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Survey Results

Instructor Zone

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Survey Results

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Survey: District 34 Fifth Grade Parent Grading Survey 2008

55 respondents took this survey.

Question Summary

Question	Question Type	% of Respondents Submitting
Details Question 1	Multiple select	100.00%
Details Question 2	Multiple select	100.00%
Details Question 3	Multiple select	100.00%
Details Question 4	Multiple select	100.00%
Details Question 5	Multiple select	100.00%
Details Question 6	Multiple select	100.00%
Details Question 7	Multiple select	100.00%
Details Question 8	Multiple select	100.00%
Details Question 9	Multiple select	100.00%
Details Question 10	Multiple select	100.00%
Details Question 11	Multiple select	100.00%
Details Question 12	Multiple select	100.00%
Details Question 13	Multiple select	100.00%
Details Question 14	Multiple select	100.00%
Details Question 15	Multiple select	100.00%
Details Question 16	Multiple select	100.00%
Details Question 17	Multiple select	100.00%
Details Question 18	Multiple select	100.00%
Details Question 19	Multiple select	100.00%
Details Question 20	Multiple select	100.00%
Details Question 21	Free response	49.09%

A red asterisk (*) indicates required questions.

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Question 1 (Multiple select)*

55 of 55 respondents answered this question.

My child attends:

	Number of Respondents	Percent
Glen Grove School	23	41.82%
Hoffman School	14	25.45%
Pleasant Ridge School	18	32.73%

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Question 2 (Multiple select)*

55 of 55 respondents answered this question.

My child's gender is:

	Number of Respondents	Percent
Male	27	49.09%
Female	28	50.91%

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Question 3 (Multiple select)*

55 of 55 respondents answered this question.

My child receives services in the following areas:

	Number of Respondents	Percent
ELL	2	3.64%
Gifted Enrichment	19	34.55%
Student Services	3	5.45%
None of the above	34	61.82%

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Question 4 (Multiple select)*

55 of 55 respondents answered this question.

I believe letter grades accurately reflect my child's academic achievements.

	Number of Respondents	Percent
Strongly Agree	12	21.82%
Agree	38	69.09%
Disagree	5	9.09%
Strongly Disagree	0	0.00%

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Question 5 (Multiple select)*

55 of 55 respondents answered this question.

I believe letter grades, along with specific written feedback, more accurately reflect my child's academic achievements.

	Number of Respondents	Percent
Strongly Agree	37	67.27%
Agree	18	32.73%
Disagree	0	0.00%
Strongly Disagree	0	0.00%

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Question 6 (Multiple select)*

55 of 55 respondents answered this question.

I believe the same criteria should be used to grade all students who do not receive additional enrichment or support.

	Number of Respondents	Percent
Strongly Agree	23	41.82%
Agree	24	43.64%
Disagree	8	14.55%
Strongly Disagree	0	0.00%

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Question 7 (Multiple select)*

55 of 55 respondents answered this question.

I believe grades motivate my child.

	Number of Respondents	Percent
Strongly Agree	24	43.64%
Agree	26	47.27%
Disagree	2	3.64%
Strongly Disagree	3	5.45%

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Question 8 (Multiple select)*

55 of 55 respondents answered this question.

I issue rewards for good grades.

	Number of Respondents	Percent
Always	9	16.36%
Most of the time	8	14.55%
Sometimes	25	45.45%
Never	13	23.64%

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Question 9 (Multiple select)*

55 of 55 respondents answered this question.

I issue consequences for poor grades.

	Number of Respondents	Percent
Always	2	3.64%
Most of the time	10	18.18%
Sometimes	22	40.00%
Never	21	38.18%

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Question 10 (Multiple select)*

55 of 55 respondents answered this question.

If I have concerns about my child's grades, I contact my child's teacher(s).

	Number of Respondents	Percent
Always	27	49.09%
Most of the time	14	25.45%
Sometimes	12	21.82%
Never	2	3.64%

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Question 11 (Multiple select)*

55 of 55 respondents answered this question.

I believe my child should be able to improve his/her grades by retaking or correcting assessments.

	Number of Respondents	Percent
Strongly Agree	10	18.18%
Agree	20	36.36%
Disagree	24	43.64%
Strongly Disagree	1	1.82%

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Question 12 (Multiple select)*

55 of 55 respondents answered this question.

