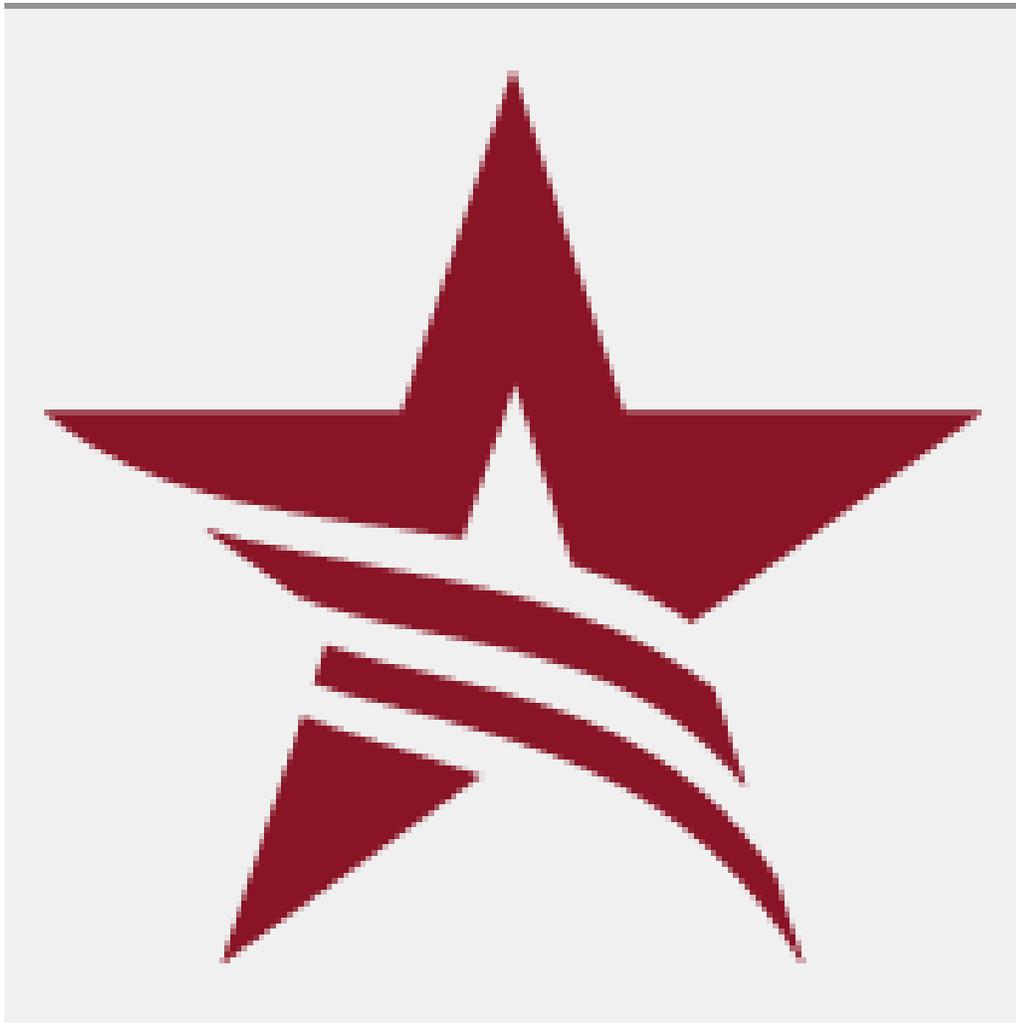


American Preparatory Academy Grading Guidelines - Teachers

Revised 9-18-14



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Easy Grade Pro Initial Setup For Teachers

1. Get a new EGP setup/grade book to start out the year from your IT guy.
2. Double click “Easy Grade Pro” icon.
3. Go to “Create a New Gradebook”
4. Type (Your Last Name) Gradebook(year)
5. Click “Add Classes”
6. At the prompt “Class/Subject Name” enter “Master List”
7. Click on Term 1
8. Click “Done” (or press enter)
9. There are two methods for transferring student names to your grade book. Option 1 is included in these instructions. Option 2 is located in Appendix G.
10. Go to “Edit”
11. Select “Gradebook Options”
12. At the prompt “When a cell is selected”, using the dropdown menu select “minimally”
13. Go to your “Master List” and enter the first student name from your class by clicking on “Add a Student” from the “Score” tab
14. Go to the Master Academic and sort students by your teacher name
15. Highlight the student names in both columns: First name and Last name
16. Click command+C to copy the list of student names
17. Return to the “Score” tab of the “Master List”
18. Highlight the first student name
19. Click command+V to paste all the student names into the “Master List”
20. Go to your “Master List” and select the “student” tab
21. The following items are required:
 - a. Last name; First name – (these should already be entered)
 - b. ID - this would be their class number (you will use this field to sort students into “number order” when you need them sorted by their class number)
 - c. click folder icon and select the “students” tab
 - d. Custom Label for Grade Level (You will type “Grade Level” over the words “Custom 1” then in the box type grade level using the words and “grade” ex. “Third Grade”
 - e. Custom Label (Custom 2) for Homeroom Teacher (this is mainly for your groups); Type “Hrmr Teacher”. Include title, ex. Mrs. Jones, Mr. Smith, Ms. Young in the next box
 - f. E-mail address 1- Please type the parent’s e-mail address in this box (If you are entering student data for students in your groups you will put the homeroom teacher’s e-mail address in this spot.)
 - g. email addresses can be copied and pasted from the master enrollment spreadsheet, if desired
 - h. In certain cases you will also need to include e-mail address 2.
 - i. If there are parents with different e-mails that would each need a copy of grade data.
 - ii. For IEP students you need to include the email address for your campus’ SpEd Director.
22. You will also find it useful to include the following additional information about each of your students:
 - a. Gender
 - b. More custom labels for the following:

