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**Survey Results**

**Instructor Zone**

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**Survey Results**

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**Survey:** District 34 Middle School Grading Survey 2008

72 respondents took this survey.

**Question Summary**

Question	Question Type	% of Respondents Submitting
<a href="#">Details</a> Question 1	Multiple select	100.00%
<a href="#">Details</a> Question 2	Multiple select	100.00%
<a href="#">Details</a> Question 3	Multiple select	100.00%
<a href="#">Details</a> Question 4	Multiple select	100.00%
<a href="#">Details</a> Question 5	Multiple select	100.00%
<a href="#">Details</a> Question 6	Multiple select	100.00%
<a href="#">Details</a> Question 7	Multiple select	100.00%
<a href="#">Details</a> Question 8	Multiple select	100.00%
<a href="#">Details</a> Question 9	Multiple select	100.00%
<a href="#">Details</a> Question 10	Multiple select	100.00%
<a href="#">Details</a> Question 11	Multiple select	100.00%
<a href="#">Details</a> Question 12	Multiple select	100.00%
<a href="#">Details</a> Question 13	Multiple select	100.00%
<a href="#">Details</a> Question 14	Multiple select	100.00%
<a href="#">Details</a> Question 15	Multiple select	100.00%
<a href="#">Details</a> Question 16	Multiple select	100.00%
<a href="#">Details</a> Question 17	Multiple select	100.00%
<a href="#">Details</a> Question 18	Multiple select	100.00%
<a href="#">Details</a> Question 19	Multiple select	100.00%
<a href="#">Details</a> Question 20	Multiple select	100.00%
<a href="#">Details</a> Question 21	Multiple select	100.00%
<a href="#">Details</a> Question 22	Multiple select	100.00%
<a href="#">Details</a> Question 23	Multiple select	100.00%
<a href="#">Details</a> Question 24	Multiple select	100.00%
<a href="#">Details</a> Question 25	Multiple select	100.00%
<a href="#">Details</a> Question 26	Multiple select	100.00%
<a href="#">Details</a> Question 27	Multiple select	100.00%
<a href="#">Details</a> Question 28	Multiple select	100.00%
<a href="#">Details</a> Question 29	Multiple select	100.00%
<a href="#">Details</a> Question 30	Free response	31.94%

A red asterisk (\*) indicates required questions.

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**Question 1 (Multiple select)\***

72 of 72 respondents answered this question.

What subject(s) do you currently teach? (check all that apply)

	<b>Number of Respondents</b>	<b>Percent</b>
Math	12	16.67%
Science	8	11.11%
Social Studies	9	12.50%
LA	21	29.17%
Fine Arts	6	8.33%
PE	9	12.50%
Global Language	3	4.17%
ELL	1	1.39%
Gifted Enrichment	3	4.17%
Student Services	8	11.11%

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**Question 2 (Multiple select)\***

72 of 72 respondents answered this question.

What grade level(s) do you currently teach? (check all that apply)

	<b>Number of Respondents</b>	<b>Percent</b>
6	35	48.61%
7	37	51.39%
8	35	48.61%

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**Question 3 (Multiple select)\***

72 of 72 respondents answered this question.

How many years have you been teaching?

	<b>Number of Respondents</b>	<b>Percent</b>
1 year or less	6	8.33%
2 to 5 years	20	27.78%
6 to 10 years	18	25.00%
11 years or more	28	38.89%

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**Question 4 (Multiple select)\***

72 of 72 respondents answered this question.

I use letter grades alone to accurately reflect student achievement

	<b>Number of Respondents</b>	<b>Percent</b>
Always	6	8.33%
Most of the time	29	40.28%
Sometimes	20	27.78%
Never	17	23.61%

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**Question 5 (Multiple select)\***

72 of 72 respondents answered this question.

I use letter grades, along with anecdotal feedback, to accurately reflect student achievement

	Number of Respondents	Percent
Always	16	22.22%
Most of the time	41	56.94%
Sometimes	12	16.67%
Never	3	4.17%

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**Question 6 (Multiple select)\***

72 of 72 respondents answered this question.

