



For further conversation about any of these topics:

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What is evidence-based assessment and grading?

At its basic level, it's expressing a student's school performance as a report of evidence of specific standards. Academic grades rally around content and skills, nothing else. We want to know to what degree "Junior" can:

- Explain the dual nature of light
- Determine the area of a polygon
- Analyze an argument
- Titrate liquids
- Use knowledge of exercise and metabolism to make healthy snack choices
- Write an information paragraph
- Incorporate musical dynamics in a successful concerto

Never sacrifice sound pedagogy because someone above you isn't there yet.

Absent moral imperative, nothing in education changes. (Reeves)

- What's the moral thing we do?
- Do we have the moral authority to knowingly falsify a report of student learning?

What do all these have in common?

- Put name, date, period in the top right corner of the paper
- Used a quiet, indoor voice while in the classroom
- Showed up to play in an evening musical concert
- Brought in permission slip signed by parents
- Donated a box of tissues to the classroom
- Completed a reading log of time read
- Had a nice, neat notebook in math
- Dressed out in gym uniform in p.e.
- Turned in work in a timely manner
- Did service for the school
- Worked collaboratively
- Tutored classmates

What is standards-based assessment and grading?

It's assessing and grading only in reference to evidence of standard(s), nothing else. If it's listed in the course curriculum, it can be evaluated and included in the final grade. If not, it can be reported, but reported in a separate column on the report card.

It often requires the removal or changing of several conventional grading practices in order to maintain grade integrity.

Operating Premises:

- Assessments and grades must be as accurate as possible. We will never knowingly falsify a grade.
- Assessment and the descriptive feedback from it is **not** a sidebar or an add-on that we don't have time to do. It is a form of direct instruction in itself.
- The goal is for students to self-monitor their learning and create self-efficacy, not to rely on teachers to tell them how they're doing.
- Incompetence in the current grade level curriculum is never preparatory or maturing for what's to come.

Operating Premises:

- Implementing the grading policies and practices of upper grade levels in lower grade levels regardless of their effectiveness is **not** the best way to prepare students for those upper grade levels. The best preparation for the next grade level is a student's personal maturation and his authentic and lasting competence in what is being taught in his current grade level.
- We never subordinate what we know to be effective teaching practice in the current grade level because somebody above us isn't there yet.
- We teach so that students learn, not to play, "gotcha," and think that's building students' self-discipline. Instead, we study how to teach self-discipline, noting that none of the research indicates doing it via grading policies.

- **What is the most important fact/insight you already know about standards-based grading?**
- **What is something you want to learn about standards-based grading?**
- **How will this two-day seminar affect the work you do?**

- Adapted from Sharon L. Bowman's, *Training from the Back of the Room!*

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

(continued)

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles Involved: (Continued)

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?

Grades are short-hand reports of what you know and can do at the end of learning's journey, not the path you took to get there.

Define Each Grade

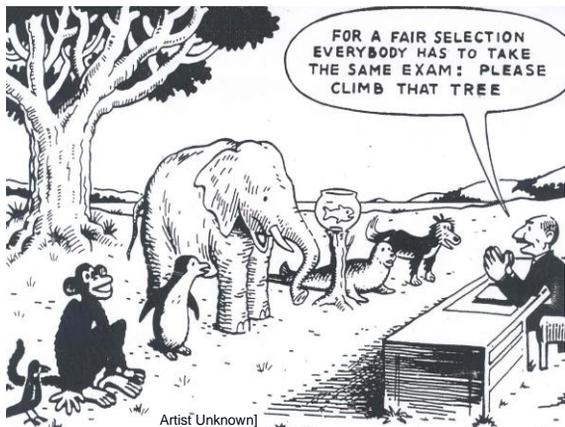
A:

B:

C:

D:

E or F:



Time is a variable, not an absolute.

“Nobody knows ahead of time how long it takes anyone to learn anything.”



Dr. Yung Tae Kim, “Dr. Tae,”
Physics Professor,
Skateboarding Champion

It’s what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.

We are criterion-referenced, evidenced-based, *not* norm-referenced in classroom assessment and reporting.

We cannot conflate reports of compliance with evidence of mastery. Grades are reports of learning, not doing.

'Time to Change the Metaphor:

Grades are NOT **compensation.**

Grades are **communication:**

They are an accurate report of what happened.

