

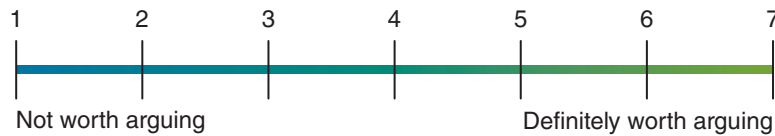
Rating Claims

SCENARIO: In recent years, Oxford High School has reported very low academic performances from its students. The ratings for academic performance are based primarily on scores from standardized assessments and overall patterns of student attendance. In response to this dilemma, Principal Jones has asked for input from the faculty. Specifically, he has asked teachers to present him with clear arguments for how to address the situation. Four different teachers have responded.

Read each teacher's argument below. Respond to each argument by marking the scales that follow and writing out an explanation to justify your mark on each scale.

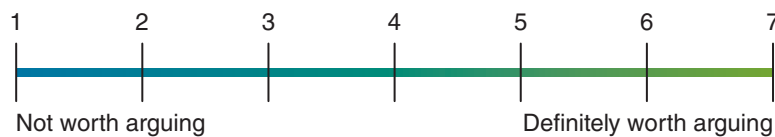
Mrs. Herzog, Math Teacher: Students need to work harder. They sit in class staring at their phones instead of paying attention. They talk over me when I'm trying to teach. Personally, I think it's really the parents who are to blame. The kids in this school obviously don't care about their academics, and there really isn't much teachers can do if the students aren't going to cooperate. We need to start holding the parents more accountable.

Scale A: Mrs. Herzog's claim for how to address the situation is



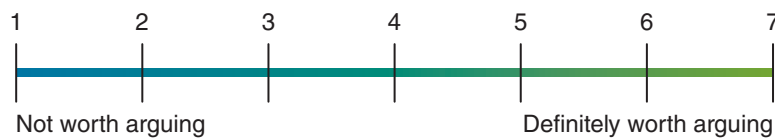
Mr. McDonnell, Social Studies Teacher: Since the middle schools in the area are also performing poorly, many of our students come into ninth grade without a strong foundation in their academic subjects. We need to develop a peer-to-peer mentoring program where juniors and seniors can tutor the freshman students in their core subjects. I know as a teacher of freshmen that I just don't have enough time in the day to help every student in my class who is falling behind.

Scale B: Mr. McDonnell's claim for how to address the situation is



Ms. Callahan, Spanish Teacher: Just because the scores on the standardized tests are low doesn't mean that the kids in the school are all doing poorly. Many of them just don't care about the test, and they don't give it their best effort. Has anyone even tried to examine the tests closely and figure out what they're really measuring? I see plenty of really bright students come through my classroom each year. I honestly don't think the problem is as bad as the test scores make it seem.

Scale C: Ms. Callahan's claim for how to address the situation is



(Continued)

Mr. Murdoch, Science Teacher: My wife has been teaching at Belmont High School in North Philly for the last 10 years. A few years ago, they were having the same problem in their school. The principal worked together with the teachers to improve the quality of learning taking place in their classrooms. Now, the scores at Belmont have improved considerably over the last few years. I think we should do the same thing here at Oxford.

Scale D: Mr. Murdoch's claim for how to address the situation is

