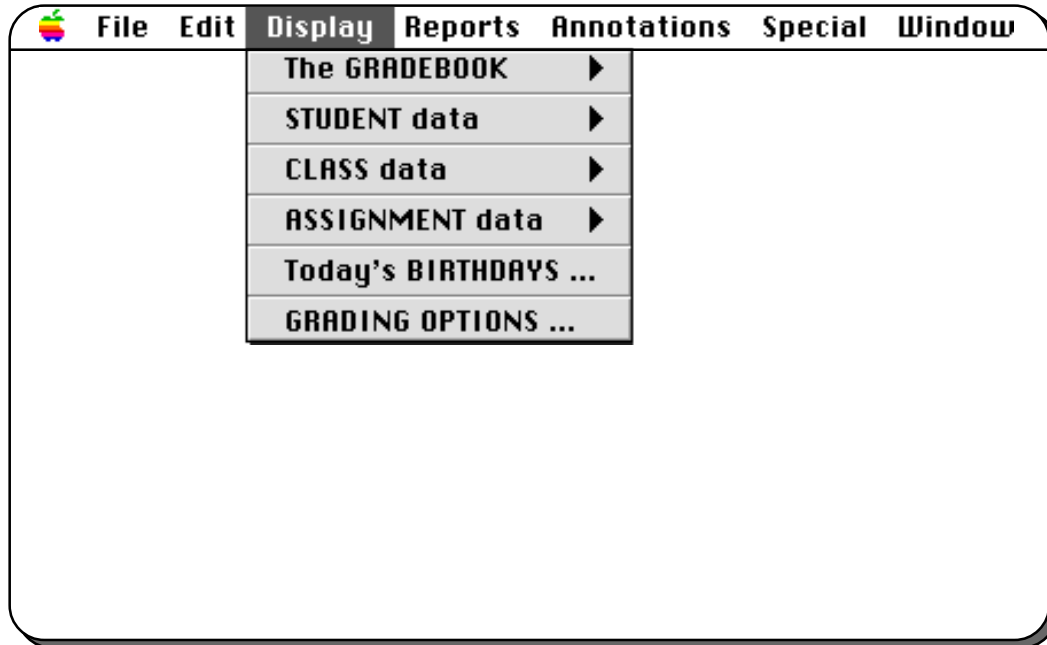
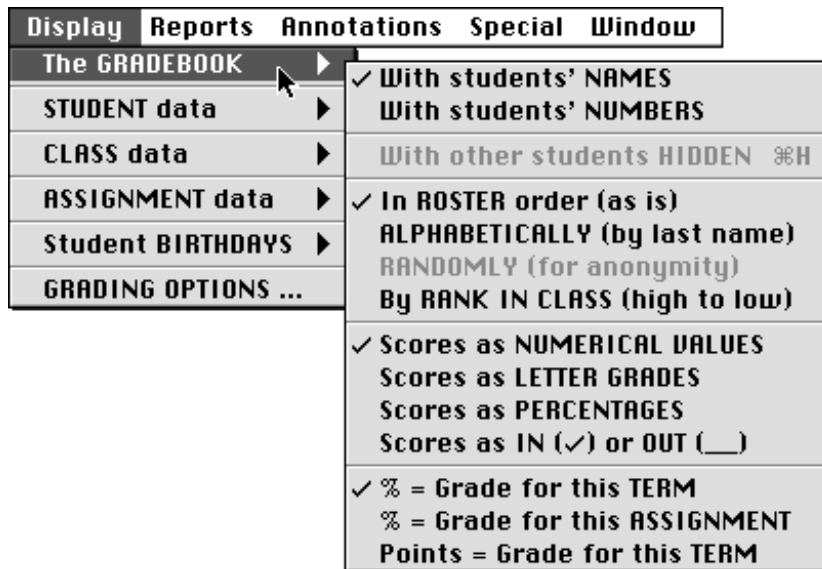


# Displaying Data



This portion of *Making the Grade* is our proudest enhancement of the *Grade Busters* series of classroom management tools. It was designed for teachers fortunate enough to possess a Macintosh for use within the classroom and a connected overhead projection device. (Blessed be your school board, for yours is the kingdom of productivity!) Of course, those who don't have access to such tools will still find these features invaluable at home, in the lab, or work room, for the information displayed here offers teacher and student a greater depth of performance analysis than ever before.



