



SynergyTM

Student Information System

Synergy SISTM

Grade Book Secondary User Guide



Edupoint Educational Systems, LLC
1955 South Val Vista Road, Ste 210
Mesa, AZ 85204
Phone (877) 899-9111
Fax (800) 338-7646

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ABOUT THIS MANUAL

Edupoint Educational Systems develops software with multiple release dates for the software and related documentation. The documentation is being released in multiple volumes to meet this commitment.

The table below lists the release date, software version, documentation volume number, and the content included in each volume of documentation to date.

Software and Document History

| Date | Volume | Edition | Revision | Content |
|----------------|--------|---------|----------|--|
| September 2013 | 1 | 1 | 0 | Initial release of this document |
| January 2014 | 1 | 1 | 1 | Updated copyright and corrected typos. |

CONVENTIONS USED IN THIS MANUAL

Bold Text **Bold Text** - Indicates a button or menu or other text on the screen to click, or text to type.



Tip – Suggests advanced techniques or alternative ways of approaching the subject.



Note – Provides additional information or expands on the topic at hand.



Reference – Refers to another source of information, such as another manual or website



Caution – Warns of potential problems. Take special care when reading these sections.

BEFORE YOU BEGIN

Before installing any of the Edupoint family of software products, please be sure to rescreen the system requirements and make sure the district's computer hardware and software meet the minimum requirements. If there are any questions about the system requirements, please contact an Edupoint representative at (877) 899-9111.



Caution: The Edupoint family of software does not support the use of pop-up blockers or third-party toolbars in the browser used to access Synergy SIS. Please disable any pop-up blockers (also known as pop-up ad blockers) and extra toolbars in the browser before logging into any Edupoint product.

At any point, if there are any technical difficulties, please contact the Edupoint technical support team at support@edupoint.com or by phone at 1-877-899-9111 option

Chapter One: INTRODUCTION

This chapter covers:

- ▶ [Overview Of Grade Book](#)
- ▶ [Using this Guide](#)
- ▶ [Logging in as a Teacher](#)
- ▶ [Logging in as a Principal, Specialists, or District Staff](#)

OVERVIEW OF GRADE BOOK

Grade Book allows teachers to track student performance on assessments such as homework, quizzes, and projects. Teachers can also setup online resources in Grade Book such as websites or documents to share with students via the StudentVUE portal. Teachers can determine which assignments to make accessible to parents and students through ParentVUE and StudentVUE, the student and parent portals (if used by the district/school).

The classes, marks, and enrollment information synchronize between Synergy SIS and Grade Book to reduce data entry. Grade Book is not included with the Synergy SIS software and must be purchased separately. This guide illustrates how teachers can create and grade assignments in their classes. There are a number of reports generated from the information. This guide reviews the available reports and shows how to customize and print these reports.

Grade Book can either support standards-based report cards, or utilize the report cards within Synergy SIS. Standards-based report cards grade students on state and school standards, and the report cards are printed from Grade Book. These grades are not synchronized with Synergy SIS. The Section-based report cards within Synergy SIS report the grades students received for the sections in which they were enrolled. In order to print the report cards from Synergy SIS, the final grade for each section must be posted from Grade Book to Synergy SIS. Section-based report cards are typically used in secondary schools.

Teachers are assigned to one of two roles within Grade Book, depending on the type of report card used. The Teacher role is for teachers using standards-based report cards, generally elementary school teachers. The Secondary Teacher role is for teachers utilizing the Synergy SIS report cards, generally middle school and high school teachers. Grade Book screens and functionality are slightly different for each of these two roles and are specified in the different Grade Book user guides.

USING THIS GUIDE

The purpose of this guide is to help teachers set up and maintain their Grade Books, and to assist them in completing Report Cards. The chapters in this guide are broken up into two sections: Basic and Advanced. If you want to use the Grade Book on a basic level, refer to the Basic sections of each chapter. However, if you want to know how to use the Grade Book to its full capacity, it is best to read both sections.

This guide outlines the three main phases that you go through when using Grade Book: Setting up Grade Book, Using Grade Book, and Completing Report Cards. The Table of Contents outlines the procedures that are performed at the beginning of the school year, throughout the school year, and at the end of each grading period.

The companion guide, *Synergy SIS – Grade Book Administrator Guide*, outlines how to synchronize the information between Synergy SIS and Grade Book, and how to configure Grade Book for teachers.

LOGGING IN AS A TEACHER

The very first step you take when using the Grade Book is learning how to access their Grade Book.

Accessing Grade Book as a Teacher

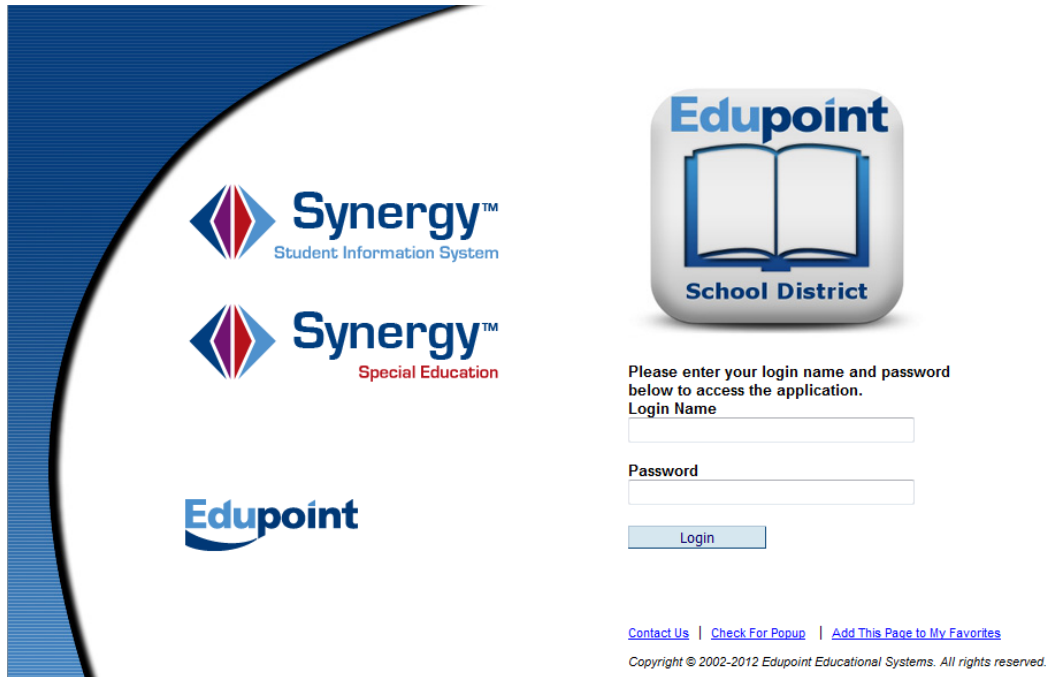


Figure 1.1 - Synergy Log In screen

1. Log into the Synergy SIS system using your username and password. A red highlighted box then appears in the middle of the screen.

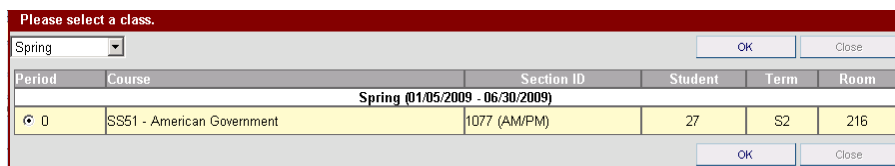


Figure 1.2 – Please Select a Class, Select a Period

2. Select the correct semester from the list at the top of the screen.
3. Select the class to be graded or for which attendance is to be recorded by clicking the radio button in the **Period** column.
4. Click **OK**. If students were added or dropped from the section, the **Acknowledge Adds and Drops** screen opens.



Tip: To add the new student(s) to the seating chart, check **Add to Chart**. This option is selected by default.

| Acknowledge Adds and Drops | | | | | | |
|--|-------------------------------------|------------------|------------------------|------------|-------|--------|
| <input type="button" value="OK"/> Clicking 'OK' acknowledges the new students entering the class and those students who have left the class. | | | | | | |
| Adds | | | | | | |
| Add Date | Add To Chart | Student Name | Class | Student ID | Grade | Gender |
| 09/14/2009 | <input checked="" type="checkbox"/> | Abdulbari, Kathy | 0123 - 1/2/3 Multi-Age | 135578 | 02 | Female |

Figure 1.3 – Acknowledge Ads and Drops

- Click **OK** to acknowledge the student changes. If announcements are available, the District and School Announcements screen opens.

| District and School Announcements | | | Close |
|-----------------------------------|--------------------------|--|-------|
| Urgency | Organization Name | Announcement | |
| | Edupoint School District | Because we have been experiencing power outages in the afternoon, please limit your use of "power hungry" equipment and devices during afternoon peak periods. | |

Figure 1.4 – District and School Announcements

- Click **Close**. The main screen of the TeacherVUE/Grade Book application displays.

Figure 1.5 – Main screen, TeacherVUE/Grade Book



Tip: By default, the focus is set to the class in focus in TeacherVUE. To change the focus of Grade Book:

- Click on the link with the teacher name & class name in the upper left-hand corner of the screen. The **Focus Selections** screen displays.
- Select the **School Year, School, Enrollment Period, Classes, and Grading Period**.

3. Click **Select**.

| Focus Selections | |
|---------------------------------------|---|
| School Year | 2009-2010 ▾ |
| School | Hope High School ▾ |
| Enrollment Period | S2 (Terms) ▾ |
| Classes | (S2) User, T Prin Eng III(1) SEC:1116 ▾ |
| Grading Period | 3rd Qtr (Grading/Mark Periods) ▾ |
| <input type="button" value="Select"/> | |

Figure 1.6 – Focus Selection screen

LOGGING IN AS A PRINCIPAL, SPECIALISTS, OR DISTRICT STAFF

Principals, specialists and other staff not using the TeacherVUE software must access Grade Book directly from within Synergy SIS.

Accessing Grade Book from within Synergy SIS

1. Open the Synergy SIS Navigation Tree by clicking the Tree button near the top of the page.

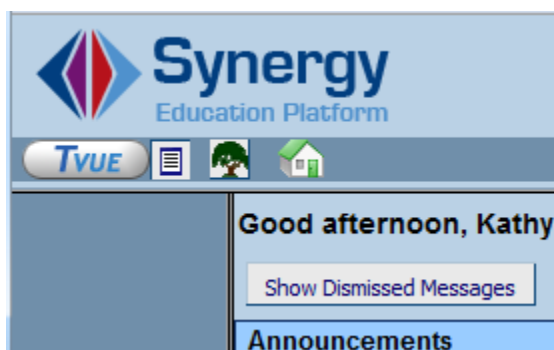


Figure 1.7 - Synergy SIS Navigation Tree

2. Click **Synergy SIS** in the tree.
3. Expand branches to locate **Synergy SIS > Grade Book > Grade Book Admin Login**.

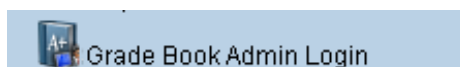


Figure 1.8 – Grade Book Admin Login Icon

4. Click the **Grade Book Admin Login** icon, and **Open Grade Book** appears on the right side of the screen.

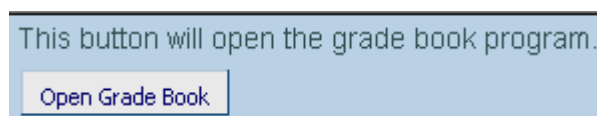


Figure 1.9 – Grade Book Admin Login Screen

5. Click **Open Grade Book**. Grade Book opens in a new window.

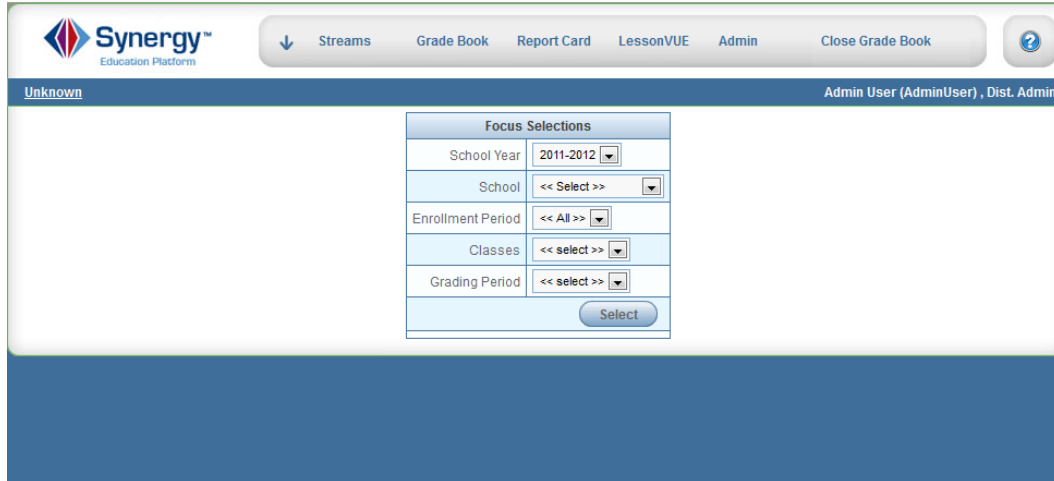


Figure 1.10 – Grade Book Screen

By default, the focus is not set to any class or grading period. A focus must be selected to view class grades. Principals and other staff can view any class to which they have access, but they cannot change the grades.

Selecting the focus of Grade Book

1. Select the **School Year**, **School**, **Enrollment Period**, **Class**, and **Grading Period** in the Focus Selections group box.
2. Click **Select**.

Chapter Two: SETUP

This chapter covers:

BASIC:

- ▶ [Setup Overview](#)
- ▶ [Creating Assignment Types](#)
- ▶ [Configuring Assignment Scoring Settings](#)
- ▶ [Setting Grade Book Alerts and Notifications](#)

ADVANCED (Optional):

- ▶ [Defining Grade Book Score Types](#)
- ▶ [Configuring Grade Book Comments](#)
- ▶ [Creating Report Card Score Types](#)
- ▶ [Setting up Term Weighting](#)
- ▶ [Configuring Final Grade Defaults](#)
- ▶ [Setting Up Academic Standards](#)
- ▶ [Managing Classes](#)

SETUP OVERVIEW

Before setting up your Grade Book, it is important to note any default settings your school district has set up in the Grade Book for teachers. There may be defaults set for Assignment Types, Grade Book Score Types, Report Card Score Types, and Grade Book Comments.

This chapter explains how to create Grade Book setup customizations. The functionality available to you within Grade Book depends on the permissions set by your school or district. You may have the ability to create your own settings and use them within the Grade Book Setup, or you may be restricted to the district defaults. Regardless of permissions, you cannot delete the district set defaults, but may be allowed create and use your own settings.

CREATING ASSIGNMENT TYPES

Assignment Types are your assignment categories, such as Homework or Quiz. Assignment Types typically include Homework, Projects, Quizzes, Tests, Participation, Reports, Exams, Presentations, etc.

Setting the Default Grading Period for New Assignments

1. From the Grade Book Menu, select **Grade Book Setup**. The Grade Book Setup screen displays.
2. Select the **Grade Book Settings** tab.

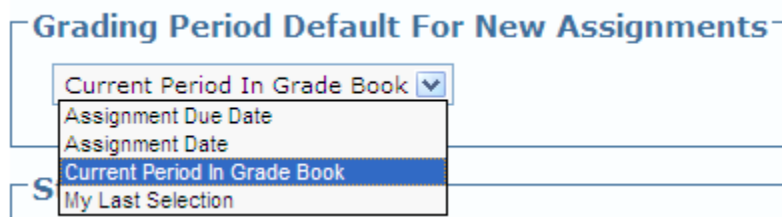


Figure 2.1 Grade Book Setup screen, Grade Book Setting tab

3. In the **Grading Period Default For New Assignments** field, select one of the following options:
 - **Assignment Due Date** - Places new assignments into the grading period in which the assignment due date falls.
 - **Assignment Date** - Places new assignments into the grading period in which the assignment date falls.
 - **Current Period in Grade Book** - Places new assignments into the current grading period in Grade Book.
 - **My Last Selection** – Places new assignments into the grading period based on your last selection.

Adding Assignment Types



Note: Check with your district to see if you are required only to use the district's default assignment types, or if you are allowed to create and use your own in addition to the ones created by the district.

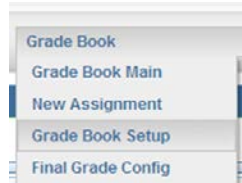


Figure 2.2 Grade Book menu, Grade Book Setup option

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.

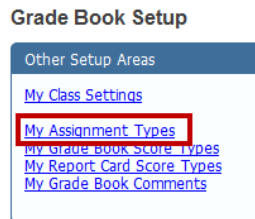


Figure 2.3 Other Setup Areas menu

2. Click **My Assignment Types**. The Assignment Types screen displays. If your district has set up assignments, they display.

Assignment Types

Options 14 items NEW

| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|----------------------------------|----------|----------|--------|--|
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
| Fine Susan Adams | 2 | No | No | Fine |

Figure 2.4 Assignment Types screen

3. Click **NEW**. A new row displays.

Assignment Types

Options 14 items INSERT CANCEL

| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|---------------------------|----------|-----------------------------|--------|---------------------------|
| New >> | | <input type="checkbox"/> No | | Default |
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
| Fine Susan Adams | 2 | No | No | Fine |

Figure 2.5 – Assignment Types screen, Adding a Measure Type

- Enter the **Measure Type** and **Sequence**. The sequence is the order in which the assignment types are listed in the assignment screen.
- If the assignment can have an assigned due date, check **Due Date**.



Tip: Projects and homework typically have due dates. Quizzes and tests usually do not.

- Click **Measure Type Color Picker** to select the measure type color. The color picker window opens.

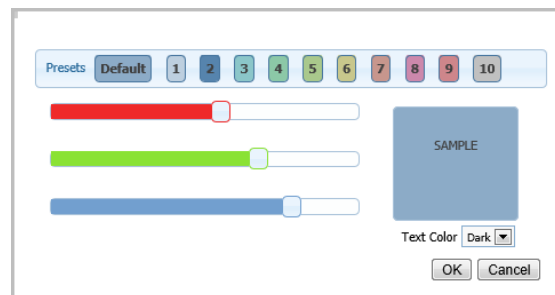


Figure 2.6 - Color Picker

- Select the color and click **OK**.
- Click **INSERT**.

Editing Assignment Types

1. Move the mouse over the assignment type until it is highlighted.

Assignment Types

Options 14 items NEW


| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|---|----------|----------|--------|--|
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
|  Fine Susan Adams | 2 | No | No | Fine |

Figure 2.7 – Assignment Types screen, edit

2. Click Edit. The word **edited** appears shaded orange.

Assignment Types

Options 14 items SAVE CANCEL

| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|---------------------------|----------|-----------------------------|--------|--|
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
| edited Fine | 2 | <input type="checkbox"/> No | No | Fine |

Figure 2.8 - Assignment Types screen, Edited

3. Make the necessary changes to the assignment type.
4. Click **SAVE**.

Deleting Assignment Types

1. Move the mouse over the assignment type until it appears highlighted.

Assignment Types

Options 14 items NEW

| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|---------------------------|----------|----------|--------|--|
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
| Fine Susan Adams | 2 | No | No | Fine |

Figure 2.9 – Assignment Types screen, delete

2. Click Delete. The word **deleted** appears shaded red.

Assignment Types

Options 14 items SAVE X CANCEL

| Measure Type | Sequence | Due Date | Locked | Measure Type Color Picker |
|--|----------|----------|--------|--|
| PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| Prettiness Susan Adams | 1 | No | No | Prettiness |
| delete Fine Susan Adams | 2 | No | No | Fine |

Figure 2.10 - Assignment Type screen, Deleted

3. Click **SAVE**. A message confirms the deletion.

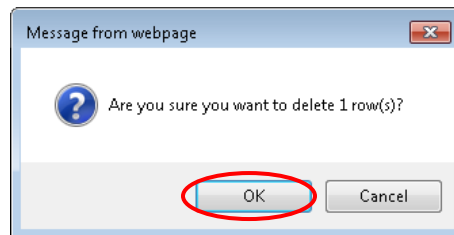


Figure 2.11 – Delete Confirmation Message Box

4. Click **OK** to delete the assignment type.

Viewing Deleted Assignment Types

| | | Sequence | Due Date | Locked | Measure Type Color Picker |
|---|---|----------|----------|--------|---------------------------|
| <input checked="" type="checkbox"/> Show Hidden | PODS DISTRICT WIDE | -4 | Yes | No | PODS |
| | Trouble DISTRICT WIDE | 1 | No | Yes | Trouble |
| | Prettiness Susan Adams <i>Hidden on: 7/9/2013</i> | 1 | No | No | Prettiness |
| | Fine Susan Adams | 2 | No | No | Fine |

Figure 2.12 – Assignment Types screen, Show Hidden

1. Click **Options**. The Assignment Type options display.
2. Select **Show Hidden**. The deleted assignment types appear with a note indicating the date they were deleted.

Inheriting District Created Assignments

Some districts create a District Grade Book for the different grade levels at their school. The district can add assignments to each grade level's District Grade Book, and any assignments added to this Grade Book are pushed down into the teacher's Grade Book from the district level.

The District chooses whether to make their assignments mandatory for teachers to inherit, or to allow teachers to choose to inherit them. To choose to inherit your district's non-mandatory District Grade Book:

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.
2. Select the **Grade Book Settings** tab.
3. In the District Grade Book Settings group box, select **Inherit Assignments from the District Grade Books**. District-created assignments display in your Grade Book.

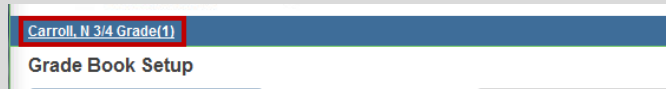
Removing District Created Assignments

If your district created a District Grade Book with non-mandatory assignments, you can choose to remove the district assignments from your Grade Book.

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.
2. Select the **Grade Book Settings** tab.
3. In the District Grade Book Settings group box, click **Remove District Grade Book Entries**. The system removes the district-created assignments from your Grade Book for the current class.



Note: Only the non-mandatory district created assignments are removed from the current class's Grade Book. To remove the district assignments from other classes:



1. Click the class link in the left corner of the screen.
2. On the Focus Selections screen, select the new class from the **Classes** field.
3. Click **Select**.
4. Follow the process to remove district created assignments.

CONFIGURING ASSIGNMENT SCORING SETTINGS

It is important to understand how the system calculates your students' progress in order to Grade Book use effectively and to be able to explain a student's grades to parents and guardians. There are two ways to calculate assignment scores, the Total Points Method and the Weighted Categories Method.

Using the Total Points Method

Teachers who use the **Total Points Method** base their grades on total point calculation. Every assignment is worth the amount of points assigned to it; assignments are weighted the same. Grades are determined by dividing the number of points earned by total points possible.

Using this method, an example student's grade is 71.7% for the six assignments the teacher has scored:

| Assignment Type | Assignment | Points Earned | Points Possible | Calculation | Grade |
|-----------------------|-------------|---------------|-----------------|----------------|--------------|
| HOMEWORK (no weight) | Ch 1 HW | 0 | 10 | | |
| | Ch 2 HW | 8 | 10 | | |
| | Ch 3 HW | 5 | 10 | | |
| PROJECT (no weight) | Project #1 | 38 | 50 | | |
| JOURNAL (no weight) | Journal #1 | 18 | 25 | | |
| QUIZ/TEST (no weight) | Whales Test | 78 | 100 | | |
| Total | | 147 | 205 | 147/205 | 71.7% |

How was the grade calculated? Total points earned (147) divided by points possible (205) = 71.7%.

Using the Weighted Categories Method

Teachers who use the **Weighted Categories Method** weight the different assignment categories differently: Homework 15%, Project 35%, Journal 25%, and Quiz/Test 25%.

Each assignment has a point value, which the system calculates into a percentage of the overall category value. Grades are determined by calculating the points earned in each weighted category; for each category this is the sum of the points earned divided by points possible, multiplied by the category weight.

Using this method, the same student's grade is 70.6% for six assignments in the Grade Book.

| Assignment Type | Assignment | Points Earned | Points Possible | Calculation | Grade |
|-----------------|-------------|---------------|-----------------|--|--------------|
| HOMEWORK (15%) | Ch 1 HW | 0 | 10 | $(13/30) \times 0.15 = 0.065$ | 6.5% |
| | Ch 2 HW | 8 | 10 | | |
| | Ch 3 HW | 5 | 10 | | |
| PROJECT (35%) | Project #1 | 38 | 50 | $(38/50) \times .35 = 0.266$ | 26.6% |
| JOURNAL (25%) | Journal #1 | 18 | 25 | $(18/25) \times .25 = 0.18$ | 18.0% |
| QUIZ/TEST (25%) | Whales Test | 78 | 100 | $(78/100) \times .25 = 0.195$ | 19.5% |
| Total | | 147 | 205 | $0.065 + 0.266 + 0.18 + 0.195 = 0.706$ | 70.6% |

How was the grade calculated? Calculate the scores for each category, and then add them. The student earned the following scores for each category: 6.5% (Homework) + 26.6% (Project) + 18.0% (Journal) = 19.5% (Quiz/Test) = 70.6%.

Setting assignment weights, dropped scores, and default points

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.

The screenshot shows the 'Assignment Weighting' tab in the Grade Book Setup screen. At the top, there are three tabs: 'Assignment Weighting' (selected), 'Grade Book Settings', and 'Standards'. Below the tabs is a 'Classes' dropdown menu set to '(YR) Carroll, N 3/4 Grade(1) SEC:0102'. There are two radio buttons: 'Only Show My Types' (selected) and 'Add My Types to the District Types', with an 'Update' button to the right. The main part of the screen is a table with the following data:

| Assignment Type | Weight (%) | Drop Scores | Default Points Possible | Display Color |
|------------------|------------|-------------|-------------------------|------------------|
| Homework | 40 | 1 | 0.00 | Homework |
| Quiz | 20 | 1 | 0.00 | Quiz |
| Assignment | 0 | 0 | 0.00 | Assignment |
| Project | 0 | 0 | 0.00 | Project |
| Test | 40 | 2 | 0.00 | Test |
| Assessment | 0 | 0 | 0.00 | Assessment |
| Service Learning | 0 | 0 | 0.00 | Service Learning |

Below the table, there is a section titled 'Also apply the above weighting settings to the following classes:' with four checkboxes and labels: '(YR) Language Arts SEC:0102', '(YR) Math SEC:0102', '(YR) Reading SEC:0102', and '(YR) Science SEC:0102'.

Figure 2.13 Grade Book Setup screen, Assignment Weighting tab

2. On the **Assignment Weighting** tab, select the class you want to set up from the **Classes** field. If you plan to set up all of your classes the same way, select any class.
3. Select **Only Show My Types**, if you have created your own assignment types and do not want to use the district default assignment types.

OR

Select **Add My Types to the District Types**, if you are using any of the district assignments types in conjunction with your own assignment types.

4. Set the **Weight (%)** for each assignment type. The sum of all the weights must equal 100%. If you do not use weights, enter 0 for each assignment type.
5. Set the **Drop Scores** allowed for each assignment type. This is the number of scores to drop (exclude) from the final grade calculation. For example, enter 2 for Homework if you

want to drop the two lowest homework scores. Enter 0 if you do not want to drop any scores.

- Set the **Default Possible Points** for each assignment type. For example, enter 10 for Homework if most of your homework assignments will be worth 10 points; you can override this value when creating assignments. Enter 0 if you would prefer the system to default to zero.

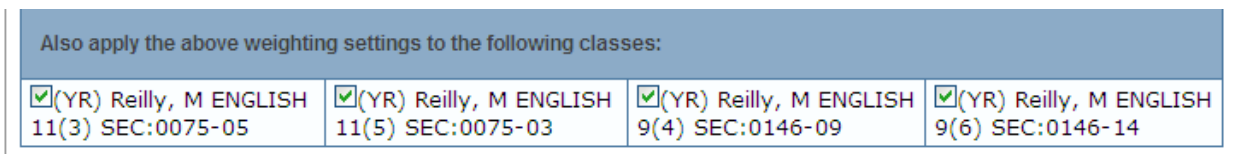


Figure 2.14 Grade Book Setup screen, Assignment Weighting tab

- Select any other classes to which you would like to apply these assignment weights.
- Click **Update**. A message appears indicating your updates are complete.

Final Grade Rounding Setting

Both the Class Percentage and the Class Mark can be rounded. The following is an example of how the rounding settings affect a student's final grade.

For the Class Percentage, assume that a student has a class percentage of 89.978%. Here is the affect the **Class Percentage** rounding settings have on the grade displayed.

| 89.978% | Rounding On | Rounding Off |
|--------------------------|-------------|--------------|
| Whole number Only | 90% | 89% |
| 1 decimal | 90.0% | 89.9% |
| 2 decimal | 89.98% | 89.97% |

For the class mark, assume that a school's grading scale is as follows:

100 – 90 = A
 89.99 – 80 = B
 79.99 – 70 = C
 69.99 – 60 = D
 59.99 – below = F

Also, assume that a student has a class percentage of 89.98%, because the class percentage was set to "Rounding On" and "2 decimals." Here is the affect the **Class Mark** rounding settings have on the final mark.

| 89.98% | Rounding On | Rounding Off |
|--------------------------|-------------|--------------|
| Whole number Only | 90% = A | 89% = B |
| 1 decimal | 90.0% = A | 89.9% = B |
| 2 decimal | 89.98% = B | 89.98% = B |

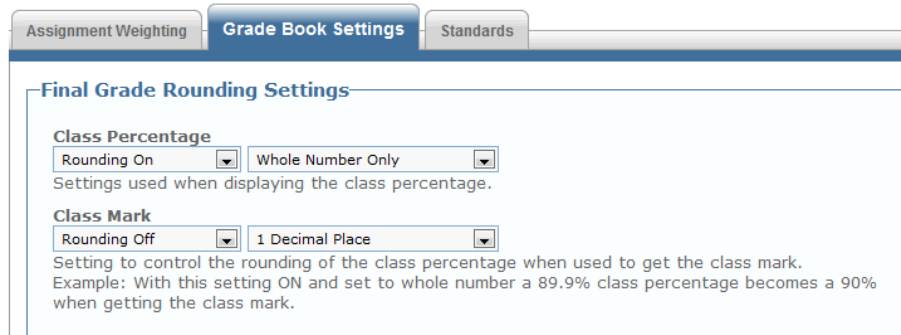


Note: Please note that not all teachers may have the access to Class Mark rounding options. District level settings control this option.

Rounding Class Percentage

You can specify the type of rounding you want for the overall scores that appear on Grade Book Main.

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.



Assignment Weighting **Grade Book Settings** Standards

Final Grade Rounding Settings

Class Percentage
Rounding On
Settings used when displaying the class percentage.

Class Mark
Rounding Off
Setting to control the rounding of the class percentage when used to get the class mark.
Example: With this setting ON and set to whole number a 89.9% class percentage becomes a 90% when getting the class mark.

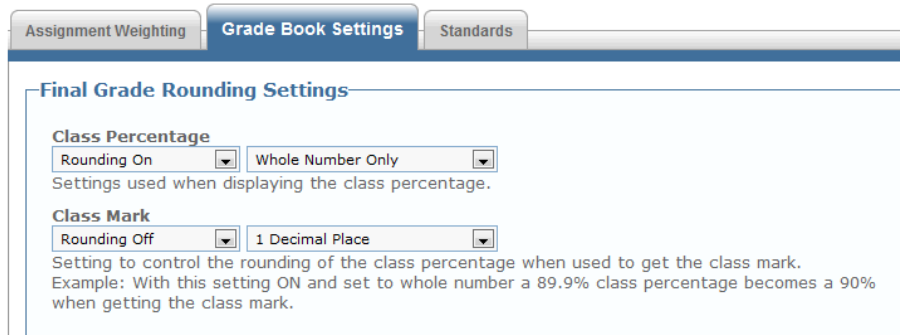
Figure 2.15 Grade Book Setup screen, Grade Book Settings tab

2. Select the **Grade Book Settings** tab.
3. Set the Class Percentage rounding to **Rounding On** or **Rounding Off**.
4. Select **Whole Number Only**, **1 Decimal Place**, or **2 Decimal Places**. The setting applies automatically.

Rounding Class Mark

You can specify the type of rounding you want to apply to determine which mark to assign.

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.



Assignment Weighting **Grade Book Settings** Standards

Final Grade Rounding Settings

Class Percentage
Rounding On
Settings used when displaying the class percentage.

Class Mark
Rounding Off
Setting to control the rounding of the class percentage when used to get the class mark.
Example: With this setting ON and set to whole number a 89.9% class percentage becomes a 90% when getting the class mark.

Figure 2.16 Grade Book Setup screen, Grade Book Settings tab

2. Select the **Grade Book Settings** tab.
3. Set the Class Mark grade rounding to **Rounding On** or **Rounding Off**.
4. Select **Whole Number Only**, **1 Decimal Place**, or **2 Decimal Places**. The setting applies automatically.

DEFINING GRADE BOOK SCORE TYPES (ADVANCED/OPTIONAL)

Grade Book Score Types are the grading scales used to grade or score assignments. Examples of score type include Letter Grade, Percentage, Raw Score, and Rubric. Your district may have pre-configured score types that you are required to use. If the district allows it, Grade Book enables you to create your own custom score types.



Note: Please note that not all teachers may have the access or permissions to create their own score types. Some teachers may be required to use only their district's default score types.

Typically, teachers use the raw score scoring method to score assignments. However, in other situations, you may need to use a custom score type, such as a Pass/Fail score type. There are two ways to create a custom score type, adding a new Grade Book Score Type, or copy an existing Grade Book Score Type.

Adding Grade Book Score Type

1. From the **Grade Book** menu, select **Grade Book Setup**.

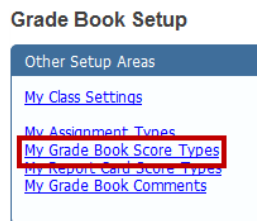


Figure 2.17 Grade Book Setup screen, My Grade Book Score Types

2. On the **Grade Book Setup** screen, select **My Grade Book Score Types**. The Grade Book Score Types screen opens.

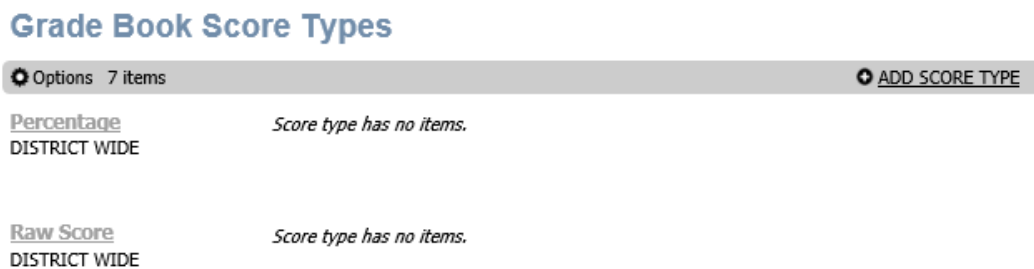


Figure 2.18 – Grade Book Score Types screen

3. Click **ADD SCORE TYPE**. The ScoreType Details screen displays.

GB Score Type

BACK SAVE

Score Type

Max Value?

Score Type Details

0 items

There are currently no details for this score type.

Figure 2.19 - Score Type Details screen

4. Enter the name of the new score type in the **Score Type** field.
5. Select **Max Value?** to indicate that this score type has a maximum value.
6. Click **SAVE**.
7. Under Score Type Details, click **NEW** to add a score type detail. A new row displays.

Score Type Details

0 items INSERT CANCEL

| | Score | Value | Seq |
|--------|----------------------|----------------------|----------------------|
| New >> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Figure 2.20 - Score Type Details screen

8. Enter the **Score**, which is text associated with the score such as A+, Pass, O, and 4.
9. Enter the **Value**, which is the numeric value used to calculate the score.
10. Enter the **Sequence**, which is the order in which the scores display.
11. Click **INSERT**.

Copying Grade Book Score Types

1. On the Grade Book Score Types screen, select the score type to copy by clicking on its name.

| Score | Value | Sequence |
|-------|--------|----------|
| 6 | 6.0000 | 1 |
| 5 | 5.0000 | 2 |
| 4 | 4.0000 | 3 |
| 3 | 3.0000 | 4 |
| 2 | 2.0000 | 5 |
| 1 | 1.0000 | 6 |

Figure 2.21 – Grade Book Score Types screen

2. Click **Duplicate**. A message box displays to confirm the duplication.

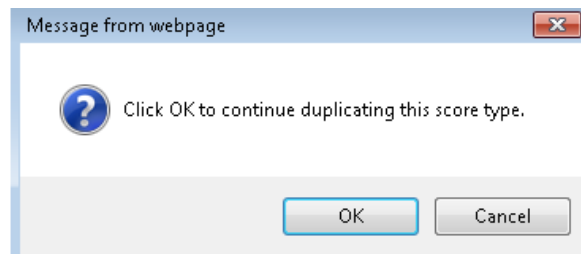


Figure 2.22 - Confirmation Message

3. Click **OK** to copy the Grade Book Score type. A copy of the score type is added at the bottom of the list with all of the individual scores from the original score type. The copy is indicated by appending (**copy**) to the score type name.

Grade Book Score Types

Options 12 items + ADD SCORE TYPE

Percentage *Score type has no items.*
DISTRICT WIDE

Raw Score *Score type has no items.*
DISTRICT WIDE

6 Point Rubric
DISTRICT WIDE
[Duplicate](#)

| Score | Value | Sequence |
|-------|--------|----------|
| 6 | 6.0000 | 1 |
| 5 | 5.0000 | 2 |
| 4 | 4.0000 | 3 |
| 3 | 3.0000 | 4 |
| 2 | 2.0000 | 5 |
| 1 | 1.0000 | 6 |

6 Point Rubric (copy)
Susan Adams
[Duplicate](#)

| Score | Value | Sequence |
|-------|--------|----------|
| 7 | 7.0000 | 0 |
| 6 | 6.0000 | 1 |
| 5 | 5.0000 | 2 |
| 4 | 4.0000 | 3 |
| 3 | 3.0000 | 4 |
| 2 | 2.0000 | 5 |
| 1 | 1.0000 | 6 |

Figure 2.23 – Grade Book Score Types screen, Copied

- Click on the score type name to edit the copy.

The score type name can be edited on the **Score Types Detail** page. Individual scores can also be modified by moving the mouse over the score until it appears highlighted and then clicking Edit.

Editing Grade Book Score Types

- Click the score type title. The Score Type Details screen displays.

GB Score Type

BACK DELETE SAVE

Score Type
6 Point Rubric

Max Value?

ScoreType Details

6 items

| Score |
|-------|
| 6 |
| 5 |
| 4 |
| 3 |
| 2 |
| 1 |

Figure 2.24 –Score Types Details screen

- Under **GB Score Type**, edit the **Score Type** field.
- Select **Max Value?** to indicate if the score type has a maximum value.
- Click **SAVE** under GB Score Type.
- Move the mouse over the score type detail until it appears highlighted.
- Click Edit. The word **edited** appears shaded orange.

Score Type Details

| 6 items SAVE X CANCEL | | | |
|--|-------|--------|-----|
| | Score | Value | Seq |
| edited | 6 | 6.0000 | 1 |
| | 5 | 5.0000 | 2 |
| | 4 | 4.0000 | 3 |
| | 3 | 3.0000 | 4 |
| | 2 | 2.0000 | 5 |
| | 1 | 1.0000 | 6 |

Figure 2.25 – Score Type Details screen

- Edit the score type detail as necessary.
- Click **SAVE**.

Deleting Grade Book Score Types

Grade Book Score Types

| Options 7 items ADD SCORE TYPE | | | |
|---|---------------------------------|--------------|-----------------|
| <u>Percentage</u> DISTRICT WIDE | <i>Score type has no items.</i> | | |
| <u>Raw Score</u> DISTRICT WIDE | <i>Score type has no items.</i> | | |
| <u>6 Point Rubric</u> DISTRICT WIDE Duplicate | Score | Value | Sequence |
| | 6 | 6.0000 | 1 |
| | 5 | 5.0000 | 2 |
| | 4 | 4.0000 | 3 |
| | 3 | 3.0000 | 4 |
| | 2 | 2.0000 | 5 |
| | 1 | 1.0000 | 6 |

Figure 2.26 – Grade Book Score Types

- Click a score type title. The Score Type Details screen displays.

