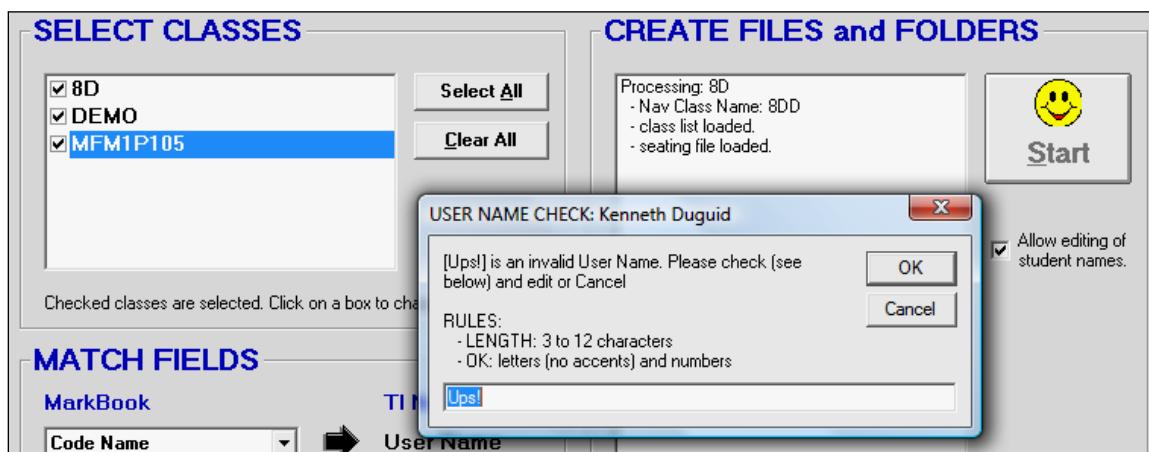
By default, all classes in the current MarkBook folder directory location are checked. To deselect a class, click once on any checkmark to the left of the class name in the **SELECT CLASSES** box.

In the **MATCH FIELDS** box, use the drop-down menus to select desired display options in TI-Navigator. The defaults supplied are shown. We recommend checking the **Allow editing of student names** button at the far right. Then click **Start** at the upper right.

MarkBook looks for data that will cause problems in the TI-Navigator system. For instance, class names must be three or more characters in length. In the above example, the class name **8D** is too short for TI-Navigator. The simplest solution is to add one or more letters/numbers in the dialogue box that opens up. 8D could become 8DD in the **CLASS NAME CHECK** box as per the next image.
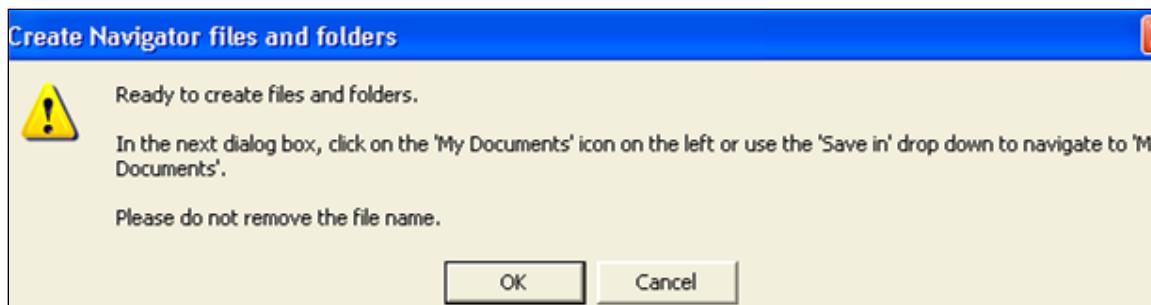
Similarly, MarkBook looks for other items not allowed in TI-Navigator such as duplicate code names and illegal text characters (accents, spaces, etc.). For duplicate code names, click **Yes** and edit on the next screen.
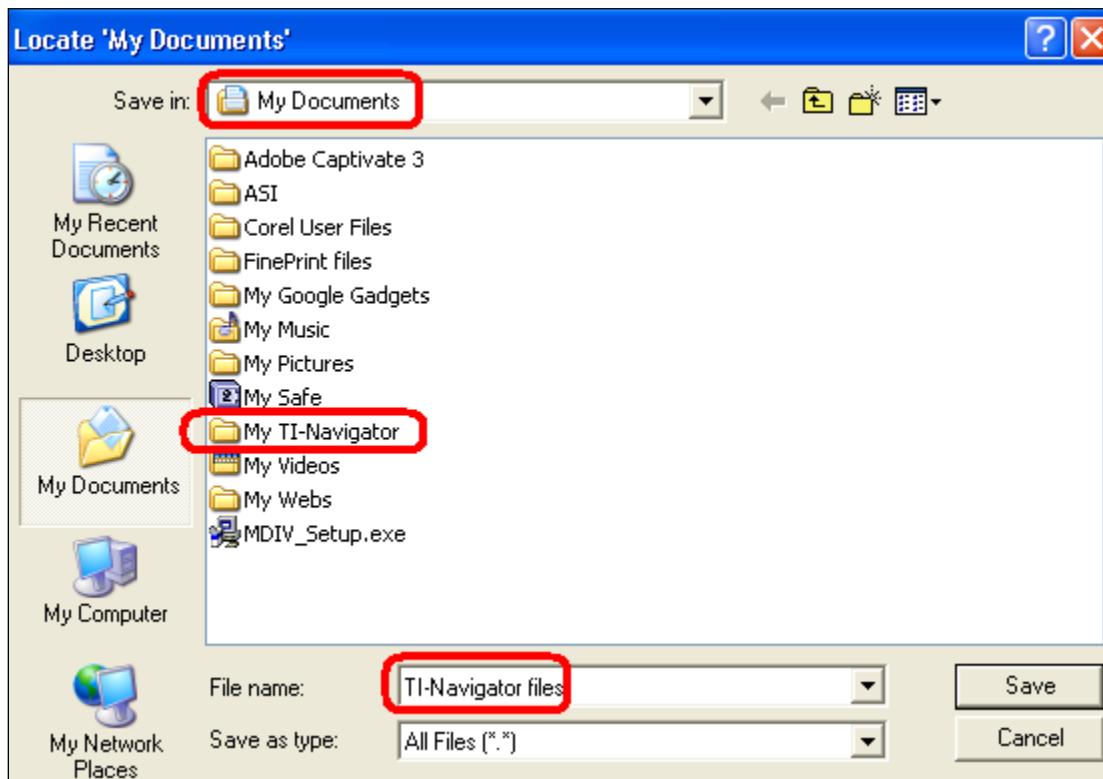
MarkBook will automatically replace accented letters with unaccented ones. For instance, Hélène François will be replaced with Helene Francois.

Once these items are fixed, MarkBook proceeds to the **Create Navigator files and folders** screen as in the next image.
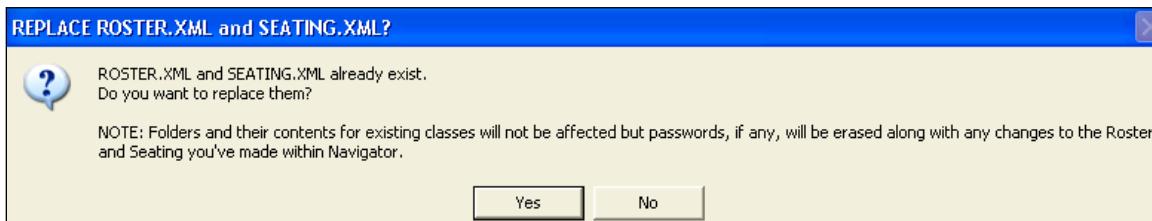
A dialogue box will come up as above. Read the message and click **OK** to get the next image. Locate the **My Documents** folder on the computer (click the My Documents icon at the left of the screen) and click **Save** in the lower right corner. This will automatically generate a folder called **My TI-Navigator**, create two files inside it called **roster.xml** and **seating.xml**, and generate a Navigator class folder for each class. The roster and seating files contain data for <u>all</u> classes. That's the reason why all classes using TI-Navigator must be created simultaneously from MarkBook.

If a My TI-Navigator folder already exists, MarkBook will not create a new one but it will replace the two .xml files inside it. Other files in the existing folder will remain intact.
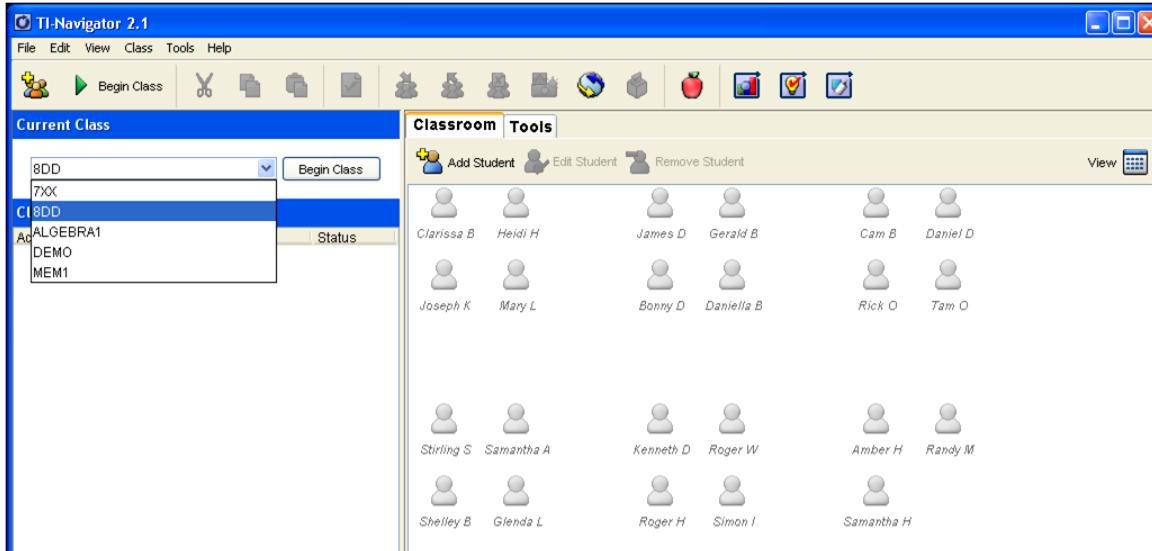
If there are one or more classes already in My TI-Navigator, the following warning will appear. If there have been changes to the class roster or seating, **Yes** will replace the prior files. However, it will not replace the class folders. Note that all classes must be included in the update – one cannot update just one class unless it's the only class in My TI-Navigator.

Click **Yes** to replace the existing files.

Opening the Classes in TI-Navigator
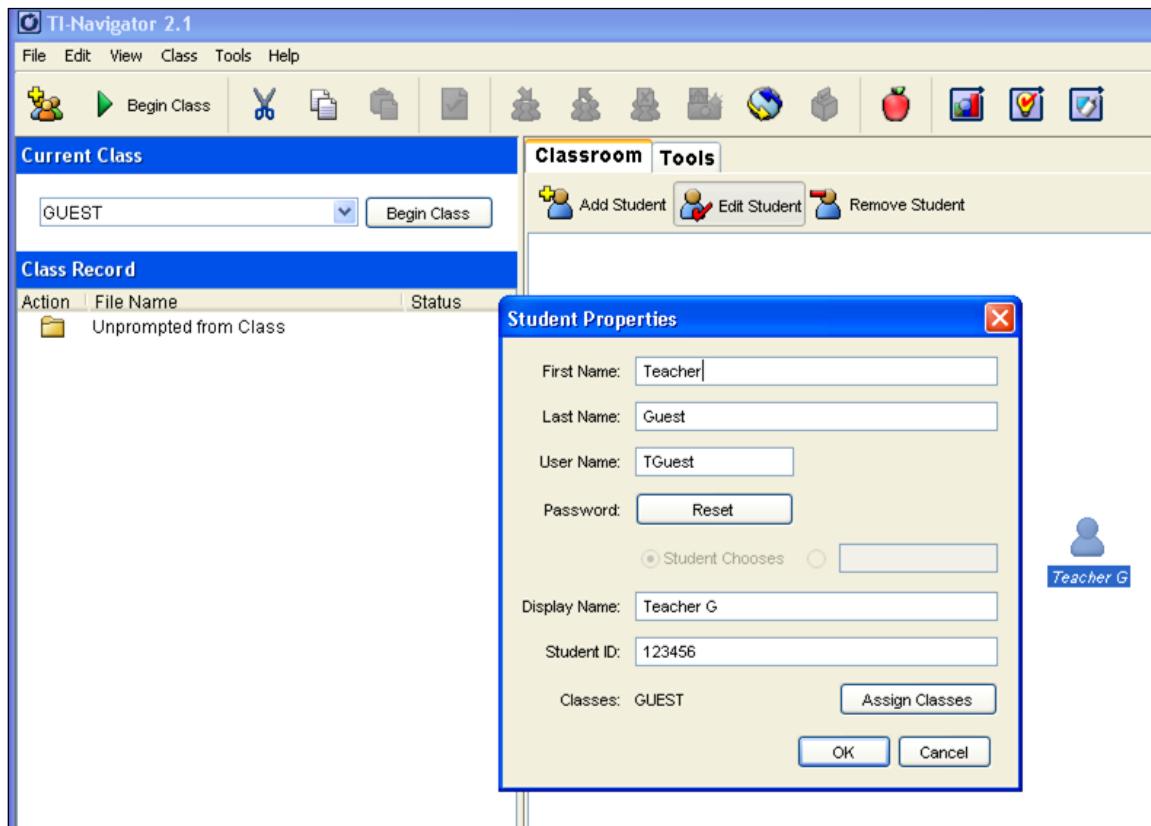
Once MarkBook has created the export, launch TI-Navigator, and open a selected class at the upper left of the screen in the **Current Class** menu. Click the **View** icon at the upper right to switch between a list and seating. If seating was constructed in MarkBook, the same arrangement appears in TI-Navigator. Note the arrangement with clusters of four students typical of a TI-Navigator lab.

If a teacher wishes to demonstrate certain activities for the class with a calculator, it's handy to log into the network as a guest student. This 'guest' can receive the same items as all other students in the class and then demo through the guest's own device. To do this, create a new MarkBook class in the same directory as the real ones. In the following example, the class has been named GUEST. Enter a single student like "Teacher Guest". Then, create all classes in TI-Navigator, including this new one, using the procedure
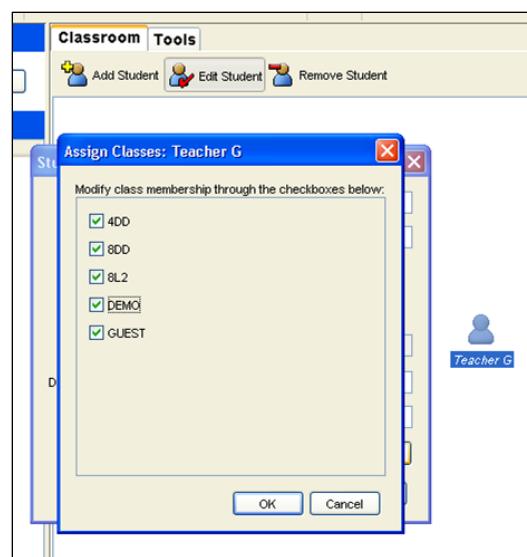
above. As per the next image, launch TI-Navigator and locate the GUEST class using the toggle in **Current Class** at the upper left.

Note that there is a single 'student' in the new class with a Display Name of "Teacher G". Click the **Edit Student** button above the seating window. A **Student Properties** window opens as in the next image. Click the **Assign Classes** button near the lower right of this new window.

Check off all classes for the teacher guest and then click OK. The **Classes** list on the Student Properties screen will update. Click OK on that screen. Now, the teacher may join the class as a student, receive the same items as the students, and demonstrate procedures/solutions through the teacher's TI calculator.

Tip: teachers wishing to use a TI calculator for demonstration in a Navigator class should add a 'Guest' to all of their class folders.

Contact Texas Instruments

For more information on the TI-Navigator system, visit the following web site:

education.ti.com/navigator

Texas Instruments conducts regional training sessions and conventions all year long. Contact your local TI Education Technology Consultant for details.

13-3 WORKING WITH EINSTRUCTION'S CPS

eInstruction® makes a **C**lassroom **P**erformance **S**ystem (**CPS**) consisting of hardware and software that enables real-time responses from all students. The CPS employs student response pads (similar to a remote control for a TV) plus a receiver connected to the teacher's computer to wirelessly capture responses from learners. CPS prepares lessons, takes attendance and has a host of other functions. This system is very portable and easy to integrate into any classroom.

The student response pads or "clickers" are handheld devices that allow students to answer questions. Each clicker has a unique identifier so the response made by every student is tied to his/her identity.

Student responses are collected wirelessly by a small receiver connected to a computer's USB port. After the teacher asks a question, and the students click to answer, the receiving computer immediately reports such items as

1. the responses,
2. which students responded correctly and
3. what fraction of the class responded correctly.

Students who might 'drift off' in a regular classroom don't do so with a CPS. It's an engaging way of delivering the curriculum through learner involvement. And it strongly promotes the central purpose of education: student growth.
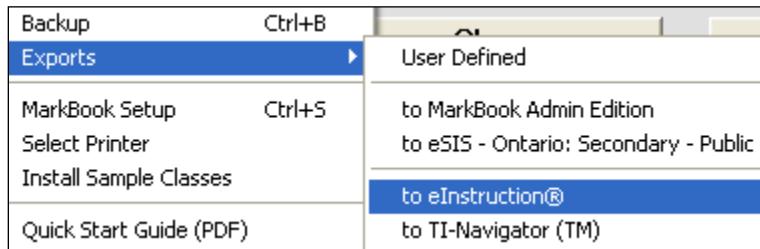
Besides instant responses, the CPS can be used to deliver tests and assignments to the learners and to collect marks back from each. It tracks attendance, builds lesson plans, and has a host of other useful functions for teachers.

MarkBook integrates with the CPS in two ways:
1. MarkBook sends classes to the CPS and
2. MarkBook receives assessment data from the CPS and incorporates that data into its database.

Sending a MarkBook Class File to the CPS

Open the class in MarkBook. Click on **Class** or on **File** in the upper menu bar. In the drop-down menu, select **Exports** to expose a sub menu. Click **to eInstruction®**.

The next screen will appear.

In this example, the class being exported to the eInstruction CPS is **8D**.

Note that students have already been issued a textbook called Mathpower 8 and it shows in the drop-down menu in **Step 2**.

On the first visit to this screen, it's necessary to match each student with their own CPS clicker number that they will use personally. In **Step 1**, click the **Enter Pad IDs** button to move to MarkBook's Loaned Items screen as per the next image.

Select the next available item in the **Item:** menu at the upper left. Since the first loaned item recorded for this class was a text, this user has selected item 2.

In the next cell, **Title/Desc:,** type the description "CPS Pad IDs" and click Enter on the keyboard. This typed description will add to the Item line. No author or value is needed.

In the blue **Item ID:** cell, type in the Pad number assigned to any selected learner. Click the Enter key to add it to the **Identification** column in the table. It would be convenient, but not necessary, to issue the clicker pad numbers in class alpha order. Random order, as in this example, is OK. Click **Save** at the lower right to move back to the previous screen.

In **Step 2**, click on the CPS Pad ID title in the drop-down menu. Then, in Step 3, select the version number of the **CPS Version** being used, and click the **Save File** button.
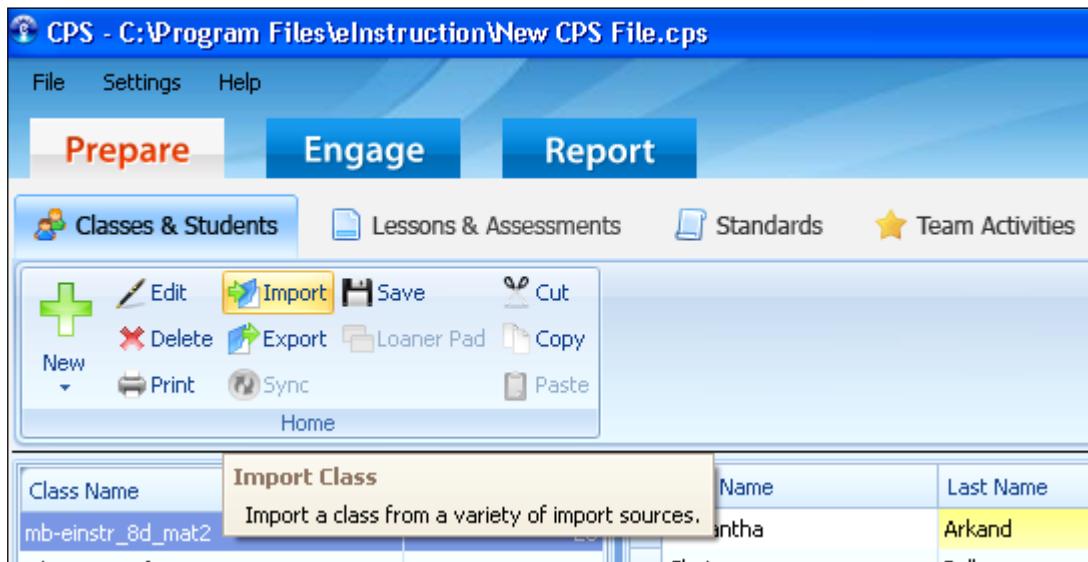
As in the following image, a Save dialogue box appears with a suggested file name like **MB_eInstr_8D_MAT2.csv**. This name makes its purpose very obvious. However, a user can edit this name to any other like "8D". *Keep the .csv extension!* Browse to a known location for saving the file and click **Save**. MarkBook then generates a .csv file with key fields (Last Name, First Name, PADID, Student Number, and Gender) ready for importing into the CPS software.
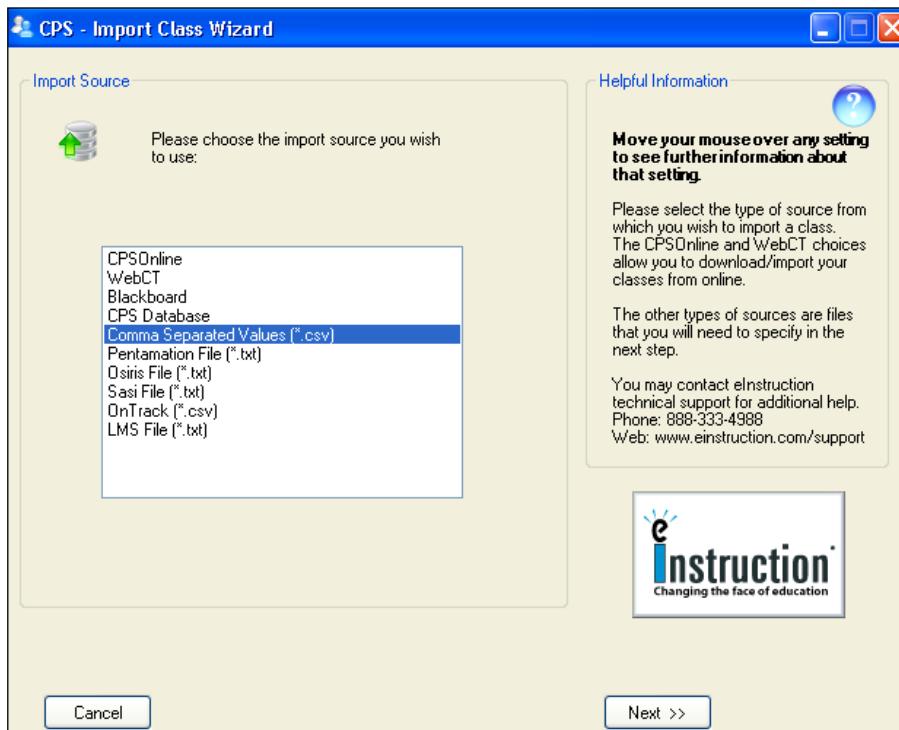
Importing a MarkBook .csv Class File into eInstruction's CPS
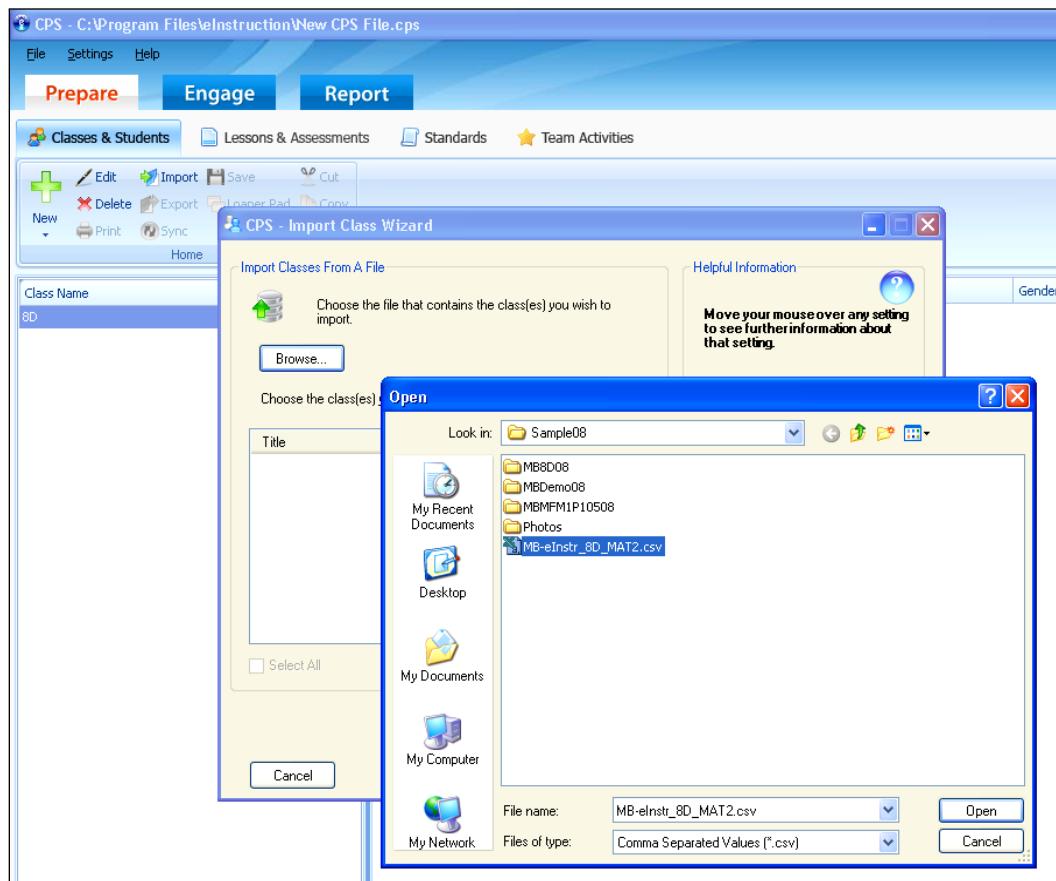
Launch CPS. Click the red **Prepare** tab at the upper left. Select the **Classes & Student** button directly below the **Prepare** tab. Once the **Classes & Students** ribbon appears, click the **Import** button.
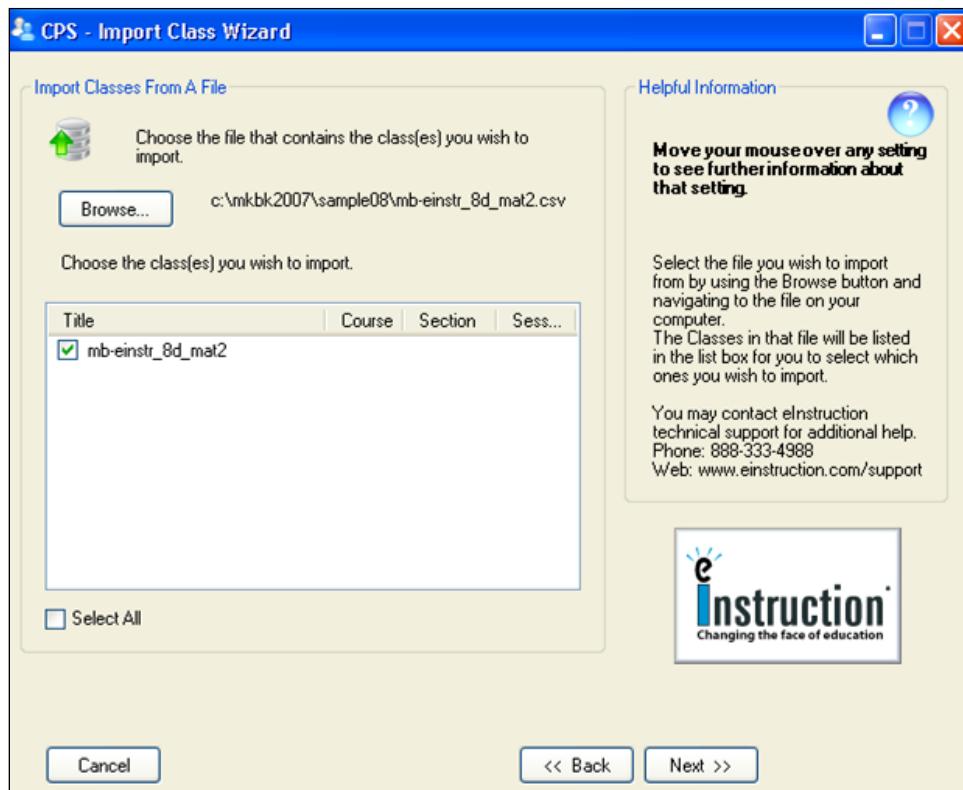
On the Import Class Wizard screen, select **Comma Separated Values** (.csv) and click **Next**.
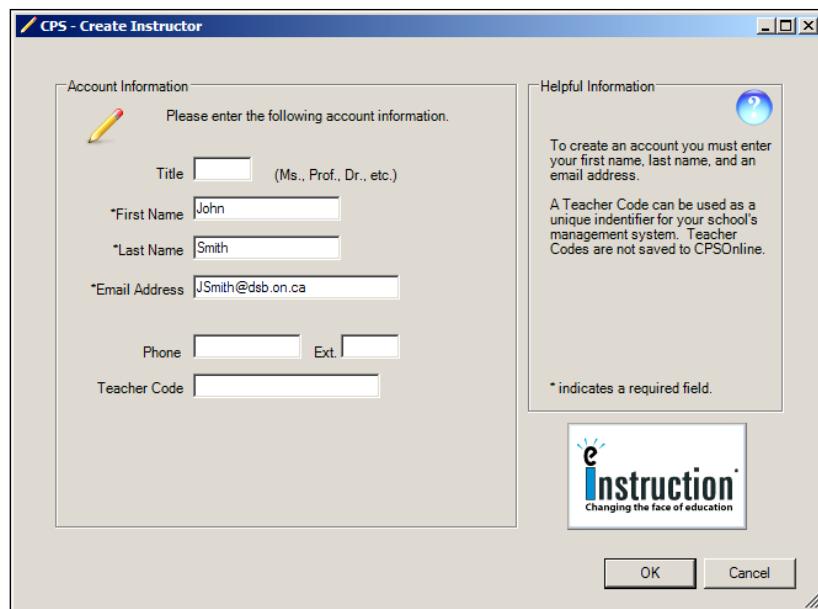
Click the **Browse** button on the **Import Classes From A File** window and locate the MarkBook-to-CPS file made previously. Highlight that file and click **Open**. Click on a teacher name to select the Instructor (screen not shown) and click OK.

CPS will then show the MarkBook-to-CPS file in the white window as in the next image.

Under the **Title**, check the cell to the left of the file name. Click **Next** at the lower right.

If you have set up an Instructor, select your name from the list. If you have not, fill in the information below (only fields with * need to be filled) and click **OK**.

A message, **Your Import to CPS has completed successfully!** will appear (not shown). Click OK.

The class name at the left is the MarkBook-to-CPS file name. Select **Edit** from the ribbon to change the Class Name to your specifications. The students are listed at the right with the imported fields in columns. The class can be re-sorted on any field, up or down. The example shows descending clicker number order in the third column.

CPS is now ready to use with the imported class. Students should pick up their assigned clickers and engage in both instruction and testing.

MarkBook® Reference Manual, Version 12.5.8

Sending Marks from the CPS to MarkBook

Once learners have completed a test or other assessment, the CPS **Report** menu will make a delimited file with student numbers and the mark/score for each learner. Select the session you would like to export, then select **Generate** (first icon in reports) from the ribbon.

When Generating a Report select the **Angel/WebCT Export**. Once Preview is pressed the MarkBook importable file will be automatically saved in the same folder as your CPS Database. MarkBook will now be able to import each assessment electronically as a New Entry. See section 8-6 for details on importing the assessment(s) into MarkBook.

Contact eInstruction

For further descriptions of the hardware and software, contact information, downloadable manuals, downloadable content, support, standards, banks of test items, pricing and the latest copy of CPS (a free download) visit

www.einstruction.com

13-4 WORKING WITH TURNING TECHNOLOGIES` TURNINGPOINT

Turning Technologies® makes a Student Response System consisting of hardware and software that enables wireless content delivery and real-time responses from all students. It employs hand-held student devices (similar to a cell phone) called ResponseCards plus a radio frequency receiver connected to the teacher's computer to wirelessly communicate between the computer and all of the ResponseCard devices in a classroom. The TurningPoint® software prepares lessons, takes attendance and has a host of other functions. The entire system is very portable and easy to integrate into any classroom.

The ResponseCards or "clickers" or "pads" are handheld devices that allow each student to answer questions on their own device. Each ResponseCard in a classroom system has a unique identifier so that the response made by each student is tied to his/her identity in TurningPoint.

Those student responses are collected wirelessly by a small receiver connected to a computer's USB port. After the teacher asks a question, and the students click to answer, the receiving computer immediately reports such items as

- the responses,
- which students responded correctly and
- what fraction of the class responded correctly.

Students who might otherwise 'drift off' in a regular classroom don't do so with this system. It's an engaging way of delivering the curriculum through learner involvement. And it strongly promotes the central purpose of education: student growth.
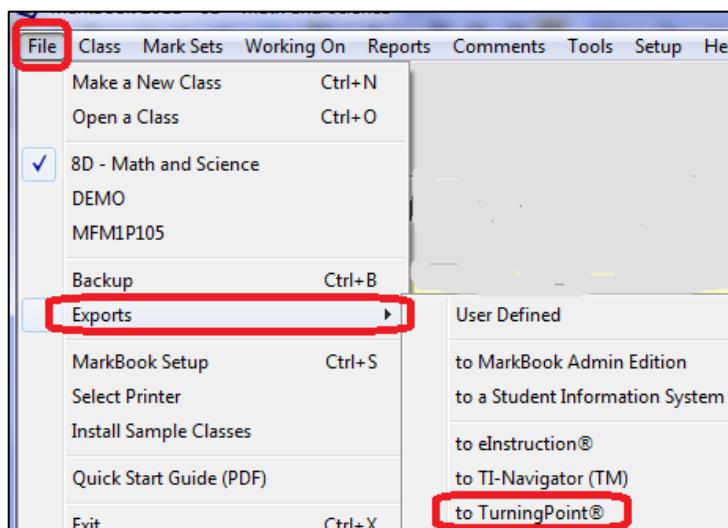
Besides instant responses, the system can be used to deliver tests and assignments to the learners and to collect marks back from each. It tracks attendance, builds lesson plans, and has a host of other useful functions for teachers.

MarkBook integrates with TurningPoint in two ways:
- MarkBook sends classes to TurningPoint and
- MarkBook receives assessment data from TurningPoint and incorporates that data into the class`s MarkBook database.

Sending a MarkBook Class File to TurningPoint

MarkBook will generate a file with four pieces of information (called "fields") about each student in a selected class. These fields are First name, Last Name, Student Number (aka Student ID) and the assigned ResponseCard ID number.

Open the class in MarkBook. Click on **Class** or on **File** in the upper menu bar. In the drop-down menu, select **Exports** to expose a sub menu to the right. Click **to TurningPoint**. The next screen with a blue background will appear.

In this example, the class being exported to TurningPoint is **8D**. Note that students already have an issued textbook called Mathpower 8 and it shows in the drop-down menu at the right in the image above.

On the first visit to this screen, and prior to sending the class to TurningPoint, it's necessary to match each student to the individual ResponseCard clicker that they will use personally. This will be done by entering the unique number for each clicker as a Loaned Item inside MarkBook.