**PLEASE NOTE:** The data displays within these features and options are but **temporary** manipulations of the look, feel, and structure of the gradebook itself. That is, displaying the gradebook ALPHABETICALLY (by last name) does **not** actually alphabetize the class roster for saving to floppy disk or hard drive. (That function is performed in the **Edit > Setup Info > Student information** section of the program.) This is only a momentary **visual** manipulation of the raw data recorded for a class, and your gradebook remains unaffected by any and all display options.

## ■ Displaying the Gradebook

Display Reports Annotations Special Window

The GRADEBOOK

STUDENT data

CLASS data

ASSIGNMENT data

Student BIRTHDAYS

GRADING OPTIONS ...

- ✓ With students' NAMES
- With students' NUMBERS
- With other students HIDDEN %H
- ✓ In ROSTER order (as is)
- ALPHABETICALLY (by last name)
- RANDOMLY (for anonymity)
- By RANK IN CLASS (high to low)
- ✓ Scores as NUMERICAL VALUES
- Scores as LETTER GRADES
- Scores as PERCENTAGES
- Scores as IN (✓) or OUT (\_\_\_)
- ✓ % = Grade for this TERM
- % = Grade for this ASSIGNMENT
- Points = Grade for this TERM

The gradebook display defaults to these four settings, displaying class data by **student names, roster order (as is), numerical values, and cumulative grade totals for the term.** However, the possibilities for manipulating each class's display are many and varied. Carefully examine the four screen samples below to see the variety of displays you can generate. (NOTE: Keep in mind that display settings are always **temporary**; the gradebook window automatically reverts to the display formula at left each time a class is opened.)

**CLICK HERE FOR AN MTG SHORT CUT!**

Each click cycles through **Current Student Totals, Points Earned, and % = Grade For This Assignment**

Sample Gradebook

ASSIGNMENT NUMBERS	27	28	29	30	31	32	33	34	35	36	CURRENT
ASSIGNMENT CATEGORIES	LIT	PNF	SPL	OFT	ORL	LIT	LIT	WRT	SFT		STUDENT
ASSIGNMENT VALUES	56	25	20	192	50	100	✓	100	200		TOTALS
1 Archer, Dennis E.	44	25	22	121	DPF	76	✓	B-	156		76.4=C
2 Bowles, Charles R.	88	20	100	30	70	✓	C	120			61.5=D
3 Chancellor, James L.	42	DPF	23	168	40	86	✓	C+	184		86.0=D
4 Dickerson, Michael R.	38	25	27	156	45	70	✓	B	60		62.6=D
5 Garcia, Eugene F.	80	25	29	107	40	72	✓	B-	154		75.7=C
6 Glenn, Helen B.	EXC	EXC	29	164	DPF	86	✓	A	172		90.9=A
7 Gray, Kathleen S.	39	25	30	166	35	72	✓	C+	158		70.5=C
8 Howard, Stacy E.	DPF	16	152	40	80	✓	B+	156			70.5=C

ASSIGNMENT TITLES      POINTS    ITEMS    %-FACTORS

34 COMPOSITION 1: The Nature of Man (10/28)    100    100    1.000

35 QUARTER 1: Spelling Final Test (10/29)    200    100    2.000

36

**ALPHABETICALLY (by last name)**  
With students' NAMES  
Scores as NUMERICAL VALUES

Sample Gradebook

ASSIGNMENT NUMBERS	27	28	29	30	31	32	33	34	35	36	POINTS
ASSIGNMENT CATEGORIES	LIT	PNF	SPL	OFT	ORL	LIT	LIT	WRT	SFT		EARNED
ASSIGNMENT VALUES	56	25	20	192	50	100	✓	100	200		1776
1 Stu 355-490-385	B	B+	B	C-	B-	B	✓	C	B		656
2 Stu 778-057-455	B	B+	B	C-	B-	B	✓	D	F		1,327
3 Stu 927-955-627	B-	B+	B-	B	B-	C	✓	B	B		1,305
4 Stu 253-077-561	B	B+	B	B	B-	C	✓	B	B		1,310
5 Stu 685-836-983	C	B	C	R	B-	B	✓	C+	B		1,515
6 Stu 073-953-530	C-	B+	B	R	B-	B-	✓	A	R		1,508
7 Stu 057-195-240	B+	B+	B	B	C-	B-	✓	C	B		1,256
8 Stu 858-438-934	B	B-	B	R	B+	B-	✓	A	R		1,622

