

Grade Book

	Unit 1 Lesson 4 Quiz	Unit 1 Lesson 6 Quiz	Homework grade	Unit 1 Lesson 8 Test	Unit 2 Lesson 6 Test	Homework grade	Unit 3 Lesson 4 Quiz	Unit 3 Lesson 6 Project	Homework grade	Unit 4 Lesson 5 Quiz	Unit 4 Lesson 7 Test	WebQuest - Group Project	Scavenger Hunt	Homework grade	Total Earned Points	Average
Possible Points	10	10	5	100	100	5	10	50	5	10	100	200	25	5	635	100.0%
Allen Able	10	8	5	95	88	4	10	47	5	10	96	194	24	4	600	94.5%
Bobby Bentz		9	5	88	100	5	10	48	5	10	100	196	25	5	606	95.4%
Cole Cotton		8	5	97	94	4	10	48	5	10	95	198	25	4	603	95.0%
Davey Dorn		7	0	95	78	4	4	29	4	4	64	124	14	3	430	67.7%
Ellen Ebby		8	5	100	76	5	10	50	5	10	97	188	25	5	584	92.0%
Fran Forrest		10	0	94	95	4	10	47	5	10	98	190	25	5	593	93.4%
Gerta Goble		7	0	88	100	0	7	48	0	6	99	172	22	0	549	86.5%
Henry Horne		9	5	76	100	4	10	49	5	10	100	194	25	5	592	93.2%
Ira Ingals		5	3	95	100	5	10	50	5	10	96	195	25	4	603	95.0%
Jeffery Jack		6	4	88	88	4	8	42	4	7	87	178	19	3	538	84.7%
Kim Karn		9	5	76	94	5	10	48	5	10	98	199	24	4	587	92.4%
Lauren Lester		8	4	94	88	4	10	49	5	10	99	200	25	5	601	94.6%
Micah Moore		9	5	95	76	5	10	50	5	10	100	186	25	5	581	91.5%
Nick Neer		10	5	94	95	4	10	40	5	10	98	150	25	3	549	86.5%
Opie Owen		7	2	70	80	4	8	33	2	8	79	155	17	4	469	73.9%
Paul Peterson		10	5	100	88	4	9	50	5	10	100	180	25	5	591	93.1%

	Date	Issue/Topic	What the problem is not:	Potential Outcome	Potential Solution	request for Action	Outcome	Next Steps
Adam Able Mr. Able (123) 555-9876	8/31/2008	Multiplication Tables	Adam is able to perform the operations when he knows the multiplication facts.	Will continue to be frustrated, work more slowly giving him more homework and making it difficult to finish testing in a timely manner.	I'll assign him to the math center an extra turn a week. He'll need to practice flash cards or watch multiplication rock.	Practice nightly Quiz one table a week	9/12/2008 has passed all but his 6's, 7's and 8's.	Retest and drill independent missed facts
Jeffery Jack Mrs. Jack (123) 555-1379	9/4/2008	Playground Agreements and tattling	Jeffery is not aggressive. Jeffery does not begin the fights. He gets in fights because he tattles	I am afraid he is making himself a target. He will be ostracized and will not be allowed to join in games.	I will teach the children the difference between telling teachers about dangerous situations and tattling. I will ask him if someone is hurt or if someone is being hurt each time he tries to tatttle.	Don't allow him to tatttle at home. Use the same language about giving information and tattling.	10/2/2008 tattling has diminished, still need to work on tattling on others for tattling.	Review situation at progress report time.
Davey Dorn Ms. Dorn (123) 555-1926	9/12/2008	Multiplication Tables	Davey is able to perform the operations when he knows the multiplication facts.	Will continue to be frustrated, work more slowly giving him more homework and making it difficult to finish testing in a timely manner.	I'll assign him to the math center an extra turn a week. He'll need to practice flash cards or watch multiplication rock.	Practice nightly Quiz one table a week	9/22/2008 has passed all but his 4's, 6's and 7's.	Retest and drill independent missed facts
Ellen Ebby Mrs. Ebby (123) 555-9876	9/12/2008	Trading Lunch	Ellen trades all of her packed lunch for items off the school lunch.	She isn't getting a very nutritious or balanced diet.	Allow her to buy lunch more Pack items she likes better Have her help plan & pack her lunch			

