CLASS MANAGEMENT SOFTWARE
MarkBook®

Print & HTML Samples

Revised May 2018

samples of .....

Paper Forms and Report Printouts.

HTML Reports.

Email Reports.

by Rob Hedges

Print, HTML and Email Samples

This file is best viewed with Adobe Reader 5.0 or higher.

This package contains printouts with no real student names or other personal information. These printouts may be copied, turned into overheads, handed out, and posted as needed. This entire PDF file may be sent electronically to others and copied onto CDs. When doing demonstrations and training, we recommend making printed copies of this package, handing these out, and discussing these forms as part of the presentation.

All printouts and electronic files are pre-formatted by MarkBook. The user must enter data and select among options but MarkBook will automatically adjust the forms to fit on standard paper sizes like A4 and Letter (8.5" X 11").

These printouts are divided into four groups:

1. Curriculum Planning (Unit Plans, Lesson Plans and Course Description)
2. Class Management Forms
3. Class Reports
4. Student Reports

MarkBook is a teacher tool designed to plan curriculum units/lessons/courses, better manage classes, calculate grades, analyse those grades, analyse attendance, build comments, print reports, Email reports, post data on the web, save teachers lots of time, and promote a professional image. It facilitates communication about achievement, promotes improvement in assessment processes, and strongly encourages student learning. Teachers look and feel good with MarkBook. Student achievement improves substantially as students take responsibility for their own grades.

MarkBook Help is available from several sources. Use the options in the Help menu. Visit the MarkBook web site for a host of support materials. Numerous downloads are available from the site:

www.markbook.com

Also see the Video Tutorials posted on YouTube. An index of these is at

www.asyluminc.com/videos.html

1. Curriculum Planning / Time Management

MarkBook's planner enables each teacher to map out curriculum and allocate time 1) for any course, 2) for the units within a course, and 3) for the individual lessons within each unit. Generate the following forms. Once built, plans may be shared with colleagues as electronic files. Three HTML forms enable a teacher to post these documents on the Internet.

1. Unit Plan – 1 page
Name a unit, enter one or more lesson titles and dates (optional) and then print this form. A Unit Plan may be shared with colleagues as a file. It will contain all of the internal lesson plans as part of that file.

2. Unit Plan as HTML – 1 page
A variation of the above for posting a Unit Plan on the Internet.

3. Lesson Plan – 2 pages
Each lesson has four potential components, Outline, Sequence, Assessments and Follow Up. Print this plan prior to delivery and then edit/modify it after the lesson is taught. Share the plan with colleagues as a file.

4. Lesson Plan as HTML – 2 pages
Post lessons on the Internet with this form.

5. Course Description (aka Course Outline)
Print this form at the beginning of the course to provide 1) a brief description of the course, 2) descriptions of the units within it, 3) a proposed timeline for each unit and 4) policies associated with the course.

6. Course Description as HTML
Post a course description on the Internet with this form.

Unit Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Summary

Description	
	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.

Lessons			
	1	Sep 7 2013	**Ecosystem Concept** (What is an ecosystem?)
	2	Sep 8 2013	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, saprophytes, predators,)
	3	Sep 9 2013	**Trophic Level and Pyramids** (This lessons looks at the concept of ecological pyramids based ...)
	4	Sep 12 2013	**Abiotic Ecological Factors** (Look at the relationships between living and non-living factors and ...)
	5	Sep 13 2013	**Matter and Energy Flows** (Examine the ways that energy flows through the ecosystem. Unlike ...)
	6	Sep 14 2013	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients that have elaborate cycles between ...)
	7	Sep 15 2013	**Biological Succession** (Species in an environment change over time until a climax community is ...)
	8	Sep 16 2013	**Population Growth** (This lesson looks at the graphic growth pattern of a typical population.)
	9	Sep 19 2013	**Population Lab** (Simulation lab mimicing a real population's growth over time.)
	10	Sep 20 2013	**Predator-Prey Relationship** (Look at the special relationships between predators and prey ...)
	11	Sep 21 2013	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on Canadian biomes.)
	12	Sep 22 2013	**Human Population Growth** (An examination of the unusual growth pattern of humans.)
	13	Sep 23 2013	**Ecosystem Management** (Multiple lessons on selected management systems.)
	14	Sep 26 2013	**Environmental Issues** (Multiple lessons on selected problems and solutions.)
	15	Sep 27 2013	**Research Project** (Multiple presentations on student research projects.)
	16	Sep 28 2013	**Judgment Day** (Unit Test)

UNIT: Introduction to Ecology

SCI10 Grade: 10 Level: Academic

V. Smart The Best School Aug 26 2009

UNIT DESCRIPTION	People care deeply about the environment. In order to protect the environment, we must first understand how the natural world operates. This unit develops basic knowledge and skills about ecosystems. It also looks at some issues caused by human interaction with those ecosystems.

LESSONS	Sep 8 2009	**Ecosystem Concept** (What is an ecosystem?)
	Sep 9 2009	**Habitat and Niche** (Producers, consumers, decomposers, scavengers, s ...)
	Sep 10 2009	**Trophic Level and Pyramids** (This lessons looks at the concept of ec ...)
	Sep 11 2009	**Abiotic Ecological Factors** (Look at the relationships between livin ...)
	Sep 14 2009	**Matter and Energy Flows** (Examine the ways that energy flows through ...)
	Sep 15 2009	**Nutrient Cycles** (Carbon, nitrogen and water are three nutrients tha ...)
	Sep 16 2009	**Biological Succession** (Species in an environment change over time u ...)
	Sep 18 2009	**Population Growth** (This lesson looks at the graphic growth pattern ...)
	Sep 21 2009	**Population Lab** (Simulation lab mimicing a real population's growth ...)
	Sep 22 2009	**Predator-Prey Relationship** (Look at the special relationships betwe ...)
	Sep 23 2009	**Biomes** (Multiple lessons comparing distinct biomes with emphasis on ...)
	Sep 28 2009	**Human Population Growth** (An examination of the unusual growth patte ...)
	Sep 29 2009	**Ecosystem Management** (Multiple lessons on selected management syste ...)
	Oct 2 2009	**Environmental Issues** (Multiple lessons on selected problems and sol ...)
	Oct 5 2009	**Research Project** (Multiple presentations on student research projec ...)
	Oct 9 2009	**Judgment Day** (Unit Test)

Listed lessons may be more or less than one period in length.
Lessons may be taught in a different sequence.

Lesson Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Lesson 1: Ecosystem Concept
Room: 123 **Day:** 1 **Period:** 2 **Length:** 76 min. **Date:** Sep 7 2013

Outline

Topic	What is an ecosystem?
Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.
Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.
Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).
Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.
Resources	Overhead Projector Classroom Ecosystem Bottle

Sequence

Diagnostic Test **Style:** Assessment **Length:** 10 minutes	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.
Classroom Ecosystem **Style:** Lab **Length:** 65 minutes	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

Lesson Plan

V. Smart
The Best School

Unit: Introduction to Ecology
SCI10 **Grade:** 10 **Level:** Academic

Lesson 1: Ecosystem Concept
Room: 123 **Day:** 1 **Period:** 2 **Length:** 76 min. **Date:** Sep 7 2013

Assessments

U1 Diagnostic Test

Category: Know & Und
Type: Diagnostic

Description
Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle.

Accommodation
For the visually-impaired, provide a large-font printed copy of the test.

Homework

Type: Homework

Description
In the text, do page 46, questions 1 to 6.

Follow Up

Announcements

A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.

Reflections

Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.

Opportunities

Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

Introduction to Ecology - Lesson 1: Ecosystem Concept

SCI10 Grade: 10 Level: Academic

V. Smart The Best School

Room: 123 Day: 1 Period: 2 Length: 76 min. Date: Sep 8 2009

OUTLINE:

Topic	What is an ecosystem?
Prerequisites	Students are able to explain and give examples of the terms: green plant, food chains, food webs, biotic, and abiotic. Students know how to design an experiment, control variables, construct/read/interpret both graphs and charts, make observations, take notes, and present findings.
Motivation	Officials warn us not to eat any fish from certain lakes even though we can safely drink the water from those same lakes. Why are the fish poisonous? How is this possible?
Content Standards	This lesson meets the stated curriculum standards (objectives, expectations) for your jurisdiction, course and unit.
Expectations and Objectives	SCI10-1.1, SCI10-1.2 (list the reference numbers and perhaps the text of each).
Safety Considerations	Provide cautions about handling glass and live organisms as part of the lab.
Resources	Overhead Projector Classroom Ecosystem Bottle

SEQUENCE:

Diagnostic Test **Style:** Assessment **Time:** 10 min.	**Starting Point** Diagnostic Test on pre-requisite knowledge as well as on broad concepts that will be delivered in this unit. **Key Vocabulary** Biotic, abiotic, food chain, food web, green plant. **Visual Presentation** Test on overhead projector.
Classroom Ecosystem **Style:** Lab **Time:** 65 min.	**Starting Point** Build a classroom ecosystem - large glass bottle (10L+), dechlorinated water, aquatic plants, pond snails, small herbivorous fish such as a Khuli loach, gravel/sand, table lamp. **Critical Questions** How can the plants and animals survive in the bottle when it's sealed up? That is, how can they breathe? What don't the animals run out of food? What would happen to the organisms if the light was turned off for a long time? **Key Vocabulary** Biotic, abiotic, herbivore, ecosystem. **Visual Presentation** Classroom ecosystem - to be left operating in the class for the balance of the term or longer.

ASSESSMENTS:

U1 Diagnostic Test **Strand:** Know & Und **Type:** Diagnostic	**Description** Overhead: matching terms test to determine whether or not learners are familiar with Key Vocabulary terms from prior courses. Second part of the test: have them define or explain Bioaccummulation, Biome, Biosphere, Niche, Succession, Nutrient Cycle. **Accommodation** For the visually-impaired, provide a large-font printed copy of the test.
Homework **Type:** Homework	**Description** In the text, do page 46, questions 1 to 6.

FOLLOW UP:

Announcements	A research case study will be due for presentation towards the end of the unit, Oct 5-8. The unit test is planned for Oct 9th.
Reflections	Some students were anxious about sealing the bottle with the animals still inside. In order to avoid emotional reactions next time, emphasize that the bottle is very safe for the animals - we're doing this lab to prove it. Use their concern to focus them on coming up with an explanation for why the organisms all survive.
Opportunities	Some students didn't know what fish and snails eat (the Khuli Loach and snails are herbivores - they consume algae). Exploit the questions about what each animal eats to provide the motivational hook for the upcoming lesson on Habitat & Niche.

Course Outline	Introduction to Guitar - 10/11 (GUI20)
The Best School **Music Department**	**Grade:** 10 **Level:** Academic **Prerequisite:** None **Credit Value:** 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire. This course matches the standards of the Department of Education's curriculum document for GUI20.

Units

Theory and Technology — Feb 1 to Feb 26

Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.

Blues and Chord Structure — March 1 to April 2

Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (Including improvisation and their own creations when appropriate.)

Fingerstyle Guitar and Western Scales — April 5 - May 7

Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals

Rock Music - Composition and Recording — May 10 - June 11

Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)

Exam / Culminating Activity — June 14 - 23

For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher.

The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities

Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.

