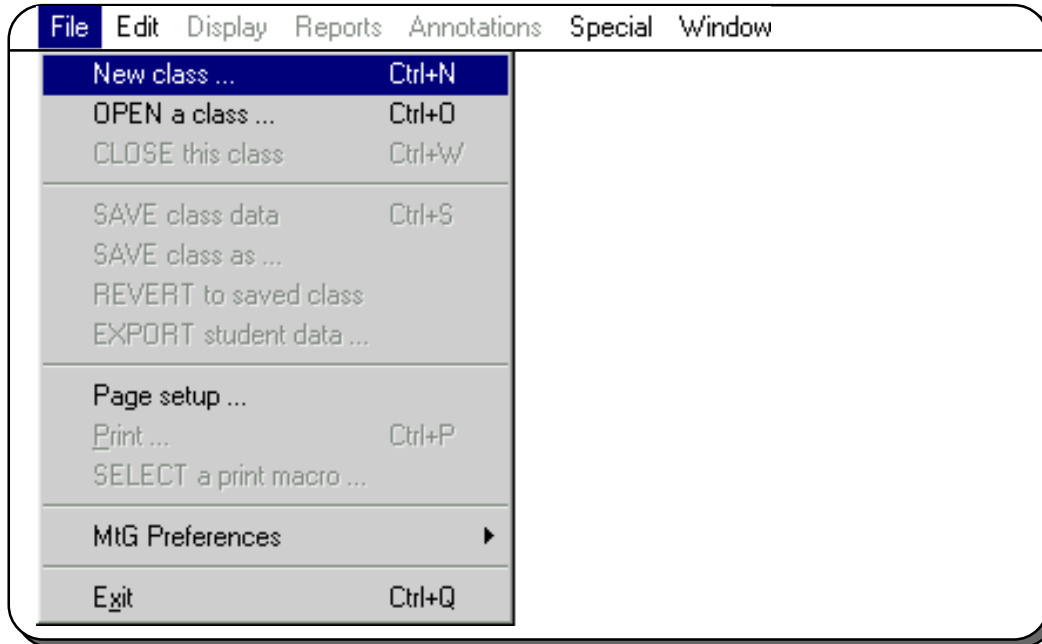



Setting Up A Class



■ Class Identification

Now that you've entered your personal information for the *Making the Grade* printouts, it's time to set up your first class. Each of the following screens is virtually self-explanatory, but the following tips may help get the most out of each program feature.



STEP ONE IN RECORDING A NEW CLASS!
Please enter the following setup information for this class's gradebook. (Several of these entries are OPTIONAL, and all may be edited later.)

The Class Title:

Course Number: (if applicable)

Course Section: (if applicable)

Meeting Time: (if applicable)

Academic Term:

This Screen Only: Making the Grade(tm) Class ▼

A Hot Tip!

Use our Import buttons when you set up a new class or begin a new grading period and save huge amounts of time.

We recommend that you always include the **year** in the Academic Term field to differentiate this particular class Title and Meeting Time from all others in your professional archives. [**Quarter I: 1998-99**]

Experience has shown that the above information usually looks best in **CAPITAL LETTERS** on your reports, but, as always, the choice is yours to use upper and/or lower case characters in such entries.

■ Student Number Selection

Every student in your gradebook *must* have an I.D. Code to protect his or her anonymity, just in case you wish to post students' progress report. That's the bad news. The good news is that you have your choice of **three** types of student numbers, two of which we will create *for* you automatically.

These I.D. codes require no decision at all, for they're assigned automatically to students as they appear in the class roster (from top to bottom). Do keep in mind, however, that **Roster Position Numbers** are subject to change if a new student comes into the class and you then sort the gradebook by student last name. Confusion has been known to rule here.

STEP TWO!
Please indicate which type of STUDENT NUMBERS you wish to use in this class when, and if, you ever post students' scores.

Roster Position Numbers (numerical positions in the roster, appearing as "STUDENT NUMBER 1" and so on)

Your Own Numbers (11 characters max, LETTERS or NUMBERS)

MAKING THE GRADE Numbers (11 numerical characters, similar to SSN's: "562-937-481")

Buttons: Cancel, Previous, Next

Let your imagination be your guide with this choice. You can enter almost anything you wish, from students' **Social Security Numbers** to building or district matriculation numbers. **NOTE:** We strongly urge you *not* to use students' nicknames here. Such aliases are usually known to one and all, making anonymity a moot issue, at best.

Actually, these I.D. codes are our least favorite, for they are usually foreign to both you *and* your students. Nevertheless, if a student number like **480-859-932** is what you have in mind and *speed* is of the essence, this is the choice for you.

■ Class Grading Scales

It's now time to set up your grade equivalents for this class, a task which you may have to do only once for the rest of your teaching career. At this point, *Grade Busters 1/2/3* users will notice two significant program enhancements in *Making the Grade*: the ability to enter **three characters** for each percentage (instead of two) and the addition of **FOUR MORE GRADING SCALES** per class, for a total of **FIVE** separate systems with which to evaluate student performance. In an age of shrinking school budgets across the country, we teachers must often accommodate even greater numbers of students of **wider ability ranges** within the same classroom—and this is Jay Klein Productions' partial solution to the challenge of fair and individualized grading for all. In *Making the Grade*, you may assign any one of five different grading scales to students of different abilities within the same

class, so that an **85%** for one may be a **B**, with the same percentage being an **A-** or **YY+** for another.

Now, let's define GRADING SCALE 1 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and ENTER will repeat the previous entry.

100(+):					
99:		89:		79:	
98:		88:		69:	
97:		87:		67:	
96:		86:		66:	
95:		85:		65:	
94:		84:		64:	
93:		83:		63:	
92:		82:		62:	
91:		81:		61:	
90:		80:		60:	

Buttons: GO TO Scale #2, Cancel, Import, Previous, Next

Note: Click Next when the LOWEST score is entered.

Click here once you have set up **Scale #1** to set up **Scales #2, #3, #4, and #5**.

Use **Import** to copy the grading scales from another class and save even more time.

Click this button once you've entered the **lowest** mark anyone can receive. That is, if F is your lowest letter grade, enter it *only once*, click Next, and all open percentage boxes will be filled automatically with F.

