

“A is the Best One”

Perceptions of the Implementation of Letter Grades at the Elementary
School Level

Caroline Greig, 2006
Education 480

Area of Focus-

The emphasis on academic achievement is engrained in America's education system. Education is too often about getting an 'A' instead of mastering a subject. The pressures of a 'good' grade can overwhelm students. In an elementary school setting of a fourth grade class letter grading is being integrated into the grading system mainly as preparation for post-elementary grading. I began to question the repercussion of letter grades for children in elementary school and why teachers would choose to introduce this system. As a person who has been raised in a high-pressure environment for academic achievement, the reaction of children to this transition intrigued me. I collected data through student interviews, faculty surveys and assignments graded with the new letter system. My research group included a fourth grade classroom at a bicultural Charter School in a midwestern city. I focused on perceptions of grades and how they are influencing elementary school students' education. Results demonstrated a concern by the faculty of harming their students' view of education as well as the acknowledgement of the necessity of preparation for post-elementary grading. Similarly, the students and teachers revealed mixed emotions about the new system. They expressed apprehension and excitement. The results led me to believe in the importance of dialogue with the students and the need for an interactive role in the grading process. High academic achievement is important, but the process of learning should be prioritized.

Research Questions-

How do 4th graders view letter grades?

What is the meaning of letter grades to the teacher/administrator?

How influential is letter grading in the classroom?

How have students reacted to the implementation of letter grades?

Literature Review-

References

- a. Leach, Colin Wayne et al., *Choosing Letter Grade Evaluations: Interaction of student's achievement goals and self-efficacy*, Contemporary Educational Psychology, Vol. 28, 2003, p495-509

This source discusses the transition of UC Santa Cruz to letter grading from a pass-fail system in 2000. It presents the questions of motivation and achievement with out the pressure of letter grades and visa versa.

- b. McMillan, James H.; et al., *Elementary Teacher's Classroom Assessment and Grading Practices*, Journal of Educational Research, Vol. 95, Issue 4, March 2002, pg 203

The discussion of forms of grading in Elementary schools is a relevant issue. This source provides insight to a variety of grading methods used by teachers in the classroom.

- c. *An Introduction to Grading*, Special Connections. University of Kansas.2005, <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=assessment§ion=grading/main> (10/18/06)

This source is a reference to the basic concepts of grading, the complications and opinions of formal grading systems, and a referral to other research materials.

- d. *Grading Systems*, US Department of Education. <http://www.ed.gov/about/offices/list/ous/international/usnei/us/edlite-grading.html> (10/18/06)

This source provided basic information on the structure of various grading systems and their applications in schools. It provides information on norm reference, criterion reference, alternative and standardized forms of grading.

Literature Summary

I found a variety of sources to provide a foundation about letter grading. The literature guided the formation of my research questions and data methods. In order to familiarize myself with the range of grading used in America's education system I referred to the *US Department of Education* website. They presented three main forms of grading: norm-referenced, criterion-referenced, and alternative grading systems. I focused mainly on criterion-referenced grading and alternative grading. Criterion-referenced grading uses letters A, B, C, D and F in relation to percentages. This is most commonly used in standard school systems. However, alternative grading is more often used in elementary schools within the classroom. While there are report cards that are sent home with other letters, in the classroom there is more of a focus on "intellectual growth and development" (*US Department of Education*) instead of a letter grade. They relate this decision to the "distracting element of competition" (*US Department of Education*) that letter grades can create.

I also needed to contemplate the meanings of various grading methods. What is the point of putting a number, letter, or symbol on the top of an assignment? Of course the meaning of a grade entirely depends on the school, as well as the teacher. It is suggested that “establishing what purpose(s) a grade will serve and implementing a grading system that is perceived to meet that purpose can lead to increased student, parent and teacher satisfaction”(An Introduction to Grading). If the definitions are not discussed, especially at the Elementary school age level, students will not understand why the letters are being used or will misconstrue the intended definitions. A study conducted by survey in 1997 was testing the competency of teachers on assessment. It showed that “teachers did better on items related to choosing and administering assessments and significantly worse on communicating results”(McMillan). If the teachers are not able to get across their intentions the students will not understand the meaning of the grades they are receiving and their reactions could be adversely or positively affected. This inspired me to question how the faculty has presented letter grades to their students, what their definitions are and how they are being implemented.