ASSIGNMENT TITLES      POINTS    ITEMS    %-FACTORS

34 COMPOSITION 1: The Nature of Man (10/28)    100    100    1.000

35 QUARTER 1: Spelling Final Test (10/29)    200    100    2.000

36

**RANDOMLY (for anonymity)**  
With students' NUMBERS  
Scores as LETTER GRADES

Sample Gradebook

ASSIGNMENT NUMBERS	27	28	29	30	31	32	33	34	35	36	CURRENT
ASSIGNMENT CATEGORIES	LIT	PNF	SPL	OFT	ORL	LIT	LIT	WRT	SFT		STUDENT
ASSIGNMENT VALUES	56	25	20	192	50	100	✓	100	200		TOTALS
1 Stu 073-953-530	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90.2=A
2 Stu 858-438-934	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	92.1=A
3 Stu 124-292-296	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90.9=A
4 Stu 743-712-029	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	88.4=A
5 Stu 533-499-087	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90.1=A
6 Stu 625-936-963	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	88.0=A
7 Stu 578-628-250	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	84.5=A
8 Stu 927-955-627	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	92.6=A

ASSIGNMENT TITLES      POINTS    ITEMS    %-FACTORS

34 COMPOSITION 1: The Nature of Man (10/28)    100    100    1.000

35 QUARTER 1: Spelling Final Test (10/29)    200    100    2.000

36

**By RANK IN CLASS (high to low)**  
With students' NUMBERS  
Scores as IN (✓) or OUT (\_\_\_)

Sample Gradebook

ASSIGNMENT NUMBERS	27	28	29	30	31	32	33	34	35	36	% = GRADE FOR THIS ASSIGNMENT
ASSIGNMENT CATEGORIES	LIT	PNF	SPL	OFT	ORL	LIT	LIT	WRT	SFT		ASSIGNMENT
ASSIGNMENT VALUES	56	25	20	192	50	100	✓	100	200		ASSIGNMENT
1 Archer, Dennis E.	44	25	22	121	DPF	76	✓	B-	156		66.4=D
2 Bowles, Charles R.	88	20	100	30	70	✓	C	120			56.5=F
3 Chancellor, James L.	42	DPF	23	168	40	86	✓	C+	184		92.3=A
4 Dickerson, Michael R.	38	25	27	156	45	70	✓	B	120		85.7=D
5 Garcia, Eugene F.	80	25	29	107	40	72	✓	B-	154		59.7=F
6 Glenn, Helen B.	EXC	EXC	29	164	DPF	86	✓	A	172		90.1=A
7 Gray, Kathleen S.	39	25	30	166	35	72	✓	C+	158		34.6=F
8 Howard, Stacy E.	DPF	16	152	40	80	✓	B+	156			93.5=A