I use the same criteria to grade all students who do not receive additional enrichment or support

	Number of Respondents	Percent
Always	15	20.83%
Most of the time	30	41.67%
Sometimes	18	25.00%
Never	9	12.50%

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**Question 7 (Multiple select)\***

72 of 72 respondents answered this question.

I use grades to motivate students

	Number of Respondents	Percent
Always	0	0.00%
Most of the time	17	23.61%
Sometimes	50	69.44%
Never	5	6.94%

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**Question 8 (Multiple select)\***

72 of 72 respondents answered this question.

I use grades to reward students for improvement

	Number of Respondents	Percent
Always	3	4.17%
Most of the time	16	22.22%
Sometimes	39	54.17%
Never	14	19.44%

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**Question 9 (Multiple select)\***

72 of 72 respondents answered this question.

I use extra credit in my grade calculations for students

	Number of Respondents	Percent
Always	4	5.56%
Most of the time	3	4.17%
Sometimes	52	72.22%
Never	13	18.06%

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**Question 10 (Multiple select)\***

72 of 72 respondents answered this question.

I incorporate student effort in my grade calculations

	<b>Number of Respondents</b>	<b>Percent</b>
Always	28	38.89%
Most of the time	13	18.06%
Sometimes	27	37.50%
Never	4	5.56%

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**Question 11 (Multiple select)\***

72 of 72 respondents answered this question.

I allow students to improve their grades by retaking or correcting assessments

	<b>Number of Respondents</b>	<b>Percent</b>
Always	19	26.39%
Most of the time	22	30.56%
Sometimes	29	40.28%
Never	2	2.78%

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**Question 12 (Multiple select)\***

72 of 72 respondents answered this question.

I allow students to correct work for partial credit

	<b>Number of Respondents</b>	<b>Percent</b>
Always	14	19.44%
Most of the time	16	22.22%
Sometimes	37	51.39%
Never	5	6.94%

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**Question 13 (Multiple select)\***

72 of 72 respondents answered this question.

I assign a letter grade or points to assignments

	<b>Number of Respondents</b>	<b>Percent</b>
Always	33	45.83%
Most of the time	33	45.83%
Sometimes	4	5.56%
Never	2	2.78%

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**Question 14 (Multiple select)\***

72 of 72 respondents answered this question.

I grade assignments for accuracy and progress

	<b>Number of Respondents</b>	<b>Percent</b>
Always	19	26.39%
Most of the time	38	52.78%
Sometimes	14	19.44%
Never	1	1.39%

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**Question 15 (Multiple select)\***

72 of 72 respondents answered this question.

I only record graded assignments after the student has had time to practice a given skill

	Number of Respondents	Percent
Always	28	38.89%
Most of the time	33	45.83%
Sometimes	8	11.11%
Never	3	4.17%

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**Question 16 (Multiple select)\***

72 of 72 respondents answered this question.

I give points/grades for assignments that are completed (regardless of accuracy)

	Number of Respondents	Percent
Always	5	6.94%
Most of the time	18	25.00%
Sometimes	43	59.72%
Never	6	8.33%

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**Question 17 (Multiple select)\***

72 of 72 respondents answered this question.

I use student work to inform my daily instruction/planning

	Number of Respondents	Percent
Always	30	41.67%
Most of the time	29	40.28%
Sometimes	12	16.67%
Never	1	1.39%

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**Question 18 (Multiple select)\***

72 of 72 respondents answered this question.

The students in my class know that a letter grade is secondary to content mastery

	Number of Respondents	Percent
Always	17	23.61%
Most of the time	35	48.61%
Sometimes	18	25.00%
Never	2	2.78%

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**Question 19 (Multiple select)\***

72 of 72 respondents answered this question.

I provide the opportunity, in class, for students to review and reflect on their graded work

	Number of Respondents	Percent
Always	16	22.22%
Most of the time	37	51.39%
Sometimes	17	23.61%

Never	2	2.78%
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**Question 20 (Multiple select)\***

72 of 72 respondents answered this question.

