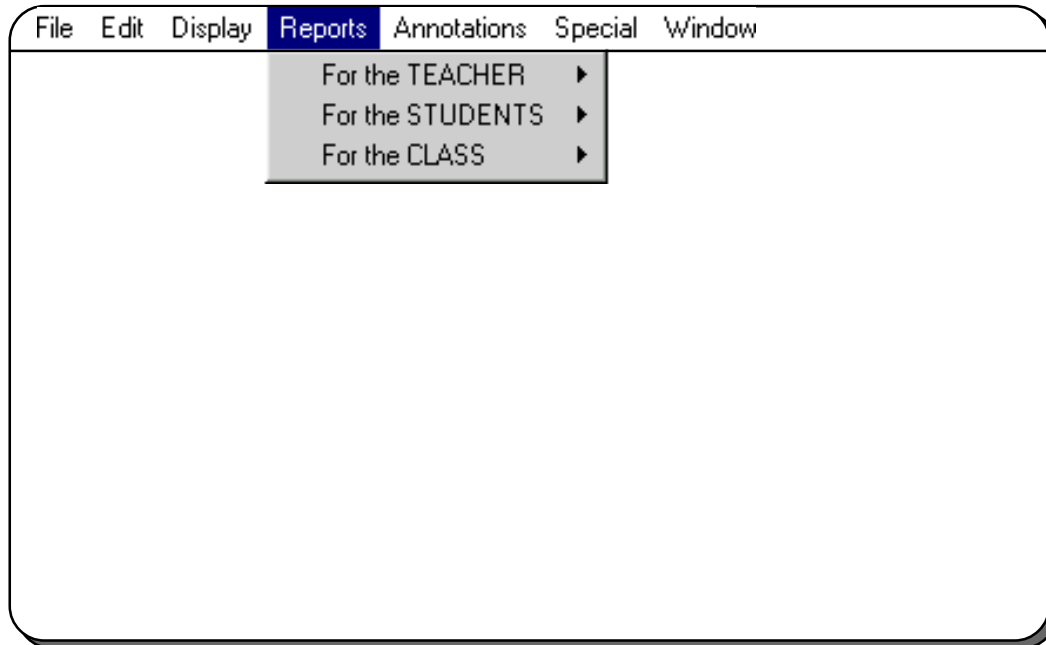


Printing Reports



And now for the *piece de resistance* of the *Making the Grade* package—the teacher, student, and class printouts. We hope you’ll agree that for aesthetic appeal, readability of format, and completeness of information *MtG* reports are unparalleled in the field of electronic record-keeping. Far from being mere data dumps starting in the upper left corner of a page, *Grade Busters Windows* documents are easy-to-look-at, understandable-at-a-glance works of art. (No one can accuse us of excessive humility.) At any rate, the proof of such pudding always lies in the eating, so let us proceed with an in-depth investigation of the *MtG* Publication Department.

But first . . . A Few Hard Facts of Life

One of the most annoying aphorisms in the field of education has always been “You get what you pay for.” Indeed, it is one of the great tragedies of our profession that all CPUs, monitors, printers, paper, toner, and ribbons are **not** created equal. In many school districts (most?), it has been our lot as classroom teachers to receive the least expensive, least sophisticated—and, consequently, least efficient—of all computer technology. If this observation rings true for you too, please consider these unfortunate truths:

1. Processing and printing times can vary alarmingly among DOS and Windows computers and PC-compatible printers. An *MtG* gradebook opened on a Micron® 200MMX computer and printed on a Hewlett Packard LaserJet 4P will take fifteen to twenty times longer to print on a 20MHz 386-compatible PC attached to an Epson® dot-matrix printer (in Best mode). *Making the Grade* documents are very graphically oriented, so keep in mind that they will always take longer to print than simple, unformatted, ASCII-based reports.

2.



For overall speed and quality of text/graphic reproduction, almost nothing beats the multifunction PostScript® laser printers offered by such companies as Apple Computer, Canon, GCC Technologies, Hewlett Packard, Minolta, NEC, NewGen, Tektronix, and the like. If there is any way you can reserve one of these speedy devices when progress reports are due, by all means do so. It's impossible to calculate the time you'll save and the credibility you'll gain by printing student reports on these miracles of desktop publishing. And, of course, your only responsibility with most laser printers is to make sure that the paper tray contains an adequate supply of high-quality print stock.



3.



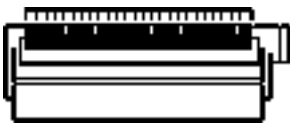
More economical and accessible for the average teacher (but just as fast and powerful) is Hewlett Packard's **LaserJet** series. The HP LaserJet 3100, with which programmer Pete Jahelka tested the imaging code for *Making the Grade*, also sports as much as 600 dpi, and in general proffers the best of all compromises between speed, output, and affordability. (Be sure to check **Preferences** under the File Menu for more about HP printers.)

4.

Another step down the speed ladder, but almost as impressive as the lasers in quality, are the ink jet/bubble jet series of printers from Apple, Epson, HP, and the like. At 360+ dpi these devices are sometimes superior to lasers in print resolution, but as one of my esteemed colleagues wisely observed, "Fast they ain't!" We recommend that you set these machines' print mode to **Faster**, not only because that often saves considerable amounts of time, but because it usually produces better printouts. Keep in mind that what you save in money with these great little printers, you *will* spend waiting for them to do their thing.



5.

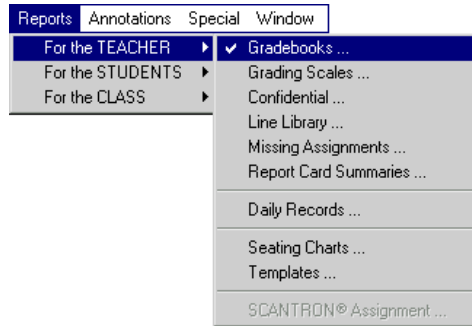


At the bottom of the speed/quality output curve are the impact and dot-matrix printers produced in the "good old days" by Apple Computer and Epson. We can only wonder how many schools are still using **ImageWriter II** printers, at one time (we remember so well) the state of the art dot-matrix printer. The truth is that even today the ImageWriter is capable of printing fantastic looking text- and graphics-based documents (even in color) but only with a considerable investment in time. A single hardcopy gradebook which takes less than a minute to print on a LaserWriter can take **10-15 minutes** to effect on an ImageWriter II in **Best** quality mode. The printouts look great—make no mistake about that. But Apple and EPson haven't significantly updated these drivers in several years, so be prepared for a serious delay of gratification here.

ONE MORE TIP: Please make sure that your dot-matrix printer possesses a well-inked ribbon when you publish student progress reports. Most of these documents are finely detailed and will be quite difficult to read if a shabby, old, raggedy shard of moth-eaten nylon is used. Also, don't forget that we support a **color ribbon** on the ImageWriter II, and our reports are even more gorgeous in living, breathing reds, blues, greens, blacks, and purples!

That just about covers the good news and the bad in the world of printing *Making the Grade* documents. We support all of the devices discussed above and a host of other printers that work with your PC through divine or mortal intervention. You may rest assured that *Grade Busters Windows* will continue to grow apace with the market in the years ahead in its speed and ability to communicate relevant information to students and their parents.

■ Printing the Gradebook



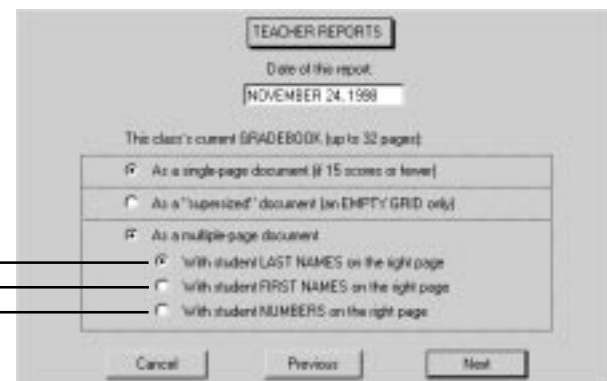
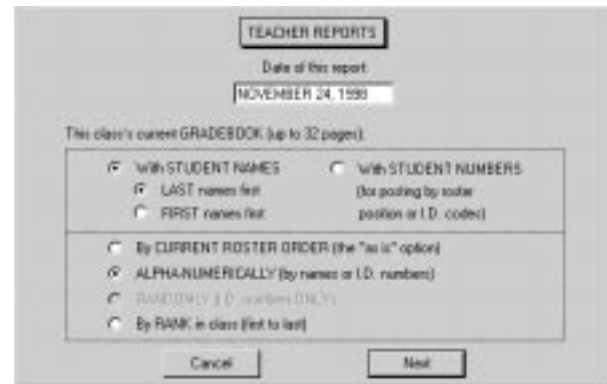
The *Making the Grade* teacher's gradebook—the report of which we are most proud—sets us apart from all others in the field of electronic record-keeping. Patterned after the spiral bound, handwritten records of the past, it's the one we've improved upon the most, even over its *Grade Busters 1/2/3* forebear. To be sure, *GB 1/2/3* for the Apple II broke new ground fifteen years ago, but this document sets even higher standards today.

Printing Gradebooks

Depending upon your choice of options on these three screens, you may print any one of **100 different gradebooks** (give or take a couple). You may print your class record with **names** or **student numbers**; “as is,” **alphanumerically**, **randomly**, or **by rank**; with **numerical scores**, **letter grades**, **percentages**, or **check marks** (✓ = **DONE**); with **extra blank lines** for new students, or without; in “**regular**” format or “**supersized**” for easy hand entry. Mix and match here to your heart's content, but please observe these two *non sequiturs*:

1. You may not print a gradebook with student names, randomly rearranged. (None of us could think of a single practical use for a freshly “scrambled” roster of students' real names, you see.)
2. You may not print a gradebook with student numbers in the “as is” mode. Changing students' names to I.D. Codes and then leaving their data *on the very same lines as before* when posting a gradebook is unnecessarily risky, so consider yourself protected here.

The final three options at right exist for teachers whose charges share a common last name within a specific district, city, or region. When a student body possesses a host of children surnamed Smith, VanDyke, Kim, Garcia, or the like, the second of these three options can be a godsend for writing on the second page of one's gradebook. Instead of seeing a dozen Kim's in a row on the extreme right side of the page (who is which?), student first names or student numbers can reside there.



That's about all there is for the three R's (Rules, Regulations, and Restrictions) here, for unlike *Grade Busters 1/2/3*, you can even print selected pages (or a single page) of a class's gradebook, instead of the entire document. Be forewarned that a complete gradebook printout *can* be as long as 32 pages if you're lucky (?) enough to have 80 students in a class and have recorded 320 assignments for each. (If this is the case, of course, run, don't walk, to your nearest Class Size Committee!) Shown immediately below is a sample gradebook printed with **student names, as is, with points earned, and blank lines** for new students.

