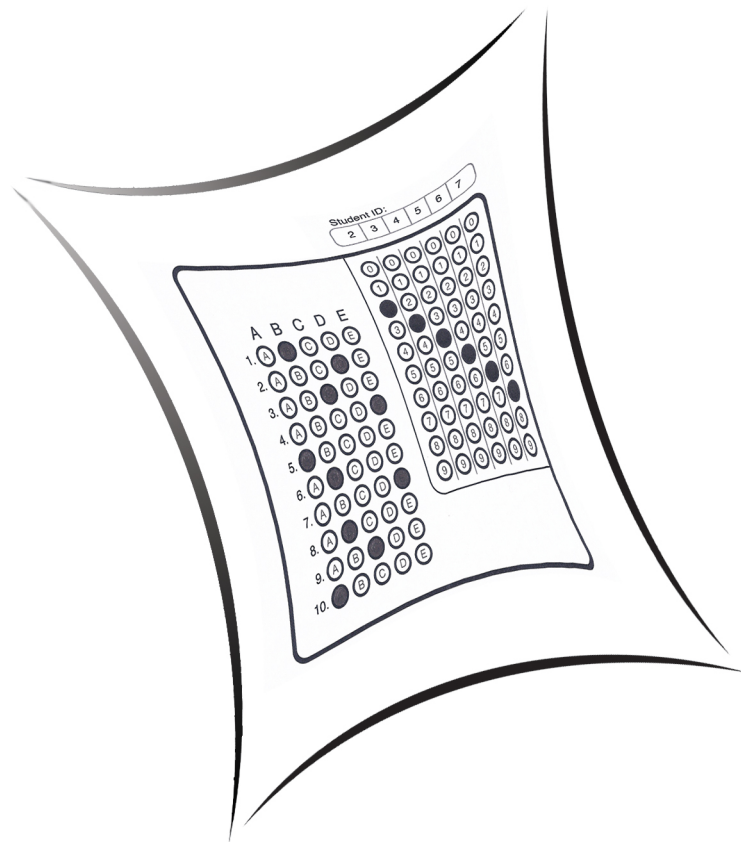




GRADECAM

Education Idea book



Various Question Styles

Question styles on a GradeCam form are not restricted to multiple-choice format. The versatility of the GradeCam form permits a variety of delivery styles like multiple choice, custom multiple choice, true/false, yes/no, rubrics, scoring constructed response questions, and gridded response for math.

Name _____

Date _____

Period _____

Class _____

Quarter _____

Lopez, Jennifer (225)
EARTH SCIENCE (3)
Demo Gridded Form

1.

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−	−	−	−	−
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0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

6.

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0	0	0
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2	2	2
3	3	3
4	4	4
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7	7	7
8	8	8
9	9	9

7.

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0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

2. (A) (B) (C) (D) (E)

3. (F) (G) (H) (J) (K)

4. (0) (1) (2) (3) (X)

5. (0) (1) (2) (3) (X)

8. (T) (F) (X) (X) (X)

9. (A) (B) (C) (D) (E)

10. (Y) (N) (X) (X) (X)

11. (A) (B) (C) (D) (E)

12. (A) (B) (C) (X) (X)

Form Identifier -- Do not mark

⦿	●	○	⦿	○	●	○	○	⦿	⦿	●	●	○	⦿	○
⦿	⦿	⦿	●	⦿	●	⦿	○	⦿	●	●	●	⦿	⦿	⦿



DISCIPLINE VIOLATION FORM

Tracking classroom behavior can be tedious.

Bubble next to the offense as it happens and track behaviors daily and longitudinally.

Name:	Element:
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GradeCam ID		

1. Cheating/ Plagiarism
2. Not having materials- pencils, books, paper, etc.
3. Being off task- sleeping, doodling, etc.
4. Not turning in assignments
5. Not following teacher directions
6. Talking out or engaging in horseplay
7. Being out of seat without permission
8. Showing disrespect/ defiance
9. Using equipment/ supplies improperly
10. Tardy
11. Other

1. (1) (2) (3)	0 (0) (0)	
2. (1) (2) (3)	1 (1) (1)	
3. (1) (2) (3)	2 (2) (2)	
4. (1) (2) (3)	3 (3) (3)	
5. (1) (2) (3)	4 (4) (4)	
6. (1) (2) (3)	5 (5) (5)	
7. (1) (2) (3)	6 (6) (6)	
8. (1) (2) (3)	7 (7) (7)	
9. (1) (2) (3)	8 (8) (8)	
10. (1) (2) (3)	9 (9) (9)	
11. (1) (2) (3)		

<input type="checkbox"/> First Offence # _____	<input type="checkbox"/> Second Offence # _____	<input type="checkbox"/> Third Offence # _____
<input type="checkbox"/> Date: _____	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Date: _____

Student Signature: _____ Parent Signature: _____

Teacher Signature: _____ Administration Signature: _____

CLASSROOM WALK THROUGH

Classroom evaluations take on a simple approach as administrators can quickly and efficiently bubble in performance criteria right in the classroom with ease and simplicity. At the completion of the evaluation, a quick scan with an iPhone or iPad will record the evaluation score and immediately provide longitudinal data for the administrator and teacher.

