

# Alamo Colleges Grading Scale

**Tammy Heflebower, Jan K. Hoegh**

*Resources in Education* ,1995-10

*The Film Daily* ,1967-04

**Making Sense of College Grades** Ohmer Milton, Howard R. Pollio, James A. Eison, 1986

*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*

**Changing the Grade** Jonathan Cornue, 2017-01-23 Many educators agree that the 100-point grading model is not always a reliable way to evaluate student learning. But is there another way to more accurately and equitably grade students and provide high-quality information to parents while fostering student learning? If so, why haven't school districts across the country changed their practices? In *Changing the Grade*, author and educator Jonathan Cornue presents a detailed model for developing a more reliable, standards-based grading system—including 30 steps to guide you through the process. In addition to identifying and addressing the barriers to change—such as concerns about how colleges and employers will interpret an alternative grading model—Cornue offers a concrete structure for changing the grading system, providing guidance on: Thinking in a new way about why grades are given and the purpose of a report card grade; Identifying what needs to be changed and what actions must be taken to facilitate the change; Building a team of stakeholders—including teachers, principals, and guidance counselors—to lead the change process; Developing the new standards-based grading structure; Designing standards-based assignments and assessments that align with a new grading structure Avoiding grade inflation; and Getting buy-in from teachers and other staff members, principals, administrators, the board of education, and the community by demonstrating that the change process is intentional, research-based, student-focused, and permanent. The book also includes helpful samples of standards-based gradebooks, homework assignments, rubrics, and report cards. If you are interested in making a systemic and systematic shift to a high-quality grading structure that is far less subjective than many commonly found in schools, consider *Changing the Grade*.

Measure, Number, and Weight Stuart Miller, 1967

*Specifications Grading* Linda B. Nilson, 2023-07-03 In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for. She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades. This new specifications grading paradigm 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. This book features many examples of courses that faculty have adapted to spec grading and lays out the surprisingly simple transition process. It is intended for all members of higher education who teach, whatever the discipline and regardless of rank, as well as those who oversee, train, and advise those who teach. Specification grading promotes the following values and outcomes. It: 1. Upholds High Academic Standards 2. Reflects Student Attainment of Skills and Knowledge 3. Motivates Students to Learn and to Excel 4. Fosters Higher-Order Cognitive Development and Creativity 5. Discourages Cheating 6. Reduces Student Stress 7. Makes Students Feel Responsible for Their Grades 8. Minimizes Conflict Between Faculty and Students 9. Saves Faculty Time and Is Simple to Administer 10. Makes Expectations Clear and Simplifies Feedback for Improvement 11. Assesses Authentically 12. Achieves High Inter-Rater Agreement

The Revised Grading System at Michigan State University Michigan State University. Secretary of the Faculties, 1968  
Report on Grading System, 1912-1913 University of Michigan. College of Literature, Science, and the Arts, 1913

**Predicting College Grades** Warren W. Willingham, William H. Angoff, 1990

Rethinking Grading Cathy Vatterott, 2015-07-13 Grading systems often reward on-time task completion and penalize disorganization and bad behavior. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. In the process, we inadvertently subvert the learning process. After careful research and years of experiences with grading as a teacher and a parent, Cathy Vatterott examines and debunks traditional practices and policies of grading in K-12 schools. She offers a new paradigm for standards-based grading that focuses on student mastery of content and gives concrete examples from elementary, middle, and high schools. *Rethinking Grading* will show all educators how standards-based grading can authentically reflect student progress and learning—and significantly improve both teaching and learning. Cathy Vatterott is an education professor and researcher at the University of Missouri-St. Louis, a former middle school teacher and principal, and a parent of a college graduate. She has learned from her workshops that grading continues to be the most contentious part . . . conjuring up the most intense emotions and heated disagreements. Vatterott is also the author of the book *Rethinking Homework: Best Practices That Support Diverse Needs*.

Beyond Grade Inflation: Grading Problems in Higher Education Shouping Hu, 2005-05-18 As calls for accountability of student learning intensify, colleges and universities need to reexamine their grading practices and restore public confidence in college grades. This report presents a conceptual framework that can aid in understanding the complexity of grading problems in higher education. It takes into account individual course-grading philosophy, students' choice of coursework, changes in composition of the faculty, and changes in the student population, among other factors. The A conceptual

framework helps professionals to understand that grading practices need to be examined at multiple levels, not just in the aggregate at the institutional and national levels. Practices and problems vary by discipline, institutional type, faculty rank, and other such conditions. The framework also provides advice about where policymakers and leaders can target efforts (state aid policy) and other areas where they can have little or no impact (student demographic shifts). Capitalizing on the knowledge that senior faculty have related to grading, this monograph examines changing institutional practices, fluctuations in departmental and school norms, and various strategies for grading. It argues for the need for institutional policies related to grading and more discussion on campuses about standards and norms. The primary message of this monograph is that grading is a shared responsibility among members of the institution and external players such as accreditation bodies, state governments, and boards of trustees. Systematic work across these various groups is necessary to change the context that rewards lenient grading. This is Volume 30 Issue 6 of the ASHE Higher Education Report series, published by Jossey-Bass, An Imprint of Wiley.

*College Grading Practices* Jonathan R. Warren, 1971 This report examines grading practices, the uses of grades and the influence of grades on the student, faculty, administration and society.--Abstract.

*The New Grading Scale* College Entrance Examination Board, 1940

*Wad-ja-get?* Howard Kirschenbaum, Rodney Napier, Sidney B. Simon, 1971

**Plus and Minus Grading** Charlie Klein, 1997

**Changes in High School Grading Standards in Mathematics, 1982-1992** Daniel M. Koretz, Mark Berends, 2001  
Observers recently have maintained that grades in secondary and postsecondary institutions have become inflated. Grade inflation would be troubling to many K-12 educators and policymakers but this possibility is an especially serious concern to many colleges and universities because such inflation could bias their admissions decisions and make it increasingly difficult for them to distinguish among high-achieving students. This study examines this possibility by evaluating changes in high school grading standards across the nation as a whole from 1982 to 1992. The authors examined not only changes in the grade distribution over time but also changes in the educational system and in the characteristics of the student populations. They investigated how grades have varied between males and females, minorities and nonminorities, and poor and rich students; trends in grading standards across types of schools; relationships between grades and student performance on achievement tests; and the influence on grades of changes in tested proficiency and course-taking. The authors' detailed analysis concluded that no such grade inflation has taken place, at least in mathematics, over the study period.

**Making Sense of College Grades** Ohmer Milton, 1986-03-01

**University of North Carolina at Chapel Hill** University of North Carolina at Chapel Hill, University of North Carolina at Chapel Hill. Office of Records and Registration, 1967

*A School Leader's Guide to Standards-Based Grading* Tammy Heflebower, Jan K. Hoegh, 2014-05-30 Accurately report students' academic strengths and weaknesses with standards-based grading. Rather than using traditional systems that incorporate nonacademic factors such as attendance and behavior, learn to assess and report student performance based on prioritized standards. You will discover reliable, practical methods for analyzing what students have learned and gain effective strategies for offering students feedback on their progress.

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