GB Score Type

⊙ BACK 🗑️ DELETE Ⓜ️ SAVE

Score Type
6 Point Rubric

Max Value?

ScoreType Details

6 items

| Score | Value |
|-------|--------|
| 6 | 6.0000 |
| 5 | 5.0000 |
| 4 | 4.0000 |
| 3 | 3.0000 |
| 2 | 2.0000 |
| 1 | 1.0000 |

Figure 2.27 Score Type Details screen

2. Click **DELETE**. The system deletes the score type immediately with no confirmation message.

Viewing Deleted Grade Book Score Types

Grade Book Score Types

⊙ Options 16 items ➕ ADD SCORE TYPE

Show Deleted *Score type has no items.*

Raw Score *Score type has no items.*
DISTRICT WIDE

Letter Grade

| | Score | Value | Sequence |
|------------------------------|-------|--------|----------|
| DISTRICT WIDE | 6 | 6.0000 | 1 |
| Duplicate | 5 | 5.0000 | 2 |
| <i>Deleted on: 8/30/2012</i> | 4 | 4.0000 | 3 |
| | 3 | 3.0000 | 4 |
| | 2 | 2.0000 | 5 |
| | 1 | 1.0000 | 6 |

Figure 2.28 – Grade Book Score Types screen

1. Click **Options**. The Grade Book Score Type options display.
2. Select **Show Deleted check**. The deleted Grade Book score types appear with a note indicating the date they were deleted.

CONFIGURING GRADE BOOK COMMENTS (ADVANCED/OPTIONAL)

There are two ways that teachers typically use comments within Grade Book. The first way is as a placeholder. You can add a comment to a student's assignment to indicate that the student was absent for the assignment, the student did not turn it in, or that the student is allowed to make up the assignment later. These comments serve as reminders for you to follow up with the student, and had no impact on their final grade.

The second way to use comments is to affect the student's score. You can use comments to apply penalties or default points to incomplete or late assignments. Your district may have pre-configured comments that you are required to use. If the district allows it, Grade Book enables you to create your own custom comments.



Note: Please note that not all teachers may have the access or permissions to create their own report card comments. Some teachers may be required to use only their district's default report card comments.

Adding Comments

1. From the Grade Book menu, select **Grade Book Setup**.

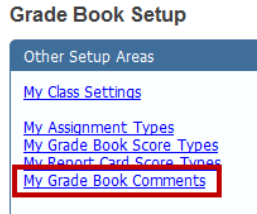


Figure 2.29 - Grade Book Setup screen, My Grade Book Comments

2. On the Grade Book Setup screen, select **My Grade Book Comments**. The Grade Book Comments screen appears.

Grade Book Comments

Help Options 17 items NEW

| Comment | SEQ | Not Scored | Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|--|-----|------------|-------|-----------|--------------|--------------|--------------------|
| new Susan Adams | 1 | 0 | | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | | 0 | No | La | No |

Figure 2.30 – Grade Book Comments screen

3. Click **NEW**. A new row displays.

Grade Book Comments

Help Options 17 items INSERT X CANCEL

| Comment | SEQ | Not Scored Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|---|----------------------|----------------------|----------------------|-------------------------|----------------------|-------------------------|
| New >> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> No | <input type="text"/> | <input type="text"/> No |
| new Susan Adams | 1 | 0 | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | 0 | No | La | No |

Figure 2.31 – Add new comments

4. Enter the appropriate information in the following fields:

- **Comment** – the comment name that displays on the drop-down list when entering grades.
- **SEQ** – the order in which the comment appears on the drop-down list.
- **Not Scored Value** – the default points given to an assignment when only a comment has been entered, but you have not entered a score for the assignment yet.



Note: When creating comments as placeholder, typically you do not enter a value in the **Not Scored Value** field.

You can also use the **Not Scored Value** field to enter a default score for an assignment with the specified code. For example, if a student receives a pass (is excused) from doing an assignment for some reason, you use the **Not Scored Value** field to assign a default score for assignments with the comment of Pass (Pa). Or you can assign a default score for any assignments with a Missing (Mi) comment, until a score is entered which overrides the default score.

The **Not Score Value** is a point value, not a percentage. So if all of your assignments are 10 points, then enter 10 in the **Not Score Value** field to give full credit, or 5 to give half credit.

- **Penalty %** - the amount deducted from the student's score when this comment is used.



Note: Penalty % is typically used in comments for late or incomplete assignments. When you enter a number in the Penalty % field, the system automatically deducts a percentage of the total score for any assignments labeled with the associated comment.

For example, if you enter 30 in the Penalty % field for assignments that receive a comment of Late (La) and you enter a score for a student 10 out of 10 with an La code, upon saving, the system assigns the

penalty, and the score will change to 7 points or 70%.

- **Missing Mark** - indicates that this comment is related to missing assignments. If this is checked, assignments marked with this code are displayed as missing on reports, and on the Grade Book Main screen in the Missing column (if the Missing column is enabled.)
- **Comment Code** – the code used in the score entry grid on the Grade Book Main screen. The comment code can be up to three letters or numbers.



Tip: Although you can create comment codes that are a single letter or number, avoid creating comment codes that are also used as letter grades (i.e. 'A' for Absent). This prevents inadvertently entering a grade when you meant to add a comment code and vice versa.



Note: Adding a new comment with the same comment code as an existing comment replaces the existing comment. Comments are grouped by the comment code.

- **Removed When Scored** – removes the code when a score is entered for the assignment.

5. Click **INSERT**.

Editing Comments

1. Move the mouse over the comment until it appears highlighted.
2. Click **Edit**.

Grade Book Comments

Help Options 17 Items INSERT CANCEL

| Comment | SEQ | Not Scored Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|---|----------------------|----------------------|----------------------|-----------------------------------|----------------------|-----------------------------------|
| New >> <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="button" value="No"/> | <input type="text"/> | <input type="button" value="No"/> |
| new Susan Adams | 1 | 0 | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | 0 | No | La | No |

Figure 2.32 – Grade Book Comments screen

3. Edit the fields as necessary.

Grade Book Comments

Help Options 17 items SAVE CANCEL

| Comment | SEQ | Not Scored Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|---|-----|------------------|-----------|--------------|--------------|--------------------|
| edited new Susan Adams | 1 | 0 | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | 0 | No | La | No |

Figure 2.33 – Grade Book Comments screen, Edited

4. Click **SAVE**.

Deleting Comments

1. Move the mouse over the comment until it appears highlighted.

Grade Book Comments

Help Options 17 items NEW

| Comment | SEQ | Not Scored Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|--|-----|------------------|-----------|--------------|--------------|--------------------|
| new Susan Adams | 1 | 0 | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | 0 | No | La | No |

Figure 2.34 – Grade Book Comments screen, delete

2. Click Delete. The word **deleted** appears shaded red.

Grade Book Comments

Help Options 17 items SAVE CANCEL

| Comment | SEQ | Not Scored Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|---|-----|------------------|-----------|--------------|--------------|--------------------|
| delete new Susan Adams | 1 | 0 | 0 | No | 0 | Yes |
| Comment deleted on test DISTRICT WIDE | 1 | 0 | 0 | No | cdo | No |
| More Late (90% Penalty) Susan Adams | 1 | 0 | 90 | No | D | No |
| Late alot Susan Adams | 1 | 0 | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | 0 | No | La | No |

Figure 2.35 – Grade Book Comments screen, Deleted

3. Click **SAVE**. A message box pops-up prompting confirmation of the deletion.

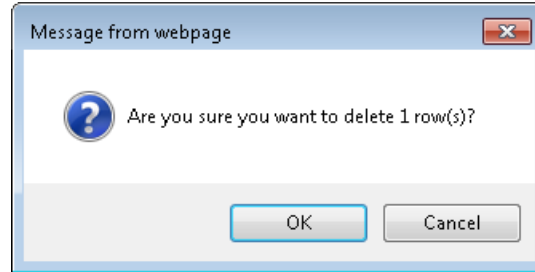


Figure 2.36 – Confirmation Message

4. Click **OK**.

Viewing Deleted Comments

Grade Book Comments

Help Options 27 items NEW

Show Deleted

| | SEQ | Not Scored | Value | Penalty % | Missing Mark | Comment Code | Remove When Scored |
|---|-----|------------|-------|-----------|--------------|--------------|--------------------|
| Language DISTRICT WIDE <i>Deleted on: 8/28/2012</i> | 1 | | | 0 | No | | No |
| Extra Credit DISTRICT WIDE <i>Deleted on: 8/28/2012</i> | 1 | | | 0 | No | | No |
| Late alot Susan Adams | 1 | 0 | | 0 | No | L | Yes |
| Very Late Susan Adams | 1 | 0 | | 0 | No | La | No |

Figure 2.37 – Grade Book Comments screen, Show Deleted

1. Click **Options**. The Grade Book Comments options display.
2. Select **Show Deleted**. The deleted comments appear with a note indicating the date they were deleted.

CREATING REPORT CARD SCORE TYPES (ADVANCED/OPTIONAL)

Report Card Score Types are the grading scales that teachers use for the report card. Your district may have pre-configured report card score types that you are required to use. If the district allows it, Grade Book enables you to create your own custom report card score types.



Note: Please note that not all teachers may have the access or permissions to create their own report card score types. Some teachers may be required to use only their district's default report card score types.

For example, if you teach kindergarten, first, or second grade, your students' report cards probably reflect their effort in each subject or standard (such as Outstanding, Satisfactory, and Needs Improvement), rather than a letter grade (A+ or B-) or a rubric score (4.0 or 3.5.) So, if you have a student who has earned three scores on assignments graded with a raw score scale ('10 of 10', '9 of 10', and '10 of 10'), and you are using an Effort report card type, the students final (overall) grade displays as Outstanding, rather than '96.67%' in Grade Book and on the student's report card.

Adding Report Card Score Types

1. From the Grade Book menu, select **Grade Book Setup**.

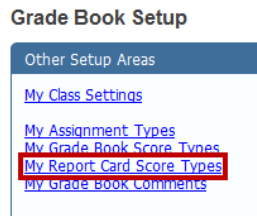


Figure 2.38 Grade Book Setup screen, My Report Card Score Types

2. On the Grade Book Setup screen, select **My Report Card Score Types**. The Report Card Score Types screen opens.

Report Card Score Types

Options 28 items + ADD SCORE TYPE

Reserved-Do Not Use *Score type has no items.*
 DISTRICT WIDE
 Hide Final Score: no
[Duplicate](#)

| GenesisProgressPeriodTA | Score | Low Score | High Score | Value | Sequence | Legend Text |
|--------------------------------|-------|-----------|------------|-------|----------|-------------|
| DISTRICT WIDE | NP | -1.00 | -2.00 | 1.00 | 80 | |
| Hide Final Score: no | P | 0.00 | 100.00 | 1.00 | 85 | |

| GenesisGradingTA | Score | Low Score | High Score | Value | Sequence | Legend Text |
|-------------------------|-------|-----------|------------|-------|----------|-------------|
| DISTRICT WIDE | NP | -1.00 | -2.00 | 1.00 | 80 | |
| Hide Final Score: no | P | 0.00 | 100.00 | 1.00 | 85 | |

Figure 2.39 – Report Card Score Type screen

- Click **ADD SCORE TYPE**. The ScoreType Details screen displays.

RC Score Type

← BACK ✓ SAVE

Score Type

Initial Value

Available as Interpretation Scale

Hide Final Score

Score Type Details

0 items

There are currently no details for this score type.

Figure 2.40 - Score Type Details screen

- Enter a name for the Report Card Score Type in the **Score Type** field.
- In the **Initial Value** field, enter the total value for this scale, such as 100 for a percentage scale, or 4.0 for a Rubric scale.
- Indicate if this grade scale is an interpretation scale in the **Available As Interpretation Scale** field.
- Select **Hide Final Score** to hide the final grade from the Grade Book Main screen and from printed reports. Only the average grade displays.
- Click **SAVE**.
- Under Score Type Details, click **NEW** to add a score type detail. A new row displays.

Score Type Details

| 4 items + INSERT ✕ CANCEL | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Score | Low Score | High Score | Value | SEQ | Legend Text |
| New >> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 4 | 3.51 | 4.00 | 4.00 | 1 | |
| | 3 | 2.51 | 3.50 | 3.00 | 2 | |
| | 2 | 1.51 | 2.50 | 2.00 | 3 | |
| | 1 | 0.00 | 1.50 | 1.00 | 4 | |

Figure 2.41 - Score Type Details screen

10. Enter the **Score**, which is text associated with the score such as A+, Pass, O, and 4.
11. Enter the **Low Score**, which is the lowest value in the score range to qualify for this score. For example, in a Rubric, a score within the range of 3.51 to 4.00 would qualify for a score of '4'. The low score in that range would be 3.51.
12. Enter the **High Score**, which is the highest value in the score range to qualify for this score. For example, in a Rubric, a score within the range of 3.51 to 4.00 would qualify for a score of '4'. The high score in that range would be 4.00.
13. Enter the **Value**, which is the numeric value used to calculate the score.
14. Enter the **SEQ**, which is the order in which the scores are displayed.
15. Enter the **Legend Text**, which is a description of the score, such as 'O = Outstanding'. The legend appears in ParentVUE and StudentVUE.
16. Click **INSERT**.

Copying Report Card Score Types

1. On the Report Card Score Types screen, select the score type to copy by clicking on its name.

| | Score | Low Score | High Score | Value | Sequence | Legend Text |
|---------------------------|-------|-----------|------------|-------|----------|-------------|
| PBIS | | | | | | |
| DISTRICT WIDE | 10 | 0.89 | 0.99 | 1.00 | 1 | |
| Hide Final Score: no | 8 | 0.75 | 0.88 | 0.75 | 2 | |
| Duplicate | 6 | 0.65 | 0.74 | 0.50 | 3 | |
| | 4 | 0.55 | 0.64 | 0.35 | 4 | |
| | 2 | 0.44 | 0.54 | 0.25 | 5 | |

Figure 2.42 – Report Card Score Type screen

2. Click **Duplicate**. A message box confirms the duplication.

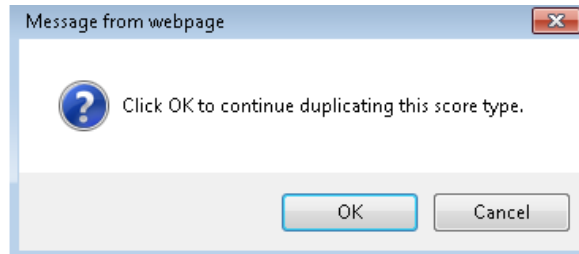


Figure 2.43 - Confirmation Message

- Click **OK**. A copy of the score type is added at the bottom of the list with all of the individual scores from the original score type. The copy is indicated by appending the word **(copy)** to the score type name.

| PBIS (copy) | Score | Low Score | High Score | Value | Sequence | Legend Text |
|-----------------------------|-------|-----------|------------|-------|----------|-------------|
| Susan Adams | 10 | 0.89 | 0.99 | 1.00 | 1 | |
| Hide Final Score: no | 8 | 0.75 | 0.88 | 0.75 | 2 | |
| Duplicate | 6 | 0.65 | 0.74 | 0.50 | 3 | |
| | 4 | 0.55 | 0.64 | 0.35 | 4 | |
| | 2 | 0.44 | 0.54 | 0.25 | 5 | |

Figure 2.44 – Report Card Score Type screen

- Click on the score type title to edit the copy.

The score type name can be edited on the **Score Types Detail** page. Individual scores can also be modified by moving the mouse over the score until it appears highlighted, and then clicking **Edit**.



Caution: The GenesisGrading, GenesisProgressPeriod, GenesisProgressPeriodTA, and GenesisGradingTA score types are used to synchronize the final grades to Synergy SIS, and these score type names should not be modified. The individual scores and ranges can be changed to match the ranges defined in Synergy SIS and used at the district. Teachers can also create a custom score type for their use by duplicating these score types.

Editing Report Card Score Types

1. Click on the score type title on the Report Card Score Types screen. The Score Type Details screen displays.

RC Score Type

BACK DELETED SAVE

Score Type
GenesisGrading - MS

Initial Value
[]

Available as Interpretation Scale

Hide Final Score

ScoreType Details

5 items

| Score | Low Score |
|-------|-----------|
| A | 4.00 |
| B | 3.00 |
| C | 2.00 |
| D | 1.00 |
| F | 0.00 |

Figure 2.45 – Report Card Score Type Details screen

2. Under RC Score Type, edit the **Score Type** field.
3. In the **Initial Value** field, enter the total value for this scale, such as 100 for a percentage scale, or 4.0 for a Rubric scale.
4. Select if this grade scale is an interpretation scale in the **Available As Interpretation Scale** field.
5. Select **Hide Final Score** to hide the final grade from the Grade Book Main screen and from printed reports. Only the average grade displays.
6. Click **SAVE** under RC Score Type.
7. Move the mouse over the score type detail until it appears highlighted.
8. Click **Edit**. The word **edited** appears shaded orange.

ScoreType Details

5 items SAVE CANCEL

| | Score | Low Score | High Score | Value | SEQ | Legend Text |
|---------------|-------|-----------|------------|-------|-----|-------------|
| | A | 4.00 | 4.00 | 1.00 | 10 | |
| edited | B | 3.00 | 3.99 | 1.00 | 25 | |
| delete | C | 2.00 | 2.99 | 1.00 | 40 | |
| | D | 1.00 | 1.99 | 1.00 | 55 | |
| | F | 0.00 | 0.00 | 1.00 | 65 | |

Figure 2.46 – Score Type Details screen, Edited

9. Edit the score type detail as necessary.
10. Click **SAVE**.

Deleting Report Card Score Types

Report Card Score Types

Options 23 items ADD SCORE TYPE

| Score | Low Score | High Score | Value | Sequence | Legend Text |
|---|-----------|------------|-------|----------|-------------|
| GenesisGrading DISTRICT WIDE Hide Final Score: no Duplicate | | | | | |
| A | 90.00 | 100.00 | 1.00 | 10 | |
| B | 80.00 | 89.99 | 1.00 | 25 | |
| C | 70.00 | 79.99 | 1.00 | 40 | |
| D | 60.00 | 69.99 | 1.00 | 55 | |
| F | 0.00 | 59.99 | 1.00 | 65 | |
| X DISTRICT WIDE Hide Final Score: no Duplicate | | | | | |
| X | -1.00 | -2.00 | 1.00 | 1 | NULL |

Figure 2.47 – Report Card Score Types screen

1. Click a score type title. The Score Type Details screen displays.

RC Score Type

BACK DELETED SAVE

Score Type
GenesisGrading

Initial Value

Available as Interpretation Scale

Hide Final Score

ScoreType Details

5 items

| Score | Low Score | High Score |
|-------|-----------|------------|
| A | 90.00 | 100.00 |
| B | 80.00 | 89.99 |
| C | 70.00 | 79.99 |
| D | 60.00 | 69.99 |
| F | 0.00 | 59.99 |

Figure 2.48 - Score Type Details screen

2. Click **DELETE**. The system deletes the score type immediately with no confirmation message.

Viewing Deleted Report Card Score Types

The screenshot shows the 'Report Card Score Types' interface. At the top, there is a header with 'Options 35 items' and an 'ADD SCORE TYPE' button. Below this, a 'Show Deleted' button is highlighted with a blue box. The main content area lists three deleted score types, each with a note 'Score type has no items.' and a 'Duplicate' link. The first entry is 'Elementary - Math (Raw Score) *deleted', which is 'DISTRICT WIDE' and was deleted on 9/17/2012. The second entry is 'Secondary Grade Key - 6 Point Rubric *deleted', which is 'DISTRICT WIDE' and was deleted on 9/5/2012.

Report Card Score Types

Options 35 items ADD SCORE TYPE

Show Deleted *Score type has no items.*

Hide Final Score: no
[Duplicate](#)

Elementary - Math (Raw Score) *deleted *Score type has no items.*

DISTRICT WIDE
Hide Final Score: no
[Duplicate](#)
Deleted on: 9/17/2012

Secondary Grade Key - 6 Point Rubric *deleted *Score type has no items.*

DISTRICT WIDE
Hide Final Score: no
[Duplicate](#)
Deleted on: 9/5/2012

Figure 2.49 – Report Card Score Types screen

1. Click **Options**. The Report Card Score Type options display.
2. Select **Show Deleted**. The deleted Report Card score types appear with a note indicating the date they were deleted.

Setting Overall Grade Type

| Student | Grade | Conventions |
|--------------------|-------|-------------|
| Aldous, Cayden | 3 3 | |
| Barkhurst, Makayla | 5 5 | |
| Bechtel, Thomas | 2 2 | |
| Brown, Walter | 2 2 | |
| Buckner, Madison | 2 2 | |

Figure 2.50 - Overall Class Grade, Grade Book Main screen

The Overall Grade Type is the Report Card score type that you would like to apply to the student's overall class grade. You can select a different Overall Grade Type on a class-by-class basis.

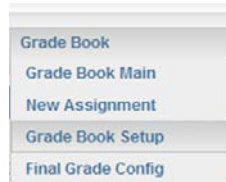


Figure 2.51 Grade Book menu, Grade Book Setup option

1. From the **Grade Book** menu, select **Grade Book Setup**. The Grade Book Setup screen displays.

Grade Book Setup

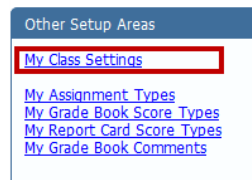


Figure 2.52 Other Setup Areas menu

2. On the Grade Book Setup screen, click **My Class Settings**. The Class Settings screen displays all your classes.

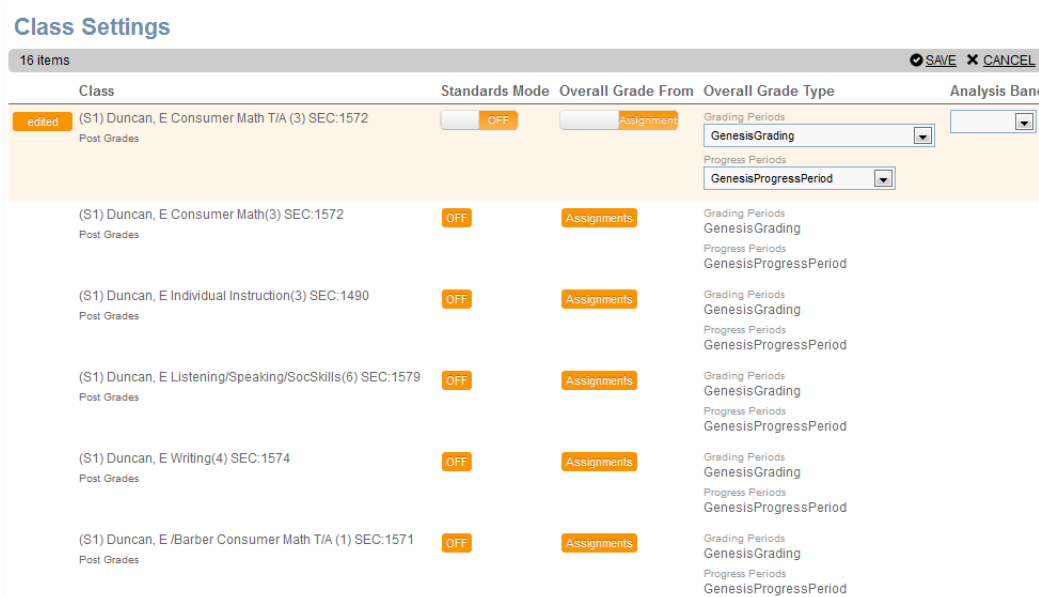


Figure 2.53 - Class Setting screen

3. Select a class from the list.
4. Click **Edit**.
5. Set the **Overall Grade From** option to either Standards or Assignments
6. Select the **Overall Grade Type** for both **Grading Periods** and **Progress Periods**.
7. Click **Save**. Grade Book applies the Overall Grade Type to the selected class' student data.

Setting the Interpretation Scale

The Interpretation Scale minimizes the effect of a low grade on the student's overall grade in the class. For example, if a student does not turn in an assignment and receives a "0," the Interpretation Scale can be set to interpret the score of "0" as having a value of "59%." A "59%" is still within the failing range, but the failing grade has less of an overall impact when the final grade is calculated.

| Book Report 4 MAX: 100.00 PTS: 100.00 1/28/2013 | | |
|--|-------------|---------|
| Student | Class Grade | Project |
| Andrade, Chris | 89.0% B+ | 89 |
| Baez, Todd | 100.0% A+ | 96 |
| Barraza, Ronald | 59.0% F | 0 |
| Barthlow, Cheryl | 89.0% B+ | 89 |

Figure 2.54 Interpreted Grade on Grade Entry screen

| Book Report 4 MAX: 100.00 PTS: 100.00 2/4/2013 | | |
|---|-------|---------|
| Student | Grade | Project |
| Andrade, Chris | B+ | 89 |
| Baez, Todd | A+ | 96 |
| Barraza, Ronald | F | 0 |
| Barthlow, Cheryl | B+ | 89 |

Figure 2.55 Interpreted Grade on Grade Book Main screen

If your district has created a Report Card Score Type that is available as an Interpretation Scale, it will display on the Interpretation Scale drop down list.

If you have the permissions to create your own Report Card Score Types, you can define your own interpretation scales.

1. Create a Report Card Score Type as described in [Adding Report Card Score Type](#) with adjusted values.
2. Select **Available as Interpretation Scale**.
3. From the Grade Book menu, select **Grade Book Setup**.
4. Select the **Grade Book Settings** tab.

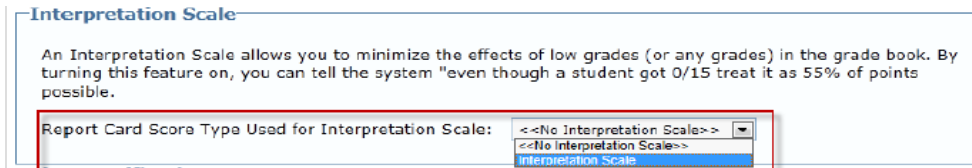


Figure 2.56 Grade Book Setup screen, Grade Book Setting tab

5. In the **Interpretation Scale** group box, select an interpretation scale. The Edit screen displays.

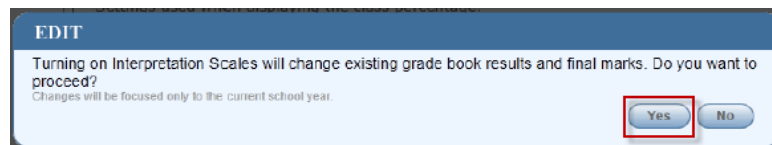


Figure 2.57 Edit screen

6. Click **Yes** to apply the interpretation scale, including to existing results and final marks within Grade Book.

SETTING UP TERM WEIGHTING (ADVANCED/OPTIONAL)

By default, all terms have the same weight in the calculation of the final grade. By using term weighting, you can adjust the weight of different grading periods so that some have more of an impact on the final grade calculation than others.

For example, in your class your students may spend the first and second quarters learning new concepts. You may want to set those quarters to weigh less in the overall calculation.

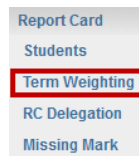


Figure 2.58 – Report Card menu

1. From the **Report Card** menu in Grade Book, select **Term Weighting**. The **Term Weighting** screen opens.

 The screenshot shows a web interface for setting up grading periods. At the top left is a link 'back to report card'. The main heading is 'Set calculated grading periods for (S1) Gray, K Social Studies 8(5) SEC:SS108SMS1-04'. Below this is a dropdown menu with the same class name and an 'Update' button. A section titled 'Available Periods' contains two checkboxes: 'Progress 1' and 'Semester 1'. At the bottom, a section titled 'Also apply the above weighting settings to the following classes:' contains three checkboxes with class names: '(S1) Gray, K Social Studies 8(2) SEC:SS108SMS1-01', '(S1) Gray, K Social Studies 8(3) SEC:SS108SMS1-02', and '(S1) Gray, K Social Studies 8(4) SEC:SS108SMS1-03'.

Figure 2.59 – Term Weighting screen

2. Select the class from the **Class/Period** list.
3. Check the box in front of each **period** that will use a calculated grade.
4. For each period selected, check the **periods** that will be used in the calculation.
5. Enter the **Weight** (or percentage) that each mark weighs in the calculation.
6. Click **Update**.

CONFIGURING FINAL GRADE DEFAULTS (ADVANCED/OPTIONAL)

The Final Grade Configuration screen enables you to set the report card score type to use for your students' final (overall) grades. The final grade settings determine the grade that is sent from Grade Book to Synergy SIS, and appears on the student's course history and their transcripts. Please see [Creating Report Card Score Types \(advanced/optional\)](#).

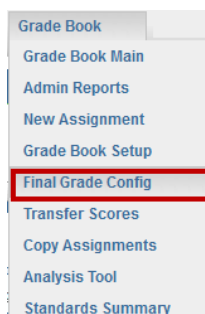


Figure 2.60 – Grade Book menu

1. From the **Grade Book** menu, click **Final Grade Configuration**. The **Student Final Score Configuration** screen opens.

 The screenshot shows the 'Student Final Score Configuration' screen. At the top, it says 'Student Final Score Configuration' and 'Gray, K Social Studies 8(5), all grading periods in S1'. There are tabs for 'Final Grade Setup' and 'Final Grade Defaults'. A 'Save' button is visible. Below, there are radio buttons for 'Entire enrollment period' (selected) and 'grading period', and a dropdown for 'Enrollment Period: S1'. A dropdown menu is set to '<< select >>'. The main part of the screen is a table with columns for Student Name, Grading Period, and Score Type.

| Student Name | Grading Period | Score Type |
|------------------|----------------|-----------------------|
| Atencio, Treyvin | Progress 1 | GenesisGrading - MINE |
| Atencio, Treyvin | Semester 1 | GenesisGrading - MINE |
| Atencio, Treyvin | Progress 2 | GenesisGrading - MINE |
| Atencio, Treyvin | Semester 2 | GenesisGrading - MINE |
| Boyer, Emma | Progress 1 | GenesisGrading - MINE |
| Boyer, Emma | Semester 1 | GenesisGrading - MINE |
| Boyer, Emma | Progress 2 | GenesisGrading - MINE |
| Boyer, Emma | Semester 2 | GenesisGrading - MINE |
| Brown, Tiffany | Progress 1 | GenesisGrading - MINE |
| Brown, Tiffany | Semester 1 | GenesisGrading - MINE |
| Brown, Tiffany | Progress 2 | GenesisGrading - MINE |
| Brown, Tiffany | Semester 2 | GenesisGrading - MINE |
| Burdick, Tia | Progress 1 | GenesisGrading - MINE |

Figure 2.61 – Student Final Score Configuration screen

2. Select the Report Card Score Type for all students from the **Set all students to score type** field. All students will use the same report card score type for all grading periods.

OR

Select the individual report card score type for each student and grading period from the **Score Type** column.

3. Click Save.

Setting Final Grade Defaults for New Students

1. Select the **Final Grade Defaults** tab. The available grading periods and default score types display.

Student Final Score Configuration
Gray, K Social Studies 8(5), all grading periods in S1.

Final Grade Setup | **Final Grade Defaults** | Manage Final Grade Calculations

Final grade defaults will be applied to new students entering your current class.

Save Defaults | Save & Apply To All Students

| Grading Period | Score Type |
|----------------|-----------------------|
| Progress 1 | GenesisGrading - MINE |
| Semester 1 | GenesisGrading - MINE |
| Progress 2 | GenesisGrading - MINE |
| Semester 2 | GenesisGrading - MINE |

Also apply the above settings to the following classes:

| | | |
|---|---|---|
| <input type="checkbox"/> (S1) Gray, K Social Studies 8(2) SEC:SS108SMS1-01 | <input type="checkbox"/> (S1) Gray, K Social Studies 8(3) SEC:SS108SMS1-02 | <input type="checkbox"/> (S1) Gray, K Social Studies 8(4) SEC:SS108SMS1-03 |
|---|---|---|

Figure 2.62 – Student Final Score Configuration screen, Final Grade Defaults tab

2. Select the **Score Type** for any or all grading periods.
3. Select any other sections to which to apply these default setting
4. Click **Save Defaults**.

OR

Click **Save & Apply To All Students**, to apply these defaults to all current and new students.

SETTING UP ACADEMIC STANDARDS (ADVANCED/OPTIONAL)

Your state may have adopted specific educational standards that you are required to utilize. Grade Book enables you to associate assignments with specific academic standards, as well as calculate final grades and analyze student performance based on those standards. Your districts can create their standards, and tie them to specific district courses. As a teacher, you can also create your own class standards (objectives.)

When using a standards mode Grade Book, a student's overall grade can either be determined from traditional assignment data or from standards data. When determining a student's overall grade from standards data, Grade Book first determines the student's overall proficiency on each standard assessed.

In order to use academic standards within Grade Book, your district must either load their standards into Grade Book or associate their academic standards to specific courses within Synergy SIS.

Enabling Academic Standards

In order to use Academic Standards in Grade Book, you must enable Standards Mode in your class. Standards Mode is enabled on a class-by-class basis.

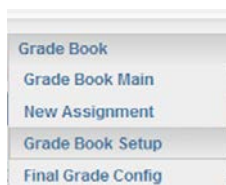


Figure 2.63 Grade Book menu, Grade Book Setup option

1. From the Grade Book menu, select **Grade Book Setup**. The Grade Book Setup screen displays.

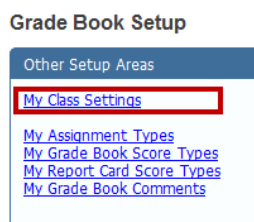


Figure 2.64 Other Setup Areas menu

2. On the Grade Book Setup screen, click **My Class Settings**. The Class Settings screen displays all your classes.

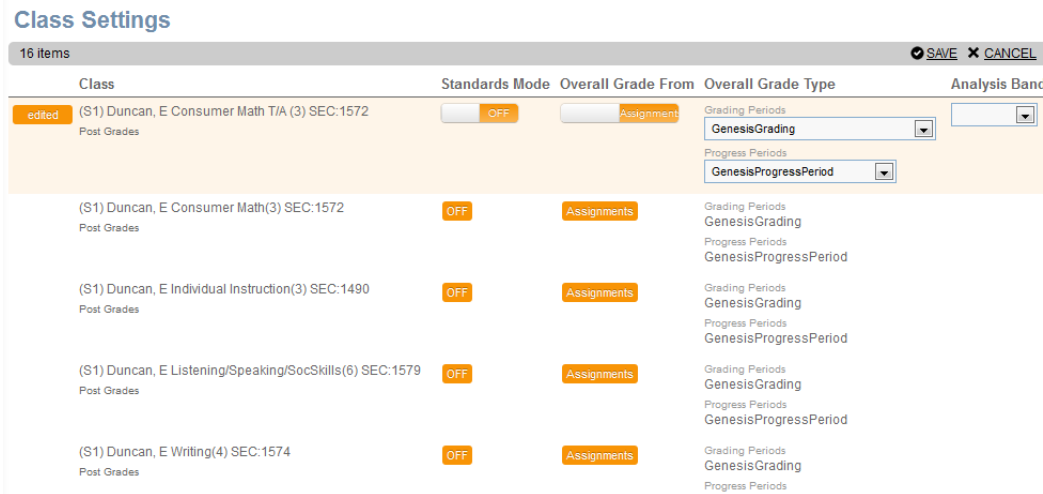


Figure 2.65 - Class Settings screen

3. Select a class from the list.
4. Click **Edit**.
5. Select **ON** in the **Standards Mode** column.
6. Click **Save**. Grade Book enables standards mode for the selected class' student data.

Loading District Created Standards

If your district has aligned their standards to the courses within Synergy SIS, you can download the associated standards into Grade Book. You can use these standards, modify, or delete them.

1. From the Grade Book menu, select **Class Standards**. The Class Standards screen displays.

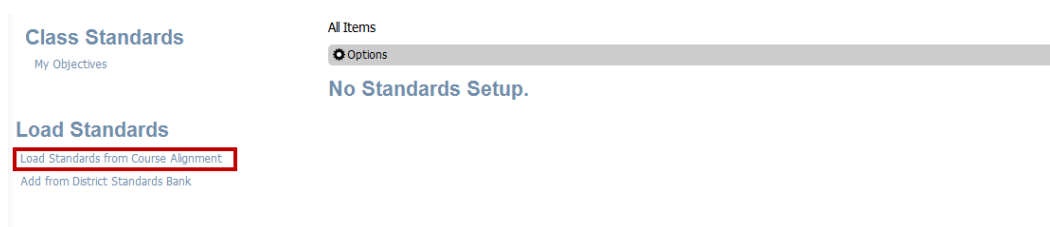


Figure 2.66 - Class Standards screen

2. Select **Load Standards from Course Alignment**. The standards defined at the district level for your course display on the Class Standards screen.

All Standards

Search

Demo standards

State Standards

Grade 01

Grade 02

Grade 03

Mathematics

Strand 1: Number and Operations

Strand 2: Data Analysis, Probability, and Discrete...

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Concept 2: Functions and Relationships

Concept 3: Algebraic Representations

Strand 4: Geometry and Measurement

Strand 5: Structure and Logic

Reading

Science

Social Studies

Writing

Grade 04

Grade 05

All Items >> Strand 3: Patterns, Algebra, and Functions

Options 1 Selected DONE

all Standard

In Class Selected Strand 3: Patterns, Algebra, and Functions

In Class Concept 1: Patterns

In Class Explain the rule for a given numerical sequence and verify that the rule works.

In Class Recognize, describe, extend, create, and find missing terms in a numerical sequence.

In Class Concept 2: Functions and Relationships

In Class Recognize and describe a relationship between two quantities, given by a chart, table or graph, in which the quantities chang...

In Class Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pict...

In Class Concept 3: Algebraic Representations

In Class Create and solve simple one-step equations that can be solved using addition and multiplication facts.

In Class Record equivalent forms of whole numbers to six digits by constructing models and using numbers.

In Class Use a symbol to represent an unknown quantity in a given context.

Figure 2.67 All Standards screen

3. Select the standards you would like to use. The selected standards are marked Selected.
4. Click **DONE**. The standards you selected display under Assignment Standards on the Class Standards screen and are available on the Standards Correlation tab of the New Assignment screen.

Class Standards

All Items

Options

| Standard | Parent Portal | Weight | Agg. Method | Score Type |
|---|---------------|--------|---------------|----------------|
| 0001 READING1 | | | | |
| 0002 Literature Text1 | show | 1.00 | Power Law | 4 Point Rubric |
| 0002 Reads on-level text with purpose, accuracy, and fluency | show | 1.00 | Power Law | 4 Point Rubric |
| 0003 Refers to details and examples when explaining and drawing inferences from texts | show | 1.00 | Last Score | 4 Point Rubric |
| 0014 MATH | | | | |
| 0015 Numbers and Operations | show | 1.00 | Highest Score | 4 Point Rubric |
| 2.RL Reading Standards for Literature | | | | |
| 2.RL.1 Key ideas and details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of ... | show | 1.00 | Power Law | 4 Point Rubric |
| 2.RL.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories and ... | show | 1.00 | Power Law | 4 Point Rubric |
| 2.RL.2 Key ideas and details: Recount stories, including fables and folktales from diverse cultures, and determine their central mes... | show | 1.00 | Power Law | 4 Point Rubric |
| 2.RL.3 Key ideas and details: Describe how characters in a | show | 1.00 | Power Law | 4 Point Rubric |

My Objectives

Reading Standards for Literature

Key ideas and details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key ideas and details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Key ideas and details: Describe how characters in a story respond to major events and challenges.

Craft and structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Craft and structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Craft and structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Integration of Knowledge and Ideas: (Not applicable to literature)

READING1

MATH

Load Standards

Load Standards from Course Alignment

Add from District Standards Bank

Figure 2.68 Class Standards screen, Added Standards

Adding Standards from the District Standards Bank

You can select which district created standards are available on the Standards Correlations tab when creating a new assignment. This option enables you to see only the standards that you use most frequently, rather than all the district's standards.

