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The effects of computer inservice and training on the adoption of a computerized grading system

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The effects of computer inservice and training on the adoption of a computerized grading system

Abstract

While technology has been entering the educational setting for many years, there are teachers who continue to be fearful about adopting computers and other technology into their classes. Whenever new technology is introduced, teachers have legitimate concerns: How does this affect my daily routine? Will this replace me as a teacher? How will I learn about the new device? Is it right for the student? (Poirot, 1992b). These concerns can be answered if the technological implementation is successful. Creating a setting that is conducive to initial teacher acceptance of the technology and an eventual adoption of the tool at a personal level is the key (Poirot, 1992b).

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THE EFFECTS OF
COMPUTER INSERVICE AND TRAINING
ON THE ADOPTION OF A COMPUTERIZED GRADING SYSTEM

A Research Paper

Presented to

Department of Curriculum and Instruction

University of Northern Iowa

In Fulfillment

of the Requirements of

Research

---

by

Kelli J. Diemer

July 1994

This Research Paper by: Kelli J. Diemer

Entitled: THE EFFECTS OF COMPUTER INSERVICE AND TRAINING ON THE

ADOPTION OF A COMPUTERIZED GRADING SYSTEM

has been approved as meeting the research paper requirement for

the Degree of Master of Arts in Education.

August 1, 1994
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and Instruction

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CHAPTER 1

INTRODUCTION

Background

While technology has been entering the educational setting for many years, there are teachers who continue to be fearful about adopting computers and other technology into their classes. Whenever new technology is introduced, teachers have legitimate concerns: How does this affect my daily routine? Will this replace me as a teacher? How will I learn about the new device? Is it right for the student? (Poirot, 1992b). These concerns can be answered if the technological implementation is successful. Creating a setting that is conducive to initial teacher acceptance of the technology and an eventual adoption of the tool at a personal level is the key (Poirot, 1992b).

An additional concern for these same teachers is the adoption of new software that has been developed to make the recordkeeping process of teaching easier. With the advent of this new technology, it is a shame that teachers in particular cannot see the benefits.

Statement of the Problem

Does inservice training help alleviate some concerns teachers have with using technology? Would an inservice on using a computerized gradebook program influence the likelihood of its adoption with teachers? This study focuses on the effects an

inservice training on the computerized gradebook program, Integrade, has on the teachers' level of concern.

Significance of the Study

To help overcome the anxiety associated with computers, training workshops and inservice programs should be a natural occurrence when computers and new computer software are introduced for adoption in a class, subject, or school. With the large investment in new technology that school districts are making, every effort should be made to insure that teachers and students are getting full use of it. If training played a more significant role in the introduction and adoption of new technology, more teachers would feel at ease with using the technology in their curriculum. This study is to explore the possible existence of a relationship between conducting an inservice workshop on Integrade, a computerized gradebook program, and the level of concern of teachers who actively use the program to figure their grades.

Assumptions

When a child learns from an enthusiastic teacher, a very significant positive influence can result. Anything that will improve a teacher's attitude toward teaching should be considered. On the other hand when changes occur too quickly, unwilling teachers may generate hard feelings and resentment that often are translated to the student's instruction (Norris, 1993).

It is imperative that adequate training and preparation for new innovations are included in any technology investment. The key to successful technology implementation is the teacher (Norris, 1993).

Limitations of the Study

The research for this study will be conducted with a quasi-experimental design. Because of this, experimental control is limited. All teachers who choose the IBM version of the Integrade will be involved in the inservice workshop. There will be no randomization or selection possible. This also leaves no control group to test against.

An additional limitation would be determining what actually influences the participants the most. While the inservice training may very well have an impact on lowering the anxiety level of the teachers, it may not have been so successful without the added influence of the user manual.

Definition of Terms

Computer anxiety: Described by Rohner & Simonson (1981) as the mixture of fear, apprehension, and hope that people feel when planning to interact with or when actually interacting with a computer.

Integrade: A computerized gradebook program used to record and report students' progress. This program was used as the basis for the research on teachers' levels of concern.

CBAM Questionnaire: A 35 question survey given before the workshop, after the workshop, and again at the end of the semester to determine how scores in the stages of concern had changed (Appendix C).

Stages of Concern (SoC): A model that identifies seven levels of concern about adopting a new innovation. The stages of concern are awareness, informational, personal, management, consequence, collaboration, and refocusing (Hall, G.. George, A., & Rutherford, W., 1979).

Pre-Inservice Questionnaire: An open-ended questionnaire given to evaluate the pre-workshop opinions (Appendix D).

Post-Inservice Questionnaire: An open-ended questionnaire given to evaluate the post-workshop opinions (Appendix E).

CBAM Graph: A graphical presentation of answers given on the CBAM questionnaires. By charting the results, high and low concerns are more evident (Appendix F).

Quasi Experiment: An experimental design that exists for situations in which complete experimental control is difficult or impossible.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Technology has created new concerns with teachers. Teachers are faced with limited time for all that the school day requires of them and this of course does not leave much time to develop skills for new technology. Because of this the new technology that will eventually save them time, creates anxiety and concern that often holds back teachers from using it.

Studies have been conducted in measuring a teacher's level of concern with the adoption of a new innovation. In other words, will successful implementation of technology positively change a teacher from a low-level "observer" role to a higher one of being "proponent" of technology (Hall et al., 1979).

If there is high anxiety with technology, a teacher will have a negative attitude about it. Lack of familiarity with microcomputers has been seen as contributing to resistance (Stevens, 1981). Bell (1980) has reported that experience with computers tends to improve the attitude of both students and teachers toward computers. Teachers have a large impact on students, thus a positive attitude toward learning and school is very important. A teacher may very well have a positive attitude toward students and the job, but be negatively inclined toward a new innovation (Norris, 1993). Clement (1981) found that teachers do not always have positive attitudes toward computers, and it has even been reported that poor teacher attitudes have

resulted in covert and in some situations overt sabotage of computer-based projects.

Since computers can benefit the student and teacher to such a great extent, it is important for a school system to assess teachers' perceived needs and demonstrate how technology can assist in meeting those needs. This is critical for successful implementation (Poirot, 1992b).

After the user accepts the need for the new technology and the importance is understood, training with the new equipment or software must come next. Poirot (1992a) states that any and every technology project should start with quality educational training for the teachers involved.

Because training has been shown to be a significant predictor of computer use among teachers (Anderson, R. E., Hansen, T. P., Johnson, D. C., & Klassen. D. L., 1979). Madsen and Sebastiani (1987) conducted a study to measure the changes of inservice teachers in knowledge of and attitude toward computers. A sample of 60 secondary school teachers was randomly chosen. The sample took a 15-hour computer literacy course. A pre-test and post-test were given to measure for change in attitudes. The pre-test and post-test were the Minnesota Computer Literacy and Awareness Assessment (MCLAA). The results of this study indicate that teachers who have participated in an inservice computer literacy course show significantly improved attitudes toward microcomputers.

A plan for a successful computer inservice was outlined by Clemente (1991). It included asking teachers to state their needs, working together (teachers and principal) to set goals and plan for the inservice, and conducting the inservice at the school. It was also strongly suggested that teachers should teach teachers, a balance of lecture, demonstration and hands-on activities be included, and follow-up support be available.

Gressard and Loyd (1985) have found that the most effective way of alleviating teachers' fear of computers and improving the computer attitudes of teachers in general may be the implementation of staff development programs which provide opportunities for teachers to learn about and work with computers. The results of Gressard and Loyd's study suggest that a staff development program can be effective in improving the computer attitudes of teachers. Anxiety was significantly decreased while confidence in using technology and liking of technology were increased. The results of this study underscore the value of providing computer instruction and experience to teachers of all ages when computers are being introduced into the classroom.

While teachers' level of concern and anxiety has been identified and researched in regard to technology, the studies have been in relation to using the computer with students. The attention of this paper is to focus the change in teachers' level of concern in relation to using the computer to record grades as

a recordkeeping tool. This use of the computer was selected to study because one of the prime responsibilities of the teacher is the evaluation of student performance (Rottmann, 1983). A computerized gradebook program that will facilitate the teacher's recordkeeping tasks with an inservice should be embraced by teachers.

CHAPTER 3

DESIGN OF THE STUDY

Procedures

Teachers from Cedar Falls High School started using
Integrade, the computerized gradebook program, for their
classroom recordkeeping starting in the 1993-94 school year. An
inservice which targeted the software was provided during the
fall of 1993 for all teachers. The inservice was a two-hour
session conducted in the IBM computer lab at Cedar Falls High
School (Appendix A). It included hands-on experience with the
program plus an abbreviated help manual (Appendix B).

Each teacher needed to make a choice among the IBM, Apple
and MacIntosh versions of this software; this study was only
concerned with those who selected the IBM version. This study
looked at the effect of conducting an inservice training workshop
with the adoption of a software program.

The adoption of the software was measured in part by the
number of teachers using the gradebook program and also by the
results of the Concerns-Based Adoption Model (CBAM instrument).

Instrument

The Concerns-Based Adoption Model (CBAM) is an instrument
which measures the attitudes and feelings of those who are
undergoing change. In this instance, the change is the adoption
of a computerized gradebook program. If teachers' concerns about

a new innovation, <u>Integrade</u>, do not lessen over time with the planned inservice program, the inservice may not have been worthwhile.

The Stages of Concern model was adapted from Hall et al. (1979).

Stage 0 - Awareness: An individual has little concern about or involvement with the innovation.

Stage 1 - Informational: The individual has a general awareness of the innovation and interest in learning more detail about it. No worry about him/herself in relating to the innovation.

