

Index

- Academic performance
 - accurate grading practices, 71, 72, 73–74, 77, 93, 103, 228
 - bias-resistant grading practices, 124, 147, 187
 - cheating, 117, 120
 - equitable grading practices, 6, 67, 206, 213–215
 - homework assignments, 145
 - implicit bias, 44–45
 - inaccurate grading practices, 117
 - late policies, 115, 116
 - mathematical calculations, 74–75
 - point systems, 34, 185, 187
 - ranking systems, 23
 - soft skills assessments, 212–215
 - student trackers, 220–223
 - see also* Behavior performance evaluations; Rubrics; Soft skills
- Accountability, 30–31, 77–78, 104, 118, 145–147
- Accurate grading practices
 - descriptive grades, 164–165
 - driving principles, 72, 73, 93, 100–101, 103, 206, 228
 - group work, 102–104
 - hypothetical examples, 95–97, 98, 100
 - importance, 66
 - minimum grading scale, 84–88, 162–164
 - missing assignments, 75–78
 - 100-point scale, 78–84, 89–90, 162–163, 190–191
 - practical examples, 229–238
 - recent performance assessments, 97–102
 - retake/redo opportunities, 165–181
 - rubrics, 72, 188–193, 200, 202, 217–220, 234–238
 - standards-based grade books, 197–201, 236–237
 - standards scales, 195–197, 201–202
 - student trackers, 220–223
 - summative assessments, 129, 130–131, 140, 142–147
 - use of zeros, 75–78, 82–84, 88, 90, 117–120
 - 0–4 scale, 88–90, 164, 235–237
- Ackerman, P. L., 208
- Adult professional world, 178–181, 201–202, 208–213
- African American students
 - extrinsic motivation, 36
 - implicit bias, xxiv–xxv, 42–44
 - institutional racism, 22, 181
 - intelligence testing and intellectual capacity, 20, 22
 - real-world situations, 212
 - testing bias, 20, 21–22
 - trust levels, 29–30, 186
- Alexander, M., 181, 212
- Alfeld-Lire, C., 62
- Allen, R., 135
- Amabile, T. M., 155
- Anderman, E. M., 62
- Apfel, N.
 - see* Yeager, D. S.
- Arter, J. A., 184
- Ashton-James, C., 5
- Asian American students, 186
- Atomic F, 83
- Attributional ambiguity, 186–187
- Averaging scores, 94–97, 98, 190–191
- Bailey, J. M., 23, 156, 157
- Banaji, M. R.
 - see* Nosek, B. A.
- Barron, K. E., 62
- Behavior performance evaluations
 - cheating, 31, 32, 62, 111, 117–120
 - environmental factors, 141
 - equitable grading practices, 68, 214–215
 - extrinsic motivation, 34–36
 - group work, 104–106
 - hypothetical examples, 46–56
 - implicit bias, xxiv–xxv, 42–44, 110–111
 - learning outcome goals, 105–106

