

How To Grade Papers Efficiently

"Grammar is the tool that makes reading, writing, and day-to-day conversation possible. In [this book], English teacher and educational blogger Lauralee Moss delivers grammar lessons and exercises specifically designed to reinforce what sixth-, seventh-, and eighth-graders are learning in the classroom. From identifying basic parts of speech, to understanding sentence structure, to using punctuation correctly, this book will help kids master the rules of grammar so they can become confident writers and speakers." -- Back cover.

A Troubleshooting Guide for Writers is a compendium of strategies for handling all aspects of writing, from prewriting through editing. Designed for use independently by students as a resource book or as an in-class text, A Troubleshooting Guide for Writers helps students discover specific strategies for improving their writing processes and for solving specific writing problems.

This is a solutions book that shows how to organize and structure a classroom to create a safe and positive environment for student learning and achievement to take place. It offers 50 procedures that can be applied, changed, adapted, and incorporated into any classroom management plan. Each procedure is presented with a consistent format that breaks it down and tells how to teach it and what the outcome of teaching it will be. While all of the work and preparation behind a well-managed classroom are rarely observed, the dividends are evident in a classroom that is less stressful for all and one that hums with learning.

Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M. Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including • Strategies to uplift and encourage students to persevere in their work. • How to formulate and deliver feedback that both assesses learning and extends instruction. • When and how to use oral, written, and visual as well as individual, group, or whole-class feedback. • A concise and updated overview of the research findings on feedback and how they apply to today's classrooms. In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing

that the feedback you give students is engaging, informative, and, above all, effective.

Becoming a more effective learner and boosting your productivity will help you earn better grades - but it'll also cut down on your study time. This is a short, meaty book that will guide you through ten steps to achieving those goals: Pay better attention in class, Take more effective notes, Get more out of your textbooks, Plan like a general, Build a better study environment, Fight entropy and stay organized, Defeat Procrastination, Study smarter, Write better papers, Make group projects suck less, Whether you're in college or high school, this book will probably help you. But not if you're a raccoon. I want to be very clear about that; if you're a raccoon, please buy a different book. This one will do absolutely nothing for you. How did you even learn to read, anyway?

Effective Grading A Tool for Learning and Assessment in College John Wiley & Sons

Based on mutual respect, collaboration, and dignity, offers practical strategies to help students work more willingly, diligently, and intelligently.

All the talk of closing the achievement gap in schools obscures a more fundamental issue: do the grades we assign to students truly reflect the extent of their learning? In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content. In sharing lessons, anecdotes, and cautionary tales from his own experiences revamping assessment procedures in the classroom, Dueck offers a variety of practical strategies for ensuring that grades measure what students know without punishing them for factors outside their control; critically examining the fairness and effectiveness of grading homework assignments; designing and distributing unit plans that make assessment criteria crystal-clear to students; creating a flexible and modular retesting system so that students can improve their scores on individual sections of important tests. Grading Smarter, Not Harder is brimming with reproducible forms, templates, and real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning. Written with abundant humor and heart, this book is a must-read for all teachers who want their grades to contribute to, rather than hinder, their students' success. 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.

The moment is right for critical reflection on what has been assumed to be a core part of schooling. In *Ungrading*, fifteen educators write about their diverse experiences going gradeless. Some contributors are new to the practice and some have been engaging in it for decades. Some are in humanities and social sciences, some in STEM fields. Some are in higher education, but some are the K-12 pioneers who led the way. Based on rigorous and replicated research, this is the first book to show why and how faculty who wish to focus on learning, rather than sorting or judging, might proceed. It includes honest reflection on what makes ungrading challenging, and testimonials about what makes it transformative.

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Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments-assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment-what students know and how well they know it-as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-

based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

Middle school teachers will find everything you need to set up your classroom for maximum learning, prepare dynamite lessons, create an effective classroom management plan... and so much more! From getting ready for the first day to staying on target through June, this must-have book will be your companion for years to come.

