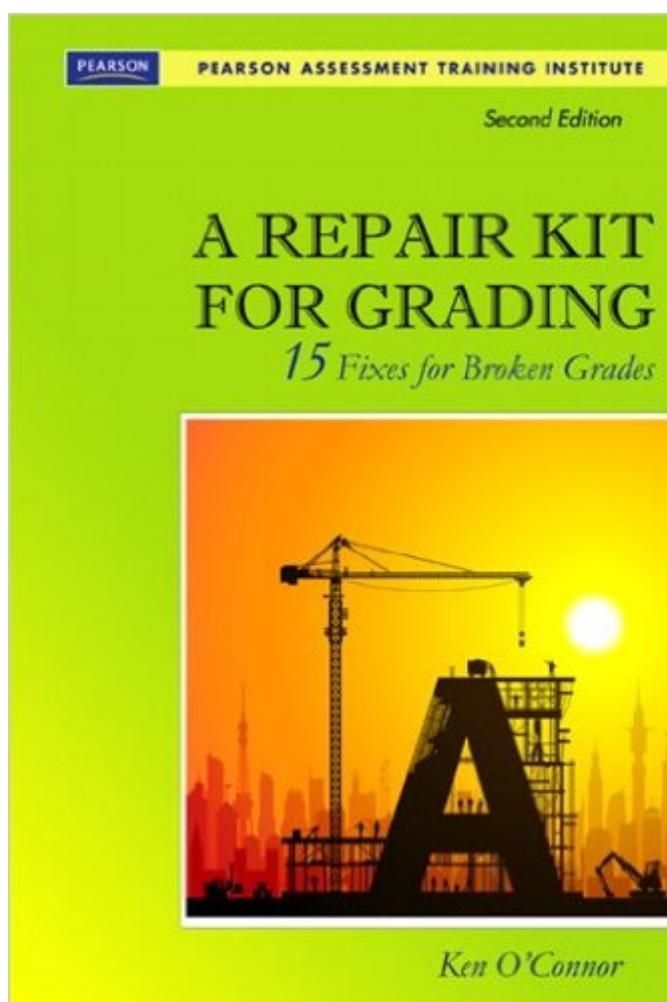


The book was found

A Repair Kit For Grading: Fifteen Fixes For Broken Grades With DVD (2nd Edition) (Assessment Training Institute, Inc.)



Synopsis

Communicating about student achievement requires accurate, consistent and meaningful grades.

Â Educators interested in examining and improving grading practices should ask the following questions: Â ¢ Am I confident that students in my classroom receive consistent, accurate and meaningful grades that support learning?Â ¢ Am I confident that the grades I assign students accurately reflect my school or districtâ™s published performance standardsÂ andÂ desiredÂ learning outcomes? Â In many schools, the answers to these questions often range from "not very" to "not at all." When thatâ™s the case, grades are "broken" and teachers and schools need a "repair kit" to fix them. A Repair Kit for Grading: 15 Fixes for Broken Grades, 2/e Â gives teachers and administrators 15 ways to make the necessary repairs. Additional Resources from ATI Visit <http://ati.pearson.com> to read more articles on assessment, download study guides, and more!

Book Information

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Customer Reviews

The title of this book says it all--it is a repair kit for fixing the "broken" grading system we currently have. This book is full of ideas that challenge the traditional way we grade, but these challenges make total sense in light of what we now know about quality assessments and student learning. O'Connor basically sums up what he states in his book How to Grade for Learning, K-12, and his work is based on and references the work of others who have tackled the grading dilemma, such as

Stiggins, Marzano, and Wormeli. The main point of this book is that grades should be a vehicle for communicating student learning, period, and that grades and scores should be reported according to standards, and not include anything that doesn't pertain to student learning (such as participation, effort, etc.). All that should be included in these grades are the summative assessments, and that any formative or diagnostic assessments should not be included. Some points I found especially intriguing were: that you should always take the most recent evidence of learning; not to include absences in a student's score; and that group grades do not accurately reflect student achievement and should not be given. Also interesting is the point he makes about not including zeroes in student grades (he says you should give an "I" for "Insufficient Evidence"). If you are an educator that has been questioning traditional grading practices, this book is a good starting point.

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