MR. JAY A. KLEIN CORONADO HIGH SCHOOL		NOVEMBER 24, 1998 QUARTER 1: 1998-99	
PERIOD 1 SOPHOMORE 3/4B ENGLISH		POINTS EARNED	
ASSIGNMENT NUMBER:	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20		
ASSIGNMENT CATEGORY:	LIT SPL SPL SPL SPL MAT SPL SPL LIT SPL SPL LIT SPL PAR SPL MAT SPL SPL LIT MAT		
ASSIGNMENT VALUE:	30 ✓ 41 45 50 10 50 36 84 50 28 54 51 25 31 10 50 34 88 10		
1. Archer, Dennis E.	30 71 39 29 47 10 43 27 69 43 24 34 39 25 26 10 38 17 72 10		
2. Bowles, Charles A.	0 66 35 38 38 10 36 30 63 34 25 19 33 29 DR 33 22 51 10		
3. CHANCELLOR, JAMES L.	33 94 41 43 45 10 48 25 79 49 45 50 25 29 10 42 27 68 10		
4. Dickerson Michael R.	36 81 40 39 48 10 46 32 66 42 27 48 44 DR 26 10 44 29 53 10		
5. Garcia, Eugene F.	42 70 37 39 42 10 43 33 71 37 26 24 38 25 27 10 40 22 51 DR		
6. Glenn, Helen B.	EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX		
7. Gray, Kathleen R.	42 66 41 29 10 35 36 72 37 26 34 43 DR 31 10 40 34 63 10		
8. Howard, Stacey E.	30 80 39 41 48 10 49 36 68 44 28 44 44 31 10 43 31 58 10		
9. Huntington, Susan L.	45 83 37 44 49 10 49 36 74 41 28 41 47 DR 25 10 45 30 88 10		
10. Huston, Stephen B.	33 78 40 43 44 10 48 34 60 48 28 36 56 20 31 10 30 49 10		
11. Ingram, Thomas L.	48 57 36 29 46 10 40 36 57 24 35 35 25 26 10 35 31 51 DR		
12. Jensen, Beverly H.	45 78 39 44 50 10 48 38 80 48 28 49 50 25 30 10 45 30 48		
13. Jenkins, Lynn T.	39 60 39 35 0 10 34 26 61 40 26 43 47 31 10 36 31 52 10		
14. Knight, Rebecca J.	6 50 30 26 28 10 33 CH 7 28 26 29 31 10 32 7 7		
15. Kosterman, Jason D.	6 76 41 41 45 10 42 36 58 45 28 37 49 25 31 10 46 28 52 10		
16. Lee, Tamara C.	18 63 37 34 41 10 30 36 82 32 26 41 32 20 26 10 36 30 66 10		
17. Lewis, Jeffrey P.	33 54 38 36 47 10 29 33 74 38 22 38 32 25 30 10 31 25 TH TR		
18. Mc Cann, Molly M.	33 77 38 44 44 10 39 33 64 42 28 38 45 15 26 10 30 32 66 10		
19. Morgan, Donald T.	33 90 39 42 48 10 49 35 68 42 28 44 44 DR 31 10 41 31 58 10		
20. Nuss, Timothy A.	27 66 30 38 50 10 47 35 61 42 28 28 45 25 31 10 48 DR 10		
21. Opatin, Kristi A.	39 75 40 35 44 10 38 36 64 38 26 33 35 0 10 29 30 46 DR		
22. O'Grady, Shell N.	27 88 41 36 48 10 DR 34 66 40 28 40 35 25 31 10 37 32 45 10		
23. Powell Jr., John C.	36 68 38 27 42 10 35 DR 42 25 32 48 25 30 10 45 28 73 10		
24. Raymond, Cate S.	12 49 37 39 10 27 34 58 38 29 DR 32 25 24 10 34 33 10		
25. Rutledge, Michael S.	EX EX 41 39 44 10 DR 36 71 40 27 42 39 20 23 10 42 29 66 10		
26. Sampson, Eugene J.	24 77 40 31 49 10 41 38 68 38 26 40 41 25 25 10 34 27 54 10		
27. Smith, Vickie R.	45 83 37 38 46 10 36 75 44 26 48 49 25 29 10 42 36 61 DR 10		
28. St. James, Lester L.	48 68 37 19 44 10 36 52 28 28 40 25 29 10 41 30 DR 10		
29. Torrence, Jeremy D.	EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX		
30. Winston, Kristen R.	27 57 40 42 48 10 35 11 91 36 28 47 44 25 30 10 41 29 74 10		
31. Yoder, Jeremy D.	39 80 28 28 48 10 39 72 36 27 33 42 25 31 10 42 29 DR 10		
32. Murdock, Gerald J.	33 83 41 43 41 10 41 33 63 3 2 EX 3 EX 1 1 41 25 74 11		
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
AVERAGE SCORES:	31 N/A 38 35 42 10 35 31 66 37 26 38 42 19 27 10 38 27 55 8		
AVERAGE PERCENTS:	105 N/A 92 77 84 100 71 85 79 74 92 71 82 76 89 100 75 78 63 84		

Gradebook Page 1 (Left)

MR. JAY A. KLEIN CORONADO HIGH SCHOOL		NOVEMBER 24, 1998 QUARTER 1: 1998-99	
PERIOD 1 SOPHOMORE 3/4B ENGLISH		POINTS EARNED	
ASSIGNMENT NUMBER:	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20		
ASSIGNMENT CATEGORY:	LIT SPL SPL SPL SPL MAT SPL SPL LIT SPL SPL LIT SPL PAR SPL MAT SPL SPL LIT MAT		
ASSIGNMENT VALUE:	30 ✓ 41 45 50 10 50 36 84 50 28 54 51 25 31 10 50 34 88 10		
1. Archer, Dennis E.	30 71 39 29 47 10 43 27 69 43 24 34 39 25 26 10 38 17 72 10		
2. Bowles, Charles A.	0 66 35 38 38 10 36 30 63 34 25 19 33 29 DR 33 22 51 10		
3. CHANCELLOR, JAMES L.	33 94 41 43 45 10 48 25 79 49 45 50 25 29 10 42 27 68 10		
4. Dickerson Michael R.	36 81 40 39 48 10 46 32 66 42 27 48 44 DR 26 10 44 29 53 10		
5. Garcia, Eugene F.	42 70 37 39 42 10 43 33 71 37 26 24 38 25 27 10 40 22 51 DR		
6. Glenn, Helen B.	EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX		
7. Gray, Kathleen R.	42 66 41 29 10 35 36 72 37 26 34 43 DR 31 10 40 34 63 10		
8. Howard, Stacey E.	30 80 39 41 48 10 49 36 68 44 28 44 44 31 10 43 31 58 10		
9. Huntington, Susan L.	45 83 37 44 49 10 49 36 74 41 28 41 47 DR 25 10 45 30 88 10		
10. Huston, Stephen B.	33 78 40 43 44 10 48 34 60 48 28 36 56 20 31 10 30 49 10		
11. Ingram, Thomas L.	48 57 36 29 46 10 40 36 57 24 35 35 25 26 10 35 31 51 DR		
12. Jensen, Beverly H.	45 78 39 44 50 10 48 38 80 48 28 49 50 25 30 10 45 30 48		
13. Jenkins, Lynn T.	39 60 39 35 0 10 34 26 61 40 26 43 47 31 10 36 31 52 10		
14. Knight, Rebecca J.	6 50 30 26 28 10 33 CH 7 28 26 29 31 10 32 7 7		
15. Kosterman, Jason D.	6 76 41 41 45 10 42 36 58 45 28 37 49 25 31 10 46 28 52 10		
16. Lee, Tamara C.	18 63 37 34 41 10 30 36 82 32 26 41 32 20 26 10 36 30 66 10		
17. Lewis, Jeffrey P.	33 54 38 36 47 10 29 33 74 38 22 38 32 25 30 10 31 25 TH TR		
18. Mc Cann, Molly M.	33 77 38 44 44 10 39 33 64 42 28 38 45 15 26 10 30 32 66 10		
19. Morgan, Donald T.	33 90 39 42 48 10 49 35 68 42 28 44 44 DR 31 10 41 31 58 10		
20. Nuss, Timothy A.	27 66 30 38 50 10 47 35 61 42 28 28 45 25 31 10 48 DR 10		
21. Opatin, Kristi A.	39 75 40 35 44 10 38 36 64 38 26 33 35 0 10 29 30 46 DR		
22. O'Grady, Shell N.	27 88 41 36 48 10 DR 34 66 40 28 40 35 25 31 10 37 32 45 10		
23. Powell Jr., John C.	36 68 38 27 42 10 35 DR 42 25 32 48 25 30 10 45 28 73 10		
24. Raymond, Cate S.	12 49 37 39 10 27 34 58 38 29 DR 32 25 24 10 34 33 10		
25. Rutledge, Michael S.	EX EX 41 39 44 10 DR 36 71 40 27 42 39 20 23 10 42 29 66 10		
26. Sampson, Eugene J.	24 77 40 31 49 10 41 38 68 38 26 40 41 25 25 10 34 27 54 10		
27. Smith, Vickie R.	45 83 37 38 46 10 36 75 44 26 48 49 25 29 10 42 36 61 DR 10		
28. St. James, Lester L.	48 68 37 19 44 10 36 52 28 28 40 25 29 10 41 30 DR 10		
29. Torrence, Jeremy D.	EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX EX		
30. Winston, Kristen R.	27 57 40 42 48 10 35 11 91 36 28 47 44 25 30 10 41 29 74 10		
31. Yoder, Jeremy D.	39 80 28 28 48 10 39 72 36 27 33 42 25 31 10 42 29 DR 10		
32. Murdock, Gerald J.	33 83 41 43 41 10 41 33 63 3 2 EX 3 EX 1 1 41 25 74 11		
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
AVERAGE SCORES:	38 20 55 9 43 25 38 19 25 130 39 79 N/A 81 127		
AVERAGE PERCENTS:	70 70 71 93 79 82 66 77 84 71 77 79 N/A 81 63		

Gradebook Page 2 (Right)

This genuine gradebook printout (the names have been changed to protect the innocent) speaks for itself, we think. Nevertheless, we do have a few good tips to help you use and maintain these invaluable *Making the Grade* documents:

1. Be sure to print out a **blank gradebook** as soon as possible and use it as your worksheet for recording scores away from your computer. Be as wild and carefree as you wish with these printouts, for you can always replace them with new, unsoiled editions.
2. **Never, never throw away old gradebook printouts**, even when you replace them with brand new ones. As the most contemporaneous record of your students' performance, they may someday be required to satisfy legal demands. Likewise, should the unthinkable occur—losing your hard drive **and** all backed up copies of your classes' data—they may be

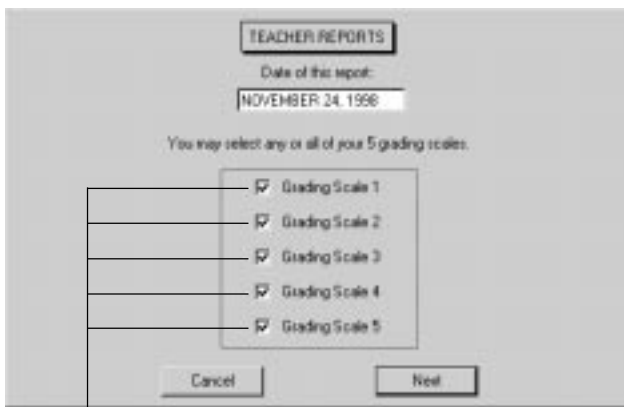
the only source available for rebuilding your destroyed computer files.

3. Make sure that when you enter a score or make a correction in your hardcopy gradebook that you make the same entry or correction in your computer record as well. A particularly inventive colleague in Chicago has a wonderful system for doing this: Using a neon highlighting marker, she strikes through any grade on paper that has **also** been saved to disk. No neon, no entry—simple, and the pattern works very well for her. Remember, putting a new score on paper is always just half the battle with *Making the Grade*.

■ Printing Grading Scales



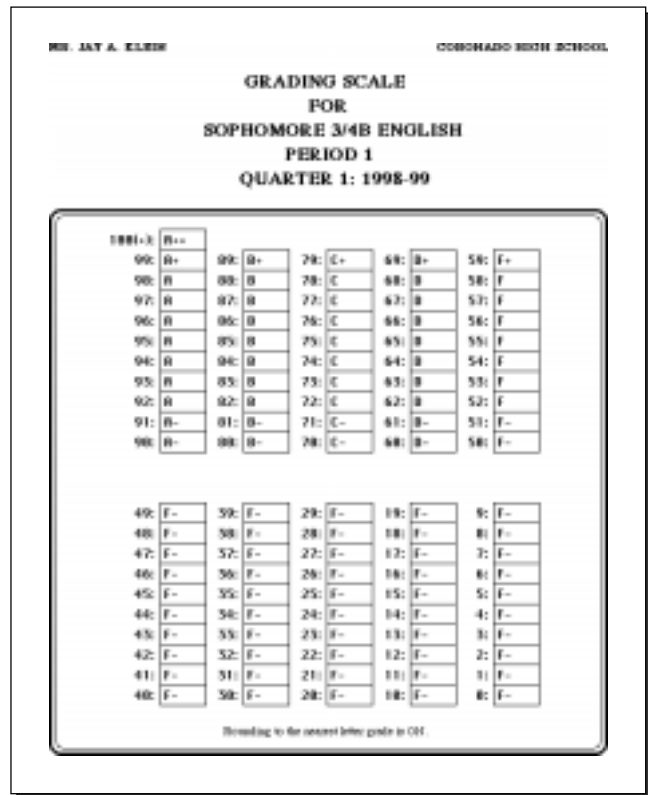
Even though these printouts appear under the **Teacher Reports** heading, they're really not for *you*. They're for your students and their parents, and we strongly recommend that you publish and post for public viewing—or for taking home—all grading scales employed in your classes. If you will recall, you may set up as many as five evaluation systems with *Making the Grade*, and it's here that you obtain the hardcopy layouts thereof.



