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A Manual for Teacher Trainers of the trACE™ Program

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A MANUAL FOR TEACHER TRAINERS
OF THE trACE™ PROGRAM

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Michele Pennington Wadeikis
May, 1993

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OF THE trACE™ PROGRAM

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The focus of this project was to develop a manual to assist teachers in the training of fellow teachers on the management of student records. The program creates a time saving method in the training of a computerized gradebook found within the trACE™ program. The gradebook component of the trACE™ program offers a variety of report formats which assist with classroom organization and instructional planning. Included are lesson plans that show the training procedures for this project.

TABLE OF CONTENTS

CHAPTER 1

Background of the Study	1
Statement of the Problem	4
Purpose of the Project	5
Procedures	5
Limitations of the Project	5
Definition of Terms	6

CHAPTER 2

Review of the Literature	8
Restructuring	9
Outcome Based Education	12
Record Keeping	19
Summary	22

CHAPTER 3

Procedures	24
Population	24
Training	24
Interviews	25
Piloting	25
Presentation	26
Instruction	26

CHAPTER 4

Manual	29
--------------	----

CHAPTER 5

Summary, Conclusions, and Recommendations	30
Summary	30
Conclusions	31
Recommendations	32

REFERENCES	33
------------------	----

APPENDIX A

Presentation	39
--------------------	----

APPENDIX B

Staff Development	56
-------------------------	----

APPENDIX C

Evaluations 59

CHAPTER 1

Background of the Study

One of the current trends in education being investigated by many school districts is Outcome Based Education (OBE). A key component in OBE is the integration of curriculum objectives, student outcomes, and tracking of student progress in achieving educational objectives. Rubin and Spady (1984) defined OBE as a teaching method:

in which the specific learning achievements of students-rather than predetermined time and schedule factors-govern their placement and movement through the curriculum. (p. 38)

This push for OBE is a result of the concern of most teachers, administrators and parents, of any school or district, with the final product or learning outcomes of their graduates. Though this concern is not new in education, currently there has been more effort spent on identifying what students really need to have (skills, knowledge, etc.) when they leave the school system. Through these efforts and research the phrase OBE has become a concept for curriculum, assessment and evaluation of what we do in schools today. Each OBE system takes on the needs of a school district using concepts of each system that appeal to the individual school district's needs. One component of

OBE and the focus of this project is record keeping and grading.

One effort for record keeping in OBE began in 1983, when the Alpine School District of American Fork, Utah, in an effort to restructure curriculum, initiated its own form of Outcome Based Education. Over the next four years, curriculum committees were formulated to evaluate and update objectives to be implemented and the strategies that could be used to meet those objectives. "It became evident almost immediately that the cost of filing, reproducing, and updating these strategies would be prohibitive" (Alpine Board of Education, 1990, p. 1).

The initial step taken to remedy this situation was the formulation of a computerized gradebook program for the Apple IIe. In 1987 with the introduction of the Macintosh computer, a way was found to "more efficiently manage the curriculum" (Walton, 1991).

According to Page (1988):

Because computers are fast, accurate, and reliable in performing tedious, repetitive tasks, they have been heralded as the solution to problems relating to the management of individualized instruction, programmed learning, mastery learning, outcome based education, and other instructional processes which depend upon a management system to control the

content, context, duration and pace of instructional events. (p. 546)

Utilizing technology, Alpine School District personnel developed a computerized curriculum resource for teachers. Additional teacher input formed the basis for the existing trACE™ program including its record keeping component.

Concerned with the outcome of its graduates, the Cle Elum-Roslyn School District of Cle Elum, Washington, began its own efforts at restructuring with the development of "Creating the Future" project. As part of the project, leadership teams consisting of staff, parents and community members established goals for the district for the 21st century. These goals were prioritized with emphasis placed on the top three for the 1991-1992 school year.

The top three were:

- 1) Students will possess the academic skills necessary to succeed in a global society.
- 2) Develop the communication skills and attitudes essential for constructive interaction with others.
- 3) Build qualities essential for a positive self-concept (Cle Elum-Roslyn School District, 1991, p.14).

District level strategies to achieve the goal of academic skills necessary to succeed in a global society included, establishing a committee to explore OBE and sending district representatives to investigate the trACE™ program.

Statement of the Problem

In the Cle Elum-Roslyn School District, investigation of the trACE™ program resulted in a pilot program within one classroom at Walter Strom Middle School. The introduction of technology in a classroom, building, or district requires not only cooperation, but a commitment and investment of time by staff members to follow through with training, implementation, evaluation and reassessment. Historically, one of the problems of integration of technology in education has been technological literacy of those involved and addressed a need. However, training educators to learn a program, should not be the purpose of the program, but must be used to fulfill a need. The function of trACE™ was to fulfill the need of accessing student grades, progress reports and report cards. As the need grew for more teachers to know the system it became necessary for training in the use of trACE™. Because the Alpine School District has placed all of its focus on the development of the program, the user's guide is not conducive to meeting the needs of the teachers of Walter Strom Middle School. The resultant problem is that there are no procedures for the training of teachers to utilize the trACE™ program at the Walter Strom Middle School of the Cle Elum-Roslyn School District.

Purpose of the Project

The purpose of this project was to develop a manual to assist trainers in the instruction of the trACE™ program within the Cle Elum-Roslyn School District, which will be utilized as a reference when training is complete.

Procedures

After researching the literature on OBE, utilizing the components of the trACE™ program through training and piloting, a manual of procedures for the training of teachers was developed. The manual and training were presented in sections, with ample time in between for reinforcement of procedures covered in training. This added practice made the trACE™ program easier to use. It created a management tool for the teacher and a learning environment for students. The manual contains the Gradebook component of the program.

Limitations of the Project

The development of the trACE™ program is in its beginning stages, therefore, resources available for review of the literature were limited. Recorded interviews of key people within the Alpine School District were used as primary resources. During the researching phase, the acceptance of trACE™ by the Middle School Staff was a

concern because of misconceptions about the purpose of the program.

Definition of Terms

The following terms are defined to clarify meaning for the reader. Where there were insufficient definitions to clarify these terms, the researcher defined the terms.

Consortium -

A coalition of educators using trACE™ and contributing their own ideas to the program.

Creating the Future -

". . . a process of developing a long range Direction of Improvement Plan for the 21st century," established as a cooperative effort by the Cle Elum-Roslyn School District and the Northwest Regional Laboratory (Almlie MacMurdie, 1991, p. 1).

Instructional Theory into Practice (ITIP) -

". . . elements of effective instruction incorporated into a lesson design containing eight steps" (Jones, 1981, p. 253).

Mastery Learning -

". . . an instructional process. It involves organizing instruction, providing students with regular feedback on their learning progress, giving guidance and direction to help students correct their individual learning difficulties, and providing extra challenges

for students who have mastered the material" (Gusky, 1985, p. xiii).

Outcome Based Education -

(OBE) A teaching method "in which the specific learning achievements of students--rather than predetermined time and schedule factors--govern their placement and movement through the curriculum" (Rubin & Spady 1984, p. 38).

Outcome Driven Developmental Model -

(ODDM) "is a systems process through which we are able to get what we want intentionally by aligning our outcomes. What we do is aligned with best knowledge (research)" (Champlin, 1991, p. 3).

Restructuring -

". . . a unified, systematic approach to rethinking curriculum and instruction, authority and decision making, staff roles, and accountability" (O'Neil 1990, p. 6).

trACE™ -

(teacher resources to Achieve Classroom Excellence)
A computerized instructional support system
(Alpine School District Board of Education, 1991).

CHAPTER 2

Review of the Literature

A review of the literature for this project shows that education is in a constant process of change. A current evolutionary cycle of research related to the public educational system encompasses Restructuring and Outcome Based Education. Within the Restructuring and Outcome Based Education, published literature shows both Mastery Learning and Record Keeping are addressed as components of these current issues.

The Superintendent of the Cle Elum-Roslyn School District in Cle Elum, Washington, alluded to restructuring when he said:

Some questions every school district must ask itself are:

Where are we headed in the future? What kind of educational program will we need to provide our students with in the future, so they can compete not only in our local community but in a global community? Is what we are currently doing adequate in terms of what students must know in the 21st Century? (Almlie, 1991, p. 1)

Restructuring

Restructuring is defined as "a unified, systematic approach to rethinking curriculum and instruction, authority and decision making, staff roles and accountability" (O'Neil, 1990, p. 6).

In the past, reform took place in small parts. Restructuring requires all parts of the educational process to change. This alteration must take place "from students and teachers up through the myriad bureaucratic layers to the nation's capital" (David, 1991, p. 11).

During 1991-92, Washington State legislators spent many hours debating mandated restructuring and "performance-based" instruction. The result was Senate Bill 5953 which speaks directly to the demand for state wide restructuring and to the legislative intent for performance-based instruction:

The legislature finds that: a) academic achievement of Washington State students can and should be improved; b) student success in large part depends on parents' involvement both at home and at school in the education of their child; c) many school districts across the state are engaged in efforts to re-evaluate and restructure their local education programs; d) state support can help sustain and accelerate the momentum of educational restructuring initiatives.

The legislature recognizes that the public education system as the foundation of our society faces critical issues that reflect the public's increasing concern regarding the effectiveness and accountability of our public schools. The legislature finds that these issues can be addressed by: a) increasing public confidence in the professional preparation and training of educators; b) establishing rights and responsibilities of parents to knowledgeably participate in the education of their children; c) measuring and reporting student achievement in a manner that encourages accountability to an understanding by the public; d) increasing the broad powers and accountability of school boards; e) establishing a state-level panel to monitor and report on the progress of educational reform and restructuring efforts throughout the state (Almlie, 1993, p. 2).

This legislation caused a change in high school graduation goals.

An excerpt from the June 8, 1992, edition of the "Washington State Senate Education Commission Update" reads:

Student Learning Goals for Students of Washington

The ultimate goal of Washington's K-12 Education system is to enable people to be responsible citizens, to contribute to their own economic well-being and to that

of their family and community, and to enjoy productive and satisfying lives. To these ends, schools, together with parents and communities, will help students develop the knowledge, skills and attitudes essential to:

Goal 1: Communicate effectively and responsibly in a variety of ways and settings;

Goal 2: Know and apply the core concepts and principles of mathematics; social, physical and life sciences; arts and humanities, and healthful living.

Goal 3: Think critically and creatively and integrate experiences and knowledge to form reasoned judgement and solve problems.

Goal 4: Function as caring and responsible individuals and contributing members of families, work groups, and communities (Iwasaki, 1992, p. A17).

These provisions place performance-based legislation on the House and Senate's doorsteps for the 1993 legislative session. It is anticipated that a major restructuring bill will pass and will be signed into law by the new governor (Almlie, 1993).