They also declared a difference between assessment and grading, and how “grades have specific consequences and communicate student progress to parents”(McMillan). This raises the issue of competition, motivation and apprehension for grades. Do children in elementary school feel motivated to learn or motivated for a grade? Are they afraid of not getting a ‘good’ grade? I started to think about my own education. How aware are children of the implications of a letter grade, and how aware was I of my academic progress. I don’t think I was. The results for a study, which consisted of a questionnaire given to a sample of teachers at an elementary school in Virginia, reveals “elementary teachers use a multitude of factors in grading students”(McMillan). Therefore, what is the relevance of letter grades in the classroom? How influential are they, and if they are a minor part of the general grading or assessment in elementary school, is this being conveyed to the students.

I was also wondering what role the school plays in the decision of grade implementation. Often, “teachers vary considerably”(McMillan) in their methods for grading. How is it decided what grading will be used, and how much does it vary within a school. Similarly, I was unsure whether the use of letter grades was a personal choice by

the teachers or if this decision was coming from the administration. This would influence how they were used in each classroom and if they were being used at all.

The motivation and pressure that is intertwined with letter grades is found in various levels of America's Education system. In 2000, UC Santa Cruz was debating switching from a pass-fail system, or alternative grading system, to a more formal letter grading systems with A, B, C, D and F. Arguments arose over the reaction that students will have to letter grades. Some believed that the alternative grading system "freed students from fretting about grades and enables them to concentrate on learning"(Leach et al.). For children in elementary school, this objective should be shared. If higher education students are engulfed with the pressure of grades, I wondered if this would not resonate more with younger children or if they would be oblivious to any pressure. Similarly, there was a concern by the faculty that letter grades would "focus students' efforts on achieving grades rather than achieving learning"(Leach et al.). It questions if students goals are to obtain an 'A' or master a subject. Does this apply to elementary school students as well? I was interested to see if the themes that arise in higher education are relevant at the elementary level.

The literature obtained is directly tied to the development of my research. It provided a foundation for the creation of my research questions, data collection methods, and the possible mindset of the faculty and students in response to letter grading.

Data Collection-

Qualitative data collection was essential to my research. My research group included sixteen fourth grade students at a bicultural charter school in a midwestern city. I also passed out surveys to six faculty members, two 4th grade teachers, two fifth grade teachers, one sixth grade teacher and the Academic Director of the school. There was an abundance of time to have one on one interaction with the students and observe their behavior in an academic setting. I also had access to and graded their assignments. However, they were take home worksheets meaning I was unable to observe their behavior as they completed the assignment. I also did not witness their reactions to the grades they received. I used a variety of methods of data collection to obtain the

perceptions of letter grading in this elementary school setting and to decrease the chances of skewed data.

Student Interviews- (appendix 1)

I personally interviewed the 16 students over a two-week period. I asked them the same set of questions and wrote down their answers. These interviews took anywhere from ten to twenty minutes depending on the length of the answers from the students. The goal was to hear their perceptions of the letter grading system, and how they are reacting to them.

Faculty Surveys- (appendix 2)

I handed out a survey about letter grading to a group of six faculty members in the hope of learning the prevalence of letter grading in the classroom, the reasons for its implementation and how it is being utilized. The faculty included two 4th grade, two 5th grade, and one 6th grade teacher as well as the Academic Director.

Faculty Interviews-

I was able to further interview the teacher of the research groups after she read some of the interviews. I discussed some of my findings, and she talked about her impressions of the responses.

Similarly, I asked some follow up questions that were still unanswered from the other data sources.

Graded Assignments-

I collected the letter grades of numerous completed assignments to gauge how the students were doing, and if there was an influence on how the students felt about the new system depending on the grades they were receiving. The assignments were all math worksheets completed as homework. I was also able to observe the teachers reaction to the assignments. I could not, however, see the students' reactions because I was not present when they were returned to them.

There were numerous limitations that arose in the data collection. It was difficult to copy down the students' responses while they were speaking. Therefore, while I was able to collect their answers it would be beneficial if I had recorded their responses so that a dialogue could take place. Instead, they were presented with silence while I frantically copied their comments. I had originally hoped that I could obtain a number of their grades over a period of the past few months. However, the grades are not recorded but rather purely a reference on the homework. I could also not go back and look at the answers because the assignments are handed back to the students after being graded. In the end, I do feel confident in the accuracy of the responses due to the personal relationships I have with the students and the professionalism of the faculty at the school. The issue of letter grades has been discussed at length between the faculty and the students. I believe the relationships as well as the concern of the topic fostered thoughtful responses, which are the basis of my data.

