

Grading Philosophy

Based upon God's word my grading philosophy is a system of *fairness*. *Proverbs 1:1-4(KJV) The proverb of Solomon son of David, king of Israel: for attaining wisdom and discipline; for understanding words of insight; for acquiring a disciplined and prudent life, doing what is right and just and fair; for giving prudence to the simple ; knowledge and discretion to the young.* The same criteria is used in grading every test. Double checking all tests is a means of displaying accuracy to the students. God was extremely accurate in His display of creation. Everything that He created He looked and saw that it was good! (Genesis Chapters 1 and 2).

Compassion is shown to all students that are in need of it during a test. *1 Peter 3:8 (NIV) Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.* When a situation arises where a student has a breakdown during a test or simply struggles with a given issue on the test, prayer is implemented as well as talking to the student about his/her study habits and then a report is given to his/her parents. This insures that the student is getting the best possible opportunity to do well in test taking.

The most direct purpose of grading is to provide an objective measurement of a child's progress in learning a prescribed study curriculum. Grades are a means of communicating this process to the parents of students.

Proverbs 10:4 (KJV) He becomes poor who deals with a slack hand, but the hand of the diligent makes rich. When students are diligent they will do well on daily work, homework, quizzes, tests, and project. Recognizing students for their *diligence* by verbal praise and positive group reinforcements are ways that I encourage them in their work as well as test taking. In this social atmosphere the students will be eager to learn in harmony with each other. This will consequently encourage parents and develop a harmonious relationship.

I believe in a *holistic approach* in my grading philosophy. While I believe that test grades are a valid and necessary means to assess learning retention, they are not the only means.

Some students can discuss class material at great length, showing creative thinking and practical application, but do poorly on a written test. Some students do well in an oral review and show command of the materials in a group setting, but do poorly when asked to do the same in a written format.

Psalms 139:14 (NIV) I will praise you because I am fearfully and wonderfully made; Your works are wonderful, I know that full well. God created the students with the gifting He wanted them to have to do the work He is calling them to do. Not all children are natural "test takers." If this were the case, there would be no need for "educational businesses" to offer classes in test taking for students or professional counselors to offer treatment for students with "test

anxiety.” Yet it is not difficult to find a variety of businesses offering exactly this and counselors for this purpose are plentiful.

I take into consideration more than just physical test results. Other tangible evidence of learning can be conveyed verbally (answering questions, class and discussion participation, and casual interaction between the classmates) as well as parent feedback that confirms their child’s learning retention. Classroom work, homework, and assigned projects are also weighed in the measurement of learning process.

Methodology

II Timothy 2:15 (NIV) Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

I think it critical to properly prepare students for grading from the first day of school. Goals are made completely clear and expectations established at the very beginning.

Materials that are to be learned should be clearly identified and emphasis made to the students that they will be tested on their understanding of the materials.

I tell my students regularly throughout the day that my job is to teach...their job is to learn. To do that they must listen, participate and apply what they hear and see. I ensure they understand they will be measured and assessed, and that I expect their best. When a student is not attentive I will stop the lesson and direct his/her attention back to the lesson at hand. At that time there is a discussion with the whole class as to the importance of *attentiveness*. They are then reminded of my job to teach and their job to learn. If they are not attentive they will forfeit their opportunity in the learning process; thus, they will not do well on the test that will cover the material at hand. At this time I review with the class Proverbs 10:14, as well as other verses.

Reviewing before a test is essential in their learning process.

A quiz, given within a short period of time after the material to be learned, provides a measurement of immediate understanding. A test given at the end of a section will provide a measure of learning retention over a longer period of time. A final test will give a measure of overall subject retention.

A final quarter grade shows the cumulative measure of all of the student’s efforts including classroom participation and interaction, physical work done in the classroom, homework, projects, and testing. A complete picture-not limited to simply test grades. *Ephesians 3:20 (NIV) Now to Him who is able to do immeasurably more than all we ask or imagine, according to His power that is at work within us.*