

Effective **GRADING**

SECOND EDITION

A TOOL FOR LEARNING AND ASSESSMENT IN COLLEGE

BARBARA E. WALVOORD AND VIRGINIA JOHNSON ANDERSON

Effective Grading A Tool For Learning And Assessment

**Thomas R. Guskey, Nancy Frey, Douglas
Fisher**



Effective Grading A Tool For Learning And Assessment:

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 guide 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 service learning 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*

Effective Grading Barbara E. Walvoord, Virginia Johnson Anderson, 1998-02-25 The grading process can yield rich information about student learning *Effective Grading* enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair time efficient and conducive to learning Classroom assessment of student learning can then contribute to departmental and general education assessment in ways that meet the needs of institutions and accrediting agencies Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation *Effective Grading* balances assessment theory and hands on advice It offers an in depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards developing assignments to grade managing time spent on grading and providing feedback for students

Introduction to Rubrics Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This

new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review [Assessment for Learning](#) Rita Berry,2008-09-01

Assessment is an important part of effective teaching and learning It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress While assessment has long been an end of learning activity to measure what learners can do the outcome oriented approach does not always foster learning motivation effectively A new perspective now encourages ongoing appraisal in the classroom to improve learning This book reflects current thinking of assessment with a stated focus on assessment for learning AfL It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom The discussions on assessment theories are in depth and the examples used for illustrating the concepts are plentiful **Handbook of College and University Teaching** James E. Groccia,Mohammed A. T. Alsudairi,William Buskist,2012-01-17 Handbook of College and University Teaching A Global Perspective presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments all with a unique global view The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students Education experts from around the world share their perspectives on college and university teaching illuminating international differences and similarities The chapters are organized around a model developed by James Groccia which focuses on seven interrelated variables including teacher learner learning process learning context course content instructional processes and learning outcomes Using this logical model as the organizational structure of the book provides a guide for systemic thinking about what actions one should take or suggest others take when planning activities to improve teaching and learning curriculum development and assessment [How to Grade for Learning](#) Ken O'Connor,2017-10-04

With more than 50 000 books sold this resource for teachers and school teams will open illuminating and productive new visions of how to improve grading practices *Grading With Integrity* Thomas R. Guskey,Nancy Frey,Douglas Fisher,2024-06-20 Let evidence and integrity guide your grading practice If you want to ask a polarizing question in education ask someone their thoughts on grading Few topics have elicited more interest or opinions even though grading practices have remained relatively unchanged for years But opinions are not evidence The time has come to get it right with

a fresh approach grounded in research and the principles of integrity Grading With Integrity introduces a measured approach to grading reform based on honesty transparency accuracy and equity with recommendations backed by clear and trustworthy evidence Addressing the many whys involved this thoughtfully organized book addresses central questions related to grading and reporting student learning covering An historical overview of grading and reporting practices A discussion of standards based and competency based grading Recommendations for reporting non academic learning goals separately from academic achievement to accurately reflect students performance Suggestions for reporting growth and improvement using specific assessments and other reporting tools An infallible argument for grading with integrity This book is a must read for K 12 classroom teachers and administrators who are looking to implement better and more defensible grading and reporting policies and practices Let evidence and integrity be your guide to enhancing students best interests and learning success

Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S.,2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher

First Day to Final Grade Anne Curzan,Lisa Damour,2006 First Day to Final Grade is both a quick at a glance reference tool and indispensable guide in preparation for teaching It focuses on the how tos such as setting up a lesson plan running a discussion and grading as well as issues specific to the teaching assistant s unique role as both student and teacher This new edition of First Day to Final Grade incorporates newer teaching and learning pedagogy Among other things the authors have modified sections on moving from class goals to class content preparing for and running discussions addressing problems within the class and with particular students and responding to academic misconduct In addition the book has been updated to reflect the role of technology both inside and outside the classroom Also included are new examples of materials throughout the text and appendix

