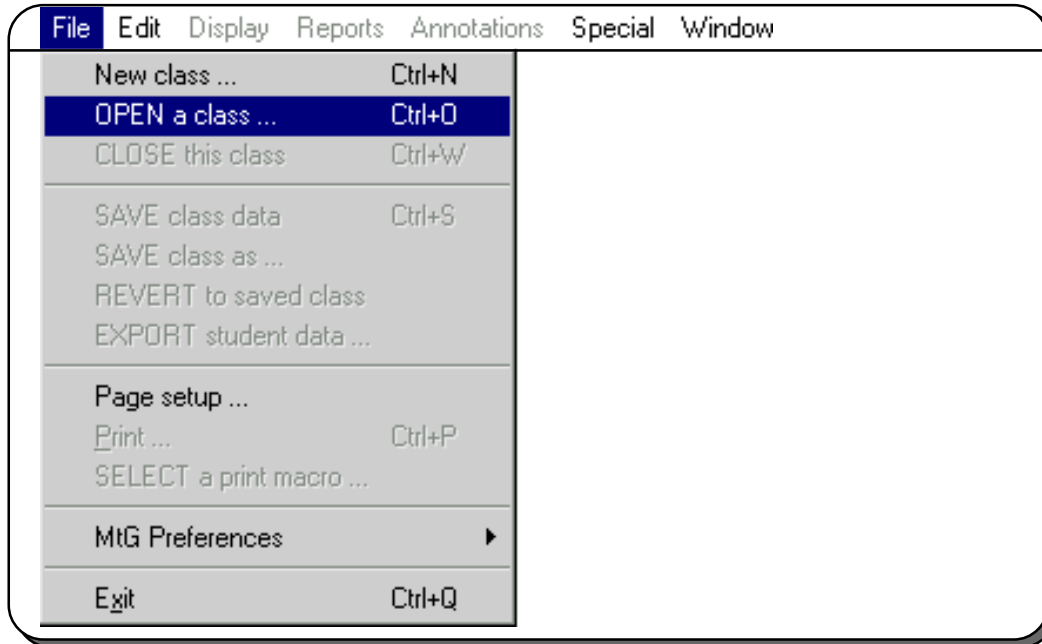


# Editing the Gradebook



## ■ Setting Up an Assignment

At last! You've done all the preliminary work, and it's time to get down to the business of recording and analyzing your students' data. Opening a *Making the Grade* file (or continuing from the **Class Set Up** portion of the program) reveals the following "platform screen" for your gradebook.

The class's full archival title: We strongly urge you to include with the class name its period, academic term, and year when you save each of your classes to disk.

Student Finder for "random grade entry" and general score editing

The Current Student Totals, Points, or % For This Assignment toggle box

Class Roster scroll bar

Assignment Numbers & Range scroll bar

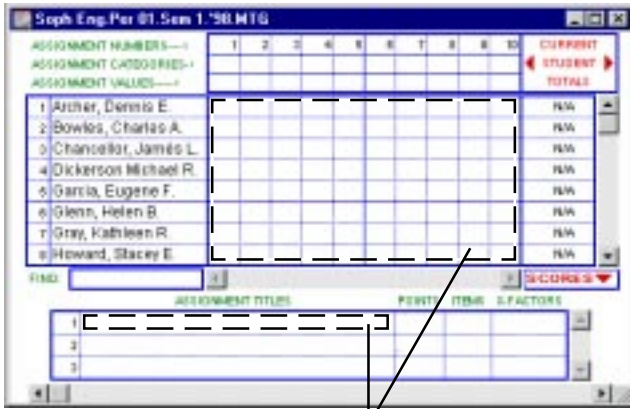
Assignment Setup Information scroll bar

There are three ways to initiate the entry of an assignment in *Making the Grade*, all virtually intuitive in operation. Perhaps the most natural of the three methods is to **click anywhere in an open assignment column or title line** in the gradebook screen. Or you can click on **Edit** in the menu bar, slide down to **Assignments**, and then select **ADD an assignment**. The third option is the “hot key” choice: **Control + A**.

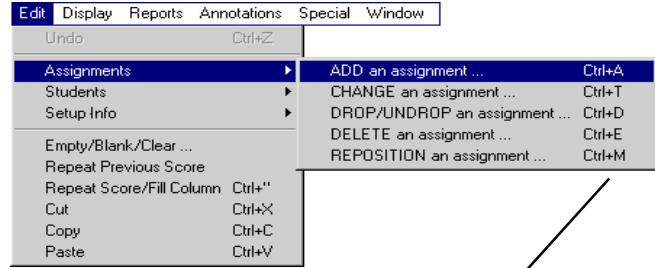
– A –

or

– B –



Click anywhere in an open assignment column or line.



You may wish to commit these and other **hot key** commands to memory, for they offer the fastest method possible of performing special functions.

Once you confirm that you do, indeed, wish to record a set of scores, you’ll be presented with the first of **two** assignment setup screens (**three** if you’ve activated the Spanish language option):

Adding an Assignment SCREEN 1

ADDING ASSIGNMENT 1

Title: [11/24]

Category Code:

Click CATEGORIES if you wish to modify OR set up that grading system now.

Code	Description	%
MAT	MATERIALS CHECKS	5.0
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

Categories  
Scanner  
Cancel  
Import  
Next

Type in the **Category Code** here (if applicable) *or* click on a line within the category box.

If you wish, the date from the **system clock** is displayed here. (See **MtG Preferences** to remove it.) The cursor is in the “insert” mode and will push the date along as you enter an assignment title.

**forty** characters maximum

Click here to bring in the setup information for a single assignment—**or all assignments**—from this or a different class. Doing so will not only save you time: It will ensure uniformity of display and computation between classes with the same lesson plan.

Click here if you discover an error in your category information **or** if you wish to set up categories at this point. **ATTENTION!** If you wish to convert to a category-based grading system in “midstream,” we will support your decision. However, keep in mind that in the conversion process we automatically assign all previously recorded assignments the Code, Description, and Weight (if applicable) of the **first category** in your list. That is, in the above example we will temporarily affix MAT and MATERIALS CHECKS (and its category weight) to all of your “old” assignments. Of course, this means you must then append the correct category codes for all assignments by hand, but such are the wages of changing one’s mind.

