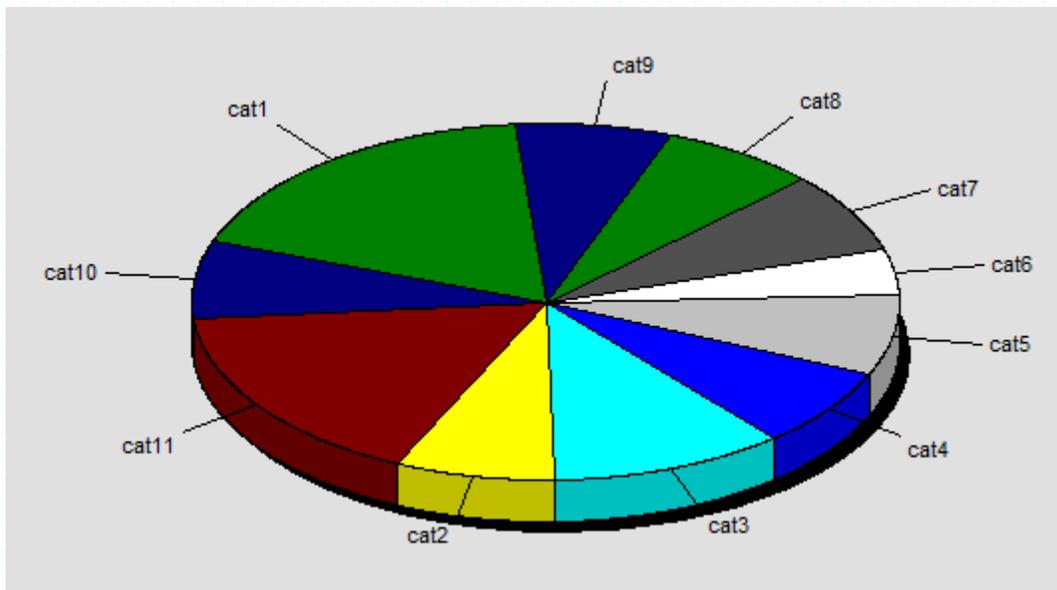




QUICK START GUIDE

Revised May, 2018



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Introduction

Welcome to MarkBook: You're about to become acquainted with the finest classroom management program available today. MarkBook will work for you as

1. a curriculum planner. Build lesson plans, unit plans and course descriptions.
2. a time manager.
3. a class manager. Print seating plans/charts with or without photos, attendance forms, and loan agreement forms.
4. a grade book. Analyze achievement, analyze attendance, record anecdotal notes and keep student and parent phone numbers and email addresses. MarkBook will connect with your Mac and iOS devices, post information on the web, and report when you're ready.
5. a communication tool. Print detailed report cards, post data on the web and/or send email report cards.

With these functions, MarkBook will enhance your professional image, enhance the school's image, and cause your students to learn more of the curriculum.

The instructions of this Guide have been designed to take you through just those features which are essential to run the program successfully. Advanced features have been omitted here. Consult the large Reference Manual for details on all functions. It's in MarkBook's Help menu and on line at

http://www.asyluminc.com/downloads/MarkBook_Reference.pdf

This link is case sensitive. Use the manual's hot-linked Table of Contents or look up your item in the Index.

We're confident that you'll find MarkBook makes your teaching life a lot easier.

We welcome your comments, suggestions and questions at our website at www.markbook.com

Sincerely,

The Acadiem Group, Inc.

Installation and Setup

Your district or school may have purchased licenses for multiple users of MarkBook at your site. In this case the person(s) responsible for the network at your school will install the software in the appropriate locations and inform their staff accordingly. You do not need to install anything yourself. However, you should check to find out where your files will be kept, so that you can set up a path to your data correctly.

You're entitled, as part of the license agreement, to load MarkBook onto your personal computer(s). If you plan to do this, or if you purchased a license as a personal copy, the following instructions will assist you with the installation.

Once installed and set up, MarkBook runs from your hard drive or network drive just like a word processor or a data base. You can keep your class folders on the hard drive, on the network drive, or on removable storage device. Use **File**, then **Backup** to copy your current class data onto a backup drive for transport to another computer. **Remember to always backup your files to a secure location (a USB key, or another drive) at the end of a session.**

System Requirements

Windows '98 or higher with at least 75MB (0.075GB) free on the hard drive. Windows 3.x, '95 and NT are not supported.

Installing MarkBook

1. Insert the CD into your CD-Rom drive. The setup menu should start automatically. If it doesn't, use **Add/Remove Programs** in the **Control Panel** and navigate to **setup.exe** in the **MarkBook** folder on the CD.
2. Select the Standard install and follow the on-screen instructions.
3. After installation is complete, a MarkBook icon will appear on your desktop. Double click to launch.
4. Three sample classes are installed with MarkBook in a sample folder.

Note: The install program will display information about alternate versions of MarkBook and additional utilities available on the CD.

Creating a New Class

Step 1 - Entering a Class Code

Note: Fields with yellow backgrounds must be filled.