Teaching Strategies

Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom discussions, collaborative and co-operative learning, research, report writing and taking notes will assist students in meeting the course expectations.

Resources / Text Books / Technological Integration

Texts:
''Strummin 'N Stompin'' by W. Nelson
''Six Strings Made Easy'' by S. Twain

Classroom Management

No food, beverages, incendiary items like tobacco, jackets, cell phones, pagers, iPods or devices providing radio interference are allowed inside the classroom or studio.

Plagiarism / Integrity

Personal as well as academic integrity is an expectation at this school. Plagiarism (copying another's work as if it was your own), cheating, using unauthorized aids, theft (including electronic theft) and lying are not tolerated. Failure to maintain integrity may result in the loss of credits and/or the imposition of other penalties.

Assessment and Evaluation Policy

TERM: Knowledge and Understanding (15%); Thinking (20%); Communication (10%); Application (25%). Note: percentages are approximate.
FINAL: Term (70%); Culminating Activity (15%); Final Exam (15%)

EVALUATION: based on assessments and other observations of each learner, the teacher will make a professional judgment as to the final mark assigned to each student.

The Best School Music Department

Introduction to Guitar - 10/11 (GUI20)

Grade: 10 Level: Academic Prerequisite: None Credit Value: 1.0

Summary

This course enables students to understand the musical theory, history and principles of playing a six-string guitar. Students will have the opportunity to play a guitar as individuals and within a group. Various methods of sound recording will be examined and learners will have the opportunity to compose and record their own repertoire. This course matches the standards of the Department of Education's curriculum document for GUI20.

Units

Theory and Technology **Feb 1 to Feb 28**	Upon completion, students will be able to define or explain the elements of music (rhythm, melody, timbre, dynamics, harmony, texture and form). Learners will be able to read simple musical notation and explain the use of various types of sound recording technology.
Blues and Chord Structure **March 1 to April 2**	Play technical exercise and diverse repertoire that reflect the theory expectations at this grade level (including improvisation and their own creations when appropriate.)
Fingerstyle Guitar and Western Scales **April 5 - May 7**	Aural discrimination skills to identify complex aspects of music (e.g. major and minor triads, diminished and augmented intervals
Rock Music - Composition and Recording **May 10 - June 11**	Demonstrate the effective use of digital technology in music; apply the elements of and principles of composition at an intermediate level using the creative process (e.g. perception, production and reflection)
Exam / Culminating Activity **June 14 - 23**	For the Culminating Activity, each student will be required to perform a guitar melody pre-approved by the teacher. The Exam will be 90 minutes covering the music principles delivered in the four course curriculum units.

Policies / Resources

Accommodations for Exceptionalities	Every effort will be made to accommodate the identified needs of exceptional students including differentiated curriculum delivery methods and assessment strategies. Varying modes of student expression, as identified in each student's Individual Education Plan (IEP), will be addressed.
Teaching Strategies	Units are activity based. Teacher demonstrations and research activities provide the students with the necessary terminology and methodology to complete the activities. Classroom discussions, collaborative and co-operative learning, research, report writing and taking notes will assist students in meeting the course expectations.
Resources / Text Books / Technological Integration	Texts: "Strummin 'N Stompin" by W. Nelson "Six Strings Made Easy" by S. Twain
Classroom Management	No food, beverages, incendiary items like tobacco, jackets, cell phones, pagers, iPods or devices providing radio interference are allowed inside the classroom or studio.
Plagiarism / Integrity	Personal as well as academic integrity is an expectation at this school. Plagiarism (copying another's work as if it was your own), cheating, using unauthorized aids, theft (including electronic theft) and lying are not tolerated. Failure to maintain integrity may result in the loss of credits and/or the imposition of other penalties.
Assessment and Evaluation Policy	TERM: Knowledge and Understanding (15%); Thinking (20%); Communication (10%); Application (25%). Note: percentages are approximate. FINAL: Term (70%); Culminating Activity (15%); Final Exam (15%) EVALUATION: based on assessments and other observations of each learner, the teacher will make a professional judgment as to the final mark assigned to each student.

2. Class Management Forms

1. Mark Recording Grid
Print this form as soon as student names have been entered into a MarkBook class. Re-print as often as necessary. Use the form to record assessment data or any other items of significance. To customize, users may vary the number of columns, the position of the dark lines, and the titles in the upper two rows.

2. Seating Plan/Chart with Recording Grid
MarkBook prints an optional recording grid under each student's name. Use these for marks, check-off items or other recording as desired. Near the top of the form is an identifier for all cells. For instance ***Hmwk S19 /5*** would signify a homework check done on Sep 19 out of 5 marks. The six blank seating positions at the front of the room (bottom of page) were created using the red 'X' on the seating plan construction screen. MarkBook creates rows and clusters to match each classroom's layout.

3. Seating Plan/Charts
Set the printer to Portrait or Landscape mode. The cell grid option has been turned off and there has been generous use of the red 'X' on the construction screen to create clusters of seats. Re-arrange and re-print the plan at will.

4. Photo Seating
If the school has digitized student photos in the format [student number].jpg or [#].bmp (e.g. 39876.jpg or 39876.bmp), MarkBook can import these and print a page with names and photos arranged according to the seating assignments.

5. Monthly Attendance Grid
MarkBook prints optional monthly forms. Days when there is no school show with a tilde (~) symbol. To use the printout, pencil the attendance letter codes in each cell and enter it into MarkBook on the computer whenever convenient. If entered into MarkBook, attendance summaries, percentage calculations, pattern analysis, and reports with attendance merged are possible.

6. Comment Bank Printout
MarkBook comes with banks of comments for quickly building robust anecdotal paragraphs. This is the first page of one bank. The special characters merge student first names and gender pronouns as described at the upper right on the form. These paragraphs may be electronically merged onto MarkBook's student reports or transferred into Student Information Systems (SIS, SAS, SIMS) for printing on official report cards. MarkBook spell-checks comments and size-checks each paragraph to guarantee fit on its own reports or any other fixed-size report.

7 & 8. Loaned Item Issue Forms
Use either of these forms to better manage distribution of texts or other serialized items.

8D - 2013

V. Smart

Mathematics 2

Date																
Out Of																
1. Arkand, Samantha 000492																
2. Beach, Shelley 002837																
3. Bell, Clarissa 001271																
4. Boame, Gerald 005069																
5. Boyce, Daniella 001321																
6. Bridges, Cam 004447																
7. Day, Bonny 005404																
8. D'Lionne, Daniel 002502																
9. Duguid, Kenneth 007033																
10. Dundee, James 001418																
11. Hill, Samantha 005705																
12. Ho, Heidi 007457																
13. Houston, Roger 005715																
14. Hughes, Amber 002084																
15. Ives, Simon 991198																
16. King, Joseph 991216																
17. Lee, Mary 007390																
18. Lowe, Glenda 002118																
19. Moss, Peter 002087																
20. O'Shanter, Tam 005659																
21. O'Shea, Rick 004393																
22. Silver, Stirling 004416																
23. Wilco, Roger 005710																

The Best School - Feb. 4, 2014

ASI Academy
SEATING
Feb. 4, 2014

HISTORY

Ms. V. Smart

Room: 103 - Day: 1 - Period: 2

1._____	2._____	3._____	4._____	5._____
6._____	7._____	8._____	9._____	10._____
11._____	12._____	13._____	14._____	15._____
16._____	17._____	18._____	19._____	20._____
21._____	22._____	23._____	24._____	25._____

Bruce Golding	**Yasao** Fukuda	**Barack** Obama	**Stephen** Harper	**Nicolas** Sarkozy	**Hubert** Ingraham
Jens Stoltenberg	**Xanana** Gusmao	**Gordon** Brown	**Lee Hsien** Loong	**Kevin** Rudd	**Hu** Jintao
Fredrik Reinfeldt	**Datuk** Badawi			**Vladimir** Putin	
Yoweri Museweni	**Patrick** Manning			**Sergey** Stanichev	**Alan Garcia** Pérez
Alfred Gusenbauer	**Helen** Clark			**Nader** Dahabi	**José** Zapatero

The Best SS
SEATING
Feb. 4, 2014

Art

V. Smart

Room: 112 - Day: 1 - Period: 4

Clarissa Bell	**Peter** Moss	**Heidi** Ho
James Dundee	**Samantha** Hill	

Cam Bridges	**Joseph** King	
	Bonnie Day	**Glenda** Lowe

	Simon Ives	**Roger** Houston
Edward Stone	**Astrid** Knott	

Samantha Arkland	**Melody** Lyons	
Tam O' Shanter	**Gerald** Boame	**Rick** O' Shea

Amber Hughes	**Stirling** Silver	**Daniella** Boyce
	Ken Duguid	**Shelly** Beach

The Best SS

Math 9

V. Smart

Room: 112 - Day: 1 - Period: 4

Feb. 4, 2014


Tam O' Shanter


Glenda Lowe


Samantha Arkland


Joseph King


Stirling Silver


Roger Houston


Astrid Knott


Simon Ives


Heidi Ho


Rick O' Shea


Daniella Boyce


Melody Lyons


Peter Moss


Shelly Beach


James Dundee


Bonnie Day


Gerald Boame


Clarissa Bell


Samantha Hill


Amber Hughes


Cam Bridges


Ken Duguid


Edward Stone

The Best School

8D - 2013

November 2013

V. Smart

		F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**%A**	**%L**
1. **Arkand, Samantha** 000492 08D	F		~	~						~	~						~	~						~	~						~		
2. **Beach, Shelley** 002837 08D	F		~	~						~	~						~	~						~	~						~		
3. **Bell, Clarissa** 001271 08D	F		~	~						~	~						~	~						~	~						~		
4. **Boame, Gerald** 005069 08D	M		~	~						~	~						~	~						~	~						~		
5. **Boyce, Daniella** 001321 08D	F		~	~						~	~						~	~						~	~						~		
6. **Bridges, Cam** 004447 08D	M		~	~						~	~						~	~						~	~						~		
7. **Day, Bonny** 005404 08D	F		~	~						~	~						~	~						~	~						~		
8. **D'Lionne, Daniel** 002502 8D	M		~	~						~	~						~	~						~	~						~		
9. **Duguid, Kenneth** 007033 08D	M		~	~						~	~						~	~						~	~						~		
10. **Dundee, James** 001418 08D	M		~	~						~	~						~	~						~	~						~		
11. **Hill, Samantha** 005705 08D	F		~	~						~	~						~	~						~	~						~		
12. **Ho, Heidi** 007457 08D	F		~	~						~	~						~	~						~	~						~		
13. **Houston, Roger** 005715 08D	M		~	~						~	~						~	~						~	~						~		
14. **Hughes, Amber** 002084 08D	F		~	~						~	~						~	~						~	~						~		
15. **Ives, Simon** 991198 08D	M		~	~						~	~						~	~						~	~						~		
16. **King, Joseph** 991216 08D	M		~	~						~	~						~	~						~	~						~		
17. **Lee, Mary** 007390 8D	F		~	~						~	~						~	~						~	~						~		
18. **Lowe, Glenda** 002118 08D	F		~	~						~	~						~	~						~	~						~		
19. **Moss, Peter** 002087 08D	M		~	~						~	~						~	~						~	~						~		
20. **O'Shanter, Tam** 005659 8D	M		~	~						~	~						~	~						~	~						~		
21. **O'Shea, Rick** 004393 08D	M		~	~						~	~						~	~						~	~						~		
22. **Silver, Stirling** 004416 08D	M		~	~						~	~						~	~						~	~						~		
23. **Wilco, Roger** 005710 08D	M		~	~						~	~						~	~						~	~						~		