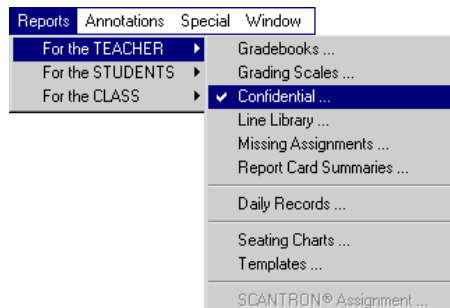
Grade Scale Printing Options

You may select and print any or all of the five *MtG* Grading Scales, even those which have not been set up officially. (Blank grading scales will print with empty boxes for all equivalent percentages, of course.) Experimenting in “educational reform” recently with a few of my more responsible students, I handed out a blank grading scale sheet, and asked them to design a new, more equitable system than the traditional **A** through **F** one. The resultant “recipes” were intriguing, clever, amusing, and often quite usable, I found. Without going into further detail, I heartily recommend this activity to you as a way to find out what is *really* on your students’ minds when it comes to their report cards. You *will* be enlightened.

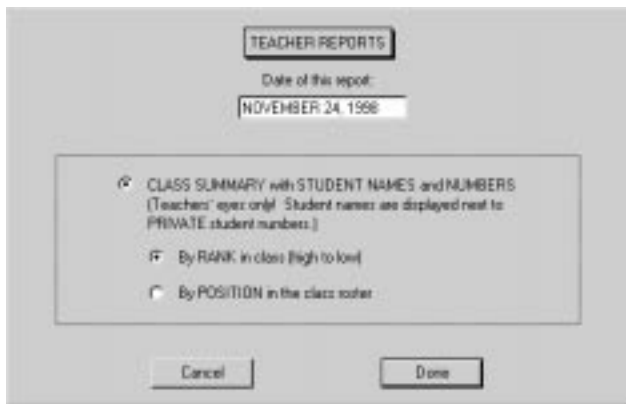
Grading Scale Sheet (for posting)



■ Printing Confidential Reports



We take great pride in the friendly, accountable look and feel of *Making the Grade*, but we cannot emphasize too strongly the sensitive, potentially dangerous nature of this one document. The options screen below reveals the problem: To the right of each student's name lies his or her I.D. Code/roster number. The combination of these two data may seem innocuous, but having this document fall into the wrong hands could pose serious legal problems—especially if you ever post student data. As a matter of fact, many universities and districts have recently forbidden this practice, primarily because of adverse court decisions based on **FERPA**, the Federal Educational Rights and Privacy Act. Access to students' academic and personal information is tightly controlled by federal mandate, so do be very careful to guard this sheet against all interlopers, foreign and domestic.



Teacher's Confidential Report Options

You will notice that there is no **Print by Student Number** option here, for this report will *always* contain Student Names *and* Numbers. (And therein lies the rub.) Your only choice at this point is whether to display such information in the recorded roster order (“as is”) or by rank, high to low. We use this report most often at official, district-level grade reporting time when #2 pencils and bubble sheets are the tools *du jour*. (Our fondest wish for your future, by the way, is to bury those good old days and enable you to report student progress to the powers that be via LAN-line or modem hookup. It's possible NOW!)

Confidential Report (for teachers' eyes only)

MR. INT. A. ELLER
COURMADO EDUCATIONAL

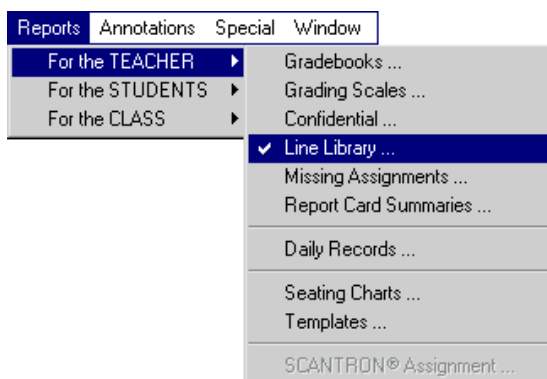
NOVEMBER 24, 1998
COURMADO I 1998-99

PERIOD 1
SOPHOMORE 3145 ENGLISH
CONFIDENTIAL CLASS SUMMARY

NUMBER OF STUDENTS CURRENTLY ENROLLED: 32
NUMBER OF ASSIGNMENTS RECEIVED THIS FAR: 38
CURRENT CLASS AVERAGE: 76.07%

STUDENT NAME	STUDENT NUMBER	GROUP CODE	GRADE	CP MARK	PERCENT GRADE	LETTER GRADE	POBYS	POBYS
1. Deak, Freddie E.	073-903-828	5-1000	1	SAP	93.29	A	R/A	R/A
2. Hurlington, Susan L.	056-426-934	5-1002	1	SAP	92.19	A	R/A	R/A
3. Glenn, Helen B.	124-822-388	5-1000	1	SAP	91.93	A	R/A	R/A
4. James, Beverly E.	743-713-829	5-100	1	SAP	90.40	B	R/A	R/A
5. Boston, Stephen E.	023-649-887	5-100	1	SAP	88.12	B	R/A	R/A
6. Cassell, James L.	695-826-965	5-100	1	SAP	86.40	B	R/A	R/A
7. Turman, David E.	300-628-028	5-100	1	SAP	84.31	B	R/A	R/A
8. Robinson, Michael E.	907-665-627	5-1000	1	SAP	83.65	B	R/A	R/A
9. Morgan, Donald T.	437-627-277	5-100	1	SAP	82.81	B	R/A	R/A
10. Powell, Jr., John C.	688-319-796	4-100	1	SAP	80.24	B-	R/A	R/A
11. O'Neary, Melvin E.	432-868-754	5-100	1	SAP	80.76	B-	R/A	R/A
12. Newton, Kristian E.	447-247-348	5-100	1	SAP	80.37	B-	R/A	R/A
13. Ruffner, Jason E.	292-864-579	5-1000	1	SAP	79.71	C+	R/A	R/A
14. De Goo, Holly E.	799-818-847	5-100	1	SAP	79.71	C+	R/A	R/A
15. Brown, Stacy E.	313-409-265	5-100	1	SAP	79.52	C+	R/A	R/A
16. Robinson, Richard E.	776-887-888	5-100	1	SAP	77.80	C	R/A	R/A
17. Wray, Timothy A.	297-245-265	5-100	1	SAP	76.60	C	R/A	R/A
18. Archer, Donald E.	023-828-828	5-1000	1	UNC	76.44	C	R/A	R/A
19. Garcia, Eugene F.	051-077-561	3-1000	1	SAP	76.20	C	R/A	R/A
20. Duggan, Eugene D.	494-848-889	5-100	1	SAP	74.33	C	R/A	R/A
21. Dr. James, Lester E.	517-578-861	5-100	1	SAP	73.56	C	R/A	R/A
22. Lee, Tamara C.	524-870-797	5-100	1	SAP	73.16	C	R/A	R/A
23. Raymond, Curtis E.	439-770-707	5-100	1	SAP	70.61	C	R/A	R/A
24. Tobey, Jeremy B.	097-376-248	5-100	1	SAP	70.18	C-	R/A	R/A
25. Wray, Malcolm E.	274-880-889	5-1000	1	UNC	70.00	C-	R/A	R/A
26. Dugan, Thomas L.	330-548-848	5-100	1	UNC	69.61	C-	R/A	R/A
27. Gyles, Krista A.	678-768-822	5-1000	1	UNC	64.86	B	R/A	R/A
28. Jenkins, Lynn T.	305-805-820	5-100	1	UNC	63.15	B	R/A	R/A
29. Boudin, Charles A.	438-733-828	5-100	1	UNC	62.80	B	R/A	R/A
30. Lamb, Jeffrey E.	055-404-895	4-1000	1	UNC	56.80	F	R/A	R/A
31. Knight, Barbara D.	881-828-228	5-1000	1	UNC	48.10	F-	R/A	R/A
32. [Name obscured]	122-707-212	5-100	1	UNC	39.4	D+	R/A	R/A

■ Printing the 100 Line Library

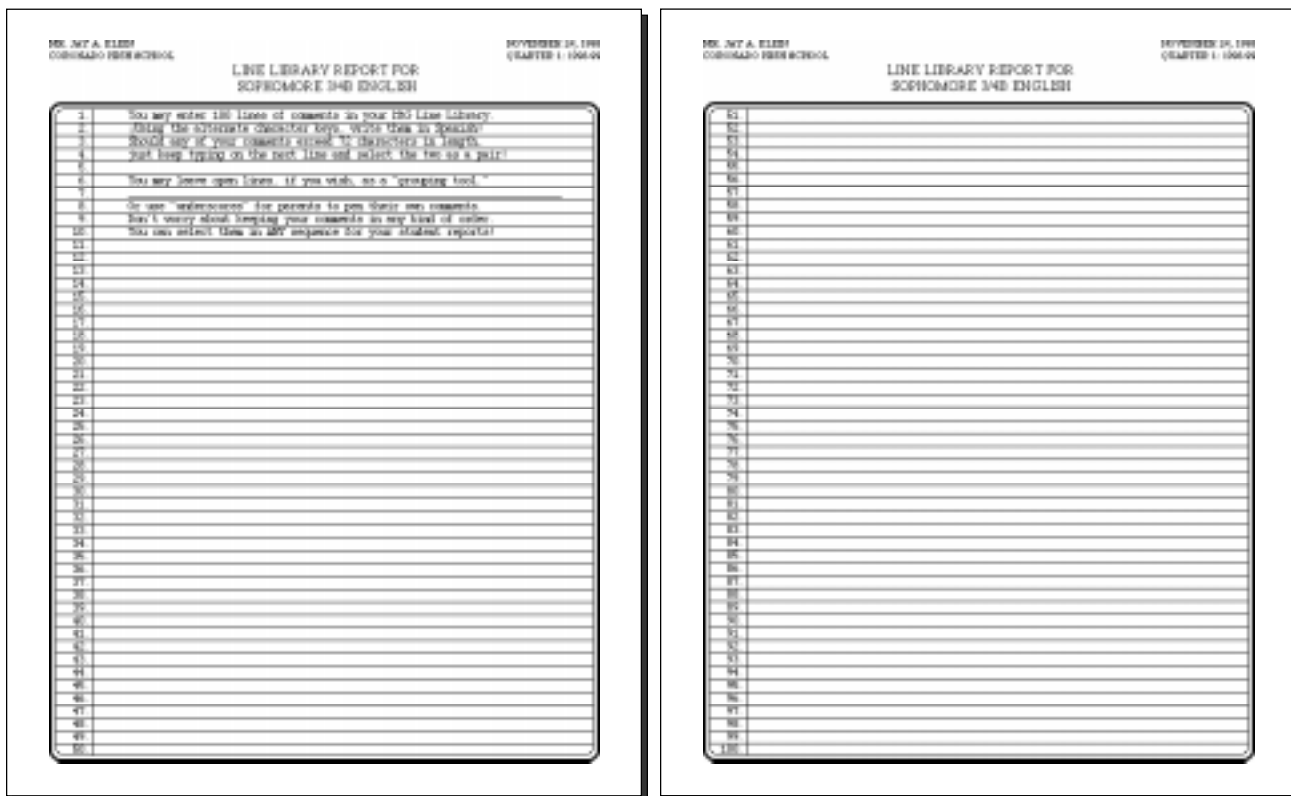


Printing the what? The Line Library, that's what—and for a full explanation of this program feature, you may wish to skip ahead to the **Special** section and find out exactly what it is you'd be printing here. (You just can't be too careful these days . . .)