**You** decide where each assignment goes in your gradebook. We default to the next open column, but you may change this number to place a set of papers somewhere back in the pack.

ADDING AN ASSIGNMENT

Assignment Number:  (CHANGE to insert an assignment.)

Assignment Value:  points ( Enter "0" if Extra Credit, "H" if Highest Score, or "/" if only Credit is desired for this assignment.)

Number of Items:  (if different from Assignment Value)

"X Factor": 4.000 (stored with each score entry)

---

PREFERRED METHOD OF SCORE ENTRY:

SEQUENTIAL (in order from the gradebook screen)

RANDOM (also from the gradebook screen)

RANDOM (from a separate roster screen)

**999** points the maximum value allowed

Select **"H"** for an assignment's point value, and we'll assign it the **highest score entered** in that column.

Choose **"√"** (entered with the **"/"** key) for those activities which have a **pass/fail, done/not done** value only. This score and those under it have no computational effect whatsoever upon students' grades.

The **"X Factor"** is the multiplier obtained by dividing the original number of points possible by the number of items graded on an assignment. In this example, 100 points possible ÷ 25 assignment items = 4.000. **NOTE:** If you need to enter a student's score with an "odd" value, that is, one not a factor of four, **press the delete key first** in the score cell (removing the X Factor), and then enter the number you wish.

**Important!**

This method of score entry is perfect for those times when you've already written scores in your gradebook printout and can go straight down the column.

**RANDOM ENTRY from the Gradebook**

In the second method of score entry, the **FIND** box is highlighted first. Enter *any unique portion* of a student's name, press **Return** or **Enter**, and we'll immediately move the cursor to the current assignment cell for that student. Then, record the student's score, press **Enter**, and we'll jump back to the **FIND** box, awaiting another student name. You'll move back and forth, back and forth—until everyone has a score **or** you click anywhere else in the gradebook screen, at which time the cycle will be broken.

ODYSSEY: Books XXI - XXIV Quiz [11/22]

1. Archer, Dennis E.	11. Ingram, Thomas L.	21. Ogden, Kristi A.	31. Yoder, Jeremy D.
2. Bowles, Charles A.	12. Jansen, Beverly H.	22. O'Grady, Shelli N.	32. Mudrock, Gerald
3. Chancellor, James	13. Jenkins, Lynn T.	23. Powell, Jr., John	33. _____
4. Dickerson Michael R.	14. Knight, Rebecca	24. Raymond, Carie S.	34. _____
5. Garcia, Eugene F.	15. Kosterman	25. Rutledge, Michael	35. _____
6. Glenn, Helen B.	16. Lee, Tamara C.	26. Sampson, Eugen	36. _____
7. Gray, Kathleen R.	17. Lewis, Jeffrey P.	27. _____	37. _____
8. Howard, Stacey E.	18. Mc_Cann, Molly	28. St_James, Lester	38. _____
9. Huntington, Susa	19. Morgan, Donald T.	29. Torrence, Jeremy	39. _____
10. Huston, Stephen	20. Nuss, Timothy A.	30. Winston, Kristin R	40. _____

For which STUDENT do you wish to record a score?  27. Smith

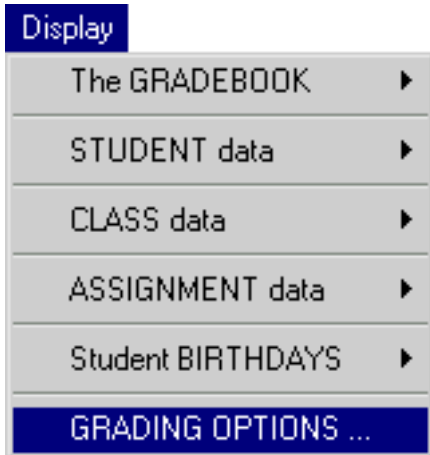
What is his/her SCORE for Assignment # 36?  out of 150 Items

Vickie R. Smith's score SUMMARY: 132/150 Points = 88.0% = B

**RANDOM ENTRY from the Roster**

The third method of score entry is perfect for those times when you've graded a set of papers and don't have time (or strength) to alphabetize them. The entire class roster is displayed (in groups of 40, accessed with the scroll bar), and students' **roster position numbers** bring them down for score entry. A raw score is accepted with **Return** or **Enter**, at which time the student's name goes back up into the roster and is dimmed to show that a score has been recorded. A summary of each previous student's assignment info is displayed at the bottom of the screen—just in case you wish to record it in detail somewhere on the student's paper.

## ■ Entering Students' Scores



ASSIGNMENT NUMBERS-----> 1  
 ASSIGNMENT CATEGORIES-> LIT  
 ASSIGNMENT VALUES-----> 30

1	ARCHER, DENNIS E.	30
2	BOWLES, CHARLES A.	30
3	CHANCELLOR, JAMES L.	33
4	DICKERSON MICHAEL R.	0
5	GLASER, EUGENE F.	36
6	GRAY, KATHLEEN R.	27
7	HOWARD, STACEY E.	39
8	HUNTINGTON, SUSAN L.	45
9	HUSTON, STEPHEN B.	33
10	INGRAM, THOMAS L.	
11	JANSEN, BEVERLY H.	45
12	JENKINS, LYNN T.	39
13	KNIGHT, REBECCA J.	6
14	KOSTERMAN, JASON D.	9
15	LEE, TAMARA C.	18
16	LEWIS, JEFFREY P.	33
17	Mc_CANN, MOLLY M.	EXC
18	MORGAN, DONALD T.	30
19	MURDOCK, GERALD J.	36
20	NUSS, TIMOTHY A.	27
21	OGDEN, KRISTI A.	36
22	O'GRADY, SHELLI N.	27
23	POWELL_JR., JOHN C.	DRP
24	RAYMOND, CARIE S.	12
25	RUTLEDGE, MICHAEL S.	24

So now that you know *how* to set up an assignment, what's next? A brief explanation of the **types** of student scores available to you in *Making the Grade*, that's what. As you can see, a brief *precis* of the following information and rationales can be found as on-line help in the **Display** menu, but please examine this part of the documentation with great care just the same. We offer a wide range of preset evaluative possibilities in our program—**eight different score entries**—but each option must be thoroughly understood to be used with the utmost impact. Of course, while you are free to define these scores as you wish within your own classroom, keep in mind that their computational values are permanently fixed and often extremely powerful in their effect on students' grades. Enough said? Then read on, Macduff . . .

