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**Survey Results**

**Instructor Zone**

Welcome, Jim Woell

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**Survey Results**

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

197 respondents took this survey.

**Question Summary**

Question	Question Type	% of Respondents Submitting
<a href="#">Details</a> Question 1	Multiple select	98.98%
<a href="#">Details</a> Question 2	Multiple select	98.98%
<a href="#">Details</a> Question 3	Multiple select	98.98%
<a href="#">Details</a> Question 4	Multiple select	98.48%
<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	98.98%
<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	99.49%
<a href="#">Details</a> Question 11	Multiple select	98.98%
<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	99.49%
<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	98.98%
<a href="#">Details</a> Question 21	Multiple select	100.00%
<a href="#">Details</a> Question 22	Free response	39.09%

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**Question 1 (Multiple select)**

195 of 197 respondents answered this question.

My child attends:

	Number of Respondents	Percent
Springman Middle School	93	47.69%
Attea Middle School	102	52.31%

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**Question 2 (Multiple select)**

195 of 197 respondents answered this question.

My child's gender is:

	Number of Respondents	Percent
Male	109	55.90%
Female	86	44.10%

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**Question 3 (Multiple select)**

195 of 197 respondents answered this question.

What is the grade level of your child?

	Number of Respondents	Percent
6	68	34.87%
7	89	45.64%
8	38	19.49%

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**Question 4 (Multiple select)**

194 of 197 respondents answered this question.

My child receives services in the following areas:

	Number of Respondents	Percent
ELL	7	3.61%
Gifted Enrichment	47	24.23%
Student Services	14	7.22%
None of the above	128	65.98%

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**Question 5 (Multiple select)**

197 of 197 respondents answered this question.

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

	Number of Respondents	Percent
Strongly Agree	48	24.37%
Agree	122	61.93%
Disagree	17	8.63%
Strongly Disagree	10	5.08%

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**Question 6 (Multiple select)**

197 of 197 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	98	49.75%
Agree	81	41.12%
Disagree	16	8.12%
Strongly Disagree	2	1.02%

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**Question 7 (Multiple select)**

195 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	60	30.77%
Agree	120	61.54%
Disagree	11	5.64%
Strongly Disagree	4	2.05%

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**Question 8 (Multiple select)**

197 of 197 respondents answered this question.

I believe grades motivate my child.

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	86	43.65%
Agree	98	49.75%
Disagree	10	5.08%
Strongly Disagree	3	1.52%

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**Question 9 (Multiple select)**

197 of 197 respondents answered this question.

I issue rewards for good grades.

	<b>Number of Respondents</b>	<b>Percent</b>
Always	32	16.24%
Most of the time	45	22.84%
Sometimes	55	27.92%
Never	65	32.99%

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**Question 10 (Multiple select)**

196 of 197 respondents answered this question.

I issue consequences for poor grades.

	<b>Number of Respondents</b>	<b>Percent</b>
Always	35	17.86%
Most of the time	28	14.29%
Sometimes	75	38.27%
Never	58	29.59%

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**Question 11 (Multiple select)**

195 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Always	76	38.97%
Most of the time	58	29.74%
Sometimes	43	22.05%
Never	18	9.23%

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**Question 12 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	47	23.86%
Agree	85	43.15%
Disagree	55	27.92%
Strongly Disagree	10	5.08%

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**Question 13 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Improving his/her grade	77	39.09%
Improving his/her content/concept mastery	160	81.22%
Experiencing success and boosting his/her self esteem	71	36.04%
None of the above	12	6.09%

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**Question 14 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Accuracy	162	82.23%
Completion	169	85.79%
Promptness	134	68.02%
Effort	142	72.08%

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**Question 15 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Accuracy	163	82.74%
Completion	173	87.82%
Promptness	144	73.10%
Effort	164	83.25%
Presentation	155	78.68%
Creativity	144	73.10%

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**Question 16 (Multiple select)**

196 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
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Strongly Agree	58	29.59%
Agree	105	53.57%
Disagree	28	14.29%
Strongly Disagree	5	2.55%

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**Question 17 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	39	19.80%
Agree	105	53.30%
Disagree	50	25.38%
Strongly Disagree	3	1.52%

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**Question 18 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	34	17.26%
Agree	124	62.94%
Disagree	38	19.29%
Strongly Disagree	1	0.51%

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**Question 19 (Multiple select)**

197 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	71	36.04%
Agree	99	50.25%
Disagree	23	11.68%
Strongly Disagree	4	2.03%

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**Question 20 (Multiple select)**

195 of 197 respondents answered this question.

