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The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading—and how it fits into the larger, comprehensive assessment system. California State Proposition 98 requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary and high school under their jurisdiction, beginning in the school year 1989-90. The report card must assess a minimum of 13 specified conditions. This manual provides technical assistance and examples of what report cards for individual schools might contain and how they might be developed. Guidelines for preparing a model report card are provided in the appendix to this manual. Although it is not limited to these areas, each report card must address the following school conditions: (1) student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals; (2) progress toward reducing dropout rates; (3) estimated expenditures per student and types of services funded; (4) progress toward reducing class sizes and teaching loads; (5) assignment of teachers outside their subject areas of competence; (6) quality and currency of textbooks and other instructional materials; (7) counseling and support personnel availability; (8) substitute teacher availability; (9) safety, cleanliness, and adequacy of school facilities; (10) adequacy of teacher evaluations and professional improvement opportunities; (11) classroom discipline and climate for learning; (12) teacher and staff training and curriculum improvement programs; and (13) quality of instruction and leadership. (SLD) "Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact." —Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource 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 opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce 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 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 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 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 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. Fifth-grader Nora Rowley has always hidden the fact that she is a genius from everyone because all she wants is to be normal, but when she comes up with a plan to prove that grades are not important, things begin to get out of control. Successful students are not only knowledgeable but also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. To help students meet this standard, a school must use a coordinated, evidence-based approach that supports learning, teaching and student growth in short, the school must create a healthy school community. This action tool, and accompanying online scoring and analysis tool, offers a practical strategy for structuring your school environment to support the development of students who have the knowledge, skills, and abilities to make healthy choices. Updated to reflect current research, new standards, and best practices, the second edition of the action tool guides you through the four steps of the Healthy School Report Card Canadian Edition process with rationale, tips from successful participants, and easy-to-use tools. Tools for organizing can help you develop a school-level process for working with your community. You can then use the scoring tools to assess your school's current health programming and create an evidence-based environment that supports learning and teaching. With the tools for reporting, you can use the Healthy School Report Card Canadian Edition to meet required guidelines and identify and prioritize areas for improvement. The data you collect can assist your ongoing efforts to garner the support of policymakers, family members, and the community. Strengthen programs of family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, the fourth edition of the bestseller School, Family, and Community Partnerships: Your Handbook for Action, presents tools and guidelines to help develop more effective and more equitable programs of family and community engagement. Written by a team of well-known experts, it provides a theory and framework of six types of involvement for action; up-to-date research on school, family, and community collaboration; and new materials for professional development and on-going technical assistance. Readers also will find: Examples of best practices on the six types of involvement from preschools, and elementary, middle, and high schools Checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress CD-ROM with slides and notes for two presentations: A new awareness session to orient colleagues on the major components of a research-based partnership program, and a full One-Day Team Training Workshop to prepare school teams to develop their partnership programs. As a foundational text, this handbook demonstrates a proven approach to implement and sustain inclusive, goal-linked programs of partnership. It shows how a good partnership program is an essential component of good school organization and school improvement for student success. This book will help every district and all schools strengthen and continually improve their programs of family and community engagement. Report cards are the result of market pressure for greater accountability in managed care. The intent behind them is to help consumers make wiser purchasing decisions. Report card initiatives originated with health plans, but it is fast becoming apparent that consumers believe quality measurement should extend to health providers--hospitals, home care agencies, long term care facilities, and doctors. This book prepares providers to meet the challenges of public-oriented report cards. Readers will learn what the public wants to know about the quality of their providers, how to display performance data in a manner that can be easily understood by the public, techniques for improving dissemination of performance information, strategies for minimizing product liability concerns, and methods for gathering performance data in various provider sites. Robert J. Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today's students. Providing a clear framework, this volume helps school leaders align assessment and reporting practices with standards-based education and develop more detailed reports of children's learning and progress. This book aims to provide a coherent and thoughtful framework for viewing the complex issues related to grading and reporting student learning. The primary goal of grading and reporting is recognized as communication, and grading and reporting are seen to be integral parts of the instructional process. Chapter 1 explores why grading and reporting methods should be changed, and chapter 2 considers some lessons from the past and recent research that should be applied. Several broad guidelines are presented in chapter 3. Chapter 4 explains why report cards are not enough alone. Chapters 5 and 6 review the grading methods that work best. How to grade and report on the achievement of students with special needs is the focus of chapter 7. Chapter 8 explores the major problems that should be addressed in grading and reporting, and chapter 9 considers some exemplary models of reporting systems that could be used. Chapter 10 describes the reporting tools that could be used in a comprehensive reporting system. (Contains 6 tables, 23 figures, and 241 references.) (SLD) Thoughtful and constructive report card comments can improve parent-teacher communication and student performance. Each book features hundreds of ready-to-use comments in a variety of specific areas in academic performance and personal development. General messages are also included, as well as a robust list of helpful words and phrases. Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommendations for practical applications, and suggestions for implementing new grading practices as well as: ? The why's and the how-to's of implementing standards-based grading practices ? Tips from 48 nationally and internationally known authors and consultants ? Additional information on utilizing level scores rather than percentages ? Reflective exercises ? Techniques for managing grading more efficiently Develop standards-based report cards that are meaningful to students, parents, and educators! Helping school leaders gain support for transitioning from traditional to standards-based report cards, this book guides educators in aligning assessment and reporting practices with standards-based education and providing more detailed reports of children's learning and progress. This accessible volume: Provides a clear framework for developing standards-based report cards Shows how to communicate with parents, students, and other stakeholders about changes Illustrates how to achieve grading consistency without increasing teachers' workloads or violating their professional autonomy Includes examples of standards-based report cards that can be adapted to a school's needs Report by the National Center for Education Statistics on the National Assessment of Educational Progress (NAEP), the nation's only ongoing survey of what students know and can do in various academic subject areas. In 1998, NAEP conducted a national reading assessment of 4th-, 8th-, and 12th-grade students, and a state-by-state reading assessment of 4th- and 8th-grade students. This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions. Results in 1998 are compared to those in 1994 and 1992. Includes dozens of tables and figures. What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of Understanding by Design offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike. Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommendations for practical applications, and suggestions for implementing new grading practices as well as: ? The why's and the how-to's of implementing standards-based grading practices ? Tips from 48 nationally and internationally known authors and consultants ? Additional information on utilizing level scores rather than percentages ? Reflective exercises ? Techniques for managing grading more efficiently Successful students are not only knowledgeable but also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. To help students meet this standard, a school must use a coordinated, evidence-based approach that supports learning, teaching and student growth in short, the school must create a healthy school community. This action tool, and accompanying online scoring and analysis tool, offers a practical strategy for structuring your school environment to support the development of students who have the knowledge, skills, and abilities to make healthy choices. Updated to reflect current research, new standards, and best practices, the second edition of the action tool guides you through the four steps of the Healthy School Report Card process with rationale, tips from successful participants, and easy-to-use tools. Tools for organizing can help you develop a school-level process for working with your community. You can then use the scoring tools to assess your school's current health programming and create an evidence-based environment that supports learning and teaching. With the tools for reporting, you can use the Healthy School Report Card to meet required guidelines and identify and prioritize areas for improvement. The data you collect can assist your ongoing efforts to garner the support of policymakers, family members, and the community. In How's My Kid Doing? noted educator Thomas R. Guskey has created a practical handbook for parents who have trouble understanding their school-age children's grades, report cards, and test scores. This down-to-earth guide will help parents make sense of school reports and offers a helpful resource that can