Click the **New Class** button. Enter a class code that identifies your class. Make sure that it's a unique name in your school. Do not use spaces or slashes as part of your class code. If you teach the same course to several classes, add a section number at the end of the course code (Example: ENG2P3, section 1 becomes ENG2P301). You can use a home form designation such as 7A, a course/section code such as SCH3U103, or any other name/code that would uniquely identify your class within your school.

On the **Save the Class To** line, choose where you want MarkBook to save your files on a regular basis. That is, select a **Drive** and a **Folder** by clicking. In this example, the new class will be saved inside the sample15 folder.

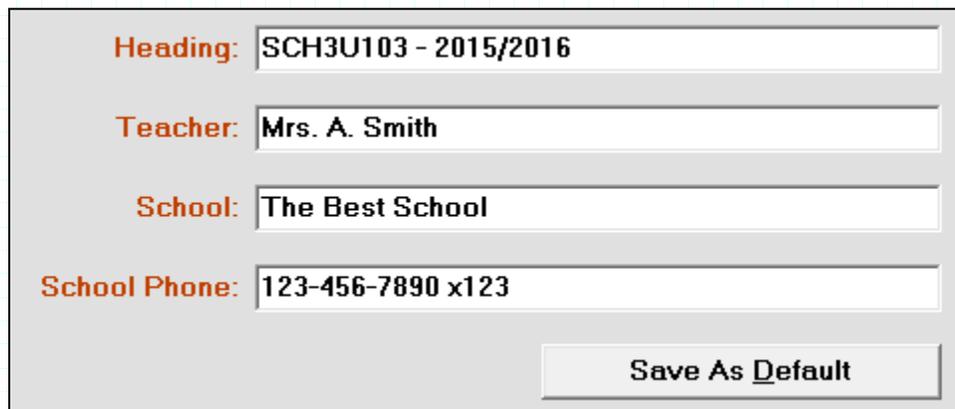
The screenshot shows a web form for creating a new class. At the top, there is a text input field labeled 'Class Code:' containing the text 'SCH3U103'. Below this is a section titled 'CLASS LOCATION'. It contains a dropdown menu for 'School Year:' set to '2016/2017'. Underneath is the 'Save the Class To:' section, which has a 'Drive' dropdown set to 'c:' and a 'Folder' list box. The folder list shows 'c:\', 'mkbk2016', 'Sample16' (highlighted in blue), 'MB8D16', 'MBDEMO16', 'MBMFM1P10516', and 'Photos'.

Tip: Get in the habit of backing up your files each time you exit MarkBook. Simply go to the 'File' menu at the top of the screen and click on 'Backup' and follow the on-screen instructions.

- Click on **Next** to continue.

Step 2 – Entering Teacher and School Information

- ❖ On the **Teacher** line, enter your name as you would like it to appear on printed documents. E.g. Mrs. A. Smith.
- ❖ On the **School** line, enter the name of your school.
- ❖ On the **School Phone** line, enter your school's phone number.



The image shows a screenshot of a web form with four input fields and a button. The fields are labeled 'Heading', 'Teacher', 'School', and 'School Phone'. The 'Heading' field contains 'SCH3U103 - 2015/2016', 'Teacher' contains 'Mrs. A. Smith', 'School' contains 'The Best School', and 'School Phone' contains '123-456-7890 x123'. A 'Save As Default' button is located at the bottom right of the form.

Heading:	SCH3U103 - 2015/2016
Teacher:	Mrs. A. Smith
School:	The Best School
School Phone:	123-456-7890 x123

Save As Default

- Click on **Save As Default** to store this information for any other classes that you create.

Tip: Leave the 'Attendance' and 'Seating Plan' buttons as is for now.

- Click on **Next** to continue.

Step 3 – Adding Students (Class List Screen)

There are two ways in which a class roster can be created.

The first is through the **Import Students** function, which allows MarkBook to import students from a variety of external delimited text/ascii files. This is certainly the preferred method for inputting student information especially if you teach multiple classes/courses. Please check with your local administration or IT person to see if there's a file available to staff. Consult Reference Manual sections 4-4 to 4-8 in the Help menu.

The second method is to manually enter information for each student. The following fields must be completed:

- **Last Name** – when complete, Tab will move to the next cell
- **First Name** - type
- **Gender** – use the left/right arrows or click the appropriate button
- **Home Form** – click on **Use Class Code** if you wish to use your class code as the home form for all students in this class. Or type.
- **Student Number** – enter the student's number. If you create the class before you have this information, simply make up a number; it can be changed at a later time.

Male: 0 - Female: 1 [Total: 1]

Last Name: Houston

First Name: Roger

Gender: Male Female

Home Form: 11C Use Class Code

Student Number: 345-123=987 Auto Inc.

Code Name:

Program:

Birth Date: Month: Day: Year:

Age: n/a Class Avg. Age: n/a

1. O'Watt, Meg

All other fields are optional. Enter now or at a later date.

After completing each student, click **Add: name** and the program will add that student in the correct alpha order in the list in the center. Click on any student name in this list to make changes or update information.

