

*...we can but be astounded at the blind faith that has been felt in the reliability of the marking system -
Finkelstein*

A grading system in need of adjustment

The custom of assigning grades to students is thought to have originated at Yale University in the late 1700's and, in spite of being described in 1913 as "an absolutely uncalibrated instrument", remains a significant component in determining the future of many young lives

During the past few weeks while wrestling with the matter of the learning process (See Occasional paper No. 4, the Learning Path at www.education2020.ca), it became very clear that we need to rethink the matter of school grades and grading:

- School grades are not a reliable measure of educational achievement
- The role of a school is to teach not "grade" students.
- Teachers to participate in ranking and grading students place themselves in a conflict of interest role.
- PEI should establish an independent body for the purpose of assessing student levels of achievement.

Teacher's licenses are not issued by the university that trains them, your accountant is not your auditor, one's driving instructor does not issue your driving license, your coach and referee are not the same person, your level in music is set by the Canadian Conservatory of Music and apprentices receive their and "Red Sea" from Provincial Governments. So should grade-placement and summative assessment results be set by a body other than schools.

Watch for it!

- **"Closing the Gap"** – A presentation by Gerry Seaward, Program Manager, Adult and Community Education, Holland College, a program for people who need extra credits to gain entrance to postsecondary programs.
- **What does the Department of Education do?** – A presentation by Derek McEwen, Department of Education, Early Learning, and Culture on new curriculum development and support initiatives.
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You told us

What do you think?
*Should students be able to
choose which school they
attend?*

Control click below to record your view

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