To create an environment of change, Washington State Representative, John Betrozoff (1992) believes that "best

practices and research that work must pervade the change process." (p. 14) Adam Urbanski (1990), president of the Rochester Teacher's Association, addressed the challenge of restructuring "as making the terrific exceptions that now appear in nearly every school district the norm, not the exception." (p. 5) Ron Brandt (1990), Executive Editor of the Association for the Supervision of Curriculum Development, concurring with this challenge stated that "schools need to be the best place for the young people who attend them." (p. 1) Each alluded to the process of restructuring as bringing about more effective schools. In support of this Jane L. David (1991), Director, Bay Area Research Group, states "the goal of restructuring education is to raise significantly the performance of all students." (p. 14)

Outcome Based Education

The concept of Outcome Based Education originated in the Johnson City School District in New York during 1991. Johnson City developed an approach called the Outcome Driven Developmental Model (ODDM). Through this model, districts are challenged to "look at the whole of their organization, not just the parts" to establish that they are organized to effectively achieve what they want (Champlin, 1991, p. 34).

ODDM is a process for making all schools more effective by insuring that the conditions exist in which all people in schools, students, teachers, and administrators can discover

and develop their potential as they serve the school's mission. ODDM, as well as OBE, embraces the entire process of comprehensive school improvement for a cohesive community of renewed and growing professionals who share a clear mission, act on common values and beliefs, and execute procedures for helping all students achieve excellence.

Outcome Based Education (OBE) pulls together proven elements of good teaching, learning, assessment and management of schools into an effective system "that empowers every individual in the system to achieve excellence" (Champlin, 1991, 34). It is both a researched-based and decision-making model that leads staff members through the process of deciding why we teach what we teach and how to go about it, a comprehensive process to examine all facets of school operation. There are three underlying beliefs of OBE leading the philosophical and instructional decisions: "All students can learn, Success breeds success, and Schools control the conditions of success" (Spady & Marshall, 1991, p. 67).

OBE forces educators to express what is valued, to commit educational resources and "to continue until we have succeeded" (King & Evans, 1991, p. 74). This success is based on the belief that all students can learn, at a high standard of performance. The key to Outcome Based Education is "getting kids to the desired performance levels, not the amount of time it takes them to get there" (Brandt, 1991, p.

57). Students are expected to achieve exit outcomes, but they need not get there by the same path (O'Neil, 1992).

Individualized instruction allows students the time necessary to master concepts prior to proceeding to the next. "Students vary in the amount of time needed to successfully achieve or complete a task, and that nearly all students can achieve if given sufficient time" (Carroll, 1963, p. 723). Teacher's judgement and student needs influence instructional time for different learners. Many researchers call this process mastery learning. Gusky (1985) provides the following definition of mastery learning:

In essence, mastery learning is an instructional process. It involves organizing instruction, providing students with regular feedback on their learning progress, giving guidance and direction to help students correct their individual learning difficulties, and providing extra challenges for students who have mastered the material (p. xiii).

The limiting factor in the implementation of mastery learning most commonly mentioned is time. Increased responsibility is placed on the teacher in the following areas: individualizing student instruction, monitoring student work, determining what skills have been mastered, providing feedback, and organization of record keeping

(Towers, 1992, p. 298). Another limiting factor of Mastery Learning is not allowing teachers enough time to plan and work together to ensure the success of students (Nyland, 1991, p. 32). Although there are limitations, studies have shown the effectiveness of mastery learning.

A review by Block and Burns of over two dozen studies conducted between 1971 and 1976 has provided evidence of the effectiveness of mastery learning. They chose 18 studies that were conducted in an actual school setting and used school-like learning tasks, based largely on textbook material. Block and Burns found that 61 percent of the time, mastery-taught students scored significantly higher on achievement tests than non-mastery taught students. For retention intervals lasting a few weeks to several months, mastery-taught students showed a higher degree of learning and retention than non-mastery-taught students in about two thirds of the comparisons (Towers, 1992, p. 296).

During the early pioneering of OBE in Johnson City School District statistics showed that,

44% of all eighth grade students scored six months or more above grade level in reading; in math, 53% scored at this level. In 1984, 75% of all eighth graders scored six months or more above grade level in reading.

In math, 79% scored six months or more above grade level (WSNOBE, 1992, p. 4).

Students going through Johnson City school increased their applications to four year institutions and high-status schools like Harvard and Yale. According to Vickery (1988) part of a successful OBE is that "students' aspirations levels are rising, as reflected in the number who take advanced placement courses and college admissions tests and in the number who win the New York State Regents' scholarships." (p. 56)

Spady (1991) believes that schools control the conditions of success. Towers (1992) reinforced this thought by quoting Burns and Wood (1989) who stated that for OBE to be successful, teachers must be allowed the flexibility and time to create the conditions for student success. Burns and Wood felt to support this concept the administration's role is best described as:

It would be helpful for the administration to have an idea of the perceptions of teachers regarding the proposed innovations and take those into account when making plans for the implementation. Top-down decisions about the program being carried out are more likely to produce undesirable side-effects and minimal recipient satisfaction. Neither top-down or bottom-up but rather collaborative planning by teachers and

administrators results in more effective implementation of resulting plans (Towers, 1992, p. 302).

The importance of a belief system cannot be underestimated, it can help produce and endure motivation for change. Outcome Based Education breaks the paradigms on many standard educational beliefs. For example, the following chart adapted from the Bremerton School District (1992) illustrates a few of those beliefs:

<u>Traditional Beliefs</u>	<u>Outcome-Based</u>
Natural Selection	Talent is developed
Remediation Programs	Prevention Programs
Competitive Learning	Cooperative Learning
Success for a Few	Success for All
"Mystery" Learning	Mastery Learning
"One-shot" Tests	Reteach and Retest
Calendar-Driven	Outcomes-Driven
Textbook-Driven	Values/Beliefs Driven

Towers believes that "for successful implementation of Outcome Based Education there must be a commitment from all individual stakeholders." He also believes that

establishing a comprehensive building-level plan is essential (Towers, 1992, p. 302).

Burns (1987) suggests when developing a comprehensive building-level plan, it should contain five major components.

1. Organize Instruction. Choose an instructional model (e.g., "whole-class mastery," "flexible grouping," "individualization," or some combination) which is best suited to school's size, faculty, priorities, environs, resources, etc.).
2. Aligned Curriculum. In an aligned curriculum, where what is tested is what is taught, there is close coordination between the testing program of the district and the curriculum of the school.
3. Instructional Delivery. Once students are organized for instruction over some segment of the curriculum, they need to be taught. Staff development becomes critical at this juncture.
4. Administration. A building-level plan for mastery requires administrative support, but do not attempt too many changes at once. The prudent administrator will plan policy change so that it unfolds over time and matches the required mechanics of the instructional model implemented.
5. Information Management. This refers to computer support, resource storage, test creation and item

banking, report production, and record keeping. The need for accurate and efficient information management permeates all facets of OBE (Towers, 1992, p. 303).

The Cle Elum-Roslyn School District's belief that "communication with parents and community members is essential." In its Creating the Future project it was determined that interest in OBE addressed the need for accurate and efficient record keeping (Cle Elum-Roslyn School District, 1991, p. 21).

Record Keeping

One of the most useful tools for record keeping has been the use of computer technology. Branscum (1992) pointed out that "without computers, teachers spend a great deal of time on repetitive manual labor. That's time away from students." (p. 83) A comprehensive gradebook and other databases take time and expertise that most teachers don't have. "Using computers as a tool for manipulating information, for coping with a fast-changing society, and for thinking - can scare teachers" (Piller, 1992, p. 226). Page (1988) supports Piller in saying that "most computerized management systems are difficult to use, particularly for the novice, and require many hours of training before teachers will attempt to use the technology on their own." (p. 545)

Comprehensive gradebook programs are available and provide considerable time savings to an educator. Entering grades would take about the same amount of time if a teacher were to use a written gradebook or a computerized gradebook. However, the computerized gradebook takes care of everything automatically. For example, if a score needs to be altered, the teacher may change (edit) that score and the computer will instantly recalculate the student's grade. Vockell (1989) supported this when he stated, "the speed and accuracy of grade averaging are two of the greatest advantages of a gradebook program." (p. 356)

Another advantage to teachers is that once the gradebook program is learned, he or she can operate the program quickly and keep accurate updated records. This enables a teacher to use technology to improve communication. "Many teachers feel that a gradebook program helps make them more organized" (Vockell, 1989, p. 356). This organization and the availability of student progress reports is of great benefit for parent conferences, grade justification, and to the students themselves.

During the investigation of record keeping systems the comprehensive gradebook portion of the trACE™ program became a focus of the Cle Elum-Roslyn School District's restructuring process. The gradebook portion of the trACE™ program was developed by teachers "to provide relevant information about student progress to assist in making

educational decisions" (Runolfson, 1990). Standard grade information may be recorded, in addition to the program's ability to monitor student progress toward mastery of curriculum goals or outcomes. The teacher is able to modify and adjust instruction based on this feedback through the gradebook system of record keeping in trACE™.

According to Vockell (1988) typical gradebook software programs:

- 1) allow the teacher to enter grades as easily as with a written gradebook.
- 2) permits easy alterations of previously recorded scores to correct clerical errors or to accommodate retests or rescoring of previous work.
- 3) compute averages for an entire grading period.
- 4) apply weighting formulas to grade computation (e.g. 50% test, 20% quizzes, 30% daily work).
- 5) convert numerical grades to letter grades according to teacher generated standards.
- 6) provide records of student's performance at any time during a grading period.
- 7) give the option of entering a zero or "no grade," and averages are computed accordingly.
- 8) show information such as mean, median and grade distribution on individual assignments.
- 9) provide printed list of student performance.

- 10) flag students who don't meet teacher's expectation level.
- 11) generate reports for individual students, including standard and individual comments.
- 12) allow the reuse of names, or assignments without having to retype all the information again.
- 13) support different grading methods (letter, points, percentage, pass/fail).
- 14) create a grid for attendance or recording scores.
- 15) allow for recording extra credit work.
- 16) enable the ability to print out objectives that have been met or not been met for each individual student (Vockell, 1989, 358).

Each of the above aspects of a gradebook system are found in the trACE™ Gradebook.

Summary

This chapter addressed three components of school reform: Restructuring, Outcome Based Education and Record Keeping. Outcome Based Education has contributed to the restructuring process in the belief that "all students can learn" and that "schools control the conditions of success" (Spady & Marshall, 1991, p. 67). This belief emphasizes that all aspects of the school facility must work as a team and be committed to the educational process. This process must include accurate and timely reporting of student

progress. This can be accomplished with the use of a computerized management system, which enables the teacher to effectively communicate with students and parents.

CHAPTER 3

Procedures

Population

The target population for this project was the fifteen teachers of Walter Strom Middle School in Roslyn, Washington. Since 1990, the teachers of Walter Strom Middle School have been using technology as a tool by posting their quarter grades in a database on a Macintosh computer. This database was then used to generate school-wide report cards. For some of the teachers the posting of grades formed the extent of their technological literacy.

Training

The author spent approximately 30 hours in a week long training session in the Alpine School District, learning the different aspects of the trACE™ program.