As the school term progresses, my grading criteria become more rigorous

	Number of Respondents	Percent
Always	12	16.67%
Most of the time	21	29.17%
Sometimes	33	45.83%
Never	6	8.33%
		<a href="#">top</a>

**Question 21 (Multiple select)\***

72 of 72 respondents answered this question.

I adjust student grades based on student improvement and progress during the term

	Number of Respondents	Percent
Always	14	19.44%
Most of the time	18	25.00%
Sometimes	37	51.39%
Never	3	4.17%
		<a href="#">top</a>

**Question 22 (Multiple select)\***

72 of 72 respondents answered this question.

I deduct grades/points for work that is:(check all that apply)

	Number of Respondents	Percent
late	62	86.11%
incomplete	59	81.94%
not turned in	68	94.44%
		<a href="#">top</a>

**Question 23 (Multiple select)\***

72 of 72 respondents answered this question.

I use grades to help students set individual goals

	Number of Respondents	Percent
Always	4	5.56%
Most of the time	25	34.72%
Sometimes	36	50.00%
Never	7	9.72%
		<a href="#">top</a>

**Question 24 (Multiple select)\***

72 of 72 respondents answered this question.

When grading, I provide the following:(check all that apply)

	Number of Respondents	Percent
letter grade	55	76.39%
specific feedback	64	88.89%
plus/minus	30	41.67%

points 63 87.50% [top](#)

**Question 25 (Multiple select)\***  
72 of 72 respondents answered this question.

My turn around for grading student work is

	Number of Respondents	Percent
immediate (graded in class)	11	15.28%
next class meeting	36	50.00%
2 class meetings or more	23	31.94%
I don't grade student work	2	2.78%

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**Question 26 (Multiple select)\***  
72 of 72 respondents answered this question.

My turn around for grading student projects or tests is

	Number of Respondents	Percent
immediate (graded in class)	3	4.17%
next class meeting	20	27.78%
2 class meetings or more	49	68.06%
I don't grade student projects or tests	0	0.00%

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**Question 27 (Multiple select)\***  
72 of 72 respondents answered this question.

I round grades up or down based on: (check all that apply)

	Number of Respondents	Percent
effort	61	84.72%
behavior	21	29.17%
class participation	38	52.78%
improvement	56	77.78%

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**Question 28 (Multiple select)\***  
72 of 72 respondents answered this question.

I use zeros: (check all that apply)

	Number of Respondents	Percent
for missing work	57	79.17%
for late work	10	13.89%
for failing grades on assignments/projects	2	2.78%
for failing grades on assessments	3	4.17%
for cheating	37	51.39%
never	10	13.89%

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**Question 29 (Multiple select)\***  
72 of 72 respondents answered this question.

I use a failing percentage (i.e. 50-59%) instead of a zero as an indicator: (check all that apply)

	Number of Respondents	Percent
for missing work	13	18.06%
for late work	19	26.39%
for failing grades on assignments/projects	33	45.83%
for failing grades on assessments	40	55.56%
for cheating	7	9.72%
never	23	31.94%

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**Question 30 (Free response)**

23 of 72 respondents answered this question.

Please share any additional comments or ideas regarding grading in general or your own specific grading practices.

