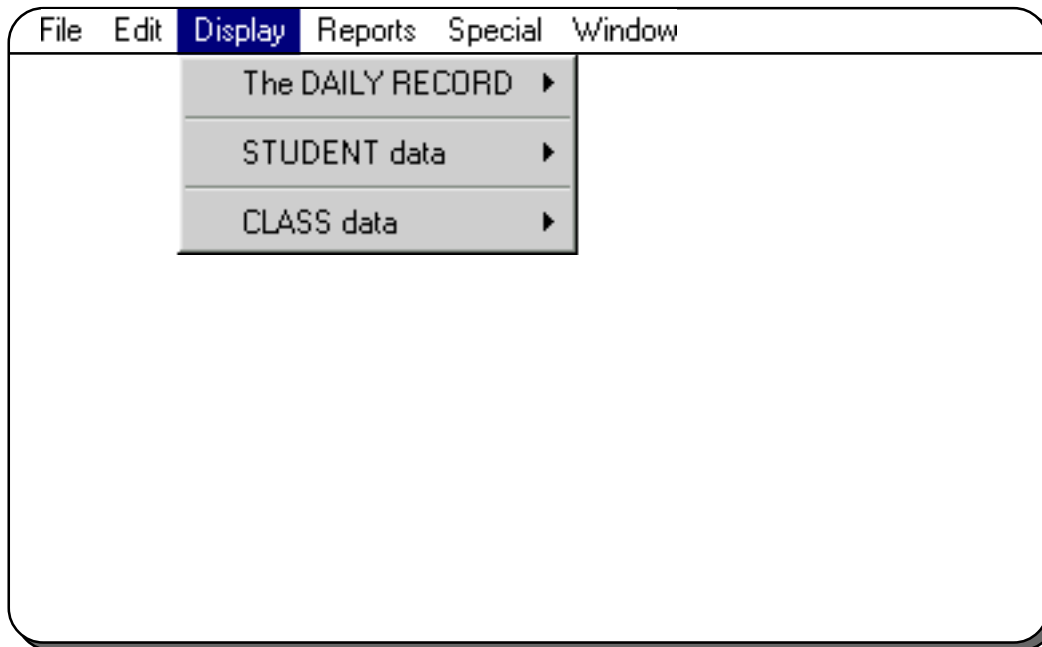
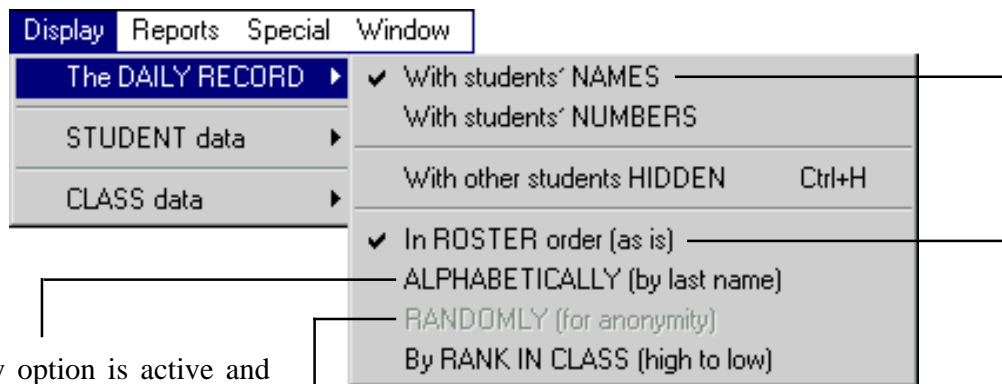


# Displaying Daily Record Data



## ■ Displaying the Daily Record

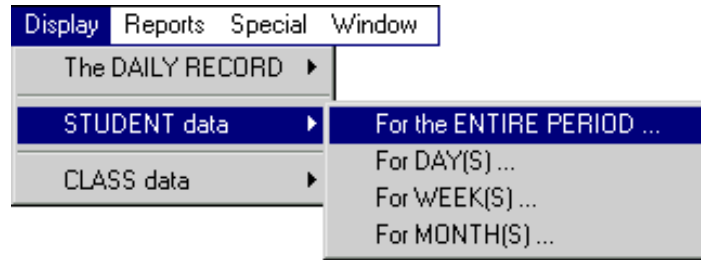


This display option is active and selectable only when the Daily Record is displayed with **Student Names**. **Remember, as is the case with the gradebook, this manipulation of data is only temporary, and a click anywhere within the window will return the spreadsheet to its regular state.**

This display option, also, is active and selectable only when the Daily Record is shown with **Student Numbers**. When *it* is active, the **alphabetical** option is not.

