

SETs. In two such studies, 16 background characteristics

learning, students' grades, and teaching effectiveness, so

dimensions but varied substantially depending on the
SEEO factor. Four background variables could account

and related explanations of the expected-grade effect
have quite different implications, grades must surely be

ing expected grades of individual students seem not to reflect grading leniency so that deductions based on Greenwald and Gilligan's (1997) within class correlations seem largely

grading leniency would be negligible. For these reasons, we conclude that correcting for expected grades (instead of the intended target - grading leniency) actually eliminates valid