- mistakes and errors, 30–31
- participation points, 120–122
- peer feedback, 217–220
- performance categories, 41
- point systems, 33, 34, 60, 213
- subjective assessments, 41–42, 44–45, 120–122
- two-grade approach, 214–215
- weighted percentages, 49, 52–54
- see also* Soft skills
- Behaviorism, 20, 21–23, 34, 36, 153
- Belief systems, 7–9
- Bell curve grades, 99
- Belsky, J., 29
- Betson, C. L., 135
- Bias
 - equitable grading practices, 66
 - group work, 104
 - hostile attributional bias, 186–187
 - implicit bias, xxiv–xxv, 42–45, 110–111, 120–124, 189
 - mathematical calculations, 74–75
- Bias-resistant grading practices
 - copying and cheating, 116–120
 - driving principles, 72, 110, 120, 124, 128, 137, 228
 - extra credit assignments, 111, 112–115
 - homework, 128–142
 - importance, 66
 - improved standards, 147–148
 - rubrics, 72, 188–193, 200, 202, 217–220, 234–238
 - subjective assessments, 120–124
 - summative assessments, 129, 130–131, 140, 142–147
- Biased testing, 22
- Binet, Alfred, 19
- Black, P., 63, 208
- Blake, J., 42
- Blakemore, S. J., 136
- Boud, D., 32, 185, 187, 216
- Bowers, A. J.
 - see* Brookhart, S. M.
- Bowles, S., 19, 22
- Boxer, P., 135
- Brackett, M. A., 4, 5, 29
- Brain research, 135
- Brimi, H. M., 80, 89
- Brock, L. L., 29
- Brookhart, S. M., 6, 23, 46
- Brzustoski, P.
 - see* Yeager, D. S.
- Bundalli, F., 110
- Butler, R., 128, 141, 208
- Byrne, D., 158
 - see also* De Castella, K.
- Carey, T., 82, 85–87, 88, 163
- Carifio, J., 82, 85–87, 88, 163
- Carroll, L., 8–9
- Ceiling grades, 173–174
- Central tendency measures, 94–97
- Chappuis, J., 184
- Chappuis, S., 184
- Cheating, 31, 32, 62, 111, 117–120
- Cherkasskiya, L., 5
- Chiong, C., 29
- Choudhury, S., 136
- Chunking, 168–169
- Church, M. A., 62
- Classical conditioning, 20
- Close, D., 100, 123
- Codrington, J., 42
- Cohen, G. L.
 - see* Yeager, D. S.
- Coherent grading practices, 67–68
- Cole, K. M., 42
- Collaborative learning, 28, 102
- Commodity of grades, 28, 33–37, 113
- Community of feedback, 217–220
- Competitive environments, 62–63
- Completed homework, 31–32, 128, 130–131, 169–170
- Compulsory public education, 19, 23
- Conklin, N. F., 121
- Conservatism, 8
- Content knowledge/mastery
 - bias-resistant grading practices, 111–124
 - cheating, 117–120
 - deadlines, 116–117
 - group work, 103–106
 - practical examples, 229–238
 - retake/redo opportunities, 168–169, 175
 - rubrics, 72, 188–193, 200, 202, 217–220, 234–238
 - standards-based grading, 197–201, 236–237
 - standards scales, 195–197, 201–202
 - summative assessments, 129–131, 140, 142–147, 170
 - test design and organization, 229
 - transparency, 187
 - see also* Accurate grading practices
- Contingent rewards, 154–160
- Copied homework, 31–32, 62–63, 116, 117, 131–140, 169–170
- Costello, R. J.
 - see* Papay, J. P.
- Covington, M. V., 158
 - see also* De Castella, K.
- Craig, T. A., 23
- Creativity, 34–35
- Criminal law approach, 118–120
- Cronbach, L. J., 23

- Cuban, L., 17
 Cubberley, E. P., 22
 Cultural bias, xxiv–xxv, 42–43
 Culturally responsive teaching, 157, 178
 Culture of poverty, 36
- De Castella, K., 158, 159, 164
 Deci, E. L., 154
 Delpit, L., 29, 172
 DeNisi, A., 208
 Descriptive grades, 164–165
 Detentions, 119
 Deterrence, 118, 119–120
 Devos, T.
 see Nosek, B. A.
 Dewey, John, 19, 22
 Dickson, V. E., 21
 Differentiated instruction, 28
 Discipline styles, 212
 Discrimination
 see Implicit bias; Institutional racism
 and classism
 Disempowerment, 60–61, 163, 186, 218
 see also Student empowerment
 Disengagement, 60–61
 Docan, T. N., 156
 Double-dipping assessment strategy, 175–176
 Double punishment, 141
 Downey, D. B., 44
 Dressel, P., 25
 Dueck, M., 78, 157, 176
 Dweck, C. S., 60, 61, 62
- Early educational practices, 18–20
Educational Review, 22
 Effort assessments, 122–124
 Elliot, A. J., 62
 Elliott, E. C., 1, 79
 see also Starch, D.
 Engelhard, G., 5
 Ennis, C. D., 29
 Environmental factors, 141
 Epstein, R., 42
 Equitable grading practices
 coherence, 67–68
 driving principles, 206, 227–229
 extra credit assignments, 111, 112–115
 group work, 102–104
 importance, 68
 Jesica's story, 241–244
 key components, 66–67, 71–72
 learning trajectories, 97–98, 100
 Mallory's dilemma, xvii–xxii
 mathematical accuracy, 66, 71, 72
 mistakes and errors, 160
 nonacademic skills and behaviors, 206–207
 practical examples, 229–238
 rubrics, 72, 188–193, 200, 202, 217–220,
 234–238
 soft skills assessments, 6, 67, 72, 214–223
 summative assessments, 129, 130–131, 140,
 142–147
 see also Accurate grading practices; Bias-resistant
 grading practices; Motivation; Transparency
- Erickson, J., xxiii
 Errors
 see Mistakes and misconceptions
 Executive functioning, 136
 Extra credit assignments, 111, 112–115
 Extrinsic motivation, 12, 20, 34–36, 104, 110,
 136, 138–139, 154–160
- Factory model of schools, 18–23, 110, 244
 see also Industrial Revolution
 Failing grades, xxvi–xxvii, 75–76, 80–82, 89–90,
 155–161, 162–164
 see also Minimum grading scale
 Fairchild, H. H., 42
 Fairness, 13, 29
 see also Implicit bias
 Fear of failure, 62–63, 157–161
 Feedback, 72, 141–142, 185–188, 208, 217–220
 see also Peer feedback; Sustainable assessment
 Fisher, B. L., 135
 Floman, J. L., 4, 5
 Formative assessments, 129, 142, 167–168,
 170, 208
 see also Sustainable assessment
 4-point scale, 89–90, 164, 235–237
 Freeman, Frank, 22
 Fried, R. L., 121
- Garcia, J.
 see Yeager, D. S.
 Gay, G., 157, 178
 Gershenson, S., 42, 44
 Gillock, K. L., 135
 Ginsberg, M. B., 36
 Gintis, H., 19, 22
 Goals and strategies
 group work, 105–106
 mastery versus performance goals, 61–63
 student trackers, 220–223
 Goldstein, S. E., 135
 González, T., 42
 Grade Integrity Act (Georgia), 4
 Grade Point Average (GPA) scale, 89–90, 164,
 235–237
 Grading practices
 application rationale, 5–7
 averaging scores, 94–97, 98, 190–191
 challenges, xxiv–xxvi, 3–5