The *MtG* Daily Record defaults to these two display modes; but, as you can see, a variety of other display formats is available.

## ■ Displaying Student Information for the Term



If we have yet to convince you that the *MtG* Daily Record is one of the most powerful tools you'll ever use to extinguish, change, *or* reward student behavior, this feature—without question—**will!** As anecdotal evidence: I initially tested the complete Daily Record during the first semester of the 1991-92 school year at Coronado High with a particularly disaffected group of sophomores. These students' attendance and punctuality were atrocious, to say the most, even though their demeanor was generally pleasant within the classroom. One day in late November (did I *ever* need the Thanksgiving break), I summoned one of my underachievers, asking if she were aware of how many truancies she had accumulated in my class. We scrolled lazily through the Daily Record spreadsheet as I asked her to count the number of **AT**'s (Absent: Truant) she saw. Even with the damning evidence before her, the very size and breadth of its presentation had no noticeable effect. When I called upon the above option, however, and showed her the two screens below, her eyes bulged as I saw total bewilderment on her face. The concentration of such massive amounts of data in such an easy-to-read layout was devastating, and we then had one of the most frank and open discussions about personal responsibility and self worth I've ever had with a student. And at that time I didn't even have a hardcopy printout to send home!

Because of that singularly memorable encounter, this young lady knew immediately that I not only had more information at my fingertips than did the office downstairs—but that I was perfectly willing and able to report it to her parents without so much as raising a sweat. Needless to say, her private revelation spread like wildfire throughout the rest of the class. True, no one became eligible for a Rhodes Scholarship or sainthood for the remainder of the semester, *but things did change*. A class which possessed the potential to send me to an early grave (or certainly into early retirement) became a normal, enjoyable bunch of students. May such wonders never cease!

The screenshot shows a window titled "Susan L. Hartington PERIOD SUMMARY" for "Sophomore 3/4B English". It features a table with columns for dates and rows for various absence codes.

Code	Description	Sep 06	Sep 07	Sep 22
AE	ABSENT: EXCLUDED BY PARENT(S)			
AP	ABSENT: PRE-ARRANGED BY PARENT			
AF	ABSENT: C.H.S. SCHOOL FUNCTION			
AI	ABSENT: ILL (IN THE INFIRMARY)			
AJ	ABSENT: UNEXCUSED (BY SCHOOL)	Sep 08		
AS	ABSENT: SUSPENDED (UNEXCUSED)			
AT	ABSENT: TRUANT (I) FROM SCHOOL	Sep 09	Sep 13	Sep 14
TU	TARDY TO CLASS (AND UNEXCUSED)	Sep 12	Oct 05	Oct 11
TL	TARDY TO CLASS & VERY LATE!			
UN	UNPREPARED FOR CLASS ACTIVITY!			

Screen 1: Student data for the term by dates

An active slide bar indicates that at least one additional date remains to be seen to the right.

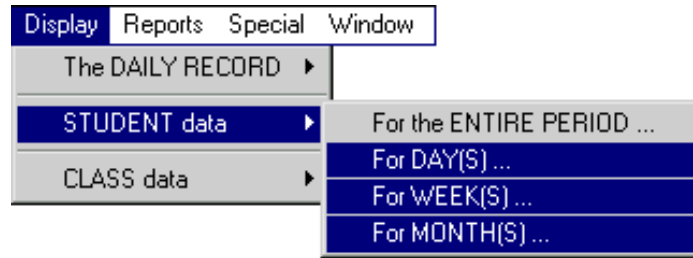
The screenshot shows a window titled "Susan L. Hartington PERIOD SUMMARY" for "Sophomore 3/4B English". It features a table with columns for Codes, Descriptions, Totals, and Class Average.

Codes	Descriptions	Totals	Class Average
AE	ABSENT: EXCLUDED BY PARENT(S)	7	2.5
AP	ABSENT: PRE-ARRANGED BY PARENT	0	0.1
AF	ABSENT: C.H.S. SCHOOL FUNCTION	0	0.0
AI	ABSENT: ILL (IN THE INFIRMARY)	0	0.0
AJ	ABSENT: UNEXCUSED (BY SCHOOL)	1	0.1
AS	ABSENT: SUSPENDED (UNEXCUSED)	0	0.0
AT	ABSENT: TRUANT (I) FROM SCHOOL	16	2.0
TU	TARDY TO CLASS (AND UNEXCUSED)	5	2.4
TL	TARDY TO CLASS & VERY LATE!	0	0.2
UN	UNPREPARED FOR CLASS ACTIVITY!	0	0.0

Screen 2: Student data for the term by totals

We discovered at CHS that a class average higher than **2.0** in any category was truly a significant figure, good or bad.