During the time allocated for the Gradebook portion of the program, the many benefits of using a computerized gradebook were discussed. Most useful was the speed of grade calculations, student progress and generating of various reports. It became apparent the use of the gradebook could be helpful to classroom teachers as a time management tool.

Additional training was provided for teachers through the use of the Activity Sheet and Test Generators from trACE™. The author learned through this training session

how the ease and speed of these features exhibited advantages for classroom instruction and remediation.

Interviews

Tape recorded interviews were held at the trACE™ Development Center in American Fork, Utah, with the creators of the program to learn the historical perspective of trACE™ and how its use would benefit the staff at Walter Strom Middle School in Roslyn. Review of the data by the author aided in the development of the training manual.

Piloting

The author piloted the Gradebook portion of the trACE™ program within a sixth grade core classroom. Student grades were kept in a hand written gradebook and in the computerized gradebook. After a quarter of utilizing the computerized system, and experiencing its speed and accuracy, the hand written gradebook was terminated. Reports were generated to show student progress, current grade status, and mastery of different outcomes.

The efficiency of this program and the reports produced led to inquiries from staff, parents and community members indicating a need for more knowledge of the trACE™ record keeping program.

Presentation

Utilizing the software program, Aldus Persuasion, a slide show demonstration was developed to give an overview of the trACE™ program and a closer look at the Gradebook component. The presentation included setting up the gradebook, entering students, assignments, scores and a variety of reports that may be created with this information.

This presentation was used to provide an update on the use of the trACE™ program to the Cle Elum-Roslyn School Board, the Walter Strom Middle School Staff and the Walter Strom Middle School Parent Group. (Refer to Appendix A)

Following the demonstration, Walter Strom Middle School teachers expressed an interest in pursuing computerized tracking of student progress. With the limited computer literacy possessed by some teachers it became evident that instruction would be needed for classroom teachers to implement the use of the trACE™ Gradebook.

Instruction

Utilizing the information obtained from training, interviews, piloting and presenting, lessons were created from the draft copy of the trACE™ manual. These lessons were then used as a tool for instruction.

A class was offered to all personnel of Walter Strom Middle School. The class was an introduction to the Gradebook portion of the trACE™ program. The course

included the following units: Creating a new file; File set-up; Entering students; Entering assignments; Entering scores; and Printing of various reports. (Refer to Appendix B)

Instructional Manual Development

Class discussion and course evaluations led to the development of a training manual using computer software to enhance record keeping. Smith (1992) cites forty different models for systematic design of instruction. Though there has been different models of Instructional Design developed, the design that was used as a guideline for this project followed that set forth by Gagne (1992). The steps used to develop the manual found in Chapter 4 utilized the following stages:

System Level

1. Analysis of needs, goals, and priorities
2. Analysis of resources, constraints, and alternate delivery systems
3. Determination of scope and sequence of curriculum and courses; delivery system design

Course Level

4. Determining course structure and sequence
5. Analysis of course objectives

Lesson Level

6. Definition of performance objectives
7. Preparing lesson plans (ITIP)

8. Developing, selecting materials, media
9. Assessing student performance

System Level

10. Teacher preparation
11. Formative evaluation
12. Field testing, revision
13. Summative evaluation
14. Installation and diffusion (Gagne, 1992, p. 31).

This information resulted in refinements as presented in the final product within Chapter 4.

CHAPTER 4

Manual

Results of the interviews, piloting, presenting and instruction provided the impetus for the manual development.

The following manual has been developed as a guide for those individuals involved in the implementation of the trACE™ concepts in the Cle Elum-Roslyn School District classroom.

A MANUAL FOR
TEACHER TRAINERS
OF THE



created by
Michele Pennington Wadeikis

INTRODUCTION

The Alpine School District in American Fork, Utah, in their efforts to restructure their curriculum developed an integrated software program to aid in the management of record keeping. The trACE™ program is a powerful computerized instructional support system, which contains the following components: Curriculum Navigator, Gradebook, Calendar Generator, Rollbook, and Activity Sheet Generator.

This teacher training manual has been created to assist in the training and utilization of the gradebook component of the trACE™ program.

The trACE™ Gradebook is a standard electronic gradebook with some special features. The gradebook is easy to use and personalized. The gradebook has nine report options including: grade and student summary reports with comments, objective reports and deficiency reports.

This manual is presented in sections. A course outline is provided, followed by suggested lesson plans for each instructional phase of presentation. Each lesson is designed around Madeline Hunter's Instructional Theory into Practice (ITIP) method.

(Jones, Vernon. (1987) Comprehensive Classroom Management, p. 252-255.)

COURSE OUTLINE

Lesson 1 - Getting Started

Lesson 2 - Setting Up a New File

Lesson 3 - Entering New Students & Comments

Lesson 4 - Entering Assignments & Scores

Lesson 5 - Viewing Information (Windows Menu)

Lesson 6 - Duplicating a Gradebook File Set-up

Lesson 7 - Creating and Printing Reports

Lesson 8 - Pull Down Menu Features

LESSON 1

Getting Started

* INSTRUCTIONAL HINTS

Have all participants in the file server as users with simplified passwords. You might want to have a sample file available in their folders to retrieve. Do not hand out material covered on lesson sheets until the independent practice stage of the lesson.

1. Anticipatory set

Are you ready for a time saving tool in tracking student progress ?
How many of you currently use a computer ?
Do you use a single station or file server ?

2. Objective

Students will be able to load the trACE™ program from a file server or a single station computer. In addition students will be able to save their work for future use.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to "log on" to a file server and to save the work you have done.

Demonstrate the steps need to create a new file at a single computer station and to save the work you have done.

5. Monitoring to check for understanding

Question whole group on steps needed to complete the task.
Take responses from individuals.

6. Guided Practice

Step 1: Have all participants "log on" to the file server.
Step 2: Have participants save the file to the file server and to a disk.

7. Summary

Discussion to establish trouble spots.
Summarize the steps taken to retrieve and save information.
Review any concepts covered which are unclear.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

GETTING STARTED

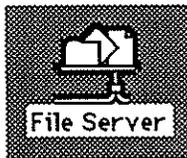
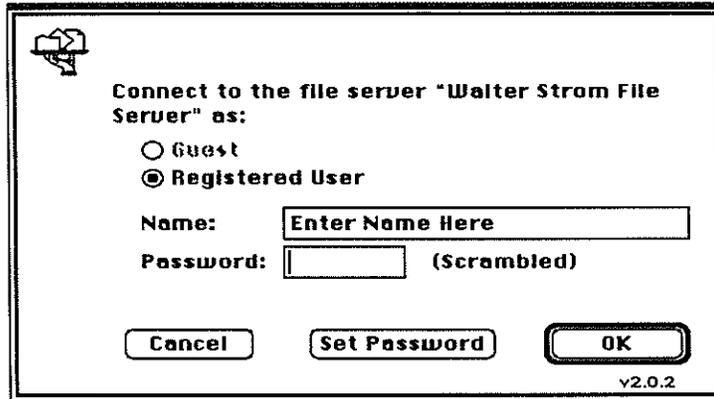
IF USING A FILE SERVER

You must "Log on"
to the File Server.

The screen will look like this:

Enter your code hit TAB.
Enter your name hit RETURN.

< represents clicking mouse once
 << represents clicking mouse twice



<< File Server



<< Staff folder

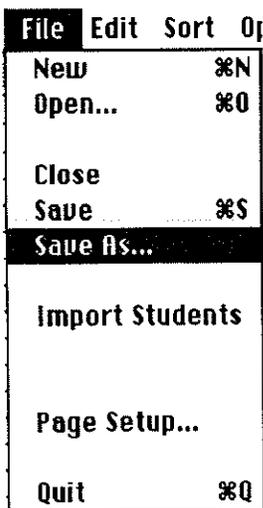
□ Your Name

<< Your Name



<< Gradesheet you want

Saving your Work



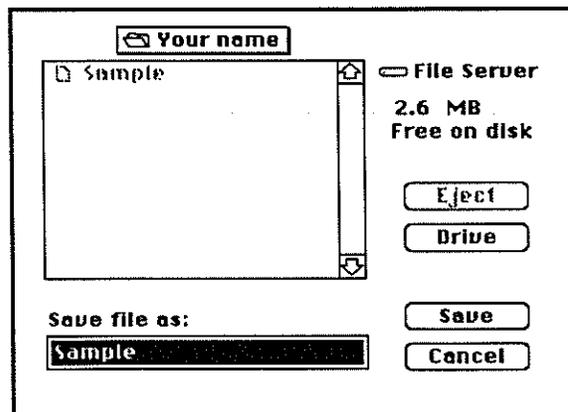
Select Save As... from File menu.

To File server
will appear as shown

< Save

To a disk
insert disk
Type file name

< Save

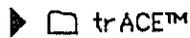


IF USING A SINGLE STATION (your own MAC)

If no file exist you must load the Gradebook portion of the trACE™ program.



« Hard drive



« trACE™ icon

trACE™ GradeBook 1.2

« trACE™ Gradebook 1.2



trACE™ GradeBook 1.2

A new file is ready !

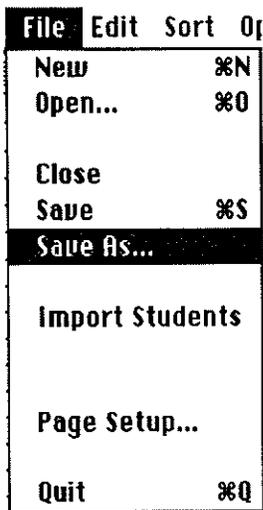
If a file already exists - insert disk where file is saved.

« Hard drive or your data disk

« File you wish to work with

Saving your Work

Select **Save As...** from **File** menu



To Hard drive

« folder to be placed in

« Untitled box

Type file name

< Save

To a disk

Insert disk

Type file name

< Save

LESSON 2

Setting Up a New File

* INSTRUCTIONAL HINTS

Setting up a file is the first step in creating a new gradesheet.
Have all participants use the SAMPLE file given to go through the Guided practice.
Hand out material covered on lesson sheets at the independent practice stage of the lesson.
Have all participants bring class lists and standard comments to be used in student reports for next lesson.

1. Anticipatory set

Review what was covered in Lesson 1.
Have students load SAMPLE file.

2. Objective

Students will be able to set-up a new gradebook file including customizing a grade scale, establishing a password, categories and preferences.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to Set-up a new file.

- 1) Choosing Set-up from Options menu
- 2) Customizing Grade scale
- 3) Establishing Password
- 4) Selecting Course Categories
- 5) Selecting Preferences

5. Monitoring to check for understanding

Question whole group on steps needed to complete the task.
Take responses from individuals.

