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Using Mark Sets

Revised May 2017

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Organization and Uses of Mark Sets™

by Rob Hedges

Solving Organizational Nightmares with Mark Sets

Do Any of the Following Apply to Your Classes?

- the class has multiple subjects with the same teacher,
- you wishes to create blocks of assessment data in strands, units, terms, semesters, etc.,
- there's more than one assessment group of students in a single classroom (i.e. a combined class),
- there are students in the class with different learning styles who need different assessment strategies,
- an additional classification level/strand is needed for assessments, and/or
- you'd like to isolate and independently report certain kinds of assessment data that may or not contribute to the overall mark. Learning skills, effort and behaviours are potential examples.

Mark Sets are one of the most powerful tools in MarkBook. Each **Mark Set** is an independent cluster of assessment data for a class, or for part of a class, and MarkBook allows up to 100 Mark Sets for each class.

Mark Set creation is very easy - once students have been added to a class, create a new Mark Set in seconds. In the case of combined classes, divide the class into assessment groups in seconds by "attaching" each student to an appropriate Mark Set and "un-attaching" them from inappropriate Mark Set(s).

The balance of this document will clarify the concept of "Mark Set" and provide examples in which Mark Sets may help with classes and their data management. Also see MarkBook's Reference Manual in the Help file or download it from the web site,

www.markbook.com

Creating a New Mark Set

Once a class has been created, it's possible to add up to 99 more Mark Sets. From the main screen, click on **Mark Set** in the upper menu bar. Select (click) **Make a New Mark Set**. The following screen will open with the cursor in the upper **Mark Set Short Code** cell.

The first Mark Set for this class was created/imported when the class was built. Categories/Strands were created at that time. Those existing categories will be in the **Master List**. They are greyed out until the short code is created.

If there are .MSS files or .MTP files available for this Mark Set, the **Setup Options** will be useable. Click the **Load a Setup** button or the **Attach a Setup + Template File** button and import the file as per section 1-4 of MarkBook's Reference Manual. See section 8-4 for more information on these file types. Otherwise, begin by typing any meaningful 4-character **Short Code** e.g. T4 for Term 4, or 1ENG for the first Mark Set in English, etc. This must be a unique short code within this class. The same Short Code may be used in other classes. For instance a teacher with six English classes could use ENG1 as a Mark Set short code within all six classes. However, the class names should be distinct. Describe this new Mark Set in the **Description** cell. Select categories/strands and weight them by double clicking from the Master List. Or type new ones. Drag any unwanted category/strand to the trash can to remove it. Or, highlight and click the keyboard's Delete key.

It's also possible to import all items on this screen from an .MSS file or an .MTP file. Click **Finish** to complete this new Mark Set.

Mark Set Examples

Mark Set Example 1: Multiple Subjects

It's common for schools to use a partial rotary system so that a class of students takes several subjects from the same teacher. In MarkBook, each of these subjects could be called a "Mark Set". See the subjects in class 8D in the sample0x folder supplied. MarkBook could also use this same system to keep three separate subject records for this same class if three different teachers taught these three subjects to this class. However, in this latter circumstance, these teachers must use the same computer or pass the class folder back and forth on a portable storage device such as a USB key. In other words, only one teacher may enter data at a time.

In this example with six Mark Sets, Phys Ed has been made the default Mark Set when the teacher opens this class (see the check mark). This default can be changed to any of the other subjects by selecting the Mark Sets menu and clicking **Edit [Subject].** Access either of the others by clicking on **Mark Sets** in the upper menu bar to open the drop-down menu shown and then selecting (clicking on) the subject desired. Or, use the **Open a Mark Set** button on the Main Form, section 3-1.
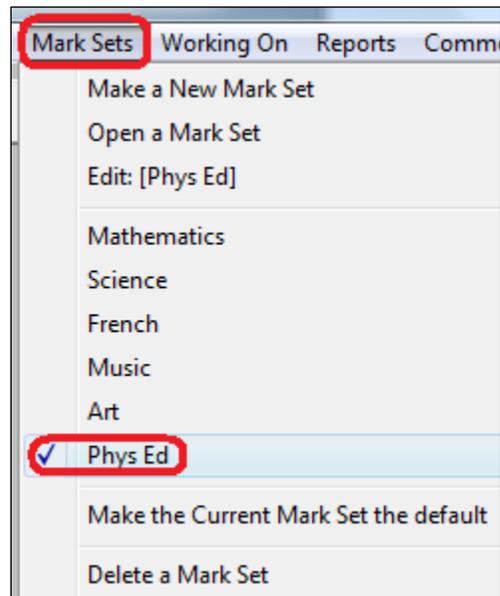
When English is selected, the teacher has access to all of the records associated with that subject - text issue, seating plan/chart, and English subject reports. If the teacher clicks on any of the other subjects, then all stored information for that subject is accessible. It IS possible to have independent attendance records, categories, and seating plans for each subject set.