ASSIGNMENT TITLES      POINTS    ITEMS    %-FACTORS

30 QUARTER 1: Vocabulary Final Test (10/21)    182    182    1.000

31 DISCUSS: "Essence of Leadership" (10/24)    50    50    1.000

32 LORD OF THE FLIES: Final Test! (10/25)    100    100    1.000

36

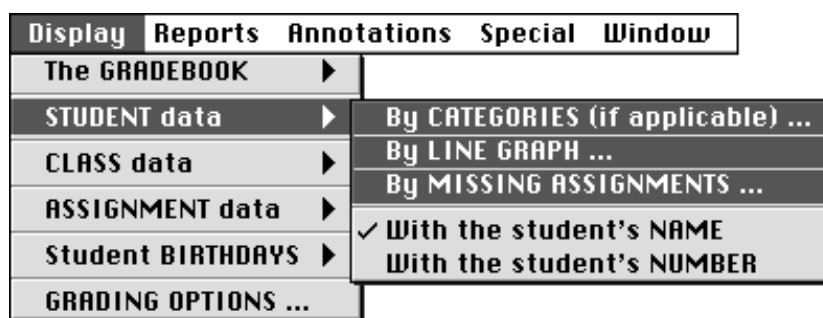
**ALPHABETICALLY (by last name)**  
Scores as NUMERICAL VALUES  
% = Grade for this ASSIGNMENT

**NOTE 1:** Feel free to toggle among the many formats of gradebook display, but remember that all such manipulation is temporary. That is, no display format is saved with the close of a class; each time you reopen a file it defaults to the display mode detailed earlier.

**NOTE 2:** As a small reminder of the display option you have selected, the small rectangle beneath the summary column (on the lower right side of the screen) will always reflect the current gradebook **display mode**. That is, depending upon your choice of score display, **Scores**, **Letter Grades**, **Percentages**, or **In/Out** will appear in that box.

**NOTE 3:** Everything in this section of the display menu deals with manipulating the *entire* academic record except one—**For This Assignment**, the next to last option in the menu pull-down list. To obtain specific background information for any assignment in your gradebook, just click on a score, select **For This Assignment** (or click the “Short Cut” rectangle mentioned earlier) and behold! The summary column on the right displays percentages and grade level equivalents *for that assignment only*. You may click around at will within the spreadsheet grid while this mode is active, of course, and you may edit any score.

## ■ Displaying Student Data



This display option depicts a single student’s gradebook data in three basic forms, as shown above. Click on any one of a student’s scores to “select” him or her, and then choose how to display that information: **By CATEGORIES (if applicable)**, **By LINE GRAPH**, **By MISSING ASSIGNMENTS**, **With the student’s NAME**, or **With the student’s NUMBER**. (We default to the student name version, but the choice is yours.)

The first screen of the CATEGORY display, below left, breaks down student performance by Category and % Weight (if applicable), Points Earned, Points Possible, Current %, and Letter Grade equivalent. Click **Next** and a second screen appears, further analyzing the student’s overall performance. Scores are broken down into more specific groups, from **Incomplete** to **Dropped**, and the student’s Cumulative Grade for the Current Term is presented in full detail. (Of course, this information is identical to that found in the first screen if you’re using a Total Points Without Categories system.) Click [here](#) on the student name bar to move among your charges.

Student Data: By CATEGORIES

Assignment Categories	% Weight	Points Earned	Points Possible	Current %	Letter Grade
MATERIALS CHECKS	N/A	40	40	100.0	A++
SPELLING/WORD DEU	N/A	576	662	87.0	B
LITERARY ACTIVITIES	N/A	425	492	85.9	B
WRITING ASSIGNMENTS	N/A	79	100	79.0	C+
ORAL PRESENTATIONS	N/A	40	50	80.0	B-
GRAMMAR EXERCISES	N/A	0	0	N/A	N/A
COMPUTER LITERACY	N/A	0	0	N/A	N/A
PARENT NOTIFICATIONS	N/A	25	25	100.0	A++
QUARTER FINAL TESTS	N/A	352	362	86.9	B

Student Data: With SCORE ANALYSIS

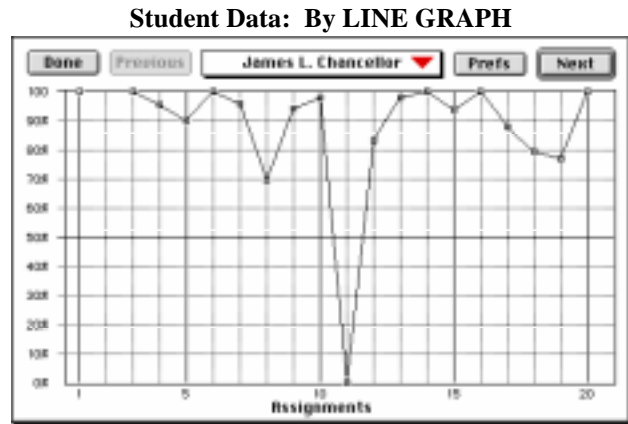
Points Earned	Points Possible	Current %	Letter Grade
1515	1751	86.52	B