I believe my child should be able to retake or correct assessments for the purpose of:(check all that apply)

	Number of Respondents	Percent
Improving his/her grade	22	40.00%
Improving his/her content/concept mastery	47	85.45%
Experiencing success and boosting his/her self esteem	25	45.45%
None of the above	3	5.45%

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Question 13 (Multiple select)*

55 of 55 respondents answered this question.

I believe regular assignments should be graded for: (check all that apply)

	Number of Respondents	Percent
Accuracy	54	98.18%
Completion	51	92.73%
Promptness	45	81.82%
Effort	46	83.64%

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Question 14 (Multiple select)*

55 of 55 respondents answered this question.

I believe long term assignments or projects should be graded for: (check all that apply)

	Number of Respondents	Percent
Accuracy	48	87.27%
Completion	52	94.55%
Promptness	44	80.00%
Effort	49	89.09%
Presentation	50	90.91%
Creativity	43	78.18%

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Question 15 (Multiple select)*

55 of 55 respondents answered this question.

I believe that my child's grades in fifth grade should be an indicator of their success in middle school.

	Number of Respondents	Percent
Strongly Agree	17	30.91%
Agree	30	54.55%
Disagree	6	10.91%
Strongly Disagree	2	3.64%

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Question 16 (Multiple select)*

55 of 55 respondents answered this question.

I believe that grades are an indicator of my child's ability to learn.

	Number of Respondents	Percent
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Strongly Agree	11	20.00%
Agree	29	52.73%
Disagree	12	21.82%
Strongly Disagree	3	5.45%

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Question 17 (Multiple select)*

55 of 55 respondents answered this question.

I believe that a letter grade is secondary to content/concept mastery.

	Number of Respondents	Percent
Strongly Agree	19	34.55%
Agree	25	45.45%
Disagree	11	20.00%
Strongly Disagree	0	0.00%

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Question 18 (Multiple select)*

55 of 55 respondents answered this question.

I believe that my child should be allowed to complete some extra credit work to improve a grade.

	Number of Respondents	Percent
Strongly Agree	19	34.55%
Agree	28	50.91%
Disagree	6	10.91%
Strongly Disagree	2	3.64%

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Question 19 (Multiple select)*

55 of 55 respondents answered this question.

As the school term progresses, I believe that grading criteria should reflect a higher standard of learning/accountability.

	Number of Respondents	Percent
Strongly Agree	17	30.91%
Agree	33	60.00%
Disagree	5	9.09%
Strongly Disagree	0	0.00%

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Question 20 (Multiple select)*

55 of 55 respondents answered this question.

I believe my child's grades should reflect his/her improvement and progress during the term.

	Number of Respondents	Percent
Strongly Agree	18	32.73%
Agree	33	60.00%
Disagree	4	7.27%
Strongly Disagree	0	0.00%

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Question 21 (Free response)

27 of 55 respondents answered this question.

Please share with us any other comments, questions or concerns you have regarding grading at the fifth grade level.