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

	<b>Number of Respondents</b>	<b>Percent</b>
Strongly Agree	41	21.03%
Agree	121	62.05%
Disagree	29	14.87%
Strongly Disagree	4	2.05%

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**Question 21 (Multiple select)**

197 of 197 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	88	44.67%
Agree	90	45.69%
Disagree	15	7.61%
Strongly Disagree	4	2.03%

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**Question 22 (Free response)**

77 of 197 respondents answered this question.

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

	Number of Respondents	Percent
I feel HW should never be graded for accuracy because a child can spend 2 hours working hard on the HW, get the answers wrong, and then receive a D. HW should ALWAYS be reviewed in class, giving children a chance to correct mistakes and only then, checked for accuracy. I believe if a make up test is given, it should only be after mistakes are corrected and items retaught. Then give a make up test to ensure mastery. Extra credit should be educational and somewhat challenging, not a crossword puzzle or easy assignment. It should also be subject related. In middle school grades should not be used to show improvement. High School doesn't do that. That is an elementary school concept.	1	1.30%
# 7 - neither agree nor disagree	1	1.30%
#12 - not sure, but mostly #15 - maybe - but not to feel extent of doing it the first time #17 - sort of #19 - potentially	1	1.30%
#12 - sometimes if the entire class did badly #19 - shows effort & desire to improve	1	1.30%
#14 - Creativity - somewhat #15 - Improving/his/her grade - to a degree	1	1.30%
#18 - neither agree nor disagree	1	1.30%
#20 - neither agree nor disagree	1	1.30%
#20 - Should be consistent throughout the year.	1	1.30%
#7 - neither agree nor disagree	1	1.30%
#8 - somewhat agree # 12 - somewhat agree #16 - somewhat disagree #17 - somewhat disagree	1	1.30%
#8 and #18 - neither agree nor disagree	1	1.30%
#9 - Always Verbal #15 - Selectively #19 - Selectively	1	1.30%
#9 - positive reinforcement #10 - We work together to improve the grade not consequences #17 - To some degree teaching effectiveness	1	1.30%
80-85% of students receive an A or B; this is reinforcing underachievement and a false sense of accomplishment. Middle school should be high school prep. A's for homework, e.g. math, are based on completeness. This is wrong. The teachers need to grade the homework to understand what concepts are not being understood by the students. Additionally, grading for accuracy will send a message to a student as to whether the student understands the material or not. Class time should not include much time for students to complete their homework. Homework is "Home" work, i.e. to be completed at home. Providing the large amount of time that teachers do in class for homework is reducing the time spent by the teacher on teaching.	1	1.30%
As far as final grades, test scores should not count as the biggest percentage.	1	1.30%
By the time that students reach 8th grade, they should know how to study and prepare for tests. All of us can have a bad day, though, and I think that students should get one chance to re-take and demonstrate mastery of material. Or have students turn in corrections for every test and then throw out the lowest score or something like that.	1	1.30%
Concept mastery and learning skill development are (or should be) the real goals . . . grades are a measure of progress towards those ends, and grades are a powerful motivator for many students.	1	1.30%
Each and every student should have the opportunity to be tested on classroom material, be graded and submit extra credit assignments to enhance their grade. Further, students should be able to re-take exams that they may have done poorly on in order to help them improve their understanding and their grades.	1	1.30%
Either I missed it or the survey does not address what I consider to be the big issue which is grade inflation. I think good grades are given to make people/parents happy not a reflection of the work or learning. My child made High Honors both fall and winter quaters and has never done that well in school before. I am to believe that suddenly he is an A student - not likely. When I told him how proud of him I was in the tha fall that he had made High Honrs he came back a few minutes later and told me that all the children on his bus had made high honrs and that it wasn't that special. How sad that even the children know they haven't worked to achieve this.	1	1.30%
Grades should be a reflection of the student's mastery of a subject or content. 'Formulas' for grading as used at Attea do not reflect the child's abilities or inabilities. For example, a student may do very well on tests and poorly with (late) homework assignments and get the same grade as a student that doesn't do as well on exams, yet Aces homework, classwork and extra credit. So, the grades do not reflect the student's 'mastery' of a subject. If	1	1.30%