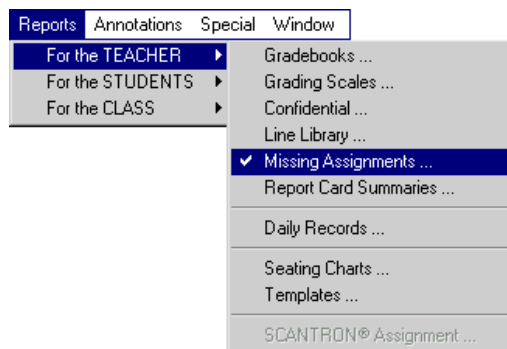
Like the **Confidential Class Report** described above, the **Line Library Printout** is useful only to you, the

author of this specialized bank of comments. We store your library within each class file, so the only way to lose your collection of remarks completely is to trash *all* previous gradebooks. You may print the comments from your Line Library at any time, of course, during or after its construction. Keep in mind, however, that the most useful of these documents *may* be a blank one—that is, one kept in your gradebook binder for recording remarks whenever they occur to you. As you can see in the sample below (a relatively empty one), the Line Library always appears in two-page format, containing room for 100 teacher-generated comments of 70 characters each.

A GREAT IDEA FROM AN ESTEEMED COLLEAGUE: Consider keeping three or four lines of just underscores (___) in your Line Library. When publishing student take home documents, append a question asking parents for feedback on their children or your class, and then attach the lines of underscores for their response. What a revolutionary concept: two-way progress reports!

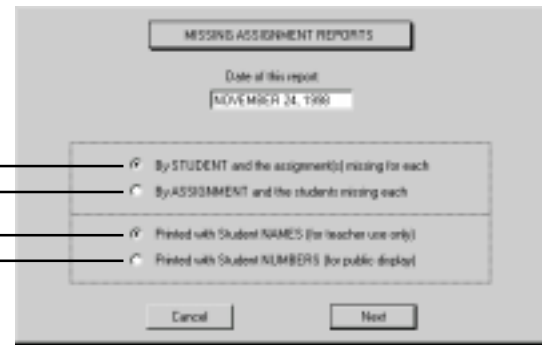


■ Printing Missing Assignments



Notifying students of incomplete or missing work has to be one of the most difficult tasks teachers must perform today. Such data rarely hold still long enough to be compiled accurately by even the most conscientious of educators, but with the help of *Making the Grade*, it is now child’s play. The first screen on the following page

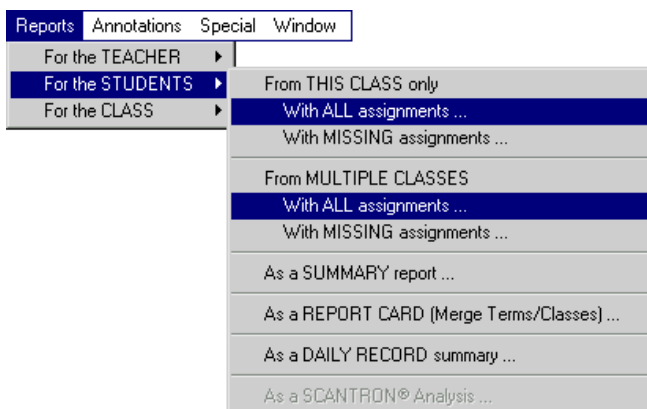
shows the four options available within this hardcopy feature: grouping missing assignments **by student** or **by assignment**, with **student names** or with **student numbers**. The left printout below focuses on individual students (by name) and enumerates the activities each has yet to complete. The right printout centers upon those assignments which have not been completed by at least one person in the class. If a student's name or assignment title does not appear in each of these documents, respectively, no unfinished work remains there. (I.D. numbers replace names when public posting is desired.)



MISSING ASSIGNMENTS SUMMARY	
PERIOD 1	
SCIENCE/ENGLISH	
Charles A. Bowler	13. PARENT SIGNATURE: Prog Report 1 [9/27] 27. PARENT SIGNATURE: Prog Report 2 [10/19]
James L. Chandler	18. Spelling/Vocab Unit 04 Homework [9/23]
Michael R. Dickerson	28. Spelling/Vocabulary Unit 06 Quiz [10/27]
Dwaine F. Garris	21. Spelling/Vocab Unit 07 Homework [10/11]
Kathleen R. Gray	4. Spelling/Vocab Unit 82 Homework [06/13]
Shary E. Howard	13. PARENT SIGNATURE: Prog Report 1 [9/27] 25. Spelling/Vocab Unit 08 Homework [10/17] 29. PARENT SIGNATURE: Prog Report 2 [10/19]
Stephen E. Horne	16. Spelling/Vocabulary Unit 06 Quiz [9/30]
Thomas L. Ingram	9. Spelling/Vocabulary Unit 03 Quiz [09/23]
Beverly H. Jones	15. Materials Check 3: LORD OF FLIES [10/25]
Lynn T. Jenkins	13. PARENT SIGNATURE: Prog Report 1 [9/27] 24. Spelling/Vocabulary Unit 7 Quiz [10/14] 27. PARENT SIGNATURE: Prog Report 2 [10/19]
Rebecca J. Knight	0. LORD OF THE FLIES: Reading Qz 1 [09/28] 9. Spelling/Vocabulary Unit 03 Quiz [09/23] 13. PARENT SIGNATURE: Prog Report 1 [9/27] 17. Spelling/Vocab Unit 04 Homework [10/25]

MISSING ASSIGNMENTS SUMMARY	
PERIOD 1	
SCIENCE/ENGLISH	
3. Spelling/Vocabulary Unit 01 Quiz [9/12]	Clara E. Raymond
4. Spelling/Vocab Unit 02 Homework [9/23]	Kathleen R. Gray
6. Spelling/Vocabulary Unit 2 Quiz [9/16]	John C. Foyell II Yolyn E. Smith LARRY L. ST. JAMES
7. Spelling/Vocab Unit 03 Homework [9/29]	Shary E. Howard
8. LORD OF THE FLIES: Reading Qz 1 [9/20]	Rebecca J. Knight
9. Spelling/Vocabulary Unit 03 Quiz [9/21]	Thomas L. Ingram Rebecca J. Knight
13. PARENT SIGNATURE: Prog Report 1 [9/27]	Charles A. Bowler Shary E. Howard Lynn T. Jenkins Rebecca J. Knight Kathleen R. Gray
16. Spelling/Vocabulary Unit 06 Quiz [9/30]	Stephen E. Horne
17. Spelling/Vocab Unit 06 Homework [10/25]	Rebecca J. Knight Thomas L. Ingram
18. LORD OF THE FLIES: Reading Qz 3 [10/21]	Rebecca J. Knight
19. Materials Check 3: LORD OF FLIES [10/25]	Beverly H. Jones

■ Printing Student Reports—The Long Forms



We're confident that you'll be pleased with the gradebook and other printouts designed specifically for your private use, but we also know that if the public reports, the ones which go home to parents, aren't even *more* impressive, all is for naught. Even in the field of education—*especially* here—we purveyors of learning must do everything we can to inform and please our customers. Therefore, *Making the Grade* pulls out all the stops when it comes to Student Reports. Without question, you'll discover more customizing options here than in any other part of the program.

Generating student reports, with or without assignments, is a four step process. Witness below:

1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.

Our proudest new feature!
“THE WORKS!”

This exciting concept in student progress reports was born in a moment of panic, actually, when a concerned parent appeared unannounced one day for a conference. I needed every bit of information I could lay my hands on—*immediately*—and had to beg a colleague to print the reports at right, one at a time, while I conferred with the visitor. At that time I envisioned the day when I could press a single button and instantaneously receive a packet of student information which looked as if it had been published by the district print shop. The screen at right and the sample printouts below are the fulfillment of that dream.

STUDENT REPORTS WITH ALL ASSIGNMENTS

Date of this report:

Please select the TYPES of reports you wish to print.

"THE WORKS!" [ALL of the report options shown below!]

A personalized COVER SHEET (with class, school, and teacher information)

- WITH student's picture (from the QuickCam® module)
- WITHOUT student's picture

 Each student's individualized GRADING SCALE
 A CHRONOLOGICAL listing of all assignments thus far
 A CATEGORICAL listing of all assignments (if applicable)


Step One: Selecting the Type of Report

Of course, you don't have to print the “big picture” every time—you can select any (or all) of the eight report options which comprise “The Works!”

Student Report 1: The Cover Sheet

AN ANALYSIS
OF
ACADEMIC PROGRESS
FOR

JAMES L. CHANCELLOR



PERIOD 1
SOPHOMORE 3/4B ENGLISH
QUARTER 1: 1998-99

PREPARED
BY
MR. JAY A. KLEIN

CORONADO HIGH SCHOOL
(719) 526-2800, EXT. 2530

You've seen a version of this page in the Teacher Reports section, but **these** documents are properly customized with each selected student's name.

Student Report 2: The Grading Scale

MR. JAY A. KLEINCORONADO HIGH SCHOOL

**GRADING SCALE 1
FOR JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1
QUARTER 1: 1998-99**

100(+):	A++				
99:	A+	89:	B+	79:	C+
98:	A	88:	B	78:	C
97:	A	87:	B	77:	C
96:	A	86:	B	76:	C
95:	A	85:	B	75:	C
94:	A	84:	B	74:	C
93:	A	83:	B	73:	C
92:	A	82:	B	72:	C
91:	A-	81:	B-	71:	C-
90:	A-	80:	B-	70:	C-
49:	F-	39:	F-	29:	F-
48:	F-	38:	F-	28:	F-
47:	F-	37:	F-	27:	F-
46:	F-	36:	F-	26:	F-
45:	F-	35:	F-	25:	F-
44:	F-	34:	F-	24:	F-
43:	F-	33:	F-	23:	F-
42:	F-	32:	F-	22:	F-
41:	F-	31:	F-	21:	F-
40:	F-	30:	F-	20:	F-

Rounding to the nearest letter grade is ON.

Student Report 3: With Assignments/Chronological

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1, 1998-99

JAMES L. CHANCELLOR
SOPHOMORE 3448 ENGLISH

FIGURE 1

Below is a listing of the assignments you have received thus far in this grading period and the scores you earned for each. If your records differ in any respect, please see me privately as soon as possible.

ASSIGNMENT	YOUR SCORE	AVERAGE SCORE	POINTS POSSIBLE	% LETTER GRADE
1. Author Identification Exercise [09/07]	30	75	30	110.0A+
2. PRETEST: Spelling/Vocabulary Dev [09/07]	N/A	N/A	0	N/A
3. Spelling/Vocab Unit #1 Homework [09/08]	41	38	41	100.0A+
4. Spelling/Vocabulary Unit #1 Quiz [09/12]	43	38	48	95.5A
5. Spelling/Vocab Unit #2 Homework [09/13]	46	42	58	90.0A+
6. Materials Check 1: Lord of Flies [09/14]	10	8	10	100.0A+
7. Spelling/Vocabulary Unit 2 Quiz [09/16]	48	35	50	96.0A
8. Spelling/Vocab Unit #3 Homework [09/19]	25	31	36	69.4D+
9. LORD OF THE FLIES: Reading Qx 1 [09/20]	79	66	84	84.0A+
10. Spelling/Vocabulary Unit #3 Quiz [09/21]	48	37	58	90.0A+
11. Spelling/Vocab Unit #4 Homework [09/23]	42	26	28	0.0F+
12. LORD OF THE FLIES: Reading Qx 2 [09/23]	48	38	54	82.3A+
13. Spelling/Vocabulary Unit #4 Quiz [09/27]	58	42	52	90.0A
14. PARENT SIGNATURE: Prog Report 1 [09/27]	25	19	25	100.0A+
15. Spelling/Vocab Unit #5 Homework [09/28]	29	27	31	93.5A
16. Materials Check 2: LORD OF FLIES [09/28]	10	8	10	100.0A+
17. Spelling/Vocabulary Unit #5 Quiz [09/30]	44	38	58	80.0B+
18. Spelling/Vocab Unit #5 Homework [10/03]	27	27	34	79.0C+
19. LORD OF THE FLIES: Reading Qx 3 [10/03]	88	88	88	77.2C+
20. Materials Check 3: LORD OF FLIES [10/05]	10	8	10	100.0A+
21. Spelling/Vocabulary Unit #6 Quiz [10/07]	52	38	54	96.3A
22. Spelling/Vocab Unit #7 Homework [10/11]	27	23	28	96.4A
23. LORD OF THE FLIES: Reading Qx 4 [10/12]	78	66	78	89.7A+
24. Materials Check 4: LORD OF FLIES [10/13]	10	8	10	100.0A+
25. Spelling/Vocab Unit #7 Quiz [10/14]	49	43	54	90.7A+
26. Spelling/Vocab Unit #8 Homework [10/17]	24	25	30	80.0B+
27. LORD OF THE FLIES: Reading Qx 5 [10/18]	42	38	58	72.4C+
28. PARENT SIGNATURE: Prog Report 2 [10/18]	23	25	30	76.6C+
29. Spelling/Vocabulary Unit #8 Quiz [10/21]	57	40	60	87.0B+
30. QUARTER 1: Vocabulary Final Test [10/21]	168	130	182	92.3A+
31. DISCUSS: "Essence of Leadership" [10/24]	40	39	50	80.0B+
32. LORD OF THE FLIES: Final Test! [10/25]	79	100	80	80.0B+
33. LORD OF THE FLIES: The Movie [10/26-27]	N/A	N/A	0	N/A
34. COMPOSITION 1: The Nature of Man [10/28]	81	100	79.0C+	
35. QUARTER 1: Spelling Final Test [10/28]	332	N/A	382	86.9B+
36. COMPOSITION 2: The Nature of Man [10/28]	164	127	200	82.0A+
37. QUARTER 1: Spelling Final Test [10/28]	N/A	N/A	N/A	86.0B+

TOTALS AND AVERAGES: N/A N/A N/A 96.0B+

ABBREVIATIONS:
 - = UNRECORDED (not handed in); () = MISSING (score assumed); ✓ = CREDIT (with no point value)
 ! = incomplete due to absence; ! = score reduced for lateness; * = highest score in this class!
 C+ = average mark substituted

JAMES L. CHANCELLOR, you have received 86.03% of the "weighted grade," and your grade is a B. Currently, you rank #6 in this class of 30. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

The **Average Scores** column is optional and may be deselected in Screen 3 of the Student Reports setup (described in full later).