- contemporary approaches, 24, 28
- experimental example and results, xxvi–xxx
- feedback, 185–188
- functional role, xxii–xxiv
- hacks, 51–55
- historical perspective, 23, 79
- homework scores, 128–142
- hypothetical examples, 46–56, 95–97, 98, 100
- implicit bias, 44–45, 110–111, 120–124, 189
- mathematical calculations, 47–48, 74–75
- negative consequences, 49–51, 54–55, 57–58, 63, 185
- point systems, 33–37, 62, 112–115, 120–122, 193–195
- real-world situations, 208–213
- recent performance assessments, 97–102
- summative assessments, 129, 130–131, 140, 142–147
- variability and unreliability, xvii–xxiv, 54–58, 60–63, 79–80, 193–195
- web of belief theory, 7–9
- weighted percentages, 45–50, 52–54
- see also* Accurate grading practices; Bias; Bias-resistant grading practices; Equitable grading practices; Soft skills
- Grant, H., 62
- Greene, D., 153
- Greenhaus, J. H., 181, 212
- Greenwald, A. G., 42
- Grimm, K. J., 29
- Grit
 - see* Effort assessments
- Group work, 102–106
- Growth mindsets
 - grading impacts, 14, 60, 67, 72, 101–102, 152, 160, 165, 228
 - mistakes and errors, 11, 67, 162
 - retake/redo opportunities, 229
 - rubrics, 192
 - student trackers, 222
 - see also* Motivation
- Guskey, T. R., xxiii, 5, 23, 75, 76, 84, 156, 157, 159, 164
 - see also* Brookhart, S. M.
- Guthrie, C., 42
- Haladyna, T. M., 156
- Hale, Edward Everett, 245
- Hammond, Z., 177
- Hansen, J. J.
 - see* Nosek, B. A.
- Harackiewicz, J. M., 62
- Hard work
 - see* Effort assessments
- Hardy, M. S., 114
- Harris, W. T., 21
- Harrison, C., 208
- Hattie, J., 29
- Heath, S. B., 30
- Hedl, J. J.
 - see* Papay, J. P.
- Heller, C. C., 110
- Helplessness, 157, 158, 164
- Historically underserved students
 - cultural bias, 43
 - equitable grading practices, 66, 72, 152, 186
 - extrinsic motivation, 36
 - grading impacts, xxvi–xxvii, 133
 - grading uncertainties, 60–61
 - implicit bias, 110–111, 186
 - learning environments, 181
 - real-world situations, 201–202, 212
 - self-regulation skills, 216, 223
 - soft skills assessments, 208, 223
 - traditional grading practices, 28, 110–111
 - trust levels, 29
- Hodgepodge grades, 46
- Holt, S. B., 42, 44
- Homework
 - benefits, 139–142
 - completed homework, 31–32, 128, 130–131, 169–170
 - copied homework, 31–32, 62–63, 116, 117, 131–140, 169–170
 - correct responses, 128–131
 - extrinsic motivation, 136
 - grading impact, 128–142
 - hypothetical examples, 46–56
 - late policies, 49, 54, 111, 115–117
 - mistakes and errors, 30, 31, 129–130, 135–136, 141–142, 146, 162
 - motivational strategies, 136, 138–139, 207–208
 - performance categories, 40, 45
 - point systems, 33–34, 36, 62, 128–142
 - purpose and value, 129–130, 134, 139, 145–147, 169–170
 - scoring percentages, 47–49
 - student trackers, 220–223
 - weighted percentages, 48–49, 50, 52–54, 137, 142
- Hostile attributional bias, 186–187
- Houts, R., 29
- Hutt, E., 17
 - see also* Schneider, J.
- Immigrant students
 - demographic makeup, 19
 - extrinsic motivation, 36
 - influencing circumstances, 86, 135
 - intelligence testing and intellectual capacity, 20