Stage 2 - Personal: The individual is uncertain about the demands of the innovation, and his/her ability to meet those demands.

Stage 3 - Management: The individual has focused his/her attention of the processes and tasks of using the innovation and the best use of information and resources.

Stage 4 - Consequence: The individual looks at the impact of the innovation on students. Relevance for the students is major concern.

Stage 5 - Collaboration: The individual focuses on coordination and cooperation with others concerning the innovation.

Stage 6 - Refocusing: An individual explores the more universal uses for the innovation.

Methods

Before the inservice training began, teachers were given the CBAM questionnaire (Appendix C) to fill out. This survey has 35 questions in seven categories (awareness, informational, personal, management, consequence, collaboration, and refocusing). By rating each statement on a scale of 0 to 7 (0 = Irrelevant; 7 = Very true of me now), the individual's concerns were determined. Following the inservice, a second identical CBAM survey was given to see if the inservice had any effect on the teachers' concerns.

A third identical CBAM survey was given at the end of the semester. This survey was to assess any long term effect the inservice had upon the teacher and his/her concerns.

An open-ended questionnaire (Appendix D) was given before the inservice and an additional one at the end of study (Appendix E). The first questionnaire was to determine who had previously used the Integrade and who had adopted its use by the end of the study.

Analysis of Data

To understand the results of the CBAM questionnaires, one must first look at what each stage of concern represents. The results from each of the CBAM surveys was graphed to show areas of high concern within the seven categories set up by the instrument. The graphs for each individual was compared to see if there is a change from surveys 1, 2, and 3.

CHAPTER 4

RESULTS

At conclusion of the first CBAM questionnaire, each
individual's questionnaire was scored and charted. The results
are shown in Table 1.

Table 1

Stage of Concern Percentile Scores: First CBAM Questionnaire

Subject	Stages of Concern							Total
	0	1	2	3	4	5	6	
1	66	72	14	15	11	9	42	229
2	97	98	89	77	27	84	47	519
3	93	27	25	15	7	68	9	244
4	91	80	55	34	9	28	20	317
5	53	57	48	56	9	16	30	269
6	95	75	76	73	27	40	34	420
7	84	69	67	52	13	25	42	352
8	96	84	72	47	30	55	11	395
High Scores								
First	5	3	0	0	0	0	0	
Second	2	3	1	1	0	1	0	

Five of the eight participants scored highest in Stage 0 of
concern, while the other three scored highest in Stage 1. A high
score in Stage 1 represents intense concerns about what the
innovation is and what the innovation entails. People in this

category usually want more descriptive information about the innovation and not specifics.

Stage 0 has two very different meanings depending on whether the individual is a nonuser or a user of the innovation. A high score in Stage 0 for a nonuser reflects awareness of and concern about the innovation, while for the user this represents a lack of concern for the innovation. To determine which category the participants fall, additional information is needed. A determining factor can be in which category did the second highest score fall. For a nonuser, it would be 1 or 2. A user of the innovation with little concern about it would score low in Stages 1 and 2. Nonusers' concerns are normally highest on Stages 0, 1, and 2, and lowest on Stages 4, 5, and 6 (Hall, et al., 1979).

For the eight individuals who participated in the inservice, all scores indicate nonusers except for #3. That individual scored highest in Stage 0, but had a second highest score in Stage 5.

The results of the second CBAM questionnaire, which was given at the end of the first quarter, were graphed individually and are shown in Table 2. Four of the six scores are highest in Stage 0 while the remaining two scored highest in Stage 3.

Table 2

Stage of Concern Percentile Scores: Second CBAM Questionnaire

| | Stages of Concern | | | | | | | |
Subject	0	1	2	3	4	5	6	Total
1	37	34	48	80	76	36	42	353
2								
3	81	23	17	11	5	68	9	214
4								
5	81	72	63	83	27	44	73	443
6	72	72	52	69	21	14	26	326
7	60	45	55	60	8	16	22	266
8	84	51	31	27	5	44	14	256
High Scores								
First	4	0	0	2	0	0	0	
Second	1	2	0	1	1	1	0	

The four who scored highest again in Stage 0 can, as before, demonstrate one of two very opposite points of view about the innovation. To determine the meaning of this score, the second highest score must be considered. Two of these had a second highest score in Stage 1. This indicates that they are still highly concerned with the innovation and have not yet advanced beyond the original stage of concern.

The other two who scored highest in the Stage 0 category had second highest scores in Stages 3 and 5. They also had low scores in Stages 1 and 2. This indicates that these individuals

are moving toward a higher level of concern, and the high score
in Stage 0 probably indicates a lack of concern as opposed to a
high level of concern.

The third survey was given at the end of the semester to
determine the number of teachers who actually adopted the program
for their continued use and, if so, what their level of concern
was at that time.

The results from the third CBAM survey were graphed
individually and the information was combined on Table 3.

Table 3

Stage of Concern Percentile Scores: Third CBAM Questionnaire

	Stages of Concern							
Subject	0	1	2	3	4	5	6	Total
1	72	48	31	47	9	25	20	252
2	46	66	80	47	63	76	69	447
3	95	45	28	15	2	28	6	219
4	53	23	57	83	66	25	60	367
5	86	84	63	52	13	40	65	403
6	86	40	48	39	5	10	17	245
7	66	54	67	47	5	31	14	284
8	23	69	52	2	5	72	22	245
High Scores								
First	4	0	2	1	0	1	0	
Second	1	4	1	0	1	1	0	

The peak scores were found in Stage 0, Stage 2, Stage 3, and Stage 5. One individual's highest score was in Stage 5. This indicates a concern of wanting to coordinate and cooperate with others in using this innovation (Hall et al., 1979). This is regarded as strong movement toward an advanced level of concern. This user has gone from individual concern with the innovation to a level of concern for others instead.

One individual also placed highest in Stage 3. Stage 3 focuses on management techniques in using the innovation. The best use of information and resources are of greater concern.

Stage 2 is a peak for two individuals. These users are still at a level of concern about the demands of this innovation and the time required to understand it. There has not been much movement toward a higher level of concern for these individuals.

The final peak for this group is in Stage 0. Four individuals had their highest score in this category. As mentioned before, a high score in Stage 0 can have two different meanings and the second highest score must also be considered when analyzing the individual's concern. For each of the four participants that scored highest in Stage 0, all had a second highest score in Stages 1 or 2. This indicates that all of these individual's still have a strong level of basic concern about the innovation.

The pre-inservice questionnaires were returned and the following is a summary of the information collected.

1. Six participants said they had no prior experience using <u>Integrade</u>; two said they had prior experience.

2. The number of students the participants keep grades for ranged from 80 to 200. (80, 100, 100, 100, 160, 170, 200, 200)

3. When asked if they had ever used a computerized grading program, six said yes; two, no. The programs that have been used are Apple Grade Book, Grade Busters, and a home-made system on spreadsheet.

4. Do you believe a computerized grading system would be beneficial for you to use? Six said yes; one said "don't know." Reasons given were: saves time, provides detailed/personalized feedback for students, more efficient, students know where they stand, cuts down on calculation time, speed, accuracy, certainty, quick and easy, percentage of points for continued monitoring of students' outcomes.

5. When asked if an inservice on <u>Integrade</u> will benefit them, eight said yes.

The post-inservice questionnaires were returned and the following is a summary of the information collected.

1. When asked if the participant is currently using the Integrade, seven said yes, one said no. Those who were using the program, used it for all of their classes.

If the participants answered yes to question #1, they were to continue on to questions 2-4. Seven participants completed the rest of the questionnaire.

2. Have you found Integrade to be useful in your recordkeeping? All said yes. The following reasons were given:

    - convenient

    - helps me give quick organized responses to percents, scores, and other information.

    - completely objective

    - like the percent with the grade

    - can give students a report on what assignments are missing, percent, and letter grade

    - flexible and easy to use once you get the hang of it

    - helps in organization

    - computer scores to percent and grade

3. When asked if the participants would recommend Integrade to another school system or teacher, all said yes. One had some reservations.

4. Do you think the inservice on <u>Integrade</u> helped you in using the system? All said yes. Comments made were that the inservice needed to be more organized and that some still need to learn how to export data.

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

From the first CBAM and the second CBAM surveys, the change in levels of concern indicate a movement toward acceptance of this innovation. This could suggest that the inservice helped bring about a lower level of anxiety for these teachers.

However, the results shown after the third CBAM did not show any improvement for four of the participants and an additional participant stopped using the program entirely. Only two teachers showed movement in their levels of concern.

Results from this study suggest that the inservice training helped alleviate some of the teachers' concerns for the short term. This was evidenced by the movement in stages of concern after the second CBAM questionnaire.

The results of this study for the long-term, however, showed no improvement in the level of concern for the teachers. This suggests that an on-going inservice training may be more effective to alleviate teachers concerns for new technology.

To show any relationship between the inservice training and the adoption of Integrade, the CBAM results for a majority of teachers who attended the inservice training needed to decrease in level of concern. Also, more teachers would have to adopt the computerized grade program for their use in recording grades.

Computer inservice and training need to be an integral part in the adoption of technology; however, some individuals need

more than an introductory inservice. Feedback with inservice

participants will show further concerns and/or interest areas.

Lines of communication are important to determine if further

training is needed.

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APPENDIX A
Integrade Inservice Outline

INTEGRADE 7.01 WORKSHOP

FOR IBM AND IBM COMPATIBLES

OBJECTIVES

At the end of the workshop, participants will be able to...

