

## Calculating Grades with Weighted Percentages

Exam	Grade	Weight
Assignment 1	90	3%
Assignment 2	65	3%
Assignment 3	72	3%
Quiz 1	75	7%
Quiz 2	70	7%
Quiz 3	68	7%
Project	81	25%
Viva	74	5%
Final Exam	68	40%

# Weighting Percentages For Report Cards

**Clyde M. Reese**



## **Weighting Percentages For Report Cards:**

**Evaluating Students** Alex Shirran, 2006 Marks and letter grades are not simply assigned In our high stakes testing era teachers need to be well versed in the theory practice and politics of marking and be able to justify and defend their evaluation and teaching practices Based on years of classroom experience this timely book uses compelling case studies and suggests specific strategies for clarifying classroom assessment and advancing the teacher s relationship with students parents and administrators This book presents an overview of the basic conditions and criteria of marking It includes details on calculating grades that range from weighting course marks and determining report card marks to reflecting the role of effort in assigning grades This teacher friendly book also explores the many issues around the role of standardized tests This remarkable handbook will show new and experienced teachers that a marking process that is research driven transparent and universally applied is the best way to defend their decisions Publisher s description from p 4 of cover NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS **NAEP ... Writing Report Card** ,1999 *Writing Report Card For The Nation And The States, NAEP 1998* ,1999 **NAEP 1994 Reading Report Card for the Nation and the States** Jay R. Campbell, 1996 This report describes students reading achievements at grades 4 8 and 12 and within various subgroups of the general population State level results are presented for individual states that chose to participate in the 1994 Trial State Assessment Chapter 1 presents an overview of the 1994 NAEP reading assessment and sample questions and responses

Chapter 2 provides overall average proficiency results for the nation regions subgroups of students and jurisdictions participating in the Trial State Assessment Chapter 3 describes students reading performance in terms of achievement levels Chapter 4 focuses on cross state comparisons of proficiency results from the state by state assessment at grade 4 Chapter 5 describes contextual factors related to students reading achievement Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes The most striking finding from the 1994 assessment is that the average reading proficiency of 12th grade students declined significantly from 1992 to 1994 Other major findings include 1 the decline in average proficiency among 12th graders between 1992 and 1994 was concentrated among lower performing students 2 reading proficiency at all three grade levels was higher on average for students whose parents had more education 3 at all three grade levels female students had higher average reading proficiencies than male students and 4 students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement Contains 38 tables and 23 figures of data Appendixes provide an overview of procedures used in the 1994 assessment and describe students reading performance cross state proficiency and achievement level results and sample texts and questions RS      **NAEP 1998 Civics Report Card for the Nation** ,1999

Product description from NCES This publication presents the results of the NAEP 1998 civics assessment for the nation The results are based on assessing a sample of students who are statistically representative of the entire nation For this subject in contrast to the other major subject reports presented this year in reading and writing there were no additional state level results Students performance on the national assessment is described in terms of their average civics score on a 0 to 300 scale and in terms of the percentage of students attaining each of the three achievement levels Basic Proficient and Advanced      **Nation's Report Card** ,2003      Technical Report of the NAEP 1994 Trial State Assessment Program in Reading John Mazzeo,1995      **The Nation's Report Card** ,2001      NAEP 1998 Reading Report Card for the Nation ,1999

**NAEP 1998 Reading Report Card for the Nation and the States** ,1999 Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992      **The NAEP 1997 Arts Report Card** Hilary R. Persky,Brent A. Sandene,Janice M. Askew,1998 The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U S schools In 1997 the National Assessment of Educational Progress NAEP conducted a national assessment in the arts at grade 8 The assessment included the areas of music theater and visual arts For each of these arts areas this Report Card describes the achievement of eighth graders within the general population and in various subgroups Taken with the information provided about instructional and institutional variables this report gives a context for evaluating the status of students learning in the arts The arts assessment was designed to measure the content specifications described in the arts framework for NAEP The arts have a unique capacity to integrate intellect emotions and physical skills in the creation of meaning

Meaningful arts assessments need to be built around three arts processes creating performing and responding To capture these processes the arts assessment exercises included authentic tasks that assessed students knowledge and skills and constructed response and multiple choice questions that explore students abilities to describe analyze interpret and evaluate works of art in written form Data are reported in overall summaries for creating performing and responding in terms of student and school reported background variables Student results for theater are discussed in terms of teacher reported background variables as well The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists most students attended schools in which instruction following district or state curricula was offered in music and visual arts but not in theater or dance and most visual arts and music instruction took place in school facilities that were dedicated to that subject JH

