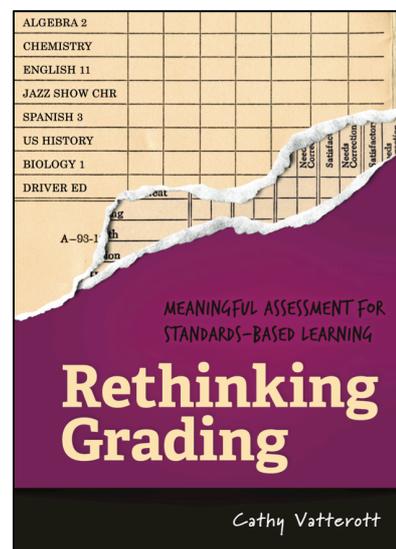


Rethinking Grading: Meaningful Assessment for Standards-Based Learning

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Summary

Grading systems often reward on-time task completion and punish or penalise disorganisation and bad behaviour. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. As a result, we inadvertently subvert the learning process.

New standards being implemented everywhere require a new approach to grading to ensure that grades reflect your students' progress toward specific learning outcomes, including not only mastery of content but also the ability to be creative critical thinkers and problem solvers. Discover how moving to a standard-based approach to grading helps you

- align classroom activities and tasks to specific learning targets students easily grasp
- shift the ownership of learning to your students
- provide students with feedback that is more encouraging and less punitive
- ensure grades authentically reflect student progress and learning.

After careful research and years of experiences with grading as a teacher and parent, Cathy Vatterott examines and debunks traditional practices and policies of grading in F–12 schools. She offers a new paradigm for standards-based grading that focuses on student mastery of content and gives concrete examples from primary, middle years and secondary schools.

Rethinking Grading will show all educators at all levels how standards-based grading can authentically reflect student progress and learning – and significantly improve both teaching and learning.

Other Resources

- *Formative Assessment & Standards-Based Grading: The Classroom Strategies Series* (MRL4916)
- *How to Create and Use Rubrics for Formative Assessment and Grading* (112001)
- *Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn* (114003)