In **Step 1** in the image above, click the **Enter Device IDs** button to move to MarkBook's Loaned Items screen as per the next image.

This is MarkBook's Loaned Items screen.

1. Select the next available item in the **Item:** menu at the upper left. Since the first loaned item recorded for this class was a textbook, this user has selected item 2.

2. In the next cell, **Title/Desc:,** type a description "Device ID" and click Enter on the keyboard. This typed description will automatically add to the **Item** line. No **Author** or **Value** is needed.

3. In the blue **Item ID:** cell, type in the Device ID number assigned to a selected learner. Click the Enter key on the keyboard to add it to the **Identification** column in the table. It would be convenient, but not necessary, to issue the Devices in class alpha order. Random order is OK.

4. Click **Save** at the lower right to move to the next screen.

In **Step 2** in the prior image, drop down the menu and click on the **Device ID** title. Then click the **Save File** button to open a save file screen similar to the next image.
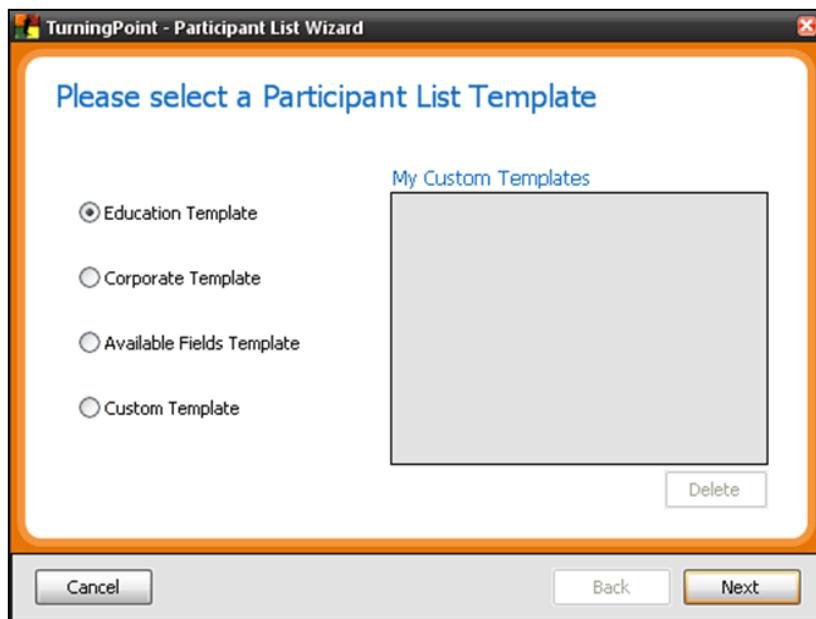
This is a standard Save As screen in Windows. It enables the user to create/edit a file name and browse to a storage location for the new file. This MarkBook to TurningPoint save dialogue box will appear with a suggested file name like **MB-TP_8D_MAT2.csv**.
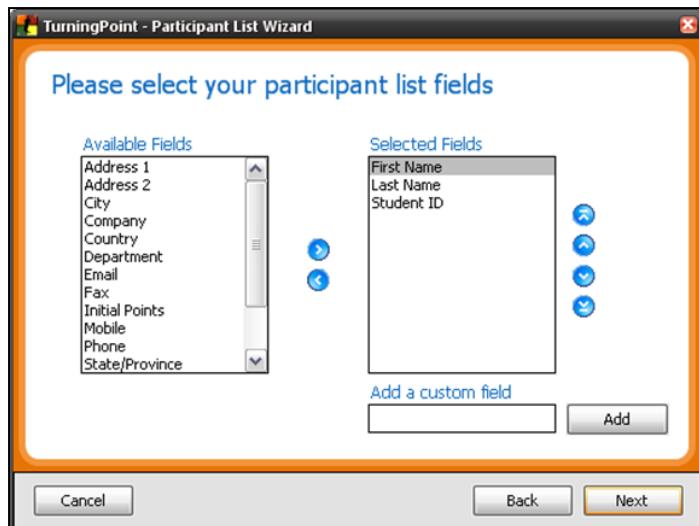
1. This suggested name, generated by MarkBook automatically, includes **MB** for MarkBook, **TP** for TurningPoint, the class **8D** and the Mark Set **MAT2.** However, a user can edit this name to any other like "8D". *Keep the .csv extension!*

2. Browse to a known location for saving the file.

3. Click **Save**. MarkBook then generates a .csv file with four key fields (Last Name, First Name, Student Number, and Device ID number) ready for importing into TurningPoint.

Importing a MarkBook .csv Class File into TurningPoint

Launch TurningPoint and select the TurningPoint tab near the upper left of the screen. Click on the arrow under **Participants** (arrow below) and then click on **Participant List Wizard** from the drop-down menu.

This window will open asking you to select a participant list template. Choose the **Education Template** option and click **Next** to reach the following screen.
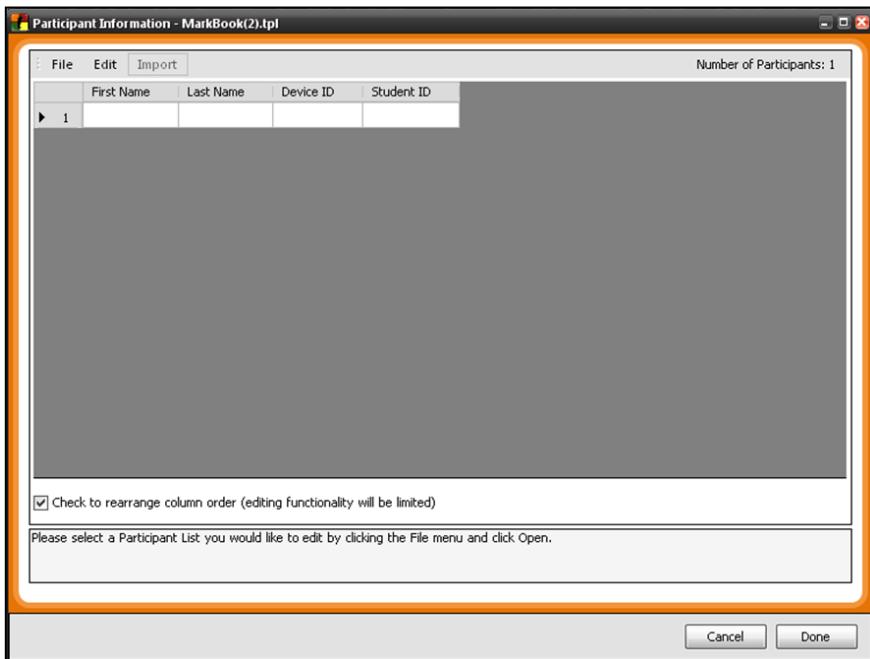
This screen lists participant fields for your students in a vertical column in the left window labelled **Available Fields**. Add four fields from the left list to the **Selected Fields** list at the right. In order, click on First Name and click the blue right arrow between the two windows. Repeat with Last Name, then Student ID, then Device ID. Those are the four fields that MarkBook exported and saved in the file described earlier in this section.
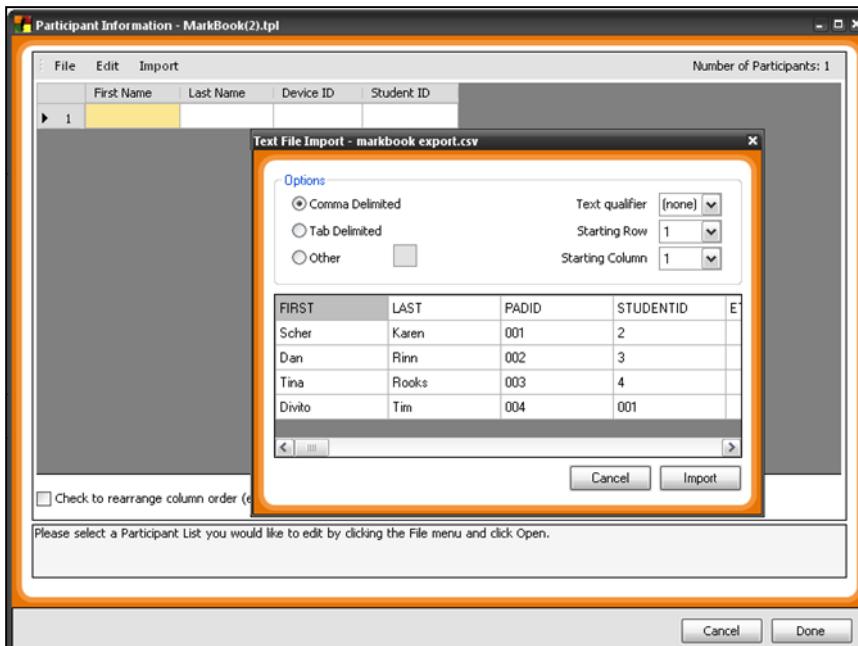
If an error is made in the order, use the up/down arrows at the right of the **Selected Fields** window to move a selected field up or down. Click **Next** twice to get the final screen following.

At the final screen, provide a name for your list and then click on **Finish**. A window will ask you if you would like to save the template. If you click OK and elect to save the template, when you go through the **Participant List Wizard** again you will click "Custom Template" and select MarkBook rather than use "Education Template".

Note: after choosing to save the template, click on the check box at the bottom left corner of the next window to rearrange column order and layout the fields similar to your spreadsheet. After you re-order the fields, uncheck that check box and click Done.

Click on **Import Excel/Delimited** file then browse to open the MarkBook-to-TurningPoint file made previously.

On the window that will appear next select the starting rows and columns for your class data.

Since the MarkBook export has a title as the first row of data, the **Starting Row** should be set at 2 and the **Starting Column** at 1.

Click **Import**.

TurningPoint will then show the MarkBook-to-TurningPoint file in the white **Participant Information** window.

Your class is now ready to use in TurningPoint.

Contact Turning Technologies

For further descriptions of the hardware and software, contact information, downloadable manuals, downloadable content, support, standards, banks of test items, pricing and the latest demo of TurningPoint visit

http://www.turningtechnologies.com/studentresponsesystem/
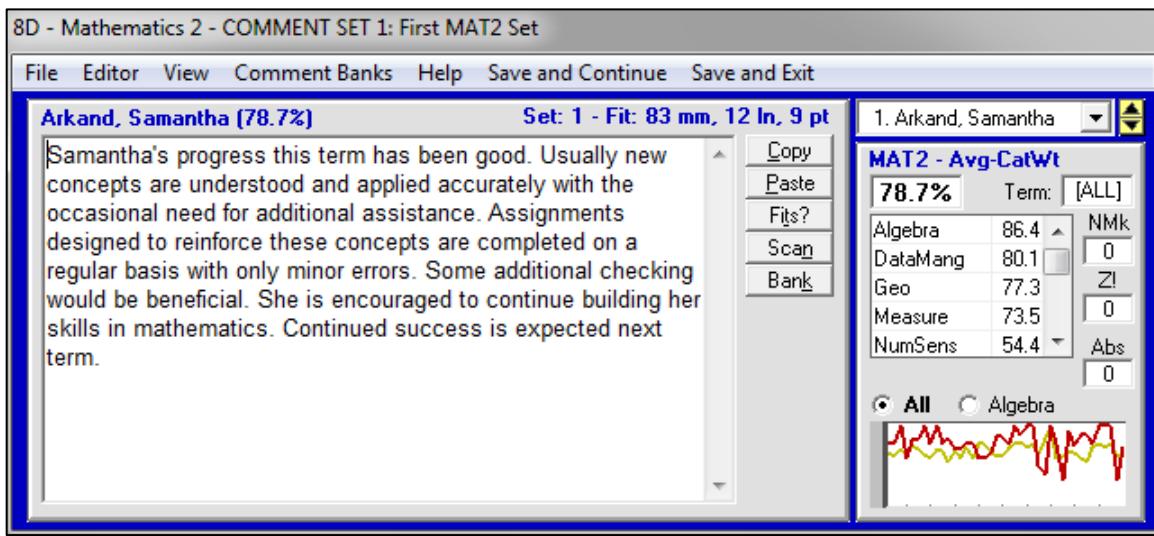
13-5 SIS EXPORT FILES FROM MARKBOOK

Many districts require teachers to submit mid-term and final marks to a central database. Typically, teachers print class reports and then hand them to a secretary who types in the numbers. Increasingly, districts want significantly more report card data such as comments, attendance data, and ratings on defined skills. There's too much information for secretaries to enter in a short period of time. So, MarkBook has two mechanisms enabling a teacher to directly submit all of this data to the central database.

1. Universal Screen-to-Screen Export from MarkBook to a Report Card

Firstly, MarkBook has a universal export mechanism called the **Transfer Mode**. It enables a user to quickly Copy/Paste data from MarkBook to the receiving screen of any other software application, including ones run on the web. Many of our clients use this mechanism because of its simplicity.

From MarkBook's Main Form, section 3-1, click on Comments in the upper menu bar and select Transfer Mode to get this screen:
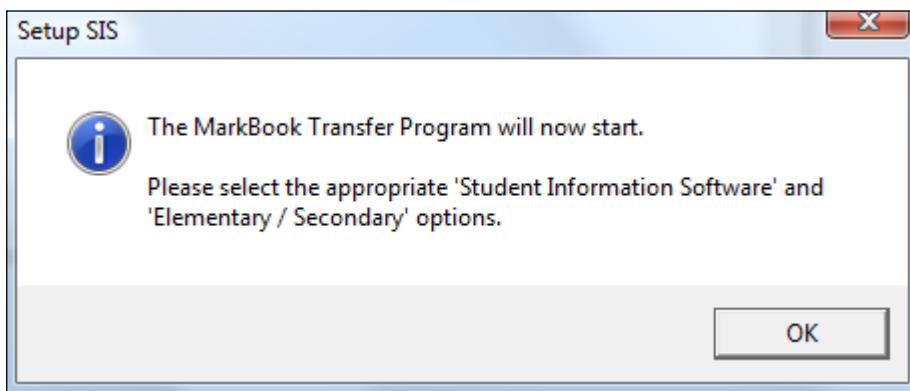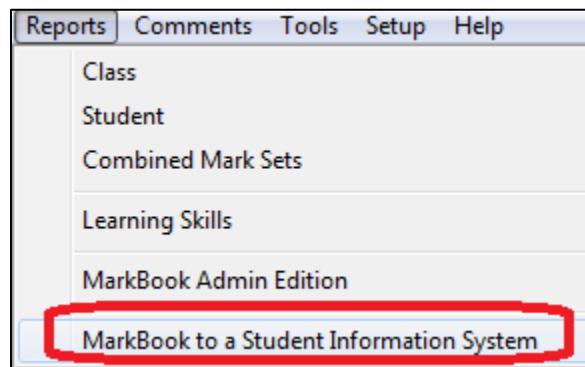
MarkBook reduces to a small frame but selected details about the current student (category marks, overall mark, attendance, comment, etc.) are displayed. Grab the upper blue or grey bar to move this MarkBook frame around the desktop screen and park it in a convenient location. Launch the receiving application, whether it's locally installed or a web-based application, log in, open the desired class and move to the input screen. Click Alt-Tab on the keyboard to bring MarkBook in front of the receiving application. Read the numeric data in MarkBook, Alt-Tab, and type it into the receiving screen. Or type in your Professionally-judged number(s). For the large comment, click the **Copy** button in MarkBook, then Alt-Tab, click once in the comment area of the receiving software and then paste the comment (Ctrl-V) into the receiving software. Using the toggles at the upper right, select the next student in MarkBook and then in the other application. Repeat this transfer for each student. More details are in section 10-9.

Click **Save and Exit** in the upper menu bar to return to the full-screen version of MarkBook. As necessary, save your new entries in the receiving application.

2. Export Files for Specific SIS Databases

Secondly, MarkBook comes with a transfer programme,**MBT_2018.exe,** designed to create pre-formatted files for selected Student Information Systems (SIS). Examples include Trillium, Trevlac, Peel DSB, Inkwell, Maplewood, SASI, eSIS, Power School and Windsor/Harts. The school, district, state/province, division or LEA likely uses such a system or an equivalent.
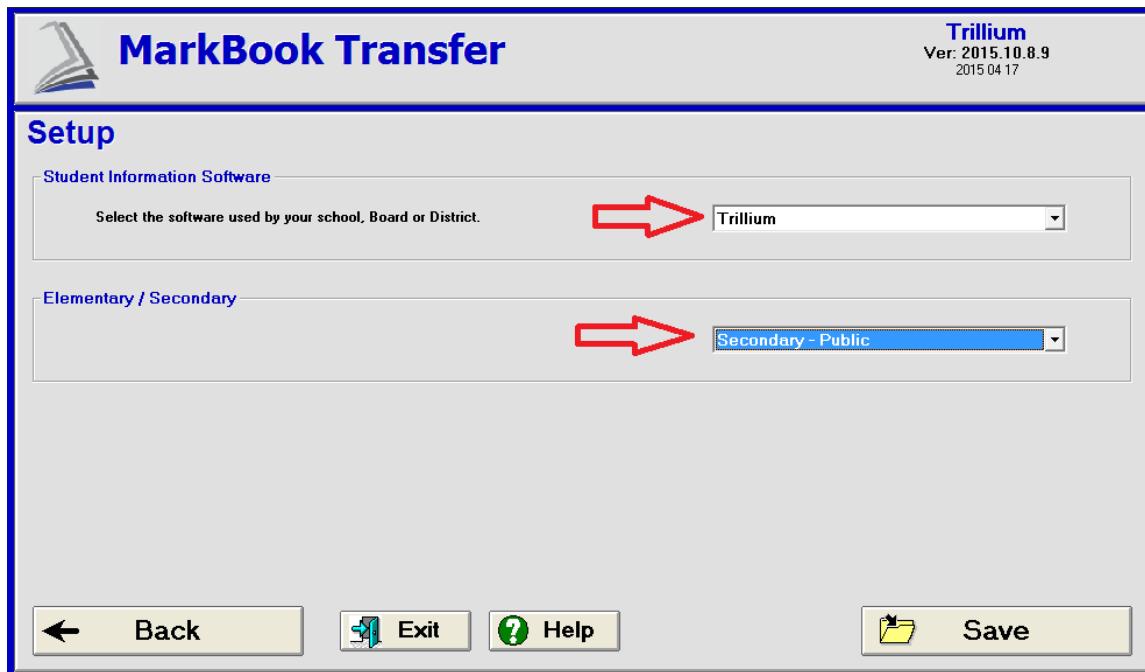
To see this list, click on Reports in the upper menu bar (section 3-1) and select MarkBook to a [SIS]. The following **Setup SIS** screen will appear. Click **OK**.

Reports	Comments	Tools	Setup	Help

Class

Student

Combined Mark Sets

Learning Skills

MarkBook Admin Edition

MarkBook to a Student Information System

Setup SIS

The MarkBook Transfer Program will now start.

Please select the appropriate 'Student Information Software' and 'Elementary / Secondary' options.

OK

Note: if you have previously identified and setup your SIS in MarkBook or if your district has a custom version of MarkBook, the specific SIS will be named in the Reports menu and it won't be necessary to re-set it.

MarkBook Transfer Programme, MBT_2018.exe

This programme will launch with the following **Setup** screen. There are two boxes on this screen and the user must make one selection in each box. Drop down the **Student Information Software** menu. Pick one of these by clicking on it. Note that there are several variations of some of the SIS products – users should make sure that this MBT programme is set to the one for their district.
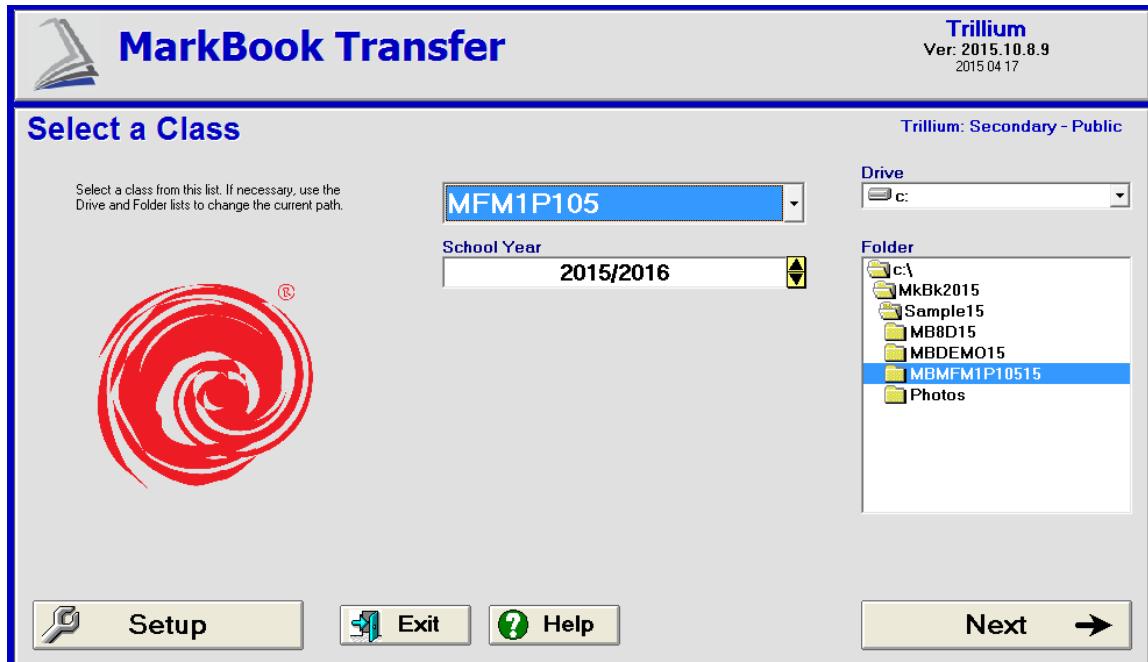
Drop down the **Elementary / Secondary** menu and pick one of these. Click **Save** in the lower right corner and the next screen will appear. Browse to locate and select the desired class. Once visible in the upper centre window, click **Next** at the lower right to move to the **Do You Want to…** screen on the next page.
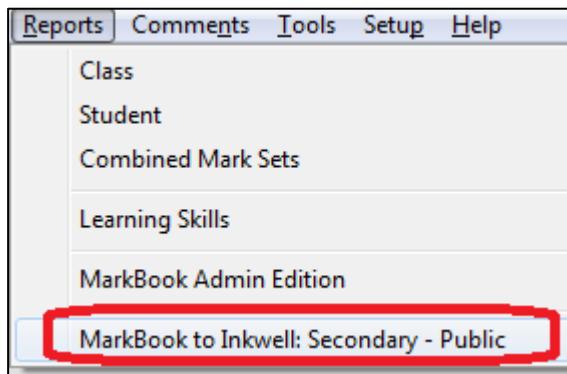
Click **Save** to get to the **Select a Class** screen next.

Tip: The transfer execute comes with its own manual with much more detail than provided here. Click the Help button at the lower center of this screen to launch it.
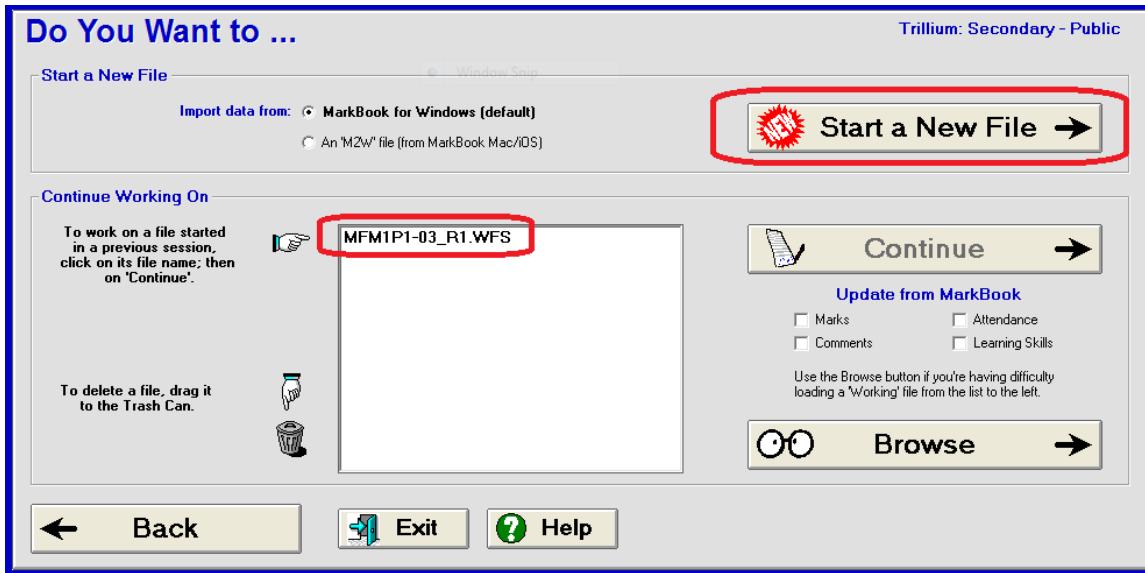
Locate a class using the **Drive** and **Folder** windows at the right. Single click on the desired class and click **Next** to move to the screen shown on the next page.

If necessary, return to **Setup** using the button at the lower left. Or **Exit**. MarkBook will remember the saved selections made in Setup so that the **Reports** menu from the main form will change to include the SIS name and panel.

Tip: the network technician can pre-set this SIS selection for all staff using MB_V12_CFG.EXE in the network version of MarkBook.

If this is not the correct SIS (notice the blue text at the upper right), click **Back** and then **Setup** to re-set the recipient SIS. Save the new setting.

If there is a class file (.M2W file) from MarkBook for Mac, click the appropriate cell in **Import Data from:**

Click the **Start a New File** button on the above screen. If importing a Mac file, a dialogue box will appear – open the file. If the user has previously worked on an export-to-SIS file, it will appear as a pre-existing 'working file' in the **Continue Working On** window. In this case, click once on it, select any of the four items to **Update from MarkBook** at the right, and click **Continue** or **Browse**.

If the pre-existing working file is to be discarded, drag it to the Trash can.

The next screen will appear if it's a new file.

Selections must be made in each of the four boxes at the left as follows.

1. Course and Section

The course and section must exactly match the SIS – read the message at the left. If it doesn't match, the receiving SIS won't know what course and section to use when the teacher sends the data.

If this is the case, uncheck the **Get Code from** **Mark Set** cell and edit the course code as per the next image.

If the **Check Format** cell is unchecked, a TURN OFF COURSE CODE CHECK dialogue box appears as in the next image. MarkBook knows the proper format for a number of recipient SIS applications. We recommend leaving the cell on.

---

2. Check Boxes

If all or the majority of students in the class have one or more of these designations, check it/them. If only a few individuals have such a designator, leave these selections blank until a later screen. Similarly, check the **Teacher requests an interview** cell if that applies to most students.

3. Get Marks From …

Drop down the **Mark Set** menu to select which Mark Set is to be used. If there's data in two or more Mark Sets, the option of Combined Mark Sets can be selected. If sending a subset of the Mark Set, select that from the **Term/Unit** and/or **Category/Strand** menus.
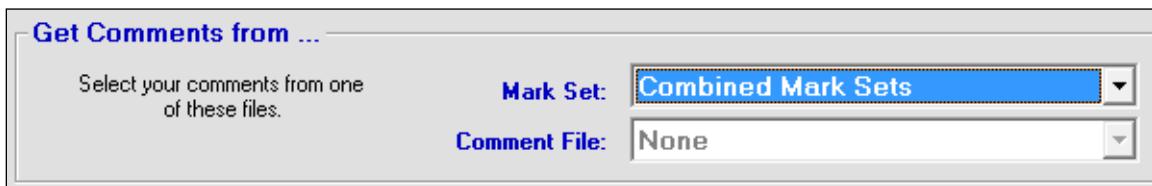
Choose the **Mark Set** location of the data being submitted, the **Format** for submission (%, ABC or Level) and the **Type:** of assessment data being submitted. MarkBook will pull the Types last used in this Mark Set. Consider whether or not to submit only Summative marks.

Note the **Use Adjusted Results** cell at the right of the screen. If no adjusted marks have been saved, as in section 9-2, this option will be greyed out. However, if adjusted marks have been saved, this option will be darkened. Check the cell to select this option.
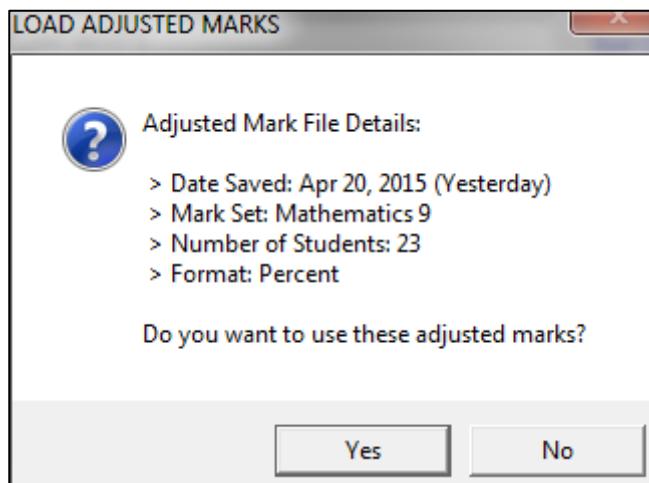
4. Get Comments from …

Similarly, if there's more than one class set of comments built, select the appropriate one using these two menus:

When finished with all options on this screen, click **Next** in the lower right corner to move to the next screen. If the Adjusted Marks cell was selected, the following LOAD ADJUSTED MARKS dialogue box will appear. Click Yes or No.

MarkBook's transfer programme pulls all selected data from its class database and presents this screen for each student.

Change students using the up/down arrows to the right of the current student's name. The overall mark and attendance figures appear automatically. If a comment was constructed in MarkBook, it appears in the lower window. Note that the maximum comment size for this selected SIS is **458** characters (lower left). See chapter 10 for details on comment construction, sizing and spell checking. The comment here will turn **red** if it exceeds this maximum and MarkBook will refuse to send it to the SIS until fixed.

Individual Course Codes

Individual course codes may be re-typed in the **Course:** cell below each name. Click the cell to apply to one student. Unclick to apply the edit to all. Again, this must be an exact match for the course & section in the SIS.

Learning Skills

If matching **Learning Skills** were rated in MarkBook, they automatically appear here. If the user has not rated them, or has re-defined or customized the Learning Skills in MarkBook, as in section 8-13, the user's selections don't appear here and MarkBook automatically sets all of these mandatory skills to "G". In this latter case, use the menus or buttons below each skill and/or the **Reset LS** buttons at the right to select and rate each Learning Skill on this screen.

Comment: Strengths/Areas for Improvement/Next Steps

If previously built, as per chapter 10 in this manual, the comment for each learner appears in this window. Alternatively, a comment for each student may be constructed or edited in this window. Generally, a report comment should identify each learner's strength(s), their weakness(es) and make recommendations for next steps.

MarkBook will not allow the user to save an export file if any student's comment is larger than the pre-set **Max** number. Note that this example comment is well below the 458 maximum allowed for the selected SIS. The comment size of other SIS reports varies but will appear automatically on this screen if appropriate.

Mark and Attendance Edits

The mark and attendance figures may be edited on this screen prior to transfer. This is another opportunity to exercise professional judgement.

View Log Tab

This provides a history of all SIS files created for this class.

Check for Problems Tab

This function compares the proposed export to the standards for the receiving SIS and it identifies missing data. Correct any identified issues before MarkBook will allow the Report File to be created.
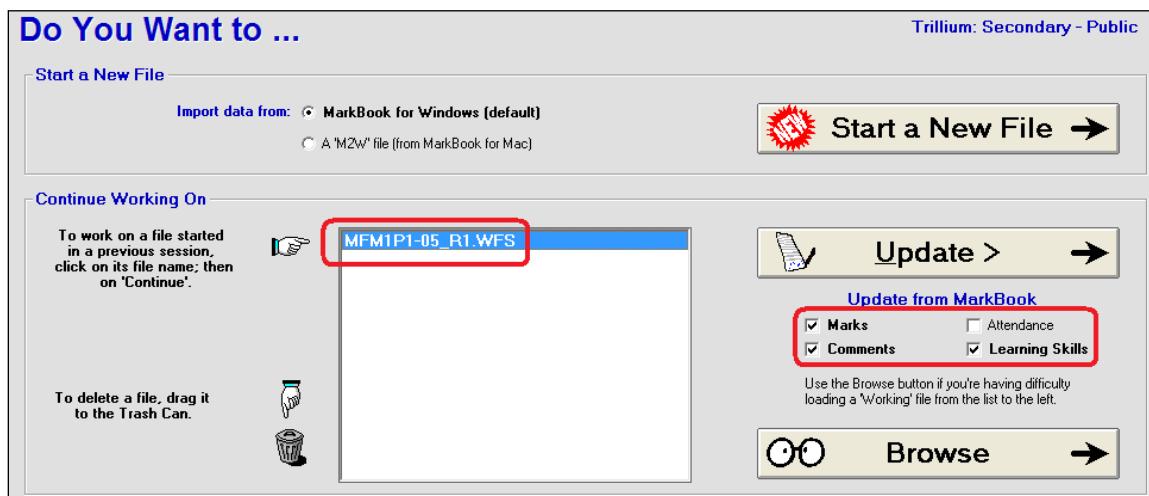
Print Working File Tab – Verification Report

This tab prints a copy of the data about to be submitted to the SIS. Use this to verify what's going to appear on the SIS report card. Come back to above screen to edit as necessary. This sample shows the first student on a 4-page verification report for the whole class.

Arkland,Samantha (000492 - 124 - MFM1P1-05)		**90**
☐ ESL/ELD ☐ IEP ☐ French ☐ Interview Requested	Learning Skills: Responsibility: E Organization: E Independent Work: G	Independent Work: E Initiative: S Self-Regulation: S	Absent: 0 Late: 0
COMMENT Characters: 167	Samantha worked well throughout the semester to understand math. She was dedicated and consistent. She is ready to take the MFM 2P course next. Have a great summer.	

Save Working File Tab

If a user gets to the prior screen, has groomed some students' data, but isn't finished and wants to save their data so far, or needs to leave, click the **Save Working File** tab. This stores all edited data until the user can come back to finish. Next time, when the user launches the transfer programme, the working file will appear in the **Continue Working On** window shown earlier in this section. Click once on this temporary file, make a selection as to what items to **Update from MarkBook**, and then click the **Update>** button.

Save and Exit Tab
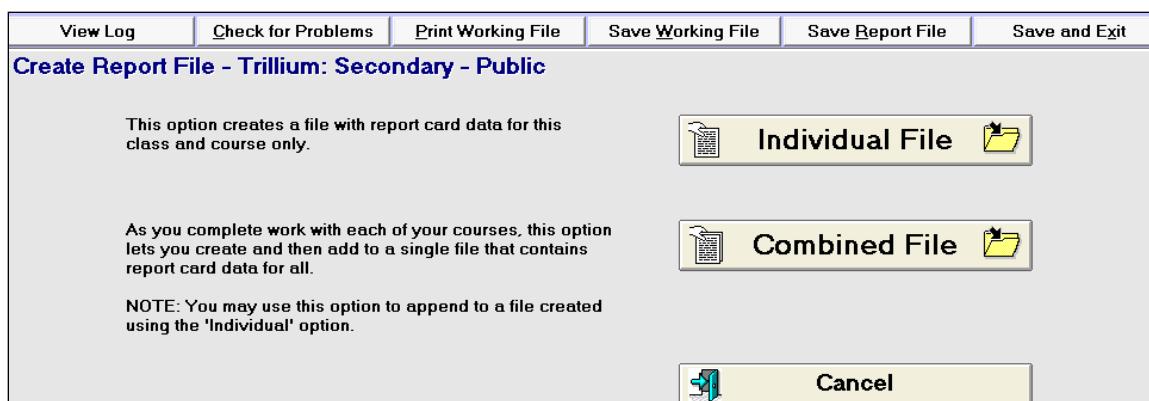
To leave this screen at any time, click the **Save and Exit** tab. This saves a working file (same as with the Save Working File tab) and the teacher may re-open it again later to continue preparing/editing the data.