- i. Report Label = To the Parents of:
 - ii. School Year = i.e. 2014-2015
 - iii. Parents = Mr. & Mrs. ... (be careful to check that you enter the correct information for split families)
 - iv. Reading Group*
 - v. Math Group*
 - vi. Spelling Group*
 - vii. Home Phone**
 - viii. Mother's Cell**
 - ix. Father's Cell**
 - x. Birthday**
23. Click "done"
 24. Select "student" tab at the top
 25. Using the "fill" option for columns that share the same information for every student:
 - a. grade level
 - b. homeroom teacher
 - c. report label
 - d. school year
 26. Students should be sorted alphabetically

* these items can also be copied and pasted from the Master Academic

** these items may be able to copied and pasted from the current master enrollment spreadsheet

Setting up Class Criteria Options

27. Select the Score tab
28. Use the following instructions to set up the Master List Class in your gradebook. If you set this up in your Master List class first then when you add new classes you can copy all the information over.
29. Click on the icon with a check in the box
30. Go to “grade” tab and follow directions for each subject
31. Select “standard scale”
32. For grades K-2, change the scale to reflect APA standards grading scale for each subject (except Reading University*):
 - A+ 97
 - A 93
 - A- 90
 - B+ 87
 - B 83
 - B- 80
 - Emerging 1 (for every grade below B-)
 - * 0
33. For grades 3-6, change the scale to reflect APA standards grading scale for each subject (except Reading University*) is:
 - A+ 97
 - A 93
 - A- 90
 - B+ 87
 - B 83
 - B- 80
 - C+ 77
 - C 73
 - C- 70
 - D+ 68
 - D 66
 - D- 65
 - F 1
 - * 0
34. Below “select grade scale”; select from drop down menu “rounding level for calculated percents”; Select “tenths place”
35. Click Done
36. Now Click on the folder icon; select the “classes” tab
37. Click “Next class”
38. Type in all the class names that will be on your report card in the following order [for classes below grade level insert (-) following the class name – see appendix A for guidelines] and select all term 1 for each class:
 - a. Reading

- i. Reading Mastery ____ (put the standard numeral – not Roman numeral)
 - ii. Reading: LBDI Level ____
 - iii. Accelerated Reading (-) [for decoding or comprehension classes]
 - iv. Reading: Horizons C/D (-)
- b. Math
 - i. Math: CMC Level ____ (use the capital letter for level designation)
 - ii. Math: Saxon Level ____
 - iii. Accelerated Math (-)
- c. Spelling (double dose reading students will not have a spelling class)
 - i. Spelling: Spalding (no level is included)
 - ii. Spelling: Latin Roots Level ____ (A or B)
- d. For the rest of the classes, refer to your Grading Weights spreadsheet and add the class names for your grade in order
- e. Then, add a class at the very end or the very top for each of the groups you teach titled as follows - these will always be listed first or last in your list of classes – (level changes within accelerated programs can be identified weekly through the LPC or MA):
 - i. Title of Reading group followed by “Group”
 - ii. Title of Math group followed by “Group”
 - iii. Title of Spelling group followed by “Group”
 - iv. Copy students’ names to all terms – **for groups classes, insert G-H code in front of each student name**

39. Change the Reading University scale depending on the number of books required for the term to:

- a. 8 books required –
 - A+ 100
 - B+ 87
 - B 75
 - C+ 62
 - C 50
 - D+ 37
 - D 25
 - D- 12
 - F 0
- b. 6 books required –
 - A+ 100
 - B+ 83
 - B- 66
 - C 50
 - D+ 33
 - D- 16
 - F 0
- c. 5 books required (3rd grade) –
 - A+ 100
 - B+ 80
 - C+ 60
 - C- 40

D 20
F 0

d. 4 books required (4-6th Term 2)

A+ 100
B 75
C 50
D 25
F 0

e. 3 books required (4-6th Terms 1, 3-5) –

A+ 100
C+ 66
D 33
F 0

40. When you choose a class in the menu for the first time it will tell you that you need to add students to that class. Now that you have your Master List made you can choose “Copy Students from Another Class” and choose to copy them from the Master List. This works for all your homeroom classes.
41. When the pop up menu comes up select Master List in the first box and the class you are copying to in the second box.
42. Choose the down arrow on the right side of the pop up window and click “select all items”
43. Click copy and another popup window will come up.
44. Click copy again and the grade scale and the student information you have already put in will copy over as well.
45. You will only be able to do this for all of your homeroom subjects. If you have a large Reading, Math, or Spelling group, you can follow the same instructions to import students from the Master Academic but for your group.
46. For groups classes, insert G-H code in front of each student name as you type them in. Don't forget to adjust the grade scale for these classes by following the same instructions you did for your Master List. (instructions 26-34)
47. Click the check box icon.
48. Go to “category” tab for each subject
49. Click the Use Category Weighting box in the bottom left corner.
50. Use the **Grading Weights** spreadsheet to enter the correct categories and weights for each class. Each subject has its own categories and weights. (Refer to separate Grading Weights spreadsheet.)
51. In the Master List Class Go to “Calendar” tab
 - a. Match the calendar with the school calendar including days off and beginning and end of term for each of the 5 terms.
52. Go to “**Attendance**” tab at top:
 - a. Click on 1 under Mastery Category arrow
 - b. Scroll down to edit this menu
 - c. Change item 1 to read “Absence”
 - d. Change item 2 to read “Tardy”
 - e. Clear the contents of categories 3-10
 - f. Click “ok”

- g. Go to the category column and change item 1 to read "Absence" and item 2 "Tardy"
 - h. Code column-
 - i. item 1: A (absence)
 - ii. item 2: T (tardy)
 - i. Clear all other codes from the columns
 - j. Value column- 1.00 in both rows for absence & tardy
53. Click "Done"
54. After you have set up all your classes you can add the other five terms and copy the grade weights and breakdown from the term before.
- a. Go to your Term 1 Master List Class
 - b. Click the File Folder Icon
 - c. Select Terms 2-5
 - d. Click Next class
 - e. Select Terms 2-5
 - f. Continue process for all classes and then click done
 - g. The class weights and Grade scales will copy over.
 - h. No select each class in the pull down menu in each term –On the pop-up window select copy students from previous term

When a student moves levels in groups

- 55. Keep the student in the original group, but give a score of zero for each term (in the future) in which the student is no longer attending that group. You should see an asterisk in the grade column.
- 56. Enter the student name into the new group level (you may need to create a new group) for all the terms and enter a zero for the terms that have past where they were not in attendance.
- 57. Report cards will reflect an asterisk (*) during terms in which the student was not attending the group level

Bi-Monthly Progress Reports (BMPR)

We send home a regular progress report approximately every two weeks according to the school calendar. The first step is for all groups teachers, history/science teachers, and specials teachers to send a class summary to homeroom teachers.

