

Case Study 3: Chris Brown's Science Class

Case Study 3 considers the marks and grades of a teacher using a very traditional approach to grading. The student marks have been arranged so that, for most students, there are some obvious problems with their performance and/or the way it is graded.

The marks and grades in Figure 0.8 are for Chris Brown's science class in Ontario. If you are not a science teacher, put the appropriate items for your subject in place of the lab reports, care of equipment, and so forth. Note carefully the information that is shown below the grade book extract regarding the miscellaneous items, the way absence is dealt with, and the grading scale.

Enter to the right of the chart the letter grade each student would get using the grading scale in use in your district/school.

In the Ontario class, there are one A, one B, four Cs, and a D—but did they go to the right students? Marg got a D, but on her achievement alone, she probably deserved an A. Lorna got an A but had only a 60 percent average on tests and exams. Is she a weak student who is a teacher's pet—one who receives good marks on the things she can get help on—or is she a very capable student who suffers from severe test anxiety? Kay and Peter have the same grade, but Kay is getting high 80s at the end, whereas Peter is receiving failing marks—is this fair? These are just some of the considerations that arise from an analysis of this case study.

Reflecting on . . . Case Study 3

- Do the grades awarded fairly reflect the results from which they were derived for each student?
- If you answered yes . . . For which students? Why?
- If you answered no . . . For which students? Why?
- What grading issues arise from this case study?