

Student Investment and Efficacy

“[F]ostering student investment intentionally brings students in as partners in their learning. This means they clearly see and understand the connections among learning, homework, tests, instruction, grades, and improvement. With this information, students plan how to move their own learning forward. Students who are invested recognize when they feel confident as well as when they feel unsure.”

“Student investment happens in a culture focused on learning.”

—Vagle, 2015, p. 11

1. In what ways can grading and the summative assessment paradigm contribute to a *culture of learning*?
2. How can teachers balance the importance of student investment within the summative paradigm with their responsibility to determine proficiency levels for reporting to others?

(Efficacy, page 1 of 3)

3. What differences do you typically notice about students who feel confident versus those who feel unsure? Do those differences impact how they react to report card grades?

Fixed Mindset	Growth Mindset

“People with the fixed mindset have just as much confidence as people with the growth mindset—before anything happens, that is. But as you can imagine, their confidence is more fragile since setbacks and even effort can undermine it.”

—Dweck, 2006, p. 51

(Efficacy, page 2 of 3)

1. How does the traditional grading paradigm contribute to the development of a fixed mindset?
2. Which of the grading practices that were discussed over the past two days would contribute to developing a growth mindset within students?
3. Describe a time when a poor grade undermined a student's confidence to the point where recovering was negligible or nonexistent. Looking back, what would you have done differently to prevent that from happening?

(Efficacy, page 3 of 3)