Many teachers in regular classrooms feel unprepared to teach students with learning disabilities. Fortunately, brain research has confirmed that strategies benefiting learners with special challenges are suited for engaging and stimulating all learners. In this book, neurologist and classroom teacher Judy Willis explains that we can best help students by putting in place strategies, accommodations, and interventions that provide developmentally and academically appropriate challenges to suit the needs, gifts, and goals of each student. *Brain-Friendly Strategies for the Inclusion Classroom* will help teachers

- * Understand how the brain learns and the technologies that reveal this process.
- * Implement strategies that are compatible with students' individual learning styles and honor their multiple intelligences.
- * Improve the focus of students with attention disorders and help them gain the confidence and skills they need to develop goal-oriented behaviors.
- * Create an enriching learning environment by incorporating student-centered activities, discovery and hands-on learning experiences, cross-curricular learning, and multisensory lessons.
- * Implement strategic review, study, and test preparation strategies that will allow students to retain information and connect it with future learning.
- * Build safe, supportive classroom communities and raise class awareness and empathy for students with learning disabilities. It's time for teachers to lower the barriers, not the bar. Using strategies that align with research on how people's brains function, teachers can engage all students as individuals and help them reach their maximum potential with joy and confidence.

Those starting a career in teaching will put in an incredible amount of energy into their practice in order to learn their craft and become respected professionals. In many cases, however, this energy is not enough to survive as a teacher. Currently, 1 in 5 new teachers will leave the profession after five years. The purpose of this book is to improve the "survivability" of early career teachers by focusing on one key area: Efficiency or what is referred to as Time Management. This book will examine how teachers can become more efficient in their lesson and unit planning, classroom organization, assessment of their students, how they interact with parents, and even when they search and interview for a job. Special emphasis is placed on one of the most challenging aspects of teaching, classroom behavioral management. The underlying basis for this book is a deep belief that successfully managing time will allow teachers to create a positive balance between one's professional and personal lives. It is all too common to see time-stressed and

sleep exhausted teachers lose sight of the reasons they entered teaching, eventually falling out of love with their subject and those they teach. This book will tackle head on the demands that teachers face by posing many detailed, practical solutions to time management problems in a variety of different contexts. These solutions will not only come from the author's own experience preparing New York City science students for over 25 years, but from researchers and veteran teachers and administrators who have published their findings and advice in leading educational journals. It is time to stop procrastinating, and draw upon your inner grit to create order, routines, and systems that can be used successfully in your teaching profession.

How do you go about caregiving for an ill and elderly parent with a lifelong history of abuse and control, intertwined with expressions of intense love and adoration? How do you reconcile the resulting ambivalence, fear, and anger? Welcome to *Wherever We Are* is a meditation on what we hold onto, what we let go of, how we remember others and ultimately how we're remembered. Deborah Cohan shares her story of caring for her father, a man who was simultaneously loud, gentle, loving and cruel and whose brilliant career as an advertising executive included creating slogans like "Hey, how 'bout a nice Hawaiian punch?" Wrestling with emotional extremes that characterize abusive relationships, Cohan shows how she navigated life with a man who was at once generous and affectionate, creating magical coat pockets filled with chocolate kisses when she was a little girl, yet who was also prone to searing, vicious remarks like "You'd make my life easier if you'd commit suicide." In this gripping memoir, Cohan tells her unique personal story while also weaving in her expertise as a sociologist and domestic abuse counselor to address broader questions related to marriage, violence, divorce, only children, intimacy and loss. A story most of us can relate to as we reckon with past and future choices against the backdrop of complicated family dynamics, *Welcome to Wherever We Are* is about how we might come to live our own lives better amidst unpredictable changes through grief and healing.