13 Males - 10 Females

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

	TYPE	LEVEL	
1.	ACH	+	$ shows a special aptitude in this subject.
2.	ACH	+	$'s achievement in this course is excellent.
3.	ACH	+	An improvement has been noted in $'s performance!
4.	ACH	+	Good work $.
5.	ACH	-	$ is capable of better work.
6.	ACH	-	$ must place emphasis on theory as well as practical work.
7.	ACH	-	$'s achievement has been inconsistent.
8.	ACH	-	Progress is slow although a good effort has been made.
9.	ACH	-	Satisfactory progress has been made in this subject.
10.	ART	STR-L	@ consistently contributes and works well within a group.
11.	ART	STR-L	@ demonstrates an understanding of the rehearsal process.
12.	ART	STR-L	@ exhibits strong communication and leadership skills.
13.	ART	STR-L	@ has difficulty following instructions.
14.	ART	STR-L	@ must have more respect for drama space.
15.	ART	STR-L	@ needs to be more respectful and supportive of peers.
16.	ART	STR-L	@ needs to use rehearsal time more effectively.
17.	ART	STR-L	@ often uses inappropriate subject material in drama work.
18.	ART	STR-L	@ takes on a limited role in a group and rarely contributes.
19.	ART	STR-L	Your ~, $, needs to have a more serious attitude in the course.
20.	ART	STR-L	Your ~, $, participates in class activities but needs to work on # performance skills.
21.	ART	STR1	$ applies the creative process with limited effectiveness.
22.	ART	STR1	$ communicates and expresses ideas and information for different audiences and purposes with limited clarity.
23.	ART	STR1	$ demonstrates limited command of the various forms.
24.	ART	STR1	$ demonstrates limited knowledge of facts and terms.
25.	ART	STR1	$ demonstrates limited understanding of concepts, elements, principles, and theories.
26.	ART	STR1	$ demonstrates limited understanding of relationships between concepts.
27.	ART	STR1	$ makes connections with limited effectiveness.
28.	ART	STR1	$ transfers knowledge and skills to new contexts with limited effectiveness.
29.	ART	STR1	$ uses artistic language and symbols with limited accuracy and effectiveness.
30.	ART	STR1	$ uses creative thinking skills with limited effectiveness.
31.	ART	STR1	$ uses critical analysis with limited clarity and effectiveness.
32.	ART	STR1	$ uses equipment, materials, and technology safely and correctly only with supervision.
33.	ART	STR1	$ uses knowledge and skills in familiar contexts with limited effectiveness.
34.	ART	STR2	$ applies the creative process with some effectiveness.
35.	ART	STR2	$ communicates and expresses ideas and information for different audiences and purposes with moderate clarity.
36.	ART	STR2	$ demonstrates moderate command of the various forms of communication.
37.	ART	STR2	$ demonstrates some knowledge of facts and terms.
38.	ART	STR2	$ demonstrates some understanding of relationships between concepts.
39.	ART	STR2	$ demonstrates thorough and insightful understanding of concepts, elements, principles, and theories.
40.	ART	STR2	$ transfers knowledge and skills to new contexts with moderate effectiveness.
41.	ART	STR2	$ uses artistic language and symbols with some accuracy and effectiveness.
42.	ART	STR2	$ uses creative thinking skills with moderate effectiveness.

The Best School

V. Smart
555-1234

LOANED ITEMS 8D Feb. 5, 2014	Student:

Item 1	
Title / Description	Mathpower 8 - Chellew
Value	50.00
Identification	
Status	

Item 3	
Title / Description	Lab Manual - Hedges
Value	12.00
Identification	
Status	

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

The Best School

V. Smart
555-1234

LOANED ITEMS 8D Feb. 5, 2014	Student:

Item 1	
Title / Description	Mathpower 8 - Chellew
Value	50.00
Identification	
Status	

Item 3	
Title / Description	Lab Manual - Hedges
Value	12.00
Identification	
Status	

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

The Best School

V. Smart
555-1234

LOANED ITEMS 8D Feb. 5, 2014	Moss, Peter

Item 1	
Title / Description	Mathpower 8 - Chellew
Value	50.00
Identification	W96-05N
Status	

Item 2	
Title / Description	Math Workbook - Chellew
Value	20.00
Identification	471
Status	Paid

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

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555-1234

LOANED ITEMS 8D Feb. 5, 2014	O'Shanter, Tam

Item 1	
Title / Description	Mathpower 8 - Chellew
Value	50.00
Identification	w98-102
Status	

Item 2	
Title / Description	Math Workbook - Chellew
Value	20.00
Identification	448
Status	Paid

AGREEMENT	We acknowledge receipt of the item(s) listed above and agree to return same in good condition at the end of the loan period. If an item is damaged, lost or cannot be returned for any reason, we agree to reimburse the school for its current replacement cost.
Student's signature	
Parent/Guardian's signature	
Date	

3. Class Reports

1, 2 & 3. Attendance Grids
Print summary forms for a single month or a series of months. Students may be identified by real name, code name or student number.

4. Birth Date and Age List
Enter student birth dates into MarkBook and it calculates ages to a tenth of a month as of today's date. This form lists students in birthday order for the academic year.

5. Loaned Items
Track up to 10 serialized items per class like texts, equipment, musical instruments, etc. Print this form to have students sign/initial when issued. Use the same form or a fresh printout to check off items as they are returned.

6. Code Name 'Last 10' Class Report
Each student has an anonymous code name seen in the left column. MarkBook prints this alpha-order Class Report of the last 10 assessments for posting in the classroom.

7. Class Report Summary
This report has the percentage grade in each teacher-defined category or strand. Print a Real Name report for internal use or a Code Name report for posting in the classroom. A Category/Strand report can be printed as well (not shown here).

8 & 9. Assessment Analysis (2 reports, one with sections)
These reports analyse two assessment instruments. The second assessment was broken into sections listed in the lower chart. This latter report identifies class and individual performance on the sections. A letter at the right indicates a score well below that of the class. If the teacher wishes to identify those students needing remedial help on any section of the assessment, every student with the appropriate letter in their row should be selected.

10. Low Entries Analysis - Ranked
Print a lowest 'X' number of assessments below a selected percentage. The lowest mark for each student is identified with a number 1, the next with a 2, and so on. If the student doesn't have marks below the selected threshold at the upper right, no data appears in their row. If posting in the classroom, use code names for identification.

11. Low Entries Analysis – All Items Below a User-Defined Threshold
This printout shows all assessments scored below a teacher-defined threshold. NoMarks show as a dotted horizontal line.

12. Modal or 'Most Consistent Level' Analysis

There are numerous methods for determining a student's overall grade. 'Mean' is traditional. 'Mode' and 'Median' are two others. This printout divides all assessment data into user-defined levels. The threshold grade appears under each level in brackets. All assessment data is dropped into the appropriate level and MarkBook summarizes each level to determine which level is most consistent. The weights of the assessments are factored into the calculation.

13. Compare Report

This printout looks at grades calculated by different algorithms. Weighted Average is traditional. However, MarkBook can calculate a weighted median, a weighted mode, etc.

14 & 15. Learning Skills / Behaviours

Define up to twenty-four skills/behaviours and report these. These items may be reported on individual report cards and mini-reports. They may also be reported electronically on HTML and Email reports.

16. HTML Class Report

This is a partial printout of a web page class report. Post this HTML page on a web site so that students and parents can access current grades, attendance, and counts of missing items. Current lessons, homework messages, announcements, etc. may be posted on the Internet with this tool. Individuals are identified only by code name.

17. Combined Mark Set HTML Report

If a teacher uses more than one Mark Set, he/she can generate this report for merging the Mark Sets together and posting these on the Internet. The report may be many printed pages long and many columns wide – only the first page is shown.

For details about any of these reports, please open the Reference Manual installed in the Help menu in MarkBook. Or download same from markbook.com.

The Best School

8D - 2013

September 2013

V. Smart

		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M		
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**A**	**L**
1.	**Arkand, Samantha** 000492 08D F	~		>				~	~						~	~						~	~						~	~			
2.	**Beach, Shelley** 002837 08D F	~		>			A	~	~	L				A	~	~					A	~	~	L				A	~	~		4	2
3.	**Bell, Clarissa** 001271 08D F	~		>				~	~						~	~		F				~	~						~	~			
4.	**Boame, Gerald** 005069 08D M	~		>				~	~						~	~						~	~						~	~			
5.	**Boyce, Daniella** 001321 08D F	~		>				~	~						~	~						~	~						~	~			
6.	**Bridges, Cam** 004447 08D M	~		>				~	~	L					~	~		F				~	~		L				~	~	L		3
7.	**Day, Bonny** 005404 08D F	~		>				~	~						~	~						~	~						~	~			
8.	**D'Lionne, Daniel** 002502 8D M	~		>				~	~						~	~				L		~	~						~	~			1
9.	**Duguid, Kenneth** 007033 08D M	~		>		A		~	~						~	~						~	~			A			~	~		2	
10.	**Dundee, James** 001418 08D M	~		>				~	~						~	~						~	~						~	~			
11.	**Hill, Samantha** 005705 08D F	~		>		A		~	~						~	~						~	~		A				~	~		2	
12.	**Ho, Heidi** 007457 08D F	~		>				~	~						~	~			A			~	~						~	~		1	
13.	**Houston, Roger** 005715 08D M	~		>				~	~						~	~		F				~	~						~	~			
14.	**Hughes, Amber** 002084 08D F	~		>				~	~						~	~						~	~						~	~	A	1	
15.	**Ives, Simon** 991198 08D M	~		>				~	~						~	~						~	~						~	~			
16.	**King, Joseph** 991216 08D M	~		>				~	~			A	A	A	~	~		F				~	~						~	~		3	
17.	**Lee, Mary** 007390 8D F	~		>				~	~						~	~						~	~		A			V	~	~		2	
18.	**Lowe, Glenda** 002118 08D F	~		>		A		~	~						~	~						~	~					L	~	~		1	1
19.	**Moss, Peter** 002087 08D M	~		>				~	~						~	~		F				~	~						~	~			
20.	**O'Shanter, Tam** 005659 8D M	~		>				~	~						~	~					A	~	~						~	~		1	
21.	**O'Shea, Rick** 004393 08D M	~		>				~	~				A		~	~						~	~						~	~		1	
22.	**Silver, Stirling** 004416 08D M	~		>				~	~						~	~						~	~			L			~	~	L		2
23.	**Wilco, Roger** 005710 08D M	~		>				~	~						~	~						~	~						~	~			