■ Assignment Categories and % Weighting

One of the many improvements in *Making the Grade over Grade Busters 1/2/3* is this important feature—the ability to group up to **320 assignments** into as many as **10 categories** and **15 reporting periods**, and then weight them into a single, composite grade. Your grading options here are threefold: You may use a simple, “no-frills” total points system without categories; a total points system with categories; or the aforementioned categories and weighting system. The choice is yours, of course, but do keep in mind that the second and third options usually require a significantly larger investment in paper for student take-home reports.

You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Code	Description	%	% Total

Total Points [Tpts] (NO Categories)
 Total Points [Tpts] (WITH Categories)
 Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)

Sample
Cancel
Equalize
Import
Previous
Next

TOTAL POINT SYSTEM (without categories)

All three of these columns are dimmed because they do not apply to this (default) grading style.

Click this **Sample** button to see what teachers at Coronado High School and others around the country do in their classes.

Click here to **Import** category setup information from other classes. (The time saver!)

You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Code	Description	%	% Total
MAT	MATERIALS CHECKS		
SPL	SPELLING/VOCAB DEV		
LIT	LITERARY ACTIVITIES		
WRT	WRITING ASSIGNMENTS		
ORL	ORAL PRESENTATIONS		
GRM	GRAMMAR EXERCISES		
COM	COMPUTER LITERACY		
PAR	PARENT NOTIFICATIONS		
QFT	QUARTER FINAL TESTS		

Total Points [Tpts] (NO Categories)
 Total Points [Tpts] (WITH Categories)
 Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)

Sample
Cancel
Equalize
Import
Previous
Next

TOTAL POINT SYSTEM (with categories)

This column alone is grayed since weights are not used in this format.

Category Descriptions are limited to 20 characters each, all in UPPER case.

Category Codes are limited to 3 characters, all caps. We recommend that these acronyms be as similar as possible to their descriptions to help students and parents interpret them at a glance.

You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Code	Description	%	% Total
MAT	MATERIALS CHECKS	5.0	100.0
SPL	SPELLING/VOCAB DEV	10.0	
LIT	LITERARY ACTIVITIES	15.0	
WRT	WRITING ASSIGNMENTS	15.0	
ORL	ORAL PRESENTATIONS	10.0	
GRM	GRAMMAR EXERCISES	10.0	
COM	COMPUTER LITERACY	10.0	
PAR	PARENT NOTIFICATIONS	5.0	
QFT	QUARTER FINAL TESTS	20.0	
		0.0	

Total Points [Tpts] (NO Categories)
 Total Points [Tpts] (WITH Categories)
 Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)


Sample
Cancel
Equalize
Import
Previous
Next

WEIGHTED SYSTEM (with categories)

This running total of all category percentage weights *must* be **100.0** before you may leave this section of the program.

% weights must be whole numbers and/or decimals to the *tenths* place only. By the by, **0.0** is a valid category weight if you wish to record information that has no computational value whatsoever in your gradebook (such as pretests).

OK, a little test before moving on:

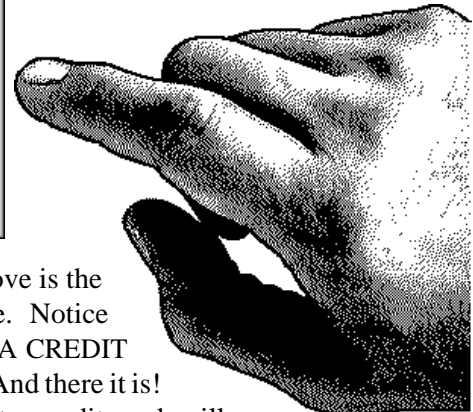


You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Total Points [Tpts] (NO Categories)
 Total Points [Tpts] (WITH Categories)
 Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)

Code	Description	%	% Total
LIT	LITERATURE QUIZZES	30.0	100.0
OBJ	OBJECTIVE READING EX	30.0	
WRT	A.P. WRITING SAMPLES	15.0	Sample
VOC	VOCAB DEVELOPMENT	15.0	Cancel
ORL	ORAL PARTICIPATION	10.0	Import
EXC	EXTRA CREDIT POINTS	0.0	Previous
		0.0	Next
		0.0	
		0.0	
		0.0	
		0.0	


What's Wrong With This Picture?



The Answer: It's not easy to see, but The grading system above is the Categories + % Weighting method of evaluating student performance. Notice that the sixth category in the table has been encoded EXC for EXTRA CREDIT POINTS and has been assigned a weight of 0.0% of the overall grade. And there it is! In this system, and contrary to the best laid plans of mice and men, extra credit work will not affect students' final grades one iota! Why? Because, as a category recording "above and beyond" student effort, **it has no computational value whatsoever—0.0%**. The only solution to the problem is to return to a Total Points With Categories system, **or** to place all extra credit work within the other five **active** categories.

■ Student Grade Annotations

Another innovation in *Making the Grade* of which we're especially proud is the ability to append one of **five teacher-generated comments** to students' scores. These annotations appear in the hardcopy gradebook and individual student take-home reports as a superscripted number ² 65, and each will be fully described in the reports' ABBREVIATIONS at the bottom of the page. These highly specialized commentaries on specific class assignments lend additional power to the more generalized comments on student behavior and achievement found in the *MtG* 100 LINE LIBRARY (described later).



In addition to the "100 Line Library," you may create five "annotations," footnoted remarks which may be appended to students' scores in your gradebook and in take-home reports.

Sample: "Highest score in the class!"

Remark 1:

Remark 2:

Remark 3:

Remark 4:

Remark 5:

Buttons: Sample, Cancel, Import, Done

thirty characters maximum

WARNING! Once you have recorded and appended these five annotations to your students' scores, be careful not to change the basic **content** of any of the messages. Style and phrasing, yes—content, most definitely no!

■ The Class Roster

Last task before actual score entry in the gradebook! The good news here is that setting up your electronic class roster is no different from what you've done for years by hand, so press on and note the special hints, functions, and options below. By the way, even though you must enter students' LAST NAMES first, you do not have to use commas to separate their other name parts—a space alone will do, especially if you're pressed for room. (See DICKERSON MICHAEL R. below.)

twenty characters maximum, Last + First Names

FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (ENTER moves to a new cell; SHIFT + ENTER moves to a new line.)