Tips: If this is your first time using MarkBook, we suggest entering only two students and continuing to the next screen. Add the rest later. For some interesting results, enter 'Birth Date' information for your students.

- When you have finished entering a few students, click **Next**.

Step 4 – Creating Mark Sets (New Mark Set Screen)

NEW MARK SET

Mark Set Short Code: Sample Codes ART, SNC, TRM1, S2 (4 char max)

Description:

Master Course Code: (for this Mark Set)

Block Title: 'Block' of TIME (e.g. Term) / 'Block' of WORK (e.g. Unit)

Room: Day: Period:

Calculation Method: Average Median Blended Modes Blended Medians

Weighting Method: Category Entry Equal

Categories

Description	Target
Know/Und	17.5
Appln's (17.5)	
Comm (20)	
Exam/CA (30)	
Know/Und (17.5)	
Thinking (15)	

Create new Categories by replacing text in the Description box or by dragging from the Master List.

Default Cat: Know/Und

Make [Know/Und] the default Cat.

Drag Category here to delete it.

Master List

Misc. (100)

Setup Options

Setup files contain all Mark Set parameters.

Template files contain Entry Heading details.

STEP 4

Enter a Short Code and Description

Edit these fields if necessary.

Select Calculation and Weighting Methods.
(Mode is always calculated)

Enter Categories and their Target Weights

Replace current Description and Target
OR
Select and drag from the Master List.

This screen is where you organize your categories/strands with their relative weights for this class. If you teach another subject or term to this same class, you'll create a new Mark Set later.

- ❖ In the **Short Code** cell enter a 4-character code. This can be a piece of the class code or any other unique code you want to use. Note: You'll not be able to use this same code for any other Mark Set you create for this class.
- ❖ In the **Description** cell give this Mark Set a name/description of 20 characters or less. (Examples: Chemistry 11, English 12 Applied, 7A History, Gr9 Business Studies). This description will print on class and student reports.
- ❖ From the **Block Title** menu choose a cross-classifier that best suits your situation. If you're not sure at this stage, leave it as **Unit** and change it later.

Tips: Many of the parameters that you set in MarkBook can be changed at a later date without hurting your files. Leave the 'Calculation Method' and 'Weighting Method' as preset, for now. They're pre-set to the most common calculation methods.

You should now give some thought as to how you want to distribute the weightings (values) of the different categories to reflect their importance within the overall calculation scheme for the course. At this point you're deciding only the significance of the categories, not of the individual assessments that students will eventually complete. Although not necessary, it's convenient to have your categories total 100%.

Here are some examples of how categories/strands can be organized:

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For a Language Course	For Mathematics	For any subject
Reading 25%	Algebra 20%	Applications 17.5%
Writing 25%	Geometry 20%	Communication 17.5%
OVCComm 25%	Number Sense 20%	Thinking 17.5%
MediaLit 25%	Measurement 20%	Knowledge and Understanding 17.5%
	Data Management 20%	Exam/CA 30%

Note: By policy, your district, school, or department may set the categories and their relative values. Please check with your administration. At the lower left, you'll see a column with a single entry – Misc. (100). Immediately above this is the same information split between two fields under the headings of **Description** and **Target**.

- ❖ Highlight **Misc.** in the **Description** cell and type in the name of your own first category. Click Enter on the keyboard and note that your category has now joined **Misc.** in the list below.
- ❖ The cursor then moves to the **Target** cell to enter a category target value or percentage. Type and Enter. Note that the number joins your category in the list. One decimal is allowed for these Target numbers.
- ❖ Repeat the above two steps until you have created all the categories and their targets for this course.