SCORE ANALYSIS:

Incomplete:	1
Zero (0):	0
Cheating:	0
Troucy:	0
Excused:	0
Dropped:	1

CUMULATIVE GRADE FOR THIS TERM:

Choose to display the same student's performance as a **line graph**, and you'll see the screen below right, the first of sixteen possible displays (16 X 20 assignments per screen = 320 scores per class). A **QUICK WORD OF EXPLANATION:** *Making the Grade* displays student performance as line graphs rather than the bar charts used by most other programs for a simple but important reason, one that can be found at right in Jim Chancellor's **Assignment 11**. Testing this part of *Making the Grade* with students at Coronado High I soon found that bar charts possessed one serious psychological weakness: Any missing assignment (or one for which students received a zero) appeared only as a **gap** in the chart. The students interpreted this space as some kind of place holder or grouping mechanism and not once exhibited the "terror" I expected when they beheld the worst of all possible grades. (Apologies to Monsieur Voltaire.) On the other hand, when I displayed the same data in line graph form, anyone who earned a zero or other such low score had a cow every time! (Apologies to Bart Simpson.) Now *that* was the reaction I was looking for! Without exception, each of my students wanted to know immediately what that assignment was, why he or she "dipped" so severely on it, and what could be done to ameliorate such an egregiously odious predicament (not *their* words, of course).



Of course, bar chart displays **do** have a place in *Making the Grade*, for there is no better way to correlate an individual student's performance with that of an entire class. As the "Prefs" box at right reveals, you may choose to compare student scores to the class MEAN, MODE, or MEDIAN, each of which will appear as vertical bars on each assignment line (below right). May I suggest that while the MODE and the MEDIAN are often very valuable pieces of information for *us* when analyzing an assignment's overall efficacy, they don't "play" very well with students. The MEAN they understand virtually every time; the other two are usually teacher trivia.

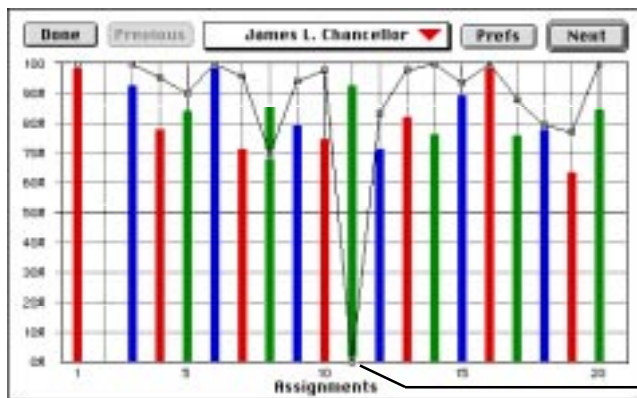
**STUDENT DATA  
DISPLAY PREFERENCES**

Show student performance with:

- No other data (student performance only)
- The MEAN (average) for each assignment
- The MODE (most frequently occurring score) for each assignment
- The MEDIAN (score in middle of class) for each assignment

Now, as an experienced educator of America's youth, you *know* that Jim Chancellor (and his peers in your own classroom) will be more than a little curious to know *immediately* what Assignment 11 was—you know, the one that *so* devastated his line graph. All you must do is click on any assignment line in the graph, and behold!