Save Report File Tab

When ready to create the final file for the SIS, click this tab. If there are any issues (missing data, comment too big, etc.), MarkBook will warn the user and it will NOT make the file until the issues are fixed. When a file is created, a working file is simultaneously saved. See the next screen.
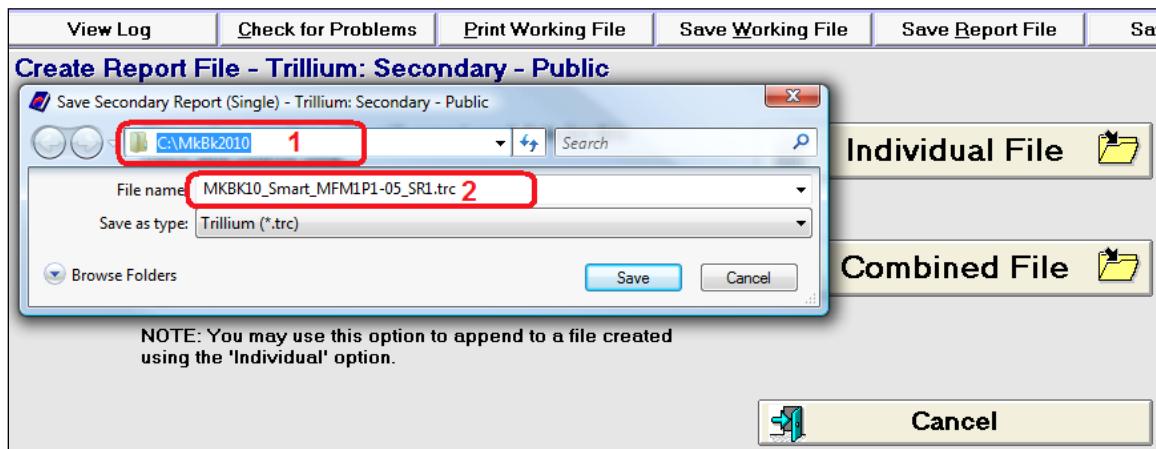
Create Report File Screen

When all issues have been corrected, and the user clicks the **Save Report File** tab above, this screen appears. There are three choices as buttons down the right side.

Individual File:

Click **Individual File** to make a transfer file for the current class. A Save dialogue box will appear with a **1.** proposed location and **2.** a proposed file name as per the next image. The proposed file name must be unique within the school so that it doesn't override some other teacher's data. MarkBook will propose a file name using the teacher name and course code/section.
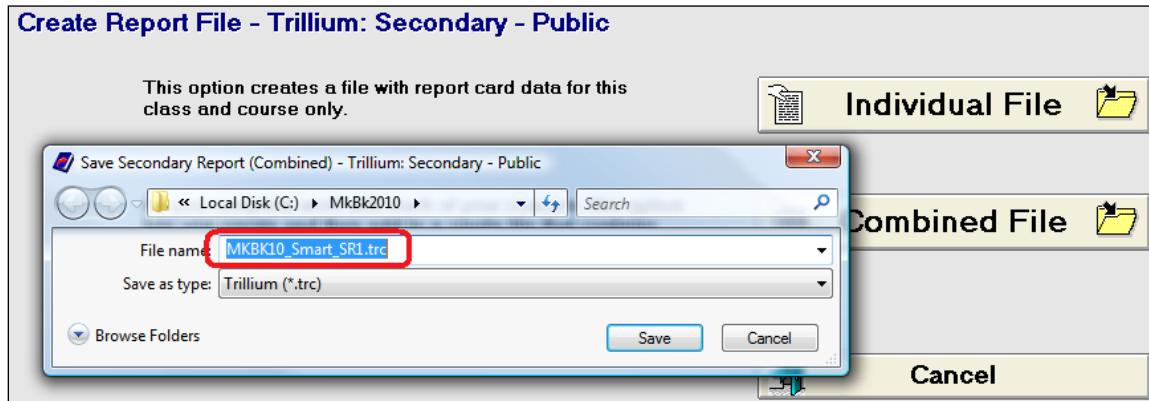
The file storage location should be in a place where the school has decided to store such files ready for submission to the SIS. Browse to select.

Once the above two items are identified, click **Save**. A transfer file will be saved in the identified location. The extension of the file name is unique for each SIS. Trillium is .trc, eSIS is .m2e, and so on.

Combined File:

Alternatively, click **Combined File**. In this case, MarkBook will propose a file name for all data for all of this teacher's classes. If such a file already exists, MarkBook will append this class data to the end of the previous class file. Edit the name and Browse to a location as desired. Once a name and location have been selected, click **Save**. Typically, the school district has a mechanism set up to submit all of these teacher files to the SIS.

Editing Data Already Submitted to the SIS

Sometimes a teacher wishes to send updated data to the SIS to correct an error or to make a change. In this case, launch the Transfer Programme again, open the Working File, make the edit, and Save Report File. Upon submission to the SIS, this new file will over-write the prior data.

Unexpected Error Saving MBT Config File

As users work with the MBT programme, MarkBook saves their settings in a file called MBT10_PRG.CFG However, if the user doesn't have write permission on the computer or server, then the following error message will appear. Click OK.

To prevent the message from re-appearing, run the MB18_CFG.EXE programme in the network version of MarkBook. For the transfer, lock the setup file.

13-6 TRANSFER TO MARKBOOK ADMIN EDITION

MarkBook® Admin Edition (MAE) is a separate software tool for success coordinators, department heads, counsellors, principals, and head teachers. It's designed to receive MarkBook class data files from teachers and assemble these files into a searchable whole-school database or whole-department database. Elementary teachers will likely send separate files for each subject Mark Set, whereas teachers in a rotary system will likely send one file for each MarkBook class. The data may be resubmitted as often as necessary so that administrators have access to current information. Users may query the Admin Edition database for

- multi-subject information (marks + attendance + learning skills + counts of zeros and NoMarks) for individuals,
- current timetables/schedules for individual students,
- median reports including analysis on courses, marks, teachers, and departments,
- student performance reports over time,
- the school's honour roll, and
- students with academic and attendance issues.

MarkBook Admin Edition can be installed as a networked application or it may be installed locally on users' machines. In either case, we recommend creating one database somewhere on a shared network drive so that all persons with authorized access to Admin may see the same database as revised from time to time. It's also possible to create a different database locally, e.g. on a department head's computer, and the data supplied by the teachers will be for a single department.

If the school's connection to its Student Information System is down, this tool may serve to provide an alternate source of key information on students – timetable/schedule and attendance - plus *current* academic performance independent of the SIS.

Instructions for Teachers

Step 1. Launch MarkBook and open a class. Click **Mark Sets** in the upper menu bar and select **Edit** to get this screen. If not already done, fill in the **Room** number and the **Day** number when the class first meets (usually Day 1). If the school has periods, type in the **Period** for this class. Click Enter and then **Save** in the lower right corner (not shown). For elementary teachers with no fixed timetable/schedule, it's OK to leave these Day and Period fields blank. Or type an order 1,2,3,4…in which subjects are usually taught.

Caution: For secondary teachers with rotary subjects, the Master Course Code MUST match the official course code and section for the class. Edit on this screen as necessary. Click **Save**.

Step 2. The administration will give each teacher a six-character ID code like HED001 for use in Step 3 below.

From MarkBook's Main Form, section 3-1, click the MarkBook Admin button or click **Reports** tab in the upper menu bar and select **MarkBook Admin Edition** to get this screen:

Step 3. Type the assigned six-character **Teacher Identification Code** in the upper box. MarkBook will retain this teacher code so this needs to be done only once. Note that the code is 3 letters followed by three numbers – please don't confuse the letter "O" with the number "0". The above example uses HED001 <u>not</u> HEDOO1. We recommend checking the **Allow 'Auto Export'** button at the lower right - see the end of this section for the function of that button.

Select Data from…

In the **Select Data from….** box, identify which Mark Set, which Term/Unit, what category/strand, and which Comment File is to be export.

Note that **Use Adjusted Results** text in the prior image is greyed out making this function unavailable. If the user has saved Adjusted Results (aka Adjusted Marks) for the selected Mark Set, as described in section 9-2, then this function will be darkened and available for selection - click the cell.

If the overall mark is composed of multiple Mark Sets, drop down the menu to select data from **Combined Mark Sets**, [All] Units, and [All] Categories/Strands. Conversely, elementary teachers will likely send one file for each subject Mark Set. If there's more than one comment file, decide which one is to be used – usually the last one built.
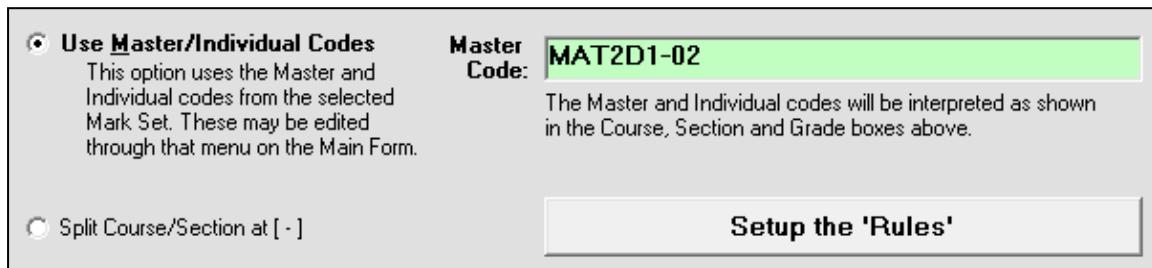
Course and Section

In the **Course and Section** box, there are two options:

1.　　For **Direct Entry**, click in the radio button to select and fill in the course, section, grade/form, and credit value (1.0 typically, but there may be half-credit or multi-credit courses).
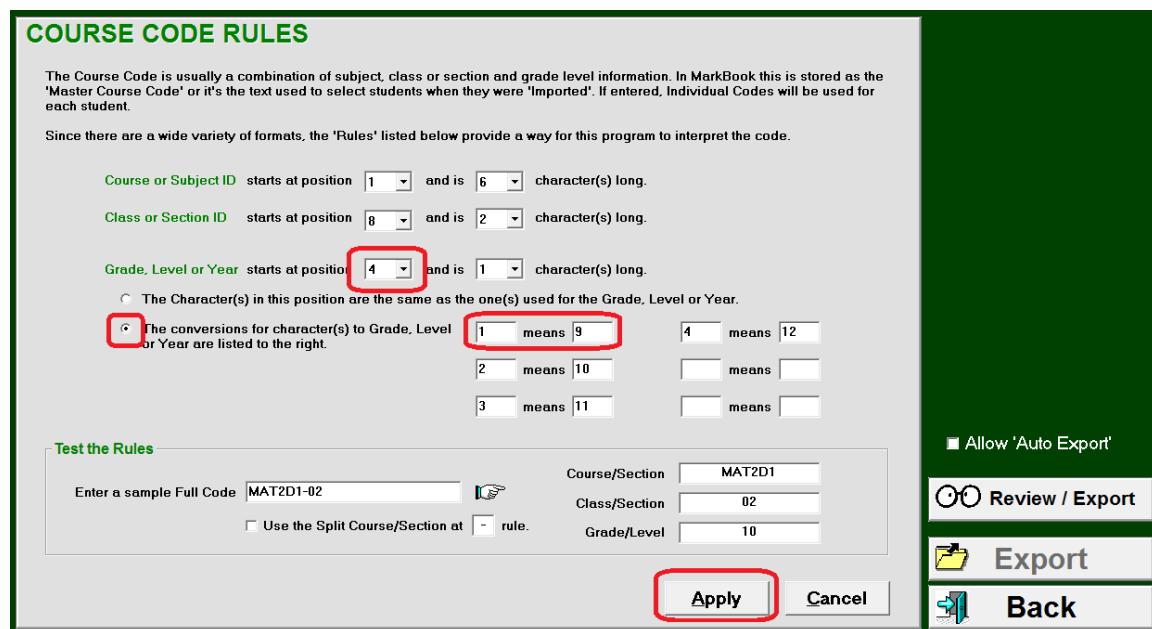
2. For **Use Master/Individual Codes**, click in the radio button to select and then click the **Setup the 'Rules'** button to move to Step 4.

The **Split Course/Section** radio button will cause MarkBook to successfully distinguish between a course and its section number/letter using the dash in the course code.

Step 4: Click the **Setup the 'Rules'** button to get the following screen. Since course codes often contain 'hidden' information, use this screen to decode that code for proper interpretation by MarkBook Admin Edition. If not set up properly here, MarkBook Admin will not interpret the course properly.

Look at the sample course code at the lower left in this previous image. The course code, MFM1P1, is six characters long. The class or section ID is isolated by a dash in the seventh position followed by a two-digit section number. The fourth character of the course code is actually a grade/form. In this fourth position, '1' means grade 9, '2' means grade 10, etc. Set these conversions in the centre of this screen.

If not done automatically, test the entered 'conversion rules' by typing the course code and section for this class at the lower left. Note in this following example that the course
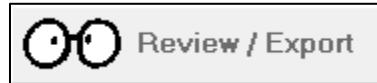
interpretation in the three fields to the right of the finger is _not_ correct. Fill in the cells as on the previous screen to fix the interpretation.

Once this screen is set up properly, click **Apply** to return to the previous screen and continue with Step 5. The **Back** button exits this pair of screens without sending a file to MarkBook Admin.

Tip: All of these conversions can be pre-set for all teachers by a network administrator using the configuration tool, MB_V12_CFG.EXE, installed with the network version of MarkBook.

Step 5: After applying the rules in Step 4, click **Review/Export** in the lower right corner. A dark green review screen will appear. If desired, use it to edit individuals' marks and then click **Export**.
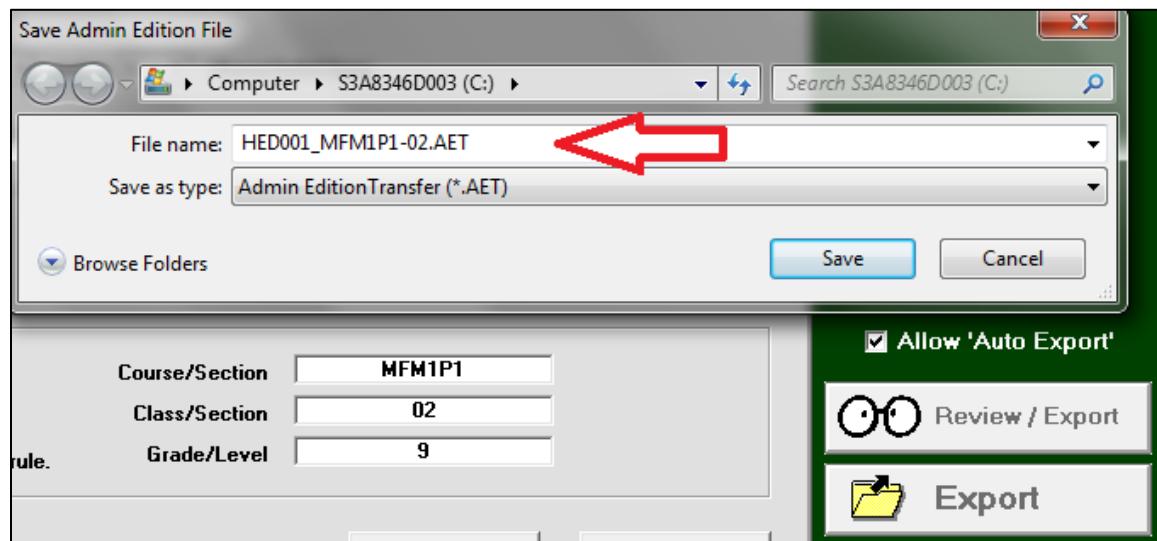
A save dialogue box will appear onscreen as in the next image. Decide where the file is to be saved (aka "the path"). Using **MB_V12_CFG.EXE**, the school's network manager can pre-set the path to the target location in the network version of MarkBook. Otherwise, save the file in a location that enables delivery to the administrator.

MarkBook will automatically suggest a file name. Accept this name since it will be unique in the school. Browse to locate the save location. Once this location is known, click **Save**. This action will produce and send a file with the extension .**AET** (Admin Edition Transfer) for the selected class.

The submitted file .AET contains student identifiers (name, student number, gender, DOB, telephone numbers, Home Form), the overall course mark calculated by whichever algorithm is specified in MarkBook, an equivalent Level, attendance, the selected comment, the number of zeros, the number of NoMarks, the number of assessment entries, and the learning skills if any have been rated.

MarkBook retains all settings made on these two setup screens, including the teacher ID number. Consequently, submitting data for the next and all other classes will be no more complicated than clicking the Export button.

Repeat steps 1-5 above with each of the other classes or subject Mark Sets to generate one .AET file for each subject class taught. If there's a previous .AET file for a given class, the computer will open a dialogue box asking to replace the existing file. Since this is a newer file, select **Yes**. If not sending the .AET files through the school network, deliver these to the administration on a portable storage device, or as attachments to E-mail.

Install the MarkBook Admin Edition manual from its CD or download it from

www.asyluminc.com/downloads/mb_admin/MAE%20Manual.pdf

Allow 'Auto Export' Function
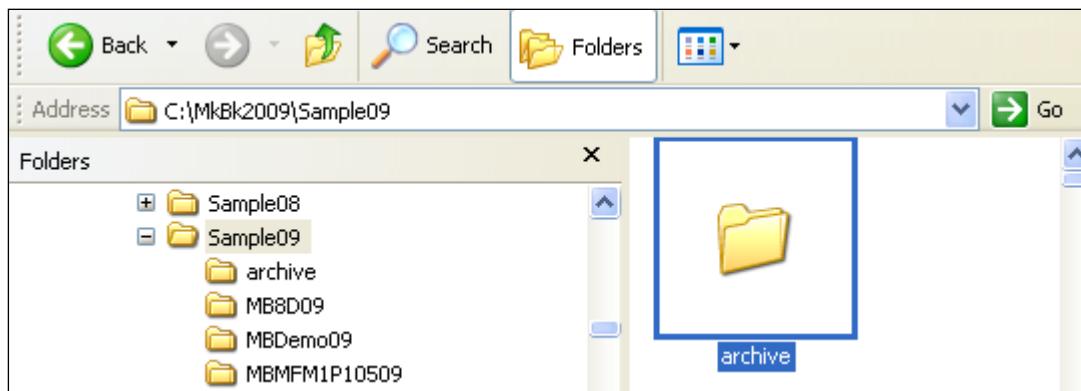
This button is at the lower right of both screens. If checked, an .AET file will be automatically submitted for each class whenever the teacher re-visits Class Report, Student Report or Combined Report. However, the teacher has to setup and export the first .AET file manually for each class. This determines which Mark Set (or a Combined Report) is the data source, which Comment file is used, the 'credit value', and the destination path. This first manual submission prevents inappropriate data from being submitted (e.g. Mark Sets for learning skills and behaviours). Even if the "Allow" cell is checked, nothing will be sent until after a first .AET file is successfully exported. This first-time submission must be done manually for each class. After that, the file is sent automatically and there's no warning given about over-writing an earlier file.

If a teacher changes any parameter in the file, such as a new comment source, a different Mark Set, etc., there must be a manual re-submission and then the automated process will re-submit regularly. If the manual submission is from Combined Report, then the teacher must re-visit the Combined Report screen to make the automatic submission happen. In this case, there's no automatic submission in Class or Student Report.

To stop automatic submissions, uncheck the **Allow 'Auto Export'** cell.

Caution: There may be situations in which a teacher wishes to auto export *some* class files but not others. For instance, in the second semester, teachers have finished with the first semester classes and shouldn't submit these again. This poses a problem. If both semesters' classes are stored in the same directory, *and* the teacher opens a semester 1 class to manipulate data, that class will be auto exported to Admin. The solution is to isolate the older classes into an archive location and to uncheck the auto submit cell from these classes once in that new location. Use Windows Explorer to make an archive folder and to move the older classes into it (see section 14-1). Or use Backup to move copies of the old classes into another directory or onto another storage device and then delete them from the location where the current classes are located.

This image is from Windows Explorer running in Windows XP. Note that a new folder (File:New Folder) called a**rchive** has been created. Drag and drop older MarkBook class folders into it. Open any class in that location and uncheck the auto export cell.

Errors in Submitting Data to MarkBook Admin Edition (MAE)

There are a number of user errors that can foul up the submission process:

1. A teacher has not entered the proper assigned teacher ID number – the class won't import into Admin Edition at all. Worse, if the teacher uses another's number, the class will be imported but some of the MAE analytic functions won't work properly.

2. A teacher hasn't entered the correct course code and section. The class will import into MAE but the data will not merge properly for analysis by course. In this case, delete the class in Admin and re-submit using the Direct Entry button in MarkBook's **Course and Section** box.

3. A teacher has manually entered students into MarkBook with an incorrect student number. Since MAE assembles all courses for each learner by student number, this course will not show up with the other courses that DO have correct student numbers. Delete the class from MAE, correct the student's number in MarkBook and re-submit. For schools with an SIS, we recommend using the Update from File procedure described in section 4-8 as the ONLY way for students to be added to a MarkBook class.

4. The teacher didn't save the .AET file in the proper place. In this case, the .AET file is created but MAE won't see it in the expected location. Defining the path with MB_V12_CFG.EXE will solve this issue.

5. The teacher did not use **Setup the Rules** properly. In this case, MAE will have an invalid interpretation of the meaning of the course code and section. The grade can be wrong, the section number might be wrong, etc. Again, use the MB_V12_CFG.EXE utility to pre-set the 'Rules'.

6. The Auto Export function doesn't work. In this case, the teacher didn't check the cell on before doing the first manual export. Go back to the first screen above, check the Allow Auto Export cell, then manually Export the class again. If the path in #4 above is set properly, the auto export function will kick in.

7. The class imports into MAE, but the data is wrong. In this case, the teacher may have switched Mark Sets recently or changed the comment. Delete the class in MAE and resubmit the class manually with the corrected data sources.

8. The teacher has entered different teacher names in different classes e.g. *R. Hedges*, *Mr. R. Hedges* and *Hedges, Mr. R*. This will show up as three different teachers in MAE.

Functions of MarkBook Admin Edition

Admin Edition assembles all submitted classes into a searchable database. The administrators, counsellors, success co-ordinators, subject heads, or any other authorized individuals with access, will use Admin Edition to find answers to questions about the current status of students, courses, teachers, grades, etc. Obviously, a whole-school database is better than one with just a few classes. And, if teachers use the auto-export function, that database stays current.

Course Analysis (aka a "Median Report")

An administrator or a subject head should be concerned about the progress of classes within his/her department. Once classes are submitted to Admin, run an analysis by course. The image following is a fraction of a 20-page whole-school "Median Report". Admin Edition prints to screen and then, at the user's option, onto paper. The teacher names are covered with green in this example. Note that three of the courses have just one section or class. However, ENG1D1 has three classes with a total of 89 students, an overall achievement rate in the 70s for both Median and Mean, and a 2% failure rate *at this point in time*.

Course		#	% Fail*	Median	Mean	80-100	70-79	60-69	50-59	Fail	NM
ENG 4U1											
ENG 4U1-01		32	0	83	82	24	8	0	0	0	0
		32	0	83	82	24	8	0	0	0	0
ENG1D1											
ENG1D1-01		31	0	79	78.3	15	10	4	2	0	0
ENG1D1-02		28	0	71	69.3	5	9	7	6	0	1
ENG1D1-03		30	7	69	69.8	8	6	11	3	2	0
		89	2	74	72.7	28	25	22	11	2	1
ENG1L1											
ENG1L1-01		14	7	75.5	70.3	6	2	3	2	1	0
		14	7	75.5	70.3	6	2	3	2	1	0
ENG1P1											
ENG1P1-01		21	40	55.5	57	2	4	3	3	8	1
		21	40	55.5	57	2	4	3	3	8	1

A subject head would likely deem that three of the four courses above are performing as expected but the last class has issues requiring further attention. If this report has been run just a few weeks into a new term, then there's lots of opportunity for adjustments and remediation. Since it takes only seconds to generate, re-run the report as often as desired.

Gender Analysis

Admin Edition will display an analysis by gender within each class. Again, this sample has the teacher's name covered in green. Note the higher female failure rate (31% vs. 7%) and lower academic achievement. If this is considered unusual, then explanations should be sought.

SBI3C1											
SBI3C1-01		F	13	31	67	61.2	3	2	2	2	4	0
SBI3C1-01		M	15	7	67	67.7	3	4	6	1	1	0
			28	18	67	64.7	6	6	8	3	5	0

Grade Report

Admin Edition will summarize data for each grade. In this example school, there are 52 grade 9 classes (only three show on this screen printout) with a total of 1239 student classes. Some individuals are counted more than once since they're taking more than one grade 9 course. Put another way, there are 1239 course credits available to students currently studying any grade 9 course. At present, 8% of those credits are at risk below 50%.

SNCIDI		#	% Fail*	Median	Mean	80-100	70-79	60-69	50-59	Fail	NM
SNCIDI-08		21	5	77	76.1	10	5	3	2	1	0
Course Totals :		21	5	77	76.1	10	5	3	2	1	0

TTI1O5		#	% Fail*	Median	Mean	80-100	70-79	60-69	50-59	Fail	NM
TTI1O5-03		25	4	83	76.8	13	2	2	7	1	0
TTI1O5-05		26	4	76	71.5	7	12	3	3	1	0
Course Totals :		51	4	77	74.1	20	14	5	10	2	0
Grade Totals :	1239	8	75	72	464	298	243	135	95	4

Analysis by Teacher

Admin Edition will run teacher reports similar to the following. Unlike the previous examples from real schools, this sample data is fake.

R. Hedges

MAT2D1-01	23	14	75	72.3	9	3	5	1	3	2
MAT2D1-02	23	26	68	66.2	7	4	4	2	6	0
MAT2D1-03	23	13	65	69.3	8	2	4	6	3	0
SNC2D1-01	23	14	67.5	63.7	4	6	6	3	3	1
SNC2D1-02	23	30	61	61.7	6	4	3	3	7	0
SNC2D1-03	23	30	60	60.7	5	4	3	4	7	0
Teacher Totals:	138	21	68	65	39	23	25	19	29	3

Analysis by Student

Admin Edition receives the following data from each teacher: an overall mark, a count of days absent, a count of days late, a count of zeros and NoMarks, a count of the number of assessments, date of birth, multiple phone numbers, learning skill ratings and a comment. The user can run an analysis by student to pick out individuals in defined ranges. The following screen image shows the first three students in a multi-page list of individuals with one or more courses marks at or below a user-defined threshold of 50%. Students with all course marks above 50% are not included. All identifying student information is in the gray bar (name, DOB, HF, student number, telephone numbers) and has been covered with green. All current courses are listed below the gray bar (each of these students is taking four courses). The teacher names have also been covered. The marks circled in red are the ones triggering inclusion in this report.

Counsellors and success coordinators should find this report very useful. The sooner that each individual's issues are identified, the sooner that remediation can take place, and the more likely it is that each at-risk student will earn credit.

Students With Marks Between 0 and 50

		Mark	Absent	Late	No Mark	Zeroes	# Assessments
ENG3C1-01		63	0	0	0	4	39
ICS3M1-01		67	0	0	4	5	30
MBF3C102-02		48	0	0	1	3	15
TGJ3M1-01		69	0	0	0	1	11
BBI2O1-01		38	0	0	11	2	18
BTA3O1-01		30	12	0	1	18	24
ENG 3E1-01		70	0	0	0	0	2
MAT2L1-01		72	0	0	1	2	15
CHC2P1-01		55	0	0	0	5	21
MFM2P1-02		32	0	0	0	5	19
SNC2P1-03		73	0	0	0	0	3

An attendance and compliance analysis is possible. Admin Edition will pick out all individuals with more than a user-selected number of absences. It also picks out students with more than a user-selected number of missing assessments:

Students With 5 or More No Marks or Zeroes.

		Mark	Absent	Late	No Mark	Zeroes	# Assessments
ENG3C1-01		63	0	0	0	4	39
ICS3M1-01		67	0	0	4	5	30
MBF3C102-02		48	0	0	1	3	15
TGJ3M1-01		69	0	0	0	1	11
FSF2D1-02		74	0	0	1	0	8
MPM2D101-01		77	0	0	4	0	11
SNC2D1-02		62	0	0	10	3	36
TPJ201-01		90	0	0	0	0	15
BBI2O1-01		38	0	0	11	2	18
BTA3O1-01		30	12	0	1	18	24
ENG 3E1-01		70	0	0	0	0	2
MAT2L1-01		72	0	0	1	2	15

Admin Edition also does an Honour Roll report and a multi-subject report for every student.

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13-7 Using MarkBook® with Open Text FirstClass®

FirstClass is a software communication package for a defined community of users such as all of the students, parents, administrators and alumni in a given school system. The FirstClass website uses the following description:

FirstClass enables schools and entire school districts to create collaborative online learning communities that enhance communication and collaboration between students, parents, teachers, administrators, and alumni. FirstClass enables a community based approach to teaching and learning by connecting all contributors to the education process within a secure, online environment.
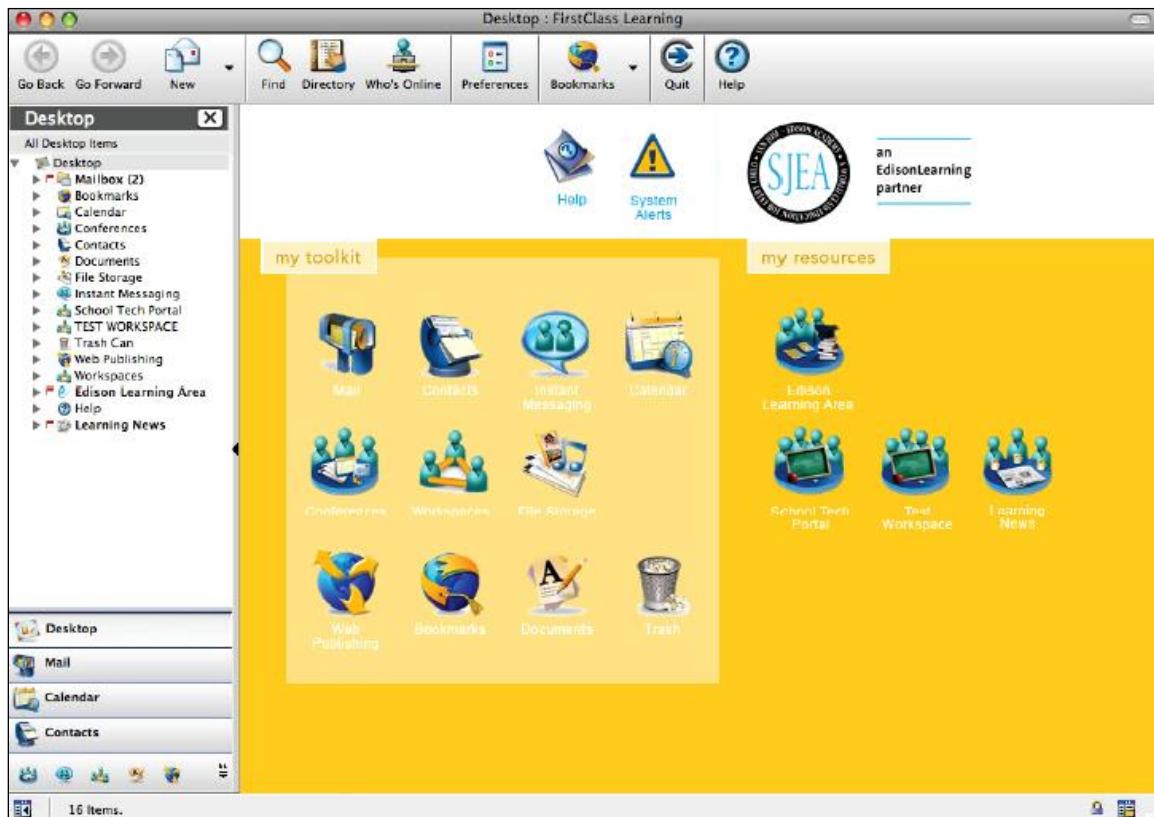
Each member of the community has limited access rights to various parts of the FirstClass system. Access rights are controlled by a user login.

Students and their parents have access to course materials for the subjects currently studied. Much of this material is posted within FirstClass by teachers. Students can use Email, publish various kinds of information on their own websites, participate in a variety of conferences within FirstClass and engage in safe social networking. Unlike the open Internet, all of this activity and content is controlled by the district.

Similarly, teachers can use a wide range of functions all aimed at communicating and collaborating. Ultimately, these promote better student learning. After login, a teacher will see a display of allowed functions on their own desktop as per the following image. The desktop can be customized. It provides single-click access to FirstClass toolkit functions as well as locally-defined functions like

- Conferencing on specific topics. This may be restricted to colleagues, or it may be shared with learners and parents.
- Alerts.
- School Board Information.
- Email.
- Web Publishing.
- Calendar
- Etc.

Two FirstClass features are particularly useful for teachers using MarkBook: Email and Web Publishing. Both functions must be turned on by the district. Once done, bulk Email (section 3-5) and individual Email student reports (section 11-8) are enabled.

To access the web publishing feature of FirstClass, use the icon or the File menu. Customizable teacher web pages can be accommodated by FirstClass and no FTP programme is needed to upload content. Art, video and links to other web sites are permitted. Some real examples of pages in FirstClass are shown here (teacher identification has been covered in green):

These teacher web pages may be set up to allow open access to anyone without a login required (in other words, they're open to anyone on the Internet).

MarkBook® Reference Manual, Version 12.5.8
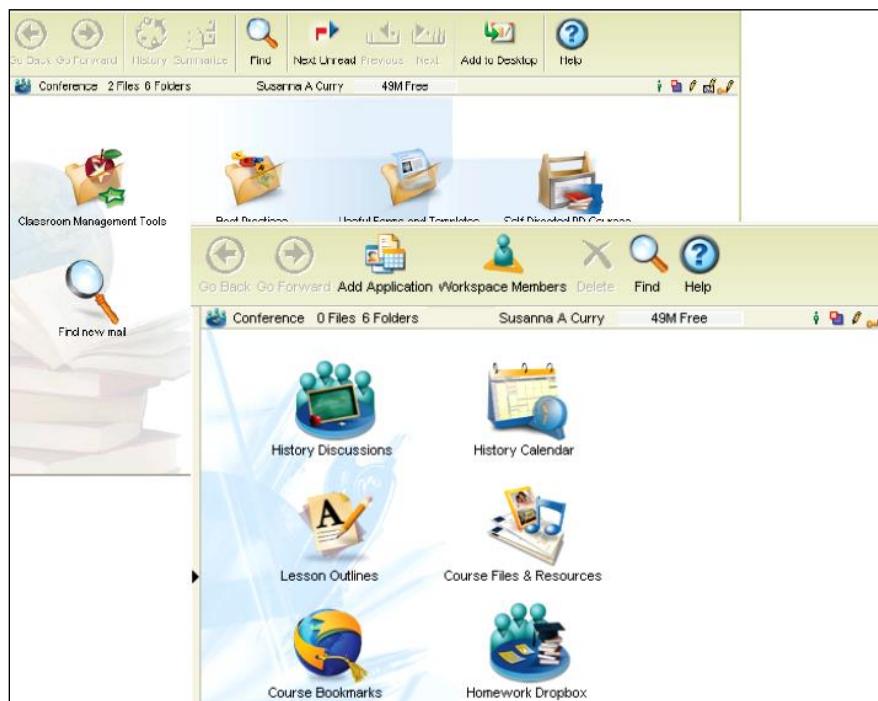
Two kinds of HTML files from MarkBook may be incorporated into a teacher's web site:
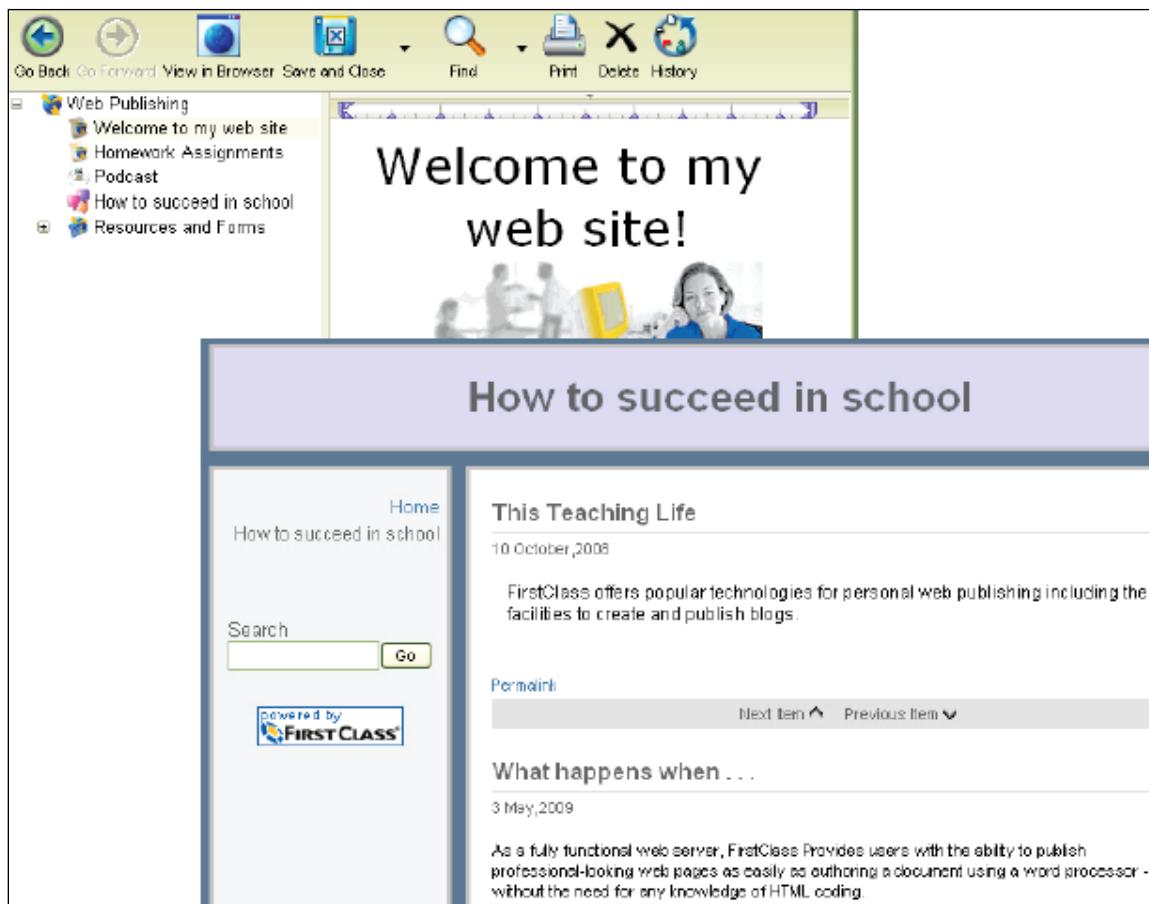
- HTML Class Reports (see section 9-10).
- Lesson and Unit Plans (see section 6-9 and section 6-10).

