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Mark Barnes

On Grades and Grading Timothy Quinn, 2013-07-19 Educators will find both concrete strategies for improving their grading systems and policies and, perhaps most importantly, a rich resource for improving student learning. Ultimately, Quinn hopes to create a world in which students, parents, and teachers all pay more attention to learning and less to grades themselves.

On Your Mark Thomas R. Guskey, 2014-08-05 Create and sustain a learning environment where students thrive and stakeholders are accurately informed of student progress. Clarify the purpose of grades, craft a vision statement aligned with this purpose, and discover research-based strategies to implement effective grading and reporting practices. Identify policies and practices that render grading inaccurate, and understand the role grades play in students' future success and opportunities.

Elements of Grading Douglas Reeves, 2011-06-01 Effective teacher feedback is crucial to improving student achievement. The author provides educators with practical suggestions for making the grading process more fair, accurate, specific, and timely. In addition to examples and case studies, this edition offers a significant amount of new content, including an exploration of how the Common Core State Standards and new technologies impact grading practices.

Rethinking Grading Cathy Vatterott,2015-07-13 Grading systems often reward on-time task completion and penalize disorganization and bad behavior. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. In the process, we inadvertently subvert the learning process. After careful research and years of experiences with grading as a teacher and a parent, Cathy Vatterott examines and debunks traditional practices and policies of grading in K-12 schools. She offers a new paradigm for standards-based grading that focuses on student mastery of content and gives concrete examples from elementary, middle, and high schools. Rethinking Grading will show all educators how standards-based grading can authentically reflect student progress and learning—and significantly improve both teaching and learning. Cathy Vatterott is an education professor and researcher at the University of Missouri-St. Louis, a former middle school teacher and principal, and a parent of a college graduate. She has learned from her workshops that grading continues to be the most contentious part . . . conjuring up the most intense emotions and heated disagreements. Vatterott is also the author of the book Rethinking Homework: Best Practices That Support Diverse Needs.

Assessment 3.0 Mark Barnes, 2015-01-28 Throw out gradebooks and meet the assessment system of the future! Mark Barnes's formula for feedback, titled SE2R (Summarize, Explain, Redirect, Resubmit), has delivered stunning results to the forward-thinking schools that have tried it. The method in this book will loosen and then break your classroom's dependence on the "A-through-F" grading system that does little more than silence student voices. Delving into what really motivates students, the

book covers: How GPA is a classic example of "the tail wagging the dog" Utilizing mobile devices and social networks to maximize the benefits of SE2R Addressing and overcoming bureaucratic resistance to change

Grade Inflation Valen E. Johnson, 2003-04-30 Grade inflation runs rampant at most colleges and universities, but faculty and administrators are seemingly unwilling to face the problem. This book explains why, exposing many of the misconceptions surrounding college grading. Based on historical research and the results of a yearlong, on-line course evaluation experiment conducted at Duke University during the 1998-1999 academic year, the effects of student grading on various educational processes, and their subsequent impact on student and faculty behavior, is examined. Principal conclusions of this investigation are that instructors' grading practices have a significant influence on end-of-course teaching evaluations, and that student expectations of grading practices play an important role in the courses that students decide to take. The latter effect has a serious impact on course enrollments in the natural sciences and mathematics, while the combination of both mean that faculty have an incentive to award high grades, and students have an incentive to choose courses with faculty who do. Grade inflation is the natural consequence of this incentive system. Material contained in this book is essential reading for anyone involved in efforts to reform our postsecondary educational system, or for those who simply wish to survive and prosper in it. Valen Johnson is a Professor of

Biostatistics at the University of Michigan. Prior to accepting an appointment in Ann Arbor, he was a Professor of Statistics and Decision Sciences at Duke University, where data for this book was collected. He is a Fellow of the American Statistical Association.

What We Know About Grading Thomas R. Guskey, Susan M. Brookhart, 2019-02-04 Grading is one of the most hotly debated topics in education, and grading practices themselves are largely based on tradition, instinct, or personal history or philosophy. But to be effective, grading policies and practices must be based on trustworthy research evidence. Enter this book: a review of 100-plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date, with clear takeaways for learning and teaching. Edited by Thomas R. Guskey and Susan M. Brookhart, this indispensable quide features thoughtful, thorough dives into the research from a distinguished team of scholars, geared to a broad range of stakeholders, including teachers, school leaders, policymakers, and researchers. Each chapter addresses a different area of grading research and describes how the major findings in that area might be leveraged to improve grading policy and practice. Ultimately, Guskey and Brookhart identify four themes emerging from the research that can guide these efforts: - Start with clear learning goals, - Focus on the feedback function of grades, - Limit the number of grade categories, and - Provide multiple grades that reflect product, process, and progress criteria.