1. load class lists
2. work with the main spreadsheet (switch window views)
3. enter new tasks and students, enter scores, and calculate grades
4. sort students and tasks
5. work with program options
6. create and print 7 reports (class roster, demographic, end of term, missing tasks, spreadsheet, student, and task reports)
7. create password
8. update class lists
9. export report card data

WORKSHOP PARTICIPANTS

The participants involved in the InteGrade IBM workshop will be teachers who plan to use the computerized grading program on a DOS computer. Ages will vary from 25 to 55. Male and female teachers will be involved. Computer experience will be also varied throughout the group. Some participants will have a lot of experience on computers while some will not have much experience at all.

TIME LINE

The workshop will be conducted 1 1/2 weeks into the school year. At that time the class lists will be determined. InteGrade will be taught during a two hour workshop beginning after school. A manual with instructions will also be provided to all the participants of the workshop.

APPENDIX B
<u>Integrade User Manual</u>

INTEGRADE 7.01

(For IBM and IBM Compatibles)

TABLE OF CONTENTS

INTEGRADE PROGRAM

INTEGRADE PROGRAM

SECTION ONE: LOADING CLASS LISTS

To load a class list onto the screen:

1.   Return on LOAD CLASS

2.   Arrow key down to highlight the class you want to view and press return

3.   The main spreadsheet with the class list is now on your screen.

```
╔══════════════════ InteGrade Main Menu ═══════════════════╗
║  ┌─────────────────────────────────────────────────────┐  ║
║  │   <▓> Load Class                                     │  ║
║  │   < > Create New Class                               │  ║
║  │   < > Return to Operating System                     │  ║
║  │  ─────────────────────────────────────────────────   │  ║
║  │   < > Program Options                                │  ║
║  │   < > Import Class List Data                         │  ║
║  │   < > Update Class List Data                         │  ║
║  │   < > Export Report Card Data                        │  ║
║  └─────────────────────────────────────────────────────┘  ║
╚══════════════════ Press F1 for help ═════════════════════╝

╔═══════════════════════════════════════════════════════════╗
║  Serial #: DSL-123        I n t e G r a d e    Release: 7.00║
║                         The School System/TESS             ║
║                                                            ║
║              This version of InteGrade licenced to:        ║
║                        Columbia School                     ║
║                                                            ║
║             InteGrade is published exclusively by          ║
║                  Columbia Computing Services               ║
║      Designed and Written by Lee Purvis & Christopher Howerton║
╚═══════════════════════════════════════════════════════════╝
```

SECTION TWO: MAIN SPREADSHEET

In the main spreadsheet, there are two areas: the student area and the task area. By pressing ESC, your cursor will switch areas.

Student Area

The column to the left of the student names is a column that can display demographic data. Arrow key the cursor to the left column and press ALT F to see the choices.

Birthdate, Blank, Counselor, Course, Extra One, Extra Two, Extra Three, Gender, Grade Level, Homeroom, Section, Student Number, Telephone

The five columns to the right of the student names are for the students' task scores. These numbers correspond to the task numbers in the task area.

The two columns on the far right display the students' overall grades. These displays can also be changed by using the ALT F key.

Task Area

The top portion of the screen displays the tasks. The column to the left shows the task number. The second column has optional demographic information that can appear in it (ALT F).

The five columns on the right side illustrate the number of points the task was worth and other task statistics. By pressing ALT F in any of these columns, you can change the display.

Command Area

The bottom portion of the screen is the menu of commands. By holding down the ALT key and pressing the first letter of the command, the command will be performed.

Changing Spreadsheet Views

To increase the size of the area you are viewing, hold down the ALT key and press +. As the size of one area increases, the other area will decrease. To decrease an area, press ALT -.

SAMPLE.IGF : Sample Class						Free Mem:246656		Recalc:100%		

# Type		⌐ Tasks: 1/16				OutOf	Scale	StD.%	Term%	Av.%
1 Quiz		OTHELLO QUIZ				10.0	1.0	18.5	4.2	66.2
2 Quiz		MacBeth Quiz				15.0	1.5	16.2	9.4	75.6
3 Exam		Shakespeare Exam				40.0	1.0	19.1	6.4	70.0
4 Homework		√ Foundation Series Book Report				15.0	1.0	23.8	2.1	58.0
5 Quiz		I, Robot Quiz (Asimov)				14.0	1.0	23.3	5.9	63.3

Student #	⌐ Students:1/19	1	2	3	4	5	%	Grade
948311	►Churchill, Darwin ◄	6.0	8.0	23.0	Cheat	7.5	43.1	D
465874	Henriquez, Juanita	2.0	7.0	17.0	E	11.0	56.8	C-
649780	√ Horii, Keiko	6.0	14.0	35.0	C+	8.0	inc	inc
634758	Johnson, Johann	5.0	13.0	22.0	E	Lost	38.7	E
638695	L'Indquist, Cal	7.5	11.0	29.0	C-	12.5	59.4	C-
978564	Lee, Elwood Brock	7.0	13.0	39.0	A	13.5	90.9	A
382598	Leech, Shawn	6.0	12.0	26.0	D	7.0	43.9	D

ClipBoard:empty					Sir Gus Stuyacht

Attend	Flip	Insert	Notes	Report	Vpaste	Yedit	-Shrink	F1 Help
Bsort	Grade	Load	Options	Save	Word	Zap	+Grow	F4 Sort
EndTerm	Hold	Marks	Quit	Types	Xcut			

Cursor Movements

The cursor can be moved from column to column to the right by pressing the space bar or the tab key. To move the cursor to the left, press the SHIFT tab key.

Key(s)	Cursor Movement
↑	• moves the cursor up one line. If the cursor is in a list, the list may scroll.
↓	• moves the cursor down one line. If the cursor is in a list, the list may scroll.
←	• moves the cursor 1 character to the left. This may cause the spreadsheet or list to scroll horizontally.
→	• moves the cursor 1 character to the right. This may cause the spreadsheet or list to scroll horizontally.
Home	• moves the cursor to the beginning of an input field.
End	• moves the cursor to the end of an input field.
Control Home	• moves the cursor to the top of a list
Control End	• moves the cursor to the bottom of a list
Page Up	• moves the cursor up a "page" in a list.
Page Down	• moves the cursor down a "page" in a list.
↵Enter	• accepts the entry in the current input field and moves the cursor to the first character of the next line of the list or entry form
Esc	• If no windows are open, switches the "active area" of the spreadsheet • If one or more windows are open, closes the top-most open window
Tab	• moves the cursor one field to the right.
⇧Shift Tab	• moves the cursor one field to the left.
Alt 1 through Alt 7	• If the task area is active, moves the cursor to the task demographics column (Alt 1), the task name (Alt 2) or one of the 5 task statistics columns (Alt 3 through Alt 7) • If the student area is active, moves the cursor to the student demographics column (Alt 1), the student name column (Alt 2), the score area (Alt 3) or one of the two overall grade columns (Alt 4 and Alt 5).

SECTION THREE: ENTERING DATA

New Tasks

When you want to add new tasks to the spreadsheet, be sure the Task Area is open and active.

1. Move your cursor to the bottom of the task list and press enter or arrow key down while the cursor is in the task column.

2. Type the name of the new task in the blank space. If you press return, another blank task will appear. By pressing the up arrow key, the blank task will disappear.

New Students

When you want to add new students to the spreadsheet, be sure the Student Area is open and active.

1. Move your cursor to the bottom of the student list and press enter while the cursor is in the task column.

2. Type the name of the new student in the blank space. If you press return, another blank will appear. By pressing the up arrow key, the blank will disappear.

Deleting Tasks or Students

To delete one or more students or tasks, press ALT Z. To prevent you from deleting the wrong information, InteGrade will ask you twice to confirm the deletion.

Entering Numeric Student Scores

To enter numeric student scores, make sure the student area is active. Move to the column for the correct task. By typing in the number and pressing return or the arrow key, you can enter all the scores. If you make a mistake, press backspace first and then make your correction.

Entering Letter Grades

To enter letter grades for students' scores, make sure the student area is active. Move to the column for the correct task and press ALT G. Scroll to the desired grade in the list and press return.

Null, Omit and Required Scores

ALT N command allows you to assign the marks Null, Omit and Required scores.

NULL count the same as 0.0 in the calculations but provide you with more information (cheat, skip, redo)

OMIT has no effect upon the student's overall grade or the class average (sick, trip, n/en=not enrolled).

REQUIRED student must complete the task before a final grade will be assigned. A INC grade will be given until required tasks have a score.

To recover a score under the null and omit label, move the cursor to the label you wish to remove and press ALT N to open the Notes window. Move the cursor to "() Uncover score" and press enter. The window will close and the original score will appear.

```
┌══════════ Notes and Null/Omit Labels ══════════┐
│                                                 │
│   Student:L'Indquist, Cal                       │
│     Task:Shakespeare Exam                       │
│    Score: 20.0 /  40.0                          │
│                                                 │
│  ─ Null Marks ──────  Omit Marks ───────────    │
│    count as 0.0       have no effect            │
│                                                 │
│     ( ) Null           ( ) Omit                 │
│     ( ) Skip           ( ) Away                 │
│     ( ) Redo           ( ) Trip                 │
│     ( ) Lost           ( ) Okay                 │
│     (▒) Cheat          ( ) n/en                 │
│     ( ) .....          ( ) .....                │
│     ( ) .....          ( ) .....                │
│     ( ) Uncover score                           │
│                                                 │
│    ( ) Required Score                           │
│                                                 │
│  ═══════════ Press F1 for help ═══════════      │
└═════════════════════════════════════════════════┘
```

How to Calculate Grades

Integrade automatically recalculates grades as you make changes to the spreadsheet. A counter in the top right corner of the screen tells you what percentage of the spreadsheet has been recalculated.

SECTION FOUR: ORGANIZING SPREADSHEET DATA

In this section, four new spreadsheet commands will be introduced that will allow you to rearrange the order of tasks and students.

COMMAND	KEY	WHAT IT DOES
Bsort	ALT B	sorts students and/or tasks in a variety of ways.
Insert	ALT I	inserts a new student or task in the middle of the student or task list.
Vpaste	ALT V	copies the clipboard data (see Xcut) back into the spreadsheet at the current cursor location.
Xcut	ALT X	copies all data (including demographics) from the task or student list to the clipboard.

Sorting Students and Tasks

If you simply want to sort by a particular task or student in ascending order, press the F4. If, for example, the cursor was in the student name column, the order would now be in alphabetical order.

By using the command Bsort (Alt B), you can sort in ascending or descending order and you have the option to sort on more than one level. The option in the Bsort window are self-explanatory. When you have selected your options, move the cursor to the bottom of the screen and press enter at the < > Sort according to above settings.

```
============== Sort Command ==============
Task sort by:                Subsort by:
  (*) Not sorted               (*) Not sorted
  ( ) Demog:Due Date           ( ) Demog:Due Date
  ( ) Task Name                ( ) Task Name
  ( ) Stat:Percent of Term Mark ( ) Stat:Percent of Term Mark
─────────────────────────────────────────
Student sort by:             Subsort by:
  ( ) Not sorted               (*) Not sorted
  ( ) Demog:Student Number     ( ) Demog:Student Number
  ( ) Name                     ( ) Name
  ( ) Task:Othello Quiz        ( ) Task:Othello Quiz
  (*) Overall Grade:Raw Score Rank ( ) Overall Grade:Raw Score Rank
─────────────────────────────────────────
  < > Task Sort:Descending
  < > Student Sort:Ascending

  <⁕> Sort according to above settings
============== Press F1 for help ==============
```

How to Cut and Paste Information

By using the cut and paste commands you can precisely arrange tasks and students in any order you like.

1. Position the cursor at the description of the task or the student you wish to move.

2. Press Alt X to cut the task or student (and all associated information). This will now appear in the clipboard just above the list of ALT commands.

3. Move the cursor to the position in the list where you want to place the task.

4. Press Alt V to take the information from the clipboard and paste it back into the spreadsheet at the position of your cursor.

Integrade will allow you to cut and hold one student in the clipboard. You should not leave items in the clipboard for too long, as a cut student will affect class averages, etc. If you want to permanently cut (that is, delete) a student, use the Zap command instead.

How to Insert Students and Tasks

The Insert command (Alt I) allows you to insert a student or task in the middle of the list rather than at the end.

Inserting a student

1. Move the cursor into the student name field, to the name <u>above</u> which you want to insert a student name. (A blank line will be created <u>below</u> your cursor.)

2. Press Alt I to create a blank entry in the list.

3. Enter the student's name in the space.

Inserting a task

1. Move the cursor into the task name field and then to the task above which you want to insert a new task.

2. Press Alt I to create a blank line above the cursor.

3. Enter the new task in the space.

SECTION FIVE: PROGRAM OPTIONS

How to use Program Options from the Main Menu

There are four options available to you under this menu.
The only option that you may need to change is the grade table
option.

```
┌══════════════════ Program Options ══════════════┐
│                                                  │
│ Administration System (▓) The School System      │
│        Grade Table ( ) one per subdirectory      │
│         Color Set ( ) Color1                      │
│        Screen Lines ( ) 25                        │
│                                                  │
│              Save < > Settings                    │
│                                                  │
└══════════════════ Press F1 for help ═════════════┘
```
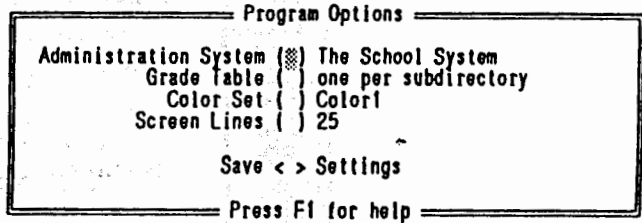
Setting up Letter Grade Tables

If you use the same letter grades for the same percentages
for all your classes, select "one per subdirectory." If you tend
to vary the percentages required for each letter grade by class,
select "one per class."   Select Save < > Settings to save any
changes to the file.

When you have loaded a class, you can define the grade table
through the Options command (Alt O). Move the cursor down to the
Define Letter Grade Table option and press enter.

A grade table window will appear on the screen. By moving
your cursor and using the backspace key, you can edit the
percents for each letter grade. The percentages need to show the
lowest limit for each grade. When you close the grade table
window, all appropriate changes will occur in the spreadsheet for
the class.

```
┌════ Grade Table ════┐
│                      │
│  #   Grade  Percent  │
│                      │
│  1.  |►A  ◄|  86.0    │
│  2.  | B  |   73.0    │
│  3.  | C+ |   67.0    │
│  4.  | C  |   60.0    │
│  5.  | C- |   50.0    │
│  6.  | D  |   40.0    │
│  7.  | E  |    0.0    │
│  8.  | E  |    0.0    │
│  9.  | E  |    0.0    │
│ 10.  | E  |    0.0    │
│ 11.  | E  |    0.0    │
│ 12.  | E  |    0.0    │
│ 13.  | E  |    0.0    │
│ 14.  | E  |    0.0    │
│ 15.  | E  |    0.0    │
│                      │
└═══ Press F1 for help ═┘
```

Other Options Commands

The Options Command (Alt O) lets you tell InteGrade how you like to work.

```
SAMPLE.IGF * Sample Class              Free Mem:244296   Recalc:100%
══════════════════════ Option Settings ══════════════
 # Type                                                      rmt  Av.%
                        Teacher Info <◇>
 1 Quiz                    Password < > Create                4.2  66.6
 2 Quiz          Define Letter Grade Table < >                9.4  76.9
 3 Exam   Round Letter Grade Percentages ( ) Yes             6.4  70.7
 4 Homewor        Show EndTerm Columns < > Required by office 2.1  61.3
 5 Quiz                                                       5.9  63.9
 6 Exam        Default Student Score < > Omit                5.1  66.6
                        Task Score < > Null
 Student #                                                       Grade
                          Omit Marks < >
 465874                   Null Marks < >                     6.8   C-
 649780                                                       nc    inc
 634758          Show Task Type Subtotals ( ) No             8.7   E
 638695              Automatic Backups ( ) No                9.4   C-
 978564                                                       0.9   A
 382598                   Reset < > Factory Defaults          3.9   D

 ClipBoard:════════════ Press F1 for help ════════════════Stuyacht

 Attend  Flip    Insert  Notes   Report  Vpaste  Yedit  -Shrink  F1 Help
 Bsort   Grade   Load    Options Save    Word    Zap    -Grow    F4 Sort
 EndTerm Hold    Marks   Quit    Types   Xcut
```

Teacher Info – This information will be downloaded from the guidance office computer.

Password – The creation of passwords will be explained in Section 10 Security.

Define Letter Grade Table – This was explained on page 9 of this manual.

Round Letter Grade Percentages – This option affects whether or not percentages are rounded before letter grades are looked up. For example, if a student's final percentage were 89.8%, the student would have a B if the option were to not round. The student receive an A if the option were to round.

Show EndTerm Columns – This option affects how many columns appear in the end of Term Spreadsheet. It will be explained further in Section 13 Exporting Report Card Data.

Default Student Score and Default Task Score – The default for student scores is omit and for task scores it is null. These can be changed if needed.

Omit Marks and Null Marks – These allow you to change the options under the menus or to create new options.

Show Task Type Subtotals – If you have defined task types, you can choose to show the subtotals for each of these types. Task types will be explained further in Section 6 Weighted Scores.

Automatic Backups - If this option is set to Yes, Integrade will automatically make a backup copy of your class file when you use the Save command (Alt S).

Reset < > Factory Defaults - This option will automatically reset all of the defaults to the "factory settings." The table on the next page summarizes these defaults.

OPTION COMMAND ITEM	FACTORY DEFAULT SETTING
Default Student Score	Omit
Default Task Score	Null
Labels (omit)	Away, Trip, Okay, N/en
Labels (null)	Skip, Redo, Lost, Cheat
Show Task Type Subtotals	No
Automatic Backups	No
Round Letter Grade Percentages	Yes

SECTION SIX: WEIGHTED SCORES

This section explains how to use task types and scale factors to categorize and weight different types of tasks.

Scale Factors

If you have two assignments that have the same number of points possible but the second assignment is actually more important, you can adjust their weight of importance by changing the scale factor. The scale factor allows you to weight tasks according to their importance.

In order to change a scale factor, move the cursor in the task area to the column marked Scale. Press backspace to erase the old scale and type a new scale. To check to see if your new scale is reasonable, look at the Term % column. This column shows how much the task contributes to the student's entire grade.

Task Types

To open the Task Type window, press Alt T. This screen allows you to identify task types and give the % of the overall grade it will represent.

```
====== Edit Task Types ======
┌──────────────────────────────┐
│ Task Type      % of Overall  │
│                              │
│ ►Quiz      ◄      30.0       │
│  Homework         20.0       │
│  Exam             50.0       │
│                              │
│                              │
│                  ═════       │
│  Totals add to:  100.0%      │
├──────────────────────────────┤
│ Zap                  F1 Help │
└──────────────────────────────┘
```

1.   To delete a task type, press Alt Z. This will open a window which will enable you to select the task type(s) you wish to delete. Any task that was of the deleted type will be reassigned to the first one in the list. The % of overall will also be added to the first task type as well.

