

GLOBAL REGENTS GRADING SCALE

GLOBAL REGENTS GRADING SCALE IS A CRITICAL TOPIC FOR STUDENTS, EDUCATORS, AND PARENTS NAVIGATING THE NEW YORK STATE EDUCATION SYSTEM. UNDERSTANDING HOW THE GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM IS GRADED, WHAT THE SCALE REPRESENTS, AND HOW SCORES TRANSLATE INTO PERFORMANCE LEVELS IS ESSENTIAL FOR ACADEMIC SUCCESS. THIS ARTICLE EXPLORES THE ENTIRE GRADING PROCESS, THE STRUCTURE OF THE EXAM, SCORE CONVERSION METHODS, AND THE IMPLICATIONS OF THE GRADING SCALE ON STUDENT ACHIEVEMENT. READERS WILL LEARN ABOUT RAW SCORES, SCALED SCORES, PASSING REQUIREMENTS, AND STRATEGIES FOR INTERPRETING RESULTS. WHETHER YOU ARE PREPARING FOR THE EXAM OR ANALYZING PAST SCORES, THIS COMPREHENSIVE GUIDE OFFERS VALUABLE INSIGHTS INTO THE GLOBAL REGENTS GRADING SCALE TO SUPPORT INFORMED DECISION-MAKING AND GOAL SETTING.

- OVERVIEW OF THE GLOBAL REGENTS EXAM
- UNDERSTANDING THE GLOBAL REGENTS GRADING SCALE
- EXAM STRUCTURE AND SCORING COMPONENTS
- RAW SCORES VS. SCALED SCORES
- PASSING REQUIREMENTS AND PERFORMANCE LEVELS
- SCORE CONVERSION AND CALCULATION METHODS
- IMPLICATIONS FOR STUDENTS AND EDUCATORS
- FREQUENTLY ASKED QUESTIONS

OVERVIEW OF THE GLOBAL REGENTS EXAM

THE GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM IS A STANDARDIZED ASSESSMENT ADMINISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT. IT EVALUATES STUDENTS' UNDERSTANDING OF GLOBAL HISTORICAL CONCEPTS, GEOGRAPHY, AND CRITICAL THINKING SKILLS DEVELOPED THROUGHOUT HIGH SCHOOL. THE EXAM SERVES AS A GRADUATION REQUIREMENT FOR MOST STUDENTS IN NEW YORK, MAKING ITS GRADING SCALE ESPECIALLY IMPORTANT. THE TEST COVERS TOPICS FROM ANCIENT CIVILIZATIONS TO MODERN GLOBAL ISSUES, ASKING STUDENTS TO DEMONSTRATE BOTH FACTUAL KNOWLEDGE AND ANALYTICAL ABILITIES.

EDUCATORS AND STUDENTS ALIKE FOCUS ON THE GLOBAL REGENTS GRADING SCALE TO GAUGE READINESS AND ACHIEVEMENT. SCORES FROM THIS EXAM ARE USED NOT ONLY TO DETERMINE GRADUATION ELIGIBILITY BUT ALSO TO INFORM INSTRUCTION AND CURRICULUM DEVELOPMENT. UNDERSTANDING THE GRADING PROCESS HELPS STAKEHOLDERS INTERPRET RESULTS ACCURATELY AND MAKE DATA-DRIVEN DECISIONS.

UNDERSTANDING THE GLOBAL REGENTS GRADING SCALE

THE GLOBAL REGENTS GRADING SCALE IS DESIGNED TO TRANSLATE EXAM PERFORMANCE INTO A STANDARDIZED SCORE THAT REFLECTS A STUDENT'S MASTERY OF THE SUBJECT. THE SCALE RANGES FROM 0 TO 100, WITH SPECIFIC BENCHMARKS INDICATING PASSING LEVELS, MASTERY, AND AREAS NEEDING IMPROVEMENT. THIS STANDARDIZED APPROACH ENSURES CONSISTENCY ACROSS SCHOOLS AND TESTING PERIODS, ALLOWING FOR FAIR COMPARISON AMONG STUDENTS STATEWIDE.

GRADING IS BASED ON A COMBINATION OF RAW SCORES EARNED ON MULTIPLE-CHOICE QUESTIONS, CONSTRUCTED-RESPONSE

ITEMS, AND ESSAY COMPONENTS. THE GRADING SCALE THEN CONVERTS THESE RAW SCORES INTO A FINAL SCALED SCORE, WHICH IS REPORTED ON STUDENT TRANSCRIPTS AND USED FOR GRADUATION DECISIONS.

EXAM STRUCTURE AND SCORING COMPONENTS

THE GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM CONSISTS OF SEVERAL KEY SECTIONS, EACH CONTRIBUTING TO THE OVERALL SCORE. UNDERSTANDING THE STRUCTURE IS ESSENTIAL FOR GRASPING HOW SCORES ARE CALCULATED AND WHAT EACH SECTION REPRESENTS.

MULTIPLE-CHOICE SECTION

THIS PORTION FEATURES A SERIES OF QUESTIONS TESTING STUDENTS' FACTUAL RECALL, COMPREHENSION, AND APPLICATION OF HISTORICAL AND GEOGRAPHICAL CONCEPTS. EACH CORRECTLY ANSWERED QUESTION ADDS TO THE STUDENT'S RAW SCORE, COMPRISING A SUBSTANTIAL PORTION OF THE TOTAL POINTS AVAILABLE.

