LOGO: Learning • Oriented • Grade • Oriented

Take the "LOGO SURVEY" to compare your *attitudes* toward grading with your *grading behaviors*
(then score your answers on the following page)

Part 1

DIRECTIONS: Below is a series of statements concerning faculty reactions to students, teaching, and classroom policies. Please read each statement carefully, and indicate how strongly you agree or disagree with each item using the following scale:

(1) strongly disagree   (3) neither disagree nor agree   (4) agree
(2) disagree   (5) agree strongly

_____ 1. Without regularly scheduled exams most students would not learn the material I present.
_____ 2. I think students should be encouraged to collaborate rather than compete.
_____ 3. I think college grades are good predictors of success in later life.
_____ 4. Students' concern about grades often interferes with learning in my classroom.
_____ 5. I think it useful to use grades as incentives to increase student performance.
_____ 6. I wish my colleagues across the campus were tougher graders.
_____ 7. I don't mind if students enroll in my classes under the "pass/fail" or "audit" options.
_____ 8. I think my colleagues across campus place too much emphasis on using grades to motivate students.
_____ 9. I worry about colleagues who are giving an ever increasing number of A's and B's.
_____ 10. I would prefer teaching a course in which no grades were given than a typical graded course.

Part 2

DIRECTIONS: Please read each of the following statements carefully. Indicate how frequently your behavior coincides with the action described using the following rating scale.

(1) never   (3) sometimes   (4) often
(2) seldom   (5) always

_____ 11. I set grading standards that are designed primarily to challenge the brightest students in my classes.
_____ 12. I emphasize in my conversations with students the importance of studying to obtain "good grades."
_____ 13. I allow students the opportunity to choose among alternative assignments as a way to enhance motivation.
_____ 14. I encourage students to raise questions in class that are topic-related but which also go beyond the scope of the tests which I prepare.
_____ 15. I am willing to make exceptions to stated grading criteria when unusual circumstances arise.
_____ 16. I design course assignments that encourage students to read outside of my discipline.
_____ 17. I orient my teaching style (e.g., content, pace, difficulty level) to satisfy the needs of upper level students (and hope that the others can keep up).
_____ 18. I encourage students to focus primarily on their studies and to limit their participation in extracurricular activities which might jeopardize their GPA.
_____ 19. I tell students that competition for grades prepares them for the competitive nature of adult life.
_____ 20. I reward student improvement and growth by weighing the students' progress in my grading system.

Table A2
Scoring Directions for Logo: F

Recopy your answers from the LOGO: Form F survey to the appropriate spaces below. Your learning orientation score is the sum of the five items which measure learning-oriented attitudes plus the sum of the five items which measure learning-oriented behaviors. Similarly, your grade orientation score is the sum of the five items which measure grade-oriented attitudes plus the sum of the five items which measure grade-oriented behaviors.

Learning-Oriented Attitudes	**Grade-Oriented Attitudes**
Item 2 _____	Item 1 _____
Item 4 _____	Item 3 _____
Item 7 _____	Item 5 _____
Item 8 _____	Item 6 _____
Item 10 _____	Item 9 _____
LOA Total _____	GOA Total _____

Learning-Oriented Behaviors	**Grade-Oriented Behaviors**
Item 13 _____	Item 11 _____
Item 14 _____	Item 12 _____
Item 15 _____	Item 17 _____
Item 16 _____	Item 18 _____
Item 20 _____	Item 19 _____
LOB Total _____	GOB Total _____

LO TOTAL (LOA PLUS LOB) = _____

GO TOTAL (GOA PLUS GOB) = _____

Two Approaches to Grading

Normative Grading: Students are graded relative to other students.

Advantages:

1. Rewards students whose academic performance is outstanding compared to their peers.

2. Is familiar to faculty and meaningful within a given group.

Disadvantages

1. Standards fluctuate depending on who is in the class: an excellent class will have differnt standards than an incompetent class.

2. Even in an outstanding group, some must get low grades; conversely, in an incompetent group, some will get high grades.

3. Grades are difficult to interpret without information on the overall group.

4. System tends to discourage cooperation among students

Absolute (Criterion-based) Grading: Students are graded relative to a standard. All students can earn As by meeting predefined criteria.

Advantages

1. Course goals and standards must be clearly defined and communicated.

2, The focus is on mastery of material, not competition for a grade.

3. Final grades reflect achievement of course goals.

4. Students do not jeopardize their own grade when they help their classmates.

Disadvantages

1. Instructor must decide in advance on what constitute reasonable requirements (may be difficult for new instructors or new courses).

2. It may be difficult to set up course standards for each grade increment.