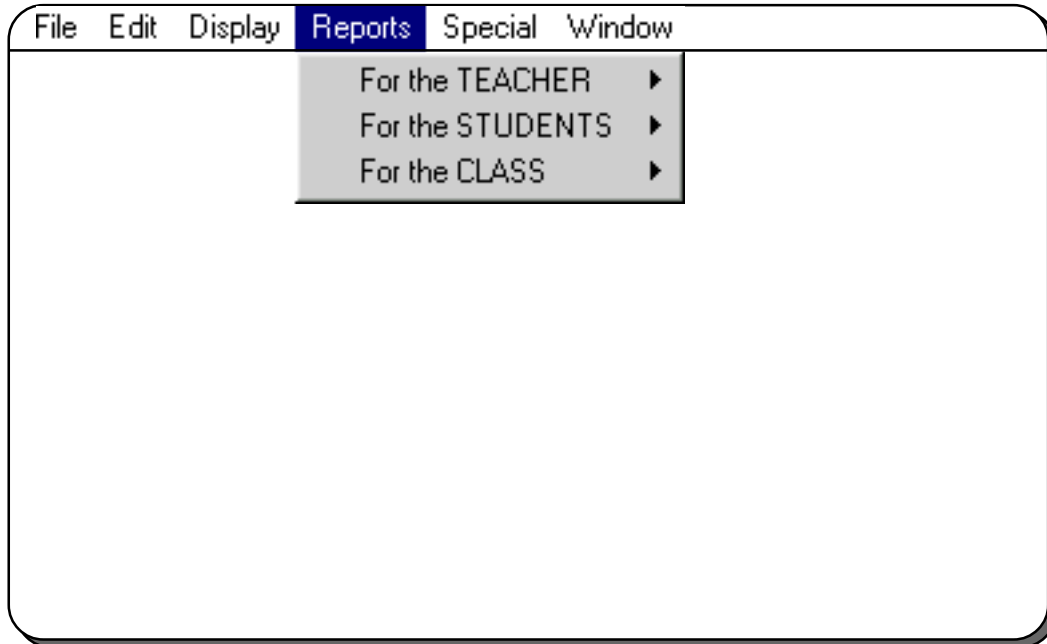
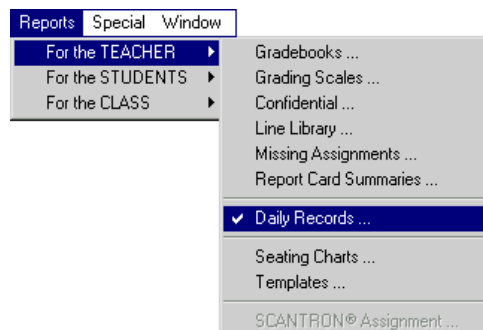


Printing Daily Record Reports



We have some great news for you, dear colleague: Not much remains to be said about the *Making the Grade* Daily Record! If you can endure but a few minor observations about the DR's hardcopy reports, a well-deserved breather will be yours. Besides, anything really important has already been documented and explained in the gradebook printing section, so cast a quick glance at the teacher, student, and class printouts available here, and then put your feet up for a while . . .

■ Printing the Daily Record



We offer the teacher only one printout within the Daily Record, but, like its gradebook equivalent, an impressive one it is! It too may be published in a variety of formats and layouts, with **student names** or **numbers**, “**as is**” or **by rank**, **blank** or **with recorded data**. Truly, almost every feature found in the gradebook printouts is available here also, so refer to that section of this manual if you require a refresher.

have occurred recently in the trenches and front lines of the classroom. (Please forgive the melodrama, but after 23 years in the classroom it's unavoidable sometimes.) At any rate, when such an urge does present itself, it is this uniquely informative and powerful report I send home—the dreaded **Student Daily Record Report**. The horror, the horror! This single piece of paper is the one that *all* of my students, from sophomores to seniors, dread the most; for it not only reveals their academic achievement for the term, but their *behavioral* history as well. It is my district's policy to notify parents every three weeks of their students' progress: At the end of the first three weeks, I send home chronological and categorical reports with assignments; at the end of the second, the shorter student categorical summaries without assignments; and at the end of the third, the Daily Record report shown below. Over fifteen years of working with *Grade Busters 1/2/3* and now *Making the Grade* has taught me that students desperately wish we had never designed this particular document—it leaves little room for “bamboozling” and often answers questions parents always wanted to ask but were afraid to raise their hands.

