

# GRADING RESOURCES:

## Standards- and Mastery-Based Grading

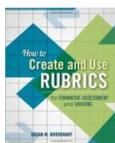
### An Annotated Bibliography

Bergman, Jonathan & Sams, Aaron. (2017). *Flip your classroom: Reach every student in every class*. np.: International Society for Technology in Education (A Joint Publication with ASCD).



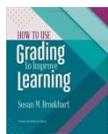
In addition to explaining the dynamics and organization of a flipped classroom, where traditional instructional delivery takes place outside of class time so teachers can interact, facilitate, and evaluate student learning during class time, the authors describe how mastery-learning can be effectively implemented in a flipped classroom environment.

Brookhart, Susan M. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: Association for Supervision and Curriculum Development.



This book provides teachers and supervisors with a clear, easily understood pathway to building and using effective rubrics to assess instructional growth. Many sample rubrics are provided and discussed. Even though much has been written on rubrics and standards-based grading subsequent to publication, this work is foundational.

Brookhart, Susan M. (2017). *How to use grading to improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.



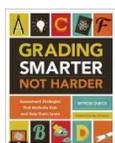
Based on two foundational concepts that grades should reflect student achievement and grading policies should support and motivate student effort and learning, twelve grading strategies are discussed with guidelines, checklists, plus many sample report cards and resources. The book concludes with a discussion of processes to facilitate changing the grading paradigm to learning-focused grading.

Cornue, Jonathan. (2018). *Changing the grade: a step-by-step guide to grading for student growth*. Alexandria, VA: Association for Supervision and Curriculum Development.



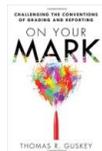
Cornue details thirty practical steps in transitioning from a traditional, percentage based grading system to a four-point standards-based scoring and grading structure; the process requires a stakeholder team to articulate foundations of change, teams to create and experiment with new grading components, and teams to finalize and implement the changes at schools. A discussion of high school issues is included.

Dueck, Myron. (2014). *Grading smarter not harder: Assessment strategies that motivate kids and help them learn*. Alexandria, VA: Association for Supervision and Curriculum Development.



Dueck brings practical experiences as a teacher and presenter at the Assessment Training Center in this handbook for teachers detailing effective strategies on grading, homework, unit plans, retesting, and creativity in the classroom. Each topic is thoroughly explored with real world examples explained step-by-step.

Guskey, Thomas R. (2015). *On your mark: Challenging the conventions of grading and reporting*. Blomington, IN: Solution Tree Press.



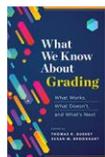
Guskey focuses on the purposes of grading and reporting achievement, while challenging: 1) the use of percentage grades, 2) plus and minus and half-grade increments, 3) bell-shaped grade distributions, 4) computation of class rank, 5) use of a single grade, 6) use of mathematical algorithms, and 7) practices that confound the meaning of grades; with each challenge Guskey gives thought provoking alternatives.

Guskey, Thomas R. & Bailey, Jane M. (2010). *Developing standards-based report cards*. Thousand Oaks, CA: Corwin.



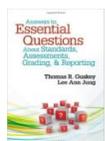
This book is as much about the process of standards-based reporting as it is about the product – the standards-based report card. The authors identify and detail seven crucial questions in developing standards-based report cards, providing a wide range of examples from various schools and grades.

Guskey, Thomas R. & Brookhart, Susan M., Eds. (2019). *What we know about grading: what works, what doesn't and what's next*. Alexandria, VA: Association for Supervision and Curriculum Development.



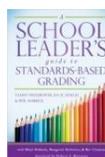
The authors review research on current grading topics such as reliability, teacher practices, standards-based grading, and report cards; each chapter details why the topic is important, summarizes research in easy to read tables, and lists implications for instruction, grading, and assessment of student learning regarding each research topic.

Guskey, Thomas R. & Jung, Lee Ann. (2013). *An answer to essential questions about standards, assessments, grading & reporting*. Thousand Oaks, CA: Corwin.



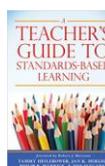
This reference work presents questions and answers regarding standards, assessments, grade and achievement reporting, and grading and reporting for exceptional and struggling learners. Each short section includes relevant bibliographic references for further review and discussion.

Heflebower, Tammy, et. al. (2014). *A school leader's guide to standards-based grading*. Bloomington, IN: Solution Tree Press.



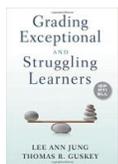
This work describes clear procedures, processes, and systems for implementing standards-based grading and reporting; educator's stories provide anecdotal evidence. Sections focus on understanding standards-based grading, prioritizing standards and proficiency scales, creating effective assessments, providing meaningful and accurate grades, and dealing with exceptional learners. An additional section focuses on planning and implementing change over a multi-year process.

Heflebower, Tammy, et. al. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Solution Tree Press.



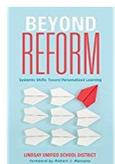
This a practical guide for classroom teachers regarding how standards-based learning should effect teaching and learning using proficiency scales. Sequential sections focus on: planning instruction, monitoring learning, encouraging students to set goals and track their own progress, developing appropriate classroom assessments, adjusting expectations for exceptional students, and communicating progress to parents.