Produce a **Combined Report** for these subjects using any weighting system of choice (e.g. Science 20%, English 30%, Music 10%, etc.). This report is available by clicking on **Reports** from the menu bar and selecting **Combined Mark Sets**. Or use the **Combined Report** button. See the example printout in section 11-9 of this manual.

Mark Set Example 2: Separate Attendance and Seating Plans/Charts

Each of these items may be attached to a specific Mark Set. For instance, a teacher may have two or more seating configurations, one for Socratic lessons and another for labs. Similarly, a teacher may wish to track separate attendance for each Mark Set.

If this is the case, click on Class in the upper menu bar, select Description, and choose the appropriate items at the bottom of the description screen. Save. Open any Mark Set and build a new seating plan and/or new attendance forms.

Mark Set Example 3: Multiple Evaluation Groups in One Combined Class

The Environmental Science class in this example is actually two similar but separate courses being taught by the same teacher in the same classroom at the same time. The teacher could set up the class as two separate MarkBook class folders. However, MarkBook can structure each course as a Mark Set and keep both in <u>one</u> class folder.

In this example, there is an academic stream, **Env Sci Advanced**, with 15 students and a graduation stream, **Env Sci Applied**, with 9 students. The former stream is currently the default and open (check marked).

To create this split class, the teacher entered all students in Env Sci Advanced Mark Set and then clicked on Create a New Mark Set. After naming it Env Sci Applied, nine applied students were attached to the new Applied Mark Set and unattached from the Advanced Set. To do this, click on the **Attach Names** button in the **Edit Names** screen, (section 4-2 of the Reference Manual).

For each Mark Set in turn, click on the names to highlight and move these selected students to the appropriate side of the screen as per the following image. Repeat with the next Mark Set.
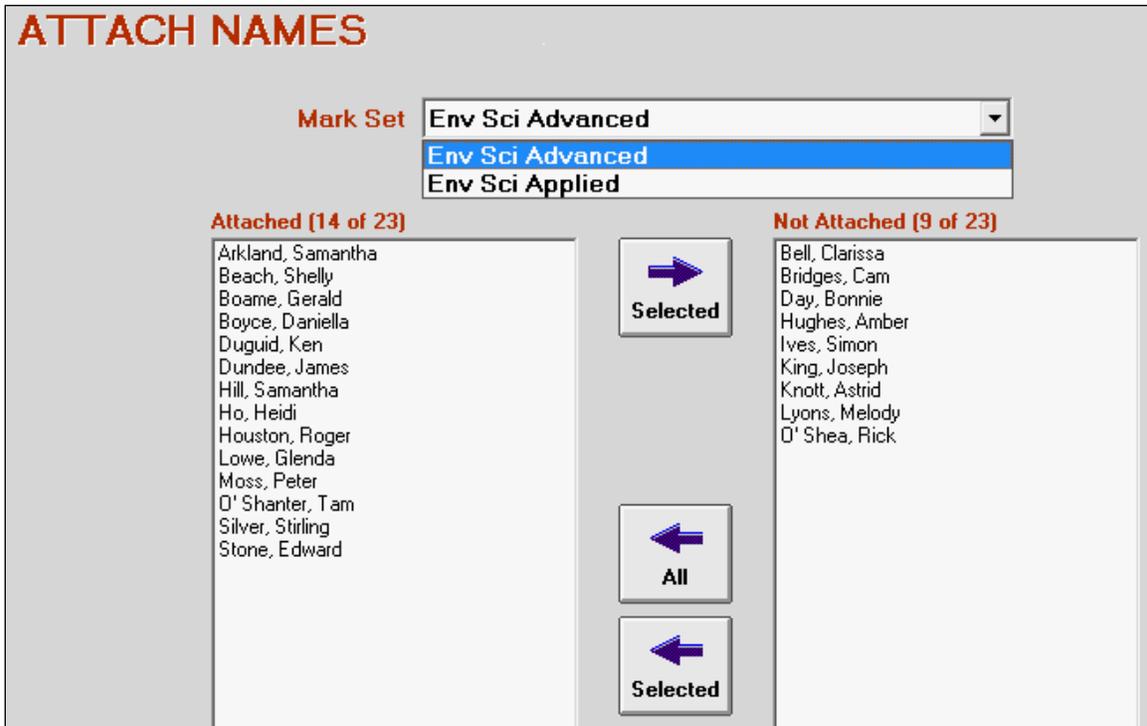
There are many other circumstances requiring Sets of assessments for two or more groups within a single classroom such as:

