

P H Y S I C S E F F O R T / P R O G R E S S M A T R I X

Unit _____ Student _____ Phone Code _____ Period _____

Your personal effort in this course is essential for your mastery of the subject matter. Complete the matrix below by assessing your personal effort in each of the categories. Base responses on your efforts during **this** unit. If a particular item does not apply to the current unit, select "n/a" (not applicable).

Return this form on the day of the unit test. The unit test will take place on Mon Tue Wed Thu Fri ____/____

1. Question & Problem Set assignments	I completed them daily	4	3	2	1	0	n/a	I didn't do them
Daily assignments are completed the day they are assigned. Any item left unanswered is to be asked about in class.								

2. Test Correction Journal	I completed it for the last unit test	4	3	2	1	0	n/a	I didn't do it
The test from the last unit is reviewed. Subsequent quiz allows for regaining up to half the points lost on the test.								

3. Notesheet	I prepared a thorough notesheet for this test	4	3	2	1	0	n/a	I left mine mostly blank or lost it
A blank sheet is stamped the day before the test. Notes are written down for use during the test.								

4. PhysGuides	I read each one the day it was given out	4	3	2	1	0	n/a	I just put them in my binder
Content information handouts given out in class.								

5. Springboards	I was engaged and completed each one	4	3	2	1	0	n/a	I left them partly or mostly blank
Outlines of classroom discussions. Always started in class; sometimes completed outside of class.								

6. PhysJobs	I completed them all whenever they were given	4	3	2	1	0	n/a	I didn't do them
Occasional worksheet (typically a series of questions or calculations) to be completed in class or at home.								

7. Equipment	I brought everything I'm supposed to bring every day	4	3	2	1	0	n/a	I just brought myself to class
Pencil, paper, calculator, protractor, and binder.								

8. The System	I got every system point offered during this unit	4	3	2	1	0	n/a	I missed out or lost system points
Doing the right things in class and not doing the wrong things in class. A relaxed grading scale will be applied.								

9. Textbook	I read the relevant sections	4	3	2	1	0	n/a	I haven't looked at mine
<i>Conceptual Physics</i> by Paul G. Hewitt. Relevant sections are listed on each unit schedule.								

10.a. Student Tutoring	I went when I was having trouble with material	4	3	2	1	0	n/a	I never went
Students who have completed physics and some who have also completed AP Physics, available to assist with homework.								

b. Mr. Baird	I went when I was having trouble with material	4	3	2	1	0	n/a	I never went
Available for help outside of class per the posted weekly schedule.								

c. Other Tutoring (describe)	I went when I was having trouble with material	4	3	2	1	0	n/a	I never went
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11. Checked Answers	I checked all my answers to Q&P's, Springboards, and Jobs	4	3	2	1	0	n/a	I didn't check my answers
Answers to Q&P Items are on the back of the schedule; Springboards and Jobs are posted at www.phyz.org .								

12. In-class notes	I wrote down important things written AND said	4	3	2	1	0	n/a	I didn't take notes
Engaged students write down important information that is written on the board or spoken by the instructor.								

13. Labs	I was fully engaged and participated in my group's progress	4	3	2	1	0	n/a	I watched while my partners did the lab
Engaged students are involved in arranging apparatus, carrying out the procedure, completing calculations and answering questions.								

14. Demonstrations	I made predictions and discussed them with partners	4	3	2	1	0	n/a	I waited for the outcome and then recorded
Engaged students write and draw thoughtful predictions, discuss them with classmates, and record outcomes with explanations.								

15. Videos	I concentrated and answered the questions myself	4	3	2	1	0	n/a	I got answers from neighbors
Engaged students concentrate on presentations so that they can correctly answer accompanying questions during the presentation.								

16. Sample test questions	I studied the sample test questions	4	3	2	1	0	n/a	I didn't look at the sample questions
Practice test questions are posted on the window and at www.phyz.org .								

17. Hewitt Video Lectures	I watched the lecture that corresponds to this unit	4	3	2	1	0	n/a	I never borrowed/copied the Hewitt videos
Students can borrow a master tape of <i>Conceptual Physics Alive</i> by Paul Hewitt for one day with permission to make a single copy.								

18. Additional Items Completed: (Crossword Puzzles completed, chores done to work off negative system points, etc.)

Answer the following based on your current progress in the class.

1. Grade in progress (as shown on the most recent posting of grades)

- i. Overall percentage: _____ % and letter grade: _____
- ii. Citizenship grade _____
- iii. Test percentage: _____ %
- iv. Lab percentage: _____ %

2. Credit Toward the Final: _____ points so far.

3. Current number of system points and number possible as of today: _____ / _____

Student comments regarding effort and progress (optional):

Parent/Guardian:

Please review this completed document with your son or daughter and verify the validity of the responses to the best of your ability. See grades in progress (listed by period and the last four digits of the student phone number) at www.phyz.org. Contact me at dbaird@sanjuan.edu if you have questions.

The most important thing a parent/guardian can do to encourage the success of their son or daughter is to check the completion of daily assignments.

A student's grade in physics is determined by his or her performance on labs, unit test, and the final exam. Simply divide the number of points earned by the student by the points available, and you get the student's percentage. That much is simple. The breadth of items represented on this matrix sheet make the grading process appear more complicated. The additional complications arise from policies established to help students earn grades better than their pure performance measures would allow. These policies also provide incentives for students to "do the right thing" academically so as to ensure better performance.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Comments: