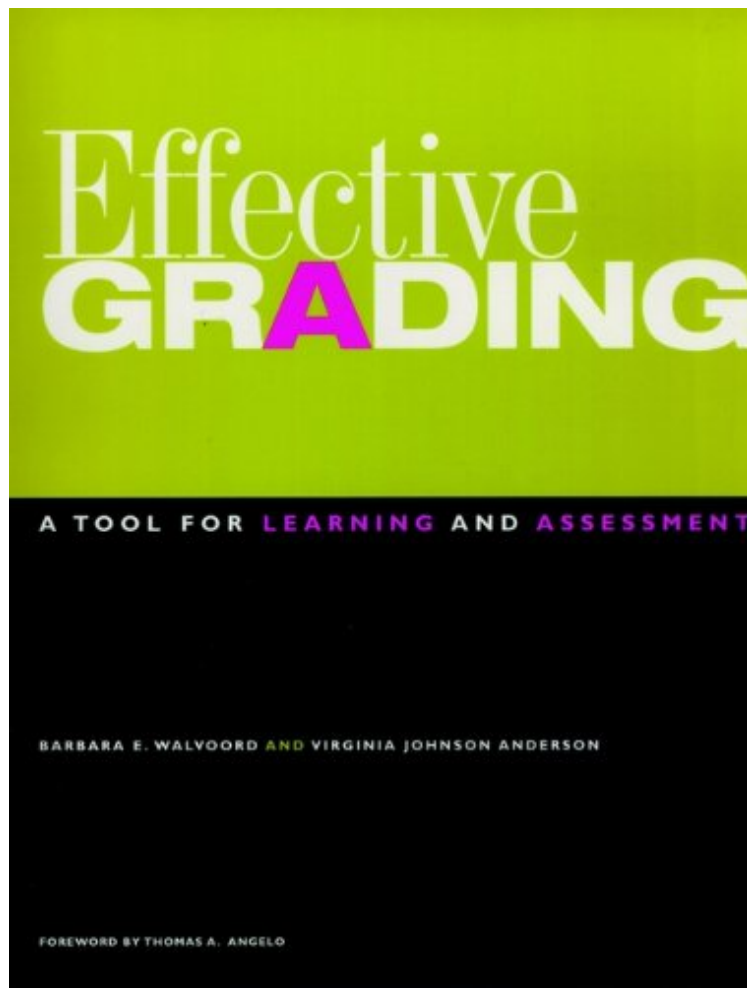


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## Effective Grading: A Tool for Learning and Assessment (Jossey-Bass Higher and Adult Education)

*Barbara E. Walvoord, Virginia Johnson Anderson*  
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**Barbara E. Walvoord, Virginia Johnson Anderson : Effective Grading: A Tool for Learning and Assessment (Jossey-Bass Higher and Adult Education)** before purchasing it in order to gage whether or not it would be worth my time, and all praised Effective Grading: A Tool for Learning and Assessment (Jossey-Bass Higher and Adult Education):

0 of 0 people found the following review helpful. interesting and easy to understandBy DAWInsightful, interesting and easy to understand. Well thought-out and well organized.9 of 9 people found the following review helpful. Almost a Grade-A Guide to GradingBy doomsdayer520While it may not seem like it to students, grading is a very complex exercise for teachers and instructors. Anyone hoping to go into that line of work will have to learn about how complex and uncertain the art of grading can be, and this book is a strong compendium of current theory on such matters. An

especially valuable aspect of this book is its coverage of the different schools of thought on whether grading is really an accurate assessment tool at all, and how all parties in the education process (students, teachers, administrators, parents, employers) have different conceptions of the usefulness and value of grades. But while this book is hugely informative at the practical level, beware of a few larger theoretical weaknesses. Frequently, certain practices that are currently held in high esteem become overused examples of larger concepts. The most glaring example is the inaccurately-titled chapter "Establishing Criteria and Standards for Grading" which is entirely about just one method, Primary Trait Analysis. At a higher level, this book assumes that all instructors will have the privilege of smaller class sizes, or welcoming administrative environments, in which experimenting with grading methods is possible or practical at all. Meanwhile this book (and many others like it) fails to distinguish between future advancements in theory and the real world in which such theories and practices have yet to be implemented on any appreciable scale. [~doomsdayer520~]38 of 39 people found the following review helpful. Excellent resource for college teachersBy A CustomerI admit I was skeptical when I started this book--so many pedagogically oriented texts seem to sacrifice content and standards for "feel-good" solutions to education. However, I have found this book to offer excellent suggestions for every aspect of structuring classes to teach and evaluate what you most want your students to learn. In my college English classes, I've used variations of Primary Trait Analyses and Gateway Criteria and they have made a big difference in the levels of thinking and writing in my own students. Giving students specific guidelines allows them to focus on what's important about the assignment, set their priorities appropriately, and makes things much easier for me when the time comes for grading. I highly recommend this book.

Effective Grading is written for the faculty member who believes the grading process is a valuable measure of student learning. This hands-on guide for evaluating student work offers an in-depth examination of the linkage between teaching and grading. It uses grades not as isolated artifacts, but as part of a process that, when integrated with course objectives, provides rich information about student learning. The authors reveal how the grading process can also be used for broader assessment objectives, such as curriculum and institutional assessment. As practical as it is informative, Effective Grading contains a wealth of special materials, including AAHE's Principles of Good Practice for Assessing Student Learning, types of assignments and tests, and a plan for a faculty workshop on grading and assessment. In addition, the book provides background to the principles of the grading process as well as a wealth of illustrative examples, offering faculty both a sound basis in assessment theory and the practical tools they need to put it to work.

About the AuthorBARBARA E. WALVOORD is director of the Kaneb Center for Teaching and Learning and concurrent professor of English at the University of Notre Dame. VIRGINIA JOHNSON ANDERSON is professor of biological sciences and chair of the biology department assessment committee at Towson State University.