Annotated Bibliography

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.*

As educators within a traditional learning community, we have been accustomed to utilizing conventional grading methods. However, we have not given much consideration to the applicability of traditional grading in a professional learning context. This reading explores Feldman's model of fair grading and its ability to foster a successful future for our students. Numerous students share their perspectives on equitable learning and how it has enhanced their motivation to pursue education without feeling intellectually inadequate due to a slower learning pace. The reading emphasizes the significance of allowing sufficient time for tasks to be completed and reducing the frequency of grading, while providing more in-depth feedback on areas for improvement. In support of Feldman's model, the article presents several encouraging examples of school districts that have implemented the model effectively. It highlights the importance of embracing this change as a long-term endeavor to promote critical thinking and content mastery among many individuals.

Berns, A., & East , J. P. (2020). *Midwest Instruction and Computing Symposium. In Computer Science Department, University of Northern Iowa.*

After reviewing the article I have gained valuable insights into the biases that educators often unintentionally bring into their grading practices. Berns and East begin their discussion by addressing the grading strategies that have been passed down to us as educators. They carefully evaluate each strategy, highlighting the negative impact it has on students. As educators, our primary goal is to empower students by providing them with the necessary tools for developing and expressing their thoughts. Unfortunately, we often undermine this objective when we fail to accurately assess their learning.

The reading emphasizes the significance of grading in a just and unbiased manner, solely based on students' knowledge rather than their behavior. It sheds light on how our preoccupation with grades has influenced students to prioritize the final letter grade rather than their own genuine efforts in comprehending the subject matter. It emphasizes the need to approach grading with grace and fairness, striving for equity that removes judgment and blame from the equation.

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

Educational Leadership, 8-11.

In this article, Feldman initiates a discussion on the inequitable standards of grading. Various instances are presented to illustrate the disconnect between our grading system and students' actual learning. For instance, the practice of grading students based on their attendance at back to school night or offering extra credit for unrelated information is examined. The author proposes that a reevaluation of our grading methods is necessary to foster student success and enhance their learning experience. The article not only highlights the deficiencies in our current system but also provides compelling reasons for undertaking this reform. By doing so, it aims to inspire students' motivation to excel and promote their personal growth. Ultimately, the article underscores the pivotal role of reimagining and improving our grading practices for the benefit of our students' success.

Johnson, J., Uline, C., & Perez, L. (2019). *Teaching Practices from America's Best Urban Schools* (2nd ed.). Taylor and Francis

In Chapter 2 of this reading, we explore the significance of Pedagogy and its role in promoting Cultural and Linguistic Responsiveness. We discover strategies for effectively assisting students who may not be grasping the content as quickly or thoroughly. The chapter delves into the importance of providing additional resources that actively engage students in the learning process. By offering sufficient guidance and support, students can produce high-quality work. Creating a safe and supportive learning environment is crucial in fostering a positive Cultural and Linguistic Responsiveness. I particularly appreciated the suggested activities for educators, such as storytelling, role-playing, physical movement exercises, hands-on learning, and connections to real-life experiences.

Johnson, J., Uline, C., & Perez, L. (2019). *Teaching Practices from America's Best Urban Schools* (2nd ed.). Taylor and Francis

In Chapter 4 of this reading, we explore the significance of integrating students' social and personal life situations with the class learning material. The reading provides numerous examples of how these connections can enhance student engagement and comprehension of the content. Collaborative efforts among educators are essential in creating effective and engaging lessons. We recognize the role of various factors such as social interactions, cultural backgrounds, prior knowledge, and individual interests in

promoting students' willingness to learn and understand the material, as well as their ability to demonstrate and explain their learning. In situations where students struggle with comprehension, it is vital to employ alternative strategies such as incorporating additional aids, visuals, manipulatives, and supplementary resources to enhance their understanding. In addition, the chapter emphasizes the importance of not just making connections, but also consistently monitoring students' understanding and providing constructive feedback to facilitate their ongoing growth and development.

Morrow C., personal communication, January, 20, 2024.

In order to align our research question with our lesson study, our team formulated a series of inquiries centered around writing rubrics and their role in fostering student engagement. An interview was conducted with Mrs. Morrow, a 4th grade teacher at High Tech Elementary, to delve into this topic. During our conversation, we discussed the concept of writing rubrics as a valuable tool for helping students understand the expectations for their writing assignments, as well as enabling them to enhance their skills prior to receiving further feedback from the teacher. Ms. Morrow spoke on the importance of rubrics and how they are a form of equitable grading. She explained how rubrics enable teachers to provide personalized feedback to each student, focusing on areas where they require improvement and celebrating their areas of comprehension. Setting a standard on how to write is most important in elementary because it is setting the foundation for their future learnings.