

- Interview: Major Findings
  - Grading Triggers
    - Question: How do they know when to start grading something?
    - Teachers are not notified in the LMS unless they are using systems outside the LMS like google forms that emails/notifies them that a document was sent in. Teachers know when to start grading something because they know they need to grade something every day. Teachers are checking the volume of ungraded items and are usually prioritizing grading based upon highest volume of ungraded items or upon the more time consuming ungraded items (projects vs. discussions).
    - Each teacher said they check LMS every day because they always have to grade something. There are no specific grading triggers, it is more of a daily routine. Prioritization of grading may differ between teacher depending on volume of ungraded items, time required to grade specific items (projects vs. discussions), student request, submission date, usually are more time consuming then discussion, so most teachers will grade projects before discussions) All teachers tend to start their day off by looking at the volume of ungraded items, they usually prioritized their grading by the highest number of ungraded items.
  - Grading Preparations
    - Question: What kinds of things do you have to prepare before they can start grading?
    - Teachers open multiple windows and documents that can include student assignment, rubric, assignment guidelines/directions, data dashboard (Student info, lep, 504, accommodations, etc.), course, pacing, student course progress, teacher website, canned response or feedback template, multiple attempts, and a google document or excel sheet.
  - Grading Goals
    - Question: When teachers start grading, what are their goals in providing students their evaluation?
    - Teachers want to efficient when grading because they usually have a lot to grade within a 24-48 hour time frame. Teachers also want to make sure they are properly assessing students learning and making sure the students are meeting the assignment requirements. Most importantly teachers want to be able to provide the student with enough feedback that would include details about positive things they did correctly or what teachers liked, what they did wrong and why, and area of improvement. Within that format of feedback teachers like to provide links to resources, personalized audio/video recordings, or reference locations of the course.
  - Grading Considerations
    - Question: What kinds of things do you have to take into consideration before you can submit a grade?

- Teachers are considering things outside the students submitted assignment before, during and after grading. The main considerations are the students accommodations, and/or modifications. Other considerations include student progress, attendance, multiple attempts, plagiarism, and grade level if the teacher is grading a variety of different grade levels.
- Grading Submissions
  - Question: When you have submitted your evaluation of a student assignment, what do you do next?
  - Teachers will grade within the assignment (not within the student) to stay in the same frame of thought. Teachers will prioritize what to grade within the assignments by submission dates. Teachers logic for prioritizing submission dates differ, as one teacher might grade from new to old, one might grade from old to new. The teacher that gets notified by email grades those assignments first.
- Recommendations
  - Add a feature that help teachers prioritize grading
    - Most teachers are prioritizing ungraded items by volume, and time needed to provide student with sufficient feedback.
    - Time needed to provide sufficient feedback is dependent on the assignment type, with projects taking more time to grade, student need (student course progress, accommodations, submission date, etc.).
  - Make student accommodations and teachers' grading rubric easily accessible or viewable for teachers when grading.
  - Add a repository within SpeedGrader that allows teachers to place their canned responses or template feedback, and grading rubric.
  - Give teachers the ability to provide links and hyperlinks in feedbacks.