

## Chapter 4 Reflection Questions

Use the following questions to initiate faculty discussions and assist faculty to examine standards-based grading's potential, which includes separating product, process, and progress criteria, as well as changing the way teachers assign homework.

1. What is the purpose of the homework you assign—practicing skills, learning content, providing feedback, or contributing to student organization and responsibility?
2. How do (or can) your homework assignments provide teacher and student feedback that contributes to content mastery?
3. Historically, high-achieving student grades have tended to be based on a combination of process and product criteria, while low-achieving student grades have tended to be based on process and progress criteria. How can moving to standards-based grading change this trend? What would the consequences be?
4. If students are graded based on process criteria such as attendance, punctuality, and class participation, is it reasonable to expect those skills and behaviors to be taught in ways that allow students to learn and develop them?
5. Researchers such as O'Connor and Wormeli (2011) contend that students learn when teachers let them correct errors and resubmit work and retake tests. However, some teachers, administrators, students, and parents perceive such practices as unfair and contributing to a lack of responsibility. How do you reconcile these opposing views?

*Source: O'Connor, K., & Wormeli, R. (2011). Reporting student learning. Educational Leadership, 69(3), 40–44.*