

Grading Reflection Questions

Below are a list of questions that are meant to illicit reflection around your grading practices and procedures.

- ❖ Do you plan your assessment prior to introducing your unit?
- ❖ How often do students receive feedback about their progress before their summatives?
- ❖ Are there consistent opportunities to confer (verbally discuss) progress with students?
- ❖ What role do students play in creating rubrics or grading practices?
- ❖ Are there built in [assessment reflections](#) for students to complete?
- ❖ Do students have an opportunity to give each other feedback on their work?
- ❖ What does a letter grade represent in your classroom?
- ❖ What symbol(s) do you use for grades (*A, B, C, D, F*, rubric levels, percents, other)?
- ❖ What do you do if the work falls on the borderline between two grade categories?
- ❖ How many skills/standards does a grade cover?
- ❖ What depth of knowledge is most frequently assessed?
- ❖ How much of your grades reflect work completion versus skill acquisition?
- ❖ Are grades used as a disciplinary measure or do they result in some form of negative consequence in your classroom or school?
- ❖ How often do you or your fellow teachers use grades to compare individual students within your class?
- ❖ How often (if ever) are kids made aware of where they fall academically compared to the peers within their class?
- ❖ How do you incorporate goal setting within your grading practices?
- ❖ What routine(s) do you follow to ensure grading is completed in a timely fashion? (How often do you find yourself “binge grading”?)
- ❖ How do you use formative grades to adjust instruction?
- ❖ Do you have a process or procedure for late work?
- ❖ Do you have a process or procedure for missing work?
- ❖ How do you communicate with families about their child’s progress and how frequently? (Do you reach out only if students are failing?)
- ❖ What do you do if a majority or large number of students fail or do poorly on an assessment?
- ❖ What do you do if the vast majority of students excel on an assessment?
- ❖ What are your personal beliefs about the purpose of grades?
- ❖ How often have you reflected on potential bias that occurs while grading?
- ❖ How would students describe the culture of learning in your classroom? (collaborative, cooperative, grade centered, growth centered, etc)

Teacher Resources from awakeandaccelerate.com