CONSTRUCTED-RESPONSE QUESTIONS

STUDENTS ANSWER SHORT-ANSWER QUESTIONS THAT REQUIRE INTERPRETATION OF HISTORICAL DOCUMENTS, MAPS, OR GRAPHS. THESE RESPONSES ARE SCORED USING SPECIFIC RUBRICS, EMPHASIZING ACCURACY, RELEVANCE, AND ANALYTICAL THINKING.

ESSAY COMPONENTS

THE EXAM INCLUDES ONE OR MORE ESSAY PROMPTS, SUCH AS A THEMATIC ESSAY AND A DOCUMENT-BASED QUESTION (DBQ). ESSAYS ARE EVALUATED BASED ON ORGANIZATION, CLARITY, EVIDENCE, AND ARGUMENTATION. POINTS EARNED ON ESSAYS SIGNIFICANTLY IMPACT THE FINAL RAW SCORE.

- MULTIPLE-CHOICE QUESTIONS: TEST CONTENT KNOWLEDGE AND COMPREHENSION.
- CONSTRUCTED-RESPONSE ITEMS: ASSESS ANALYTICAL AND INTERPRETIVE SKILLS.
- ESSAY QUESTIONS: MEASURE ABILITY TO DEVELOP AND SUPPORT ARGUMENTS.

RAW SCORES VS. SCALED SCORES

RAW SCORES REPRESENT THE TOTAL POINTS A STUDENT EARNS BY ANSWERING QUESTIONS CORRECTLY ON THE EXAM. HOWEVER, THESE RAW SCORES ARE NOT REPORTED DIRECTLY; INSTEAD, THEY ARE CONVERTED INTO SCALED SCORES THROUGH A STATISTICAL PROCESS DESIGNED TO ACCOUNT FOR VARIATIONS IN EXAM DIFFICULTY.

RAW SCORE CALCULATION

EACH SECTION OF THE EXAM IS ASSIGNED A SPECIFIC NUMBER OF POINTS. THE SUM OF POINTS EARNED ACROSS ALL SECTIONS MAKES UP THE RAW SCORE. FOR EXAMPLE, MULTIPLE-CHOICE QUESTIONS MAY BE WORTH ONE POINT EACH, WHILE ESSAYS AND CONSTRUCTED-RESPONSE ITEMS ARE SCORED USING MULTI-POINT RUBRICS.

SCALED SCORE CONVERSION

SCALED SCORES ARE CALCULATED USING A CONVERSION CHART PROVIDED BY THE NEW YORK STATE EDUCATION DEPARTMENT FOR EACH EXAM ADMINISTRATION. THIS CHART ENSURES THAT SCORES ARE COMPARABLE ACROSS DIFFERENT VERSIONS OF THE TEST, ADJUSTING FOR ANY MINOR FLUCTUATIONS IN DIFFICULTY. THE SCALED SCORE IS WHAT APPEARS ON A STUDENT'S TRANSCRIPT AND DETERMINES GRADUATION ELIGIBILITY.

PASSING REQUIREMENTS AND PERFORMANCE LEVELS

THE GLOBAL REGENTS GRADING SCALE INCLUDES SPECIFIC BENCHMARKS THAT INDICATE WHETHER A STUDENT HAS PASSED, ACHIEVED MASTERY, OR NEEDS FURTHER IMPROVEMENT. THESE LEVELS ARE CLEARLY DEFINED AND PLAY A CRUCIAL ROLE IN ACADEMIC PLANNING.

STANDARD PASSING SCORE

A SCALED SCORE OF 65 OR HIGHER IS CONSIDERED PASSING ON THE GLOBAL REGENTS EXAM. STUDENTS WHO ACHIEVE THIS SCORE MEET THE GRADUATION REQUIREMENT FOR SOCIAL STUDIES IN NEW YORK STATE.

MASTERY LEVEL

STUDENTS WHO SECURE A SCORE OF 85 OR ABOVE ARE RECOGNIZED FOR ACHIEVING MASTERY. THIS DISTINCTION IS NOTED ON TRANSCRIPTS AND CAN BE BENEFICIAL FOR COLLEGE APPLICATIONS AND HONORS PROGRAMS.

BELOW PASSING

SCORES BELOW 65 INDICATE THAT THE STUDENT DID NOT MEET THE MINIMUM REQUIREMENTS AND MAY NEED TO RETAKE THE EXAM OR PURSUE ALTERNATIVE PATHWAYS TO GRADUATION.

1. BELOW 65: NOT PASSING
2. 65-84: PASSING
3. 85-100: MASTERY

SCORE CONVERSION AND CALCULATION METHODS

THE PROCESS OF CONVERTING RAW SCORES TO SCALED SCORES IS GUIDED BY STATISTICAL MODELS AND CONVERSION CHARTS. THESE METHODS ENSURE FAIRNESS AND CONSISTENCY REGARDLESS OF TESTING SESSION OR MINOR DIFFERENCES IN EXAM CONTENT.

USE OF CONVERSION CHARTS

EACH ADMINISTRATION OF THE GLOBAL REGENTS EXAM COMES WITH A UNIQUE CONVERSION CHART. EDUCATORS USE THESE CHARTS TO TRANSLATE RAW SCORES FROM EACH SECTION INTO THE FINAL SCALED SCORE. THE PROCESS ACCOUNTS FOR THE TOTAL POSSIBLE POINTS AND ADJUSTS FOR VARIATIONS IN DIFFICULTY, ENSURING THAT SCALED SCORES ACCURATELY REFLECT STUDENT PERFORMANCE.

STATISTICAL EQUATING

STATISTICAL EQUATING IS EMPLOYED TO MAINTAIN CONSISTENCY IN SCORING STANDARDS. IT ENSURES THAT SCORES FROM DIFFERENT TEST VERSIONS ARE COMPARABLE AND FAIR, MAKING THE GLOBAL REGENTS GRADING SCALE RELIABLE FOR ALL STUDENTS.