Data Analysis-

Noticeable themes were apparent after analyzing the data collected from interviews, surveys, and graded assignments. They have fallen into specific categories and are as follows.

Implementation of Letter Grading

The actual implementation of letter grades in the classrooms' of the five Elementary School teachers is either nonexistent or minimal. The letter grading is determined by the preference of each individual teacher. Similarly, the type of grading for report cards is also at the discretion of the individual teacher, although it is seen as beneficial to collaborate with other faculty teaching the same age level. The choice of the administration to not enforce letter grading means the definitions, emphasis and implementation can vary throughout the school.

Only a few of the teachers are using letter grading. In fact, only two of the five are using letter grading with A, B, C, and D but only on math assignments. Two others are using letter grading but mainly on report cards and with different letters and one is not using letter grading at all in her classroom. Those that are using letter grading are not

grading every assignment with the established letter grades and the grades are not recorded but rather referred to as a general estimation of performance. Some of the assignments are at the beginning of a new topic or are review. These are more so for the teacher to see “where they are” instead of finalizing their ability. The staff feels that “there is so much interaction and the class is so small” that they can remember all the abilities of their students in more detail than a grade book can tell them. Instead, they take notes on their performance after or during an activity and keep samples of their work on hand to refer to during grading.

The letter grading mentioned above is not used on any of the teachers’ report cards. Rather, in order to assess each student’s skills in relation to the Minnesota Department of Education Standards, they have created another letter system identified as Beginning, Developing and Secure skill levels. This system was created by the two teachers of the fourth grade and only applies to their classrooms. The letter grades were “hard to pinpoint” in terms of the public school academic standard while the new set allows room for explanation. In all, the implementation of letter grades such as A, B, C, and D is not widely used and when it is, it plays a minor role in the classroom.

Comprehension and Definitions of Letter Grades

It was important to assess the communication between the teacher and the students in my research group in relation to the definitions and the reasons for using letter grades on math assignments. The possibility of a lack of student comprehension of the meaning of letter grades, or what role they play in their education can determine student reactions. The data collected from the interviews and surveys confirmed that the students are very aware of the reason used by their teachers for the implementation of the letter grades.

The faculty had three main reasons for the use of letter grades. The primary reason is preparing students for grading in “middle school/ junior high through high school.” The teachers expressed a desire for their students to become familiar with this system so when they left the elementary school they would not be lost. Ideally, their familiarity with the system would ease the transitions. Another reason is so the teacher could recognize their students “ability to perform a task.” Finally, letter grading is used as

a means to “communicate to students how well they achieved projected objectives.” While there is a need for the teacher to gauge how their students are performing, there is also a need for the students to notice their own achievements.

The students have similar reasons for why their teachers are using letter grades. They express the use of letter grades as a right of passage. It is well understood that they are getting “used to it for when we get to high school and college.” The students also recognized that the letter grades can “tell you if you need more work on your work.” They have established that the letter grade can tell them if they need to practice because they got too many answers wrong. This was not possible with just checks and stars.

Some students mentioned confusion when referring to previous grading systems. One stated that their teacher is now using letter grades because “maybe she got mixed up with the other grades.” The faculty surveys did not mention the confusion the children had with other grading systems. The students explained they didn’t understand the vocabulary used for the old letters grades and symbols. Therefore, the teacher changed the system so “we know what we got.” Similarly, many students acknowledged that parents also “wouldn’t know what the words meant and they would get really confused.” The students revealed a comprehension for the reasons why their teacher have chosen to use letter grades on their math assignments and have also created their own logical reasons that reflect positively on the new system.

The teachers and the students did diverge, however, in relation to the definitions of the letter grades. Teachers describe the individual letters in various ways. They define them as percentages, as representations of “meeting objectives,” or a representation for “below expectations.” Students have similar definitions of the specific letter grades in terms of whether they need to do more work to get correct answers. For all of the surveys, when asked for an example of a ‘good’ grade the response was an ‘A’ or ‘B’. For students, however, thirteen out of sixteen said and ‘A’ is a ‘good’ grade and only four out of sixteen said that a ‘B’ is as well. Again, when asked what is a ‘bad’ grade the surveys consistently said a ‘C’ or lower. Eleven of the sixteen students said that a ‘D’ is a bad grade, and only two of the sixteen said that a ‘C’ is a ‘bad’ grade. Similarly, while the letter grades used at this school do not go below ‘D’, four of the sixteen students said that an ‘F’ is a ‘bad’ grade. The students are very aware what is the best and what is the

worst, even if it is not used in their classroom. This exposes the extreme hierarchy of the letter grades in the students' minds.