Bi-Monthly Progress Reports Grades K-2

Grades should be input into Easy Grade Pro on a regular basis (daily/weekly). In grades K-2, bi-monthly reports are only sent home in two instances:

- 1. With students whose grades have dropped below a B- (80%) in any subject
- 2. With students who have ANY missing assignments in any subject area. Attach a missing work report to the student's bi-monthly progress report.

In either of these cases, the **group teacher** will e-mail a class summary for their whole group to the homeroom teacher of each student in the group. If a student has 80% or higher but has ANY missing assignments, a missing assignment report should also be e-mailed to the homeroom teacher.

Homeroom teachers will enter the bi-monthly progress report overall grade into their own gradebook to be ready to send on the day bi-monthlies are scheduled to go home (see the staff calendar for dates). If a student's grade in a homeroom subject drops below 80% (B-) in any category, the **homeroom teacher** will send a grade summary report to the parents by attaching it to the learning plan. Every other week, the parents of any K-2 students not at mastery (including missing assignments) will be notified by the homeroom teacher using the bi-monthly progress report.

Bi-Monthly Progress Reports Grades 3-6

Grades should be input into Easy Grade Pro on a regular basis (daily is recommended). Every other Wednesday in grades 3-6, Bi monthly progress reports (including missing assignments) for each subject are e-mailed by each group teacher to the student's homeroom teacher. Homeroom teachers will enter the bi-monthly progress report overall grade into their own gradebook and create the bi-monthly report. The bi-monthly reports are sent home attached to the learning plan.

Beginning of the School Year Bi-Monthly Reports – Group Grades

The first 3 weeks of school is a “no-grade time” in the reading, math, and spelling groups. Students' brains are waking up from summer break and teachers are still being trained. We are also using this time to place students into the correct reading, math and spelling groups. Scores should be kept by the group teachers so we have data to make our group decisions. **Homeroom teachers can keep grades in homeroom subjects, as this does not apply to homeroom grades, only group grades.** Group teachers should keep track of missing and late work and let homeroom teachers know of any students who are not learning to be responsible or are struggling with good work ethic. Parents should be notified by the homeroom teacher and a plan should be established for students who have missing or late work.

New Students

Our focus for new students (for the first two terms of school) is helping them to adjust to the rigorous academic schedule and adapting to a new school socially. If necessary, teachers have the authority to grade new students on a different scale than the other students in their class. New students can be graded on their effort in any homeroom subject in which the teacher feels the student is trying their best, but needs additional time to adjust. **It is not appropriate that group teachers adjust their grades** as we need to get the students placed in the correct groups and we need accurate data to place them.

Instructor Group Grade Books

Each instructor will keep an updated copy of their group grade books on the computer in the workroom. If an instructor chooses to keep their grades on a home computer, their homeroom teacher's computer or their own personal laptop, they will use a jump drive each Wednesday to update their grades to the workroom computer. Passwords and login names should be given to the Academic Director so files can be accessed by Administration. Grades should be easily accessible in the event that a group teacher is not available at bi-monthly progress report or term report card time.

Late Work Policy

Elementary students are allowed to turn in work up to the end of term deadline for missing work. It is important for students to understand that doesn't go away. The responsibility to complete homework is an important aspect of the academic training necessary to academic success. Late work turned in after the term or year deadline will be submitted to the Academic Director for a case-by-case analysis. Teachers should always celebrate with students who turn in late work for accomplishing the goal of following through on a task. Teachers should reward and celebrate students without missing work on a regular basis.

Late Work Due To Illness

Teachers are expected to correct late work due to illness. If students are ill at the end of the term and are not able to complete the work (less than 3 days to make up work) the teacher can leave those grades off the term report card (not penalizing the student).

Late Work Due To Absence

Parents or student are expected to correct late work due to a scheduled absence.

Term Grading

On Tuesday, one week before report cards are scheduled to go out, each **group teacher** at American Prep (including homeroom teachers who teach groups) will create Grade Summary Reports for the students in each group they teach (see the Staff Calendar for specific dates that these reports are due to the homeroom teachers). The Grade Summary Report includes an overall grade for that subject as well as Category Grades ie: a grade for tests, for class work, homework and a grade for effort. Group teachers e-mail the Grade Summary Report to the homeroom teachers and the Academic Directors. Below you will find an example of a group Grade Summary Report as well as instructions on how to create and e-mail these reports.

Group teachers will use the categories and weights from the Grading Weights spreadsheet in their group grading. Student scores should never be inflated. This means that the total possible score is 100%. We need the student grades to accurately reflect the student's ability in their reading, math, and spelling groups (not their effort) so there is no extra-credit included in any group grades.

Determining Grade Level for Groups

It is important that parents know if their students are below grade level so they can work hard with their student to get them to grade level. Any student who is below grade level in any of their groups, will have a (-) next to the title of the group in comments section of the report card. Students who are at or above grade level will not have anything next to the group title. Refer to "At Benchmark" columns on the Master Academic

Homeroom teachers should use the chart in Appendix A to determine whether a student is Below Grade Level/At Grade Level in their groups.

Below Grade Level - Anything below the levels indicated in the chart in Appendix A including Accelerated Reading (Corrective Reading), Double Dose (grades 2-6) reading, and Accelerated Math are considered below grade level.