IMPLICATIONS FOR STUDENTS AND EDUCATORS

THE GLOBAL REGENTS GRADING SCALE PROVIDES VALUABLE INFORMATION FOR STUDENTS, TEACHERS, AND ADMINISTRATORS. IT NOT ONLY DETERMINES ELIGIBILITY FOR GRADUATION BUT ALSO HIGHLIGHTS AREAS OF STRENGTH AND IMPROVEMENT FOR STUDENTS. EDUCATORS USE SCORE DATA TO REFINE INSTRUCTION AND SUPPORT, WHILE STUDENTS AND PARENTS CAN MAKE INFORMED DECISIONS ABOUT ACADEMIC PLANNING.

HIGH SCORES MAY OPEN DOORS TO ADVANCED COURSES, SCHOLARSHIPS, AND HONORS RECOGNITIONS. CONVERSELY, LOWER SCORES SIGNAL THE NEED FOR TARGETED INTERVENTION OR TEST PREPARATION. THE STANDARDIZED NATURE OF THE GRADING SCALE ENSURES EQUITY AND TRANSPARENCY IN EVALUATING ACHIEVEMENT.

- GUIDES GRADUATION DECISIONS
- INFORMS INSTRUCTIONAL PLANNING
- HIGHLIGHTS AREAS FOR STUDENT GROWTH
- SUPPORTS COLLEGE AND CAREER READINESS

FREQUENTLY ASKED QUESTIONS

UNDERSTANDING THE GLOBAL REGENTS GRADING SCALE CAN CLARIFY COMMON CONCERNS AND SUPPORT SUCCESS. BELOW ARE ANSWERS TO SOME FREQUENT QUESTIONS REGARDING SCORING, REQUIREMENTS, AND STRATEGIES.

Q: WHAT IS THE GLOBAL REGENTS GRADING SCALE?

A: THE GLOBAL REGENTS GRADING SCALE IS A STANDARDIZED SCORING SYSTEM FOR THE GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM, RANGING FROM 0 TO 100. IT CONVERTS RAW EXAM SCORES TO SCALED SCORES TO ENSURE CONSISTENCY AND FAIRNESS.

Q: WHAT SCORE IS CONSIDERED PASSING ON THE GLOBAL REGENTS EXAM?

A: A SCORE OF 65 OR HIGHER IS CONSIDERED PASSING. STUDENTS MUST ACHIEVE AT LEAST THIS SCORE TO MEET THE NEW YORK STATE GRADUATION REQUIREMENT FOR SOCIAL STUDIES.

Q: HOW ARE RAW SCORES CONVERTED TO SCALED SCORES?

A: RAW SCORES ARE CONVERTED USING A CONVERSION CHART PROVIDED FOR EACH EXAM ADMINISTRATION. THE CHART ADJUSTS FOR TEST DIFFICULTY, TRANSLATING RAW POINTS INTO SCALED SCORES REPORTED ON TRANSCRIPTS.

Q: WHAT DOES A SCORE OF 85 OR ABOVE MEAN?

A: A SCORE OF 85 OR ABOVE INDICATES MASTERY OF THE SUBJECT. STUDENTS ACHIEVING THIS LEVEL ARE RECOGNIZED FOR THEIR ADVANCED UNDERSTANDING AND CAN BENEFIT FROM HONORS DISTINCTIONS.

Q: CAN THE GRADING SCALE CHANGE FROM YEAR TO YEAR?

A: THE GRADING SCALE ITSELF REMAINS CONSISTENT, BUT CONVERSION CHARTS MAY VARY SLIGHTLY EACH YEAR TO ACCOUNT FOR DIFFERENCES IN EXAM DIFFICULTY.

Q: WHAT HAPPENS IF A STUDENT SCORES BELOW 65?

A: STUDENTS SCORING BELOW 65 DO NOT MEET THE GRADUATION REQUIREMENT AND MAY NEED TO RETAKE THE EXAM OR PURSUE ALTERNATIVE PATHWAYS.

Q: DO COLLEGES LOOK AT GLOBAL REGENTS SCORES?

A: SOME COLLEGES MAY CONSIDER REGENTS SCORES AS PART OF THEIR ADMISSIONS PROCESS, ESPECIALLY FOR HONORS PROGRAMS OR SCHOLARSHIPS, THOUGH POLICIES VARY BY INSTITUTION.

Q: HOW CAN STUDENTS IMPROVE THEIR SCORES ON THE GLOBAL REGENTS EXAM?

A: STUDENTS CAN IMPROVE BY REVIEWING CONTENT, PRACTICING WITH PAST EXAMS, FOCUSING ON ESSAY WRITING SKILLS, AND SEEKING HELP FROM TEACHERS OR TUTORS.

Q: ARE ALL SECTIONS OF THE EXAM WEIGHTED EQUALLY?

A: NO, DIFFERENT SECTIONS HAVE VARYING POINT VALUES. MULTIPLE-CHOICE, CONSTRUCTED-RESPONSE, AND ESSAY COMPONENTS EACH CONTRIBUTE DIFFERENTLY TO THE TOTAL RAW SCORE.

Q: WHERE CAN EDUCATORS FIND THE CONVERSION CHART FOR A SPECIFIC EXAM?

A: CONVERSION CHARTS ARE PROVIDED BY THE NEW YORK STATE EDUCATION DEPARTMENT WITH EACH EXAM RELEASE, ALLOWING EDUCATORS TO ACCURATELY CALCULATE SCALED SCORES.

