Grading: faculty discusses alternate proposals

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Consider first the effect of grades on education. Professor Schein feels that any system should provide the student with "informational feedback on his performance...what the student needs is detailed information on how he is doing, and he needs this information frequently so that he can correct for any errors he is making." Professor Bein adds that evaluation is needed "to insure competence in students; the teaching process could break down were an instructor forced to teach a single-class composed of students with widely differing abilities." Is our present system adequately meeting these needs? "One grades are too vaguer," offered Professor Schein, "we need more specifications, i.e., 'writes poorly, but has good ideas.'" This approach requires more personal contact between students and faculty, but, as Professor Richard Held pointed out, "there are economic problems involved with more contact. Being involved in other activities, many faculty do not have the time for closer relationships with their students." However, President pixall does seem to succeed in enhancing the educational process. "Many of our first year students," writes Professor Gian-Carlo Rota, chair of the Freshman Advisory Council, offered a specific grading system. "Freshmen should have pass-fail (and a greater degree of student input. As Mr. Peter Bittner, Assistant to the Dean of Student Affairs emphasized, "The more you discuss the issue of grading, the more complex it becomes." A few did sense a general trend among the faculty. Professor Rota sees at least the feasibility of an alternative grading scheme within the next four years. And Professor Schein sees a possible system to the other classes. But the present grading system has taken no steps toward a change.

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