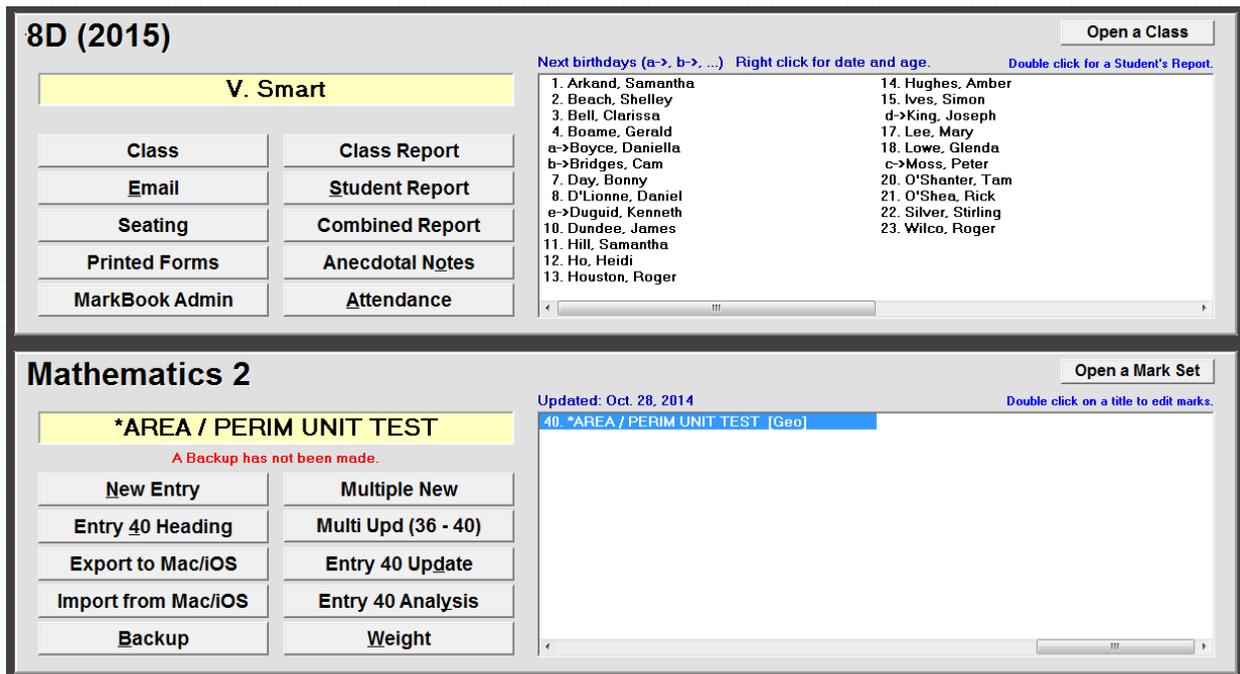
As you enter each category with its target, you'll see that the information also appears in the column on the right-hand side. This becomes your **Master List** and it is permanent. It allows you to enter categories for other classes without having to re-type. Double-click or drag-and-drop any category from the Master List to the left side and it will appear in the list for this class.

If not needed, dispose of the **Misc. (100)** category from the list on the left. Drag it to the trashcan. MarkBook will ask you twice if you're sure that you want to do this. Answer **Yes**. Of course, if you plan to keep a **Miscellaneous** category, leave it and adjust the target weight. You can leave the 'Misc.' in the Master List, as items in the Master List have no effect on any class. The line beside the pointing finger will say **Target total 100.0**, or whatever your categories to sum to.

Click the **Finish** button in the lower right corner. A dialogue box appears next. If you wish to create another class, hit the **Yes** button. You'll then repeat Steps 1 to 4 for another class. If **No**, MarkBook will move to the next screen.

Trick: All of the data on this screen may be auto-filled using an .MSS file. Click the Load a Setup button, double click the Ontario OR ESL folder, scroll to your course and double click it. All categories/strands will load with appropriate Target Weights. Edit as you see fit.

The Main Screen



You have now arrived at the **Main Screen** for the new class you created. This screen frame acts as a central command and it's from this frame that you'll navigate to information or perform various functions within MarkBook.

A brief examination of the screen shows a standard Windows toolbar with drop-down menus along the top (not shown in the above image), and two large boxes in the middle of the screen. Click the menus along the bar to see what functions you can access.

The upper box gives access to most of the student and class information that you'll use. You'll also see an alpha list of the students entered in Step 3. On the left side of the box are a series of buttons, some of which will not be operational until there's assessment data.

Tip: If you entered birth dates with the students' information in Step 3, you'll see that the numbers beside some students' names have been replaced by the lower case letters a) through e). Left click on the student who has the letter a) beside their name. Now, right click on the same name and notice the blue message above the names indicating this student's birthday. He or she will be the next person in your class to celebrate a birthday. Students b) to e) follow in sequence. Or left click an any name and then right click to get that student's birthday.

In the lower half of the frame is a second box, but titled with the Description name given to this Mark Set. It will be empty but the **New Entry** and **Multiple New** buttons are active. This is where you'll enter the assessments for your class.

Printing Forms

From the **Main Screen**, MarkBook can create several useful forms. Make sure that you're connected to a printer. If you're not connected to a printer, or you wish to skip this section for now, go to 'Entering Assessments' following.

- ❖ Printing a class list recording grid:
Click on the **Printed Forms** button on the left side of the upper box. Click on one of six options. For instance, click **Grid Format** and then click **Print Grid** to generate a useful data entry form.



- ❖ Creating and printing a seating plan:
Click on the **Seating** button. A screen with a large grid on the left side and a list of your students on the right side appears. The front of the class is the bottom of the grid and each space represents a desk/seat in the classroom. If the default setting does not match your room arrangement, you may change it by adjusting the number of rows and seats per row with the drop down menu at the bottom left of the screen. Click the **Apply** button to effect the changes. Drag the red 'X' to any location(s) to remove desk(s).

To place students, drag their names from the list onto a space on the grid, or click on one of the buttons located just below the class list to place all students at once. To remove a student from the grid, drag the name to the trashcan or back to the right list. To change location, simply drag the name to any unoccupied space.

To print your plan, click on **Print**. The new screen will give you two choices for seating plans: **Student Names** and **Check Boxes**. To print a simple seating plan, make sure that the **Print Check Boxes** box is unchecked and then click on **Print**. To get a seating plan with check boxes under each name, select the number of cells (e.g. 5 X 5), click on the box beside **Print Check Boxes** and click on **Print**. You can also print a blank seating plan by checking **Print Blank Form** and then click **Print**.