The teachers should enter the following into Alma's custom comments dropdown so they can quickly paste them:

Reading: (-)
Math: (-)
Spelling: (-)

Teachers should enter each of these as a separate comment. We are entering each as a separate comment because not all students are below mastery in all subject areas.

There should be no other comments made on the report card referring to the fact that the student is below mastery. The administrator will place an explanation in the newsletter. Teachers will explain this to the parents during Parent-Teacher Conferences.

This might be something you can use in your newsletter:

At this time each year, we look carefully at the progress being made by each student. We start making plans and setting goals to ensure that each student is on grade level before the end of the year. As you are looking at your student's report card comments you may see one of the following, "Reading: (-), Math: (-), Spelling: (-)." This designates that your student is below grade level in that subject. Please be prepared to brainstorm any and all ideas to help get your student to grade level with your student's teacher during Parent-Teacher Conferences. We are ready and willing to do everything we can to help you and your student!

Student Report Cards

On Teacher Grade Prep Day (see the Staff Calendar for dates) the homeroom teachers input all of their student group final grades into Easy Grade Pro and print off the Report Card. The Report Card includes Term 1 grades, Term 2 grades, Term 3 grades, Term 4 grades, and Term 5 grades as appropriate. The Report Card does not include the Grade Summaries (categories: tests, class work, effort), only the final overall grade for each subject. **Report Cards do not reflect an “overall grade” as the year progresses. Only term grades are reported.**

An example of the Student Report Card is in the Appendices.

Grades K-2

All students in grades K-2 should have all A's and B's on their report card. If there is any student who does not have an A or B on their report card in every subject, this must be discussed with a member of the Administration. If a student is not completing their homework and the low grade is due to missing work or unwillingness, exceptions to this rule will be made. If there is a student who is not at mastery in grades K-2 but they are trying as hard as they can, and they will be receiving a C, D, or F grade, the teacher should type the word “Emerging” in place of a C, D, or F letter grade.

Teacher Comments

The “comment” area of the Report Card is not an appropriate place to correct students. All teacher comments must be checked for spelling and grammar. Comments should be proofread by Academic Director or Team Leader to ensure they are positive, accurate and motivating.

Attendance

Attendance and tardies should be entered into Easy Grade Pro Master List class daily (or at least weekly). This will make it possible to include attendance and tardies on the bi-monthly report every other week for students for whom attendance and/or tardies is an issue. The Instructor in each class can assist the teacher with the job of entering the attendance scores into the teacher's computer daily after attendance is taken in the class. Attendance is included at the bottom of the Term Report Card. This is an example of the Attendance Summary that will appear at the bottom of the Report Card:

Attendance Item	Term 1	Term 2	Term 3	Term 4	Term 5	Total
Absence	2	0	1	2	0	5
Tardy	3	1	0	0	0	4

Group Teachers may also keep track of attendance (optional) in their groups. If a student is not at mastery because of absences and/or tardies, the group teacher may include those numbers in the Bi-Monthly (3-6 grade) or (K-2) Mastery Reports (this will mostly apply to K-3 Reading group teachers who have students who are tardy to school and miss the first part of reading).

Printing Report Cards

Each individual report card must be proofread by the homeroom teacher and the Academic Director before printing. After approval is given, each individual report card should be proofread to

ensure that grades are accurate and there are no errors or omissions (refer to Grading Weights spreadsheet for order of subjects). When all report cards have been proofread (use the “view” option for each one) and deemed correct and complete, the teacher may print off one copy of the report cards. The teacher will look over each report card again to make sure it was printed correctly before making copies. When all cards are correct, the teacher makes a copy for each student file. Additional copies are needed to be made for SpEd (IEP/RTI/504) and refugee students to be distributed to their directors.

Distributing Report Cards

One copy of the report card is placed into an envelope, sealed with “To the Parents of:” (student’s name) printed on the front (preferably using computer generated labels). Report cards are stapled to the Learning Plan and sent home with the students (see the Staff Calendar for actual dates). Students should be instructed not to open them. Parents should open the report card. Teachers will keep the 2nd copy of each report card in the student files. At the end of the school year, a copy of the Final Report card should be given to the front office to be placed in the student’s cumulative file. At the end of the year, all other copies of term report cards can be disposed of as instructed in the Student Files Instructional Guide. Additional copies are needed to be made for SpEd (IEP/RTI/504) and refugee students to be distributed to their directors.

An example of the Term Report Card and Final Report Card is attached.

Homeroom Grade Report Summaries

Teachers may, if they feel it is needed to give more details about a grade, print off Grade Summary Reports for any of their homeroom subjects as well as the reports e-mailed by the group teachers. These Grade Summary Reports show each subject broken down into categories. For example:

Shurley Grammar Overall	90% A-
Tests	90% A-
Class work	85% B
Effort	100% A+

The homeroom class Summaries may be combined (stapled together) with the group summaries (given to you by the group teachers) and placed into a file to be used at Parent Teacher Conferences.

*An example of a Class Summary report is in the Appendices.

Honor Roll

On Teacher Grade Prep Day, Grade 4-6 teachers will compile 4 student lists for the Honor Roll.

- The 1st list is called the “**High Honor Roll**”. These are students in grades 4-6 who received all A’s on their report card in every subject (not every category, but in every overall subject).
- The 2nd list is called the “**Honor Roll**”. These are students in grades 4-6 who received all A’s and B’s on their report card (again, not categories, but on the overall grades).
- The 3rd list is for the “**Citizenship Award**”. These are students in grades 4-6 who received all A’s in Citizenship and Work Study Habits. If a student has been suspended that quarter, has

been caught cheating, bullying or causing any other problems at school (if they have been given a discipline referral or student note in that quarter), or still has missing assignments at the end of the quarter (each teacher can determine how many missing assignments would disqualify a student) in their groups or homeroom subjects, they would not be eligible for this award. **Students receiving this award should be students we want to hold up to the other students as examples of exemplary behavior and study habits.**

- The 4th list is for the “**Perfect Attendance Award**”. These are students in grades K-6 who had perfect attendance for the Term. If you have a student with more than 3 tardies in that term, they are not eligible for this award.