6. Guided Practice

Have all participants:

- 1) Choose Set-up from Options menu
- 2) Customize Grade scale
- 3) Establish a Password
- 4) Select and add course Categories
- 5) Select Preferences

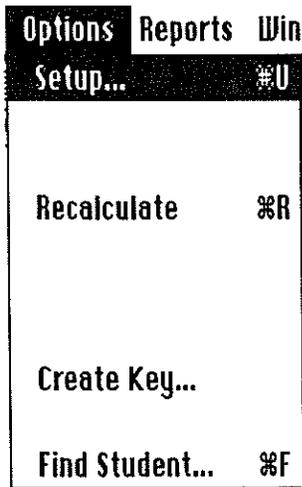
7. Summary

Discussion to establish trouble spots.
Discuss relevance to each individual gradesheet to be set up.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

SETTING UP A NEW FILE



1. Select **Set-up** from **Options** menu.

The 'Set-up' dialog box contains the following elements:

- Grade Scale**: A table with columns for letter grade, percentage, and a percentage symbol.
- District**: A text input field.
- School**: A text input field.
- Teacher**: A text input field.
- Subject**: A text input field.
- Course ID**: A text input field.
- Password...**: A button.
- Categories...**: A button.
- Prefs...**: A button.
- Cancel**: A button.
- OK**: A button.

Grade Scale		
A+		%
A	95	%
A-	90	%
B+	85	%
B	80	%
B-	75	%
C+	70	%
C	65	%
C-	60	%
D+	55	%
D	50	%
D-	45	%
F	0	

Using the TAB key to move to each field

2. Enter information as you would like for it to appear on reports.

3. Customize the Grade Scale

- Letter grades as well as O/S/U or P/F may be used.
- Enter lowest percentage for each grade.

4. < **Password...**

- Enter your unique password for entry into gradesheets.
The computer will ask for you to re-enter, prior to accepting the password.

5. < **Categories...**

You will need to decide what categories you would like for each subject.

Categories

Wt. Category	<input type="text"/>	Name
<input type="text"/>	<input type="text" value="1"/>	Weight
	<input type="text" value="0"/>	Number of High scores to drop
	<input type="text" value="0"/>	Number of Low Scores to Drop
	<input type="checkbox"/>	Make Highest Score the Maximum
	<input type="checkbox"/>	Extra Credit Category
Total Weight 0	<input type="button" value="Delete"/>	
	<input type="button" value="Undo Changes"/>	<input type="button" value="New"/>
	<input type="button" value="Cancel"/>	<input type="button" value="Accept"/>

Using the TAB key to move to each field

- A. Enter name of category.
- B. Enter weight
 - 1) Ratio
 - 2) Percentage (must total 100)
 - 3) Total points (single category - weight 1)
 - 4) You may create a category which is weighted 0 (zero), if you would like to scores entered but not calculated into the final grade. {pretest}
- C. **Number of High scores to drop**
 Number of Low Scores to Drop

Enables you to drop scores prior to calculation of grade.

D. **Make Highest Score the Maximum**

If you want the highest score earned to become "total possible" for calculation of the grade.
{eg. 90 out of 100 receives 100%, 45 would receive 50%}

E. **Extra Credit Category**

< in box to select extra credit category.
Name category extra credit.

Points in the extra credit category can be assigned by:

1. Maximum is Total of Assignments

Wt. Category ◆25 Homework ◆25 Quiz ◆50 Tests 1 Extra credit	<input type="text" value="Extra credit"/> Name
	<input type="text" value="1"/> Weight
	<input type="text" value="0"/> Maximum Points
	<input checked="" type="checkbox"/> Maximum is Total of Assignments
	<input checked="" type="checkbox"/> Extra Credit Category
Total Weight 100	<input type="button" value="Delete"/>
	<input type="button" value="Undo Changes"/> <input type="button" value="New"/>
	<input type="button" value="Cancel"/> <input type="button" value="Accept"/>

or

2. You can establish the maximum earned points.

< in box **Maximum is Total of Assignments**

Wt. Category ◆25 Homework ◆25 Quiz ◆50 Tests 1 Extra credit	<input type="text" value="Extra credit"/> Name
	<input type="text" value="1"/> Weight
	<input type="text" value="100"/> Maximum Points
	<input type="checkbox"/> Maximum is Total of Assignments
	<input checked="" type="checkbox"/> Extra Credit Category
Total Weight 100	<input type="button" value="Delete"/>
	<input type="button" value="Undo Changes"/> <input type="button" value="New"/>
	<input type="button" value="Cancel"/> <input type="button" value="Accept"/>

< to register your choices.

< **Prefs...**

The following box will appear:

Set the preferences for this file:

Extra-credit warning
 Beep at end of row/column
 At end of row/col. jump to next

Show column number
 Show assignment name

Show student position number

Show student ID
 Show student name

Default possible score

(%) Default exp. level

- A. Extra credit warning
- alerts you that a score entered is beyond number possible.
- B. Beep at end of row/column
- Beep sounds when you reach the end of a row or column.
- C. At end of row/col.jump next
- cursor moves to next row or column when end of row/column is reached.
- D. Select column heading (< in circle)
1. Show column number
 2. Show assignment name
- E. Show student position (< in box to select)
- F. Show by student ID or name (< in circle of choice)
- G. Default possible score
- H. (%) Default exp. level

< or RETURN to register these Preferences.

You will return to the Set-up box.

< or RETURN to finish Set-up.

You will now be back to your grade sheet file.

LESSON 3

Entering New Students & Comments

* INSTRUCTIONAL HINTS

Have all participants bring class lists and any standard comments to be used in student reports. Have a listing of your student body and assign each an ID number.
Have all participants use their SAMPLE file to go through the Guided practice.
Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Review what was covered in Lesson 1 & 2.
Have students load SAMPLE file. Check report information, grade scale and categories.
Brainstorm standard comments that would be used for student reports.

2. Objective

Students will be able to enter new students, new comments and assign comments to students.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to Enter New Students & Comments

- 1) Choosing New Student from Edit menu
- 2) Entering names
- 3) Entering ID (stress importance of each student having a unique ID number)
- 4) Selecting Edit Comments
- 5) Entering comments to be used

5. Monitoring to check for understanding

Question whole group on steps needed to complete the task.
Take responses from individuals.

6. Guided Practice

Have all participants:

- 1) Choose New Student from Edit menu
- 2) Enter names of students from their class list.
- 3) Enter ID (provide Unique ID numbers for school's student body)
- 4) Select Edit Comments
- 5) Enter comments to be used

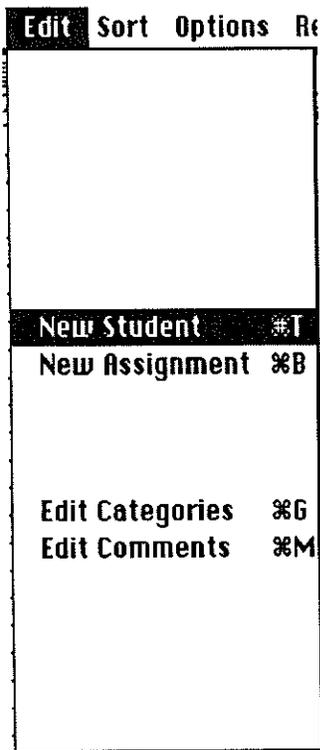
7. Summary

Discussion to establish trouble spots.
Discuss relevance of each individual student having a unique ID number.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.
Have all participants have class list ready for next lesson and bring hand written gradebook with assignments and scores listed.

ENTERING NEW STUDENTS



1. Select **New Student** from **Edit** menu.

Using the TAB key to move to each field

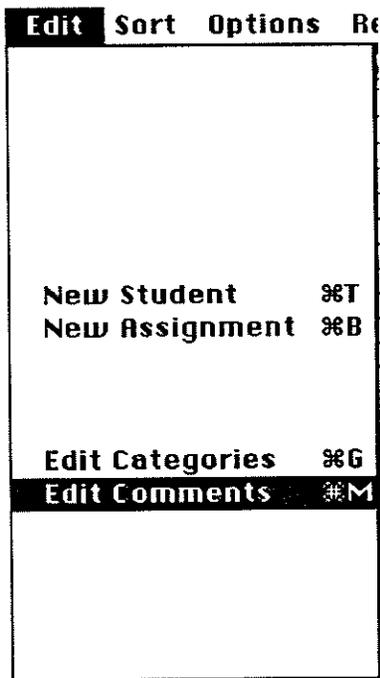
Enter Student names
Enter Student ID *

- * The Gradebook program uses student ID, not name, to identify students.

Each Student ID must be unique to that particular student.
(a list of Walter Strom student numbers attached)

Individual and Standard Comments
are addressed below.

ENTERING COMMENTS



1. Select **Edit Comments** from **Edit** menu.
2. Type the comment in the text window.

< to enter additional comments
or

< to exit.

** To personalize comments you may use:

FNAME - student's first name will be printed.
LNAME - student's last name will be printed.
ENAME - entire student's name will be printed.

ASSIGNING COMMENTS TO STUDENTS

1. « Student Name
2. < on each student comment you want for that particular student, it will be highlighted. (< highlighted comment to deselect)
3. If you would like an individual comment unique to this student, < in the individual comment box, and type the comment. (limited to 255 characters)
4. <  to assign the comments to that student.

LESSON 4

Entering Assignments & Scores

* INSTRUCTIONAL HINTS

Have all participants bring hand written gradebook with assignments and scores listed.
Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Review what was covered in Lesson 3 and any aspects of the program which are unclear.
Have students load file. Check student listing and comments entered.

2. Objective

Students will be able to enter new assignments and enter scores for those assignments.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to Enter New Assignments & Scores

- 1) Choosing New Assignment from Edit menu.
- 2) Entering assignment information.
- 3) Selecting category type for assignment.
- 4) Entering several assignments at one time.
- 5) Entering scores earned on assignments.

5. Monitoring to check for understanding

Review letter scores and their result in the final calculation of the grade.
Stress importance of attaching each assignment to a category.
Question whole group on steps needed to complete the task.
Take responses from individuals.

6. Guided Practice

Have all participants:

- 1) Choose New Assignment from Edit menu.
- 2) Enter assignment information.
- 3) Select category type for assignment.
- 4) Enter several assignments at one time.
- 5) Enter scores earned on assignments.

7. Summary

Discussion to establish trouble spots.
Discuss numerical and letter scores that are accepted by program and the results of those letter score in the final grade calculations.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.
Have all participants enter all assignments for this given class and the scores earned by each student.

ENTERING ASSIGNMENTS

Edit	Sort	Options	R
New Student %T			
New Assignment %B			
Edit Assignment			
Edit Categories %G			
Edit Comments %M			
Delete Assignment			
Fill Scores... %E			

1. Select **New Assignment** from **Edit** menu.
(or << the column heading)

Assignment #	1	Assignment Name	New Assignment
Category :		Date	2/16/93
DAILY WORK QUIZZES TESTS		Points Possible	100
		Expectation Level (%)	70.00
		<input type="button" value="Clear"/> <input type="button" value="Objective..."/> (no objective)	
		<input type="button" value="Info..."/>	
<input type="button" value="Edit Categories..."/>		<input type="button" value="Undo Changes"/>	<input type="button" value="New"/>
		<input type="button" value="Cancel All"/>	<input type="button" value="Accept"/>

Using the TAB key to move to each field

2. Enter Assignment Name
3. Enter date for the assignment
4. Enter points possible
5. Enter expectation level (%)
(minimum performance which demonstrates student understanding)
6. < the category this assignment is part of.
7. If you are entering several assignments

<

until all assignments are inputed.