2.   You cannot delete the first task type in the list. However, you can rename it and change the %.

3.   You cannot close this window until the total adds up to exactly 100%.

4.   Task types with blank names will be deleted when the window is closed.

5.   If any of your task types shouldn't be included in the calculations until next term. Define them as "next term" which means they will contribute 0% towards the overall grade.

6.   The maximum number of task types you can have is limited only by available memory (RAM) in your computer.

Setting the Type for Each Task

Once you have defined your task types, you will want to set the type for each task on your spreadsheet. To identify a task's type:

1.   Move the cursor to the task demographic field (to the left of the task names).

2.   Press Alt F for the flip command. A window will open with a list of task types that you have defined. Using the arrow keys, move the cursor to highlight the desired type and press enter.

```
┌─ Select Demographic ─┐
│                      │
│ Blank                │
│ Due Date             │
│ Extra                │
│►TYPE               ◄│
│   •<skill>           │
│   •Quiz              │
│   •Homework          │
│   •Exam              │
│                      │
│                      │
└─ Press F1 for help ─┘
```
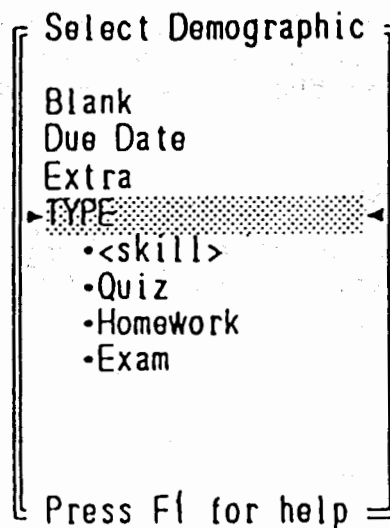
SECTION SEVEN: GETTING READY TO PRINT

Press Alt R to open the Report Menu. Through the Reports window, you can print an InteGrade report, specify the date that appears on reports, or specify the printer that you are using.

Setting the Report Date

The Reports window lets you set the date which will appear on the reports. To change the date, move the cursor to "Date <>" and then press enter. The date must be typed in the form mm/dd/yy and the month, day and year must each be two digits long.

Selecting or Defining a Printer

Press enter on "Generic!" and look at the subdirectory for your printer. If it is not listed, try the default of "Generic!" If this doesn't work, you will need to define the printer you are using. See InteGrade Manual or your printer manual for this definition.

Page Setup

This option should work with the defaults.

Where Reports Can Be Sent

There are two options for your reports: To Screen Only or To Screen and Printer. It is strongly recommended that the report be viewed first on the screen only before printing is done.

Pausing/Stopping A Report

You can pause printing of a report by pressing the space bar. To resume, press enter. Escape (ESC) cancels printing.

SECTION EIGHT: REPORTS

Eight different reports can be created using the Report Command (Alt R).

```
============ Reports ============
Report <◈> Attendance
       < > Class Roster
       < > Demographic
       < > End of Term
       < > Missing Tasks
       < > Spreadsheet
       < > Student
       < > Task
_____
Date < > Sun Mar 01 1992
_____
Printer < > GENERIC!.IGP
        < > Define/Edit
_____
========= Press F1 for help =========
```

Attendance Report

This manual does not explain how to create and use the Attendance Report. If you want more information on this report, see the InteGrade Manual from the District Media Center.

Class Roster Report

The Class Roster Report prints a class list with underscores beside each name. This provides you with a handy list for recording attendance or task scores. To Print a Class Roster Report:

1. Press Alt R to open the Reports window.

2. Move the cursor to "< > Class Roster" and then press enter.

3. Specify how you want to identify your students (by name or by demographic field.

4. Specify if you want a "title space" printed at the top of the report. A blank space will be left so that you can write in a title.

5. Specify if you want a "grid" or not:
   grid _/_/_/_   no grid _ _ _ _ _

6. Specify if you want the underbars printed: _ _ _ _

7. Specify the students to include. All students are the default.

8. Move the cursor to the "Print Now."

```
╔════════════════════════════════════════════════╗
║ Class Roster Report              Sat Jun 06 1992 ║
║ Course: 1226                        Section:02   ║
║ Sir Gus Stuyacht      Columbia School   InteGrade║
╠════════════════════════════════════════════════╣
║                    / / / / / / / / / / / / / /   ║
║                   / / / / / / / / / / / / / /    ║
║ Student          /_/_/_/_/_/_/_/_/_/_/_/_/_/     ║
║ LeFranc, Alma Bea                                ║
║ Lee, Elwood Brock                                ║
║ Zizac, Jozo                                      ║
║                                                  ║
║ Ostrowski, Vladimir                              ║
║ McTavish, Anne                                   ║
║ Nakamura, Wendy                                  ║
║                                                  ║
║ Zimmerman, Wilhelm                               ║
║ Wong, Wilbert                                    ║
║ Sanseverino, Toni                                ║
║                                                  ║
║ Sandhu, Parmit                                   ║
║ Scooter, Jennie                                  ║
║ Willoughby, Linda                                ║
║                                                  ║
║ Horii, Keiko                                     ║
║ L'Indquist, Cal                                  ║
║ Schmidt, Dave                                    ║
║                                                  ║
║ Henriquez, Juanita                               ║
║ Leech, Shawn                                     ║
║ Churchill, Darcie                                ║
║                                                  ║
║ Johnson, Johann                                  ║
╚════════════════════════════════════════════════╝
```

Demographic Report

A Demographic Report includes the contents of selected or all students demographic information. To print a Demographic Report:

1. Press Alt R to open the Reports window.

2. Move the cursor to "< > Demographic" and press enter.

3. Specify the students to include. All students in the class are the default.

4. Move the cursor to one of the "Print Now" options and press enter.

```
╔══════════════════════════════════════════════════════════════╗
║ Demographic Report                           Sat Jun 06 1992  ║
║ Course: 1226                                    Section:02    ║
║ Sir Gus Stuyacht        Columbia School         InteGrade     ║
╠══════════════════════════════════════════════════════════════╣
║ LeFranc, Alma Bea    (f) num:442390    hmrm:12      ex1:      ║
║           crs:1226       gr:12         cnsl:Morgan  ex2:      ║
║           sec:02         ph:568-3532   bday:unknown ex3:      ║
║                                                              ║
║ Lee, Elwood Brock    (m) num:978564    hmrm:12      ex1:      ║
║           crs:1226       gr:11         cnsl:Coutu   ex2:      ║
║           sec:02         ph:534-5754   bday:01Jan73 ex3:      ║
║                                                              ║
║ Zizac, Jozo          (m) num:364643    hmrm:13      ex1:      ║
║           crs:1226       gr:12         cnsl:Morgan  ex2:      ║
║           sec:02         ph:555-3622   bday:05Sep74 ex3:      ║
║                                                              ║
║ Ostrowski, Vladimir  (m) num:867001    hmrm:15      ex1:      ║
║           crs:1226       gr:11         cnsl:Morgan  ex2:      ║
║           sec:02         ph:no phone   bday:22Jun73 ex3:      ║
║                                                              ║
║ McTavish, Anne       (f) num:496811    hmrm:12      ex1:      ║
║           crs:1226       gr:11         cnsl:Koat    ex2:      ║
║           sec:02         ph:555-0892   bday:16May75 ex3:      ║
╚══════════════════════════════════════════════════════════════╝
```

INTEGRADE PROGRAM

End of Term Report

This report prints the EndTerm Spreadsheet that can be used
to verify the data you are sending to the office computer. To
print an End of Term Report:

1.   Press Alt R to open the Reports window.

2.   Move the cursor to "End of Term" and press enter.

3.   Specify how you want to identify your students: by name
      and/or by demographic field.

4.   Specify the students you want to include. All students are
      the default.

5.   Move cursor to the "Print Now" options and press enter.

```
End Of Term Report                                    Sat Jun 06 1992
Course: 1226                                               Section: 02
Sir Gus Stuyacht              Columbia School              InteGrade

                           Com Com Per
Student #   Student          1   2  Abs  1   2   3   4  5  6
442390      LeFranc, Alma Bea  23  2   1   A   G  91  __ __ __
978564      Lee, Elwood Brock  54  __  3   C   S  64  __ __ __
364643      Zizac, Jozo        44  __  1   C+  S  70  __ __ __

867001      Ostrowski, Vladimir
496811      McTavish, Anne     132 45  3   B   S  75  __ __ __
687385      Nakamura, Wendy    23  __ __   C-  S  58  __ __ __

332487      Zimmerman, Wilhelm 45  __ __   D   U  51  __ __ __
274453      Wong, Wilbert      32  __ __   C+  S  71  __ __ __
392337      Sanseverino, Toni  6   9  __    C   S  61  __ __ __

643254      Sandhu, Parnit     68  34  __   B   S  73  __ __ __
372438      Scooter, Jennie    121 __  2   C-  S  59  __ __ __
888667      Willoughby, Linda  65  6   2   C+  S  68  __ __ __

649780      Horii, Keiko       35  16  2   C-  G  54  __ __ __
638695      L'Indquist, Cal    66  __ __   B   6  75  __ __ __
739103      Schmidt, Dave      __  __ __  __  __  __  __ __ __
```

Missing Tasks Report

The Missing Tasks report identifies missing tasks for all or
specified students. Missing tasks are assignments in which a
student received a 0.0, Null, Omit and/or a Required score (you
can determine what you consider to be a "missing task"). To
print a Missing Tasks Report:

1.   Press Alt R to open the Reports window.

2.   Move the cursor to "< > Missing Tasks" and then press enter.

3.   Specify which marks constitute a "missing mark", 0.0, Null,
      Omit, and/or Required.

4.   Specify if you want only one student printed per page or print as many students as will fit on a page.

5.   Specify is you want to see the results for all students or just those who actually have missing tasks as previously defined. If you choose to see all students, then a "No Missing Tasks" will appear next to those students who have turned in all due assignments.