All names should be full names, and have first name and then last name.
For example:

Suzanne Smith (if she goes by Susie)
Jonathan Jones (if he goes by Johnny)
Mark Brown

All four lists are emailed to the Academic Director and Academic Secretary on Teacher Grade Prep Day so certificates can be generated and given to the students by the beginning of the next quarter. Certificates earned in the 5th quarter will be given to the students at the Year End Award Assembly (see Staff Calendar for date).

The Honor Roll list should be sent electronically, however, an example of the Honor Roll lists is in Appendix F.

End of Year Final Report Cards

Group teachers will have their Grade Summary Reports to the homeroom teachers by the deadline noted on the school calendar. Grades are input by the homeroom teacher and end of year report cards are to be printed and copied (1 original, 1 copy) **before** the last day of school. The homeroom teachers give one copy to the office staff (to be filed in the student cumulative file) and each teacher follows the procedures stated above under Distributing Report Cards. Final Honor Roll lists are emailed to the Academic Director and Academic Secretary according to the deadline in the end of year packet so awards can be handed to the students.

How to:

How to email class summary from Easy Grade Pro

Part I

1. Open group grade book
2. Click File; then Print [P or “printer” icon in toolbar]
3. In the space labeled “Report:” select “**Class Summary**”

4. In the space labeled “for:” select the group that is currently opened
5. Under main options: Student Identifiers- “Name only”; Include Students- “displayed only”; Sort students “by Last name”; Chart columns- .”3 items selected”- These are “Overall grades”, “Category grades”, & “#Missing assignments”; Include chart items “2 items selected”- These are “percents” & “grades”.
6. Under general options for all reports: Font- “Geneva”; Font Size “9 point”; Teacher name- Mr. _____, Mrs. _____, or Miss _____; Custom Report Title- click the box and type “Bi-Monthly Class Summary”; Click the box for “Include Class Name in Title”; Click the box for “Custom Report Date” and type the date.
7. Click Print
8. Click PDF drop down menu
9. In the space labeled “Save As:” type the name of the group plus the word “summary” [i.e. Saxon 7/6 summary]
10. In the space labeled “Where:” select Desktop [D]
11. Repeat for each group: Reading, Math, Spelling, History/Science

Part II

12. Open Email
13. Click “New” mail message [N or “new” icon]
14. In the space labeled “To:” insert the name of the homeroom teacher
15. In the space labeled “Subject:” type **Class Summaries**
16. Attach the .pdf file - Click on the .pdf file on the desktop that you previously created in Part I and drag it into the message [repeat for each summary for that teacher]
17. Click “send” icon
18. Repeat for all teachers whose students you teach
19. When all summaries have been sent, click and drag each summary.**pdf** to the trash to clean up your work space
20. You’re done!

How to print missing work reports

1. Open group grade book
2. Select one of your group classes – repeat the following instructions for the rest of your groups
(Reading, Math, Spelling, History/Science)
3. click the Print icon or use Command+p
4. from the “Report” drop down menu, select “Student Missing Work”
5. from the drop down menu “for”, select “All students in _____” (for the class you are printing missing work)
6. Scroll down to Reports Options
7. Click the following items (unclick all else):
 - a. **Include Student Title Options: Name only**
 - i. **Include: Hmrm Teacher, Grade Level**
 - b. **Include Intro/Postscript Text**
 - i. **include introductory text**
 - ii. **“Please direct all questions to the homeroom teacher”**
 - c. **Include Assignment Chart**
 - i. **Missing Assignments only**
 - ii. **3 items selected**
 1. **Date**
 2. **Category**
 3. **Score**
 - d. **General Options for all reports**
 - i. **Custom Report Title**
 1. **“Missing Work Report”**
 2. **include class name in title**

8. Scroll through each report to check for accuracy
9. Click “Page Setup” at bottom of page, select “Landscape” format (man is turned sideways)
10. Click “**Print**”
11. in the Print Dialog box, select “Layout”, “Pages per Sheet” = 2
12. Cut into half sheets and distribute to homeroom teachers’ boxes before end of day on Tuesday. (If you are late, please hand them to each teacher directly.)
13. You’re done!

How to send progress reports and missing work

1. Open grade book to the Master List
2. Click File; then **Print**
3. In the Report drop down menu, select “Student Progress Report”
4. In the “For” drop down menu, select “All Students in Term _____ Master List”
 - a. for grades K-2: select “Students selected in the List”
 - i. select “list” tab
 - ii. highlight names of students with “Emerging” grades by holding the “Command” key while clicking on student names
5. Click the tab options (unclick all else):
 - e. **Classes to include (Include Multiple Classes)**
 - i. From the drop down menu, select each class from homeroom
 - f. **Include Student Title Data**
 - i. **Student Identifiers = Name only**
 - ii. **Include =**
 1. **Grade Level**
 2. **Hmrm Teacher**
 - g. **Include Intro/Postscript Text**
 - i. Include postscript text, click “Edit”, then type this message:
 1. K-2 should read:
“Emerging designates student is not yet at mastery for this subject.

(-) designates student is below grade level in that subject.

An asterisk (*) designates a group level change. ”

note: group level changes are not reflected in Term 1, only subsequent terms.

2. 3-6 should read:

“(-) designates student is below grade level in that subject.

An asterisk (*) designates a group level change. ”

note: group level changes are not reflected in Term 1, only subsequent terms.