Group Code is any combination of six keyboard characters which may be used later for **sorting** students in the reports section. For example, you may enter **10** for all sophomores and **J12** for your senior "jocks."

As usual, the option is yours, but to play it safe, we'll leave your information exactly as entered until instructed otherwise.

Use this function when a new grading period begins, and you'll never have to retype a complete class roster again.

You may indicate any of your five optional grading scales here, even if it's a "blank" one. Keep in mind that everyone *must* have a scale, however, and that we automatically give new students Scale #1.

We'll accept any code entered within this category, the "usuals" being **M** or **B** for males and **F** or **G** for those of the female persuasion. Be sure to enter *something* here if you wish to **sort** on the category.

The **connector space!** Use the **underscore key** to hold critical last name parts together in student reports.

If you enter *unique* I.D. Codes for your students, we'll make sure that each number truly is "unshared" and that **everyone** has a number before you move on.

Student	I.D. Number	Stu Sex	Group Code	Grd Sys
Last Name First Name	Number			
1. Archer, Dennis E.	829-558-435	M	5-10JE	1
2. Bowles, Charles A.	659-703-903	M	5-11E	1
3. Chancellor, James L.	685-836-983	M	5-10E	1
4. Dickerson, Michael R.	937-865-627	M	5-10BE	1
5. Garcia, Eugene F.	353-077-561	M	3-10JS	1
6. Glenn, Helen B.	124-282-298	F	5-10BE	1
7. Gray, Kathleen R.	374-851-489	F	5-10CE	1
8. Mc_Cann, Molly M.	799-218-047	F	5-10E	1

Roster Entry Fields 7 and 8

Student	Cit Mark	Counselor Name
Last Name First Name		
1. Archer, Dennis E.	SAT	K. Carter
2. Bowles, Charles A.	UNS	K. Carter
3. Chancellor, James L.	SAT	K. Carter
4. Dickerson, Michael R.	SAT	K. Carter
5. Garcia, Eugene F.	SAT	K. Carter
6. Glenn, Helen B.	SAT	K. Carter
7. Gray, Kathleen R.	UNS	K. Carter
8. Howard, Stacey E.	SAT	K. Carter

Citizenship Mark (3 characters maximum)
Counselor Name (20 characters maximum)

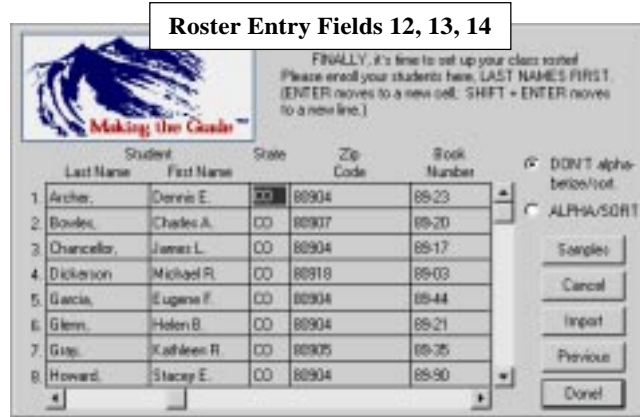
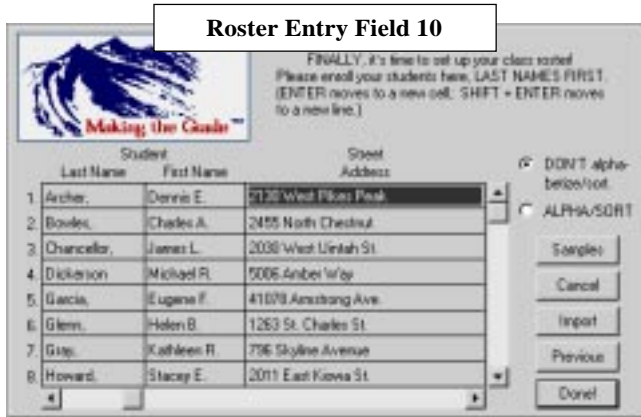
You'll probably leave the **CitMark** field blank setting up a class, but this is the place to record such information *en masse* once opinions are formed. If your students don't have school advisors, you may wish to use the **Counselor Name** field for additional group information.

Roster Entry Field 9

Student	Parent Name
Last Name First Name	
1. Archer, Dennis E.	Mr. Perry R. Archer
2. Bowles, Charles A.	Mr. Kenneth Bowles
3. Chancellor, James L.	Mr. C. E. Chancellor
4. Dickerson, Michael R.	Mrs. Carol A. Smith
5. Garcia, Eugene F.	Mr. William Garcia
6. Glenn, Helen B.	Mr. Douglas T. Glenn
7. Gray, Kathleen R.	Ms. Linda R. Gray
8. Howard, Stacey E.	Mr. Thomas R. Howard

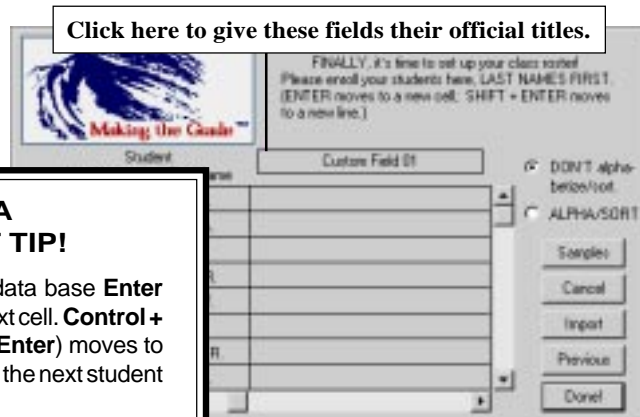
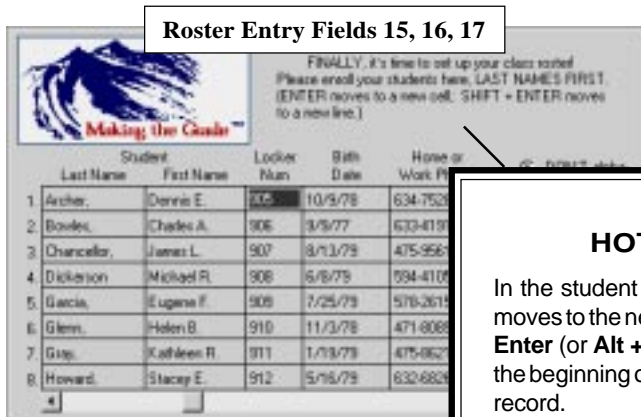
Parent Name (20 characters maximum)

You will note that we've provided room for only one **Parent (Guardian) Name** at this point in the student data base. Keep in mind, however, that **10 Custom Fields** of 20 characters each await your personal touch. (They're perfect for an additional parent name and phone number.)