1. From the Grade Book menu, select **Class Standards**. The Class Standards screen displays.

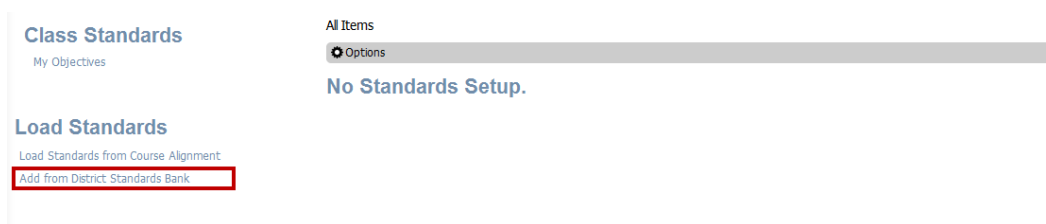


Figure 2.69 Class Standards screen, Add from District Standards Bank link

2. Select **Add Standards from District Standards Bank**. The All Standards screen displays all the standards that have been loaded by your district.

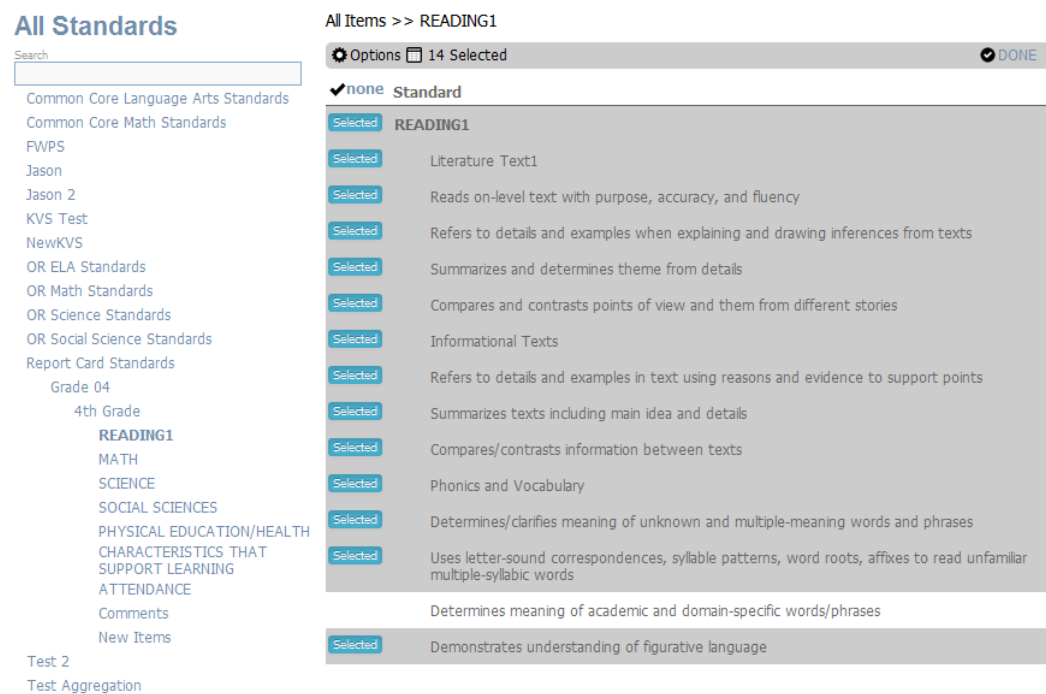


Figure 2.70 All Standards screen

5. Select the appropriate standards for your grade level and class.
6. Click **DONE**. The standards you selected display under My Objectives link on the Class Standards screen and are available on the Standards Correlation tab of the New Assignment screen.

Class Standards

My Objectives
READING1

Load Standards

Load Standards from Course Alignment
Add from District Standards Bank

All Items

Options

| Standard | Parent Portal | Weight | Agg. Method | Score Type |
|--|---------------|--------|-------------|----------------|
| READING1 | show | 1.00 | Power Law | 4 Point Rubric |
| Literature Text1 | show | 1.00 | Power Law | 4 Point Rubric |
| Reads on-level text with purpose, accuracy, and fluency | show | 1.00 | Power Law | 4 Point Rubric |
| Refers to details and examples when explaining and drawing inferences from texts | show | 1.00 | Power Law | 4 Point Rubric |
| Summarizes and determines theme from details | show | 1.00 | Power Law | 4 Point Rubric |
| Compares and contrasts points of view and them from different stories | show | 1.00 | Power Law | 4 Point Rubric |
| Informational Texts | show | 1.00 | Power Law | 4 Point Rubric |
| Refers to details and examples in text using reasons and evidence to support points | show | 1.00 | Power Law | 4 Point Rubric |
| Summarizes texts including main idea and details | show | 1.00 | Power Law | 4 Point Rubric |
| Compares/contrasts information between texts | show | 1.00 | Power Law | 4 Point Rubric |
| Phonics and Vocabulary | show | 1.00 | Power Law | 4 Point Rubric |
| Determines/clarifies meaning of unknown and multiple-meaning words and phrases | show | 1.00 | Power Law | 4 Point Rubric |
| Uses letter-sound correspondences, syllable patterns, word roots, affixes to read unfamiliar multiple-syllabic words | show | 1.00 | Power Law | 4 Point Rubric |
| Demonstrates understanding of figurative language | show | 1.00 | Power Law | 4 Point Rubric |

Figure 2.71 Class Standards screen, Added Standards

Creating Your Class Objectives (Standards)

You can also create your own standards to use in assessing students.

1. From the Grade Book menu, select **Class Standards**. The Class Standards screen displays.

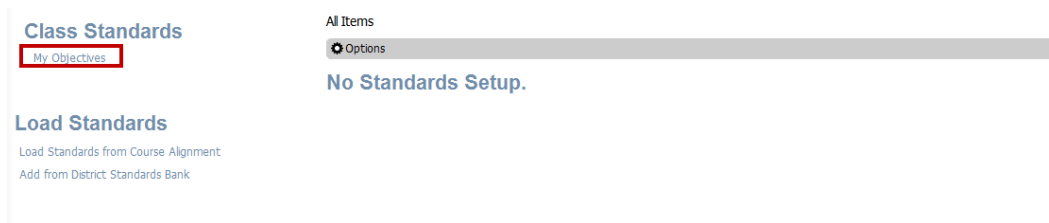


Figure 2.72 Class Standards screen, Add from District Standards Bank link

2. Select **My Objectives**. The Class Standards screen displays a message stating that no custom standards are setup.



Figure 2.73 Class Standards screen, Manage My Objectives

3. Click **Manage My Objectives**. A row displays for the new objective.



Figure 2.74 Class Standards screen, My Objectives row

4. Enter an academic standards code in the **Code** field.
5. Enter a title or description of the standard in the **Standard** field.
6. Click show to display the standard in **ParentVUE/StudentVUE**.
7. Enter a weight for this standard in the **Weight** field. The default weight is 1.
8. Select the way the scores aggregate in the **Agg. Method** field.
9. Select the **Score Type** used when grading by this standard.
10. Click **ADD**.

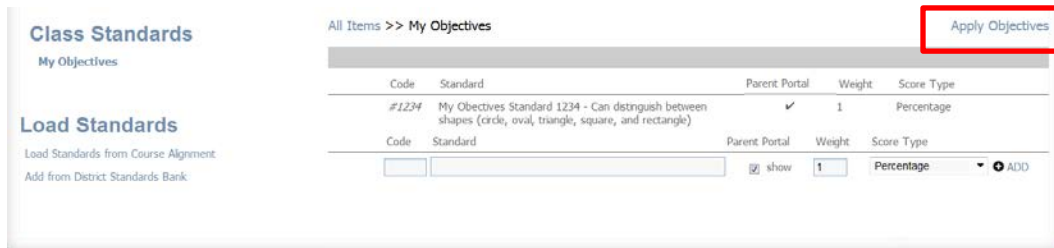


Figure 2.75 Class Standards screen, Apply Objectives

11. Repeat the previous steps to add additional objectives.
12. When you have entered all your objectives, click **Apply Objectives**. The added objectives displays on the screen with your classes.



Figure 2.76 Class Standards screen, Save Objectives

13. Under each class (homeroom, linked, breakout/intervention), select the classes to which this standard applies.
14. Click **SAVE**.

Editing Standards

You can edit any standard that is displayed in your class standards list.

1. From the Grade Book menu, select **Class Standards**. The Class Standards screen displays.

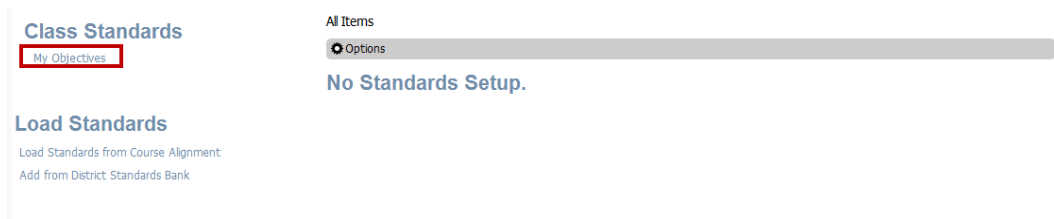


Figure 2.77 Class Standards screen, Add from District Standards Bank link

2. Select the standard from the list under **Class Standards**. The Class Standards screen displays the selected standards.
3. Move the mouse over the standard until it is highlighted.

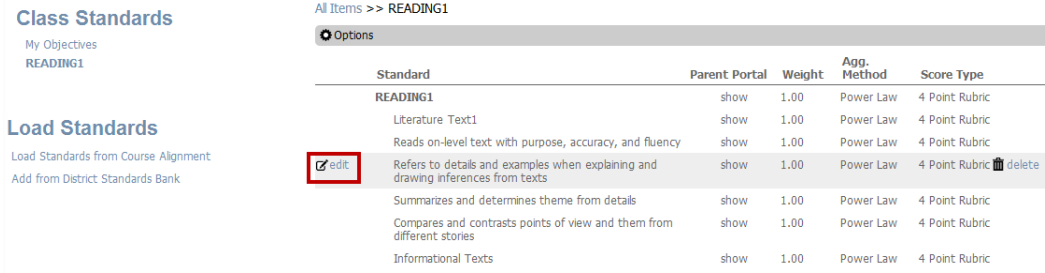


Figure 2.78 Class Standards screen

4. Click Edit. The word **edited** appears shaded orange.

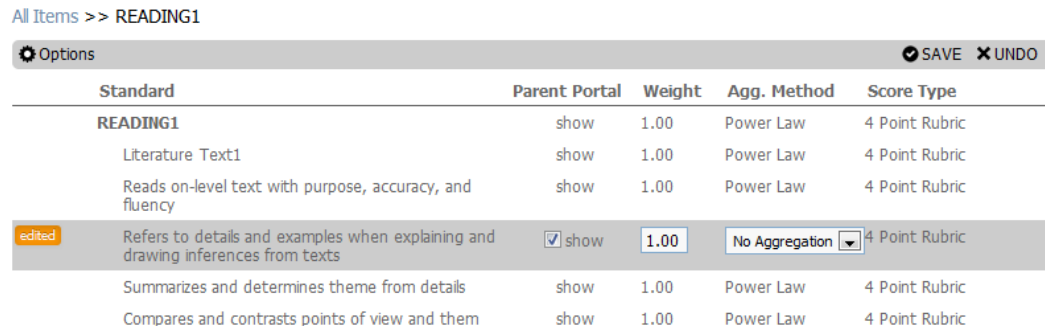


Figure 2.79 - Class Standards screen

5. Edit the standard detail as necessary.
6. Click **SAVE**.

Select Standards Proficiency

1. From the Grade Book menu, select **Grade Book Setup**.
2. Select the **Standards** tab.

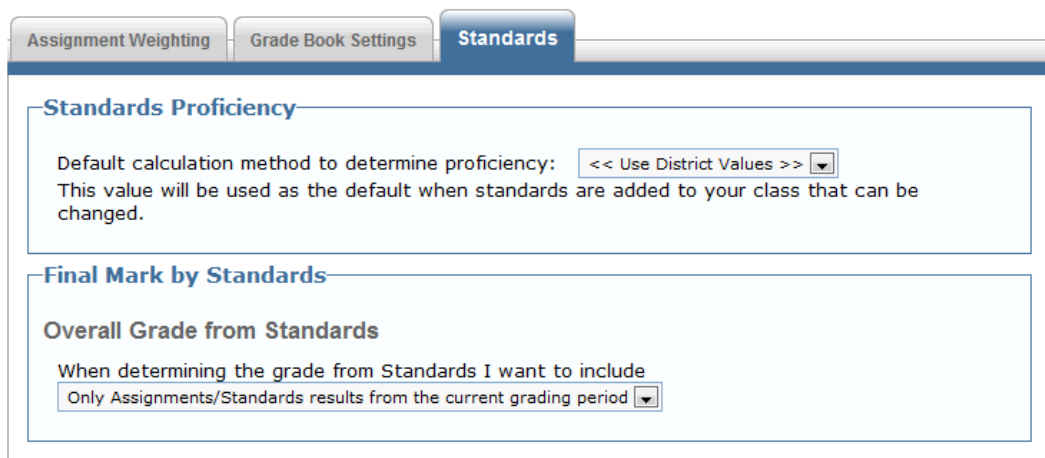


Figure 2.80 - Grade Book Setup screen, Standards tab

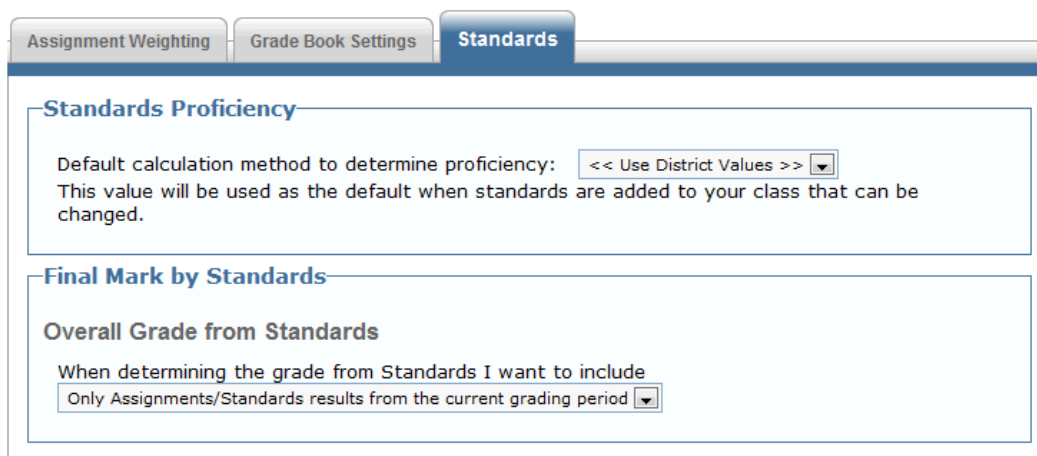
3. In the **Standards Proficiency** group box, select a calculation method to determine standard proficiency. The options include:

- **Use District Value** – uses the district-defined value for the selected standard.
- **Power Law** – Marzano's Power Law is a statistical formula that predicts what the student's next score will be based on their previous scores.
- **Highest Score** – is based on the student's highest score for the standard.
- **Last Score** – is based on the student's last score for the standard.
- **Mean** – calculates the average of the scores. The sum of all the scores is divided by the number of scored items.
- **Median** - calculates scores by sorting all scores in ascending order and determining the grade in the middle.
- **Mode** – uses the most commonly occurring value as the score.
- **No Aggregation** – will not calculate any overall score

Calculating Final Grade by Standard

You can determine if the final grade is calculated from the current grading period or from the current school year.

1. From the Grade Book menu, select **Grade Book Setup**.
2. Select the **Standards** tab.



The screenshot shows the 'Standards' tab in the 'Grade Book Setup' screen. It features two main sections:

- Standards Proficiency:** A dropdown menu is set to '<< Use District Values >>'. Below it, text reads: 'This value will be used as the default when standards are added to your class that can be changed.'
- Final Mark by Standards:** A section titled 'Overall Grade from Standards' with a dropdown menu set to 'Only Assignments/Standards results from the current grading period'.

Figure 2.81 Grade Book Setup screen, Standards tab

3. Select which assignments and standards to include in the final grade calculation. The options include:
 - Only Assignments/Standards from the current grading period
 - All Assignments/Standards from the current school year

MANAGING CLASSES (ADVANCED/OPTIONAL)

The ways teachers deliver instruction is continually changing in order to accommodate the needs of their students, and deal with limited space or resources. Some teachers may share their class with another teacher (co-teach), and some teachers may give a group of students special or intensive instruction within their class. Creating linked classes, creating breakout classes, sharing classes, and creating separate assignment weights and resources for different groups helps to manage these varying teaching scenarios.

Creating a Linked Class

You can create linked classes when you would like to have a separate Grade Book for each subject you teach. Your linked classes appear in the **Class** field on **Grade Book Main** screen and other screens. You can create separate category or assignment-type weighting for each of your linked classes, and you can make your individual linked classes available on StudentVUE and ParentVUE.

When you create a linked class, your homeroom students are automatically added to the linked class. Anytime students are added to or dropped from your homeroom class, your linked classes are updated as well.



Note: Only students enrolled in your homeroom class can be added to your linked classes. If you would like to add students from another teacher's homerooms into your class, (for instance, you teach fifth grade and student rotate between your class and another fifth grade teacher's class for subjects in order to prepare them for middle school class rotations) then you use Breakout classes instead. (See [Creating Breakout Classes](#).)

1. From the Grade Book menu, select **Manage Classes**.

The screenshot shows the 'Class Manager' interface. At the top, there is a dropdown menu for '(YR) Cordova, A 4th Grade(1) SEC:0438' and buttons for 'Update' and 'New Class'. Below this is a 'Settings for Cordova, A 4th Grade(1)' section with fields for 'Class Name' (Cordova, A 4th Grade(1)), 'Class Type' (Home Room), 'Class Objective', and 'Parent Class' (Current class is a homeroom class.).

Below the settings are tabs for 'Assignment Weighting', 'Staff', 'Class Resources', and 'Related Classes'. The 'Related Classes' tab is active, showing a table of linked classes.

| Class Name | Subject | Class Type | Students |
|-------------|-------------|--------------|----------|
| Mathematics | Mathematics | Linked Class | 25 |

On the left side of the 'Related Classes' tab, there is a list of 'Unlinked Subjects' including Language Arts, Reading, Technology, Musical Arts, Physical Education, Science, and Social Studies.

Figure 2.82 – Class Manager screen, Related Classes tab

2. Select your homeroom section from the list in the **Class Manager** section of the screen.
3. On the Related Classes tab, select a subject in the **Unlinked Subject** column by clicking the blue “plus” button. The system creates a linked class for the selected subject and the class displays under the **Related Classes** column.



Caution: When you create a linked class, any assignments and scores related to that subject move from the homeroom class to the linked class. However, if you unlink the class, the assignments and scores do not move back from the linked class to the homeroom class.

Creating Breakout or Intervention Classes

In some cases, you may need to add additional classes to your Grade Book for students who are not in your homeroom. In this situation, you can create a breakout or intervention class in order to maintain a separate set of assignments and grades for this group of students.



Note: You *cannot* create separate category or assignment-type weighting for breakout or intervention classes that have a parent class identified. Breakout and intervention class use the parent classes' assignment weighting and categories.

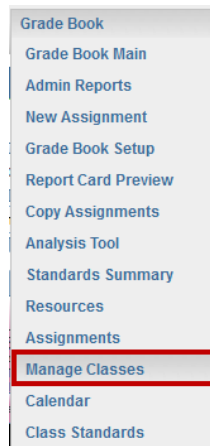


Figure 2.83 Grade Book menu

1. From the Grade Book menu, select **Manage Classes**. The Class Manager screen displays.

Class Manager

(YR) Carroll, N/Beverlin 3/4 Grade(1) SEC:0102 Show Deleted Classes

Settings for Carroll, N/Beverlin 3/4 Grade(1)

| | | | |
|-----------------|----------------------------------|--------------|------------------------------------|
| Class Name | Carroll, N/Beverlin 3/4 Grade(1) | Class Type | Home Room |
| Class Objective | | Parent Class | Current class is a homeroom class. |

Figure 2.84 - Class Manager screen

- Click **New Class**. The Class Manager group box clears all the fields and becomes editable.

The screenshot shows the 'Class Manager' interface. At the top, there is a dropdown menu for the current class, a 'Show Deleted Classes' checkbox, and 'Save' and 'Cancel' buttons. Below this is a section titled 'Settings for Carroll, N/Beverlin 3/4 Grade(1)'. The main form has four fields: 'Class Name' (text input with 'remedial reading'), 'Class Objective' (text input with 'get this group reading at or above grade level'), 'Class Type' (dropdown menu with 'Grade Book Breakout'), and 'Parent Class' (dropdown menu with '[(YR) Carroll, N/Beverlin 3/4 Grade(1) SEC.0102]'). A red border highlights the Class Name, Class Objective, and Parent Class fields. The Save button is also highlighted with a red box.

Figure 2.85 - Class Manager screen

- Enter a name in the **Class Name** field.
- Enter an objective in the **Class Objective** field.
- Select a **Class Type**, either Grade Book Breakout or Intervention.
- If there is a homeroom class related to the new class, select it from the **Parent Class** list.

OR

If no homeroom class is available, select <<none>>. The new class does not display in ParentVUE.



Note: If you select <<none>> in the Parent Class field, you can set assignment weighting, but none of the assignments will display in ParentVUE.

- Click **Save**. A confirmation message displays and the class appears in the list of available classes. The Student tab becomes available on the Class Manager screen.

Sharing Classes

You can share your homeroom, breakout/ classes, and linked classes with other teachers at your schools. You can manage the other staff's ability to create assignments, edit score, edit students, etc. If your district uses Streams, Grade Book automatically creates a Class Group for any shared class, enabling all staff associated with the class to maintain a Stream.

The screenshot shows the 'Class Manager' interface for the class 'Cordova, A 4th Grade(1)'. The 'Staff' tab is selected, displaying two columns: 'Available Staff' and 'Additional Staff'. The 'Available Staff' column lists five staff members: Carroll, Natalie; Fry, Erin; Grayson, Nicolas; Hathcock, Erin; and Staff, Staff. The 'Additional Staff' column shows Don Welsh with a list of permissions: 'Can Edit Staff', 'Can Edit Students', 'Can Create Assignments', 'Can Edit Scores', and 'Can Post Streams' (checked).

Figure 2.86 - Class manager screen, Staff tab

1. Click the **Staff** tab. The list of available staff members displays.



Note: The list of staff members you have to choose from depends on your security permission. See the Grade Book Admin Guide for more information on user security.

2. In the **Available Staff** field, click the blue “plus” next to the staff member’s name. The staff member’s name moves to the **Additional Staff** column with a list of access rights for the class.
3. Select the appropriate permissions for this staff member. Options include:
 - **Can Edit Staff** – gives permission to add or remove staff members to this class.
 - **Can Edit Students** – gives permission to add or remove students from this class. Students cannot be added or removed from shared homerooms or shared linked classes.
 - **Can Create Assignments** – gives permission to create assignments for this class within Grade Book.

- **Can Edit Scores** – gives permission to enter and edit assignment score for this class within Grade Book.
- **Can Post Streams** – gives permission to create and maintain communications threads within Streams.



Note: If you do not grant the added staff member any permissions, they only can view the shared class will be 'view-only' in the shared class. Only the main teacher can modify the class and student setup, grading settings, and add, edit, delete, or post report card grades.



Tip: When you add a staff member to a Breakout class, their students become available on the Class Manager > Students tab. You can combine the students from both yours and the other staff member's classes to create a shared Breakout class.

Adding Students to a Breakout or Intervention Class

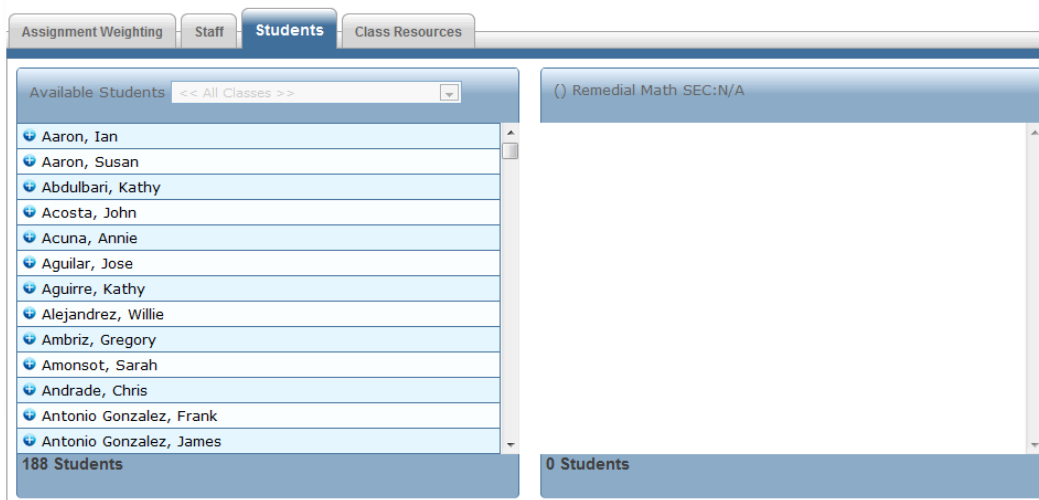


Figure 2.87 - Class Manager screen, Students tab

1. Click the **Student** tab. The list of available students displays.



Note: The pool of students you have to choose from depends on your security permission. See the Grade Book Admin Guide for more information on user security.

2. In the **Available Students** field, select a class or select <<All Classes>>.
3. Click the blue “**plus**” next to the student’s name. The student’s name moves to the new class column.

Class Manager

(YR) Remedial Math SEC:N/A Show Deleted Classes

Settings for Remedial Math

| | | | |
|-----------------|--|--------------|---|
| Class Name | Remedial Math | Class Type | Intervention |
| Class Objective | To get students up to grade level in the new math curriculum | Parent Class | Not linked to homeroom class - assignments will not be displayed in Parent Portal << none >> |

Assignment Weighting | Staff | **Students** | Class Resources

Available Students << All Classes >>

- Aaron, Susan
- Abdulbari, Kathy
- Acosta, John
- Acuna, Annie
- Aguilar, Jose
- Aguirre, Kathy
- Alejandroz, Willie
- Ambriz, Gregory
- Amonsot, Sarah
- Andrade, Chris
- Antonio Gonzalez, Frank
- Antonio Gonzalez, James
- Arciva, Pamela

187 Students

(YR) Remedial Math SEC:N/A

- Aaron, Ian

1 Students

Figure 2.88 - Class Manager screen, Students tab



Tip: To remove a student, click the blue “minus” next to the student’s name in the new class column.

Setting Assignment Weighting for Classes

The Assignment Weighting tab enables you to have different assignment type weighting for your linked or shared classes. For example, a math class may have homework, test, and quizzes, but not necessary any projects. In that case, you may choose not to include projects in the overall weight calculation. Perhaps you have a remedial class where students tend to do the majority of their graded work in class. You may weigh the in-class assignments heavier than the homework for just that class. See [Configuring Assignment Scoring Settings](#).



Note: Only the primary teacher can set assignment weights for shared classes.

Class Manager

(YR) Cordova, A 4th Grade(1) SEC:0438 Show Deleted Classes

Settings for Cordova, A 4th Grade(1)

| | | | |
|-----------------|-------------------------|--------------|------------------------------------|
| Class Name | Cordova, A 4th Grade(1) | Class Type | Home Room |
| Class Objective | | Parent Class | Current class is a homeroom class. |

Assignment Weighting

| Assignment Type | Weight (%) | Drop Scores | Default Points Possible | Display Color |
|------------------|--------------------------------|--------------------------------|-----------------------------------|---|
| Homework | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Homework"/> |
| Quiz | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Quiz"/> |
| Assignment | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Assignment"/> |
| Project | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Project"/> |
| Test | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Test"/> |
| Service Learning | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0.00"/> | <input type="button" value="Service Learning"/> |

Also apply the above weighting settings to the following classes:

(YR) Mathematics SEC:0438 (YR) Remedial Math SEC:N/A (YR) Science SEC:0438 (YR) Social Studies SEC:0438

Figure 2.89 - Class Manager screen, Assignment Weighting tab

1. Select the class from the class list in the Class Manager group box.
2. On the **Assignment Weighting** tab, set the **Weight (%)** for each assignment type. The sum of all the weights must equal 100%. If you do not use weights, enter 0 for each assignment type.
3. Set the **Drop Scores** allowed for each assignment type. This is the number of scores to drop (exclude) from the final grade calculation. For example, enter 2 for Homework if you want to drop the two lowest homework scores. Enter 0 if you do not want to drop any scores.
4. Set the **Default Possible Points** for each assignment type. For example, enter 10 for Homework if most of your homework assignments will be worth 10 points; you can

override this value when creating assignments. Enter 0 if you would prefer the system to default to zero.

5. Select any other classes to which you would like to apply these assignment weights.
6. Click **Update**. A message appears indicating your updates are complete.

Creating Class Resources for Classes

1. Select the **Class Resources** tab on the **Class Manager** screen.
2. Enter a name for the resource in the **Resource Name** field.
3. Enter a description in the **Resource Description** field (up to 500 characters.)
4. Select **Parent Portal** to display the resource in ParentVUE and StudentVUE.
5. Select the classes or sections to which this resource will be available in the Classes/Sections group box.
6. From the **Resource Type** list, select either **Web Resource** to add a link to a website or **Document Resource** to upload a document for students to download.
 - a. If adding a **Web Resource**, enter the web address of the website in the **New Web Resource** box. To test the link, click **Test URL**.
 - b. To save the resource, click **Insert Link**. The resource displays in the table at the bottom of the screen.

OR

- a. If adding a **Document Resource**, click **Browse** to select the document to upload.

Text files, Word documents, PDF files, and Excel spreadsheets are just some of the files that can be uploaded.

- b. To save the resource, click **Upload Document**. The resource displays in the table at the bottom of the screen.

SETTING GRADE BOOK ALERTS AND NOTIFICATIONS

Class notifications alert you to any changes in Grade Book or remind you when new setup is needed.

1. From the Grade Book menu, select **Grade Book Setup**.
2. Select the **Grade Book Settings** tab.
3. In the **Class Notification** group box, select the alerts and reminders you would like to receive.

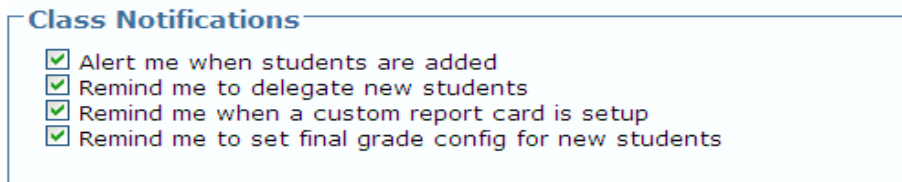


Figure 2.90 - Grade Book Setup screen, Grade Book Settings tab

- **Alert me when students are added** displays a Grade Book alert any time a new student is added.
- **Remind me to delegate new students** applies to teachers who delegate students to other teachers for Report Cards.
- **Remind me when a custom report card is setup** alerts you when your district has created a new report card.
- **Remind me to set final grade config for new students** reminds you to configure the final grade setting for a new student.

Chapter Three: USING GRADE BOOK

This chapter covers:

BASIC USER:

- ▶ [Creating Assignments](#)
- ▶ [Setting Grade Book Main Options](#)
- ▶ [Entering Scores](#)
- ▶ [Transferring Standards Results](#)
- ▶ [Utilizing the Student Summary Screen](#)

ADVANCED USER (Optional):

- ▶ [Importing Assignments](#)
- ▶ [Creating Resources](#)
- ▶ [Creating Student Groups](#)
- ▶ [Setting up a Class Website](#)
- ▶ [Transferring Student Scores](#)
- ▶ [Using the Calendar](#)
- ▶ [Using the Analysis Tool](#)
- ▶ [Creating Progress Reports](#)
- ▶ [Using the Standards Summary Screen](#)
- ▶ [Running Admin Reports](#)

CREATING ASSIGNMENTS

Assignments are any assessment items on which students are graded in the class, such as homework, tests, quizzes, projects, etc.

Adding Assignments

Assignments are created on the New Assignments screen. The New Assignment screen is accessed from the New Assignment option on the Grade Book menu or the New Assignment button on the Grade Book Main screen.

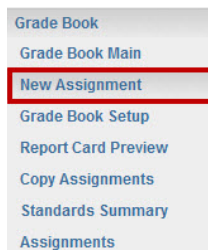


Figure 3.1 - Grade Book Menu, New Assignment option

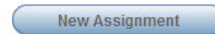


Figure 3.2 - Grade Book Main screen, New Assignment button

1. Open the New Assignment screen.

 A screenshot of the "New Assignment" screen. It features several sections:

- Assignment Summary:** A table with columns TYPE, POINTS, and # ASGN. It shows two rows: Homework (10.00, 1) and Test (10.00, 1).
- Assignment Name:** A text input field.
- Description:** A large text area.
- Assignment Settings:** Includes Date of Assignment (8/8/2013), Assignment Category (Normal), and a checked checkbox for "Show in Parent/Student Portal".
- Due Date:** A date picker set to 8/8/2013.
- Type:** A dropdown menu set to "<< select >>".
- Score Type:** A dropdown menu set to "Raw Score".
- Max. Score:** An empty text input field.
- Points:** A text input field containing "1".
- Assignment Drop Box:** Includes an unchecked "Enable Drop Box" checkbox, and dropdowns for "Drop Box Open Date", "Drop Box Close Date", and "Document Count Limit" (set to "Unlimited").
- Standards Correlations:** A section with tabs for "Standards Correlations", "Sections", and "Grading Periods". Below the tabs is an "Assignment Standards" section with an "Options" button.

Figure 3.3 - New Assignment screen, details



Note: The Score Type, Max Score, and Points fields may not be available in Standards Mode, depending on your district's settings.

2. Enter the assignment settings and score details. The assignment details are as follows:

- **Assignment Name:** The name of the assignment. This also displays on ParentVUE/StudentVUE (if enabled.)
- **Description:** The description of the assignment. This also displays on ParentVUE/StudentVUE (if enabled.)
- **Date of Assignment:** The date the assignment was given to students. The default is today's date.
- **Assignment Category:** The grading category for the assignments. Options include:
 - **Normal** - The assignment will count towards the students' overall grade.
 - **Extra Credit** – The assignment is an opportunity for the student to improve their overall grade. Extra Credit does not negatively affect their grade.



Note: If an extra credit assignment is part of a weighted assignment category where no 'Normal' assignments have been scored yet, the grade book will count the extra credit assignment. It is very important when using extra credit assignments to create them only in assignment categories that have at least one other assignment entered in that assignment category (i.e. Tests).

- **Not for Grading** - The assignment will not count toward the students' overall grade.
- **Show in Parent/Student Portal:** Displays the assignment in ParentVUE and StudentVUE (if enabled.) This option is selected by default.
- **Due Date:** The date the assignment is due. The default is today's date.
- **Assignment Drop Box:** Drop Box allows students to upload completed assignments through StudentVUE. The Drop Box feature must be enabled by your district.
- **Type:** Select an assignment type. The assignment types listed may include district created assignment types as well as any assignment types you may have created. have added, it is because you have Add by Types to the District Types selected on Grade Book Setup. If you would only like to see your types listed here, go back to Grade Book Setup and select Only Show My Types.
- **Score Type:** Select Raw Score, Percentage, or any other Grade Book score types previously created. (See Defining Grade Book Score Types (advanced/optional)).
 - When using the **Raw Score** assignment score type, Max Score and Points must be entered.
 - When using the **Percentage** assignment score type, Points must be entered. When entering scores, they are entered as percentages. For example, if the student earned 9 points out of 10 points possible, the teacher would enter 90 (9/10 = 90%) as the score.
- **Max Score:** Enter the maximum number of points possible on an assignment.
- **Points:** Enter the number of points the assignment is worth in Grade Book. For most assignments, this is the same value as the Max Score. You can also use this field to weight the assignment (see How to Use Assignment Weighting section).

3. Select any standards associated with this assignment from the **Standards Correlations** tab. (optional)
 - a. Select the appropriate standards for the assignment in the **Standards Picker** section. Selected standards are labeled **Selected**.



Note: Standards must already have been added by the district for teachers to be able to search for or select them here.

- b. Click **DONE**. The selected standards display under **Assignment Standards**.
4. Select all the sections that will use this assignment from the **Sections** tab.
5. Select the grading periods for this assignment from the **Grading Periods** tab.



Note: Grading Periods may already be selected based on defaults assigned in Grade Book Setup.

6. Click **Save/Add Another Assignment**. Repeat Steps 1-5 to add more assignments or click **Save** to be taken back to Grade Book Main.

How to Weight Assignments Using Points

| | No Assignment Weighting | Double Weight | Half Weight | | | | | | | | | | | | | | | | | | |
|---|---|--|--|------------|----|--------|----|---|------------|-----------|------------|----|--------|----|--|------------|-----------|------------|----|--------|---|
| Scenario | You give an assignment that has 10 questions and you want it to be worth 10 points (no weight). | You give an assignment that has 10 questions but you want it to be worth 20 points (double). | You give an assignment that has 10 questions but you want it to be worth 5 points (half). | | | | | | | | | | | | | | | | | | |
| Setup | <table border="1"> <thead> <tr> <th>Score Type</th> <th>Raw Score</th> </tr> </thead> <tbody> <tr> <td>Max. Score</td> <td>10</td> </tr> <tr> <td>Points</td> <td>10</td> </tr> </tbody> </table> | Score Type | Raw Score | Max. Score | 10 | Points | 10 | <table border="1"> <thead> <tr> <th>Score Type</th> <th>Raw Score</th> </tr> </thead> <tbody> <tr> <td>Max. Score</td> <td>10</td> </tr> <tr> <td>Points</td> <td>20</td> </tr> </tbody> </table> | Score Type | Raw Score | Max. Score | 10 | Points | 20 | <table border="1"> <thead> <tr> <th>Score Type</th> <th>Raw Score</th> </tr> </thead> <tbody> <tr> <td>Max. Score</td> <td>10</td> </tr> <tr> <td>Points</td> <td>5</td> </tr> </tbody> </table> | Score Type | Raw Score | Max. Score | 10 | Points | 5 |
| Score Type | Raw Score | | | | | | | | | | | | | | | | | | | | |
| Max. Score | 10 | | | | | | | | | | | | | | | | | | | | |
| Points | 10 | | | | | | | | | | | | | | | | | | | | |
| Score Type | Raw Score | | | | | | | | | | | | | | | | | | | | |
| Max. Score | 10 | | | | | | | | | | | | | | | | | | | | |
| Points | 20 | | | | | | | | | | | | | | | | | | | | |
| Score Type | Raw Score | | | | | | | | | | | | | | | | | | | | |
| Max. Score | 10 | | | | | | | | | | | | | | | | | | | | |
| Points | 5 | | | | | | | | | | | | | | | | | | | | |
| Score you write on the assignment | 10/10 | 10/10 (20 points) | 10/10 (5 points) | | | | | | | | | | | | | | | | | | |
| How you key in the score & how it's calculated | <p>The # of points you key in: 10 (max score)</p> <p>The # of points Synergy gives the student based on calculation: 10 points</p> | <p>The # of points you key in: 10 (max score)</p> <p>The # of points Synergy gives the student based on calculation: 20 points</p> | <p>The # of points you key in: 10 (max score)</p> <p>The # of points Synergy gives the student based on calculation: 5 points</p> | | | | | | | | | | | | | | | | | | |
| | Most teachers use this method for the majority of their assignments. | <p>Example of when this method can work for you: You have a 50-question test worth 200 points. Each question is worth 4 points. You would enter 50 as the Max Score and 200 as the Points. When entering student scores, you will key in the number the student got correct (45, for example) and the Grade Book will calculate the points earned ($45 \times 4 = 180$ points).</p> <p>Example of when this method will <i>not</i> work for you: You have a 50-question test worth 200 points. Of those questions, 25 are worth 3 points each (75 points) and the other 25 questions are worth 5 points each (125 points). In this case, because your questions do not have the same point value, you cannot simply enter the number correct because the points earned will depend on which questions he/she got correct. In this case, you would enter 200 as the Max Score and Points, then hand-calculate the score as you grade and key that score into Grade Book.</p> | | | | | | | | | | | | | | | | | | | |

Copying Assignments

You can copy assignments from one class to another, across grading periods, and across school years.