Fair Isn't Always Equal

Video excerpt from ASCD's, "At Work in the Differentiated Classroom"

This quarter, you've taught:

- Main idea, Theme, Thesis
- Literary Devices used to Evoke Reader Response
- Close Reading
- Annotating Text
- Resurgence in Post-Modernism in current, popular literature
- Cultivating a Writer's Voice
- From Classic Literature to Film

The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

| Student | Dimension A | Dimension B | Total Score |
|----------|-------------|-------------|-------------|
| 1 | 2 | 10 | 12 |
| 2 | 10 | 2 | 12 |
| 3 | 6 | 6 | 12 |

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. – Marzano, CAGTW, page 13

The example of
what NOT to do:
oral dictation
spelling tests

“The student understands
fact versus opinion.”

Identify

Create

Revise

Manipulate

There's a big difference:
What are we really trying to assess?

- “Explain the second law of thermodynamics” vs. “Which of the following situations shows the second law of thermodynamics in action?”
- “What is the function of a kidney?” vs. “Suppose we gave a frog a diet that no impurities – fresh organic flies, no pesticides, nothing impure. Would the frog still need a kidney?”
- “Explain Keynes’s economic theory” vs. “ Explain today’s downturn in the stock market in light of Keynes’s economic theory.”

From, Teaching the Large College Class, Frank Heppner, 2007, Wiley and Sons

Working Definition of Mastery

(Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

Consider Gradations of Understanding and Performance from Introductory to Sophisticated

Introductory Level Understanding:

Student walks through the classroom door while wearing a heavy coat. Snow is piled on his shoulders, and he exclaims, "Brrrr!" From depiction, we can infer that it is cold outside.

Sophisticated level of understanding:

Ask students to analyze more abstract inferences about government propaganda made by Remarque in his wonderful book, *All Quiet on the Western Front*.

- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents.

What is the Role of Each One?

- Formative Assessment
- Summative Judgment

***Formative vs
Summative in Focus:***

**Lab Reports in a
Science Class**
*(Or any other lab-like activity in
any subject area)*

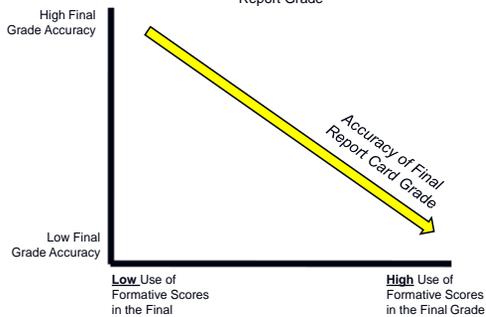
Two Homework Extremes
that Focus Our Thinking

- If a student does none of the homework assignments, yet earns an "A" (top grade) on every formal assessment we give, does he earn anything less than an "A" on his report card?
- If a student does all of the homework well yet bombs every formal assessment, isn't that also a red flag that something is amiss, and we need to take corrective action?

Be clear: We mark and grade against standards/outcomes, not the routes students take or techniques teachers use to achieve those standards/outcomes.

Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive...

Accuracy of the Final Report Card Grade versus the Level of Use of Formative Assessment Scores in the Final Report Grade

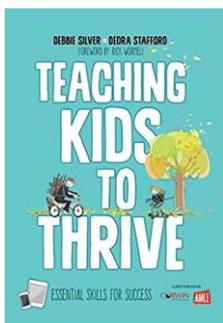


Set up your gradebook into two sections:

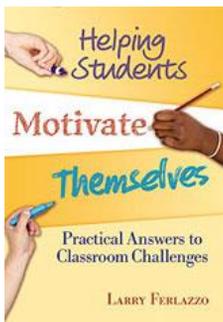
| Formative | Summative |
|--|---|
| Assignments and assessments completed on the way to mastery or proficiency | Final declaration of mastery or proficiency |

“...[N]o research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve (Selby & Murphy, 1992).”

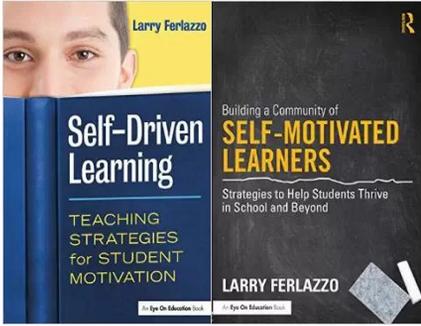
- Tom Guskey, “Five Obstacles to Grading Reform,”
Education Leadership, ASCD,
November 2011

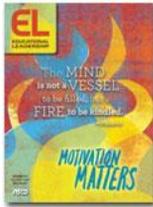


Highly recommended, new book!