The *MtG* Student Data Base possesses 38 fields:

- | | | | | |
|-------------------|---------------------|--------------------|-------------------|------------------------------|
| 1. Stu Last Name | 5. Group Code | 9. Parent Name | 13. Zip Code | 17. Home or Work Phone |
| 2. Stu First Name | 6. Grading System | 10. Street Address | 14. Book Number | 18. Line Library Comments |
| 3. I.D. Number | 7. Citizenship Mark | 11. City | 15. Locker Number | 19-28. Custom Fields 1-10 |
| 4. Student Sex | 8. Counselor Name | 12. State | 16. Birth Date | 29-38. Category Effort Marks |

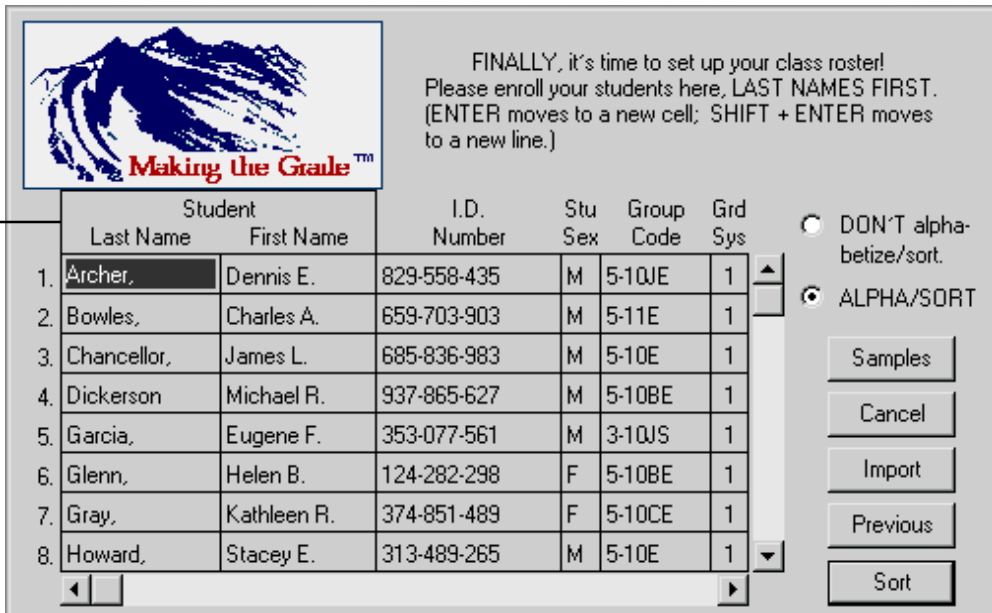


**A
HOT TIP!**

In the student data base **Enter** moves to the next cell. **Control + Enter** (or **Alt + Enter**) moves to the beginning of the next student record.

Speaking of the Alpha/sort function:

Once you have completed the roster for a class, you may wish to rearrange it somewhat before proceeding with grade entry. Clicking on the **Alpha/sort** button at the right of the screen places a **sorting box** around the first of the 26 category headers. This means, simply, that clicking **Sort!** at this point will alphabetize this class roster by **Student Name**. Clicking on **I.D. Number**, **Stu Sex**, **Group Code**, **Grd Sys**, etc., will sort the roster along those criteria as well—and you can always choose to “re-sort” your gradebook by a different category whenever you wish.



Alpha/Sort RULES AND REGULATIONS:

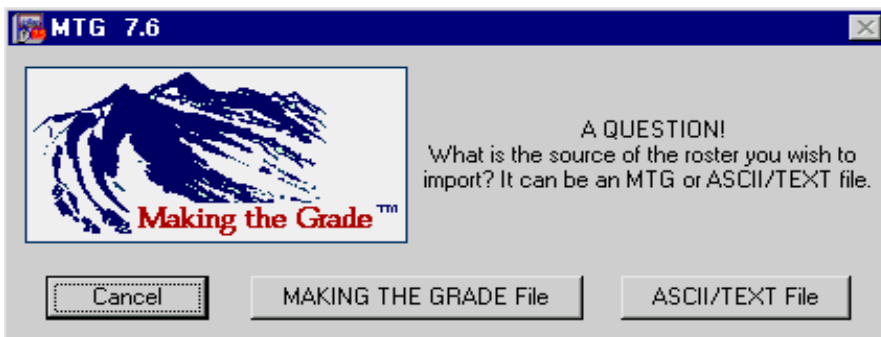
1. If you select Roster Position or Making the Grade Student I.D. Numbers, you'll find that column already filled with 80 numbers when you set up a roster. Of course, if you elect to enter your own student numbers, the column will be empty, awaiting your input.
2. Alpha/sorting the class roster can be done as many times as you wish, using any of 26 criteria. That is, you may configure (and print out) your gradebook and Daily Record by Student Names initially, and then rearrange by Group Codes or Grading Systems later!
3. Keep in mind that Alpha/Sorting is a *real*, data-moving prioritizing of your gradebook and Daily Record; the display function in both modules is but a *temporary* realignment of data.
4. New students will be automatically placed at the *end* of your class roster; you may then decide whether you wish to restructure/rearrange the list.
5. Dropped students placed at the end of a class roster *will not* move with their peers when the class list is sorted—unless you elect to change this feature in the Preferences section under the File menu.

And speaking of the Import function:

Entering a large class roster is, at best, akin to having a root canal; so we offer **two** methods of importing such information. You may select another *MtG* file, of course, *or* you may connect with a simple **TEXT** or **ASCII** document prepared by a word processor, data base program, or data management service.

