

What Do I Say When...? (Grading Edition)

...someone says...	My response:	Shifts in policy/practice:
"I don't accept late work because I'm preparing kids for the real world."		
"How else will I get kids to bring back their signed forms? I <i>have</i> to make them worth points!"		
"I think participation points give students a sense of how they're doing day-to-day. If we don't use them, students won't stay engaged."		
"We can't get through everything during class, so we <i>have</i> to give graded homework."		
"When students donate supplies to my classroom, I give extra credit points. Everyone wins!"		
"Grading takes so much time! Points and letter grades are an efficient system."		
"I would love to do all kinds of 'fun' assessments, but they just aren't rigorous enough."		
"If you let students help develop rubrics, don't they just set low expectations?"		
"I would love to give more descriptive feedback and move away from letter grades, but parents will be upset. Students need letter grades to get into college!"		