

How To Use Your Class Summary Report

This guide provides an overview of what data is included on a Marco Learning Class Summary Report and how to most effectively use the data with students, colleagues, and families.

Sample Class Summary English I - The Most Dangerous Game



Subject: English I
Class Period: 4

Assignment: The Most Dangerous Game
Due: October 8, 2022

Class Areas of Strength

Most students incorporate relevant textual evidence that supports their claim. Many also devote a paragraph to introduce a counterclaim.

Most students answer the prompt question by including a specific and relevant argument throughout their essay.

Most students have introductions that state the argument and provides relevant background information. Many also have body paragraphs that flow logically with transitions. Most conclusions include a summary of their argument.

Class Areas for Growth

Most students could more efficiently analyze their evidence by explaining more thoroughly how it connects back to their main points and argument. Additionally, they could further address their counterclaims by using more direct evidence and explanations to prove the opposing argument as false.

Most students could make their conclusions more complete by thoroughly connecting them back to their original argument, and leading the reader with a deep thought, call to action, or new idea.

Class Areas of Strength

Qualitative data that outlines the rubric components that students in this class period excelled in

Use this information to:

- Praise students
- Recognize growth made throughout the school year
- Support positive phone calls home
- Plan parent teacher conferences
- Share in PLCs or Instructional Coach Meetings

Class Areas for Growth

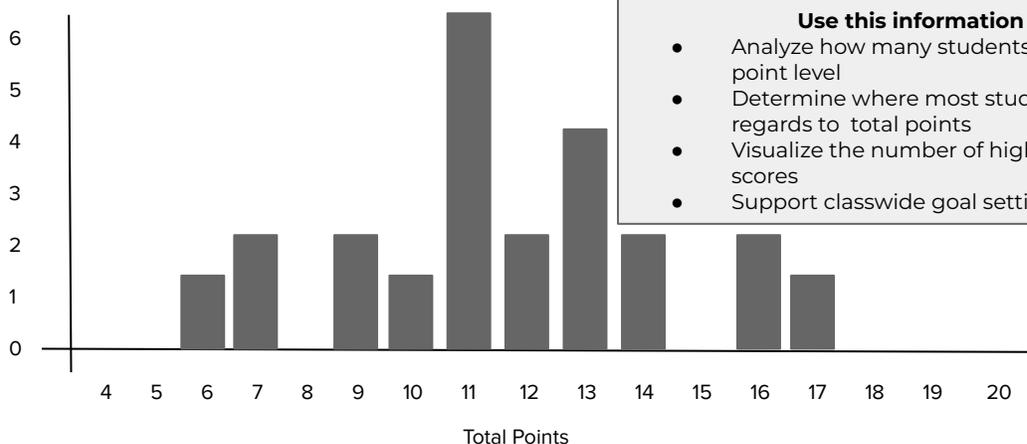
Qualitative data that outlines the rubric components that students in this class period should continue to focus on

Use this information to:

- Plan a mini lesson that focuses on areas the students have not yet mastered
- Plan which learning standards and objectives should be a focus during the next assignment or unit
- Support classwide goal setting
- Plan parent teacher conferences

Score Distribution

The number of students at each point level



Score Distribution

Quantitative data that shows the number of students who had a total score at each point level

Use this information to:

- Analyze how many students scored at each point level
- Determine where most students scored in regards to total points
- Visualize the number of high and low outlier scores
- Support classwide goal setting

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High and Low Scores

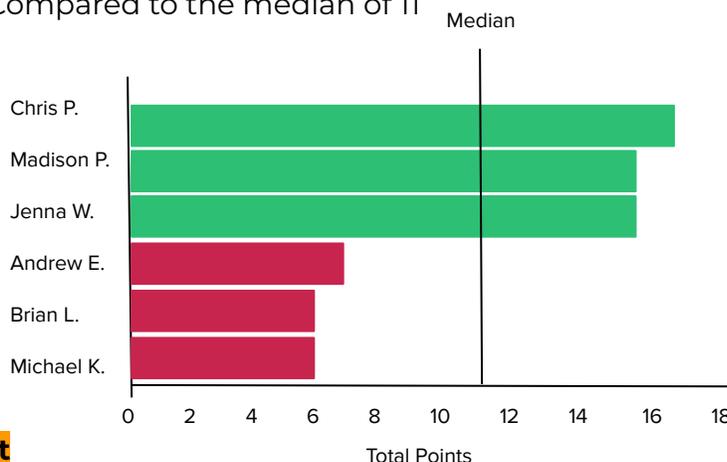
Quantitative data that shows the median total score, highest three total scores, and lowest three total scores for this class period

Use this information to:

- Determine the median score for this class period
- Decide which students should be given the opportunity to re-do the assignment
- Plan which students can support their peers working on similar assignments
- Analyze the gap of student achievement within your own classroom
- Support conversations with families

High and Low Scores (Total Points)

Compared to the median of 11



Score Distribution by Rubric Component

The number of students at each point level

points possible →	1	2	3	4	5	Possible	Median	%
Purpose	0	5	12	5	1	5	3	60%
points possible →	1	2	3	4	5			
Organization	1	9	10	3	0	5	3	60%
points possible →	1	2	3	4	5			
Development	3	4	12	4	0			

Score Distribution by Rubric Component

Quantitative data that shows the number of students at each point level for each rubric component

Use this information to:

- Visualize where most students scored on each rubric component
- Determine how many students are performing at the highest and lowest level of each rubric component
- Determine which rubric components need to be using small group instruction
- Dictate how instruction on each rubric component should be differentiated by planning the number and size of each group

%

Quantitative data that shows the median percentage score for each rubric component

Use this information to:

- Determine which rubric components the class has mastered
- Praise the class for what they did well
- Decide which rubric components need to be re-taught
- Determine which rubric components should be the focus of the next unit, lesson, or assignment
- Support class-wide goal setting
- Reflect on time spent teaching each rubric component compared to scores on each component

How To Use Student Reports

This guide provides an overview of what data is included on a Marco Learning Student Feedback Report and how to most effectively use the data with students.