1. From the Grade Book menu, click **Copy Assignments**. The Copy Grade Book Assignments screen displays all assignments for the class and grading period currently in focus.

Choose Assignments
Choose Classes
Options/Finish

Copy From:

School Year: 2009-2010 | Class Type: Home Room | Class: (S2) User, T Ptn Eng III(1) SEC:1116 | Period: 4th Qtr

| <input type="checkbox"/> All | Assignment | Points |
|------------------------------|-----------------|--------|
| <input type="checkbox"/> | Research Report | 20.00 |
| <input type="checkbox"/> | Vocabulary Quiz | 10.00 |
| <input type="checkbox"/> | Midterm Exam | 50.00 |
| <input type="checkbox"/> | Writing Project | 20.00 |

Previous Next

Figure 3.4 - Copy Grade Book Assignments screen

2. Using the menus, select the **school year**, **class type**, **class**, and **grading period** from which the assignments are copied.

Choose Assignments
Choose Classes
Options/Finish

Copy From:

School Year: 2009-2010 | Class Type: Home Room | Class: (S2) User, T Ptn Eng III(1) SEC:1116 | Period: 4th Qtr

| <input type="checkbox"/> All | Assignment | Points |
|--|-----------------|--------|
| <input type="checkbox"/> | Research Report | 20.00 |
| <input type="checkbox"/> | Vocabulary Quiz | 10.00 |
| <input checked="" type="checkbox"/> Copy | Midterm Exam | 50.00 |
| <input type="checkbox"/> | Writing Project | 20.00 |

Previous Next

Figure 3.5 - Copy Grade Book Assignments screen, Choose Assignments

3. Either select the individual assignment to copy, or select **All** to select all assignments.
4. Click **Next**. A list of all the classes for the school year and grading period displays.

Copy Grade Book Assignments

Choose Assignments
Choose Classes
Options/Finish

Copy to:

School Year: 2012-2013 | Period: 4th Qtr

| Copy to | Class Name |
|-------------------------------------|---|
| <input type="checkbox"/> | (YR) Andrews, M 3/4 Grade(1) SEC:0316 |
| <input type="checkbox"/> | (YR) Bemz, C Kind Am(1) SEC:0451 |
| <input type="checkbox"/> | (YR) Bemz, C Kind Ptn(1) SEC:0452 |
| <input checked="" type="checkbox"/> | (YR) Beverlin, C 1/2 Multi-Age(1) SEC:0128 |
| <input checked="" type="checkbox"/> | (YR) Beverlin, C 1/2/3 Multi-Age(1) SEC:0125 |
| <input type="checkbox"/> | (YR) Bingham, C 1/2 Multi-Age(1) SEC:0130 |
| <input type="checkbox"/> | (YR) Breakout Test SEC:N/A |
| <input type="checkbox"/> | (YR) Carroll, N iBeverlin 3/4 Grade(1) SEC:0102 |

Figure 3.6 - Copy Grade Book Assignments screen, Choose Classes

5. Select the **School Year** and/or **Period** of the classes you would like to display in the **Copy To** list.
6. Select the classes to which you want to copy the assignments.

7. Click **Next**.
8. Select a Date Option.
 - a. Select **Copy Original Dates** to use the original assignment's dates.
 - b. Click **Finish**.OR
 - a. Select **I'll Edit the Dates** to enter new dates. The **Assignment Date** and **Due Date** display.
 - b. Enter dates.
 - c. Click **Finish**.

Editing Assignments

Any assignments can be edited until it has student scores associated with it. After scores are entered for the assignment, the system only allows certain aspects of the assignment to be edited.

Editing a single assignment

1. From Grade Book Main, click the assignment title. A menu displays.
2. Select **Edit Assignment**. The **Assignment** screen displays.
3. Make appropriate changes.
4. Click **Save**.

OR

1. From the Grade Book Menu, select **Assignments**. The Assignments List screen displays the assignments for the class currently in focus.



Note: To change classes or grading periods, use the lists to make selections.

Assignment List Filters

Class: (S2) Jackson, K Am Govt(2) SEC:1269 | Grading Period: 4th Qtr | Page Size: 10 Assignments | Custom Assignment Sort

Showing 1-6 of 6

Figure 3.7 - Assignment List screen

2. Edit an individual assignment by making the change(s) directly into the boxes for that assignment.

| Action | Measure | Assign Date | Score Type | Assignment Type | Due Date | Max.Val. | Pts.Poss. | Type | Parent Portal |
|------------------------------|-----------|-------------|------------|-----------------|----------|----------|-----------|--------|-------------------------------------|
| <input type="checkbox"/> All | | | Percentage | TPK | | | | Normal | <input type="checkbox"/> |
| <input type="checkbox"/> | Jason's I | 05/06/2013 | Raw Score | Homework | 05/06/20 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | SS22 Dis | 06/23/2013 | Raw Score | Test | 05/23/20 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |

Figure 3.8 - Assignments List screen

3. Click **Save Changes**.

Editing multiple assignments

1. From the Grade Book Menu, select **Assignments**. The Assignments List screen displays the assignments for the class currently in focus.



Note: To change classes or grading periods, use the lists to make selections.

Assignment List Filters

Class: (S2) Jackson, K Am Govt(2) SEC-1269 | Grading Period: 4th Qtr | Page Size: 10 Assignments | Custom Assignment Sort

Showing 1-6 of 6

Figure 3.9 - Assignments List screen

2. Select the assignments requiring the change by checking the boxes for only those assignment rows.



Tip: Select the All check box to select all assignments.

| Action | Measure | Assign Date | Score Type | Assignment Type | Due Date | Max.Val. | Pts.Poss. | Type | Parent Portal |
|---|-----------|-------------|------------|-----------------|----------|----------|-----------|--------|-------------------------------------|
| <input checked="" type="checkbox"/> All | | | Percentage | TPK | | | | Normal | <input type="checkbox"/> |
| <input type="checkbox"/> | Jason's I | 05/06/2013 | Raw Score | Homework | 05/06/20 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | SS22 Dis | 06/23/2013 | Raw Score | Test | 05/23/20 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |

Figure 3.10 - Assignment List screen, Assignments tab

3. Enter the change that you want applied to the assignments in the top row (example: Due Date change to 08/08/2013).
4. Click the **green down arrow** to apply the change to all selected assignments.

| Action | Measure | Assign Date | Score Type | Assignment Type | Due Date | Max. Val. | Pts. Poss. | Type | Parent Portal |
|-------------------------------------|-----------|-------------|------------|-----------------|----------|-----------|------------|--------|-------------------------------------|
| <input checked="" type="checkbox"/> | | | Percentage | TPK | 8/8/2013 | | | Normal | |
| <input checked="" type="checkbox"/> | Jason's P | 05/06/2013 | Raw Score | Homework | 8/8/2013 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | SS22 Dis | 06/23/2013 | Raw Score | Test | 8/8/2013 | 10 | 10.00 | Normal | <input checked="" type="checkbox"/> |

Figure 3.11 - Assignment List screen, Assignments tab

5. Click **Save Changes**.

Verifying or Change Grading Periods for Multiple Assignments

1. Select the **Grading Periods** tab. The **Assignment Grading Period** grid displays.

| Assignment | Due Date | Progress Period 1 | 1st Qtr | Progress Period 2 | 2nd Qtr | Sem 1 Final | Progress Period 3 | 3rd Qtr | Progress Period 4 | 4th Qtr | Sem 2 Final |
|-----------------|-----------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|
| Research Report | 3/15/2010 | <input type="checkbox"/> All | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Included | <input type="checkbox"/> |
| Vocabulary Quiz | 3/19/2010 | <input type="checkbox"/> All | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Included | <input type="checkbox"/> |
| Midterm Exam | 4/2/2010 | <input type="checkbox"/> All | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Included | <input type="checkbox"/> |
| Writing Project | 4/16/2010 | <input type="checkbox"/> All | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Included | <input type="checkbox"/> |

Figure 3.12 - Assignments List screen, Grading Periods tab

2. Check the boxes to add an assignment to correct grading periods.



Note: The grading periods currently assigned are checked and labeled **Included**.

3. Click **Save Grading Periods**.

Deleting Assignments

1. From **Grade Book Main**, click the assignment title. A menu displays.
2. Select **Delete Assignment**. A confirmation message displays.
3. Click **Delete**.



Caution: When deleting an assignment, student scores and resources that have been issued for that assignment are also deleted. You cannot retrieve these scores and resources.

IMPORTING ASSIGNMENTS (ADVANCED/OPTIONAL)

There may be times when you need to import class scores into Grade Book. The Grade Book Import screen enables you to use a pre-formatted Excel document to import your assignments and scores to Grade Books.

You can generate the Excel document from the Grade Book Import screen - student names and IDs are pre-populated in the document, along with a sheet providing instructions for completing the process. The import screen validates all data and provides information to remedy any errors prior to importing your assignments and scores.

1. On the Grade Book Menu, select **Grade Book Import**.

Figure 3.13 - Grade Book Import screen

2. Click **Download Sample File**. The system generates a formatted file with the student information pre-populated.

| | A | B | C | D | E | F | G | H | I | J |
|----|-----------------|----------------------|-----------------|------------------------|---------------|--------|--------------|-----------------|------------------|---------|
| | STUDENT_PERM_ID | STUDENT_NAME | ASSIGNMENT_NAME | ASSIGNMENT_DESCRIPTION | OVERALL_SCORE | WEIGHT | MEASURE_TYPE | ASSESSMENT_DATE | REPORT_CARD_ROWS | SUBJECT |
| 2 | 261690 | Nathaniel Moore | | | 0/0 | 100 | | | | |
| 3 | 265985 | Savana Hix | | | 0/0 | 100 | | | | |
| 4 | 267689 | Cayden Aldous | | | 0/0 | 100 | | | | |
| 5 | 267179 | Makayla Barkhurst | | | 0/0 | 100 | | | | |
| 6 | 268288 | Thomas Bechtel | | | 0/0 | 100 | | | | |
| 7 | 268078 | Madison Buckner | | | 0/0 | 100 | | | | |
| 8 | 268959 | Coby Castile | | | 0/0 | 100 | | | | |
| 9 | 268579 | Brody Cohen | | | 0/0 | 100 | | | | |
| 10 | 249098 | Troy Coleman | | | 0/0 | 100 | | | | |
| 11 | 278451 | Izaac Crotwell | | | 0/0 | 100 | | | | |
| 12 | 267879 | Madison Davis | | | 0/0 | 100 | | | | |
| 13 | 267397 | Erick De La Torre | | | 0/0 | 100 | | | | |
| 14 | 265919 | Quaid Fehly | | | 0/0 | 100 | | | | |
| 15 | 267250 | Allison Ferguson | | | 0/0 | 100 | | | | |
| 16 | 278501 | Justin Garcia | | | 0/0 | 100 | | | | |
| 17 | 257650 | Markeita Garman | | | 0/0 | 100 | | | | |
| 18 | 267400 | Jacob Gregg | | | 0/0 | 100 | | | | |
| 19 | 266939 | Rhett Haigh | | | 0/0 | 100 | | | | |
| 20 | 257340 | David Helm | | | 0/0 | 100 | | | | |
| 21 | 268847 | Alexandrea Hernandez | | | 0/0 | 100 | | | | |
| 22 | 265604 | Kenyth Kettle | | | 0/0 | 100 | | | | |
| 23 | 267785 | Kagen Lawrence | | | 0/0 | 100 | | | | |

Figure 3.14 - Sample file

3. Select the **Instructions** tab. It displays instructions on how to complete the import process.



Note: The import template worksheet already contains the list of student names and the SIS id's for your convenience. If you wish to import multiple assignments just copy and paste the student rows. The Instructions tab lists the available Measure Types and Subjects that can be used for your file import. Be sure the Import Template matches one of these values. To correlate to multiple report card rows, separate them with two bar characters (||). EX. MATH||GEOMETRY

4. Complete the **Import Template** tab of the file.



Note: If importing more than one assignment, the students' names and student IDs can be copied and repeated on the worksheet.

Scores can be entered either using percentages (ex: 90%) or using points earned/points possible (90/100). When using percentages, the 'Points' value of the assignment is set to 100. When using points earned/points possible, the 'Points' value of the assignments is set equal to the points possible entered on the worksheet. No other score types are supported at this time.

The assignment name, assignment description, measure_type, assignment_date, and subject fields must be completed for each line that is to be imported. If these fields are not complete, the corresponding line(s) will not be imported.

| | A | B | C | D | E | F | G | H |
|----|-----------------|--------------------------|------------------------|------------------------|---------------|--------------|-----------------|---------|
| | STUDENT_PERM_ID | STUDENT_NAME | ASSIGNMENT_NAME | ASSIGNMENT_DESCRIPTION | OVERALL_SCORE | MEASURE_TYPE | ASSESSMENT_DATE | SUBJECT |
| 1 | 169313 | Robert Chairez | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 2 | 151240 | Jeremy Norby | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 3 | 106180 | Alan Ornelas | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 4 | 112523 | Terry Armendariz | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 5 | 113615 | Shawn Boxrud | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 6 | 114542 | Sean Whitaker | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 7 | 130983 | Gregory Ambriz | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 8 | 105573 | Charles Bernal Neri | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 9 | 148253 | Carlos Bogan | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 10 | 129032 | Douglas Chamberlain | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 11 | 140093 | Jonathan Leas | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 12 | 117631 | Henry Ledesma | Import Test Assignment | Description | 7/10 | Homework | 9/1/2011 | Math |
| 13 | 110666 | Roger Leeuw | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 14 | 122688 | Fred Williams | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 15 | 117061 | Edward Wolgamot | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 16 | 170754 | Sean Anderson | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 17 | 158151 | Christopher Bunton | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 18 | 156347 | Arthur Tran | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 19 | 117638 | Gerald Mancera Coronel | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 20 | 156766 | Clarence Mancera Herrera | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 21 | 125533 | Clarence Matter | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 22 | 110966 | Raymond Mendez Gonzales | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 23 | 117641 | Gary Mirelez | Import Test Assignment | Description | 8/10 | Homework | 9/1/2011 | Math |
| 24 | 997008 | Joe Wilson | Import Test Assignment | Description | 9/10 | Homework | 9/1/2011 | Math |
| 25 | | | | | | | | |

Figure 3.15 - Sample file

5. **Save** the Excel file.
6. On the **Grade Book Import** screen, click **Browse**.
7. Select the file and click **OK**.
8. Select uploads option in the **Upload Import File** box:
 - **Add Assignments Not Found in Current Class** - only imports assignments that do not currently exist in Grade Book for the class in focus.
 - **Ignore Unknown Columns in File** - ignores any columns not required by the import tool.

- **Overwrite Existing Score** –overwrites any existing scores found for the assignment.
9. Click **Upload Import File**. When the system uploads the file, any errors with the file or format display.



Note: In the **Review Import File** box, the status displays the number of errors, if any. In the **Import File Status** box, each error displays, identifying the error and the row number where the error is located on the import file.

Grade Book Import

Upload Import File

Options: Add Assignments Not Found in Current Class
 Ignore Unknown Columns in File
 Overwrite Existing Scores

Please select a file to upload:

Help

1. Click "download sample file" button above.
2. Follow instructions on second worksheet of file.
3. Upload file to check for errors.
4. Click "Import Data" button to complete your assignment import.

Import File Status

Alert: Row number 2 cannot be imported. Could not locate assignment: Import Test Assignment.

Alert: Row number 3 cannot be imported. Could not locate assignment: Import Test Assignment.

Review Import File

| | Assignment | Asgn Date | Type | Status |
|------------------------|---------------------------------------|-----------|----------|---------------------------|
| Select | Import Test Assignment Description | 9/1/2011 | Homework | Alert: 24 Error(s) |

Import Test Assignment

| Student | Score |
|--------------------------|------------------------------|
| Robert Chairez 109313 | Alert: Row: 2 8/10 |
| Jeremy Narby 151249 | Alert: Row: 3 7/10 |

Figure 3.16 - Grade Book Import screen

10. Resolve any errors. Once all errors have been resolved, the Review Import File status changes to **OK. Ready for Import** and the **Import Data** button become available.

Grade Book Import

Upload Import File

Options: Add Assignments Not Found in Current Class
 Ignore Unknown Columns in File
 Overwrite Existing Scores

Please select a file to upload:

Help

1. Click "download sample file" button above.
2. Follow instructions on second worksheet of file.
3. Upload file to check for errors.
4. Click "Import Data" button to complete your assignment import.

Import File Status

OK: File Ready For Import.

Review Import File

| | Assignment | Asgn Date | Type | Status |
|------------------------|---------------------------------------|-----------|----------|------------------------------|
| Select | Import Test Assignment Description | 9/1/2011 | Homework | OK: Ready for import. |

Import Test Assignment

| Student | Score |
|--------------------------|-------|
| Robert Chairez 109313 | 8/10 |

Figure 3.17 - Grade Book Import screen

11. Click **Import Data**. Once the import is complete, the Import File Status changes to **OK: File Import Success!**

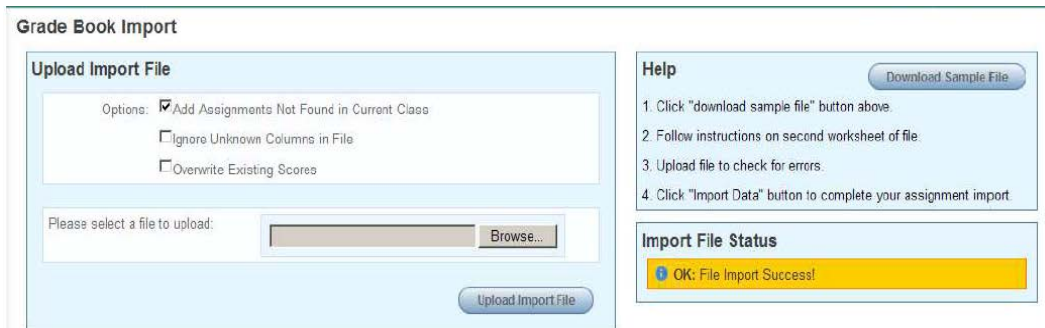


Figure 3.18 - Grade Book Import screen

The assignment and score appear in Grade Book Main, tied to the appropriate grading periods as defined in Grading Setup.

| Student | Grade | Inherit Me MAX:10.00 PTS:10.00 9/2/2011 Homework | Import Test Assig MAX:10.00 PTS:10.00 9/1/2011 Homework |
|---------------------------|---------|--|---|
| Alan Ornelas | 83.8% | 8 | 9 |
| Arthur Tran | 84.5% | 9 | 9 |
| Carlos Bogan | ↓ 77.9% | 8 | ↓ 7 |
| Charles Bernal Neri | ↓ 74.1% | ↓ 7 | 8 |
| Christopher Bunton | ↓ 77.1% | | 8 |
| Clarence Manquera Herrera | ↓ 79.2% | | 8 |
| Clarence Matter | ↓ 72.9% | | 8 |
| Douglas Chamberlain | ↓ 67.2% | | ↓ 7 |

Figure 3.19 - Grade Book Main screen

CREATING RESOURCES (ADVANCED/OPTIONAL)

You can add a link to a website or a document as a resource for an individual assignment or for your entire class in general. Students and parents can download these resources through StudentVUE and ParentVUE.

| Gradebook Assignment Detail | | | |
|-----------------------------|-------------------------|--|------------------------|
| Course Am Govt (SS51) | Period 0 | Teacher Teacher User | |
| Assignment Assignment | Type Assignment | Date 09/07/2009 | Due Date 09/13/2009 |
| Score 18.0 out of 25.00 | Score Type Raw Score | Points 7.20 / 10.00 | Notes - |
| Description | | | |
| Resources | | | |
| Name | | Description | |
| A More Perfect Union | | Please read this webpage about the drafting of the Constitution. | |
| Project Outline | | Please click here to download a Word document outlining the project. | |

Figure 3.20 - StudentVUE, Gradebook Assignment Detail

Adding Assignment Resources

1. Click on the name of the assignment on the **Grade Book Main** screen. A menu appears.

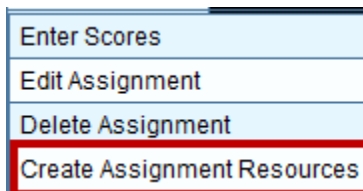


Figure 3.21 - Grade Book Main screen, Assignment menu

2. Select **Create Assignment Resources**. The Create Assignment Resources screen displays.
3. Enter a name for the resource in the **Resource Name** field.
4. Enter a description in the **Resource Description** field (up to 500 characters.)
5. Select the **Parent Portal** check box, to display the resource in ParentVUE and StudentVUE.
6. Select the classes or sections to which this resource will be available in the **Classes/Sections** group box.
7. From the **Resource Type** list, select either **Web Resource** to add a link to a website or **Document Resource** to upload a document for students to download.
 - a. If adding a **Web Resource**, enter the web address of the website in the **New Web Resource** box. To test the link, click **Test URL**.

- b. To save the resource, click **Insert Link**. The resource displays in the table at the bottom of the screen.

OR

- a. If adding a **Document Resource**, click **Browse** to select the document to upload.

Text files, Word documents, PDF files, and Excel spreadsheets are just some of the files that can be uploaded.

- b. To save the resource, click **Upload Document**. The resource displays in the table at the bottom of the screen.

Viewing or Deleting Assignment Resources

Note: Once an assignment resource had been added to an assignment, it can only be viewed or deleted. Unlike class resources, assignment resources cannot be edited.

1. From the Grade Book menu, click **Resources**.
2. Click the **Assignment Resources** tab. The Assignment Resources grid displays.

Assignment Resources

Drag a column header here to group by that column

| Class Name | Subject | Resource Description | Assignment | Show in Portal | Resource Name | Added | | |
|-----------------------------------|---------|----------------------|-------------|-------------------------------------|-----------------|-----------|-------------------------------|------------------------|
| Carroll, N /Beverlin 3/4 Grade(1) | Math | Test Answers | Math Test 2 | <input type="checkbox"/> | Test Answers | 3/1/2011 | View Resource | Delete |
| Carroll, N /Beverlin 3/4 Grade(1) | Reading | Testing... | HW 2 | <input checked="" type="checkbox"/> | Test Resource | 12/6/2011 | View Resource | Delete |
| Carroll, N /Beverlin 3/4 Grade(1) | Reading | Testing... | HW 2 | <input checked="" type="checkbox"/> | Test Resource 2 | 12/6/2011 | View Resource | Delete |

Figure 3.22 - Resources screen, Assignment Resources tab

3. Click **View Resource** to open the resource.



Tip: Resources can be grouped by the different columns. If you would like to see the resources by Subject for example, click on that column's name and drag it to the top row where it states '**Drag a Column Header Here to Group by That Column**'. When grouped by a column, the resource can be viewed for each value in the column by clicking on the plus sign next to the column title.

OR

1. Click **Delete** to delete the resource.



Caution: No confirmation box displays before the deletion.

Adding Class Resources

1. Select **Resources** from the **Grade Book** menu. The Resources screen displays.
2. On the Class Resources tab, select a class or section from the **Class/Section** field.
3. Enter a name for the resource in the **Resource Name** field.
4. Enter a description in the **Resource Description** field (up to 500 characters.)
5. Select the **Parent Portal** check box, to display the resource in ParentVUE and StudentVUE.
6. Select the classes or sections to which this resource will be available in the **Classes/Sections** group box.
7. From the **Resource Type** list, select either **Web Resource** to add a link to a website or **Document Resource** to upload a document for students to download.
 - a. If adding a **Web Resource**, enter the web address of the website in the **New Web Resource** box. To test the link, click **Test URL**.
 - b. To save the resource, click **Insert Link**. The resource displays in the table at the bottom of the screen.

OR

- a. If adding a **Document Resource**, click **Browse** to select the document to upload.

Text files, Word documents, PDF files, and Excel spreadsheets are just some of the files that can be uploaded.

- b. To save the resource, click **Upload Document**. The resource displays in the table at the bottom of the screen.

Modifying Class Resources

1. Select **Resources** from the **Grade Book** menu. The Resources screen displays.

| Resource Name | Resource Description | | Show in Portal | Added | |
|-----------------|----------------------|-------------------------------|-------------------------------------|-----------|---|
| Test Resource 1 | Testing... | View Resource | <input checked="" type="checkbox"/> | 12/6/2011 | Edit Delete |
| testing two | testing two | View Resource | <input checked="" type="checkbox"/> | 2/8/2012 | Edit Delete |

Figure 3.23 - Resources screen, View Resources

2. Click **View Resource** at the bottom of the Class Resources tab to open the attached resource.

OR

| Resource Name | Resource Description | | Show in Portal | Added | |
|-----------------|----------------------|-------------------------------|-------------------------------------|-----------|---|
| Test Resource 1 | Testing... | View Resource | <input checked="" type="checkbox"/> | 12/6/2011 | Edit Delete |
| testing two | testing two | View Resource | <input checked="" type="checkbox"/> | 2/8/2012 | Edit Delete |

Figure 3.24 - Resources screen, Edit

1. Click **Edit**. The editable resource info displays in the grid.

| Resource Name | Resource Description | Show in Portal | Added |
|-----------------|----------------------|-------------------------------------|-----------|
| Test Resource 1 | Testing... | <input checked="" type="checkbox"/> | 12/6/2011 |

| | | | |
|----------------|--|---|---|
| Resource Name | <input type="text" value="Test Resource 1"/> | Resource Description | <input type="text" value="Testing..."/> |
| Show in Portal | <input checked="" type="checkbox"/> | Update Cancel | |

Figure 3.25 - Resources screen, Edit Resources

OR

| Resource Name | Resource Description | | Show in Portal | Added | |
|-----------------|----------------------|-------------------------------|-------------------------------------|-----------|---|
| Test Resource 1 | Testing... | View Resource | <input checked="" type="checkbox"/> | 12/6/2011 | Edit Delete |
| testing two | testing two | View Resource | <input checked="" type="checkbox"/> | 2/8/2012 | Edit Delete |

Figure 3.26 - Resources screen, Delete Resources

1. Click **Delete**.



Caution: No confirmation box displays before the deletion.

SETTING GRADE BOOK MAIN OPTIONS

Grade Book Main is where students' assignments, scores, and overall grade display for each class. The following section covers how to use filters on Grade Book Main, how to set your Grade Book Main preferences, and how to change your student or assignment sort order.

By default, Grade Book Main sorts by student. It can also sort by students' overall grades by clicking the small gray square within the column header. Once sorted, the gray square at the top of the column displays an arrow instead of an S. This arrow indicates the direction of the sort, either ascending or descending. To switch the direction of the sort, click on the square with the arrow again. The direction of the arrow and the direction of the sort reverse.

Using Grade Book Main Filters

The information on the Grade Book Main screen can also be filtered by using the menus at the top of the screen.

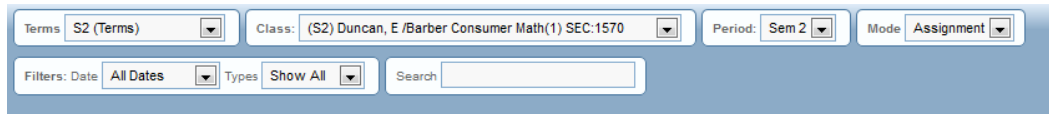


Figure 3.27 - Grade Book Main filters

- **Term** - Filters by the school term, such as a semester or quarter.
- **Class** - Switch to the records for another class from the list.
- **Period** - Select the records for another grading period.
- **Mode** – If Standards Mode is selected, enables you to switch the display between standard or assignment mode.
- **Show Summary Score** – This option only displays in Standard mode. It displays the true calculated score for the standard.
- **Date** - Filters the assignments by date. The default shows all dates.
- **Type** - Displays a particular type of assignment such as a quiz or homework. The default is to show all assignment types.
- **Search** - Use keyword searches to locate assignments. Enter all or part of the assignment name in the Search box. As the name is typed, the potential matches will appear in a drop-down list below the Search box.

Setting Grade Book Main Preferences

Additional options are available on the Grade Book Options panel. Expand the panel by clicking on the arrow next to the Grade Book Main grid. Once you have opened the options menu, the following choices appear:

Figure 3.28 - Grade Book Options

Sort Students by - Enables teachers to change the order students are listed. By default, students sort by Last Name. They can also be sorted by First Name, Student ID, Nickname, or custom sorting options..

Assignment Order - By default assignments display on the Grade Book grid from Oldest to Newest (left to right). This can also be changed to either Newest to Oldest, or the Custom Sort Order as set on the Assignments screen.

Show dropped students - Students t dropped from the class still display in the grid. A line through their name and the word drop in red indicates dropped students.

Hide class grade - The **Grade** column, which shows the student's overall grade in the class, is not shown.

Show total missing - The **Missing** column is added to the grid that shows the total number of assignments that a particular student has not completed. **Enable group editing** - Allows student groups to be edited through Grade Book.

Show grades by type - The grid displays the grades for the assignment types in addition to the grades for the individual assignments.

Show comment codes - Comment codes are displayed after the score for the assignment, and the score and code are in bold.

Enable assignment note entry – Allows you to enter a public or private note associated with a student's assignment.

Always Show Student ID – Displays the Student ID next to their name.

Show - Selects how the assignment scores display. Normal displays the raw score. Percentage shows the score as a percentage of the total points. Points show the total points. Available Comments (such as Late, Absent, Missing, Incomplete, Language, or Extra Credit) shows scores with the selected comment highlighted in the grid in orange.

Analysis Bands – Applies the selected Analysis Band to the Grade Book Main screen.

Summary Mode - Select either **Show Median** and/or **Show Mode** to display the median score or the mode for the class at the bottom of each assignment column.

Row Size - Adjusts the size of each row in the grid. The row size can be Large, Medium, or Small.

At risk highlight scores percentage - By default, at risk students are defined as those students with a score of 50% or below for either an assignment or overall. Change the percentage used to determine an “at risk” student by entering the new number.

Changing the Student Sort Order on Grade Book Main

A custom student sort order can also be created by using either Custom Sorting First Name or Custom Sorting Last Name from the **Sort Students by** menu in Grade Book Options.

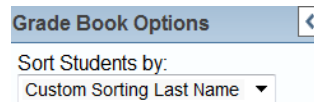


Figure 3.29 - Grade Book Options

When using custom sorting, the student list first is sorted by either first name or last name (depending on the custom sort option selected). You can then drag and drop the student names on screen into a different order.

Click on the student's name, and drag it to its new position. Once the student list is in the desired order, click **Save Changes**. When new students are added to a class, they appear at the top of the list.

Changing Assignment Sort Order on Grade Book Main

1. On the Grade Book menu, select **Assignments**.
2. On the Assignments screen, click **Custom Assignment Sort** . The Sort Assignments screen displays.

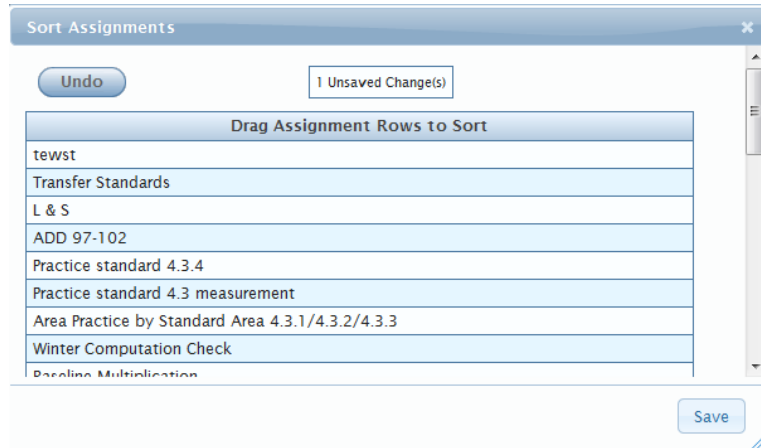


Figure 3.30 - Sort Assignments screen

3. Drag the assignment in the desired order.
4. Click **Save**. The system reorders the assignments on both the Assignments screen and the Grade Book Main screen.

CREATING STUDENT GROUPS (ADVANCED/OPTIONAL)

You can create student groups when you would like to break your Grade Book up by any type of groupings. For example, you may have high, medium, and low reading groups in your class and creating student groups for these will allow you to view, edit, or enter scores for each group separately. Also, you can create Breakout classes using these groups to maintain separate assignments for each group.

Creating Student Groups

1. From Grade Book Main, expand the **Grade Book Options** menu by clicking the right arrow.

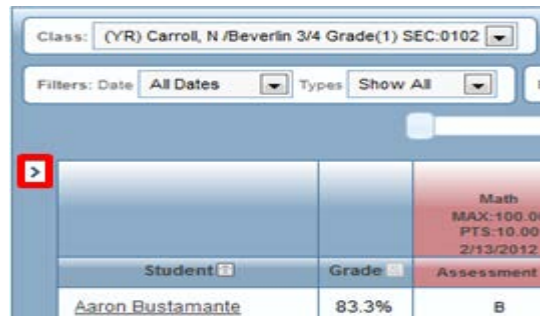


Figure 3.31 - Grade Book Main screen

2. Under the Grade Book Options, check **Enable group editing**.
3. In the Student Groups section, click on the **plus (+)** sign. The New Group field appears.

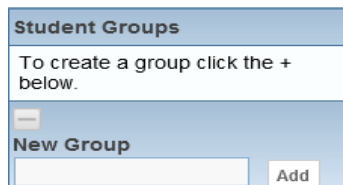


Figure 3.32 - Student Groups

4. Enter the **New Group** name, and click **Add**. The new group displays in the Student Group section.

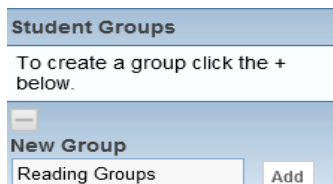


Figure 3.33 - Student Groups

5. Click on the **plus** sign next to the group name to add a subgroup. Only subgroups are used as filters.

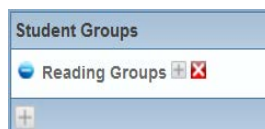


Figure 3.34 - Student Groups

6. Enter a name for the subgroup and click the **Add** button. Run through the same step if you have multiple groups

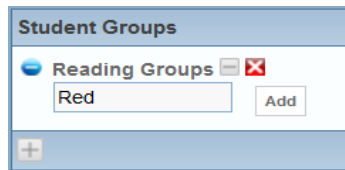


Figure 3.35 - Student Groups

7. Click on the **plus** sign in front of the subgroup to begin assigning students to the subgroup. The students then appear with a plus sign in front of their names.



Figure 3.36 - Student Groups

8. Click on the **plus** sign next to the student name to assign the student to the subgroup. As students are added, their names are added underneath the subgroup. The plus sign turns into a minus sign, and their names are highlighted blue. Click the **minus** sign to remove the student from the subgroup.

Grade Book Options

Sort Students by:
Last Name

Assignment Order:
Oldest to Newest

Show dropped students
 Hide class grade
 Show total missing
 Enable group editing
 Show grades by type
 Show comment codes
 Enable assignment note entry

Show:
Normal

Summary Mode:
 Show Median Show Mode

Row Size: Large

At risk highlight scores
percentage 50 %

Student Groups

Reading Groups

- Red
 - Mayra, Alvarado Rivera
 - Diego, Barroso
 - Ada Nelis, Bustamante Roman
- Blue
- Yellow

| Student | Grade |
|--|-------|
| + Acevedo, Sebastian | N/A |
| + Alcalá, Shayla | N/A |
| - Alvarado Rivera, Mayra | N/A |
| + Ashbaker, Alex drop | N/A |
| - Barroso, Diego | N/A |
| - Bustamante Roman, Ada Nelis | N/A |
| + Carrasco Marquez, Desiree | N/A |
| + Castro, Gustavo-Adolfo | N/A |
| + Contreras Witron, Anthony | N/A |
| + Elizarraraz, Ronald | N/A |
| + Flores, Daniel | N/A |
| + Gutierrez Lopez, Gabriela | N/A |
| + Islas Ortega, Alfredo | N/A |
| + Martinez Lizarraga, Daniel | N/A |
| + Meza Quinonez, Alan | N/A |
| + Mohamed, Fouad drop | N/A |

Figure 3.37 - Grade Book Main screen, Student Groups

Viewing by Group in Grade Book Main

1. Once all students have been added to their correct groups, from the **Grade Book Options** menu, uncheck **Enable Group Editing**.
2. Click on the name of the subgroup in the **Student Groups** section. Grade Book Main displays only those students, their assignments, and scores.



Note: The averages at the bottom of the grid still display the entire class average, not just the average for the group.



Figure 3.38 - Grade Book Main screen

3. Click the **blue minus sign** next to the active subgroup title to inactivate the current subgroup and return to viewing all students in Grade Book Main.

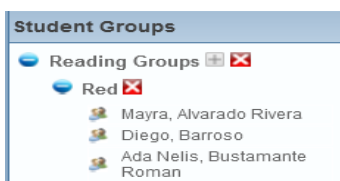


Figure 3.39 - Student Groups

Creating a Breakout Class from a Student Group

1. With the subgroup active, click **Convert to Class**. A message box displays confirming the conversion.

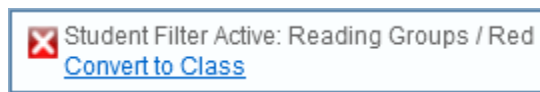


Figure 3.40 - Grade Book Main screen

2. Click **OK** to create the class. The class displays under the Class list on Grade Book Main. See [Managing Classes \(Advanced/optional\)](#).

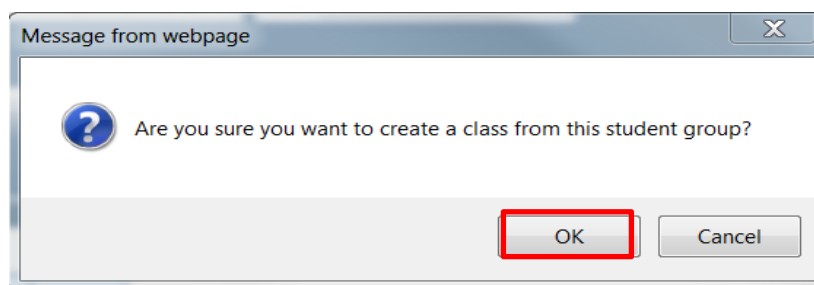


Figure 3.41 - Confirmation Message

SETTING UP A CLASS WEBSITE (ADVANCED/OPTIONAL)

Teacher Class Websites enables you to create custom, class specific postings, and homework assignments in Grade Book. Parents and students can view these postings and assignments in ParentVUE and StudentVUE. You also have the option to create custom topics to help organize your postings. After a Class Website Post has been created it can be viewed by parents and students in ParentVUE and StudentVUE on the Website tab.

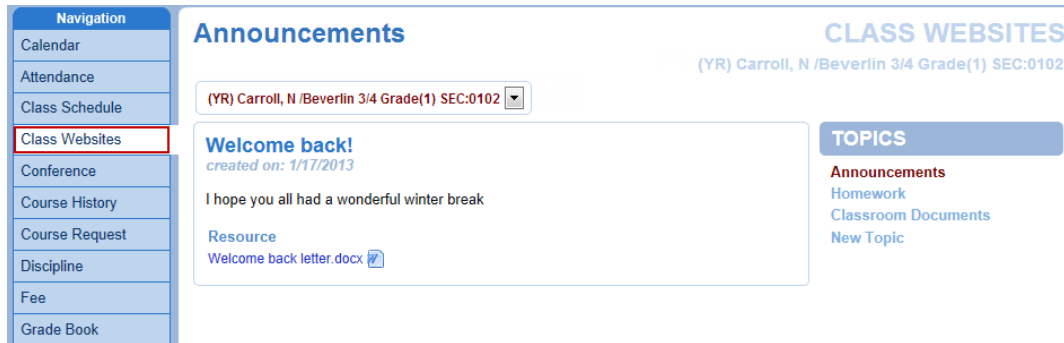


Figure 3.42: ParentVUE/StudentVUE - Class Website

A teacher can post directions, helpful hints, or additional resources.