- a. note: a new student may receive an “Emerging” grade on a case-by-case basis as approved by an Academic Director for a short period of time. In such cases, include “Emerging designates student is not yet at mastery for this subject” in a note for that student’s report card.

h. Include Grade Summary Chart

- i. Chart Contents; select “Term Grades”
- ii. Chart Contents; select “Categories”
- iii. Select “omit ‘Category’ label and weight”

i. Include Assignment Chart

- i. **Missing Assignments only**
- ii. **3 items selected**
 1. **Date**
 2. **Category**
 3. **Score**

6. Unclick all other categories
7. Go to “Display Options”; Font = Geneva, Font Size = 12 point, include teacher name (your name), Custom Report Title = Bi-Monthly Progress Report
8. Unclick “Include class name in title”
9. Select Custom Report Date and use the date progress reports are sent home (verify with calendar)
10. Scroll through each report to check for accuracy

11. Select “page setup” at bottom of box, select “Portrait” format (man standing upright)
12. Click **Print**
13. **Click Print from the Print Dialog Box**
14. Attach bi-monthly progress report and group missing work reports to learning plans.
15. For SpEd and refugee students, send a copy of the bi-monthly progress report to their directors.
16. Include a note in the parent signature box on the learning plan for the week when progress reports are sent home. The note should say “Bi-monthly received”.
17. Please staple the missing work in such a way as to make it obvious if the missing work is detached – please share your great, successful ideas with others!
18. You’re done!

PRINTING REPORT CARDS

COMBINING TERMS

(THE FINAL STEPS) can be done at any time prior to printing Term 2 report cards

1. Go to Master List Term 2 and all subsequent subjects and all terms
2. Copy students' names to all terms – for groups classes, insert G-H code in front of each student name
3. Go to Master List Term ____ (term you are printing)
4. Go to Tools (main menu bar), drop down to Term Tools, click Combine Terms.
5. Find the drop down indicator. Notice the class name listed in the box **ABOVE** that indicator.
6. Click the drop down indicator.
7. You should see a BIG long list of classes from previous terms. Find the matching class name that was next to the indicator.
8. Highlight the matching class name followed by (Term) NOT (Overall). Repeat for each previous term.
9. Go to the highlighted (default) weights. Change it to 100.
10. Go to the box to the **RIGHT** of each indicator. Change each to a zero (0).
11. Click done. You should see flash on your screen "Combining Class Data".
12. A box that says "Combine Terms" will pop up. Inside that box, it should say "****ALL STUDENTS MATCHED****" If it doesn't, follow the directions below the box, check the spelling of each student or see an experienced Easy Grade Pro person who can help you.
13. Click OK.
14. Repeat steps 3-10 **FOR EACH CLASS TO BE PRINTED ON THE REPORT CARD**. This is very tedious. I'm sorry. However, this is extremely important and can't be skipped.

PRINTING

15. Prior to printing report cards, go to Term 5 for your Master List
16. A pop-up window will initiate recombining terms – scroll through each class to allow all classes to recombine
17. Get ready to print your report cards, just like you do your bi-monthly reports.
18. Go to Tool, Print, Report: Student Progress (report card), for: All Students in Term 2 (or whatever term it is)
19. Options Tab. Click Include Multiple Classes, then click on each class that you want printed on the report card.
20. In the drop down menu "Match students across classes" by Name
21. Click Include Student Title Data. Student Identifiers: Name only; Include: "1 item selected" which should be "Grade Level" (don't click on "Homeroom Teacher")
22. Click on Include Intro/Postscript Text, click on Include Postscript text again (different box) Click on "edit". In the box that pops up type the following:
"Emerging designates student is not yet at mastery for this subject."
(-) designates student is below grade level in that subject.

An asterisk (*) designates a group level change.”

23. Click on “Include Grade Summary Chart”, using drop down menu for “Chart contents”, select “Term Grades”
24. Unselect any other items (for Term 1 select “overall grade”)
25. Click “Include Attendance”, include chart, (drop down) 2 items selected, Absent and Tardy.
26. Unclick Include Notes and Comments
27. Go to Display Options, “Display grades as”- grades only (drop down)
28. Go to General Options for all reports, Font: Geneva, Font size: 12; teacher name: Yours, of course, with title (Mrs., Ms., Mr.)
29. Click on Custom Report Title. Type in: “TERM __ REPORT CARD” (For whichever term it is)
30. Unclick Include Class Name in title
31. Click Custom Report Date. Type in: the date report cards go home in this format: Friday, January 18, 2015
32. Click on “page setup” in the bottom left corner. Click on the first box for orientation (portrait).
33. Click on “Print” in the bottom right corner. Then click on “preview” and look at each student’s report card.
34. Get approval from Academic Director.
35. Print your report cards by clicking on print. (print copies for student file, SpEd director, refugee director [and cumulative file for Term 5].
36. Put into envelopes.
37. Attach label with “To the Parents of:” and student name
38. Staple to learning plans on date the school calendars list as the day report cards go home.
39. Tell students they are NOT to open these report cards.

Now wasn’t that just Easy Peasy, Lemon Squeezy?

Go! Fight! Win!

If you are one of those AMAZING people who finds errors, misprints, et cetera easily, please send any correction recommendations to Jen Walstad (jwalstad@apamail.org).

Thank you! You ROCK!

Checklists

Easy Grade Pro Setup Checklist

(This optional checklist can be used to make sure all your classes are set up properly.)