Assessment Clear and Simple Barbara E. Walvoord,2010-03-02 The first edition of Assessment Clear and Simple quickly became the essential go to guide for anyone who participates in the assessment process in higher education With the increased pressure to perform assessment to demonstrate accountability Assessment Clear and Simple is needed more than ever This second edition of the classic resource offers a concise step by step guide that helps make assessment simple cost efficient and useful to an institution It contains effective strategies for meeting the requirements of accreditation agencies legislatures review boards and others while emphasizing and showing how to move from data to actions that improve student learning This thoroughly revised and updated edition includes many new or expanded features including Illustrative examples drawn from the author s experience consulting with more than 350 institutions A basic no frills assessment plan for departments and for general education Tips on how to integrate portfolios and e portfolios into the assessment process Suggestions for using rubrics and alternatives to rubrics including doing assessment for multidisciplinary work Clear instructions on how to construct a coherent institution wide assessment system and explain it to accreditors Ideas

for assigning responsibility for general education assessment Strategies for gathering information about departmental assessment while keeping the departmental workload manageable Information on how to manage assessment in times of budgetary cutbacks Praise for the Second Edition of Assessment Clear and Simple Walvoord's approach to assessment is wonderfully straightforward it is also effective in facilitating faculty engagement in assessment We've applied a number of her methods to our campus assessment efforts with success This book makes assessment both manageable and useful in improving and enhancing student learning Martha L A Stassen director of assessment University of Massachusetts Amherst and president New England Educational Assessment Network NEEAN Walvoord's work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment Bobbi Allen faculty assessment director Delta College

Enhancing Adult Motivation to Learn Raymond J. Wlodkowski, Margery B. Ginsberg, 2017-08-17 The classic interdisciplinary reference on adult education updated for today's learning environment Enhancing Adult Motivation to Learn provides adult educators with the information and strategies they need to guide non traditional students toward positive educational outcomes Providing a clear framework guidelines for instructional planning real world examples and cutting edge ideas this book fills the need for intrinsically motivating instruction targeted specifically toward adults returning to school This new fourth edition sharpens the focus on community colleges where most first generation college students and working adults begin their higher education and explores the rising use of technology and alternative delivery methods including a new chapter covering online instruction Since the publication of its first edition this book has become a classic reference for understanding adult motivation in educational and training settings As more and more adults re enter the educational system instructors and trainers will find extraordinary value in this exploration at the intersection of research and practice Examine the latest neuroscience and psychological research pertaining to adult motivation and learning Delve into alternative formats including online learning interactive learning materials and more Elicit and encourage adult intrinsic motivation using the Motivational Framework for Culturally Responsive Teaching and sixty practical research backed strategies Adopt a culturally responsive instructional approach for an inclusive and equitable learning environment Adult students differ from traditional students in motivation attitude experience and more this combined with an increasingly diverse body of students as well electronic delivery methods makes today's teaching environment a new landscape for instructors to navigate Enhancing Adult Motivation to Learn provides a clear guide to success for instructors and students alike

Assessing Media Education William G. Christ, 2013-11-05 This component of Assessing Media Education is intended for those who would like to know how other schools have grappled with implementing assessment initiatives and who have used assessment to improve their programs

First Day to Final Grade, Third Edition Anne Curzan, Lisa Damour, 2011-02-04 The third edition of First Day to

Final Grade A Graduate Student's Guide to Teaching is designed to help new graduate student teaching assistants navigate the challenges of teaching undergraduates. Both a quick reference tool and a fluid read, the book focuses on the how-tos of teaching such as setting up a lesson plan, running a discussion, and grading, as well as issues specific to the teaching assistant's unique role as both student and teacher. This new edition incorporates newer teaching and learning pedagogy. The book has been updated to reflect the role of technology both inside and outside the classroom. In addition, a new chapter has been added that discusses successfully transitioning from being a teaching assistant to being hired as a full-time instructor.