The **parentheses** indicate that a score within has been officially dropped (by *Making the Grade*), and its point value has been subtracted from both the Points Earned (Your Scores) and Points Possible columns.

N/A = Not Applicable (has no computational value)

Abbreviations will appear on a student's report *only* if one (or more) of the *MtG* acronyms appears there. That is, **INC, DRP, √, EXC, TRU, CHT, score annotations, and customized letter grades** will be defined *only* if they have been used within a student's record. If not, they will never be mentioned, and no harm will be done.

Comments from your **100 Line Library** will appear here in the order you select them. Of course, if you include more remarks than can fit on one page, student reports will grow in whole-page increments.

The **Parent Signature Line** is optional also, but it's an element we know you'll use frequently during the year. It profits little to work so hard keeping the home front informed if you never get any feedback, right?

Another optional item, **Rank in Class** may be replaced by a student's current **Citizenship Mark**, or nothing at all.

The **Invitation to Call** line is optional too, but keep in mind that you won't be able to access this option if you haven't recorded a telephone number in your **Setup Info**.

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1, 1998-99

JAMES L. CHANCELLOR
SOPHOMORE 3448 ENGLISH

FIGURE 1

Below is a listing of the assignments you have received thus far in this grading period and the scores you earned for each. If your records differ in any respect, please see me privately as soon as possible.

CATEGORY: MATERIALS CHECKS
(5.0% of Cumulative Grade)

ASSIGNMENT TITLES	YOUR SCORE	AVERAGE SCORE	POINTS POSSIBLE	% LETTER GRADE
6. Materials Check 1: Lord of Flies [09/14]	10	10	10	100.0A+
16. Materials Check 2: LORD OF FLIES [09/28]	10	10	10	100.0A+
20. Materials Check 3: LORD OF FLIES [10/05]	10	8	10	100.0A+
24. Materials Check 4: LORD OF FLIES [10/13]	10	8	10	100.0A+

CATEGORY SUMMARY: 40 N/A 40 100.0A+

CATEGORY: SPELLING/VOCAB DEV
(10.0% of Cumulative Grade)

ASSIGNMENT TITLES	YOUR SCORE	AVERAGE SCORE	POINTS POSSIBLE	% LETTER GRADE
2. PRETEST: Spelling/Vocabulary Dev [09/07]	94	N/A	✓	N/A
3. Spelling/Vocab Unit #1 Homework [09/08]	41	38	41	100.0A+
4. Spelling/Vocabulary Unit #1 Quiz [09/12]	43	35	45	95.5A
5. Spelling/Vocab Unit #2 Homework [09/13]	45	42	50	90.0A+
7. Spelling/Vocabulary Unit 2 Quiz [09/16]	48	35	50	96.0A
8. Spelling/Vocab Unit #3 Homework [09/19]	25	31	36	69.4D+
10. Spelling/Vocabulary Unit #3 Quiz [09/21]	48	37	58	90.0A+
11. Spelling/Vocab Unit #4 Homework [09/23]	42	26	28	0.0F+
13. Spelling/Vocabulary Unit #4 Quiz [09/27]	58	42	52	90.0A
15. Spelling/Vocab Unit #5 Homework [09/28]	29	27	31	93.5A
17. Spelling/Vocabulary Unit #5 Quiz [09/30]	44	38	58	80.0B+
18. Spelling/Vocab Unit #6 Homework [10/03]	27	27	34	79.0C+
21. Spelling/Vocabulary Unit #6 Quiz [10/07]	52	38	54	96.3A
22. Spelling/Vocab Unit #7 Homework [10/11]	27	23	28	96.4A
23. LORD OF THE FLIES: Reading Qx 4 [10/12]	78	66	78	89.7A+
26. Spelling/Vocab Unit #8 Homework [10/17]	24	25	30	80.0B+
29. Spelling/Vocabulary Unit #8 Quiz [10/21]	57	40	60	87.0B+

CATEGORY SUMMARY: 576 N/A 662 87.0B+

CATEGORY: LITERARY ACTIVITIES
(15.0% of Cumulative Grade)

ASSIGNMENT TITLES	YOUR SCORE	AVERAGE SCORE	POINTS POSSIBLE	% LETTER GRADE
1. Author Identification Exercise [09/07]	33	31	30	110.0A+
9. LORD OF THE FLIES: Reading Qx 1 [09/20]	79	66	84	94.0A
12. LORD OF THE FLIES: Reading Qx 2 [09/23]	45	38	54	83.3B+
19. LORD OF THE FLIES: Reading Qx 3 [10/03]	68	55	58	77.2C+
23. LORD OF THE FLIES: Reading Qx 4 [10/12]	70	55	78	89.7A+
27. LORD OF THE FLIES: Reading Qx 5 [10/18]	42	38	58	72.4C+
32. LORD OF THE FLIES: Final Test! [10/25]	86	79	100	86.0B+

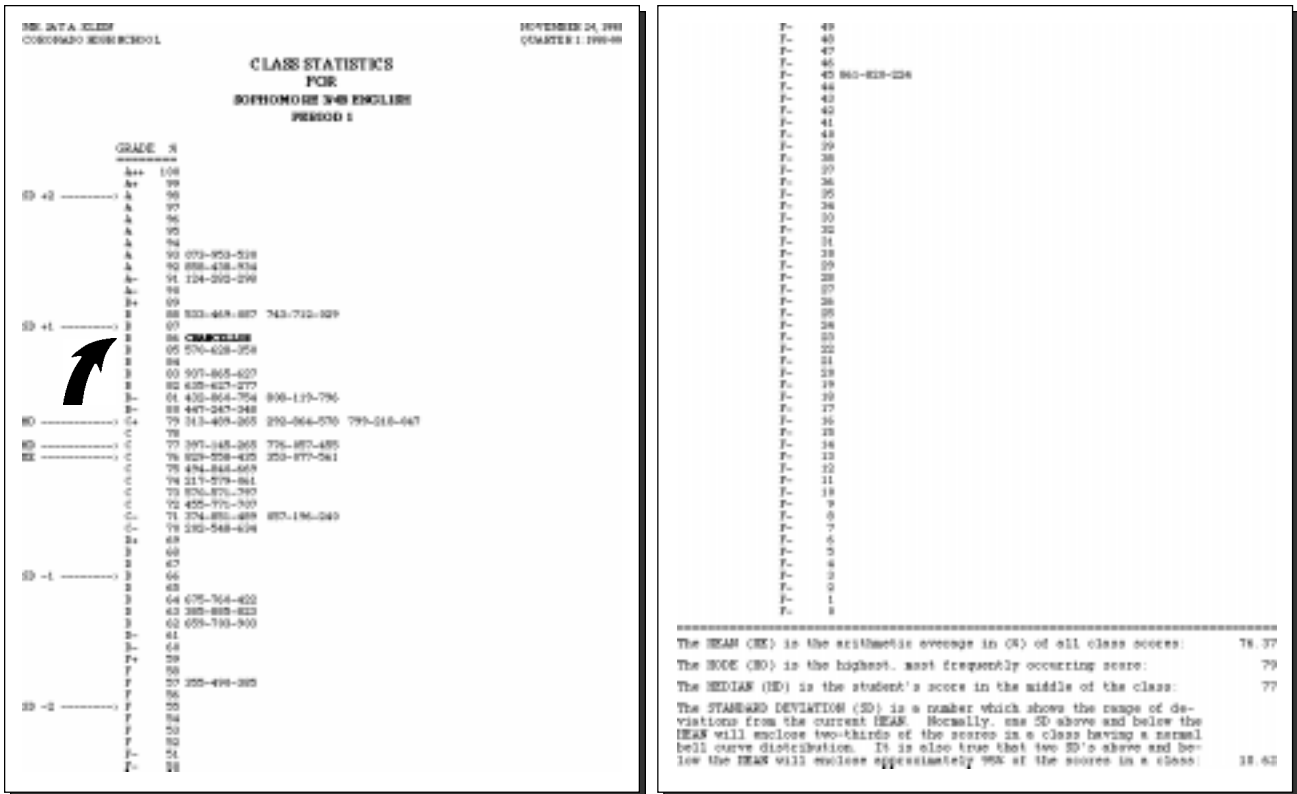
33. LORD OF THE FLIES: The Movie [10/26-27]	✓	N/A	✓	N/A
CATEGORY SUMMARY: 423 N/A 492 85.9A+				
CATEGORY: WRITING ASSIGNMENTS (15.0% of Cumulative Grade)				
34. COMPOSITION 1: The Nature of Man [10/28]	C+	81	100	79.0C+
CATEGORY SUMMARY: 79 N/A 100 79.0C+				
CATEGORY: ORAL PRESENTATIONS (10.0% of Cumulative Grade)				
31. DISCUSS: "Essence of Leadership" [10/24]	40	39	50	80.0B+
CATEGORY SUMMARY: 40 N/A 50 80.0B+				
CATEGORY: PARENT NOTIFICATIONS (5.0% of Cumulative Grade)				
14. PARENT SIGNATURE: Prog Report 1 [09/27]	25	19	25	100.0A+
28. PARENT SIGNATURE: Prog Report 2 [10/18]	()	19	(28)	N/A
CATEGORY SUMMARY: 25 N/A 25 100.0A+				
CATEGORY: QUARTER FINAL TESTS (20.0% of Cumulative Grade)				
30. QUARTER 1: Vocabulary Final Test [10/21]	168	130	182	92.3A+
35. QUARTER 1: Spelling Final Test [10/28]	164	127	200	82.0A+
CATEGORY SUMMARY: 332 N/A 382 86.9B+				
TOTALS AND AVERAGES: 576 N/A N/A 86.0B+				
ABBREVIATIONS: - = UNRECORDED (not handed in); () = MISSING (score assumed); ✓ = CREDIT (with no point value) ! = incomplete due to absence; ! = score reduced for lateness; * = highest score in this class! C+ = average mark substituted				
JAMES L. CHANCELLOR, you have received 86.03% of the "weighted grade," and your grade is a B. Currently, you rank #6 in this class of 31. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.				
PARENT SIGNATURE: _____ DATE: _____				

This hardcopy manipulation of a student's data file emphasizes performance within each of your predefined **categories**. The information displayed and the options available are identical to the report above, but the look and feel are decidedly different. This report can become very paper-intensive, by the way, if you've recorded a large number of assignments and are using bunches of categories.

If you've selected the **category with % Weights** option for this class, the specific weight for each category will appear *here*, immediately beneath each category title.