If you are done entering

<

** Clicking the Info button will give you a score distribution for that particular assignment. It can be printed.

ENTERING SCORES

Scores can be entered vertically or horizontally.

1. < input direction 
2. < cell where the first grade will be entered.
Press RETURN or ENTER between scores.

The following letter scores are accepted:

Calculated in grade as a zero.

A absent
U unprepared

Not calculated in the grade.

E excused from assignment (I use this for Challenge)
M expected level is met
N expected level is not met
Blank no entry

Edit Sort Options R

New Student %T
New Assignment %B

Edit Student
Edit Assignment
Edit Categories %G
Edit Comments %M

Delete Student
Delete Assignment

Fill Scores... %E

If all students are receiving the same score you may use **Fill Scores** from the **Edit** menu.

Setting scores for assignment # 1

"P 14 - Multiplying"

Fill scores with

3. Select **Save** from **File** menu to record information.

LESSON 5

Viewing Information

* INSTRUCTIONAL HINTS

Have all participants bring completed class lists including students, assignments and posted scores.

Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Review what was covered in Lessons 2, 3, & 4.

Have students load file. Check student and assignment information. Discuss the relationship between categories and assignments.

2. Objective

Students will be able to view gradesheet information by class scores, individual student summary or by categories.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to View Information:

- 1) Selecting each viewing choice from Windows menu.
- 2) The ability to change student scores in either the class scores screen or at the student summary screen.
- 3) The ability to change the category of any given assignment.

5. Monitoring to check for understanding

Discuss advantages of viewing information in each of the three ways presented.

Question whole group on steps needed to complete the task.

Take responses from individuals.

6. Guided Practice

Have all participants:

- 1) Select each viewing choice from Windows menu.
- 2) Change student scores at the class scores screen.
- 3) Change student scores at the student summary screen.
- 4) Change the category of any given assignment.

7. Summary

Discussion to establish trouble spots.

Discuss advantages of viewing information in each of the three ways presented.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

Have all participants review the use of the three viewing screens.

WINDOWS MENU - The windows menu gives you three options.

Windows

- Class Scores** #1
- Student Summary** #2
- Categories** #3

1. Class scores

Displays the grade sheet screen as you see when you open the file. Students assignments, grades, and scores are visible.

demo.manual - Class Scores													
Method: L		P 34	P. 11	P 36	p 37	p.118	CHA..	P.126	Assign	CUM..	p.131	p.131	P 40
Student 1	A	24	8	20	18	20	100	20	5	35	12	14	23
Student 2	B-	19	9	17	18	23	72	17	5	33	10	13	23
Student 3	C	23	6	17	15	21	93	17	1	27	6	1	23
Student 4	A-	23	7	20	18	20	91	18	5	37	12	10	23
Student 5	B-	3	10	19	18	24	78	20	5	34	11	15	23
Student 6	B	22	10	17	16	19	95	17	2	34	10	15	23
Student 7	B+	23	9	19	16	22	90	17	5	25	12	9	23
Student 8	D	22	7	17	12	11	58	9	5	20	9	8	23
Student 9	C+	18	8	19	18	21	82	12	4	27	9	15	23
10													
11													
12													

Windows

- Class Scores** #1
- Student Summary** #2
- Categories** #3

2. Student summary

This screen displays the final letter grade, weighted percent, and raw score for any particular student.

(< student name)

demo.manual - Student Summary												
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Letter Weighted Raw			Category: All
									Final Grade: A-	90.05	89.26	
#	Title	Date	Scr	Poss	Obj%	Mean	Med.	Cat	Objective			
1	P 34	1/27/9	23	24	70.00	19.6	22.00	1				
2	P. 111 5-14	1/27/9	7	10	70.00	8.22	8.00	1				
3	P 36	1/28/9	20	20	70.00	18.33	19.00	1				
4	p 37	1/29/9	18	18	70.00	16.56	18.00	1				
5	p. 118-119 1-	1/31/9	20	25	70.00	20.59	21.00	1				
6	CHAPTER 3 TES	2/3/92	91	100	70.00	84.33	90.00	3				
7	P. 126-127 *	2/10/9	18	20	70.00	16.43	17.00	2				
8	Assignment Sh	2/10/9	5	5	70.00	4.11	5.00	4				
9	CUMULATIVE R	2/10/9	37	40	70.00	30.36	30.00	2				
10	p.131 skills re	2/14/9	12	12	70.00	10.11	10.00	2				
11	p.131 5-12; 1	2/14/9	10	16	70.00	11.36	12.50	1				
12	P 40	2/14/9	23	23	70.00	22.59	23.00	1				
13	P. 139 CHAPTE	2/19/9	18	20	70.00	18.14	18.00	2				
14	p. 145 reading	2/24/9	6	10	70.00	7.00	8.00	2				
15	p. 151 1-10	2/27/9	16	20	70.00	17.50	18.00	1				

Scores can be changed on this screen.

(< score to change, enter new information, press RETURN)

** I use this sometimes to input late work and it is also great for showing students their present scores and how a score effects their overall grade.

Windows

Class Scores	⌘1
Student Summary	⌘2
Categories	⌘3

3. Categories

This screen displays all of the categories and their weights.

ASSIGNMENTS 30		QUIZES 25	TESTS 40	ASSIGNMENT 5	
P 34	↑	P. 126-127 *	↑	CHAPTER 3 TEST	↑
P. 111 5-14 *	☰	CUMULATIVE REVL..		Assignment Sheet	↑
P 36		p.131 skills review			
p 37		P. 139 CHAPTER...			
p.118-119 1-3 *		p. 145 reading math			
p.131 5-12; 132...					
P 40					
p. 151 1-10	↓		↓		↓

Also displayed is each individual assignment in its respective category.

Changes can be made at this screen or by using the **Edit** menu.

Changing assignment position

If assignment was placed in the wrong category, you can click and hold the mouse on the assignment title and drag it to the correct category box.

Changing category information

« Category title (the category box will appear)

Make changes



LESSON 6

Duplicating a Gradebook File Set-up

* INSTRUCTIONAL HINTS

Have all participants bring existing gradesheet they have created.

Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Review the Set-up of a new file. Have students load file.

Review any aspects of the program covered which are unclear.

Discuss the need to have additional files, but how retyping all data or information is time consuming.

2. Objective

Students will be able to create a new gradebook file from an existing file.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to create a new gradebook file from an existing file:

1) Selecting a file which already exist.

2) Selecting New from the File menu.

3) Choosing what parts of the existing file you wish to appear in the new file.

4) Selecting SAVE AS. . . from File menu to name and save this new gradesheet.

5. Monitoring to check for understanding

Question whole group on steps needed to complete the task.

Take responses from individuals.

6. Guided Practice

Have all participants:

1) Select a file which already exist.

2) Select New from the File menu.

3) Choose parts of the existing file to appear in the new file.

4) Select SAVE AS. . . from File menu to name and save the new gradesheet.

7. Summary

Check new file for all information that was to be duplicated.

Students, Categories, Assignments and/or Grade Scale.

Discussion to establish trouble spots.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

Have all participants create a gradesheet for each class taught.

DUPLICATING A GRADE BOOK FILE SET-UP

A new file can be created from an existing file.

1. Open the file containing the information you wish to duplicate.
2. Select **New** from the **File** menu.

The following box appears:

< In the of those items you wish to have the same in your new file.

Change the subject title if you wish.

Choose the parts of this file to be copied to the new file

- Assignments
- Students
- Categories
- Grade-Scale
- Teacher, Password, Prefs, Standard Comments, and Course ID

Subject

* You should then **SAVE AS...** from **File** menu, to save your new file.

LESSON 7

Creating and Printing Reports

* INSTRUCTIONAL HINTS

Have all participants bring gradesheets they have created.

Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Have students load a file. Review any aspects of the program covered which are unclear.

Discuss the time saving factor in duplicating existing files, either for classes that the same students are in or different classes which have the same assignments given.

Discuss the need to communicate this information to students and their parents.

2. Objective

Students will be able to create and print a variety of reports from their existing gradesheet files.

3. Direct Instruction

4. Modeling

Demonstrate the steps necessary to create and print a variety of reports:

- 1) Selecting a report to create from the Reports menu.
- 2) Choosing gradesheet files to be included in the report.
- 3) Choosing students to be included in the report.
- 4) Procedure for printing, including paper saving option.

Go over Report examples to explain the different report options available.

5. Monitoring to check for understanding

Discuss the different report options and the advantages of those reports.

Question whole group on steps needed to complete the task.

Take responses from individuals.

6. Guided Practice

Have all participants:

- 1) Select a report to create from the Reports menu.
- 2) Choose gradesheet files to be included in the report.
- 3) Choose students to be included in the report.
- 4) Print selected report using paper saving option.
- 5) Experiment with the different report options available.

7. Summary

Further discuss the different report options and the advantages/disadvantages of these.

Discussion to establish trouble spots.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

Have all participants create and print a variety of report formats.

* Include class roster in printing requirement.

CREATING REPORTS

Reports Windows

- Grade Report...
- Student Summary...
- Objective Report...

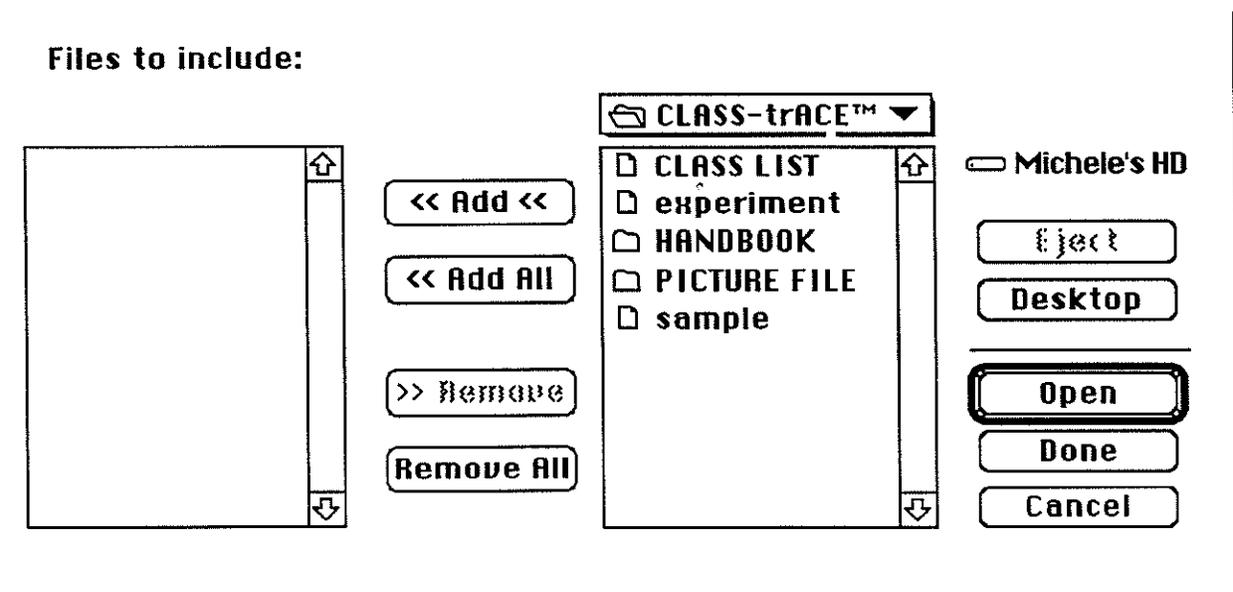
- Paper GradeBook...
- Class Roster...
- Names on Scan Form...
- Class Summary by Category
- Assignment Summary...
- Deficiency Report...
- Student Objective Groups...

