I. Interweek Grading Rules

I.a Decision Matrix:

From	To	Average
A	B	B+
B	A	A-
A-	B	B+
B	A-	A-
A-	A	A-
C	A-	B

I.b Key Decision Rationales:

A. **Directionality Weight:** Average influenced by the direction of grade movement. If grades move from a lower to a higher grade, the average is nudged toward the higher grade. Conversely, from a higher to a lower grade, it leans towards the lower grade.
B. **Gradient Approach:** For clear gradients between two grades, the midpoint or average is identified based on evenly distributed gradients. For instance, between a C and an A-, there are five gradients (C+, B-, B, B+, A-), making B the midpoint.
C. **Maintaining Balance:** For grades close to each other, overly generous grade changes were avoided to ensure fairness.
D. **Generosity with Same Letter Grade:** For grades within the same letter grade range, a generous shift was avoided.
E. **Substantial Differences:** For wide grade differences, the average was determined considering both directionality and gradient approach.

I.b Interweek Grading - Examples

From an A to a B:
a. The average is influenced by the direction of grade movement from higher to lower, resulting in a grade leaning closer to B.
b. Result: B+

From a B to an A-:
c. The directionality from lower (B) to higher (A-) nudges the average closer to the A-.
d. Result: A-

From a B to an A:
e. The average is influenced by the direction of grade movement from lower to higher, resulting in a grade leaning closer to A.
f. Result: A-

From an A- to an A:
g. Though there's an upward movement, the closeness of the grades means the average isn't nudged to a full A. Instead, it remains close to the starting grade to avoid being overly generous.
h. Result: A-

From an A- to a B:
i. The average, moving from a higher grade (A-) to a lower grade (B), leans closer to the B.
j. Result: B+

From a C to an A-:
k. Considering the five gradients between a C and an A- (C+, B-, B, B+, A-), the midpoint in this distribution is B.
l. Result: B

II. Midterm Grade

1. Mode-Based Grading:

- Definition: The grade that appears most frequently in the set of grades. If two or more grades appear equally as often, a decision can be made based on the higher grade or a qualitative assessment of the student's performance.
- Example: For grades [B,B,A,A-,A,A-], the mode is "A", so the midterm grade would be "A".

2. Trend-Based Grading:

- Definition: Evaluate the progression of grades over time. An upward trend might result in a higher final grade to reward improvement and effort, while a declining trend might suggest a lower overall grade.
- Example: For grades [B,C,B+,B,A-,B], the student showed improvement from a C to consistent Bs and an A-, indicating an upward trajectory. This might warrant a midterm grade of "B+" or "A-" based on the positive trend.

3. Distraction Grade:

- This will represent behaviors that detract from learning, like being on the phone. An "A" here would mean rarely distracted, while a "F" would signify frequent distractions.

4. Focus Grade:

- This grade reflects the student's overall attentiveness and engagement. An "A" would mean the student is always focused and participating, while an "F" indicates the opposite.

5. Outcome

=> comprehensive and nuanced grading system capturing performance and behavior.

Example for the midterm grades:

- You can either average the event grades with the Distraction and Focus grades or use them as a weight or adjustment factor.
    - To illustrate, if J had a trend-based grade of "A-", but his Distraction Grade is a "C" and his Focus Grade is a "B", you can:
- Average all the grades (including event grades, Distraction, and Focus) to get a holistic midterm grade.
- Or use the Distraction and Focus grades to adjust the trend-based grade. For instance, a "C" in Distraction might pull the grade down, while a "B" in Focus might slightly elevate it.
- comprehensive and nuanced grading system that captures both performance and behavior.

Student	gr.1	gr.2	gr.3	gr.4	gr.5	gr.6	Distraction	Focus	Midterm via Mode	Midterm via Trend	Final Professor
student.9	B	A	B+	A	A-	B+	C	B-	A	B+	B+
student.2	A	A	B+	A	B+	A	A	A	A	A	A
student.0	B	B	A	A-	A	A-	B+	A	A-	A-	A-
student.8	B	A	B	A	B	A-	B+	B	A	B+	B+