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| **Grading for Learning**  **Macintosh HD:Users:dbeninato:Desktop:report_card.gif** | **Macintosh HD:Users:dbeninato:Desktop:report_card.gifGrading for Learning** |
| Relate grading procedures to learning goals (i.e. standards). | Relate grading procedures to learning goals (i.e. standards). |
| Use criterion-referenced performance standards as reference points to determine grades. | Use criterion-referenced performance standards as reference points to determine grades. |
| Limit the valued attributes included in grades to individual achievement. | Limit the valued attributes included in grades to individual achievement. |
| Sample student performance – do not include all scores in grades. | Sample student performance – do not include all scores in grades. |
| Grade in pencil – keep records so they can be updated easily. | Grade in pencil – keep records so they can be updated easily. |
| Crunch numbers carefully – if at all. | Crunch numbers carefully – if at all. |
| Use quality assessment(s) and properly recorded evidence of achievement. | Use quality assessment(s) and properly recorded evidence of achievement. |
| Discuss and involve students in assessment, including grading, throughout the teaching/learning process. | Discuss and involve students in assessment, including grading, throughout the teaching/learning process. |