Student Report 4: With Assignments/Categorical

Student Report 5: The “Personalized” Class Histogram



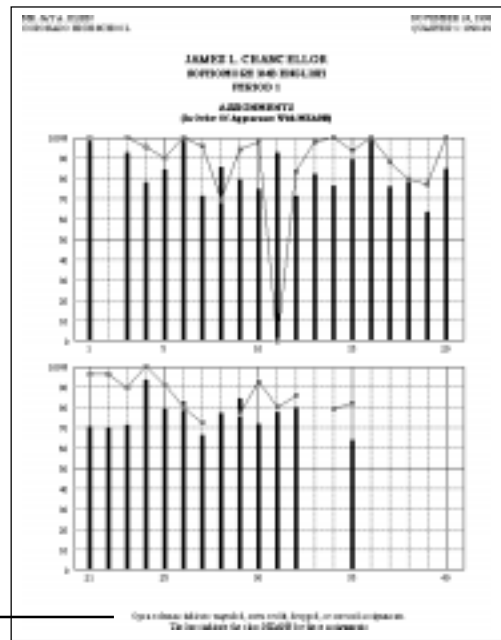
This graphic representation of a class’s overall performance is actually intended to feature an individual student. Look carefully on the **86%** line and you’ll see Jim Chancellor’s **name** prominently displayed in bold type among the other Student I.D. Codes. This unique presentation of class *and* individual academic standing has a “sister” printout in the **Class Reports** section, but those histograms appear only with **names** or **numbers**, never a mixture of the two. The report reveals the current class **mean**, **mode(s)**, **median**, and **standard deviations** and provides a simple definition of each of these terms for the uninitiated. For curiosity’s sake I often tape these two pages together (top to bottom) and turn the resulting document on its side. If a class is truly and completely normal (whatever that means)—and if you blur your eyes a little—you should be able to see a bell curve here, something like the one above.

The final report in “The Works!” series is the hardcopy version of the student performance graph (also found in **Display**). It can be printed as a single line graph or with accompanying class **mean**, **mode**, or **median**.

Note 1: If you’ve recorded 20 or fewer assignments for a student, only the top graph will be printed; thereafter, whole boxes of 20 will appear until the maximum of 320 scores is covered.

Note 2: We at Jay Klein Productions take great pride in making all of our printouts understandable-at-a-glance. Hence, we’ve provided a legend of sorts at the bottom of the page explaining why there may be gaps in a student’s graph and which parts of the display belong to whom—the student or the class. Still, you may find it worthwhile to look over this document with your students before they take it home.

Student Report 6: Line Graph (with MEAN)



1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.



Now that you've selected the type of reports you wish to print, it's time to choose those who are going to receive them. We default to the **EVERY student** option, but you may narrow your selection by picking **INDIVIDUAL STUDENTS**—or **entire groups**—of students. You'll soon discover that this latter option can be used beyond the printing feature as a filtering tool to identify, say, which third graders in the Robin Group on Grade Scale 1 are doing poorly academically *and* earning low behavior marks.

STUDENT REPORTS WITH ALL ASSIGNMENTS

Date of this report:
NOVEMBER 24, 1998

Please select the STUDENT GROUP for whom you wish to print these reports:

EVERY student in this class

INDIVIDUAL STUDENTS chosen by name

INDIVIDUAL STUDENTS chosen by grade percentage range, Group Code, Grading Scale, and/or Citizenship Mark

Cancel Previous Next

STUDENT REPORTS WITH ALL ASSIGNMENTS

Select students for whom you wish to print a report by clicking on names below. (A second click deselects the student.)

1. Archer	11. Ingram	21. Ogden	31. Yoder
2. Bowles	12. Jansen	22. O'Grady	32. Muzdud
3. Chancellor	13. Jenkins	23. Powell, Jr.	33. _____
4. Dickerson	14. Knight	24. Raymond	34. _____
5. Garcia	15. Kosterman	25. Rutledge	35. _____
6. Glenn	16. Lee	26. Sampson	36. _____
7. Gray	17. Lewis	27. Smith	37. _____
8. Howard	18. Mc_Cann	28. St_James	38. _____
9. Huntington	19. Morgan	29. Torrence	39. _____
10. Huston	20. Nuss	30. Winston	40. _____

Cancel Previous Next

Selecting specific students by name is child's play, of course, requiring only a little mousing around. Click on a last name to select it for printing, and click again to deselect. You will note that dropped students' names are dimmed and cannot be chosen for printing. Those teachers who are fortunate (?) to have more than 40 students in a class will see an active scroll bar at the right of the screen—the rest of us will just have to imagine how displaying the second group of 40 works.

The Making the Grade "Filtering System"

Need to print progress reports for sophomore football players in danger of losing athletic eligibility? Want to find out which sixth graders are candidates for the honor roll? Curious to see which students on each of your five grading scales have A's at this time? Then this feature is for you!

You may enter as many as five criteria to select the students for whom you wish to print a report. In this example I'm searching for sophomore athletes (J10) in my traditional grading system (GS 1) who are failing academically (0-59%) and have exhibited less than satisfactory behavior in class (UNS). See how easy it is? Keep in mind that we will select only those students who match your criteria *exactly*, so consider your combinations carefully.

Print reports only for those students having total scores:

Greater Than or Equal To %

And Less Than Or Equal To %

in Group Code

and Grading Scale

and Citizenship Mark

Cancel Previous Next

1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.

You'll note that the sample Student Report 3 (with chronological listing of all assignments) shown earlier in this section features this option. If selected, the numerical **mean** for each assignment will appear between the **Points Earned** and **Points Possible** columns for each student.

The screen which follows this one contains four additional options: **Your TELEPHONE # with an INVITATION TO CALL, A PARENT SIGNATURE line with DATE of notification, MULTIPLE reports per page (WHOLE only), and NO report for students with NO missing assignments.**

Please note that you may include **one** of these two items in your students' reports, but not both.

Very little needs to be said about appending comments to student reports, for all you have to do here is point and click. Keep in mind the following insider tips, however:

1. Should you need to correct or add a comment to your Library, you need not return to the **Special** menu to do so—just click this shortcut button.
2. Comments will be printed on student reports **in the order chosen**. You may skip all over your Library as you select comments, and we will indicate the order in which they will be stacked in the footer. (Don't worry—if you make a mistake or wish to reorder your selections, just click **Clear Selections** and start over.)

BILINGUALISM LIVES!

This final option in printing student reports is, potentially, a public relations *tour de force*. (Oops, wrong tongue . . .) If you've entered your class setup information and assignment titles in Spanish—in fact, even if you haven't—you can now send home student reports fully (or partially) translated into America's second favorite language. Even if you're not remotely versed *en Español*, a click of the button at right will automatically translate all *MtG* fixed text.

Keep in mind that missing assignment reports like the one below (right) are *not* the exclusive property of foreign language specialists. Unless one teaches in the West and Southwest, it can be surprising how many parents, aunts, uncles, and grandparents speak Spanish, exclusively, at home. Therefore, we recommend that among the myriad other tasks you perform at the beginning of each term that you ask students if anyone at home (or abroad) would benefit from your new bilingual tool. Assign these children a **Group Code** letter of **S** (for example), “filter” the roster for everyone in that group, and then click the Spanish language button for their reports.

Student Report 7: With Missing Assignments in English

Student Report 8: With Missing Assignments in Spanish

MR. JAY A. KLEIN
COLORADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1 1998-99

Rebecca J. Knight
SUPERVISOR FOR ENGLISH
PERIOD 3

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any aspect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TEST SCORE	AVAIL. POINTS	PERCENTAGE	LETTER GRADE
9. LORD OF THE FLIES: Reading Q4 1 [09/26]	1	66	94	0.94-F
10. Spelling/Vocabulary Unit 03 Quiz [09/23]	1	37	90	0.90-F
14. PARENT SIGNATURE: Frag Report 1 [09/27]	1	19	25	0.25-F
18. Spelling/Vocab Unit 04 Homework [10/03]	1	27	34	0.34-F
19. LORD OF THE FLIES: Reading Q4 2 [10/03]	1	66	90	0.90-F
20. Materials Check 3: LORD OF FLIES [10/06]	1	8	10	0.10-F
21. Spelling/Vocabulary Unit 04 Quiz [10/07]	1	38	94	0.94-F
22. LORD OF THE FLIES: Reading Q4 4 [10/12]	1	66	78	0.78-F
23. PARENT SIGNATURE: Frag Report 2 [10/19]	1	19	25	0.25-F

ABBREVIATIONS:
 * MISSING (not tested for) 1 = incomplete due to absence.

Rebecca J. Knight, you have received 45.10% of the "weighted grade," and your grade is an F-. Currently, you rank #31 in this class of 31. Please call me at (719) 528-2500. Ext. 2530 if I can be of further help.

PARENT SIGNATURE _____ DATE: _____

MR. JAY A. KLEIN
COLORADO HIGH SCHOOL

NOV 1, 1998
QUARTER 1 1998-99

Jeffrey P. Lewis
SUPERVISOR FOR ENGLISH
PERIOD 3

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any aspect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TEST SCORE	AVAIL. POINTS	PERCENTAGE	LETTER GRADE
21. Spelling/Vocabulary Unit 04 Quiz [10/07]	1	38	54	0.54-F
23. LORD OF THE FLIES: Reading Q4 5 [10/18]	1	38	50	0.50-F

ABBREVIATIONS:
 * MISSING (not tested for) 1 = incomplete due to absence.

Jeffrey P. Lewis, you have received 56.83% of the "weighted grade," and your grade is an F. Currently, you rank #32 in this class of 31. Please call me at (719) 528-2500. Ext. 2530 if I can be of further help.

PARENT SIGNATURE _____ DATE: _____

MR. JAY A. KLEIN
COLORADO HIGH SCHOOL

NOVEMBER 24, 1998
1 = SEMESTRE 1991

REBECCA J. KNIGHT
SUPERVISOR
1 = PERIODO

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any aspect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TEST SCORE	AVAIL. POINTS	PERCENTAGE	LETTER GRADE
9. Frase: Los verbos ser/cólar [27/09/91]	1	25	35	0.35-F
10. Composición de la lectura #2 [30/09/91]	1	74	100	1.00-F
14. Frase de los pedes #1 ✓ [27/10/91]	1	16	25	0.25-F
18. Preparación orales número 2 [16/10/91]	1	39	90	0.90-F
19. Komen Capítulo dos 20 21-48 [21/10/91]	1	70	118	0.90-F
20. Vocabulario Unidad 2 Grijales [23/10/91]	1	22	30	0.30-F
21. Tópico orales: «Los Cochinos» [24/10/91]	1	25	40	0.40-F
23. Tópico orales: «El gobierno» [12/11/91]	1	23	40	0.40-F
25. Frase: Geografía de Chile [19/11/91]	1	32	45	0.45-F

ABBREVIATIONS:
 * MISSING (not tested for) 1 = no available debido a ausencia.

REBECCA J. KNIGHT, you have received 48.79% of the available points, and your grade is an F-. Currently, you rank #31 in this class of 31. Please call me at (719) 528-2500. Ext. 2530 if I can be of further help.

PARENT SIGNATURE _____ DATE: _____

MR. JAY A. KLEIN
COLORADO HIGH SCHOOL

NOVEMBER 24, 1998
1 = SEMESTRE 1991

JEFFREY P. LEWIS
SUPERVISOR
1 = PERIODO

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any aspect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TEST SCORE	AVAIL. POINTS	PERCENTAGE	LETTER GRADE
21. Tópico orales: «Los Cochinos» [24/10/91]	1	25	40	0.40-F
24. Película: «Via de Inocencia» [20/11/91]	1	N/A	✓	N/A
25. Tópico orales: «El gobierno» [12/11/91]	1	23	40	0.40-F

ABBREVIATIONS:
 * MISSING (not tested for) 1 = no available debido a ausencia.

JEFFREY P. LEWIS, you have received 61.96% of the available points, and your grade is a D-. Currently, you rank #32 in this class of 31. Please call me at (719) 528-2500. Ext. 2530 if I can be of further help.