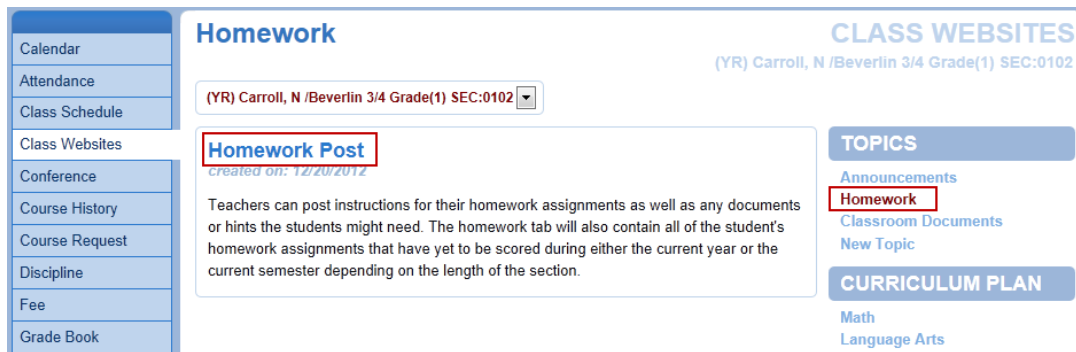


Figure 3.43: ParentVUE/StudentVUE - Class Website - Topic screen

The website displays all homework assignments that have yet to be scored during the current year or current semester depending upon the length of the class.

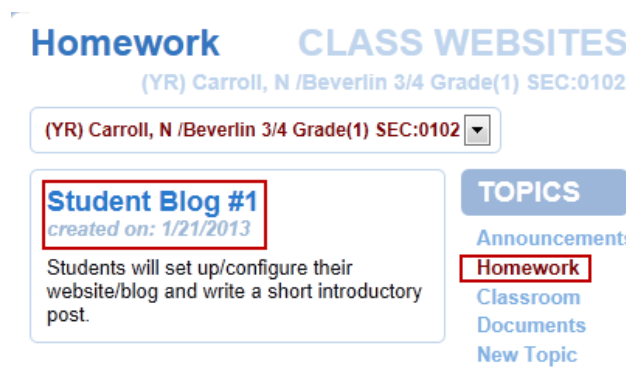


Figure 3.44: ParentVUE/StudentVUE - Class Website - Ungraded Assignment

The screenshot shows the 'Grade Book' interface in the Synergy Education Platform. The top navigation bar includes 'Streams', 'Grade Book', 'Report Card', and 'LessonVUE'. The main content area shows a table of assignments for the class '(YR) Carroll, N /Beverlin 3/4 Grade(1) SEC:0102'. The table has columns for 'Student', 'Grade', 'Project', 'Homework', 'Quiz', and 'Q'. The 'Homework' column is highlighted, and a red box is drawn around the 'Student Blog #1' assignment for Aaron Ian and Alejandrez Willie.

| Student | Grade | Project | Homework | Quiz | Q |
|-------------------|----------|---------|----------|------|---|
| Aaron Ian | 93.0% A | 95 | 10 | 9 | Q |
| Alejandrez Willie | 87.6% B+ | 78 | 10 | 9 | Q |

Figure 3.45: Grade Book - Ungraded Assignment

Adding a Topic to the Class Website

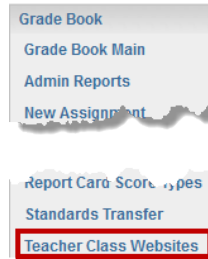


Figure 3.46 - Grade Book menu

1. Select the **Teacher Class Website** option from the **Grade Book** menu. The **Class Website** page opens.

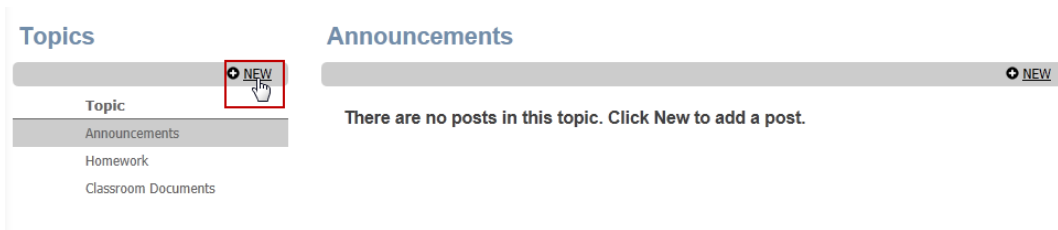


Figure 3.47: Class Website Post screen - add Topic

2. Click the **New** link under the **Topics** heading. The **New Topic** field displays.

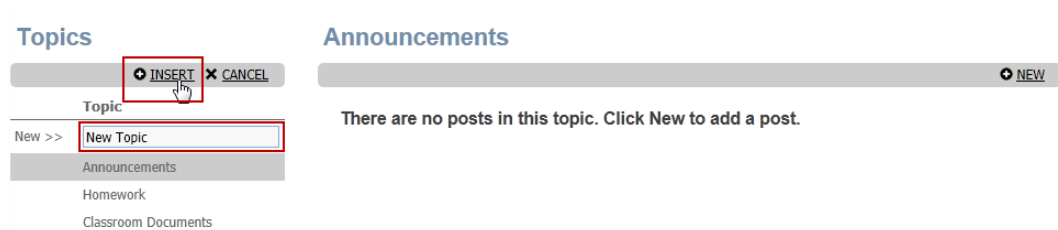


Figure 3.48: Class Website Post screen - add Topic cont.

3. Enter a **New Topic**.
4. Click **INSERT** to save. The new topic appears under the **Topics** heading.

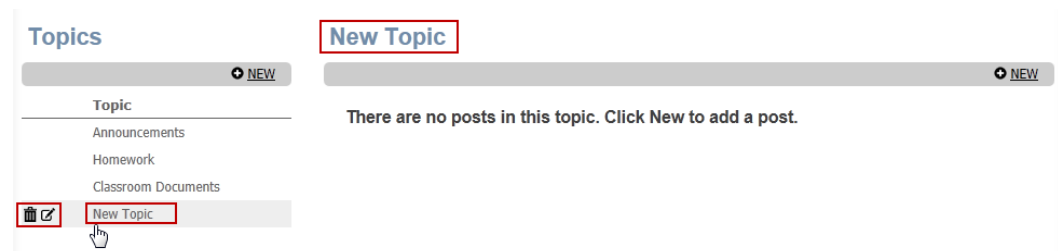


Figure 3.49: Class Website Post screen - with New Topic



Note: You can only edit or delete topic you created. If you delete a topic all the posts stored in that topic are deleted as well.

Adding a Post to the Class Website

1. Select a topic under the **Topics** heading. Any posts related to the topic display.



Figure 3.50 - Class Website screen

2. Click **NEW**. A blank post displays.

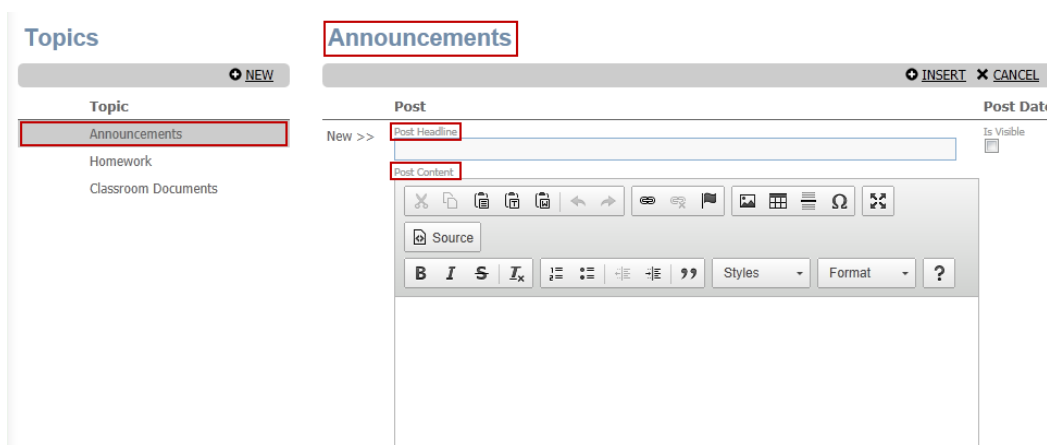


Figure 3.51: Class Website Post screen - new post

3. Enter a headline in the **Post Headline** field.
4. Enter the content in the **Post Content** field.

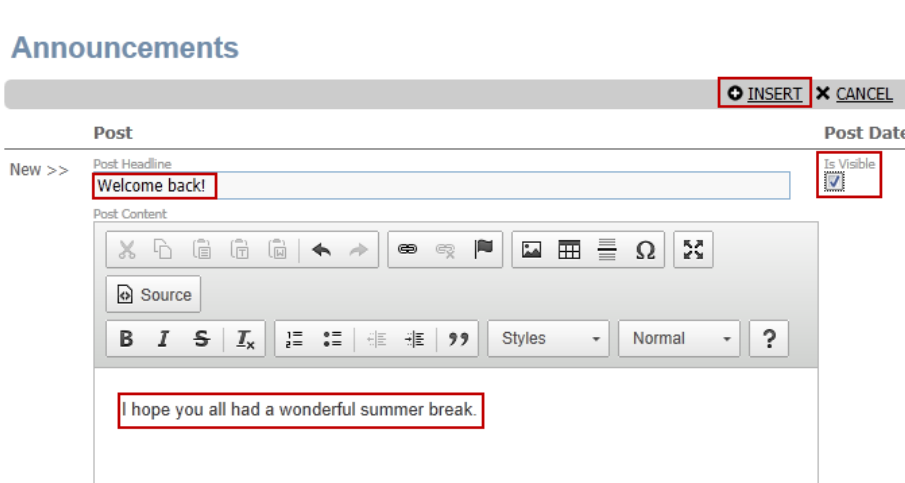


Figure 3.52: Class Website Post screen - new post cont.

5. Select the **Is Visible** checkbox to make it visible to students and parents.



Note: If you are not finished with your post or do not want it visible, unselect the **Is Visible** checkbox.

- Click the **Insert** link to save and post. The new post heading and content display under the Announcements heading with green Posted label in Grade Book.

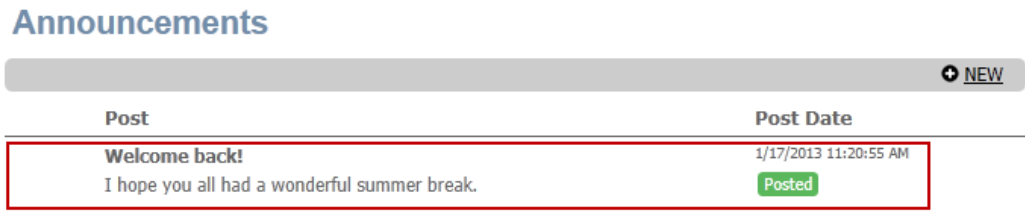


Figure 3.53: Class Website Post screen - posted

Editing a post

- Move the mouse over the post until it is highlighted.

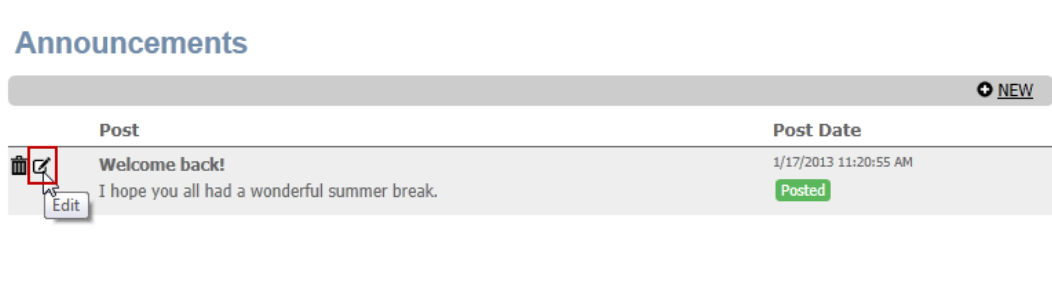


Figure 3.54: Class Website Post screen - edit post

- Click Edit. The word **edited** appears shaded orange.

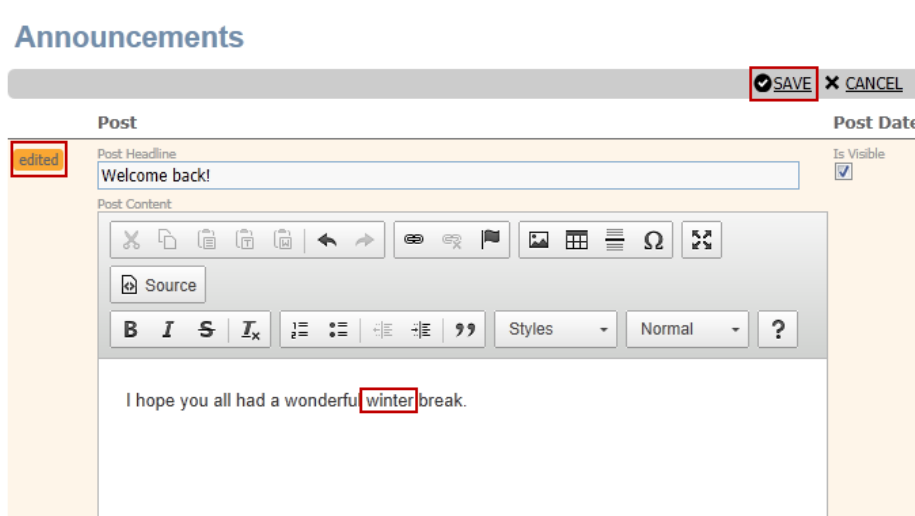


Figure 3.55: Class Website Post screen - edit post cont.

3. Make the necessary changes to the post.
4. Click **SAVE**.



Note: Save any changes to the post before adding a document or picture. You can only add documents from the **Edit** screen. You must create and save a new Class Website Post before adding a document or picture to the post.

Attaching a Document or Picture to a Post

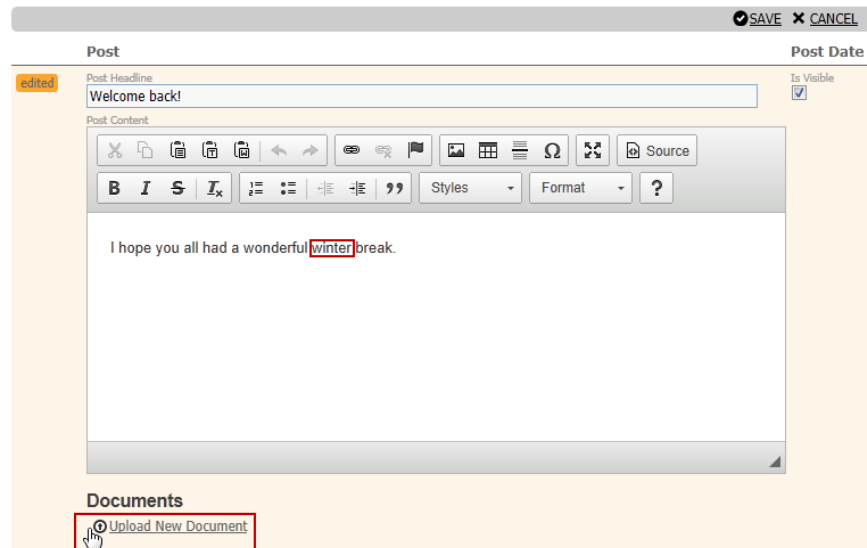


Figure 3.56: Class Website Post screen - add document

1. From the Edit screen, click **Upload New Document**. The **Upload a Document** window opens.

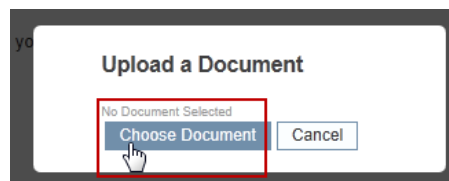


Figure 3.57: Choose Document

2. Click **Choose Document**.



Figure 3.58: Upload Document

3. Select a document and click **Upload**. Grade Book adds the document to your post and you return to the **Class Website Post** page. The document icon appears under your post.

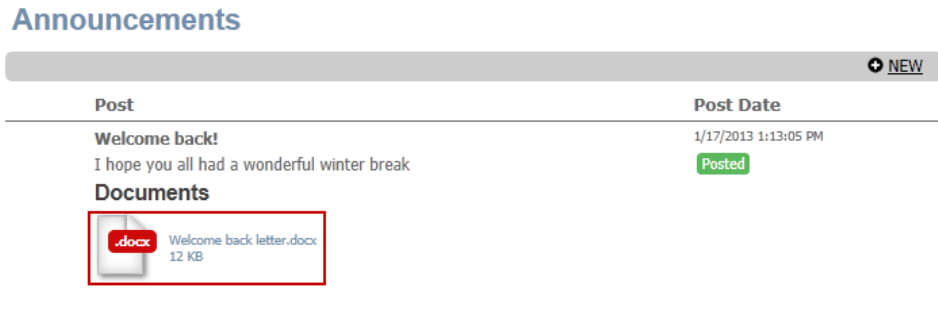


Figure 3.59: Document added to Post

Deleting a Post

1. Move the mouse over the post until it appears highlighted.

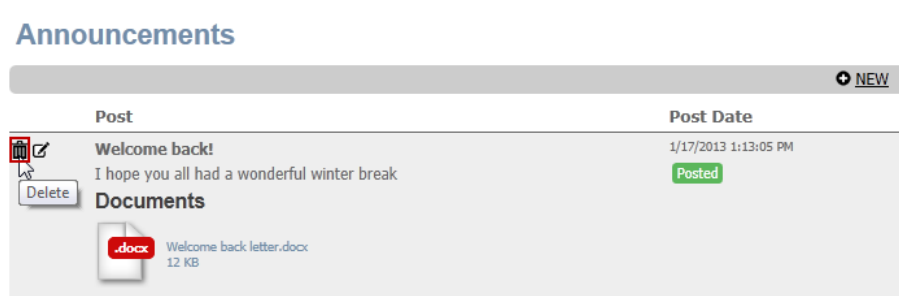


Figure 3.60: Class Website Post screen - delete post

2. Click Delete. The word **deleted** appears shaded red.

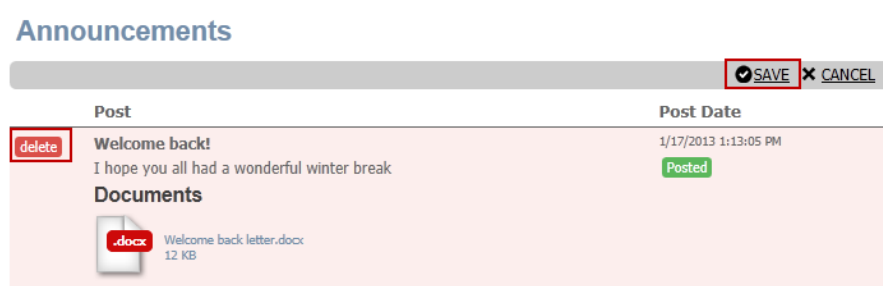


Figure 3.61: Class Website Post screen - delete post cont.

3. Click **SAVE**. A message confirms the deletion.
4. Click **OK** to delete the post.

ENTERING SCORES

There are two ways to enter scores in Grade Book. You can enter scores in assignment mode or in standards mode. You are able to toggle between these two modes on the Grade Book Main screen.

Using Assignment Mode

There are two ways to enter scores in Assignment Mode. The first is to enter scores right into **Grade Book Main** for each assignment. This method is best to use when you have just a few scores to enter for just a few students. For example, when an assignment has already been scored and you need to enter a few remaining scores for students who were absent or are turning the assignment late. See [Entering Scores on the Grade Book Main screen](#).

The second way to enter scores is by using the **Assignment Score Entry** screen. This method is best to use when you want to be able to enter scores for multiple students at one time. This method features a fill down feature that will save time when entering scores. See [Entering Scores on the Assignment Score Entry screen](#)

The following items are things to keep in mind when adding student scores in Assignment mode.

Blank Cells – The system assumes that blank cells are simply assignments that do not have a score entered yet. If no score is entered, the student's grade is not be affected by that assignment. Blank cells do not automatically equate to a score of zero. Comment codes are used to indicate if an student was absent, excused from the assignment, or if the assignment is missing. See [Configuring Grade Book Comments \(advanced/optional\)](#) and [Using Grade Book Comments](#).

Extra Credit - Besides creating assignments that are marked with the Extra Credit assignment category, teachers can also give students extra credit is by keying in more points than the assignment is worth. For example, if the Max Score on an assignment is 20 and you want to give the student 5 additional points for extra credit, key in 25 as the student's score. The grade book will figure out what percentage increase will apply to the student's overall grade. This method only applies to assignments with raw score or percentage scores. The extra credit cannot be more than twice the high score value.

Red d's - The red lowercase d's on the Grade Book Main screen represent the assignments that have been dropped. If a teacher has chosen to drop scores in Grade Book Setup, then the red lowercase d's appear for the students for which that assignment is their lowest (Test, Quiz, etc.)

Red downward pointing arrows - The red arrow on assignment scores indicate the assignment has received an "at-risk" score. Teachers set an **at-risk** percentage in their Grade Book options that will help them determine the students who are receiving low scores.

Entering Scores on the Grade Book Main screen

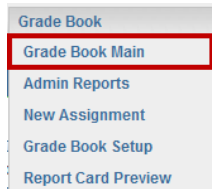


Figure 3.62 Grade Book menu

1. From the Grade Book menu, select **Grade Book Main**. The Grade Book Main screen displays.
2. On Grade Book Main, select **Assignments** from the **Mode** field to switch to Assignment Mode.
3. Click on any score box on the screen. The selected box turns yellow, and a cursor appears.

| | | 4 and 5 spelling quiz MAX:10.00 PTS:10.00 11/19/2010 | Cursive homework MAX:10.00 PTS:10.00 6/23/2011 |
|--------------------------------------|-------|---|---|
| Student | Grade | Classwork | Homework |
| Emmie Clayton | 81.3% | 5 | 10 |
| Summer Braby | 50.0% | 5 | 10 |
| Samuel Cotharin | 50.0% | 5 | |
| Matthew Duran | 50.0% | 5 | |
| Christopher Broesder | 50.0% | 5 | |
| Jack Fry | 50.0% | 5 | |

Figure 3.63 - Grade Book Main screen

4. Enter the score in the appropriate format (e.g. letter grade, raw score, percentage, rubric).



Note: The system displays an error message if the score is in the wrong format.

The scores appear red until they are saved.

5. Click **Save Changes**.

Entering Scores on the Assignment Score Entry screen

1. Click on the name of the assignment on the Grade Book Main screen. A menu appears.

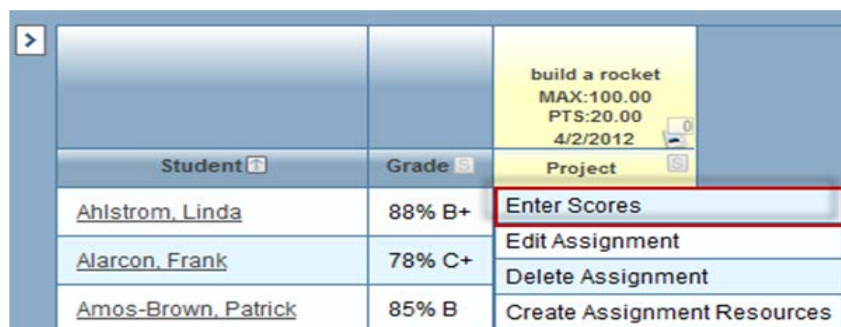


Figure 3.64 - Grade Book Main screen, Assignment menu

2. Select **Enter Scores**. The **Assignment Score Entry** screen for the selected assignment displays.



Note: The Exclude, Hide in Portal, Comment, and Notes fields may not be available in Standards Mode, depending your district's settings.

The screenshot shows the 'Assignment Score Entry' screen for the 'build a rocket' assignment. The top section includes filters for Class, Period, and Assignment. Below is a summary table with columns for Assignment, Subject, Score Type, Points, and Max Value. The main table has columns for Student, Class Grade, Project, Box, Exclude, Hide in Portal, Comment, and Notes. Each student row has a grade dropdown menu with a green arrow next to it.

| Assignment | Subject | Score Type | Points | Max Value | Correlations |
|----------------|---------|---------------------|--------|-----------|--|
| build a rocket | | Letter Grade (Hope) | 20.00 | 100.00 | Standards No Standards Correlations Defined |

| Student | Class Grade | Project | Box | Exclude | Hide in Portal | Comment | Notes |
|---------------------|-------------|---------|--------------------------|--------------------------|--------------------------|---------|-------------------|
| Ahlstrom, Linda | 88% B+ | B+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Alarcon, Frank | 78% C+ | C+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Amos-Brown, Patrick | 85% B | B | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Barnette, Richard | 78% C+ | C+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Bravo, Benjamin | 100% A+ | A+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |

Figure 3.65 - Assignment Score Entry screen

3. Enter the student scores for the assignment in the column underneath the assignment name.



Tip: To enter the same grade for all students for the assignment, enter the grade in the first student's line and then click the green arrow **ONCE** to copy that score to all students below that line.

If a majority of students received the same score except for a few, first enter the scores for the students with different scores, click **Save**, then from the top of the list enter the score all of the rest of the students earned and click the green arrow. Clicking the green arrow once fills in the rest of the blank cells

without overriding the scores that had already been saved.

Clicking the green arrow **TWICE** overrides all previously entered scores.

4. Select **Exclude** to exclude a score from the final class grade calculation.
5. Select **Portal** to display this score on ParentVUE and StudentVUE.
6. Select any applicable comment code for the assignment from the **Comment** list.
7. Enter any applicable notes about the assignment in **Notes**. **Public Notes** display in ParentVUE and StudentVUE. **Private Notes** are only available to school personnel.
8. Click **Save**.

Editing Scores on the Grade Book Main screen

1. Click on any score box on the **Grade Book Main** screen. The selected box turns yellow, and the text in the box becomes highlighted.

| | | 4 and 5 spelling quiz MAX:10.00 PTS:10.00 11/19/2010 | Cursive homework MAX:10.00 PTS:10.00 6/23/2011 |
|--------------------------------------|-------|---|---|
| Student | Grade | Classwork | Homework |
| Emmie Clayton | 81.3% | 5 | 10 |
| Summer Braby | 81.3% | 5 | 10 |
| Samuel Cotharin | 81.3% | 5 | 10 LA |
| Matthew Duran | 81.3% | 5 | 10 MI |
| Christopher Broesder | 50.0% | 5 | LA |

Figure 3.66 - Grade Book Main screen

2. Edit the score.
3. Click **Save Changes**.

Editing Scores on the Assignment Score Entry screen

1. Click on the name of the assignment on the Grade Book Main screen. A menu appears.

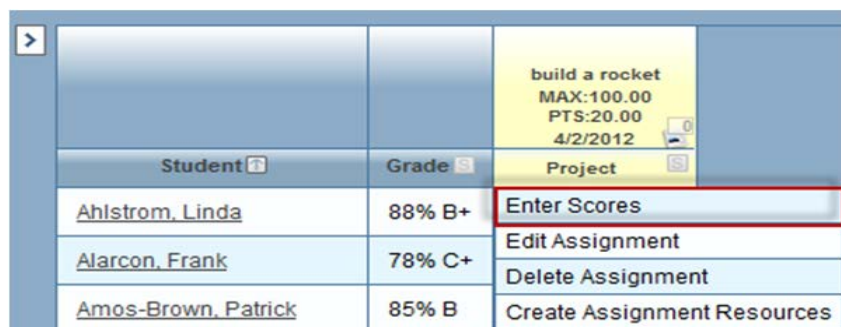


Figure 3.67 - Grade Book Main screen, Assignment menu

2. Select **Enter Scores**. The Assignment Score Entry screen for the selected assignment displays.
3. Make appropriate changes to the student's scores.
4. Click **Save Changes**.

Using Standards Mode

The following items are things to keep in mind when adding student scores in Standards mode.

Scores shown for each standard will be the calculated average of all assignments graded by standard using the calculation method selected in Class Standards screen.

When entering scores for an assignment with standards tied to it, only the overall assignment grade is used for overall grade calculations and for output on reports. Scores entered for Standards are used for analysis on the Standards tab of the Student Summary.

Entering Scores on the Score Entry screen

The system calculates the student's performance on the standard, based on their assignment score.

1. Click on the name of the standard on the Grade Book Main screen. A menu appears.

| | 0002 MAX:4.00 PTS:1.00 7/10/2013 | 0002 MAX:4.00 PTS:1.00 7/10/2013 | 4.W.6 MAX:4.00 PTS:1.00 7/9/2013 | 2.RL.7 MAX:4.00 PTS:1.00 7/9/2013 |
|--------------------|---|---|---|--|
| Student | Overall Standard | Overall Standard | Overall Standard | Overall Standard |
| Aldous, Cayden | 4 | 4 | Enter Scores | |
| Barkhurst, Makayla | 4 | 4 | Edit Assignment | |
| Bechtel, Thomas | 4 | 4 | Delete Assignment | |
| | | | Create Assignment Resources | |

Figure 3.68 - Grade Book Main screen, Assignment menu

2. Select **Enter Scores**. The Score Entry screen displays the selected standard.

| New Assignment | | | | | |
|--------------------|-------------|--|--|--------------------------|------------------------------|
| | | 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | Winter Computation Check 3/15/2013 | See Spot Run 7/9/2013 | Assignment Name 7/12/2013 |
| Student | Class Grade | | Test | Organization | PODS |
| Aldous, Cayden | 3 3 | | 4 | 3 | |
| Barkhurst, Makayla | 5 5 | | 4 | 3 | |
| Bechtel, Thomas | 2 2 | | 4 | 3 | |
| Brown, Walter | 2 2 | | 4 | 3 | |
| Buckner, Madison | 2 2 | | 4 | 3 | |

Figure 3.69 - Assignment Score Entry screen

3. Enter the student scores for the assignment in the column underneath the assignment name.



Tip: To enter the same grade for all students for the assignment, enter the grade in the first student's line and then click the green arrow **ONCE** to copy that score to all students below that line.

If a majority of students received the same score except for a few, first enter the scores for the students with different scores, click **Save**, then from the top of the list enter the score all of the rest of the students earned and click the green arrow. Clicking the green arrow once fills in the rest of the blank cells without overriding the scores that had already been saved.

Clicking the green arrow **TWICE** overrides all previously entered scores.

4. Click the **arrow** next to the standard column to expand the scoring columns.

| Student | Class Grade | 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | All | All | Exclude | Hide in Portal | Comment | Notes |
|--------------------|-------------|--|-----|-----|--------------------------|--------------------------|---------|--|
| Aldous, Cayden | 33 | 3 | ↓ | ↓ | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Barkhurst, Makayla | 55 | 3 | ↓ | ↓ | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Bechtel, Thomas | 22 | 3 | ↓ | ↓ | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Brown, Walter | 22 | 3 | ↓ | ↓ | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Buckner, Madison | 22 | 3 | ↓ | ↓ | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |

Figure 3.70 - Assignment Score Entry screen

5. Select **Exclude** to exclude a score from the final class grade calculation.
6. Select **Hide in Portal** to hide this score from ParentVUE and StudentVUE.
7. Select any applicable comment code for the assignment from the Comment list.
8. Enter any applicable notes about the assignment in **Notes**. **Public Notes** display in ParentVUE and StudentVUE. **Private Notes** are only available to school personnel.
9. Click **Save**. A message displays confirming that the system saved the scores, and the it populates the standard's score based calculations of the assignment scores.

Your scores have been saved!

Class: (YR) Adams, S Fourth Grade(1) SEC:400-000000001
 Period: Semester 2
 Assignment: 3.L.2 ()

| Standard | Subject | Score Type | Points | Correlations | Actions |
|---|---------|----------------|--------|-------------------------------------|--|
| 3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | 4 Point Rubric | 1.00 | No Report card Correlations Defined | Show LessonVUE Content Analyze Standard Results |

New Assignment

| Student | Class Grade | 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | Winter Computation Check 3/15/2013 | See Spot Run 7/9/2013 | Assignment Name |
|--------------------|-------------|--|---------------------------------------|--------------------------|-----------------|
| Aldous, Cayden | 33 | 3 | 4 | 3 | PODS |
| Barkhurst, Makayla | 55 | 3 | 4 | 3 | |
| Bechtel, Thomas | 22 | 3 | 4 | 3 | |

Figure 3.71 - Assignment Score Entry screen


Tip: You can view assignments that are associated with the standard on the Grade Book Main screen by clicking the arrow at the top of the standard. However, you cannot enter assignment score on Grade Book Main.

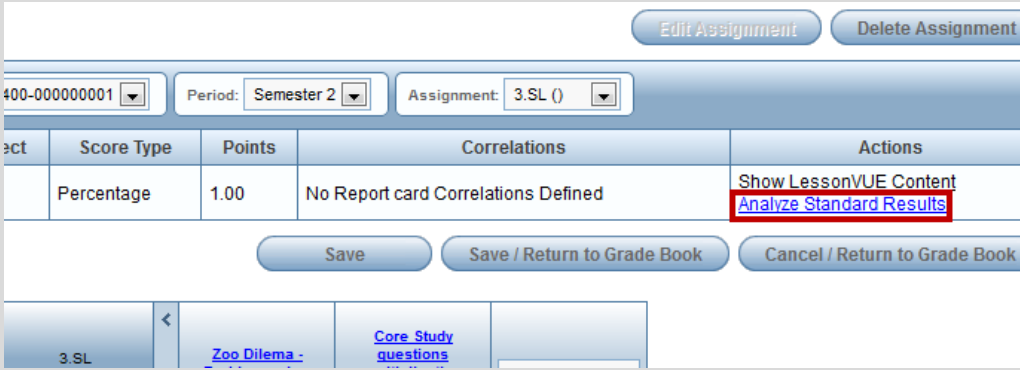
| 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | Winter Computation Check MAX:6.00 PTS:6.00 3/15/2013 | See Spot Run MAX:6.00 PTS:6.00 7/9/2013 |
|--|--|---|--|
| Overall Standard | Overall Standard | Test | Organization |
| 3 | 3 | 4 | 3 |
| 3 | 3 | 4 | 3 |
| 3 | 3 | 4 | 3 |

Also, if you hover over the **i** symbol in the left corner, a description of the assignment or standard displays.

Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

| | 3.L.2 MAX:4.00 PTS:1.00 7/12/2013 | 0002 MAX:4.00 PTS:1.00 7/10/2013 |
|------------------|--|---|
| Overall Standard | 3 | 4 |
| | 3 | 4 |
| | 3 | 4 |

 **Note:** After scores have been entered for the standard, the results can be analyzed by clicking the Analyze Standard Results on the Score Entry screen. See [Using the Standards Summary Screen \(advanced/optional\)](#).



| Object | Score Type | Points | Correlations | Actions |
|--------|------------|--------|-------------------------------------|---|
| | Percentage | 1.00 | No Report card Correlations Defined | Show LessonVUE Content Analyze Standard Results |

Overriding Calculated Standard Scores on the Grade Book Main screen

You can override the student's system-calculated score on the standard associated.

1. From the Grade Book menu, select **Grade Book Main**. The Grade Book Main screen displays.
2. On Grade Book Main, select **Standards** from the **Mode** field. Only assignments aligned with standards display.
3. Click on any score box on the screen. The selected box turns yellow, and a cursor appears.

| | | 0009 MAX:5.00 PTS:1.00 6/10/2013 | 0008 MAX:5.00 PTS:1.00 6/10/2013 |
|----------------------|-------|---|---|
| Student | Grade | N/A | N/A |
| Alexandrea Hernandez | 3 3 | 5 | |
| Allie Detweiler | 0 N/A | | |
| Allison Ferguson | 5 5 | | |
| Amy Lopez Toledo | 5 5 | | 4 |

Figure 3.72 - Grade Book Main screen

4. Enter the score to override the calculated standard score.
5. Click **Save Changes**.

Editing Scores in Standards Mode

1. Click on the name of the assignment on the Grade Book Main screen. A menu appears.

| | | 0002 | 0002 |
|--------------------|-------|------|------|
| Student | Grade | | |
| Aldous, Cayden | 3 3 | | |
| Barkhurst, Makayla | 5 5 | 4 | 4 |
| Bechtel, Thomas | 2 2 | 4 | 4 |

Figure 3.73 - Grade Book Main screen, Assignment menu

2. Select **Enter Scores**. The **Assignment Score Entry** screen for the selected assignment displays.
3. Make appropriate changes to the student's scores.
4. Click **Save Changes**. The system recalculates the standards score.

Scoring Drop Box Assignments

If students have turned in assignments through the StudentVUE Digital Drop Box, you can access and score these assignments on the **Assignment Score Entry** screen.

1. On Grade Book Main, click the assignment header for the assignment with a drop box. A menu displays.
2. Select **Enter Scores**. The Assignment Score Entry screen for the selected assignment displays and the Box column indicates which students have submitted the assignment using the digital drop box.

Figure 3.74 - Assignment Score Entry screen

3. Click on the icon in the **Box** column. The file information displays.

Figure 3.75 - Drop Box info

4. Click on the document name to open the document.
5. View and score the document. See [Entering Scores in Assignment Mode](#).

Using Grade Book Comments

Using Grade Book Comments is a great way for you to track why assignments might have a blank score or if a student turned in an assignment late. See [Configuring Grade Book Comments \(advanced/optional\)](#).

Entering Comments on the Grade Book Main screen

1. From the Grade Book menu, select **Grade Book Main**. The Grade Book Main screen displays.
2. Open the **Grade Book Options** by clicking on the arrow next to the Grade Book Main grid.
3. Select **Show comment codes**.
4. Click on any score box on the screen. The selected box turns yellow, and a cursor appears.

| Student | Grade | 4 and 5 spelling quiz MAX:10.00 PTS:10.00 11/19/2010 | Cursive homework MAX:10.00 PTS:10.00 6/23/2011 |
|----------------------|-------|---|---|
| Student | Grade | Classwork | Homework |
| Emmie Clayton | 81.3% | 5 | 10 |
| Summer Braby | 50.0% | 5 | 10 |
| Samuel Cotharin | 50.0% | 5 | |
| Matthew Duran | 50.0% | 5 | |
| Christopher Broesder | 50.0% | 5 | |
| Jack Fry | 50.0% | 5 | |

Figure 3.76 - Grade Book Main screen

5. Enter the score and/or comment code.



Note: If no score is available, the comment code can be entered alone.

| Student | Grade | 4 and 5 spelling quiz MAX:10.00 PTS:10.00 11/19/2010 | Cursive homework MAX:10.00 PTS:10.00 6/23/2011 |
|----------------------|-------|---|---|
| Student | Grade | Classwork | Homework |
| Emmie Clayton | 81.3% | 5 | 10 |
| Summer Braby | 81.3% | 5 | 10 |
| Samuel Cotharin | 81.3% | 5 | 10 LA |
| Matthew Duran | 81.3% | 5 | 10 MI |
| Christopher Broesder | 50.0% | 5 | LA |

Figure 3.77 - Grade Book Main screen

6. Click **Save Changes**.

Clearing Comments with Scores on the Grade Book Main screen

1. Click on the comment to edit.
2. Re-enter the score, followed by a space, followed by an exclamation mark"!".

10 !

3. Click **Save Changes**. The comment is removed and the score remains.

Clearing Comments without Scores on the Grade Book Main screen

1. Click on the comment to edit.
2. Enter an exclamation mark"!".
3. Click **Save Changes**. The comment is removed and the cell is blank.

Clearing Excluded Comments with Scores on the Grade Book Main screen

1. Click on the comment to edit.
2. Re-enter the score, then a space, then an exclamation mark and ex "!ex"
3. Click **Save Changes**.