- a class with some students who are just learning English. It would be unfair to assess and evaluate these individuals in the same manner as the rest of the class. Thus, an **ESL** (English as a Second Language) Mark Set could be created to assess and evaluate these students in an independent and appropriate manner.

- two or more years/grades/ forms in the same classroom. A small school may have a class with three years/grades/ forms in the same room - e.g. a class of 25 with students from years 4, 5, & 6. For an alternate suggestion on isolating these small groups see section 4-1 of the Reference Manual.

- two or more groups of students with different learning styles in the same classroom. These groups require differentiated instruction, different assessment strategies, categories, and weights. For instance, there might be three boys who are kinaesthetic learners in a class that's otherwise academic. For an alternate suggestion on isolating these groups see Reference Manual section 4-1.

We recommend keeping a common attendance list and seating plan for these kinds of split classes.

Mark Set Example 4: Isolating Data e.g. Learning Skills, Behaviour and Effort

Some teachers are required to track and report groups of assessment items independently of the overall mark. For instance, the system might require that each teacher measure and report seven items for each student: an overall achievement percentage plus an evaluation of six **Learning Skills** (Organizational Skills, Reliability, Working Independently, Collaborative Skills, Initiative, and Self Awareness / Self Regulation). Or, in the UK, a mark for **Attainment** and another for **Effort**.

The philosophy behind these reporting systems is to identify to students and parents which items need improvement for better learning. However, the measures of Learning Skills or Effort are NOT to be included in the calculation of interim or final marks for the course!

There are three means of dealing with this assessment requirement using MarkBook. Two involve Mark Sets and the third is creating categories for the skills with extremely low weights.

Set up a single Mark Set with a short code called LS and a description of Learning Skills. Make six categories within the set titled **Org**, **Reliab**, **WorksInd**, **CollabSk**, **Initatv**, and **Self**. Or, set up six Mark Sets, LS1, LS2, etc. - one for each skill. Now, open any Set and add data at will. However, the assessment of the skills is always independent from the main Mark Set that holds the summative achievement items that contribute towards the overall mark.

For **Attainment** versus **Effort**, set up the second Mark Set with a Short Code as **EFF** and with a description of **Effort**.

Since skills and effort are tracked independently and data is added from time to time, the teacher can report a summative mark for each skill or an overall mark for effort. Percentages, levels, letters, or some other indicator system (Excellent, Good, Satisfactory, Needs Improvement) may be used for reporting purposes. Use a rubric to convert the percentage calculated into a letter or level indicator of achievement.

See section 8-13 in the Reference Manual for another way of dealing with Learning Skills, Thinking Skills, Behaviours, Effort and other reporting items that are not to be factored into the overall mark.