Larry Ferlazzo
Helping Students Motivate Themselves: Practical Answers to Classroom Challenges
Practical, Creative, Real....





Motivation Matters

September 2014 |
Volume 72 | Number 1

www.ascd.org



**ASCD's Education Leadership
"Emotionally Healthy Kids"**

October 2015 | Volume 73 |
Number 2

www.ascd.org

**And How Do We Build
These Skills in Students?**

*There's
no one strategy that works.*

And even more interesting:

*The strategies will need to
change as the students
mature*

Recommended Resources:

- *Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential* by Peg Dawson and Richard Guare
- *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential* by Richard Guare, Peg Dawson, and Colin Guare
- *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning* by Joyce Cooper-Kahn and Laurie Dietzel
- *Promoting Executive Function in the Classroom (What Works for Special-Needs Learners)* by Lynn Meltzer
- The National Center for Learning Disabilities (www.ncl.org)
- http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/
- "Worth a Closer Look: Executive Function," Rick Wormeli, *Middle Ground* magazine (Now, *AMLE Magazine*), August 2013, Association for Middle Level Education

Recommended Resources for ADHD information:

- *The Attention Deficit Disorder Association* (www.add.org)
- http://www.helpguide.org/mental/adhd_add_signs_symptoms.htm
- *National Resource Center on ADHD* (<http://www.help4adhd.org/>), which includes resources for the organization, CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)

Feedback begins with non-emotional, non-judgmental facts...

From Teacher's perspective:

*"You included one piece of evidence for each claim."
"You accounted for the amplitude of the wave."*

From student's perspective:

*"I did not use distilled water in the lab."
"I arched my back on the dismount."*

...then it is followed by reflection on how those elements relate to student's success relative to the evaluative criteria:

From the teacher's perspective:

- *"The criteria called for two pieces of evidence per claim, not one."*
- *"Because you accounted for the wave amplitude, your declarations of energy outputs were correct."*

From the student's perspective:

- *"If I used distilled water, I would not have as many contaminants potentially affecting my lab results."*
- *"Because I arched my back, I am able to make a fluid transition into the next element of the routine."*

What about teachers receiving constructive, descriptive feedback?

"Your lesson was engaging."

[Judgement/Unhelpful]

"You incorporated students' personal interests and culture in your examples, and you started with a real-life problem that needed to be solved. As a result, students spent most of their time discussing the math involved instead of just socializing."

[Commenting on Decisions and their Impact – Helpful, professional]

**What gets listed in the criteria, gets the focus –
But to what end?**

“If we mark students’ everyday, coming-to-know writing on spelling and punctuation, they will only use words they know how to spell and sentences they know how to punctuate.”

- ‘Rick’s wording, but based on an idea originated by Marjorie Frank

**Two Ways to Begin Using
Descriptive Feedback:**

- **“Point and Describe”**
(from Teaching with Love & Logic, Jim Fay, David Funk)

- **“Goal, Status, and Plan for the Goal”**
 1. **Identify the objective/goal/standard/outcome**
 2. **Identify where the student is in relation to the goal (Status)**
 3. **Identify what needs to happen in order to close the gap**

**When providing
descriptive
feedback that
builds
perseverance,**

**...comment on
decisions made
and their impact,
NOT quality of
work.**

Highlighting Mistakes: A Grading Strategy (Youtube.com)

Effective Protocol for Data Analysis
and Descriptive Feedback found in many Schools:
Here's What, So What, Now What

1. Here's What: *(data, factual statements, no commentary)*
2. So What: *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*
3. Now What: *(Plan of action, including new questions, next steps)*

| Item | Topic or Proficiency | Right | Wrong | Simple Mistake? | Really Don't Understand |
|------|--------------------------|-------|-------|-----------------|-------------------------|
| 1 | Dividing fractions | | ✓ | | ✓ |
| 2 | Dividing Fractions | | ✓ | | ✓ |
| 3 | Multiplying Fractions | | ✓ | ✓ | |
| 4 | Multiplying fractions | ✓ | | | |
| 5 | Reducing to Smpilst trms | ✓ | | | |
| 6 | Reducing to Smpilst trms | ✓ | | | |
| 7 | Reciprocals | ✓ | | | |
| 8 | Reciprocals | | ✓ | ✓ | |
| 9 | Reciprocals | | ✓ | ✓ | |

Date

Mr./Mrs./Miss _____,

I understand....

I need assistance in....