Handbook on Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource, well-known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement, assessment, and evaluation, with guidance on how to apply these ideas for the benefit of students and institutions. Bringing together terminology, analytical perspectives, and methodological advances, this second edition facilitates informed decision-making while connecting the latest thinking in these methodological areas with actual practice in higher education. This research handbook provides higher education administrators, student affairs personnel, institutional researchers, and faculty with an integrated volume of theory, method, and application.

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, empowers students to choose the level of attainment they want to achieve, reduces antagonism between the evaluator and the evaluated, and increases 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

Information and Beyond: Part I Eli Cohen., Research papers on Collaborative Work Working Together Teams Control Audit and Security Curriculum Issues Decision Making Business Intelligence DM BI Distance Education e Learning Doctoral Studies Economic Aspects Education Training Educational Assessment Evaluation Ethical and Social Cultural Issues The Oxford Handbook of Undergraduate Psychology Education Dana S. Dunn,2015-08-07 The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching pedagogy and professional issues in psychology The Handbook is designed to help psychology educators at each stage of their careers from teaching their first courses and developing their careers to serving as department or program administrators The goal of the Handbook is to provide teachers educators researchers scholars and administrators in psychology with current practical advice on course creation best practices in psychology pedagogy course content recommendations teaching methods and classroom management strategies advice on student advising and administrative and professional issues such as managing one's career chairing the department organizing the curriculum and conducting assessment among other topics The primary audience for this Handbook is college and university level psychology teachers at both two and four year institutions at the assistant associate and full professor levels as well as department chairs and other psychology program administrators who want to improve teaching and learning within their departments Faculty members in other social science disciplines e.g sociology education political science will find material in the Handbook to be applicable or adaptable to their own programs and courses Tools for Teaching Barbara Gross Davis,2009-07-17 This is the long awaited update on the bestselling book that offers a practical accessible reference manual for faculty in any discipline This new edition contains up to date information on technology as well as expanding on the ideas and strategies presented in the first edition It includes more than sixty one chapters designed to improve the teaching of beginning mid career or senior faculty members The topics cover both traditional tasks of teaching as well as broader concerns such as diversity and inclusion in the classroom and technology in educational settings **Extraordinary Learning in the Workplace** Janet P. Hafler,2011-01-04 The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals that tacit learning occurs within the hidden curriculum and that the

subsequent demands both formal and tacit are embedded in subsequent workplace settings Thus for this text these authors explore research and practice literature related to curriculum instruction and assessment of professionals learning in the workplace and the implications for best practices But what makes this book truly unique is that the authors examine that literature in the context of four professions education nursing medicine and clergy at the point of those professions wherein students are learning during the degree program stages of their education Extraordinary Learning in the Workplace is broken into four main sections Part I explores curriculum both formal and hidden Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional education that occur in the practice settings of the workplace Part III covers assessment using medicine as its example to argue that assessment has remained largely unchanged for years thus making the multiple choice questions tests introduced in the 1950s the de facto gold standard for quality assessment And Part IV focuses on the training of the instructors visiting the three key themes of relationships activities or tasks and work practices

Why the First-Year Seminar Matters

Christine Harrington, Theresa Orosz, 2018-08-10 Why the First Year Seminar Matters Helping Students Choose and Stay on a Career Path provides an overview of the Guided Pathways movement and the critical role that the first year seminar can play in setting the stage for student success After reviewing the extensive history and research on first year seminars Harrington and Orosz suggest that the time is right for colleges and universities to re imagine the first year seminar course within the Guided Pathways framework More specifically by increasing the focus on career exploration and decision making and addressing key success skills students need the first year seminar can serve as an essential foundational element of Guided Pathways Readers will find the practical suggestions on how to engage in backward course redesign and the making the case data helpful as they aim to address equity gaps and require this course of all incoming first year students

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