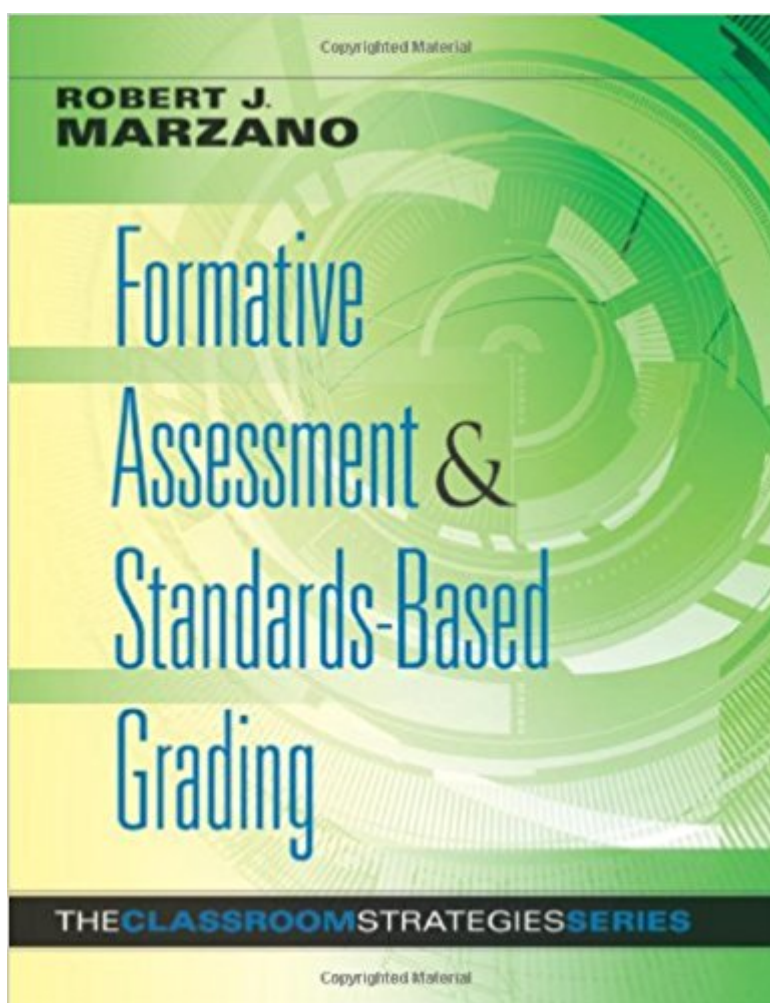




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Formative Assessment And Standards-Based Grading: Classroom Strategies That Work



Synopsis

Formative Assessment and Standards-Based Grading offers teachers everything they need to know to implement an integrated system of assessment and grading that will enhance both their own teaching and their students learning. Much has been written about the benefits of formative assessment that is, assessment that is used while instruction is occurring rather than at the end of a course or unit but most descriptions of the practice have been general. Dr. Robert Marzano provides the specifics. He explains how to design and interpret three different types of formative assessments, how to track student progress, and how to assign meaningful grades, even if a school or district continues to use a traditional grading system. He brings each concept to life with detailed examples of teachers from different subject areas applying it in their classrooms. The second book in the Classroom Strategies That Work library, this clear, highly practical guide follows the series format, first summarizing key research and then translating it into recommendations for classroom practice. In addition to the explanations and examples of assessment and grading strategies, each chapter includes helpful exercises to reinforce the reader's understanding of the content.

Book Information

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Customer Reviews

This book is academic for the academic with no fluff, no personal anecdotes, no interesting characters. It has a low page-count but is basically a textbook and even includes end-of-chapter exercises. I read the book with the intent of trying to gain a better understanding of "Standards Based Grading." My local school district is moving in this direction while not necessarily trying to

implement everything in the Marzano book. I'm a parent volunteer (engineer, not a teacher) on a school district committee. The beginning cites academic references and studies to validate the theory of Formative Assessment. It also defines formative and summative assessment. While this section was informative and somewhat compelling, it wasn't fully compelling. As is true of many industries, there seems to be a marketing "need" to define or redefine existing words and phrases in order to justify / sell a new idea. I still lament that using the terms "Tests" and "Everything Else" would be more parent-friendly and convey >90% of the meaning of "Formative" and "Summative". At some point, it occurred to me that part of what Marzano was trying to accomplish is similar to statistical confidence that would be used in engineering. That is, assessments are intended to provide a "confidence" that the student knows the material. In engineering, an example of 95/95 would mean a 95% confidence that 95% of the parts meet requirements. Academically, it would be something like 95% confident that the student knows 90% of the material (for an A grade) or 95% confident that the student knows 80% of the material (for a B grade). I like being able to relate to the topic in this way, it provides me with a certain amount of validation.

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