**Quantitative Literacy Assignment for All Classes**

**Assignment: “What’s my Grade Right Now?”**

**Rationale: All faculty grade differently. Some use point systems, some use weights and various percentage systems. This causes student confusion regarding how they are performing in any given course. The Canvas app for students can also be misleading in presenting an accurate calculation of the student’s current grade. This is due to several factors. First, whether the assignments in the course are properly categorized. Second, whether the setting to mark unsubmitted work as a 0. Also, if a grading system is confusing to the student or not clearly defined in the syllabus.**

**Students need to be able to track this information. A useful lesson that I use in all of my courses is to discuss the concept of opportunity costs. An opportunity cost is the loss of potential gain from other alternatives when one alternative is chosen. I show the students this concept in their courses. If a student has a 95% in one class, a 87% in another and a 78% in the third course, and all 3 classes have upcoming assignments and/or exams around the same due date, where and how should the student place their time and effort for the best possible outcome? Knowing your current grades throughout the semester is vital information and it is not a good idea to trust that the data presented is 100% accurate.**

**Directions: Using the information in the Grading Scale section of the syllabus, you will take that information and apply your posted grades in Canvas to determine your course grade at the time of this assignment due date.**

**Grading Policy & Scale--This course will be graded on a ten-point scale:**

**89.5-100%= A**

**79.5-89.4 % = B**

**69.5-79.4 % = C**

**59.5-69.4 % = D**

**59.4 % or less = F**

**Grades are divided into categories:**

**Unit Quizzes (16)= 15%**

**Unit Activities (16)= 25%**

**Discussion Assignments (5)= 25%**

**Book Review= 10%**

**Midterm Exam= 15%**

**Final Exam= 15%**

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|  | **Quantitative Literacy VALUE Rubric** | | | | | | |  |
| **Domain** | | **Excellent**  **4** | **Very Good**  **3** | **Fair**  **2** | **Poor**  **1** | **0** |
| **Interpretation**  *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)* | | Provides accurate explanations of information presented in mathematical forms. *For example, accurately explains the trend data shown in a graph.* | Provides mostly accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph, with a minor error.* | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.* | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.* | Student did not address this domain; or, no response provided. |
| **Calculation** | | Calculations attempted are all successful and sufficiently comprehensive to solve the problem. Calculations are also presented clearly. | Calculations attempted are mostly successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or  represent only a portion of the calculations required to comprehensively solve the problem. ﻿ | Calculations are attempted but are both unsuccessful and are not comprehensive. | Student did not address this domain; or, no response provided. |