The former option requires no instruction whatsoever. **The latter,**

however, requires that data fields be laid out in the same order, left to right, as that seen on the roster screen:



1	2	3	4	5	6	7	8
Stu Last Name *	Stu First Name	I.D. Number *	Student Sex *	Group Code *	Grading Sys *	Cit Mark *	Counselor
9	10	11	12	13	14	15	16
Parent Name *	Street Address *	City	State *	Zip Code *	Book Num *	Locker Num *	Birth Date
17	18-27						
Telephone *	Cus Fields 1-10 †						

Sample ASCII File Icons


ClarisWorks Text File


Notepad File


MS Word Text File


MS Works Text File

Each field must be “delimited” by a ***comma** or ***tab**, and the end of each record must be indicated by a **†RETURN**.

Each ASCII file must be completely **“nude”** from start to finish, with no extraneous **header**, **footer**, or **formatting information** appended to the record.

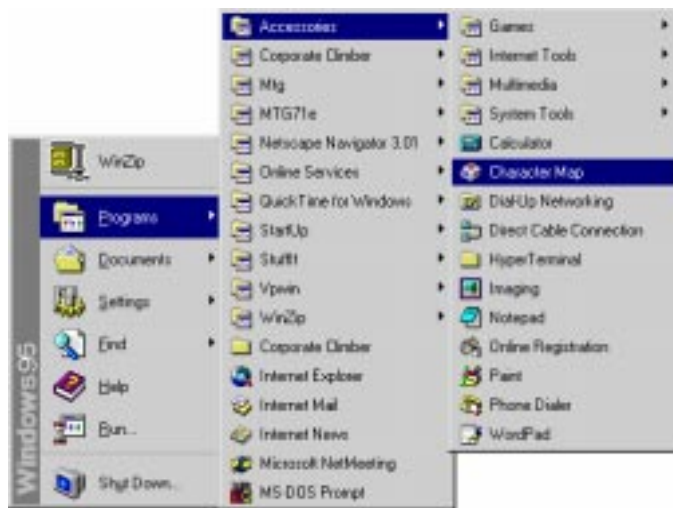
If a field is to be left empty in a record, a comma or tab must replace it. That is, if **Grading System** is to be left empty above, there must be **two** delimiters (commas or tabs) placed between Group Code and Citizenship Mark.

and more TROUBLESHOOTING

A TIP

Character Map

Those of us antiquarians raised on manual or electric QWERTYUIOP typewriters may not realize that the PC keyboard can generate many more characters than ordinarily meet the eye. These hidden, non-alphanumeric symbols and pictographs are powerful tools for setting up grading scales and entering text fields such as assignment titles and Line Library comments. All



you must do is select the **Character Map** desk accessory (under Start > Programs > Accessories) to see what goodies lie beneath the surface of your PC keyboard. As you can see from the examples below (using the *MtG* screen font of **Arial**), a great many intriguing and useful symbols await your command, so let your imagination be your guide as you set up your grading systems, annotations, Line Library, and assignment descriptors. Your PC *should* be able to handle almost any notation or foreign language character you require!

The Arial Font (True Type):

Experienced Windows users know that a great many fonts are available for examination within the Character Map accessory, but *Making the Grade* uses Arial almost exclusively for screen display purposes.


Grading Scale 4 on page 11 could not have been created without this (or a similar) Windows application, for at least four characters there do not appear on the surface of the PC keyboard. The fifth row of the font map at right reveals all four special monetary characters used in the scale. Clicking on any one of them reveals (in the lower right corner) the specific keystrokes needed to produce it: The £ sign = **Alt + 0163**, ¥ = **Alt + 0165**, ¢ = **Alt + 0162**, and so on.



And a very serious *caveat educator!* Four years of working with teachers nationwide has shown us that the **Categories With Weights** system of grading is, all too often, a public relations disaster just waiting to happen. Frankly, most students and parents do not understand the complex calculations at work in such a system; consequently, we usually discourage its use unless you possess a *thorough* understanding of its pitfalls. Nevertheless, if Categories With Weights is your “cup of tea,” please permit a brief explanation of how we compute such composite grades. The primary formulae we employ have been taken from the *CRC Handbook of Mathematical Formulas and Tables*, Chapter 12, “Probability and Statistics for Weighted Mean Calculation.” We have simplified these algorithms and present them one step at a time for you below. Please study this information carefully now, but if you use this grading system regularly, you’ll probably have to review it later to answer the myriad questions posed by your charges. And make no mistake—they *will* have questions.

THE SAMPLE CLASS

For the purposes of this explanation, we will use the class setup shown at right. Note the ten categories in use, only nine of which have weighted values, however. (Pretest scores have been recorded in the gradebook, but they do not count for or against the students.)



You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Total Points [Tpts] (NO Categories)
 Total Points [Tpts] (WITH Categories)
 Composite Grade ("%" Weighting" is used to calculate a single grade of 100% value.)

Code	Description	%	% Total
MAT	MATERIALS CHECKS	5.0	100.0
SPL	SPELLING/VOCAB DEV	10.0	
LIT	LITERARY ACTIVITIES	15.0	
WRT	WRITING ASSIGNMENTS	15.0	
ORL	ORAL PRESENTATIONS	10.0	
GRM	GRAMMAR EXERCISES	10.0	
COM	COMPUTER LITERACY	10.0	
PAR	PARENT NOTIFICATIONS	5.0	
QFT	QUARTER FINAL TESTS	20.0	
PRE	SKILL/UNIT PRETESTS	0.0	

Buttons: Sample, Cancel, Import, Previous, Done

THE SAMPLE STUDENT

Once again, we shall focus on Jim Chancellor’s data (right) to show how his scores in each category affect his composite grade. Please note before we proceed, however, that only seven of the ten available categories are “active” at this time.