homework is 'late' or not turned in, yet for the very same subject the child Aces an exam, the teacher should use discretion with grading. Attea tries too hard to 'MOLD' the children into a 'formula' or 'a standard'. In my book that is wrong. Some of the brightest students are not organized at all, yet some students that are very organized, cannot absorb as much. Each child is different. In most other countries, the subjects are much more aggressive and their grades are based on the mastery of each subject with one big FINAL at the end of the school year or semester. Students are expected to remember everything they learned all year. Homework assignments are not a factor in grading. It's simply used as a tool to enforce the subject and these enforcements are repeated throughout the year. In other words, they don't cover a subject for a couple of weeks, take a quiz, and it's all over; while assigning homework (where parents hover and help) to bring up grades. Homework/classwork (in my mind) is also a way to help children with organization, balancing, independence, responsibility etc etc, BUT, that should be graded/assessed seperately without affecting the overall grade on a specific subject. I know too many parents that help and 'hover' and in essence, the child is potentially not 'mastering' the subject, nor are they learning organization, independence, responsibility etc etc. So that I'm not misunderstood, I do believe that homework is important and necessary. I DO NOT believe homework should be a factor in grading. Teachers should know their students and use discretion, not formulas. Even it that means to give an optional 'Final' exam that covers the entire semester to assess mastery. Just an idea... there many many ways for teachers/schools to use discretion....

Grading should be a reflection of a child's learning experience: their daily in-class effort, homework effort, the results of assessments; and personal growth (including character growth). A single letter grade cannot adequately respond to these four different levels.	1	1.30%
homework should not be graded	2	2.60%
I agree with the use of extra credit to raise a student's grade only if the extra credit problems are similar to the content of the test problems. In the five years I've had students at Attea, I've seen too many instances of being able to raise your grade by participating in extra credit "assignments" that have absolutely nothing to do with increasing your competency in a subject (i.e. bringing in a bag of M&M's!!!!) As a result, I believe the honor of being inducted into the National Junior Honor Society has lost alot of its merit, and in no way prepares the students for the rigors of attaining good grades and being so honored in high school.	1	1.30%
I am perfectly content with the current grading policy.	1	1.30%
I am very satisfied at this time with my daughter's experience at Attea.	1	1.30%
I believe that my childs' teachers grade assignments too easily. For example, my child can turn in a mediocre assignment and receive an A. However, when she does a good job she gets 100%. I'd like to see more constructive comments. Even though she gets good grades, she needs to know how to improve to the next level. I'd like to know that she is prepared for high school, not overwhelmed next year.	1	1.30%
I believe that retakes, extra credit, etc. should only be able to raise a student's grade IF they ensure that the student has mastered the material which was required. Also, I believe that retakes are more appropriate early in the year when students are learning how they are assessed by their teachers. Otherwise, students may not prepare well - since they know that they can retake.	1	1.30%
I believe that, in the beginning of the year, retakes can be beneficial. An initial bad grade can serve as a "warning" and students can have a second chance to learn how to properly prepare. After the first month, students should be accountable for their preparations. At that time, something could be in place so that a student who didn't prepare adequately gets a one-time re-take for partial credit or something like that that says, "Everyone blows it once in a while and you get this chance to show that you know the material." I'm afraid that the extended opportunity for re-takes encourages some students to gamble that they can get a good grade without studying much - and if they don't do well, they can just re-take it (no consequence). This makes more work for the teachers and also may mean that students aren't practicing proper study and test preparation methods.	1	1.30%
I do think that it is very easy to get A's in middle school.It was also easy to receive good grades in K-5. It may be a good idea to begin expecting more from students as they progress to 7th and 8th grade. While I hate for the focus to be solely on grades, the reality is that high school, for those planning on college, is all about the transcript! I don't like it but it's the reality we are living with. If it is too easy to get A's all the way through middle school, it's a rude awakening in 9th grade.	1	1.30%
I don't know if I am understanding #21 correctly. The grade should reflect the assessment of a child's work. If they are are at a B level, they are at a B level. They should not get an A just because they have improved from a low B to a high B. Am I missing something in that question?	1	1.30%
I guess my concern is that I have a child getting very good grades without exerting much effort. I feel as though he isn't being challenged and I have serious concerns about his transition to High School. The "A's" seem a bit too easy to come by. For example, he does not test high enough to be placed into advanced math but has A+'s in his current math with rarely having to bring homework home. I truthfully don't know where the gap is, but high school assigns hours of homework and note-taking, jumping from straight A's with very little homework at Attea, to that concerns me. Time management, prioritizing, work-ethic are all part of doing homework. I feel the ball is being dropped a bit and not providing these kids with the tools they need to successfully transition to high school.	1	1.30%
I have had 2 children @ Attea. I think the grading system has been very fair and because of communication my children & I have always known what the grades were at any given time!	1	1.30%
I have trouble with the concept of extra credit at both the middle school and high school level. One can attain a good grade and not know the course material simply be doing extra credit. Often extra credit is akin to 'busy work' rather than educational. I have had to stop my high schooler from doing unnecessary extra credit when she is neglecting learning her main course work as a consequence. It also allows children to bypass learning the more difficult course material, knowing that they can improve their situation by doing more menial assignments.	1	1.30%
I hear that Attea is too generous with high grades. I only want the grades my son deserves. I do not need a rude awakening when he gets to high school	1	1.30%