Mark Set Example 5: An Additional Classification Level

The Science teacher who created this class decided to use six Mark Sets to subdivide her course assessments into major curriculum groups. See the four course units plus a project and an exam in this example. Her Space Science Mark Set is currently the default. Change the default by selecting **Edit** from this menu. Or use the **Make … default** option in this menu.
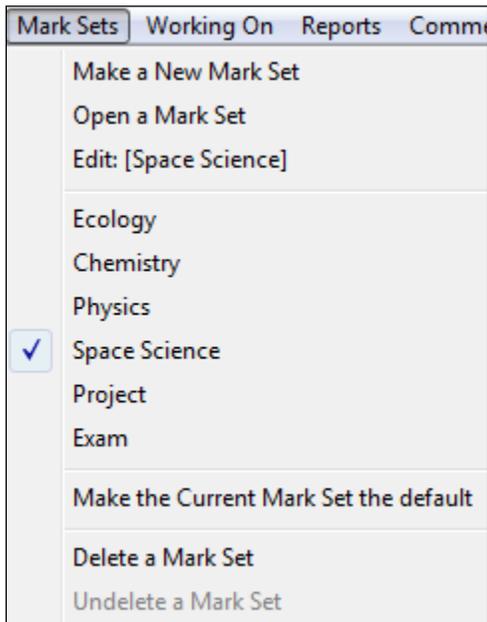
By organizing the course this way, she has given herself the extra classification level afforded by MarkBook. To get a final mark for this course, she will use the **Combined Mark Sets** option available from the **Reports** menu. See the examples in chapter 12 of the Reference Manual for details on weighting multiple Mark Sets.

Since each of her course units are separated into a distinct Mark Set, she now has the option of creating different categories for each curriculum unit and/or assigning different weights to each. For instance, she could alter the weight given to her Knowledge category in each Set. However, she has the ability to combine the Mark Sets in any proportion as in the prior paragraph. So, she could equally weight the four curriculum units or assign a different weight to each.

We recommend keeping one attendance list and one seating plan for this kind of class.

Mark Set Example 6: Terms, Semesters, and Quarters

Some teachers like to divide their courses up into terms, semesters, trimesters, quarters, or other time blocks. For instance,

Term 1 - 10%, Term 2 - 18%, Term 3 - 22%, Term 4 - 25%, Exam - 25%
Total - 100%

In this case, one could create five Mark Sets to isolate each of the four terms and the exam. Once assessment data is entered in two or more terms, produce an overall mark by clicking **Reports**, selecting **Combined Mark Sets**, and weighting the terms (Mark Sets) appropriately. Or use the **Combined Report** button. See section 12-1.

There's another technique for separating assessments into time blocks. See the discussion of **Block Title** in section 2-2. The advantage with this "Mark Set" method is that one has exact control over the percentage contribution of each Set towards the final mark. The disadvantage is that one doesn't "see" all assessment data for the entire course - each Mark Set is completely isolated from the other Sets until **Combined Mark Sets** or the **Combined Report** button are used. Decide which method works best.

In the above example, note that there is an increasing weight or value to the terms over time. This is an example of "Progressive Weighting" used to place greater emphasis on evidence of more recent student performance. See section 8-8 and Appendix A-7 for further discussion.

Mark Set Example 7: Combined Terms and Subjects

Sample class 8D, provided with MarkBook's installation, shows two subjects, Math and Science, over three trimesters (terms). The teacher divided the year's assessment data into six Mark Sets representing three terms for Science and three for Math. Used this way, the teacher is able to report each term independently and each subject independently. The teacher also has the ability to provide "**evidence of more recent achievement**" by heavily weighting the more recent Mark Sets.

Open 8D from the samples folder, click Reports in the upper menu bar, and select Combined Mark Sets. Then click the **Set Weighting** tab. Click on any number to edit the weights of the six Mark Sets in the **Target** column as per the following example.

Note how the terms have been differentially weighted. Of course, the teacher could temporarily weight the three Science Mark Sets to zero in order to isolate a mark for Math. Similarly, the teacher could edit the weights of terms 1 and 2 to zero to isolate the last term's mark as the final mark.

Mark Set Example 8: All of the Above

This is an example of the multi-subject class organization afforded by Mark Sets:

An elementary teacher taught six courses to her class: Music, Art, French, English, Drama, and Math. She was required to report a percentage mark and an anecdotal comment at the end of each trimester along with an independent measure of six Learning Skills. Furthermore, she was required to report a percentage for each strand/category in some subjects like languages and Math. Evidence of most recent achievement was required. She had a core group of 26 students taking all six subjects but there were 16 additional students who were dropped into one or more of her subject classes. For instance, she had 38 students in Music, 33 in Art, 28 in French, and so on. In all, she taught one or more subjects to 42 individuals.