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

**DAILY RECORD REPORT
JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1**

CATEGORY	TOTALS	DATES
1. ABSENT: EXCUSED BY PARENT(S)	2	Sep 21, Sep 23
2. ABSENT: PRE-ARRANGED BY PARENT	0	
3. ABSENT: C. H. S. SCHOOL FUNCTION	0	
4. ABSENT: ILL (IN THE INFIRMARY)	0	
5. ABSENT: UNEXCUSED (BY SCHOOL)	0	
6. ABSENT: SUSPENDED (UNEXCUSED)	0	
7. ABSENT: TRUANT (!) FROM SCHOOL	0	
8. TARDY TO CLASS (AND UNEXCUSED)	0	
9. TARDY TO CLASS & V-E-R-Y LATE!	0	
0. UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received 86.03% of the “weighted grade,” and your grade is a B. Currently, you rank #6 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

**DAILY RECORD REPORT
MICHAEL R. DICKERSON
SOPHOMORE 3/4B ENGLISH
PERIOD 1**

CATEGORY	TOTALS	DATES
1. ABSENT: EXCUSED BY PARENT(S)	2	Oct 06, Oct 07
2. ABSENT: PRE-ARRANGED BY PARENT	0	
3. ABSENT: C. H. S. SCHOOL FUNCTION	0	
4. ABSENT: ILL (IN THE INFIRMARY)	0	
5. ABSENT: UNEXCUSED (BY SCHOOL)	0	
6. ABSENT: SUSPENDED (UNEXCUSED)	2	Oct 17, Oct 18
7. ABSENT: TRUANT (!) FROM SCHOOL	3	Oct 03, Oct 04, Oct 26
8. TARDY TO CLASS (AND UNEXCUSED)	2	Oct 05, Oct 27
9. TARDY TO CLASS & V-E-R-Y LATE!	3	Oct 19, Oct 20, Oct 24
0. UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received 82.65% of the “weighted grade,” and your grade is a B. Currently, you rank #8 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

**DAILY RECORD REPORT
JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1**

September 1998

October 1998

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

CATEGORY	TOTALS	DATES
1. ABSENT: EXCUSED BY PARENT(S)	2	Sep 21, Sep 23
2. ABSENT: PRE-ARRANGED BY PARENT	0	
3. ABSENT: C. H. S. SCHOOL FUNCTION	0	
4. ABSENT: ILL (IN THE INFIRMARY)	0	
5. ABSENT: UNEXCUSED (BY SCHOOL)	0	
6. ABSENT: SUSPENDED (UNEXCUSED)	0	
7. ABSENT: TRUANT (!) FROM SCHOOL	0	
8. TARDY TO CLASS (AND UNEXCUSED)	0	
9. TARDY TO CLASS & V-E-R-Y LATE!	0	
0. UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received 83.06% of the “weighted grade,” and your grade is a B. Currently, you rank #6 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