■ **Any positive WHOLE NUMBER (999 maximum):** We're sorry, but for ethical reasons we do not—nor will we ever—permit the entry of negative numbers. It has been our experience nationally and internationally that such scores pose serious legal problems, and we cannot philosophically or ethically support their usage.

■ **ZERO (0):** We recommend that you use this score to indicate that a student was **present** in class for an activity but earned no points for it. These circumstances are relatively rare, of course, so this score's appearance should be a relatively unusual one in your gradebook.

■ **INCOMPLETE (INC):** This score has the same computational value as 0, but we strongly recommend that it be utilized only when a student is **absent** for an assignment's instruction or on its due date. It is entered from the keyboard with an **I** or, better yet, by doing *nothing at all!* We automatically enter an **Incomplete** for any student who does not otherwise receive a score, an open cell being left on screen and in your hardcopy gradebook. By the way, you must use this score if you ever wish to print a **MISSING ASSIGNMENTS** report for your students. It is this "empty entry" for which we will search your gradebook. (A mark of \_\_\_\_ (for **Incomplete**) will appear in all other student take-home reports.)

■ **EXCUSED (EXC):** Used to "exonerate" a student from an assignment, this score (**E** on the keyboard) has no effect upon a student's overall grade (unless, of course, it is used to replace an *existing* score). Keep in mind that a student possessing one or more of these marks will usually have a different Total Points Possible (in a TPTS system) from those who do not. When a new student comes into your class, EXC will be recorded automatically for all prior assignments; likewise, EXC will be recorded for all remaining assignments (up to the maximum of 320) when a student is dropped from the class.

■ **DROPPED (DRP):** This particular mark cannot be entered from the keyboard, for it indicates that a score was excused within the **DROP the lowest grade** section of the **Special** menu. It is identical to EXC in all other respects, and we retain the original score "behind the scenes," just in case you ever wish to **UNDROP** it with **REVERT to previous entry** (again, in the Special menu).

ASSIGNMENT NUMBERS----> 1  
 ASSIGNMENT CATEGORIES-> LIT  
 ASSIGNMENT VALUES----> 30

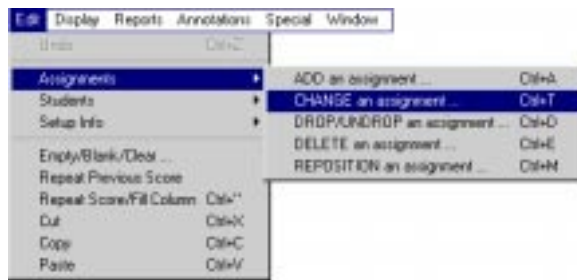
26	SAMPSON, EUGENE J.	TRU
27	SMITH, VICKIE R.	45
28	ST._MARTIN, LESTER L	48
29	WINSTON, KRISTIN R.	CHT
30	YODER, JEREMY D.	39
31	GLENN, HELEN B.	✓
32	TORRENCE, KERRI A.	✓
33		

■ **TRUANT (TRU):** We hope you're one of those fortunate teachers who never have to use this mark, but if you're like most of us, it will come in handy when you require specific documentation of negligent attendance/academic performance. Entered with a **T** from the keyboard, the option should be utilized only when a confirmed **truancy** has occurred and an activity cannot—by state, local, or private regulation—be made up. It is computed as a 0 in the student's point total, but it will **NOT** be counted against the class average for that assignment.

■ **CHEATING (CHT):** This mark, unfortunately, is needed in those rare instances in which a student does not complete an assignment "unaided," shall we say. Entered with a **C** from the keyboard, it too is computed as a 0 in the student's point total, but it will **NOT** be counted against the class average for that assignment.

■ **✓, ✓+, ✓- (CREDIT):** Entered with a **(/)**, **(+)**, or **(-)** from the keyboard or keypad, these unusual marks are best used to indicate that an exercise *was* completed, handed in, experienced, etc., but no points were awarded. It is an ideal entry for participation in field trips and other such activities which are valuable in and of themselves, but which are difficult to evaluate objectively *or* subjectively.

## ■ Changing an Assignment



Actually, what we're talking about here is editing the **setup information** for a previously entered set of scores. You may change any assignment's **title**, its **category** (if applicable), its **position in the gradebook**, its **value** and/or its **X-Factor**—and you may initiate the process in either of two ways:

	27	28	29	30	31	32	33	34	35	36	CURRENT
ASSIGNMENT NUMBERS---->	27	28	29	30	31	32	33	34	35	36	
ASSIGNMENT CATEGORIES->	LIT	PAR	SPL	QFT	ORL	LIT	LIT	WRIT	QFT		STUDENT
ASSIGNMENT VALUES---->	58	25	30	182	50	100	✓	100	200		TOTALS
1 Archer, Dennis E.	44	25	23	121	DRP	76	✓	B-	92		76.4=C
2 Bowles, Charles A.	32		20	103	30	70	✓	C	120		61.5=D
3 Chancellor, James L.	42	DRP	23	168	40	86	✓+	C+	82		86.0=B
4 Dickerson Michael R.	35	25	27	156	45	78	✓	B	120		82.6=B
5 Garcia, Eugene F.	24	25	29	107	40	72	✓	B-	164		75.7=C
6 Glenn, Helen B.	EXC	EXC	29	164	DRP	86	✓+	A	172		90.9=A
7 Gray, Kathleen R.	39	25	30	63	35	72	✓	C+	92		70.5=C-
8 Howard, Stacey E.	DRP		18	152	40	80	✓	B+	156		78.5=C+

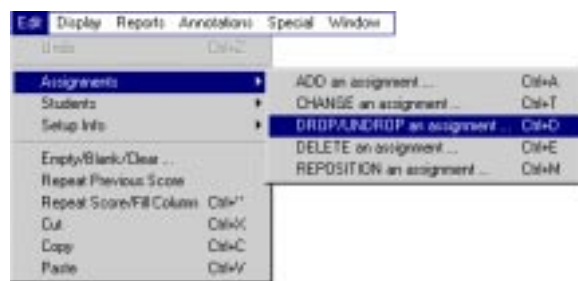
	ASSIGNMENT TITLES	POINTS	ITEMS	X-FACTORS
34	COMPOSITION 1: The Nature of Man [10/28]	100	100	1.000
35	QUARTER I: Spelling Final Test [10/28]	200	100	2.000
36				

**Option 1:** Click anywhere in the assignment column you wish to edit (thus selecting it) and then access the menu and submenu shown above.