	Number of Respondents	Percent
There was not enough feed back supplied with the grades. There were numbers and letter grades in each subject. Sometimes 3s and 4s could be an A or a B without any explanation.	1	3.70%
Attea and Pleasant Ridge have made it too easy to receive A's. Attea (and Springman) do not adequately prepare students for high school, like districts 30 & 31 do.	1	3.70%
consistency in grading and clearly defined grading practices are necessary for kids to feel in control of their own grades.	1	3.70%
Grading seems fairly subjective at this level. Different teachers have different standards and some children are seen as 'B' or 'C' students - they receive this grade on everything they hand in even if a project is 'A' quality. It would benefit students to switch classes more often for different subjects (in 4th and 5th grades)so that they can experience different teachers and get a wider scope of feedback on their work.	1	3.70%
I beleive there needs to be consistency between teachers in terms of the way grades are given.	1	3.70%
I believe that some grades may be inflated, but not too sure about this.	1	3.70%
I don't see consistency of homework assignments among teachers. One teacher can give more homework than another. And I don't like when there is class time during school hours to do homework and complete class assignments. I would rather like to see new material discussed and covered during the school hours. And I would like projects and homework done at home. Also, if a student is an average student(not in tree or pulled for excellerated program) not enough homework was given and brought home.	1	3.70%
I have experienced grading at Glen Grove with 3 different children. For the most part, i think grades have accurately reflected my childrens' performance. I believe grading should be objective, and effort, while part of the grade cannot make up for lack of substantive knowledge. Artificially raising grades at this age level for kids who talk a lot in class sets children up with unrealistic expectations of middle school grades. Not all students get A's or B's. That is OK, and kids and parents need to know that. Learning and mastery can be graded and is an objective assessment that teachers, parents and children need to have at this grade level.	1	3.70%
I know creating surveys are hard. There were a few questions for which I wasn't sure what you were trying to ask - such as what the "more" in Q. 5 related to - more than letter grades? That would be true with some teachers, if they are honest and insightful, but not with all, though I think the kids generally appreciate the comments if they make sense. Also for Q 20 not sure if you're trying to say that grades should somehow factor in progress or simply that by looking at grades I can see whether or not my child is improving. I read it as the latter. Overall, I would have liked to have seen a more serious effort at letter grading on assignments and projects occur earlier in my child's GG career.	1	3.70%
I like that at the intermediate level the kids receive both the letter grades which reflect the actual results of their tests, papers, etc and also receive the related rubric grades for various skills, behaviors, etc. It takes some of the emphasis off grading and represents a more complete picture of what is going on in school. Related to question 10 - "bad" grades (and in particular, unexpected grades) always prompt a discussion at home prior to any contact with a teacher. We contact the teacher in order to get the whole picture and to address any concerns left from a conversation with the kids. One other aspect of grading that is important to us - we (that includes the student) don't like to be surprised! The letter grades should never be a surprse because graded papers and tests should be handed back and everyone should have a sense of where the letter grade stands. For areas graded using the numbered rubric - I would hope teachers would contact parents prior to the report card if there is an issue that would prompt a 1 or even a 2. It's not that we necessarily view these as "bad" grades - but they do indicate areas in which the teachers/parents need to spend a bit more time with the child.	1	3.70%
I strongly beleive if a child is struggling in keeping up with school, this should not be used as an indicator that the child has comprehension problems or any other issues; therefore, the school should not rush to have the child tested and labeled. Instead, the school should provide all the help the child needs including one on one service, and any other services the child is entitled to. We are tax payers and we pay prety hefty money for the school district, therefore we should get our money's worth!	1	3.70%
I think that grades should mean the same thing at the beginning of the year as at the end of the year. The standard should remain the same, and not change. There have been instances where cartwork was combined with the regular subject matter on a project. And my child's grade was lowered as a result of the artwork, when the primary subject matter (and the purpose for the assignment) was not art. This is wrong.	1	3.70%
I think that the inclusion of "creativity" as part of a grading process is extremely subjective and can hurt the child who thinks literally. I am certain there are ways to inject creativity into an assignment and base that part of the grade on their effort, but it should be very specific with visual examples for a child to follow. Some kids can't simply pick up the ball and run with it when told, "...and be creative!" Nor it is always spelled out that the creative effort is considered a substantive part of the grade. My larger concern is with communication about daily issue that affect grading. I shouldn't have to wait until I get a report card to find out there was a problem, which was the case more than once this year. I honestly don't care about the letter on the report card, but I do care when it's based on issues that should have been addressed with a parent long before the marking period is over. That's not cool.	1	3.70%
I would say to have the teachers give out report cards to the students and also mail them!	1	3.70%
I'm concerned that grading has become something of a system that parents "game" to try to set up their child for success through a grade record rather than through mastery of skills. While it seems appropriate that their be some subjectivity to grades, it should also be true that a grade is an indication of how my child understand the work, as well as completes assignments. I have a child who masters the concepts easily, but struggles with work completion. I would expect his grade to reflect his abilities on both skills and effort/completion.	1	3.70%