I suggestion the following four steps for me to take in order to learn these content and skills:

Sincerely,

| Teacher Action | Result on Student Achievement |
|---|-----------------------------------|
| Just telling students # correct and incorrect | Negative influence on achievement |
| Clarifying the scoring criteria | Increase of 16 percentile points |
| Providing explanations as to why their responses are correct or incorrect | Increase of 20 percentile points |
| Asking students to continue responding to an assessment until they correctly answer the items | Increase of 20 percentile points |
| Graphically portraying student achievement | Increase of 26 percentile points |

-- Marzano, CAGTW, pgs 5-6

Processing Activity:

"I used to think..., but now I think..."

Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do's &
Re-Takes:
Are They
Okay?



Thomas Edison



- b. *Minimum Academic Performance* — The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.
- c. *Minimum Demonstration/Performance Test Standard* — The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.
- d. *Minimum Hour Requirement* — There is no minimum hour/event/sortie requirement for graduation.
- e. *Instructor Responsibilities* — Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.

F.A.I.L.

First Attempt in Learning

Quotes for the Classroom, Mindsets for Teaching:

"The fellow who never makes a mistake takes his orders from one who does."

-- Herbert Prochnow

"I have learned throughout my life as a composer chiefly through my mistakes and pursuits of false assumptions, not my exposure to fountains of wisdom and knowledge." -- Igor Stravinsky

"An expert is a man who has made all the mistakes which can be made, in a narrow field." -- Neils Bohr

From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

<http://www.youtube.com/watch?v=IHfo17ikSpY>

- It's okay to let students, "bank," sections of the assessment/assignment that are done well.
- No-re-do's the last week of the grading period.
- Replace the previous grade with the new one, do NOT average them together.
- Sometimes the greater gift is to deny the option.
- Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.

Premise

A grade represents a valid and undiluted indicator of what a student knows and is able to do – mastery.

With grades we document progress in students and our teaching, we provide feedback to students and their parents, and we make instructional decisions.

10 Practices to Avoid in a Differentiated Classroom *[They Dilute a Grade's Validity and Effectiveness]*

- Penalizing students' multiple attempts at mastery
- Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]
- Withholding assistance (not scaffolding or differentiating) in the learning when it's needed
- Group grades
- Incorporating non-academic factors (behavior, attendance, and effort)

Imagine the Reverse...

$$A = 100 - 40$$

$$B = 39 - 30$$

$$C = 29 - 20$$

$$D = 19 - 10$$

$$F = 9 - 0$$

What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here.

| | |
|-----|----|
| 100 | 4 |
| 90 | 3 |
| 80 | 2 |
| 70 | 1 |
| 60 | 0 |
| 50 | -1 |
| 40 | -2 |
| 30 | -3 |
| 20 | -4 |
| 10 | -5 |
| 0 | -6 |

Consider the Correlation

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale. If a student does no work, he should get nothing, not something worse than nothing. How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

[Based on an idea by Doug Reeves, *The Learning Leader*, ASCD, 2006]

Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0 ← ('Forgot to take the reading)

Average: 68.8 degrees

This is inaccurate for what really happened, and therefore, unusable.

Clarification:

When we're talking about converting zeroes to 50's or higher, we're referring to zeroes earned on major projects and assessments, not homework, as well as anything graded on a 100-point scale. It's okay to give zeroes on homework or on small scales, such as a 4.0 scale. Zeroes recorded for homework assignments do not refer to final, accurate declarations of mastery, and those zeroes don't have the undue influence on small grading scales.

Grading Late Work

- One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.
- A few points off for each day late is instructive; there's hope.
- Yes, the world beyond school is like this.

Helpful Consideration for Dealing with Student's Late Work:

Is it chronic....

...or is it occasional?

We respond differently, depending on which one it is.

| Summative Assessments | | | | | | |
|------------------------|---------------------|----------------|-------------|---------------------|-------------------|-----------------------------|
| Student: _____ | | | | | | |
| Standards/ Outcomes | XYZ Test, part 1 | PQR Project | EFG Observ. | XYZ Test, part 2 | GHI Perf. Task | Most Consistent Level |
| 1.1 [Descriptor] | | 3.5 | | | 3.5 | <u>3.5</u> |
| 1.2 [Descriptor] | 2.5 | 5.0 | 4.5 | 4.5 | | <u>4.5</u> |
| 1.3 [Descriptor] | | 4.5 | 3.5 | 3.0 | 3.5 | <u>3.5</u> |
| 1.4 [Descriptor] | 3.5 | | | 3.5 | | <u>3.5</u> |
| 1.5 [Descriptor] | 2.0 | | | 1.5 | | <u>1.75</u> |