6.   Specify the students to include. All students is the default.

7.   Specify the tasks to check. All tasks is the default.

8.   Move the cursor to the "Print Now" option and press enter.

```
Missing Tasks Report                                 Sat Jun 06 1992
Course:1226                                              Section:02
Sir Gus Stuyacht            Columbia School             InteGrade

Student #   Student          # Task                              Term

739103      Schmidt, Dave    11 Analysis of Fool on the Hill     Redo  2.3

382598      Leech, Shaun     8 Alice in Wonderland Quiz          Lost  7.0
                             9 Through the Looking Glass Quiz    Lost  4.7
                             10 Poetry of Lewis Carroll Exam     Lost 10.4
                                                                 ******
                             Total Percent of Term Lost:         22.1

948311      Churchill, Darwin 4 Foundation Series Book Report    Cheat  1.0
                             16 Term Project                     Lost 12.0
                                                                 ******
                             Total Percent of Term Lost:         13.9

634756      Johnson, Johann   5 I, Robot Quiz (Asimov)           Lost  6.6
                             7 Shakespeare/Asimov Compared       Cheat  6.3
                             11 Analysis of Fool on the Hill     Lost  2.3
                             12 Analysis of Sounds of Silence    Lost  1.9
                                                                 ******
                             Total Percent of Term Lost:         17.1
```

Spreadsheet Report

This report prints a list of the students in your class as well as their task scores and their overall grades. It is recommended that compressed print be used (17 characters per inch) as more information can be displayed. To print a Spreadsheet Report:

1.   Press Alt R to open the Reports window.

2.   Move the cursor to "< > Spreadsheet" and press enter.

3.   Specify how you want to identify your students (by name and/or by a demographic field).

4.   Specify up to two overall grades to print.

5.   Select how you want to print individual task scores. These can appear as raw scores, letter grades, z-scores, rank or stanine.

6. Determine how you want the Null scores to appear. A blank line is one option so that teachers can fill in missing scores as students turn in missing tasks.

7. Specify the students to include in the report. All students is the default.

8. Specify the tasks to include. All tasks is the default.

9. Move the cursor to the "Print Now" option and press enter.

```
Spreadsheet Report                                      Sat Jun 06 1992
Course: 1226                                                 Section: 02
Sir Gus Stuyacht            Columbia School                    InteGrade
```

	Type	Task	OutOf	Scale	OutOf	Scale	Var
1	Quiz	Othello Quiz	10.0	1.0	3.2	4.7	1.8
2	Quiz	MacBeth Quiz	15.0	1.0	5.9	7.0	2.4
3	Exam	Shakespeare Exam	40.0	1.0	63.5	6.4	8.0
4	Homework	Foundation Series Book Report	15.0	1.0	18.9	1.9	4.3
5	Quiz	I, Robot Quiz (Asimov)	14.0	1.0	10.6	6.6	3.3
6	Exam	Asimov Exam	32.0	1.0	52.9	5.1	7.3
7	Homework	Shakespeare/Asimov Compared	50.0	1.0	176.7	6.3	13.3
8	Quiz	Alice in Wonderland Quiz	15.0	1.0	14.9	7.0	3.9
9	Quiz	Through the Looking Glass Quiz	10.0	1.0	6.2	4.7	2.5
10	Exam	Poetry of Lewis Carroll Exam	43.0	1.5	151.8	10.4	12.3
11	Homework	Analysis of Fool on the Hill	15.0	1.2	19.8	2.3	4.4
12	Homework	Analysis of Sounds of Silence	15.0	1.0	13.6	1.9	3.7
13	Homework	Analysis of Blue Suede Shoes	15.0	1.0	10.7	1.9	3.3
14	Homework	Are Songs Poetry? Essay	45.0	1.0	101.8	5.7	10.1
15	Exam	Term Exam	100.0	1.0	532.9	16.1	23.1
16	Exam	Term Project	75.0	1.0	411.9	12.0	20.3

```
Student #   Student            Marks:                          %   Grade
                               ( 1) ( 2) ( 3) ( 4) ( 5)
                               ( 6) ( 7) ( 8) ( 9) (10)
                               (11) (12) (13) (14) (15)
                               (16)
```

Student #	Student	Marks					%	Grade
442390	LeFranc, Alma Bea	7.0	14.0	38.5	17.0	13.0	93.0	A
		30.0	45.0	14.0	8.0	38.0		
		14.0	13.5	15.0	40.0	100.0		
		74.0						
978564	Lee, Elwood Brock	7.0	13.0	39.0	16.0	13.5	91.3	A
		31.0	47.0	13.0	8.0	41.0		
		11.0	10.0	15.0	45.0	92.0		
		71.0						
364643	Zizac, Jozo	7.0	8.0	38.0	13.0	10.0	85.5	A
		30.0	45.0	Trip	10.0	43.0		
		14.0	13.5	15.0	41.0	93.0		
		60.0						
867001	Ostrowski, Vladimir	n/en	n/en	14.0	15.0	6.0	79.4	B
		30.0	44.0	15.0	10.0	10.0		
		16.0	14.0	15.0	43.0	96.0		
		72.5						
496811	McTavish, Anne	9.0	13.0	35.0	15.0	8.0	78.3	B
		28.0	36.0	13.0	7.0	33.0		
		14.0	11.0	10.0	36.0	70.0		
		61.0						

etc.

Student Report

This report prints a detailed progress report about a particular student, their score and class average for each task. It can include a simple graph that shows the student's ranking and it can show the missing tasks for the student. To print the Student Report:

1.   Press Alt R to open the Reports window.

2.   Move the cursor to "< > Student" and then press enter.

3.   Determine how to identify the student (by name and/or by a demographic field.

4.   Indicate if you want to show the class average for each task.

5.   Indicate if you want to include or exclude a missing task summary.

6.   Indicate if you want to include or exclude the line graph that displays the student's score in relation to the highest, average, and lowest overall scores in the class.

7.   Indicate if you want to print the notes (these are entered with the Notes command Alt N) for the student.

8.   If you select the "< > Comment" option, you will be asked for the comment to load.

9.   Indicate whether or not you want a line displayed for the teacher's signature and/or parent/guardian signature.

10. Specify if you want to print as many as students who will fit on a page or print one student per page.

11. Specify the students to include. All students in the class is the default.

12. Specify the tasks to include. All tasks are included as the default.

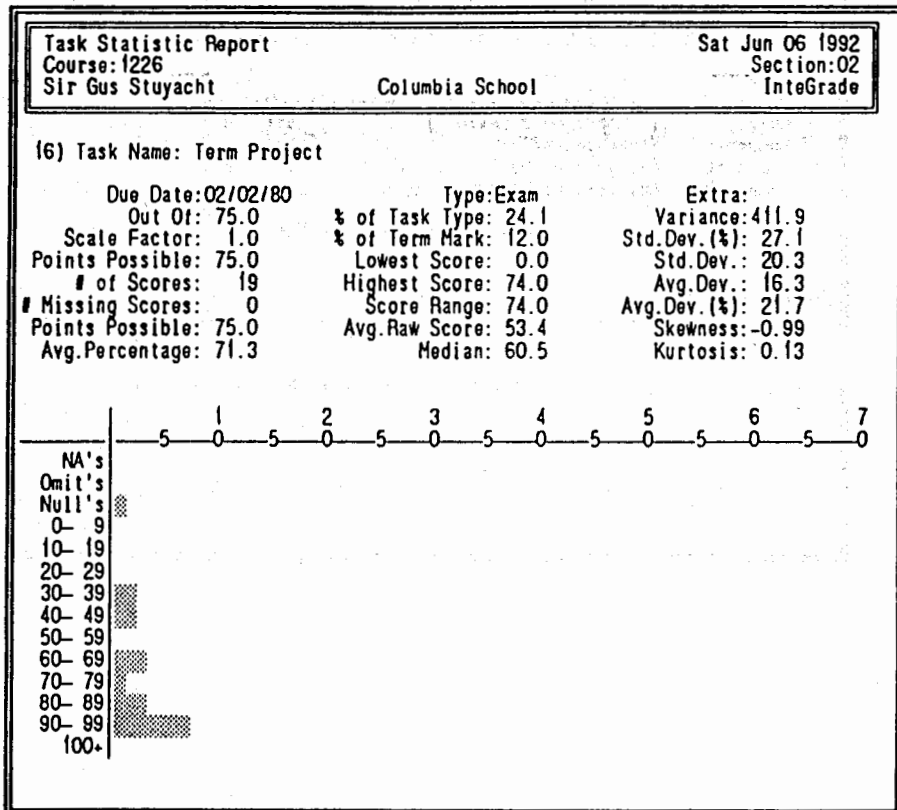13. Move the cursor to the "Print Now" option and press enter.

