

# **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**

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