By distilling the vast body of research evidence into meaningful, actionable findings and strategies, this book is the jump-start all stakeholders need to build a better understanding of what works—and where to go from here.

A School Leader's Guide to Standards-Based Grading Tammy Heflebower, Jan K. Hoegh, 2014-05-30 Accurately report students' academic strengths and weaknesses with standards-based grading. Rather than using traditional systems that incorporate nonacademic factors such as attendance and behavior, learn to assess and report student performance based on prioritized standards. You will discover reliable, practical methods for analyzing what students have learned and gain effective strategies for offering students feedback on their progress.

Grading for Impact Tom Hierck, Garth Larson, 2018-04-04 Aim for a target-based grading system and create stronger learning opportunities! Do you wish there was more clarity when it comes to measuring student progress and learning? What if there was a way to utilize grading and assessment to focus on learning rather than performance, and the process rather than the product? As grading, assessment, and reporting continue to be relevant topics of discussion, this book helps you create a functional plan to elevate and advance standards-based grading practices. Teachers and administrators will learn how to assess, grade, and report against specific learning targets rather than standards as a whole to make skill acquisition the highest priority. Grounded in application to provide focus and

clarity, this book features: Real case studies of schools that have incorporated target-based assessment, feedback, grading, and reporting Practical examples to guide implementation Questions, checklists, illustrations, and audits of practice to showcase the work in action An accessible format and layout that support both immediate implementation and long-term goals Despite being a topic that generates emotion and resistance to change, target-based assessment builds the foundation for a learner-centered system that provides clear expectations and feedback for teachers, students, and parents. Grading for Impact is a simple and straightforward guide to re-thinking grading based on mastery of specific skills and concepts rather than broadlywritten standards. Real-world examples of teachers struggling with--and answering--the old questions are included: How do we grade fairly and accurately? and How do we use grades as an instructional strategy? Joseph Staub, High School Teacher Downtown Magnets High School, CA Most stakeholders agree that report cards aren't enough to show what our students are learning in school, but changing the traditional grading system is a task that requires careful planning and challenging discussions. Grading for Impact shows educators how to start and plan the discussions that will result in genuine learning experiences for students. Ernie Rambo, Virtual Learning Community Coordinator Nevada National Board Professional Learning Institute

Grading and Learning Susan M. Brookhart, 2012-11-22 Grades should reflect and

motivate learning. This book is relatable, relevant, and effective in improving educators' assessment and reporting processes and supporting students' motivation to learn. Understand how to grade individual assignments and give report card grades that accurately reflect and clearly communicate student achievement. Clear, concrete examples help translate state standards into curriculum goals.

Charting a Course to Standards-based Grading Tim Westerberg, 2016 Tim R. Westerberg guides educators to four key destinations on the road to improved grading and assessment.

How to Grade for Learning Ken

0'Connor,2017-10-04 Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommendations for practical applications, and suggestions for implementing new grading practices as well as: ? The why's and the how-to's of implementing standards-based grading practices ? Tips from 48 nationally and internationally known authors and consultants ? Additional information on utilizing level scores rather than percentages ? Reflective exercises ? Techniques for managing grading more efficiently

<u>Charting a Course to Standards-Based Grading</u> Tim R. Westerberg, 2016-08-24 What's the best way to

ensure that grading policies are fair, accurate, and consistent across classrooms? How can schools transition to a grading system that better reflects what students are actually learning? Tim R. Westerberg makes this journey easier by offering a continuum of options, with four destinations on the road to improved grading and assessment. Destination 1 critically examines such popular grading mechanisms as the zero, extra credit, the semester killer project, averaging, mixing academic performance with work ethic, and refusing to accept late work, and explains how they undermine objectivity and instead result in widely divergent grades for comparable work--with major consequences for students. Destination 2 invites educators to put assessment and grading into the larger context of a districtwide guaranteed and viable curriculum and lays out the organizational conditions and necessary steps to accomplish this goal. Destination 3 brings parents and others on board with a multiyear implementation plan and community engagement strategies for introducing report cards that indicate student achievement by standards rather than--or in addition to--letter grades. Destination 4, competency-based education, involves a total rethinking of the nature and structure of school, leading to individualized education for all students. However far they choose to go, administrators and teacher leaders can turn to Charting a Course to Standards-Based Grading for the guick wins and long-term support and guidance they need to make the trip well worth the effort.

Specifications Grading Linda B.