Global Regents Grading Scale

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Decoding the Global Regents Grading Scale: A Comprehensive Guide

Navigating the New York State Regents exams can feel like traversing a complex maze. Understanding the grading scale is crucial for success, and that's precisely what this guide will provide. We'll break down the Global Regents grading scale, offering clear explanations, helpful tips, and insights to help you interpret your scores and understand your performance. This comprehensive guide will cover everything you need to know about the scoring system, ensuring you're fully equipped to understand your results and plan your next steps.

Understanding the Global Regents Exam Structure

Before diving into the grading scale, it's essential to understand the overall structure of the Global Regents exams. These high-stakes exams, administered in various subjects, assess your knowledge and skills in a specific area. The exams typically comprise multiple-choice questions, short-answer questions, and essay questions, each weighted differently depending on the subject and specific exam.

The Weighting Factor: Why it Matters

The weighting assigned to each question type significantly impacts your final score. For instance, a longer essay question might carry more weight than a single multiple-choice question. Understanding this weighting allows you to allocate your time effectively during the exam and prioritize questions accordingly. Reviewing past exams and understanding the point distribution can greatly improve your test-taking strategy.

Raw Score vs. Scaled Score: Key Differences

The Global Regents exams don't directly translate raw scores (the number of correct answers) into a letter grade. Instead, they use a scaled scoring system. A raw score is converted to a scaled score, which then determines your final grade. This scaling process ensures fairness and consistency across different test administrations. Variations in question difficulty between different exam versions are factored in during the scaling process.

The Global Regents Grading Scale: Deciphering Your Score

The Global Regents grading scale isn't a fixed numerical range. The specific scaled score needed for each grade (e.g., 65 for a passing grade) varies slightly depending on the subject and the specific exam administration. However, the general structure remains consistent. A higher scaled score indicates a better understanding of the subject matter.

Passing Scores: What You Need to Know

A passing score is generally around 65, but this can fluctuate. It's crucial to check the specific passing score for your exam and subject. The New York State Education Department (NYSED) website provides the most accurate and up-to-date information on passing scores.

Understanding the Grade Ranges: From 65 to 100

While 65 is typically considered the passing score, scores above 65 signify different levels of mastery. Scores above 85 generally indicate exceptional performance, while scores in the 70-80 range suggest a solid understanding of the material. Understanding these nuances helps you evaluate your performance accurately.

How to Improve Your Global Regents Score

Achieving a high score on the Global Regents exams requires dedication and strategic preparation. Here are some key strategies:

Effective Study Techniques

Utilize a variety of study techniques, including active recall, spaced repetition, and practice testing. Focus on understanding concepts rather than simply memorizing facts.

Utilizing Practice Exams

Practice exams are invaluable for familiarizing yourself with the exam format and identifying areas where you need improvement. Analyze your mistakes to understand your weaknesses.

Seeking Help When Needed

Don't hesitate to seek help from teachers, tutors, or classmates if you're struggling with specific concepts. Early intervention is key to improving your understanding.

Interpreting Your Score Report: A Step-by-Step Guide

Your score report will provide your scaled score, your raw score, and sometimes a percentile rank. Understanding these elements helps you gauge your performance relative to other students. The report might also provide information on your performance in specific sections of the exam, highlighting areas of strength and weakness.

Conclusion

Mastering the Global Regents grading scale is crucial for success. By understanding the exam's structure, the scoring system, and the various grade ranges, you can effectively interpret your results and plan for future academic endeavors. Remember to utilize available resources and effective study techniques to maximize your chances of achieving your desired score.

FAQs

1. Where can I find the exact passing score for my specific Global Regents exam? The official passing score is published by the New York State Education Department (NYSED) and is usually available on their website or through your school.
2. Does the Global Regents grading scale differ across subjects? While the general principles remain consistent, the specific scaled scores required for each grade might vary slightly depending on the subject and the specific exam administration due to differences in difficulty.
3. What if I don't pass the Global Regents exam? If you don't achieve a passing score, don't despair. You can retake the exam, and many schools offer support services to help you prepare for the retake.

4. Are there different weighting schemes for different Regents exams? Yes, the weighting of different question types (multiple choice, short answer, essay) varies depending on the specific subject and exam.

5. How are percentile ranks calculated on the Global Regents report? Percentile rank indicates your performance relative to other students who took the same exam. A percentile rank of 75, for example, means you scored higher than 75% of the students who took the exam.

global regents grading scale: Counseling 21st Century Students for Optimal College and Career Readiness Corine Fitzpatrick, Kathleen Costantini, 2022-02-17 This second edition presents an updated action-based curriculum for high school counselors that will meet the needs of 21st century students, helping to foster their growth and engage them in learning what they need to succeed beyond high school. This book takes a comprehensive, developmental approach, focusing on 9th-12th grade students rather than solely on those in 11th and 12th grade. It provides a model for developing and enhancing a successful college advising office as well as essential advice on methods of working with parents. Specific topics discussed include successful transition to 9th grade, using technology in the college and career advising process, assisting and advising students in college research and application, and helping seniors make successful transitions to college. There is also a special focus on students in urban and rural schools to enable them to have the same enriched experiences in their college and career advising program as those students in private and suburban schools. The curriculum is geared for use by school counselors, college advisors, and readers in graduate counseling student courses.