Entering New Assessments

Setup Screen (New Entry)

If you're using MarkBook for the first time there will be two options available in the lower box of the **Main Screen** to enter new assessments: **New Entry** and **Multiple New**. Click on **New Entry** and the Entry Heading screen appears. This is where you'll enter basic information about the specific assessment you're about to record.

- ❖ In the **Title** line, enter the name of your assessment – there's room for ~25 characters.
- ❖ The **Date** defaults to today. We recommend that you change it to the actual date the item was completed.
- ❖ Leave **Unit** at 1 for now, but you may rename it to anything you like with a 6 character limit.
- ❖ For **Category**, choose from the drop-down menu. Notice that these are the same categories you created in Step 4 for this Mark Set.
- ❖ Ignore **Number of Sections**. See the Reference Manual in Help or on our website for further explanations and instructions.
- ❖ In the **Out Of** box, enter the base mark that this entry is out of.
- ❖ You also need to assign a **Weight** to each entered assessment. See below:

The screenshot shows the 'New Entry' setup screen with the following fields and values:

- Title:** Assessment Title
- Date:** May 1, 2016
- Unit:** 1
- Category:** Algebra
- Type:** Summative
- Weight:** 1 (with subtext: 2.6% of [Algebra], 0.6% Overall)
- Out Of:** 5

Even though you have created and weighted categories for mark calculation purposes, it's also important to recognize that not all individual assessments will to be valued and this requires a number in Weight. The larger the weight number, the more important this assessment becomes in calculations.

The simplest method is to enter the same number as the Out Of in the Weight cell. This technique assumes that your important assessments will have a large denominator, while smaller low-value assessments will be scored out of a smaller denominator. The program looks at the importance of assessments by comparing their relative weights and takes this into account when calculating overall marks.

The second method is used when 'weight out of' does not accurately reflect the significance of the assessment. For example, consider a 2-minute quiz out of 10 and a lab report out of 10. Likely, they would not be valued (i.e. weighted) the same. In this case, create your own scale to weigh the assessments. MarkBook's weight range is 1 to

999. A weight of 1 reflects a low value and 999 a very high one. The numbers in-between would be used to weight work that falls somewhere between the two extremes. In this method, the quiz could be weighted at 1, while the lab could be a 5 or a 10 making it count for five or ten times as much, if it was in the same category. Type the number you have judged to be appropriate into the **Weight** box. MarkBook looks at the relationship between the weights of all assessments within each category when calculating overall marks. See the Reference Manual for more details on Weight.

Tip: If you use 'Weight = Out Of' as your normal method of weighting, click on 'Setup' along the top of the main screen and choose Calculation/Remarks. In the 'Weighting Method' section click on the 'Weight = Out Of' box and save. This technique will now become your default method. DO NOT CHANGE ANYTHING ELSE IN THIS SECTION AT THIS TIME!

Once a Weight has been entered, continue as follows:

- ❖ Ignore **Templates and Clone** and click on **Next** to move to the **Data Input** screen. For more information about the **Templates and Clone** section, please consult the Reference Manual.

Assessment Data Input Screen

Assessment Title [] **MAT2 Entry:** 41 **Date Entered:** May 1 2016
Unit: 1 **Category:** Algebra **Type:** Summative **Avg/5:** 3.3 **Average:** 65.0% **NoMark:** 17
Weight: 1 **2.6% of [Algebra]** **Median:** 60.0% **Zero:** 0
0.6% Overall

Day, Bonny [] []
NoMark [] []
Remark: [] **NoMark** **Zero**
Enter Mark /5 [] []

8D (2015)

	X out of 5	%	Level	Remarks
1	Arkand, Samantha	4	80	4-
2	Beach, Shelley	3	60	2-
3	Bell, Clarissa	4.5	90	4
4	Boame, Gerald	2	40	R
5	Boyce, Daniella	3	60	2-
6	Bridges, Cam	3	60	2-
7	Day, Bonny	NoMk	---	---
8	D'Lionne, Daniel	NoMk	---	---
9	Duguid, Kenneth	NoMk	---	---
10	Dundee, James	NoMk	---	---
11	Hill, Samantha	NoMk	---	---
12	Ho, Heidi	NoMk	---	---
13	Houston, Roger	NoMk	---	---
14	Hughes, Amber	NoMk	---	---
15	Ives, Simon	NoMk	---	---
16	King, Joseph	NoMk	---	---
17	Lee, Mary	NoMk	---	---
18	Lowe, Glenda	NoMk	---	---
19	Moss, Peter	NoMk	---	---
20	O'Shanter, Tam	NoMk	---	---
21	O'Shea, Rick	NoMk	---	---
22	Silver, Stirling	NoMk	---	---
23	Wilco, Roger	NoMk	---	---

OPTIONS
Mark Entry
 Alert if over Max Mark
 Round Off
 Display 'Level' Buttons
Flood Marks **Clear Marks**

Class List
 Show Names only
 Show Names plus ...
 [Enter] -> next name.