**Reading Report Card for the Nation and the States, 1998 (NAEP)** Patricia L. Donahue, 1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation s only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures

**NAEP 1992 Mathematics Report Card for the Nation and the States** ,1993 **NAEP 1994 Geography Report Card** Hilary R. Persky, 1996 This book reports on the 1994 National Assessment for Educational Progress NAEP assessment in geography for grades 4 8 and 12 Students performance is summarized on a scale ranging from 0 to 500 with the achievement levels of Basic Proficient and Advanced for each grade Major findings for the nation include 1 The Proficient level was reached by 22 percent of fourth graders 28 percent of eighth graders and 27 percent of twelfth graders 2 At each grade level roughly 70 percent of students were at or above the Basic level 3 As students geography scores increased the complexity and sophistication of the geographic knowledge and skills they exhibited increased and 4 Generally students across grades in the higher percentiles exhibited greater abilities to work with a range of geographic tools create maps based on tabular or narrative data grasp processes and relationships bring outside knowledge to bear on answering questions and analyze data The book contains five chapters Chapter 1 NAEP 1994 Assessment in Geography presents the overview of the NAEP 1994 geography assessment including its content framework design and administration along with sample questions and student responses from the assessment Chapter 2 Geography Results For the Nation and Regions provides overall average scale score results for the nation regions and subgroups of students Chapter 3 Geography Achievement Levels describes student performance in terms of achievement levels Chapter 4 Contexts in Which Students Learn Geography describes contextual factors related to students geography achievement Chapter 5 What Students Know and Can Do in Geography describes the specific abilities that students demonstrated on the

NAEP 1994 geography assessment and reports student performance in different content areas of geography Three appendices and extensive tables and figures accompany the text EH NAEP 1998 Writing Report Card for the Nation and the States Elissa A. Greenwald,1999 *NAEP 1996 Mathematics Report Card for the Nation and the States* Clyde M. Reese,1997 NAEP 1996 Science Report Card for the Nation and the States Christine Y. O'Sullivan,1997 **NAEP 1996 mathematics report card for the nation and the states : findings from the National Assessment of Educational Progress ,1997** **The 1990 Science Report Card : NAEP's Assessment of Fourth, Eighth, and Twelfth Graders** Lee R. Jones,1992 This report from The Nation s Report Card provides further information about students lack of preparation in science their apparent disinclination to enroll in challenging science courses and the comparatively low achievement of Black and Hispanic students females economically disadvantaged students and non college bound students These Science Report Card results are based on a national survey of nearly 20 000 students in grades 4 8 and 12 conducted during the winter and spring of 1990 by the National Assessment of Education Progress NAEP The results from the 1990 science assessment were analyzed using item response theory IRT methods allowing NAEP to describe performance across the grades and subpopulations on a 0 to 500 scale Along this continuum four levels of proficiency were defined Level 200 Understands Simple Scientific Principles Level 250 Applies General Scientific Information Level 300 Analyzes Scientific Procedures and Data and Level 350 Integrates Specialized Scientific Information Overall science proficiency by race ethnicity gender region type of community type of school parents highest level of education additional home factors types of high school programs and plans after high school was determined Chapters include 1 Overall Science Proficiency for the Nation and Demographic Subpopulations 2 Levels of Science Proficiency for the National and Demographic Subpopulations 3 Science Proficiency by Content Areas for the Nation Subpopulations and in Relation to High School Course Taking 4 Attitudes toward Science Education and Students Experiences in Science 5 Toward Scientific Literacy for All Instructional Goals and Practices and 6 Who Is Teaching Science A Profile of the Eighth Grade Science Teaching Force The profile survey on teachers included data on race ethnicity years of teaching experience level and type of teaching certification academic training teachers perceptions of their preparation to teach science topics and teachers professional activities in science An overview of the procedures used in the 1990 science assessment the NAEP scale anchoring process for the 1990 science assessment and additional example anchor items and statistical data for all parts of the survey are appended KR

## Unveiling the Magic of Words: A Overview of "**Weighting Percentages For Report Cards**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Weighting Percentages For Report Cards**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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