Teachers and administrators can also use the FirstClass conference feature to post information and guidelines for others. Here are a couple of examples.

FirstClass acts as a server for sending Email report cards so the issue of port 25 blocking is bypassed. See section 11-7 for details on sending MarkBook Email reports and section 11-8 for samples.

For more information about FirstClass, visit

http://www.firstclass.com

13-8 EXPORTING / IMPORTING STUDENTS WITH THEIR ASSESSMENT DATA

A number of scenarios may occur that necessitate transferring a student from one class to another. This may be part way through a term, usually involving a move between two sections of the same course. Or it may be a transfer to a credit recovery teacher/counsellor. Or it may involve a student who dropped a course part way through and wishes to resume it at a later time, perhaps several years later.

This section describes how to do that transfer AND simultaneously include the affected students' entire assessment package(s).

Changing Sections

Suppose it's several weeks into the term and a timetable / schedule change for one student means that they have to quit a class that they're started and move to another class taking the same course. Typically, these two class sections don't have an exact match of assessments. The assessment titles, base marks, types, categories, weights or even the number of assessments don't match. So, attempting to import a student from another section of the same course with data will involve a data collision of miss-matched assessments. However, this export / import function in MarkBook avoids that collision.

Credit Recovery, Counselling or Remediation

A student has failed to earn a credit in a course that's already completed, or is at risk in a current course. The credit recovery instructor or success co-ordinator would like to get a detailed record of the student's assessment package in order to diagnose the problem(s), remediate and replace missing or low-score assessments. This student export/import function in MarkBook enables a complete record to be sent to the counsellor or recovery teacher. The receiving teacher can import the student and use all of MarkBook's analytic tools to gain an accurate picture of the issues.

Continuing Education

Adult learners who didn't earn a high school graduation diploma, or who want instruction in a discipline that they didn't study in school, may return to school for further ("*continuing*") education. Some jurisdictions allow these learners into regular day school classrooms even though they are older than the rest of the class. Other jurisdictions isolate adult learners in classes tailored for their needs. For a variety of reasons, these learners often drop out part way through a course. However, they often return later, perhaps several years later, to resume the course(s) that were interrupted. Of course, on re-entry, it's very difficult for the receiving teacher to identify what the adult learner has completed and what hasn't yet been learned in the course.

This export/import function in MarkBook enables a complete record to be exported by the original teacher, stored in a central location, and then imported by the new teacher when the learner re-appears in the system, even if it's several years later.
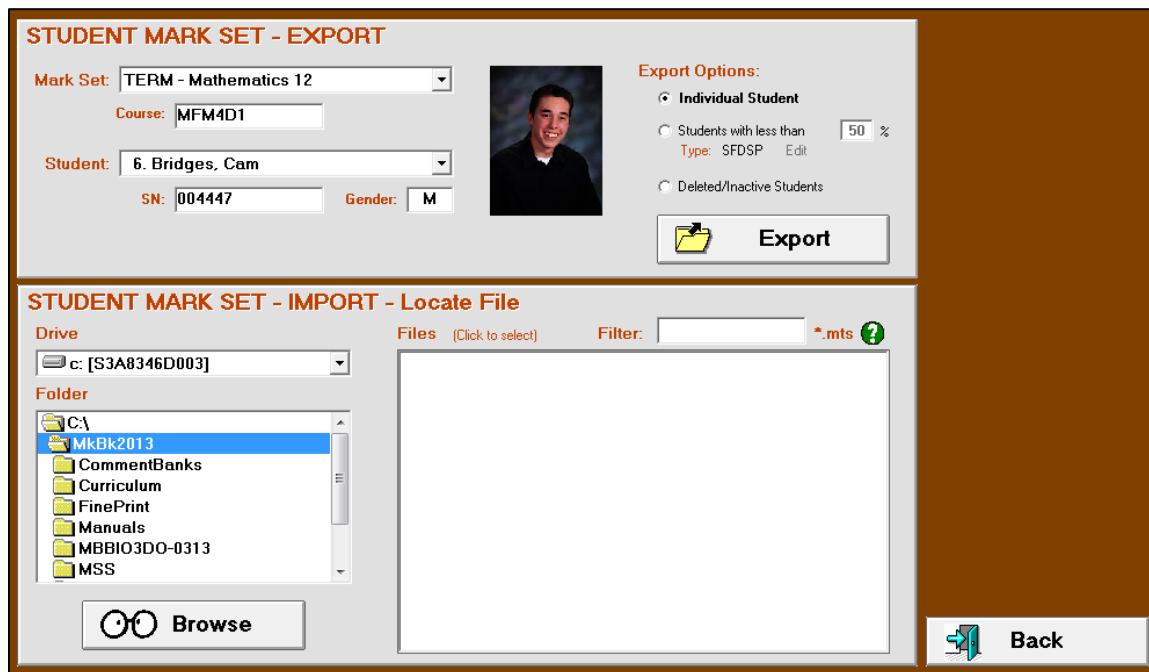
Exporting a Student with Assessments

With a class open, click File or Class in the upper menu bar of the main operating screen, section 3-1. When the list of menu options appears, hold the cursor over Export. The sub menu shown at the right will appear. In the middle of the sub menu, click on **Student Mark Set Export/Import**. Or, from the main screen, section 3-1, click on the Class menu and make the same selection in the Exports sub menu. Or, from the main screen, click on the Mark Set menu and select the fourth item, **Student Mark Set Export/Import**.
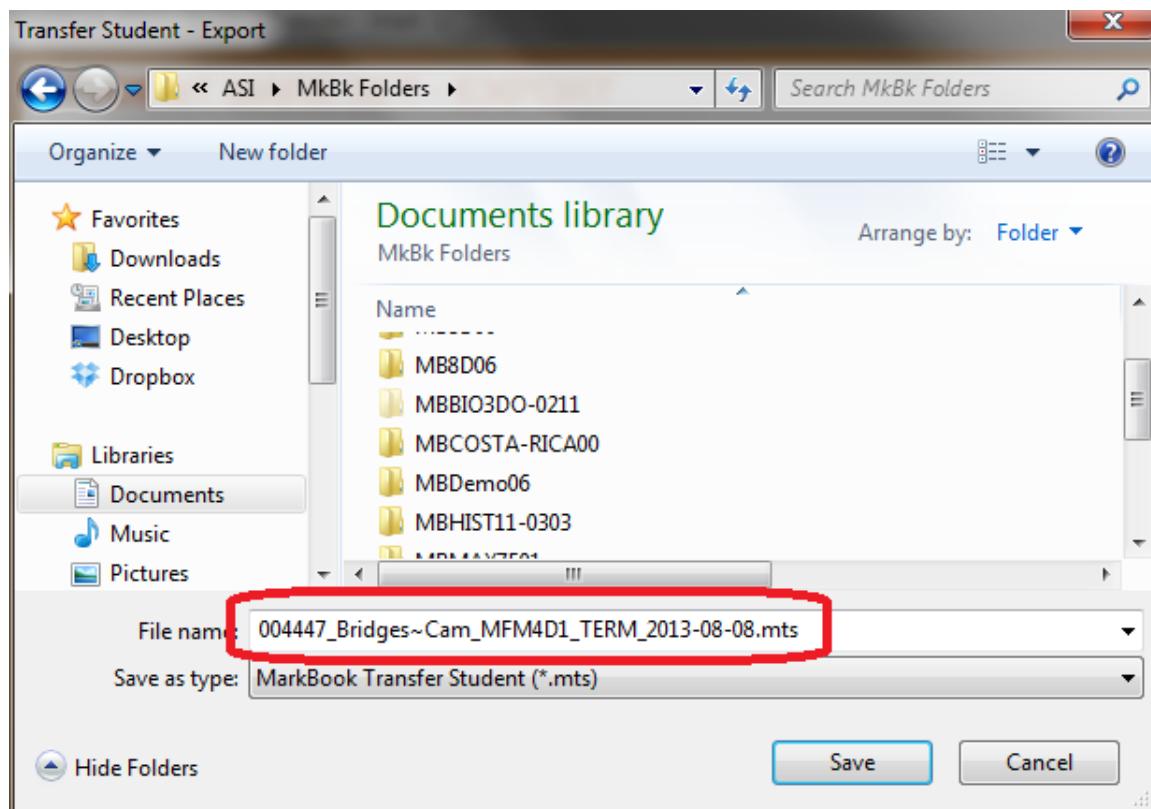
User Defined
to MarkBook Admin Edition
to MarkBook Mac / iPad® Editions
to Trillium: Secondary - Public
Student Mark Set Export/Import
to eInstruction®
to TI-Navigator (TM)
to TurningPoint®

The following screen will open. In the <u>upper</u> box, click **Individual Student** under **Export Options** at the right, then select the **Mark Set** and the **Student** you'd like to export and then click the **Export** button.
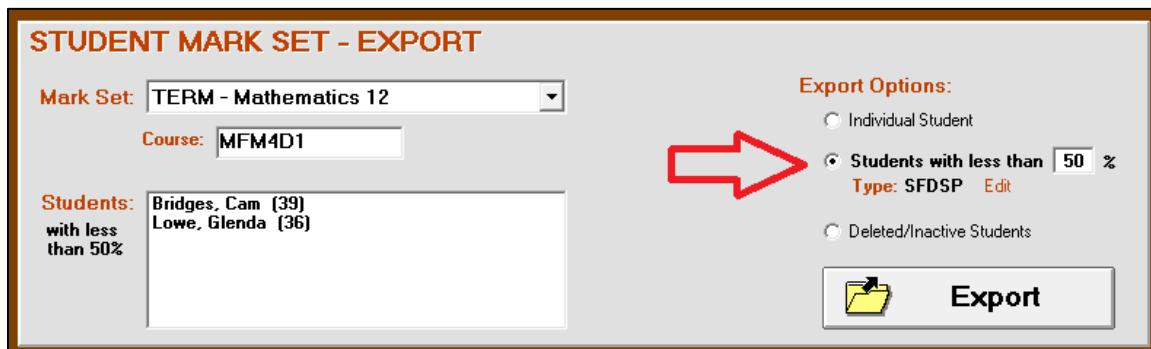
MarkBook will open a save dialogue box with a suggested **File name**. Note from the following image that the suggested name (circled in red) has an **.mts** extension and it includes the student number, student surname, student first name, course code, Mark Set Short Code and date. We strongly recommend keeping this file name but you can edit the storage location as desired. Click **Save**. Each .mts file will be small – typically well under 10KB.
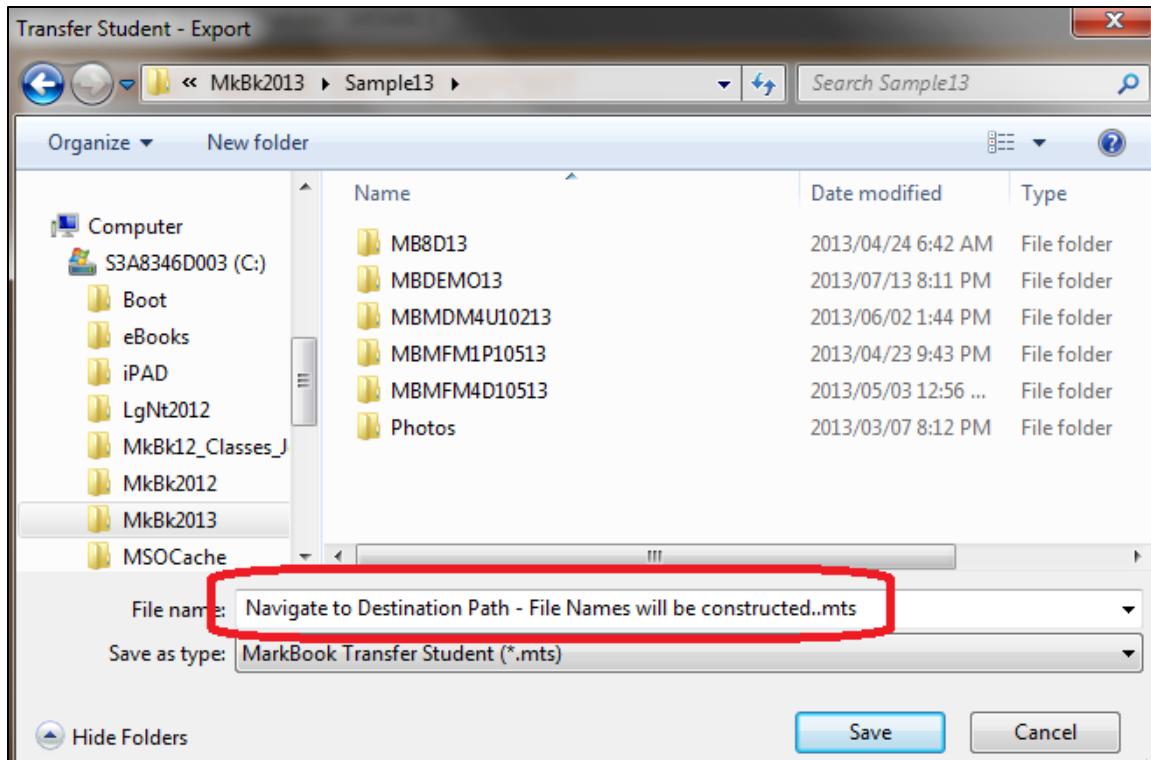
Exporting Multiple Students with Their Assessments

As above, open the **STUDENT MARK SET - EXPORT** screen. Check the second selection under **Export Options** at the right. Edit the percentage as desired. Note that the Type in this example includes all five assessment Types. Click the word **Edit** to change this Type selection – depending on the anticipated use of the export, it may be appropriate to include only Summative assessments.

MarkBook will display a list of qualifying students at the left. Click **Export**.
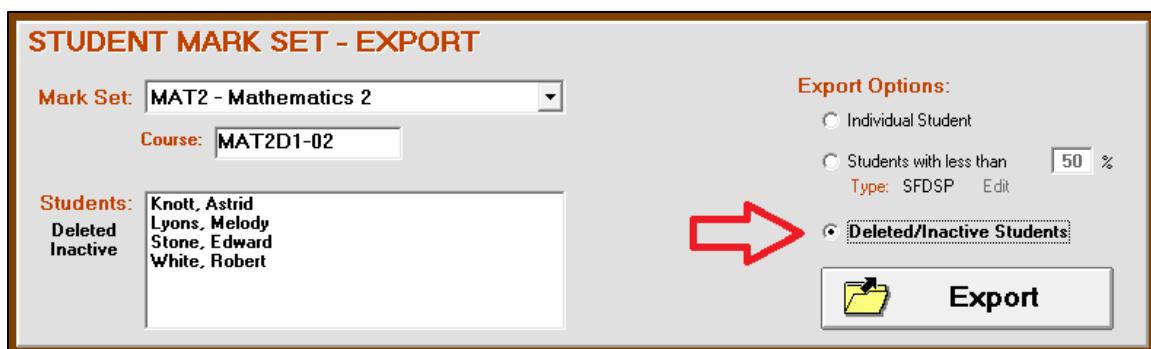
Since multiple files are going to be saved, MarkBook will display the message circled in red in the Save dialogue box below. Navigate/browse to the storage location and click **Save**. MarkBook will export one file per student using the naming convention described previously for a single student.
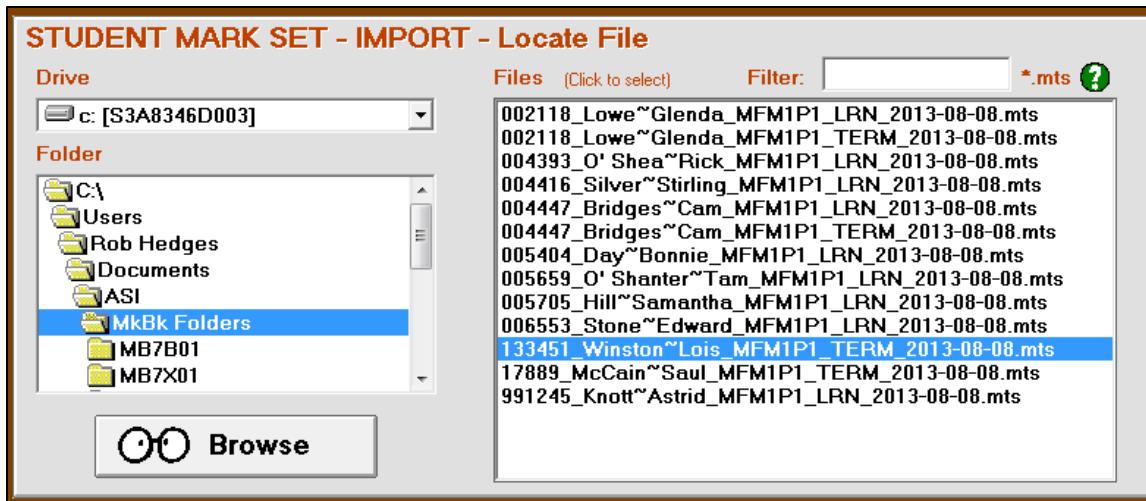
Exporting Deleted Students with Their Assessments

In the circumstance where some students have completed part of a course, dropped out, but they have the potential of resuming the course at a later date, it would be appropriate to export a file for each student who dropped the course. As an example, Continuing Education (i.e. Adult|) learners have a high dropout rate but frequently wish to resume a course in another academic year. In MarkBook, select **Deleted/Inactive Students**, qualifying names will appear at the left, and click **Export**. MarkBook will present the same dialogue box options as in the prior example.

Importing a Student into Another Class
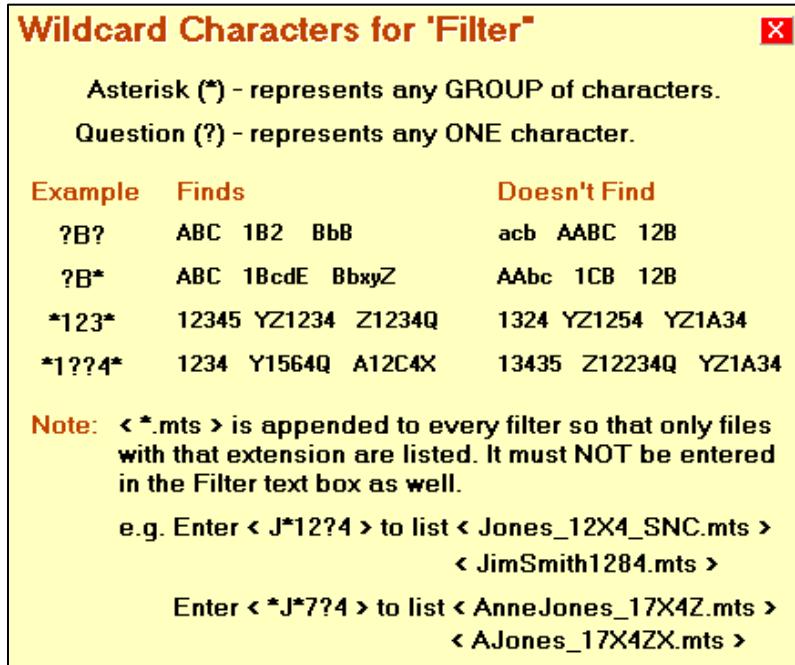
The teacher who will receive the student into a different class should open that receiving class, click File or Class in the upper menu bar, select Exports and click on **Student Mark Set Export/Import**. The same screen appears as before but the <u>lower</u> half will be used for the import as in the following image:
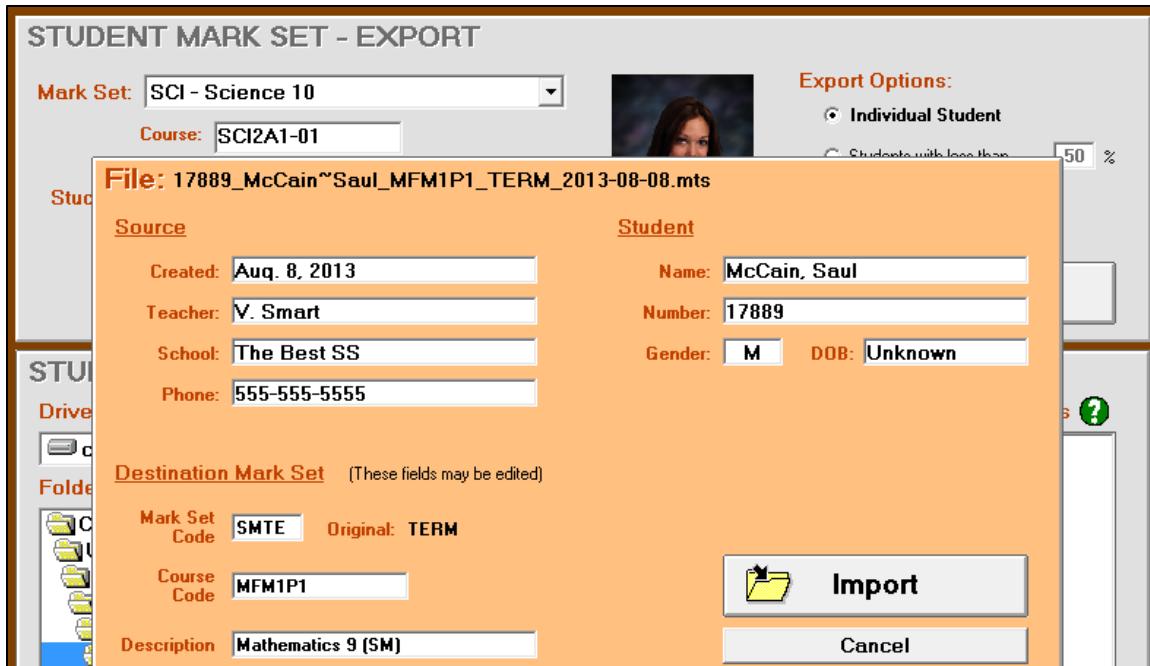
Note that MarkBook remembers where the last .mts file was stored in the **Drive** and **Folder** windows at the left. Otherwise, click **Browse** to locate the .mts file(s). If many students have been exported to a common location such as a directory on the school's or district's server, there will be a lengthy list in the large white window at the right. The idea is to click on just one <u>*selected*</u> .mts file and import it into the current class.

Given that there could be thousands of files going back many terms or years, MarkBook has a **Filter** function to assist locating the desired student's import file. In the Filter cell, type in one or more of: 1 a student number, 2 a Surname~First Name (separate with a tilde symbol ~), 3 a course code, 4 a Mark Set, or 5 a date to reduce the view to qualifying files that match the filter as typed. Click Enter and the window will display only the matching student files.

The filter function has wildcard options. Click the green question mark to display:

Once the desired import .mts file is located, click once on it to open an orange-brown box on top of the prior screen:
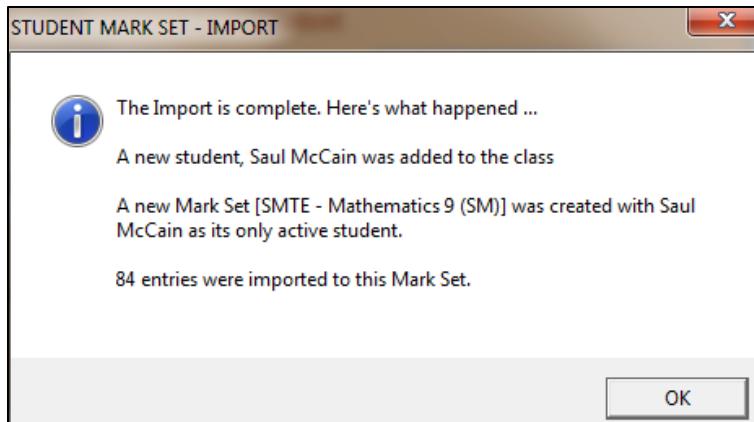
Before importing, MarkBook will read and display details from the file in the **Source** and **Student** portions of this box. If this is the correct file, move to the **Destination Mark Set** area. If not, click **Cancel**. While it's unlikely that one would import a math student into a

science class, as in this example, the principle is demonstrated here – any student and their data may be imported into any class.

If this is the correct file, click the **Import** button. MarkBook will import this student, along with their course academic history, into a *new Mark Set* for the current class. In the **Destination Mark Set** area, this proposed new Mark Set's 4-character Short Code is made up from the student's initials (SM in this example) and the first two letters of the original course description (TE in this example). If this combination of letters already exists in the receiving class, MarkBook will propose another name for the new receiving Mark Set. To avoid data collisions, MarkBook will NOT import this student into an existing Mark Set. However, you may edit the three Destination Mark Set fields presented here.

When ready, click **Import**. This "Import is complete" message will appear:

Click **OK**. The class now has a new Mark Set with a single student and their historical assessment record. The receiving teacher can now open that Mark Set, analyze, edit existing data, report, add more assessment data, and so on.

STUDENT MARK SET - IMPORT

The Import is complete. Here's what happened ...

A new student, Saul McCain was added to the class

A new Mark Set [SMTE - Mathematics 9 (SM)] was created with Saul McCain as its only active student.

84 entries were imported to this Mark Set.

OK

On the main screen, section 3-1, click Combined Report and MarkBook will now include the added student in its combined reports but in a different Mark Set (§003 in this example):

SUMMARY

	SUMMARY (Alpha) Format: Percent	Rank	Overall	SCI 75	EXAM 74	§003 41
1	Abbott, Dave	7	66	71	57	-----
2	Bolton, Marilyn	4	72	71	75	-----
3	Henry, Lisa	2	76	71	87	-----
4	McCain, Saul	8	41	-----	-----	41
5	Peterson, Bob	6	68	71	63	-----
6	Rhymes, John	3	74	67	92	-----
7	Slack, Jimmy	5	68	79	44	-----
8	Tesora, Sylvia	1	98	98	98	-----

Uses of this Student Export/Import Tool

In the simplest scenario, this export/import function can move a single student between two classes in the same term.

In a remediation or success coordination scenario, the success teacher can receive many student .mts files from many teachers and import as many as 99 students into a single class. However, each at-risk student is in a separate Mark Set. Instead of getting a paper printout from the sending teacher(s), this electronic transfer enables the receiving teacher to use all of MarkBook's analytic tools to identify areas of weakness and focus remediation on those weaknesses.

Tip: counsellors, remediation instructors or success co-ordinators should ask for these files from regular teachers whenever they need to work with a low-achieving student. If the school is running a credit recovery programme, a policy of having all teachers export an end-of-term .mts file for each student who failed to achieve credit, including deleted individuals who left school during the term, would be appropriate. Set up a folder on the school server to store these files.

Finally, in the Continuing Education scenario, teachers should export an .mts file for every failure and for every student who didn't finish the course. Store all of these files in a common directory location on the school or district server. Then, whenever any of these learners re-appears, the receiving teacher can hunt that directory for the new student using MarkBook's import filter described above, import them into a current class and carry on using an accurate record of the learner's past achievement.
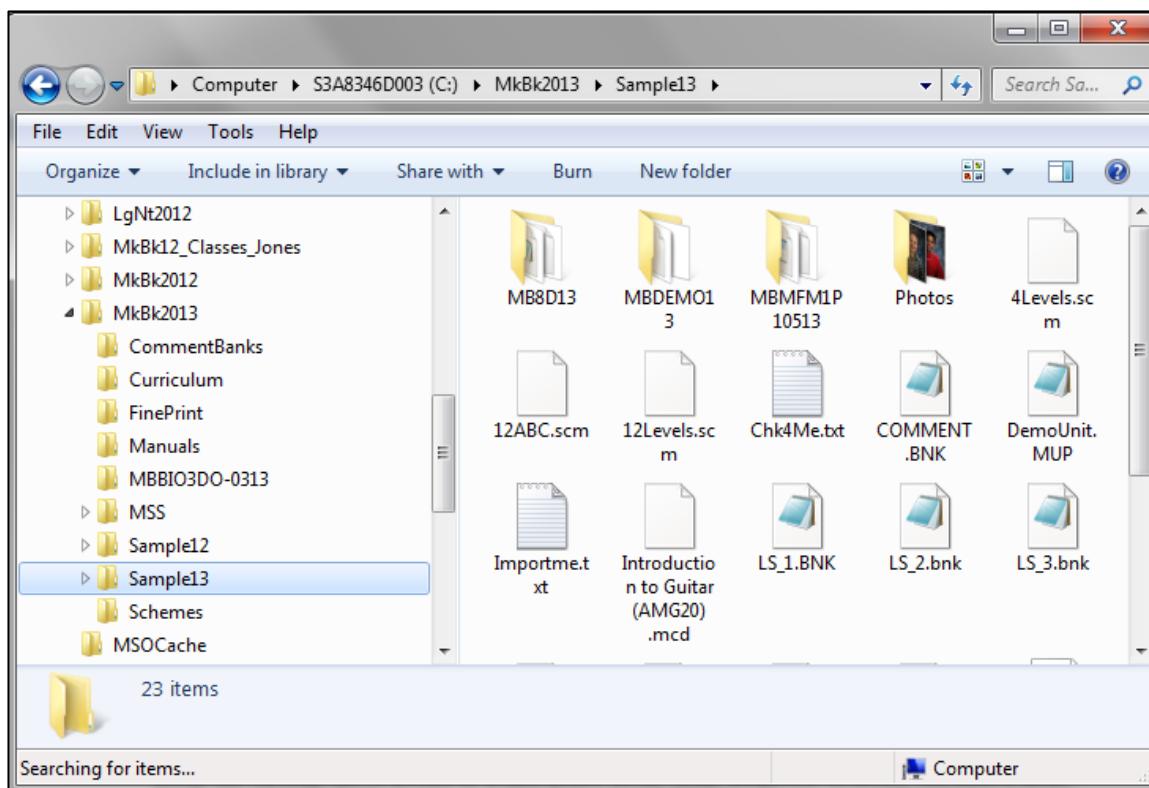
Tip: establish a policy in the continuing education programme that all instructors export an end-of-term .mts file for every student who failed to earn a credit. This includes deleted students who dropped out during the course.

14 Miscellaneous

14-1 FILE MANAGEMENT FOR MARKBOOK CLASS FOLDERS

The image following is part of the Explorer screen from Microsoft Windows® XP. Explorer is part of the installed operating system. Explorer functions in Windows® '98, NT, ME, 2000, Vista, Windows 7 and Windows 8 are similar. Reach this screen from the main Windows screen by *right* clicking on Start and selecting E**xplorer** or **Windows Explorer**. This program views the computer's file organization. It also facilitates the movement and copying of those files. This is one way to copy and backup MarkBook data! Or use the Backup feature described in section 3-2.

This teacher has opened Windows® Explorer to look at the directory information on the computer. The left box shows the "tree" structure of the hard drive.

Data and software on the hard drive are shown in yellow "folders" or "directories". MkBk2018 has been opened by clicking on it. Within MkBk2018, the Sample18 directory has been opened. To close any folder again, click on the leading triangle.

All contents of **MkBk2013** appear in the right scrollable window. This includes all File Folders (contain multiple files and/or other subfolders) and all single files.

All folders with **MB----13** are 13/14 MarkBook class data files. Each Folder contains one file each for marks, texts, seating plan, student identification, attendance, etc. The name of the class is embedded inside the folder name e.g. 8D and Demo in this image.

Backup using Windows Explorer

Use this screen to back up the data for a class. Click on any class folder to select it. To select multiple folders, mouse click on the first one, and then hold down the Ctrl button on the keyboard while clicking on the other selections. Also highlight the MarkBook configuration file MB_V12_PRG.CFG. This saves any personal settings that are different from MarkBook's supplied defaults.

Once all files to be copied are highlighted, use "drag and drop" to transfer onto the target drive symbol. Grab any one of the highlighted folders with the mouse, and move (i.e. "drag") the cursor over top of the receiving drive symbol. Note that the target drive also highlights as the cursor moves over it. Once it darkens, release the mouse button (i.e. "drop") and all highlighted folders and files will copy onto the receiving drive.

If there's an earlier copy of these files or folders on the drive, Windows® will warn that the file already exists. If it's a more up-to-date set of data, follow the Windows® prompts to over-write with the newer data.

Keep the backup drive media in a safe place away from magnetic sources, excessive heat, and moisture. If the MarkBook class files are not kept on the hard drive, make a copy of the storage media regularly. Keep the second backup in a different location from the first.

When finished with Explorer, click on the upper right X or click on File and then on Exit. An alternative to this copy technique is described in section 3-2.

Deleting Classes Using Explorer

MarkBook does not have an internal Delete A Class routine. Instead, open Windows Explorer, locate the unwanted class(es) and delete.

"**Windows**" is a registered trademark of Microsoft Corporation.

14-2 TRAINING, PROFESSIONAL DEVELOPMENT AND LECTURES

The Acadiem Group Inc. provides training for MarkBook users as well as training for other products. The following MarkBook sessions are available:

1. **Novice MarkBook training**. This is usually done in a computer lab. Trainees are taught how to set up a class, enter assessment and attendance data, and generate a variety of printed forms. 2 hours is ideal. We will deal with philosophical issues on assessment as well as the technical issues of using the software. We recommend that FinePrint be installed from the MarkBook CD and set as the default printer on the computers in the lab.

2. **Advanced MarkBook training**. This can be done as a lecture or in a computer lab. At the users' direction, we will examine some of: importing classes, attendance functions, Mark Sets, calculation methods, templates, cloning, comment construction, creating export files, options on printed student reports, HTML class and student reports, Email reporting, tracking loaned items, identifying individual's areas of weakness, exercising Professional Judgement, NoMarks vs. zeros, Learning Skills and other items as requested. Time requirements vary depending on audience needs.