Anecdotal Notes
Save

Across the top of the screen is a banner that shows details about this entry. Note that you can edit cells in the bar. Underneath it are entry cells at the left, a CLASS summary table in the center and OPTIONS at the right.

At the top of the left box is a student's name. Beside it are up/down toggles to access other names in this class. Below this are two boxes, which are blank until you enter a

mark for the student. **NoMark** means no entry yet. Below this is a small box labeled **Remark**. You can select or type a brief remark regarding the performance of the student on this particular assessment. Remarks may print on certain summaries.

Next is a line repeating the title of the exercise with a box for entering a mark.

In **OPTIONS** under **Mark Entry** are some buttons that affect the way that entered numbers (marks) are displayed. We recommend leaving the **Round Off** box checked - it will change fractional percentages to nearest integers.

Leave the **Alert if over Max Mark** cell checked. If you enter a mark that's larger than the **Out Of**, the program will open a dialogue box asking you if this is what you intended. This is a good way to enter bonus marks, and if that's what you intend, click on **Yes**. If you made a mistake, click **No** and you'll have another chance to enter the intended mark.

You can also check on the optional **Display Level Buttons** box to display an entry grid at the lower left. Enter marks by clicking the cell on that grid that most closely matches the student's mark on the assessment. Or, you can type your own mark if none of the grid cells match.

- ❖ **Flood a Mark** allows you to enter the same mark for all students who have not yet received a mark on this assessment. Click on the button, enter the desired mark (or letter grade or level) into the dialogue box and click **OK**.
- ❖ **Clear all** deletes all entered marks for this assessment.

Alternate display options are available in the **Class List** section at the right. The one labeled **Press [ENTER] to select the next name** is handy. When this box is checked you'll be automatically moved to the next name on the list when you click the Enter key.

Tip: Almost every parameter on this 'Data Entry' screen can be set and/or changed by selecting Setup from the main MarkBook screen and then clicking on 'Calculation/Remarks'.

Multi-category or multi-strand assessments such as unit tests and other rich instruments should be set up and data entered with the **Multiple New** button on the Main Screen. It goes to the following screen. For details, please see the Reference Manual in Help or in Downloads at markbook.com.

Arkland, Samantha

MULTIPLE NEW

Use [Up]/[Down] keys to scroll list. Show Templates

New Entry: 85 Feb. 4, 2013

Title: Out of: Mark:

Unit: Cat: Type: Wt: Rmk:

New Entry: 86 Feb. 4, 2013

Title: Out of: Mark:

Unit: Cat: Type: Wt: Rmk:

New Entry: 87 Feb. 4, 2013

Title: Out of: Mark:

Unit: Cat: Type: Wt: Rmk:

New Entry: 88 Feb. 4, 2013

Title: Out of: Mark:

Unit: Cat: Type: Wt: Rmk:

-< Click here to start another new entry.

Title: Out of: Mark:

Unit: Cat: Type: Wt: Rmk:

Check 'Buttons' to activate.

4+	4	4-	Notes
3+	3	3-	
2+	2	2-	
1+	1	1-	NM Z!

Buttons
 Check Max.
 Round Off
 Mid-range
 Overall Mark

Cancel
 Save

31

Analyzing and Reporting Data

There are three ways to view the accumulated data: Class Report, Student Report, or Combined Report. Each can be accessed from the buttons to the left of the names on the **Main Screen**, or from the toolbar menu under **Reports**.

Class Report

Click this button to bring up the Class Report screen with its numerous options for viewing and analyzing your data. As desired, select options in the top bar from the menus or by unchecking cells. To the far right is the class average and class median. This adjusts instantly when you change the **Unit** or **Category** or **Type** selections.

CLASS REPORT - DEMO (2015) - Science 10

Unit: [ALL] Category: [ALL] Type: Summative Formative Diagnostic Self Peer

Calculation Method: Average - Category Wt Average: 75% Median: 71%

Summary Entries Unit Categories Distribution Mode Seating Compare HTML Print

SUMMARY Unit: [ALL] Category: [ALL] Type: SFDSP

	Rank	Mark %	Adj Class Avg. %	+ Adjusted Class Avg.	NoMk of 36	Zero of 36	Age (Avg.: 15y 11.6m)
1 Abbott, Dave	6	71	75	-4			15y 2.8m
2 Bolton, Marilyn	3	71	75	-4			15y 10.4m
3 Henry, Lisa	4	71	75	-4			15y 7.5m
4 Peterson, Bob	5	71	75	-4			16y 1.6m
5 Rhymes, John	7	67	75	-8		3	15y 11.0m
6 Slack, Jimmy	2	79	75	4	18		16y 2.0m

Options

Format: Percent Level Mode Levels

Order: Alpha

Below this is a bar with tabs, Summary, Entries, Unit Categories, Distribution, Mode, Seating, Compare, HTML, and Print. Click any tab to bring up sub-screens. Each of these screens gives more options to fine-tune the displayed information.