**Option 2:** Even easier! Click anywhere here on the line of the assignment you wish to change, and we'll take you directly to the two Assignment Setup screens described earlier.

Here's a handy feature (and one that appears in **two** places). If you're careful to record assignments chronologically in your gradebook and then discover that you've placed one out of sequence, we rise to the rescue. You may change the number of any assignment here (or with the **REPOSITION an assignment** option) and it will automatically move to the new spot. Keep in mind that you may not move an assignment to a position *beyond* the number of assignments currently recorded; that is, you may not move Assignment Number 7 to Assignment Number 20 if you have recorded only 19 assignments thus far. No such gaps are permitted, OK?

## ■ Dropping/Undropping an Assignment



Here's a wonderful new "Win-Improvement" over our flagship program, *Grade Busters 1/2/3*. With *Making the Grade* you now have the ability to **drop**—temporarily, or for as long as you wish—assignments from your gradebook. The process is virtually identical to **Dropping Students** (more about that later), but it gives you the ability to recompute and then display/print a class's performance with, say, that really hard exam you gave last week *temporarily disabled*. Here's how the "what if" feature works:

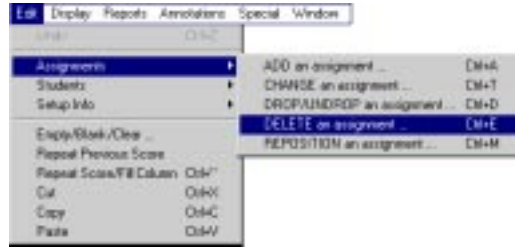
			Value
<input checked="" type="checkbox"/>	1	Author Identification Exercise [09/07]	30
<input type="checkbox"/>	2	PRETEST: Spelling/Vocabulary Dev [09/07]	45
<input type="checkbox"/>	3	Spelling/Vocab Unit 01 Homework [09/08]	41
<input type="checkbox"/>	4	Spelling/Vocabulary Unit 01 Quiz [09/12]	45
<input 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

1. Click the **check box** (or anywhere else on the line) of any assignment(s) you wish to disable for the time being. We display assignment numbers, titles, *and* values to aid you in the selection process.

2. Click **OK** and you'll return to the gradebook screen, where you'll notice that all pertinent data for the assignment(s) you selected have been grayed. That is, the setup information and student scores for each assignment are still *displayed* (barely) on screen, but they are **not** included in any calculations for students or the class as a

whole. Now, any time you wish to **undrop or reactivate** one or more of these assignments, all you must do is "unclick" the above check box, and it's alive and well in your gradebook again. Sound simple? It is! And it's ideal for those times you wish to show a class or students how they were doing *before* the most recent unit, during a specific week, or the like. There's no harm possible with this feature—no data can be lost—so use it freely.

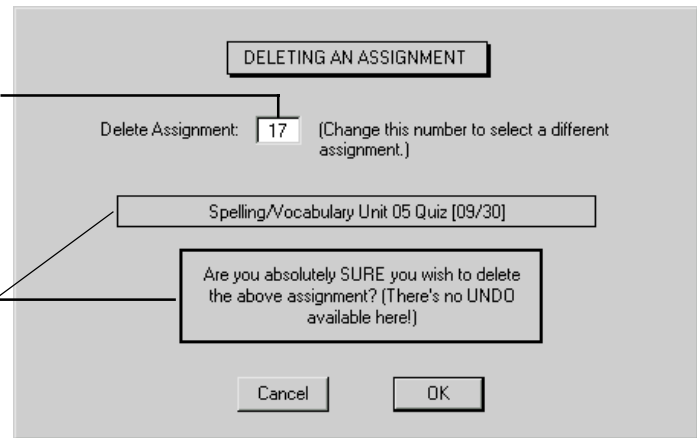
## ■ Deleting an Assignment



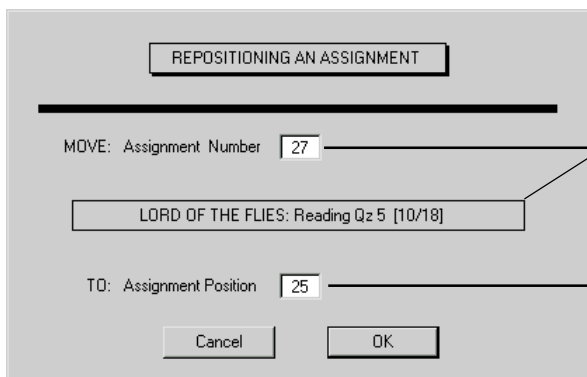
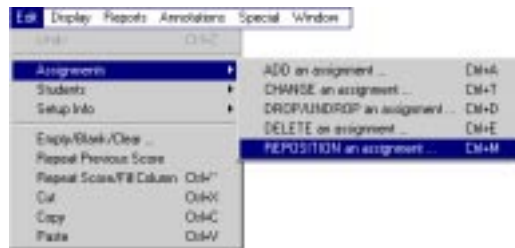
This feature is almost self-explanatory. If you've ever recorded an assignment and wished you hadn't, *or* if you've ever been so tired that you accidentally recorded the same set of papers twice, you'll be happy we included it in *Making the Grade*. The process is simple and consists of only two steps:

1. The first step in deleting an existing assignment is to type its **number** in the box provided and then press **Enter** (click **OK**). If a number is already present in the box when the screen is displayed, that's because the cursor was in that column when you selected the option.

2. Once you've chosen the assignment you wish to "obliterate," we'll display its full title to confirm its identity and then ask you *one more time* if you really wish to take this most drastic (and irreparable) of actions. If your answer is in the affirmative, we'll return you to the gradebook screen, whereupon you'll see that the errant set of scores has disappeared and that all of your other assignments have moved one column to the left to fill the gap. **WARNING!** This is one of the very few operations that cannot be undone if the class is saved to your data disk. If you have any doubts whatsoever about destroying an assignment, please procrastinate.



