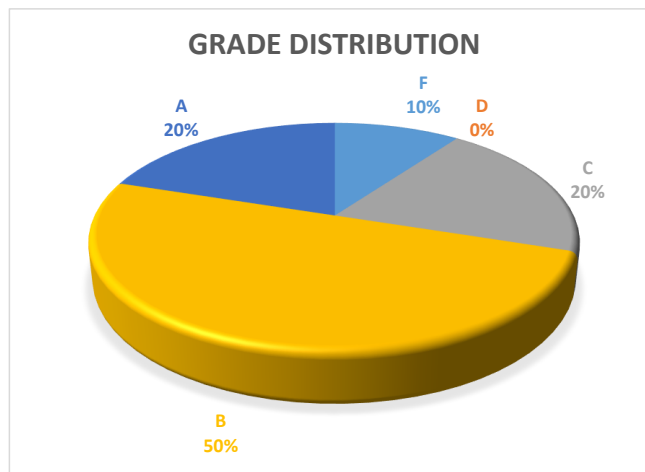


Last Name	First Name	Quiz 1	Quiz 2	Midterm Essay	Term Paper	Project	Final Exam	Total Pts	Average	Grade
<i>possible points</i>		5	5	10	20	20	40	100		
Bressner	Jacob	4	0	9	15	19	37	84	84%	B
Gutierrez	Stephanie	5	3	8	18	14	22	70	70%	C
Isen	John	5	5	8	19	12	40	89	89%	B
Laughlin	Jake	4	1	5	20	12	12	54	54%	F
Nguyen	Rebecca	2	4	7	8	17	35	73	73%	C
O'Connor	Margaret	5	5	6	17	13	39	85	85%	B
Pindle	Katherine	5	3	7	18	20	33	86	86%	B
Rousseau	Hayley	5	3	10	19	17	38	92	92%	A
Tomeo	Umberto	2	3	6	15	20	37	83	83%	B
Wyzinski	Stanis	3	4	8	18	19	38	90	90%	A

Grade	Values
50%	F
60%	D
70%	C
80%	B
90%	A



Reflection:

This gradebook is an excellent method to see the total results of my whole class in one area and one format. The grade distribution chart, where I might look first, tells me that while most of my students are doing relatively well, there is a sharp dropoff of student understanding below the C grade. No students have received a D, and 1 student has received an F. This signals to me immediately that I need to consider a form of differentiated instruction for Jake Laughlin.

After looking at the overall grade distribution, I can look at the comparative scores for students on tests and papers. Jacob Bressner, for example, seems to be struggling a little bit with his writing (term paper), but did an excellent job on his project. On the other hand, John Isen had a very hard time with his project (time management issues?), but has done an excellent job studying for his quizzes and exams, and also in writing. This comparative knowledge will help me know my students strengths and weaknesses and be able to individually coach them in areas in which they need help.