3. **Lab and group discussion on Measures of Central Tendency, 'most consistent level' and 'evidence of most recent'**. This is a lab and an interactive discussion. Participants will collect some data and then analyze that data looking for 'central tendency'. Alternatives to the traditional weighted average mark calculation will be presented with MarkBook student samples. The meaning and best applications of 'evidence of most recent' will be discussed and clarified. Participants will be encouraged to use Professional Judgement if they have evidence to support that judgement. This session is ideal for groups evolving away from average as the only means of mark calculation. Two hours is ideal.

4. **Lecture on MarkBook's role** in class management, data organisation, reporting, motivation, meeting policy requirements, and making teachers look good. The presentation covers the purpose of education, how we measure student growth, the five types of assessments and how to weight these in mark calculations, criterion-referenced vs. norm-referenced assessment, the meaning of assigned marks,

reporting, motivating learners, and engaging parents. We regularly give this presentation free of charge for pre-service teacher candidates.

5. **Pre-service teacher training.** This is similar to items 1 and 4 above and includes tips from experienced classroom veterans about survival and good pedagogy.

6. **Administrator training.** We have a host of tips and tricks for innovative administrators seeking to make their schools more successful. This presentation discusses policies and provides proven management solutions involving student planners, MarkBook and MarkBook Admin Edition.

For costs and availability of training, contact training@markbook.com

Tip: while most users are comfortable with MarkBook in a short period of time, there is no substitute for good training.

14-3 FACULTY/COLLEGE OF EDUCATION PROGRAMME

The Acadiem Group Inc. has a special programme for Faculties of Education. These institutions may acquire a complimentary MarkBook site license for pre-service teacher candidate use throughout their training. Candidates may use the software at the Faculty, on their personal computers, and while on practicums with associate permission. For details, contact rhedges@acadiemgroup.com.

14-4 OTHER PRODUCTS FROM THE ACADIEM GROUP INC.

MarkBook Admin Edition collects data from all MarkBook users in the school, and assembles a database. It enables the users to view and print multi-subject reports, to build median reports by teacher, course and grade, to identify students 'At Risk' or NCLB students, to hunt the database for honour roll candidates, to hunt for problem attendees, etc.

LogiNotes is the French equivalent to MarkBook. Its class files are interchangeable with MarkBook for Windows.

MarkBookWeb is the online equivalent to MarkBook.

Appendix A: Principles of Planning, Assessment, Analysis, Evaluation & Reporting

Why Do We Educate Our Children?

We believe that education promotes future success. And we have lots of evidence supporting that belief. Research demonstrates that well-educated people live longer, are happier, earn greater incomes, need minimal social assistance, and contribute more to society. All of these are measures of "social success". Certainly, there are examples of poorly educated persons who became very successful. However, the correlation between education and future success is so strong that society mandates a minimum level of education for all individuals. We want our children to be successful. By promoting personal growth in all individuals, society can reliably predict that future success.

By law, children are educated up to a certain age. But they're not the only ones being educated - educational processes are very common outside the school system. For instance, employers require employees to pass training courses. A bank knows that a teller who has been trained on how to use the bank's software will be far more efficient and competent that one who cannot use the software. Similarly, immigrants must pass language courses and sometimes "culture/history" courses before being granted citizenship and receiving the attendant social benefits. In many jurisdictions, new drivers must complete a training course before being allowed to write a licensing exam and take a driving test. And so on!

Since society will be better if all citizens are well educated, most societies provide the financial means to educate its citizens. For twelve or more years of childhood education, the total cost per child is often a multiple of the parents' annual salaries. As countries evolve their economies from agriculture, manufacturing and extraction into technology and information services, it's important that education simultaneously shifts to be universal rather than exclusive.

Unlike a century ago, the issues in education today are not about whether or not we should educate our citizens. Instead, they're about what we should teach them, how the funding should work, and how to maximize all students' growth.

The Objective of the Education System

Unlike the private business sector, which seeks **profit**, the objective of the education system is **growth**. We expect learners to grow in Cognitive Knowledge, in Cognitive Skills, in Affect, and in Psychomotor abilities. Bloom's Taxonomy of course! There has to be a plan and a framework for growth. And teachers have to start with a curriculum delivery plan.

A-1 THE PLANNING PROCESS

Typically, educators are provided with a curriculum document identifying the objectives (aka expectations, benchmarks, standards or outcomes) for a specific course and/or grade. The document describes an ideal set of learning outcomes for the intended student audience. So, designing a curriculum is not the issue faced by most teachers. Instead, it's creating a delivery plan to maximize the growth of the learners with respect to the supplied curriculum. Planning involves:

1. organising and dividing the curriculum into teachable chunks or units,

2. determining a logical sequence of steps or lessons to deliver each unit,

3. mapping those chunks into the available time frame (time management),

4. communicating that plan to the audience,

5. obtaining necessary resources,

6. providing differentiated instructional opportunities to accommodate all individuals' needs, and

7. assessing the status and progress of all learners prior to instruction and throughout the delivery of the plan. If these assessments show lack of progress, modification of the plan is warranted.

Curriculum Taxonomy

Up to the middle of the twentieth century, most curriculum documents were fact based. That is, they described objectives or outcomes that would be best learned by memorization (aka rote learning). Some curriculum documents described *skills,* but these were very basic, e.g. the "Three R's" (Reading, wRiting and aRithmetic). Today, many curriculum documents require much more than rote-learned facts and simple skills. But sadly, many schools around the planet <u>still</u> focus on memorization (rote) as the key methodology behind a 'good' education. In some societies, the image of an educated person is one who has memorized selected documents, particularly religious scriptures! Even more lacking, some of these 'highly educated' persons don't speak the language of the memorized items nor do they know the meaning of what they've memorized!

In the 1950's, a team of researchers led by Dr. Benjamin Bloom, investigated the US curriculum to examine the kinds of outcomes required within it. The team found that more than 90% of the objectives were descriptions of facts. In 1956, Bloom's team

published a classification system or *taxonomy* of educational objectives to describe and organize cognitive objectives. *Bloom's Taxonomy* lists three major domains of curriculum objectives: Cognitive (mental skills), Affective (feelings, emotions, values, attitudes) and Psychomotor (physical skills). Bloom *et al* hoped that the publication would promote the use of all three domains in education resulting in a substantive improvement to the education system. In some places, that improvement has happened.

Sub-classification within each domain has produced a myriad of levels. Generally, the Cognitive domain has two distinct groupings: Knowledge and Skills. The following table is one of many attempts to organize numerous kinds of educational objectives into a comprehensive and rational taxonomy. As one goes down each column, the level of complexity increases.

Cognitive	Affect	Psychomotor
knowledge	feeling	reflexes
comprehension	belief	imitation
application	value	manipulation
analysis	value system	precision
synthesis	characterization	articulation
evaluation		naturalization

This table is intended as an example as opposed to a definitive classification of the levels within each domain. Although there *is* agreement about the three domains, there are many alternative examples of levels within each! Hunt *Bloom's Taxonomy* on the Internet to see many excellent alternatives to the above.

Despite the work of Bloom and his colleagues, many jurisdictions have been slow to build higher order objectives beyond facts and basic skills into their curricula. And fewer still have set up processes that require teachers to assess student learning against these high order objectives.

The province of Ontario in Canada is an exception. In the 1990s, the Ministry of Education mandated the collection of assessment data in specific categories and strands. All secondary teachers are now required to collect assessment data in

> Knowledge and Understanding
> Communication
> Thinking
> Applications

Elementary teachers must also collect data in compulsory strands and/or these same categories. Teachers are also required to rate defined Learning Skills (Teamwork, Work

Habits, etc.) and report these in each report cycle. If one examines the details of the Ontario Ministry policy documents, the influence of Bloom's Taxonomy is obvious. The upshot of this policy is that all teachers are forced to teach and assess high-order curriculum objectives.

Has this worked in improving student growth in Ontario? Consider the following. Every three years, the OECD (Organisation for Economic Co-operation and Development) collects data on the achievement of students in participating nations (Programme for International Student Assessment, aka PISA). This data is assembled and reported with each participating country assigned a rank. Canada ranked 6th overall of 57 participating nations in 2006. And it again ranked 6th out of 66 nations in 2009. Within Canada, Ontario is now the top-ranking province, which was NOT the case in the 1980s. Even more significant, if Ontario was an independent country, its scores would place it 3rd among the participating nations! Ontario is also the home of MarkBook and it's used by a majority of teachers to do all of this mandatory tracking and reporting! Clearly, Ontario's educational system is a success story!

The 2009 PISA rankings for 66 countries were released in late 2010. The report is at

http://www.pisa.oecd.org/dataoecd/34/60/46619703.pdf

This statement is from page 9 of the above report:

The best performing school systems manage to provide high-quality education to all students. Canada, Finland, Japan, Korea and the partner economies Hong Kong-China and Shanghai-China all perform well above the OECD mean performance and students tend to perform well regardless of their own background or the school they attend. They not only have large proportions of students performing at the highest levels of reading proficiency, but also relatively few students at the lower proficiency levels.

Overall vs. Specific Objectives

A number of jurisdictions now divide their curriculum statements into two groups: Overall and Specific. This focuses teacher priority on delivering the more important objectives. Note the SP and OV designations in this listing of expectations (objectives):

```
Ontario_Gr12_Expectations.txt - Notepad
File  Edit  Format  View  Help
"12-HPD4F-OV-HDV.01-demonstrate an understanding of the link between healthy prenatal and infant development and long-term growth and development"
"12-HPD4F-OV-HDV.02-explain attachment theory, and describe the effects of attachment on social and emotional development in children and adolescents"
"12-HPD4F-OV-HDV.03-explain, using basic principles of brain science, the role that stimulation plays in the intellectual development of the infant"
"12-HPD4F-OV-HDV.04-demonstrate an understanding of the stages of moral development"
"12-HPD4F-SP-S1.01-demonstrate an ability to follow the steps involved in a research investigation independently and in an organized manner"
"12-HPD4F-SP-S1.02-use social science research methodologies appropriately and ethically (e.g., surveys, interviews, observation, participatory observation)"
"12-HPD4F-SP-S1.03-demonstrate an ability to locate and gather information about human development and parenting from print materials, such as books,
magazines, newspapers, and pamphlets; current electronic media; and telemedia productions"
"12-HPD4F-SP-S1.04-differentiate between research evidence and opinion"
"12-HPD4F-SP-S2.01-use techniques for recording information and key ideas from research appropriately and effectively"
"12-HPD4F-SP-S2.02-document sources of information accurately"
"12-HPD4F-SP-S2.03-prepare clear, well-organized, and thorough reports on interactions with and observations of children in various settings"
"12-HPD4F-SP-S2.04-compile and effectively communicate information gathered through research in a variety of ways, including written reports; seminar, poster,
or multimedia presentations; and cooperative group presentations"
"12-HPD4F-OV-ISV.01-use appropriate social science research methods in the investigation of issues in human development and parenting of children of all
ages"
"12-HPD4F-OV-ISV.02-compile relevant information and statistics related to their investigations"
"12-HPD4F-OV-ISV.03-communicate the results of their inquiries effectively"
```

See chapter 6 and the curriculum files supplied within MarkBook for more examples.

Enduring Understandings

This label, included in some documents, also flags teacher attention on the more important components of the curriculum. In this author's opinion, the most important of the Enduring Understandings in ANY curriculum should be Thinking Skills. Three dozen Thinking Skills each are included in MarkBook. See section 8-13.

See Chapter 6 in this document for suggestions on planning and the use of MarkBook's planner.

Learning Methodologies

There are many teaching strategies in addition to rote learning. Consider the following list (not all-inclusive!). In planning a teacher must decide _how_ to teach as well as _what_ to teach.

Collaborative Learning
Cooperative Learning
Discovery-Based Learning
Engaged Learning
Problem-Based Learning
Whole Language Approach

Extending Bloom's Taxonomy

There has been much work and research on how to modify curricula to incorporate higher order objectives. The following chart, **Learning in Action** (aka Bloom's Rose), is one of many products of such development. Each of the verbs within the six domains of the rose is a measurable activity. The outer ring has activities and resources. This example is a modification or the original taxonomy to broadly expand the traditional teaching and learning practices of memorization and recall (i.e. rote learning).
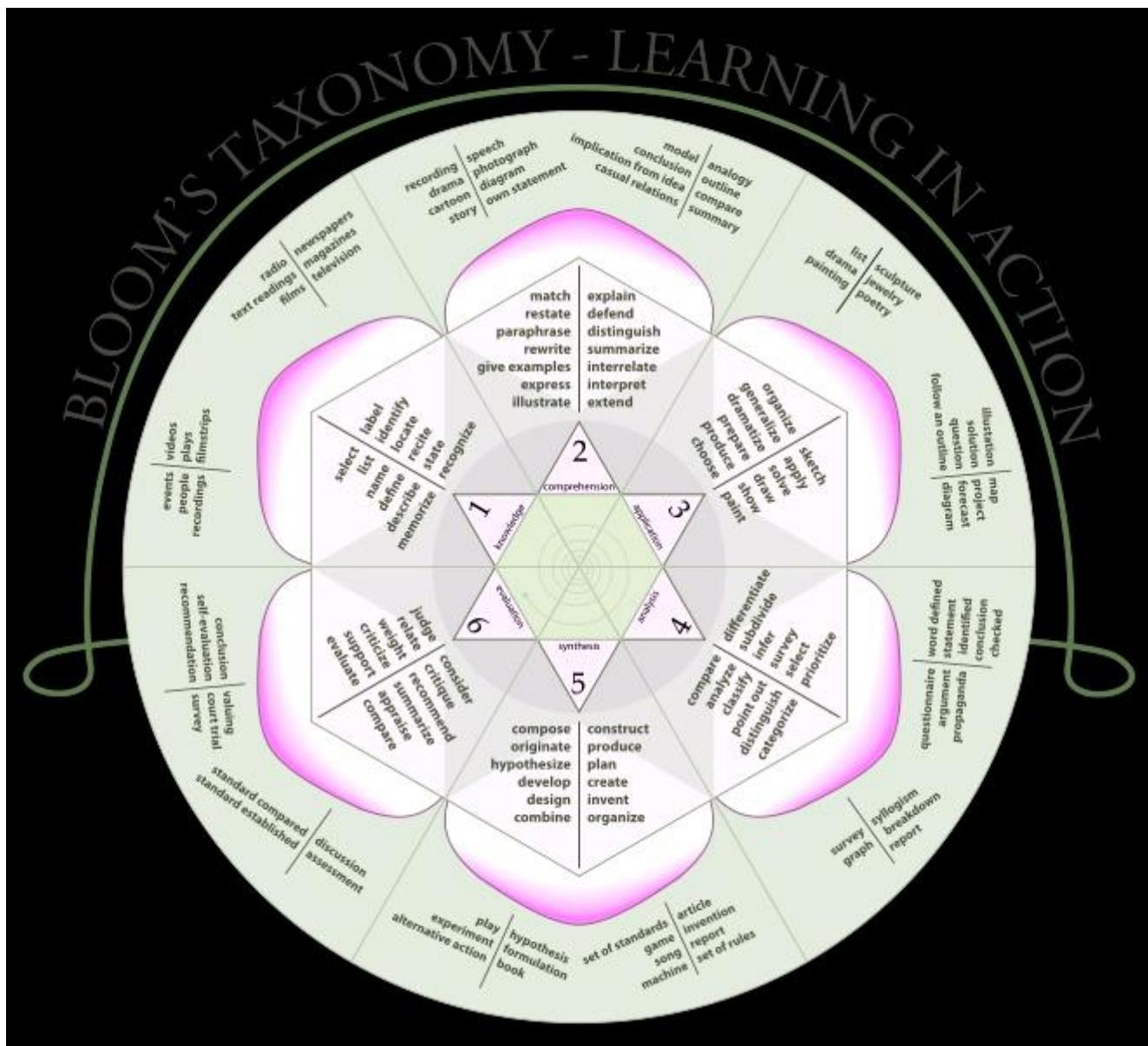
Diagram Courtesy of K. Aainsqatsi

MarkBook® Reference Manual, Version 12.5.8

A-2 THE ASSESSMENT & EVALUATION PROCESSES

As teachers, we frequently take the assessment and evaluation processes for granted. Many of us were never trained in A&E methodologies. Or, we received crude instruction at best. This chapter makes some recommendations about how to use assessment and evaluation to maximize student growth. We recommend seeking answers to the following questions.

1. What is your personal view of assessment & evaluation?

2. What reporting requirements does the educational system impose on teachers?

3. What plans do you have to improve your assessment & evaluation practices?

Hopefully, you will have answers before beginning the A&E process. Appendix A-6 looks at several A&E models that suggest ways of using MarkBook to meet mandated requirements and to satisfy your personal approach.

How Do We Measure and Report Student Growth?

In business, profits are easy to measure. They're in clearly-defined units of currency. Measuring profit is straight forward: Income less Expenses = Profit. Student growth also has a simple formula: Finishing Position less Starting Position = Growth. Growth in a person's height is an example: 167cm this year less 152cm a year ago = 15cm of growth over the year. Growth in mass: 81kg this year less 71kg a year ago = 10kg of growth over the year. Note in both cases that there is a standard measurement unit or scale.

Educational growth is not as easily measured. There are no universal standard units of scale. We can't see growth or count it. Instead, we look for evidence that growth has taken place using measurement instruments called "assessments". The mark or score earned on a curriculum-based test, a portfolio of work, a demonstration or some alternate performance provides that evidence.

Once a certain amount of growth has happened, we say that a learner has reached a defined stage (a large artificial 'milepost') and is given a Graduation Certificate, a Degree or a Diploma. Consequently, we have the general understanding that a person with a Master's Degree should have more knowledge and skills than the holder of a High School Graduation Diploma who in turn has more than a person who just passed the last year of Primary School. We also create smaller measures of growth like credits. Like all scales of student growth, these have different meanings from one place to another and from one time period to another.

Curriculum and Growth

To measure any growth, we have to have a reference. The height and mass examples above used centimetres and kilograms as references. Student growth should be measured

against a **curriculum** reference. That is, **growth should be measured and reported as the degree of acquisition of the curriculum**. Each course should have a well-defined curriculum with specific objectives (aka expectations, outcomes, etc). For a scale, we have created several different ones to quantify how well a learner has acquired those curriculum objectives (see Chapter 6 for MarkBook's Curriculum Planner).

One such scale uses letters, **A B C D F**. A learner with a good grasp of the curriculum gets an A. Conversely, one who did not acquire enough of the curriculum to warrant a pass (often a professional judgement on the teacher's part) gets an F. Similarly, there are level scales like **R 1 2 3 4** with 4 highest, **7 6 5 4 3 2 1** with 7 highest, **E S G N** (excellent, good, satisfactory, needs improvement), a **Grade Point Average** with 4.0 as the highest, and **P F** (pass fail). There's a widely-used **percentage scale** with 100% as the highest. There is a **percentile scale** (not the same as a percentage) with 99+ as the highest. This last scale is used for reporting *normalized* results on standardized tests and on tests administered to very large populations.

A mark of A or 100% doesn't mean that the learner has acquired 100% of the curriculum. A mark of F doesn't mean that the learner has failed to learn anything. Compounding the issue, not all jurisdictions interpret educational growth scales the same way. For instance, many systems use 50% as a pass. New York State in the USA uses 65% as a pass. Texas uses 70%. Consequently, a learner who receives a 66% mark in the first jurisdiction is viewed as a satisfactory/competent learner, is viewed as a marginal learner in New York, and is regarded as a failure in Texas. One way around this problem is to use other scales and a criterion-referenced marking system.

Assessment vs. Evaluation

"**Assessment**" has two meanings. The first refers to a specific *instrument of measure*. Any test is an assessment. The second meaning refers to the *process* of designing measurement instruments and then using them to gather critical appraisal data about each learner's progress.

"**Evaluation**" is sometimes used as a synonym for assessment. However, "evaluation" implies an estimate of overall merit whereas "assessment" implies a specific measure. Educators must perform both processes. Assess during the collection of achievement data and evaluate when determining the meaning or significance of the body of data collected. A teacher who is marking Mary's latest test to come up with a score is *assessing*. At report card time, the teacher will gather all of Mary's assessment data and *evaluate* Mary's overall performance. In this context, an assessment is an individually-measured item whereas an evaluation is an estimate of the overall

merit of the collection of all assessed items.
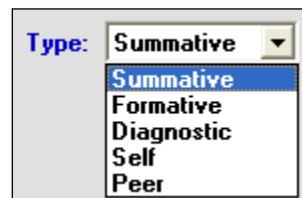
Evaluation requires professional judgement. It's not enough to look at a student's calculated arithmetic mean and blindly assign that number as the overall mark. Instead, educators must analyze the body of evidence to look for patterns. When evaluating, the educator must answer a critical question: "How well has this student acquired the curriculum?" If the student has acquired it very well, a top mark from any of the reporting scales should be assigned. Conversely, if the student has not acquired the curriculum, a low overall mark should be assigned.

Why Do We Assess and Evaluate Learners?

1. We wish to *encourage learning and growth*. Formative assessment (see next section) strongly promotes growth. **Tip: it helps for a teacher to explain to students that every assessment is a chance to provide proof of what they have learned. Assessment isn't punishment, it's an opportunity!**

2. We assess and evaluate to *prove* that learning has taken place. Future placement in school, employment, etc. may flow from reported marks in school. As a society, we need to know which individuals are capable of certain future tasks and which individuals are not (yet?) capable.

3. We assess to help plan future delivery of the curriculum. A current buzz phrase is "data-informed decision making". At the classroom level, if a teacher discovers that the class is deficient in a required skill for an upcoming unit, it's appropriate to take time teach that skill.

4. We assess and evaluate for a host of political reasons. For instance, politicians and bureaucrats may have a need to confirm that the system is working, that reform is needed, that recent innovations are effective, that individual employees are working properly, or that the financial distributions have merit. Additionally, each education system needs feedback for its own long-term planning. These measures have little to do with directly encouraging individual learning. However, they contribute to general improvements in education quality.

The Five Types of Assessments

There are five distinct Types of assessments. See the recommendations for handling these following the descriptions of each Type.

1. Diagnostic Assessment determines each learner's starting level of achievement.
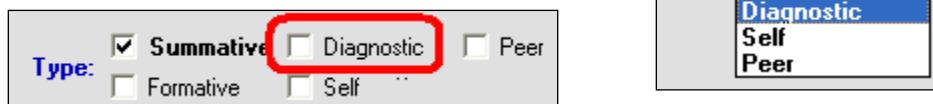
Recall the general formula for growth above. Determining a starting position requires that the educator figure out, at or near the beginning of each course or unit, and always prior to instruction, what the learners know and don't know as measured against what they *should know* upon completion of the curriculum objectives for that course or unit. A diagnostic assessment of knowledge and skills done early in a course will provide

evidence of each learner's present status and needs. The scores earned on these tests should NEVER contribute towards the final overall mark in a course! Instead, they should form a guide for the educator in creating lessons that will advance the learners forward from their present positions. Diagnostic assessments should also measure student abilities on any pre-requisite skills. Additionally, if recorded, these diagnostic measurements provide proof that the students have learned because diagnostic scores should be much lower than the ones achieved on equivalent assessment instruments at the end of the course or unit.

Using a Diagnostic assessment, the educator may find that the students already know a concept in the current course and can demonstrate good skills with that concept before receiving instruction. In this circumstance, it's not necessary to re-teach the concept. However, the opposite is also true: learners may have unexpected gaps in their knowledge and skills. The educator must provide appropriate lessons to fill in those gaps if they are prerequisites for the current learnings. Otherwise, the current objectives/expectations cannot be met.

> *An objective in arithmetic expects the learners to master long division. However, a diagnostic assessment prior to teaching division determines that the learners cannot do subtraction. This is a pre-requisite skill for learning how to divide. Any immediate attempt to teach long division will be fruitless.*

MarkBook records any diagnostic score as a New Entry (section 8-2). Classify these as Diagnostic and deselect this Type when reporting:

Or, give diagnostic assessments a weight of zero so that they're not factored into calculations. Or, isolate them for reference in a separate Mark Set.
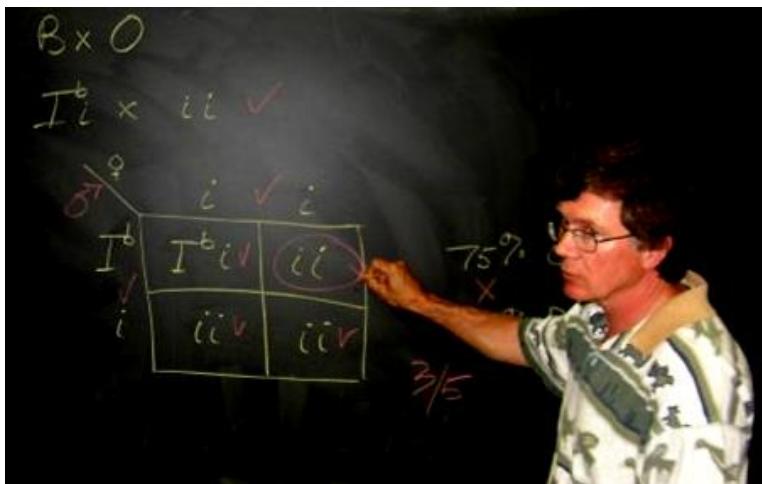
2. Formative Assessment should be used to assist/encourage the growth process.

This assessment process provides feedback and direction to the learners so that they may improve their learnings. Again, marks or scores earned during Formative Assessment should not contribute significantly towards the overall final mark in the course. Instead, Formative Assessment should provide an opportunity for learners to experiment, to ask questions, to take risks without negative consequences, to make mistakes without negative consequences, to receive analytical feedback, and to get a good idea of how well they personally understand the current concepts.

Formative assessment is also known as *Assessment For Learning, Assessment During Learning*, and *Assessment As Learning*.

Some examples:

1. Mr. W. is teaching genetics using Punnett Squares. As each variation is introduced with a new sample problem, he has four students go to the blackboard to write a solution to that new problem. The rest of the students try it in their notebooks. He then marks the blackboard work while discussing each student's solution to the problem with the entire class. A mark/score is given, deficiencies are pointed out, and the class is expected to provide a fix, if one is required. However, the mark is not recorded. Instead, it is presented verbally in a simulation scenario: "If this solution was presented on the upcoming unit test, I'd give it 3 out of 5. Two marks were deducted because...". Mr. W. wants every possible Punnett Square mistake made on the blackboard in Formative mode. Through trial, error, and follow-up discussion, students will learn what mistakes look like, how to avoid them and how to correct them.

2. Next door, Mr. R. is teaching students how to find the roots of a quadratic equation. He uses exactly the same process of board work, trials, and follow-up discussion. Additionally, he gives a take-home assignment that will be marked in class the next day. This homework assignment is set at the skill level taught that day. The following day, the students mark each other's work under his direction. If this mark is recorded, it's not given significant weight because it's still in the trial-and-error experimental stage, i.e. it's formative.

3. In the primary school down the street, Mrs. P. is teaching spelling. She is conducting a team spelling bee. The objective is to encourage the learners to spell this week's word list properly. If a mistake is made, the team is "gonged". To prevent students from making intentional mistakes and getting a laugh from the gong, the winning team will earn a prize. No data is recorded whether students spell their words properly or not.

Note that feedback was provided in each example. Constant feedback about the quality of student work provides clear direction for learners to improve. Good communication is a powerful motivator! ***Quality feedback is the most important personal growth tool that teachers have available!*** MarkBook was designed to maximize communication and growth through printed/Email/HTML reports such as those in chapters 8, 10 and 11, and through individual on-screen summaries as in section 11-1 through section 11-5. If recorded with a weight greater than zero, formative assessments may appear on

MarkBook reports. However, the educator should delete them or lower their weight appropriately at a future date.

Trick: A popular technique for recording Formative items is to cross-classify them by Type in MarkBook. At any time, de-select the Formative Type to exclude all Formative assessment data from calculations and reports.

3. Summative Assessment measures achievement of objectives after growth has taken place.

Once learners have had an opportunity to learn formatively, then final proof of that learning comes in the form of a summative or rich assessment. This may be an exam, a unit test, an assignment, a performance, etc. Of course, summative assessments must measure the items taught instead of items that were not taught. Summative assessments DO count significantly in the final mark assigned to each learner. In fact, the bulk of the reported mark should be based on the aggregation of the summative measures.

It's appropriate to include only Summative assessments when calculating and reporting marks.

Summative assessment is also known as *Assessment Of Learning* and *Assessment After Learning*.

4. Self-Assessment encourages each learner to accurately judge their own work.

Frequently, students are unable to accurate gauge the quality of their own work or to judge how well they are doing. Learners should be given an opportunity to mark their own work, preferably with a rubric, and to judge themselves. Then, they should compare their own measurement with that of the teacher and perhaps their peers.

Many students are unable to gauge the quality of their own work. For instance, some top students are very self-deprecating. They believe that everything they do is below standard even though they've spent an inordinate amount of time on it. After graduation, these individuals will have a tough time meeting deadlines or completing all work. Conversely, some poor students unrealistically believe that everything they do is top-notch. Again, there will be future problems. Frequent self-assessment, and subsequent comparison with the instructor's assigned mark on the same instruments, provides a powerful feedback tool to each student about how well they judge their own work. Self-assessment requires a critical examination of one's own work and it eventually helps learners acquire a more realistic picture of themselves.

Ideally, each learner should become proficient at self assessment. Developing this skill is sometimes called Assessment AS Learning. If Self Assessment entries are recorded, they should have a very low weight. Or, deselect this Type when reporting a summative mark.

5. Peer Assessment enables feedback to each learner from their peers.

Properly structured, this feedback is very useful in correcting inappropriate behaviours and giving each learner a more accurate picture of their personal achievement. Peer assessment is seldom about the curriculum. Typically, it's about social skills or contribution to a group effort.

Type: ☑ Summative ☐ Formative ☐ Diagnostic ☑ Self ☑ Peer

There a number of ways for appropriately handling these five assessment Types in MarkBook. One could create low-weight categories for all but summative items. A system of low entry weights for non-summative assessments works too. However, the easiest way is to classify all assessments into a Type during entry. See section 8-1 and section 8-2. Then, analyse and report using <u>any combination</u> of the five Types on the Class Report screens in chapter 9, the Student Report screens in chapter 11 and the combined Report screens in chapter 12. In each case, the user may choose any combination of the five Types.

If there are no assessments of a given Type, the selection cells will be greyed out.

Type: ☑ Summative ☐ Diagnostic ☐ Peer
       ☐ Formative ☐ Self

Some jurisdictions reclassify these five types into three, **For, Of and As** learning. A custom version of MarkBook is available with these three types.

Type: ☑ A of L   ☑ A for L ☑ A as L

The Two Kinds of Feedback

Evaluative Feedback tells the learners about their performance compared to others (norm-referenced) or as compared to the curriculum objectives (criterion-referenced). It's frequently a summary using letters, levels, percentages, check lists, or other codes. Learners understand how they're doing, *but have no feedback about how to improve*. Learners may interpret evaluative feedback as an unalterable stamp on them, leading to frustration and hopelessness among low achievers.

MarkBook student reports, as in section 11-8, may include such evaluative feedback items as a percentage, a level, a mode, a trend graph, attendance figures and so on.

Descriptive Feedback tells the learners about their achievement <u>and</u> provides direction for improvement. Usually, it's done with text as opposed to numbers, letters or other codes. However, a rating scale on specific skills, such as used in MarkBook's Learning Skill function (section 8-13) should provide specific suggestions for improvement. Descriptive feedback should be easily understood and related directly to the objective(s). MarkBook's anecdotal Notes (section 3-4) and Comment construction (all of Chapter 10) provide ample opportunity to provide Descriptive Feedback. Note that these may be merged onto MarkBook's paper and electronic reports (section 11-8) so that both Evaluative and Descriptive Feedback components are on the same reports.

Norm-Referenced Marking vs. Criterion-Referenced Marking

All educators plan their assessment methodologies to some degree. In this process, we decide what assessment data should be collected, design various instruments to collect that data, mark each student's work, assemble that mark data in a logical and analytical way, analyse, evaluate, and report. The stumbling block for many educators is the marking step because ***there are two distinct ways to mark student work***. One stifles growth and the other promotes growth.

Norm-referenced marking is traditional and widely used. Do any of the following statements sound familiar?

1. Class averages should end up in a certain range e.g. between 65% and 70%.

2. We have to maintain standards! A fixed percentage of students should fail and a fixed percentage of the class should get "A"s.

3. Classes with enhanced/gifted students should have a higher average and no one should fail.

4. Classes with slow learners should have a lower class average and a higher failure rate.

5. The overall marks for the whole class should show a bell curve distribution pattern.

6. Students should *compete* for marks.

In norm-referenced marking, the ideal is to have student marks spread out with an average or median in a pre-determined range. Unfortunately, in this process, marks are assigned by each student's relative placement within the group. Acquisition of the curriculum is not measured! Instead, relative rank is measured!

If the above statements sound familiar, then the marking system is norm-referenced. This marking technique does NOT encourage growth! In fact, norm-referenced marking is devastating for many students. Weaker students quickly recognize that they end up with low marks no matter what quality of work they do! Students who receive constant put-downs, and who never taste success, end up refusing to try. That means no growth! Gifted students recognize that they get top marks because they are good test writers. Many gifted students realize that little work is required to maintain their relative standing in class. Again, no growth!

Criterion-referenced marking is the technique that encourages growth. Each piece of student work is marked using a measuring device that indicates what score will be assigned for a certain quality of work. This device is called a *rubric*. If all students meet the top criteria, all get 100% on that item. In criterion-referenced marking, the ideal is to have all students achieve 100%! This is possible because student growth is measured by absolute performance on the curriculum not by relative performance compared to colleagues.

Expect compliance and overall marks to go up whenever criterion-referenced marking is introduced. Also expect some novel responses such as 1) students transmitting their MarkBook report card (section 11-8) to family and friends and 2) students negotiating with you to fix deficiencies in their academic record by handing in missing items. *Nothing promotes success like success!*

Rubrics and Exemplars

Rubrics provide a means of judging student performance. A rubric is a measuring device that enables the instructor to convert a given quality of student work into a letter, percentage, or level. Tests involving multiple choice, fill in the blanks, matching, or other "right/wrong" measures don't need rubrics. However, complex student work, such as an

essay or a report, cannot be properly and fairly marked using a simple "right/wrong" scale. Instead, the evaluator should devise a rubric chart that enables conversion of the work's quality into a percentage, letter, or level. This chart likely contains more than one criterion for marking. For instance, the evaluator may be expected to mark an essay on grammar, punctuation, structure, works cited, logic, etc.

Rubrics promote consistency. Consider the example of two English teachers, one known to students as a "tough marker" and the other known as an "easy marker". Given the same piece of student work, that both teachers agree was well done, one assigns a mark of 70% and the other assigns a mark of 95%. However, if both teachers were guided by the same rubric, it's certain that their assigned mark would be much closer, if not identical.

Exemplars are very useful in marking to promote growth. These are examples of student work demonstrating a given quality or level of performance. Published exemplars should provide samples of real student work at all levels so that evaluators may compare a given student's work with those exemplars for guidance in assigning a level or mark.

Again, exemplars promote consistency. If all evaluators in a system use the same rubrics and exemplars, then feedback to students will be consistent. That is, each individual will receive "clear instructions for improvement in what they have learned as well as how they learn". This criterion-referenced feedback about how each student performed relative to the curriculum is far superior to a norm-referenced message about how each learner performed relative to other students.

The Dark Side of Zeros

There are two major problems with the use of zeros.

1. At a philosophical level, one has to decide whether a zero means no acquisition of a curriculum component or whether it means no evidence. Usually, it means the latter. That is, the student failed to hand in the item and a zero was assigned. However, when included in the calculation of an overall mark, a zero gets re-interpreted as a *complete lack of understanding* of the curriculum associated with that assessment instrument! In fact, the learner usually has some understanding, but failed to provide proof. So, the zero doesn't report understanding, it reports compliance. Sadly, it gets re-interpreted as *zero understanding* of the curriculum when used in calculating a student's mark. Other measures of central tendency, Mode and Median, are much less susceptible to this interpretation problem. See section 11-5.

2. Zeros can be devastating to students. Some feel stigmatized. Others quickly accumulate a number of zeros and then give up. Only a few weeks into a course, these students have already failed emotionally, behaviourally and will end up failing academically!