- **Summary** is the default screen and gives a general overview of the marks in the format which you have chosen (ABC, %, Mode).
- **Entries** gives an analysis by assessment entry.
- **Unit** gives an analysis by unit.
- **Categories** analyses the data by the categories that the assessments were placed into.
- **Distribution** presents a breakdown of the class data in bar graph.
- **Mode** presents each student's most consistent level of achievement. The column with highest number is that student's most consistent level.
- **Seating** shows a seating plan with each student's mark. This may be helpful in creating a more balanced room arrangement.
- **HTML** allows you to post class marks on the Web. See the Reference Manual for further information.
- **Print** generates paper copies.

Tips: Clicking on a student's name on any of the analysis screens will bring up that student's individual record. Posting Class Reports (using the code name option) encourages students to keep up to date with their assessments and to monitor their progress. This is especially useful if posted a few days before a scheduled Student Report is to go home.

Student Report

This screen resembles the Class Report, except that the data shown is for one student at a time. Other students can be accessed by using the toggles to the right of a name at the top left of the screen. Click any tab for alternate displays and analysis.

4. Peterson, Bob

Unit: [ALL] Category: [ALL]

71%
Wt. Average

Class Missing of 36
Average: 75% NoMark: None
Median: 71% Zerol: None

Type: Summ Form Diag Self Peer

ENTRIES
Unit
Categories
Trends
Modal Analysis
Compare
Publish

ENTRIES

Unit: [ALL] - Category: [ALL] - Type: SFDSP

TITLES - Sort by: Entry +	Date	Unit	Category	Type	Wt Factor	Actual Mark	Mark %	Class Avg %	+ Class Avg %	Level	Remarks
1 Ecology Review	Sep. 9	Ecol	App'l'n	Diag	<0.1	5/10	50	77	-27	1-	
2 Ecology Terms	Sep. 16	Ecol	KnowUnd	Form	<0.1	45/100	45	60	-15	R	
3 Ecosystems Lab	Sep. 22	Ecol	Think&In	Form	0.1	50/100	50	59	-9	1-	
4 Food/Energy Pyramids	Sep. 30	Ecol	Think&In	Form	<0.1	11/25	44	63	-19	R	
5 Bioaccumulation	Oct. 5	Ecol	App'l'n	Summ	4.9	89/100	89	82	7	4	
6 U1 ECOLOGY TEST	Oct. 7	Ecol	Think&In	Summ	4.9	92/100	92	79	13	4	
7 U1 ECOLOGY TEST	Oct. 7	Ecol	KnowUnd	Summ	4.8	69/100	69	83	-14	2+	
8 U1 ECOLOGY TEST	Oct. 7	Ecol	App'l'n	Summ	4.9	57/100	57	80	-23	1+	
9 U1 ECOLOGY TEST	Oct. 7	Ecol	Comm'n	Summ	5.0	67/100	67	79	-12	2+	
10 Chem Review	Oct. 8	Chem	KnowUnd	Diag	<0.1	68/100	68	72	-4	2+	
11 Atoms and Molecules	Oct. 15	Chem	KnowUnd	Form	<0.1	68/100	68	72	-4	2+	
12 Reactions Lab	Oct. 21	Chem	KnowUnd	Self	0.2	68/100	68	72	-4	2+	
13 Equations	Oct. 29	Chem	KnowUnd	Self	0.2	68/100	68	70	-2	2+	
14 Bonding Project	Nov. 3	Chem	KnowUnd	Summ	4.8	68/100	68	59	9	2+	
15 U2 CHEMISTRY TEST	Nov. 10	Chem	KnowUnd	Summ	4.8	68/100	68	65	3	2+	
16 U2 CHEMISTRY TEST	Nov. 10	Chem	Think&In	Summ	4.9	92/100	92	68	24	4	
17 U2 CHEMISTRY TEST	Nov. 10	Chem	App'l'n	Summ	4.9	59/100	59	72	-13	1+	
18 U2 CHEMISTRY TEST	Nov. 10	Chem	Comm'n	Summ	5.0	66/100	66	77	-11	2	
19 Physics Review	Nov. 11	Phys	Think&In	Diag	<0.1	75/100	75	79	-4	3	
20 Heat Lab	Nov. 18	Phys	App'l'n	Form	<0.1	35/100	35	52	-17	R	
21 Circuits	Nov. 23	Phys	Think&In	Form	0.1	55/100	55	57	-2	1	
22 Group Review	Nov. 30	Phys	App'l'n	Peer	0.2	89/100	89	79	10	4	
23 Circuits Mini Project	Dec. 8	Phys	Think&In	Summ	4.9	75/100	75	82	-7	3	

Options

Sort by:

Entry + Entry -

Mark + Mark -

Date + Date -

Alpha + Alpha -

Unit Type

Category

Attendance: Absent: n/a Absent/Late
Late: n/a % Absent/Late
 % Present/Late

Age: 16 y 1.6 mth (Avg:15y 11.6m)

Calculation Method:
Average - Category Wt

Show Mark % w/ Rank
 Show Level Round Off
 Show Mode Mode as %

Comments

Weight Factor combines Entry and Category weights.

