Book Section	Standard #	Classroom Objective/Standard	0 DNF	1 Unacceptable	2 Progressing	3 Acceptable	4 Mastery
1.1	1	Reasons for Using Statistical Methods					
1.2	2	Experiments: Samples vs. Populations, and Sampling					
2.1	3	Types of Data					
2.2	4	Graphical Summaries					
2.3	5	Numerical Summaries – Measures of Center					
2.4	6	Numerical Summaries – Measures of Variability					
2.4	7	Numerical Summaries – Percentile and Quartiles					
2.5	8	Numerical Summaries – The Empirical Rule					
3.1	9	Variable Association – Contingency Tables					
3.2	10	Variable Association – Scatter Plots & Correlation Coefficient					
3.3	11	Variable Association – Linear Regression					
3.4	12	Probability – Basic Probability Results					
5.1	13	Probability – Conditional Probability and Tree Diagram					
5.2	14	Probability – Disjoint and Independent Events					
5.2	15	Probability – Law of Large Numbers					
5.3	16	Probability – Medical Testing Terminology					
5.4	17	Probability – Counting Techniques					
6.1	18	Probability Distributions – Discrete Distribution					
6.2	19	Probability Distributions – Binomial					
6.2	20	Probability Distributions – Bell-Shaped Distributions Z-Score Probabilities					
6.3	21	Probability Distributions – Bell-Shaped Distributions Finding Percentiles					
7.1	22	The Central Limit Theorem					
7.2	23	Sampling Distributions – Means					
7.3	24	Sampling Distributions – Proportions					
8.1-8.2	25	Confidence Intervals – for Proportions					
8.3	26	Confidence Intervals – for Means					
9.1-9.2	27	Significance Tests – for Proportions					
9.3	28	Significance Tests – for Means					
9.4	29	Significance Tests – Types of Errors					
9.5	30	Significance Tests – Limitations					
10.1	31	Confidence Intervals – for Proportion Differences					
10.1	32	Significance Tests – for Proportion Differences					
10.2-10.4	33	Mean Differences – Dependent v. Independent Samples					
10.2-10.4	34	Confidence Intervals – for Mean Differences					
10.2-10.4	35	Significance Tests – for Mean Differences					

Achieving Standards & Moving Between Levels:

- A student can achieve a standard **for the first time** by either demonstrating ability during **small** quizzes or during other **whole-class** assignments.
- Standard scales range from 4 to 0.
  - 4 is perfect **for the standard being assessed** – it should be as good as an in class example done by the instructor
  - 3 essentially contains the correct answer but leaves out steps or contains small arithmetic mistakes
  - 2 does not contain the correct answer but the student does show work in the correct direction
  - 1 does not contain the correct answer or work in the correct direction
  - 0 is for no response.
- Any standard may appear **again**, **unannounced**, on **future** assessments. The **most recent** achievement level is used for grading. This encourages long-lasting learning and discourages simple memorization of a particular topic for a quiz or test.
- The following methods can be used for re-assessment at teacher discretion (including which students can re-assess using which methods):
  - Re-assessment using a similar quiz or problem (most typical and will be used the majority of the time).
  - Other types of re-assessment as needed.
- Other notes on re-assessment:
  - Students will only be re-assessed on one standard in any given day – besides full class exams.
  - It is perfectly understandable that the teacher can schedule a finite amount of re-assessments. Re-assessment is a privilege, not a right, and an opportunity to improve, but may not occur because of scheduling circumstances (especially at the end of a marking period).

Converting your standards to a grade:

- **A:** A student will receive a grade in the A range by finishing the marking period with **all** standards at the Mastery level.
  - A grade of A+ or A may be given based on teacher discretion (ex. An A if a student took multiple attempts to reach many Mastery levels.)
- **B:** A student will receive a grade in the B range by finishing the marking period with **all** standards at the Acceptable or Mastery level.
  - The reason that even **one** Acceptable level drops a student to a grade in the B range is because to truly achieve an A in a course, a student must be a Master at **all** topics.
  - A grade of B+ or B may be given based on teacher discretion (ex. A B+ if a student has many or most standards at the Mastery level.)
- **C:** A student will receive a grade in the C range by finishing the marking period with **at least one** standard at the **Progressing** level.
  - A grade of C+ or C may be given based on teacher discretion (ex. A C+ if a student has many or most standards at the acceptable level.)
- **D:** A student will receive a grade in the D range by finishing the marking period with **at least one** standard at the **Unacceptable** level.
  - A grade of D+ or D may be given based on teacher discretion (ex. A D+ if a student has many or most standards at the progressing level.)
- **F:** A student will receive a grade of F by finishing the marking period with **the majority of** standards at the **Unacceptable** level.

Grading Scale For Standards	Points you will be awarded
A	380 points (100%)
B+	338 points (89.9%)
B	331 points (86.9%)
C+	304 points (79.9%)
C	293 points (76.9%)
D+	266 points (69.9%)
D	255 points (66.9%)
F	227 points (59.9%)

Assignment Summary	Points	Percent
Homework	90	14.52%
Class Activities	30	4.84%
Labs	90	14.52%
EWA	30	4.84%
Standards	380	61.29%
Total	**620**	**100%**

Grading Scale	
A	540-600 points (90-100%)
B+	522-539 points (87%-89.9%)
B	480-521 points (80%-86.9%)
C+	462-479 points (77%-79.9%)
C	420-461 points (70%-76.9%)
D+	402-419 points (67%-69.9%)
D	360-401 points (60%-66.9%)
F	<360 points (<60%)