Looking to jumpstart your GPA? Most college students believe that straight A's can be achieved only through cramming and painful all-nighters at the library. But Cal Newport knows that real straight-A students don't study harder—they study smarter. A breakthrough approach to acing academic assignments, from quizzes and exams to essays and papers, *How to Become a Straight-A Student* reveals for the first time the proven study secrets of real straight-A students across the country and weaves them into a simple, practical system that anyone can master. You will learn how to:

- Streamline and maximize your study time
- Conquer procrastination
- Absorb the material quickly and effectively
- Know which reading assignments are critical—and which are not
- Target the paper topics that wow professors
- Provide A+ answers on exams
- Write stellar prose without the agony

A strategic blueprint for success that promises more free time, more fun, and top-tier results, *How to Become a Straight-A Student* is the only study guide written by students for students—with the

insider knowledge and real-world methods to help you master the college system and rise to the top of the class. The College Classroom Assessment Compendium provides new and seasoned instructors with comprehensive strategies, perspectives, and solutions for the daily challenges and issues involved in student assessment. Composed of cross-referenced, research-based entries organized for effective and immediate access, this book provides systematic explanations of assessment policies and practices, including guidelines for classroom implementation. Situated beyond the techniques covered in most instructor training and preparation, these practical entries draw from a variety of disciplines and offer an invaluable reference for college instructors interested in developing coherent, reliable classroom assessment climates.

Transform Your Classroom with Tech Tools You Already Know With Control Alt Achieve, educational-technology wizard Eric Curts offers you the keys to revolutionizing classroom learning with the Google tools you already use. Dazzle your students by transforming Google Docs into blackout poetry, fire up creative possibilities by using Google Slides for comic strips, and make math more accessible--and fun--by turning to Google Drawings as an unlikely ally. With Eric as your guide to the technological horizons of Google tools, the possibilities are endless. With the step-by-step and easy-to-follow directions in Control Alt Achieve, you'll learn how to use common digital tools in unexpected ways. Whether you're new to technology or have been using Google tools for years, Eric Curts will help you innovate as you educate with ready-to-use activities that will reboot--and transform--your classroom. Reading this book is like sitting in on a presentation from one of educational technology's best presenters. Eric's writing reminds me of his sessions: comfortable and accessible for new tech users, while still valuable for experienced users. Jake Miller, @JakeMillerTech, host of The Educational Duct Tape Podcast Control Alt Achieve provides both practical and pedagogical strategies that go way beyond simple technology integration. This is a great handbook for any teacher looking to go beyond the how-to and shift toward a learning transformation. Ken Shelton, kennethshelton.net In this book, Eric has created a powerful method for meaningfully integrating technology into teaching and learning. His unique way of crafting technology-rich experiences will allow anyone from a novice techie to an edtech expert the ability to control, alt, achieve! Michael Cohen, the Tech Rabbi, creativity instigator and author of Educated by Design

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics

of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. Preparing Teachers also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

Has teaching left you stressed, frustrated, or even discouraged? In *Teach Uplifted* you'll discover how to... Renew your passion for teaching by finding joy and peace in Christ Teach with joy even in difficult circumstances Banish anxiety and learn to trust God instead But be warned: This is not a collection of light, fluffy, feel-good stories. These powerful devotions will completely transform the way you view your life, your classroom, and your relationship with God.

The majority of professors have never had a formal course in education, and the most common method for learning how to teach is on-the-job training. This represents a challenge for disciplines with ever more complex subject matter, and a lost opportunity when new active learning approaches to education are yielding dramatic improvements in student learning and retention. This book aims to cover all aspects of teaching engineering and other technical subjects. It presents both practical matters and educational theories in a format useful for both new and experienced teachers. It is organized to start with specific, practical teaching applications and then leads to psychological and educational theories. The "practical orientation" section explains how to develop objectives and then use them to enhance student learning, and the "theoretical orientation" section discusses the theoretical basis for learning/teaching and its impact on students. Written mainly for PhD students and professors in all areas of engineering, the book may be used as a text for graduate-level classes and professional workshops or by professionals who wish to read it on their own. Although the focus is engineering education, most of this book will be useful to teachers in other disciplines. Teaching is a complex human activity, so it is impossible to develop a formula that guarantees it will be excellent. However, the methods in this book will help all professors become good teachers while spending less time preparing for the classroom. This is a new edition of the well-received volume published by McGraw-Hill in 1993. It includes an entirely revised section on the Accreditation Board for Engineering and Technology (ABET) and new sections on the characteristics of great teachers, different active learning methods, the application of technology in the classroom (from clickers to intelligent tutorial systems), and how people learn.

