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Dr. Reeves ' main
premise about
grading weaves
together four critical
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any effective grading system: accuracy, fairness, specificity, and timeliness. With a chapter dedicated to each of these topics, Reeves thoroughly explores each, provides explicit examples to communicate his points, and offers alternative grading strategies for

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Guide _____ 1.

Describe a formula for arriving at grades that has greater specificity, yet also encourages and

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rewards work ethic, respect, and determination in students. 2. What is the “coward ’s F” ? 3. What method does the author suggest for obtaining student feedback regarding grading

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Effective teacher
feedback is crucial to
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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

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(2nd edition) , Dr.
Reeves uses the most
powerful research to
date to share the
critical elements an
educator needs to
improve student
performance. He
offers evidence;
practical, real-life
examples; and proven
effective tools and
strategies for

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improving successful
grading practices and
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that has greater
specificity yet also
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Grading elementary
students is no simple
task. Teachers must

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be objective, fair, and consistent but the volume of grading to be done and lack of time to do it can make this process excruciating. Many teachers also find grading exhausting because they don't have a dependable grading system.

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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

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--Zaretta Hammond,
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open the grading conversation Here at last—and none too soon—is a resource

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that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today ' s schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and

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failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, *Grading for Equity* provides A critical historical

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backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later A

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summary of the
research on
motivation and
equitable teaching
and learning,
establishing a rock-
solid foundation and
a “ true north ”
orientation toward
equitable grading
practices Specific
grading practices that
are more equitable,
along with teacher

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examples, strategies to solve common hiccups and concerns, and evidence of effectiveness

Reflection tools for facilitating individual or group engagement and understanding As Joe writes, “ Grading practices are a mirror not just for students, but for us as their teachers. ” Each one

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Of us should start by asking, “What do my grading practices say about who I am and what I believe?”

Then, let ’ s make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

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the LARE Section E

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examination, is
written from the
point of view of a test-
taker who has taken
the test once and
failed and taken it
again successfully. It
is designed for the
landscape
architecture student,
the professional

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studying the LARE

and for people who

need a refresher to

better understand the

process of grading.

The book focuses on

"how to solve a

grading problem"

providing an

overview of grading

topics such as slopes,

interpolation,

contours, landforms,

swale and sheet

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drainage, ponds, culverts, plane surfaces, berms, paths, stairs, ramps and retaining walls. A section on test-taking tips is included to help direct your study habits. The book includes 28 end of chapter exercises & solutions and nine grading vignettes for practice.

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with confidence in
preparation for the
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planes, swales, berms,
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and sloping berms; •

A section on
landscape grading
standards,

recognizing soil cut

and fill, determining
pipe cover, finding

FFE, and horizontal
and vertical curves;

• Updated

information about the
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test; • All sections

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and grading. Authors
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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
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for learning itself. The

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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

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While K12 teachers and administrators may feel hesitant about moving away from past practices or making profound changes in grading, and while it may be challenging, a change in mindset is essential for effective

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reporting student achievement. He then presents educators with steps they can actively take to positively alter grading and reporting in their classrooms.

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your commitment to be your best self and reach your students in more meaningful ways than you ever imagined. Members of the Teach Better team share their personal journeys as well as stories from other educators who share a vision to be better every day.

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reporting available to
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takeaways for
learning and teaching.
Edited by Thomas R.
Guskey and Susan M.

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Brookhart, this indispensable guide 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

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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

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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,

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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.

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