

How to Determine the Grade



Assuming that the teacher has accumulated an array of assessments in each of the four achievement categories, data may be arranged in a manner similar to what is shown below.

Teachers may wish to use a '+' or a '-' to denote the performance within each level. This twelve-point scale breaks each of the four levels into 3 sub levels.

The level may be entered several times for assessment items of greater importance. This will assist in overall evaluation, as the most consistent, most recent level of achievement is determined.

Summative Achievement Record		Class		SNC 1PR-02											Assessment Tasks	
Student Name		Microscope Lab	Cell Parts Test	Cell Model	Photosynthesis Lab	Plant Project	Leaf Cross	Section Poster	Plant Uses Report	Plant Parts Test	Importance of Plants Test	Overall Level	Mark			
Emily Johnson	Knowledge	3	3 (7/9)	3	2	3	3	2	2	4 (84%)	3	3+				
	Inquiry Skills	2			3	3		3	3			3-				
	Communication	2	2 (4/7)	3	4	2+	2+	3-	2	2 (65%)	3	2				
	Making Connections	3	1 (2/4)		2	3	3	3	3	3	3	3				

- 1) For each category (row) look across the entries and decide on the most consistent, most recent level. Focus on the most consistent. However, emphasis may be given to recent items if there is an obvious alteration in achievement. Enter this in the column labelled 'Overall Level'.