10 !ex

Clearing Excluded Comments without Scores on the Grade Book Main screen

1. Click on the comment to edit.
2. Enter an exclamation mark and ex "!ex".
3. Click **Save Changes**.

Entering or Editing Comments on the Enter Scores screen

1. Click on the name of the assignment on the **Grade Book Main** screen. A menu appears.

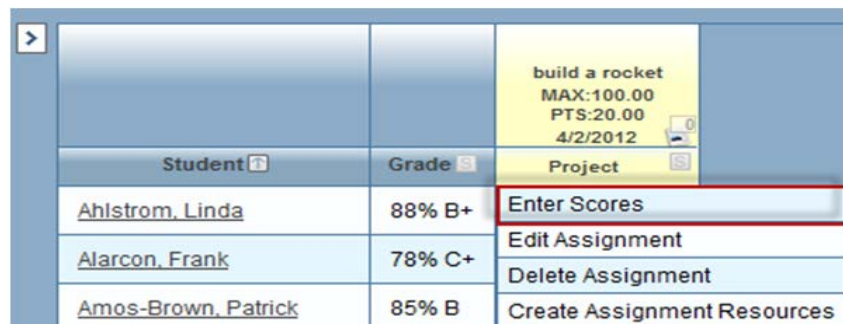


Figure 3.78 - Grade Book Main screen, Assignment menu

2. Select **Enter Scores**. The Assignment Score Entry screen for the selected assignment displays.

| Assignment | Subject | Score Type | Points | Max Value | Standards | Correlations |
|----------------|---------|---------------------|--------|-----------|-----------------------------------|-------------------|
| build a rocket | | Letter Grade (Hope) | 20.00 | 100.00 | No Standards Correlations Defined | Report Card Items |

| Student | Class Grade | Project | Box | Exclude | Hide in Portal | Comment | Notes |
|---------------------|-------------|---------|--------------------------|--------------------------|--------------------------|---------|-------------------|
| Ahlstrom, Linda | 88% B+ | B+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Alarcon, Frank | 78% C+ | C+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Amos-Brown, Patrick | 85% B | B | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Barnette, Richard | 78% C+ | C+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |
| Bravo, Benjamin | 100% A+ | A+ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public Private |

Figure 3.79 - Assignment Score Entry screen

3. Enter, edit, or remove the comment from the **Comment** menu.
4. Click **Save**.

TRANSFERRING STUDENT SCORES (ADVANCED/OPTIONAL)

A student's assignment scores can be transferred between classes taught by the same teacher. This is especially useful when a student transfers from one section to another after homework or projects have already assigned.

1. From the Grade Book menu, select **Transfer Scores**. The Transfer Student Grade Book Scores screen displays.

Transfer Student Grade Book Scores

| | | | |
|---|---|---|---------------------|
| Copy From Class | To Class | Student | Copy Student Scores |
| (S2) Gray, K Social Studies 8(4) SEC:SS108SMS2-03 | (S2) Gray, K Social Studies 8(5) SEC:SS108SMS2-04 | <<Select>> Chavez, Kimberly Finerty, Joanna Fox, Brian Martin, Croy | |

Choosing the option ADD ASSIGNMENT in the destination grade book will automatically create a new assignment b correlations, etc.) DO NOT COPY ignores transferring the scores for that assignment.

Assignments

| Copy From Assignment | Date | Assignment Type | Points | To Assignment |
|-------------------------|-----------|----------------------|--------|-----------------------------------|
| learning target quiz | 2/5/2013 | Formative Assessment | 1.00 | learning target quiz -2/5/2013 |
| learning target quiz 2 | 2/7/2013 | Formative Assessment | 1.00 | learning target quiz 2-2/7/2013 |
| Literacy Standard | 2/13/2013 | Formative Assessment | 1.00 | Literacy Standard-2/13/2013 |
| Giver Map | 2/20/2013 | Summative Assessment | 1.00 | Giver Map-2/20/2013 |
| Chapter 8 vocabulary | 2/25/2013 | Homework | 1.00 | Chapter 8 vocabulary-2/25/2013 |
| Geography and History 8 | 2/28/2013 | Homework | 1.00 | Geography and History 8-2/28/2013 |
| Economics and History 8 | 2/28/2013 | Homework | 1.00 | Economics and History 8-2/28/2013 |
| Content Vocab 9 | 3/11/2013 | Formative Assessment | 1.00 | Content Vocab 9-3/11/2013 |
| Academic Vocab 9 | 3/12/2013 | Formative Assessment | 1.00 | Academic Vocab 9-3/12/2013 |
| homework check | 4/3/2013 | Quiz | 1.00 | homework check-4/3/2013 |

Figure 3.80 - Transfer Student Grade Book Scores screen

2. Select a class to transfer scores from in the **Copy From Class** field. Assignments for the selected class display in the Assignments grid.
3. Select a class to transfer the scores into in the **To Class** field.
4. Select the student from the **Student** field.
5. In the **To Assignment** field, select how you would like the assignment score to be transferred. Options include:
 - **Do not Copy** – The assignment score is not copied to the new class.
 - **<Assignment Name>** - Copies the score earned on the original assignment to the assignment selected in the new class.
 - **Add Assignment** – Copies the original assignment and score, and adds them to the new class as a new assignment.
6. Click **Copy Student Scores**. The student scores transfer to the new class.

USING THE CALENDAR (ADVANCED/OPTIONAL)

The Calendar screen provides you with a convenient overview of all previous or upcoming assignments for a particular class or for all your classes. The assignments can also be managed from the Calendar screen.

The Calendar screen is accessed by selecting the **Calendar** option from the **Grade Book** menu.

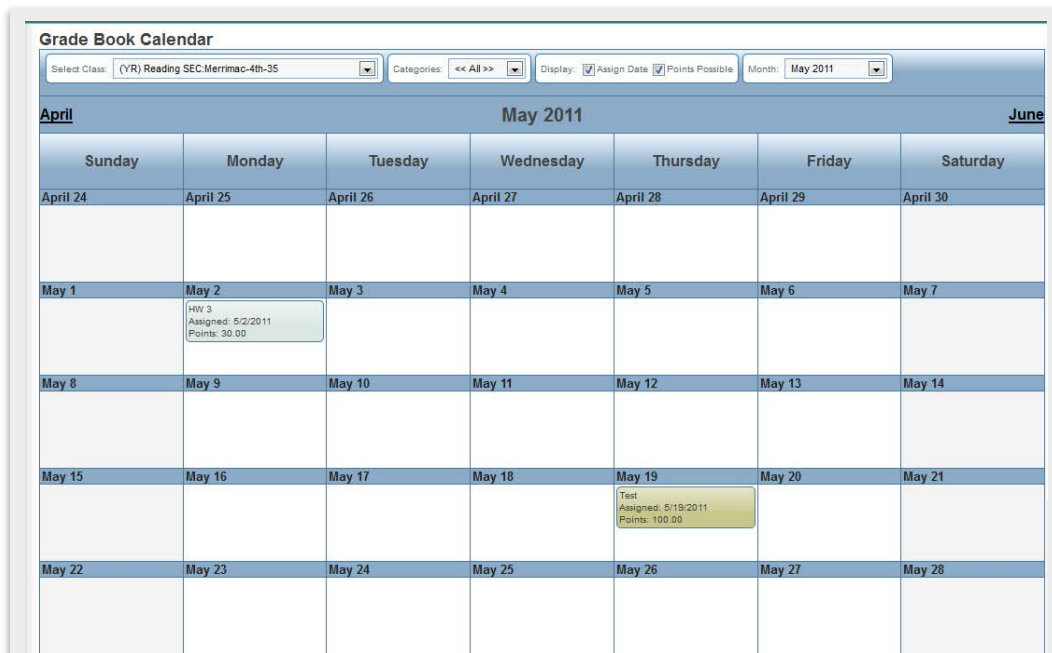


Figure 3.81 - Grade Book Calendar

Filtering the Calendar

You can use the filters at the top of the calendar to select the information displayed.

Figure 3.82 - Grade Book Calendar filters

- **Select Class** filters the which class' assignments are displayed on the calendar.
- **Category** (assignment types) filters the type of assignments that are displayed.
- **Assign Date** displays the date the assignment was distributed to students.
- **Points Possible** displays the total number of point the assignment is worth when calculating the final grade.
- **Month** selects the calendar month and year.

Entering Assignment Scores from the Calendar screen

1. Click on the assignment on the Calendar screen. A drop-down menu appears.

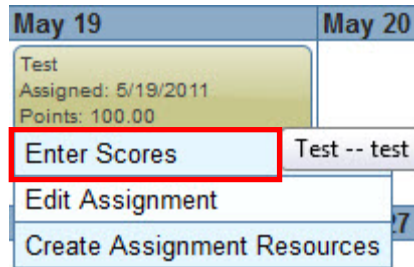


Figure 3.83 - Calendar screen, Assignment Drop-Down Menu

2. Select **Enter Scores**. The Assignment Score Entry screen for the selected assignment is displayed.

| Student | Class Grade | Classwork | Box | Exclude | Portal | Comment | Notes |
|----------------------|-------------|-----------|--------------------------|--------------------------|--------------------------|---------|---|
| Emmie Clayton | 81.3% | 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Summer Braby | 81.3% | 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Samuel Cotharin | 81.3% | 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Matthew Duran | 81.3% | 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |
| Christopher Broesder | 50.0% | 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | Public: <input type="text"/> Private: <input type="text"/> |

Figure 1.2 – Figure 3.9 – Enter Scores screen

3. Enter the **grades** and other details for the assignment. See [Entering Scores on the Assignment Score Entry screen](#).
4. Click **Save**.

Editing Assignments from the Calendar screen

1. Click on the assignment on the Calendar screen. A drop-down menu appears.

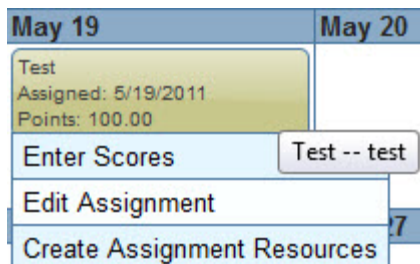


Figure 3.84 - Calendar screen, Assignment Drop-Down Menu

2. Select **Edit Assignment**. The Assignment Summary screen for the selected assignment is displayed.

Assignment Summary

| TYPE | POINTS | # ASGN. |
|----------|--------|---------|
| Homework | 10.00 | 1 |
| Test | 10.00 | 1 |

Assignment Name

Description

Assignment Settings

Date of Assignment: 8/8/2013

Assignment Category: Normal

Show in Parent/Student Portal

Due Date: 8/8/2013

Type: << select >>

Score Type: Raw Score

Max. Score:

Points: 1

Assignment Drop Box

Enable Drop Box

Drop Box Open Date:

Drop Box Close Date:

Document Count Limit: Unlimited

Standards Correlations | Sections | Grading Periods

Assignment Standards

Options

Figure 3.85 - Assignment Summary screen

3. Modify the assignment as needed. See [Editing Assignments](#).
4. Click **Save Assignment**.

Adding Resources to Assignments from the Calendar screen

1. Click on the assignment on the Calendar screen. A drop-down menu appears.

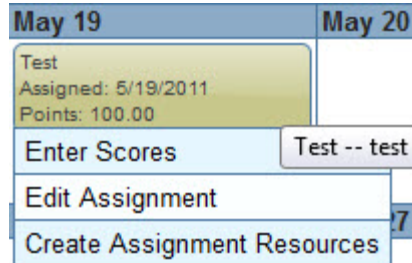


Figure 3.86 - Calendar screen, Assignment Drop-Down Menu

2. Select **Create Assignment Resources**. The Create Assignment Resource screen for the selected assignment is displayed.

Figure 3.87 – Create Assignment Resources screen

3. Add resources to the assignment as needed. See [Adding an assignment resource](#). Once it has been successfully uploaded, it will appear below in the resource list.

TRANSFERRING STANDARDS RESULTS

The Standards Transfer Screen enables you to transfer a student's attained proficiency level on standards in another class to your current class for a given grading period. The system looks for any standard results for the currently selected grading period in other classes that match a standard in your Class Standards list.

1. From the **Grade Book** menu in Grade Book, click **Transfer Student Standards**. The Transfer Standards Proficiency Levels screen displays.

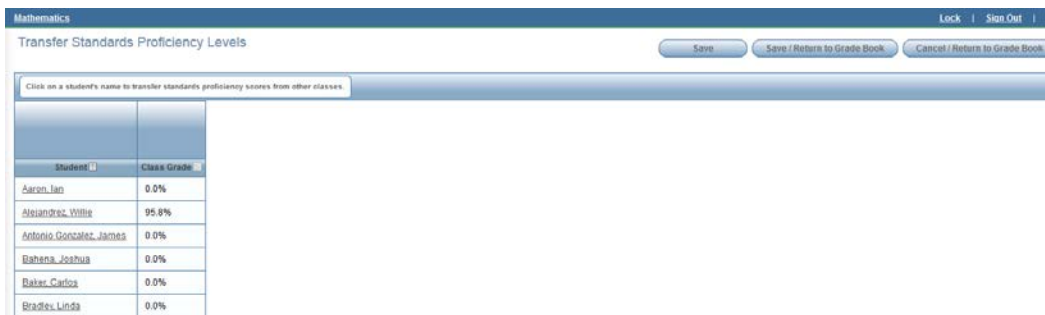


Figure 3.88 – Transfer Standards Proficiency Levels screen

2. Select the **Subject**.
3. Click on the selected student's name. The **Transfer Standards** chooser opens. All the student's standards results for all their classes display.

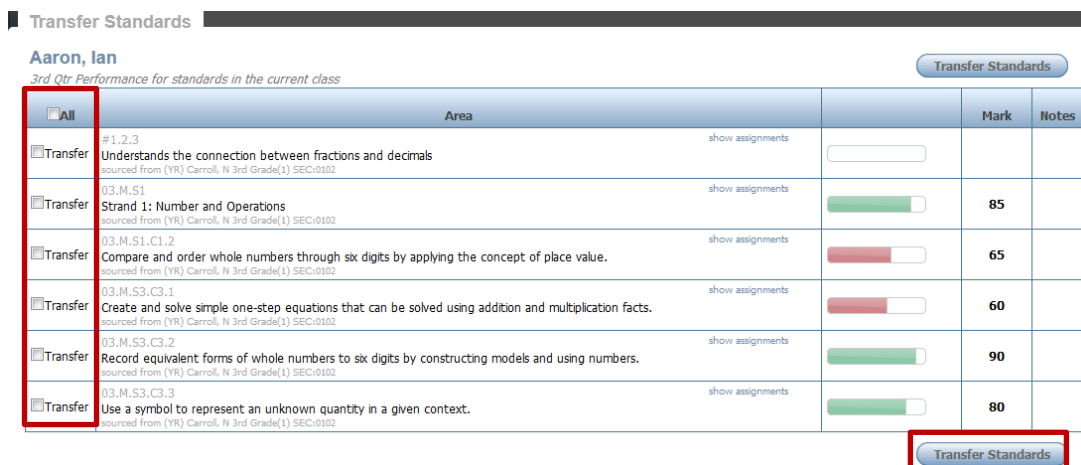


Figure 3.89 - Transfer Standards screen



NOTE: To view the assignments associated with the standard, click **Show Assignment**.

4. Select the **Transfer** check box to indicate the standards to transfer for this student.
5. Click **Transfer Standards**. You are returned to the Transfer Standards Proficiency Levels screen.
6. Click **Save**. Your grade book contains the selected standards and assignments.

USING THE ANALYSIS TOOL (ADVANCED/OPTIONAL)

The Grade Book **Analysis Tool** screen displays the overall points, possible points, and percentage of points earned for each student. Student grades can be organized and sorted using this tool and then analyzed for a deeper analysis of the student or class' performance.

Once defined, customized views of the students' grades can be saved for future use. Values that are considered "at risk" are highlighted in **red**.

Setting Up Analysis Bands

Analysis bands are quick ways to group students based on their performance. Bands can be used to monitor a student's whose grades need to meet a particular threshold for eligibility to participate in certain school programs such as sports or student council.

1. From the Grade Book Menu, select **Analysis Tool**. The Analysis Bands screen opens.

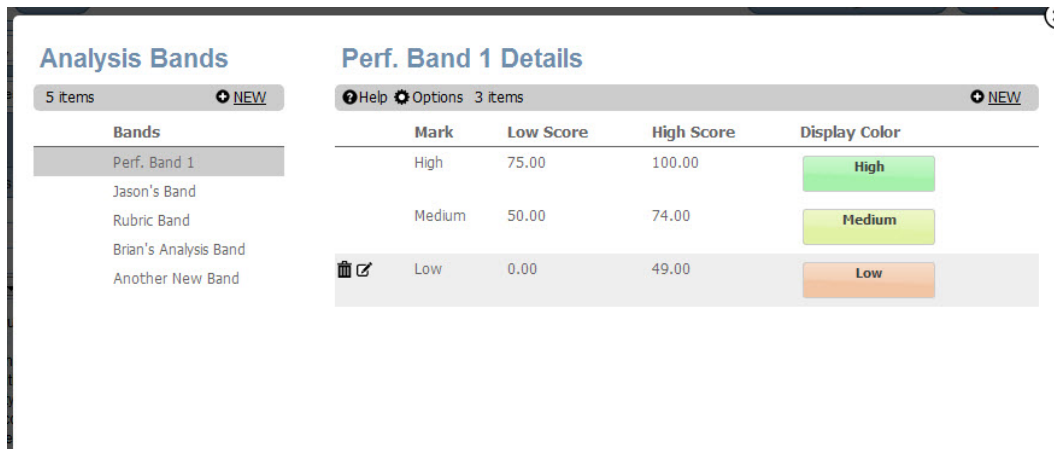


Figure 3.90 - Analysis Bands screen

2. Click **New** under the **Analysis Bands** heading.

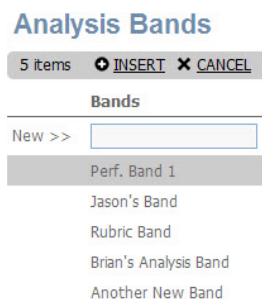


Figure 3.91 - Analysis Band screen

3. Enter a name for the band.
4. Click **Insert**. The new band appears on the list.
5. Select the new band from the list.

- Click **New** under the **Band Details** heading.

The screenshot shows two panels. The left panel, titled 'Analysis Bands', has a 'NEW' button and a list of bands: 'Perf. Band 1', 'Jason's Band', 'Rubric Band', 'Brian's Analysis Band', and 'Another New Band'. The right panel, titled 'Perf. Band 1 Details', has a table with columns: 'Mark', 'Low Score', 'High Score', and 'Display Color'. The table contains three rows of data, and a 'New >>' button is visible in the first row.

| Mark | Low Score | High Score | Display Color |
|--------|-----------|------------|---------------|
| New >> | | | Default |
| High | 75.00 | 100.00 | High |
| Medium | 50.00 | 74.00 | Medium |
| Low | 0.00 | 49.00 | Low |

Figure 3.92 - Analysis Band screen

- Fill in the **Mark**, **Low Score**, **High Score**, and **Display Color** fields.
- Click **Insert**.

Applying Analysis Bands

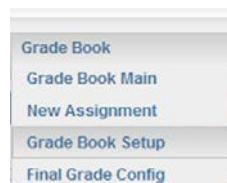


Figure 3.93 Grade Book menu, Grade Book Setup option

- Select **Grade Book Setup** from the **Grade Book** menu. The Grade Book Setup screen displays.

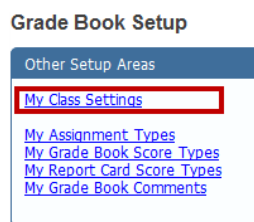


Figure 3.94 Other Setup Areas menu

- On the Grade Book Setup screen, click **My Class Settings**. The Class Settings screen displays all your classes.

Class Settings

16 items SAVE X CANCEL

| Class | Standards Mode | Overall Grade From | Overall Grade Type | Analysis Band |
|--|------------------------------|--------------------------------------|--|----------------------|
| edited (S1) Duncan, E Consumer Math T/A (3) SEC:1572 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignment | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | <input type="text"/> |
| (S1) Duncan, E Consumer Math(3) SEC:1572 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignments | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | |
| (S1) Duncan, E Individual Instruction(3) SEC:1490 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignments | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | |
| (S1) Duncan, E Listening/Speaking/SocSkills(6) SEC:1579 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignments | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | |
| (S1) Duncan, E Writing(4) SEC:1574 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignments | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | |
| (S1) Duncan, E/Barber Consumer Math T/A (1) SEC:1571 Post Grades | <input type="checkbox"/> OFF | <input type="checkbox"/> Assignments | Grading Periods GenesisGrading Progress Periods GenesisProgressPeriod | |

Figure 3.95 - Class Setting screen

3. Select a class from the list.
4. Click **Edit**.
5. Select the band from the **Analysis Band** list.
6. Click **Save**. Grade Book applies the band to the selected class' student data.

Using the Analysis Tool

1. Select **Analysis Tool** from the Grade Book Menu. The Grade Book Analysis Tool screen displays an overview of student performance for the class.

Grade Book Analysis Tool

[Setup Analysis Bands](#)

| Analysis By | My Views | Create a New View | |
|---|--|--|---|
| Assignment | <<select>> | <input type="text"/> | <input type="checkbox"/> Show Performance Bands |
| <input type="button" value="Reset Grid"/> | <input type="button" value="Remove View"/> | <input type="button" value="Save View"/> | |

Export: [XLS](#) [PDF](#)

Show All Classes

Student ID School Class Name Ethnicity Gender Assignment Type Assignment Subject

Points Possible %

Drop Column Fields Here

| Student Name | Grand Total | | |
|-------------------|-------------|----------|---------|
| | Points | Possible | % |
| Adam Stapley | 29.6000 | 50.00 | 59.20 % |
| Brian Dugaw | 24.8000 | 50.00 | 49.60 % |
| Deborah Rosales | 36.4000 | 50.00 | 72.80 % |
| John Reinoso | 44.8000 | 50.00 | 89.60 % |
| Karen Serna | 31.2000 | 50.00 | 62.40 % |
| Nicholas Gonzalez | 13.2000 | 50.00 | 26.40 % |
| Patricia Figueroa | 40.8000 | 50.00 | 81.60 % |
| Patrick Johnson | 32.4000 | 50.00 | 64.80 % |
| Phillip Healy | 25.2000 | 50.00 | 50.40 % |
| Ruby Gunnell | 28.8000 | 50.00 | 57.60 % |
| Ryan Packer | 20.4000 | 50.00 | 40.80 % |

Figure 3.96 - Grade Book Analysis Tool screen

- Use the **Analysis By** list to select to analyze items by assignment, report card item, or standard.
- Select **Show Performance Bands** to display the student's performance against predefined bands.
- Check **Show All Classes** to include the data from all classes for each student for the school year.
- Customize the data displayed in the grid clicking on a heading and dragging it to the space above the grid. The relative data displays under the heading in the grid.

| Student Name | Student ID | School | Gender | Points | Possible | % |
|--------------------|------------|------------------|--------|---------|----------|----------|
| Carl Corpus | 140187 | Adams Elementary | | 6.0000 | 10.00 | 60.00 % |
| Carl Neighbors | 144586 | Adams Elementary | | 10.0000 | 10.00 | 100.00 % |
| Grand Total | | | | | | |

Figure 3.97 - Grade Book Analysis Tool screen

The column headings including the **Points, Possible, and %** columns, can be reordered by dragging and dropping them to the left and right.

- Filter the data within columns by using the arrows on the column headings. Select the data to include and click **OK**.

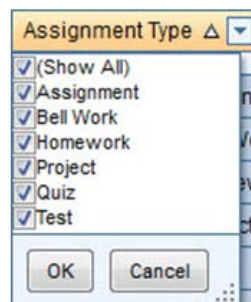


Figure 3.98 - Grade Book Analysis Tool screen

- Adjust the order in which the data is displayed in the columns by selecting the order arrow on the column heading. Up is for ascending. Down is for descending.

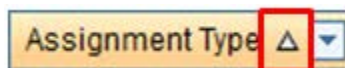


Figure 3.99 - Grade Book Analysis Tool

- Hide columns by right clicking on the column heading, and selecting **Hide** from the list.

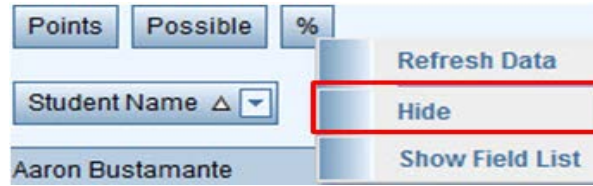


Figure 3.100 - Grade Book Analysis Tool

9. Show column headings by right-clicking and selecting **Show Field List** from the list. The **PivotGrid Field List** box displays. Click and drag the column heading back into position.

Saving a screen

1. Once the data is filtered and sorted, enter a name for the screen in **Create a New View**.
2. Click **Save View**. The My Views list includes the saved screen.

Accessing a previously saved screen

- Select the previously saved screen from the **My Views** list.

Deleting a screen

1. Select the screen from the **My Views** list.
2. Click **Remove View**.

Exporting data from the current screen

- Export the screen as by clicking either **XLS** or **PDF**.

UTILIZING THE STUDENT SUMMARY

The Student Summary screen presents a detailed overview of both student performance in your class, and student performance in other classes (if scheduled to other sections).

Accessing the Student Summary

1. From the Grade Book Main screen, click on a student's name. The student's names are underlined links. The Student Summary screen opens.



| Student | Grade | test MAX: 100.00 PTS: 5.00 2/2/2012 | LG MAX: 100.00 PTS: 5.00 2/6/2012 | HW 3 MAX: 10.00 PTS: 10.00 12/6/2011 |
|-----------------------------|------------|--|--|---|
| Student | Grade | Test | Assessment | Homework |
| <u>Aaron Bustamante</u> | 116.6% N/A | 75 | A+ | 20 |
| <u>Alan Johnson</u> | 86.6% | 80 | B+ | 10 |
| <u>Ronnie Vela</u> | 67.3% | 76 | A- | 5 |
| <u>Brian Estrella Acuna</u> | 56.0% | 59 | A | 5 |
| <u>Carl Chavez</u> | 82.6% | 99 | B+ | 5 |
| <u>Carlos Baker</u> | 76.6% | 90 | B+ | 5 |
| <u>Dorothy Jackson</u> | 70.0% | 80 | | 5 |
| <u>Eugena Williams</u> | 73.3% | 85 | | 5 |

Figure 3.101 - Grade Book Main screen

The Class tab of the Student Summary screen displays the following:

- **Category Summary** - A graph of the student's score by assignment type.
- **Detailed Score List** - A list of all individual assignments for the student for the current class & current grading period.

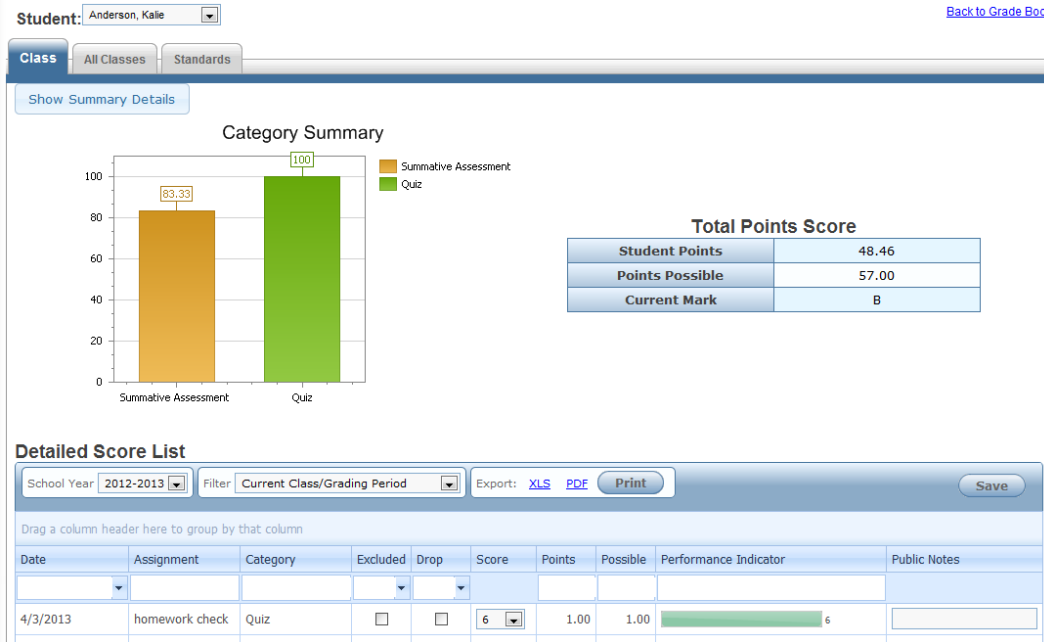


Figure 3.102 Student Summary screen, Class tab

The **Show Summary Detail** link at the top of the screen displays the **Scores by Assignment Type** table. The table offer a detailed view of the information presented in the Category Summary graph.

Viewing Student Summary for All Classes

The **All Classes** tab lists a summary of all the student’s classes. Clicking the **plus** sign opens the Class detail, which lists the student’s scores and grade by assignment.

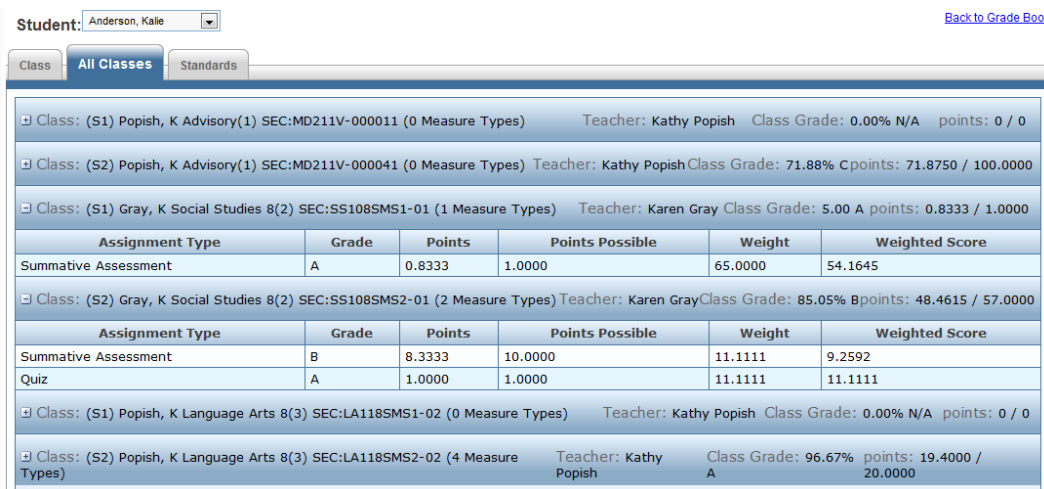


Figure 3.103 - Student Summary screen, All Classes tab

Viewing Student Summary by Standards

The **Standards** tab on the **Student Summary** screen displays the student's performance based on the selected standards associated with the class assignments. Each column displays a different standard, with the Mean, Mode, Last Score, Highest Score and Power Law totals for the standard at the bottom of each column.

Student: Anderson, Kalle [Back to Grade Book](#)

Class All Classes **Standards**

Apply Analysis Band: Display Score Type:

Subjects: Parent Items:

| | EL.01.LI.03 Describe the roles of authors and illustrators. (...) | EL.01.LI.04 Recollect, talk, and write about books read during... | EL.01.LI.05 Retell the main events of the story describing the... | EL.01.LI.06 Sequence the events in the story. (Classroom Asse... | SS.08.EC.04.01 Understand how decisions about production are made... |
|----------------------------------|--|--|--|---|---|
| Chapter 3 Vocabulary 12/05/12 | | | | | |
| Test-Constitution 12/12/12 | | | | 1 (25%) | |
| first amendment es 01/08/13 | | | | 2 (50%) | |
| lesson 22/23 01/10/13 | | | | | |
| Constitution Summa 01/18/13 | | | | 3 (75%) | |
| Guided Reading Que 03/14/13 | | | | | |
| Academic Vocabular 04/02/13 | | | | | |
| Spelling Quiz 04/03/13 | | | | | |
| Brand New Assignme 04/12/13 | | | | | |
| New Assignment 04/15/13 | | | | | |
| Jason Dingle 06/21/13 | | | | | 3 (75%) |
| New Assinm | | | | | |

Figure 3.104 - Student Summary screen, Standards tab

Additional filters can be applied to help with analyzing the information displayed. These include:

- **Display Score Type** - By default, scores display by Points Earned/Points Possible (Percentage). This filter allows the selection of a different score types by selecting from this menu.
- **Apply Analysis Band** - Using this filter highlights the scores that fall within selected Analysis Band.
- **Subjects** - Filters the standards by Subject.
- **Parent Items** - Filters the sub-categories by the Parent standard.



Note: Power Law is a mathematical formula that looks at how students performed on previous assessments and tries to predict how a student would score if they were assessed today. As a result, this formula can be used as an indicator of a student's current mastery of standards. In order to return a Power Law score, more than one assignment must be present and no assignments can be scored a '0'. Scoring Standards using a Rubric is helpful, though not required, when using Power Law to calculate overall grades.

CREATING PROGRESS REPORTS (ADVANCED/OPTIONAL)

The Progress Report screen enables you to create customizable progress reports, which can be emailed or printed for distribution. Information can be aggregated by Report Card Row or by Section. Options include the ability to show points, progress bar, assignment detail, category breakdown, class average, assignment percentage of overall score, and parent signature request. You can filter the assignments displayed in the progress report using the Filter Assignments functionality.

Generating Progress Reports

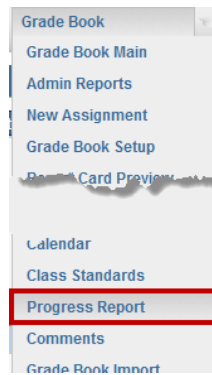


Figure 3.105 - Grade Book menu

1. In the **Grade Book** menu, select **Progress Report**. The Progress Report screen opens.

 The screenshot shows the "Progress Report" interface. On the left, there are several sections:

- Student:** A dropdown menu with "Betty Kanaga" selected.
- Grading Period:** A dropdown menu with "Progress Period 1" selected.
- Summary Method:** A dropdown menu with "By Section" selected.
- Options:** A list of checkboxes:
 - Show Points
 - Show Bar
 - Show Areas with No Results
 - Show Assignment Detail
 - Show Standards Detail
 - Request Signature
 - Show Category Breakdown
 - Show Class Average
 - Show Assignment % of Overall Score
 Below the checkboxes is a link: [Filter Assignments](#)
- Delivery:** A button labeled "Print".
- Data:** Two buttons: "Generate All" and "Refresh This Report".

 On the right side of the screen, there is a large white box with the text: "There is no data for this student." and "No Data has been generated for this student".

Figure 3.106: Progress Report

2. Select a student from the **Student** field.
3. Select a **Grading Period**.

4. Select a **Summary Method**. Options include:
 - **Report Card Rows** – Typically used by elementary schools (Standard Based Report Cards)
 - **By Section** – Typically used by secondary schools (Report Cards from Synergy SIS)
 - **By Standard** – Used by both elementary and secondary schools (Summary Method)
5. Select report output options: (options vary depending on the Summary Method selected):
 - **Show Overall Grade**- Adds a row at the top that shows Overall Class Grade
 - **Show Points**- Adds a column that shows points earned/possible by assignment, category, and class.
 - **Show Bar**- Adds a column that provides a visual indicator for performance by assignment, category, and class.
 - **Show Areas with No Results**- Includes rows on the progress report when no results are found.
 - **Show Assignment Detail**- Includes assignments results on the progress report.
 - **Show Standards Detail**- Includes standards results on the progress report.
 - **Request Signature**- Adds a signature line for parents to sign acknowledging receipt.
 - **Show Category Breakdown**- Includes category level detail on the progress report output.
 - **Show Class Average**- Adds a column that displays the class average for each assignment, category, and class.
 - **Show Assignment % of Overall Score**- Adds a column that displays the impact of each assignment and category in the overall grade.

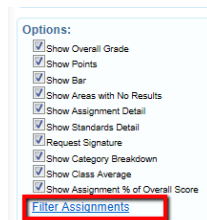


Figure 3.107: Progress Report screen - Filter Assignments link

6. Click **Filter Assignments** (optional.) The Filter Assignments screen opens.

Start Date End Date [Back to Progress Report Data](#)

| <input checked="" type="checkbox"/> | Assignment Name | Category | Assignment Date | Points/Weight |
|-------------------------------------|-----------------|----------|-----------------|---------------|
| <input checked="" type="checkbox"/> | 3rd Qtr Test | Test | 6/12/2012 | 10.00 |
| <input checked="" type="checkbox"/> | Hi Mom! | Test | 6/12/2012 | 10.00 |
| <input checked="" type="checkbox"/> | Test | Test | 6/29/2012 | 10.00 |
| <input checked="" type="checkbox"/> | Test-Jackson-d | Test | 7/2/2012 | 100.00 |
| <input checked="" type="checkbox"/> | Quiz-Jackson | Quiz | 7/2/2012 | 10.00 |
| <input checked="" type="checkbox"/> | Test-Jackson | Test | 7/2/2012 | 100.00 |

Figure 3.108: Filter Assignments screen

7. Select the **Start Date** and **End Date** by which to filter assignments (optional.)
 8. Select assignments to include in the report output.
 9. Click **Apply**.
 10. Click **Back to Progress Report Data**.
 11. Click **Generate All** to produce/refresh progress reports for all students in the current class.
- OR

Click **Refresh This Report** to produce/refresh data for the selected student.

Removing Items from the Progress Report

This data was generated on 1/21/2013 9:46:44 AM

| Area | Progress | Points | Mark | Missing | % of Grade | Class Avg. | Notes | |
|----------------------------|------------------------------------|---------------|-------------------------------------|---------|------------|------------|----------------------|------------------------------|
| Overall Class Grade | <input type="text"/> 90% | 116.0 / 130.0 | A <small>cate: B+</small> | | | 76.0% | <input type="text"/> | remove |
| Homework (25.00%) | <input type="text"/> 90% | 27.0 / 30.0 | A- | | 25.0% | 85.0% | <input type="text"/> | remove |
| Quiz (25.00%) | <input type="text"/> 0% | 0.0 / 0.0 | | | 25.0% | 0.0% | <input type="text"/> | remove |
| Assignment (10.00%) | <input type="text"/> 92% | 23.0 / 25.0 | A- | | 10.0% | 64.3% | <input type="text"/> | remove |
| Project (15.00%) | <input type="text"/> 98% | 24.0 / 25.0 | A+ | | 15.0% | 69.3% | <input type="text"/> | remove |
| Test (20.00%) | <input type="text"/> 84% | 42.0 / 50.0 | B | | 20.0% | 76.0% | <input type="text"/> | remove |
| Service Learning (5.00%) | <input type="text"/> 0% | 0.0 / 0.0 | | | 5.0% | 0.0% | <input type="text"/> | remove |
| Assignments | | | | | | | | remove |
| Test # 2 (Test) | 1/4/2013 <input type="text"/> 80% | 20.0 / 25.0 | 20 | | 10.0% | 80.0% | <input type="text"/> | remove |
| HW 1 (Homework) | 2/18/2013 <input type="text"/> 90% | 9.0 / 10.0 | 9 | | 8.3% | 30.0% | <input type="text"/> | remove |
| | | | | | | | | add new item |

Figure 3.109: Progress Report screen

- Click **Remove** to remove the selected item from the report output. The removed item does not display on the printed or emailed report



Note: Removed items are restored to the report when it is refreshed.

Adding Custom Items to the Progress Report

You can add custom items to appear on your individual student's progress reports.

1. Scroll to the bottom of the Progress Report screen. The new item row is the last row on the screen.
2. Enter an item name.
3. Add **Notes**, if desired.
4. Click **Add New Item**. This new item appears on the currently selected student's progress report.

| | | | | | | | | | |
|--------------------------|-----------|----------------------------------|-------------|----|--|-------|-------|----------------------|------------------------------|
| Project (15.00%) | | <input type="text" value="96%"/> | 24.0 / 25.0 | A+ | | 15.0% | 69.3% | <input type="text"/> | remove |
| Test (20.00%) | | <input type="text" value="84%"/> | 42.0 / 50.0 | B | | 20.0% | 76.0% | <input type="text"/> | remove |
| Service Learning (5.00%) | | <input type="text" value="0%"/> | 0.0 / 0.0 | | | 5.0% | 0.0% | <input type="text"/> | remove |
| Assignments | | | | | | | | | |
| Test # 2 (Test) | 1/4/2013 | <input type="text" value="80%"/> | 20.0 / 25.0 | 20 | | 10.0% | 80.0% | <input type="text"/> | remove |
| HW 1 (Homework) | 2/18/2013 | <input type="text" value="90%"/> | 9.0 / 10.0 | 9 | | 8.3% | 30.0% | <input type="text"/> | remove |
| | | | | | | | | | add new item |

Figure 3.110: Progress Report screen - New Item



Tip: To reposition the newly created item (within other custom items only), click within the row, and drag up or down to the desired position. You only can reposition custom items.