- school rules and procedures, 184
- sorting and acculturating mechanisms, 21
- testing bias, 20, 21–22
- Implicit bias, xxiv–xxv, 42–45, 110–111, 120–124, 189
- Imposed deadlines, 176
- Inaccurate grading practices
 - averaging scores, 94–97, 98, 190–191
 - effort assessments, 122–124
 - extra credit assignments, 112–115
 - group work, 102–104
 - homework scores, 128–142
 - late policies, 49, 54, 111, 115–117
 - 100-point scale, 78–84, 89–90, 162–163, 190–191
 - participation points, 120–122
 - use of zeros, 75–78, 82–84, 88, 90, 117–120
- Incapacitation, 118
- Incentive strategies
 - see* Point systems
- Inconsistent grading, xvii–xxii
- Industrial Revolution
 - averaging scores, 99, 110
 - beliefs and impacts, 28
 - extrinsic motivation, 110, 158–159
 - factory model of schools, 18–23, 110, 244
 - historical perspective, 18–19
 - normal statistical distribution, 99, 110
 - performance calculations, 74
 - single-letter grade constraint, 45, 46, 65, 99, 110
 - sorting and acculturating mechanisms, 21–22, 74, 110
- Institutional racism and classism, 22, 181
- Intelligence testing and intellectual capacity, 19–22
- Intermittent catastrophic performance failures, 86
- Intrinsic motivation, 12, 28, 34–35, 138–139, 153–155
- Isabel (hypothetical example), 46–56
- Jesica's story, 241–244
- Jobs, Steve, 214
- Johnson, S. L., 42
- Josephson Institute of Ethics, 131
- Jung, L. A., 75
- Kanfer, R., 208
- Kang, J., 42
- Kaplan, A., 61
- Kaplan, D. S., 135
- Kaplan, H. B., 135
- Kaufman, J. C., 155
- Kelly, S., 121
- Kluger, A. N., 208
- Koestner, R., 154
- Kohn, A., 35, 159
- Kohn, M. L., 212
- Kose, G., 135
- Krieger, L. H., 42
- La Guardia, J., 62
- Lam, T. H., 135
- Lane, K., 42
- Late policies, 49, 54, 111, 115–117
- Latino/Latina American students
 - extrinsic motivation, 36
 - influencing circumstances, 86, 135
 - institutional racism, 181
 - real-world situations, 212
 - school rules and procedures, 184
 - testing bias, 20, 21–22
 - trust levels, 186
 - see also* Minority populations
- Leading Edge Advisors, xxvi
- Learning environments, 30–31, 62
- Learning outcomes, 105–106
- Learning process
 - feedback, 72, 141–142, 185–188
 - late policies, 49, 54, 111, 115–117
 - mistakes and errors, 30–32, 129–130, 161–162, 165
 - mistakes and misconceptions, 165, 166
 - peer feedback, 217–220, 232
 - point systems, 33–37, 62
 - practical examples, 229–238
 - retake/redo opportunities, 144, 167–169
 - soft skills assessments, 208
 - stress responses, 135
 - student trackers, 220–223
 - see also* Bias-resistant grading practices; Homework
- Learning styles, 122, 141
- Learning theory, 20
- Learning trajectories, 97–98, 100
- Lee, C., 208
- Lepper, M. R., 153
- Lhamon, C. E., 43, 44, 181
- Lindner, N. M.
 - see* Nosek, B. A.
- Linn, R. L., 5
- Lipnevich, A. A., 208
- Liu, R. X., 135
- Low grade impact, 157–160, 164
- Low-income students
 - extra credit assignments, 112–115
 - extrinsic motivation, 36
 - grading impacts, xxvi–xxvii
 - implicit bias, xxiv–xxv
 - influencing circumstances, 86, 135