Tip: Rather than assigning zeros as punishment for incompletes, the more effective penalty for missing work is to force learners to complete it!

'Motherhood' Principles of Assessment and Evaluation

To best promote learning and to give a valid picture of individual achievement, the A&E process should incorporate the following principles:

1. assessment processes should be planned and communicated to learners and parents prior to instruction.

2. assessment strategies must align with the prescribed curriculum objectives, with jurisdictional A&E standards, with the teaching strategies used and with the needs of the learners.

3. assessment strategies must accommodate exceptionalities as well as variations in culture and language. In other words, assessment strategies must be fair and designed to enable each student to demonstrate the full extent of their own learning.

4. assessments should measure how well students learn in addition to what they have learned.

5. assessment instruments should be varied in type providing an opportunity for students to demonstrate the full extent of their learning.

6. assessments should cover a full range of instructional objectives including knowledge, skills, and affective items.

7. the process of assessment should be continuous.

8. students should peer-assess, self-assess, and set personal achievement goals.

A-3 THE ANALYSIS PROCESS

Analysis is the process of identifying patterns in each learner's academic achievement, particularly those involving weaknesses and/or unexpected results. While some teachers have always analysed their students' achievement data, this process is not a formal requirement in most jurisdictions. With paper records, it's a very time consuming process and unlikely to be done. Without a computer, only the crudest analysis is possible. However, with a computer and an appropriate analytical tool, a detailed analysis is instant and easy.
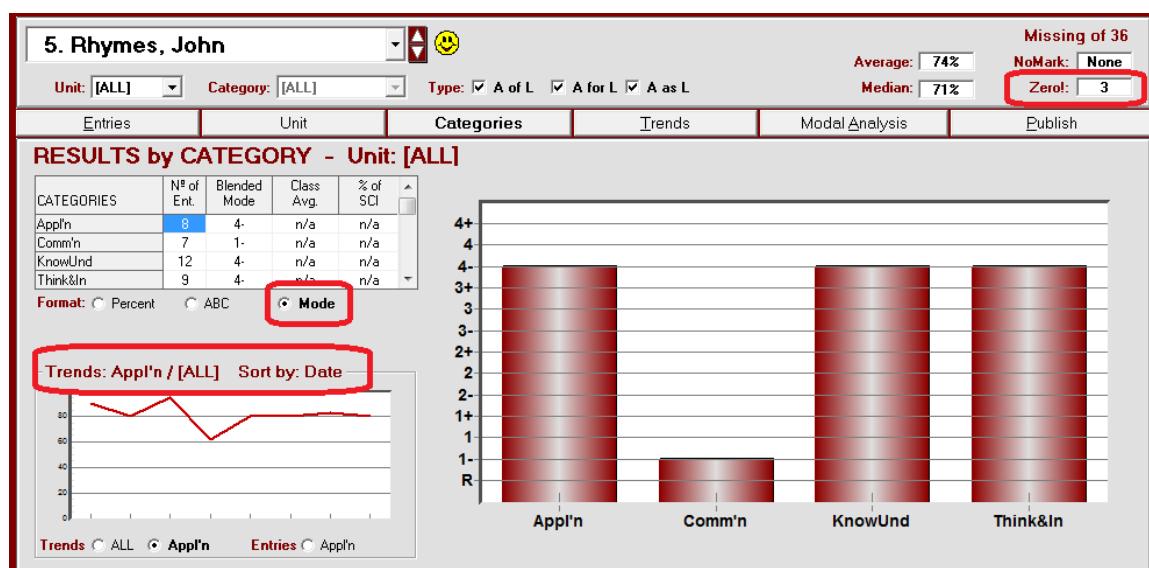
A good analysis of class and individual achievement will yield many worthy conclusions about remediation candidates, what to report and future teaching.

'Motherhood' Principles of Analysis

Analysis should

1. be ongoing. Just before an official report is too late for the weakest learners.

2. identify academic patterns in each class in a manner that confirms or rejects the notion that the group is meeting expectations. Early identification of problems is essential.

3. identify areas of weakness, if any, in each learner. Such weakness must be reported to all stakeholders including counsellors, success coordinators, administrators, learners and parents.

MarkBook has a host of analytical tools. See Analysis in the Index for references.

A-4 THE REPORTING PROCESS

Traditionally, reporting was done <u>only</u> at official "report card" times. The time gap between reports was very large – sometimes several months. The information included on the report cards was minimal, often nothing more than a mark, a count of the number of days missed and perhaps a comment with few words. Sometimes, teachers were instructed NOT to provide any feedback between official reports.

Of course, this style of reporting completely negated the best tool that teachers have available for encouraging student growth: quality feedback. Today, ongoing feedback is preferred. Frequent reporting to parents will quickly convert most of them into effective teacher aides. Early reporting enables problem students to be identified in time for remediation. And it avoids surprises when official report cards come out.

'Motherhood' Principles of Reporting

Feedback, whether interim or official, should

1. provide details about each course's content, resources, and A&E policies at the beginning of that course.

2. be ongoing and frequent. It should happen during the learning process as well as at the end of the process.

3. provide details about formative as well as summative achievement.

4. provide detail to learners and parents about individual strengths *and* weaknesses.

5. indicate how well students learn in addition to what they have learned about the curriculum.

6. have clear instructions for improvement in what students learn and how well they learn.

7. engage all stakeholders in the learning process.

8. meet a high standard of professionalism in both content and appearance.

A-5 MEETING THE EDUCATION SYSTEM'S REQUIREMENTS

Most teachers experience some degree of guidance and control from one or more of the following

department head, dean, chair, curriculum leaders or internal school committees

parents, parents' council, or directors

school administrators

school district, board, division or LEA

government

These authorities typically have legal and contractual requirements to operate various aspects of the school system. Specifications about planning, assessment, evaluation, analysis and reporting appear ever more frequently from governments as a response to public pressure for change and improvement. With the same intents, school districts, individual schools, and departments often re-vamp A&E procedures and policies. Consequently, we recommend consideration of the following BEFORE planning, designing test instruments, marking those tests, and entering data. MarkBook will track, calculate and deliver all results needed if properly set up to match personal <u>and</u> jurisdictional objectives.

Reporting Requirements

1. What sort of official report card must be used? What data must teachers supply for the production of this official report? a percentage? a letter? marks for each category or strand? evidence of most recent achievement? student age? attendance summaries? number of classes taught? anecdotal comments? performance indicators for selected learning skills? a mark for effort? attitudinal assessments? hours of community service? a prognosis? a recommendation for change in placement?

2. Are teachers expected to use **Levels**, **Medians**, or **Modes**? If so, what procedure must be used for determining these?

3. Are teachers required to generate interim reports? Are these take-home report cards or internal department/school reports or both? When must these be produced/

4. Are teachers required to build an anecdotal comment for each student on the interim or the official/final reports?

5. How will teachers enter data on the report? hand-written? typed? as a computer file? given to a data entry person?

6. What sort of "internal" report will the administration require at the end of the course? Are teachers required to file a separate report for each failing student? Will MarkBook's Class Reports and Student Reports meet these requirements? Can teachers submit the report electronically?

Tracking Requirements:

We recommend that each teacher seek answers to the following questions.

Do you teach multiple subjects to one group of students? If so, are you required to track each subject separately? Are you required to amalgamate these subjects into one overall mark at the end of the year?

Are you required to divide your assessment data into time blocks such as terms, semesters, or quarters? Are you required to divide your data into curriculum units? Are these blocks/units equally weighted or is there a prescribed formula for combining them into an overall mark?

What items must you assess and record? Are you required to assemble ALL of these into one overall mark or into multiple marks? Must you report numerically on some subset(s) of your assessment data and anecdotally on another subset? Do the anecdotal items also count in the mark calculation or must they be excluded?

How are you expected to record and report assessment data? as numeric marks? as letters? as complete/incomplete? as pass/fail? as satisfactory/unsatisfactory? as "performance levels" or "achievement levels" (e.g. 1,2,3,4 or **E**=Excellent, **G**=Good, **S**=Satisfactory, **N**=Needs Improvement)?

What rubrics (rules, guides, or standards) are used to convert student work into performance levels?

What are the policies to deal with missed items and incomplete items? Is there a lateness penalty? How will you distinguish between earned zeros and assessments that were incomplete for valid reasons? How will you ensure that any student who has legitimately

missed one or more items is treated fairly in any "compared-to-class-average" calculation?

Are you expected to record/report assessment data in two or more ways e.g. knowledge items as percentages but skills as performance levels?

What items must you record in addition to marks? dates? attendance? learning skills? uniform checks? classroom performance? hours of community service? extra-curricular contributions? effort?

Are you expected to issue and re-collect loaned texts, instruments, or other equipment? Do you collect students' money? How will you record and track such items?

Are you required to categorize your assessment data in particular ways? That is, are you obligated to create pre-specified categories/strands with fixed weights (e.g. Knowledge/Understanding 30%, Thinking/Inquiry/Problem Solving 30%, Communication 20%, Applications 20%)? If not, are you expected to create identical categories and assess in the same manner as colleagues teaching the same course in your school or region?

Are you expected to keep track of all marks and anecdotal comments on each official report for comparison purposes later in your course?

Are you expected to track student achievement relative to the curriculum objectives (expectations)?

MarkBook's Tools for Meeting These Requirements

MarkBook will plan, record and report in a manner to meet any of the above requirements. There are numerous tools within MarkBook to make this possible.
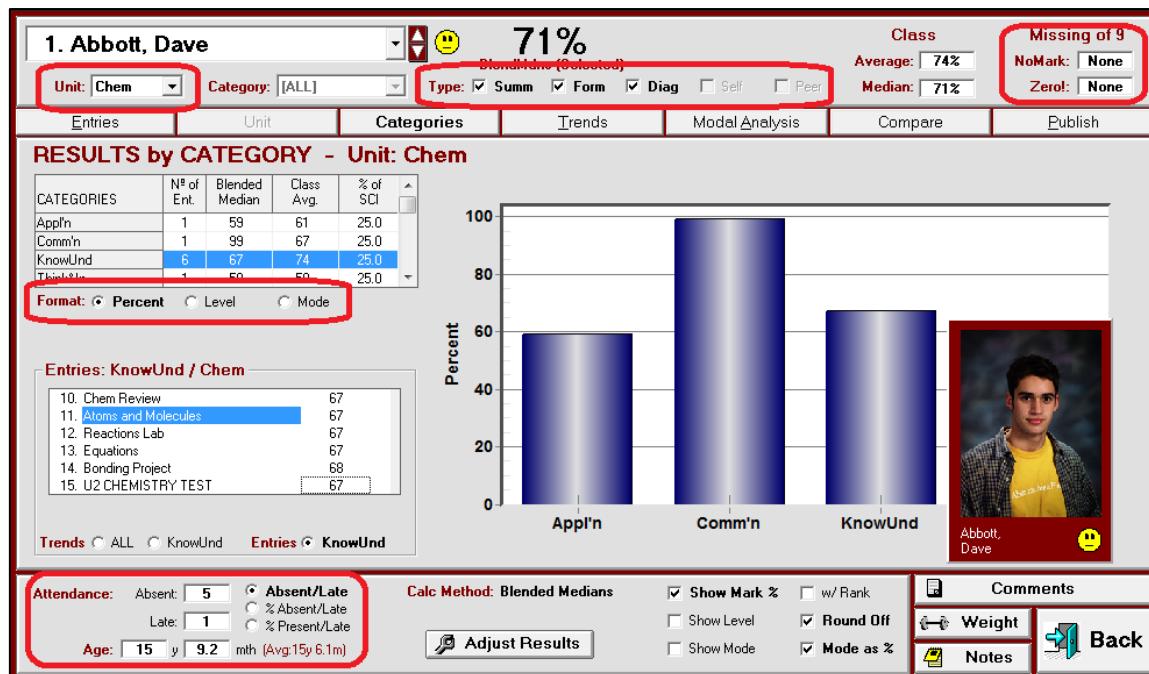
1. Planning

A good understanding of the full curriculum is absolute. Once understood, teachers must create course, unit and lesson plans to maximize the delivery of that curriculum to each learner. This includes accommodations for students with exceptionalities. All of Chapter 6 in this document is devoted to planning. Note the planning forms.

2. Analysis

It's no longer sufficient for a teacher to simply calculate an overall mark. Today, teachers are expected to analyse the assessment data to find the areas of strength and weakness for each learner. Class patterns must be identified too.

Detailed analyses of class and individual performances are possible with MarkBook. See Chapter 7 (Entries), Chapter 9 (Class Report), Chapter 11 (Student Report) and Chapter 12 (Combined Report) in this reference manual for details. Look up "Analysis" and "Sort Data" in the Index for specific references. Screens like the following dissect student performance by compliance, attendance, Unit, Category, Date, Mode, Trend and Type.
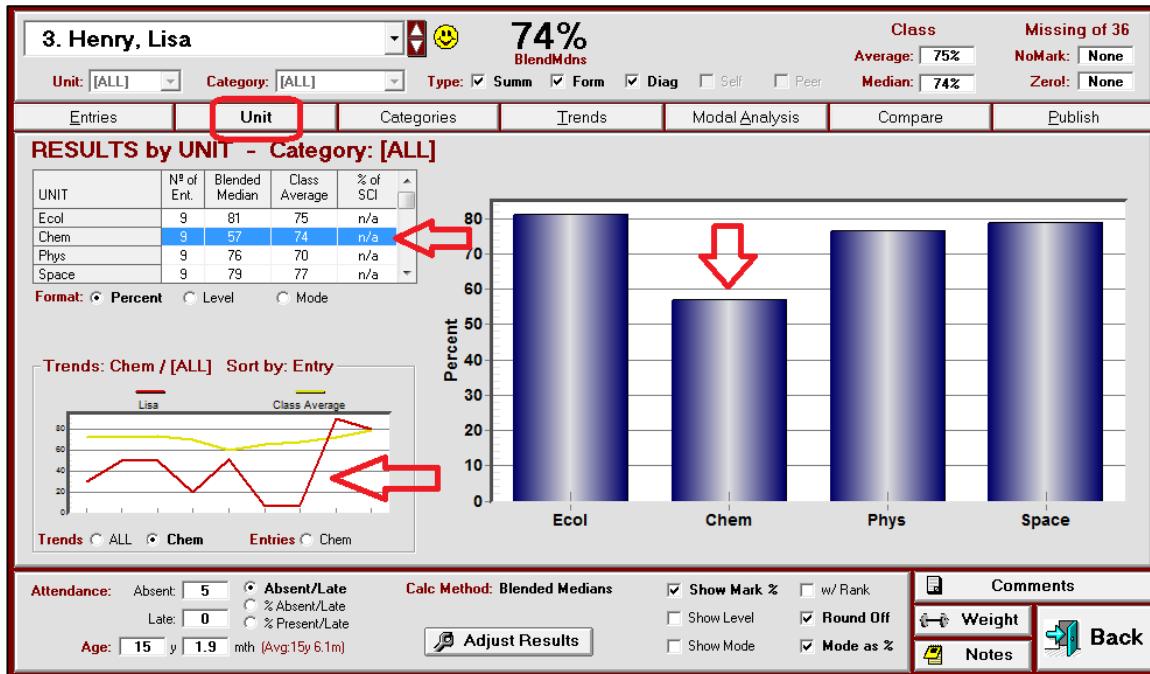
3. Block Titles

Use a short descriptive term to cross-classify the course into time or curriculum or achievement blocks. The default block title supplied with MarkBook is **Unit** but this can be changed to any other title (6 letters maximum) such as **Term**, **Sem**, **Quartr**, **Block**, **Level**, **COP** or any other word in order to subdivide the assessments into components of choice. Once entered, analyze data by Block Title. See **Block Title** in section 2-2 and the analyses by Block Title throughout chapters 7, 8, 10 and 11. In the above example, note
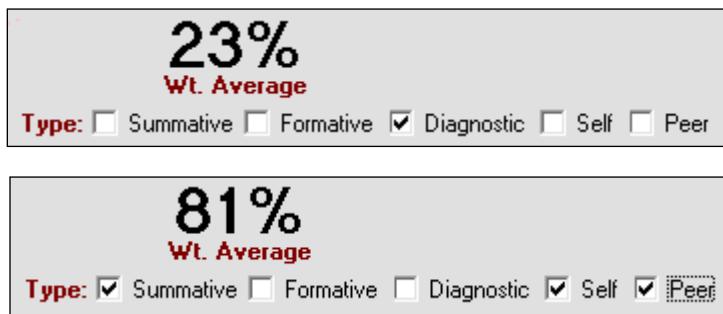
that one curriculum unit has been isolated for analysis. In the next example, performance by Unit is displayed.

If weakness can be attributed to a specific Block, then the direction for remediation or credit recovery is facilitated.

4. Assessment Types

Use MarkBook to cross-classify assessments into one of five Types: diagnostic, formative, summative, self and peer. Analyse achievement by any combination of these five types.
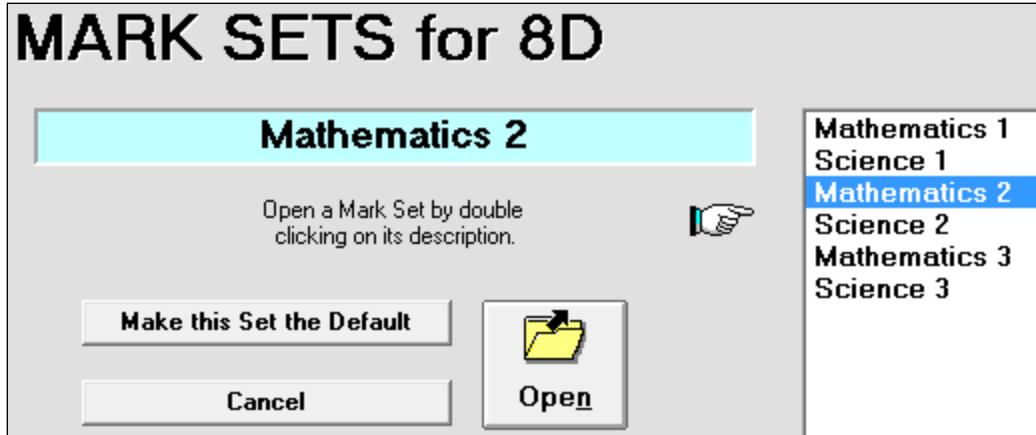
Expect students to perform poorly on diagnostic items and substantially better on summative items.

A printout of a Diagnostic-only report and another printout of a Summative-only report will provide convincing evidence of growth.

5. Mark Sets

Mark Sets are independent collections of assessment data for a group of students. Each class may have up to 100 separate Mark Sets. Use Sets for time blocks (e.g. five Mark Sets: term1, term2, term3, term4, exam). Or, use them for independent curriculum units (see the examples in section 4-3). Or, use them for multiple subjects as per the first example in section 4-3. Selected Mark Sets can be combined in any proportion to generate an overall mark in a Combined Report – see section 12-2.

Mark Sets can be used to record learning skills, thinking skills, behaviours, effort, community service, participation, or other items that a teacher wishes to keep independent of the mark. To do this, give selected Mark Sets a very low weight (or even a weight of zero) so that they do not contribute towards the percentage attainment mark. See section 8-9 on weighting. These "non-contributing" Sets can be used to establish a performance level using a supplied rubric or they can guide the teacher when constructing an appropriate report card comment.

6. Mark Set Setup Files (.MSS) and Template Files (.MTP)

These file types, described in section 8-4 of this manual, enable a curriculum leader to setup ideal categories or strands for each course as well as present a re-useable list of ideal 'rich' assessments. Many teachers could subsequently use these files for guidance in category construction/weighting, using appropriate assessment instruments, etc.

7. Cloning Assessments

Cloning is duplicating a given assessment into a temporary MarkBook file (like a clipboard) so that the identical data may be used as additional entries in other Mark Sets or categories <u>for the current class</u>. A clone can be copied numerous times. For instance, suppose a class has just finished a major report involving learnings in Design Technology, Science, Math, and English. After marking the report and entering the data in the Technology subject's Mark Set, the teacher could clone this assessment and enter it into the other three subject Mark Sets - all within seconds. Furthermore, the teacher could enter this assessment data into more than one component of each subject's records: in English, the marks could be entered in a "Writing" category and again in an "Organization" learning skill. In Mathematics, the same data could be cloned into a "Geometry" category and a "Measurement" category. Once entered, a cloned assessment's title begins with an asterisk.

```
25. AREA PARALLEL (4.6) [Measure]        37. *AREA OF RECT / SQU (4.5) [Geo]
26. USE LOGIC [NumSens]                  38. *AREA PARALLEL (4.6) [Geo]
27. AREA OF CIRCLE CHK (4.9) [Measure]   39. *AREA AND PERIM (4.11) [Geo]
28. MAT REPORT RTRN FEB [Measure]        40. *AREA / PERIM UNIT TEST [Geo]
29. COMPOSITE FIGS (4.10) [Measure]
30. AREA AND PERIM (4.11) [Measure]
31. USE A TABLE (4.12) [Algebra]
32. AREA / PERIM UNIT TEST [Measure]
33. *CONCAVE/CONVEX MIRRORS [Geo]
34. *RAY DIAGRAMS [Geo]
35. *GEO CONSTANTS [Geo]
36. *CIRCUMFERENCE (4.3) [Geo]
```

For more information on MarkBook's cloning mechanics, see the last paragraphs in section 8-2 and section 8-3.

8. Multi-Section and Multi-Category Assessments

MarkBook will break assessments into sections or parts. An exam could have a multiple-choice section, a true-false section, and essay section and so on. MarkBook has the capability of recording each sub-section of such an assessment. See section 8-3, section 8-10, and section 8-11. Similarly, one could mark an entire research paper in a number of ways: organization, adequacy of references, clarity, and so on. These could be entered as multiple sections of one assessment or as separate assessments each in a different category. MarkBook permits the entry of a single assessment item into multiple categories as in section 8-2.

a	True / False	9	3
b	Completion	8	4
c	Matching	4	4
d	Mirror Image	3	
e	Multiple Choice	9	5
f	Short Answer	14	9
g	Problem Solving	7	

If data is broken into sections this way, looking for weakness is possible.

9. Zeros, NoMarks and Missed Assessments

There are three distinct types of zeros that can be assigned to a student on any assessed item:

1. an earned zero. That is, the student was present, did the item, and got zero. The interpretation of this zero is that the student does not understand the curriculum objective(s) underlying that assessment instrument. Of course, this zero can be replaced later once there's evidence that the learner has acquired the objective(s).

2. an absence zero which the teacher expects the student to make up later. Mathematically, the mark stays as a zero until made up OR it becomes an earned and permanent zero after a prescribed time period has passed. This zero counts in their overall record. However, the student may understand the objectives but has not yet provided proof. Consequently, this zero means no proof. It may be appropriate to consider using a NoMark in this circumstance.

3. an absence zero which the teacher does NOT expect the student to make up. That is, the teacher has decided to forgive this student on this item and it will NOT count in their overall record. Reasons vary, but this situation is commonly used for severe circumstances such as extended illness or bereavement. This is a "NoMark".

MarkBook treats each of these three kinds of zeros distinctly.

Consider assigning a mark of 0.1 for earned zeros. This low mark is nearly identical to a zero in the calculations. When recorded this way, this item will not show up in MarkBook's list of Incomplete Entries. See section 8-5 and section 8-8.

Choose whether to record the "absence zero" as 0 or as a NoMark. See section 8-5. If 0, it will print as "Zero!" or "Inc." (choose under Setup, section 8-1) on the class and student reports. It will also be listed as an incomplete item on summary reports and screens. Once the student makes up this item, edit the zero to the earned mark as in section 8-8. Use the Remark window to record something like 'Redo 0'. Or, edit it to 0.1 if the hand-in grace period has expired.

The missed-and-forgiven item should have no mark entered at all. MarkBook calls a blank cell "NoMark" and excludes it from the student's overall mark calculation. NoMarks show as dotted horizontal lines on class printouts.

Missing of 15

NoMark:	2
Zero!:	6

Mark %	Adj. Class Avg. %	± Adjusted Class Avg.	NoMrk of 40	Zero! of 40
41	69	-28	10	3
88	67	21	1	
63	67	-4	1	5
27	66	-39	4	23
59	67	-8		
79	66	13	2	
55	67	-12		4
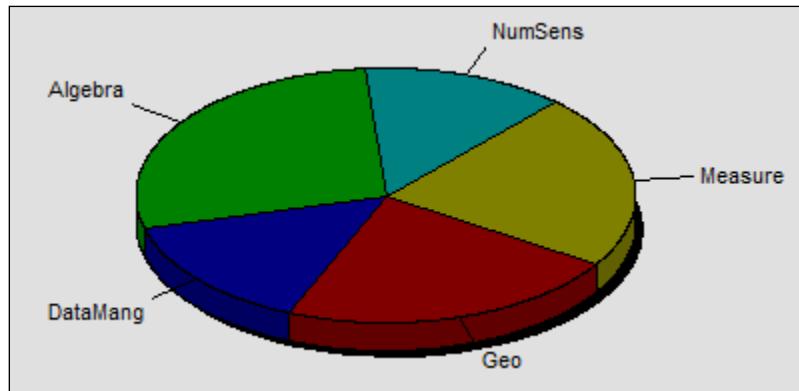
When comparing a student to the class, a comparison class average or "Adjusted Class Average" is calculated on the basis of only those items completed by this student.

When calculating overall marks, MarkBook will report the percentage of assessment data included as NoMarks and as Zeros. See the analysis in section 9-1.

Please see "The Dark Side of Zeros" in section A-1.

10. Weighting and Zero Weighting

MarkBook can weight or re-weight any assessment, category, strand, or Mark Set in a very flexible weighting system as described in section 8-9 and section 12-5. This includes the ability to zero-weight ANY item, category, or Mark Set. If the teacher needs to record a point-in-time mark such as a mid-term mark, enter it as a new assessment item in a "Reports" category/strand and then give the entire "Reports" category a weight of zero.
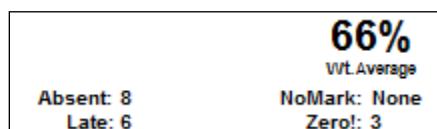
11. Multiple Measures of 'Central Tendency'

MarkBook has eleven different measures of central tendency. There are three weighting systems and five calculation algorithms. Discussions of these measures of central tendency are in Appendix A-7, section 9-7 and section 11-5. See the Compare tab in chapter 9.

12. Attendance Tracking and Analysis

MarkBook will record absences and lates / tardies for each student. See section 7-2 and section 7-3 for details. Once recorded, analysis is possible as described in section 9-1. For maximal impact with parents, MarkBook can include attendance on its interim paper and electronic reports.
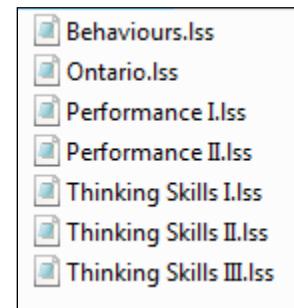
13. Anecdotal Reporting and Multiple Sets of Comments

MarkBook has dual anecdotal capabilities. For tracking, the anecdotal Notes tool, as seen in section 3-1, accesses a running anecdotal record for each student. See the sample in section 3-4. For interim and official report cards, a report paragraph can be typed or assembled from MarkBook's comment banks. MarkBook will store up to ten sets of report card comments per student for each Mark Set and ten more for a Combined Report. Once built, these comments can be pasted or merged electronically into a comment section in other reporting software.

For the mechanics on anecdotal reporting for report cards, see all of Chapter 10.

14. Learning Skills, Thinking Skills and Behaviours

MarkBook has the ability to report up to twenty-four items that are not included in the calculation of an overall mark. Several pre-defined sets of skills are installed with MarkBook as .LSS files. See section 8-13 for details.

Behaviours.lss
Ontario.lss
Performance I.lss
Performance II.lss
Thinking Skills I.lss
Thinking Skills II.lss
Thinking Skills III.lss

15. Recording Forms

In addition to its achievement reports, MarkBook produces a host of useful forms. These were designed to facilitate the collection and organization of data in a manner useful to the educator. See the following

1. seating plans/charts in section 5-4 and section 5-5. The 25-cell grid option is useful for recording all sorts of numeric and non-numeric data. The photo seating printout is useful for learning names and empowering the substitute/supply teachers.

2. mark record form grid in section 5-1. The upper two rows are named by the teacher.

3. attendance forms as in section 7-1 and section 7-2.

4. loaned item forms as in section 5-6. Track serialized texts, instruments, and equipment of all kinds.

A-6 Models for Organizing Assessment Data
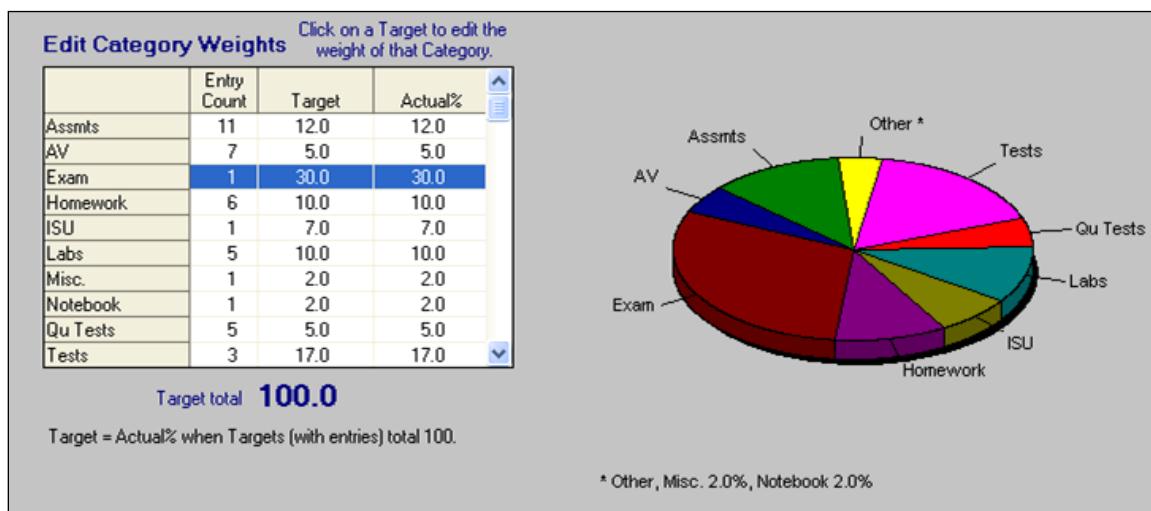
Assessment data must be organized in a manner that reflects the achievement expectations of the school system. This organization must also deliver the summary items expected at the end of the teaching cycle. Good organization will promote learnings other than cognitive knowledge e.g. cognitive skills and affective learning. Finally, good organization promotes analysis of individual learning.

A Category or Strand System

Categories, sometimes called strands, provide an excellent means of demonstrating compliance with curriculum or syllabus objectives. Some systems mandate particular categories, while others leave category construction to the teachers. Whether mandated or not, categories provide a means of controlling the mathematical contribution of different assessment items towards the final mark. They may force the educator to employ a more robust and fair A&E process. Some models follow with a discussion of pros and cons.

1. Categories as Assessment Types

This structure is commonly used. It forces the user to assess in a variety of ways. The following example from MarkBook's weight screen is described in more detail in section 8-9. This teacher has classified the assessment data by type: assignments, audio-visual notes, an exam, homework, an Independent Study Unit, labs, quick tests, unit tests, etc.

Each type of assessment is given a Target weight or value towards the overall mark in the **Target** column. For instance, the highlighted Exam counts for 30.0% of the final mark.

This classification system meets one of the "motherhood" assessment principles described in Appendix A-2: "*assessment instruments should be highly varied in type*". However, it doesn't force the user to assess using higher-order objectives as in some of the systems following. Nor does it guarantee that assessment will be continuous - it's possible that a huge fraction of the assessments were done during a brief time interval.

Here's a variation. This English course is broken down into Language, Literature, Media and Writing strands with appropriate weightings. Note that it's possible to have a category/strand with zero weight.

MarkBook permits up to 100 categories or strands per Mark Set. See section 4-3 for more details on Mark Sets.

2. Categories as curriculum units.

This example is from MarkBook's Mark Set screen as described in section 1-4 and section 2-2. The assessments for this biology course are classified into the curriculum's five units. The percentage weighting of these units has been assigned according to the amount of time spent on each. The fifth unit on animal systems is the lengthiest whereas the first one on cells is the shortest.

This category system meets another of the "motherhood" principles from Appendix A-2: "*assessment should be continuous*". With categories set up this way, each student will earn marks at a steady pace throughout this course. This is appropriate for a course with a wide range of knowledge objectives. It's less appropriate for a course that's predominantly skills such as mathematics.

Note that this teacher has edited the **Block Title** to "**Objtv#**". Each assessment will be cross-classified with an objective number as it's entered into MarkBook. In effect, the teacher is classifying each assessment entry into a unit <u>and</u> an objective. MarkBook enables an analysis by both of these classifiers, but the five unit classification categories shown here control the mathematical contribution towards the overall mark. See section 11-1.

3. Categories based on a taxonomy of objectives.

This example uses Bloom's Taxonomy of Educational Objectives as its foundation for category construction. This version breaks down all learning objectives into four major groups, **Cognitive Knowledge** (facts, concepts, systems, etc.), **Cognitive Skills** (intellectual abilities such as cross-classification, seriation, mathematical skills, etc.), **Affective Learnings** (feelings, beliefs, value systems, etc.), and **Psychomotor Skills** (mechanical abilities such as those learned in technical studies, sports, keyboarding, penmanship, manipulating instruments, etc.).

This category classification system ensures that more than just Cognitive Knowledge will be taught. It deals with the "motherhood" principle in Appendix A-2: "*assessments should cover a full range of instructional objectives including knowledge, skills, and affective items*".

Since this course is broken up into four equal time blocks, this teacher is using the Block Title "**Quartr**" (6 characters allowed for the name) to cross-classify the data. Analysis by quarter is thus enabled as in section 11-1.

4. Categories for societal needs.

This example uses a taxonomy based partly on Bloom's Taxonomy and partly on societal expectations of graduates once they're beyond the educational system. It's somewhat similar to the previous example in that it has a Knowledge & Understanding category (**KnowUnd**) and a Thinking category (**Thinking**). Additionally, this model incorporates separate categories to deal with issues of employability skills. There is a special category assigned to Communication (**Comm'n**) and another to real-world Applications for the knowledge and skills taught (**Appl'n**).

This taxonomy, imposed on all courses, addresses critical skills and employability. With use, it's hoped that learners will

> 1) tie theoretical learnings more closely to employment applications and

> 2) acquire superior communication skills.

The relative weights of these categories must vary from subject to subject. Technical courses (auto mechanics, woodworking), Phys Ed courses, keyboarding courses, etc. should heavily weight the Application category. Conversely, a course in Pure Math (a branch of mathematics which has no known real-world applications) shouldn't have an Application category at all! Language courses should have a high weight for Communication, History should be high in Thinking, and so on.

5. Categories for pedagogical needs

Pedagogically, Diagnostic and Formative assessments should not count in the calculation of an overall mark. This example isolates and weights these types of assessments appropriately. Note that a user may accomplish this same task more easily using the Type cross-classification in MarkBook.

Form1 is a Formative category that's set up to receive all of term 1's formative assessments. **Form2** is for the second term. **Diag** is for all Diagnostic assessments. Note the very low **Target** assigned to each. These categories could have hundreds of assessments each but they will have no impact (0.3%) on the overall mark. As long as the targets are >0, all diagnostic and formative assessments will show up on MarkBook reports. So, MarkBook will track and report these items as well as the summative items. Then, just before the Term 1 formal report, edit the Form1 and Diag targets to zero, and all of their assessment entries will disappear from the calculations. Similarly, edit Form2's target to zero at the end of Term 2. MarkBook doesn't remove the data - re-weight any of these categories to 0.1 to make the assessments show up again. See Appendix section A-1 for more details on the five types of assessments.

6. Categories for Standards-based Assessment

Standards-based assessment uses the curriculum statements to classify all assessment data. Instead of using any of the above classification systems, standards-based assessment uses the course objectives (aka expectations, outcomes, benchmarks, or standards) as the "categories". Teachers measure each objective, perhaps multiple times, to determine which ones each learner has mastered and which ones are not yet mastered.