James L. Chancellor

SOPHOMORE 3/4B ENGLISH

Assignment Categories	% Weight	Points Earned	Points Possible	Current %	Letter Grade
MATERIALS CHECKS	5.0	40	40	100.0	A++
SPELLING/VOCAB DEV	10.0	576	662	87.0	B
LITERARY ACTIVITIES	15.0	423	492	85.9	B
WRITING ASSIGNMENTS	15.0	79	100	79.0	C+
ORAL PRESENTATIONS	10.0	40	50	80.0	B-
GRAMMAR EXERCISES	10.0	0	0	N/A	N/A
COMPUTER LITERACY	10.0	0	0	N/A	N/A
PARENT NOTIFICATIONS	5.0	25	25	100.0	A++
QUARTER FINAL TESTS	20.0	332	382	86.9	B
SKILL/UNIT PRETESTS	0.0	0	0	N/A	N/A

Step 1: *We multiply the percentage Jim has earned in each “active” category by its assigned weighting factor.*

That is, we multiply his 100.0 in “Materials Checks” x 5.0 to get a **Weighted Arithmetic Mean** figure of 500.0. (We call these “**WAM Units**” in our workshops.) Then we multiply his 87.00 in “Spelling/Vocab Dev” x 10.0 to get 870.0 Units; his 85.97 in “Literary Activities” x 15.0 to get 1289.6 Units; his 79.00 in “Writing Assignments” x 15.0 to get 1185.0 Units; his 80.0 in “Oral Presentations” x 10.0 to get 800.0 Units; his 100.0 in “Parent Notifications” x 5.0 to get 500.0 Units; and his 86.91 in “Quarter Final Tests” by 20.0 to get 1738.2 Units.

Step 2: *We combine Jim’s seven individual WAM Units to get his WAM TOTAL.*

$500 + 870 + 1289.6 + 1185 + 800 + 500 + 1738.2 = \mathbf{6882.8}$ WAM Units

Step 3: *We then divide his WAM TOTAL by the total percentages in those categories which contain recorded scores (i.e., the “active” ones).*

That is, we divide **6882.8** by the total % of the seven categories which have scores in them, **80.0**. The resultant figure of **86.03%** is Jim’s cumulative grade using the weights set up for this class.



The problems inherent in such a system lie in the fact that Jim’s simple point total, **1515** out of **1751** points possible, does not *seem* to equal **86.03%**. (In this case the figure is

Points Earned	Points Possible	Current %	Letter Grade
N/A	N/A	86.03	B

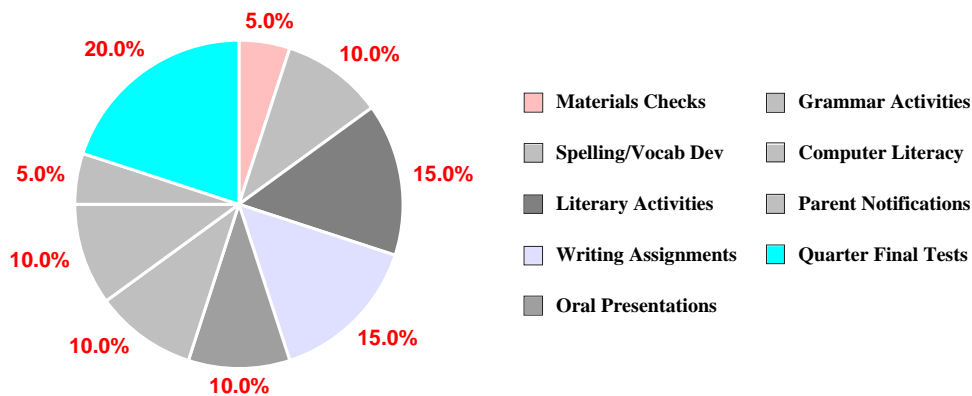
higher, but it *can* be much lower.) Most students and parents who audit the Progress Reports you send home will grab a calculator, add up the points earned on each assignment, and then divide by the points possible. They are seldom aware of Weighted Arithmetic Means formulas; and unless you, your school, or your district has sent home a position paper on the subject, confusion usually reigns. Depending upon the relative weights of the categories used and the number of assignments recorded, students’ grades can swing *wildly* here and test the limits of one’s mathematical credulity. This is especially true early in a grading period when few points have been accumulated in each category—so *please* be very careful when using this system. It can easily effect more harm than good if not used judiciously.

The sample student report below (available only with weighted categories, of course) is *Grade Busters'* unique way of helping students and parents understand how this system works. Truly, with this graphic document you should never again have to field lengthy, not to mention hostile, telephone calls inquiring about the unfathomable mysteries of weighted categories. The formulas delineated on the previous two pages have been laid out here with great care, and everyone concerned should be overwhelmed with your attention to detail in this report.

CORONADO HIGH SCHOOL
MR. JAY A. KLEIN

NOVEMBER 1, 1998
QUARTER 1: 1998-99

WEIGHTED GRADE COMPUTATION FOR JAMES L. CHANCELLOR



Assignment Categories	Points Earned	Points Possible	=	Current %	X	Category % Weight	=	Contribution to Weighted Arithmetic Mean (W.A.M.)
MATERIALS CHECKS	40	40	=	100.00	X	5.0	=	500.0 Units
SPELLING/VOCAB DEV	576	662	=	87.00	X	10.0	=	870.0 Units
LITERARY ACTIVITIES	423	492	=	85.97	X	15.0	=	1,289.6 Units
WRITING ASSIGNMENTS	79	100	=	79.00	X	15.0	=	1,185.0 Units
ORAL PRESENTATIONS	40	50	=	80.00	X	10.0	=	800.0 Units
GRAMMAR EXERCISES								
COMPUTER LITERACY								
PARENT NOTIFICATIONS	25	25	=	100.00	X	5.0	=	500.0 Units
QUARTER FINAL TESTS	332	382	=	86.91	X	20.0	=	1,738.2 Units
SKILL/UNIT PRETESTS								
Totals From ACTIVE Categories:						80.0	=	6,882.8 Units