1st 9 Weeks Attendance	8/20/2008	8/21/2008	8/22/2008	8/25/2008	8/26/2008	8/27/2008	8/28/2008	8/29/2008	9/1/2008	9/2/2008	9/3/2008	9/4/2008	9/5/2008	9/8/2008	9/9/2008	9/10/2008	9/11/2008	9/12/2008	9/15/2008	9/16/2008	9/17/2008	9/18/2008	9/19/2008	Total Days in Attendance	Days Absent
Allen Able	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.50	0.50
Bobby Bentz	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	21.00	2.00
Cole Colton	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Davey Dorn	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Ellen Ebby	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Fran Forrest	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Gerta Goble	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Henry Horne	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Ira Ingals	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	21.50	1.50
Jeffery Jack	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.00	1.00
Kim Karn	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.00	0.00
Lauren Lester	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	22.00	1.00
Micah Moore	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.00	1.00
Nick Neer	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.50	0.50
Opie Owen	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.00	1.00
Paul Peters	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	1.0	1.0	21.50	1.50

Week beginning:	20-Aug							27-Aug							3-Sep							10-Sep							17-Sep						
	Class Pres	Line Leader	Custodian	Erasers	Desk checker	Attendance	Flags	Class Pres	Line Leader	Custodian	Erasers	Desk checker	Attendance	Flags	Class Pres	Line Leader	Custodian	Erasers	Desk checker	Attendance	Flags	Class Pres	Line Leader	Custodian	Erasers	Desk checker	Attendance	Flags							
Allen Able		X																																	
Bobby Bentz	X												X																						
Cole Cotton			X											X															X						
Davey Dorn				X									X																						
Ellen Ebby						X									X																				
Fran Forrest					X											X																			
Gerta Goble							X										X																		
Henry Horne									X								X																		
Ira Ingals								X										X																	
Jeffery Jack									X											X															
Kim Karn										X											X														
Lauren Lester											X										X														
Micah Moore												X										X													
Nick Neer														X													X								
Opie Owen																X													X						
Paul Peterson																																			

Job Chart

Writing Persuasive Compositions: Standards Based Criteria		Earned	Possible
Writing Application	Write a persuasive composition that: articulates a clear position; establishes and develops a controlling idea; supports arguments with detailed evidence; supports assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; excludes irrelevant information; cites sources of information; develops arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause and effect reasoning).		5
Pre-writing	Determined a purpose and audience and planned strategies (e.g. adapting formality of style, adapting focus, content structure, point of view, including explanations or definitions as appropriate to audience needs) to address purpose and audience.		2
Writing Process	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. Organize writing to create a coherent whole with an effective and engaging introduction, body, and conclusion and a closing sentence that summarizes, extends, or elaborates on points or ideas in writing.		2
	Use Variety of sentence structures and lengths (e.g., simple compound, and complex sentences; parallel or repetitive sentence structure) Use techniques to convey personal voice. Use resources and reference materials (e.g., dictionaries, thesauruses) to select more effective and precise vocabulary that maintains consistent style, tone, and voice .		1
	Reread and analyze clarity of writing, analyze consistency of point of view, <u>analyze effectiveness of organizational structure</u> . Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.		2
	Evidence of Editing and Revision: (Add and delete examples and details to better elaborate on stated central idea, to develop more precise analysis or persuasive argument to enhance plot, setting and character in narrative texts.)		1
	Prepare for Publication: writing that follows a format appropriate to the purpose, using techniques such as electronic resources, principals of design (i.e., margins, tabs, line spacing (double), font, and columns) and graphics to enhance final product. Paper is headed correctly.		2
Writing Conventions	Uses correct spelling, punctuation, subject-verb agreement, capitalization, and grammar. Uses available technology to provide editing assistance through spell check and grammar check.		5
Total			/20
Average			%