MarkBook can classify by standards. On the Mark Set screen, drop down the menu and select the appropriate descriptive term. Then, create up to 100

outcomes, benchmarks, standards, etc. If pre-existing .MSS files are available, use these to import all of the standards without having to type.

Standards-based systems seldom use overall marks. Instead, they use the independent achievement of each of the objectives to gauge learning. See the ESL example at the end of section 11-3.

Cross-Classification of Categories

It's possible to cross-classify categories in MarkBook. Use the Type menu on each New Entry. Use the Block title system described above or use Mark Sets as described in section 4-3 for this purpose. Each Mark Set could become a category or strand as per any of the models above. Then, within each Mark Set, the user could employ a completely different category system.

A-7 MARK WEIGHTING METHODS AND CALCULATION ALGORITHMS

This section discusses MarkBook's various calculation algorithms and how to use them to best match both district policies and teacher needs. Also see section 9-9.

As assessment scores are entered (section 8-2), the equivalency tables in section 8-1 are used to convert any data entered as letters or levels into a percentage and all entered data is stored as percentages to six decimal places. The user's chosen weighting system is applied. A weight factor for each assessment is calculated. The selected algorithm is next. Finally, the calculated mark is rounded off to the nearest integer or to a single decimal as selected by the user.

Weighting Systems

The value, significance, scale or weight of each assessment entry must be controlled in one of three ways: Entry Weight, Equal Weight, or Category Weight. See section 8-9.

1. The "Entry Weight" System

This calculation ignores any assigned category/strand weights. Instead, the weight/value of each assessment determines its contribution towards the overall mark. So, a test with a weight of 5 will count for five times as much as one with a weight of 1, regardless of the categories in which they're placed. In effect, all assessments are treated as if there was a single category.

For example, Samantha has marks for all eleven entries to date entries (i.e. no "NoMarks"). The teacher has entered a weight for each assessment (**Wt.** column below). Entry #3 counts for twenty times as much as entry #2. The total of these weights is 59. The **Weight Factor** is determined by dividing the entry weights by 59 (e.g. for entry #3, 20/59 = 33.9%). The sum of the Weight Factors must always be 100.

1. Arkand, Samantha — 81% Wt. Average

Term: [ALL]   Category: [ALL]   Type: ☑ Summative ☐ For

Entries	Categories							Tren

	TITLES - Sort by: Entry +	Date	Term	Category	Type	Wt. / 59	Wt. Factor	Actual Mark
1	HYPOTHESIS - IF THEN	Sep. 14	1	Assign	Summ	2	3.4	5/5
2	TITLE PAGE	Sep. 16	1	Assign	Summ	1	1.7	85/100
3	PAPER CUP LAB	Sep. 26	1	LabReprt	Summ	20	33.9	85/100
4	WORKING TOGETHER	Sep. 27	1	Assign	Summ	3	5.1	70/100
5	BALLOON EXPERIMENT	Oct. 17	1	LabReprt	Summ	10	16.9	89/110
6	LIGHTS WAY - PLANT	Oct. 19	1	Assign	Summ	5	8.5	98/125
7	LIGHT TITLE PAGE	Oct. 25	1	Assign	Summ	1	1.7	85/100
8	BLOCKING LIGHT LAB	Oct. 25	1	LabReprt	Summ	10	16.9	77/100
9	OCT. REPORT RETURN	Oct. 28	1	Assign	Summ	1	1.7	10/10
10	SHADOWS PG 216	Oct. 31	1	Assign	Summ	5	8.5	80/100
11	PINHOLE CAMERA CHK	Nov. 2	1	Assign	Summ	1	1.7	0/1

The weight factors change if there are NoMarks. Simon has four NoMark entries so the total weight total for him is 33. His Weight Factors are calculated using this sum.

2. The "Equal Weight" System

In this system, the evaluator wishes to have all assessment items count equally towards the final mark. The category <u>and</u> entry weights are ignored.

Unlike the prior student, this student in the same class has four NoMarks. Consequently, the seven assessments that count each have a higher Weight Factor in an Equal Weight system.

	TITLES - Sort by: Entry +	Date	Term	Category	Type	Wt. Factor	Actual Mark
1	HYPOTHESIS - IF THEN	Sep. 14	1	Assign			
2	TITLE PAGE	Sep. 16	1	Assign			
3	PAPER CUP LAB	Sep. 26	1	LabReprt			
4	WORKING TOGETHER	Sep. 27	1	Assign			
5	BALLOON EXPERIMENT	Oct. 17	1	LabReprt	Summ	14.3	70/110
6	LIGHTS WAY - PLANT QUEST	Oct. 19	1	Assign	Summ	14.3	53/125
7	LIGHT TITLE PAGE	Oct. 25	1	Assign	Summ	14.3	0/100
8	BLOCKING LIGHT LAB	Oct. 25	1	LabReprt	Summ	14.3	0/100
9	OCT. REPORT RETURN	Oct. 28	1	Assign	Summ	14.3	9/10
10	SHADOWS PG 216	Oct. 31	1	Assign	Summ	14.3	0/100
11	PINHOLE CAMERA CHK	Nov. 2	1	Assign	Summ	14.3	1/1

An Equal Weight calculation method is best for courses that have regular summative measures with no other types of assessments contributing to the final mark. A bar admissions course is an example. Each trainee lawyer attends lectures all week and writes a Friday exam based on that week's work. This is repeated for sixteen weeks. Final marks are calculated with each weekly exam counting for one sixteenth of the overall mark.

The end result of an equal weight system is that all assessments have the same weight factor.

3. The "Category Weight" System and Examples

In this system, the educator classifies all assessment items into categories (also known as "strands"). Each category is given a "Target" so that the whole category contributes a fixed amount towards the overall final mark. Educators may have categories or strands mandated by their administration. Reporting requirements may also dictate specific category names and the weights of each. To set up a category weight system:

1. select "Category" as the Weight method in the Weight/Mode screen, section 8-9, OR

2. select the "Category" weight method in MarkBook's Calculation Setup as per section 8-1, AND

3. when entering data, select/create an appropriate category for each assessment.

MarkBook's categories can be established at the beginning of the course as in the "Categories/Strands/Objectives" part of section 1-4. OR, categories can be created "on-the-fly" whenever entering data as in section 8-2 or section 8-3.

If a teacher has entered numerous assessments as per the Entry or Equal weight systems, he/she can still convert to a category system. Click on Mark Set at the top of the Main Form, section 3-1, select "Edit [course]" and create one or more categories as in section 1-4. Switch to the "Category" weighting method. Now, from the Main Form, select each entry in turn and click on "Entry XX Heading". Edit the entry so that it is in an appropriate category. Click Save and select the next item to edit. When done, the weight system originally set up will have been converted to a Category weight system.

In doing the math for a category weight system, two factors are used: the weight of an entry within its category and the **ACTUAL** weight of the category. Finding the weight of an entry within its category is just like the ENTRY WEIGHT method described earlier but it must be performed separately for each category.

As categories are scanned by MarkBook, they're checked for valid entries. This is needed to determine Actual category weights. If a category has a Target but does not have any valid Entries (dotted horizontal line in the **Entry Count** column in the next image), then its actual contribution must be zero.

A sum of the Targets for those categories <u>with entries</u> is calculated. Then, the *contribution* of each category, called **Actual%,** is determined by dividing its Target by this sum. For example, see the following image from MarkBook's Weight screen. The **Test** category has no entries so the effective total for the Targets is 40+50 = 90. Therefore, the **Actual%** weight for Assign is 40/90 = 44.4444% (displayed as 44.4) and for LabReprt, it's 50/90 = 55.5555% (displayed as 55.6).

Edit Category Weights

Click on a Target to edit the Weight of that Category.

Target = Actual% when Targets (with entries) total 100.

Category	Entry Count	Target	Actual%
Assign	8	40.0	44.4
LabReprt	3	50.0	55.6
Test	---	10.0	0.0

Target total **100.0**

This kind of adjustment is made for each student. It's possible for a student to have all "NoMarks" in a category whereas other students in the same class have contributing entries. In the above example, if a student had all NoMarks for both LabReport and Test, the Actual% *just for that student* would be 100% in Assign.

In MarkBook's Category Weight System, the Weight Factor *for each entry* is determined by multiplying its weight factor within its category as a percent times the calculated Actual% weight factor of the category it's in. So if, Entry A is 20% of its category and the Actual% weight of its category is 12.5%, then Entry A represents 20% of 12.5% which is 2.5%. Thus, in a Category Weight calculation, Entry A will contribute 2.5% towards the final mark.

Example 1:

Samantha has 11 assessments in two categories with no tests as in the above table. Thus, her Category Weights or Actual%s are Assign 44.4444 and LabRept: 55.5555. The following table is from the MarkBook Weight screen showing the weight calculations within the **Assign** category if a full set of entries in both categories is present.

Edit Entry Weights in Assign

To edit an Entry's Weight, click on its current value.

Edit: Assign ☑ Show 'Out Of'

	Total Weight in [Assign]: 19 (Target = 40.0 - Actual% = 44.4)	Out Of	Wt.	% of Cat.	% of SNC1
1	HYPOTHESIS - IF THEN	5	2	10.5	4.7
2	TITLE PAGE	100	1	5.3	2.3
4	WORKING TOGETHER	100	3	15.8	7.0
6	LIGHTS WAY - PLANT QUEST	125	5	26.3	11.7
7	LIGHT TITLE PAGE	100	1	5.3	2.3
9	OCT. REPORT RETURN	10	1	5.3	2.3
10	SHADOWS PG 216	100	5	26.3	11.7
11	PINHOLE CAMERA CHK	1	1	5.3	2.3

For Entry 6 with a teacher-entered weight of 5 and a sum in the **Wt.** column of 19:

5 out of 19 is 26.3157% and Assign is 44.4444%. Thus, the overall Weight Factor for Entry 6 is 26.3157% of 44.4444% or 11.6947% (rounded to 11.7 for display) in the right column.

This same result displays on the Student Report/Entries screen as in section 11-1.

1. Arkand, Samantha   80%
Wt. Average

Term: [ALL]   Category: [ALL]   Type: ☑ Summative ☐ For

| Entries | | Categories | | | Trend |

	TITLES - Sort by: Entry +	Date	Term	Category	Type	Wt. Factor	Actual Mark
1	HYPOTHESIS - IF THEN	Sep. 14	1	Assign	Summ	4.7	5/5
2	TITLE PAGE	Sep. 16	1	Assign	Summ	2.3	85/100
3	PAPER CUP LAB	Sep. 26	1	LabReprt	Summ	27.8	85/100
4	WORKING TOGETHER	Sep. 27	1	Assign	Summ	7.0	70/100
5	BALLOON EXPERIMENT	Oct. 17	1	LabReprt	Summ	13.9	89/110
6	LIGHTS WAY - PLANT QUEST	Oct. 19	1	Assign	Summ	11.7	98/125
7	LIGHT TITLE PAGE	Oct. 25	1	Assign	Summ	2.3	85/100
8	BLOCKING LIGHT LAB	Oct. 25	1	LabReprt	Summ	13.9	77/100
9	OCT. REPORT RETURN	Oct. 28	1	Assign	Summ	2.3	10/10
10	SHADOWS PG 216	Oct. 31	1	Assign	Summ	11.7	80/100
11	PINHOLE CAMERA CHK	Nov. 2	1	Assign	Summ	2.3	0/1

Example 2:

Simon is in the same class as Samantha. However, he has a number of NoMarks but he has contributing entries in the same two categories. So his Actual% category weights are the same: Assign 44.4444% and LabRept 55.5555%. Since there are NoMarks, the weights of the entries within both categories increase *just for him* due to these missing forgiven assessments.

Note from the image below that Simon is missing three entries in the Assign category. Unlike Samantha in example 1 above, the total entry weight for Simon's remaining entries is 13 (removing entries 1, 2 and 4 reduces the total raw weight in Assign to 13). So, for Simon's Entry 6 with a teacher-entered weight of 5, 5 out of 13 is 38.4615%. Therefore, the Weight Factor for Entry 6, *just for Simon*, is 38.4615% of 44.4444% or 17.0923% (rounded to 17.1 for display).

	TITLES - Sort by: Entry +	Date	Term	Category	Type	Wt. Factor	Actual Mark	Mark %
1	HYPOTHESIS - IF THEN	Sep. 14	1	Assign				---
2	TITLE PAGE	Sep. 16	1	Assign				---
3	PAPER CUP LAB	Sep. 26	1	LabReprt				---
4	WORKING TOGETHER	Sep. 27	1	Assign				---
5	BALLOON EXPERIMENT	Oct. 17	1	LabReprt	Summ	27.8	70/110	64
6	LIGHTS WAY - PLANT QUEST	Oct. 19	1	Assign	Summ	17.1	53/125	42
7	LIGHT TITLE PAGE	Oct. 25	1	Assign	Summ	3.4	0/100	Zero!
8	BLOCKING LIGHT LAB	Oct. 25	1	LabReprt	Summ	27.8	0/100	Zero!
9	OCT. REPORT RETURN	Oct. 28	1	Assign	Summ	3.4	9/10	90
10	SHADOWS PG 216	Oct. 31	1	Assign	Summ	17.1	0/100	Zero!
11	PINHOLE CAMERA CHK	Nov. 2	1	Assign	Summ	3.4	1/1	100

15. Ives, Simon — 31% Wt. Average

Term: [ALL]   Category: [ALL]   Type: ☑ Summative ☐ Formative

Entries   Categories   Trends

MarkBook® Reference Manual, Version 12.5.8

<u>**Example 3:**</u>

Daniel only has one entry. The others are all NoMarks. Consequently, the Actual% of his Assign category is 100% and the weight factor of that one entry is also 100. Since Simon earned a zero on that one assessment, his calculated overall mark is 0%.

	TITLES - Sort by: Entry +	Date	Term	Category	Type	Wt. Factor	Actual Mark	Mark %
1	HYPOTHESIS - IF THEN	Sep. 14	1	Assign				---
2	TITLE PAGE	Sep. 16	1	Assign				---
3	PAPER CUP LAB	Sep. 26	1	LabReprt				---
4	WORKING TOGETHER	Sep. 27	1	Assign				---
5	BALLOON EXPERIMENT	Oct. 17	1	LabReprt				---
6	LIGHTS WAY - PLANT QUEST	Oct. 19	1	Assign				---
7	LIGHT TITLE PAGE	Oct. 25	1	Assign				---
8	BLOCKING LIGHT LAB	Oct. 25	1	LabReprt				---
9	OCT. REPORT RETURN	Oct. 28	1	Assign				---
10	SHADOWS PG 216	Oct. 31	1	Assign				---
11	PINHOLE CAMERA CHK	Nov. 2	1	Assign	Summ	100.0	0/1	Zero!

Calculation Algorithms for Determining Central Tendency

The overall mark assigned to each learner is supposed to represent their degree of acquisition of the curriculum. There are numerous techniques for determining that overall mark. Frequently, a "recursive computational procedure" also known as an *algorithm* is used. When there are numerous assessments each contributing to the overall mark to some degree, then an algorithm seeking a middle mark <u>may</u> provide some understanding of what's 'typical' or 'central' for each learner.

Mathematically, there are three traditional algorithms for calculating a centre, Mean (aka Average), Median, and Mode. Since students don't always get the same mark or score on each succeeding assessment, teachers look for a middle/centre position that characterizes each student's typical performance across all assessment measures. The definition of 'middle' or 'centre' is vague because different algorithms will produce different results when applied to the same set of data.

As applied to student achievement, a determination of central tendency is *presumed* to equate to each learner's acquisition of the curriculum. Of course, this isn't necessarily so. So, we recommend examining the results of multiple measures of central tendency, factoring in other knowledge about each learner, and using professional judgement to *assign* an overall mark to each learner. This process is called *evaluation*.

1. Average or Mean Algorithm

An average or mean is the sum of all scores divided by the count of those scores. It has advantages and disadvantages in the determination of a student's overall mark. First advantage: almost everyone knows what an average is and how to calculate it. Secondly, it's a sensitive calculation. That is, if one new assessment is added, the new average will usually move up or down from the previous one. However, average has some problems as a determiner of central tendency and is strongly criticized when used to calculate students' overall marks. Anomalous or outlying scores have such an impact on average that a false impression can be made. See the examples in section 11-5. Since it's widely used, some educators believe that it's the only reliable measure of an overall mark and all other measures are suspect. In many places, the overall mark is called a student's 'average'.

MarkBook will calculate an average with any of the three weighting systems taken into account.

2. Weighted Median™ Algorithm

A median is the middle number is a set of measures. When there's an even number of measures, it's the average of the two middle numbers. In the determination of a student's mark, it's a reliable determiner of central tendency provided that all assessments are weighted equally. However, in most collections of student assessment data, the assessments are differentially weighted (e.g. a one-minute quiz and a two-hour exam should NOT count equally). In this case, it's necessary to take into account the weights of those assessments to calculate a <u>weighted</u> median.

Weighted Median™ is a trademark of The Acadiem Group Inc.
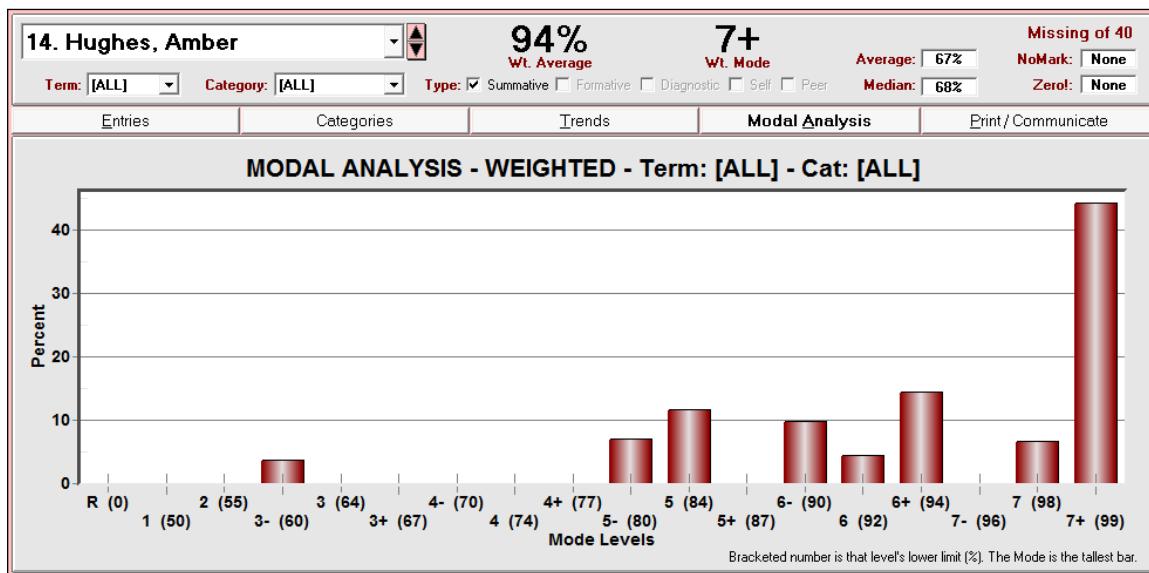
MarkBook will calculate a median with any of the three weighting systems. For a Weighted Median, MarkBook adds up the Weight Factors (**Wt. Factor** column in the following image) of the assessments *in mark order* until it reaches 50%. The mark overlying the 50%-of-weight position is the weighted median. In the following example, 27.8 + 11.7 + 11.7 > 50. Thus, the Weighted Median is 58, much different from the unweighted median of 73. By taking weights into account, the Weighted Median calculation correctly considers the significant (summative) instruments more heavily than others.

3. Mode Algorithm

A mode is the most frequent number in a set of numbers. As a determiner of a student's overall mark, it's misleading and useless with a percentage scale – there are too many possible numbers and relatively little data. However, if the assessment data is in levels or ABC letters, then Mode gives a very useful picture of consistency. The "most consistent level" of performance is a mode. For a more elaborate discussion of mode by level, see section 9-7. See the examples of mode compared to mean (average) in section 11-5. In MarkBook, Mode is always available in the Student Report / Modal Analysis screen and in the Class Report/Compare screen. The student in the following image is performing *modally* at the 7+ level. However, her weighted mean/average is a 6+ level on this 18-Level International Baccalaureate scale.

MarkBook will calculate a Mode by level with any of the three weighting systems taken into account.

4. Blended Median™ Algorithm

Blended Median is a hybrid calculation combining the principles of two algorithms. To calculate a Blended Median, MarkBook determines the Weighted Median in each category (aka strand, outcome, etc.). Then, these category medians are averaged with the teacher-defined category Targets (weights) factored in. The resulting percentage is an average but it's a weighted average of category medians, not an average of assessment marks.

5. Blended Mode^{TM} Algorithm

Blended Mode is a similar hybrid calculation in which MarkBook first determines the Weighted Mode by level within each category using the level-to-percent conversion table defined for Modal Analysis under Setup. See section 8-1. It then converts this 'most consistent level' to an equivalent percentage for each category. Finally, MarkBook averages these percentages taking their category/strand Targets (weights) into account. Again, the resulting percentage mark is an average but it's a weighted average of category modes, not an average of marks. For some students, their Blended Mode may fluctuate significantly whenever the user switches to a different levels scheme.

Putting the weighting systems and the calculation methods together, MarkBook can calculate an overall mark using any of the eleven combinations of algorithm and weighting shown with a dot in the following chart.

	Entry Weight	Equal Weight	Category Weight
Mean (Average)	●	●	●
Median	●	●	●
Mode	●	●	●
Blended Median			●
Blended Mode			●

For any weighting/calculation method, select it on the Mark Sets / Edit screen as below. Note that if Blended Mode or Blended Median is selected, the only allowed Weighting Method is by category.

Using Professional Judgement to *Evaluate* Learners
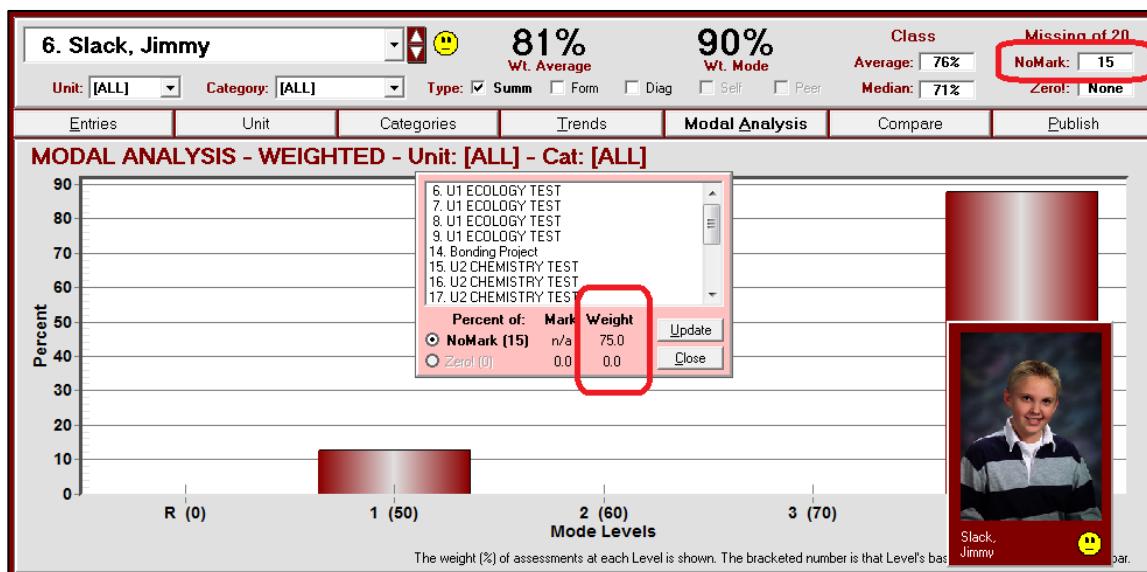
MarkBook will instantly and accurately calculate a position of central tendency for each learner with the weighting and algorithms above. In jurisdictions where professional judgement is the norm, each educator is expected to *assign* an overall mark after viewing the presentations of data and factoring in other knowledge about each individual. We recommend having a look at the Class Report/Compare screen in section 9-9. Select those algorithms you'd like to use or are required by your school system. What do the calculations say about each individual? When there's a conflict among the numbers generated by the various algorithms (frequently, there IS a conflict), it's necessary to decide what mark to assign each learner. As long as there is a solid rationale for assigning a specific number, the process is valid.

A teacher often has more information about each learner than just marks. Medical and social problems, language barriers, learning disabilities, evidence of more recent achievement, different learning styles and other elements in each student's life should be factored into this professional judgement decision. This consideration is part of *evaluation*.

Evaluators sometimes confuse "consistency" with "fairness". That is, if a teacher decides to evaluate one student using that learner's Blended Mode, then the teacher believes that all students must be given a mark calculated with that same algorithm. This problem arises because the teacher believes that an algorithm should be used in place of professional judgement. Of course, all of the algorithms should provide guidance but none should become an absolute determiner of any student's overall mark. It's OK to assign a weighted average to one learner and a Weighted Median to another as long as both assigned marks reflect the learners' acquisition of the curriculum.

Open the DEMO sample class installed with MarkBook and go to Class Report. When the Summative type is used exclusively, four of the students have exactly the same average (mean) but they differ significantly when other measures of central tendency are used. Medians and modes are likely better algorithms with these students. Conversely, the learner with the highest overall mark may be best represented with her average. The student with the lowest average has an excellent understanding of the curriculum as evidenced by his much higher median and mode. And one of the two students with an average in the 80's should fail the course as shown in the next paragraph. See section 11-5 for more discussion.

The following student is passing with all algorithms but has failed to provide sufficient evidence of his acquisition of the curriculum. Note the percentage in the pink analysis box in the following image (click on the count in the **NoMark** cell at the upper right to display the pink box). The interpretation: this learner has failed to provide evidence of learning on a very large fraction of the weighted assessment package to date. Professional Judgement would likely dictate withholding credit because of "No Evidence" or "Insufficient Evidence".

The Comment given with any report card for this learner should say something like *"Despite numerous opportunities to do so, Jimmy has failed to provide proof of his understanding of the curriculum. Consequently, credit is withheld."*

Appendix B - FinePrint

About FinePrint
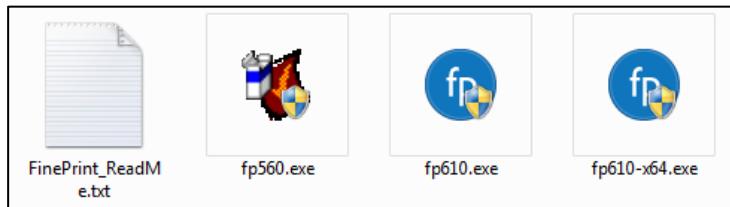
FinePrint is a 'virtual' printer driver that prints to screen. It enables a preview of any print job before sending that job to a paper printer. It also enables a user to shrink their work and print multiple pages on one sheet of paper. FinePrint demo installer files are supplied on the MarkBook CDs and installed inside the MarkBook directory. Or download a demo for your computer`s OS from **www.fineprint.com**.

The demo has restrictions. Only eight sheets at a time can be printed. In MarkBook, this means that one can print eight student reports, then another eight, another eight, and so on. Secondly, the demos put a labelled border on multi-up jobs. Even with these restrictions, the demo is extremely useful for previews, which is why we have included it on the MarkBook CDs. Purchase options for unrestricted FinePrint licenses are at the end of this appendix section.

Installing FinePrint
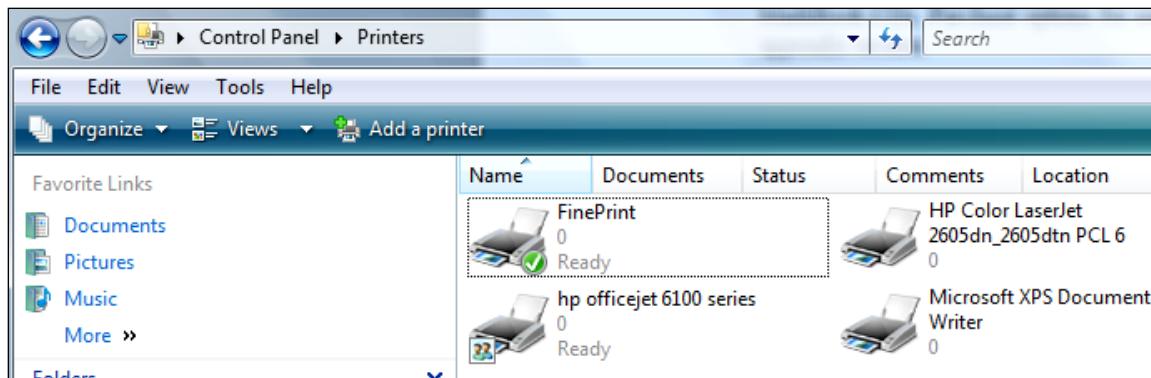
Demo versions of FinePrint are provided with permission of FinePrint Software LLC. The use of this software and the assumption of risk are up to the user.

MarkBook works in all recent versions of Windows from W'98 to Windows 8. However, FinePrint has different versions depending on your operating system.
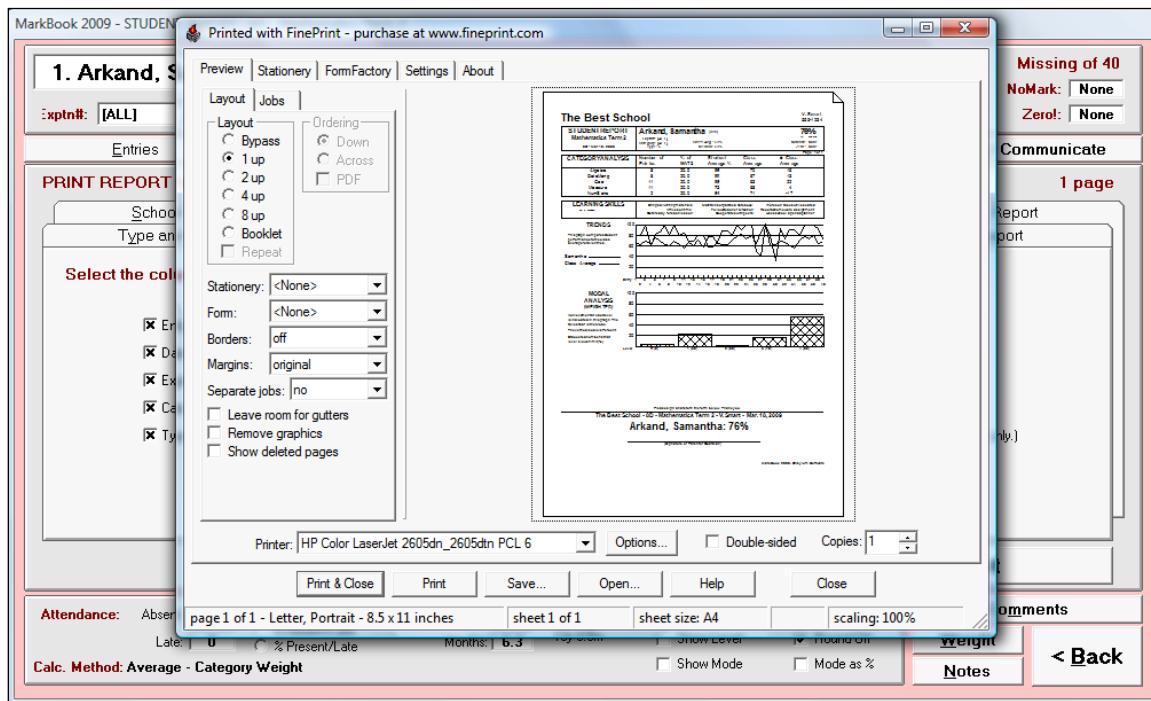
There are three installers in the C:\MkBk2018\FinePrint folder as in this image. Open the ReadMe text file to determine which installer works for your machine. You can also go to www.fineprint.com to download any version. Double click on the .exe file for your computer`s OS and follow the prompts to install.

Once installed, FinePrint will be in the printer folder and it's used just like any other printer. At any time, use the Windows Printer/Devices Control Panel to make it the Default printer (check mark is on the default printer). It's easy to bypass even when it's functioning as the default printer.

Using the FinePrint Demo
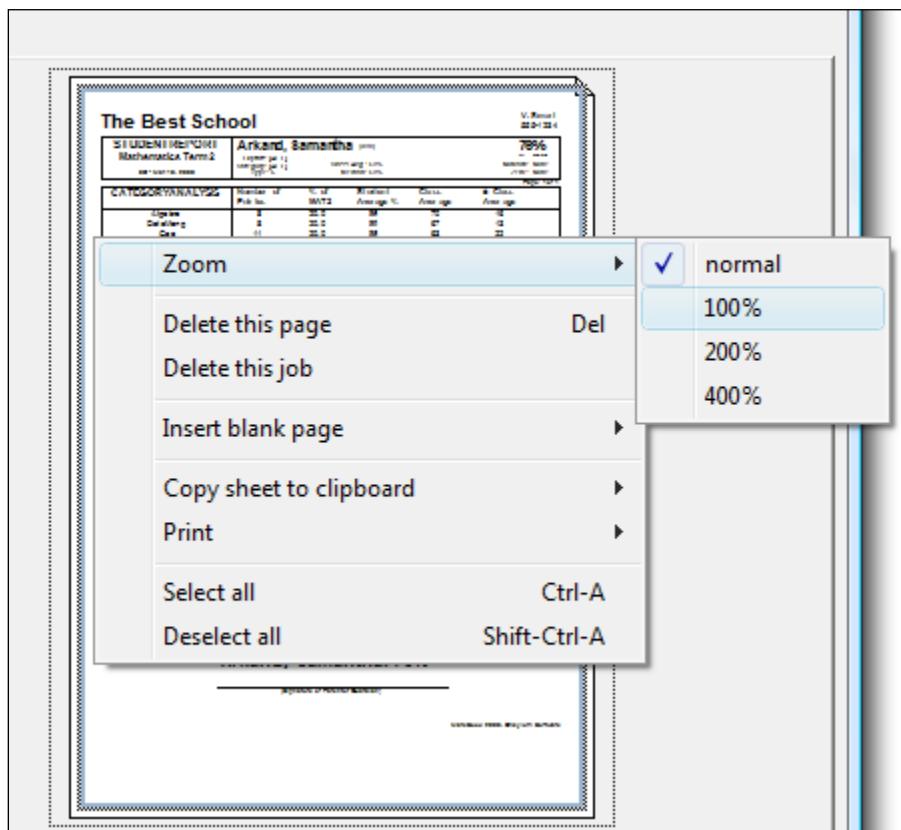
Use the FinePrint demo for print previews. The software will print any Windows job (not just MarkBook) to screen. The following example is for a single Student Report. After selecting among the many MarkBook options, click the Print Detailed Report button on the MarkBook screen. If set as the default printer, FinePrint will open on top of the current screen, (or on the taskbar), as in this next image.

If FinePrint appears on the taskbar, click it on the icon in the bar to bring it to the front of the screen as in the above image.

