

## Artifact #1 - Daily Grade

Over the past few years I have utilized a daily grade sheet that students complete for themselves each day. The sheet has the same layout throughout the entire school year but the habit of scholarship we are working on changes based on the needs of the classroom. In the physical classroom students will pick up the half sheet at the beginning of the class and keep track of their own progress throughout the class period. Below is an example from last year that focuses on students being ready for class, keeping a notebook and participating in the class discussion.

<b>Daily Grade Sheet</b>						
Score	Name				Date	
Score	<b>Ready Check</b>					
	In Seat	Desk like picture	Table of Content copied	Binder on ground	Entry Ticket started	
Score	<b>Notebook</b>					
	Heading and page # in blue	Halfsheet glued in	THINK in black pen/pencil	PAIR in green pen	SHARE on purple pen	
Score	<b>Participation</b>					
Score	<b>Name on Board</b>					
	4	3	2	1	0	
Total	x 2	Daily Points	Add 50		Daily Grade	

As I thought about my beginning of the school year I toyed with the idea of utilizing something similar. I thought about utilizing a google form for students to complete at the end of each class period but decided against it. As we experienced the first few weeks of online learning in September and October it became clear that students needed something to see that their efforts translated into a daily grade. I started by creating a daily grade rubric that could be utilized for each day. The rubric focused on the things many students were struggling with in the online setting: Actively Participating, completing their desmos assignment, and turning in their assignment. As the class improves these habits of scholarship we will be able to change - what the daily grade focuses on. In addition I wanted to put a focus on the mathematical understanding and added that into the rubric as well.

It is recommended that you do not edit rubrics in spreadsheet format						
v1.0-s						
Participation/Following Expectations						
I am actively engaged in the lesson (on the right side - raising hand - use ZOOM - respond verbally or in chat box - ask questions - camera on at the appropriate times						
	15	12	9	6	3	0
	5	4	3	2	1	0
	I was actively engaged throughout the WHOLE lesson.	I was actively engaged throughout MOST of the lesson.	I was actively engaged throughout HALF of the lesson.	I was actively engaged throughout SOME of the lesson.	I was actively engaged throughout VERY LITTLE of the lesson.	I was not AT ALL actively engaged.
Mathematical Sophistication						
This is about the actual mathematics you are sharing						
	20	16	12	8	4	0
	5	4	3	2	1	0
	Your math thinking was so good it surprised me!	Your math thinking was spot on!	Your math thinking was almost there. You could push yourself just a little bit more!	Your math thinking was okay but you need push yourself!	The math thinking you showed was minimal.	Your responses did not show any math thinking.
Desmos Completion						
Goal: Complete ALL parts of the Desmos Activity						
	10	8	6	4	2	0
	5	4	3	2	1	0
	I completed ALL parts of the Desmos activity.	I completed MOST parts of my Desmos activity.	I completed HALF of my work in Desmos today.	I completed SOME parts of my DESMOS activity.	I completed VERY LITTLE work in my Desmos activity.	I did not complete the Desmos Activity.
Turned In						
	5	4	3	2	1	0
	5	4	3	2	1	0
	Assignment was turned in before leaving class!	Assignment was turned in the day it was due.	Assignment was turned in one day late.	Assignment was turned in by Friday.	Assignment was turned in by Sunday.	Assignment was not turned in.

Creating the rubric was a good first step for ME to be able to grade students daily on their work habits as well as their mathematical understanding. Although the rubric was introduced to students they were missing the daily interaction that would have taken place in person. My next step was to figure out a way to let students interact with this work on a daily basis. To this end I asked students to circle a goal for their participation and their work completion at the beginning of each class utilizing the image below in a desmos activity.

Reflect on how you did! How was your participation and work completion?					
Participation/Following Expectations					
ALWAYS	MOST OF THE TIME	HALF THE TIME	SOME OF THE TIME	VERY LITTLE	NOT AT ALL
15	12	9	6	3	0
Work Completion					
ALL THE WORK	MOST OF THE WORK	HALF THE WORK	SOME OF THE WORK	VERY LITTLE	NONE AT ALL
10	8	6	4	2	0

Once students had become familiar with setting a goal for themselves I felt that we needed one more step - self-reflection. In desmos I programmed a slide at the end of each lesson that pulled student responses from the beginning of class. This allows students to look at their original goal from the beginning of class, circle how they actually did, and then reflect on how they did in meeting their goal.

This [SLIDES](#) has samples of student responses and this [LINK](#) leads to the desmos activity.

What I learned from this experience! What worked in the classroom can still be effective in an online setting - the trick is to find the best digital tool to achieve the same outcome even if it may look different. As with everything I do this is merely a step in the right direction. We have just begun our comparison work and I will need to give students time to adjust to the new expectation and to give feedback on their reflections. In the future we will continue to add on to this process and/or add additional pieces that will continue to support students to become independent learners by taking ownership of their habits of scholarship.