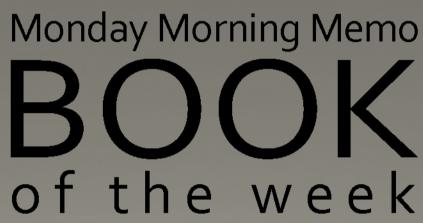


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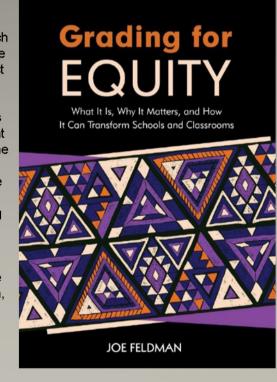




This must-have book will help teachers learn to implement improved, equity-focused grading for impact.

Here at last-and none too soon-is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students.

With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning,



minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides:

- A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a "fixed mindset" about students' academic potential-practices that are still in place a
- A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a "true north" orientation toward equitable grading practices
- Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness
- Reflection tools for facilitating individual or group engagement and

understanding. As Joe writes, "Grading practices are a mirror not just for students, but for us as their teachers." Each one of us should start by asking, "What do my grading practices say about who I am and what I believe?" Then, let's make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.





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