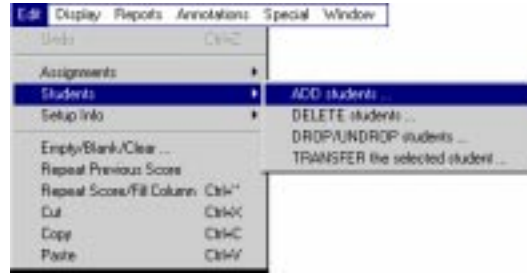
## ■ Repositioning an Assignment



Once again, a handy feature for those times when you need to tidy up the old gradebook a bit and, yet, don't wish to exhaust yourself doing it. The process is elementary, as usual:

1. Enter the number of the assignment you wish to move to a different location, and we'll confirm your choice with its full title.
2. Enter the new position you wish this assignment to occupy, earlier or later in your gradebook. Make sure this latter number is **not greater** than the number of assignments currently recorded, for that request will most certainly be denied. (We permit no unused columns or lines in your gradebook, you see.)

## ■ Changing the Roster: Adding Students



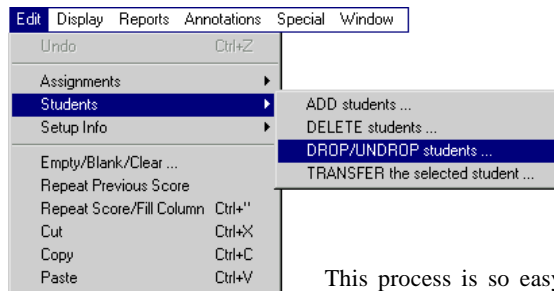
If you've been keeping student records by hand for any length of time, this *has* to be one of your most enjoyable (?) tasks: adding a new student to your roster once it has already been set up and "neatified." Nevertheless, we trust we've made this chore as painless as possible. Witness below:



Click on an empty student line, and we'll take you directly to the roster setup screen. There you can "do your thing," and the usual restrictions for enrolling students apply.

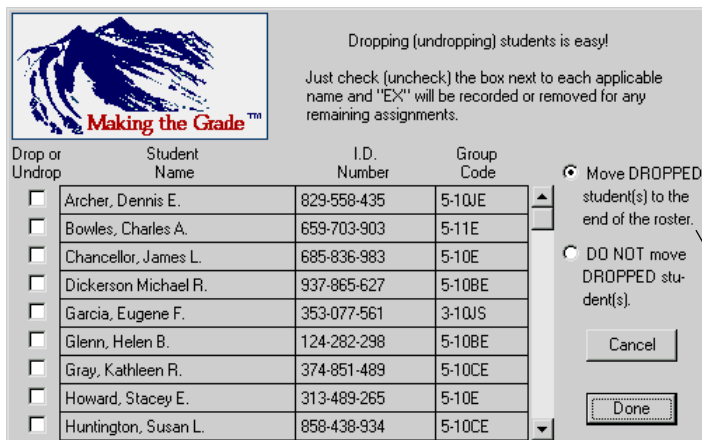


## ■ Dropping/Undropping Students



This process is so easy and intuitive that it really needs no introduction. However, and for the record . . . We define

**DROPPING A STUDENT** as retaining all of his or her records in the gradebook, but dimming (graying) them and excusing all remaining assignments (up to the maximum of 320). The student's grade will stay the same for the remainder of the grading period, of course, for EXC will be recorded automatically on that line for all unused cells. Should you ever wish to **UNDROP** a student, we'll remove the additional EXC scores, and you can then decide what, if any, work he or she should make up.



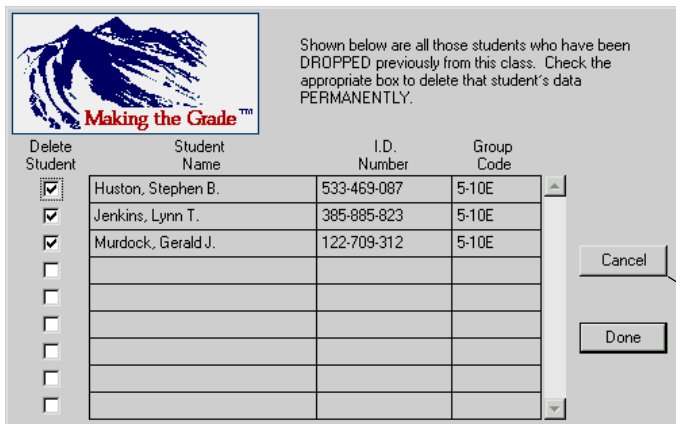
**Notice the option!** If you're a true "neatnik" (and proud of it), you'll appreciate this feature. Click here and we'll take all dropped students out of their original positions in the roster, alphabetize them, and place them at the bottom of the roster out of harm's way. (Be sure to examine **Preferences** under the File menu for more options here.)

## ■ Deleting Students



**WARNING!** This is one of those rare functions in *Making the Grade* that may truly be labeled data destroyers. That is, if you choose to utilize this function as intended, you will **permanently** eradicate information recorded for one or more of your students. As you may have inferred by now, we **do not** recommend DELETING a student from your gradebook until you desperately need the space, or are somehow positive that you will never need such data again. Keep in mind, though, that all too often Johnny leaves on Friday to go live with his father in three states away—and then shows back up at his desk Monday morning. True?

As an additional precaution against accidental erasure of this vital information, we require that you DROP a student before you may DELETE him or her from your records. We realize this second step may appear to be cumbersome and unnecessary, but it's our way of trying to save you from yourself on a very bad day.



As always, the DELETE function itself is quite simple—*dangerous*, but simple! All you must do is click the check box next to the student you wish to remove from the gradebook, and *Voilà!* All of that person's personal and academic information is earmarked for the trash bin. Of course, no data will be destroyed **for real** until you save the class to your hard drive or data disk.

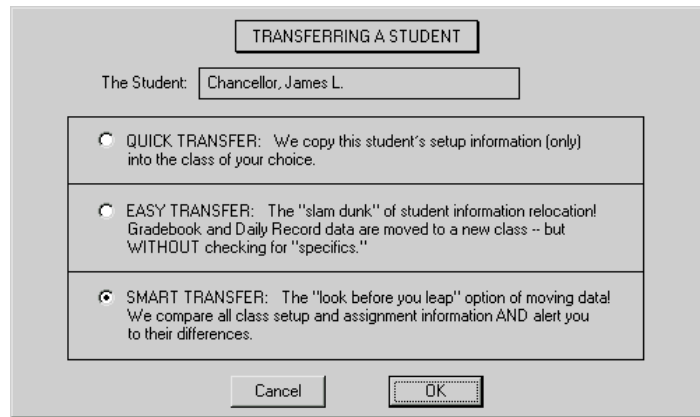
**NOTE:** Should you have a last-minute change of heart anywhere in this process, click the **Cancel** button, or click the appropriate **Delete Student** check box a second time—and all student information will remain untouched.