	Number of Respondents	Percent
A "0" isn't as devastating to a grade if point values for assignments are assigned based on the work required for the assignment. For example, I may have 15-20 homework assignments in a trimester. My homework is 15% of students final grade. Assignments range in value from 5-20 points each depending on the assignment. Entering a 0 in for one of these assignments isn't a deal breaker for a kid in my class like it would be if I only had 2-3 homework assignments and they were each worth 100 points.	1	4.35%
Because I teach multiple grade levels, many of my answers fell into the sometimes category because what I expect of a sixth grader versus an eighth grader is very different. Although I do not intentionally motivate or reward students with grades, this tends to happen naturally with many, though not all, gifted students. I give lots of handwritten feedback to gifted students because research shows that they are motivated and can handle complex feedback. I am not sure I would write as much as I do with a group of more varied ability learners, though I would still give written feedback versus the letter grade.	1	4.35%
For question 27, I rarely round grades up and when I do it is only at the end of a trimester. Also, I never round down grades.	1	4.35%
For students who earn less than 50% on an assessment, I put in the 50% points for that test or quiz, because assessments represent 60% of the grade, and such low scores are extremely difficult to bounce back from. It's still fair, since it indicates they did not master the concepts needed to an acceptable degree, but for students who consistently struggle, I offer retakes after coaching them on the original assessment to recover what they misunderstood. I use a variety of grading practices: daily work is graded in class that day; I spot-check each student's work for accuracy & effort, focusing especially on portions critical to helping me understand whether they are mastering necessary concepts or not. I help students address misunderstandings or confusions at that time or with the whole class. Other assignments require students to reflect on their learning, show mastery of skills learned in open-ended ways, or reflect on test performance. They get more time to complete these assignments and I return them within the week or sooner with both a points grade and anecdotal feedback. Other longer-term assignments are graded in similar ways. Anything is up for revision, as long as it's done within a reasonable amount of time (before the unit test, or by a certain day, usually a week later) and I announce that when I pass back the assignments so students are clear on the expectation.	1	4.35%
For their homework grade students receive 100 points at the beginning of each trimester. they get 1 miss without penalty. On the second miss they lose 5 points from the 100 and 5 points each time after. The majority of my students do their homework so this has not been a problem. I give a variety of quizzes, tests, projects, oral quizzes. They are all averaged together. Participation works the same way as their homework grade, only 1 point is deducted each time they are not participating appropriately or do not bring their supplies, etc.	1	4.35%
Grading is subjective and many times I will look at the individual student to help me decide the final grade (i.e. trimester grades) Normally I do not accept late work, however if a student has been absent and needs extra time to complete the work, I will always give that extra time to the student, then record the grade. In addition, if a student normally completes their daily homework on time and has honestly forgotten the work at home or just did not have time to complete it, I will make a judgement call --most times, just to turn in the work the next day and not give them a zero. After all, the main objective is to see if the student has learned the skill, not to penalize the student for being "just a kid". We also need to take into account the home situation for some students.	1	4.35%
I always encourage my students to identify the skills they are working to acquire and ultimately master. The focus is on development of skills and understanding. The grades are quite secondary. It is my hope that as students develop increased competence in a particular domain, their grades will reflect their growth.	1	4.35%
I believe grading depends on the student. It is very different from one person to the next. When we want our students to think critically, how do you grade this with a letter/points? We teach the skills. It is up to the student to utilize the skill. With grades/points I am limited in regards to showing growth. All someone sees (parents or students) is the letter/number. I want them to see the growth, not the symbol. I want the students to come out of the classroom with "Oh, so that's how it works."	1	4.35%
I believe that homework can not cause failing grades for students.	1	4.35%
I feel that my grading practice is dictated by our report card system. I very much believe in portfolio assessment to show student growth over time. Traditional letter grades force me to "stop" the time and give a letter grade.	1	4.35%
I took this survey before. The email said this was a new survey. I trusted the email. I don't have time to retake surveys that I have already taken. Have a nice day.	1	4.35%