Planning and Preparation

Characteristic	Commentary
1. Demonstrates Knowledge of Content and Student Needs	
2. Lesson Plans Evident and support student goals	
3. Instructional Objectives Clearly Stated	

Classroom Environment

Characteristic	Commentary
4. Cultural Inclusiveness	
5. Respect	
6. Rapport	
7. Classroom is Organized	
8. Classroom is Clean	
9. Classroom Promotes Student Learning	
10. Classroom Behavior Management System is Evident	
11. Safety Plan Displayed	

Effective Instructional Strategies

Characteristic	Commentary
12. Communicates Clearly	
13. Students Are Engaged/Active Learning, Relevant Lessons	
14. Uses Effective Strategies	
15. Demonstrates Adaptation of Curriculum	
16. Provides Immediate Feedback to Students	
17. Collaborates with and effectively directs work of paraeducators	
18. Instruction Supports Student Goals	

Staff _____

Observer _____

Date _____ Time _____

GradeCam ID

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1. <input type="radio"/> Y <input type="radio"/> N	10. <input type="radio"/> Y <input type="radio"/> N	<table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
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3. <input type="radio"/> Y <input type="radio"/> N	12. <input type="radio"/> Y <input type="radio"/> N																																																													
4. <input type="radio"/> Y <input type="radio"/> N	13. <input type="radio"/> Y <input type="radio"/> N																																																													
5. <input type="radio"/> Y <input type="radio"/> N	14. <input type="radio"/> Y <input type="radio"/> N																																																													
6. <input type="radio"/> Y <input type="radio"/> N	15. <input type="radio"/> Y <input type="radio"/> N																																																													
7. <input type="radio"/> Y <input type="radio"/> N	16. <input type="radio"/> Y <input type="radio"/> N																																																													
8. <input type="radio"/> Y <input type="radio"/> N	17. <input type="radio"/> Y <input type="radio"/> N																																																													
9. <input type="radio"/> Y <input type="radio"/> N	18. <input type="radio"/> Y <input type="radio"/> N																																																													

Signature of Observer

Date _____

Signature of Staff

Date _____

CUSTOMIZING A GRADECAM FORM

Customize a form to create assessments that are engaging and fun for students by editing the context of the bubble(s)

Fill in the bubble that has the beginning sound of the picture shown for each question.

GradeCam ID

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1.



1. (A) (S) (G) (D) (C)

2. (T) (U) (R) (D) (F)

3. (H) (W) (L) (T) (E)

4. (J) (N) (P) (Y) (I)

5. (C) (L) (M) (R) (Z)

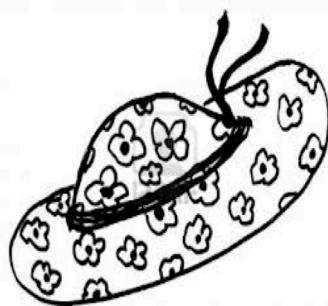
6. (G) (O) (P) (S) (E)

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

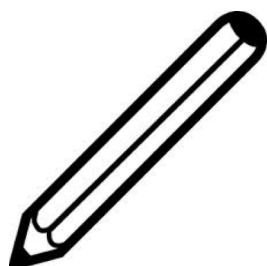
2.



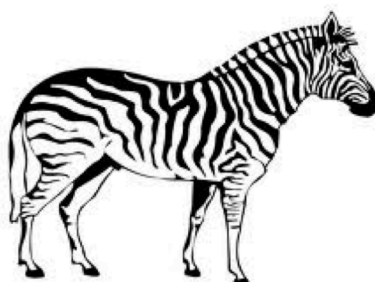
3.



4.



5.



6.



PRESCHOOL AND KINDERGARTEN

Collecting base line skill data for primary children and tracking skills throughout the school year is a snap with GradeCam. Teachers, rather than students, will bubble in the form to indicate whether or not a child has accomplished the skill.

Kindergarten Readiness Checklist – Mathematics Concepts

Student Name: _____

Date: _____

Student ID: _____

Score: _____

1. Compares the size of groups of objects using language such as “more,” “less” and “same as”
2. Arranges objects in size order (big to small, or small to big)
3. Uses comparison words, like “bigger,” “smaller,” “heavier,” etc.
4. Understands concepts of *none*, *some* and *all* and *more than* and *less than*
5. Identifies and draws a square, circle and triangle
6. Correctly counts four to ten objects
7. Knows that the final number counted represents the total number of objects in a set
8. Recognizes some numbers, 1 - 10
9. Can distinguish numbers from letters, and understands that the numbers relate to quantity
10. Understands the effects of addition and subtraction

GradeCam ID

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1.	<input type="radio"/> Y	<input type="radio"/> N
2.	<input type="radio"/> Y	<input type="radio"/> N
3.	<input type="radio"/> Y	<input type="radio"/> N
4.	<input type="radio"/> Y	<input type="radio"/> N
5.	<input type="radio"/> Y	<input type="radio"/> N
6.	<input type="radio"/> Y	<input type="radio"/> N
7.	<input type="radio"/> Y	<input type="radio"/> N
8.	<input type="radio"/> Y	<input type="radio"/> N
9.	<input type="radio"/> Y	<input type="radio"/> N
10.	<input type="radio"/> Y	<input type="radio"/> N

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

ELECTIONS

Simplify the way election information is gathered by designing a form to represent a ballot. GradeCam will aggregate all the data in minutes eliminating the tedious task of manual calculations.