## ■ Transferring a Student



In twenty-three years in the English classrooms of Colorado Springs, I found this task one of the most irritating and time-consuming duties I had to perform as a teacher—but no more. No longer must you wince at the sight of a counselor with schedule change in hand and child in tow, for moving students (and their often voluminous records) between classes is now quick, easy, and smart with *Making the Grade*. In fact, those are the three choices available within the function: You may copy a student into another class with only his or her

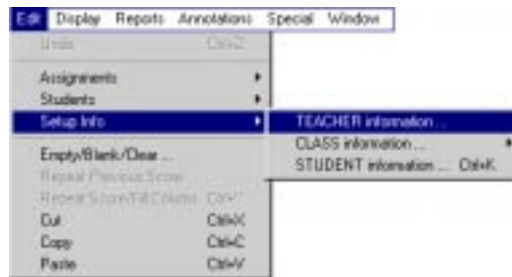
setup information (**QUICK**), with all Gradebook and Daily Record data but with no checking for compatibility (**EASY**), or with all Gradebook and Daily Record data, carefully matched for compatibility between classes (**SMART**). As you can tell, we recommend this last option if you move a student's complete data base into another class; rest assured we will alert you to any significant differences between files. **To select a student to be transferred, click on one of his or her scores—or click on a name in the main gradebook roster—and proceed at will.**



### Transfer RULES AND REGULATIONS:

1. Transferring students **does not** delete their data from the original class. That function remains separate (and is much too dangerous to be performed without additional confirmation).
2. Students cannot be transferred into another class if their **names** or **student numbers** already appear there. In the case of duplicate **roster position** numbers (“Student Number 1”), students will be given the next available number and placed at the bottom of the roster.
3. Students cannot be transferred into another class if the roster is already full (containing 80 active and/or dropped students).
4. Students cannot be transferred into another class (in **Easy** and **Smart**) if the Gradebook's assignment categories, annotations, or Daily Record categories do not match. (Categories do not have to be in the same **order**, but they *must* be there somewhere.)
5. “Alert!” messages will appear (in **Smart**) when minor differences exist between classes (variances in grading scales, assignment setup info, and the like). These may be overridden if you wish, and the transfer process may be continued to its conclusion.

## ■ Changing Setup Information



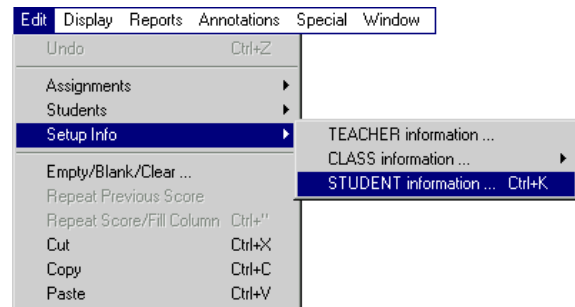
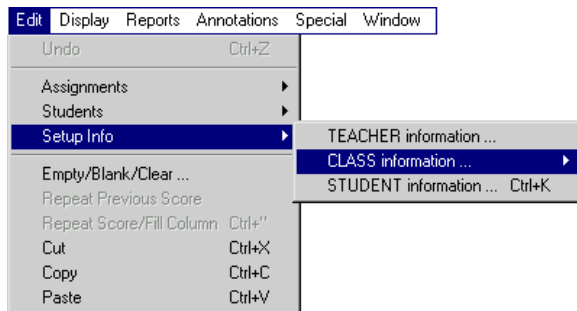
You will find that this is the only *active* menu option until you open a class's gradebook or initiate setting up a new class. However, if it ever becomes necessary to change the information you previously entered for yourself—**your professional name, your current school assignment, your telephone number (and/or extension), or pass code**—this is the path to do so. You will be re-presented with every screen you have seen before, with one notable addition:



Before we will permit you (or anyone else) to examine and edit this particularly sensitive information, we will always ask for **YOUR** private password one more time. Should you ever forget your entry code to *Making the Grade* and be denied access to the program, fret not, for there are two remedies available to you:

1. Return the Program Disk in question (with the usual **\$5.00** postage and handling fee), and we'll remake and "freshen" your diskette with our most recent version.
2. Call us at **(719) 599-8786**; as soon as we hear your adult voice, we'll provide you a "back door" to the program.

**NOTE:** The above redundancy in password entry is for your protection, so please pardon the extra work. Also, keep in mind that we treat upper and lower case characters the same here, so you can ignore the SHIFT key completely.



You've seen all of these setup screens before, of course, so just as a quick reminder, you may edit any or all of the following information and choices:

1. The class **TITLE**, **DAILY MEETING TIME**, and **ACADEMIC TERM**
2. **STUDENT NUMBERING SYSTEM**: Roster Position Numbers, Your Own Creations, or *Making the Grade* Numbers
3. **CLASS GRADING SCALES**
4. **ROUNDING** of students' scores
5. **GRADING SYSTEM**: Total Points, Total Points/Categories, or Categories/% Weights
6. Student Score **ANNOTATIONS**

Our only admonition here is that you appreciate your students' delicate sensibilities when you edit this information. That is, changing 92% in your grading scale from an **A-** to a **B+** in "midstream" may prove to be a traumatic logical and emotional adjustment for your charges. Once students have seen the above info, it's best to keep changes as few as possible.

Likewise, this section presents some very familiar items—that is, if you *personally* entered your students' setup information. (We've always envied those who enjoy department secretaries and paraprofessionals, student aids, teaching interns, spouses, responsible children, and magic wands.)

