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.

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).

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


Full article at cdeluca.com