A variety of reports are available for you to create.

Grade Report, Student Summary and Objective Report are created using the same steps.

1. Select the report you wish to create from the **Reports** menu.

The following box will appear:



2. Select the Gradebook file or files to include in the report.

> on file

> << Add <<

if all gradesheets are to be added > << Add All

> Done

Student box will appear:

Choose students for which to generate a report

Students to report: File: **demo.manua** ▼

<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p><< Add</p> <p><< Add All</p> <p>Remove >></p> <p>Remove All</p> <p>Done</p> <p>Cancel</p>	<div style="border: 1px solid black; padding: 5px;"><p>Student 1</p><p>Student 2</p><p>Student 3</p><p>Student 4</p><p>Student 5</p><p>Student 6</p><p>Student 7</p><p>Student 8</p><p>Student 9</p></div> <p style="text-align: right;"><input checked="" type="checkbox"/> Hide names already added</p>
--	---	--

3. Select the student or students to include in the report.

> student name

> **<< Add <<**

if all students are to be added > **<< Add All**

> **Done**

4. You now will have the following options to select:

Grade Report - you may select a particular date for your progress

Student Summary - you may select if you would like the class comparison and outcome descriptions to be printed.

Objective Report - you may select above or below expectation for the report type.

5. Reports are then displayed.
6. The Report viewer is located in the left corner of the screen. It has a paper saver option (which also saves time).



7.
 - > **Print** to send the report to the printer
 - > **Cancel** to terminate printing or to return to your file.

Attached find examples of various printed reports.

Teacher: MRS. WONDERFUL

WALTER STROM
CLE ELUM/ROSYLN SCHOOL DI

Grade Report for Student 1

Report Period: 1/27/92 - 2/24/92

Subject and Teacher Current Report

MATH	Grade:	96.66%	A
MRS. WONDERFUL	Class Comparison:	83.86%	

Student Summary Student 9

Subject: MATH
Teacher: MRS. WONDERFUL
Grade: 79.27% (C+)
Class Comparison: 83.14%

(-) indicates the student did not meet the teacher expectation level on the marked assignment.

	<u>Date</u>	<u>Score</u>	<u>Percent</u>
ASSIGNMENTS			
P 34	1/27/92	18/24	75.0
P. 111 5-14 *	1/27/92	8/10	80.0
P 36	1/28/92	19/20	95.0
p 37	1/29/92	18/18	100.0
p. 118-119 1-3 *	1/31/92	21/25	84.0
p.131 5-12; 132 10-17	2/14/92	15/16	93.8
P 40	2/14/92	23/23	100.0
p. 151 1-10	2/27/92	18/20	90.0
QUIZES			
P. 126-127 *	2/10/92	12/20	60.0 (-)
CUMULATIVE REVIEW	2/10/92	27/40	67.5 (-)
p.131 skills review	2/14/92	9/12	75.0
P. 139 CHAPTER CHECK	2/19/92	/20	
p. 145 reading math	2/24/92	3/10	30.0 (-)
TESTS			
CHAPTER 3 TEST	2/3/92	82/100	82.0
ASSIGNMENT SHEET			
Assignment Sheet	2/10/92	4/5	80.0

	Class: MATH	WALTER STROM CLE ELUM/ROSYLN SCHOOL DI
Objective Report for Student 5		

The student has met the teacher level of expectation for the following objectives:

	Class: MATH	WALTER STROM CLE ELUM/ROSYLN SCHOOL DI
Objective Report for Student 6		

The student has met the teacher level of expectation for the following objectives:

	Class: MATH	WALTER STROM CLE ELUM/ROSYLN SCHOOL DI
Objective Report for Student 7		

The student has met the teacher level of expectation for the following objectives:

	Class: MATH	WALTER STROM CLE ELUM/ROSYLN SCHOOL DI
Objective Report for Student 8		

The student has met the teacher level of expectation for the following objectives:

Teacher: MRS. WONDERFUL

Class: MATH

WALTER STROM
CLE ELUM/ROSYLN SCHOOL DI

Class Summary by Category

"% of cat." is the percent of total points possible in this category.

"% of all" is the percent of the total points possible in all categories.

		ASSIGNMENTS [30] (30.00%)		QUIZES [25] (25.00%)		TESTS [40] (40.00%)		ASSIGNMENT SHEE... (5.00%)	
		% of cat.	% of all	% of cat.	% of all	% of cat.	% of all	% of cat.	% of all
Student 1	A	93.38%	28.01%	94.57%	23.64%	100.0%	40.00%	100.0%	5.00%
Student 2	B-	91.03%	27.31%	84.31%	21.08%	72.00%	28.80%	100.0%	5.00%
Student 3	C	79.49%	23.85%	62.20%	15.55%	93.00%	37.20%	20.00%	1.00%
Student 4	A-	87.82%	26.35%	89.22%	22.30%	91.00%	36.40%	100.0%	5.00%
Student 5	B-	83.97%	25.19%	91.18%	22.79%	78.00%	31.20%	100.0%	5.00%
Student 6	B	86.54%	25.96%	87.25%	21.81%	95.00%	38.00%	40.00%	2.00%
Student 7	B+	90.38%	27.12%	80.39%	20.10%	90.00%	36.00%	100.0%	5.00%
Student 8	D	74.36%	22.31%	61.76%	15.44%	58.00%	23.20%	100.0%	5.00%
Student 9	C+	89.74%	26.92%	62.20%	15.55%	82.00%	32.80%	80.00%	4.00%

Assignment Summary

#	Title	Date	Poss	Obj%	Mean	Med.	Objective
<u>Category "ASSIGNMENTS"</u>							
1	P 34	1/27/92	24	70.00	19.67	22.00	
2	P. 111 5-14 *	1/27/92	10	70.00	8.22	8.00	
3	P 36	1/28/92	20	70.00	18.33	19.00	
4	p 37	1/29/92	18	70.00	16.56	18.00	
5	p. 118-119 1-3 *	1/31/92	25	70.00	20.11	21.00	
11	p.131 5-12; 132 10-17	2/14/92	16	70.00	11.11	13.00	
12	P 40	2/14/92	23	70.00	23.00	23.00	
15	p. 151 1-10	2/27/92	20	70.00	17.50	18.00	
<u>Category "QUIZES"</u>							
7	P. 126-127 *	2/10/92	20	70.00	16.33	17.00	
9	CUMULATIVE REVIEW	2/10/92	40	70.00	30.22	33.00	
10	p.131 skills review	2/14/92	12	70.00	10.11	10.00	
13	P. 139 CHAPTER CHECK	2/19/92	20	70.00	18.14	18.00	
14	p. 145 reading math	2/24/92	10	70.00	7.00	8.00	
<u>Category "TESTS"</u>							
6	CHAPTER 3 TEST	2/3/92	100	70.00	84.33	90.00	
<u>Category "ASSIGNMENT SHEET"</u>							
8	Assignment Sheet	2/10/92	5	70.00	4.11	5.00	

LESSON 8

Pull Down Menu Features

* INSTRUCTIONAL HINTS

Have all participants bring gradesheets they have created.

Hand out material covered on lesson sheets at the independent practice stage of the lesson.

1. Anticipatory set

Have students load a file.

Review any aspects of the program covered which are unclear.

Discuss the need to be familiar with the features available in this program.

Discuss the "user-friendly" format of Macintosh programs.

2. Objective

Students will be familiar with the variety of features available in using the gradebook program.

3. Direct Instruction

4. Modeling

Present the different Menu options available with the Gradebook program and what each Menu has to offer:

- 1) File
- 2) Edit
- 3) Sort
- 4) Options
- 5) Reports
- 6) Windows

5. Monitoring to check for understanding

Discuss the different menu options and the advantages/disadvantages of them.

Question whole group on steps needed to complete the task.

Take responses from individuals.

6. Guided Practice

Have all participants experiment with the six (6) Menu selections available.

7. Summary

Further discuss the different menu options and the advantages/disadvantages of them.

Discussion to establish trouble spots.

8. Independent Practice

Hand out Lesson sheets which follow for participants to practice material covered.

* Request an evaluation from each participant to establish material that might need to be presented differently.

PULL DOWN MENUS

 **File Edit Sort Options Reports Windows**

File Menu

File	Edit	Sort	Op
New			⌘N
Open...			⌘O
Close			
Save			⌘S
Save As...			
Import Students			
Export Students			
Page Setup...			
Quit			⌘Q

New

Creates a new file. If an existing file is open, Assignments, Students, Categories, Grade Scale, Teacher, Class Name, and/or Password may be copied to the new file. Allows open file to be saved before new file is created.

Open...

Enables you to choose a Gradebook file to open.

Close

Enables you to close a file that is currently open.

Save

Saves the current version of the file. (May use **⌘S**)

Save as...

Enables you to create a name for a file and select where the file should be saved.

Import Students

Transfers student names from an existing database.

Export Students

Transfers student names to a text file used by a database application.

Page Setup...

Enables you to create your own specifications for the printing of reports. (Much like when using a word processing application.)

Quit

Enables you exit Gradebook.

Edit Menu

Edit	Sort	Options	R		
Undo			%Z	Undo, Cut, Copy, Paste, and Clear	These applications are not available for use when using the Gradebook program.
Cut			%H		
Copy			%C		
Paste			%D	New Student	Allows input of a new student or student information.
Clear					
New Student			%T	New Assignment	Creates a new assignment or allows modification of assignment information.
New Assignment			%B		
Edit Student				Edit Student	Allows changes in student information after clicking on a student's name. Browsing through existing student list is also an option.
Edit Assignment					
Edit Categories			%G		
Edit Comments			%M		
Delete Student				Edit Assignment	Allows changes to be made to an existing assignment after clicking on an assignment box. Browsing through existing assignments is also an option.
Delete Assignment					
Fill Scores...			%E		

Edit Categories Allows modifications to the category listing.

Edit Comments Allows addition, deletion or modifications of standard comments.

Delete Student Enables you to remove a student from the file. (click on student before selecting)

Delete Assignment Enables you to remove an assignment from the file. (click on assignment before selecting)

Fill Scores Enables you to fill all scores with one particular grade. It can also be used to fill all unscored boxes.