I strongly disagree with homework on weekends. Family time is next to impossible given the current District 34 homework requirements. Pity the child that may actually have to get a job as a sophomore at GBS. Homework is fine, however, busy work is a WASTE of time! (I.e. coloring, how many problems does teh average student have to do before they master the concept?).	1	1.30%
I strongly object to second chances at quizzes and tests in order to improve grades. I also object to the practice of finishing tests at a later time if the student is not able to complete the test during the class time. If the test is too long, perhaps it should be broken up into multiple segments and given over more than one class period. I feel that both of these practices are designed to get the best grade possible for the student and therefore reflects positively on the teacher. In high school, there is no such thing as taking as long as a student needs to complete an exam. And there are no take overs if the first results are not what the teacher is expecting.	1	1.30%
I think my son's teachers provide enough support, materials, clear expectations for him to be successful in school including homework.	1	1.30%
i think that there shoudent be so much homework in 1 day so you could lower it and 5 blocks shoudent have hw since its all due the next day thnx	1	1.30%
I think there is too large a discrepancy between grades at Attea and at high school. It's easier to get high grades at Attea so the kids get a false sense of confidence and don't think they have to study hard. Then, when they get into high school, they struggle because they didn't develop good study habits.	1	1.30%
I think there should be more cumulative exams. Especially in 8th grade.	1	1.30%
I want the expectations, homework and grading to prepare my child for highschool, college, professional degrees and work! In addition, I want my child prepared to be an excellent citizen and contributor to society.	1	1.30%
I wish to be notified immediately if my child receives a "U" or other failing grade in his classes. An online program (hacker-free) that reflects the current status of my childs completed/not completed assignments and the grades should be available before Mid-terms. In addition, if my child is failing or struggling in courses or not putting forth his best work, I have no idea which of his teachers I should be contacting, so I just contact the one with whom I am most comfortable. That is not the best practice. In addition, I would like to see more written feedback on my childs progress on the mid-terms and report cards. The teachers should each write some type of sentence reflecting the child's progress. Also, I would like to see more conference time made available before and after work hours. Not ALL individuals can afford to leave their jobs to attend a conference--NO MATTER WHAT THE LAW dictates. Some employees loose pay to leave and attend the conference. I have and cannot afford to do so in these times.	1	1.30%
I would like to see each class post grade reports on line. Other school districts have this available to parents so they can track their child's progress. You would know of a missing assignment or poor performance immediately instead of when you receive a midterm report. Issues could be addressed in a more timely manner rather than trying to solve a problem weeks after it occurred.	1	1.30%
I'd be interested in why we are on a trimester system, compared to semester/quarter. I assume there are benefits, but I don't know what they are. Also, what is GBS on?	1	1.30%
It is not clear with some questions whether you are requesting an assessment of the current situation or an 'ideal' situation. For example, question 5 asks whether a letter grade accurately reflects my child's academic achievement; I believe a letter grade SHOULD reflect academic achievement. I do not, however, believe that the CURRENT letter grades dispensed accurately reflect academic achievement. I have responded based on what should occur but not necessarily what is occurring at the school(s).	1	1.30%
It seems to me that the majority of students get on the Honor Roll...how could this be? Are the teachers teaching and testing so that all the students get A's and B's or are the students earning A's and B's based on their mastery levels according to other students in comparable classes/schools. Are the Springman parents expecting all A's and B's and therefore the teachers making sure they are receiving them??? It just doesn't seem accurate that nearly 50% of the students are on honor roll....	1	1.30%
Middle school needs to better prepare students for high school.	1	1.30%
My experience has been that the grades do not reflect my child's mastery (or lack thereof) of the subject matter. I'm not sure what they reflect, which is very troublesome to me. If the parents are confused, I'm sure there's a good chance the grades are sending the wrong message to the student. For example, in most cases, an "A" is given if a homework assignment is simply completed. However, it could be completely incorrect. I agree the student should be given credit for their effort and for doing the homework but when the homework isn't graded (or even reviewed) for accuracy, they get an "A" and think they understand the material only to fail the quiz or test of the same material. We have challenged teachers about this specifically and been told that they don't have time to grade all homework individually. They leave it to the students to self-grade in clsss. I believe the teachers should at a minimum spot check the homework to see who's getting it and who isn't. Although I like my child to get good grades, I don't want him to get grades that are not reflective of his accomplishments/effort. An excellent but very sad demonstration of this is that my son has generally received As and Bs (with a few Cs) at Attea and has even made honor roll several times, however, he has been placed on the remedial track for every subject at GBS for next Fall.	1	1.30%
My question relates to grading criteria. Why does homework comprise such a large percentage of their grade? In some classes, homework counts for 1/2 of their grade. Although homework is an integral part of the learning process, shouldn't tests and quizzes have a stronger weighting when it comes to final grade determination? Who sets grading practices....teachers, administration?	1	1.30%
My son consistently receives As for math homework, yet consistently receives Ds and Us on quizzes and tests. This tells me that he has not mastered the material sufficiently. This has been confirmed by him, a math tutor who is a former Attea math teacher, and his current math teacher. His math teacher has admitted that she gives As for homework for effort only--there does not need to be evidence that the student even attempted to do the homework, as long as there is SOMETHING written on the homework sheet. She also has admitted that she does not have enough time to grade homework. The homework is self graded by the students via the correct answers	1	1.30%