- **Entries** is the default screen and shows the data by assessment entry. There are numerous sort options at the right.
- **Unit** shows a bar graph and various other displays of student performance by curriculum unit.
- **Categories** has 3 displays of progress: a category chart with numerical values, categories in a bar graph, and a trend graph. This screen is an excellent tool when used during parent-student-teacher interviews.
- **Trends** displays a line graph plotting student achievement versus class average and is useful for showing evidence of more recent progress. Please note that the graph is a bar graph when displaying 5 or fewer entries.
- **Modal Analysis** displays the most consistent level of achievement in a bar graph format.
- **Compare** show overall results as calculated by different calculation methods. Look up Compare in the Reference Manual in the Help menu.
- **Publish.** Clicking on this tab presents numerous options for generating individual reposts on paper, as HTML or by Email. For further instructions, refer to the Reference Manual in Help.

Tip: Sending home a copy of the Student Report on a regular basis is one of the best ways of establishing communication with parents/guardians and learners. It eliminates surprises at official report card time and provides parents/guardians with on-going information about their child's progress. The best teacher aides are known as Mom and Dad. MarkBook reports give them something to work with!

17

Combined Report

To combine the marks of 2 or more Mark Sets, click on **Combined Report** on the Main screen. The Overall mark generated by MarkBook is a weighted average of all Mark Sets for this class. Click any tab to access other functions.

COMBINED REPORT - 8D (2015)

Type: Summative Formative Diagnostic Self Peer

Calculation Method: MAT1: Average - Category Wt
Average: 65%
Median: 65%

Summary
Distribution
Modal Analysis
Seating
Set Weighting
Class Report
Student Report

SUMMARY

SUMMARY (Alpha)			MAT1	SNC1	MAT2	SNC2	MAT3	SNC3	
Format: Percent	Rank	Overall	72	64	66	62	69	61	
1	Arkand, Samantha	9	74	85	80	78	75	59	69
2	Beach, Shelley	16	56	66	58	49	40	64	58
3	Bell, Clarissa	3	88	90	82	86	87	95	85
4	Boame, Gerald	20	44	47	46	41	37	57	36
5	Boyce, Daniella	10	67	62	71	63	69	76	60
6	Bridges, Cam	17	54	-----	-----	68	49	59	39
7	Day, Bonny	4	88	88	78	88	87	99	85
8	D'Lionne, Daniel	12	65	-----	Zero!	79	76	94	76
9	Duguid, Kenneth	19	45	52	51	33	32	59	41
10	Dundee, James	5	84	91	72	86	82	92	83
11	Hill, Samantha	22	40	66	59	27	34	25	27
12	Ho, Heidi	6	78	85	73	79	70	84	74
13	Houston, Roger	11	66	78	67	70	61	63	59
14	Hughes, Amber	2	90	96	81	94	88	94	86
15	Ives, Simon	23	38	43	31	39	37	49	29
16	King, Joseph	14	63	63	70	55	53	71	65
17	Lee, Mary	18	53	62	65	62	56	35	39
18	Lowe, Glenda	7	77	82	74	84	83	65	77
19	Moss, Peter	8	76	82	68	81	71	82	71
20	O'Shanter, Tam	21	43	43	63	41	25	54	31
21	O'Shea, Rick	15	62	75	67	59	60	55	55
22	Silver, Stirling	13	64	72	61	68	59	67	59
23	Wilco, Roger	1	90	90	84	92	88	96	93

Code	Description	Class Avg	Set Wt.
MAT1	Mathematics 1	72	16.7
SNC1	Science 1	64	16.7
MAT2	Mathematics 2	66	16.7
SNC2	Science 2	62	16.7
MAT3	Mathematics 3	69	16.7
SNC3	Science 3	61	16.7

Arkand, Samantha (74%)

Mathematics 1

MAT1: 85 - % of Overall: 16.7

Category	Percent	% of MAT1
Algebra	89	33.3
DataMang	85	33.3
NumSens	80	33.3

Options

Format: Percent
 Level
 Mode

Order: Alpha
 Ranked

Use Mark Set Adjusted Results for calculations.



List by: Real Name
Adjust Results
 Round Off
Comments

Mode as %
Notes
Back

Initially, the Mark Sets are weighted equally but this may be altered by clicking the **Set Weighting** tab. That screen shows a table listing the Mark Sets with their current weightings as percentages of the total. There is also a pie graph representation of this information. To change the weighting of a Mark Set, click on the **Target** box beside the Mark Set you wish to change. Type the new weight and click **Enter**. Repeat this process for all Mark Sets until you're satisfied with your weight changes. Note that the pie graph is instantly updated each time.

To exclude a Mark Set from consideration, give it a weight of 0 (zero). This will not affect calculations or records within that Mark Set.

To print or email the results of a Combined Report, click on either the Class Report or Student Report tabs and choose the desired options from the new screen menus.

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