GradeCam ID

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1. (A) (B) (C) (D) (E)

2. (A) (B) (C) (D) (E)

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

1. Select only one boy for King:

- A. Joe Manganiello
- B. Channing Tatum
- C. Hugh Jackman
- D. Adam Levine
- E. Rick Fox

2. Select only one girl for Queen:

- A. Sandra Bullock
- B. Carrie Underwood
- C. Jennifer Lopez
- D. Jessica Alba
- E. Mila Kunis

GradeCam ID

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1. (A) (B) (C)

2. (A) (B) (C)

3. (A) (B) (C)

4. (A) (B) (C)

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

1. Select only one person for President:

- A. Abraham Lincoln
- B. John F. Kennedy
- C. Tyler Perry

2. Select only one person for Vice-President:

- A. Thomas Jefferson
- B. George H. Bush
- C. Oprah Winfrey

3. Select only one person for Secretary

- A. Henry Kissinger
- B. Colin Powell
- C. Jimmy Fallon

4. Select only one person for Treasurer:

- A. Rosa Gumataotao Rios
- B. Bernie Madoff
- C. James Kimmel

LIKERT SCALE

Creating a Likert Scale Questionnaire and collecting the answers of the responders becomes effortless when selecting GradeCam's rubric option.

Please answer the following questions. If you strongly agree with the statement you will score a

1. Should you strongly disagree with the statement you will score a 5 and so on.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

1. Textbooks should be optional
2. Cost of housing is important to me
3. Tuition is making it difficult for me to continue my education.
4. Academic advisors should be able to help me with personal issues.
5. If students carry a 4.0 average, they should receive a tuition discount.

GradeCam ID:

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1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Form Identifier -- Do not mark





CORPORATE TRAINING AND SEMINARS

Training new employees can be very costly and time consuming. GradeCam allows small or large corporations to create custom forms and score employees on required company tests ensuring all employees understand policy and procedure. Having immediate scores not only provides employees with instant feedback but also allows trainers to be more effective by sharpening training materials on consistently missed content.

GradeCam ID			
1. (A) (B) (C) (D) (E)	16. (A) (B) (C) (D) (E)	31. (A) (B) (C) (D) (E)	46. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)	17. (A) (B) (C) (D) (E)	32. (A) (B) (C) (D) (E)	47. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D) (E)	18. (A) (B) (C) (D) (E)	33. (A) (B) (C) (D) (E)	48. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)	19. (A) (B) (C) (D) (E)	34. (A) (B) (C) (D) (E)	49. (A) (B) (C) (D) (E)
5. (A) (B) (C) (D) (E)	20. (A) (B) (C) (D) (E)	35. (A) (B) (C) (D) (E)	50. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)	21. (A) (B) (C) (D) (E)	36. (A) (B) (C) (D) (E)	51. (A) (B) (C) (D) (E)
7. (A) (B) (C) (D) (E)	22. (A) (B) (C) (D) (E)	37. (A) (B) (C) (D) (E)	52. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)	23. (A) (B) (C) (D) (E)	38. (A) (B) (C) (D) (E)	53. (A) (B) (C) (D) (E)
9. (A) (B) (C) (D) (E)	24. (A) (B) (C) (D) (E)	39. (A) (B) (C) (D) (E)	54. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)	25. (A) (B) (C) (D) (E)	40. (A) (B) (C) (D) (E)	55. (A) (B) (C) (D) (E)
11. (A) (B) (C) (D) (E)	26. (A) (B) (C) (D) (E)	41. (A) (B) (C) (D) (E)	56. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)	27. (A) (B) (C) (D) (E)	42. (A) (B) (C) (D) (E)	57. (A) (B) (C) (D) (E)
13. (A) (B) (C) (D) (E)	28. (A) (B) (C) (D) (E)	43. (A) (B) (C) (D) (E)	58. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)	29. (A) (B) (C) (D) (E)	44. (A) (B) (C) (D) (E)	59. (A) (B) (C) (D) (E)
15. (A) (B) (C) (D) (E)	30. (A) (B) (C) (D) (E)	45. (A) (B) (C) (D) (E)	60. (A) (B) (C) (D) (E)

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Name: _____

Contact: _____

Employer: _____

Role: _____

Signature: _____

Date: _____