You may edit any or all of the following data:

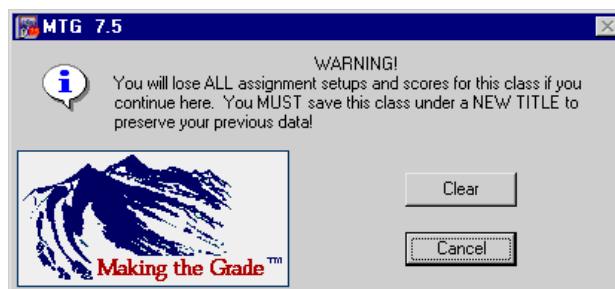
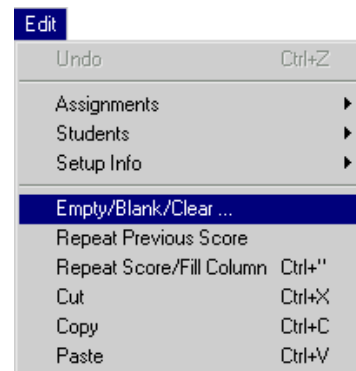
**STUDENT NAMES** (no **DROPPING** or **DELETING** students here, however); **STUDENT NUMBERS** (again, no deletions); **STUDENT SEX**; **GROUP CODE**; **GRADING SYSTEM**; **CITIZENSHIP MARK**; **COUNSELOR NAME**; **PARENT NAME**; **STREET ADDRESS**; **CITY**; **STATE**; **ZIP CODE**; **BOOK NUMBER**; **LOCKER NUMBER**; **BIRTH DATE**; **HOME OR WORK TELEPHONE NUMBER**; and **CUSTOMIZED FIELDS 1-10**.

You'll notice that we **do** permit positive changes to your class roster at this point—that is, you may enroll **NEW STUDENTS** here as well as in the **ADD a Student** section. All such additions to your class will receive the usual "EXC" for assignments entered prior to their enrollment and will have a grade of "N/A" from the onset.

## Emptying the Gradebook

At the very end of the Gradebook portion of *Making the Grade's* documentation, you'll find the section titled "Starting A New Grading Period." This segment details three of the most common—and least dangerous—methods for beginning a new grading term. We heartily endorse all three of those protocols, for none involves the eradication of existing class data. However, the fourth "begin anew" sequence at right **does**, and for that reason we urge extreme caution using it.

If it's your preference to purge an existing class of all assignment data and start afresh with that same file, this is the feature for you. However, as the warning screen at right explains, emptying a class file of its records and then forgetting to save the file **under a different name** means the loss of that information forever, with no hope of its recovery. For this reason we long held serious reservations about implementing such a feature, despite many requests to do so. It was our humble opinion that the potential downside of the option outweighed its potential benefits . . . but here it is, just the same. Please do remember, however, that forewarned is forearmed. Always think twice and thrice when utilizing this option at the end of a marking period.

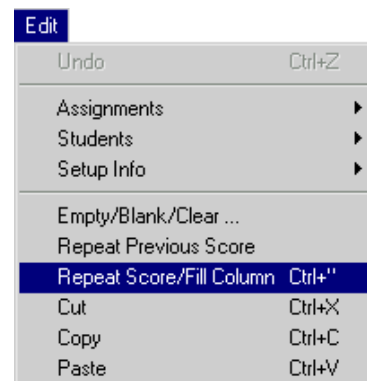
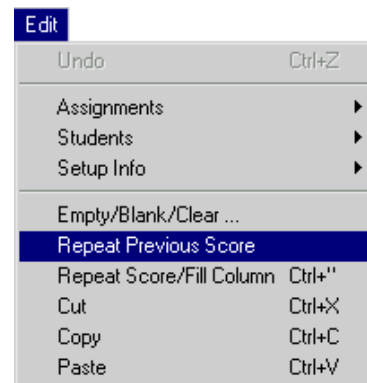


## Duplicating Student Scores

Speaking of features high on the *MtG* request list, the famous *Grade Busters* DITTO function is in! Whenever you wish to **repeat** a student's grade (in NEW ASSIGNMENT or general EDIT mode), press the ' or " (apostrophe or quotation marks) key to the immediate left of RETURN on the keyboard. That score—whether it be numerical, alphabetical, or symbolic—will be duplicated automatically with each press of the key until a new score is entered. Then, of course, *that* score will be repeated. **NOTE:** When entering a brand new set of scores into your gradebook, the DITTO key defaults initially to the maximum value of that assignment. (We had to have *something* resident there, you see.)

To **fill down all remaining score cells** with the same grade, press **Control + "** and behold! All marks from that point to the bottom of the class roster become duplicates of the previously entered score—regardless of what may have been there beforehand. (This feature **overwrites** all scores below it with the DITTO value, you see, so do be cautious with its use.)

**ANOTHER KEYBOARD TIP:** The **Page Up** and **Page Down** keys are fully functional within the Gradebook, Daily Record, and Seating Chart modules. They automatically scroll the screen at least eight names in the Gradebook and Daily Record, and one row at a time within the Seating Chart. (Anything we can do to save time and mouse clicks, you know . . .)

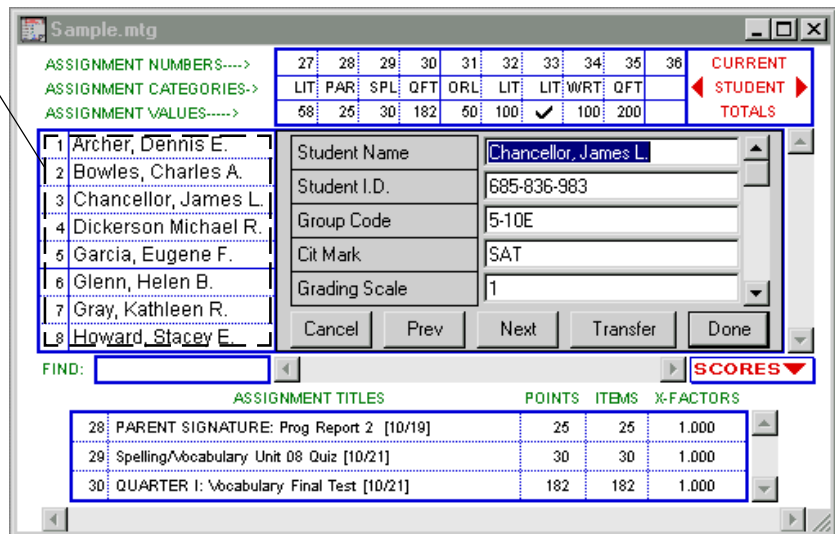


## Miscellaneous Features and Tips

There is usually more than one way to skin a cat, and in *Making the Grade* there is a second, behind-the-scenes way to edit individual student setup information.