PARENT SIGNATURE _____ DATE: _____

■ Printing Student Reports—The Short Forms

Reports Annotations Special Window

- For the TEACHER ▶
- For the STUDENTS ▶**
 - From THIS CLASS only
 - With ALL assignments ...
 - With MISSING assignments ...
 - From MULTIPLE CLASSES
 - With ALL assignments ...
 - With MISSING assignments ...
 - As a SUMMARY report ...**
 - As a REPORT CARD (Merge Terms/Classes) ...
 - As a DAILY RECORD summary ...
 - As a SCANTRON® Analysis ...
- For the CLASS ▶

Once you have mastered the previous segment of *Making the Grade* (and what's to master?), you'll find yourself even more at home here. The processes for selecting students, report options, and Line Library comments are virtually identical to those above—only the look, feel, and scope of the data reported differ.

Student Report 9: Without Assignments (Total Points)

MR. JAY A. ELDY
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER I: 1998-99

JAMES L. CHANCELLOR
ROSEMOUNT HIGH ENGLISH
PERIOD 1

POINTS EARNED: 86
POINTS POSSIBLE: 176

JAMES L. CHANCELLOR, you have received 86.52% of the available points, and your grade is a B-. Currently, you rank #6 in this class of 31. Please call me at (719) 520-2900, Ext. 2930 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. ELDY
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER I: 1998-99

MICHAEL R. DICKERSON
ROSEMOUNT HIGH ENGLISH
PERIOD 1

POINTS EARNED: 79
POINTS POSSIBLE: 176

MICHAEL R. DICKERSON, you have received 79.62% of the available points, and your grade is a B-. Currently, you rank #11 in this class of 31. Please call me at (719) 520-2900, Ext. 2930 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. ELDY
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER I: 1998-99

EUGENE F. GARCIA
ROSEMOUNT HIGH ENGLISH
PERIOD 1

POINTS EARNED: 88
POINTS POSSIBLE: 176

EUGENE F. GARCIA, you have received 74.17% of the available points, and your grade is a C-. Currently, you rank #19 in this class of 31. Please call me at (719) 520-2900, Ext. 2930 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

This report is available no matter what grading system you use: Total Points, Total Points with Categories, or Weighted Categories.

Student Report 10: Without Assignments (By Category)

MR. JAY A. ELDY
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER I: 1998-99

JAMES L. CHANCELLOR
ROSEMOUNT HIGH ENGLISH
PERIOD 1

ASSIGNMENT CATEGORIES	POINTS EARNED	POINTS POSSIBLE	CURRENT %	LETTER GRADE
INTERNAL CHECKS	40	40	100.00	A++
SPELLING/VOCA. DEV	87.6	88.2	97.91	B
LITERARY ACTIVITIES	42.3	48.2	86.98	B
WRITING ASSIGNMENTS	79	100	79.00	C+
ORAL PRESENTATIONS	0	0	0.00	D-
GRAMMAR EXERCISES	0	0	N/A	N/A
COMPUTER LITERACY	0	0	N/A	N/A
PARENT NOTIFICATIONS	25	25	100.00	A++
QUARTER FINAL TESTS	332	382	86.91	B

JAMES L. CHANCELLOR, you have received 86.52% of the available points, and your grade is a B-. Currently, you rank #6 in this class of 31. Please call me at (719) 520-2900, Ext. 2930 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. ELDY
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER I: 1998-99

MICHAEL R. DICKERSON
ROSEMOUNT HIGH ENGLISH
PERIOD 1

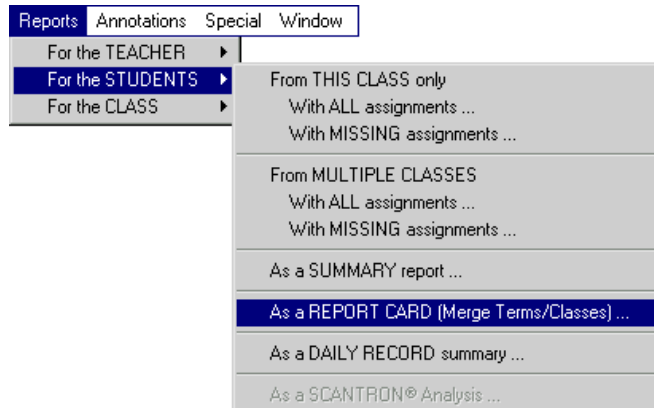
ASSIGNMENT CATEGORIES	POINTS EARNED	POINTS POSSIBLE	CURRENT %	LETTER GRADE
INTERNAL CHECKS	40	40	100.00	A++
SPELLING/VOCA. DEV	84.6	88.2	92.58	D
LITERARY ACTIVITIES	37.9	48.2	77.83	C
WRITING ASSIGNMENTS	86	100	86.00	D
ORAL PRESENTATIONS	45	50	90.00	A-
GRAMMAR EXERCISES	0	0	N/A	N/A
COMPUTER LITERACY	0	0	N/A	N/A
PARENT NOTIFICATIONS	26	26	100.00	A++
QUARTER FINAL TESTS	276	382	72.25	C

MICHAEL R. DICKERSON, you have received 79.62% of the available points, and your grade is a B-. Currently, you rank #11 in this class of 31. Please call me at (719) 520-2900, Ext. 2930 if I can be of further help.

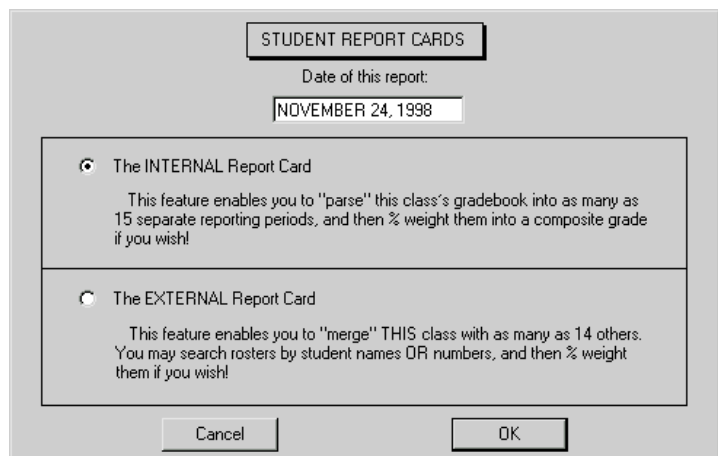
PARENT SIGNATURE: _____ DATE: _____

This report is available only if you have set up the class with Categories (Weighted or with Total Points).

■ Printing Student Reports—The Report Cards



There are only two requirements for utilizing the *Making the Grade Report Card* to its fullest capacity—the courage to experiment a little, and a good imagination. Picture, for instance, “parsing” a single class’s gradebook into as many as 15 different reporting units: First Five Weeks, Second Five Weeks, First Quarter (overall), Third Five Weeks, Fourth Five Weeks, Second Quarter (overall), First Semester (overall), and more. Or, picture searching through student data in as many as fifteen separate classes and then combining (and weighting if you wish) the results into a single, comprehensive report. Well, with the *MtG Internal and External Report Cards* these images are now a reality.



THE INTERNAL REPORT CARD

Of the two *MtG* Report Card formats, the “self-contained” option is easily the more elegant and simple to use (in our opinion). That is so because the operational and logical restrictions placed on its use are almost nil. If you can *imagine* an interesting and informative way to divide up your gradebook into micro or macro subsections, you can *publish* it—even if such parts overlap, even if they contain no points, even if they are weighted or are for “credit” only.

Grading Period Title	Assignment Range	% Weight	% Total
QUARTER 1: 1998-1999	1 through 35		
QUARTER 2: 1998-1999	36 through 72		
SEM I FINAL: PART A	73 through 73		
SEM I FINAL: PART B	74 through 74		
SEM I FINAL: PART C	75 through 75		
TOTAL SEM I FINAL	73 through 75		
SEMESTER I COMPLETE	1 through 75		

The only minor requirement for the *MtG* Internal Report Card is that you identify at least ONE active grading period within your gradebook. This grouping doesn’t even have to include the full range of assignments recorded thus far. That is, if your gradebook currently contains 75 scores (above) and you wish to report only Assignments 1-35, we’ll support that decision. Likewise, if you wish to analyze student performance by skill unit, by week, by quarter, by semester—or any other combination—**please do so!** You don’t even have to change the display/report range of your gradebook to effect a completely new analysis of achievement in your class.

THE EXTERNAL REPORT CARD

The rules governing the external report card are more restrictive than its internal counterpart, but the power to combine student data from as many as 50 classes makes it worthwhile. What *are* these restrictions? Actually, there’s but one: **Students’ NAMES or NUMBERS must be IDENTICAL in all classes if we are to find and include them in the report.**

The first class shown in each Report Card is the gradebook currently in use, but you may include as many as **49 additional classes**—in any order you wish. Just click **Add**, then **Open**, to build the list of classes from which we analyze student data. Keep in mind that if we don’t find someone in a class, we’ll skip just *that* file and print all other relevant information, anyway.

In addition to the options above, we offer two features to make your Report Cards easier to build and customize than ever. **First**, we let you choose which **Grading Scale** we use to compute scores in each class, and **second** we let you choose the criteria used to locate students in those classes. We suggest that you elect the **Student Number** option here, unless you employed the **Import** button when setting up your rosters. If not, an innocent typing mistake can easily exempt someone from the selection process.

This sample external report card for Kathleen R. Gray began with her **English/Semester 2** class as the master roster for *MtG* “search and identify” routines. The program found her **student number** in five other classes, and her achievement in each was included. **Grading Scale 1** from the master roster was chosen for its letter grade equivalents, and, because the six classes were not weighted, a blank **teacher comment line** followed each set of data. **Invitation to call** and **parent signature** options were included, as were three sets of Line Library underscores for parent feedback.

MR. JAY A. ELLER
CORONADO HIGH SCHOOL
NOVEMBER 24, 1998
QUARTER 1 1998-99

**CORONADO HIGH REPORT CARD
KATHLEEN R. GRAY**

SELECT CLASS TITLE/TERM	POINTS EARNED	POINTS POSSIBLE	PERCENT	LETTER GRADE	GRADE	TEACHER COMMENTS
English/Semester 2	430	500	86.00	B		
Mathematics/Semester 2	300	300	100.00	A		
Reading/Semester 2	300	300	100.00	A		
Science/Semester 2	200	200	100.00	A		
Social Studies/Semester 2	200	200	100.00	A		
Spelling/Semester 2	200	200	100.00	A		

Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

This second external report card for Stacey E. Howard also began with his **English/Semester 2** class, but in this document the program preserved the **unique grading scales** set up within the other classes. That is, his grade in English/Semester 2 was reported as a **B**, while his other grades range from a “**3.0**” in Mathematics to a “**£**” in Science. Each class was assigned a % weight, and using the weighted arithmetic mean formula, an overall grade of **B-**, taken from master class Grade Scale 1, was determined. The rest of the report card is identical to that for Kathleen Gray, above.

MR. JAY A. ELLER
CORONADO HIGH SCHOOL
NOVEMBER 24, 1998
QUARTER 1 1998-99

**CORONADO HIGH REPORT CARD
STACEY E. HOWARD**

SELECT CLASS TITLE/TERM	POINTS EARNED	POINTS POSSIBLE	PERCENT	LETTER GRADE	GRADE	WEIGHTING	CONTRIBUTION TO OVERALL GRADE
English/Semester 2	430	500	86.00	B		20.00%	17.20%
Mathematics/Semester 2	300	300	100.00	A		16.67%	16.67%
Reading/Semester 2	300	300	100.00	A		16.67%	16.67%
Science/Semester 2	200	400	50.00	£		20.00%	10.00%
Social Studies/Semester 2	200	200	100.00	A		16.67%	16.67%
Spelling/Semester 2	200	200	100.00	A		16.67%	16.67%

Your composite grade for these 6 subjects is 80.00%, which is new a B-.

Please call me at (719) 520-2500, Ext. 2530 if I can be of any further help.

PARENT SIGNATURE: _____ DATE: _____

■ Printing Class Reports



Almost finished! In truth, you’ve already seen these reports in one form or another elsewhere, so brevity shall rule.