Some students also said that there is no such thing as a 'good' or a 'bad' grade, "it just means you need to practice." However, when these students were asked how they would feel if they received an 'A' versus a 'D', they had strong emotions for both in congruence with the rest of the students. The teachers have been successful in conveying the definitions and reasons for the implementation of the letter grades in their class, yet the extremes of the 'good' and 'bad' grades reflects that there is only one 'good' grade.

Advantages and limitations of the Letter Grading System

When the staff acknowledged both advantages and limitations to using letter grades to assess elementary school students. Advantages stated by the faculty are that the system is "cut and dry." There is little room for debate over what they mean and therefore what grade the student will receive. It is also easy to refer to percentages. When you get a certain number of problems wrong, you receive a specific letter grade. There is no room for discussion. Similarly, the "grades can clearly show one the ability to perform a task." If the student does not understand the assignment, they will not do well. The reasoning that "it prepares students for grading systems post elementary school" was again mentioned. The teachers are aware of the near departure of their students from their small school to a larger public school and the difficulties they might face. As teachers they are meant to prepare their students with literacy and math skill for their future, as well as letter grading in an effort to limit the stress of transitioning.

Limitations to using letter grades, however, were more varied. They conveyed numerous fears of the faculty that are encompassed in letter grading. The grades are described as "limiting in evaluating students." They are unable to measure progress, effort, and "do not always honor improvement." Letter grades have a specific definition and it is clear that you want an 'A' and don't want a 'D'. However, it can be difficult to give students "credit for personal progress." They may receive a grade that is not considered 'good' on the hierarchy, but is a great improvement for their personal academic achievement. It is not mentioned how the faculty would approach this. Similarly, the grades do not tell you "how hard a student works." Again, for a specific

student that is struggling with a subject, the grade will not always reflect their effort. This can greatly misrepresent the student.

The teachers also express that the letter grades cannot always measure ability or knowledge. A student may “not test well.” If letter grading was used for more than just tests and homework, a variety of learning styles might be accommodated for. However, at the elementary level the range of graded assignments is limited. Some students may also have relatives correcting their homework, while others may be totally self-reliant. This can also skew the results of a student’s performance.

A limitation that is mentioned numerous times is the stigma or labeling that can result from letter grades. Teachers can categorize students, or students can label themselves. The surveys did not widely mention the categorization of students that can occur. The faculty therefore has confidence that they will not define their students in this way, mainly because they have so much interaction with them and are aware of each of their abilities. However, the concern of students labeling themselves is mentioned numerous times. They are concerned that “students will see themselves as average or below average.” Similarly, they do not want the students to think that they just “do or do not excel in an academic area.” They want to encourage their students to improve their work, and not be stuck in one place. Another trepidation about letter grading is the possibility of “students developing a negative attitude towards their education.” This is the opposite of what every teacher hopes to accomplish and would be detrimental to any child’s future. The exploration of limitations is greater than that of advantages, possibly because of the consequences that could arise. The consensus was the need for letter grades as a means of preparation, but a general concern for the reactions that might occur.

Reactions to Letter Grades

There are many reactions to the use of grades by the students and teachers. The teachers noticed a range of reactions to the implementation of the letter grades. The majority of the responses encompassed motivation and pride. Some students take the assignments “more seriously and strive for the ‘A’.” Now that there is an established goal, the children know what they are looking for when they are given back their assignments. This can instilled a motivating factor in relation to their math assignments.

There is a noticed “higher reaction to letter grades” as opposed to previous grading systems. Additionally, the teachers are seeing the students take “pride in their accomplishment” when they receive a ‘good’ grade. The teachers also mentioned that their students are able to “immediately relate to the letter grade” and are aware of their definitions. The students understand the definitions clearly and are able to apply them to their own work.

The teachers did not deny, however, that there are negative reactions to letter grades. There are students that get “very upset when they receive their totals.” This is related to a limitation of using letter grades. There can be an emotional reaction to a ‘bad’ grade. It is not mentioned, however, if this has encompassed any of the limitations stated above surrounding a student’s perception of their ability. Similarly, there is no reference to competition in the classroom. It seems that the issue of whether students are comparing their grades to each other has not arisen, or if it has not proven to be a concern.

