

STUDENT GRADING:

Some Reflections on Classroom Assessment

What shall we grade?

What factors should be assayed?

Who grades whom - any why?

**These are questions
all stakeholders should consider
when reflecting on instructional aims.**

**Grading should be a form of aiding,
but too often it is a sham.**

**Grading often focuses on narrow data bits
hardly measuring learning
and encouraging cynical wit.**

**Are our measurement systems
embedded in lies
or do they accurately
human ability apprise?**

- T Newfields

Beg.: 2001 in Nagoya ★ Fin.: 2024 in Shizuoka