Sort Menu

Sort	Options	R
<input checked="" type="checkbox"/>	Name Entered	
	First Name	
	Last Name	
	Raw Percent	
	Final Grade	
	Track	
	Scan Order	
	ID	

Name Entered

Alphabetizes the class list by the first letter oas student was entered.

First Name

Alphabetizes the class list by first name of the student.

Last Name

Alphabetizes the class list by last name of the student.

Raw Percent

Arranges the class list from the highest to lowest average Raw Percent.

Final Grade

Arranges the class list from the highest to lowest according to Final grade.

Track

Arranges the class list by the track students are assigned.

Scan Order

Arranges the class list from the first name entered to the last.

ID

Arranges the class list by the ID number assigned to the student.

Options Menu

Options	Reports	Win
Setup...		⌘U
Assignment Info		⌘I
Grade Distribution		
Recalculate		⌘R
Scan Class Forms...		
Scan Test Forms...		
Create Key...		
Find Student...		⌘F

Setup

Enables you to enter Teacher and Class Name for reports. Enables the input of a grade scale, password, categories, and preferences for a file.

Assignment Info

Shows a distribution of grades and other statistics.

Grade Distribution

Displays distribution of student grades according to established grade scale.

Recalculation

Manually calculates the grade with existing scores.

Scan Class Forms

For use when scanning.

Scan Test Forms

For use when scanning.

Create Key

For use when scanning.

Find Student

Searches for a student through class list. (by name, portion of name, or ID)

Report Menu

Reports Windows

Grade Report...
Student Summary...
Objective Report...

Paper GradeBook...
Class Roster...
Names on Scan Form...
Class Summary by Category
Assignment Summary...
Deficiency Report...
Student Objective Groups...

Grade Report Prints final grade information for an individual student. Multiple files may be combined into a single report for one or more students.

Student Summary Prints a summary of the scores for an individual student or several students. One than one file can be generated at a time.

Objective Report Prints a list of objectives mastered or not mastered for students selected from one or more files.

Paper Gradebook Prints the Class Scores screen including student names, final grades and scores for the entire file.

Class Roster Prints your class list on a grid with 19 empty squares. (I use this for checking off various forms assignments or permission slips)

Names on Scan Form For use when scanning.

Class Summary by Category Prints teacher's and class name at top. Then gives a listing of (% of Cat.) the percent of total points possible in that category and (% of all) the percent of total points possible in all categories.

Assignment Summary List the Name, Date, Points Possible, Expetation percent level, Mean, Median and Objective for each assignment in each category.

Deficiency Report Produces a list of students who have a weighted percent above or below any entered amount.

Student Objective Groups Creates a list of students who have met teacher expectations on objectives within a selected unit.

Windows Menu

Windows	
Class Scores	⌘1
Student Summary	⌘2
Categories	⌘3

Class scores

This is the screen which appears when a file is initially opened. It displays students, their scores, and final grade.

Student Summary

This screen enables you to view an individual student's scores on every assignment in every category. It also gives the student's final grade, weighted percent and raw score. Scores may be changed at this screen.

Categories

All categories and their weights are displayed. All assignments are displayed in their respective categories.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

The Cle Elum-Roslyn School District, in addressing the restructuring process for their Creating the Future project began investigating its curriculum. In that exploration came an interest in Outcome Based Education.

One of the key components in Outcome Based Education is the integration of curriculum objectives, student outcomes, and tracking of student progress in achieving educational objectives. The need to compile this data so that it can be easily accessed, interpreted and channeled in a way to facilitate the teacher, lead to inquiry of an appropriate database to achieve this end.

The district chose to explore the computerized program, trACE™. The trACE™ program has a number of components which are beneficial to a teacher in assessing student abilities, outcomes and needs. An added feature of this program is the Curriculum Navigator component which integrates all these areas together.

The author was sent by the district to one week of intensive training in the trACE™ program. Interviews were held with the creators and trainers of the program indicating that the trACE™ Gradebook could be a tool for record keeping. Following the training, the gradebook

portion of the program was piloted within one classroom at Walter Strom Middle School. The development of a presentation to demonstrate the various aspects of the gradebook was presented. Teacher interest and inquiries made instruction a necessity, and resulted in the need for lesson development for training. Course evaluations upon completion of the project training indicated that computerized record keeping of grades was a benefit to teachers. Some of the benefits mentioned were conservation of time, ease of grade calculations and updated reports of student progress.

Conclusions

In conclusion, the implementation of the technology and the Gradebook portion of the trACE™ program has been very successful at Walter Strom Middle School. Through this process every classroom has become equipped with a Macintosh teacher station. Classroom teachers of Walter Strom Middle School expressed in the course evaluations that they believed their computer literacy improved dramatically as a result of having a computer station and completing the gradebook training course. (Refer to Appendix C) The trACE™ Gradebook is currently being used by all classroom teachers. The music and physical education teachers, who are itinerant, are not using the Gradebook program at this time.

Through this involvement in the use of the trACE™ Gradebook, twelve teachers of Walter Strom Middle School have committed themselves not only in time, but financially by purchasing Macintosh home based-computers of their own.

Recommendations

After considering the expectation of this project, reading the literature for record keeping and working with the staff of Walter Strom Middle School, it is recommended that:

- 1) the presentation of the Gradebook component of the trACE™ be viewed by teachers to create interest in pursuing the training and use of an electronic gradebook program;
- 2) teachers currently using the program should use the presentation for communicating their grading process to students and parents;
- 3) instruction of the gradebook portion of the trACE™ program be an intensive workshop with all aspects of the gradebook presented, followed by a couple review sessions;
- 4) teachers become trained in the Curriculum Navigator component of the trACE™ program, to integrate their curriculum and gradebook; and
- 5) school-wide use of the trACE™ Gradebook be used for report cards.

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APPENDIX A
Presentation

trACE™

trACE™

teacher resources to
**Achieve Classroom
Excellence**

**Components of the
trACE™ program:**

- Curriculum Navigator

**Components of the
trACE™ program:**

- Curriculum Navigator
- Gradebook

**Components of the
trACE™ program:**

- Curriculum Navigator
- Gradebook
- Calendar Generator

**Components of the
trACE™ program:**

- Curriculum Navigator
- Gradebook
- Calendar Generator
- Rollbook

Common
questions asked
regarding the
trACE™ program.

??????????

How much does the program cost ?

Program - 1 station	\$ 1000.00
add	
2 - 10 stations	450.00
11 - 20 stations	800.00
21 or more	1000.00

What type of equipment is needed ?

The trACE™ program will run on a 1MB Macintosh (with hard drive). It can be run on a single machine or it can be placed on a network with a file server, to reach as many users as needed.

Where do the program materials originate ?

Alpine School District, following their state guidelines created the curriculum which is contained on the CD.

The program materials were developed to establish a unified curriculum and a resource to teachers.

Committees were formed of teachers and administrators who developed the scope and sequence of the curriculum which was then inputted into the computer.

There are areas such as State History which are not applicable by other states, but it contains a general curriculum that can be used in all states.

Does the program provide for curriculum changes ?

YES. You can add any objectives that you would like to. For example Washington State History objectives may be added.

In addition to this lesson plans (strategies) and worksheets (supplements) may be created to complement the objectives.

Is it set up with Outcome Based Education (OBE) principles ?

YES. The entire idea of trACE™ was set up on Outcome Based Achievement. The term objectives is used, but is interchangeable with the term outcomes.

The Curriculum Navigator portion of the program has the ability to select student mastery or curriculums by outcome

trACE™

Gradebook

File Edit Sort by **Options** Reports Windows

Grade Scale			District
A+		%	CLE ELUM/ROSYLN SCH
A	95	%	School
A-	90	%	WALTER STROM
B+	88	%	Teacher
B	85	%	MRS. WONDERFUL
B-	80	%	Subject
C+	78	%	MATH
C	75	%	
C-	70	%	
D+	68	%	
D	65	%	
D-	60	%	

SET - UP

File Edit Sort by Options Reports Windows

Wt. Category	ASSIGNMENTS	Name
30 ASSIGNMENTS	30	Weight
25 QUIZES	0	Number of High scores to drop
40 TESTS	0	Number of Low Scores to Drop
5 ASSIGNMENT SHEET	<input type="checkbox"/>	Make Highest Score the Maximum
	<input type="checkbox"/>	Extra Credit Category

Total Weight 100

Entering Categories

Entering Students

 **File** **Edit** Sort by Options Reports Windows

Student Information

Standard Comments:

Standard comments may be written in and used on various reports.

Name

ID

Track

Individual Comment:

Use Letter grade in reports

Entering Assignments

 **File** **Edit** Sort by Options Reports Windows

Assignment #

Assignment Name

Category :

ASSIGNMENTS

QUIZES

TESTS

ASSIGNMENT SHEET

Date

Points Possible

Expectation Level (%)

(no objective)

Test

demo2 - Categories							
ASSIGNMENTS	30	QUIZES	25	TESTS	40	ASSIGNMENT	5
P 34	↑	P. 126-127 *	↑	CHAPTER 3 TEST	↑	Assignment Sheet	↑
P. 111 5-14 *		CUMULATIVE REV					
P 36		p.131 skills rev					
p 37		P. 139 CHAPTER					
p. 118-119 1-3		p. 145 reading r					
p.131 5-12; 132							
P 40							
p. 137 7-25	↓		↓		↓		↓

The **Gradebook** component of the trACE™ program offers a variety of report formats which assist with classroom organization, and instructional planning, as well as those which will be sent home with students or utilized in conferencing with parents.

Reports Windows

Grade Report...
 Student Summary...
 Objective Report...

Paper GradeBook...
 Class Roster...
 Names on Scan Form...
 Class Summary by Category
 Assignment Summary...
 Deficiency Report...
 Student Objective Groups...

Grade Report - final grade information by individual student

▼ Teacher: MRS. WADEIKIS
 ▼ Grade Report for **Minnie Mouse**

Report Period: 5/6/92 - 6/8/92

<u>Subject and Teacher</u>	<u>Current Report</u>
LANGUAGE Grade: MRS. WADEIKIS Class Avg:	90.50% A- 84.57%
MATH Grade: MRS. WADEIKIS Class Avg:	85.71% B 83.44%
READING/SP... Grade: MRS. WADEIKIS Class Avg:	94.01% A 88.68%

Student Summary - scores by individual student

▼ Teacher: MRS. WONDERFUL
 ▼ Class: MATH CLE ELUM/ROS
 ▼ Student Summary for **Minnie Mouse**

Grade: 91.23% (A-)
 Class Avg: 82.48%

* Category	Title	Date	Scr	Poss	Obj%	Objective
<u>Category "ASSIGNMENTS"</u>						
1	P 34	1/27/92	22	24	70.00	
2	P. 111 5-14 *	1/27/92	10	10	70.00	
3	P 36	1/28/92	19	20	70.00	
4	p 37	1/29/92	18	18	70.00	
5	p. 118-119 1-3 *	1/31/92	24	25	70.00	
11	p.131 5-12; 132 10-17	2/14/92	15	16	70.00	
12	P 40	2/14/92	22	23	70.00	
13	p. 137 7-25	2/18/92	18	19	70.00	
14	P 42	2/19/92	16	16	70.00	
16	p 43 *	2/21/92	15	15	70.00	
18	p. 147 7-21	2/25/92	13	15	70.00	

Student Summary

20	p. 151 1-10	2/27/92	20	20	70.00	
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Category "QUIZES"

7	P. 126-127 *	2/10/92	20	20	70.00	
9	CUMULATIVE REVIEW	2/10/92	36	40	70.00	
10	p.131 skills review	2/14/92	7	12	70.00	
15	P. 139 CHAPTER CHECK	2/19/92	20	20	70.00	
17	p. 145 reading math	2/24/92	4	10	70.00	

Category "TESTS"

6	CHAPTER 3 TEST	2/3/92	91	100	70.00	
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Category "ASSIGNMENT SHEET"

8	Assignment Sheet	2/10/92	5	5	70.00	
---	------------------	---------	---	---	-------	--

Objective Report - a listing of objectives mastered or not mastered for an individual student

Paper Gradebook - class scores including student names, final grades and scores for the entire class

Class Roster - a listing of the entire class on a grid of 19 squares for recording purposes.