Subject	W e i g h t s	C a l e n d a r	S t u d e n t s	A s s i g n m e n t s	D a t a c o r r e c t	T e r m c o m b i n e d	G r a d e s e n t e r e d
Master List w/ attendance	n/a			n/a	n/a		n/a
Reading: RM__							
Reading: LBDI Level ____							
Accelerated Reading (-)							
Reading: Horizons C/D (-)							
Math: CMC ____							
Math: Saxon __ / __							
Accelerated Math (-)							
Spelling: Spalding							
Spelling: Latin Roots ____							
History							
Geography							
Science							
Grammar							
Writing							
Penmanship							
Poetry							
Literature							
Reading University							
Logic							
Homeroom Math							
Art							
Music							
PE							
Citizenship							
Work & Study Habits							
History/Science Rotation							
Reading Group							
Math Group							
Spelling Group							

Class Summary Checklist

- My Reports are titled “Class Summary” at the top as a header
- My Class Name is included with the title
- My name is included below the title with “APA” and the date
- My name has a title (Mrs., Mr. Ms.)
- The chart includes the following:
 - o Student names preceded by G-H code for each student
 - o Grade with percentage and letter grade
 - o Classroom categories including title and percentage
 - o I have double-checked grading weights are accurate according to Grading Weights spreadsheet
 - o Missing work column is included
- I gave one copy to the homeroom teacher
- I filed one copy in my data binder
- My grades are up to date weekly and on the workroom computer at school for easy access by administration (Academic Directors have my current password)

Bi-Monthly Progress Report Checklist

- My Reports have the student name in the top left-hand corner
- My Reports have student’s grade level under the student name (ex: Second Grade)
- My Reports have Student’s Homeroom Teacher name on the right-hand side (Mrs., Mr., Ms.)
- My name has a title (Mrs., Mr. Ms.)
- My Reports say “Bi-Monthly Progress Report” at the top as a header
- I followed the step-by-step instructions for set up
 - o Grading Scale for each class
 - o Grading Categories match subject categories (ex: Tests, class work, workbook, effort)
- My reports have an overall grade as well as category grades
- My report includes a missing work report if the student has any missing assignments
- I attached all group missing work reports to the progress report
- I attached one copy to the student’s learning plan
- I filed one copy in my student file

Report Card Checklist

- I have combined the Terms so each applicable term grade is on the report card
- My Report Cards say "TERM ____ REPORT CARD" at the top as a header
- For Term 5, report cards say "FINAL REPORT CARD"
- My Report Cards have the student name in the top left corner
- My Report Cards have the student's grade level (ex. Fourth Grade) under the student name
- My Report Cards have only the term grades (no category grades) for each subject
- Grades shown are letter grades only, NOT percentages
- I have checked the subjects for my grade level to make sure the most recent grades for each subject are included on the report card – I have received all current grades from groups teachers and specials teachers
- Students who are below grade level in any of their groups contain the appropriate mark next to the title of the group (-) indicating they are below grade level.
- I have included Citizenship and Work Study Habits on my Report Card as a letter grade
- The student's attendance is at the bottom at the report card (Absence and Tardy)
- I have had all Ds, Fs, or Emerging grades approved by the Academic Director
- I have had an Academic Director double check my report card to help me catch anything I may have missed.
- Any comments I have made on report cards have been checked by an Academic Director to ensure they are positive, accurate, and motivating.
- I have created a list of High Honor Roll Students (all A's) and given it to the Academic Secretary (grades 4-6 only).
- I have created a list of Honor Roll Students (all A's and B's) and given it to the Academic Secretary (grades 4-6 only).
- I have created an attendance honor roll list and given it to the Academic Secretary.
- I have created a citizenship honor roll list and given it to the Academic Secretary (grades 4-6 only).
- I have made two copies of the report card - one for the student and one for the file
- For any SpEd students, I have included the IEP goals progress report with the report card
- I have made copies for any SpEd and refugee students – delivered to their program directors
- I have created a "Homeroom Grade Summary Report" (optional)
- I have created labels with "To the Parents of:" and the student name for the report card envelope
- I have instructed my students to leave the report card sealed until given to their parent

Appendices

Appendix A: AT GRADE LEVEL Charts

Kindergarten	Beginning	End
Reading Level	RM 1 (Sig K)	RM 1 (Sig K) L. 160
Math Level	CMC A	CMC A L. 60

First Grade	Beginning	End
Reading Level	RM 2 (Sig 1)	RM 2 (Sig 1) L. 160
Math Level	CMC A L. 60	CMC B L. 60

2nd Grade	Beginning	End
Reading Level	RM 3 (Sig 2)	RM 3 (Sig 2) L. 140
Math Level	CMC B	CMC B L. 120

3rd Grade	Beginning	End
Reading Level	RM 4 (Sig 3)	RM 4 (Sig 3) L. 140
Reading Level	LBDI Level 1	LBDI Level 1
Math Level	CMC C	CMC C L.120

4th Grade	Beginning	End
Reading Level	RM 5 (Sig 4)	RM 5 (Sig 4) L. 120
Reading Level	LBDI Level 4	LBDI Level 4
Math Level	Saxon 5/4	

5th Grade	Beginning	End
Reading Level	RM 6 (Sig 5)	RM 6 (Sig 5) L. 120
Reading Level	LBDI Level 5	LBDI Level 5
Math Level	Saxon 6/5	

6th Grade	Beginning	End
Reading Level	LBDI Level 6	LBDI Level 6
Math Level	Saxon 7/6	

Appendix B: Class Summary Example

Class Summary Term 1: Saxon 6/5 Group
 Mrs. Durling, American Preparatory Academy, Friday, October 10, 2014

	3 of 3 Students	Overall	Tests (50%)	Homework (30%)	Math Facts (10%)	Effort (10%)	Missing
1	4-D Determination, Devin	92.5% A-	92.0% A-	91.4% A-	90.5% A-	100.0% A+	0
2	4-S Enthusiasm, Ethel	85.0% B	80.0% B-	92.1% A-	82.3% B-	100.0% A+	0
3	5-J Honesty, Helen	98.7% A+	98.0% A+	99.3% A+	99.0% A+	100.0% A+	0