being posted by the teacher on a whiteboard. There is absolutely no attempt on the teacher's part to determine which students are struggling and with which material. In addition, it recently came to my attention that the math support aide is NOT working on the current material which my son is struggling with, but is working on 6th grade material which was determined to be a deficiency by analyzing his standardized test scores. Two questions come to mind: 1) if the teacher is of no help with the current material, doesn't it make sense to have the support aide help with that material? and 2) shouldn't 6th grade deficiencies have been addressed in 6th grade? and 7th grade deficiencies addressed in 7th grade? Also, in LA, if a student reads 150+ pages at home during the week, then an A is assigned for that week's homework grade and homework accounts for 30% of the trimester grade! That is an absolutely ridiculous theory. If independent reading must be taken into account, then it should count for an extremely small portion of the trimester grade, like 1/2 of 1%. Let's do some REAL work and teach the student REAL things. If my son is really earning As, then the D34 administration needs to explain to me how he came to be placed in all remedial classes at GBS for next year. A concerned parent recently did the math calculations and determined that approximately 83% of our students are on the honor roll/high honor roll. That achievement should be reserved for the top tier students. At this level, it really means nothing to be on the honor roll. The principal and assistant principal/student services at GBS both recently stated that in placing incoming freshmen from D34, they totally disregard students' grades because they know that the D34 grades have been terribly inflated. By the way, why does the homework survey not have this same open-ended question?