13 Males - 10 Females

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

The Best School

8D

September 2006

V. Smart

	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**A**	**L**
1. **Baadshah**		~	~	¤	>				~	~						~	~						~	~	¤					~		
2. **Cora 86**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
3. **Cyber6**		~	~	¤	>		A	A	~	~					V	~	~						~	~	¤					~	2	
4. **Giget**		~	~	¤	>				~	~						~	~						~	~	¤					~		
5. **Heat**		~	~	¤	>				~	~						~	~						~	~	¤					~		
6. **Let's Eat**		~	~	¤	»	A	A	L	~	~						~	~						~	~	¤					~	3	1
7. **Mad Dog**		~	~	¤	>				~	~					L	~	~						~	~	¤					~		1
8. **Mr. Ebtek**		~	~	¤	>		D		~	~						~	~						~	~	¤					~		
9. **Mr. Grouchy**		~	~	¤	»	V	V		~	~						~	~						~	~	¤					~	1	
10. **Mr. Wong**		~	~	¤	>				~	~						~	~						~	~	¤					~		
11. **Ms. Impossible**		~	~	¤	>				~	~						~	~						~	~	¤					~		
12. **New Guy**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
13. **Noo**		~	~	¤	>				~	~						~	~						~	~	¤					~		
14. **Old Navy**		~	~	¤	>				~	~						~	~						~	~	¤					~		
15. **One Hundred Percent**		~	~	¤	>		A		~	~						~	~						~	~	¤					~	1	
16. **Snap**		~	~	¤	>				~	~					A	~	~						~	~	¤					~	1	
17. **Spell Bound**		~	~	¤	>				~	~						~	~						~	~	¤					~		
18. **Spiderman**		~	~	¤	>				~	~						~	~						~	~	¤					~		
19. **Squall**		~	~	¤	>				~	~						~	~						~	~	¤					~		
20. **Stale Turkey Breast**		~	~	¤	>	A			~	~					D	~	~						~	~	¤					~	1	
21. **Starshine**		~	~	¤	>				~	~						~	~		V			A	~	~	¤				A	~	2	
22. **The Filter**		~	~	¤	>				~	~						~	~						~	~	¤					~		
23. **Ups!**		~	~	¤	>				~	~						~	~						~	~	¤					~		

Type of Day: [~] a non teaching weekday, [¤] - a holiday or other non teaching day.

The Best School

V. Smart

8D

Attendance Summary

	Sep '08		Oct '08		Nov '08		Dec '08		Jan '09		Feb '09		Mar '09		Apr '09		May '09		Jun '09		Total	
	A	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**	**A**	**L**
1. **Arkand, Samantha** 000492	1		2	1							1		1						1		6	1
2. **Beach, Shelley** 002837	1		2	1	1		1	1	3				1				2				11	2
3. **Bell, Clarissa** 001271	4	1				1						1					2	1			6	4
4. **Boame, Gerald** 005069						1											1				1	1
5. **Boyce, Daniella** 001321	1																1				2	
6. **Bridges, Cam** 004447	2		1								1			1	1		1		3		9	1
7. **Day, Bonny** 005404	1				1	1	2		2				1		2				1		10	1
8. **D'Lionne, Daniel** 002502			1		1		1					1			1				1		5	1
9. **Duguid, Kenneth** 007033										1	1						1		1		3	1
10. **Dundee, James** 001418	2	2	1					4							2		1				6	6
11. **Hill, Samantha** 005705	1				1		1			1			1		6				1		11	1
12. **Ho, Heidi** 007457	2	1	1						7	2			1		2						13	3
13. **Houston, Roger** 005715					2		1				1		1						1		6	
14. **Hughes, Amber** 002084	2		1			2			1		1						1				6	2
15. **Ives, Simon** 991198	1		1		1	1	3			1	1				2		1				10	2
16. **King, Joseph** 991216				1					2		1										3	1
17. **Lee, Mary** 007390	3		1		1		3				1		1		1			1			11	1
18. **Lowe, Glenda** 002118	4	1	1	1	4	1			2		1		3		2		1				18	3
19. **Moss, Peter** 002087	1		1			1	1			1							1		1		5	2
20. **O'Shanter, Tam** 005659					1	1	1		1		1				1						5	1
21. **O'Shea, Rick** 004393	1	1		1	1		1		1		2		1	4					1		8	6
22. **Silver, Stirling** 004416					1				1				1	1			5	1			8	2
23. **Wilco, Roger** 005710	1		3										1				1		1		7	

Jun. 11, 2009

The Best School
8D - 2013
V. Smart

	Birth Date	Age (Today)	
Arkand, Samantha	Sep. 10, 2000	13y 4.8m	
Wilco, Roger	Sep. 21, 2000	13y 4.4m	
O'Shea, Rick	Oct. 16, 2000	13y 3.6m	
Bell, Clarissa	Oct. 27, 2000	13y 3.2m	
Hill, Samantha	Nov. 9, 2000	13y 2.8m	
Silver, Stirling	Dec. 2, 2000	13y 2.0m	
Day, Bonny	Dec. 11, 2000	13y 1.8m	
Ho, Heidi	Dec. 30, 2000	13y 1.1m	
Hughes, Amber	Feb. 1, 2000	14y 0.1m	**Today is Feb. 4, 2014**
Boame, Gerald	Feb. 6, 2000	13y 11.9m	
O'Shanter, Tam	Feb. 9, 2000	13y 11.8m	
Lee, Mary	Feb. 16, 2000	13y 11.6m	
Dundee, James	Feb. 20, 2000	13y 11.4m	
Houston, Roger	Feb. 22, 2000	13y 11.4m	
Ives, Simon	Apr. 21, 2000	13y 9.4m	
Lowe, Glenda	Apr. 29, 2000	13y 9.1m	
Boyce, Daniella	May 5, 2000	13y 8.9m	
Bridges, Cam	May 9, 2000	13y 8.8m	
Moss, Peter	May 14, 2000	13y 8.6m	
King, Joseph	May 23, 2000	13y 8.3m	
Duguid, Kenneth	May 29, 2000	13y 8.1m	
Beach, Shelley	Jun. 18, 2000	13y 7.5m	
D'Lionne, Daniel	Aug. 22, 2000	13y 5.4m	

The Best School

8D

V. Smart - Room:

LOANED ITEMS

	Mathpower 8 Chellew Cost: 50.00		**Math Workbook** Chellew Cost: 20.00		**Lab Manual** Hedges Cost: 12.00	
	Ident.	**Status**	**Ident.**	**Status**	**Ident.**	**Status**
1. Arkand, Samantha	**W97-10**		**893**	Paid	**101**	
2. Beach, Shelley	**W151-96**		**734**	Paid	**103**	
3. Bell, Clarissa	**W98-104**		**234**	Paid	**104**	
4. Boame, Gerald	**WG6-16**		**561**	Paid	**105**	
5. Boyce, Daniella	**W98-113**		**922**	Paid	**107**	
6. Bridges, Cam			**556**	Paid	**108**	
7. Daley, Skip	**W98-112**		**345**	Paid	**109**	
8. D'Lionne, Daniel	**w97-07**		**568**	Paid	**111**	
9. Duguid, Kenneth	**W95-12**		**882**	Paid	**113**	
10. Dundee, James	**W97-04**		**982**	Paid	**114**	
11. Hill, Samantha	**W96-19**		**572**	Paid	**115**	
12. Ho, Heidi	**W98-108**		**800**	Paid	**116**	
13. Houston, Roger	**W97-22**		**902**	Paid	**117**	
14. Hughes, Amber	**W150-96**		**102**	Paid	**118**	
15. Ives, Simon	**W96-72**		**340**	Paid	**120**	
16. King, Joseph	**W96-134**		**303**	Paid	**121**	
17. Lee, Mary	**W95-73**		**206**	Paid	**122**	
18. Lowe, Glenda	**W96-09**	Lost	**399**	Paid	**123**	
19. Moss, Peter	**W96-05N**		**471**	Paid	**124**	
20. O'Shanter, Tam	**w98-102**		**448**	Paid	**126**	
21. O'Shea, Rick	**W97-21**		**560**	Paid	**127**	
22. Silver, Stirling	**W95-42**		**291**	Paid	**128**	
23. Wilco, Roger	**W98-111**		**822**	Paid	**129**	

The Best School
8D Math and Science
Mathematics 2

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

Average: 67%
Median: 68%

V. Smart

Apr. 11, 2014

ENTRIES	Overall	31 x/15	32 x/49	33 x/100	34 x/15	35 x/5	36 x/10	37 x/10	38 x/5	39 x/12	(Actual Mark) 40 x/49
1. Baadshah	**44**	3	7	Zero!	Zero!	5	0.1	6	3	1	7
2. Cora 86	**84**	15	38	85	13.5	5	10	9.5	5	12	38
3. Cyber6	**65**	12	43	73	8	4	8	Zero!	4	1	43
4. Giget	**22**	Zero!	24	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	24
5. Heat	**61**	8	15	63	13	2.5	9	7	3	6	15
6. Let's Eat	**75**	15	44	53	12	5	8	5	3	4	44
7. Mad Dog	**59**	9	20	53	Zero!	2.5	6	8	5	9	20
8. Mr. Ebtek	**74**	14	36	90	13.5	4	10	10	5	4	36
9. Mr. Grouchy	**66**	13	13	60	6.5	5	9	9.5	5	10	13
10. Mr. Wong	**82**	15	39	73	14.5	5	9	10	5	8	39
11. Ms. Impossible	**95**	15	47	85	13.5	5	9	10	5	12	47
12. New Guy	**68**	11	32	-----	-----	-----	-----	-----	4	6	32
13. Noo	**46**	7	27	Zero!	6.5	Zero!	8	7	Zero!	6	27
14. Old Navy	**80**	12	48	77	13.5	5	8	8	5	12	48
15. One Hundred Percent	**75**	12	42	85	13.5	5	7	9	5	12	42
16. Snap	**68**	7.5	46	73	6.5	4	8	6	5	12	46
17. Spell Bound	**94**	15	40	90	11	5	10	10	5	12	40
18. Spiderman	**67**	11	26	60	10.5	5	9	9.5	5	12	26
19. Squall	**42**	Zero!	26	70	4	Zero!	10	10	5	Zero!	26
20. Stale Turkey Breast	**85**	15	43	85	12	5	9	10	5	12	43
21. Starshine	**53**	10	19	73	Zero!	2.5	7	Zero!	5	11	19
22. The Filter	**86**	14	45	77	12	5	10	9	5	11	45
23. Ups!	**39**	Zero!	26	Zero!	Zero!	Zero!	8	8	Zero!	Zero!	26

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Avg-CatWt

ENTRY DESCRIPTIONS and ANALYSIS	Date	Unit	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	68	2.6
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	66	6.7
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	60	2.5
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	56	2.5
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	72	0.5
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	78	0.5
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	73	1.0
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	80	0.5
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	63	2.5
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	66	5.0