- school rules and procedures, 184
- self-regulation skills, 216
- teacher turnover, 4
- testing bias, 20, 21–22
- Macfarlane-Dick, D., 216, 217, 223
- Maehr, M. L., 61
- Mallory's dilemma, xvii–xxii
- Mangione, L., 138
- Marshall, B., 208
- Marzano, R. J., 28, 156, 157, 195
- Master, A.
 - see* Yeager, D. S.
- Mastery goals, 61, 62, 75
- Mathematical accuracy
 - see* Accurate grading practices
- McCauley, M. T., 29
- McGhee, D. E., 42
- McLaughlin, M. W., 30
- McMillan, J. H.
 - see* Brookhart, S. M.
- Mean, 94–97
- Median, 94–97
- Michael, R. S., 119
- Midgley, C., 61, 62
- Migration
 - see* Immigrant students; Rural-to-urban migration
- Miller, M. D., 5
- Minimum grading scale, 84–88, 162–164
- Minority populations
 - extrinsic motivation, 36
 - grading uncertainties, 60–61
 - implicit bias, xxiv–xxv, 42–44
 - influencing circumstances, 86, 135
 - institutional racism and classism, 22
 - real-world situations, 212
 - school rules and procedures, 184
 - testing bias, 20, 21–22
 - trust levels, 29–30, 186
- Missing assignments, 75–78, 82–84, 87, 90
- Mistakes and misconceptions
 - equitable grading practices, 72, 160, 228
 - functional role, 161–162
 - homework assignments, 30, 31, 128–131, 135–136, 141–142, 146, 162
 - learning processes, 29–32, 165, 166
 - peer feedback, 232
 - real-world situations, 209–211, 212
 - retake/redo opportunities, 165–181
 - summative assessments, 144
- Mistrust, 186–187
- Mode, 94–97
- Moore, R., 171
- Morrison, E., 29
- Motivation
 - basic concepts, 153
 - behaviorist approach, 21, 22–23, 34, 36
 - descriptive grades, 164–165
 - driving principles, 72, 152, 160, 183–184, 186–187, 206, 214, 228
 - extra credit assignments, 113
 - failing grades, 75–76, 155–161
 - grading impacts, 156–160
 - group work, 104
 - homework, 136, 138–139, 207–208
 - importance, 66–67
 - mastery versus performance goals, 61–63
 - minimum grading scale, 88
 - mistakes and errors, 30–32
 - point systems, 33–37, 62, 112–115, 185–188, 193–195
 - real-world situations, 208–213
 - research background, 152–158
 - retake/redo opportunities, 144, 165–181
 - rubrics, 72, 188–193, 217–220
 - soft skills assessments, 207–208
 - student trackers, 222
 - see also* Transparency
- Nardo, A. C., 119
- National Center for Education Statistics (NCES), 5
- National Intelligence Test, 21
- Nicol, D. J., 216, 217, 223
- Nisan, M., 128, 141, 208
- Nisbett, R. E., 153
- Nishida, T. K., 29
- Noddings, N., 29
- Nonacademic penalties, 30–31, 117–120
- Nonacademic skills and behaviors
 - see* Soft skills
- Norm-referenced grading systems, 23, 24
- Nosek, B. A., 42
- O'Connor, K., xxiii
- Ogletree, C. J., 189
- Omnibus grades
 - characteristics, 46
 - grade hacks, 51–54
 - hypothetical examples, 46–54
 - negative consequences, 54–55
 - point systems, 194
- 100-point grading scale, 78–84, 89–90, 162–163, 190–191
- Online grading software, 45, 47–48, 51–52, 74–75
- Operant conditioning, 20, 153
- Outliers, 95, 110
- Padilla-Walker, L. M., 114
- Papageorge, N. W., 42, 44