global regents grading scale: Personalized Learning Denise Wolk, 2003 When it comes to learning, is smaller really better? There is a growing body of evidence to support the notion that smaller, more personalized schools are better for both students and teachers. Bringing together the combined knowledge and experience of more than two dozen teachers, administrators, and researchers, this book provides a roadmap for educators embarking on the journey to create a more personalized environment for high school students. Features include: _ Highlights of current initiatives aimed at personalizing learning for high school students. _ Description of Personal Learning Plans that tie the learning to the talents and aspirations of the student. _ Exploration of classroom teaching that allows individuals to gain knowledge while pursuing their own hopes. _ Description of high school designs that engage students in democratic processes and systemic changes that must accompany and support personalized learning for all students. Written by practitioners with practical interest in moving high schools toward personalization, this book will excite others to initiate reforms that enable ALL young adult learners to meet common standards while designing and pursuing a unique pathway toward adult roles. That's what personal learning and this book are all about.

global regents grading scale: Teaching in Nursing Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award-winning Teaching in Nursing: A Guide for Faculty, 5th Edition. Recommended by the NLN for comprehensive CNE prep, this insightful text is the only one of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks through the day-to-day challenges of teaching, readers will benefit from its expert guidance on key issues, such as curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award, along with updated information on technology-empowered learning, the flipped classroom, interprofessional collaborative practice, and much more. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based lessons. Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction. Evidence-based teaching boxes cover issues, such as: how to do

evidence-based teaching; applications of evidence-based teaching; implications for faculty development, administration, and the institution; and how to use the open-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Updated research and references address forward-thinking approaches to education and trends for the future. Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching, teaching in interdisciplinary settings, how to evaluate students in the clinical setting, and how to adapt teaching for community-based practice. Strong focus on practical content - including extensive coverage of curriculum development - equips future educators to handle the daily challenges and opportunities of teaching. NEW! Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers, emphasizing clear communication and shared patient outcomes. NEW! Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards. NEW! Renamed unit on Technology-Empowered Learning covers the use of technology for learning - including non-traditional course formats, active learning, flipped classrooms, and more.

global regents grading scale: Resources in Education , 1990

global regents grading scale: *Practical Research* Paul D. Leedy, Jeanne Ellis Ormrod, 2013-07-30 For undergraduate or graduate courses that include planning, conducting, and evaluating research. A do-it-yourself, understand-it-yourself manual designed to help students understand the fundamental structure of research and the methodical process that leads to valid, reliable results. Written in uncommonly engaging and elegant prose, this text guides the reader, step-by-step, from the selection of a problem, through the process of conducting authentic research, to the preparation of a completed report, with practical suggestions based on a solid theoretical framework and sound pedagogy. Suitable as the core text in any introductory research course or even for self-instruction, this text will show students two things: 1) that quality research demands planning and design; and, 2) how their own research projects can be executed effectively and professionally.

global regents grading scale: *Grading for Equity* Joe Feldman, 2018-09-25 Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact. —Zaretta Hammond, Author of *Culturally Responsive Teaching & The Brain Crack* open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today’s schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With *Grading for Equity*, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, *Grading for Equity* provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a fixed mindset about students’ academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a true north orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, Grading practices are a mirror not just for students, but for us as their teachers. Each one of us should start by asking, What do my grading practices say about who I am and what I believe? Then, let’s make the choice to do things differently . . . with *Grading for Equity* as a dog-eared reference.

global regents grading scale: E3 Biology Regents Ready Practice 2018 - Living Environment Exam Practice Effiong Eyo, 2018-01-21 Preparing for the New York State biology Regents - Living Environment exam has never been easier, more enticing, more exciting, more engaging, more understandable, and less overwhelming. Our book is written to help students do more, know more, and build confidence for a higher mark on their Regents exam. With questions for five Regents exams, including two most recent actual exams, this book can be used as a primary Regents question practice resource or as a supplementary resource to other prep books. Book Summary: Organized, engaging, doable, quick-practice quality Regents question sets. Clear, brief, simple, and easy-to-understand correct answer explanations. Do more, know more, and build confidence for a higher mark on your Regents exam. Keep track of your day-to-day progress, improvement and readiness for your Regents exam. Actual Regents exams included, with answers and scoring scales. Glossary of must-know biology Regents vocabulary terms.

global regents grading scale: Strengthening Forensic Science in the United States National Research Council, Division on Engineering and Physical Sciences, Committee on Applied and Theoretical Statistics, Policy and Global Affairs, Committee on Science, Technology, and Law, Committee on Identifying the Needs of the Forensic Sciences Community, 2009-07-29 Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

global regents grading scale: Teaching in Nursing - E-Book Diane M. Billings, Judith A. Halstead, 2015-10-31 Set yourself up for success as a nurse educator with the award-winning Teaching in Nursing: A Guide for Faculty, 5th Edition. Recommended by the NLN for comprehensive CNE prep, this insightful text is the only one of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks through the day-to-day challenges of teaching, readers will benefit from its expert guidance on key issues, such as curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award, along with updated information on technology-empowered learning, the flipped classroom, interprofessional collaborative practice, and much more. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based lessons. Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction. Evidence-based teaching boxes cover issues, such as: how to do evidence-based teaching; applications of evidence-based teaching; implications for faculty development, administration, and the institution; and how to use the open-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Updated research and references address forward-thinking approaches to education and trends for the future. Guidance on

teaching in diverse settings addresses topics such as the models of clinical teaching, teaching in interdisciplinary settings, how to evaluate students in the clinical setting, and how to adapt teaching for community-based practice. Strong focus on practical content — including extensive coverage of curriculum development — equips future educators to handle the daily challenges and opportunities of teaching. NEW! Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers, emphasizing clear communication and shared patient outcomes. NEW! Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards. NEW! Renamed unit on Technology-Empowered Learning covers the use of technology for learning — including non-traditional course formats, active learning, flipped classrooms, and more.