The Best School
8D Math and Science
Mathematics 2

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

Average: 67%
Median: 68%

V. Smart

Apr. 11, 2014

SUMMARY	Age (Avg.) (13y 9.4m)	Mark (%)	Adj. Class Avg. (%)	± Class Avg. (%)	Missing of: 40 NoMark	Zero!	Attendance Absent	Late
1. Arkand, S.	14y 3.2m	**74**	68	6	-----	-----	5	
2. Beach, Shelley	14y 5.9m	**53**	68	-15	1	9	3	3
3. Bell, Clarissa	14y 1.7m	**85**	68	17	1	-----	1	
4. Boame, Gerald	14y 10.4m	**46**	66	-20	4	9	2	2
5. Boyce, Daniella	14y 7.4m	**65**	68	-3	1	5		
6. Bridges, Cam	14y 7.3m	**68**	66	2	29	-----	1	
7. Day, Bonny	14y 0.2m	**84**	68	16	1	-----	1	2
8. D'Lionne, D.	14y 3.8m	**75**	68	7	17	-----	2	1
9. Duguid, Kenneth	14y 6.6m	**39**	68	-29	3	17		2
10. Dundee, James	14y 9.9m	**86**	68	18	-----	-----	1	1
11. Hill, Samantha	14y 1.3m	**22**	66	-44	4	23		
12. Ho, Heidi	13y 11.6m	**75**	66	9	2	-----	1	
13. Houston, Roger	14y 9.8m	**68**	68	0	-----	-----	4	
14. Hughes, Amber	14y 10.5m	**95**	68	27	-----	-----	1	
15. Ives, Simon	14y 7.9m	**42**	66	-24	4	10	2	1
16. King, Joseph	14y 6.8m	**59**	68	-9	-----	4	3	1
17. Lee, Mary	14y 10.0m	**66**	68	-2	1	-----	2	
18. Lowe, Glenda	14y 7.6m	**82**	66	16	3	-----	1	2
19. Moss, Peter	14y 7.0m	**80**	68	12	-----	-----	11	2
20. O'Shanter, Tam	14y 10.3m	**44**	69	-25	10	3	1	
21. O'Shea, Rick	14y 2.0m	**61**	68	-7	-----	-----	1	
22. Silver, S.	14y 0.5m	**67**	68	-1	-----	-----	1	1
23. Wilco, Roger	14y 2.9m	**94**	68	26	-----	-----		

NOTE: 'NoMark' entries are NOT included in mark calculations - CALCULATION METHOD: Avg-CatWt

DISTRIBUTION

0 to 39.9: 2	50 to 59.9: 2	70 to 79.9: 3	90 to 99.9: 2
40 to 49.9: 3	60 to 69.9: 6	80 to 89.9: 5	100 & Over: 0

1. Hughes, A. 95
2. Wilco, R. 94
3. Dundee, J. 86
4. Bell, C. 85
5. Day, B. 84
6. Lowe, G. 82
7. Moss, P. 80
8. Ho, H. 75
9. D'Lionne, D. 75
10. Arkand, S. 74
11. Houston, R. 68
12. Bridges, C. 68
13. Silver, S. 67
14. Lee, M. 66
15. Boyce, D. 65
16. O'Shea, R. 61
17. King, J. 59
18. Beach, S. 53
19. Boame, G. 46
20. O'Shanter, T. 44
21. Ives, S. 42
22. Duguid, K. 39
23. Hill, S. 22

The Best School 8D - 2013 **MIXING LIGHT COLOURS** Science 2 - Entry: 12	Date: Feb. 7, 2014 Term: 2 Category: LabReprt Type: Summative	Avg./100: 70.6 Weight: 5 14.3% of [LabReprt] 5% Overall	Average: 71% Median: 77%

SUMMARY	X out of: 100	Percent	± Class Avg (%)	Remarks
1. Arkand, Samantha	85	**85**	14	
2. Beach, Shelley	85	**85**	14	Redo 55
3. Bell, Clarissa	85	**85**	14	
4. Boame, Gerald	63	**63**	-8	
5. Boyce, Daniella	80	**80**	9	
6. Bridges, Cam	NoMark	NoMark		Not Registered
7. Day, Bonny	85	**85**	14	
8. D'Lionne, Daniel	80	**80**	9	
9. Duguid, Kenneth	Zero!	**Zero!**	-71	Skipped!
10. Dundee, James	85	**85**	14	
11. Hill, Samantha	53	**53**	-18	
12. Ho, Heidi	73	**73**	2	
13. Houston, Roger	63	**63**	-8	
14. Hughes, Amber	85	**85**	14	
15. Ives, Simon	63	**63**	-8	
16. King, Joseph	85	**85**	14	
17. Lee, Mary	70	**70**	-1	
18. Lowe, Glenda	70	**70**	-1	
19. Moss, Peter	85	**85**	14	
20. O'Shanter, Tam	45	**45**	-26	Incomplete
21. O'Shea, Rick	70	**70**	-1	
22. Silver, Stirling	63	**63**	-8	
23. Wilco, Roger	80	**80**	9	

DISTRIBUTION				
0 to 39.9: 1	**50 to 59.9: 1**	**70 to 79.9: 4**	**90 to 99.9: 0**
40 to 49.9: 1	**60 to 69.9: 4**	**80 to 89.9: 11**	**100 & Over: 0**

The Best School
8D - 2013

OPTICS UNIT TEST

Science 2 - Entry: 15

Date: Feb. 14, 2014
Term: 2
Category: Tests
Type: Summative

Avg./54: 36.0
Weight: 20 80% of [Tests] 20% Overall

Average: 67%
Median: 67%

SECTION MARKS

Note: 1. Column heading format is: Section ID / Maximum mark for the Section
2. An asterisk (*) indicates a mark more than 10% BELOW the class average for that section.

	X out of 54	a/9	b/8	c/4	d/3	e/9	f/14	g/7
1. Arkand, Samantha	**25**	3*	4*	4	0*	5*	9	0*
2. Beach, Shelley	**38**	7	7	4	1*	5*	11	3*
3. Bell, Clarissa	**50**	8	8	4	3	9	13	5
4. Boame, Gerald	**33**	8	5	4	1*	6	7*	2*
5. Boyce, Daniella	**45**	8	7	3	1*	7	12	7
6. Bridges, Cam	**21**	6*	2*	2*	1*	4*	2*	4
7. Day, Bonny	**53**	8	8	4	3	9	14	7
8. D'Lionne, Daniel	**41**	7	6	4	1*	6	11	6
9. Duguid, Kenneth	**28**	6*	6	2*	0*	4*	5*	5
10. Dundee, James	**51**	9	8	4	3	8	13	6
11. Hill, Samantha	**27**	5*	4*	3	1*	3*	7*	4
12. Ho, Heidi	**43**	8	5	3	1*	8	13	5
13. Houston, Roger	**36**	8	5	4	0*	6	12	1*
14. Hughes, Amber	**51**	9	8	3	3	9	12	7
15. Ives, Simon	**30**	7	7	3	0*	7	6*	0*
16. King, Joseph	**26**	4*	4*	2*	1*	4*	5*	6
17. Lee, Mary	**25**	7	2*	3	1*	3*	6*	3*
18. Lowe, Glenda	**47**	8	8	3	3	6	12	7
19. Moss, Peter	**42**	8	5	4	3	7	11	4
20. O'Shanter, Tam	**16**	6*	0*	1*	1*	8	0*	0*
21. O'Shea, Rick	**19**	4*	4*	2*	0*	5*	4*	0*
22. Silver, Stirling	**29**	6*	6	4	1*	7	5*	0*
23. Wilco, Roger	**53**	9	8	4	3	8	14	7

The Best School
8D (2014)
Mathematics 2

Term: [ALL]
Category: [ALL]
Type: S----

Average: 67%
Median: 68%

V. Smart

Jun. 6, 2015
Last 10 of 40 entries

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

ENTRIES	Overall	31	32	33	34	35	36	37	38	39	40
		(Rank lowest 5 entries <= 50% - Shown as Rank (Mark) - Actual Mark)									
1. Baadshah	**41**			3 (Z!)	2 (Z!)		5 (0.1/10)				
2. Cora 86	**88**										
3. Cyber6	**63**							2 (Z!)			
4. Giget	**27**								5 (Z!)		
5. Heat	**59**										
6. Let's Eat	**79**							3 (5/10)		1 (4/12)	
7. Mad Dog	**55**				3 (Z!)						
8. Mr. Ebtek	**79**									1 (4/12)	
9. Mr. Grouchy	**62**										
10. Mr. Wong	**84**										
11. Ms. Impossible	**94**										
12. New Guy	**68**									2 (6/12)	
13. Noo	**44**					5 (Z!)			3 (Z!)		
14. Old Navy	**81**										
15. One Hundred Percent	**79**										
16. Snap	**70**				4 (6.5/15)						
17. Spell Bound	**92**										
18. Spiderman	**68**										
19. Squall	**39**					2 (Z!)					
20. Stale Turkey Breast	**86**										
21. Starshine	**51**				4 (Z!)			1 (Z!)			
22. The Filter	**86**										
23. Ups!	**33**					2 (Z!)			4 (Z!)		

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Average - Category Wt

ENTRY DESCRIPTIONS and ANALYSIS	Date	Term	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	68	3.2
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	66	8.1
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	60	3.0
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	56	3.0
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	72	0.6
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	78	0.6
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	73	1.2
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	80	0.6
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	63	3.0
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	66	6.1

The Best School 8D (2014) **Mathematics 2**	Term: [ALL] Category: [ALL] Type: S----	Average: 67% Median: 68%	V. Smart Jun. 6, 2015 Last 10 of 40 entries

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

ENTRIES	Overall	31 x/15	32 x/49	33 x/100	34 x/15	35 x/5	36 x/10	37 x/10	38 x/5	39 x/12	40 x/49
		(Entries <= 50% plus No Marks (---) - Actual Mark)									
1. Baadshah	**41**	3	7	Zero!	Zero!		0.1			1	7
2. Cora 86	**88**										
3. Cyber6	**63**							Zero!		1	
4. Giget	**27**	Zero!	24	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	24
5. Heat	**59**		15			2.5				6	15
6. Let's Eat	**79**							5		4	
7. Mad Dog	**55**		20		Zero!	2.5					20
8. Mr. Ebtek	**79**									4	
9. Mr. Grouchy	**62**		13		6.5						13
10. Mr. Wong	**84**										
11. Ms. Impossible	**94**										
12. New Guy	**68**			---	---	---	---	---		6	
13. Noo	**44**	7		Zero!	6.5	Zero!			Zero!	6	
14. Old Navy	**81**										
15. One Hundred Percent	**79**										
16. Snap	**70**	7.5			6.5						
17. Spell Bound	**92**										
18. Spiderman	**68**										
19. Squall	**39**	Zero!			4	Zero!				Zero!	
20. Stale Turkey Breast	**86**										
21. Starshine	**51**		19		Zero!	2.5		Zero!			19
22. The Filter	**86**										
23. Ups!	**33**	Zero!		Zero!	Zero!	Zero!			Zero!	Zero!	