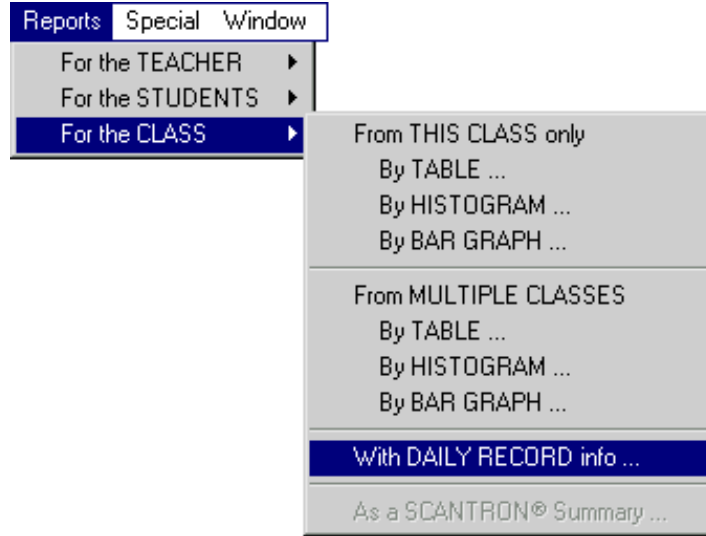
Student Daily Record Report (by table)

Student Daily Record Report (with calendars)

Almost all of the options found in the student reports section of the gradebook are available in the Daily Record as well, including **rank in class**, **Citizenship Mark**, **telephone call request**, **parent signature line**, **Line Library Comments**, and the like. The individual student report also comes in two basic formats: the paper-saving, get-right-down-to-it, tabular version (above left) and the more graphic, paper intensive, pattern-revealing, calendared version (above right). The former can be printed with one or more students per page, but because of obvious space requirements the latter is limited to one person per sheet. Both documents contain virtually identical information, of course, but the additional inferences parents make when they see entries in a calendar setting are sometimes amazing.

Regardless of which format you prefer, we cannot urge you too strongly to send home at least one Daily Record report per quarter, semester, or trimester. Whether your categories are basically positive, negative, or a mixture of both, we know you'll be glad you did.

■ Printing Class Reports



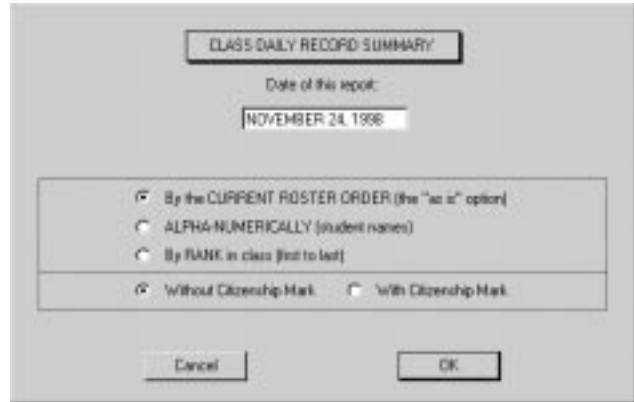
Again, don't forget that once you've made your selection among the options in the window at right that you can save this formula as a *Making the Grade Print Macro*. Once it's properly titled and saved within the print macro resource, you'll never again have to navigate through a myriad of menus and screens in order to obtain the document below.

Class Daily Record Report (Confidential)