Student reactions to the letter grades have also varied. There are many that are excited by the letter grades and those that are distressed. When asked how they would feel if they received a ‘good’ grade, the students said they would be “happy”, “excited”, and “proud.” All of these adjectives are positive. When asked if they received a ‘bad’ grade on an assignment, they would feel “sad,” “terrible,” and “disappointed.” The negative adjectives associated with a ‘bad’ grade displays negative emotions in reaction to a letter grade. Yet there were some who associated the ‘bad’ grade with wanting to “try harder to do my best.” Some acknowledge that they can improve their grade by practicing. Similarly, some stated if they got a ‘bad’ grade “it’s not like you’re in trouble you just need to improve.” For some, the letter grades have become a guidepost for how well they have learned a subject and if they need to go back and practice. The ‘bad’ grade became a motivation to learn more so that they can do better next time. This can be considered a positive reaction to grading. The students can relate to the letter and respond by taking action.

While for some students the letters became a motivation, for others it is worrisome. I asked them if they were a teacher, how would they grade their own students. I was hoping to see if the students really like the letter grades, or if they just think they are supposed to. The majority said they would use letter grades. Some explained that their

students “will need to do it later in life” so they would prepare their students for high school just like their teacher is preparing them. The students mainly see letter grades as a right of passage, and are excited that they are using a ‘grown-up’ system. Other students stated that they would use the grades so their students would “know what I were talking about” and therefore are expressing that they can understand what the letter grades mean.

One student, however, said that she would use “checks and stars because I don’t want to hurt anyone’s feelings.” This is a student that does not excel on her assignments, and as a result is feeling the disappointment of ‘bad’ grades. Other students also expressed feeling upset because they get ‘bad’ grades. However, there has not yet been a change in their motivation or performance in relation to letter grades. They simply are acknowledging their discontent, and not changing their behavior. While some students are motivated and excited, others are distressed. Yet all of the students understand how to achieve ‘good’ grades. It is interesting to see that letter grades seems to be resulting in action by the students who are already performing well, and mainly because they know they wouldn’t like a ‘bad’ grade.

Conclusions

The overall opinion of the letter grades is rooted in the implementation, definitions and reactions for both the faculty and students. The teachers express reluctance in their use due to the consequences that can result as a students’ frustration with the grades they are receiving. However, they view the implementation as necessary for the preparation of post-elementary education, and as a way for students to comprehend their academic performance. The students share similar opinions as their teachers. They also view the implementation of letter grades as necessary for their future education and are more aware of their performance on assignments. They now have a clear goal and that is to get an ‘A’. Some are upset with the grades they are receiving while others are excited and motivated to get ‘good’ grades. The role of letter grading in the classroom is minimal. It is purely used on math homework assignments, but they are not recorded and it is not used for every single one. Yet they are playing a major role for the teachers due to the possible repercussions, as well as for the students in relation to whether they can get an ‘A’.

Action Plan-

There are numerous actions that can be taken to address the definitions, implementation and success of letter grading.

Communication and Transparency

The success of the use of letter grades is dependent on communication with your students. The surveys state that letter grading is discussed, whether it is used or not. In order to ensure that your students understand what the grades mean, there needs to be a forum to address their definitions and reduce confusion. By stating clearly why you are choosing to use the letter grade and what the definitions are, the interpretation of the letter grades by the students will be more accurate. It is visible above that the discussion between the teacher and her students was successful in communicating the meaning and use of the letter grading being used in her classroom. However, a miscommunication could be harmful to a student's view of their performance. In addition, having the definitions of the letter grades visibly displayed in the classroom so the students can refer to them in the future will also ensure the comprehension and correct interpretation of their performance. Similarly, the continued discussion throughout the year about what makes a good assignment, or steps a students can take to create a 'good' assignment. This will limit sloppiness as the year progresses.

Grading Own Assignments

One of the teachers mentioned she has her students grade their own assignments. They can directly see why they got the grade they did. When they get a certain number of problems wrong they will get a specific grade. This again makes the letter grading system more accessible to the students.

Creating their Own Definitions

After introducing the letter grades, the students can create their own definitions for the letter grades. This again will ensure the comprehension of the letter grades as well

as make them accessible to the students. This does not, however, deal with the lack of understanding of how to improve their grades through the process of learning.