NOTE: 'NoMark' (---) entries are NOT included in mark calculations - CALCULATION METHOD: Average - Category Wt

ENTRY DESCRIPTIONS and ANALYSIS	Date	Term	Category	Type	Class Average	Weight Factor
31. USE A TABLE (4.12)	Feb. 15	2	Algebra	Summative	68	3.2
32. AREA / PERIM UNIT TEST	Feb. 17	2	Measure	Summative	66	8.1
33. *CONCAVE/CONVEX MIRRORS	Jan. 23	2	Geo	Summative	60	3.0
34. *RAY DIAGRAMS	Jan. 25	2	Geo	Summative	56	3.0
35. *GEO CONSTANTS	Jan. 18	2	Geo	Summative	72	0.6
36. *CIRCUMFERENCE (4.3)	Jan. 20	2	Geo	Summative	78	0.6
37. *AREA OF RECT / SQU (4.5)	Jan. 28	2	Geo	Summative	73	1.2
38. *AREA PARALLEL (4.6)	Feb. 1	2	Geo	Summative	80	0.6
39. *AREA AND PERIM (4.11)	Feb. 13	2	Geo	Summative	63	3.0
40. *AREA / PERIM UNIT TEST	Feb. 17	2	Geo	Summative	66	6.1

The Best SS Math 9 **Mathematics 9**	**Unit: [ALL]** **Category: [ALL]** **Type: SFDSP**	**V. Smart - Room: 112 - Day: 1 - Period: 4** **Apr. 11, 2014**

MODAL ANALYSIS

WEIGHTED

Bracketed number is that level's lower limit (%)

	Mode	R (0)	1 (50)	2 (60)	3 (70)	4 (80)
1. Arkland, S.	**4**	3	2	5	29	62
2. Beach, Shelly	**3**	14	4	6	41	35
3. Bell, Clarissa	**3**	5	4	12	43	36
4. Boame, Gerald	**1**	25	27	17	12	20
5. Boyce, Daniella	**4**	8	17	28	17	31
6. Bridges, Cam	**R**	61	24	6	4	5
7. Day, Bonnie	**4**	6	23	20	8	44
8. Duguid, Ken	**4**	7	3	6	33	50
9. Dundee, James	**4**	9	26	22	16	26
10. Hill, Samantha	**3**	16	6	9	49	20
11. Ho, Heidi	**4**	4	2	3	41	50
12. Houston, Roger	**4**	7	34	6	16	37
13. Hughes, Amber	**4**	17	20	13	13	37
14. Ives, Simon	**4**	3	2	2	6	88
15. King, Joseph	**4**	4	4	16	15	61
16. Knott, Astrid	**2**	27	9	30	17	18
17. Lowe, Glenda	**R**	47	3	7	35	8
18. Lyons, Melody	**4**	2	7	32	21	38
19. Moss, Peter	**2**	6	10	44	11	29
20. O' Shanter, Tam	**R**	33	30	10	12	16
21. O' Shea, Rick	**1**	19	30	24	14	14
22. Silver, S.	**3**	23	25	8	27	17
23. Stone, Edward	**4**	7	2	19	29	43
24. ZZ1, Marilyn	**4**	-----	2	4	7	88
25. ZZ2, Frank	**4**	2	2	2	10	84
26. ZZ3, Lisa	**3**	10	7	9	45	29
27. ZZ4, Mary	**3**	18	23	9	33	16
28. ZZ5, Robert	**4**	14	12	10	28	36
29. ZZ6, Ian	**4**	10	7	25	9	49
30. ZZ7, Saul	**R**	71	20	5	2	3
31. ZZ8, Lois	**R**	70	24	2	4	1

NOTE: 1. Values indicate the percent of entries at each level. The Mode is the Level with the highest value.
2. The weight of each entry was used in calculations. The Weighting Method used was: Category Weight.
3. Levels with no entries are shown with dashes (-----). Levels with 0 have less than 0.5% of the entries evaluated.

The Best School
8D (2015)
Mathematics 2

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

V. Smart

Sep. 6, 2015

Type Codes: [S]ummative, [F]ormative, [D]iagnostic, [S]elf, [P]eer

COMPARE CALCULATIONS

Alert (*): ± is >= 10%	Combined	Weighted Average	Weighted Median	Weighted Mode	Blended Mode	Blended Median	Missing of 40 NoMark	Missing of 40 Zero!
1. Arkand, Samantha	**83***	78	80	90	89	80	-	-
2. Beach, Shelley	**41***	49	50	25	27	52	1	9
3. Bell, Clarissa	**87**	86	88	90	86	83	1	-
4. Boame, Gerald	**37***	41	50	25	34	37	4	9
5. Boyce, Daniella	**77***	63	75	90	86	73	1	5
6. Bridges, Cam	**69***	68	65	75	69	68	29	-
7. Day, Bonny	**90**	88	90	90	90	91	1	-
8. D'Lionne, Daniel	**85***	79	86	90	89	79	17	-
9. Duguid, Kenneth	**27**	33	25	25	27	27	3	17
10. Dundee, James	**89**	86	91	90	90	89	-	-
11. Hill, Samantha	**25***	27	23	25	32	18	4	23
12. Ho, Heidi	**83***	79	80	90	83	85	2	-
13. Houston, Roger	**77***	70	71	90	80	75	-	-
14. Hughes, Amber	**93**	94	98	90	90	94	-	-
15. Ives, Simon	**35***	39	38	25	33	42	4	10
16. King, Joseph	**47***	55	60	25	42	55	-	4
17. Lee, Mary	**55***	62	65	25	58	63	1	-
18. Lowe, Glenda	**84***	84	80	90	86	82	3	-
19. Moss, Peter	**87**	81	85	90	90	89	-	-
20. O'Shanter, Tam	**35***	41	25	25	49	36	10	3
21. O'Shea, Rick	**59**	59	60	55	63	58	-	-
22. Silver, Stirling	**66**	68	63	65	69	66	-	-
23. Wilco, Roger	**93***	92	100	90	90	94	-	-

NOTE: Blended Calculations use [ALL] Categories and their Weights

LEARNING SKILLS (Ontario LS)	1: R - Responsibility 2: O - Organization		3: I - Independent Work 4: C - Collaboration		5: I - Initiative 6: S - Self-Regulation	
8D	**1: R**	**2: O**	**3: I**	**4: C**	**5: I**	**6: S**
1. Arkand, Samantha	G	G	G	S	S	S
2. Beach, Shelley	N	S	N	N	N	S
3. Bell, Clarissa	E	E	E	E	E	E
4. Boame, Gerald	N	N	N	S	N	N
5. Boyce, Daniella	S	G	S	S	S	S
6. Bridges, Cam	N	N	N	G	N	S
7. Day, Bonny	E	E	E	G	E	E
8. D'Lionne, Daniel	G	G	E	G	E	E
9. Duguid, Kenneth	N	N	N	G	N	S
10. Dundee, James	E	E	E	E	G	E
11. Hill, Samantha	N	N	N	N	N	N
12. Ho, Heidi	E	E	G	E	G	E
13. Houston, Roger	S	S	G	E	N	S
14. Hughes, Amber	E	E	E	E	E	E
15. Ives, Simon	N	S	N	N	N	N
16. King, Joseph	G	G	S	E	S	S
17. Lee, Mary	S	S	N	G	N	S
18. Lowe, Glenda	E	E	G	E	E	G
19. Moss, Peter	G	G	G	E	G	N
20. O'Shanter, Tam	S	N	N	N	S	N
21. O'Shea, Rick	N	S	G	N	N	N
22. Silver, Stirling	G	S	N	G	S	N
23. Wilco, Roger	E	E	E	E	E	E

E - Excellent G - Good S - Satisfactory N - Needs Improvement Mar. 6, 2014

BEHAVIOURS
(Elementary)

8D

1: I - Independent work
2: I - Initiative
3: H - Homework completion
4: U - Use of information
5: C - Cooperation with others
6: C - Conflict resolution
7: C - Class participation
8: P - Problem solving
9: G - Goal setting to improve work
10: U - Use of the agenda planner
11: A - Achieving the curriculum

	1: I	2: I	3: H	4: U	5: C	6: C	7: C	8: P	9: G	10: U	11: A
1. Arkand, Samantha	S	E	E	E	E	G	G	S	E	N	E
2. Beach, Shelley	N	N	N	G	E	E	N	S	N	N	N
3. Bell, Clarissa	E	E	E	E	N	G	N	N	E	E	E
4. Boame, Gerald	G	N	N	G	G	N	S	N	N	E	N
5. Boyce, Daniella	S	S	S	G	E	E	G	N	S	S	S
6. Bridges, Cam	G	S	S	S	E	G	G	S	N	G	S
7. Daley, Skip	G	E	E	E	G	E	E	E	G	E	E
8. D'Lionne, Daniel	G	E	E	E	G	E	G	G	G	E	E
9. Duguid, Kenneth	N	N	N	G	G	S	S	N	N	N	N
10. Dundee, James	G	E	E	E	G	E	E	E	G	E	E
11. Hill, Samantha	S	N	N	S	S	N	N	N	S	S	N
12. Ho, Heidi	G	S	E	E	G	E	E	G	G	E	E
13. Houston, Roger	G	G	S	G	G	G	S	S	S	G	S
14. Hughes, Amber	E	E	E	E	G	G	E	E	E	E	E
15. Ives, Simon	N	N	N	S	S	N	N	S	N	S	N
16. King, Joseph	S	S	G	S	S	G	G	S	N	S	S
17. Lee, Mary	S	S	S	G	G	G	G	N	S	G	S
18. Lowe, Glenda	G	S	E	E	G	G	E	E	G	E	E
19. Moss, Peter	G	G	G	E	G	E	G	G	G	E	E
20. O'Shanter, Tam	N	N	N	G	G	G	N	S	N	S	N
21. O'Shea, Rick	S	S	G	S	S	G	E	S	N	N	S
22. Silver, Stirling	G	S	N	G	E	G	S	S	N	N	S
23. Wilco, Roger	E	E	E	E	G	E	E	E	G	E	E

E - Excellent G - Good S - Satisfactory N - Needs Improvement

Mar. 6, 2014

The Best School
8D - Mathematics 2
Ms. V. Smart - Apr. 24, 2010

NOTES

The tables below show selected assessment data. Note that students are identified by a code name and all are listed alphabetically by that name.

This text area is for custom comments by the teacher. It can include messages for all learners and parents as follows:

Homework April 24, Read p349-352, do p357 #4,5,9

Homework April 23, Read p345-348, do p357 #1,2,3,6,8

Parent night on April 30. Have your parents make an appointment with me.

STUDENT RESULTS

Included 'Types': S--S-

					Entry Number:	31	32	33	34	35	36	37	38	39	40
					Out Of:	15	49	100	15	5	10	10	5	12	49
Code Name	Overall Percent	YTD % Absent	YTD % Late	NoMark of 36	Zero! of 36										
Baadshah	41	5/252 = 2%	1/252 = 0%	6	3	3	7	Zero!	Zero!	5	0.1	6	3	1	7
Cora 86	88	10/252 = 4%	1/252 = 0%	1	0	15	38	85	13.5	5	10	9.5	5	12	38
Cyber6	66	2/252 = 1%	0/252 = 0%	1	3	12	43	73	8	4	8	Zero!	4	1	43
Giget	24	10/252 = 4%	1/252 = 0%	4	22	Zero!	24	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	Zero!	24
Heat	59	8/252 = 3%	6/252 = 2%	0	0	8	15	63	13	2.5	9	7	3	6	15

The Best School
8D - 2008 - COMBINED REPORT
V. Smart - Apr. 20, 2010

NOTES
Parent Night is April 27 starting at 5:30pm. Please have your son/daughter make an appointment.