The Updated Fourth Edition of the Award-Winning Book that Offers Beginning Educators Everything They Need in Order to Survive and Thrive! Designed for new educators, this award-winning book covers the basic strategies, activities, and tools teachers need to know in order to succeed in the classroom. Now in its fourth edition, *The First-Year Teacher's Survival Guide* contains new and updated material on essential topics including: classroom management (how to prevent or minimize disruptions), sustaining professional growth, differentiated instruction, nurturing a growth mindset, and much more. The fourth edition also offers downloadable forms and worksheets, and video instruction on key topics. In addition, this must-have guide: Offers ideas for dealing with homework and instructional concerns from parents and guardians Includes suggestions for helping new professionals maintain a successful work-life balance Contains guidelines to classroom technology and ideas for using digital tools to create engaging lessons Proposes proven strategies for forging positive, supportive relationships with students Presents recommendations for successfully managing the most common discipline problems This must-have guide is filled with the information and tips new teachers need in order to face classroom situations with confidence.

Teach well. Be happy. In this book, Heather Wolpert-Gawron, author of the popular education blog "Tweenteacher" shares ideas for teaching an age group that too often presents a challenge for educators. With sparkling humor and a unique, fundamental understanding of the middle children of education, the award-winning teacher offers tried-and-true strategies for: Creating a tween-centric classroom environment Building community in the middle school classroom Encouraging deeper thinking and curiosity among tweens Understanding and informing tweens about how they learn Conversational and practical, this book aims to motivate and inspire middle school teachers as they work to engage their students, instruct with rigor, and improve their own experiences as Tweenteachers!

This book shows principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.

Textbooks are symbols of centuries-old education. They're often outdated as soon as they hit students' desks. Acting "by the textbook" implies compliance and a lack of creativity. It's time to ditch those textbooks--and those textbook assumptions about learning In *Ditch That Textbook*, teacher and blogger Matt Miller encourages educators to throw out meaningless, pedestrian teaching and learning practices. He empowers them to evolve and improve on old, standard, teaching methods. *Ditch That Textbook* is a support system, toolbox, and manifesto to help educators free their teaching and revolutionize their classrooms.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered*

provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Linda Nilson puts forward an innovative but practical and tested approach to grading--the specifications grading paradigm--which restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase 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.

Any student who has ever: spent too much time doing homework, lost an assignment before turning it in, studied hard for a test and then bombed it, or felt that their parents nag them too much about homework will love this book! SOAR Study Skills is a comprehensive program that empowers students to manage their time, schoolwork, and extra-curricular activities more efficiently. All strategies are easy to integrate into an immediate routine. The four-step program builds upon each strategy to increase students' understanding and retention, while decreasing their homework and study time. This book is appropriate for students in sixth grade and older, parents of all school-aged children, and educators of middle-school thru college.

Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? What's both fair and leads to real student learning? Fair Isn't Always Equal answers that question and much more. Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes. Filled with real examples and "gray" areas that middle and high school educators will easily recognize, Rick tackles important and sometimes controversial assessment and grading issues constructively. The book covers high-level concepts, ranging from "rationale for differentiating assessment and grading" to "understanding mastery" as well as the nitty-gritty details of grading and assessment, such as: whether to incorporate effort, attendance, and behavior into academic grades; whether to grade homework; setting up grade books and report cards to reflect differentiated practices; principles of successful assessment; how to create useful and fair test questions, including how to grade such prompts efficiently;

whether to allow students to re-do assessments for full credit. This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms.