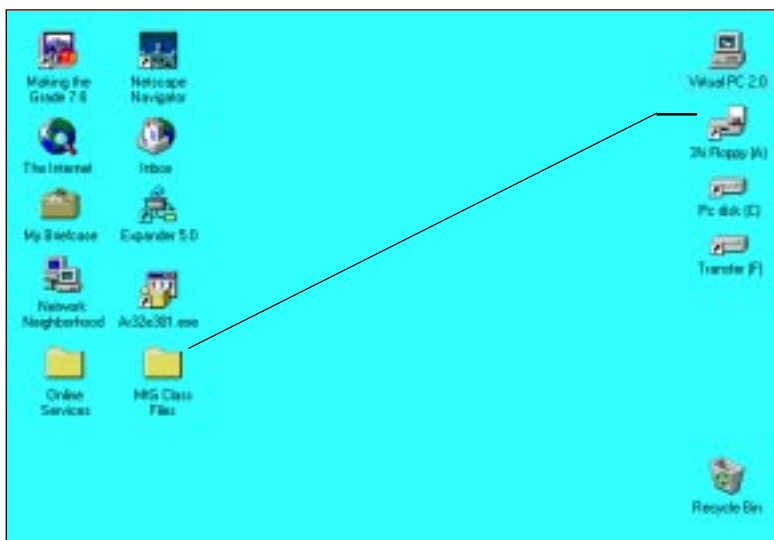
Your overall grade in this class is determined by dividing your total W.A.M. Units (**6,882.8**) by the total percentages of categories currently in use (**80.0**). Therefore, your composite percentage at this time is **86.03**, for a grade of **B**. If your figures differ significantly from mine, please see me privately as soon as possible.

—And probably the most important one you can ever take completely to heart. The **Windows First Law of Hardware/Software Failure Probability** (I made that up) states that the more important your class files become, the more likely they are to crash, burn, and die. Indeed, those of us who operate entirely on hard drive platforms often dwell in the greatest of fools' paradises. A colleague once noted that keeping all of one's data on a single hard drive is like driving in a demolition derby—sooner or later you're going to get it. Sometimes it seems that computers *know* how long it has been since you backed up your data, so they decide to lose your most crucial document at the most critical time out of sheer spite. Don't they?

Yes, they do! But a simple solution to the problem does exist, the only one we can recommend with a clear conscience and without reservation. It's the Jay Klein Productions **First Commandment of Computer Technology**:

Thou shalt back up thy gradebook files each and every time thou dost edit even the smallest bit of information enscrolled therein. Nay, not once a week, nor once a month, nor once a semester, nor once a lifetime—but every time thou makest a change in class data. Yea, verily—EVERY TIME. And not onto the same hard drive or floppy diskette, but upon two alternating ones far from harm and mischief.

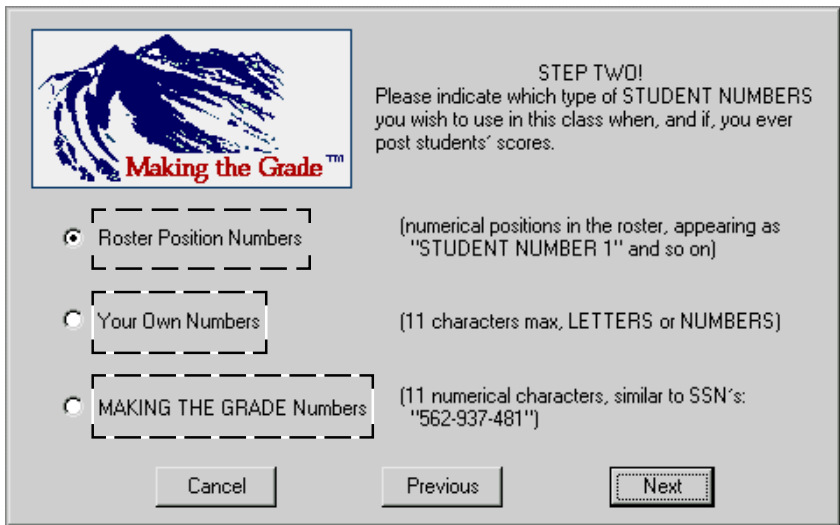
“But isn't this a royal pain in the [expletive deleted] to do?” you're probably asking. Not at all! If you're a single-partition hard drive enthusiast, keep all of your classes in one folder (perhaps on the desktop as I do below), and insert a back up floppy whenever you work on grades. Then at the end of each session, quit the program and drag your class folder onto the floppy disk icon. You'll probably be asked if you wish to replace older data with new, at which point just click **Yes** and then *fuhgeddaboutit!* It's that easy and carefree a process, *and* if you back up on alternate diskettes *every time* you open your class folder, you'll never be more than a few entries away from being whole again should the worst (inevitable?) occur.



If you're working with class files on two computers—one at home and one at school—please keep in mind that floppy diskettes are effective media for **backing up** and **transporting data** between locations, only. That is, you must always read class data from, and write new information back to, **hard drives** (including Zip® disks, of course). Floppies wear and fail!

Regardless of how you back up your data and how many copies you make (we keep four at all times), make sure you do so frequently, repeatedly, often, and regularly.

Before we leave this section of the documentation, here's a real eye-saving trick for those whose peepers "ain't what they used to be." Very few novice *or* experienced PC users are aware of this, but one doesn't have to click *inside* those little circles (radio buttons) and squares (check boxes) accompanying program options to select them. As we who are over forty can attest, these targets can be difficult to hit, especially when one's mouse or track ball isn't cooperating and Visine™ is the order of the day. So . . . **just click anywhere on the text immediately following a radio button to activate it, or anywhere on the text line following a check box and *voila!*** They're on! Behold, two *Making the Grade* screens below which illustrate this interesting Windows phenomenon.



Invisible "Hot Boxes" each and every one!

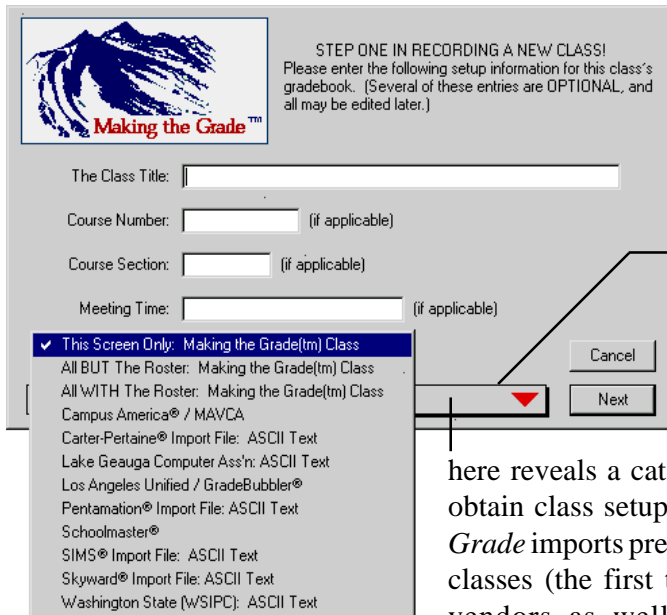
Click the mouse arrow anywhere within the dotted lines in this sample screen, and that item is selected.