STUDENT RESULTS
Included 'Types': **SFDSP**

				Mark Sets:	MAT1	SNC1	MAT2	SNC2	MAT3	SNC3
Code Name	Combined Result	YTD Absent	YTD Late							
Baadshah	**41**	5	1		35	63	41	25	54	34
Cora 86	**89**	10	1		87	76	88	87	99	85
Cyber6	**68**	2	0		67	73	63	69	76	63
Giget	**39**	10	1		75	70	27	34	25	43
Heat	**58**	8	6		80	63	59	60	55	51
Let's Eat	**78**	13	3		80	75	79	70	84	76
The Filter	**86**	5	6		90	76	86	82	92	84
Ups!	**50**	3	1		65	73	33	32	59	50

1. Calculated numbers are rounded.
2. 'YTD' means 'Year To Date'.

MARK SETS

Short Code	Mark Set Title	% of Overall	Class Average	Calculation Method
MAT1	Mathematics 1	8.3	75	Median - Category Weight
SNC1	Science 1	8.3	71	Median - Entry Weight
MAT2	Mathematics 2	16.7	66	Average - Category Weight
SNC2	Science 2	16.7	62	Average - Category Weight
MAT3	Mathematics 3	25.0	69	Average - Category Weight
SNC3	Science 3	25.0	63	Blended Mode

4. Student Reports

1 & 2. Individual Attendance Reports – Counts and Percentages

Print and send this style of report to administrators and/or parents. Note the weekly pattern immediately under the summary counts of absences and lates/tardies. Edit the word 'Late' to 'Tardy' under MarkBook's Setup. Note the use of various letters as signifiers of particular kinds of absences. School-sponsored trips like 'Band' and 'Field Trip' can be assigned an attendance value of zero.

3 & 4. Interim Report Cards for One Student

Teachers with modest computer skills can generate these reports at any time. There are dozens of options to choose from. The Trend and Mode graphs are powerful motivators. Note that attendance merges at the top and there is a parent signature section at the bottom. Among other options, comparisons to the class average may be turned off. Percentages, ABCs and Levels may be used.

5. Mini or 'Strip' Reports

MarkBook will print multiple reports per page. Scissor the pages to hand out.

6. Combined Mark Set Report

This teacher has divided the curriculum units of the course into separate 'Mark Sets' and then amalgamated all sets into one report. In this way, the teacher has total control over the relative contribution of each unit and learning skill to the overall grade.

7. Email Student Report

This is a printout of the content of Email reports sent by MarkBook to a student or parents. Teachers may send such reports one at a time or in bulk to selected parents, selected students, or to all persons for whom there is a valid Email address in MarkBook. The addresses may be imported from the school's Student Information System or manually typed into MarkBook.

ATTENDANCE REPORT Sep. '06 to Jul. '07 V. Smart - 8D	Beach, Shelley 002837 08D	Mar. 29, 2010

Absent: 21

Mon: 0 Tue: 1 Wed: 0 Thu: 3 Fri: 17

Sep. 5, 2006 (Tue)	Start	0
Sep. 22, 2006 (Fri)	Absent	1
Sep. 29, 2006 (Fri)	Absent	1
Oct. 3, 2006 (Tue)	Absent	1
Oct. 13, 2006 (Fri)	Absent	1
Oct. 19, 2006 (Thu)	Absent	1
Oct. 27, 2006 (Fri)	Absent	1
Nov. 3, 2006 (Fri)	Absent	1
Nov. 17, 2006 (Fri)	Absent	1
Dec. 1, 2006 (Fri)	Absent	1
Dec. 15, 2006 (Fri)	Absent	1
Dec. 22, 2006 (Fri)	Absent	1
Jan. 19, 2007 (Fri)	Absent	1
Feb. 9, 2007 (Fri)	Absent	1
Mar. 2, 2007 (Fri)	Absent	1
Mar. 30, 2007 (Fri)	Absent	1
Apr. 27, 2007 (Fri)	Absent	1
May 17, 2007 (Thu)	Absent	1
May 18, 2007 (Fri)	Absent	1
Jun. 7, 2007 (Thu)	Absent	1
Jun. 8, 2007 (Fri)	Absent	1
Jun. 15, 2007 (Fri)	Absent	1

Late: 12

Mon: 9 Tue: 3 Wed: 0 Thu: 0 Fri: 0

Oct. 10, 2006 (Tue)	Late	1
Oct. 16, 2006 (Mon)	Late	1
Nov. 21, 2006 (Tue)	Late	1
Nov. 27, 2006 (Mon)	Late	1
Dec. 11, 2006 (Mon)	Late	1
Jan. 8, 2007 (Mon)	Late	1
Feb. 26, 2007 (Mon)	Late	1
Mar. 19, 2007 (Mon)	Late	1
Apr. 3, 2007 (Tue)	Late	1
Apr. 16, 2007 (Mon)	Late	1
May 7, 2007 (Mon)	Late	1
Jun. 4, 2007 (Mon)	Late	1

ATTENDANCE REPORT

Sep. '06 to Mar. '07
V. Smart - 8D

Beach, Shelley

002837 08D

Mar. 29, 2010

Absent: 15/136 = 11%

Mon: 0 Tue: 1 Wed: 0 Thu: 1 Fri: 13

Sep. 5, 2006 (Tue)	Start	0
Sep. 22, 2006 (Fri)	Absent	1
Sep. 29, 2006 (Fri)	Absent	1
Oct. 3, 2006 (Tue)	Absent	1
Oct. 13, 2006 (Fri)	Absent	1
Oct. 19, 2006 (Thu)	Absent	1
Oct. 27, 2006 (Fri)	Absent	1
Nov. 3, 2006 (Fri)	Absent	1
Nov. 17, 2006 (Fri)	Absent	1
Dec. 1, 2006 (Fri)	Absent	1
Dec. 15, 2006 (Fri)	Absent	1
Dec. 22, 2006 (Fri)	Absent	1
Jan. 19, 2007 (Fri)	Absent	1
Feb. 9, 2007 (Fri)	Absent	1
Mar. 2, 2007 (Fri)	Absent	1
Mar. 30, 2007 (Fri)	Absent	1

Late: 8/136 = 6%

Mon: 6 Tue: 2 Wed: 0 Thu: 0 Fri: 0

Oct. 10, 2006 (Tue)	Late	1
Oct. 16, 2006 (Mon)	Late	1
Nov. 21, 2006 (Tue)	Late	1
Nov. 27, 2006 (Mon)	Late	1
Dec. 11, 2006 (Mon)	Late	1
Jan. 8, 2007 (Mon)	Late	1
Feb. 26, 2007 (Mon)	Late	1
Mar. 19, 2007 (Mon)	Late	1

The Best SS

V. Smart
555-555-5555

PROGRESS REPORT
Mathematics 9

SBI3U1-99 - Jan. 31, 2014

Boame, Gerald (118 - 005069 - 14y 5.4m)

60% Rank: 19th of 23 | **4** Wt. Mode

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

Class Avg.: 72%
Median: 73%

Absent: 1
Late: 0

NoMark: None
Zero!: 3

INCOMPLETE ENTRIES
These entries have Zero!

	Date	Unit	Category	Type	Weight Factor
58. WhyIsALameElephant..19and	Nov. 10	3	Know/Und	Summ	1.4
59. WhyDidZornaPourKetchup	Nov. 29	3	Thinking	Summ	2.0
66. HowDoesaHawaiinBaritone	Dec. 11	3	Know/Und	Summ	3.0

LEARNING SKILLS

E = Excellent G = Good
S = Satisfactory N = Needs Improvement

Responsibility: **N**
Organization: **S**
Independent Work: **N**
Collaboration:
Initiative: **N**
Self-Regulation: **N**

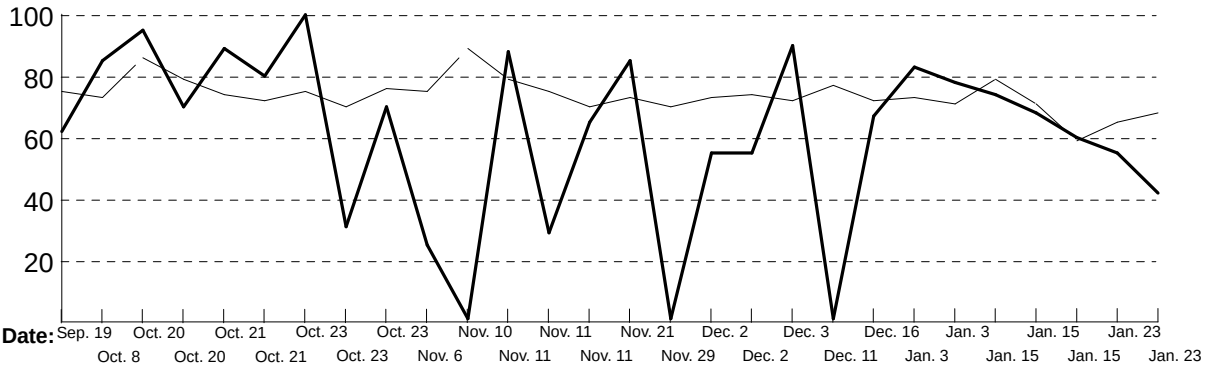
RESULTS by CATEGORY

	Number of Entries	% of TERM	Student Average %	Class Average	± Class Average	Mode
Appln's	7	20.0	**69**	74	-5	2
Comm	7	15.0	**66**	72	-6	4
Exam/CA	2	30.0	**50**	66	-16	1
Know/Und	8	25.0	**65**	77	-12	4
Thinking	4	10.0	**52**	72	-20	2

TRENDS

This graph compares student performance to the class average for all entries.

Gerald
Class Average



COMMENT

Gerald struggled with course concepts. He needs to work harder and ask more questions regarding specific difficulties. He can take the MFM 2P course next. Summer school is recommended to improve his confidence with MFM 1P.

Please sign and return the form below. Thank you.

The Best SS - Math 9 - Mathematics 9 - V. Smart - Jan. 31, 2014

Boame, Gerald: 60%

With 3 incomplete (Zero!) entries.