Jung, Lee Ann & Guskey, Thomas R. (2012). *Grading exceptional and struggling learners*. Thousand Oaks, CA: Corwin.



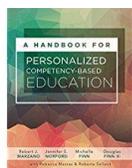
This book is an excellent resource on the issues involved in grading exceptional learners; the authors define an inclusive grading model and treat the issues of modifications and accommodations, especially as it relates to standards-based learning. Another focus is on measuring progress on modified standards for special students.

Lindsay Unified School District. (2017). *Beyond reform: systemic shifts toward personalized learning*. Bloomington, IN: Marzano Research.



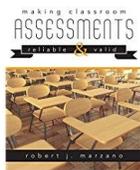
The report describes the change of a traditional, time-based educational system to a performance-based model, where learners only progress when they have demonstrated mastery. It details systemic changes that created a new culture, transformative leadership and educators, a guaranteed and viable curriculum, a mastery based assessment system, and an effective cycle of instruction.

Marzano, Robert J. et. al. (2017). *A handbook for personalized competency-based education*. Bloomington, IN: Marzano Research.



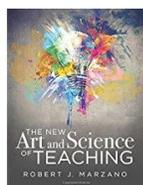
By definition personalized competency-based education replaces the traditional system where time is the constant and learning is the variable with a system of instruction where students advance to higher levels when they demonstrate mastery of concepts and skills, regardless of time. Major portions of this work focus on measurement of student progress and reporting successful completion of required competencies.

Marzano, Robert J. (2018). *Making classroom assessments reliable & valid*. Bloomington, IN: Solution Tree Press.



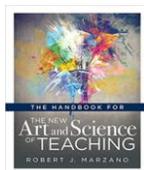
Because formative assessment should be an integral part of instruction, its reliability and validity are critical to either evidence correlation to state-wide assessments or to ensure student success on agreed upon competencies. This resource describes many aspects of grading and the need to revise how we report student success to parents and other stakeholders.

Marzano, Robert J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press (A Joint Publication with ASCD).



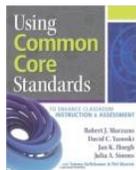
A decade ago, Marzano published an earlier version, *The Art and Science of Teaching* (2007), selecting research-based instructional strategies that fostered student learning. The research base has expanded greatly, and this new volume “takes a student-outcomes perspective as opposed to a teacher-outcomes perspective.” Forty-three instructional are elements associated with feedback, content, and context are included in a framework of ten instructional design areas. Several sections of the book focus on various aspects of grading.

Marzano, Robert J. (2019). *The handbook for the new art and science of teaching*. Bloomington, IN: Solution Tree Press (A Joint Publication with ASCD).



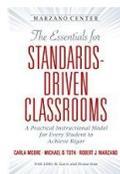
This handbook is a teacher’s guide for *The New Art and Science of Teaching* model, including some examples selected from the online *Marzano Compendium of Instructional Strategies*; several reproducible tracking charts for teacher are also included to help teachers monitor progress in.

Marzano, Robert J. et. al. (2013). *Using Common Core standards to enhance classroom instruction & assessment*. Bloomington, IN: Solution Tree Press.



This resource book details CCSS Common Core Standards in ELA and Mathematics, providing context and effective strategies for teachers by listing the organization and learning progression of CCS; generic proficiency scales, tested elements per grade level assessment, grading and reporting suggestions are listed; sample proficiency scales are developed for all ELA and Mathematics CCS, including mid-point scoring.

Moore, Carla, Toth, Michael D. & Marzano, Robert J. (2017). *The essentials for standards-driven classrooms: A practical instructional model for every student to achieve rigor*. West Palm Beach, FL: Learning Sciences International.



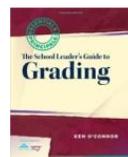
Based on Marzano's Essentials for Achieving Rigor instructional model, this work includes a succinct introduction to essential terminology. The model is clearly described in six steps: 1) Standards-based planning; 2) establishing Criteria for Success; 3) delivering Instruction; 4) controlling Conditions for Learning; 5) using Formative Assessment Data for Instructional decisions; and 6) maintaining Collaboration. The authors also focus on building a school wide culture of standards-based learning by convening standards-based PLCs (Professional Learning Communities).

O'Connor, Ken. (2011). *A repair kit for grading: 15 fixes for broken grades, 2<sup>nd</sup> Ed*. Boston: Pearson Assessment Training Institute.



After a brief introduction on the purposes of grades and the underpinning issues of fairness, motivation, objectivity and professional judgment, O'Connor presents 15 fixes for broken grades because of practices that distort achievement, use of low-quality or poorly organized evidence, inappropriate grade calculation, and the need to support learning.

O'Connor, Ken. (2013). *The school leader's guide to grading*. Bloomington, IN: Solution Tree Press (A Joint Publication with the National Association of Elementary School Principals).