Mastery of Skills Statement

After the assignments are returned, each student would be required to write a *mastery of skills statement*. This would be a one or two sentence response written by the students about whether they fully understand the material on the assignment and specifically how they will improve their skill in this particular subject. This will focus the student on the process of mastering a subject, not just receiving a grade. It would also encourage concrete steps for this success as opposed to the abstract 'practice.' For example they would redo problems three through eight and practice their seven times-tables.

Discussion-

I had never heard of the use of letter grading at the elementary age in terms of homework assignments. Checks, stars, even percentages but not letters. I was apprehensive to the idea mainly because I have been brought up in a system that places a strong emphasis on grades. I am not sure whether I agree with letter grades as a form of motivation. As mentioned above, I now agree more with the process of learning as opposed to the final goal of a grade. I was doubtful of the ability of elementary school children to either to understand what the letters mean or to respond to them effectively. Would it become only about the grade? However, the ultimate goal is that they learn. If the letter grades are increasing motivation and the students are achieving more academically, then maybe this is the right choice for this class. Yet is it still unclear if the grades are motivating students or if they are just an exciting reward and the same students are doing as well as they previously had.

Once I started my research, I was worried it was not relevant. Due to its minimal role in the classroom I wondered if students even thought about letter grades and if there was a point to having letter grades at all. Once I started the surveys and interviews, however, I realized that the teachers and students think about letter grades a great deal. The teachers are deeply concerned about their students and how they will respond. The

reactions of the students are mainly positive. However, for those who are feeling negative about the letter grades, it would be beneficial for them to have a functional action plan for these students to find an outlet for success or satisfaction.

It is unclear if the students relate getting a good grade to mastering a subject or skill. Does the 'A' mean they understand the material, or are they just happy to have this symbol on their paper? Also, do students that are not achieving academically really know specific actions that can get them 'A's or are they just feeling disappointed. Further inquiry is needed. Ideally, if the *Mastery of Skills* statement is used, the comprehension of how to master a skill will be displayed with each assignment and it will not be purely a grade.

If I were to approach the same research questions again, I would rework my process of data collection. I would wait until I had read the responses to the faculty surveys, then create the student interviews, show the comments to the faculty and then interview them for their response to the comments. This would define more clearly the areas of concern and the direct connections or miscommunications occurring. If possible I would also do before and after interviews with the students, and collect homework assignments from before and after. I think that this topic could be explored more in depth. However, timing prevented this in my data collection process.

This research has not confirmed my preference for or avoidance of letter grades at the elementary school level. It is difficult to tell whether these students are motivated because they are more aware of their performance, or if they just like the idea of a reward that seems grown-up. Are they involved in learning or focused on an abstract goal? While you want your students to take their education seriously, they are still kids. How much should you emphasize the gravity of letter grades? Either way, the thoughtful responses from all sides are encouraging. Letter grading is a delicate tool that can either hinder or enhance performance. It makes you wonder if an 'A' really is the best one.

Appendix 1:

Interview: Students

- 1) What do you think about the new letter grades?
 - a. What do you like?
 - b. What don't you like?
- 2) Why do you think your teacher is using these grades?
- 3) Do you think there are 'good' grades? What is an example of a 'good' grade?
- 4) Do you think there are 'bad' grade? What is an example of a 'bad' grade?
- 5) How would you feel if you got a 'good grade'?
 - a. What would you think?
 - b. What would you do?
- 6) How would you feel if you got a 'bad' grade?
 - a. What would you think?
 - b. What would you do?
- 7) If you were a teacher, how would you grade your students? Why?

Appendix 2:

Survey: Staff

The following is a survey for an action research project. Please answer the following questions and feel free to use the back of the page if you need more room.

- 1) Define each letter grade
 - A:
 - B:
 - C:
 - D:
 - F:
- 2) What do you consider a 'good' grade
- 3) What do you consider a 'bad' grade?
- 4) What do letter grades tell you about the student?
- 5) How are you implementing the letter grading into your classroom?
- 6) What are the advantages and limitations of letter grading as a means of measuring your students?
- 7) How have you explained letter grading to your students?
- 8) What have you done to help your students adapt to this new system?
- 9) Have you noticed and student reaction to receiving letter grades as opposed to informal grading (i.e. a star or a check)?

Other comments-