FinePrint Zoom Tool

As in the previous image, there will be a thumbnail of the intended printout on the screen. Put the mouse over the thumbnail and *right click* once. A menu will appear. Select a Zoom factor to enlarge or shrink the view. If necessary, expand FinePrint to full screen so that the view window is maximized. Examine the printout to see if it's satisfactory.
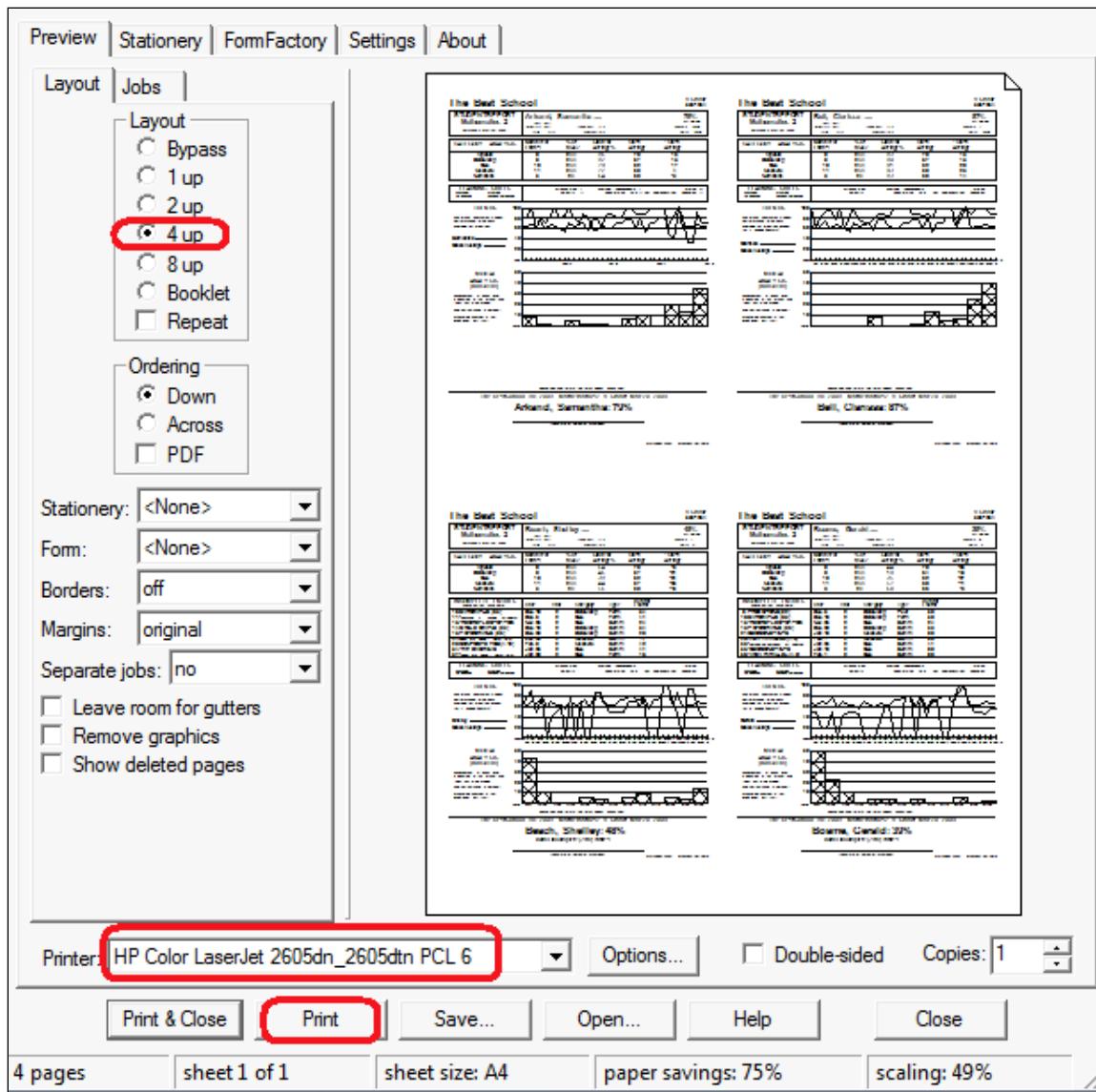
Tip: use FinePrint for print previews. If the screen printout is NOT satisfactory, click on the X at the upper right to close FinePrint. Re-select among the MarkBook options and print to FinePrint again. Repeat until the desired printout appears on screen.

If the screen printout IS satisfactory, select the preferred paper printer from FinePrint's **Printer:** menu in the lower left of the screen. Click **Bypass** at the upper left. Then click the **Print** button or the **Print & Close** button at the bottom.

Note that there are other printer control options on the FinePrint screen.

Using FinePrint for Multi-Up Printing

FinePrint will shrink print jobs so that 2, 4, or 8 pages are compacted onto a single sheet of paper. This saves paper, toner, time and money. Use the buttons at the upper left to select the degree of shrinkage. If the shrinkage is too severe, the printouts will be unreadable. For MarkBook reports, 2-up is usually acceptable and 4-up works for some reports – especially those without fine text.

The upper menu bar on the FinePrint screen has other useful options. For instance, the **Jobs** tab enables a user to re-sequence a string of print jobs. The **Settings** tab provides further print controls. The **Stationery** tab enables headers and watermarks on printouts. A bit of experimentation will quickly demonstrate this powerful tool's capabilities.

Purchasing FinePrint

Download a manual or arrange purchase from www.fineprint.com Users are under no obligation to purchase an unrestricted copy of FinePrint. Use the supplied demo for years as desired.

FinePrint is produced and sold by FinePrint Software LLC. Local distributors are listed on their web site. Educators, schools and school districts get a substantial discount and bulk purchase gives the lowest price. In determining whether a bulk purchase is appropriate, factor in the savings associated with multi-up printing.

Appendix C - Educational Jargon

Jargon is the specialized and technical language of a trade, profession, or similar group. Like all vocations, education has specialized terms and meanings. This list is an attempt to assemble those education terms pertaining to

> class management,
> planning,
> assessment,
> analysis,
> evaluation and
> reporting

and to provide a meaning for them as used within the profession.

Some educators believe that jargon should be avoided as much as possible. What these educators may be indicating is that the education system is riddled with acronyms which are often short-lived and very regional. An effort has been made to avoid regional acronyms in the following list.

Contributions to this appendix are appreciated. Please send suggestions to rhedges@acadiemgroup.com

Ability Grouping

The practice of clustering students according to their academic skills. Ability grouping allows a teacher to provide the same level of instruction to the entire group. Also known as tracking or academic streaming. See *Streaming*.

Absent

A term for not attending one or more classes. See Chapter 7.

Academic

Having to do with education.

Acceleration

Promoting gifted students more rapidly than their age peer group. An accelerated learner may be in classes with students who are one or more years older. See *Enrichment Programmes*.

Accountability

1. The notion that people and/or organizations (e.g., a teacher, a school, a school district, or a Ministry/Department of Education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success, or lack of success, in doing so.

2. Student accountability refers to efforts to hold students responsible for their own academic performance.

Acronym

A word usually formed from the initial letters of selected words in a name, such as *ESL* for *E*nglish as a *S*econd *L*anguage, or by combining parts of a series of words, such as *radar* for *ra*dio *d*etecting *a*nd *r*anging. This document has avoided using regional acronyms.

Adjusted Mark or Adjusted Result

An overall grade that has been altered from the calculated value by the teacher exercising Professional Judgment.

Affect

Learnings involving feelings, beliefs and value systems. See *Bloom's Taxonomy*.

Aggregated Data

An assembly of assessments, standardized test scores, and other measures of students' abilities.

Alignment

The degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives, expectations and standards.

Algorithm

In mathematics, a step-by-step problem-solving protocol, especially a recursive computational procedure for solving a problem or doing a calculation in a number of steps. An appropriate algorithm may be used for calculating a learner's overall mark. See section 9-9.

Anecdotal Notes

In MarkBook, an ongoing textual history of student behaviour/achievement, interactions with both student and parents, interventions made, agreements made, dates of those events, and results. To construct, see Section 3-4. Also see *Remarks* and *Comments*.

Assessment

1. A measurement instrument (e.g. a test, essay, exam, lab report, project, presentation, homework, etc.) that seeks to measure, or has the potential of measuring a student's achievement of one or more curriculum objectives.

2. The process of gathering evidence of students' achievement.

Although sometimes used incorrectly as synonyms, assessment is not to be confused with "Evaluation". See *Evaluation*. Similarly, assessment should not be confused with *Formative*.

Assessment Type

A classification system for achievement measurement instruments depending on intended use of the results. See section 6-3 and section 7-2. See *Formative*, *Diagnostic*, *Summative*, *Self* and *Peer*.

At-Risk Learner

A label applied to any student who is deemed likely to fail, drop out, or "fall through the cracks" at school. The student may have socio-economic challenges (e.g. poverty, teen pregnancy), learning disabilities, or behavioural issues placing him/her at a disadvantage in achieving academic goals. Or, the student may be labelled "at risk" if not succeeding in school based on information gathered from assessment scores, attendance and/or discipline reports.

Attainment

This term is used principally in the UK to describe a learner's achievement. Synonym: Achievement.

Attendance

The frequency with which a person is present. It may be expressed as a count of days or classes present or absent. It may also be expressed as a percentage of days present or absent. See Chapter 7.

Attention Deficit Hyperactive Disorder (ADHD)

A neurological disorder characterized by impulsiveness, the inability to concentrate and hyperkinetic activity. ADHD interferes with learning. Three to ten percent of children, mostly males, are thought to have the disorder to varying degrees.

Autism

A neurological disorder usually appearing in children prior to their third birthday. Children and adults with autism typically have difficulty with verbal and non-verbal communication, social interactions, learning and leisure activities. The disorder makes it very difficult to communicate with others and to relate to the outside world.

Average or Mean

A computation for determining the middle of a set of numbers calculated by adding the numbers and dividing by a count of those numbers. It's one of several measures of central tendency. See also *Median*, *Mode*, *Blended Median* and *Blended Mode*.

Backwards Planning or Backwards Design
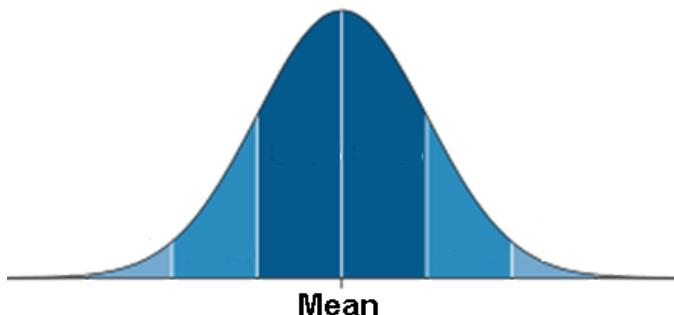
A scheme for delivering the curriculum with an image of the learner *at the end of the course* in mind. That is, before commencing instruction, the curriculum design/plan of the whole course should take into account the specific knowledge, skills and affective objectives that each learner should acquire by the end of the course. Such planning should include time management. Educators who use backwards design are more likely to deliver all units of study and all key objectives. See section 6-1.

Basic Skills

The building blocks of a curriculum most commonly associated with instruction in early elementary language arts and mathematics. They include teaching the letters of the alphabet, how to sound out words, spelling, grammar, counting, adding, subtracting, and multiplying.

Bell Curve

A distribution pattern of scores imitating the shape of a bell. Scores are plotted on the horizontal scale and the count of the number of scores forms the vertical scale. The average (or mean) of the scores is in the horizontal centre. There are many scores at or close to the mean. As one moves away from the mean in either horizontal direction, there are fewer and fewer scores. This pattern is also called a 'normalized distribution'.

Some educators believe that student marks in a single class should show a bell curve pattern. For instance, "*the mean should be 65%, ten percent of the class should get above 90% and ten percent should fail*." Statistically, classes are too small to show a normalized distribution pattern and adjusting student marks to force this pattern is very questionable. Also see *J-Curve*, *Norm Referenced* and *Criterion Referenced*.

Benchmark

An objective, expectation or outcome usually achieved on a pass/fail basis. See section 1-3.

Blended Median^{TM}

A computation for determining the middle of a set of numbers within categories calculated by first determining the Weighted Median^{TM} within each assessment category and then calculating a weighted average of these medians. See also *Average*, *Median*, *Mode* and *Blended Mode*.

Blended Mode^{TM}

A computation for determining the middle of a set of numbers within categories calculated by first determining the weighted mode within each assessment category and then calculating a weighted average of these modes. See also *Average*, *Median*, *Mode* and *Blended Median*.

Bloom's Taxonomy

A category scheme for cataloguing educational objectives using three broad domains: cognitive, affective and psychomotor. Each domain can be further subdivided. For instance, 'cognitive' can be divided into knowledge and skills. This taxonomy drives current thinking about what to teach (i.e. not just facts), how to teach, desirable learning activities and how to measure learning. See Appendix A-1 for Bloom's Rose.

Bonus

A means of boosting a student's overall mark. A bonus is usually given for extra work or by providing solutions beyond expectation. Overall marks including one or more bonus marks may be a distortion of how well a learner has acquired the curriculum. See section 8-2.

Bumping

An act of professional judgment in adjusting a calculated mark. For instance, a final mark of 49% is seldom given in a school system where the pass is 50%. Instead, the calculated mark is adjusted ('bumped') up or down. See section 8-1.

Category

A grouping for assessment data. Sometimes also called a strand. See section 1-4.

Central Tendency

1. In mathematics, the statistic that in some way specifies the middle number in a set of numbers. Mean, median and mode are the classic algorithms used to determine Central Tendency. See *Average*, *Mean*, *Median*, *Mode, Eyeballing, Blended Median* and *Blended Mode*.

2. In overall mark/grade calculations for students, it's the number/letter/level sought when determining the final mark/grade for each learner. That mark should reflect the learner's degree of acquisition of the curriculum. If a measure of central tendency is used, such determination should consider the score on each measured assessment instrument, the significance or weight of each instrument, and the calculation algorithm used.

Class

A group of students who are taught together because they have approximately the same level of academic development. In some cases, classes are composed of several groups. For instance, a small rural school may have students in grades 4, 5 and 6 combined together in a single class. Or a technical education teacher may have a class with two or more groups taking similar but distinct courses simultaneously.

Clickers

Handheld wireless student response devices. These are particularly effective at gathering and analysing formative assessment data. See section 13-3 and section 13-4 for examples.

Cloning

A process in MarkBook for making multiple identical copies of the heading and student scores on an assessment for inclusion in another category/strand or another Mark Set. See section 8-5.

Co-construction

Using student ideas and input to build rubrics. See the RubricBuilder manual in MarkBook's Tools menu.

Cognitive

Of and relating to conscious intellectual activity (e.g. thinking, reasoning, remembering, imagining, or learning).

Comment

In MarkBook, a paragraph detailing student progress. Once constructed, this comment may be 1) merged onto an interim paper report, 2) included in an electronic report like HTML or Email and 3) electronically exported to an official report card. See Chapter 10 in this manual for details on comment construction. Also see *Remark* and *Notes*.

Community Service

The inclusion of citizenship values into education by requiring students to perform work outside the classroom. In some jurisdictions, a defined time accumulation of community service is mandatory for graduation.

Construct

A complex idea, image or theory inferred or derived from specific instances, often simpler ones. For instance, we may have a mental construct of the structure of an atom built from observations of atoms' behaviours.

Continuing Education

The teaching of adult learners who seek high school credits or a graduation diploma.

Cooperative Learning

A teaching method in which students of differing abilities work together on a task. Each student has a specific responsibility within the group. Groups make presentations to other groups. Students complete assignments together and receive a common mark. Cooperative learning encourages students to take responsibility for their own learning as well as their classmates'.

Cooperative Education

A program that allows students to receive credit for career work done in their field of study, usually outside of the regular school building. Cooperative Education teachers work with volunteer businesses to create plans for the training and evaluation of students. See references to Cooperative Education in the Index.

COP

Conversations, Observations and Products. A triangulation of assessment types to diversify what is assessed. Easily handled with MarkBook's Block Title. See section 1-4.

Core Academics/Subjects

The required subjects in middle and high schools -- usually English (or a language), Mathematics and Science.

Correlation Analysis

A thinking or cognitive skill. Learners seek to identify whether or not there are relationships between variables.

Course

A program of instruction with a prescribed curriculum.

Course Code

A short form or acronym name for a course. For instance, MAT2D is a course code for **MAT**hematics, Grade 10 (**2**), Aca**D**emic.

Course Description Sheet

A document describing the course of study with a unit breakdown, policies, resources and perhaps a timeline. See section 6-8 and section 6-11.

Credit Recovery

A process of early identification and remediation of at-risk learners with the intent of salvaging/obtaining the credit in the course(s) at risk. For instance, statistics show that students who fail a key course like English, Mathematics or Science in their first two years of high school have a significantly lower graduation rate compared to peers who passed these same courses. Graduation rates as low as five percent compared to the peer group are reported. In other words, the majority of students who fail a key course drop out before graduating. Credit recovery attempts to prevent these individuals from failing by using remedial help.

Criterion-Referenced

Marking student work by comparing it to a standard. For instance, a test is aligned with a jurisdiction's academic standards and is thus intended to measure students' performance with respect to those standards rather than to the performance of their peers. Compare with "norm-referenced". See *J-Curve*.

Criterion-Referenced Assessment

A test that measures specific performance on content standards. Criterion-referenced tests, unlike norm-referenced assessments, are not created to compare students to each other. See *Rubric* and Appendix A-2.

Critical Thinking

The mental process of acquiring information and evaluating it to reach a logical conclusion. Educators believe that schools should focus more on critical thinking than on the memorization of facts. Greater emphasis on thinking skills is required. See *Thinking Skills*.

Curriculum

The subject matter that teachers and students cover in class. A set of objectives (expectations, outcomes) delivered at an intensity level not normally found outside a classroom.

Curriculum Planning

The process of organising a body of objectives (aka expectations, standards, benchmarks and outcomes) into units and then designing an instructional sequence to teach those objectives to learners. See chapter 6.

Curving

The act of adjusting a set of student marks to fit a Bell Curve pattern. See *Bell Curve*, *J-Curve*.

Diagnostic Assessment

A measurement of curriculum achievement given prior to instruction. Typically, learners get very low marks on diagnostic measures. See Appendix A-2.

Differentiated Instruction

Multiple ways of delivering the curriculum to accommodate variable learning styles and abilities within a group of learners.

Disaggregated Data

The division of data into segments. For instance, assessment results for a student population broken down by gender, age, ethnic group, socio-economic status, or English fluency, thereby allowing an analysis of how each identified group is performing in school.

Distribution

In statistics, a set of numbers and their frequency of occurrence collected from measurements over a population such as a class, a course, a grade or a school. See section 9-6.

Drop the Low

A technique used to raise the average (or other measure of central tendency) of individuals and a group of learners by removing one or more low-score assessments. See section 8-12 for a critique.

Dyslexia

A reading impairment which affects up to 10 percent of children. There is a clear genetic link: children of parents with dyslexia may be eight times as likely to have the disorder.

E-Learning

Instruction and assessment involving use of the Internet. It includes virtual classrooms, on-line curriculum content, and professional development courses.

Edutainment Software

A general classification for software programs that combine elements of instruction and entertainment, including video, animation, and music. Educators disagree on the educational value of most 'edutainment' software. Some offerings are highly questionable and might be better classified as video games. Other items are excellent with appropriate teaching methodologies.

Effort

A measure of how strenuously or earnestly a student attempts learning tasks. In some jurisdictions, such as the UK, learners are marked on Effort separately from Attainment of the curriculum. Other jurisdictions may include effort in a report of Learning Skills.

Emotional and Behavioural Disorders (EBDs)

Disorders characterized by consistently aggressive, impulsive, or withdrawn behaviour, including schizophrenia. Physicians consider behaviour to be an EBD if it impairs personal, social, academic, and vocational skills.

English as a Second Language (ESL)

Classes or support programs for students whose native language is not English.

Enhanced

Students who are gifted or have exceptionalities making them significantly better learners than others. See *Enrichment Programme* and *Gifted Student*.

Enrichment Programme

A supplement to the regular academic curriculum for enhanced students who might otherwise be bored with class work. They're an alternative to acceleration, so that even the cleverest students can remain in class with age peers, yet be adequately challenged. Enrichment is intended to add value to the curriculum through such activities as special projects, guest speakers, concerts, museum visits, etc.

Enquiry-based Learning

A teaching methodology based on student investigation as opposed to rote or Socratic methodologies.

Entry

In MarkBook, an assessment header and the students' mark data. See section 8-2.

Evaluation

A judgment process for arriving at an overall mark for each learner that best reflects the learner's acquisition of the curriculum. Assessment data, particularly summative data, multiple algorithms, plus other knowledge about each learner should be factored into this professional judgment decision. Although sometimes used as synonyms, Assessment and Evaluation are different processes. Evaluation is sometimes confused with *Summative Assessment*. See *Assessment*. Also see Appendix A and the references to Evaluation throughout this manual.

Eyeballing

A non-mathematical process for arriving at the overall mark/grade for each learner. A portfolio of student work is examined (i.e. "eyeballed") looking for consistency at a particular level of performance. A mark is assigned based on the perceived level of performance. No calculations are involved.

There are numerous criticisms of this process. Evaluators may over-emphasize a particular example of student work. They may see what they want to see. They may be unduly influenced by students' personalities and behaviours. Or by items like IQ and socio-economic status. There is little assurance that the overall mark assigned reflects

achievement across all curriculum objectives. That is, it's not standards-based. See *Standards-based* and *Evaluation*.

Expectation

A synonym for Objective and Outcome. See *Objective*, *Outcome* and section 6-3.

Faculty of Education

A department at a university or college providing teacher training and certification. Prior to graduation and certification, trainees are referred to as "pre-service candidates". Licensed teachers receiving supplemental instruction are called "in-service candidates".

Feedback

Communication from the instructor to the learners and parents about achievement. The return of summary information about the results of an assessment activity or group of activities. See examples in section 11-8.

Formative

One of five Types of assessment. Any measure used by an educator to rate students' understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area is called Formative. Formative assessment is sometimes called "Assessment FOR learning", "Assessment DURING learning" or "Assessment AS learning". Conversely, "Assessment OF learning" is called Summative Assessment.

Assessment early in the learning process that doesn't count significantly, if at all, towards the final mark is Formative. See *Assessment* in the Index.

Gifted Student

A learner who is considered to have the capacity to achieve beyond the norm either because of their IQ scores, their demonstrated ability in the classroom, or both.

Grade

1. a single division of a school classified according to the age or progress of the pupils. Many jurisdictions use thirteen grades, commonly known as K-12.

2. an overall mark representing how well a learner has acquired the curriculum. See Mark.

3. a process of assigning value to a given piece of student work.

Growth

The overall purpose of the public educational system. Unlike businesses where the objective is profit, the school system's objective is student growth with respect to the curriculum. See Appendix A-2.

Home Form

An organizational grouping within schools for organizational and communication purposes. Also known as Home Group, Home Class, Home Room and Tutorial Group.

HOTS

An acronym for Higher Order Thinking Skills. See examples in section 8-13.

HTML

Hyper Text Markup Language. The standard format for content on the Internet. See section 6-5, section 9-10, section 10-9 and section 11-8.

Illiteracy

The condition of being unable to read.

Immersion

A program that teaches children to read, write and speak in a second language by surrounding them with conversation and instruction in that language. Immersion programmes often start in kindergarten or Grade One and become a 50/50 English/other language program by the fifth to eighth grade.

Inclusion

The practice of placing students with disabilities in regular classrooms. Also known as Mainstreaming.

Individual Education Program (IEP)

A written plan created for a gifted student or one with learning disabilities by his/her teacher(s), parents/guardians, the school administrator, and other interested parties. The plan tailors learning to the student's specific needs and abilities and it outlines goals. Where required, accommodations are specified, e.g. exams in Braille, more time on tests, etc. IEPs are reviewed and revised annually.

In-Service Training

Additional learning for licensed teachers to help a school staff reach specific goals, or to upgrade an individual's qualifications. Compare to "professional development days."

Interdisciplinary Instruction

A teaching method in which teachers of core academic subjects work together and plan instruction based on a particular theme. For example, when students are learning about historic events in Social Studies, in English they may study a novel set in that same period and in Geography they may study the architecture of the day.

IQ or Intelligence Quotient
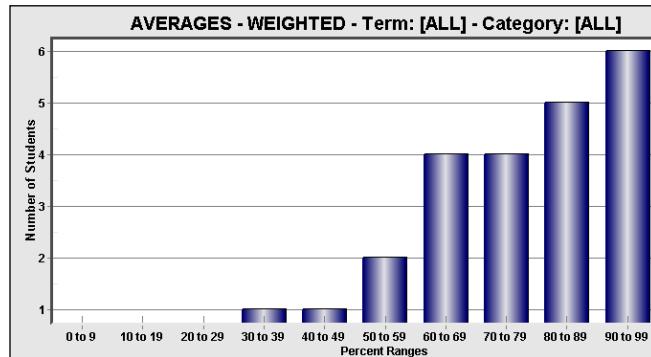
A score that is supposed to reflect a person's mental capabilities. Learners are given an IQ test designed for their age. The mark on the test is converted to a score known as an IQ. These tests have become controversial because they measure only a limited number of intellectual abilities, primarily math and language skills. Some critics label these tests as culturally biased against members of minority groups.

J-Curve

A distribution pattern of scores imitating the shape of a letter J. There are few low scores and many high scores. This image is from MarkBook's Class Report, Distribution screen, section 9-6.

This pattern often arises when the teacher is using Criterion-referenced assessment practices.

Also see *Bell Curve* and Appendix A.

K-8

A description of schools that include kindergarten through eighth grade classes, combining elementary and middle schools.

Learning Disabled

A label that encompasses a wide variety of cognitive difficulties. In general, the description "learning disabled" describes a below-group discrepancy between a child's intelligence and academic achievement when compared to their peer age group. Some children have learning disabilities only in specific areas, such as math.

Dyslexia, Autism, Attention Deficit Hyperactive Disorder (ADHD), and Emotional Behavioural Disorder (EBD) are common Learning Disabilities. When planning instruction for learning disabled students, accommodation is required – see section 6-3. When assessing and evaluating affected learners, special consideration is warranted.

Learning Skill

A variety of cognitive abilities that improve a student's ability to develop new understandings.

Mark

1. The score or value earned on an assessment.

2. The overall grade assigned to a learner. See Grade.

Mark Set^{TM}

A grouping of assessment data or a grouping of students. See section 4-3.

Mean

See *Average*.

Median

A computation for determining the middle of a set of numbers calculated by arranging the numbers in order and finding the centre number. See also *Average*, *Mode*, *Blended Mode* and *Blended Median*. See section 9-9.

Median Report

An analysis of a group of classes showing such items as the distribution of marks, overall mean/median, failure rates, gender differences, etc. These reports are often used by administrators to identify anomalous patterns within a school. See section 13-6 for an example.

Methodology

1) The science of teaching. Synonym: pedagogy.

2) The style of teaching e.g. Socratic, Rote, Enquiry-based, etc.

Modal Analysis

An analytic technique for determining how frequently each learner performs at each level of achievement. See section 11-5.

Mode or Most Consistent Level

1. The most frequent number in a set of numbers. In the following set of numbers, 33 is the mode: 92, 89, 84, 78, 33, 33, 21

2. In the process of assessment, it's the level at which the learner typically performs. In other words, it's their level of consistency. For instance, Sally is an "A" student because she usually scores an A on assessments. John is a "D" student because he typically scores a D on assessments. See section 11-5.

Multiple Measures

1. Using more than one indicator to measure a student's academic performance. Measures can include marks, teacher comments, collected samples of each student's work, and standardized test scores. Similarly, multiple measures can be used to evaluate school and school district performance. These might include students' standardized test scores, graduation rates, and dropout rates.

2. Using multiple algorithms to seek a position of central tendency. See section 9-9.

NoMark^{TM}

An assessment score that doesn't count for or against a student. Mathematically, it's not counted and the overall mark is calculated on the basis of the other assessments for which the student received a mark or score. The term is a trademark of The Acadiem Group Inc. See section 8-2.

Normalized Score

A number that compares the performance of an individual student to the performance of a very large representative group of students. See *Percentile*.

Norm Referenced

A process of marking that compares the performance of an individual student with that of a group of peers, usually the rest of the class. Such marking does not measure how students perform in relation to a curriculum. Rather, norm referencing assigns a mark based on the teacher's perception of the individual's rank within the class. Compare with "criterion-referenced".

Objective

A curriculum statement about a specific item to be learned. Synonym: Expectation. See chapter 6.

Outcome

A synonym for Objective and Expectation. See *Objective*, *Expectation* and section 6-3.

Pedagogy

The art of teaching. See also *Methodology*.

Peer Assessment

The practice of having students mark or grade (i.e. assess) each other.

Percentile

A way to compare a given learner, class, school, or school district to a national norm on a 1-99 scale. Learners at the 10th percentile are outranked by ninety percent of others who wrote the same test whereas students at the 99th percentile outrank everyone. Percentiles are ranks, not marks on the achievement of the curriculum. So, a student who got 85% of the test questions correct, but who was outscored by 50% of the other students, would have a percentile of 50.

Performance-Based Assessment

A measurement of achievement that requires students to perform a hands-on task, such as writing an essay or conducting a science experiment. Such assessments are alternatives to multiple-choice and machine-scored tests. Also known as authentic assessment.

Portfolio

A systematic and organized collection of a student's work throughout a course. Examples in the portfolio reflect the student's knowledge and skills and often includes some form of self-assessment. Rather than measuring curriculum acquisition with traditional tests, this is an alternative way of assessing students. Marks are based on perceived consistency within this packet of materials.

Pre-Service Candidate

An unlicensed teacher trainee attending a Faculty or College of Education.

Professional Development (PD)

Training programs that allow teachers and administrators to acquire additional skills they need to better perform their tasks. These programs are often aimed at veteran teachers to help them update their skills. Many teacher collective agreements specify PD time and regular classes are not held on such days. See section 14-2.

Professional Judgement

The process of evaluating each learner's acquisition of the curriculum. This typically involves calculations and should factor in other items understood about each learner. See Appendix A-7.

Proficiency

Mastery or ability to do something at grade-level.

Progressive Weighting

The process of assigning increasing importance (weight) to more recent assessments in order to consider them more significantly in the calculation of the overall mark. Skill development should get progressive weighting but it's a questionable practice with knowledge objectives. See section 8-9.

Psychomotor

A domain of educational objectives. These are learned mechanical skills proceeding from mental activities, e.g. spiking a volleyball, titrating a liquid, using a computer mouse. See *Bloom's Taxonomy*.

Pupil-Teacher Ratio (PTR)

Student enrolment divided by the number of teachers. This ratio is usually smaller than the average class size because some teachers work outside the classroom. This ratio is often stipulated in teacher collective agreements.

Rank

1. To arrange students in order, usually by achievement. See section 9-1

2. The position within that order for a given student.

Remark

In MarkBook, a few words explaining the mark earned on a specific assessment. Remarks like "Handed in late", "Incomplete", "2nd attempt", etc. may be employed from a drop-down menu or manually typed when entering assessment data. Setup Remarks as in section 8-1. Enter them as in section 8-2 and section 8-3. Also see *Notes* and *Comments*.

Remedial Education

Instruction that seeks to bring students deficient in basic skills up to standard levels in essential subjects such as writing, reading, and math.

Remediation

Another opportunity for students to learn a given topic on which they have demonstrated a lack of understanding. MarkBook identifies students with remediation needs as in section 8-11, section 9-3 and section 13-6.

Report Card

Periodic paper and/or electronic feedback to learners and parents. See section 11-8.

Rote Learning

Memorization through repetition, often auditory. Rote learning through verbal repetition was the standard teaching methodology prior to printed documentation ('rote vs. note'). This learning process is devoid of understanding but does promote recall of the items

being 'learned'. Synonyms include *parroting*, *regurgitation* and *cramming*. Some items are best learned by rote: letters and words, multiplication tables, formulas, the periodic table of elements, etc. Some simple cognitive skills and many psychomotor skills can be learned by rote or repetition. However, mastery of a complex topic cannot be taught by rote. Thinking skills (including critical thinking, analysis, debating) and communication skills are examples.

Rote learners do very well when tested on recall and simple problem solving skills. However, they are unable to solve problems involving higher order thinking skills (HOTS).

Alternative learning methodologies include Trial-and-Error, Collaboration, Job Shadowing, Kinesthetic Learning, Socratic and other forms of Experiential Learning. See Appendix A-1.

Rubric

A measuring device that converts student work into a mark. Rubrics contain two or more levels of performance and a description of the criteria required to achieve each level. Rubrics promote the process of criterion-referenced assessment. See Appendix A-2, the Tools/RubricBuilder menu in MarkBook and www.markbookrb.com.

Scale

1. A synonym for weight, importance or significance.

2. A continuum of values for measuring.

Schedule

A timetable of classes and rooms for students on a rotary system.

School-Based (Site-Based) Management

A plan that shifts decision-making authority from school districts to individual schools usually giving control of a school's operation to a school council composed of parents, teachers, and local administrators. Items such as curriculum, schedules, finances, facilities, and resources may be site-based.

School Council

A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's operation.

Score

A synonym for Mark.

Seriation

A thinking skill enabling a learner to put items and/or events in an order or series. Young students seriate by placing items in order of length, mass, or other physical measures. At a higher level, learners seriate events. Movies like *The Red Violin* and *Reservoir Dogs* are impossible to comprehend if the viewer cannot seriate.

Self Assessment

A process in which learners mark their own assessment(s). In doing so, learners become more self-aware about the quality of their personal work. Ideally, learners should eventually become accurate judges of the quality of their own work. These assessments should not count significantly towards the calculation of an overall mark. See Assessment Type in section 7-2.

Social / Peer Promotion

The act of promoting individual students from one grade to the next with their peer age group rather than promoting them on their academic performance.

Socratic Learning

A teaching methodology involving questions and answers. See also *Rote Learning*, *Enquiry-based Learning*.

Special Education

Special instruction for students with learning or physical disabilities, tailored to each individual's needs and learning style.

Standard Deviation

In statistics, a measure of the variability within a set of data. The assumption about that data is that it's normalized (see *Bell Curve*). As an example, the average (mean) adult male height in North America is 178cm and the standard deviation is 7.5cm. That means that the height of two-thirds of all adult males will be within 7.5cm of the mean.

While it's easy to calculate a standard deviation from a set of data, the underlying assumptions and the value of this statistical measure for a single class of twenty to thirty students is highly questionable.

Standardized Test

An assessment that is in the same format for all takers and administered to a very large number of students simultaneously. The testing conditions (including instructions, time limits, and scoring rubrics) are the same for all students with occasional accommodations given to disabled students.

Standards

Benchmarks to measure students' academic achievement. Curriculum standards drive what students learn in the classroom and how assessments are designed.

Standards-based

Student achievement of the curriculum is measured against each objective (benchmarks, outcomes or standards). When standards-based assessment is practised, learners are much less likely to be evaluated on attendance, personality, work ethic, behaviour, socio-economic status and participation. See section 1-4.

Strand

A grouping of assessment data. See section 1-4.

Streaming

The practice of grouping students with similar academic abilities together into classes.

Student Information System (SIS)

A database software tool used by some districts to administer their schools. See section 4-6, section 4-7, and section 13-5.

Student-Teacher Ratio

See *Pupil Teacher Ratio*.

Student Teacher

A teacher trainee, also known as a pre-service candidate. Student teachers work with regular licensed teachers who supervise their practice teaching.

Summative Assessment

One of the five Types of assessments. This is a measure OF learning. See section 7-2 and Appendix A-2. Also see *Formative*, *Diagnostic*, *Self* and *Peer* Assessment.

Syllabus

A synonym for Curriculum.

Tardy

A synonym for Late used by-and-large in American schools. See section 7-1. Plural: Tardies – a demerit point system.

Taxonomy

A classification into ordered groups – a category system. See *Bloom's Taxonomy*.

Thinking Skills

Cognitive abilities that assist in further learning and solving problems. Classification, seriation, counting, critical listening, comparing, using a decision grid, etc. are among numerous thinking skills. See section 8-13.

Trial and Error Learning

A methodology involving personal experimentation, mistakes, analysis of the mistakes, attempts at correction and repetition.

Tutorial Group

A term used in the United Kingdom meaning the same as *Home Form* or *Home Room*.

Valid

An adjective that describes the efficacy of an assessment.

Vocational Education

Instruction that prepares a student for employment immediately after the completion of high school. Although often thought of in terms of technical courses, such programs

frequently also include a strong academic component and teach such cutting-edge skills as computer-aided design.

Weight

Value or significance of categories, assessments and Mark Sets. See section 8-9.

Weighted Median^{TM}

A measure of central tendency. The computation determines the middle of a set of marks by involving the significance (or weights) of the various assessments. See *Average*, *Mode*, *Weighted Mode*, *Blended Median* and section 9-9.

Weighted Mode^{TM}

A measure of central tendency. The computation determines the most consistent level of a set of assessment marks by involving the significance (or weights) of those marks. See *Average*, *Mode*, *Weighted Median*, *Blended Median* and section 9-9.

Zero

A value indicating no understanding of the curriculum behind an assessment. The use of zeros is controversial since they are often assigned for lack of compliance but are interpreted in a calculation of central tendency as a lack of understanding. Compare to NoMark. See Appendix A-2 and look up Zero in the Index.

Comments, questions and suggestions should be directed to Rob Hedges at

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