

Chapter 2 Reflection Questions

Use the following questions to help initiate discussions and assist faculty in examining the potential of replacing flawed grading policies and practices.

1. Whether a letter or a numerical score, what does a final grade mean when it is based on an average of a set of scores?
2. The grades of lower-achieving students, who receive grades below a C+, do not necessarily predict future failure. What can explain that?
3. What are the strengths and the weaknesses of computerized grading systems that require final grades to be determined by a specific date, with little or no flexibility to later raise the grades?
4. Which of the following factors—time, teaching, assessment, or school policy—would be the most difficult to implement in your school or district? Why?
5. What is the difference between formative and summative assessment? What would a balance of these two assessment types look like at your school or district? How do these assessment types apply to teach-and-learn versus sort-and-select practices?
6. As a high school teacher, what weight would you place on attendance, homework, classwork, and quizzes versus end-of-unit tests? Would your response differ if you were an elementary or middle school teacher? Why or why not?
7. How do traditional grading practices distinguish between formative and summative assessments?
8. What are the problems with requiring seat time when implementing a mastery learning model?