**Student Data: By LINE GRAPH with Class MEAN**



**LINE GRAPH Insert (Assignment 11)**

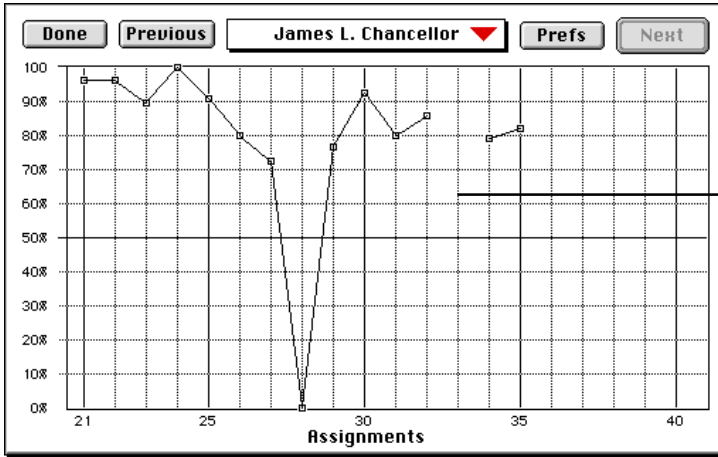
James L. Chancellor  
Sophomore 3/4B English  
Spelling/Vocab Unit 04 Homework: [09/25]

Assignment Number:	11	Points Earned:	INC
Assignment Category:	SPL	Assignment Point Value:	28
Assignment Items:	28	% for this Assignment:	0

Average Score for this Assignment (MEAN):	25.76
Most Frequently Occurring Score (MODE):	28
Score in the Middle of the Class (MEDIAN):	27
Assignment's STANDARD DEVIATION:	5.19

An informational insert (previous page, bottom right) appears, revealing the assignment’s **title, number, category, items, points possible, points earned, percentage, mean, mode, median, and standard deviation**. Whew! Is that convenient, or what? (I ask this because in the earliest, alpha version of the program I had to back out of the first screen and reenter the gradebook to discover all the pertinent details of Assignment 11. Needless to say, we added this particular feature as soon as we could. Who needs a hostile or anxious youngster breathing fire over one’s shoulder while time is a-wastin’?)



Before we leave this display feature in *Making the Grade*, take a look at the second screen of Jim Chancellor’s grades. You’ll note that he slipped up again on Assignment 28, but, of more interest, he seems to have earned nothing at all on Assignment 33. Here’s the “low down”: All **zero scores** such as **0, Inc, Tru, and Cht** appear on a student’s graph at the bottom of the chart, as expected. However, all **neutral scores** such as **Excused, Dropped,** and  $\surd$  do not appear on the chart at all, hence the break in Jim’s line graph. It was a  $\surd$  activity only, and no points or percentages were available or earned.

Select the third option in this section—**By MISSING ASSIGNMENTS**—to display the two screens below. The first reveals each student’s **Incomplete** assignments, listing them in order from your gradebook by **number, title, category, and point value**. (This information is also available in hardcopy form within the **Student Reports** section, but more about that in the chapter to come.) The second screen provides further analysis of each student’s performance, including his or her current percentage and letter grade.

MISSING ASSIGNMENT NUMBER AND TITLE	CATEGORY	POINTS POSSIBLE
9. LORD OF THE FLIES: Reading Qz 1 [09/20]	LIT	04
10. Spelling/Vocabulary Unit 05 Quiz [09/21]	SPL	50
14. PARENT SIGNATURE: Prog Report 1 [09/27]	PAR	25
18. Spelling/Vocab Unit 06 Homework [10/03]	SPL	34
19. LORD OF THE FLIES: Reading Qz 3 [10/05]	LIT	00
20. Materials Check 3: LORD OF FLIES [10/05]	MAT	10
21. Spelling/Vocabulary Unit 06 Quiz [10/07]	SPL	54
23. LORD OF THE FLIES: Reading Qz 4 [10/12]	LIT	70
28. PARENT SIGNATURE: Prog Report 2 [10/19]	PAR	25

SCORE ANALYSIS:	
Incomplete:	9
Zero (0):	0
Cheating:	1
Truancy:	0
Excused:	0
Dropped:	1

CUMULATIVE GRADE FOR THIS TERM:			
Points Earned	Points Possible	Current %	Letter Grade
N/A	N/A	45.18	F-

## ■ Displaying Class Data

Display	Reports	Annotations	Special	Window
The GRADEBOOK	▶			
STUDENT data	▶			
CLASS data	▶			
ASSIGNMENT data	▶			
Student BIRTHDAYS	▶			
GRADING OPTIONS ...				

