



The Minimum Grading Controversy Results of a Quantitative Study of Seven Years of Grading Data From an Urban High School

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Abstract

In an effort to reduce failure and drop-out rates, schools have been implementing minimum grading. One form involves raising catastrophically low student quarter grades to a predetermined minimum—typically a 50. Proponents argue it gives struggling students a reasonable chance to recover from failure. Critics contend the practice induces grade inflation and social promotion. The authors performed a quantitative study of seven years of grading data from one school where minimum grading had been implemented to better evaluate these competing claims. Statistical analyses revealed no evidence that minimum grading was inducing either grade inflation or social promotion. These and other related findings have implications for educators looking to institute reforms that lead to fairer and more accurate student assessment.

[ANOVA/MANOVA](#) [assessment](#) [at-risk students](#) [dropouts](#)[descriptive analysis](#) [high schools](#) [motivation](#) [performance assessment](#)[statistics](#)

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