

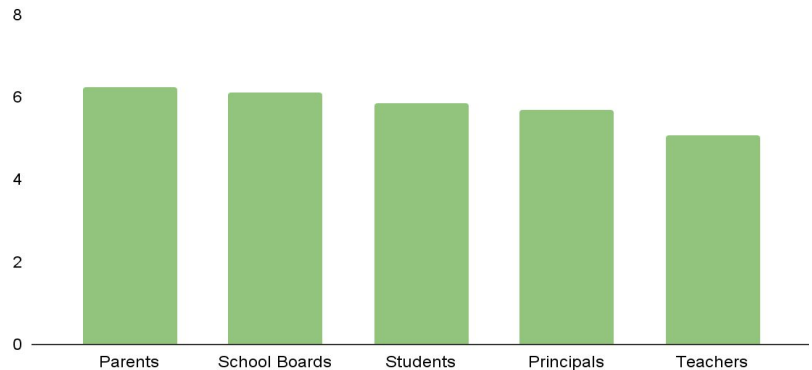
Pre-service Teachers' Perceptions on Grades

Self-report data were collected from a sample of students in the teacher preparation program ($n = 166$) taking EDPY 303 at the University of Alberta in Fall, 2020. Students responded to the stem: Where do you believe the focus on grades originates?, and were provided with the 5 individuals to rate from 1 (not very focused) to 7 (very focused). Students were also asked, "Will you intentionally try to reduce the focus on students' grades in your future classroom?" and "Why, or why not?"



Pre-service teachers believed that **parents** were most focused on grades followed by school boards, students, principals and teachers.

To what extent do you think each of the following groups of people is focused on students' grades?



HOW do you intend to RESPOND to the focus on grades in your future classroom?

The majority of pre-service teachers reported that they would not intentionally focus on grades for the following reasons: **competition**, **cheating** and **mental health**.

Rather than focusing on grades, pre-service teachers said they would focus on the following:

1. **Student growth:** Are my students growing in their learning?
2. **Competence:** Do my students feel competent in their learning?
3. **Effort:** Are my students putting effort into their learning?
4. **Intrinsic motivation:** Do my students enjoy their learning?

Rather than focusing on grades, these results show that pre-service teachers can help support their future students' success by focusing on students' growth, competence, effort and intrinsic motivation.