global regents grading scale: Introduction to Rubrics Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include:* Expanded discussion on use of rubrics for grading* Grading on-line with rubrics* Wider coverage of rubric types (e.g., holistic, rating scales)* Rubric construction in student affairs* Pros and cons of working with ready-made rubrics* Using rubrics to improve your teaching, and for SoTL* Use of rubrics in program assessment (case study)* Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review

global regents grading scale: 2010-2011 College Admissions Data Sourcebook West Edition , 2010-09

global regents grading scale: The Math Myth Andrew Hacker, 2010-05-25 A New York Times-bestselling author looks at mathematics education in America—when it's worthwhile, and when it's not. Why do we inflict a full menu of mathematics—algebra, geometry, trigonometry, even calculus—on all young Americans, regardless of their interests or aptitudes? While Andrew Hacker has been a professor of mathematics himself, and extols the glories of the subject, he also questions some widely held assumptions in this thought-provoking and practical-minded book. Does advanced math really broaden our minds? Is mastery of azimuths and asymptotes needed for success in most jobs? Should the entire Common Core syllabus be required of every student? Hacker worries that our nation's current frenzied emphasis on STEM is diverting attention from other pursuits and even subverting the spirit of the country. Here, he shows how mandating math for everyone prevents other talents from being developed and acts as an irrational barrier to graduation and careers. He proposes alternatives, including teaching facility with figures, quantitative reasoning, and understanding statistics. Expanding upon the author's viral New York Times op-ed, *The Math Myth* is sure to spark a heated and needed national conversation—not just about mathematics but about the kind of people and society we want to be. "Hacker's accessible arguments offer plenty to think about and should serve as a clarion call to students, parents, and educators who decry the one-size-fits-all approach to schooling." —Publishers Weekly, starred review

global regents grading scale: On the Teaching and Writing of History Bernard Bailyn, 1994 Bailyn, a professor at Harvard and winner of the Pulitzer Prize, writes of the impossibility of teaching history without bias, and that history itself is constantly open to new interpretations and viewpoints.

global regents grading scale: Ungrading Susan Debra Blum, 2020 The moment is right for critical reflection on what has been assumed to be a core part of schooling. In *Ungrading*, fifteen educators write about their diverse experiences going gradeless. Some contributors are new to the practice and some have been engaging in it for decades. Some are in humanities and social sciences, some in STEM fields. Some are in higher education, but some are the K-12 pioneers who led the way. Based on rigorous and replicated research, this is the first book to show why and how faculty who wish to focus on learning, rather than sorting or judging, might proceed. It includes honest

reflection on what makes ungrading challenging, and testimonials about what makes it transformative. CONTRIBUTORS: Aaron Blackwelder Susan D. Blum Arthur Chiaravalli Gary Chu Cathy N. Davidson Laura Gibbs Christina Katopodis Joy Kirr Alfie Kohn Christopher Riesbeck Starr Sackstein Marcus Schultz-Bergin Clarissa Sorensen-Unruh Jesse Stommel John Warner

global regents grading scale: Maternal and Child Health John Ehiri, 2009-10-03 Our current era of globalization, war, and socioeconomic unrest has revealed public health as a worldwide concern and a major frontier for social justice with maternal and child health at its epicenter. Yet, there has been a relative scarcity of training resources specifically dedicated to this crucial area. Maternal and Child Health: Global Challenges, Programs, and Policies addresses this gap in current knowledge by analyzing the range of socioeconomic and environmental factors, health care disparities, politics, policies, and cultural practices that impact the health and safety of mothers, as well as the well-being and optimum development of their children. Individual sections focus on unequal distribution of the world's resources, politics and power, specific disease concerns, programs, policies and emerging concerns with a focus on what is currently being done, and what needs to be done to improve the health status of women, children, and adolescents. The book's contributors are some of the world's most respected experts, carefully selected to represent different global geographic regions and diverse professional disciplines related to maternal and child health from both academic and field practice perspectives. Among the topics in this authoritative volume: The impact of war, globalization, gender inequity, and harmful traditional practices (e.g., female genital mutilation). Specific health concerns, including tuberculosis, malaria, HIV, and malnutrition. Child and adolescent health issues, from abuse and neglect to children in difficult circumstances. Pregnancy-related issues: safety, abortion and post-abortion care, teen pregnancy, and more. Strategies for planning, developing, and maintaining maternal and child health systems in developing countries. The status of global initiatives, such as Integrated Management of Childhood Illnesses and the Millennium Development Goals. The status of evidence-based maternal and child health in the developing world. With such a wealth of information on both practical and conceptual levels, Maternal and Child Health: Global Challenges, Programs, and Policies is as relevant to students and researchers in the field as it is to policy makers and those working for global health and development organizations. It also makes an excellent stand-alone text for courses in global health in general and global maternal and child health in particular.

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global regents grading scale: The Adjunct Underclass Herb Childress, 2019-04-24 Class ends. Students pack up and head back to their dorms. The professor, meanwhile, goes to her car . . . to catch a little sleep, and then eat a cheeseburger in her lap before driving across the city to a different university to teach another, wholly different class. All for a paycheck that, once prep and grading are factored in, barely reaches minimum wage. Welcome to the life of the mind in the gig economy. Over the past few decades, the job of college professor has been utterly transformed—for the worse. America's colleges and universities were designed to serve students and create knowledge through the teaching, research, and stability that come with the longevity of tenured faculty, but higher education today is dominated by adjuncts. In 1975, only thirty percent of faculty held temporary or part-time positions. By 2011, as universities faced both a decrease in public support and ballooning administrative costs, that number topped fifty percent. Now, some surveys suggest that as many as seventy percent of American professors are working course-to-course, with few benefits, little to no security, and extremely low pay. In The Adjunct Underclass, Herb Childress draws on his own firsthand experience and that of other adjuncts to tell the story of how higher education reached this sorry state. Pinpointing numerous forces within and beyond higher ed that have driven this shift, he shows us the damage wrought by contingency, not only on the adjunct faculty themselves, but also on students, the permanent faculty and administration, and the nation.