INTEGRADE PROGRAM

```
┌──────────────────────────────────────────────────────────────────┐
│ Johnson, Johann                            Sat Jun 06 1992         │
│ Course: 1226                                    Section: 02        │
│ Sir Gus Stuyacht            Columbia School        InteGrade       │
└──────────────────────────────────────────────────────────────────┘
```

	Type	Task	Score	Out Of	%	Class Avg.%	% Of Term
1	Quiz	Othello Quiz	5.0	10.0	50.0	66.4	4.7
2	Quiz	MacBeth Quiz	13.0	15.0	86.7	75.6	7.0
3	Exam	Shakespeare Exam	22.0	40.0	55.0	69.3	6.4
4	Homework	Foundation Series Book Report	12.0	15.0	80.0	67.2	1.9
5	Quiz	I, Robot Quiz (Asimov)	Lost	14.0	0.0	63.3	6.6
6	Exam	Asimov Exam	17.5	32.0	54.7	65.0	5.1
7	Homework	Shakespeare/Asimov Compared	Cheat	50.0	0.0	57.6	6.3
8	Quiz	Alice in Wonderland Quiz	4.0	15.0	26.7	67.1	7.0
9	Quiz	Through the Looking Glass Quiz	5.0	10.0	50.0	68.6	4.7
10	Exam	Poetry of Lewis Carroll Exam	15.0	43.0	34.9	59.9	10.4
11	Homework	Analysis of Fool on the Hill	Lost	15.0	0.0	64.2	2.3
12	Homework	Analysis of Sounds of Silence	Lost	15.0	0.0	58.5	1.9
13	Homework	Analysis of Blue Suede Shoes	5.0	15.0	33.3	71.1	1.9
14	Homework	Are Songs Poetry? Essay	17.0	45.0	37.8	67.3	5.7
15	Exam	Term Exam	38.0	100.0	38.0	65.5	16.1
16	Exam	Term Project	36.0	75.0	48.0	71.3	12.0

Student's Overall Grade and Class Average: 38.8 | 66.2

	Type	Missing Tasks	Term%
5	Quiz	I, Robot Quiz (Asimov)	Lost 6.6
7	Homework	Shakespeare/Asimov Compared	Cheat 6.3
11	Homework	Analysis of Fool on the Hill	Lost 2.3
12	Homework	Analysis of Sounds of Silence	Lost 1.9

Total Percent of Term Lost: 17.1

Student's Mark   0% |—————E——————————| 100%
Class Marks   L   A   H

L = lowest A = average H = highest

Teacher:_____

Task Report

The Task Report prints a summary of statistical information for any set of tasks. You have nine different histograms to choose from that can display the statistics. To print the Task Statistics Report:

1. Press Alt R to display the Reports menu.

2. Move the cursor to the "< > Task Statistics" and press enter.

3. Indicate if you want to print the notes for the task. (These were entered with the Alt N command.)

4. Select the histogram you want printed.

5. Specify the tasks to include.

6. Move the cursor to the "Print Now" option and press enter.

```
┌───────────────────────────────────────────────────────────────┐
│ ╔═══════════════════════════════════════════════════════════╗ │
│ ║ Task Statistic Report                      Sat Jun 06 1992 ║ │
│ ║ Course:1226                                     Section:02 ║ │
│ ║ Sir Gus Stuyacht          Columbia School         InteGrade║ │
│ ╚═══════════════════════════════════════════════════════════╝ │
│                                                                │
│  16) Task Name: Term Project                                   │
│                                                                │
│        Due Date:02/02/80          Type:Exam          Extra:    │
│            Out Of: 75.0    % of Task Type: 24.1   Variance:411.9│
│       Scale Factor:  1.0    % of Term Mark: 12.0  Std.Dev.(%): 27.1│
│    Points Possible: 75.0      Lowest Score:  0.0   Std.Dev.: 20.3│
│        # of Scores:   19     Highest Score: 74.0   Avg.Dev.: 16.3│
│    # Missing Scores:   0       Score Range: 74.0  Avg.Dev.(%): 21.7│
│    Points Possible: 75.0     Avg.Raw Score: 53.4   Skewness:-0.99│
│    Avg.Percentage: 71.3            Median: 60.5    Kurtosis: 0.13│
│                                                                │
│               1       2       3       4       5       6       7│
│         ──5───0───5───0───5───0───5───0───5───0───5───0───5───0│
│         ┌──┐                                                   │
│    NA's │  │                                                   │
│   Omit's│  │                                                   │
│   Null's│▓ │                                                   │
│    0─  9│  │                                                   │
│   10─ 19│  │                                                   │
│   20─ 29│  │                                                   │
│   30─ 39│▓ │                                                   │
│   40─ 49│▓ │                                                   │
│   50─ 59│▓ │                                                   │
│   60─ 69│▓ │                                                   │
│   70─ 79│▓ │                                                   │
│   80─ 89│▓ │                                                   │
│   90─ 99│▓▓▓▓│                                                 │
│    100+ │  │                                                   │
│                                                                │
└───────────────────────────────────────────────────────────────┘
```

SECTION NINE: SECURITY

The password option that is available with InteGrade will protect against unauthorized access to the data in your files. Although you do not have to use a password, it is highly recommended. If you choose to use this option, the password will have to be entered each time you load a class. To create a password:

1.   Open the Options command (Alt O).

2.   A prompt will tell you if there is not currently a password. Press enter to continue.

3.   The next screen will ask you to type in your new password. It can be up to 11 characters long.

4.   Integrade will ask you to enter your password a second time to verify it. Press return.

5.   The password will not be saved until you save the class file.
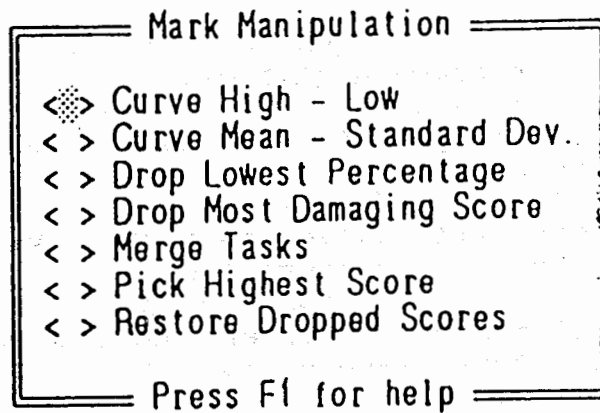
To remove a password:

1.   Open the Options command (Alt O).

2.   In order to remove the password, you will need to enter it in again at the screen prompt.

3.   If you entered the password correctly, it will be removed from the class.

If you need to go away from your computer and you do not want to quit InteGrade, you can put the program on hold. This activity only works if you have a password. To use the Hold command, press Alt H. The screen will be erased and you won't be able to do anything until you enter your password. At that time the spreadsheet reappears.

SECTION TEN: THE MARKS COMMAND

The Marks Command (Alt M) allows you to manipulate student scores in seven different ways:

```
╔═══════ Mark Manipulation ═══════╗
║                                 ║
║  <◈> Curve High - Low           ║
║  < > Curve Mean - Standard Dev. ║
║  < > Drop Lowest Percentage     ║
║  < > Drop Most Damaging Score   ║
║  < > Merge Tasks                ║
║  < > Pick Highest Score         ║
║  < > Restore Dropped Scores     ║
║                                 ║
╚══════ Press F1 for help ════════╝
```

To use the Marks Command, move the cursor to the option you want to use and press enter.

Curve High-Low

If you discover that an assigned task was too hard or too easy, you may want to curve the scores using the Curve High-Low option. To curve the scores in your class:

1.   Open the Marks window is open (Alt M).

2.   Choose "< > Curve High-Low" option.

3.   Choose the task you want to curve.

4.   Indicate whether you want the curved scores to be entered into a new task (safer), or have them replace the original score.

5.   InteGrade will display the current highest and lowest marks for the chosen task. Change these values to your desired highest and lowest scores.

6.   Move the cursor to "< > Curve Task" and press enter.

Curve Mean-Standard Deviation

If you prefer to curve tasks using the mean and standard deviation rather than the highest and lowest score. To curve the scores in your class:

1.   Open the Marks window (Alt M).

2.   Choose "< > Curve Mean-Standard Dev."

3.   Choose the task you want to curve.

4.   Indicate whether you want the curved scores to be entered into a new task (safer) or replace the original.

5.   InteGrade will display the existing mean and standard deviation for the selected tasks. Change these values to your desired mean and standard deviation.

6.   Move the cursor to "< > Curve Task" and press enter.

Drop Lowest Percentage

This option drops the lowest percentages for each student when figuring the grades. To drop the lowest percentages:

1.   Open the Marks window (Alt M).

2.   Choose the "< > Drop Lowest Percentage" option.

3.   Specify the students and tasks you want InteGrade to consider.

4.   Specify how many of the lowest marks you want to drop.

5.   Move the cursor to "< > Drop Scores" and press enter.

Drop Most Damaging Score

This option disregards the score that is the most damaging (greatest percentage of points lost) to the student's grade. To drop the most damaging score:

1.   Open the Marks window (Alt M).

2.   Choose the "< > Drop Most Damaging Score" option.

3.   Choose the students and tasks you want InteGrade to consider.

4.   Specify how many of the most damaging marks you want to drop.

5.   Move the cursor to "< > Drop Scores" and press enter.

Merging Tasks

If you run out of room on the spreadsheet, you can recover space by combining a number of tasks into one major task.   An example of this would be combining daily quizzes into one overall quiz task.   To merge tasks:

1.   Print the Spreadsheet Report so that you have a permanent record of all the students' scores.

2.   Open the Marks window (Alt M).

3.   Choose "< > Merge Tasks."

4.   Specify the tasks to be merged.

5.   Select "< > Merge Tasks" to perform the merge.   You will be asked to name the new task.   THE NEW TASK WILL BE OUT OF 100. It will be added to the end of the list of tasks. After you have checked that everything is correct, you can delete the tasks that were merged and adjust the scale factor of the newly merged task so that it counts as much as the tasks that it replace.

