

achievements. In her mind, however, she separates an estimate of a student's accomplishments from the grade she gives a student.

Cecilia believes she has three decision options facing her. As she sees it, she can (1) leave matters as they are, (2) delete all group-based contributions

to an individual student's grade, or (3) modify the 60–40 split.

If you were Cecilia, what would your decision be?

Validity Evidence

Teachers make scads of decisions, sometimes on a minute-by-minute basis. They decide whether to ask questions of their students and, if questions are to be asked, which student gets which question. Most of a teacher's *instructional decisions* are based to a large extent on the teacher's judgment about students' achievement levels. For instance, if a third-grade teacher believes that only a few students are able to

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