How can we say that we value higher education when we treat educators like desperate day laborers? Measured but passionate, rooted in facts but sure to shock, *The Adjunct Underclass* reveals the conflicting values, strangled resources, and competing goals that have fundamentally changed our idea of what college should be. This book is a call to arms for anyone who believes that strong colleges are vital to society.

global regents grading scale: *Why They Can't Write* John Warner, 2020-03-17 An important challenge to what currently masquerades as conventional wisdom regarding the teaching of writing. There seems to be widespread agreement that—when it comes to the writing skills of college students—we are in the midst of a crisis. In *Why They Can't Write*, John Warner, who taught writing at the college level for two decades, argues that the problem isn't caused by a lack of rigor, or smartphones, or some generational character defect. Instead, he asserts, we're teaching writing wrong. Warner blames this on decades of educational reform rooted in standardization, assessments, and accountability. We have done no more, Warner argues, than conditioned students to perform writing-related simulations, which pass temporary muster but do little to help students develop their writing abilities. This style of teaching has made students passive and disengaged. Worse yet, it hasn't prepared them for writing in the college classroom. Rather than making choices and thinking critically, as writers must, undergraduates simply follow the rules—such as the five-paragraph essay—designed to help them pass these high-stakes assessments. In *Why They Can't Write*, Warner has crafted both a diagnosis for what ails us and a blueprint for fixing a broken system. Combining current knowledge of what works in teaching and learning with the most enduring philosophies of classical education, this book challenges readers to develop the skills, attitudes, knowledge, and habits of mind of strong writers.

global regents grading scale: *Beyond the Killing Fields* Usha Welaratna, 1994-10-01 In 1975, after years of civil war, Cambodians welcomed the Khmer Rouge. Once in power, the regime closed Cambodia to the outside world. Four years later, when the Vietnamese invaded Cambodia and defeated the Khmer Rouge, the world learned how the Khmer Rouge had turned the country into killing fields. After the Vietnamese takeover, thousands of Cambodians fled their homeland. This book presents the Cambodian refugee experience through nine first-person narratives of men, women and children who survived the holocaust and have begun new lives in America.

global regents grading scale: Reclaiming Accountability Wendy Sharer, Tracy Ann Morse, Michelle F. Eble, William P. Banks, 2016-04-06 *Reclaiming Accountability* brings together a series of critical case studies of writing programs that have planned, implemented, and/or assessed the impact of large-scale accreditation-supported initiatives. The book reimagines accreditation as a way to leverage institutional or programmatic change. Contributions to the volume are divided into three parts. Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed. Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development. They provide concrete examples of productive curricular (part 2) and instructional (part 3) changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local, regional, and national contexts. In addition to providing examples of how others in the profession might approach such work, *Reclaiming Accountability* addresses assessment requirements beyond those in the writing program itself. It will be of interest to department heads, administrators, writing program directors, and those involved with writing teacher education, among others. Contributors: Linda Adler-Kassner, William P. Banks, Remica Bingham-Risher, Melanie Burdick, Polina Chemishanova, Malkiel Choseed, Kyle Christiansen, Angela Crow, Maggie Debelius, Michelle F. Eble, Jonathan Elmore, Lorna Gonzalez, Angela Green, Jim Henry, Ryan Hoover, Rebecca Ingalls, Cynthia Miecznikowski, Susan Miller-Cochran, Cindy Moore, Tracy Ann Morse, Joyce Magnotto Neff, Karen Nulton, Peggy O'Neill, Jessica Parker, Mary Rist, Rochelle Rodrigo, Tulora Roeckers, Shirley

K. Rose, Iris M. Saltiel, Wendy Sharer, Terri Van Sickle, Jane Chapman Vigil, David M. Weed

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global regents grading scale: Solar Storms Linda Hogan, 1997-02-26 From Pulitzer Prize finalist Linda Hogan, *Solar Storms* tells the moving, "luminous" (Publishers Weekly) story of Angela Jensen, a troubled Native American girl coming of age in the foster system in Oklahoma, who decides to reunite with her family. At seventeen, Angela returns to the place where she was raised—a stunning island town that lies at the border of Canada and Minnesota—where she finds that an eager developer is planning a hydroelectric dam that will leave sacred land flooded and abandoned. Joining up with three other concerned residents, Angela fights the project, reconnecting with her ancestral roots as she does so. Harrowing, lyrical, and boldly incisive, *Solar Storms* is a powerful examination of the clashes between cultures and traumatic repercussions that have shaped American history.

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global regents grading scale: Using Understanding by Design in the Culturally and Linguistically Diverse Classroom Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers, whose classrooms are more culturally and linguistically diverse than ever before, ensure that their students achieve at high levels? How can they design units and lessons that support English learners in language development and content learning—simultaneously? Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design® framework (UbD® framework) for curriculum design, which emphasizes teaching for understanding, not rote memorization. Readers will learn the components of the UbD framework; the fundamentals of language and language development; how to use diversity as a valuable resource for instruction by gathering information about students' background knowledge from home, community, and school; how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills; and how to assess in ways that enable language learners to reveal their academic knowledge. Student profiles, real-life classroom scenarios, and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms. Combining these practical examples with findings from an extensive research base, the authors deliver a useful and authoritative guide for reaching the overarching goal: ensuring that all students have equitable access to high-quality curriculum and instruction.