<p>I weight my grade by points. Homework is only 4 points/assignment. For the term, homework assignments account for approx. 10% of their overall grade. Although I do write comments on student papers, the comments don't replace the point value and/or rubric that I also write on the student paper. A lot of education of the students and the parents would need to occur if the trend is to use comments instead of grades on student work. The community, students, high school and teachers are very letter/number oriented. I like using rubrics because they translate specific requirements into point values. If the goal is to motivate/teach the student to improve based on written feedback instead of a letter grade or points, then a rubric could still be used if the points are removed from rubric that the student views. When I taught in an elementary school and the report cards used consistently demonstrates, developing, requires additional attention as the rating scale, the parents would always ask, what was their grade. The report cards were also very long in order to assess each student in each skill.</p>	1	4.35%
<p>I would like to see the school work towards some effective means of limiting the emphasis on grades and increasing the use of written and verbal feedback. I would like to see an effort that would involve informing students and parents of a shift from the emphasis on grades to more supportive and informative feedback.</p>	1	4.35%
<p>If a student has missing work, I "harass" them inside and outside of class until they turn it in. They find that it is in their best interest to complete the work than try to get out of it! In this respect, I have become more lenient in accepting all late work during my first year of teaching, especially since the kids are pushed in/pulled out frequently and they have to track what teacher needs what work and with what expectations. I have found my homework policy has differed from other LA teachers' policies (I give students opportunities to revise/retake work that goes into my gradebook), so the question of equity then enters the picture. It has also been challenging to figure out what assignments count for what/effectively making assessments equivalent with the students' general LA class programs. There seems to be no universal procedure for how to balance out G/E and LA assessments in final grades; I have been averaging points. As you can see, I am looking to improve my grading practices since I feel I have struggled this year. I have a long way to go!</p>	1	4.35%
<p>In addition to traditional grades and points, my students use portfolios to assess their writing progress. I also conference with students to assess their writing. Students assess their own work by using rubrics and reflection guides.</p>	1	4.35%
<p>In my area, there should be as little restrictions as possible. Creativity knows no grade.....participation and experimentation should be the key.</p>	1	4.35%
<p>In orchestra I grade primarily on effort an participation</p>	1	4.35%
<p>It would not let me leave #27 blank, but I do not round grades up or down based on anything other than the mathematical score earned overall. I would have checked "none of the above" if that were an option. Thanks!</p>	1	4.35%
<p>Some questions, such as #27, would not allow you to check "none" of the boxes if they did not apply to your grading practices. Therefore, I was forced to say that I round up grades based on improvement, though it is not true...This may be an issue with other questions, as you cannot submit the survey without answering all of the questions.</p>	1	4.35%
<p>Sometimes I check homework in and give points to students for completing it. When I do this, however, I always have a few problems that I check for accuracy and when I see a student has incorrect answers, I give them immediate feedback and ask them to look at them again. They have time to rework these while I am checking in other students work. My best assessment tools are the journals that I use. Students often reflect in a journal what they understand and what they don't understand and I plan the progress of the unit based on the students' understanding of the content. These reflections are handed in and students receive written feedback from me. This allows me to individualize assessment and continued practice. For example, if a student doesn't understand how to divide fractions, because the journal is confidential, and only I see it, the student will tell me. I will then give them division problems to work on within the journal. They will do those problems and hand in the journal for further feedback. This way, if a majority of the class knows how to divide fractions, I can move on in the unit and the students that don't understand are still receiving practice and feedback from me.</p>	1	4.35%
<p>Students can correct any classwork or homework assignment. Ususally test grades are not changed. Some students come in for extra instruction. Then average the two test grades when they retake a test.Test and quizzes are 30% of the grade. Homework and class work are also 30%. Effort and Projects are each 20% of the grade.</p>	1	4.35%
<p>Survey isn't "anonymous" when you ask subject area, grade, and number of years teaching as it would be easy to figure out who completed the survey based on that info., so don't "advertise" it as "anonymous" when asking us to complete it.</p>	1	4.35%
<p>Turn-around for assignments varies depending on our schedule at the time, the nature of the assignment, and other teacher responsibilities competing for my time either in or out of class. Most daily work is checked in the day it's due at the beginning of class: I spot-check for accuracy and understanding and remediate when needed, while students share processes, strategies and answers. We then disucss the assignment as a class before moving on to the next topic. Other assignments are more intense or more reflective in nature, so with these and assessments, I get them back to students within a week so they can reflect on their performance/progress. Students are allowed to make revisions after getting an assignment back so they have the opportunity ti learn from mistakes and achieve more growth. I enter 50% of the points for failing test/quiz grades, and offer retakes when necessary for either all students, or sometimes one or more specific students when there is a need. Retakes must always be earned by making corrections to the original assessment and meeting with me at HAP to go over them. As the year progresses, retakes are more rare but I make adjustments for students who are genuinely trying to improve themselves and-or who need to reach mastery of critical skills and concepts.</p>	1	4.35%
<p>Total</p>	23	100.00%