Click here on the student whose **Name, Student Number, Group Code, Citizenship Mark, Grading System**, etc., you wish to change—and behold! A “pop-up” window appears in the student score area, ready for any changes you wish to make.

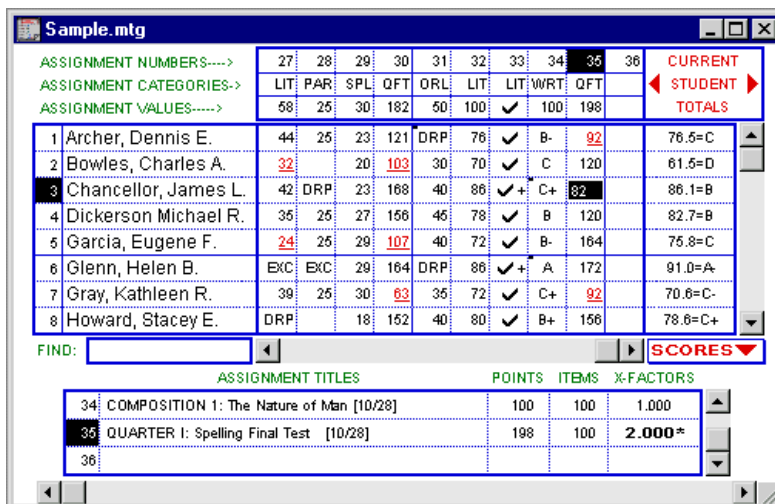
Of course, if you wish to change setup information for only one or two students, this is the perfect vehicle with which to do so. However, if you have a massive amount of editing to do (thanks to the latest administrative fiat changing everyone’s student numbers, for instance), you may wish to choose the **Edit/Setup Info/STUDENT information** option in the menu bar. It presents these data in tabular format for more students at a time and is specifically designed for bulk editing.



### What IS That Little Thing?

Carefully examine the sample gradebook screen below, specifically the lower right corner in the **X-FACTOR** column. You’ll note that Assignment 35 has a stored multiplicative factor of **2.000\***—but what is that asterisk doing there? An excellent question, we think (followed by an excellent answer, we hope).

You will note that Assignment 35’s POINT VALUE is 188 and that the number of items on the test is 100. Now, our more mathematically astute colleagues might say at this point, “Then shouldn’t the X-FACTOR for this assignment be 1.88 instead of 2.000?” Our response to this well-put interrogative is, “Yes—and No!” (How about that for first class vacillation?) If you will but follow this simple, and true, tale from the classroom, you’ll see why the asterisk appears next to some X-FACTORS and not others.



### THE SCENARIO:

When I recorded this assignment for my Sophomore English class, I entered students’ raw scores from a multiple-choice answer sheet of 100 items. Because we had worked so long and hard on this material, I wanted the test to carry a weight of 200 points; therefore, the original X-FACTOR for the assignment was determined by dividing 200 by 100—and 2.000 resulted. I later found that the test contained a few “flawed” items (six to be exact), and I threw them out, changing the POINT VALUE of the test to 188. At that point the program asked if I wished all students’ scores to be adjusted commensurately. Because a few students had yet to take the test, I wanted *their* raw

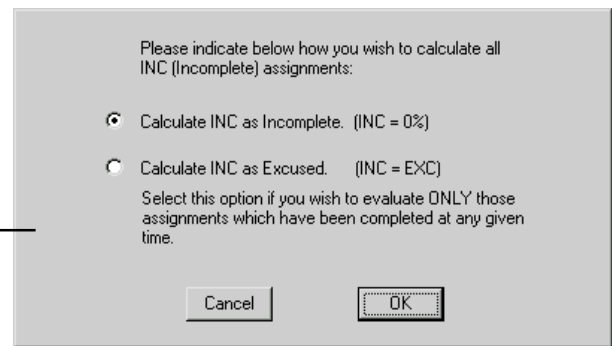
scores also to be multiplied by the original 2.000 factor, so I responded “No.” The star was then added to show that I modified the setup information for the assignment, and yet wished to maintain the **original** Points to Items ratio (instead of 1.88).

## ■ Gradebook Preferences

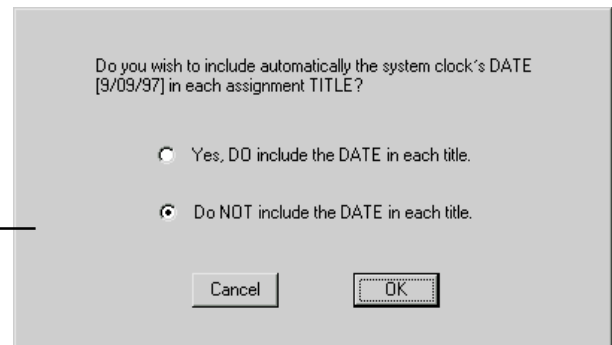


Few *Making the Grade* features have been more teacher driven than the seven preference options shown above. The first three of these proffer customizing choices for the Gradebook only; the remaining four focus exclusively upon printing options and will be examined later.

**Calculating INC Scores:** This option also appears as the third item under the gradebook’s **Special** menu, and the function is identical from both access points. A teacher of Drivers’ Education begged us for this preference, for it was his practice to set up an entire semester’s bank of assignments and let students complete them at their own pace. Without the option at right, everyone was failing his classes until well within the grading term. With **Incompletes** counted as **Excused** scores, however, grades reflected only the work completed to date!



**Including date in assignments:** The first time you add a new set of scores to a class’s gradebook you will discover that a bracketed date already appears within the assignment title box. (That “time stamp” is taken directly from your PC’s system clock; if it is incorrect, you must access the **Date & Time** control panel to reset it.) As you can see in the window at right, *Making the Grade* comes from Jay Klein Productions with the date already displayed within the title field, but it remains your option to do away with it forever.



**Positioning dropped students:** Early in any grading period students come and go from official class rosters with alarming regularity. Adding, dropping, and then deleting their names from one’s gradebook can make that document look like a battlefield . . . without this feature. If it was your original preference to move dropped students to the bottom of a class roster, this option will *keep* them there if you alphabetize or restructure it in the future.