Beat Burnout with Time-saving Best Practices for Feedback For ELA teachers, the danger of burnout is all too real. Inundated with seemingly insurmountable piles of papers to read, respond to, and grade, many teachers often find themselves struggling to balance differentiated, individualized feedback with the one resource they are already overextended on—time. Flash Feedback seeks to alleviate these struggles by taking teachers to the next level of strategic feedback by sharing: How to craft effective, efficient, and more memorable feedback Strategies for scaffolding students through the meta-cognitive work necessary for real revision A plan for how to create a culture of feedback, including lessons for how to train students in meaningful peer response Downloadable online tools for teacher and student use

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses * Common misconceptions about rubrics; * Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and * How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

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*

Teachers facing the challenge of meeting the diverse reading needs of students will find the structure and tools they need in Jan Richardson's powerful approach to guided reading. Richardson has identified the essential components of an effective guided reading lesson: targeted assessments, data analysis that pinpoints specific strategies students need, and the use of guided writing to support the reading process. Each chapter contains planning sheets to help teachers analyze assessments in order to group students and select a teaching focus. Includes detailed, ready-to-go lesson plans for all stages of reading: emergent, early, transitional, and fluent

What exactly is an "assignment," and why does it matter? How can educators ensure that their teaching meets the rigorous demands of the Common Core State Standards, so that all students are well prepared for college or careers? Drawing from her extensive experience as a teacher coach, author Eleanor Dougherty answers these questions and many more, with two aims in mind: (1) to guide teachers and administrators in crafting high-quality assignments, and (2) to help educators understand the powerful impact that assignments can have on teaching and learning. The book explains the critical differences among "assignments," "activities," and "assessments" and thoroughly describes the key elements of an assignment: prompts, rubrics, products, and instructional plans. Readers will learn how to * Follow a seven-step process for crafting effective assignments; * Link assignments to units and courses; * Devise "Anchor" assignments for collaboration and consistency across grades; * Tap into instructional "touchstones" that can enrich any assignment; * Create classroom and school environments that support assignment-making; and * Use assignments as a source of data about teaching and learning. Equipped with the knowledge and expertise gained from *Assignments Matter*, readers will be able to create meaningful learning experiences for their students and come to appreciate the author's belief that "assignments may well be the missing link in school reform efforts to improve student achievement."

Embarking on your first solo road trip. Receiving a special surprise that arrives out of the blue. Finding a sudden flash of inspiration that sets you on a wondrous new path. When we think about the moments that stand out in our memory, it's clear that our minds hold onto the unusual or unexpected. By tapping into students' innate curiosity, you can design memorable, meaningful learning experiences that captivate their interest and ignite their imaginations. Structured around four key elements that fuel engagement-surprise, curiosity, freedom, and inspiration—Keeping the Wonder offers practical strategies and abundant inspiration for K-12 educators to create lessons that are fun and compelling. Combining enchanting anecdotes, real-world experience, and a wealth of research, the authors share their collective expertise as educators and founders of the innovative Keeping the Wonder workshop. In this dynamic handbook, Jenna, Ashley, Abby, and Staci offer a fresh approach to learning through the lens of wonder. By providing creative ideas for switching up standard lesson plans in ways both subtle and profound, they show us how to recapture our fascination with the world by employing all of our senses, and enhance engagement and critical thinking for students and teachers alike. Endorsements Before reading *Keeping the Wonder*, I saw my social studies classroom for what it was: brick walls, desks, and a few colorful posters. Today, I see magic seeping through the cracks of every space. *Keeping the Wonder*

reignited my passion for student engagement and learning with every turn of the page. -Dr. Jacob Bauer Zebley, high school social studies teacher and 2015 Cecil County Teacher of the Year From personal stories, practical advice, and research-based strategies, *Keeping the Wonder* is a book you will reach for time and again. After reading, you'll start looking not just at your own classroom and curriculum through the lens of wonder, but the world around you. A must read for any teacher who is looking to bring that sense of curiosity and love of learning back into their classroom. -Caitlin Mitchell and Jessica Cannata, cofounders of EB Academics and bestselling authors of *The Empowered ELA Teacher*

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 students—state and local administrators and classroom teachers.

An easy-to-read guide offers an introduction to effective classroom management, including tips on setting up a classroom, establishing routines, and pacing the curriculum.

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.

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

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.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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