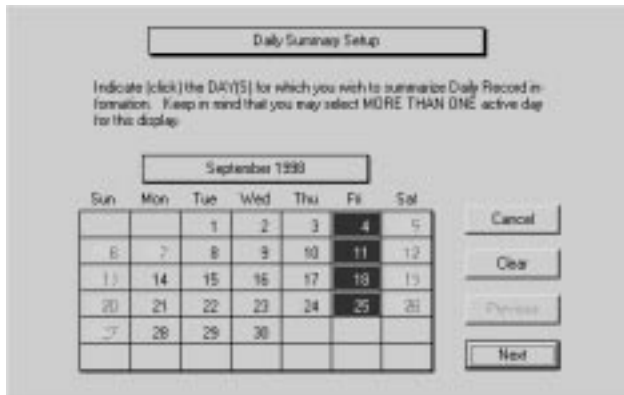
## ■ Displaying Student Information for a Day/Week/Month



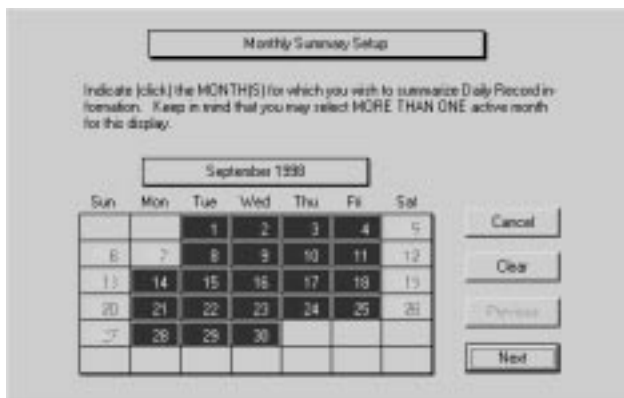
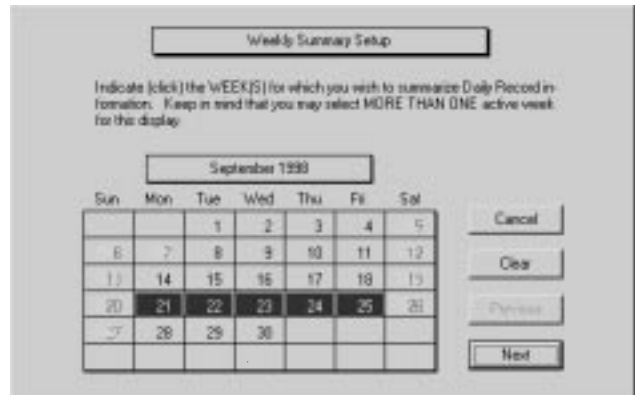
One of our proudest features on the gradebook side of *Making the Grade* is the ability to display and calculate selected *parts* of a student’s academic record. Of course, and not to be outdone, the Daily Record boasts the very same capability for student behaviors. That is, should the occasion arise (and it will if you use the program conscientiously), you possess the power to analyze your students’ department, for example, on every Friday during a given term (Screen 1). Or, you may cull out a specific **week** or **month** of the term upon which to cast your steely gaze (Screens 2 and 3). The summary screen which always follows each of these selections will contain totals for that term segment only (Screen 4).

Without going into too much detail, suffice it to say that I’ve found these options to be particularly useful when dealing directly with parents and guardians. In face-to-face conferences I often “open” the exchange with a summary printout for the entire term; then I “up the ante” on my laptop by breaking that information into smaller patterns—ones of which the adult may have been completely unaware. To put it mildly, I’ve seen more than one look of astonishment and horror on a few parents’ faces.