My son has trouble learning concepts and is struggling and the teachers frequently don't notice it. When I have pointed it out to the teachers, they make him feel badly even though he has a documented learning disability and make me feel like an over zealous parent. 1 1.30%

My son is self motivated so the affect that the grading scale is out of whack has not hurt him too much. He wants to do his best work every time and knows when he has done that, without a grade telling him so. But, we have told him that GBS will not grade so freely and he may receive lower grades because the standards for each grade are higher. We xplained it as an Attea A may equal a GBS B. This will affect him because he will be confused and upset that he is not getting A+ in everything just because he completed it. 1 1.30%

My worry is that both my Attea students have consistently gotten straight A's. On the one hand, it's good because they've gotten a taste of A's and, hopefully, will be less willing to settle for less in the future. On the other hand, are these grades inflated? Are they really earning these grades? For #15: They should turn in corrections -- but not necessarily to change the grade. They should prepare/study in advance of tests-- I think the attitude is, "If I bomb this, I can always retake it." Unfortunately, that's not how high school and college operate. 1 1.30%

Not sure what you mean by many of these questions. Question 5: Do you mean letter grades in general or Springman letter grades? (I am assuming Springman's) Question 6: Do you mean Springman's letter grades, or letter grades in general (I am assuming letter grades in general) Question 9 and 10: Do you mean for this specific child or all of my children? (I am assuming all of my children, as my Springman daughter has never received a poor grade and I am not sure what I would do if she did) Questions 20 and 21: Not sure what you mean-Do you mean the content should be harder as the term progresses? Or that higher grades should be easier to get at the beginning vs. the end of the term? I think this is a very hard to understand survey the way the ?s are worded, and you will not get an accurate reflection of how parents feel from them. More important than these questions will be the comments you receive, though parents will not take the time to write a response, and I'm not sure how they can be quantified. The District 34 Middle School grading process is way too easy on the students. My daughter did more homework and received lesser grades in 3rd, 4th, and 5th grades. This sets a clear disadvantage when the students get to high school and the dream world of middle school is no longer there and work is required to achieve grades. Also, for the student that is unmotivated, the grading system lets these kids slide by without putting any effort in because the grades are too easy to get. It is a huge disservice to our children by giving everyone inflated grades. I know the administration thinks that it's great to have practically every student on the honor roll, but it is a joke among parents and other school districts. And what about those who don't make the honor roll? What happens to their self-esteem? The students of Springman deserve better. 1 1.30%

Our son has learned that minimal effort gets him an A in every class and if he does not do well on a test, not to worry. He can take it over in alot of cases. This has reinforced, not that grades reflect the quality of your work, the effort you put into it and how you have mastered the concepts, but instead but reflect how little you can do to get by. I am deeply concerned how he will be afeted when he is graded more accurately in high school. Also, it is wrong that ovr 80% of our school is on high honors. It has made getting a ribbon a joke. 1 1.30%

Outlier grades should be considered to be dropped. I.e. my child gets all A+ on all homework/tests/assignments but a C on one quiz and ends up with a B overall? It suggests that the student requires perfection rather than reflecting their apptitude/capability. My child is very conscientious and one poor mark is defeating for her. There should be opportunities to retake/redo on quiz/test/assignment to see fi it really is a learning problem or if the kid jsut had an "off" daya. We should reward kid's effort more than outcome. (At this point in their lives.) 1 1.30%

question 10- it's a tough one to answer when my child brings home good grades - however, consequences include things like adjusting the available items in the child's life that impact the grades. (doing too much?) However, non-A grades do not have to overly impact self-esteem. question 21 - in order for that to happen, would the teachers deflate the grading toward the beginning, or be more demanding at the end? Neither are good choices. I believe the standardized test scores are where we should go to see improvement. 1 1.30%

should be combined with feedback specially when negative grades are given 1 1.30%

Some of these questions are difficult to answer for eachchild in any one family. Some answers vary for students of different ability/need. This child is independent, two o my other children's surveys would have been completed totally different. So, it seems the survey needs to get a profile of the student's response, i.e. whether a good student, social, has difficulties with reading/match, difficulty being organized, etc. This is too generic! 1 1.30%