- Papay, J. P., 135
- Parasuraman, S., 181, 212
- Participation points, 120–122
- Pavlov, I., 20, 153
- Payne, R. K., 36
- Peer feedback, 217–220, 232
- Penalties and punishments
- behaviorist theories, 153
 - copying and cheating, 31–32, 62–63, 111, 116–120
 - discipline styles, 212
 - environmental factors, 141
 - failing grades, 157–161, 164
 - late policies, 49, 54, 111, 115–117
 - learning phase, 30, 31
 - mistakes and errors, 30–32, 129–130, 141
 - see also* Point systems
- People of color
- see* Minority populations; Students of color
- Performance goals, 61–63
- Perseverance
- see* Effort assessments
- Peterson, R. L., 119
- Pianta, R. C., 29
- Pink, D. H., 34–35, 155
- Pintrich, P. R., 62, 223
- Point systems
- behavior performance evaluations, 33, 60, 213
 - extra credit assignments, 112–115
 - homework, 33–34, 36, 62, 128–142
 - inaccuracies, 193–195
 - mistakes and errors, 30, 135–137, 141
 - motivational strategies, 33–37, 62, 112–115, 185–188
 - participation, 120–122
 - practical examples, 229–234
 - test design and organization, 193–194
 - transparency, 185–188
 - see also* 100-point grading scale; Subjectivity; Zeros, use of
- Poor communities, 20, 21, 36
- Positive learning environments, 30–31
- Powell, J. A., 110
- Pribesh, S., 44
- Progressive movement, 19
- Punishments
- see* Penalties and punishments
- Purdie-Vaughns, V.
- see* Yeager, D. S.
- Quine, W. V. O., 7–8
- Rachlinski, J. J., 42
- Racial bias, xxiv–xxv, 42–43, 110, 181, 186
- Racial hierarchy, 21–22
- Randall, J., 5
- Ranganath, K. A.
- see* Nosek, B. A.
- Real-world situations, 178–181, 201–202, 208–213
- Recent performance assessments, 97–102
- Reeves, D. B., xxiii, 77, 83, 84
- Rehabilitation, 118, 119–120
- Renaming grades, 164–165
- Resilience
- see* Effort assessments
- Reskin, B. F., 42
- Responsible behaviors, 77–78, 140–141, 145–147
- Restitution, 118, 119–120
- Retake/re-do opportunities
- benefits, 229
 - ceiling grades, 173–174
 - college preparation, 180–181
 - common concerns, 174–181
 - completed homework, 169–170
 - content knowledge/mastery, 168–169, 175
 - double-dipping assessment strategy, 175–176
 - grade book entries, 173
 - imposed deadlines, 176
 - influencing circumstances, 166, 174–175
 - lower grades, 174
 - mandatory versus voluntary retakes, 171–173
 - mathematical accuracy, 173
 - real-world situations, 178–181
 - score qualifications, 166–167
 - summative assessments, 144, 167–169, 175, 178–179
 - supportive environments, 169–170, 177–178
 - test anxiety, 177
 - test design and organization, 170, 175
- Retribution, 118, 119
- Reward systems
- see* Point systems
- Reyes, M. R., 29
- Reyes, O., 135
- Rimm-Kaufman, S. E., 29
- Risk-taking, 29–32
- Rivers, S. E., 29
- Roeser, R. W., 62
- Rubrics
- benefits, 188–190, 192, 202, 217–220, 234–238
 - calibration, 192–193, 218, 235
 - motivational strategies, 72, 228
 - practical examples, 234–238
 - real-world situations, 201–202
 - scaffolding techniques, 192, 218
 - scoring criteria, 190–191
 - standards-based grading, 200, 236–237
- Rudolph, E., 135