CLASS RANK	STUDENT NAMES	STUDENT NUMBERS	GROUP CODE	% GRADE	LETTER GRADE	AE	AF	AI	AV	AS	AT	TU	TL	UN
18	Archer, Dennis E.	829-558-435	5-10	76.44	C	2	0	0	0	0	2	11	1	0
29	Bowles, Charles A.	659-703-903	5-11	61.50	D	0	0	0	0	0	0	4	1	0
6	Chancellor, James L.	685-536-393	5-10	86.03	B	2	0	0	0	0	0	0	0	0
8	Dickerson, Michael R.	937-865-627	5-10	82.65	B	2	0	0	0	0	2	3	2	3
19	Garcia, Eugene F.	353-077-561	3-10	75.72	C	0	0	0	0	0	0	0	0	0
3	Glenn, Helen R.	124-282-298	5-10	90.93	A-	4	4	0	1	0	0	1	0	0
25	Gray, Kathleen R.	374-951-489	5-10	70.58	C-	8	0	0	0	0	0	1	0	0
15	Howard, Stacey E.	313-489-265	5-10	78.52	C+	0	0	0	0	0	0	3	0	0
2	Huntington, Susan L.	858-438-934	5-10	92.19	A	7	0	0	1	0	16	5	0	0
5	Hutton, Stephen B.	330-469-087	5-10	88.12	B	1	0	0	0	0	0	1	0	0
26	Ingram, Thomas L.	202-548-634	5-11	69.61	C-	0	0	0	0	0	0	2	0	0
4	Jansen, Beverly H.	743-712-029	5-10	88.48	B	0	0	0	0	0	0	1	0	0
28	Jenkins, Lynn T.	385-885-823	5-10	63.15	D	1	0	0	0	0	0	5	0	0
31	Knight, Rebecca J.	861-820-224	5-10	45.10	F-	0	0	0	0	0	0	3	0	0
13	Kosterman, Jason D.	292-864-578	5-10	78.71	C+	1	0	0	0	0	1	6	3	1
22	Lee, Tamara C.	570-571-797	5-11	73.16	C	1	0	0	0	0	0	1	0	0
30	Lewis, Jeffrey P.	355-490-385	4-10	56.83	F	4	0	0	0	0	0	3	6	0
13	Mc Cann, Holly M.	792-218-047	5-10	78.71	C+	3	0	0	0	0	0	3	5	0
9	Morgan, Donald T.	635-627-277	5-10	81.81	B	4	0	0	0	0	0	2	0	0
17	Muss, Timothy A.	397-145-265	5-10	76.68	C	5	0	0	0	2	0	4	4	0
27	Ogden, Kristi A.	675-760-422	5-10	64.46	D	10	0	0	0	0	0	9	1	0
11	O'Grady, Shelli H.	432-860-784	5-10	90.76	B-	2	0	0	0	0	0	1	1	0
10	Powell Jr., John C.	808-119-796	4-10	81.24	B-	1	0	0	0	0	0	1	0	0
23	Raymond, Carrie S.	455-771-707	5-10	71.61	C	4	0	0	0	0	0	2	5	0
16	Rutledge, Michael S.	776-057-455	5-10	77.00	C	4	0	0	1	0	4	3	0	0
20	Sampson, Eugene J.	494-940-669	5-11	74.53	C	1	0	0	0	0	0	1	1	0
21	Smith, Vickie R.	073-953-530	5-10	93.29	A	0	0	0	0	0	0	0	0	0
21	St. James, Lester L.	217-579-061	5-10	73.56	C	3	2	0	0	0	0	0	5	0
7	Torrence, Jeremy D.	570-628-350	5-10	84.51	B	3	0	0	0	0	0	0	5	0
12	Winston, Kristin R.	447-247-248	5-10	80.37	B-	5	0	0	0	0	0	0	0	0
24	Yoder, Jeremy D.	057-196-240	5-11	71.18	C-	5	0	0	1	0	4	3	1	0
32	Murdock, Gerald J.	100-209-210	5-10	N/A	N/A	2	0	0	0	0	0	4	1	0

CLASS SCORE
(EXCLUDING: DROPPED STUDENTS AND ASSIGNMENTS, EXTRA CREDIT AND CREDIT-ONLY ASSIGNMENTS)

NUMBER of 10 = 0:	9	NUMBER of CHT = 0:	1
NUMBER of INC = 0:	39	NUMBER of EXCUSED:	57
NUMBER of TRU = 0:	4	NUMBER of DROPPED:	31



As you can see at left, this final Daily Record report is **For Teachers' Eyes Only**, its need for confidentiality stemming from the pairing of **student names** with **student numbers** in the second and third columns. But what a useful document it can be at dreaded report card time! Almost everything a teacher could possibly need at quarter's or semester's end—from **group codes**, to **percentages**, to **letter grades**, to **citizenship marks**, to **attendance/behavioral** information—is summarized in one relatively small space, ready and waiting for bubble-sheeting, my favorite task as a teacher. (Or not) Options for the report layout are similar to those found in the gradebook, of course, and it is this combination of settings (above) which produced the sample report at left.