Names on Scan Form - student's names and ID are listed for use on scan forms.

Student Objective Groups - a listing of students who have met teacher expectations on

Class Summary by Category - percentage of points possible in each category by class.

 Teacher: MRS. WONDERFUL
 Class: MATH CLE EI
 Class Summary by Category

"% of cat." is the percent of total points possible in this category.

"% of all" is the percent of the total points possible in all categories.

		ASSIGNMENTS [30] (30.00%)		QUIZES [25] (25.00%)		TESTS [40] (40.00%)	
		% of cat.	% of all	% of cat.	% of all	% of cat.	% of all
Joan Arc	C-	73.89%	22.17%	71.95%	17.99%	74.00%	29.60%
Yogi Bear	B-	82.81%	24.84%	79.41%	19.85%	81.00%	32.40%
Apple Blossom	C-	70.39%	21.12%	62.20%	15.55%	91.00%	36.40%
Johnny Cake	B-	82.57%	24.77%	65.69%	16.42%	96.00%	38.40%
Charlie Chaplin	D-	61.06%	18.32%	51.22%	12.80%	67.00%	26.80%
Mary Christmas	B+	88.38%	26.51%	87.25%	21.81%	95.00%	38.00%
Glenn Close	B	85.89%	25.77%	80.39%	20.10%	90.00%	36.00%
Betty Davis	D	80.08%	24.02%	61.76%	15.44%	58.00%	23.20%

Assignment Summary - listing of points possible, mean and median for all assignments.

Teacher: MRS. WONDERFUL
 Class: MATH CLE ELUM.
 Assignment Summary

#	Title	Date	Poss	Obj%	Mean	Med.
Category "ASSIGNMENTS"						
1	P 34	1/27/92	24	70.00	20.55	22.50
2	P. 111 5-14 *	1/27/92	10	70.00	7.91	8.50
3	P 36	1/28/92	20	70.00	16.91	17.50
4	p 37	1/29/92	18	70.00	16.36	18.00
5	p. 118-119 1-3 *	1/31/92	25	70.00	20.59	21.00
11	p.131 5-12; 132 10-17	2/14/92	16	70.00	11.36	12.50
12	P 40	2/14/92	23	70.00	22.59	23.00
13	p. 137 7-25	2/18/92	19	70.00	16.05	17.00
14	P 42	2/19/92	16	70.00	13.48	15.00
16	p 43 *	2/21/92	15	70.00	13.47	15.00
18	p 147 7-21	2/25/92	15	70.00	10.89	12.00
19	P 46	2/26/92	20	70.00	16.28	17.00
20	p. 151 1-10	2/27/92	20	70.00	17.20	17.00
Category "QUIZES"						
7	P. 126-127 *	2/10/92	20	70.00	16.43	17.00
9	CUMULATIVE REVIEW	2/10/92	40	70.00	30.36	30.00
10	p.131 skills review	2/14/92	12	70.00	8.82	10.00
13	P. 139 CHAPTER CHECK	2/19/92	20	70.00	17.44	18.00
15	p. 145 reading math	2/24/92	10	70.00	7.16	8.00
Category "TESTS"						
2	1 QUARTER TEST	1/27/92	100	2170.00	167.55	180.00

Deficiency Report - a listing of students who have a weighted percent above or below an entered amount.

Choose a deficiency level
 (a final percentage
 between 0 and 100).

Level:

Print students Above level
 Below level

Cancel

OK

A student summary
 for each students
 below the
 expectation will
 then be generated.

The trACE™ **Gradebook** was developed by teachers to provide relevant information about student progress to assist in making educational decisions.

Not only is the standard type of grade information recorded, but **Gradebook** also monitors student progress toward mastery of curriculum goals or outcomes.

The teacher is able to modify and adjust instruction based upon this feedback.

This presentation was created by:

Michele Wadeikis

A special thanks to Scott Adolf for his technical support.

And to the developers of the trACE™ program, thank you for an excellent teacher resource.

APPENDIX B
Staff Development

SYLLABUS
ED 500
COMPUTERIZED GRADEBOOK
Instructor: Michele Wadeikis
Phone Number: 649-3560

Course Description

This class will be an introduction to a gradebook program. trACE™ gradebook was developed by teachers to provide relevant information about student progress to assist in making educational decisions. The course will include the following units: Creating a new file, file set-up, entering students, entering assignments, entering scores, and the printing of various reports.

Purpose

To provide teachers with a tool for tracking student progress.

Materials

A copyright program will be used for classroom instruction and may be purchased independently.

[trACE™, Alpine School District] See instructor for details.

Class Meeting Times

First class is **Tuesday, February 9th.**

See calendar for class dates.

Class will be held from 4:00 P.M. to 7:00 P.M.

Walter Strom Middle School - Room 9

Final class is held on Tuesday, March 9th.

* Alternate meeting times may be agreed upon by instructor and class members.

Student Learning Objectives

Students will:

- create a new file
- set-up a file
- enter students
- enter assignments
- enter scores
- print various reports
- demonstrate and utilize a gradebook set-up for their students

Course Requirements

Attendance	30 pts
Quizzes	10 pts
MidTerm	15 pts
Final Exam	20 pts
Final Project	25 pts

Grading Scale

94 +	A
90 +	A-
87 +	B+
84 +	B
80 +	B-

February 1993

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	
7	8	9 Sign-Up/Logging on File Server Intro to Gradebook - Setup	10	11 Setting Categories Entering Students + Quiz	12	13
14	15	16 Entering Assignments and Scores Windows (Viewing Screens)	17	18 MID-TERM EXAM Entering Comments	19	20
21	22	23 Pull-Down Menu Report Options	24	25 Printing Reports + Quiz	26	27
28 MARCH 9th FINAL CLASS FINAL EXAM FINAL PROJECT DUE	29	30	31			

APPENDIX C

Evaluations

Date: March 8, 1993
To: trACE™ Training Participants
From: Lee Maras

60

Please take a minute to answer the following questions regarding your recent computer training. Please feel free to comment when necessary.

This information will be compiled to determine if the trACE™ Gradebook will be implemented building-wide.

1) Do you feel your computer literacy has increased after training with the trACE™ Gradebook ?

YES (10) NO (1)

COMMENTS: increased my literacy dramatically; with my present level of literacy, program was easy to operate.

2) Do you feel your computer usage has increased ?

YES (10) NO (1)

COMMENTS: Tons !; I need my own teacher station.

3) As compared to a written gradebook, do you feel that a computerized gradebook

is more accurate ? YES (9) NO (2)

is less time consuming ? YES (10) NO (1)

grade calculations are quicker ? YES (11) NO (0)

COMMENTS: Saves lots of time ! ; They are equally accurate; Less human error; Borderline students are hard to track (B- or C+); easily accessed for parent conferences.

4) Were the handouts provided helpful during training ?

YES (9) NO (2)

COMMENTS: Hands-on more beneficial for me; well-written, easily read, easy to transfer information, "user friendly",

5) Will you continue to use the handouts ?

YES (6) NO (5)

COMMENTS: Information is easily absorbed. Excellent resource for future use, Probably just ask for help.

6) Do you plan to continue to use the trACE™ Gradebook for your grading needs ?

YES (11) NO (0)

COMMENTS: DEFINETLY !! Great for student and parent communication !

KITITAS COUNTY
STAFF DEVELOPMENT
EVALUATION FORM

61

TITLE OF WORKSHOP/ACTIVITY COMPUTERIZED GRADEBOOK INSTRUCTOR WADEIKIS
 LOCATION W.S.M.S. QUARTER/YEAR WINTER '93 YOUR NAME (OPT.) _____

PLEASE EVALUATE THE WORKSHOP/ACTIVITY YOU HAVE JUST COMPLETED.

1. WERE THE OBJECTIVES STATED CLEARLY?	CLEAR	5 (9)	4 (1)	3	2	1	VAGUE
2. WERE THE OBJECTIVES MET?	FULLY	5 (10)	4	3	2	1	LITTLE
3. DID THE INSTRUCTOR PROVIDE RELEVANT MEDIA AND ACTIVITIES?	EXCELLENT	5 (10)	4	3	2	1	POOR
4. WERE THERE DEMONSTRATIONS BY THE PRESENTER WITH OPPORTUNITY FOR YOU TO PRACTICE AND RECEIVE FEEDBACK?	AMPLE	5 (10)	4	3	2	1	NOT ENOUGH
5. DID THE ACCOMMODATIONS HELP OR HINDER THE MEETING OF OBJECTIVES?	HELP	5 (7)	4 (3)	3	2	1	HINDER

6. WHAT I FOUND MOST USEFUL: using a computerized gradebook, letting me know who is below expectation level, direct application of program, increased comfort with Mac, quicker, up-to-date method of sharing grades with students. Using what we did in class., Very relevant, Marvelous tool for the classroom teacher, it provides immediate feedback on student scores. Handouts provided., ease of using a Mac and time saving gradebook. Hands- on practice !, Enhanced my use of technology.
7. WHAT I WOULD LIKE MORE OF: Additional training, class to mesh with our individual teaching assignments, More use of the other components of trACE, such as the curriculum aspect (another course) Excellent presentations ! More time to discuss problems and solutions.
8. WHAT I WOULD CHANGE: Not use the file server, nothing !

9. OVERALL RATING OF THE COURSE:

OUTSTANDING	GOOD	AVERAGE	FAIR	POOR
5	4	3	2	1
(9)	(1)			

10. OVERALL RATING OF THE INSTRUCTOR:

OUTSTANDING	GOOD	AVERAGE	FAIR	POOR
5	4	3	2	1
(10)				

She's Great !

11. OTHER TOPICS YOU WOULD LIKE TO SEE OFFERED BY STAFF DEVELOPMENT:

HyperCard, Classroom Management, Laser disc technology, Video disk, At-risk, self-esteem, wellness. DataBase uses for students and teachers.