- Rural-to-urban migration, 19, 21
- Ryan, A. M., 62
- Ryan, R. M., 62, 154
- Salovey, P., 5, 29
- Samuels, J., 43, 44, 181
- Schmersal, L. A., 114
- Schneider, J., 17, 23
- Schoenfelder, E., 153, 158
- School systems
 - behaviorist approach, 21–23, 34, 36
 - contemporary practices, 24, 28
 - early educational practices, 18–20, 79
 - enrollment growth, 20
 - factory model, 18–23, 110, 244
 - rules and procedures, 184
 - sorting and acculturating mechanisms, 21–23, 79, 110
- Schools-as-training-ground versus schools-as-democratic-engine, 19, 21
- Schwartz, J. L., 42
- Scoring percentages, 47–49, 82–84
- Second chances
 - see* Retake/redo opportunities
- Self-assessment, 196–197, 220–223
- Self-concept, 61
- Self-doubt, 62–63, 157–158
- Self-protective behaviors, 157–160
- Self-regulation skills, 12, 72, 140–141, 216, 222
- Self-responsibility, 77–78, 140–141, 145–147
- Self-worth, 157–158
- Separate-but-equal doctrine, 22
- Shared learning, 102
- Single-letter grades
 - see* Omnibus grades
- Skiba, R. J., 119
- Skinner, B. F., 20, 34, 153
- Smallwood, M. L., 79
- Smith, J. K., 208
 - see also* Brookhart, S. M.
- Smith, L. F.
 - see* Brookhart, S. M.
- Smith, R. J., 189
- Smyth, F. L.
 - see* Nosek, B. A.
- Snyder, T. D., 18
- Social class and position, 21–22
- Sociocultural norms, xxiv–xxv, 42–43
- Soft skills
 - academic performance and success, 212–215
 - basic concepts and characteristics, 206–207
 - equitable grading practices, 6, 67, 72, 214–215
 - importance, 207–208
 - peer feedback, 217–220, 232
 - real-world situations, 208–213
 - self-regulation, 12, 72, 140–141, 216
 - student trackers, 220–223
 - subjective assessments, 208
 - summative assessments, 213
 - traditional grading practices, 207
 - two-grade approach, 214–215
 - weighted percentages, 47
 - see also* Behavior performance evaluations
- Spielberger, C. D., 135
- Staats, C., 42–43, 189
- Standards-based grade books, 72, 197–201, 236–237
- Standards scales, 195–197, 201–202
- Starch, D., 1, 79–80, 89
- Statistical error, 79–80
- Steele, C. M., 44
- Stereotypical student personality type, 120–122
- Sternberg, R. J., 155
- Stewart, S. M., 135
- Stiggins, R. J., 121, 159–160, 184
- Stigmatized students, 44, 186
- Stress/stress responses, 60–61, 135
- Student-centered instruction, 28
- Student empowerment, 192–193, 217–220
 - see also* Rubrics
- Student-led conferences, 243
- Student performance data
 - averaging scores, 94–97, 98
 - categories, 40–41, 44, 45
 - feedback, 185–188
 - hypothetical examples, 46–56, 95–97, 98, 100
 - mastery versus performance goals, 61–63
 - mathematical calculations, 47–48, 74–75
 - missing assignments, 75–78
 - negative consequences, 49–51, 54–55, 57–58, 63, 185
 - 100-point scale, 78–84, 89–90, 162–163, 190–191
 - recent performance assessments, 97–102
 - standards-based grade books, 197–201, 236–237
 - standards scales, 195–197, 201–202
 - student trackers, 220–223
 - subjective assessments, 41, 44–45, 120–124, 189
 - summative assessments, 129, 130–131, 140, 142–147
 - variability and unreliability, 54–58, 60–63, 79–80, 193–195
 - weighted percentages, 45–50, 52–54
 - see also* Accurate grading practices; Behavior performance evaluations; Soft skills
- Student-proposed assessments, 201
- Student-teacher relationships, 28–32, 171–173, 177
- Student trackers, 72, 220–223