(Signature of Parent or Guardian)

Assess For Success School

V. Smart
905 555 0575 X942

JANUARY REPORT
Science 10

SCI2A1-01 - Jan. 31, 2014

Rhymes, John (10D - 991212 - 15y 8.0m)

C+
ABC

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

Class Avg.: 75%
Median: 71%

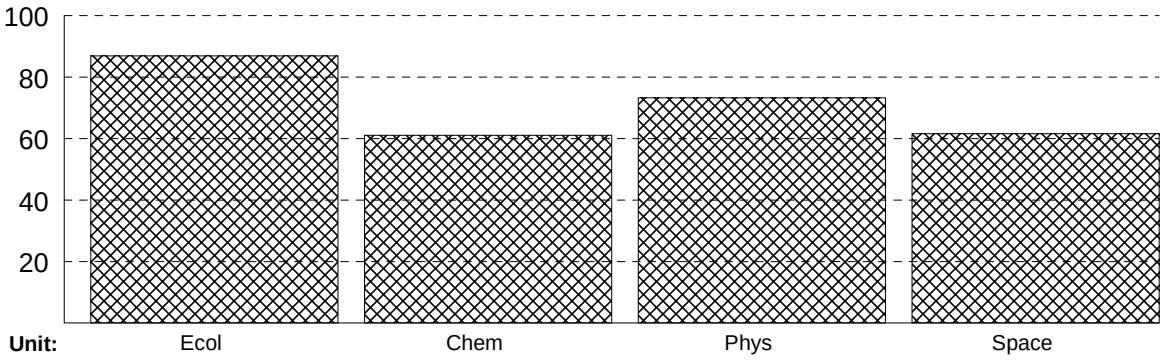
Absent: 5
Late: 5

NoMark: None
Zero!: 3

ENTRY TITLES Last 15 of 36 Sort by: Date +	Date	Unit	Category	Type	Weight Factor	Class Avg. %	± Class Avg. %	ABC
22. Group Review	Nov. 30	Phys	Appl'n	Peer	0.2	79	1	A-
23. Circuits Mini Project	Dec. 8	Phys	Think&In	Summ	4.9	82	12	A+
25. U3 PHYSICS TEST	Dec. 11	Phys	Comm'n	Summ	5.0	76	-25	D-
26. U3 PHYSICS TEST	Dec. 11	Phys	KnowUnd	Summ	4.8	79	9	A
24. U3 PHYSICS TEST	Dec. 11	Phys	Appl'n	Summ	4.9	75	8	A-
27. U3 PHYSICS TEST	Dec. 11	Phys	Think&In	Summ	4.9	75	-25	D-
28. Space Review	Dec. 12	Space	Comm'n	Diag	<0.1	74	24	A+
29. AV Universe Questions	Dec. 18	Space	KnowUnd	Form	<0.1	59	21	A-
30. Light Speed	Dec. 20	Space	Comm'n	Form	0.1	49	21	B-
31. Self Check	Jan. 9	Space	KnowUnd	Self	0.1	72	8	A-
32. Star Chart	Jan. 12	Space	Comm'n	Summ	5.0	58	-58	F
33. U4 SPACE TEST	Jan. 19	Space	Appl'n	Summ	4.9	87	-7	A-
35. U4 SPACE TEST	Jan. 19	Space	Think&In	Summ	4.9	79	4	A-
36. U4 SPACE TEST	Jan. 19	Space	KnowUnd	Summ	4.8	80	3	A-
34. U4 SPACE TEST	Jan. 19	Space	Comm'n	Summ	5.0	61	-61	F

CALCULATION METHOD: Average - Category Weight

RESULTS by UNIT	Number of Entries	ABC	Mode
Ecol	9	A	4
Chem	9	C-	4
Phys	9	B	4
Space	9	C-	4

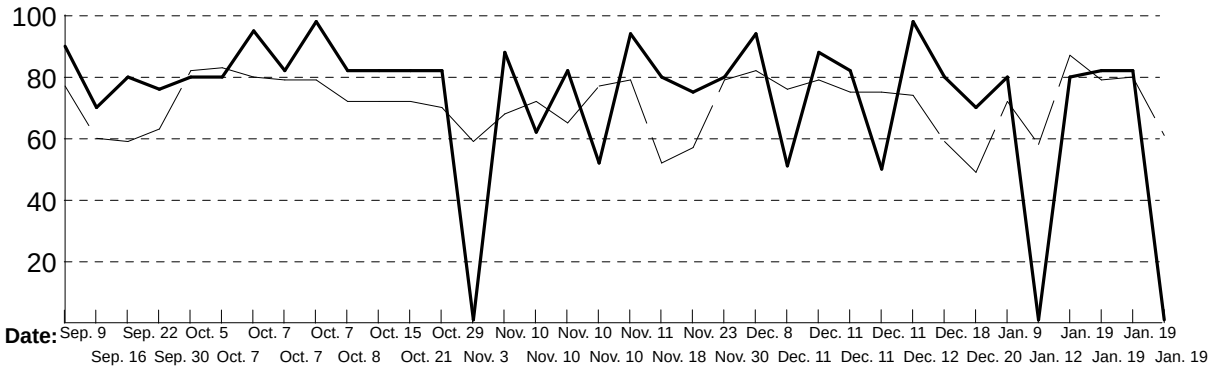


TRENDS

This graph compares student performance to the class average for all entries.

John

Class Average



Assess For Success School
V. Smart - 905 555 0575 X942

JANUARY REPORT

Science 10

Demo - Jan. 31, 2014

Abbott, Dave (10B - 991221 - 15y 11.7m)

1 Wt. Mode

Unit: [ALL] **Absent: 5** **NoMark: None**
Category: [ALL] **Late: 3** **Zero!: None**

Results by CATEGORY
(Results represent the Mode of each category.)
(May not be equally weighted.)

Appl'n. . . . . 1 KnowUnd. . . 2
Comm'n. . . . 1 Think&In. . . . 1

Results by UNIT
(Results represent the Mode of each Unit.)
(May not be equally weighted.)

Ecol. . . . . .1 Phys. 4
Chem. . . . . 1 Space. 1

COMMENT

Dave demonstrates limited understanding of concepts, principles, laws, and theories. Dave uses scientific terminology, symbols, conventions, and SI units with some accuracy and effectiveness. He should review his notes carefully before tests and quizzes. A pleasant and cooperative attitude has been demonstrated. Parent Teacher Interview night is May 8 at 7:00 pm.

Assess For Success School
V. Smart - 905 555 0575 X942

JANUARY REPORT

Science 10

Demo - Jan. 31, 2014

Bolton, Marilyn (10D - 991204 - 15y 7.4m)

3 Wt. Mode

Unit: [ALL] **Absent: 1** **NoMark: None**
Category: [ALL] **Late: 0** **Zero!: None**

Results by CATEGORY
(Results represent the Mode of each category.)
(May not be equally weighted.)

Appl'n. . . . . 3 KnowUnd. . . 3
Comm'n. . . . 1 Think&In. . . . 3

Results by UNIT
(Results represent the Mode of each Unit.)
(May not be equally weighted.)

Ecol. . . . . .3 Phys. 3
Chem. . . . . 3 Space. 3

COMMENT

Marilyn extends analyses of familiar problems into courses of practical action with limited effectiveness. Marilyn uses scientific terminology, symbols, conventions, and SI units with considerable accuracy and effectiveness. She presents excellent ideas in her writing, but must make a better effort at editing and proofreading. Greater emphasis on time management is needed to ensure all work is received in a timely manner. Parent Teacher Interview night is Jan 8 at 7:00 pm.

Assess For Success School
V. Smart - 905 555 0575 X942

JANUARY REPORT

Science 10

Demo - Jan. 31, 2014

Henry, Lisa (10A - 007457 - 15y 4.5m)

4 Wt. Mode

Unit: [ALL] **Absent: 6** **NoMark: None**
Category: [ALL] **Late: 0** **Zero!: None**

Results by CATEGORY
(Results represent the Mode of each category.)
(May not be equally weighted.)

Appl'n. . . . . 4 KnowUnd. . . 1
Comm'n. . . . 2 Think&In. . . . 4

Results by UNIT
(Results represent the Mode of each Unit.)
(May not be equally weighted.)

Ecol. . . . . .4 Phys. 4
Chem. . . . . 4 Space. 4

COMMENT

Lisa demonstrates thorough and insightful understanding of the relationships between concepts. Lisa applies the steps of an inquiry/problem-solving process with a high degree of effectiveness and poses extending questions. Lisa follows complex arguments, judges the validity of the arguments, and makes complex arguments. Lisa must consistently participate in all aspects of classroom work. Parent Teacher Interview night is Jan 8 at 7:00 pm.

Anderson Academy

V. Smart
555-2346 X346

7X
COMBINED REPORT
Format: Percent - Included Types: SFDSP

Anderson, Patricia (7X - 908070)

80%
Rank: 4th of 36
Apr. 14, 2014
Page: 1 of 1

Class Average: 69%
Median: 69%

English 86%	% of ENG1	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 73% - % of Combined: 25.0%					
ClassMan	20.2	**75**	67	8	
Particip	5.1	**65**	61	4	
Prepared	5.1	**107**	103	4	
Reading	5.1	**81**	80	1	
Spelling	14.1	**97**	81	16	
Units	50.5	**88**	71	17	

Social Studies 78%	% of HIG	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 67% - % of Combined: 16.7%					
ClassMan	20.0	**77**	66	11	
MapSkil	20.0	**58**	61	-3	
Units	60.0	**85**	69	16	

Science 76%	% of SNC	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 64% - % of Combined: 16.7%					
Homework	24.8	**75**	66	9	
LabReprt	34.7	**76**	66	10	
NoteBook	9.9	**79**	69	10	
Report	1.0	**79**	64	15	
Tests	29.7	**74**	59	15	

Mathematics 82%	% of MAT	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 77% - % of Combined: 25.0%					
Algebra	20.0	**77**	73	4	
DataMgmt	20.0	**86**	85	1	
Geometry	20.0	**80**	69	11	
Measure	20.0	**83**	75	8	
NumSense	20.0	**82**	84	-2	

Français 72%	% of FRE	Student Average	Class Average	± Class Average	Calc. Method Avg-CatWt
Class Avg.: 69% - % of Combined: 16.7%					
Comm'n	60.0	**70**	69	1	
Reading	20.0	**72**	70	2	
Writing	20.0	**77**	69	8	

Please sign and return the form below. Thank you.

Anderson Academy - 7X - V. Smart - Apr. 14, 2014

Anderson, Patricia: 80%

(Signature of Parent or Guardian)

The Best School - STUDENT REPORT - Feb. 18, 2010
8D - 2008 - Mathematics 2 - V. Smart

Arkand, Samantha

(08D - 000492 - MAT2D1-02 - 13y 5.4m)

OVERALL: 78% (Rank: 10th of 23) **B+** (ABC) Class Avg.: **67%** Median: **68%** Included 'Types': **SFDSP**

ATTENDANCE: Absent: **5** Late: **1**

MISSING ENTRIES: No Mark: **None** Zero!: **None**

COMMENT

Sam's progress this term has been good. Usually new concepts are understood and applied accurately with the occasional need for additional assistance. Assignments designed to reinforce these concepts are completed on a regular basis with only minor errors. Some additional checking would be beneficial. She is encouraged to continue building her skills in mathematics. Continued success is expected next term.

ENTRIES Term: **[ALL]** Category: **[ALL]** Sort by: **Date +** List: **ALL**

Entry Number	Title	Date	Term	Category	Type	Weight Factor	Actual Mark	Mark (%)
1	COMPOSITE/PRIME (2.6)	Nov. 8	2	Algebra	Peer	1.9	**8/10**	**80**
2	GCF (2.7)	Nov. 14	2	Algebra	Diag	1.9	**8/10**	**80**
3	WORKING BACKWARD (2.8)	Nov. 16	2	Algebra	Form	3.9	**10/10**	**100**

CATEGORY ANALYSIS

Category	Number of Entries	% of MAT2	Mark (%)	Mode
Algebra	8	24.4	**86**	4+
DataMang	8	24.4	**80**	4-
Geo	11	24.4	**77**	4+
Measure	11	24.4	**72**	3
NumSens	2	2.4	**54**	1+

LEARNING SKILLS (Secondary)

Description	Level
Organization	**Excellent**
Reliability	**Good**
Working Independently	**Excellent**
Collaborative Skills	**Good**
Initiative	**Needs Improvement**
Self Awareness/Self Regulation	**Good**

Other Resources:

There are numerous other items available from the MarkBook web site. There's a downloadable 660-page Reference Manual, a Transfer Programme, a Quick Start Guide, a Network Configuration utility, numerous comment banks, information on other products like MarkBook Admin Edition, MarkBook for Mac, MarkBook for iPad and more. Visit

www.asyluminc.com OR **www.markbook.com**