Nilson, 2023-07-03 In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for. She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades. This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process — all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals. Among the unique characteristics of the schema, all of which simplify faculty decision making, are the elimination of partial credit, the reliance on a one-level grading rubric and the "bundling" of assignments and tests around learning outcomes. Successfully completing more challenging bundles

(or modules) earns a student a higher course grade. Specs grading works equally well in small and large class settings and encourages "authentic assessment." Used consistently over time, it can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve. This book features many examples of courses that faculty have adapted to spec grading and lays out the surprisingly simple transition process. It is intended for all members of higher education who teach, whatever the discipline and regardless of rank, as well as those who oversee, train, and advise those who teach. Specification grading promotes the following values and outcomes. It:1. Upholds High Academic Standards2. Reflects Student Attainment of Skills and Knowledge 3. Motivates Students to Learn and to Excel4. Fosters Higher-Order Cognitive Development and Creativity5. Discourages Cheating6. Reduces Student Stress7. Makes Students Feel Responsible for Their Grades8. Minimizes Conflict Between Faculty and Students9. Saves Faculty Time and Is Simple to Administer10. Makes Expectations Clear and Simplifies Feedback for Improvement11. Assesses Authentically12. Achieves High Inter-Rater Agreement

Formative Assessment & Standards-Based Grading
Robert J. Marzano,2011-10-27 Learn everything you
need to know to implement an integrated system of
assessment and grading. The author details the
specific benefits of formative assessment and
explains how to design and interpret three
different types of formative assessments, how to
track student progress, and how to assign

meaningful grades. Detailed examples bring each concept to life, and chapter exercises reinforce the content.

Wad-ja-get? Howard Kirschenbaum, Rodney
Napier, Sidney B. Simon, 1971

How to Use Grading to Improve Learning Susan M. Brookhart, 2017-07-21 Grades are imperfect, shorthand answers to "What did students learn, and how well?" In How to Use Grading to Improve Learning, best-selling author Susan M. Brookhart quides educators at all levels in figuring out how to produce grades—for single assignments and report cards—that accurately communicate students' achievement of learning goals. Brookhart explores topics that are fundamental to effective grading and learning practices: • Acknowledging that all students can learn • Supporting and motivating student effort and learning • Designing and grading appropriate assessments • Creating policies for report card grading • Implementing learning-focused grading policies • Communicating with students and parents • Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom. Although grading is a necessary part of schooling, Brookhart reminds us that children are sent to school to learn, not to get grades. This highly practical book will help you put grading and learning into proper perspective, offering strategies you can use right away to ensure that your grading practices actually support student learning.

Developing Grading and Reporting Systems for Student Learning Thomas R. Guskey, Jane M.

Bailey, 2001 This book aims to provide a coherent and thoughtful framework for viewing the complex issues related to grading and reporting student learning. The primary goal of grading and reporting is recognized as communication, and grading and reporting are seen to be integral parts of the instructional process. Chapter 1 explores why grading and reporting methods should be changed, and chapter 2 considers some lessons from the past and recent research that should be applied. Several broad guidelines are presented in chapter 3. Chapter 4 explains why report cards are not enough alone. Chapters 5 and 6 review the grading methods that work best. How to grade and report on the achievement of students with special needs is the focus of chapter 7. Chapter 8 explores the major problems that should be addressed in grading and reporting, and chapter 9 considers some exemplary models of reporting systems that could be used. Chapter 10 describes the reporting tools that could be used in a comprehensive reporting system. (Contains 6 tables, 23 figures, and 241 references.) (SLD)

Target-Based Grading in Collaborative Teams:
Garth Larson, Tom Hierck, 2017-01-02 In order to make grading and reporting practices more meaningful and appropriate, schools must design core instruction to reflect both academic standards and specific academic and behavioral targets that clearly indicate what students must know and what they must be able to do. The authors' experience shows that taking this approach positively impacts teaching and learning. This six-page, quick-reference laminated guide is

designed to help schools move beyond standards to target-based grading and reporting. In 13 clear steps, it walks collaborative teams through the process of: Prioritizing standards and breaking them into specific learning targets; Creating assessments that accurately measure the relevant standards and learning targets; Designing and delivering instruction that specifically addresses learning targets; Administering and analyzing assessments; Reassessing when there is evidence of new learning; Reporting proficiency levels against learning targets using a summative scoring rubricThe guide includes examples of proficiency scales, proficiency targets, progress trackers, and summative rubrics.

Effective Grading Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of Effective Grading—the book that has become a classic in the field-provides a proven hands-on quide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching A sample syllabus with goals, outcomes, and criteria for

student work New developments in assessment for grant-funded projects Additional information on grading group work, portfolios, and servicelearning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities, including community colleges When the first edition of Effective Grading came out, it quickly became the go-to book on evaluating student learning. This second edition, especially with its extension into evaluating the learning goals of departments and general education programs, will make it even more valuable for everyone working to improve teaching and learning in higher education. -L. Dee Fink, author, Creating Significant Learning Experiences Informed by encounters with hundreds of faculty in their workshops, these two accomplished teachers, assessors, and faculty developers have created another essential text. Current faculty, as well as graduate students who aspire to teach in college, will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students' classroom work in demonstrating departmental and institutional effectiveness. -Trudy W. Banta, author, Designing Effective Assessment

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