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learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.

global regents grading scale: Tales of Impossibility David S. Richeson, 2021-11-02 A comprehensive look at four of the most famous problems in mathematics *Tales of Impossibility* recounts the intriguing story of the renowned problems of antiquity, four of the most famous and studied questions in the history of mathematics. First posed by the ancient Greeks, these compass and straightedge problems—squaring the circle, trisecting an angle, doubling the cube, and inscribing regular polygons in a circle—have served as ever-present muses for mathematicians for more than two millennia. David Richeson follows the trail of these problems to show that ultimately their proofs—which demonstrated the impossibility of solving them using only a compass and straightedge—depended on and resulted in the growth of mathematics. Richeson investigates how celebrated luminaries, including Euclid, Archimedes, Viète, Descartes, Newton, and Gauss, labored to understand these problems and how many major mathematical discoveries were related to their explorations. Although the problems were based in geometry, their resolutions were not, and had to wait until the nineteenth century, when mathematicians had developed the theory of real and complex numbers, analytic geometry, algebra, and calculus. Pierre Wantzel, a little-known mathematician, and Ferdinand von Lindemann, through his work on pi, finally determined the problems were impossible to solve. Along the way, Richeson provides entertaining anecdotes connected to the problems, such as how the Indiana state legislature passed a bill setting an incorrect value for pi and how Leonardo da Vinci made elegant contributions in his own study of these problems. Taking readers from the classical period to the present, *Tales of Impossibility* chronicles how four unsolvable problems have captivated mathematical thinking for centuries.

global regents grading scale: Feudal Control in Tokugawa Japan Toshio G. Tsukahira, 1966-07-01 The author describes the Sankin Kōtai System, a policy instituted by the Tokugawa shoguns requiring alternate year residency of daimyōs in Edo. Its aim was to exert control on the feudal lords.

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global regents grading scale: Princeton Review AP European History Premium Prep, 2022 The Princeton Review, 2021-08-03 Make sure you're studying with the most up-to-date prep materials! Look for the newest edition of this title, *The Princeton Review AP European History Premium Prep, 2023* (ISBN: 9780593450796, on-sale September 2022). Publisher's Note: Products purchased from third-party sellers are not guaranteed by the publisher for quality or authenticity, and may not include access to online tests or materials included with the original product.

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global regents grading scale: The Science of Reading Margaret J. Snowling, Charles Hulme, 2008-04-15 *The Science of Reading: A Handbook* brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading Edited by well-respected senior figures in the field

global regents grading scale: Euler's Gem David S. Richeson, 2019-07-23 How a simple equation reshaped mathematics Leonhard Euler's polyhedron formula describes the structure of

many objects—from soccer balls and gemstones to Buckminster Fuller’s buildings and giant all-carbon molecules. Yet Euler’s theorem is so simple it can be explained to a child. From ancient Greek geometry to today’s cutting-edge research, Euler’s Gem celebrates the discovery of Euler’s beloved polyhedron formula and its far-reaching impact on topology, the study of shapes. Using wonderful examples and numerous illustrations, David Richeson presents this mathematical idea’s many elegant and unexpected applications, such as showing why there is always some windless spot on earth, how to measure the acreage of a tree farm by counting trees, and how many crayons are needed to color any map. Filled with a who’s who of brilliant mathematicians who questioned, refined, and contributed to a remarkable theorem’s development, Euler’s Gem will fascinate every mathematics enthusiast. This paperback edition contains a new preface by the author.

global regents grading scale: Machine Scoring of Student Essays Patricia Freitag Ericsson, Richard Haswell, 2006-03-15 The current trend toward machine-scoring of student work, Ericsson and Haswell argue, has created an emerging issue with implications for higher education across the disciplines, but with particular importance for those in English departments and in administration. The academic community has been silent on the issue—some would say excluded from it—while the commercial entities who develop essay-scoring software have been very active. *Machine Scoring of Student Essays* is the first volume to seriously consider the educational mechanisms and consequences of this trend, and it offers important discussions from some of the leading scholars in writing assessment. Reading and evaluating student writing is a time-consuming process, yet it is a vital part of both student placement and coursework at post-secondary institutions. In recent years, commercial computer-evaluation programs have been developed to score student essays in both of these contexts. Two-year colleges have been especially drawn to these programs, but four-year institutions are moving to them as well, because of the cost-savings they promise. Unfortunately, to a large extent, the programs have been written, and institutions are installing them, without attention to their instructional validity or adequacy. Since the education software companies are moving so rapidly into what they perceive as a promising new market, a wider discussion of machine-scoring is vital if scholars hope to influence development and/or implementation of the programs being created. What is needed, then, is a critical resource to help teachers and administrators evaluate programs they might be considering, and to more fully envision the instructional consequences of adopting them. And this is the resource that Ericsson and Haswell are providing here.

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global regents grading scale: Writing History William Kelleher Storey, Towser Jones, 2007-08-14 *Writing History* offers a wealth of advice to help students research and write assignments for history classes. Designed for Canadian students in all areas of the discipline, this book includes up-to-date information and examples from the works of cultural, political, and social historians on finding a research topic, interpreting source materials, performing internet searches, avoiding plagiarism, and more. With an expanded section on using online resources and a new chapter on writing assignments, including research proposals, book reviews, and essay exams, *Writing History* is an ideal supplement to any history course that requires students to conduct research.

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