By POSITION in the roster
By RANK in the class
✓ With student NAMES
With student NUMBERS

What the **STUDENT data** displays do for individual members of a class, the **CLASS data** displays do for everyone enrolled. That is, this part of the *Making the Grade* display package summarizes the most essential elements of all students' academic performance (Points Earned out of Points Possible, Number of 0 Assignments, Current Percentage, and overall Letter Grade) and exhibits them by **Student Name** or **Number**, **Roster Position** or **Rank in Class**.

Sophomore 3/4B English QUARTER 1: 1996-97 Period 1						
	STUDENT NAMES	Points Earned	Points Possible	Number Zeros	Current %	Current Grade
1.	Dennis E. Bercher	1582	1776	1	75.51	C
2.	Charles B. Boudes	1185	1776	5	62.18	D
3.	James L. Chancellor	1515	1776	2	85.38	B
4.	Michael R. Dickerson	1395	1776	2	78.54	C+
5.	Eugene F. Garcia	1510	1776	3	75.76	C
6.	Helen B. Glenn	592	662	0	89.42	B+
7.	Kathleen R. Gray	1230	1776	2	69.78	C-
8.	Stacey E. Howard	1487	1776	4	79.22	C+
9.	Susan L. Huntington	1622	1776	1	91.32	B-

CLASS DATA by roster position and student name

Sophomore 3/4B English QUARTER 1: 1996-97 Period 1						
RANK	STUDENT NAMES	Points Earned	Points Possible	Number Zeros	Current %	Current Grade
1.	Susan L. Huntington	1622	1776	1	91.32	B-
2.	Dickie R. Smith	1595	1776	2	89.88	B-
3.	Helen B. Glenn	592	662	0	89.42	B+
4.	Beverly H. Jansen	1574	1776	2	88.62	B+
5.	Stephen B. Huston	1528	1776	2	86.05	B
6.	James L. Chancellor	1515	1776	2	85.38	B
7.	Jeremy B. Torrence	568	662	0	82.67	B
8.	Donald T. Morgan	1452	1776	2	81.75	B
9.	Kristin R. Winston	1489	1776	4	79.33	C+

CLASS DATA by rank and student number

Click **Next** and the screen which follows breaks down *all* scores for a class, such as the 1085 entries in the sample at right (31 active students X 35 assignments). I found this feature particularly informative one spring when the average for my Period 8 Sophomore English class fell to an all-time low. A quick look at this screen for that class showed the number of **Inc** entries to be a major factor, for it was almost double the norm. Clearly, poor attendance was the culprit, and further investigation revealed that frequent early dismissal for distant sports events—and failure to make up missed work—lay at the heart of the class's problems.

Sophomore 3/4B English QUARTER 1: 1996-97 Period 1			
Number of Active Students Enrolled:	31		
Number of Assignments Recorded:	35		
Number of "0" Scores:	12	Number of DRP Scores:	31
Number of INC Scores:	34	Number of TRU Scores:	4
Number of EHC Scores:	57	Number of CHT Scores:	1
The Class Average Total % (MEAN):		76.53	
The Most Frequently Occurring Total % (MODE):		81	
The % in the Middle of the Class (MEDIAN):		77	
The Class's STANDARD DEVIATION:		10.56	

Additional CLASS DATA Analysis

## ■ Displaying Assignment Data

Display	Reports	Annotations	Special Window
The GRADEBOOK	▶		
STUDENT data	▶		
CLASS data	▶		
ASSIGNMENT data	▶		<ul style="list-style-type: none"> <li>For ALL students ...</li> <li>For those MISSING work only ...</li> <li>✓ By POSITION in the roster</li> <li>By RANK in the class</li> <li>✓ With student NAMES</li> <li>With student NUMBERS</li> </ul>
Student BIRTHDAYS	▶		
GRADING OPTIONS ...			

This part of *Making the Grade* should seem very familiar, because, basically, it is! It functions exactly like

its **CLASS data** predecessor, but for one assignment at a time. Click in any assignment column to select it, and then choose how to display its data: For **everyone**, for **those missing work**, by **Student Name** or **Number**, by **Roster Position** or **Rank in Class**. (Clicking the title bar reveals a list of all assignments, ready for selection.)