*Gradebooks and Report Cards in the Differentiated Classroom:
Ten Important Attributes*

1. Everything is clearly communicated, easily understood
2. Use an entire page per student
3. Set up according to Standards/Outcomes
4. Disaggregate!
5. No averaging – Determine grades based on central tendency, trend, mode

*Gradebooks and Report Cards in the Differentiated Classroom:
Ten Important Attributes*

6. Behavior/Effort/Attendance separated from Academic Performance
7. Grades/Marks are as accurate as possible
8. Some students may have more marks/grades than others
9. Scales/Rubric Descriptors readily available, even summarized as possible
10. Grades/marks revisable

Responsive Report Formats

Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.

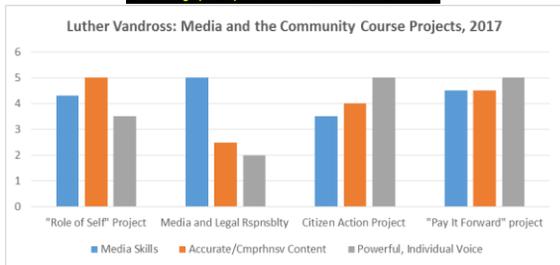
Report Cards without Grades

| Course: | Standard Descriptor | Standards Rating | | | |
|-----------|--------------------------------------|------------------|-------|-------|-------|
| | | (1) | (2) | (3) | (4) |
| English 9 | Standard 1 Usage/Punct/Spelling | ..... | ..... | ..... | ..... |
| | Standard 2 Analysis of Literature | ..... | ..... | ..... | ..... |
| | Standard 3 Six + 1 Traits of Writing | ..... | ..... | ..... | ..... |
| | Standard 4 Reading Comprehension | ..... | ..... | ..... | ..... |
| | Standard 5 Listening/Speaking | ..... | ..... | ..... | ..... |
| | Standard 6 Research Skills | ..... | ..... | ..... | ..... |

Additional Comments from Teachers:

Health and Maturity Records for the Grading Period:

Consider graphic representations of student achievement....



Grading Inclusion Students

Question #1:

“Are the standards set for the whole class also developmentally appropriate for this student?”

- If they are appropriate, proceed to Question #2.
- If they are not appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

Grading Inclusion Students

Question #2:

“Will these learning experiences (processes) we’re using with the general class work with the inclusion student as well?”

- If they will work, then proceed to Question #3.
- If they will not work, identify alternative pathways to learning that will work. Then go to Question #3.

Grading Inclusion Students

Question #3:

“Will this assessment instrument we’re using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?”

- If the instrument will provide an accurate rendering of the inclusion student’s mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student’s mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

Education Leadership (ASCD)
February 2010 | Volume 67 | Number 5
Meeting Students Where They Are Pages
Grading Exceptional Learners
Lee Ann Jung and Thomas R. Guskey

*The next four
slides' content
can be found
in this article.*

For more details, see:

Office of Civil Rights. (2008, October 17). Dear colleague letter: Report cards and transcripts for students with disabilities. Available: www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.html

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guskey@uky.edu

“Myth 2: Report cards cannot identify the student’s status as an exceptional learner.

“Fact: According to guidance recently provided by the U.S. Department of Education's Office of Civil Rights (2008), a student's IEP, 504, or ELL status can appear on report cards (which communicate information about a student's achievement to the student, parents, and teachers) but not on transcripts (which are shared with third parties—other schools, employers, and institutes of higher education) (Freedman, 2000). Even on report cards, however, schools must carefully review whether such information is necessary.”

“Myth 3: Transcripts cannot identify the curriculum as being modified.

“Fact: This is perhaps the most common of all reporting myths. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, transcripts cannot identify students as qualifying for special services or accommodations— supports that provide access to the general curriculum but do not fundamentally alter the learning goal or grade-level standard. However, schools can legally note curriculum modifications—changes that fundamentally alter the learning goal or grade-level expectation (Freedman, 2000, 2005).”

Three types of learning criteria related to standards (see Guskey, 2006):

“**Product** criteria address what students know and are able to do at a particular point in time. They relate to students' specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning.”

“**Process** criteria relate to students' behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

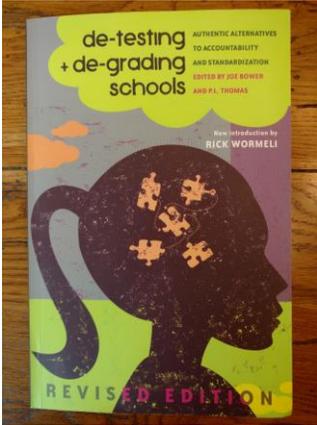
“**Progress** criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth.”



