

The Process: Grading and Reporting Questionnaire

(Source: Thomas R. Guskey. Can be reproduced for classroom use.)

Name (optional) _____ Grade level _____

Years of teaching experience _____ Subjects _____

Directions: Please read each question carefully, think about your response, and answer each as honestly as you can.

1. What do you believe are major reasons to use report cards and assign grades to students' work?

2. Ideally, what purposes do you believe report cards or grades should serve?

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3. Although classes certainly differ, what percent on average of students in your classes receive the following grades:

A _____ B _____ C _____ D _____ E or F _____

4. What would you consider an ideal distribution of grades in your classes? List by percent.

A _____ B _____ C _____ D _____ E or F _____

5. The current grading system in many schools uses the following combination of letter grades, percentages, and/or categories:

A	100–90%	Excellent, exceptional
B	89–80%	Good, proficient
C	79–70%	Average, basic
D	69–60%	Poor, below basic
E or F	59% or <	Failing

6. If you could make any changes in this system, what would they be?

7. Is there an established, uniform grading policy in your school or district?

Yes _____ No _____ I don't know _____

8. How well would you say you understand those policies?

Not at all **Somewhat** **Very well**

1 **2** **3** **4** **5**

9. Grades and other reporting systems serve a variety of purposes. Based on your beliefs, rank the following purposes from **1** (most important) to **6** (least important).

___ Communicate information to parents about student achievement and performance in school.

___ Provide information to students for self-evaluation.

___ Select, identify, or group students for certain educational programs such as honor classes.

___ Provide incentives for students to learn.

___ Document student performance to evaluate the effectiveness of school programs.

___ Provide evidence of student lack of effort or inappropriate responsibility.

10. What are the most positive aspects of report cards and the process of assigning grades?

11. What do you like least about report cards and the process of assigning grades?

12. Teachers use a variety of elements in determining student grades. Among those listed, please check those that you use and indicate what percent each contributes to student grades.

<input type="checkbox"/> Major examinations	<input type="checkbox"/> Work habits and neatness	<input type="checkbox"/> Reports or projects
<input type="checkbox"/> Major compositions	<input type="checkbox"/> Effort put forth	<input type="checkbox"/> Student portfolios
<input type="checkbox"/> Unit tests	<input type="checkbox"/> Class attendance	<input type="checkbox"/> Exhibits of student work
<input type="checkbox"/> Class quizzes	<input type="checkbox"/> Punctuality of assignments	<input type="checkbox"/> Laboratory projects
<input type="checkbox"/> Oral presentations	<input type="checkbox"/> Class behavior or attitude	<input type="checkbox"/> Student notebooks or journals
<input type="checkbox"/> Homework completion	<input type="checkbox"/> Progress made	<input type="checkbox"/> Classroom observations
<input type="checkbox"/> Homework quality		<input type="checkbox"/> Other _____
<input type="checkbox"/> Class participation		

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