<p>It feels like the teachers are purposely giving lower grades at the beginning of the year and trying to show improvement over the course of the year. E.g. He received an A in Math all three trimesters but 1's and 2's in the four supporting grade areas, e.g. math computation, for the first trimester, which then improved over time. I felt as if I wasn't receiving an accurate picture of the work he was performing. I would prefer a true "snapshot" for that trimester, which is not connected to his work in the following trimester.</p>	1	3.70%
<p>Ms Lacivita is a great asset to Hoffman school She was thorough, fair, encouraging, etc!!!</p>	1	3.70%
<p>My child's teacher placed too much emphasis on presentation and neatness of written projects over mastery of the subject matter. Even though my child received very high grades, I did not consider the grading from her homeroom teacher to be a useful indicator of mastery of the concepts. As a parent, my greatest concern is whether my child is learning the material that is presented. If my child's illustrations are not perfect and the end project does not resemble a Martha Stewart masterpiece, I frankly don't care as long as the written material demonstrates an understanding of the concepts and her writing contains accurate spelling, punctuation and grammar.</p>	1	3.70%
<p>My daughter received consistently high grades in 3rd, 4th, and 5th grades. My husband and I were often concerned that the grades were not accurate because she didn't seem to have mastered the work, specifically in math and writing skills, when we would go over the material at home. When we discussed this with her teachers we were told that she was one of their best students. I believe that my daughter is an excellent student and citizen in the classroom, completing assignments on time, engaged in discussions, motivating team members, etc. However, I think she is really a B student rather than the straight A student she appears on paper. We're expecting her grades to be lower in 6th, which could motivate her to really learn the material through study rather than memorizing a pre-test to ace the final. The other side of this story is that all three of her teachers at Pleasant Ridge were incredible. They were dedicated, passionate, fun, and really smart. My daughter had a great experience and her self-esteem is very high as a result.</p>	1	3.70%
<p>My daughter was graded by numbers and also letters. This method along with the teachers explanation of her improvement and/or concerns helped me as a parent to help my child in her weaknesses and strengths.</p>	1	3.70%
<p>My issue isn't as much with grading as it is with the testing materials. My daughter was quite adept at memorizing yet I wasn't convinced she really knew the material well and in fact, often times couldn't explain it to me in her own words -- even though she achieved mostly 'a's.</p>	1	3.70%
<p>On the question about issuing consequences for poor grades, I marked it most of the time because I would if she got poor grades. She has always gotten mostly A's with a few B's.</p>	1	3.70%
<p>The cover sheets provided with certain assignments/projects which describe the grading process across various criteria are very helpful. Perhaps more communication regarding progress (strengths/weaknesses) would be beneficial to parents who have time to go over concepts with which the student is having difficulty.</p>	1	3.70%
<p>Unfortunately, fifth grade for my son was very unpredictable. We very rarely got graded work back from the teacher and through out the year my son was was unclear on how to do much of the math work he brought home. My husband and I ended up helping him understand concepts that he should have mastered in the classroom. This did not only apply to the math but other areas as well. The communication with my son's teacher and my son's progress was very poor and although my son received straight A's we have no idea how he got those grades. He was pulled for enrichment reading and I think the work he did in there exceeded the work in the classroom and I had a clear view of what was expected of him and the grades he received on all of his work. Three days before school was out my son was required to do a bibliography which some of the kids did present to the class but others did not. My son worked hard on the bibliography. The bibliography came back on the last day of school with no grade marked on it and no mention from the teacher about the content. I find this to be ridiculous and a waste of time for my son and ourselves. We found fifth grade extremely frustrating and we are hoping he will be equipped for 6th grade at Attea but am not sure he will be. We have two daughters starting Pleasant Ridge this year and I hope they have success with their teachers and have a much better experience than my son. I will strongly request that either of them do not get the same teacher as my son had for fifth grade.</p>	1	3.70%
<p>We are happy with the grading system. It is a way for our child to set goals for himself, and it is a familiar way for us to monitor his academic achievements. A low grade is a reminder to try harder or that there are areas that need extra work from home and at school.</p>	1	3.70%
<p>We are not especially fond of using grades as a form of a learning "enticement" but would prefer a genuine interest in learning the subject required to spark the grades and not the other way around. We understand that grades are an important role in the American educational system, but we also appreciate alternative educational systems to be as affective, and perhaps even more creative, for the learning process. We believe in "thinking outside the box" and feel this is not always taught. Sadly we also know that teachers because of the flawed governmental educational policies often find themselves "teaching to tests." This we find an unacceptable part of the American school system.</p>	1	3.70%
<p>Yes, I do agree with grades but I also believe the kids need to know when they get something wrong how to correct it and do better next time. There is too much emphasis on just the grade and not on learning.</p>	1	3.70%
<p>Total</p>	27	100.00%