Students expect more extra credit works in classes! 1 1.30%

Take the busy work out. 1 1.30%

Tests should be valued more than homework assignments; homework should be the motivation for students to do well on tests. Grading should get progressively more challenging so 8th graders are prepared for high school where effort is not worked into their grades. #15 - for homework and not tests #18 - grade should equal level of mastery 1 1.30%

The current middle school curriculum is so easy that two thirds of the kids are on high honor roll. This fact makes grades meaningless because everyone receives an "A". The children who hand in exceptional work are grouped with the same kids handing in "B" work. Tougher standards should be in place so kids learn the effort and work needed to achieve a high grade. They will then be better prepared for the work required of them in high school.	1	1.30%
The problem with the grading system, is that the entire curriculum is not demanding enough for many children, so it makes the individual grades meaningless, as the concepts are easily mastered and so should reflect the high achievement. ask the question: What percentage of middle school children are on the honor roll. The answer is most. This makes getting good grades the norm rather than the exception, and makes it to easy of a goal to achieve.	1	1.30%
There is a huge gap of accountability from 8th - 9th grade!	1	1.30%
There should be a consistent scale for grading, so teachers can stay more aligned with each other. My biggest concern, shared with MANY other parents, is the lack of preparation for high school. There are many reports of the "shock" of GBS for our middle schoolers. For example, why isn't there a study skills course? Thank you.	1	1.30%
This is the most difficult survey I have ever taken. These questions seem very vague but guided at the same time. Most of the statements are obvious, but your spin on them makes the questions very confusing. I did my best to answer them.	1	1.30%
This survey lacks in its ability to accurately portray my position on this issue by using only agree/disagree. These issues require additional answers other than yes/no. Also if I agree or disagree, shouldn't this already indicate my position on the matter. Why do you need strongly? Thank you.	1	1.30%
Too many kids -- To many 'A's' -- Everyone appears to be getting A's	1	1.30%
Unfortunately many parents still feel that grading should be on a curve. I am fine if all students in a class receive an "A", isn't that the teacher's goal? My child has problems with grades regarding group projects - I go back and forth on this. In our world we need to learn to work in groups and unfortunately there are always some members of the group that do not pull their weight. Is it fair that all members of the group get the same grade, or should each child be graded alone on what they contributed? My biggest concern is that my "A" student will get to high school and receive "B's" and "C's" and freak out. Only time will tell on that one. I hope that you poll some 9th graders for their opinion.	1	1.30%
We believe there needs to be a developmental progression in regards to grades & accountability as they move from 6th through 8th grade. Sixth grades should be eased into the system as they learn to turn in homework promptly. The grading system should reflect completion of homework. But by 8th grade, the expectation should include accuracy and quality of work as well as completion. (There can still be opportunities to turn in late work, however.) We agree that students are still learning to get homework in on time and there should be some "wiggle room", even in 8th grade, but the course grade should include the correctness of the work turned in to some degree. This would give parents a better idea of how well students understand material as they move into high school.	1	1.30%
When a child is a straight A student throughout the school year, he or she should receive enrichment and placed in the appropriate advanced class!	1	1.30%
When my child is or has a poor grade I encourage them to do better next time.	1	1.30%
When too much homework is expected to be done, my child becomes stressed & frustrated and doesn't complete it to her best ability. It would be better to have less & expect it to be done better. For instance, well completed long term presentations instead of "busy work". It seems as if some teachers send home homework just to give it out.	1	1.30%
While grades should reflect the objective quality of work and demonstrated mastery of what is being taught, there should also be a way to reflect the level of effort given. This is not just for those who try hard but cannot achieve high grades. It should also apply to students who can achieve good grades with relatively little effort. Some of these students are not being sufficiently challenged, at least not in some of their classes. Challenging these students will take more effort by the teachers, but it is critical and they are owed that every bit as much as students who need extra help deserve to receive that help. Assigning some type of grade based on effort will focus both the teachers and students on doing what it takes for EACH child to reach their potential (which I believe should be the district's mission).	1	1.30%
You do not get a second chance in HS to get your homework in on time. You get it in when due or else you get an 'F'.	1	1.30%
Total	77	100.00%