Delivering Progress Reports

| | | | | | | | | | | |
|---|---------------------------|----------|------------------------------------|--------------|----|--|-------|-------|----------------------|------------------------|
| Delivery <input type="button" value="Print"/> Data <input type="button" value="Generate All"/> <input type="button" value="Refresh This Report"/> | (Test) | | <input type="text" value="100.0"/> | | | | | | | |
| | Quiz-Jackson (Quiz) | 7/2/2012 | <input type="text" value="96%"/> | 9.6 / 10.0 | 24 | | 40.0% | 86.5% | <input type="text"/> | remove |
| | Test-Jackson (Test) | 7/2/2012 | <input type="text" value="82%"/> | 82.0 / 100.0 | 82 | | 3.1% | 89.2% | <input type="text"/> | remove |
| | Project-Jackson (Project) | 7/2/2012 | <input type="text" value="88%"/> | 8.8 / 10.0 | 22 | | 10.0% | 84.0% | <input type="text"/> | remove |

Figure 3.111: Progress Report - Print

1. Click **Print** on the Progress Report screen. The Progress Report Status screen opens.

| Selected Delivery Options <input type="button" value="Print"/> <input type="button" value="Email"/> <input type="button" value="Print Non Emailed"/> | <table border="1"> <thead> <tr> <th>Student</th> <th>D</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Collum, Evelyn</td> <td>A se ag</td> </tr> <tr> <td><input type="checkbox"/> Davis, Virginia</td> <td>A se ag</td> </tr> <tr> <td><input type="checkbox"/> Dugaw, Brian</td> <td>A se ag</td> </tr> <tr> <td><input type="checkbox"/> Fiqueroa, Patricia</td> <td>A se ag</td> </tr> <tr> <td><input type="checkbox"/> Finley, Sarah</td> <td>A se ag</td> </tr> </tbody> </table> | Student | D | <input type="checkbox"/> Collum, Evelyn | A se ag | <input type="checkbox"/> Davis, Virginia | A se ag | <input type="checkbox"/> Dugaw, Brian | A se ag | <input type="checkbox"/> Fiqueroa, Patricia | A se ag | <input type="checkbox"/> Finley, Sarah | A se ag |
|--|---|---------|---|---|-------------|--|-------------|---------------------------------------|-------------|---|-------------|--|-------------|
| Student | D | | | | | | | | | | | | |
| <input type="checkbox"/> Collum, Evelyn | A se ag | | | | | | | | | | | | |
| <input type="checkbox"/> Davis, Virginia | A se ag | | | | | | | | | | | | |
| <input type="checkbox"/> Dugaw, Brian | A se ag | | | | | | | | | | | | |
| <input type="checkbox"/> Fiqueroa, Patricia | A se ag | | | | | | | | | | | | |
| <input type="checkbox"/> Finley, Sarah | A se ag | | | | | | | | | | | | |
| Report Header Text Please review your student's progress for this | | | | | | | | | | | | | |
| Report Footer Text If you have any questions regarding this progress | | | | | | | | | | | | | |
| Email <input checked="" type="checkbox"/> Include Parents <input checked="" type="checkbox"/> Include Students <input checked="" type="checkbox"/> Include Copy to | | | | | | | | | | | | | |

Figure 3.112: Progress Report - Header and Footer Text

2. Enter **Report Header Text** (optional.) This text appears on all generated student progress reports.

3. Enter **Report Footer Text** (optional.) This text appears on all generated student progress reports.

| Student | Last Activity |
|---|---------------|
| <input checked="" type="checkbox"/> Miller, Stephanie | 3 minutes a |
| <input checked="" type="checkbox"/> Packer, Ryan | 2 minutes a |
| <input checked="" type="checkbox"/> Reinoso, John | 2 minutes a |
| <input checked="" type="checkbox"/> Rosales, Deborah | 2 minutes a |
| <input checked="" type="checkbox"/> Serna, Karen | 2 minutes a |
| <input checked="" type="checkbox"/> Stapley, Adam | 2 minutes a |

Figure 3.113: Filters

4. Click **Include Student Marks** (optional.) The Overall Grade marks display.
5. Select marks. The system emails or prints progress reports for students with the selected marks only.



Tip: If emailing reports, select **Include Parents, Include Students, Include Copy to** in order to identify which individuals should receive the progress report email. If **Include Copy to** is selected, add **Copy Email To** email address(es) to the appropriate students within the grid. Multiple email addresses can be added, separated by a comma or semicolon.

| Student | Data Age | Status | Print Date | Email Date | Copy Email To | |
|---|-------------------|--------|------------|------------|----------------------|-----------------------------|
| <input type="checkbox"/> Collum, Evelyn | A few seconds ago | | | | <input type="text"/> | print email |
| <input type="checkbox"/> Davis, Virginia | A few seconds ago | | | | <input type="text"/> | print email |
| <input type="checkbox"/> Dugaw, Brian | A few seconds ago | | | | <input type="text"/> | print email |
| <input type="checkbox"/> Figueroa, Patricia | A few seconds ago | | | | <input type="text"/> | print email |
| <input type="checkbox"/> Finley, Sarah | A few seconds ago | | | | <input type="text"/> | print email |

Figure 3.114: Copy Email To

6. Select students for whom the progress reports are printed or emailed by clicking the check box next to their names.

Progress Report Progress Report Status

Selected Delivery Options

Report Header Text
 Please review your student's progress for this

Report Footer Text
 If you have any questions regarding this progress

Email
 Include Parents
 Include Students
 Include Copy to

| <input type="checkbox"/> | Student | Data Age | Status | Print Date | Email Date | Copy Email To | |
|--------------------------|------------------------------------|-------------------|--------|------------|------------|----------------------|--|
| <input type="checkbox"/> | Collum, Evelyn | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Davis, Virginia | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Dugaw, Brian | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Figueroa, Patricia | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Finley, Sarah | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| | A few | | | | | | |

Figure 3.115: Print Progress Report

8. Click **Print** to produce PDF version progress reports.



Tip: To produce a PDF version of the progress report for a single student, click **Print** in the student's row.

OR

Progress Report Progress Report Status

Selected Delivery Options

Report Header Text
 Please review your student's progress for this

Report Footer Text
 If you have any questions regarding this progress

Email
 Include Parents
 Include Students
 Include Copy to

| <input type="checkbox"/> | Student | Data Age | Status | Print Date | Email Date | Copy Email To | |
|--------------------------|------------------------------------|-------------------|--------|------------|------------|----------------------|--|
| <input type="checkbox"/> | Collum, Evelyn | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Davis, Virginia | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Dugaw, Brian | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Figueroa, Patricia | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| <input type="checkbox"/> | Finley, Sarah | A few seconds ago | | | | <input type="text"/> | <input type="button" value="print email"/> |
| | A few | | | | | | |

Figure 3.116: Email Progress Report

Click **Email** to email progress reports to the recipients identified in the Email group box.



Tip: To email the progress report for a single student to the recipients identified in the Email group box, click **Email** in the student row. Selected student and parent recipients must have valid email addresses on the Parent and Student screens in Synergy. Also, parents must have Educational Rights checked on the Parent/Guardian tab of the Students screen for parents to receive emails.

After emailing progress reports, any students without valid email addresses are flagged in the Status column. Click **Print Non Emailed** to generate PDF versions of the progress reports for these students.

USING THE STANDARDS SUMMARY SCREEN (ADVANCED/OPTIONAL)

The Standard Summary screen presents a detailed overview of the standards used in your class and the class' performance on the standards.

Accessing the Standards Summary

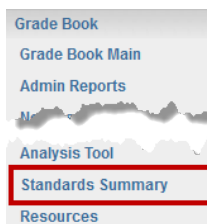


Figure 3.117 - Grade Book menu

- Select **Standards Summary** from the **Grade Book** menu. The Standards Summary screen opens.

 A screenshot of the Standards Summary screen. On the left is a sidebar titled 'Class Standards' with a tree view of standards. The main area is titled 'All Items' and contains a table with columns for 'Standard', 'Count', and 'Performance Indicator'. The table lists standards under 'My Objectives' and 'Strand 1: Writing Process'. One standard, 'Students will use simple multiplication', has a count of 1 and a performance indicator of 50.00.

| Standard | Count | Performance Indicator |
|---|-------|-----------------------|
| My Objectives | | |
| Students will use simple multiplication | 1 | 50.00 |
| Student will learn to build a volcano | | |
| Social Studies standards | | |
| Strand 1: Writing Process | | |
| Concept 1: Prewriting | | |
| 01 Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material). | | |
| 02 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. | | |
| 03 Determine the intended audience of a writing piece. | | |
| 04 Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing. | | |
| 05 Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas. | | |
| 06 Use time-management strategies, when appropriate, to produce a writing product within a set time period. | | |

Figure 3.118 - Standards Summary screen

The Standards Summary screen displays the following:

- **Class Standards list** – displays the standards selected or created on the Class Standards screen. See [Setting Up Academic Standards \(advanced/optional\)](#).
- **Standards Summary table** – display the standard, the count of assignments tied to the standard and the class' performance on the standard.

Filtering the Standards Summary

The screenshot shows the 'Standards Summary' interface. On the left, a sidebar titled 'Class Standards' lists various categories, with 'Strand 1: Reading Process' highlighted in a red box. The main area displays a table titled 'All Items >> Strand 1: Reading Process'. The table has columns for 'Standard', 'Count', and 'Performance Indicator'. A single row is visible, showing a standard with a count of 3 and a performance indicator of 83.96. A green progress bar is shown next to the performance indicator. An 'Options' menu is visible at the top left of the table area, and a 'New Assignment' button is at the top right.

| Standard | Count | Performance Indicator |
|---|-------|-----------------------|
| 02 Use context to determine the relevant meaning of a word. | 3 | 83.96 |

Figure 3.119 - Standards Summary screen

- Under **Class Standards**, select a specific standard. That standard and any related concepts displays in the **Standards Summary** table.

You can also filter so that only standards with results display.

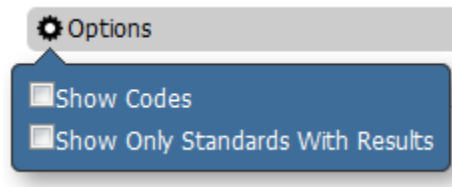


Figure 3.120 - Standards Summary screen

1. Click **Options**.
2. Select **Show Only Standards With Results**. Only standards with performance indicators display in the Standards Summary table.

Create Assignments from the Standards Summary Screen

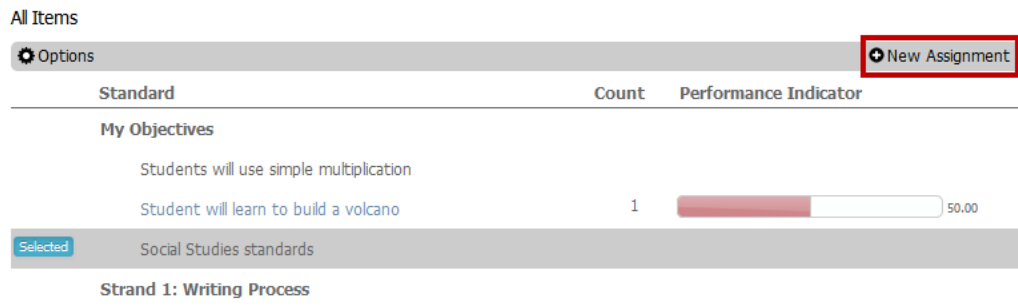


Figure 3.121 - Summary Standards screen

1. Click on a standard to select it. The word **Selected** displays.
2. Click **New Assignment**. The New Assignment screen displays with the selected standard pre-populated on the Standards Correlations tab. See [Creating Assignments](#).

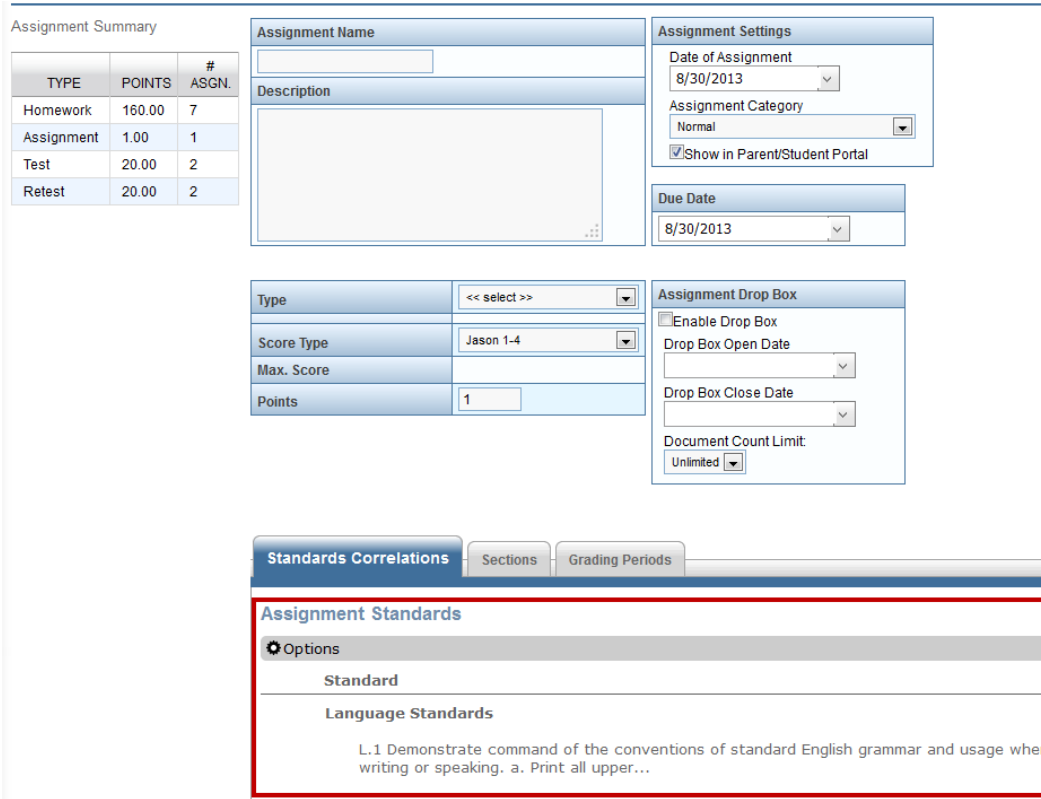


Figure 3.122 - New Assignment screen

Viewing Standards Details

The Standards Detail screen displays the standard, and the class' performance on the standard as a whole and as individuals.

All Items >> Strand 1: Reading Process

Options New Assignment

| Standard | Count | Performance Indicator |
|--|-------|---|
| Strand 1: Reading Process | | |
| Concept 4: Vocabulary | | |
| <input checked="" type="checkbox"/> select 02 Use context to determine the relevant meaning of a word. | 3 | <div style="width: 83.96%; background-color: green;"></div> 83.96 |

Figure 3.123 - Student Summary screen, All Classes tab

- On the Standards Summary screen, click the standard link. The Standard Detail screen displays.



Note: Only standards with assignments and results are available as hyperlinks.

Back to Standards Summary

Standard: 02 Use context to determine the relevant meaning of a word.

Band: my band 1

Standards Proficiency Band Analysis

High: 77 %
Medium: 23 %

Assignment Details Auto Select: Power Law Results: 0 - 0 Create Breakout Class

| Student Name | HW1 | Proficiency Level |
|-------------------|--------|---|
| Alvarado, Brynn | 94.00 | <div style="width: 94.00%; background-color: green;"></div> 94.00 |
| Beuoy, Erick | 82.00 | <div style="width: 82.00%; background-color: green;"></div> 82.00 |
| Bowman, Rose | 72.00 | <div style="width: 72.00%; background-color: green;"></div> 72.00 |
| Cianfano, Clara | 82.00 | <div style="width: 82.00%; background-color: green;"></div> 82.00 |
| Dorsey, Le'Lonni | 70.00 | <div style="width: 70.00%; background-color: green;"></div> 70.00 |
| Duarte, Phillip | 80.00 | <div style="width: 80.00%; background-color: green;"></div> 80.00 |
| Emerson, Savannah | 100.00 | <div style="width: 100.00%; background-color: green;"></div> 100.00 |

Figure 3.124 -Standard Detail screen

The Standard Detail screen displays the following:

- Standard** – displays the full text of the selected standard.
- Band** – select the analysis band to apply to the standard's proficiency results.

- **Standards Proficiency Band Analysis** – displays the class' proficiency on the standard based on the selected analysis band.
- **Assignment Details** – displays individual students' performances on the assignments associated with the standard and their proficiency on the standard itself.

Creating a Breakout Class from the Standard Detail screen

You may want to create a breakout class based on students' proficiency level on the standard, in order to provide additional instruction or support. You can select students individually

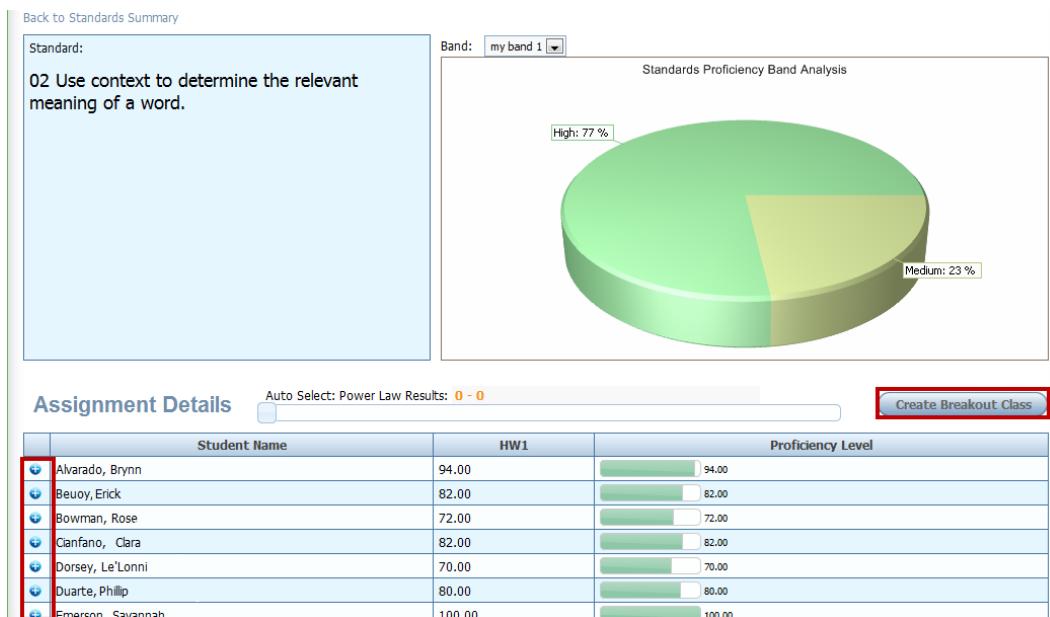


Figure 3.125 - Student Summary screen, Standards tab

3. Select the students to include in the breakout class by clicking the blue plus (+) symbol next to their name.

OR

Use the **Auto Select** slider. The system automatically selects students whose proficiency level falls in the designated range.

4. Click **Create Breakout Class**. The Class Manager screen displays and the Students tab is prepopulated with the students selected. See [Creating Breakout or Intervention Classes](#).

RUNNING ADMIN REPORTS (ADVANCED/OPTIONAL)

Admin Reports are SQL-based reports created by your district and made available to specific users (such as Teachers, Principals, Specialists.) Your district sets your ability to access Admin Reports and which reports you can run.

1. From the **Grade Book** menu, click **Admin Reports**. The Admin Reports screen displays.

Admin Reports

Options: 1 items

| Report | Description |
|--------|---------------------------------|
| School | List of Schools in the District |

last resolution time: 0.02 seconds

2. Click on the report name to view the results.

[Back to Reports List](#)

Export: [XLS](#)

Drag a column header here to group by that column

| ID | SCHOOLNAM | ADDRESS1 | ADDRESS2 | CITY | STATE | ZIPCODE | PHONE | WEBSITE | PRINCIPALI | SCHOOLTYF | DISTRICTID | DATEADDEE | PERIODTYF | DELETEDAT | DELETEUSEI | STATESCHC | GENESISOU |
|----|------------------|-----------------|----------|-----------------|-------|---------|------------|---------|------------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------------------|
| 1 | Adams Elementary | 125 Robinson Av | | Fountain Valley | AZ | 85101 | 949-555-24 | | 46417 | | | 8/11/2009 | | | | | 87C31b01-949c6-9b47-5 |

3. Drag the column headers to arrange or filter results. (optional)

[Back to Reports List](#)

Export: [XLS](#)

Drag a column header here to group by that column

| ID | SCHOOLNAM | ADDRESS1 | ADDRESS2 | CITY | STATE | ZIPCODE | PHONE | WEBSITE | PRINCIPALI | SCHOOLTYF | DISTRICTID | DATEADDEE | PERIODTYF | DELETEDAT | DELETEUSEI | STATESCHC | GENESISOU |
|----|------------------|-----------------|----------|-----------------|-------|---------|------------|---------|------------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------|
| 1 | Adams Elementary | 125 Robinson Av | | Fountain Valley | AZ | 85101 | 949-555-24 | | 46417 | | | 8/11/2009 | | | | | |
| 2 | Hope High School | 123 Main St | | Phoenix | AZ | 85694 | 949-555-12 | | 2896 | | | 8/11/2009 | | | | | |
| 3 | Grant Elementary | 1450 Cedar St | | Fountain Valley | AZ | 85101 | | | 24578 | | | 9/11/2009 | | | | | |
| 4 | King High School | 765 7th Av | | Fountain Valley | AZ | 85101 | | | | | | 9/4/2012 | | | | | |
| 5 | Kennedy High | 54 C St | | Fountain | AZ | 85101 | | | | | | 9/6/2012 | | | | | |

4. Export the report in xls format by clicking the **XLS** link.

Chapter Four: POSTING REPORT CARDS

This chapter covers:

BASIC USER:

- ▶ [Viewing and Editing Final Grades](#)
- ▶ [Posting Grades](#)

VIEWING AND EDITING FINAL GRADES

At the end of each grading period, you check that all assignments are graded and then view, edit, and post grades. The final grades for each grading period are copied from Grade Book to Synergy SIS. Report Cards print from Synergy.

For assignments to be counted towards the overall grade, all assignments must be added to the correct grading periods. It is very important to check that you have included assignments to the grading periods in which they belong.

1. From the **Grade Book** menu, select the **Assignments** option.
2. On the **Grading Periods** tab, check that all assignments have been included in the correct grading periods.

Checking this before posting grades ensures all necessary assignments are included on the progress reports or report cards.

3. Click **Save Grading Periods**.

Also before posting grades, verify that that all your students have scores and/or comments added for all assignments on the Grade Book Main screen.

Viewing Final Grades

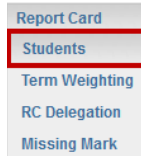


Figure 4.1 - Report Card menu

1. From the **Report Card** menu, select **Students**. As long as the teacher has entered at least one assignment with scores for students, calculated final grades display on the Student Final Grades screen.

[Back to Grade Book](#)

Student Final Grades

Teacher Edited Grade Contains Incomplete Assignment(s)

Postable Periods only show postable grading periods Valid Posting Dates: 5/23/2013 through 12/7/2013

Class: (S2) Darber Consumer Math(1) SEC:1570

| Post <input checked="" type="checkbox"/> All | Student | Grade Level | Edit Final Grade and Comments | Edit Final Grade and Comments | Edit Final Grade and Comments |
|---|---------------------------------|-------------|---|-------------------------------|-------------------------------|
| | | | Qtr 4 | Exam | Sem 2 |
| <input checked="" type="checkbox"/> post | Brvce Johnston | Grade 09 | 5 Calc: 5 (5.01) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Matthew Wilson | Grade 09 | 3 Calc: 3 (3.44) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Randy Quinonez | Grade 12 | 2 Calc: 2 (2.88) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Jason Carter | Grade 09 | 2 Calc: 2 (2.92) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Caitlin Grimh | Grade 12 | 2 Calc: 2 (2.85) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Spence Jacobson | Grade 10 | 3 Calc: 3 (3.00) 2 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |

Figure 4.2 - Student Final Grades screen

- The current grading period displays by default.
 - Unchecking “**only show postable grading periods**” displays all grading periods.
 - If Term Weighting has been setup for the class, the weighting calculation will appear beneath the final grade.
 - Clicking on a student’s name link will display the Student Summary for that student.
2. Click on the current grade link to see a breakdown of the student’s overall grade calculation for the selected grading period.

Assignments affecting the Qtr 4 grade for Matthew

| Grading Period | Points | Points Possible | Score |
|----------------|--------|-----------------|--------|
| Qtr 4 | 58.68 | 81.00 | 4.35 4 |

| Assignment | Type | Points | Score | Grade | Excused? | Drop Score? |
|--|------------|------------------|--------|-------------------|----------|-------------|
| Jason 2 in Homework created on 7/15/2013 | Homework | 0.00 10.00 | 0.00 | Not Graded | | |
| This is a new one too in Homework created on 7/15/2013 | Homework | 0.00 10.00 | 0.00 | Not Graded | | |
| Testing Missing in Homework created on 7/15/2013 | Homework | 7.00 10.00 | 70.00 | 7 | | |
| New in Homework created on 7/15/2013 | Homework | 7.00 10.00 | 70.00 | 7 | | |
| Jason's New Assignment in Homework created on 5/8/2013 | Homework | 8.50 10.00 | 85.00 | 8.5 | | |
| Test Assignment in Homework created on 4/18/2013 | Homework | 9.20 10.00 | 92.00 | 9.2 | | |
| Transfer Standards in Homework created on 7/22/2013 | Homework | 100.00 100.00 | 100.00 | 100 | | |
| Open Book Test for Math in Test created on 7/10/2013 | Test | 8.00 10.00 | 80.00 | 8 | | |
| Math Test in Test created on 7/10/2013 | Test | 10.00 10.00 | 100.00 | 10 | | |
| lets test this in Assignment created on 7/16/2013 | Assignment | 0.98 1.00 | 98.00 | 98 | | |
| test in Retest created on 5/16/2013 | Retest | 0.00 10.00 | 0.00 | 0 | | |
| test assignment in Retest created on 2/25/2013 | Retest | 8.00 10.00 | 80.00 | 8 | | |

Figure 4.3 - Grade Breakdown screen

Editing Final Grades and Comments

1. From the **Report Card** menu, select **Students**. As long as the teacher has entered at least one assignment with scores for students, calculated final grades display on the Student Final Grades screen.

Back to Grade Book

Student Final Grades

Teacher Edited Grade Contains Incomplete Assignment(s)

Postable Periods only show postable grading periods Valid Posting Dates: 9/23/2013 through 12/7/2013 Post

Class (S2) Darber Consumer Math(1) SEC:1570

| Post | Student | Grade Level | Edit Final Grade and Comments | Edit Final Grade and Comments | Edit Final Grade and Comments |
|--|---------------------------------|-------------|---|-------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> All | | | Qtr 4 | Exam | Sem 2 |
| <input checked="" type="checkbox"/> post | Bryce Johnston | Grade 09 | 5 Calc: 5 (5.01) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Matthew Wilson | Grade 09 | 3 Calc: 3 (3.44) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Randy Quinonez | Grade 12 | 2 Calc: 2 (2.58) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Jason Carter | Grade 09 | 2 Calc: 2 (2.32) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Caitlin Grimh | Grade 12 | 2 Calc: 2 (2.58) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Spence Jacobson | Grade 10 | 3 Calc: 3 (3.00) 2 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |

Figure 4.4 - Student Final Grades screen

2. Click the Edit Final Grade and Comments link. The Student Grades screen for the selected grading period display.

back to report card

Student grades for Qtr 4 2012-2013 in Darber Consumer Math(1)

Postable Periods Valid Posting Dates: 5/23/2013 through 12/7/2013 Post

Class (S2) Darber Consumer Math(1) SEC:1570 Save Changes Undo

| Student | Calc % | Current Grade | Final Grade | Free Form Comment |
|--|--------|---------------|----------------------|----------------------|
| Akers, Randy Calculated Grade: 4 | 4.54 | 4 | <input type="text"/> | <input type="text"/> |
| Carter, Caitlin Calculated Grade: 4 | 4.35 | 4 | <input type="text"/> | <input type="text"/> |
| Grimh, Spencer Calculated Grade: 4 | 4.92 | 4 | <input type="text"/> | <input type="text"/> |
| Jacobson, Matt Calculated Grade: 4 | 4.42 | 4 | <input type="text"/> | <input type="text"/> |
| Johnston, Bryce Calculated Grade: 3 | 3.99 | 3 | <input type="text"/> | <input type="text"/> |
| Quinonez, Jason Calculated Grade: 4 | 4.35 | 4 | <input type="text"/> | <input type="text"/> |
| Wilson, Lynnze Calculated Grade: 3 | 3.81 | 3 | <input type="text"/> | <input type="text"/> |

3. Select the new grade from the **Final Grade** field to override or change a student's final grade.
4. Enter a comment in the **Free Form Comment** field. Click the green arrow to fill the comment down to all the other students.

OR

Select the comment from the **Comment** field, if available.

5. Click **Save Changes**.

POSTING GRADES

Once all final grades have been reviewed, edited (if necessary), and comments have been entered, the teacher can post grades from the Student Final Grades screen or the Student Grades screen.

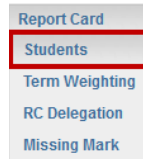


Figure 4.5 - Report Card menu

1. Click the **Report Card** menu, and select the **Students** option. The Student Final Grades screen displays.
2. Select the students to post grade by selecting them in the **Post** column.

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Student Final Grades

Teacher Edited Grade Contains Incomplete Assignment(s)

Postable Periods only show postable grading periods Valid Posting Dates: 5/23/2013 through 12/7/2013

Class (S2) Darber Consumer Math(1) SEC:1570

| Post <input checked="" type="checkbox"/> All | Student | Grade Level | Edit Final Grade and Comments | Edit Final Grade and Comments | Edit Final Grade and Comments |
|---|---------------------------------|-------------|---|-------------------------------|-------------------------------|
| | | | Qtr 4 | Exam | Sem 2 |
| <input checked="" type="checkbox"/> post | Brvce Johnston | Grade 09 | 5 Calc: 9 (9.01) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Matthew Wilson | Grade 09 | 3 Calc: 3 (3.44) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Randy Quinonez | Grade 12 | 2 Calc: 2 (2.88) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Jason Carter | Grade 09 | 2 Calc: 2 (2.92) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Caitlin Grimh | Grade 12 | 2 Calc: 2 (2.88) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Spence Jacobson | Grade 10 | 3 Calc: 3 (3.00) 2 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |

Figure 4.6 - Student Final Grades screen

3. Click **Post**. A confirmation message displays when grades post successfully. An error message displays if there is a problem posting grades.

OR

1. From the **Report Card** menu, select **Students**. The Student Final Grades screen displays.

[Back to Grade Book](#)

Student Final Grades

Teacher Edited Grade Contains Incomplete Assignment(s)

Postable Periods only show postable grading periods Valid Posting Dates: 5/23/2013 through 12/7/2013

Class: (S2) Darber Consumer Math(1) SEC:1570

| Post <input checked="" type="checkbox"/> All | Student | Grade Level | Edit Final Grade and Comments | Edit Final Grade and Comments | Edit Final Grade and Comments |
|---|---------------------------------|-------------|---|-------------------------------|-------------------------------|
| | | | Qtr 4 | Exam | Sem 2 |
| <input checked="" type="checkbox"/> post | Bryce Johnston | Grade 09 | 5 Calc: 5 (5.01) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Matthew Wilson | Grade 09 | 3 Calc: 3 (3.44) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Randy Quinonez | Grade 12 | 2 Calc: 2 (2.88) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Jason Carter | Grade 09 | 2 Calc: 2 (2.92) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Caitlin Grimh | Grade 12 | 2 Calc: 2 (2.85) 1 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |
| <input checked="" type="checkbox"/> post | Spence Jacobson | Grade 10 | 3 Calc: 3 (3.00) 2 incomplete assignment(s) | N/A Calc: N/A (N/A) | N/A Calc: N/A (N/A) |

Figure 4.7 - Student Final Grades screen

- Click the **Edit Final Grade and Comments** link. The Student Grades screen for the selected grading period display.

[back to report card](#)

Student grades for Qtr 4 2012-2013 in Darber Consumer Math(1)

Postable Periods Valid Posting Dates: 5/23/2013 through 12/7/2013

Class: (S2) Darber Consumer Math(1) SEC:1570

| Student | Calc % | Current Grade | Final Grade | Free Form Comment |
|--|--------|---------------|----------------------|----------------------|
| Akers, Randy Calculated Grade: 4 | 4.54 | 4 | <input type="text"/> | <input type="text"/> |
| Carter, Caitlin Calculated Grade: 4 | 4.35 | 4 | <input type="text"/> | <input type="text"/> |
| Grimh, Spencer Calculated Grade: 4 | 4.92 | 4 | <input type="text"/> | <input type="text"/> |
| Jacobson, Matt Calculated Grade: 4 | 4.42 | 4 | <input type="text"/> | <input type="text"/> |
| Johnston, Bryce Calculated Grade: 3 | 3.99 | 3 | <input type="text"/> | <input type="text"/> |
| Quinonez, Jason Calculated Grade: 4 | 4.35 | 4 | <input type="text"/> | <input type="text"/> |
| Wilson, Lynnze Calculated Grade: 3 | 3.81 | 3 | <input type="text"/> | <input type="text"/> |

- Click **Post**. A confirmation message displays when grades post successfully. An error message displays if there is a problem posting grades.

Chapter Five: CREATING REPORTS

This chapter covers:

- ▶ [Running Grade Book Reports](#)

RUNNING GRADE BOOK REPORTS

1. Navigate to the Grade Book Main screen.

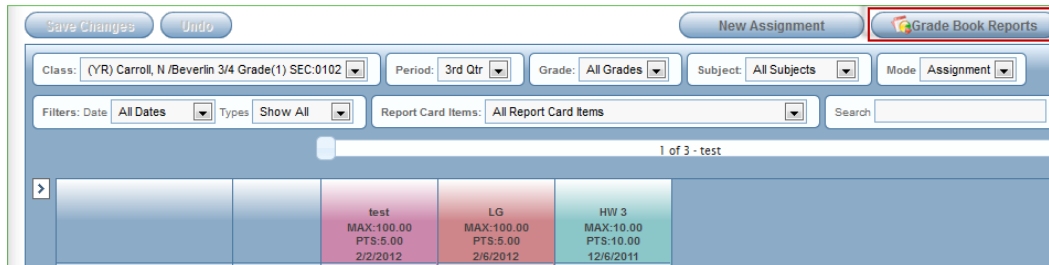


Figure 5.1 Grade Book Main screen

2. Click **Grade Book Reports**. The **Grade Book Reports** screen opens.

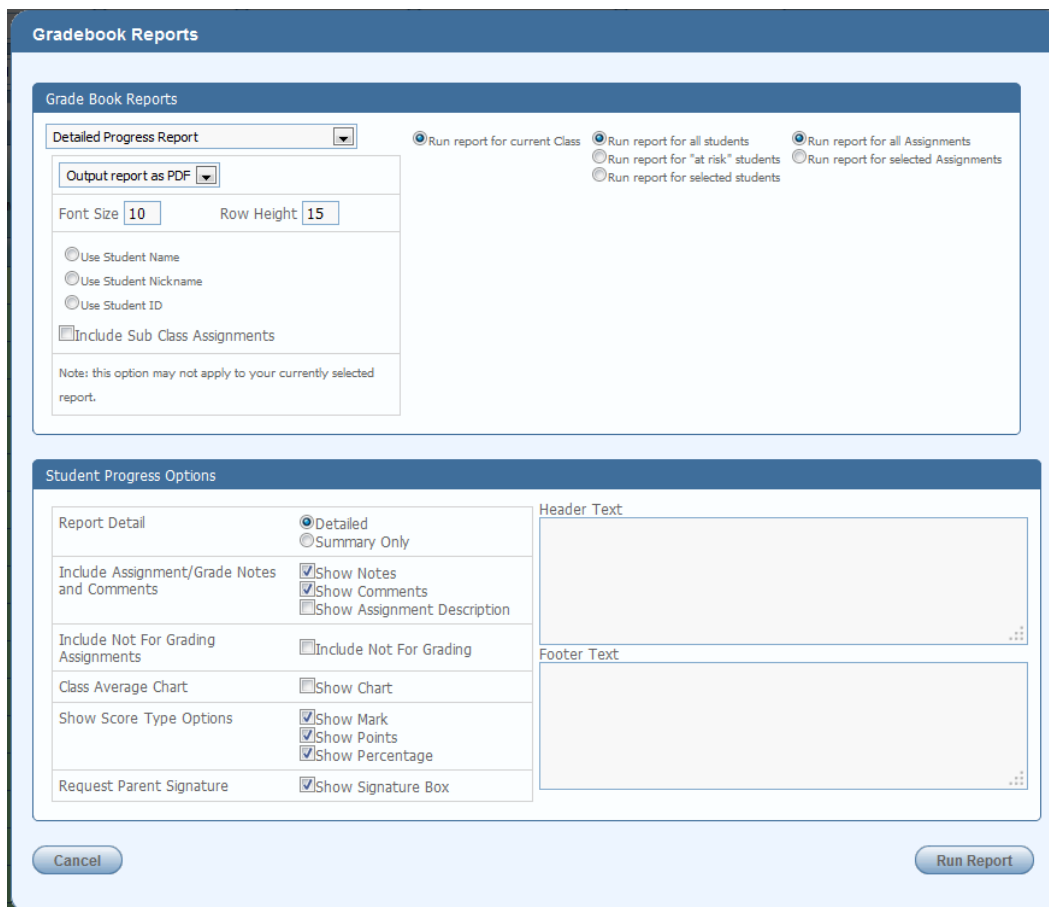


Figure 5.2 Grade Book Reports screen

3. Select a report from the report list.
4. Select the report options.



Note: The options displayed vary based on the report selected.

5. Click **Run Report**.

Detailed Progress Report

The Detailed Progress Report displays each student's current overall progress in class, as well as overall progress by assignment category. Assignment details can also be included in this report.

Filter this report using the following settings:

The screenshot shows the 'Gradebook Reports' interface. The 'Grade Book Reports' section is active, showing 'Detailed Progress Report' selected in a dropdown. Below this, there are options to 'Output report as PDF', 'Font Size' (set to 10), and 'Row Height' (set to 15). There are radio buttons for 'Use Student Name', 'Use Student Nickname', and 'Use Student ID', and a checkbox for 'Include Sub Class Assignments'. A note states: 'Note: this option may not apply to your currently selected report.' To the right, there are radio buttons for 'Run report for current Class', 'Run report for all students', 'Run report for "at risk" students', 'Run report for selected students', 'Run report for all Assignments', and 'Run report for selected Assignments'. The 'Student Progress Options' section includes a table of settings:

| | | | |
|---|---|-------------|--|
| Report Detail | <input checked="" type="radio"/> Detailed <input type="radio"/> Summary Only | Header Text | |
| Include Assignment/Grade Notes and Comments | <input checked="" type="checkbox"/> Show Notes <input checked="" type="checkbox"/> Show Comments <input type="checkbox"/> Show Assignment Description | Footer Text | |
| Include Not For Grading Assignments | <input type="checkbox"/> Include Not For Grading | | |
| Class Average Chart | <input type="checkbox"/> Show Chart | | |
| Show Score Type Options | <input checked="" type="checkbox"/> Show Mark <input checked="" type="checkbox"/> Show Points <input checked="" type="checkbox"/> Show Percentage | | |
| Request Parent Signature | <input checked="" type="checkbox"/> Show Signature Box | | |

At the bottom, there are 'Cancel' and 'Run Report' buttons.

Figure 5.3 - Detailed Progress Report Interface

- **Output** – Outputs the report to a PDF file.
- **Font Size** - Font size must be between 8pt and 14pt.
- **Row Height** - Row Height for the report grids must be between 15 pixels and 45 pixels.
- **Use Student Name** - Student identified by name.

- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for “at risk” students** - Includes only “at risk” students (as defined by the teacher on the Grade Book Options tab.)
- **Run report for selected students** – Includes only selected students in the report.
- **Run report for all Assignments** – Includes all assignments.
- **Run report for selected Assignments** – Includes only selected assignments in the report.
- **Report Detail:**
 - **Detailed** - adds Assignment Detail below Summary area, displaying a list of assignments with date, mark, points, percentage, assignment category, and assignment name.
 - **Summary Only** - excludes details.
- **Include Assignment/Grade Notes and Comments:**
 - **Show Notes** - displays “Public” notes for assignments on report output.
 - **Show Comments** - displays comments teacher assigned to student for a given assignment.
 - **Show Assignment Description** - displays assignment description.
- **Include Not For Grading Assignments** - Filters report output to hide/display Not For Grading Assignments.
- **Class Average Chart - Show Chart** adds chart to top of report indicating selected student’s overall class performance in relation to overall class average.
- **Show Score Type Options** - Select options/details to display for each assignment.
- **Request Parent Signature** - Shows Signature Box adds “Parent Signature” line to bottom of report.
- **Header Text** - Text entered in this text box appears above the Assignment Detail.
- **Footer Text** - Text entered in this text box appears below the Assignment Detail.

Detailed Progress Report

07/15/2013
Grading Period: Qtr 4

Student: _____ Class: _____
Teacher: _____

| Area | Grade | Score |
|---------------------|-------|-------|
| Test | A+ | 95.00 |
| Homework | B- | 81.00 |
| Quiz | F | 40.00 |
| Assignment | C | 74.00 |
| Overall Class Grade | C+ | 77.14 |

| Date | Category | Assignment | Points | Mark | Comment | Note |
|-----------|------------|--------------------|---------------|--------------|---------|----------------|
| 1/11/2013 | Homework | Social studies | 7.20 / 10.00 | 72 (72.00%) | | |
| 1/11/2013 | Quiz | Math | 4.00 / 10.00 | 40 (40.00%) | | |
| 1/11/2013 | Assignment | Reading | 6.80 / 10.00 | 68 (68.00%) | | |
| 1/11/2013 | Assignment | Science | 8.00 / 10.00 | 80 (80.00%) | | |
| 1/17/2013 | Test | Test | 10.00 / 10.00 | 10 (100.00%) | | |
| 3/8/2013 | Homework | HW1 | 9.00 / 10.00 | 9 (90.00%) | | This is public |
| 5/16/2013 | Test | Major Tests | 9.00 / 10.00 | 9 (90.00%) | | This is public |
| 6/26/2013 | Assignment | Assignment (Math) | | | | |
| 7/10/2013 | Assignment | Reading Assignment | | | | |

Parent Signature _____

Figure 5.4 Detailed Progress Report

Summary Progress Report

The Summary Progress Report displays the student's current progress in class. Progress by assignment category can also be included in this report.

Filter this report using the following settings:

Figure 5.5 Summary Progress Report Interface

- **Output** – Outputs the report to a PDF file.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.
- **Missing Assignments Option** - Selecting Show Missing Assignments adds a “Missing or Absent Assignments” box to the report. This box shows the date, assignment type, and assignment name of any assignment that is missing.
- **Category Detail Option** - Selecting Show Category Detail adds an assignment category-level detail to the report. This includes information about the number of

assignments; points earned/points possible, percentage of points earned, and mark earned, by assignment category.

- **Order by:**
 - **Student Name/Student ID** - prints the Summary Progress Reports in alpha or numeric order. If “Hide Student Name” is selected, the report will print in numeric order, by Student ID.
 - **Points** – prints the Summary Progress Reports by student, in order of student points earned, highest to lowest.
- **Request Parent Signature** - Shows Signature Box adds “Parent Signature” line to bottom of report.
- **Header Text** - Text entered in this text box appears above the Assignment Detail.
- **Footer Text** - Text entered in this text box appears below the Assignment Detail.

Summary Progress Report

7/15/2013

Elementary Grading Period: Qtr 4

| | | | | | | |
|----------------------|----------------|----------------------|---------------|-------|-------|----|
| | | | | | 77.14 | C+ |
| Category: Test | Weight: 100.00 | Total Assignments: 2 | 19.00 / 20.00 | 95.00 | | A+ |
| Category: Homework | Weight: 100.00 | Total Assignments: 2 | 16.20 / 20.00 | 81.00 | | B- |
| Category: Quiz | Weight: 100.00 | Total Assignments: 1 | 4.00 / 10.00 | 40.00 | | F |
| Category: Assignment | Weight: 100.00 | Total Assignments: 2 | 14.80 / 20.00 | 74.00 | | C |

Parent Signature _____

Figure 5.6 Summary Progress Report

Print Grade Book

The Print Grade Book Report displays a printable version of the Grade Book. Students are listed on the report as well as their performance on each assignment.



Note: If Grade Book is set to Standards mode on the Grade Book Main screen, the Grade Book prints standards. If Grade Book is set to Assignments on the Grade Book Main screen, the Grade Book prints assignments.

Filter this report using the following settings:

The screenshot shows the 'Gradebook Reports' dialog box. It has a title bar 'Gradebook Reports' and a subtitle 'Grade Book Reports'. Inside, there are several settings:

- A dropdown menu set to 'Print Grade Book'.
- Another dropdown menu set to 'Output report as PDF'.
- Three radio button options: 'Use Student Name', 'Use Student Nickname', and 'Use Student ID' (which is selected).
- A checkbox labeled 'Include Sub Class Assignments' which is currently unchecked.
- A note below the checkbox: 'Note: this option may not apply to your currently selected report.'
- Two radio button options for running the report: 'Run report for current Class' (selected) and 'Run report for selected Classes'. A note below these says: 'Note: this option can take several minutes longer to execute.'
- At the bottom, there are 'Cancel' and 'Run Report' buttons.

Figure 5.7 Print Grade Book Interface

- **Output** – Outputs the report to a PDF file or an Excel spreadsheet.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run report for selected Classes** – Includes selected classes in the report.

7/15/2013

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| Student | Grade | Math MAX:100.00 PTS:10.00 1/11/2013 Quz | Social studies MAX:100.00 PTS:10.00 1/11/2013 Homework | Reading MAX:100.00 PTS:10.00 1/11/2013 Assignment | Test MAX:10.00 PTS:10.00 1/7/2013 Test | HM MAX:10.00 PTS:10.00 3/8/2013 Homework | Science MAX:100.00 PTS:10.00 1/11/2013 Assignment | Major Tests MAX:10.00 PTS:10.00 5/16/2013 Test | Assignment (Math) MAX:10.00 PTS:10.00 6/26/2013 Assignment | Reading Assignment MAX:10.00 PTS:10.00 7/10/2013 Assignment |
|---------|----------|---|--|---|--|--|---|--|---|--|
| 23 | 71.14 C+ | 40 | 72 | 85 | 10 | 9 | 30 | 9 | | |
| 27 | 82.43 B- | 82 | 92 | 70 | 10 | 8 | 73 | 8 | | |
| 26 | 69.00 D+ | 82 | 84 | 85 | 10 e | 1 | 83 | 7M | | |
| 24 | 70.57 C | 73 | 94 | 87 | 10 | 0 | 70 | 7 | | |
| 27 | 83.33 B | 88 | 78 | 99 | 10 | 3 e | 65 | 7 | | |
| 24 | 71.43 C | 88 | 78 | 99 | 10 | 0 Ab | 65 | 7 | | |
| 24 | 71.43 C | 88 | 78 | 99 | 10 | 0 M | 65 | 7 | | |
| 23 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 22 | 80.00 B- | 88 | 78 | 99 | 10 e | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 28 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 28 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 22 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 23 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 23 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 24 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |
| 28 | 82.86 B- | 88 | 78 | 99 | 10 | 8 | 65 | 7 | | |

Figure 5.8 Print Grade Book

Blank Grade Book

The Blank Grade Book Report displays a blank, printable version of the Grade Book. Each student is listed on the report as well as blank columns to add new assignments and scores.

Filter this report using the following settings:

The screenshot shows the 'Gradebook Reports' interface. It features a 'Grade Book Reports' section with a dropdown menu set to 'Blank Grade Book' and another dropdown for 'Output report as PDF'. Below these are radio buttons for 'Use Student Name', 'Use Student Nickname', and 'Use Student ID' (which is selected). There is also a checkbox for 'Include Sub Class Assignments' with a note below it. To the right, there are radio buttons for 'Run report for current Class', 'Run report for selected Classes', 'Run report for all students', and 'Run report for selected students'. A note states: 'Note: this option can take several minutes longer to execute.' Below this is the 'Blank Gradebook Options' section with checkboxes for 'Print Extra Lines at the bottom of the report' (checked), 'Print In Landscape', and 'Include Overall Grade' (checked). At the bottom, there are 'Cancel' and 'Run Report' buttons.

Figure 5.9 Blank Grade Book Interface

- **Output** – Outputs the report to a PDF file or an Excel spreadsheet.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run report for selected Classes** – Includes selected classes in the report.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.
- **Print Extra Lines at the bottom of the report** - Adds blank lines to the bottom of the report. This allows you to write in new or transferred students' names.
- **Print in Landscape** – Displays the report in Landscape orientation.
- **Include Overall Grade** – Includes the students' current overall grade in the class.

| Elementary | | Grade Book Grid | | | | | | | | | | | | Grading Period: Qtr 4 | | | |
|-------------------|----------|------------------------|--|--|--|--|--|--|--|--|--|--|--|------------------------------|--|--|--|
| | | 7/15/2013 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 2392 41 | 77.14 C+ | | | | | | | | | | | | | | | | |
| 270462 | 82.43 B- | | | | | | | | | | | | | | | | |
| 2680 32 | 69.00 B+ | | | | | | | | | | | | | | | | |
| 2407 76 | 70.57 C- | | | | | | | | | | | | | | | | |
| 2787 18 | 83.33 B | | | | | | | | | | | | | | | | |
| 240807 | 71.43 C- | | | | | | | | | | | | | | | | |
| 2407 37 | 71.43 C- | | | | | | | | | | | | | | | | |
| 230981 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2286 10 | 80.00 B- | | | | | | | | | | | | | | | | |
| 241022 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2819 42 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2838 14 | 82.86 B- | | | | | | | | | | | | | | | | |
| 240801 | 82.86 B- | | | | | | | | | | | | | | | | |
| 227852 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2418 13 | 82.86 B- | | | | | | | | | | | | | | | | |
| 245004 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2407 42 | 82.86 B- | | | | | | | | | | | | | | | | |
| 234684 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2407 44 | 82.86 B- | | | | | | | | | | | | | | | | |
| 249908 | 82.86 B- | | | | | | | | | | | | | | | | |
| 241020 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2463 38 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2407 77 | 82.86 B- | | | | | | | | | | | | | | | | |
| 2331 58 | 82.86 B- | | | | | | | | | | | | | | | | |
| 249291 | 82.86 B- | | | | | | | | | | | | | | | | |
| 285284 | 82.86 B- | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

Figure 5.10 Blank Grade Book

Assignment Detail Report

The Assignment Detail Report displays each student's performance, by assignment. The students' marks, points earned/points possible, and notes are displayed in this report.

Filter this report using the following settings:

Figure 5.11 - Assignment Detail Report Interface

- **Output** – Outputs the report to a PDF file or Excel spreadsheet.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run report for selected Classes** – Includes selected classes in the report.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for “at risk” students** - Includes only “at risk” students (as defined by the teacher on the Grade Book Options tab.)

- **Run report for selected students** – Includes only selected students in the report.
- **Run report for all Assignments** – Includes all assignments.
- **Run report for selected Assignments** – Includes only selected assignments in the report.
- **Request Parent Signature** - Shows Signature Box adds “Parent Signature” line to bottom of report.
- **Header Text** - Text entered in this text box appears above the Assignment Detail.
- **Footer Text** - Text entered in this text box appears below the Assignment Detail.

| Assignment Results | | | | |
|--------------------|------|--------------|-------|-----------|
| 07/15/2013 | | | | |
| Math | | Quiz | | 1/11/2013 |
| Student | Mark | Points | Notes | Status |
| 239241 | 40 | 4.00 / 10.00 | | |
| 270462 | 82 | 8.20 / 10.00 | | |
| 268032 | 82 | 8.20 / 10.00 | | |
| 240776 | 73 | 7.30 / 10.00 | | |
| 278718 | 88 | 8.80 / 10.00 | | |
| 240807 | 88 | 8.80 / 10.00 | | |
| 240737 | 88 | 8.80 / 10.00 | | |
| 230981 | 88 | 8.80 / 10.00 | | |
| 228610 | 88 | 8.80 / 10.00 | | |
| 241022 | 88 | 8.80 / 10.00 | | |
| 281942 | 88 | 8.80 / 10.00 | | |
| 283814 | 88 | 8.80 / 10.00 | | |
| 240801 | 88 | 8.80 / 10.00 | | |
| 227852 | 88 | 8.80 / 10.00 | | |
| 241813 | 88 | 8.80 / 10.00 | | |
| 245004 | 88 | 8.80 / 10.00 | | |
| 240742 | 88 | 8.80 / 10.00 | | |
| 234684 | 88 | 8.80 / 10.00 | | |
| 240744 | 88 | 8.80 / 10.00 | | |
| 249908 | 88 | 8.80 / 10.00 | | |
| 241020 | 88 | 8.80 / 10.00 | | |
| 246338 | 88 | 8.80 / 10.00 | | |
| 240777 | 88 | 8.80 / 10.00 | | |
| 233198 | 88 | 8.80 / 10.00 | | |
| 249291 | 88 | 8.80 / 10.00 | | |
| 285284 | 88 | 8.80 / 10.00 | | |

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Figure 5.12 Assignment Detail Report

Student Missing Assignments Report

The Student Missing Assignments Report displays a list of all Missing or Absent Assignments, by student. The date, assignment type, assignment name, and notes display for any assignment marked as “Missing” or “Absent” in the Grade Book.

Filter this report using the following settings:

Figure 5.13 Student Missing Assignments Report Interface

- **Output** – Outputs the report to a PDF file or Excel spreadsheet.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run report for selected Classes** – Includes selected classes in the report.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.

- **Request Parent Signature** - Shows Signature Box adds “Parent Signature” line to bottom of report.
- **Header Text** - Text entered in this text box appears above the Assignment Detail.
- **Footer Text** - Text entered in this text box appears below the Assignment Detail.

Student Missing Assignments Report
7/15/2013 Qtr 4

| Date | Assignment Type | Subject | Assignment | Notes |
|-----------|-----------------|---------------|-------------|-------|
| 5/16/2013 | Test | Language Arts | Major Tests | |

Parent Signature _____

Figure 5.14 Student Missing Assignments Report

Missing Assignments Summary Report

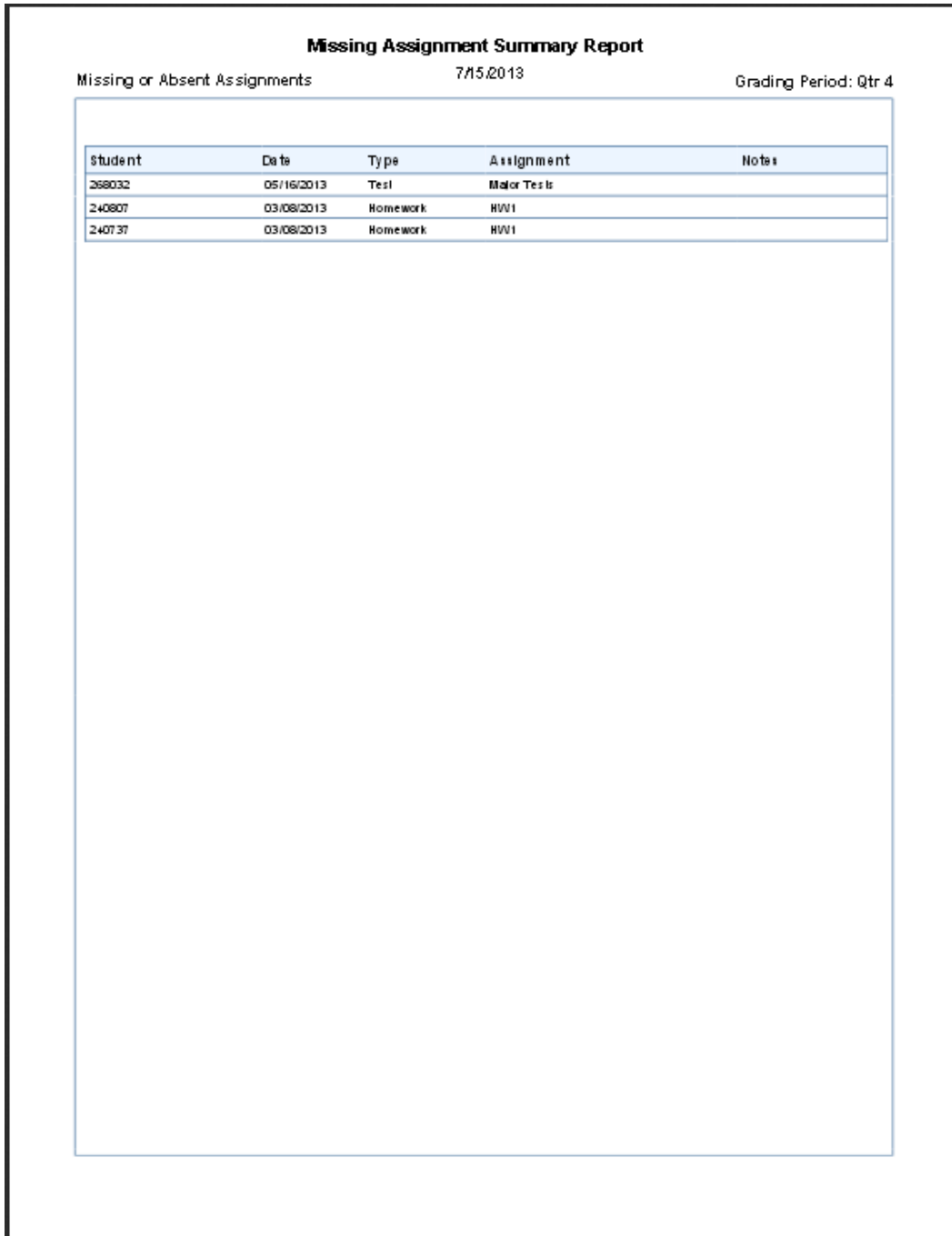
The Missing Assignments Summary Report displays a list of all students with Missing or Absent Assignments. The student name, date, assignment type, assignment name, and notes are displayed for any assignment marked as “Missing” or “Absent” in the Grade Book.

Filter this report using the following settings:

Figure 5.15 - Missing Assignment Summary Report Interface

- **Output** – Outputs the report to a PDF file or Excel spreadsheet.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run report for selected Classes** – Includes selected classes in the report.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.

- **Request Parent Signature** - Shows Signature Box adds “Parent Signature” line to bottom of report.
- **Header Text** - Text entered in this text box appears above the Assignment Detail.
- **Footer Text** - Text entered in this text box appears below the Assignment Detail.



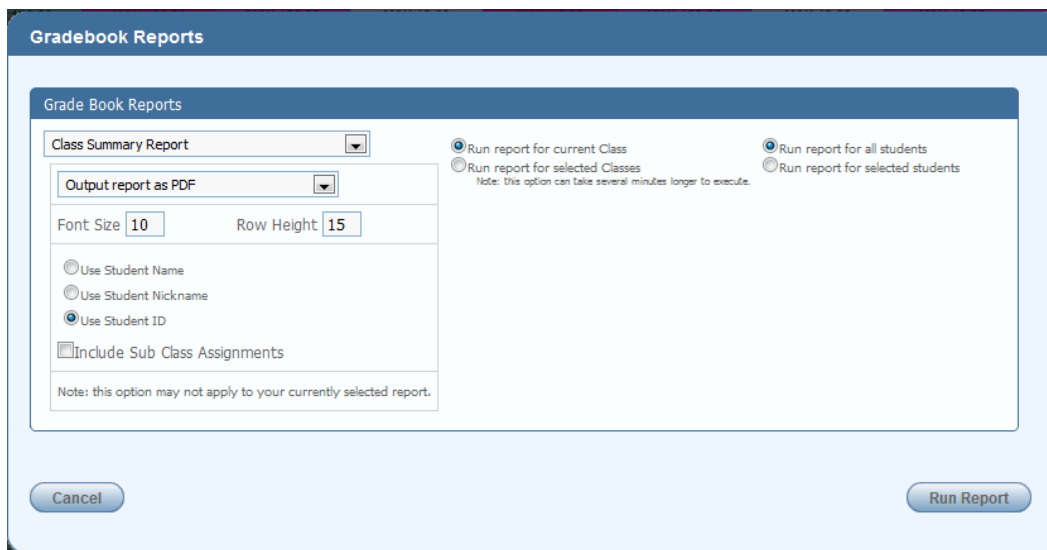
The screenshot displays a report titled "Missing Assignment Summary Report". At the top, it indicates "Missing or Absent Assignments" for the date "7/15/2013" and "Grading Period: Qtr 4". Below this, a table lists missing assignments for three students. The table has five columns: Student, Date, Type, Assignment, and Notes. The data rows are as follows:

| Student | Date | Type | Assignment | Notes |
|---------|------------|----------|--------------|-------|
| 268032 | 05/16/2013 | Test | Major Test 1 | |
| 240807 | 03/08/2013 | Homework | HW1 | |
| 240737 | 03/08/2013 | Homework | HW1 | |

Figure 5.16 - Missing Assignment Summary Report

Class Summary Report

The Class Summary Report summarizes each student's performance in class. Overall Grade (percentage and mark), performance in each assignment type (percentage and mark), and number of missing assignments are displayed on this report.



The screenshot shows the 'Gradebook Reports' window. Inside, there is a 'Grade Book Reports' section with a dropdown menu set to 'Class Summary Report'. Below this is another dropdown menu set to 'Output report as PDF'. There are two input fields: 'Font Size' with the value '10' and 'Row Height' with the value '15'. Below these are three radio button options: 'Use Student Name', 'Use Student Nickname', and 'Use Student ID' (which is selected). There is also a checkbox for 'Include Sub Class Assignments' which is currently unchecked. A note below the checkbox states: 'Note: this option may not apply to your currently selected report.' To the right of these options are three radio button options: 'Run report for current Class' (selected), 'Run report for selected Classes', and 'Run report for selected students'. A note below these options states: 'Note: this option can take several minutes longer to execute.' At the bottom of the window are two buttons: 'Cancel' on the left and 'Run Report' on the right.

Figure 5.17 - Class Summary Report Interface

- **Output** – Outputs the report to a PDF file.
- **Font Size** - Font size must be between 8pt and 14pt.
- **Row Height** - Row Height for the report grids must be between 15 pixels and 45 pixels.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.

Class Summary Report
7/15/2013 12:14:22 PM
Grading Period: Qtr 4

Class:
Teacher:

| Student | Overall Grade | Missing |
|---------|---------------|---------|
| 236241 | 77.14 C+ | |
| 270482 | 82.43 B | |
| 268032 | 69.00 D+ | 1 |
| 240776 | 70.57 C- | |
| 278718 | 83.33 B | |
| 240807 | 71.43 C- | 1 |
| 240737 | 71.43 C- | 1 |
| 230981 | 82.86 B | |
| 228610 | 80.00 B | |
| 241022 | 82.86 B | |
| 281942 | 82.86 B | |
| 283814 | 82.86 B | |
| 240801 | 82.86 B | |
| 227862 | 82.86 B | |
| 241813 | 82.86 B | |
| 246004 | 82.86 B | |
| 240742 | 82.86 B | |
| 234884 | 82.86 B | |
| 240744 | 82.86 B | |
| 248908 | 82.86 B | |
| 241020 | 82.86 B | |
| 246338 | 82.86 B | |
| 240777 | 82.86 B | |
| 233188 | 82.86 B | |
| 246291 | 82.86 B | |

Figure 5.18 - Class Summary Report

Chart: Assignment Student Performance

The Chart: Assignment Student Performance displays a graphic chart of a class' performance on an assignment. The chart is broken down by student.

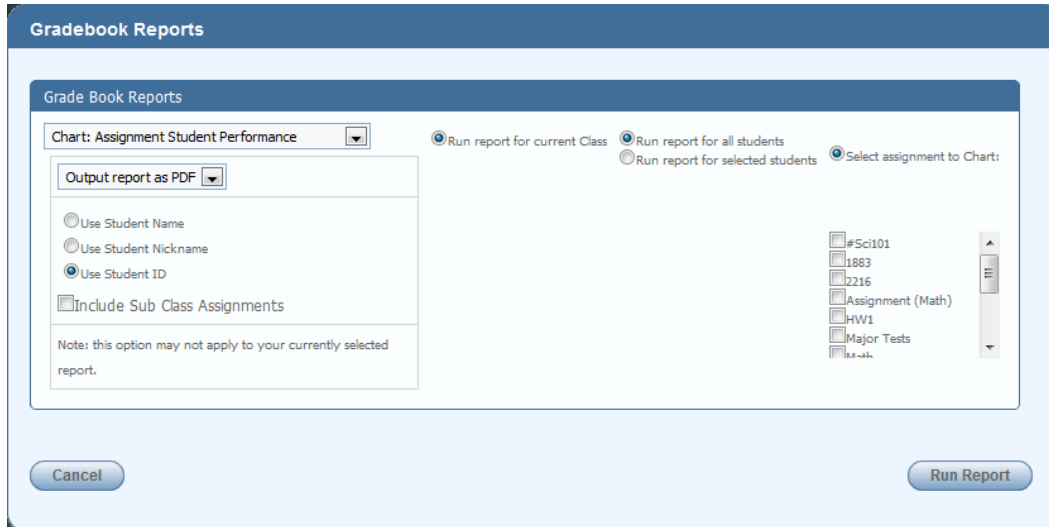


Figure 5.19 - Chart: Assignment Student Performance Interface

- **Output** – Outputs the report to a PDF file.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.
- **Select assignments to Chart** – Includes only selected assignments in the report.

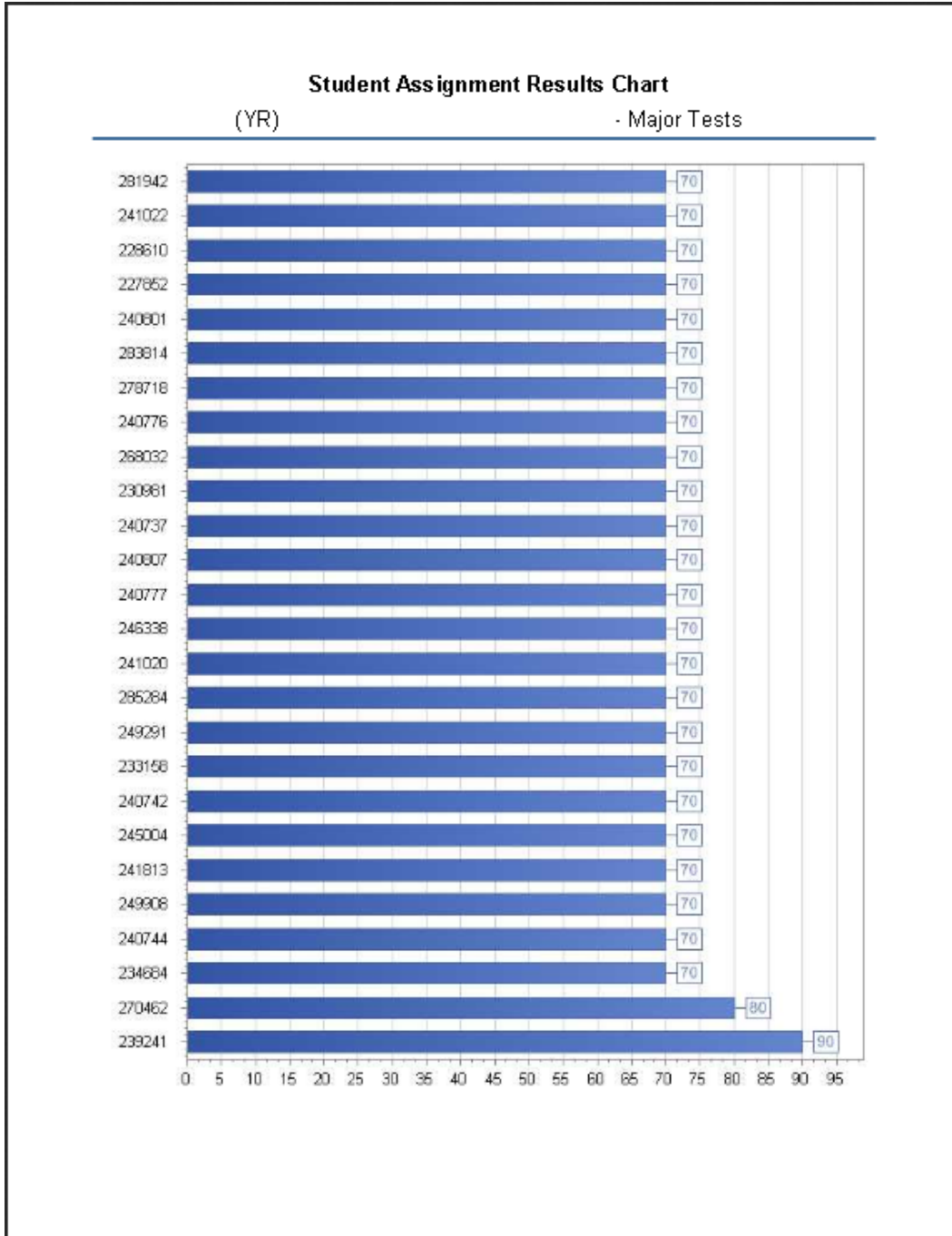


Figure 5.20 - Student Assignment Results Chart

Chart: Class Grade

The Chart: Class Grade displays a graphic chart of all the students in a class' performance as a whole to date. The chart is broken down by student.

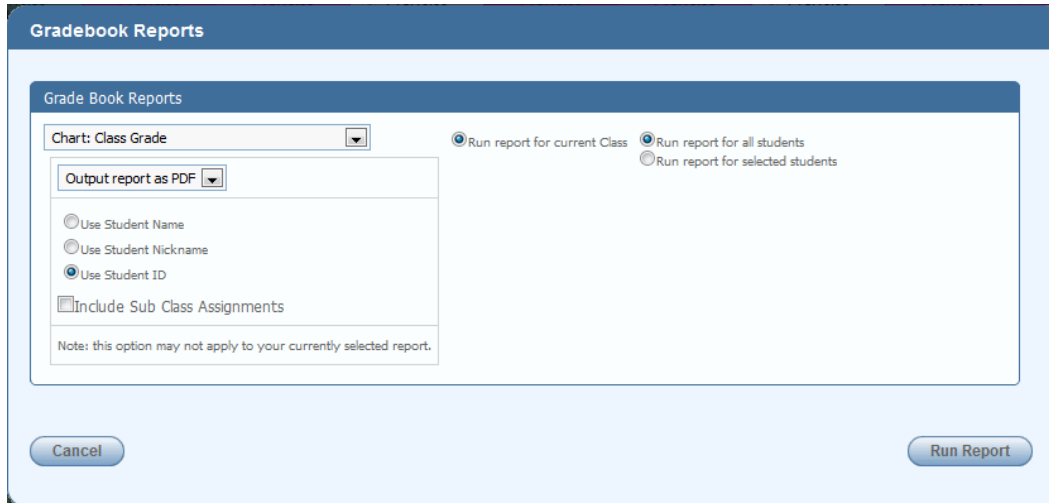


Figure 5.21 - Chart: Class Grade Interface

- **Output** – Outputs the report to a PDF file.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.

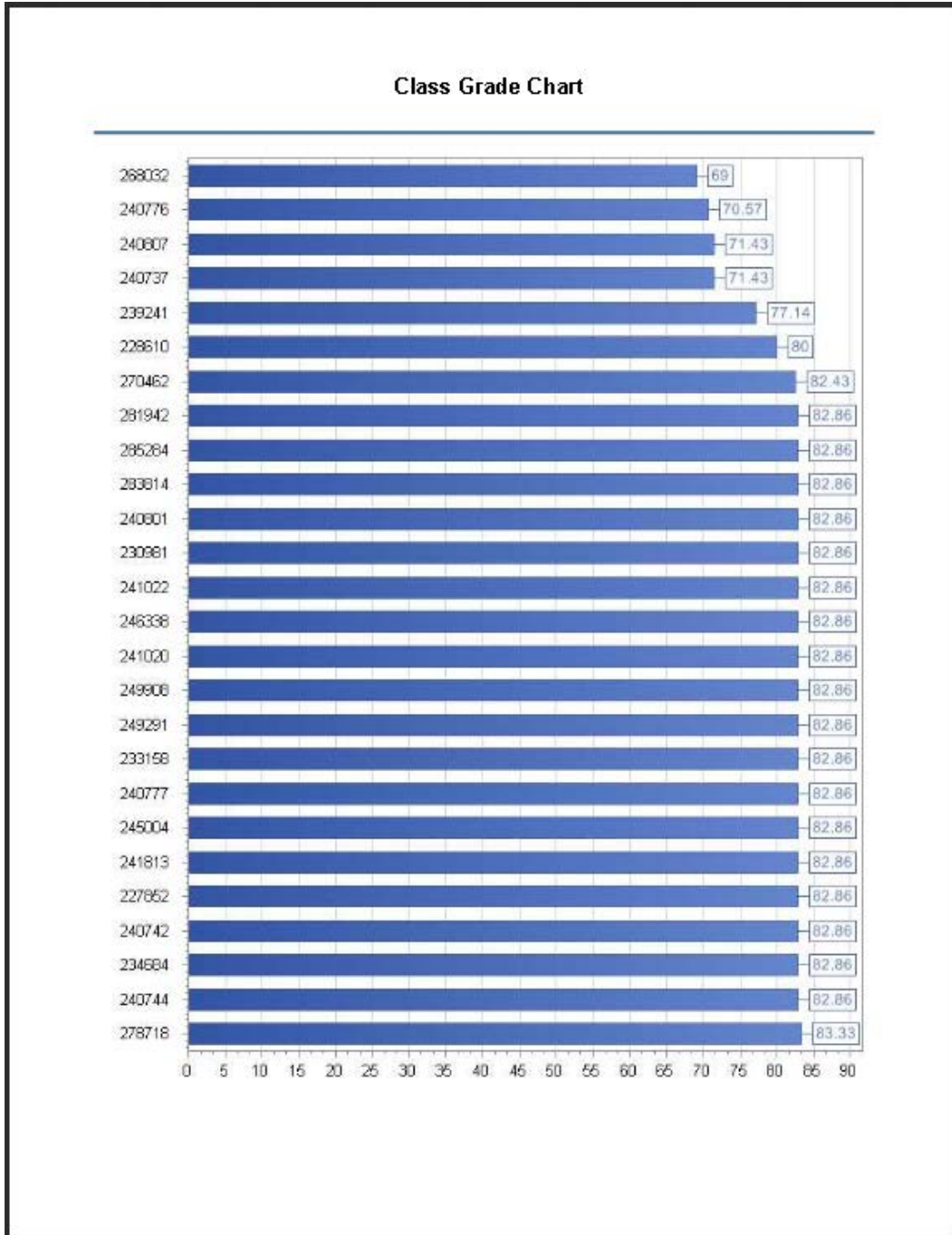


Figure 5.22 - Class Grade Chart

Chart: Class Category Summary

The Chart: Class Category Summary displays a graphic chart of a class' performance on assignment types to date. The chart is broken down by student.

The screenshot shows a dialog box titled "Gradebook Reports" with a sub-header "Grade Book Reports". Inside the dialog, there is a dropdown menu set to "Chart: Class Category Summary". To the right of this menu are three radio button options: "Run report for current Class" (selected), "Run report for all students", and "Run report for selected students". Below these options is a section titled "Output report as PDF" with a dropdown arrow. Underneath are three radio button options: "Use Student Name", "Use Student Nickname", and "Use Student ID" (selected). There is also a checkbox labeled "Include Sub Class Assignments" which is currently unchecked. A note below the checkbox states: "Note: this option may not apply to your currently selected report." At the bottom of the dialog are two buttons: "Cancel" on the left and "Run Report" on the right.

Figure 5.23 - Chart: Class Category Summary

- **Output** – Outputs the report to a PDF file.
- **Use Student Name** - Student identified by name.
- **User Student Nickname** – Student identified by nickname.
- **User Student** – Student identified by student id.
- **Include Sub Class Assignments** - Includes Sub Class Assignments, as well as main class assignments.
- **Run Report for current Class** - Includes only the current class.
- **Run Report for all Students** - Includes all students in the selected class.
- **Run report for selected students** – Includes only selected students in the report.

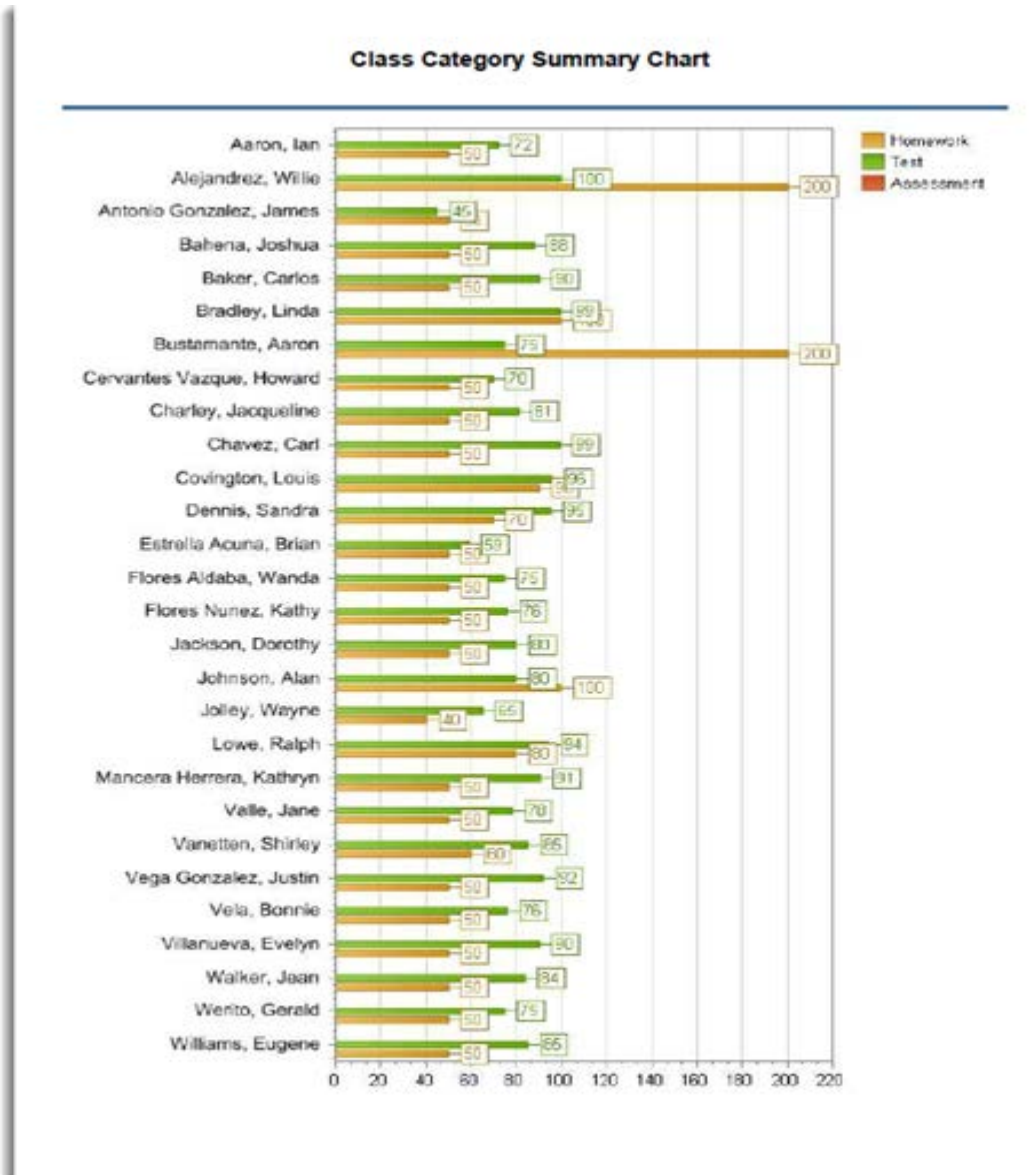


Figure 5.24 - Class Category Summary Chart

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