CLASS REPORT BY TABLE

Date of this report: NOVEMBER 24, 1998

For the GRADING PERIOD For a SINGLE ASSIGNMENT
 For a CATEGORY or CATEGORIES

With STUDENT NAMES With STUDENT NUMBERS (for posting by roster position or I.D. codes)

LAST NAMES first FIRST NAMES first

By CURRENT ROSTER ORDER Use Master Class's grading scale
 ALPHA-NUMERICALLY
 RANDOMLY (I.D. numbers only)
 By RANK in class (first to last)

Cancel Next

The printing options at left should seem familiar, for they’re almost identical to those for printing your gradebook. The only difference is that you may print a class summary sheet for the **entire grading period, an assignment, a grading category, or multiple classes.**

I’ve found over the years that posting the gradebook and *this* report (by student number, of course) every Monday morning has a positive impact on my students. They invariably crowd around the bulletin board, “scoping it out” and even “high/low-fiving” each other when they see the results. Students *want and need* to be informed, I believe—even of bad news.

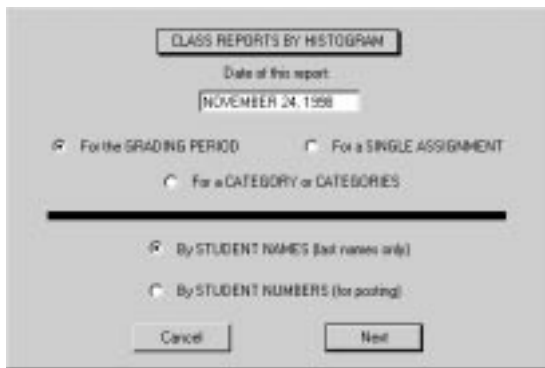
Class Report 1: For the Grading Period/By Rank

Class Report 2: For a Single Assignment/By Rank

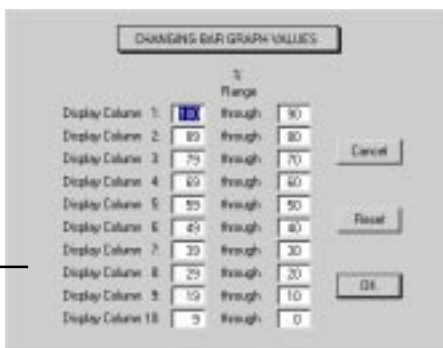
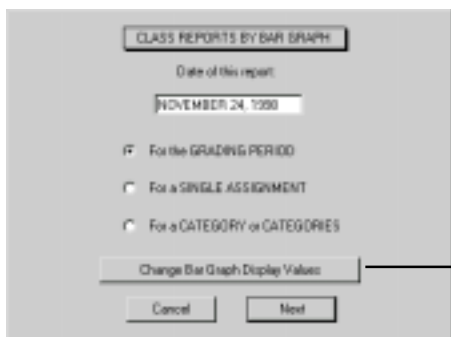
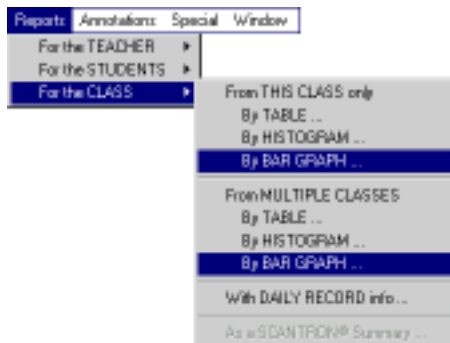
This summary information pertains to **active students** only. All scores for **dropped students** have been removed from these totals.

Class Report 3: For All Categories/By Roster

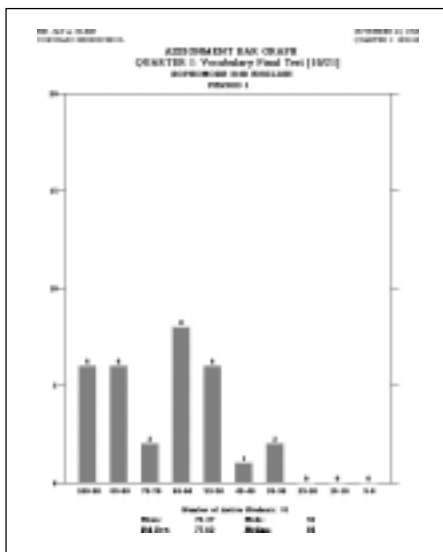
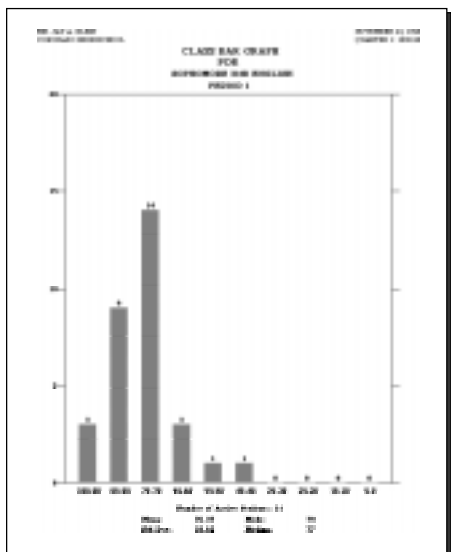
Selecting the third hardcopy option here enables you to obtain class data for a specific category (**SPELLING/VOCAB DEV** above) or for **ALL** categories within a class's setup (the **Print a summary sheet** box). This latter document can be printed by **student name** or **number**, by **roster order** or by **rank in class**, of course.



You have read about and seen the *Making the Grade* histograms in “The Works!” (page 60), so, true to our promise, we shall be brief once again. You may print any one of five histogram formats here: for the entire **grading period**, for a **single assignment**, for a **category or categories**, with **student names**, or with **student numbers**. Experience over the years has shown that you’ll print more of the **grading period with student numbers histogram** than any other, for once students see this report, they want to see it with current data as often as possible. I think they respond to the graphic nature of the document—or perhaps it’s closer to MTV than the other reports. Who knows?

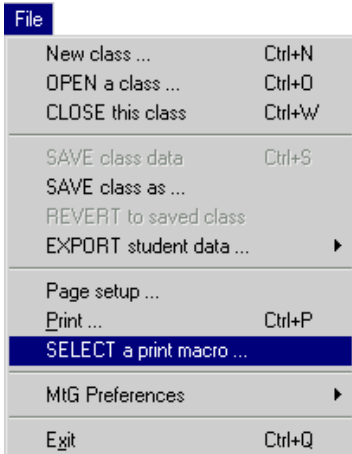


Making the Grade’s bar graph printouts are among the most powerful and revealing documents offered for analyzing a single class’s (or multiple classes’) academic performance. You may display information for the current **grading period**, for a **single assignment**, or for an **assignment category** (or categories).



Each bar graph document reveals the number of students falling into any of ten percentage ranges of your design. Click the **Change Bar Graph Display Values** button (above left) to reveal the program’s default values: the “usual” 10 columns of 10% each (above right). Feel free to edit any or all of these ranges right away to reflect your personal grading system, and then let your imagination run wild. Whatever your needs may be here—from cumulative grade groupings to those for a single assignment—they’re all yours!

Print Buffers and Macros

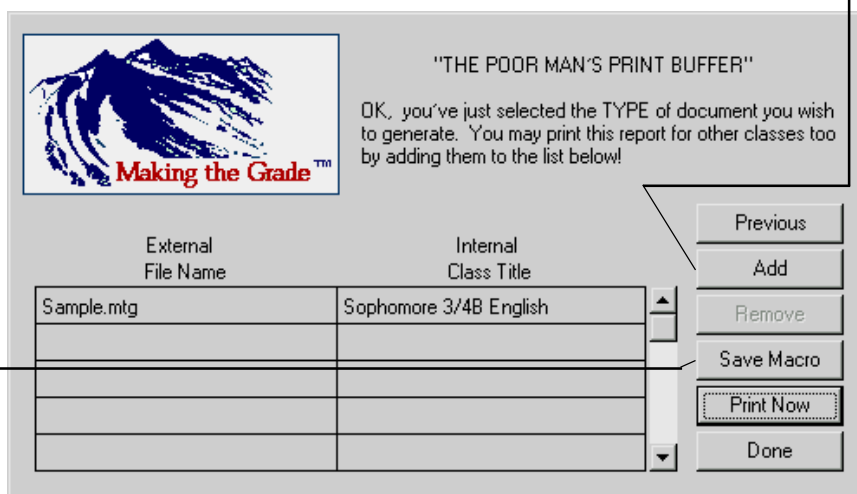


We've saved the best news for last in this part of the documentation, for if saving your precious time is worth its weight in gold, this feature is 24 carat bullion. In the early days of *Grade Busters 1/2/3* we termed this function "The Poor Man's Print Buffer"—primarily because it was our economical software substitute for a lot of expensive hardware RAM. And now the tradition continues into the PC generation

You'll note in the screen below that each time you select a TYPE of report to print that we encourage you to select as many as 14 other classes from which to print the same document. Click the **Add** button to locate the other gradebook files from which you wish to print—and stand back while your PC and printer do their thing.

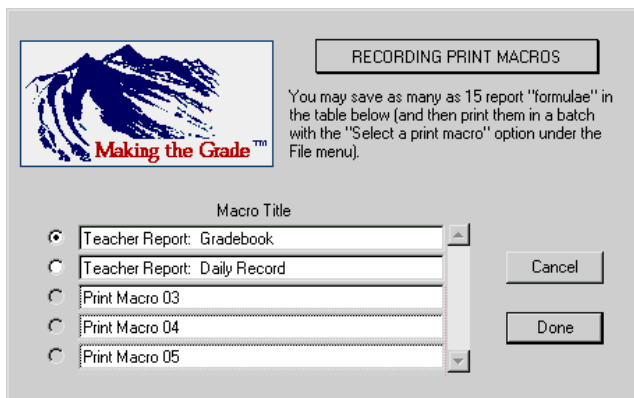
Time-Saver Part II

Once you've set up your first *MtG* document and printed it for all applicable classes, permit us to file that hardcopy "recipe" deep within our print storeroom. All you must do to record the specific setup details for each of your favorite reports is to click the **Save Macro** button on the right of this screen, and then enter a title in the space provided. (You have 47 characters with which to label each macro here, so why not record something *really* descriptive like **Monday Morning Gradebook For Students/√Marks?**) Keep in mind that you may save as many as 15 of these jewels for future use; once you come up with a 16th, however, you must enter its title on top of the least used of the previous 15. Sorry, but there's a limit to all good things.



Time-Saver Part III

When the time comes to print your next set of *MtG* reports, all you must do is click the **File** menu (above), slide down to **Select a print macro**, and have a go. (We trust that all option buttons are self-explanatory, so be bold and investigate!)



TIPS

TRICKS

TRADE
SECRETS

and more TROUBLESHOOTING

A TIP (OR TWO)!

Updating Printer Drivers

If you're a really brave person (and as a teacher you *must* be), ask the following question of a software customer service representative sometime: "What was the most frequent problem you encountered with customers on the phone or Internet today?" Now, after that person has calmed down a bit, you'll probably hear something like, "Printer problems, printer problems . . . it's always printer problems!" And almost always the source of such difficulties is obsolete or damaged **printer drivers**—critical files that usually reside within the main Windows system folder ("My Computer") in **Printers** or even **Control Panel**.

FYI: Updating your PC with the latest system software can corrupt or antique existing drivers, so your printer can be disabled even with the best of intentions. That's the bad news. The *good* news is that obtaining the latest *working* printer drivers is only an Internet connection away for most of us, as evidenced by the sample website screens below. Whenever your printer fails to respond as it should, start your detective work at locations like these from the Big Four of the printer world: Apple Computer, Canon, Epson, and Hewlett Packard.

The URLs shown below were accurate at the time of this document's publication, but you may have to do a little additional investigative work as Internet locations and websites evolve over the months and years ahead. (Down with link rot!) All you'll need to know when you visit these pages is the specific model number of your printer and its current driver number. Good hunting!



http://www.swupdates.info.apple.com/cgi-bin/http_lister.pl?Apple.Support.Area/Apple.Software.Updates/US/Macintosh/Printing



<http://www.usa.canon.com/support/files/index.html>





<http://www.epson.com/support/ftp.shtml>



<http://www.hp.com/cposupport/eschome.html>



And speaking of updates . . .

The very latest version of *Making the Grade Windows* is also just an Internet connection away as well, for the Jay Klein Productions website contains our most recent efforts for the PC **and** Macintosh platforms (including demo versions of each). Selecting the second option below (**Software**) will take you to our FTP (File Transfer Protocol) site. There you will find the most recent edition of *Making the Grade* with instructions for downloading it and upgrading your hard drive.



<http://www.gradebusters.com>