She handled all of her needs as a single MarkBook class with numerous Mark Sets. There are two limitations in this class structure: the maximum number of Mark Sets is 100 and the maximum number of active (i.e. not deleted) students is 250. She created the following 21 Mark Sets:

- **MUS1, MUS2, MUS3** each with one category/strand and 38 names attached.
- **ART1, ART2, ART3** each with one strand and 33 names attached.
- **FR1, FR2, FR3** each with three strands and 28 names attached. MarkBook will report three marks – one per strand.
- **ENG1, ENG2, ENG3** each with four strands and 34 names attached. MarkBook will report four marks.
- **DRA1, DRA2, DRA3** each with one category and 35 names attached.
- **MAT1, MAT2, MAT3** each with five strands and 30 names attached. MarkBook will report five marks, one per strand.
- **LS1, LS2, LS3** each with six categories for six learning skills and all 42 names attached.

As she began each new trimester, this teacher zero-weighted the prior Mark Sets in the Combined Report. In this way, the older Sets did not get included in the current reports. Since MarkBook can generate and store up to 10 sets of comments per student per Mark Set, and ten more for a Combined Mark Sets report, she had ample ability to use MarkBook for the anecdotal portion of the reports.

In this kind of example, we recommend keeping separate attendance lists and seating plans for each subject. Click on **Class** in the upper menu bar, select **Description**, edit the appropriate buttons, and **Save**. Then make and edit independent attendance forms and seating plans for each Mark Set.

Under MarkBook's Help menu, or under the Mark Sets menu, see the .pdf document titled **Using Mark Sets**. Or, download it from

www.asyluminc.com/support_dl.html#product

Cloning Assessments Across Mark Sets

If unfamiliar with how to enter assessment data, consult the Reference Manual installed in the MarkBook directory.
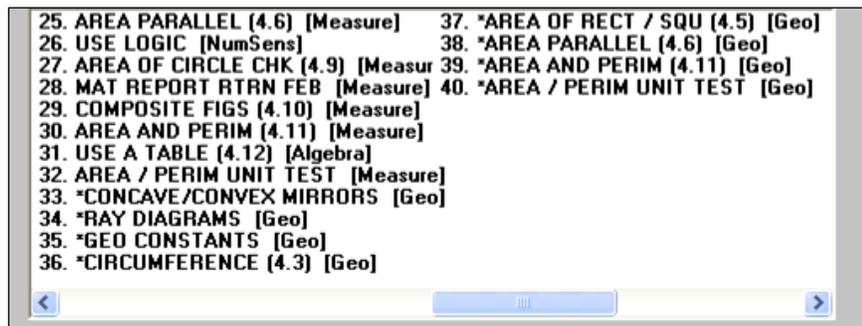
Cloning is the process of duplicating a given assessment into a temporary MarkBook file (like a clipboard) so that the identical data may be used as additional entries in other Mark Sets or categories <u>for the current class</u>. A clone can be copied numerous times. For instance, suppose a class has just finished a major project involving learnings in Design Technology, Science, Math, and English. After marking the report and entering the data in the Technology subject, the teacher could clone this assessment and enter it into the other three subject Mark Sets - all within seconds. Furthermore, the teacher could enter this assessment data into more than one category of each subject's records: in English, the marks could be entered in a "Writing" category and again in an "Organization" learning skill. In Mathematics, the same data could be cloned into a "Geometry" category and a "Measurement" category.

Once the project mark has been entered for each student, click the **Clone Entry XX** button on the main screen. Or, click the **Heading** button, click the **View Templates and Clone** button , and click the **Clone #[x]** button shown here. Either technique saves a copy of this item including all students' data. MarkBook is now ready to enter the cloned item in as many places as the user wishes.
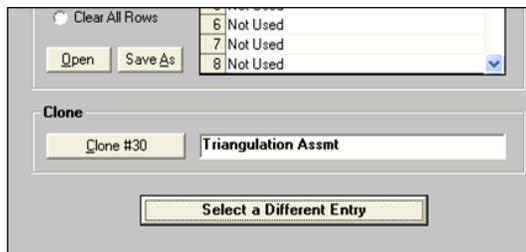
If the target location is another Mark Set, open it. Click on the New Entry button. Click **Load Clone**. The same heading and all student results will be repeated. Select another category if this new entry in the same Mark Ret. Repeat the Load Clone command as often as needed. The new assessment's title will begin with an asterisk to indicate that this is a cloned item. To remove the asterisk or alter the title in other ways, click on **Entry XX Heading** to edit. The weight may be adjusted on the heading screen as well.