open communications between parents and teachers. OUR DEAR YOUNG MEN AND YOUNG WOMEN, we have great confidence in you. You are beloved sons and daughters of God and He is mindful of you. You have come to earth at a time of great opportunities and also of great challenges. The standards in this booklet will help you with the important choices you are making now and will yet make in the future. We promise that as you keep the covenants you have made and these standards, you will be blessed with the companionship of the Holy Ghost, your faith and testimony will grow stronger, and you will enjoy increasing happiness. The quality of feedback students receive from their teachers is one of the most important factors in improving learning. Elements of Grading: A Guide to Effective Practice, Second Edition addresses issues and controversies regarding the primary source of feedback for students grades. Author Douglas Reeves argues that effective grading practices must be FAST: Fair, Accurate, Specific, Timely. In addressing these four essential criteria, Elements of Grading does not offer an ultimate answer or perfect system but shows how to begin a constructive, evidence-based conversation about improving grading practices. The second edition of Elements of Grading features a significant amount of new content, including how the Common Core State Standards (CCSS) and new technologies impact grading practices and systems. It promotes a new conversation about grading practices, as evidence is clearly not enough to change opinions and promote change. -- Provided by publisher. To better serve the whole child, look at the whole report card. Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores, too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child. With this book, you'll take report cards to the next level, integrating social-emotional learning and character development into any grading system. Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher-parent communication Case studies Testimonials from teachers and students Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions. Results in 1998 are compared to those in 1994 and 1992. State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to "level the field" for disadvantaged students. Testing, Teaching, and Learning is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical "decision framework" for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. Testing, Teaching, and Learning will be an important tool for all involved in educating disadvantaged studentsâ€"state and local administrators and classroom teachers. Mary Presson Roberts remembers her first year of teaching fourteen years ago and the less than positive experience she had to overcome as she struggled alone to become the dedicated and excellent teacher she is today. Your Mentor: A Practical Guide for First-Year Teachers in Grades 1-3 is Roberts' way of making sure other new teachers have the support they need when they need it. This practical, easy-to-implement guide was developed by surveying student teachers, substitute teachers, returning teachers, emergency credential teachers, and teacher educators. Their wide-ranging responses to what they wanted to see included in a teaching reference covered setting up a classroom, developing themes, instructional presentation, student assessment, parent communications, field trips, and more. Your Mentor was written as a stand-alone reference guide when no other support is available or as a supplement to existing school support programs. Actual samples of lesson units, themes, and communications with parents are included along with easy-to-follow, classroom-tested suggestions for: - Lesson plans - Record keeping - Using technology in the classroom - Planning special events - Developing and maintaining professional credentials and portfolios This book will be a valuable reference tool for those in their first few years of teaching, teachers returning to the classroom, and students considering the teaching profession. It will serve as daily companion—like the experienced teacher we all want and need. Tracing and writing activities combine with puzzles to make learning fun while helping kindergarteners build letter recognition and develop lifelong learning confidence. Word recognition is an important step toward reading readiness, and Highlights (TM) infuses Fun with a Purpose® into this essential learning activity. With vibrant art and engaging prompts, Reading exposes kindergarteners to early reading concepts through alphabet, rhyming, and tracing practice with the fun of puzzles and other activities. Since the late 1960s, the National Assessment of Educational Progress (NAEP)â€"the nation's report cardâ€"has been the only continuing measure of student achievement in key subject areas. Increasingly, educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role. Grading the Nation's Report Card examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it. The committee offers specific recommendations and strategies for improving NAEP's effectiveness and utility, including: Linking achievement data to other education indicators. Streamlining data collection and other aspects of its design. Including students with disabilities and English-language learners. Revamping the process by which achievement levels are set. The book explores how to improve NAEP framework documentsâ€"which identify knowledge and skills to be assessedâ€"with a clearer eye toward the inferences that will be drawn from the results. What should the nation expect from NAEP? What should NAEP do to meet these expectations? This book provides a blueprint for a new paradigm, important to education policymakers, professors, and students, as well as school administrators and teachers, and education advocates.

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