Check out the **FREE Website for Perspective and Practicality on Assessment and Grading Issues!**

www.stenhouse.com/fiae

1. Two new, substantial study guides for *Fair Isn't Always Equal*
2. Q&A's - abbreviated versions of correspondence with teachers and administrators
3. Video and audio podcasts on assessment and grading issues
4. Testimonials from educators
5. Articles that support the book's main themes



De-Testing & De-Grading Schools: Authentic Alternatives to Accountability and Standardization, Revised Edition (2016)

Warning: 'Mind-changing essays, unusually well-researched content, compelling prose, myth-busting impact, and a rather intense Foreword!

Former AP Teacher,
now Building Administrator,
Reed Gillespie

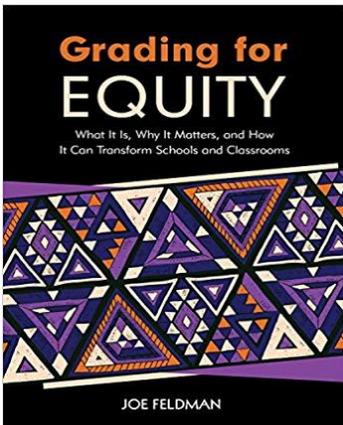


Responses to Re-Do Concerns:

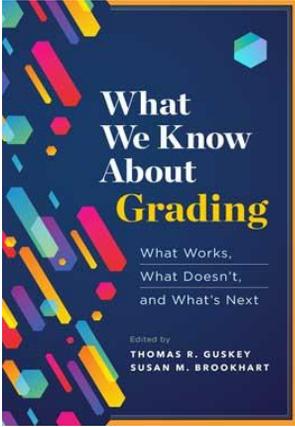
<http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html>

12 Practical Steps to Conducting Re-do's:

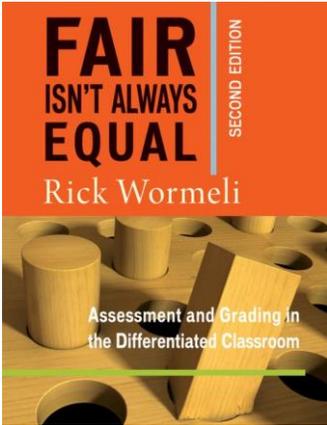
<http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html>



'Just released at the end of 2018 –
'Great new book with important content!



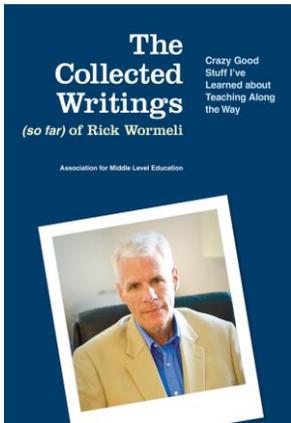
Just out in February 2019 -
'Over 100 years of research
about grading and what it
means for teaching and
learning. Highly recommended!



Eleven years in the
making --
Here it comes!

*Fair Isn't Always
Equal, Second
Edition*

Available from
Stenhouse
Publishers, Barnes
and Noble, and
Amazon.



Great Books on Feedback, Assessment, and Grading:

- *Grading from the Inside Out* (Schimmer)
- *Hacking Assessment* (Sackstein)
- *Elements of Grading* (Reeves)
- *How to Give Feedback to Your Students* (Brookhart)
- *Balanced Assessment, From Formative to Summative* (Burke)
- *Grading Smarter, Not Harder* (Dueck)
- *Grading* (Brookhart)
- *How to Grade for Learning* (O'Connor)
- *A Repair Kit for Grading: 15 Fixes for Broken Grades* (O'Connor)
- *Fair Isn't Always Equal* (Wormeli)

- *Checking for Understanding: Formative Assessment Techniques for your Classroom* (Fisher and Frey)
- *Transforming Classroom Grading* (Marzano)
- *Classroom Assessment and Grading that Work* (Marzano)
- *How to Assess Higher-Order Thinking Skills in your Classroom* (Brookhart)
- *Grading Exceptional and Struggling Students: RTI, ELL, IEP* (Guskey, Jung)
- *On Your Mark: Challenging the Conventions of Grading and Reporting* (Guskey)

Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*, Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997