Note the asterisk prefixing each cloned assessment's title.

25. AREA PARALLEL (4.6) [Measure]
26. USE LOGIC [NumSens]
27. AREA OF CIRCLE CHK (4.9) [Measur
28. MAT REPORT RTRN FEB [Measure]
29. COMPOSITE FIGS (4.10) [Measure]
30. AREA AND PERIM (4.11) [Measure]
31. USE A TABLE (4.12) [Algebra]
32. AREA / PERIM UNIT TEST [Measure]
33. *CONCAVE/CONVEX MIRRORS [Geo]
34. *RAY DIAGRAMS [Geo]
35. *GEO CONSTANTS [Geo]
36. *CIRCUMFERENCE (4.3) [Geo]
37. *AREA OF RECT / SQU (4.5) [Geo]
38. *AREA PARALLEL (4.6) [Geo]
39. *AREA AND PERIM (4.11) [Geo]
40. *AREA / PERIM UNIT TEST [Geo]

An alternative to cloning is to multi-grade each assessment. That is, mark it for its Technology component, re-mark it for its Math component, re-mark it for English, and so on. Enter each independent mark as a new entry into the approriate Mark Set.

Combined Mark Set Report

Following is a report card created with the use of Mark Sets. This report is a take-home Multi-Subject report card for an individual student. In this fictitious sample, the teacher has the same class for five academic subjects and is using five Mark Sets.

The following information may be provided on this dated report:
- attendance summary - both absences and lates/tardies,
- the student's age and the class average age,
- the student's current overall grade,
- a breakdown of the categories/strands used in each subject and how much each is worth towards the overall subject's grade,
- the percentage contribution of each Mark Set subject towards the overall grade,
- how this student is performing in each subject category compared to the class average,
- an optional comment section for selected comments, or a blank box for hand-written comments,
- a tear-off section for parents to sign and return, and
- a contact telephone number for the school and teacher.

Once students know that their teacher can easily produce this report, three positive changes happen:
- they will hand in missing assessments and
- they take responsibility for their own progress, and
- they will spontaneously ask for a new report.

If there's time, post a Code Name Combined Class Report for each subject a few days before sending this report home - students will scramble to hand in late items and they have a warning about their current academic status.

Anderson Academy

7X **COMBINED REPORT** Format: Percent - Included Types: SFDSP	**Anderson, Patricia** (7X - 908070) Class Average: 69% Median: 69%	**80%** Rank: 4th of 36 Apr. 14, 2014 Page: 1 of 1

English 86% Class Avg.: 73% - % of Combined: 25.0%	**% of ENG1**	**Student Average**	**Class Average**	**± Class Average**	**Calc. Method Avg-CatWt**
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% Class Avg.: 67% - % of Combined: 16.7%	**% of HIG**	**Student Average**	**Class Average**	**± Class Average**	**Calc. Method Avg-CatWt**
ClassMan	20.0	**77**	66	11	
MapSkil	20.0	**58**	61	-3	
Units	60.0	**85**	69	16	

Science 76% Class Avg.: 64% - % of Combined: 16.7%	**% of SNC**	**Student Average**	**Class Average**	**± Class Average**	**Calc. Method Avg-CatWt**
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% Class Avg.: 77% - % of Combined: 25.0%	**% of MAT**	**Student Average**	**Class Average**	**± Class Average**	**Calc. Method Avg-CatWt**
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% Class Avg.: 69% - % of Combined: 16.7%	**% of FRE**	**Student Average**	**Class Average**	**± Class Average**	**Calc. Method Avg-CatWt**
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)

Questions and suggestions about this document should be directed to

robh@markbook.com

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Comments and questions may be addressed to

support@markbook.com