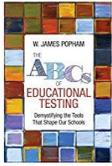
O'Connor focuses on four elements that grading should be: 1) supportive of learning, 2) accurate, 3) meaningful, and 4) consistent; further; he also details "The 7 Ps" of grading. The book, designed for elementary school principals, includes many samples of grading documents and plans.

Pearson, Glen. (2018). *Fast and effective assessment: How to reduce your workload and improve student learning*. Alexandria, VA: Association for Supervision and Curriculum.



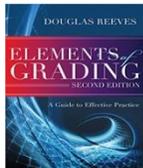
This new resource for teachers details 80 formative assessment strategies to assess student learning progress well before a summative assessment, test, or evaluation; each strategy is easy to create, implement, and modify – all with the goal of reducing a teacher's paper load. A helpful summary list of strategies is at the end of each chapter.

Popham, W. James. (2017). *The ABCs of educational testing: Demystifying the tools that shape our schools*. Thousand Oaks, CA: Corwin.



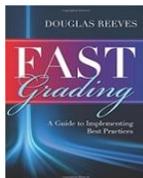
Although the focus of this book is testing in a context often larger than the classroom, it provides easily understood definitions for key elements of grading, especially formative assessment. The glossary of terms is extremely helpful in understanding some of the testing terms that so often sound like meaningless jargon.

Reeves, Douglas. (2016). *Elements of grading: A guide to effective practice, 2<sup>nd</sup> Ed.* Bloomington, IN: Solution Tree Press.



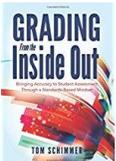
In this expanded and updated edition, Reeves uses his FAST grading framework to discuss effective grading in a standards-based grading environment, including issues of the effects of common core. He highlights the importance of feedback, which should be Fair, Accurate, Specific, and Timely; he also focuses on the change process, time-saving practices for teachers, students with special needs, and the impact of technology.

Reeves, Douglas. (2016). *FAST grading: A guide to implementing best practices.* Bloomington, IN: Solution Tree Press.



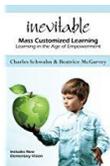
This new companion volume to *Elements of Grading, 2nd Ed.* details practical strategies for implementing the FAST grading framework (Fair, Accurate, Specific, and Timely). Well detailed topics include finding common ground, implementing time-saving strategies, grading student behavior, and effectively communicating student progress.

Schimmer, Tom. (2016). *Grading from the inside out: Bringing accuracy to student assessment through a standards-based mindset.* Bloomington, IN: Solution Tree Press.



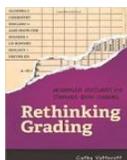
Schimmer defines a standards-based mindset as three interconnected elements: 1) giving students full credit for what they know; 2) redefining accountability, and 3) repurposing the role of homework. While providing the historical context of a needed paradigm shift in grading, the book details clear examples of these elements and how to transition to a standards-based reporting system that assesses student proficiency effectively.

Schwahn, Charles & McGarvey, Beatrice. (2012). *Inevitable: mass customized learning; learning in the age of empowerment.* San Bernardino, CA: Self-published.



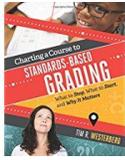
Authored by two of the consultants utilized by the Lindsay Unified School District in transforming to a personalized-learning environment, this book builds the case for a paradigm shift in how we learn, supported by technology and by the rejection of our current traditional educational model, to a mass customized, personalized learning environment. This volume will challenge your thinking.

Vatterott, Cathy. (2015). *Rethinking grading: Meaningful assessment for standards-based learning.* Alexandria, VA: Association for Supervision and Curriculum Development.



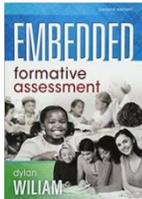
Vatterott discusses the culture of grading in historical context, identifies criteria for a new grading paradigm, depicts standards-based classroom grading practices using detailed charts and many anecdotal references to teacher, school, and district examples; standards-based reform strategies are described with many practical examples.

Westerberg, Tim R. (2016). *Charting a course to standards-based grading: What to stop; what to start; and why it matters*. Alexandria, VA: Association for Supervision and Curriculum Development.



Westerberg discusses four destinations along the path to standards-based grading: 1) addressing counterproductive practices; 2) classroom assessment and grading as part of a guaranteed and viable curriculum; 3) implementation of standards-based grading and reporting; 4) competency-based education. This is an excellent overview of the rationale for and the creation of a standards-based reporting system.

William, Dylan. (2018). *Embedded formative assessment*, 2<sup>nd</sup> Ed. Bloomington, IN: Solution Tree Press.



Thoroughly researched and documented, William discusses the importance of the link between teaching and learning, by describing the history of thinking on formative assessment; he then begins detailed explanations of five key strategies of formative assessment: 1) clarifying learning intentions and success criteria, 2) eliciting evidence; 3) providing feedback to extend learning, 4) activating learners as instructional resources for peers, and 5) activating learners as owners of their learning. Seventy-five formative assessment strategies are identified and explained.

IF YOU HAVE A RECOMMENDED RESOURCE THAT YOU BELIEVE WOULD BE A GREAT ADDITION TO THIS LIST, PLEASE email Ron Anderson: [rona@aeries.com](mailto:rona@aeries.com)