Appendix C: Bi-Monthly Progress Report Example

Bimonthly Progress Report
Thursday, November 13, 2014

Determination, Devin
Fourth Grade
Mrs. Durling

Mrs. Durling
American Preparatory Academy

Grade Summary	Overall	
Reading Mastery 4 (-)	69.0%	Emerging
Final Grade	69.0%	Emerging
Accelerated Reading (-)	0.0%	*
Final Score	0.0%	*
Math: Saxon 6/5	92.0%	A-
Final Score	92.0%	A-
Spelling Spalding	97.0%	A+
Final Score	97.0%	A+
Science	89.0%	B+
Test & Quiz	89.0%	B+
History/ Geography	92.0%	A-
History	95.0%	A
Geography	89.0%	B+
Literature	94.7%	A
S&P	99.0%	A+
Literature	95.0%	A
Poetry	90.0%	A-
Effort	95.0%	A
Grammar/ Vocabulary	90.7%	A-
WW Program	85.0%	B
Shurley Tests	95.7%	A
Effort	94.0%	A
Writing	84.5%	B
Book Reports	80.0%	B-
Classwork	90.0%	A-
Drafting	80.0%	B-
Effort	95.0%	A
Logic	89.4%	B+
Workbook	90.0%	A-
Completion/ Effort	88.0%	B+
Reading University	100.0%	A+
Completion	100.0%	A+
Homeroom Math	83.0%	B
MMF	70.0%	C-
Interactive Math	90.0%	A-
Effort	95.0%	A
Music	95.0%	A

Appendix D: Term 1 Report Card Example

TERM 1 REPORT CARD

Friday, October 10, 2014

Determination, Devin
Fourth Grade

Mrs. Durling
American Preparatory Academy

Grade Summary	Overall
Reading Mastery 4 (-)	A+
Math: Saxon 6/5	B+
Spelling Spalding	A-
Science	B+
History/ Geography	A+
Literature	A
Grammar/ Vocabulary	B+
Writing	C
Logic	B
Reading University	C+
Homeroom Math	B-
Music	A
Art	B+
PE	A+
Citizenship	A
Work & Study Habits	A-

Attendance

Attendance Item	Total
• Absence	2
• Tardy	2

(-) designates student is below grade level in that subject.

Appendix E: Final Report Card Example

FINAL REPORT CARD

Friday, June 12, 2015

Determination, Devin
Fourth Grade

Mrs. Durling
American Preparatory Academy

Grade Summary	Term 1	Term 2	Term 3	Term 4	Term 5
Reading Mastery 4 (-)	A+	Emerg.	*	*	*
Accelerated Reading (-)	*	*	B+	A	A+
Math: Saxon 6/5	B+	A-	A-	B+	B
Spelling Spalding	A-	A+	A+	A+	A+
Science	B+	B+	B+	B+	B+
History/ Geography	A+	A-	A-	A-	A-
Literature	A	A	A	A	A
Grammar/ Vocabulary	B+	A-	A-	A-	A-
Writing	C	B	B	B-	B
Logic	B	B+	B+	B+	B+
Reading University	C+	A+	A+	A+	A+
Homeroom Math	B-	B	B	B	B
Music	A	A	A	A	A
Art	B+	A-	A-	A-	A-
PE	A+	A+	A+	A+	A+
Citizenship	A	A	A	A	A

Attendance

Attendance Item	Term 1	Term 2	Term 3	Term 4	Term 5	Total
• Absence	2	1	2	1	1	7
• Tardy	2		1	3	1	7

Emerging designates student is not yet at mastery for this subject.
 (-) designates student is below grade level in that subject.
 An asterisk (*) designates a group level change.

Appendix F: Honor Roll List Example

(Should be emailed to Academic Director and Academic Secretary)

Mrs. Jones 4th Grade 1st Term Honor Roll Lists

HIGH HONOR ROLL

Students with all A's: (overall grade in each subject)

Rebecca Anson
Sidney Everet
Alexis Korten
Phillip Koontz
Zachary Paltry

HONOR ROLL

Students with all A's & B's: (overall grade in each subject)

Tina Adams
Rebecca Andrews
Zack Franks
Taylor Hampton
Brenda Lee Olsen
Emma Smith
Jack Smith
John Zackery
Bradley Zeneks

Students with A's in Citizenship and Work Study Habits (these student should be exemplary students in work ethic and habits):

Rebecca Andrews
Brenda Lee Olsen
Emma Smith
John Zackery

Students with Perfect Attendance: (don't count tardies unless they have more than 5 in a term)

Tina Adams
Rebecca Andrews
Zack Franks
Taylor Hampton
Brenda Lee Olsen
Emma Smith
Jack Smith
John Zackery
Bradley Zeneks

Appendix G: Importing student names – option 2

Option 2: Before opening the new grade book

1. Open up Master Academic from your Academic Director
2. Sort by first name, then by last name, then by G-H (column C), then filter your homeroom class.
3. Select all names
4. Command+C to copy
5. Open up a new word document
6. Command+V to paste into the new word document
7. At bottom of class list is a small (clipboard) box on right corner
 - a. Click on that box (clipboard box) – if your clipboard disappears, click the small white corner in the bottom right-hand corner of the box
8. Select “keep text only” (the formatting and spacing will look odd at this point – don’t panic)
9. Get rid of nicknames and have only first and last names used on report cards
10. Go to “file”, “save as” (do NOT hit “save” until prompted to do so)
 - a. name the document as “master student names” for the desktop folder, do NOT hit “save” yet
11. Go to format (a drop down menu in the center of the save pop-up window) and select “plain text”
12. Now press “save”
13. File conversion box will come up. Make sure you’ve selected “MacOS” (default), then press “OK”.
14. At the setup for a new gradebook after entering your name,
15. Click on ‘Save’. When the pop-up window appears,
 - Click on ‘Import classes’, click “easy import students”
16. Where prompted for “Type the Class/Subject Name” type in “Master List” (This is the list where you will keep attendance and from which you will run ALL reports.)
Click on “Term 1”
17. Click “OK”
18. Select from your desktop folder “master student names”
19. At the “easy import students” box, under “identify name (other field optional) at the first drop down menu, select “Last name”, at the next drop down menu, select “first name”
20. Where prompted to fill in “Name of Format:” type in “Master List”
21. Click “Next”
22. Click “Import Selected Records”
23. Verify the number of students imported matches the number of students in your homeroom class.
24. Click “ok”
25. Click “no” when asked if you want to import again
26. Easy Grade Pro should open to the gradebook at this point