Annotated Bibliography

Problem of Practice: How do we grade with an equity mindset for our diverse group of students, meeting students where they are at and encouraging academic risk?

Alex, P. (2022). Time to Pull the Plug on Traditional Grading? Supporters of mastery-based grading say it could promote equity. Education Next, 22(4), 38-43.

In Patrtricia Alex's article *Time to Pull the Plug on Traditional Grading?,* she dives into the debate of implementing equitable grading practices or sticking to traditional ones. She largely discusses the work of Joe Feldman in his book *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms,* but also speaks on the work of Thomas R. Guskey, which differs in also having space to grade on soft skills and behaviors. Not only does this article speak about the areas of grading for equity that are considered positive and have some reports of student improvement, but also speaks to the critics of equity models of grading. Some of those criticisms are that teachers will spend more time grading, can negatively enforce unwanted study behaviors, and are hard to implement in a country that largely focuses on traditional grading models and has many states differing on their content and grading.

Berns, A., & East, J. P. (2020). Grading for equity: A Rationale and Guide for Instructional Change. https://www.micsymposium.org/mics_2020_Proceedings/MICS2020_paper_10.pdf

This paper synthesizes research around equitable grading practices after reviewing issues surrounding traditional ones. The authors review their backgrounds as instructors and some of their common grading practices and the problems they have encountered. Such as grading scales, grading homework, penalizing late work and cheating, and including attendance grading or extra credit.. The authors argue that there are more equitable grading practices that do not grade students on non-academic behavior, which introduces bias.

Feldman, J. (2017, November). Do your grading practices undermine equity initiatives? Leadership, (November/December).

Joe Feldman, author of the book Grading for Equity discusses equity issues associated with traditional grading. These practices are commonplace in schools since the Industrial Revolution and don't benefit all students, disproportionately students of color, neurodiverse, and/or belonging to lower income families. Feldman emphasizes that all students, save those with high needs, are capable of meeting academic standards. It is our grading practices that discriminate students on the basis of behaviors versus academic knowledge. He argues that we need to make necessary systemic changes to education that focuses on making our grading accurate and fair to all students. This is the most important equity work we can do as teachers.

Hammond, Zaretta. Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (2014). SAGE Publications.

In chapter 7: *Shifting Academic Mindset in the Learning Partnership* of Zaretta Hammond's book Culturally Responsive Teaching, the central idea is that cultivating a growth mindset in students will help them become independent learners. She discusses ways to move student's from a fixed mindset to a growth mindset. This fosters a positive academic mindset. Such as, framing mistakes as information and not as failure, changing students' narratives about themselves, and reinforcing students when they show signs of a positive academic mindset. She stresses the importance of a teacher to help shift this mindset to provide psychological safety for students. Hammond goes into the effects of microaggressions on students' academic mindset and fuels the brain's negativity bias. Positing that with knowledge of what is going on in the brain of students, specifically those who are marginalized,

Chapter 8 of Hammond's book: *Information Processing to Build Intellective Capacity,* the main goal of this chapter is to bring enlightenment to the brain process of learning and the brain's natural input, elaboration, and application cycle. One such strategy is the *Ignite, Chunk, Chew. Review* method. How a teacher can structure lessons that are culturally responsive and help students learn internalized cognitive routines to move toward independent learning. She also stresses the importance of UDL Strategies like *Talk to Larn, "Story-ify" the Content, and Recursive Graphic Organizers, Infographics, and Other Nonlinguistic Representations.* By incorporating these strategies teachers can see an increase in engagement and that leads to better retention.

Sanders, Z., & Estrada, P. (2024, January 25). Conversation on Grading Practices with a Veteran Teacher . personal.

My interview with Phill Estrada, a High Tech High Media Arts 12th grade physics teacher, was interesting because he was implementing many of the equitable grading practices my group and I had been researching. He argued that he is grading just as rigorous as those high school teachers using traditional grading methods that are used in college, but he grades like he experienced in his masters program and those that many Doctoral students experience. Focusing his grading on students defending and expressing their understanding of content knowledge. As well as, using individualized timelines that allow students to check points to demonstrate they are ready for the next steps/assignments. By using this type of grading he ensures that all students in his class learn something. As long as they are progressing and improving they are developing mastery of content and soft skills to get their projects done for exhibition. If they are still working on their projects he exhibits the process so families and those attending get to see examples of the work process and shows the incomplete work along with the completed work.