

- ☛ i believe that having only 2 numbers (2,3) representing all students that fall between over-achieving, exceptional and failing is far too broad of a classification.
- ☛ Benchmarks to be explained and how my child can be helped to meet those goals.
- ☛ I've noticed that since this has been put into effect this year my children are not trying as hard at school. they don't strive for the "A". as long as they get a 3 they don't care what kind of work they do or how many questions they miss. and as a parents, we never know if the "3" is an A or B or what it is. from what we understand there is a pretty big range for a "3". I have seen my children bring home papers with only missing one or none and get a 3 and then I have seen papers with them missing LOTS and still get a 3. I don't feel this is an accurate way to grade the children. I think this change is not the best and am not very happy about it. I feel it's going to make the children lazier and not care as much about how they perform. when the children actually know what grade they are getting and it's not what they want, say a "C" it makes them strive to try harder the next time. now when everyone is always getting 3's they just don't try.
- ☛ I understand the grading system, but feel that it promotes mediocrity. My 6th grade daughter has worked very hard this trimester to get her B+ grade up to an A- or A. Under the 1-4 grading rubric she would get a 3 with any of those grades, so what is her motivation to improve? My experience the past few years as this new rubric has been phased-in has shown that a 4 is very difficult to achieve, whereas if you are anywhere from average to "not quite perfect" you get a 3.
- ☛ My daughter has some learning difficulties and I think this is great for children like her.
- ☛ I want to know how much time will be spent trying to assess all of the benchmarks. I want to know how it will be handled if kids get 1/2 (will they get extra homework, will the whole class have to relearn that lesson, etc?) Likewise, what about the 3/4 kids... will they be challenged with harder things if the rest of the class is still getting 1/2 in that area?
- ☛ Honestly, leave the letter grades. There is still far too much to be done in teaching the teachers to record the 1-4 properly. There's something wrong when a child can score a 65% on a test and still come out with a 3