Sample Student Report English I - The Most Dangerous Game



Student Name: Stacey Hamilton
Teacher Name: Ms. Lee

Assignment: The Most Dangerous Game
Due: October 8, 2022

'Rubric Criteria' & 'Your Score' Columns

Score on each rubric component according to the rubric

Use this information to:

- Determine which rubric areas the student has mastered
- Determine which rubric areas the student needs to continue to focus on
- Guide one-on-one student conferences
- Help student complete Marco Learning Student Reflection worksheet

Rubric Criteria	Your Score	Out Of
Purpose	4	5
Organization	3	5
Development	3	5
Style	4	5
Total Points	14	20

'Total Points' Row

Score on the assignment as a whole

Use this information to:

- Measure student's mastery on the assignment holistically
- Measure student growth throughout the school year

How To Use Student Reports

This guide provides an overview of what data is included on a Marco Learning Student Feedback Report and how to most effectively use the data with students.

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Student Name: Stacey Hamilton
Teacher Name: Ms. Lee

Assignment: The Most Dangerous Game
Due: October 8, 2022

What You Did Well	Areas for Growth
<p>Stacey,</p> <p>Your greatest area of strength in your essay was your purpose. You did a great job addressing the prompt and providing a clearly defined thesis on how Rainsford won the game due to his superior intellect and aplomb. You also constantly connected the ideas presented in your body paragraphs to your original argument.</p> <p>You did a great job using varied language throughout your essay. For example, you used words such as 'notably' and 'illustrates', which helps give the reader clarity as well as continues to engage him/her throughout the paper.</p>	<p>In order to strengthen the development of your writing you should introduce more relevant background information in your introduction. This will allow you to set the scene and introduce important information to support your claim.</p> <p>A second area to work on is your conclusion. Your current conclusion includes a recap of your main claim, but does not include a summary of your main points (Rainsford's knowledge, skills, and demonstrations). Including a summary of your main points will help drive home the point that Rainsford utilized these to beat Zaroff.</p> <p>Lastly, in order to fully prepare your reader for your essay, it is always a good idea to preview the the topics that you will discuss in your introduction. This will help to make your essay more compelling and developed</p>

What You Did Well

Qualitative data that outlines the rubric components that this student excelled in

Use this information to:

- Praise student
- Recognize growth made throughout the school year
- Support positive phone calls home
- Guide one-on-one student conferences
- Help student complete Marco Learning Student Reflection worksheet

Areas for Growth

Qualitative data that outlines the rubric components that this student still needs to work on

Use this information to:

- Guide one-on-one student conferences
- Plan small group instruction
- Plan pairings of students
- Help student complete Marco Learning Student Reflection worksheet
- Guide parent phone calls or conferences

Thank you,
Kaylie
The Ohio State University

Grader Signature

A farewell statement from your student's grader, including their name and current school

Use this information to:

- Engage students in receiving feedback from a third party
- Expose students to a new college or university

How To Use Student Reports

This guide provides an overview of what data is included on a Marco Learning Student Feedback Report and how to most effectively use the data with students.

Sample Student Report English I - The Most Dangerous Game

Student Name: Stacey Hamilton
Teacher Name: Ms. Lee

Assignment: The Most Dangerous Game
Due: October 8, 2022

Rubric Criteria	Your Score	Out of	Rationale
Claim	3	3	You received a 3 because you were able to accurately state a claim within the first two sentences of your response. You stated that "A baby starts as a single cell called an embryo, which divides by mitosis to produce more cells. These cells work together to form tissues, organs, and eventually organ systems, which make up the human body". Your claim is clear and concise and is directly related to the original question posed.
Evidence	2	3	You received a 2 because you successfully included two relevant pieces of evidence immediately after the claim. Your description of mitosis and the explanation of what types of cells stem cells eventually become support your claim. In order to receive a 3 in this category, be sure to include at least three pieces of evidence and include where that evidence is coming from, whether it be a lab, text book, or article.
Reasoning	2	3	You received a 2 because you were able to successfully provide reasoning after you presented your evidence. You stated that 'living things grow because their cells divide to create new cells with genetic information'. This statement is on the right track, but would be more complete, and therefore earn 3 points, if you mentioned that new cells are created with the same genetic information. Without including that genetic information is the same, then it is unclear how the baby's DNA is able to replicate to form new types of cells in the body.
Style	2	3	You received a 2 due to a few minor errors in the response. Instead of using the word "copied" when writing about DNA, you should use the word "replicates", which more closely uses the academic vocabulary used in class. Also, always be sure to check your paper for grammatical errors. You have a couple of sentences that do not start with uppercase letters and some that are missing critical punctuation, such as periods or commas.
Total Points	9	12	

'Rubric Criteria' & 'Your Score' Columns

Score on each rubric component according to the rubric

Use this information to:

- Determine which rubric areas the student has mastered
- Determine which rubric areas the student needs to continue to focus on
- Guide one-on-one student conferences
- Help student complete Marco Learning Student Reflection worksheet

'Rationale' Column

Explanation of the score for each question

Use this information to:

- Understand what your student did well, and what she/he may have missed, on each question
- Determine which types of questions your student has mastered
- Determine which types of questions your student needs to practice
- Understand what your student needs to do to earn the maximum amount of points on her/his next assignment

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Score on the assignment as a whole

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