

Grading in Canada and China

The Study

Given the use of grades for student promotion, mobilization, and admission into educational programs internationally, there is an urgent need to understand how grades are constructed differently in diverse systems of education.

The Context



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This comparative analysis within and across Canada and China indicates significant differences in policies that guide teacher constructed grades.

Key Findings

In Canada, achievement is the primary consideration in the construction of classroom grades, whereas grades in China include considerations of both the learning (i.e., achievement) and the learner (i.e., learning skills and personal dispositions).



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Cheng, L., DeLuca, C., Braund, H., & Yan, W. (2018). Grading in Canada and China: A comparative study. *Comparative and International Education*, 47(1), 1-24.

Full article at cdeluca.com