One Massive "Hot Box"!

Again, clicking *anywhere* along the horizontal line following each check box will select that item.

<input checked="" type="checkbox"/>	1	Author Identification Exercise [09/07]	30
<input type="checkbox"/>	2	PRETEST: Spelling/Vocabulary Dev [09/07]	✓
<input type="checkbox"/>	3	Spelling/Vocab Unit 01 Homework [09/08]	41
<input type="checkbox"/>	4	Spelling/Vocabulary Unit 01 Quiz [09/12]	45
<input type="checkbox"/>	5	Spelling/Vocab Unit 02 Homework [09/13]	50
<input type="checkbox"/>	6	Materials Check 1: Lord of Flies [09/14]	10
<input type="checkbox"/>	7	Spelling/Vocabulary Unit 2 Quiz [09/16]	50
<input type="checkbox"/>	8	Spelling/Vocab Unit 03 Homework [09/19]	36

ANOTHER INSIDER TIDBIT: It is standard **W.O.P.** (**Windows Operating Procedure**, but I made that up too) for only one radio button to be selectable within a program option. Check boxes, however, are often available in bunches, so you may wish to experiment here and there to see which features permit multiple selections.



Nothing pleases us more than saving your precious time . . . especially when it comes to entering class setup data. Our thinking is this: If information for a class has already been recorded once, why should anyone have to enter it again? The long **Import** bar at the bottom of the first *MtG* setup screen is our solution to the double-entry conundrum plaguing most educators today, for it enables everyone to profit handsomely from the data entry efforts of others. Clicking

here reveals a catalog of data sources from which you may obtain class setup information. As seen at left, *Making the Grade* imports previously-recorded data not only from its own classes (the first three options), but from many third-party vendors as well. The companies below are fully integrated into *MtG* import/export components, so you'll never have to type a roster or bubble-in a grade sheet again. Just select your vendor, navigate to your classes, import, and relax!

Just select your vendor, navigate to your classes, import, and relax!



Campus America, Inc.

900 Hill Avenue, Suite 205, Knoxville, TN 37915-2580
 URL: <http://www.campus.com> (423) 523-9506 Voice
 E-Mail: Info@campus.com (423) 525-5628 Fax



Carter-Pertaine, Inc.

1500 S. Dairy Ashford, Suite 400, Houston, TX 77077
 URL: (281) 558-1270 Voice
 E-Mail: (281) 526-8980 Fax



Pentamation

Pentamation, Inc.

225 Marketplace, Bethlehem, PA 18018
 URL: <http://www.pentamation.com> (610) 691-3616 Voice
 E-Mail: Fax



Schoolmaster

Schoolmaster (Olympia Computing Company, Inc.)

7249 Capitol Boulevard South, Tumwater, WA 98501-5519
 URL: <http://www.schoolmaster.com> (360) 352-0922 Voice
 E-Mail: schoolmaster@schoolmaster.com (360) 352-0957 Fax



SIMS (Computer Solutions, Inc.)

7044 Mill Court, S.E., Olympia, WA 98503
 URL: (360) 456-1888 Voice
 E-Mail: Fax



Skyward, Inc.

5233 Coye Drive, Steven's Point, WI 54481
 URL: <http://www.skyward.com> (800) 236-7274 Voice
 E-Mail: kevin@skyward.com Fax

Weighting Cat's Equally

This new feature has nothing to do with making felines heavier. Rather, it focuses upon the

You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade OR use the TOTAL POINTS system.

Code	Description	%	% Total
HMW	HOMEWORK ASSIGN'S	EQUAL	100.0
LAB	LABORATORY WORK	EQUAL	
NTS	CLASS NOTES	EQUAL	
QUZ	QUIZZES	15.0	
TST	UNIT TESTS	15.0	
FIN	QUARTER/SEM FINALS	20.0	

Equalize button found on the *MtG* Grading System screen. Sometimes it's necessary to make computational equals of several categories which do not have a "rational" % value . . . such as the first three assignment groups at left. They must combine to equal 50% of the grade for the class, which means that each has to be worth 16.6666 (ad infinitum) %. Since this number has no rational end, all you have to do is click the **Equalize** button in the % column for each category. (You can also manu-

ally enter **EQUAL** in each cell; the effect will be the same.) We'll handle all of the heavy-duty math in the background, while your school board marvels at your nonplussed professionalism!

Hiding Student Info

For those of us who don't have the luxury of importing class rosters from the district mainframe, this feature may prove to be a godsend. The *Making the Grade* student database can hold a wealth of information, but collecting and entering such data by hand for 35 students is, by most standards, an overwhelming task. But what if your students could accomplish this feat for you? That is, what if each person in your class could enter his or her personal information into your database without violating anyone else's right to privacy? Well, such is now a possibility.

FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; SHIFT + RETURN moves to a new line.)

Student	I.D.	Stu	Group	Grid
Last Name	Number	Sex	Code	Sys
1. []	[]	[]	[]	1
2. []	[]	[]	[]	1
3. []	[]	[]	[]	1
4. Dickerson	937-865-627	M	5-10BE	1
5. []	[]	[]	[]	1
6. []	[]	[]	[]	1
7. []	[]	[]	[]	1
8. []	[]	[]	[]	1

All you have to do is place a student in front of your monitor, click on the next available line in the above database screen, and then press **Control + H** on your keyboard. All student data recorded on other lines will temporarily disappear; the student at hand can then record his or her information without the "distraction" of others' confidential information. (Pressing Control + H toggles the feature on and off, of course.) If you take advantage of this option, be sure to remind your students that the information they enter may be exported someday into mailing labels, letters home, and the like, so it is very important that entries be accurate in all respects.