

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 In College

Matthew William Segard



Effective Grading A Tool For Learning And Assessment In College:

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 *Resources in Education* ,1998-07 **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 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 **Rethinking Teaching in Higher Education** Alenoush Saroyan, Cheryl Amundsen, 2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University s week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop s evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary

content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill's Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning **The SAGE Encyclopedia of Higher Education**

Miriam E. David, Marilyn J. Amey, 2020-05-21 Higher Education is in a state of ferment People are seriously discussing whether the medieval ideal of the university as being excellent in all areas makes sense today given the number of universities that we have in the world Student fees are changing the orientation of students to the system The high rate of non repayment of fees in the UK is provoking difficult questions about whether the current system of funding makes sense There are disputes about the ratio of research to teaching and further discussions about the international delivery of courses

Journal on Excellence in College Teaching ,2007 Assessment Clear and Simple Barbara E. Walvoord, 2004-04
Publisher Description **A Collection of Papers on Self-study and Institutional Improvement, 2004** Higher Learning Commission. Meeting, 2004 **The Course Syllabus** Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2008-03-28 When it was first published in 1997 The Course Syllabus became the gold standard reference for both new and experienced college faculty Like the first edition this book is based on a learner centered approach Because faculty members are now deeply committed to engaging students in learning the syllabus has evolved into a useful if lengthy document Today's syllabus provides details about course objectives requirements and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success **The Art and Science of Classroom Assessment** Susan M. Brookhart, 1999-08-28 An excellent well written and thorough analysis of the major issues relevant to classroom assessment in higher education Catherine S Taylor associate professor of education University of Washington Discusses the quality of individual student assessments in higher education courses and their composite effect on course grades Reviews the literature on making classroom assessments and their impact on the science of student assessment Such activity requires instructional skill interest and a disposition toward clarity and fairness Brookhart discusses such critical issues and suggests resources for further study Teaching and Learning in College Introductory Religion Courses Barbara E. Walvoord, 2008 This book addresses the questions and concerns frequently posed by the professors and graduate students who instruct these multifaceted courses It covers issues such as a teacher's role in defining theology and religion the teaching and learning process course structure and content The volume also

examines recent case studies of theology and religious studies courses at various institutions including a private non sectarian university a public research university a Catholic masters level university and at a Protestant baccalaureate college

BOOK JACKET *Assessing Student Learning* Linda Suskie, 2004-06-04 What is assessment How can student learning be assessed What is good assessment Why are you assessing student learning The keys to a culture of assessment tangible value and respect Supporting assessment efforts with time infrastructure and resources Organizing an assessment process Developing learning goals Using a scoring guide or rubric to plan and evaluate an assignment Creating an effective assignment Writing a traditional test Assessing values attitudes dispositions and habits of mind Assembling assessment information into portfolios Selecting a published test or survey Setting benchmarks or standards Summarizing and analyzing assessment results Sharing assessment results with internal and external audiences Using assessment results effectively and appropriately Keeping the momentum going

Diversity in College Classrooms Ann M. Johns, Maureen Kelley Sipp, 2004 Practical advice for ensuring and respecting diversity in classrooms

Grading Students' Classroom Writing: Issues and Strategies Bruce W. Speck, 2000-06-26 This book offers detailed and complex guidance and the necessary techniques for grading college students writing It examines why it is important to integrate grading into the writing process the need for effective writing assignments ensuring fair professorial judgments promoting student learning helping students learn how to respond effectively to writing and administrative support for effective grading Sections of the book cover the writing process and grading students writing fitting evaluation with the writing process marrying writing and grading constructing writing assignments determining purpose and audience critiquing writing assignment fairness and professional judgment grading methods including students in the assessment of writing professorial authorities cheating preparing students to make informed decisions about writing quality and providing feedback for revision reading and responding to students writing common misperceptions about feedback A final section recommendations that faculty 1 tailor the writing and grading process to particular classroom situations 2 use writing to help students learn 3 not grade all writing 4 make wise use of time required for the writing and grading process and 5 integrate literature on grading into their professional reading An appendix offers an example of a student paper with effective written comments Contains approximately 200 references CH

Revisiting Outcomes Assessment in Higher Education Peter Hernon, Robert E. Dugan, Candy Schwartz, 2006-01-30 Revisiting Outcomes Assessment in Higher Education compliments rather than updates Hernon and Dugan's 2004 Outcomes Assessment in Higher Education As with its predecessor it offers a cross campus diversity of voices contributors hail from various segments of higher organizations an academic vice president academic deans a higher education consultant faculty members and librarians Individually they shed light on how their corner of the higher education universe views facilitates and substantiates outcomes assessment Together they document what is known about outcomes assessment in the middle of the first decade of the new century as institutions and their programs take ever firmer steps from anecdotal evidence to more

rigorous diagnosis and reporting Creating and Evaluating an Interdisciplinary Writing Program Matthew William Seggaard,2004 **McKeachie's Teaching Tips** Wilbert James McKeachie,Marilla D. Svinicki,2006 From the Publisher This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student The suggested strategies are supported by research and adaptable to specific classroom situations Rather than suggest a set of recipes to be followed mechanically the book gives instructors the tools they need to deal with the ever changing dynamics of teaching and learning **Alternative Strategies for Evaluating Student Learning** Michelle V. Achacoso,Marilla D. Svinicki,2005-03-17 Although new forms of learning call for new forms of assessment many faculty struggle to find different ways of testing their students achievements This issue introduces readers to both theory and practical examples of innovations in assessment in the college classroom Examples include authentic testing testing with multimedia portfolios visual synthesis and performance based testing among others Contributors also argue that student performance on exams can be improved by techniques that can be implemented both before and after the exam to make the students better learners This is the 100th volume of the Jossey Bass quarterly report series New Directions for Teaching and Learning

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