The **Assignment data** sample screen at right is so similar to its cousin for an entire class that it requires little commentary, except . . . . You will note in the screen at right that Helen Glenn and Susan Huntington seem to have the same **rank in class** for this particular assignment; that is, they share the number 4 position from the top. This is a feature of *Making the Grade* we haven't mentioned thus far in the documentation, but it's present wherever ties exist between two or more ranked students. You will note that when a tie occurs, the next student in line will be ranked as if the tie did not exist. In other words, in this screen Jim Chancellor will be ranked **sixth** on this quarter final vocabulary test, even though there is, technically, no fifth-ranked student in the class.

**Sophomore 3/4B English**

Cancel      **QUARTER I: Spelling Final Test [10/28]**      Next

**Period 1**

RANK	STUDENT NAMES	Points Earned	Points Possible	% For This Assignment	Grade For Assignment
1.	Stephen B. Huston	196	200	98.0	A
2.	Vickie R. Smith	192	200	96.0	A
3.	Susan L. Huntington	186	200	93.0	A
4.	Helen B. Glenn	172	200	86.0	B
4.	Beverly H. Jansen	172	200	86.0	B
6.	James L. Chancellor	164	200	82.0	B
7.	Eugene F. Garcia	160	200	80.0	B-
8.	Stacey E. Howard	156	200	78.0	C
9.	Donald T. Morgan	154	200	77.0	C

**ASSIGNMENT DATA by rank and student name**

**Sophomore 3/4B English**

Previous      **QUARTER I: Spelling Final Test [10/28]**      Done

**QUARTER I: 1996-97**

Assignment Number:	35	Assignment Point Value:	200
Assignment Category:	QFT	No. of Assignment Items:	100
Number of "B" Scores:	0	Number of DRP Scores:	0
Number of INC Scores:	0	Number of TRU Scores:	0
Number of EBC Scores:	0	Number of CHT Scores:	0

	Points	%
Average Score for This Assignment (MEAN):	126.58	63.29
Most Frequently Occurring Score (MODE):	152	76
Score in Middle of the Class (MEDIAN):	120	60
Assignment's STANDARD DEVIATION:	57.87	18.95

The summary screen at left is also reminiscent of its **Class data** forerunner, for it also analyzes the class's performance on the selected assignment. By the way, and for those of us who have a tough time remembering what a **STANDARD DEVIATION** is, a quick refresher:

**STANDARD DEVIATION** is a number which shows the *range of deviations from the current MEAN*. Normally, one SD above and below the MEAN will enclose two-thirds of the scores in a class having a normal bell curve distribution. It is also true that two SD's above and below the MEAN will enclose approximately 95% of the scores within a class. What this

means is that the SD in the sample above reveals a large diversity of skills and commitment levels in a required class, one very few "average" sophomores at Coronado High *really* wanted to take.

The **Assignment data** screen at right focuses specifically and exclusively upon those students who have yet to complete a class activity. If you need a quick display of everyone who currently possesses an **Incomplete** for any recorded assignment, this is the option for you. Please keep in mind that only **Inc's** and those **Customized Letter Grades** scores predefined as incomplete scores will show up in the table at right; no other "0" score will appear there.

**NOTE 1:** Click on the **assignment title bar** to move between and among activities in your gradebook.

**NOTE 2:** A hardcopy version of this screen is also available in the *MtG* Reports section.

**SOPHOMORE 3/4B ENGLISH**

Cancel      **PARENT SIGNATURE: Prog Report 1 [09/27]**      Next

**PERIOD 1**

	STUDENT NAMES	Points Earned	Points Possible	% For This Assignment	Grade For Assignment
2.	Charles B. Boudes	25	25	0.0	F-
8.	Stacey E. Howard	25	25	0.0	F-
13.	Lynn T. Jenkins	25	25	0.0	F-
14.	Rebecca J. Knight	25	25	0.0	F-
21.	Kristi R. Ogden	25	25	0.0	F-