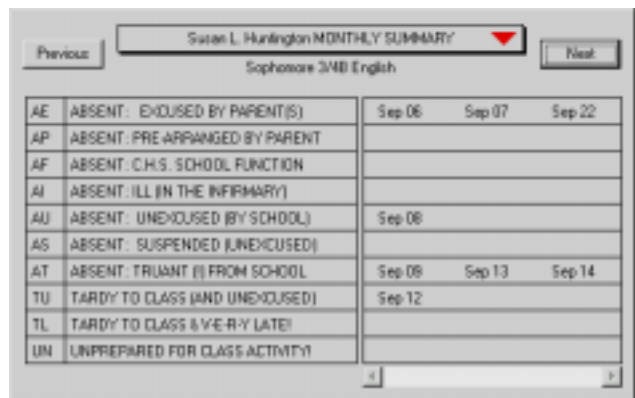
Screen 1: Student data by selected DAYS



Screen 2: Student data by selected WEEK

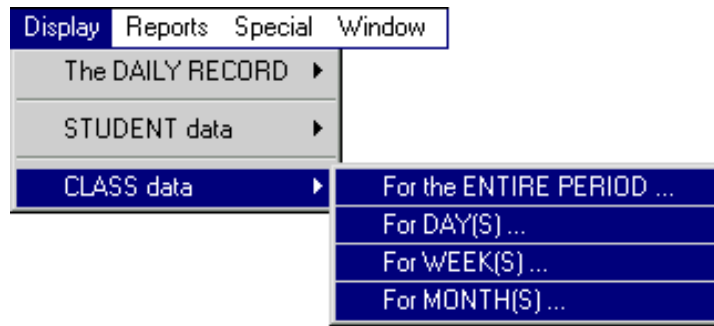


Screen 3: Student data by selected MONTH



Screen 4: S. Huntington’s data for September only

## ■ Displaying Class Information



This Daily Record feature was designed almost exclusively for teachers' eyes only, even though it contains no dangerously proprietary or confidential information. Its operational steps are identical to those found in the individual Student data option. However, this function analyzes the performance of a class **as a whole**—and the revelations it proffers are often nothing less than astonishing.

**FYI:** Depending upon the length of period chosen—for a whole term, for days, weeks, or months—we compile the number of entries within each Daily Record category and display those figures in the **Totals** column (at right). Then we multiply the number of days within

the selected period by the number of active students in the class to ascertain the number of incidents possible within each category. Dividing **Totals** by **Possibles** gives us the **% of Possible** shown in the far right column above:  $79 \div 1178$  (38 days x 31 students) = **.06706** for the category of ABSENT: EXCUSED BY PARENTS.

Sophomore 3/4B English CLASS DAILY RECORD SUMMARY			
Codes	Descriptions	Totals	% of Possible
AE	ABSENT: EXCUSED BY PARENT(S)	79	6.7
AP	ABSENT: PRE-ARRANGED BY PARENT	6	0.5
AF	ABSENT: C.H.S. SCHOOL FUNCTION	0	0.0
AI	ABSENT: ILL (IN THE INFIRMARY)	0	0.0
AU	ABSENT: UNEXCUSED (BY SCHOOL)	6	0.5
AS	ABSENT: SUSPENDED (UNEXCUSED)	3	0.2
AT	ABSENT: TRUANT (!) FROM SCHOOL	65	5.5
TU	TARDY TO CLASS (AND UNEXCUSED)	77	6.5
TL	TARDY TO CLASS & V-E-R-Y LATE!	7	0.5
UN	UNPREPARED FOR CLASS ACTIVITY!	0	0.0

Kristi A. Ogden PERIOD SUMMARY			
Sophomore 3/4B English			
Codes	Descriptions	Totals	Class Average
AE	ABSENT: EXCUSED BY PARENT(S)	10	2.5
AP	ABSENT: PRE-ARRANGED BY PARENT	0	0.1
AF	ABSENT: C.H.S. SCHOOL FUNCTION	0	0.0
AI	ABSENT: ILL (IN THE INFIRMARY)	0	0.0
AU	ABSENT: UNEXCUSED (BY SCHOOL)	0	0.1
AS	ABSENT: SUSPENDED (UNEXCUSED)	0	0.0
AT	ABSENT: TRUANT (!) FROM SCHOOL	9	2.0
TU	TARDY TO CLASS (AND UNEXCUSED)	1	2.4
TL	TARDY TO CLASS & V-E-R-Y LATE!	0	0.2
UN	UNPREPARED FOR CLASS ACTIVITY!	0	0.0

Again, our experience over the years at Coronado High School has shown that percentages for *an entire class* become significant when they exceed **5.0** or thereabouts. (Remember, the “average per category” figure for individual students becomes notable when it exceeds **2.0** or so. Witness the additional sample at left.) As you can see in the above example, my Period 1 sophomore class has quite a serious problem with absenteeism and tardiness, excused and otherwise.