Pick Highest Score

This option is useful when tests are retaken and only the highest score needs to be figured into the grade.   To choose the highest mark:

1.   Print the Spreadsheet Report so that you have a permanent record of all the students' scores.

2.   Open the Marks window (Alt M).

3.   Specify which tasks you want to pick.

4.   Move the cursor to "< > Pick Highest" and press enter.   You will be asked to name the new task.   The score that appears here will be the highest among those chosen.   It will be figure out of 100 points and will initially be on a scale factor of 0 until you have deleted the original scores and tasks.   At that time you will need to change the scale

factor so that it counts as much as the tasks that it replaced.

Restore Dropped Scores

This option will reverse the "Drop Lowest Percentage" or Drop Most Damaging Score" so that the original scores now appear from beneath the Omit labels. To restore dropped scores:

1. Open the Marks window (Alt M).

2. Choose the "< > Restore Dropped Scores" option to open the window.

3. Select the students and tasks you want InteGrade to consider.

4. Move the cursor to "< > Restore Drops" and then press enter to recover the dropped scores.

SECTION ELEVEN: IMPORTING & UPDATING CLASS LISTS

There will be a department and/or individual responsible for importing class lists from the office computer and distributing the disks to the teachers. As a teacher, you need to make a choice on which computer you will be working with. IBM (DOS), Apple IIe, or MacIntosh versions are available.

To update class lists, you will receive an updated class list from the office which can update your class list disk. To update class lists:

1. Start the Integrade program

2. Move the cursor to the "< > Update Class List" and press enter

3. Press enter to continue

4. You will be asked in which drive to place your class files.

5. Next, you will be asked to specify the disk drive which contains the import disk given to you by the office.

6. Enter your teacher code. You can press enter to see a list of the teacher codes on the disk.

7. You will be asked if you wish to update ALL student demographic data. This will probably be the case unless you know of some corrections (like phone numbers) that you have made on the disk that the office has not yet made.

8. The previous window will appear again. Press enter to complete the process or press ESC to cancel.

SECTION TWELVE: EXPORTING REPORT CARD DATA

The End-of-Term Spreadsheet (ETS) holds the data that is sent to your office computer by the Export process. The ETS columns are actually "hidden" columns in the student area of the main spreadsheet. Because of this, when you sort the students on the main spreadsheet, they will be sorted the same way on the ETS. Keep in mind that when you enter, delete, or change data on the ETS, it does not effect the Main Spreadsheet or the Attendance Spreadsheet.

Each time you fill out the ETS (once a term), you will want to backup your class file so that you will have a record of the previous term's grades. After you have exported grades to a separate disk for the office, you will want to erase the contents of the ETS so that you can start fresh with a spreadsheet for the new term.

To open the End of Term Spreadsheet:

1. Press Alt E

2. A window will appear asking for the report period. Be sure you have entered the correct report period or you could overwrite students' grades for the previous terms.

3. Move cursor to the column you want to copy to. The teachers will be told what information needs to be copied to which column. Attendance records are not needed.

4. Press Alt C for the Copy Command. A window will appear asking you which information you want to copy to your ETS. Move the cursor to the correct option and press enter.

5. The window will disappear and the End of the Term Spreadsheet will have the column filled in with the data copied from the Main Spreadsheet.

6. When you have copied all the data needed for the ETS, press ESC.

Be sure that all the classes you want to export grades from have an ETS completed for that class. You are now ready to export your data into files the office computer can read.

1. Make sure the students' course and section data is correct. These fields can be edited in the student demographic column in the student area of the spreadsheet.

2. Prepare a new disk that will be given to the office with the final grades. Format, if necessary, and label with "Integrade Export Disk", your name, the year and the report period.

3. Start InteGrade and go to the Main Menu.

4. Move the cursor to the "< > Export Report Card Data" option and press enter. A window will appear explaining the export process. Press enter to continue or ESC to cancel.

5. A prompt will appear: "Enter the drive where the export file will be placed:" Type in the letter of the drive.

6. A prompt will appear: "Enter the drive which your InteGrade class files are located:" Type in the letter of the drive.

7. A window will appear explaining the process.

8. A prompt will appear asking for your correct teacher code.

9. A window will appear asking which courses you want grades exported from. Press ESC when finished. Press enter to export, or ESC to cancel.

APPENDIX C
CBAM Questionnaire

CONCERNS QUESTIONNAIRE

In order to identify these data, please write down the last four digits of your Social Security number:

_____ _____ _____ _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, <u>a good part of the items on this questionnaire may appear to be of little relevance or irreleant to you at this time</u>. For the completely irrelevant items. please circle "0" on the scale. Other itmes will represent those concerns you <u>do</u> have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at
this time.   0 1 2 3 4 5 6 (7)

This statement is somewhat true of me now. 0 1 2 3 4 (5) 6 7

This statement is not at all true of
me at this time.   0 1 (2) 3 4 5 6 7

This statement seems irrelevant to me.   (0) 1 2 3 4 5 6 7

Please respond to the items in terms of <u>your present concerns</u>, or how you feel about your involvement or potential involvement with using a computerized grading program. We do not hold to any one definition of this program, so please think of it in terms of <u>your own perceptions</u> of what it involves. Remember to respond to each item in terms of <u>your present concerns</u> about your involvement or potential involvement with the above named innovation.

Thank you for taking time to complete this task.

A.2 SoC QUESTIONNAIRE ITEMS

0	1	3	4	5	6
Irrelevant	Not true of me now	Somewhat true of me now			Very true of me now

1. I am concerned about students' attitudes toward this innovation. 0 1 2 3 4 5 6 7

2. I now know of some other approaches that might work better. 0 1 2 3 4 5 6 7

3. I don't even know what the innovation is. 0 1 2 3 4 5 6 7

4. I am concerned about not having enough time to organize myself each day. 0 1 2 3 4 5 6 7

5. I would like to help other faculty in their use of the innovation. 0 1 2 3 4 5 6 7

6. I have a very limited knowledge about the innovation. 0 1 2 3 4 5 6 7

7. I would like to know the effect of reorganization on my professional status. 0 1 2 3 4 5 6 7

8. I am concerned about conflict between my interests and my responsibilities. 0 1 2 3 4 5 6 7

9. I am concerned about revising my use of the innovation. 0 1 2 3 4 5 6 7

10. I would like to develop working relationships with both our faculty and outside faculty using this innovation. 0 1 2 3 4 5 6 7

11. I am concerned about how the innovation affects students. 0 1 2 3 4 5 6 7

12. I am not concerned about this innovation. 0 1 2 3 4 5 6 7

13. I would like to know who will make the decisions in the new system. 0 1 2 3 4 5 6 7

14. I would like to discuss the possibility of using the innovation. 0 1 2 3 4 5 6 7

15. I would like to know what resources are available if we decide to adopt this innovation. 0 1 2 3 4 5 6 7

16. I am concerned about my inability to manage all the innovation requires. 0 1 2 3 4 5 6 7

17. I would like to know how my teaching or administration is supposed to change. 0 1 2 3 4 5 6 7

18. I would like to familiarize other departments or persons with the progress of this new approach. 0 1 2 3 4 5 6 7

0		1	2	3	4	5		6		7
Irrelevant		Not true of me now		Somewhat true of me now				Very true of me now		

19. I am concerned about evaluating my impact on students. 0 1 2 3 4 5 6 7

20. I would like to revise the innovation's instructional approach. 0 1 2 3 4 5 6 7

21. I am completely occupied with other things. 0 1 2 3 4 5 6 7

22. I would like to modify our use of the innovation based on the experiences of our students. 0 1 2 3 4 5 6 7

23. Although I don't know about this innovation, I am concerned about things in the area. 0 1 2 3 4 5 6 7

24. I would like to excite my students about their part in this approach. 0 1 2 3 4 5 6 7

25. I am concerned about time spent working with nonacademic problems related to this innovation. 0 1 2 3 4 5 6 7

26. I would like to know what the use of the innovation will require in the immediate future. 0 1 2 3 4 5 6 7

27. I would like to coordinate my effort with others to maximize the innovation's effects. 0 1 2 3 4 5 6 7

28. I would like to have more information on time and energy commitments required by this innovation. 0 1 2 3 4 5 6 7

29. I would like to know what other faculty are doing in this area. 0 1 2 3 4 5 6 7

30. At this time, I am not interested in learning about this innovation. 0 1 2 3 4 5 6 7

31. I would like to determine how to supplement, enhance, or replace the innovation. 0 1 2 3 4 5 6 7

32. I would like to use feedback from students to change the program. 0 1 2 3 4 5 6 7

33. I would like to know how my role will change when I am using the innovation. 0 1 2 3 4 5 6 7

34. Coordination of tasks and people is taking too much of my time. 0 1 2 3 4 5 6 7

35. I would like to know how this innovation is better than what we have now. 0 1 2 3 4 5 6 7

APPENDIX D
Pre-Inservice Questionnaire

INTEGRAD COMPUTERIZED GRADEBOOK

Please circle the correct answer.

1. Do you have any experience using Integrad?   Yes   No

2. How many students per year do you need to keep grades for?

    _____

3. Have you ever used a computerized grading system?   Yes   No

    If yes, which one?

4. Do you believe a computerized grading system would be

    beneficial for you to use?   Yes   No

    Why or why not?

5. Do you think that an inservice on Integrad will benefit you?

    Yes   No

APPENDIX E
Post-Inservice Questionnaire

INTEGRAD COMPUTERIZED GRADEBOOK

Please circle the correct answer.

1. Are you using Integrad grading system?   Yes   No

    If yes, in how many of your classes?

    If no, why not?

If you answered yes to question #1, please answer questions 2, 3, & 4.

2. Have you found Integrad to be useful in your recordkeeping?

    Yes   No

    Why or why not?

3. Would you recommend Integrad to another school system or teacher?   Yes   No

4. Do you think that the inservice on Integrad helped you in using the system?

    Yes   No