- Students of color
 - extrinsic motivation, 36
 - grading uncertainties, 60–61
 - implicit bias, xxiv–xxv, 42–44
 - influencing circumstances, 86, 135
 - institutional racism and classism, 22
 - real-world situations, 212
 - school rules and procedures, 184
 - self-regulation skills, 216
 - testing bias, 20, 21–22
 - trust levels, 29–30, 186
- Subjectivity
 - equitable grading practices, 67
 - feedback, 185–187, 208
 - group work, 104
 - soft skills assessments, 208
 - student performance data, 41, 44–45, 120–124, 189
 - unguided discretion, 43, 44
 - see also* Bias-resistant grading practices
- Summative assessments
 - bias-resistant grading practices, 72, 142–144, 228
 - content knowledge/mastery, 129–131, 140, 142–147, 170
 - late policies, 116
 - mistakes and misconceptions, 144
 - purpose, 143
 - retake/redo opportunities, 144, 167–169, 175, 178–179
 - soft skills, 213
 - test anxiety, 177
 - test design and organization, 176
 - weighted percentages, 143, 145–146, 147
 - see also* Homework
- Super F, 83
- Sustainable assessment, 216
- Tangela (hypothetical example), 46–56
- Tardiness, 111
- Teacher-student relationships, 28–32, 171–173, 177
- Test anxiety, 177
- Test design and organization, 170, 175, 176, 193–194, 196–197
- Thompson, R. A., 114
- Thorndike, R. M., 5
- Traditional grading practices
 - ambiguities, 186–187, 189
 - averaging scores, 94–97, 98, 190–191
 - feedback, 185–188
 - historically underserved students, 28, 110–111
 - homework scores, 128–142
 - hypothetical examples, 46–56, 95–97, 98, 100
 - implicit bias, 44–45, 110–111, 120–124, 189
 - mastery versus performance goals, 61–63
 - mathematical calculations, 47–48, 74–75
 - mistakes and errors, 30–32
 - negative consequences, 49–51, 54–55, 57–58, 63, 185
 - 100-point scale, 78–84, 89–90, 162–163, 190–191
 - psychological impact, 59–63
 - transparency, 60, 184–188
 - variability and unreliability, 54–58, 60–63, 79–80, 193–195
 - weighted percentages, 45–50, 52–54
 - see also* Accurate grading practices; Behavior performance evaluations; Bias-resistant grading practices; Soft skills
- Transparency
 - category weighting, 46, 47, 48, 51, 185
 - content knowledge/mastery, 187
 - driving principles, 183–184, 186–187, 228
 - motivational strategies, 72
 - point systems, 185–188
 - real-world situations, 202
 - rubrics, 72, 188–193, 202, 217–220, 234–238
 - standards-based grading, 197–201, 236–237
 - standards scales, 196–197, 201–202
 - traditional grading practices, 60, 184–188
- Trust, 29–32, 186–187
- Tutoring sessions, 169, 177–178
- Twentieth century educational beliefs, 18–23, 27–28
- Twenty-first century educational beliefs, 28
- Tyack, D. B., 17, 18, 19, 21
- Tyler, R. W., 200
- Ullian, J. S.
 - see* Quine, W.V. O.
- Ulrich, Laura Thatcher, 214
- Uncertainty, 60–63
- Unconscious bias
 - see* Implicit bias
- Underperforming students
 - see* Motivation
- Underserved students
 - cultural bias, 43
 - equitable grading practices, 66, 72, 152, 186
 - extrinsic motivation, 36
 - grading impacts, xxvi–xxvii, 133
 - grading uncertainties, 60–61
 - implicit bias, 110–111, 186
 - learning environments, 181
 - real-world situations, 201–202, 212
 - self-regulation skills, 216, 223
 - soft skills assessments, 208, 223
 - traditional grading practices, 28, 110–111
 - trust levels, 29

Undocumented immigrants, 86, 135
 Unethical behaviors, 155
 Unguided discretion, 43, 44
 Universal education, 19
 Unreliable grading, xvii–xxiv, 54–58, 60–63, 79–80, 193–195
 Urdan, T. C., 62, 153, 158
 U.S. Department of Education, 42, 43, 44
 U.S. Department of Justice, 43, 44

 Valid assessments, 143–144
 Vandergrift, N., 29
 Variable grading, xvii–xxiv, 54–58, 60–63, 79–80, 193–195
 Vavrus, F., 42
 Vulnerabilities and weaknesses, 29–31

 Wald, J., 189
 Watson, John, 20, 153

 Web of belief theory, 7–9
 Welsh, M. E.
 see Brookhart, S. M.
 Wentzel, K. R., 29
 White, M., 29
 Wiliam, D., 63, 208
 Wistrich, A. J., 42
 Wolters, C. A., 62
 Wong, A. M. P., 135
 Wong, C. M., 135
 Wormeli, R., 172
 Wormley, W. M., 181, 212

 Yeager, D. S., 29, 186

 Zamboanga, B. L., 114
 0–4 grading scale, 88–90, 164, 235–237
 Zeros, use of, 75–78, 82–84, 88, 90, 117–120
 Zusho, A., 223